

# *Living Knowledge*

■ International Journal of Community Based Research

*Impact through  
Co-creation and Participation*

**ENJOY**

- 6<sup>th</sup> Living Knowledge Conference
- Making a Difference to Research Strategies
- CSO Involvement in Research Projects
- Participation through Web Conferencing
- Science Shops' and Responsible Research and Innovation



*Living Knowledge*  
The International Science Shop Network

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# Editorial

The new Science with and for Society funding scheme in Horizon 2020 is at the start. It emphasizes the role of Civil Society and its organisations in future research processes. Workshops and conferences focus on and explore the role of philanthropy in the promotion of Responsible Research in Innovation or on how to build Public Engagement (PE) in Horizon2020. In one of these workshops we were asked how public engagement will look like in 2020. And we had visions: 10 % of all Higher Education Institutes will have contact points for CSOs, national research agendas will acknowledge PE, PE will have relevance in decision making, foundations will implement PE in their selection criteria or PE will be career relevant for scientists ... just to mention a few.



It is a long way to get there, maybe longer than the seven years of Horizon 2020 that lay ahead. But CSOs are already paying greater attention to scientific policy. They are spurred by the sense that traditional scientific structures have inadequately tackled pressing challenges such as climate change, resource scarcity, urbanisation and affordable health amid ageing demographics. In order to devise sustainable and responsible research and innovation solutions to these Grand Challenges , under the RRI umbrella, all stakeholders must collaborate throughout the process.

And here we are with the 6th Living Knowledge Conference which builds on the experience of the previous Living Knowledge Conferences in Leuven, Seville, Paris, Belfast and Bonn and which has received a total of 191 submissions from 27 different countries spanning all continents. Furthermore the PERARES project is coming down the home straight. The conference therefore offers a fantastic opportunity to learn and to exchange experiences and to discuss findings and results and hopefully allow to move forward in establishing a deeper and more systematic engagement of civil society groups in setting research agendas. For those who will not be able to attend we offer presentations and full papers for downloads.

Due to funding reasons this is probably the last printed issue of the Living Knowledge magazine, but the Living Knowledge newsletter will remain. Your contributions for the Living Knowledge newsletter and the website are always welcomed. So stay tuned, check the the Living Knowledge website regularly and follow us on the Living Knowledge Discussion list, on Facebook or on Twitter.

See you 2016 in Dublin for the 7<sup>th</sup> Living Knowledge Conference. Keep on contributing.

Yours sincerely, Norbert Steinhaus

## Living Knowledge

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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.

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## Official launch of the Université de Lyon Science Shop

Monday 9th December 2013: Jacques Samarut, the pilot of the PALSE (Programme Avenir Lyon Saint-Etienne) has officially launched the Université de Lyon Science Shop. "We are not going to sell science to consumers, he declared, it will consist in a scientific support to CSOs. It's not some "under-research": the students involved will gain ECTS credits and each project will result in a publication". The PALSE pilot stresses the activity of the persons who have worked for 3 years for the maturation of this Science Shop.

The pilot project of the Université de Lyon Science Shop has helped the Society of Villeurbanne's allotment gardens to understand the origins of a silta-tion problem in a small river.

In 2014, 10 projects should be performed, on various issues such as how to explain winter mortality of bees in a specific area near Lyon, how to improve training session for caregivers who face relatives suffering from Alzheimer's disease, or what are the "behavioral resistances" that can limit the impact of first aid training sessions?

Since the first Science Shop was born in the Netherlands, it was natural that a Dutch, Dr Henk Mulder, who coordinates a Science Shop in the University of Groningen as well as the EC funded PERARES project, came to share enthusiastically its experience.

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## Nature into Grey Zones

This campaign led by Bonn Science Shop aims to raise awareness among both, corporate representatives and citizens for biodiversity conservation in urban areas and to make them actors. When greening parts of their premises, the city becomes more liveable and attractive - without compromising limited functional surfaces.



The campaign takes place in three pilot cities: Duisburg, Erfurt and Wiesloch. Partners are community foundations in each pilot city. They act as links between Bonn Science Shop and participating corporate representatives and citizens. In February and March 2014 the work started on two premises in Wiesloch. After unsealing the premises new dry stone walls were built. Planting activities will happen in April and May. Staff and citizens will support the gardener when planting.

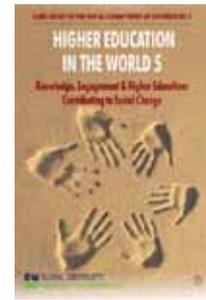
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**Why company premises?** Close to nature company premises can become new habitats for insects, ground dwelling animals or birds and are contributing valuably to the preservation of biodiversity. Nature and functionality are not mutually excluding, but can be complementary. Especially in populated and urban regions, these areas can create precious ecological habitats and work as stepping stones in a biotope network.

## Knowledge Engagement and Higher Education: Contributing to Social Change

### 5th GUNi World Report

The Report is a collective work published as part of the GUNi series on the social commitment of universities. It is the result of a global and regional analysis of higher education in the world, with a specific subject chosen for each edition. Edited by GUNi, Bud Hall (Canada) and Rajesh Tandon (India) have been the guest editors. Seventy three



authors from all the world regions have contributed to this edition.

<http://www.guninetwork.org>

## Science Shop celebrates 25th anniversary at the University of Ulster and QUB

The Science Shop, a joint collaboration between the University of Ulster and Queen's University which supports hundreds of community groups across Northern Ireland, has celebrated its 25th anniversary. The Northern Ireland Science Shop benefits the community and voluntary sector across the region and supports community organisations in developing research projects which can be carried out by students as part of their degree programme. Over the past 25 years the Science Shop has delivered almost 2,500 projects and worked with more than 650 community groups including sports clubs, youth groups and recycling centres in Northern Ireland.

Commenting on the benefit of the Science Shop to the local community, Belfast Lord Mayor, Councillor Máirtín Ó Muilleoir said: "The work carried out by the Science Shop projects is fantastic and has such a positive impact on our local communities. Not only do our communities benefit from the projects, the students also benefit from implementing the skills they have learnt during their degree studies. The Science Shop should be immensely proud of

their achievements over the last 25 years." Professor Anne Moran, Pro-Vice Chancellor of the University of Ulster said: "The Science Shop is a 25 year partnership between both universities which continues to contribute valuable research expertise and enable knowledge transfer into the community and voluntary sectors.

The Science Shops at Queen's University and the University of Ulster is a joint community resource and are funded by the Department for Employment and Learning through their Higher Education Innovation Fund.

<http://prospectus.ulster.ac.uk/geninfo/science-shop.html>; <http://www.qub.ac.uk/home/StudyatQueens/PostgraduateStudents/StudyingatQueens/ScienceShop/>



### 3D Printer produces Prototype of adjustable Bicycle Mirror

Cor Toonen as retired designer went to work designing a bicycle mirror. According to him increasing traffic safety for cyclists needs innovative solutions. Due to the fast and noiseless e-bikes, scooters etc. many cyclists are surprised if one of these vehicles passes with considerable momentum.



With a good mirror the rider could hold his own safety under control, like the mirrors for cars. But it should then be fine-tunable. In addition, a bicycle mirror can also be easily damaged when storing in bicycle racks. In short, a bike mirror often has only a short life with the result that one goes fast without this useful, if not indispensable accessory.

According to Cor the solution is a detachable bicycle mirror - with a sufficient and fixed one-time adjustment. With the support of an experienced 3D designer and illustrator Cor worked on a detailed drawing. Problem was to acquire the special "one-hand" shortcut. To find an affordable field test model Cor went to the Science Shop at the University of Twente and asked for advice for the production of a field test prototype.

The Science Shop Twente searched within its network. Soon Cor was encouraged to contact the FabLab in

Enschede. The 3D printing technique would give good chances for an affordable field test of this model built entirely of plastic. Soon Cor possessed a real prototype complete in the desired color. Although the technique of 3D printing produces products which still have a limited mechanical

load, the system has been able to properly test the prototype and make the desired detail adjustments. Now that the design is fully ready for production with a detailed 3D design package.

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### Responsible Innovation

Managing the Responsible Emergence of Science and Innovation in Society "How do we ensure the responsible emergence of science and innovation in society?" Opening with a description of the current landscape of innovation, subsequent chapters offer perspectives on the emerging concept of responsible innovation and its historical foundations, including key elements of responsible

innovation approach and examples of practical implementation.



The book, published 2013, was edited by R. Owen, J. Bessant, M. Heintz

<http://eu.wiley.com/WileyCDA/WileyTitle/productCd-1119966361.html>

### Social Economy in a Graveyard?

The importance of social economy as a way of generating funds for community organisations has never been more relevant. Other European cities have social economy projects based in graveyards and Springfield Charitable Association asked The Science Shop at Queen's University Belfast to find students to research the potential for a social economy business based around the history of the West Belfast graveyards. Students from the School of Management at Queen's examined Glasnevin Cemetery

in Dublin and found that there was great potential for such an enterprise in encouraging investment in West Belfast and that there could be spin off tourism benefits as well.

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### How can we find out about living healthy, well and strong in our neighbourhoods?

A research on being well in neighborhoods in Guelph, ON, Canada.

Photovoice is a participatory method using photos as vehicles for research. It is based on the understanding that images teach what participants perceive to be significant, and that the photos can influence policymakers, programmes, and society. While many research strategies provide data on what people think and want, the photovoice methodology was chosen as a highly-engaging

way to do this, where people are trained and supported to conduct research, collect data in an ethical way, analyse data, and report common themes. Participants take pictures that speak of community concerns, and present them in group discussions that empower participants to reflect on and share personal and community strengths and challenges.

In Guelph, self-selecting community members and 4 university students and faculty were provided with two days of

photovoice research training, along with access to cameras. A total of 24 researchers (20 community and 4 university) met and decided on the specific ways forward. Captured images show what was thought to be important to wellbeing, or that illustrated opportunities or barriers. The results of this research project by members from six Guelph neighbourhood groups can be seen here: <http://photovoice.drupalgardens.com/>

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## Impact through Co-creation and Participation

PERARES Partners at the 6<sup>th</sup> Living Knowledge Conference in Copenhagen

The time has come to recognize civil society as producer of knowledge, and have civil society organisations accepted as partners in research and innovation directed towards public interest, but also have civil society's own activities recognised as research and innovation. However, there is still a long way to go before citizens and civil society organisations are fully accepted as equal partners and providers of knowledge and expertise to solve societal challenges, despite the many innovative ideas and initiatives, which communities and civil society organisations develop and organise. Researchers and students can be exposed to societal perspectives of research and innovation by integrating engagement with societal actors into university curricula and into research. There is also a need for structures for partnerships between researchers and societal actors as part of research activities, including as part of research planning. At the same time there is a need for mechanisms which enable civil society actors to develop their research capacities.

The 6<sup>th</sup> Living Knowledge Conference will build on the experience of the previous Living Knowledge Conferences in Leuven, Seville, Paris, Belfast and Bonn. The conference will also be a platform for exchange and discussions of findings and results of the PERARES project among policy makers, researchers and civil society organisations. An important objective of the PERARES consortium is to move dialogues between researchers and civil society "upstream", and develop proposals for which direction new research and innovation activities and programs should take. Please find below an overview of PERARES contributions to the programme of the conference.



### From Europe to Lyon

The learning of a cultural adaptation

In June 2013, the board of the Université de Lyon validated the launch of a science shop for the territory. A satisfying result after 3 years used to address this challenge: how can we translate a successful concept, as shown by existing science shops throughout Europe, into a specific context? At a first sight, the environment in which our Science & Society department aimed to set up a science shop-like initiative wasn't very favorable for three main reasons:

- A cultural background: the gap between science and society. Moreover, unlike countries with "community organizing", French civil society is structured with a high number of registered groups: mainly "associations", and more recently "neighborhood councils" or cooperatives.
- An academic pattern: the engagement of researchers in mediation tasks or events is not promoted. Either it hinders their official collaboration with civil society, or forces them (as the students) to act as volunteers, what has proved to be a major reason in the failure of numerous previous attempts to build science shops in France.



- A new kind of institution: the restructuring of the French higher education encourages the clustering of universities, high schools, etc. This resulted to create with the Université de Lyon a federation of 20 members.

With these starting conditions, we implemented a three stages action plan:

- The adaptation to the academic environment: we adjusted our project to the local research policy, what consisted in the specialization in "global health and society" and "science and engineering for sustainable development". It ended in a funding for the next three years while starting to "prime the pump" of social demand with questions of patent societal interest.
- The mapping of our territory: we analysed our environment through the potential stakeholders of a shop (CSOs, laboratories, courses...).
- The adaptation to the cultural context: we created a specific session of "intercultural training", what consist in giving to each project team (CSO + student + researcher) some basic communication schemes in order to facilitate mutual understanding, exchanges and... output.

A sustainable model in our environment is the goal of this intercultural adaptation of the science shop concept.

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### Intergrading Science Shops into University Practices

The case of the EUC Science Shop

EUC Science Shop is a newly established Science Shop in the European Cyprus under the PERARES project. At the conference the existing University academic management practices together with a critical analysis based on the first pilot application that are followed in research project assignment and supervision are presented. Through a thorough investigation of the above practices a rationalization of the existing process and integration of the operation of the Science Shop into those practices was proposed. The critical analysis comes out with problems and proposed best practices that safeguard the proper operation of Science Shops in universities.

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## Science Shops in the Balkan countries

Under the PERARES project, new Science Shops were set up in the Balkans. In particular, these initiatives refer to Science Shops established in the University Politehnica of Bucharest (Romania) and the Technical University of Crete (Greece). Similarities and differences between the new Greek and Romanian Science Shops will be presented, showing their strengths with emphasis on local and national conditions. The comparative presentation will take into account the distinctive characteristics of the area, like the poor economic conditions, the sensitivity to environmental issues, and the adoption of a new idea to provide participatory research support to Civil Society Organizations (CSOs). Based on these, the main aim is to highlight the ways of linking community needs with academic research, given that they are approached in different ways in relation to the research topics. Identifying and analyzing similarities between the two countries may help to share the expertise in working with students for common research fields. Examples of the ways of developing the students through research and the research with students will be also presented.

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## Developing University - Civil Society Interaction

Rethinking the curriculum to bring in CSO experiences and research needs

This proposal seeks to build on work undertaken as part of workpackage 7 of the PERARES project, where partners have been sharing and exchanging models of practice, particularly at post-graduate level. The focus of the session will be to consider what has worked, what hasn't worked, where blockages are and how they might be overcome. We are interested in models from undergraduate through to PhD level. The workshop leaders have extensive experience of working on community based learning and research projects with students in a range of countries over the last 25 years. They have experience from both a community perspective and the perspective of Higher Education Institutes. After a brief scene setting from the convenors, we envisage that this workshop will be a discussion. Whilst the workshop proposers have experience of incorporating community development within the curriculum across a range of different subject areas, they are very keen to understand how this has been accomplished elsewhere and what lessons can be learned from all participants in these processes. If there are a lot of participants in the session, we will break into smaller groups facilitated by the different workshop proposers with a few minutes at the end of the session to

feedback one or two key points from each group.

Objectives are to

- enable participants to share models of practice where public and community engagement is embedded into the curriculum
- examine how such initiatives have become embedded
- examine practice in this area – what has or hasn't worked (for students, communities and academics/facilitators) and why
- discuss issues which have arisen in the process of trying to embed public and community engagement within the curriculum
- feed this back into the PERARES project and other national and international networks.

Potential participants in the session?

- People who have experience of embedding public and community engagement within the curriculum and are interested in discussing lessons learned.
- People who have participated in curriculum based research from either a community or a student perspective
- People who are currently considering ways of embedding public and community development within the curriculum and want to hear about models of practice elsewhere and ask questions/discuss issues.

**Contact:** Eileen Martin, Queen University Belfast, UK, Jozefien de Marrée, Vrije Universiteit Brussel, Belgium, Catherine Bates, Dublin Institute of Technology, Ireland, Siobhan Long, CSO: Enable Ireland, Ireland, Mary Coyne, CSO: Wells for Zoe, Ireland, Catherine O'Mahony, National Academy for Integration of Research, Teaching and Learning, Ireland, Josephine Boland, National University of Ireland, Ireland, Hansje Eppink, Wageningen University The Netherlands, [E.Martin@qub.ac.uk](mailto:E.Martin@qub.ac.uk)

## Experiences on Research with and for Civil Society and its Organisations within Research Funding Organisations

Over the years, civil society organisations (CSOs) have been relied on to simply channel scientific results to members of the public, limiting the great potential of this resource. Fortunately, there is now a growing interest from both CSOs and researchers to exchange views and work together from the outset of the research process, creating a better symmetry between the needs of society and how science can address them. Research organisations (ROs) and CSOs can both benefit a great deal from working together. There are a number of factors, however, that hinder closer collaboration between the two. In the PERARES we examined how research funders across Europe can support publicly engaged research and joint research projects with civil society organisations (CSOs). For this, policy makers and funders in the UK, Ireland, Germany and the Netherlands amongst others have been interviewed. This work aimed to enable research funders throughout Europe to better assess the options to take the PER activities up in their strategy and thus contribute to the European policy and the future of the ERA.

The presentation will give an overview on the results of the study, examining experiences and attitudes in different coun-

tries towards Science Shops, Community Based Research and Community University Engagement. It will also outline opinions on and approaches towards research with and for civil society and its organisations within research funding organisations. Feedback will be sought from participants on their own experiences of engaged research, from the position of being funded, seeking funding or being a funder or prospective funder of research.

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### Forgotten Citizens in Research

Including civil society organisations and their beneficiaries in community based research

This session tries to offer an innovative format for researchers to formulate new research frameworks to work cooperatively with hidden and marginalized communities on sensitive topics.

The PERARES project aims to strengthen public engagement in research by involving researchers and civil society organisations (CSOs) in the research process. Two PERARES pilots involved community based research with students, CSOs and science shop or mediating university based mechanisms in different European countries. Those pilots both targeted groups who are marginalized or at risk of marginalization, and were situated in two sensitive research domains, namely domestic violence and Roma rights. The Roma rights studies following a common research design were implemented independently in Ireland, Spain and Hungary. The domestic violence studies involved students, CSOs and institutions from the UK, Belgium and Norway, sharing a research question and method.

Both pilots showed that the context of working with civil society differs in every country, depending on national/local context characteristics and the topic within this context. But also, European societies cannot benefit from the contributions of all of their members if they are not also socially inclusive, and if the benefits of development are not experienced by disadvantaged social groups. By responding to the needs of minority groups, participatory action research and community-based research can help to strengthen the voice of the unheard, and articulate their concerns into research processes and public discourse. Nevertheless, this kind of research needs reflexive researchers, as well as important precautions and special attention in methodology to succeed. So, we aim to listen once again to CSOs and their beneficiaries, against a background of PERARES-experiences. Some suggestions: How difficult or easy is it to cooperate as a CSO with university structure, academics and/or students? Is the outcome of a study helpful? Or does it only identify more underlying problems that need real policy changes and higher leverage? The issues faced during both pilots also showed the importance of reflecting on ethics, since there may exist differences of interest between CSOs, academics and students. So: what kind of codes of conduct or guidelines are needed for science shop, participatory action research and community-based research projects, especially with potentially marginalized groups? How do we build up a relationship of trust? And: if CSOs initiate or inform research questions, what effect does that have on community-based participatory research? But also: we need to consider that CSOs may not stand for all citizens who belong to the study target group. Are citizens

who are less engaged with CSOs then left out in studies? Can CSO questions for a university be said to represent concerns in society as a whole? And can CSOs really influence research? During a vivid and interactive roundtable we try to provide answers to these questions by, with and for civil society (organisations).

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### Environmental Research and Education in a New Science Shop at Sapientia University of Miercurea Ciuc, Romania

In Romania there is a Science Shop network – INRO - setup more than ten years ago in the most important universities. The Science Shop InterMEDIU Bucharest has a good experience in environmental research and environmental education. Based on the good relationship with the staff of Sapientia University of Miercurea Ciuc, Faculty of Science, the base of a new science-



shop was started. InterMEDIU Bucharest mentors the small group of staff and advice for setting up a new Science Shops in Romania. The poster will present the first projects that were developed at the Sapientia University by the faculty and several talented students in nature science research and education and the progress in developing contacts and collecting research questions from locals. Many of the research projects are based on the questions coming from citizens of Harghita county and address local issues concerning the quality of environment. Since 2010 the LabWorm competition for secondary school students is held annually in the laboratories of the University, based on hands-on lab work. In the same time another action for science popularization was started - the Open Lab Doors program - where interesting lab experiments are available for visiting public. Interesting experiments in chemistry, physics and biology were also presented with the participation of local people at several events as City Days (Miercurea Ciuc, Sfântu-Gheorge), summer camps (Bălványos Summer Camp, Peninsula Festival) and other events (Talents' Day, Researcher's Night). Recently, the first issue of a science popularization journal was published, having as main aim to inform, inspire and involve students and teachers interested in nature science research.

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## Promoting Health and Social Work Students' Civic Engagement and collaborative Knowledge Production

Experiences from Norway, Italy and Ireland

This presentation at the conference explores the learning from health and social work schools in Norway, Italy and Ireland, that have setup and implemented community-based research (CBR) initiatives ('Science Shops') as part of a European project over the last 4 - 5 years. 'Science Shops' are "small entities that carry out scientific research in a wide range of disciplines - usually free of charge and - on behalf of citizens and local civil society". (Living Knowledge, 2012, p. 1).

The presentation will briefly examine what participatory community-based research looks like when applied to student dissertations and how it contributes to the development of research mindedness.

The key part of the presentation will be to compare the differences and similarities in approaches and models of 'Science Shop' adopted in the three countries, which also reflects their different political, organizational, cultural, policy, and resource contexts. Challenges and opportunities involved in setting up 'Science Shops' will be discussed, from universities perspectives.

Questions that will scaffold this process, include:

1. To what extent are health and social work students civilly engaged and how can universities promote such engagement?
2. To what degree will students' and practitioners' development of research mindedness encourage their interest in, and application of, research into practice?
3. How can relationships be developed between regional civil society organizations and Higher Educational Institutions to engage health and social work students in collaborative knowledge production?
4. In what ways does CBR meet academic research standards and contribute to Higher Educational Institutions' strategic objectives?

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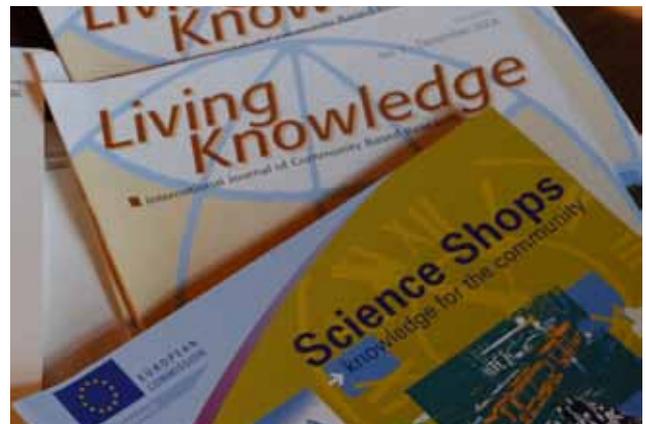
## Living Knowledge - The Network: Its Services and Structure

This Roundtable will discuss the structure and services of the Living Knowledge, the International Science Shop Network. Originally established in 2000, the Living Knowledge Network provides services to its members and carries out strategic activities on behalf of them. It is there for people interested in building partnerships for public access to research. Members use the network platform and its tools for documentation and to exchange information, ideas, experiences and expertise on community-based research and science and society relations in general. The network's activities range from strategic networking to training of individual skills and from information to mentoring of old and new practitioners in public engagement with research. Living Knowledge so far is an organic network. Those on the e-mail list are seen as 'members'. The overheads for main-

taining the network are found in separate EU-funded projects, submitted by ad-hoc consortia of members. In these projects, work packages are written in to maintain the website, produce studies on policy and operational options, and to pilot novel approaches in obtaining Science Shop objectives.

Currently, LK supplies information on the website and helps finding partners and information. As part of EU funded projects, mentoring projects are run to help to setup new Science Shops and advance the work of existing ones. The so-called Science Shop Summer Schools have become a welcomed tradition, giving new partners a crash course overview of Science Shops and their operations. Henk Mulder will briefly outline these activities, and show how the PERARES project helped move forward the startup of ten new Science Shops throughout Europe. In order to make the Network less depending on separate EU funded projects, we want to discuss the establishment of an official "association", of natural persons and/or legal persons. Norbert Steinhaus and Audrey van Scharen will introduce some options for this and discuss a potential statute for the Network. Feedback from participants is actively sought on this. The discussion will continue with prioritizing potential additional activities, services and trainings to be supplied by the Network, for Science Shops to share knowledge, advance their own operations and through this advance the impact of civil society on research.

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Other presentations by PERARES members

## Health services and informal carers

Does web-based training contribute to staff members' capacity for collaboration with informal carers?

An important goal of recent national health policy in Norway has been for informal carers (next of kin/relatives) to become active and visible partners in the health services. However, research has revealed that informal carers still experience health services as closed and unreceptive rather than collaborative. As a result, the national Directorate of Health financed a web-based training programme for health professionals in order to strengthen their capacity for collaboration with informal carers. The programme is based on principles of problem-based learning (PBL) with short case presentations, e-lectures, exercises and questions for discussion. The training pro-

gramme was introduced in spring 2012. This presentation is based on a study focusing on the introduction and follow-up of the training programme in four organizations; one home-based health care service, one nursing home and two health and social service agencies. The study was conducted during 2012 and 2013.

**The aim** of the study was to obtain knowledge about whether the introduction of a web-based training programme influenced health and social workers' attitudes to and practices towards informal carers.

**The methods** are inspired by the study of complex interventions and for this reason a mixed methods design was used; a questionnaire was distributed to all staff prior to as well as five months after the introduction of the training programme, in addition to focus group interviews with a sample of staff members from two of the organizations involved, individual interviews with those who introduced the programme and the managers of the organizations involved. The quantitative data were analysed statistically (SPSS), while the qualitative data were analysed by means of content analysis. Two researchers analysed the text independently, and this was regarded as a cross-validation of the coding process.

The introduction of the training programme was quite similar in the four organizations, but the follow-up differed, depending on management involvement and monitoring related to different management style. In organizations where the programme was structured, supported by management and formed part of on-the-job training, it seemed to have a significant impact on staff attitudes towards informal carers. Staff in such organizations reported that the programme strengthened their awareness of and motivation for collaboration with informal carers. In contrast, the programme was of very little benefit in organizations with low management involvement.

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## Tools for Responsible Research and Innovation

Bridging the gap between Science and Society has been a challenge for decades. Today, there is evidence that we need to involve wider society in decisions about the form and direction of research and innovation to contribute to a smart, inclusive and sustainable growth of our societies. Thus Responsible Research and Innovation (RRI) has become one of the key words on the European stage, transformative science is another one on the agenda.

The concept of RRI has been developed in the academic realm in the past decade. RRI has since been integrated by the European Commission into the new framework program. It is listed as one of Horizon2020's specific objective, referred to as "Science with and for Society". In parallel, it remains a cross-cutting issue to be implemented throughout the framework programme. In a nutshell, RRI is a process where all societal actors—including researchers, citizens, policy makers, business and industry—work together during the research and innovation process. The goal is to align its outcomes to the values, needs and expectations of European society. RRI, according to the Commission's definition, also account of key issues such as the public engagement of science, the relation between education and research and innovation, ethical and gender issues as well as open access.

The presentation will outline the concept of RRI and introduce a

project called RRI TOOLS targeting at the grand challenges (science for society) where deliberation and reflection are coupled with action (science with society), encompassing 26 partners, divided among 19 hubs that cover 30 countries. The project was launched on 20th and 21st January 2014, in Brussels. Members of the consortium range from universities to science centres or private foundations.

This project will develop and use a Training and Dissemination Toolkit on Responsible Research and Innovation (RRI). It will be addressed and designed by all the stakeholders of the Research and Innovation (RI) chain of value, including Researchers, Civil Society, Industry and Education but will specially focus on Policy Makers in order to impact significantly in the future governance of research and innovation. Tools will be based in collective reflection and built on existing good practices identified in RRI.

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## Learning from Success in Innovation for Sustainability

While international and national efforts at transition to sustainability frequently offer a rather gloomy horizon, we at the Heschel Center for Sustainability have decided it is time to paint a more optimistic prospect for the future. We will do this by showcasing a variety of successful sustainability initiatives, which have evolved locally within the Israeli civil society, to be published in our first annual 'Optimism Report'. As part of this process we collected over a hundred examples of local initiatives in such fields as local food and urban agriculture, revitalizing the local economy, educational initiatives and alternative transport. We have set out to engage in a learning process from these cases so as to discover what works, when and why and in particular how to replicate successes elsewhere.

This is no simple challenge, as the necessary know how cannot be reproduced by simply applying pre-existing theory. Successful innovation for sustainability in many ways redefines society's very notion of 'success'. What is needed, therefore, is a process of reflexive and participatory learning to translate the tacit knowledge held by the local innovators into actionable and transferable knowledge that can be shared in the broader sustainability community. Thus, we have set out to develop both the knowledge and the capacity and tools for learning from success stories, which can themselves be replicated in the future. To this end we will adopt, and attempt to adapt, the 'learning from success' method developed by Jona Rosenfeld: a structured method for identifying, making explicit and documenting the tacit knowledge underlying past successes. In the first stage we will learn from two success stories using Rosenfeld's method. In the next stage we plan to use participatory workshop methodologies to engage a group of social entrepreneurs from selected initiatives in examining and verifying the lessons learnt based on their grounded experience of 'success'.

Insights from the first stage of this process will be presented to garner ideas and share experiences with others involved in similar endeavors.

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## How the Science Shop Model contributes to Responsible Research and Innovation - A CSO Perspective

by Norbert Steinhaus, Bonn Science Shop, International Science Shop Contact Point

In Germany, solutions to provide independent, participatory research support in response to civic concerns appeared on the agenda already 30 years ago. But it is merely as recently as five years ago that research engagement with civil society became prominent for a larger group of actors. One of the solutions to better interact with citizens has been provided through Science Shops. These are small entities often affiliated with universities that link civil society organisations with research institutions to carry out scientific research in multiple disciplines on behalf of local citizens. All Science Shops are interconnected through the Living Knowledge network. The Wissenschaftsladen Bonn (Bonn Science Shop), which operates its international outreach, lists 26 National Contact Points worldwide.

The fact that Science Shops respond to civil society's needs for expertise and knowledge is a key element that distinguishes them from other knowledge transfer mechanisms. In practice, civil society organisations contact Science Shops, when seeking research support. They then engage in a collective search for a solution. This leads to new knowledge being generated, or at least existing knowledge being combined and adapted. This process takes the form of a true partnership without science prevailing in any way. Through their contacts, Science Shops provide a unique antenna function for society's current and future demands on science.

### Civil society organisations influencing EU policy

Following the 2011 FP7 funding programme tender on Science in Society, several German institutions became partners or coordinators in international research consortia. In addition to classic actors in the field, such as the University of Stuttgart, Karlsruhe Institute of Technology (KIT), Technical University of Berlin, European Academy of Technology and Innovation Assessment, and certain Fraunhofer Society institutes as well as atypical bodies (Bonn Science Shop, ZebraLog and Theater Freiburg) played central roles in reaching out to link with civil society organisations. Notably, German political scientist Klaus Jacob, director of the Environmental Policy Research (FFU) Centre, joined the European Commission's RRI expert group.

These organisations believe that research and education activities that integrate policymakers, industry, the public and the scientific community are key to shaping societal visions. Not only that, but they also think that they are important in supporting sustainable technological and social innovations that empower public participation in the current world transition process evoked in a report from the German Advisory Council for Global Change entitled *World in Transition – A Social Contract for Sustainability*.

As a result, link civil society organisations are now paying greater attention to scientific policy. They are spurred by the sense that traditional scientific structures have inadequately tackled pressing challenges such as climate change, resource scarcity, urbanisation and affordable health amid ageing demo-

graphics. In order to devise sustainable research and innovation solutions to these Grand Challenges, under the RRI umbrella, all stakeholders must collaborate throughout the process.

### Public participation

Public engagement and participation at all levels are vital to identifying practical solutions and developing RRI. Citizens must participate in generating, monitoring and performing research, collecting data and developing scenarios. Therefore, structured public engagement and link civil society organisations involvement in research and innovation have the potential to shape an innovation-friendly culture. They should and will be supported by further activities that enable easier access to scientific results, better uptake of research and innovation-inspired gender equality and ethics, and formal/informal scientific education.

There is already a track record of success stories in this field. For example, the Bonn Science Shop began to emphasise civil society & sustainability, environment & health, and labour markets in 1984. Its multidisciplinary research, results dissemination and education activities at the local, regional and national levels were evident as early as 1999 in several EU-supported projects. These include SCIPAS (Study & Conference on Improving Public Access to Science through Science Shops), CIPAST (Citizen Participation in Science and Technology), EFSUPS (Exploring the Ground: Fostering Scientific Understanding in Primary Schools), ComScience (an FP7 network project adding value to regional EU research dissemination efforts), SOUFFLEARNIG (a LEONARDO transfer of innovation project for SMEs), PERARES (Public Engagement with Research and Research Engagement with Society) or RiB (Region in Balance – a state-funded project on regional land use management). Today, the Bonn Science Shop boasts a 35-person gender-balanced staff.

### A Science Shop as a mediator

Based on its experiences in international and national networking, public engagement activities and vocational and informal training, the Bonn Science Shop will act as a mediator in the validation of needs and constraints in responsible research and innovation practices related to the stakeholder group of civil society organisations for the RRI Tools project. In addition the Bonn Science Shop will be national hub for Germany, and as such being responsible for the upcoming consultation and training activities.

Going forwards, a truly knowledge-based society must integrate underrepresented local and experience-based wisdom with well-established expert and scientific theory. Social participation in research development, procedures and debate are vital to the ultimate success of the transition process towards a more sustainable society.-

Read more at: <http://euroscientist.com/rri/>

## Discussing CSO Involvement in Research Projects

### Some outcomes of the CONSIDER project

by Tonatiuh Anzures, Martine Legris Revel, Simon Pfersdorf, Kutoma Wakunuma and Ivelina Fedulova

Under the recent 'deliberative-imperative' model of participative or deliberative democracy (Blondiaux and Sintomer, 2002) an increasing number of political systems are leaning towards the development of procedures to associate the citizens with public decisions. However, this trend is not exclusive to politics. Since the 70s, the notion of 'participative management' or 'industrial democracy' has been seen in the business world (Emery and Trist, 1965; Emery and Thorsrud, 1976). Science also began to question the traditional view of citizens as simple obstacles to the scientific rationality (Pestre, 2011) and started addressing the relationship between science and society (Wynne, 1992; Callon, Lascoumes and Barthe, 2001; Callon, 2006). As a result, this dissociation between the 'scientific universe' and the 'civic universe' has been continuously evolving into a set of mechanisms which grant citizens a very different place and role.

Research projects are complex in nature, both in terms of content and functionality, especially if they involve interdisciplinary groups from different cultural backgrounds. The involvement of citizens through Civil Society Organisations (non-governmental, generally not-for-profit and in pursuit of a common purpose for the public interest) in research poses even more challenges to the governance and structure of scientific projects. Previous literature points out that this complexity of CSO participation is eased if research projects are structured according to one of four main objectives: i) 'influencing the scientific efficiency in research projects' (Epstein, 1995); ii) 'solving CSO-related problems' (Farkas, 1999); iii) 'providing social legitimacy to projects and outcomes' (Saretzki 2003); and iv) 'improving technology development' (Hippel 2006; Plos et al. 2012).

In this regard, the CONSIDER project (Civil Society Organisations in Designing Research Governance) has been exploring the normative construction and empirical reality of CSOs' involvement in research governance. As a research project funded by the European Seventh Framework Programme (FP 7), EU activities constitute the basis of the project. Over the course of two rounds, the project team surveyed all FP 7 projects and found general patterns of CSO participation in research. Having reviewed this quantitative data, the consortium selected twenty FP 7 and ten non-FP 7 projects for further qualitative analysis. From this analysis, CONSIDER has found deviating expectations regarding CSO participation in research. Several barriers and enablers came to light during the analysis, as well as the sheer variation in the collaboration processes between CSOs and researchers.

The analysis of these empirical insights with our research criteria will provide a foundation for the development of guidelines and recommendations for CSOs, researchers, industry and policy-makers regarding the participation of CSOs in research projects. They will be further divided into the four intentions of participatory CSO research projects aforementioned. Throughout this process, face to face conversations and online discussions with CSOs, researchers and industry have also been carried out through workshops and similar activities.

The CONSIDER project will be having two different activities at the 6th Living Knowledge 2014 Conference, led by members of the project's consortium. Firstly, Simon Pfersdorf, Ivelina Fedulova and Dr. Kutoma Wakunuma will host a "World Café", which aims to present and discuss CSO involvement in research. Participants will engage in a lively debate to discuss their experiences on participatory research projects involving civil society as well as the key challenges involved in its effective management. Secondly, Dr. Martine Legris Revel will be presenting a discussion entitled "Scientific activity in the prism of the participatory imperative". She will explain a first typology of 162 FP 7 research projects including CSOs along two factors: collaboration intensity and leadership (scientific or other) in order to analyse and evaluate the current landscape of participation in practice. Using both the conceptual grid of analysis and the empirical data, CONSIDER ultimately aims to develop a model of CSO participation in research. This unprecedented model will determine the role of CSOs in achieving participatory objectives. The goal is to reflect more broadly about the contemporary modes of citizen participation in scientific research.

If you are interested in becoming part of the CONSIDER Network of Associates to stay in touch and follow the results of the project, please contact Ivelina Fedulova: [ivelina.fedulova@euclidnetwork.eu](mailto:ivelina.fedulova@euclidnetwork.eu) or Dr. Bernd Carsten Stahl (Project Coordinator): [bstahl@dmu.ac.uk](mailto:bstahl@dmu.ac.uk), Twitter: @CSO\_EU. <http://www.consider-project.eu>

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## Making a Difference to Research Strategies

### Experiences and Attitudes of Research Funding Organisations towards Public Engagement with Research with and for Civil Society and its Organisations

by Norbert Steinhaus, Bonn Science Shop, Germany  
and Dr Emma McKenna, Science Shop Queen's University Belfast, Northern Ireland,

The European Commission funded PERARES project (Public Engagement with Research and Research Engagement with Society) aims to establish a deeper and more systematic engagement of research bodies - such as universities, research councils, Science Shops and others - with civil society groups in setting research agendas, and to advance this by transnational exchanges of experience and mutual learning. One element of this work has been to better understand the experiences and attitudes of research funders across Europe towards public engagement with research with and for civil society and its organisations.

The present results should enable research funders throughout Europe to better assess the options to take PER (Public Engagement in Research) activities up in their strategy and thus contribute to European policy and the future of the European Research Area (ERA). It does this by giving an overview of experiences and attitudes of research funding organisations in different countries towards research with and for civil society and its organisations. This type of research engagement can make civil society a partner in identifying and responding to the "Grand Challenges" of our time to which European research should respond according to the Lund declaration (Lund Declaration 2009). The Ljubljana process, which aims to make European research more effective, calls for an improved governance of the ERA, involving universities, research organisations, and civil society (Council of the European Union 2008). More equitable access to science and technology, and more response from civil society to science and technology are necessary to achieve the ideal of a knowledge society capable of sustainable economic growth and greater social cohesion.



It should be noted that this paper focuses solely on the experiences of research funders and therefore does not examine whether or how CSOs themselves feel they have been – or should have been - involved in research funding. Interviews took place in the UK and Ireland in spring and summer 2012, in

Germany and the Netherlands in late 2012 and France in early 2013 whilst further information was also gathered from Canada, Romania, Italy and Spain and the European Commission. The Monitoring Policy and Research Activities on Science in Society in Europe (MASIS) reports provided background information on the situation across Europe (MASIS 2012) and this research seeks to add another layer to this work which examined Science in Society in 38 national reports from a range of European countries.

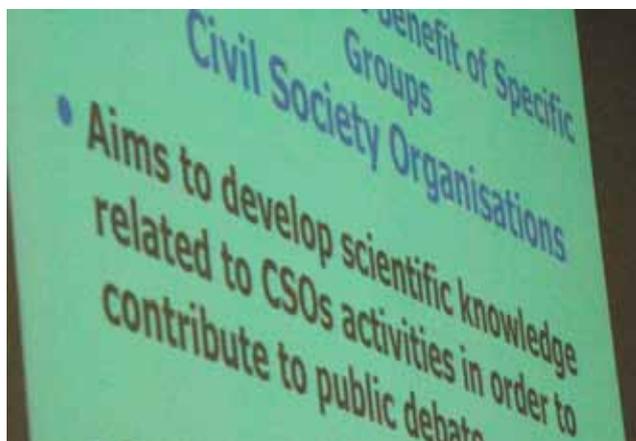
Experiences varied across the different countries. In the United Kingdom (UK) and Canada and increasingly within the European Commission itself, there is a strong policy context for research funders in supporting public engagement with research. In Germany and the Netherlands there is also support amongst some funders for engaged research but at a less embedded level. In France there is an increased interest in the involvement of CSOs in research at both the local level and especially at the regional level. The new law on the organization of higher education and research also opens several modest possibilities in the science and society landscape. In Romania the new National Strategy for Research, Development and Innovation (2014-2020) is expected to involve stakeholders from "civil society, social partners, etc." including CSOs. In Ireland, Spain, and Italy, the infrastructure is still being developed, however there is some interest amongst funders in how to move forwards in this field.

#### Key findings

A wide range of terms are used to describe engaged research with civil society organisations. This has an implication for levels of understanding of research partnerships amongst research funders. For example community engaged research or *bürgerbeteiligte Forschung* is used in Germany whilst in the UK Public Engagement with Research is the accepted terminology. Some countries are still developing an adequate terminology to describe this work.

- There are national and international commitments to research partnerships and an emerging interest in examining and spreading out models of good practice in research with and for CSOs.
- There are many models of good practice across Europe of research funding organisations supporting research with and for CSOs and building infrastructure to support this work, some of which are explored in the full report, (Steinhaus et al 2013).
- Even in countries where there is less of an understanding of research with and for society, there is some interest in how this is done in other places. When research with and for CSOs was explained, interviewees from research funding

- organisations often expressed an interest in the concept.
- These models are often isolated and lessons learned do not necessarily feed into the larger research funding structures, nor (with some exceptions mentioned here) are they generally exchanged at a national or cross national level.
- In many countries the healthcare sector in particular has led the way in engaged research with and for CSOs.
- Research with and for CSOs often does not fit into structures of applied research. Firstly, research funding policy to support applied research is often related to income generation rather than research with and for society. Secondly, funders reported that there is still a perceived tension between the understanding of academic excellence (in curiosity driven research) and social relevance, leading to some resistance amongst academics to the idea of engagement.
- To date, European funding programmes have represented the only significant mechanisms for supporting EU-wide coordination and collaboration in Science with and for Society research. The actions supported have already made, and will continue to make, important contributions to both the understanding of problems and the development and widespread dissemination of effective solutions (technopolis [group] & Fraunhofer ISI 2012). Several correspondents to the MASIS report note that the framework programme is the sole vehicle for accelerating efforts, because there is no funding (Hungary, Cyprus, Sweden) or insufficient funding (Czech Republic) available on a national level within the area of Science in Society or mention an undeveloped SIS research culture (Ireland) as the explanation for this tendency (Mejlgaard et al 2012, p. 57).



- Horizon 2020's focus on Responsible Research and Innovation (RRI) is acting as a driver to encourage research funders to consider research with and for civil society. It was explicitly mentioned in this context by funders in the UK, Ireland and Germany.
- Research funders felt that to get a better understanding of research with and for CSOs they need information to improve understanding and knowledge of methodologies for research with and for CSOs and structures to support this work. They suggested that this need for understanding also applies to the majority of researchers.
- Where research funders have developed policy and practice to support research with and for CSOs, there has been strong leadership which has enabled changes in structures, support and funding.

- Where models of funding are shared, interesting practice develops. For example, the PICRI funding model and the 'Researchers-Citizen' programme in some French regions were based on the Canadian CURA programme, which allowed the organisation and implementation of complex and innovative research and fostered the mobilisation of knowledge towards participants. The CURA programme itself, in turn, was inspired by the Dutch Science Shop model.
- Another good model, at the European level, is the FP7-funding scheme 'Research for the Benefit of Specific Groups – Civil Society Organisations (BSG-CSO)' which allows CSOs find responses to their needs. This scheme was inspired by both the Science Shop model and the CURA programme.
- There are also good models for supporting culture change and sharing practices, such as the National Coordination Centre for Public Engagement in the UK, or competitions such as 'Mehr als Forschung und Lehre' initiated by Donors Foundation for German Science.

Some funders suggested that there was a need to ensure visibility for and support research with and for CSOs activities. Institutional mechanisms such as Science Shops may offer one way to ensure visibility for this work. With a history of over 30 years, Science Shops have proven to be a regular part of the research strategy in several research institutes, and their numbers continue to grow. Even in countries who had a strong commitment to carrying out research with and for society, it was acknowledged that this process is still in development and further lessons need to be learned.

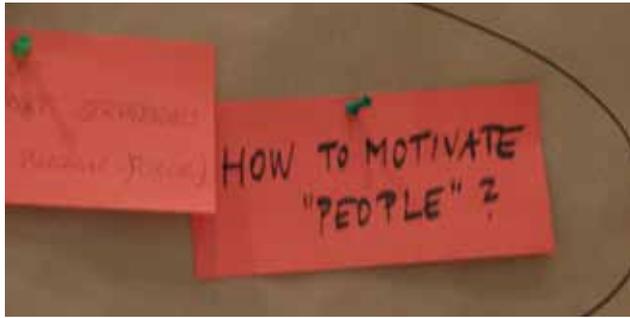
## Conclusion

The concept of public engagement and its importance to a responsible research and innovation process has evolved rapidly over the past decade. Within the current economic climate and within the context of the major challenges facing society, a deeper engagement by the public in science and technology processes is necessary to ensure that appropriate pathways are followed and that continued high levels of investment in research and innovation are delivering the outcomes that society needs.

In Horizon 2020, the European Commission suggests that for research and innovation to be 'responsible' it should be oriented towards societal needs and should be conducted in a manner that society finds acceptable. In order for this to happen society should be engaged at all stages of the research and innovation process, from the setting of research priorities through to the take-up and exploitation of new technologies. Increasingly it is expected that public engagement will not only improve public confidence, trust and support, but will also lead to more creative inputs, improved decision-making and the development of more appropriate and effective solutions. It is clearly essential for further development and progression of research on science in society that European support mechanisms are in place.

Public consultations revealed that research funding programmes can still involve a greater degree of public input to their design and implementation, with the aim of increasing the public relevance and utility of the supported activities. Successful public

engagement is dependent on strong connections between the various stakeholders and on suitable structures and mechanisms for public engagement to be established. There is a clear need to ensure 'full' public engagement throughout the entire research process (technopolis [group] & Fraunhofer ISI 2012). The importance of the European Framework Programme support structures for research in this area has to be emphasized. This report finds that whilst there are good practices in developing responsible research amongst research funders, even in countries where there is a strong strategic commitment, much work remains to be done if CSOs are to be truly engaged in research.



#### Recommendations

**Research Funders** who wish to consider public engagement with research with and for civil society organisations should:

- Actively seek opportunities to exchange experiences on how to fund and co-fund research with CSO at both a country and European level. The development of an arena for funders to share good practice in this area on national and international level can support the necessary exchange
- Explore a formal model of engagement with CSOs where interests are shared
- Consider reviewing the allocation criteria for calls for proposals and funding programmes to encourage research with and for CSOs in universities. Revised criteria could include an emphasis on transdisciplinary research or making citizen participation a condition of funding
- Consider how to involve CSOs at all stages of the research process, from advising on and designing funding schemes, calls or projects, to evaluation of proposals and research outcomes
- Increase the transparency of decision-making processes in the setting of research agendas in large research communities
- In those cases where CSO participation is warranted, research schemes and calls should be designed in such a way that CSO characteristics can be accommodated. Participation procedures should be simplified and administrative obstacles minimized (Stahl 2013).

**Universities and HEIs** who wish to consider public engagement of research with and for civil society organisations should:

- Embed public engagement with research as a concept in research training at all levels
- Consider mechanisms for co-ordination of citizens and university research, such as setting up contact points for civil-society groups to enable an active engagement in

research with and for CSOs (eg Science Shops)

- Consider international exchanges and mentoring on experiences and models of public engagement within the HEI context. For example this could include sharing practice on funding schemes for public engagement projects, on cooperation and networking, on agenda setting with an by CSOs, or curriculum development as a way to encourage dialogue and broaden the discussion of public engagement
- Work with CSOs to ensure that benefits and drawbacks are clearly articulated

**Civil Society Organisations (CSOs)** who wish to become involved in research should:

- Take every opportunity to lobby by attending meetings, talk to scientists, administration, and policy makers or write their specific requests into policy briefs
- Examine ways of developing skills around commissioning and managing research and build up skills and knowledge to impact research agendas
- Seek opportunities to become involved in developing and assessing research funding streams
- Look out for small scale funding schemes which might support them to develop research partnerships

Further research with CSOs is necessary to understand their views on how and where they impact research agendas. So there is a need for capacity building and improvement of communication between CSOs and research funders to build a better understanding of where agendas might be shared. There is also a need to share models of good practices across Europe.

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## Mayors sign PLACES Declaration to support Cities of Scientific Culture

European Mayors and other regional and city leaders are expressing commitment to scientific culture by signing the PLACES Declaration – a document based on the four years of dynamic work emerging from the PLACES project at the PLACES of Scientific Culture conference in March 2014 in Bremen, Germany.

The outcomes from the four-year European-funded PLACES project were presented at the conference and put into local, regional and European contexts. Three hundred delegates from 150 cities and regions drawn from 40 countries have gathered for the event. "Among them were 90 cities that had not been involved in PLACES - which clearly shows how our community is growing," said Leonardo Alfonsi, President of Eusea. Britta Thomsen, Member of the European Parliament, stresses the crucial role of science and technology for Europe's future development. "We need smart cities, but we also need wise citizens," said Thomsen, "therefore the participants of this conference are of crucial importance." Discussions dealt with the funding programs of the EU (as well as with public participation in science. "More and more scientists and politicians have learned to understand each other. Yet we must not only be bilingual but trilingual and also include the media. And how can we accelerate this process further," asked BBC presenter Quentin Cooper in a discussion of the evidence-based policy. Aleksandra Drećun, director of the Center for the promotion of Science in Belgrade, stressed the importance of personal contacts in the field of tension between evidence-based policy vs. policy-based evidence.



Local policymakers sign PLACES Declaration in affirmation of support for scientific culture . @ PLACES

The PLACES declaration represents a commitment to the importance of science for the development of strong European cities and regions. Signatories are European cities from Aberdeen to Zagreb, from Lagos to Jerusalem. The Mayor of Bremerhaven Melf Grantz, Ruud Vreeman, Mayor of Groningen (Netherlands), Sandra Švaljek, vice mayors of Zagreb (Croatia) and Michael O'Connell, Councilor and former Mayor of Cork (Ireland), for example, were present for the signing ceremony in Bremen.

For more information about the conference, visit: [www.open-places.eu/conference](http://www.open-places.eu/conference). F

## E-MAX - the European Mass Experiment

### Promoting engagement in Science and Innovation

EFC, Danish Science Factory and the Lundbeck Foundation proposes a European co-operation between EFC members and national STEM (science, technology, engineering and math) professionals to establish E-MAX - the world's largest mass experiment for up to 1 million school children in Europe.

A key priority in building Europe's capacity as a knowledge-based society is promoting and stimulating the next generation's engagement in science. This is recognised by educators, industry, the scientific community and policy makers alike and there is as such a great willingness from all parts to work with projects that will promote science to young people. The European Mass Experiment (E-MAX) will address the above issues by designing, organising and promoting a mass experiment three years in a row, involving a large number of school children to collaborate across borders to collect new scientific data on issues close to their everyday life.

E-MAX will deliver credible results suitable for scientific publication in peer review journals, and at the same time produce very significant worldwide public attention and awareness in TV, newspapers and social media. Most important, E-MAX will certainly light a spark in both the participating teachers and

pupils. They will engage in the experiments and experience how collaboration in science can create new knowledge and maybe even change the world to something better.

E-MAX is, because of the data size, attractive to both researchers and media. And the many participants gets a sense of having contributed to something really big that is relevant on a large scale but at the same time also for their own life in their local area. It's real science. Results must be entered on a web based platform, that's part of the agreement for receiving a free experimental kit. The results are then gathered and analysed by the lead science partner as well as national science partners, concluding on both local, national and European trends. E-MAX will run over a three-year period with app. Five countries participating the first year and 15 in the third year. In this way, lessons can be learned and the project can develop. The goal is to have a world record of 1 million school children participating in year three.

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## Participation through Web Conferencing

Science Shop Vechta / Cloppenburg organizes a series of conferences on entrepreneurial and knowledge issues

by Christine Gröneweg and Daniel Ludwig

The Science Shop Vechta/Cloppenburg was set up by the end of 2012 as a subsidiary of the University of Vechta in Cloppenburg. It is situated in the rural, traditional region between Oldenburg, Bremen and Osnabrück in Lower Saxony in north-west Germany. The Oldenburger Münsterland, how the area around the cities of Cloppenburg and Vechta is called, is characterized by mainly food industry and luxury food, agro-technology, plastics engineering and processing and building trade. The Science Shop Vechta/Cloppenburg is located in the old finance office near the railway station. It has some bureau facilities as well as lecture rooms, which are provided by the county administration of Cloppenburg. Currently there is a project coordinator in Vechta and a local employee in Cloppenburg, who is Christine Gröneweg. The Science Shop still needs to establish itself locally.

As a central part of its work, the Science Shop organizes a series of web conferences on entrepreneurial and knowledge issues which is funded by the Ministry for Science and Culture of Lower Saxony. The first of these web conferences was held on "Social Entrepreneurship" as an inauguration to celebrate the formation of the Science Shop.



Guests and attendants in the Science Shop listen to Matthias Schoof (transmitted on the internet) from the University of Applied Sciences in Emden (26th February 2014). (Foto: Heselmeyer)

The Science Shop's work must fit to the regional needs and requirements. To identify relevant issues for the conference series, several stakeholders in the society (members of regional chambers of commerce and industry, members of regional chambers of agriculture, municipal heads of business development, regional chambers, civil society organizations and unions, head teachers, chiefs of transfer institutions, entrepreneurs, mayor and many more) have been interviewed. These discussions with different actors showed, that there is an openness for new media such as web-conferencing (community, municipality, agents of regional and local organizations). As a result a catalogue of different topics resulted. Hence, on November 21st 2013 followed the web-conference dealing with „Corporate Succession in Rural Areas“ and on 26th February 2014 dealing



The Science Shop Vechta/Cloppenburg in the old finance office in Cloppenburg (Foto: Ludwig)

with "Innovation Potentials". On the 3rd April 2014 a conference regarding "Demographic Change" will be held. A conference on "Civic Science" will follow in June 2014. You'll find all information on [www.wissen-teilen.eu](http://www.wissen-teilen.eu).

The conference sessions, which are held in German, are recorded for later online review. The aim of the Web-Conferencing serial is to enable participants to have a high-quality but comfortable learning experience and communication beyond mobility. We want to offer a low-threshold access to science and practical expertise. The Conference is open up to 80 participants and can be transmitted anywhere in the world. We use the BigBlueButton Conferencing system which is an open source project and has some very comfortable features, is solid and intuitively in use. The system is provided by the Science Shop Dresden.

The sessions each had been accompanied by attendants (entrepreneurs, communal business development, associations, citizens etc.) and speakers in the Science Shop in Cloppenburg as well as online speakers from all parts of Germany (Oldenburg, Emden, Dresden, Görlitz, Villingen-Schwenningen, etc.). So an exchange and a knowledge transfer across distances could be re-



Speakers answer questions from the audience regarding corporate succession (Foto: Gröneweg)

alized. Interested online participants have also been connected across Germany, mainly North and East Germany.

Certainly a medium as a web-conference form some obstacles. There is a very intermingled and varying feedback regarding the appropriate term of the sessions by the recipients, especially by online-users regarding the length of contributions. And as technics plays a big role, the online speakers need technical support and supervision. But the positive outcomes outweigh, it is location- and time-independent: participation from anywhere in the world is possible. Recording makes a follow-up at any time possible as the stream is available online.

Surely web-conferencing can't and shouldn't replace personnel conversations and the Science Shop's dialogue with society. The technical requirements shouldn't be too ostensible: The reason for participation in the web-conferences must be interest in the discussed topics. Finally it is a practical medium with upward potential as a dialogue board, also for e.g. inter-regional and international cooperation projects.

Further information on [www.wissen-teilen.eu](http://www.wissen-teilen.eu) (in German) and University of Vechta, Science Shop Vechta/Cloppenburg, Christine Gröneweg, [christine.groeneweg@uni-vechta.de](mailto:christine.groeneweg@uni-vechta.de)

## Researchers' Grand Prix

### Putting Researchers into the Spotlight in Sweden

by Helen Garrison, VA (Public and Science)

Leg amputations, air pollution and the behavioural strategies of fish may not seem like the recipe for an entertaining Friday night out, but a Swedish competition seeks to challenge that by taking science out of the laboratory and making it accessible to the public in an exciting and entertaining way.

The Swedish Researchers' Grand Prix is a science communication contest for researchers in which they are challenged to make a captivating and educational three-minute presentation about their research on stage in front of a public audience. Together the audience and an expert jury vote to decide the winner. Regional heats are run in some ten cities around Sweden and are held as part of the annual European Researchers' Night in September. Winners of the regional competitions then go forward to compete in a national final held in Stockholm during the Nobel Prize Week in December.

The format of the competition enables scientists and educational institutions from many different parts of the country to be involved and benefit. The contest is coordinated by Swedish non-profit association VA (Public & Science) and the final is organised by VA together with research councils Formas, Forte, the Swedish Research Council and Sweden's innovation agency, VINNOVA. The regional heats are organised by universities and

science centres around Sweden, with some financial support from the European Commission.

2013 was the second year the competition has been run and it is proving to be a successful concept to increase public interest in science and raise the profile of researchers and their work in Sweden. The final is televised nationally by the Swedish Educational Broadcasting Company (UR), massively increasing the reach of the project and the competition receives good media coverage, both nationally and regionally.

Distilling your research into just 3 minutes and making it engaging and clear to a public audience isn't easy. Each of the participating researchers are given professional coaching and presentation skills training prior to the regional heats and the final to help them improve their performances and boost their confidence before they set foot on the stage.

Getting the balance right between science and entertainment is something that the organisers take seriously. Having run the contest two years in a row, they have now built up good experience of what works best. For example, it is important that the jury members are fully briefed on their role and the criteria that they should use to judge the presentations. Audience interaction is also key and



A 2013 finalist, Alva Appelgren, a neuroscience researcher at the Karolinska Institute has just 3 minutes to explain her research.



The experts cast their votes. The jury consists of a professor, a scientific editor-in-chief and an actress and stand-up-comedian.

everyone in the audience is given a voting device so they can rate the researchers' performances. There are also additional considerations when an event is to be broadcast on television, such as the type of images that researchers may use in their presentation materials. It is important to find the right venue for this type of event. For example, in Stockholm the contest is held in a rock club, where the audience can chat over a drink before and after the presentations.

The winner of the 2013 competition was Andreas Ohlin, a researcher at Örebro University, whose research involves developing techniques to prevent infections in premature babies. "It was really nerve-wracking being up on the stage. But winning feels amazing, especially as it raises awareness of research into how the care of premature babies can be improved," said Andreas Ohlin upon winning the competition. He also spoke about how he had gained useful new skills: "I've learnt about the usefulness of drama and how it can be used to communicate important messages about my research," he said. First prize was a trophy, a travel voucher as well as an invitation to the Nobel Prize Award Ceremony.

"Research has tremendous significance for the development of so many areas. It is something that is not always recognised enough. The Researchers' Grand Prix offers a good opportunity for researchers to communicate their findings to the public and raise awareness of the importance of research to society," said Charlotte Brogren, Director General of VINNOVA, Sweden's Innovation Agency, who presented the prizes at the final.

The Swedish Researchers' Grand Prix is inspired by similar international concepts like Famelab and ScienceSlam, as well as Grand Prix contests in neighbouring Denmark and Norway. Discussions have



Winner of the 2013 Forskar Grand Prix: Andreas Ohlin from Örebro University Hospital.

recently started about the possibility of organising the contest on a European basis. National competitions would be televised by public service broadcasting companies in participating countries and viewers invited to vote for the best presentations. This European Knowledge Contest concept is currently under development with the first contest possibly taking place in 2015. So if the concept sounds interesting, please get in touch!

Read more about the Swedish Researchers' Grand Prix at <http://forskargrandprix.se/english/>.

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## Guide to organising Scenario Workshops to develop Partnerships between Researchers and Civil Society Organisations

For work package 3, the aim was to go beyond 'one-of' meetings and public debates involving researchers and the public, and to trial new workshops organised at periodic intervals, involving presentations and sharing of knowledge and experience by researchers and CSO representatives on their work and needs for research. This trial is described as 'permanent', 'continuous' or 'ongoing' debate. As well as mobilizing activity for ongoing debates, the goal was to study these modes of exchange and cooperation between research institutes and civil society organisations. In particular, the authors wish to discover whether questions and needs from civil society organisations can be taken up by research institutes and inform their agenda – by using workshops and participatory planning tools to facilitate the co-construction of participatory research projects.

Download of the report: <http://bit.ly/1t4Tpu>

## Handbook of Models of Community Engagement Strategies in Higher Education Institutions: Policy and Curriculum Development

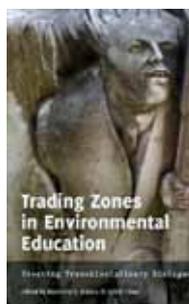
WorkPackage 7 of the PERARES project has sought to strengthen the position of Science Shops and similar initiatives in Higher Education policy, by encouraging them to think from the start about how to embed the project within their HEI, in particular using policy and curriculum development to ensure longer term security. This report from 2013 distils the learning from work within WP7. It examines the steps taken by long established Science Shops to ensure their project survives, including: Developing an exemplar project; Working with people who develop policy and strategy and ensuring that they can see the connections between their work and Science Shop work; Developing an elevator pitch; Developing a range of good publicity materials; Developing strong curriculum links and utilising good examples from other projects. This report therefore offers tools for use by Science Shops to help them become embedded in policy, models for embedding Science Shop projects in the curriculum, and lessons learned from a process of sharing curriculum development tools across Science Shops in different context.

Download the report under <http://bit.ly/1aeCrKc>

## Creating transdisciplinary dialogue

The 2013 published book „Trading Zones in Environmental Education“ takes a different approach to trying to understand how environmental education might influence people, their communities, and the environment. The authors view changing environmental behaviors as a «wicked» problem, that is, a problem that does not readily lend itself to solutions using existing disciplinary approaches. The book as a whole opens up new avenues for pursuing environmental education research and practice and thus expands the conversation around environmental education, behaviors, and quality. Through developing transdisciplinary research questions and conceptual paradigms, this book also suggests new practices beyond those currently used in environmental education, natural resources management, and other environmental fields. Purpose of the book is to provide a set of concepts and tools practitioners of transdisciplinary research can use to co-produce both scientific knowledge and phronesis. Practical theory building is highlighted as a tool that is helpful in designing sustainability oriented education and research.

Have a look the chapter of Arjen Wals and Scott Peters – titled: Learning and Knowing in Pursuit of Sustainability: Concepts and Tools for Trans-Disciplinary Environmental Research here: <http://arjenwals.files.wordpress.com/2013/11/finalpeterswals2013.pdf>



Peters, S. and Wals, A.E.J. (2013) Learning and Knowing in Pursuit of Sustainability: Concepts and Tools for Trans-Disciplinary Environmental Research. In: Krasny, M. and Dillon, J. (Eds.) Trading Zones in Environmental Education: Creating Transdisciplinary Dialogue, New York: Peter Lang, p. 79-104.

## CONSIDER Policy Brief

The Civil Society Organisations in Designing Research Governance (CONSIDER) project has come a long way in its research and their case studies are providing a great insight into how CSOs are involved in research projects. A policy brief give an update on the progress in the research projects.

Looking into the barriers surrounding CSO participation in research, one of the first problems that CONSIDER discovered was the lack of a universally accepted definition of civil society organisation. The European Commission does provide a definition, but with vague qualifications such as non-for-profit, non-State and non-partisan, this can often be left open to interpretation. For example, a university fits this definition – is it a CSO? Another key problem are the funding schemes which don't always make CSO participation easy. When faced with this obstacle, some research projects then choose to avoid participation instead of involvement of CSOs. While CONSIDER's research is still ongoing, the initial findings suggest that clarity is a key issue for CSO participation in research.

<http://www.consider-project.eu/wp-content/uploads/2012/04/CON-PB1-1.5.pdf>

## Eurobarometer on RRI, Science and Technology

The Commission published the results of the Eurobarometer survey Responsible Research and Innovation, Science and Technology. The survey shows that more than three quarters (77%) of Europeans think that science and technology has a positive influence on society. Respondents, however, also express concern over risks from new technologies, such as to human health and the environment. They want research and innovation to be carried out with due attention to ethical principles (76%) and gender balance (84%). Similar to results of earlier Eurobarometer surveys, more than half of all Europeans are interested in developments in science and technology (53%), but a majority do not feel informed enough (58%).

Overall, more than half of Europeans believe that when it comes to decisions made about science and technology public dialogue is required (55%). The more informed respondents feel about developments in science and technology the more they agree that their opinion should be considered when decisions are made in this area.

[http://ec.europa.eu/public\\_opinion/archives/eb\\_special\\_419\\_400\\_en.htm#4](http://ec.europa.eu/public_opinion/archives/eb_special_419_400_en.htm#4)

## Science for an informed, sustainable and inclusive knowledge society

Policy paper by President Barroso's Science and Technology Advisory Council

For Europe to become a sustainable, prosperous, democratic and secure society, it is important that legitimate societal concerns concerning science and technology development are taken on board, entailing an enhanced democratic debate with a more engaged and informed public and better conditions for collective choices on scientific issues. A new science and society contract should be proposed.

“The EU encourages citizens to become active actors in the innovation and research policy designs of the EU. The Science and Society link therefore has been considered an important strategy pillar of European science and innovation policy.”

Social learning and co-production of knowledge where appropriate together with the involvement of civil society in science and technology are all examples of relevant factors to address. This may be the European solution to a responsible and socially inclusive role of innovation as specified in the EU Communication on A Reinforced European Research Area Partnership for Excellence and Growth.

Download of the policy paper under: [http://ec.europa.eu/communication\\_2010-2014/president/advisory-council/documents/stac\\_policy\\_paper\\_no\\_1\\_290813.pdf](http://ec.europa.eu/communication_2010-2014/president/advisory-council/documents/stac_policy_paper_no_1_290813.pdf)

### Beyond Engagement: Creating Integration, Innovation and Impact

Community University Victoria (CUVIC) Conference 2014

20-22 May 2014, Victoria, BC, Canada

CUVIC 2014 is an opportunity to enable community-university innovation and action within the institutional, Indigenous, national and global context.

<http://www.uvic.ca/cuvic2014/>

### People, Planet, Peace

22-24 May 2014, ECSITE 2014, the Hague, The Netherlands

Incorporating current research into exhibits and public engagement activities, innovating ways to engage diverse publics with science and technology, keeping pace with ever-changing technological and scientific innovation, demonstrating connections between science and society.

[http://www.ecsite.eu/annual\\_conference](http://www.ecsite.eu/annual_conference)

### Science&You

1-6 June 2014 in Lorraine, France

The Université de Lorraine is launching Science & You, an international scientific and cultural event for researchers and PhD students, science communicators, museums and science centres, journalists ...

[www.science-and-yo.u.com](http://www.science-and-yo.u.com)

### 2014 Canadian Knowledge Mobilization Forum

9-10 June 2014, Saskatoon, SK, Canada

Putting Research to Work: Economic and Social Innovation. Build capacity for knowledge mobilization and continual improvement; learn about work in other sectors; meet the next generation of leaders; and access the latest tools, techniques and opportunities.

<http://www.knowledgemobilization.net/forum>

### ESOF Euroscience Open Forum in 2014 – Science building bridges

21-26 June 2014, Copenhagen

ESOF 2014 Copenhagen is designed as an open platform for debating science and as a showcase for European and global research at all levels. ESOF 2014 will be a unique opportunity to discuss new discoveries and debate the direction that research is taking in all the sciences.

<http://esof2014.org/info>

### 2014 Talloires Network Leaders Conference

2-4 December 2014, Cape Town, South Africa

The conference will advance the global movement of civic engagement and social responsibility in higher education.

<http://www.guninetwork.org/guni.hed-news/agenda/2014-talloires-network-leaders-conference>

### International Risk Governance Council (IRGC)

IRGC launches new resource guide website for stakeholder engagement

This online platform introduces stakeholder engagement as part of the overall risk governance process. Proposing an annotated bibliography of existing manuals for stakeholder involvement, it serves as a resource guide for developing and implementing science-based stakeholder involvement research, policy, strategies, and practices.

More information under <http://stakeholder.irgc.org>

### Science and Society - Time for a new deal

Published October 2013, edited by the Team of the Chief Scientific Adviser of the European Commission. The purpose of this publication is to look at the broader science and society relationship as we are only able to improve Europe if we are able to ensure the engagement of all Europeans, all citizens. . . What do we need and want from science? What actions need to be taken to unleash innovation based on science? How can we enhance the relationship between science and society with the aim of fostering a wider acceptance of new technologies?

Download of the publication under [http://ec.europa.eu/commission\\_2010-2014/president/advisory-council/documents/berl\\_papers\\_issue\\_3.pdf](http://ec.europa.eu/commission_2010-2014/president/advisory-council/documents/berl_papers_issue_3.pdf)

### Workshop of WissNET

20-21 June 2014; Potsdam, Germany

WissNET is a network of initiatives, start-ups and experienced Science Shops in the north-eastern states of Germany. This workshop with and for all German-speaking Science Shops offers a chance to network and to develop in small workgroups concrete content for e.g. the development of local projects on sustainable consumption and / or other joint projects and events.. For detailed information about the programme please contact: Daniel Ludwig, Science-Shop Vechta/Cloppenburg -

[daniel.ludwig@uni-vechta.de](mailto:daniel.ludwig@uni-vechta.de)

### 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. Over the last few years international interest in the Science Shop model has developed, and similar organisations have been established in a wide range of countries. How Science Shops are organised and operate is highly dependent on their context. Through their contacts, Science Shops provide a unique antenna function for society's current and future demands on science. Organisations that provide civil society with knowledge and skills through research and education on an affordable basis are welcome to share their experience in the Living Knowledge Network. 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 quarterly newsletter or this magazine, which provide users with resources and tools related to community-based research.

#### Living Knowledge Website:

[www.livingknowledge.org](http://www.livingknowledge.org)

#### International Science Shop Office

[livingknowledge@wilabonn.de](mailto:livingknowledge@wilabonn.de)

If you want subscribe or unsubscribe to the magazine or the newsletter please send a message to [livingknowledge@wilabonn.de](mailto:livingknowledge@wilabonn.de) or visit our website at [www.livingknowledge.org](http://www.livingknowledge.org) and select 'Discussion list and Newsletter'

### EC Services

The EC published a brochure: 'Science Shops - Knowledge for the Community'. This brochure focuses on different target groups, universities, students, citizens groups and local authorities.

The brochure can be downloaded from [http://ec.europa.eu/research/science-society/pdf/science\\_shop\\_en.pdf](http://ec.europa.eu/research/science-society/pdf/science_shop_en.pdf)

The Science and Society portal of the European Commission is open to all news and organisations related to Science and Society. <http://ec.europa.eu/research/participants/portal/desktop/en/home.html>