



Living Knowledge
The International Science Shop Network



DESIGN SCIENCE FOR AND WITH SOCIETY

Responsible Research and Innovation in Horizon 2020

Thanks to all of you for sharing your time, your thoughts and ideas, your experiences and stories and at the various conferences and workshops: the GUNi conference, the CUexpo or the PLACES conference (and of course many others) have been outstanding occasions for new inspirations and maintaining existing relations.

Now looking forward, the currently known Science in Society (SiS) programme under FP7 will end in 2013 and a new era will be marked by Horizon 2020, coming into force as of 2014. One of the main novelties of H2020 regarding Science and Society will be the launch of a new concept: Responsible Research and Innovation (RRI), a process where all societal actors (researchers, citizens, policy makers, business) work together to align R&I outcomes to the values, needs and expectations of the European society.

Technology acceptance through good marketing has expired as valid option. Diversity in Research and Innovation now is a must for a greater creativity and better results. To get there early and continuous engagement of society in R&I is the key to innovation adequacy and acceptance. In Horizon 2020 support to RRI and research on RRI will be found in cross-cutting actions throughout the programme and embedded in the funding pillar on societal changes. Science and/in Society is about to become Science with and for Society. It will be our task to read the upcoming calls carefully and find the slots for civil society engagement and make a sound part of the new RR&I concept.

Enjoy your summer. Looking forward to seeing you and talking to you in new proposal set ups. And please don't forget to share your knowledge and expertise at the 6th Living Knowledge conference next April in Copenhagen. The call for papers is open.

(Norbert Steinhaus)

New Science Shop in Lyon, France

In Lyon the Science Shop idea initiated by the PE-RARES partners from Université de Lyon will be put into practice. The new Science Shop will be operational for the 2013-2014 academic year. The colleagues from Lyon are in the process of recruiting a second person to work on the scientific side of the project. To „celebrate“ and to put a focus in France on the issues raised by the public engagement with research and vice versa, the Science Shop team will organize an inauguration event in Lyon the 8th of October.

Interested colleagues from the Living Knowledge Network and abroad are invited to Lyon to share their experience with the representatives of both the academic community and NGOs. The national Science Festival starts the 9th October, so this would be an occasion to participate in this event, too. In the meanwhile, Save the date!

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An Innovative Civil Society: Impact through Co-creation and Participation

2nd Call for papers for the 6th Living Knowledge Conference, Copenhagen, 9-11 April 2014



The 6th Living Knowledge Conference will seek to explore experiences with research and innovation for, with and by civil society, and develop policy recommendations and articulate research needs within community-based research and research focusing on societal challenges. We welcome proposals for sessions, individual papers, plenaries, posters, open spaces, labs and other types of contributions within the eight themes shown underneath. A more detailed description of the themes can be found at <http://bit.ly/12Ayech>. We encourage researchers, Science Shops and other community-based research entities, students, civil society organizations, and policy-makers to submit proposals.

Deadlines and submission

- What to submit: Extended Abstracts (2500 characters including space)

- When to submit abstracts: At the latest October 1, 2013
- Notice of acceptance: End November 2013
- Opportunity to submit accepted revised abstract until: February, 1, 2014
- Opportunity to submit full papers and work-in-progress papers until: March, 1, 2014
- How to submit: <http://bit.ly/1akfjLD>

Conference Themes

1. Social innovation – empowering civil society?
2. How to involve multiple users in design of assistive technologies
3. Co-operation in multicultural contexts – North-South co-operation
4. Sustainable development: from vision to transition
5. Developing competences through problem-based learning with civil society
6. Developing the university – civil society interaction
7. How to organize and manage science shops and community-based research units?
8. Governance of science and technology with civil society

For more information see <http://www.livingknowledge.org/lk6/about-the-conference/> or contact Søsler Brodersen and Michael Søgaard Jørgensen at lk6@plan.aau.dk

Big Ideas@Berkeley

The UC Berkeley Science Shop team led by ESPM (Environmental Science, Policy and Management) graduate and undergraduate students recently took first place in the category of Improving Student Life and third place in the Grand Prize Pitch Day with the UC Berkeley Science Shop Project. They got funding to start a Science Shop.

Many science students at UC Berkeley view science as a tool that allows them to advance the frontiers of human knowledge and have a positive impact on society.

For many students, the gap between their work and its real impact on society makes it difficult to believe that their work is relevant, leading to a loss of motivation and ultimately to high attrition of these talented individuals from science-related degrees and careers. This attrition and disconnection is at odds with an increasing need for access to scientific knowledge and research in many communities. Science and technology are fundamental to problem solving, and access to science and research often dictates who has a voice in policy and societal decision-making processes. This big idea is to translate community research questions into projects that undergraduate and graduates can carry out. By facilitating and fostering the relationship between community non-profits or small businesses and students' research in the Bay Area, which has a distinctive landscape of non-profit organizations in diverse fields, business startups and progressive local governments, Science Shop will spark distinct solutions for social and environmental problems.

Team Members: Karen Andrade (right), Erik Behar, Sushma Bhatia, Hekia Bodwitch, Melissa Eitzel, Jennifer Palomino, Leah Rubin, Zack Fishman (next to Karen). **Contact:** kandradec@gmail.com



Project Laboratories – Student Engagement in Self-organized Educational Projects

At Berlin Institute of Technology (TUB), Project Laboratories provide students with the opportunity to self-dependently learn and doing research on the issue of sustainable development. Students are choosing the topic of their Project Laboratory („Project Lab“) themselves, develop a work schedule for 2 years and are supported by professors and central University institutions, like kubus – the Science Shop of TUB.

Three preconditions have to be fulfilled to start a Project Lab:

- The projects should allude a topic that is not yet covered by regular studies at the university
- In didactic terms, the project should offer an alternative to regular teaching methods at the university choosing an interdisciplinary approach
- The Project Lab should stimulate ecologically and socially useful thinking and acting

The Project Labs were founded in 1985 within the „Tutor Programme for Professional and Didactic Innovation“, due to student initiative. By decision of the Academic Senate of TU Berlin, they have become a permanent institution in 1988. Until today, over 100 Project Labs have been successfully accomplished. From 2012 to 2016, German Ministry of Education and Research (BMBF) will additionally fund 25 „tu projects“ at TUB, that are based on the concept of Project Labs. In average, 12 students from several universities work together within a Project Lab and usually can per semester obtain 3 to 6 ECTS credit points for their activities, according to their individual workload. To give some examples for what has been achieved by students within the Project Labs:

- Students built up a self-help bicycle repair shop on the TUB campus in the 1990’s, that even today contributes greatly to the campus’ services.



Bicycle, constructed by students from Project Laboratory „Bicycle from Renewable Raw Materials“

- Students developed a seminar „BlueEngineering“ that extends the basic engineers education to aspects of social and ecological consciousness. Since 2012, when the Project Lab finished, the seminar has been institutionalized in the regular University’s studies, providing 2 jobs for scientific staff. The Project Lab has been awarded in the framework of the UN-decade „Education for Sustainable Development“.

Project Labs can give meaning to what students learn at the university. That is why the learning format serves as an initiative model for other Berlin based Universities. There is also evidence from students’ feedbacks, that engaging in Project Labs facilitates to get into a job after finishing the university degree, because most of the projects team up with external organizations or companies.

3

Framing self-organized learning space

Once a student project is accepted by the TUB’s „Commission for Education and Studies“ and the University’s Vice President, the Project Labs are funded for a duration of two years. Besides limited material expenses, two student assistant jobs á 40 hours/month are facilitated by TUB for organizing and moderating the project’s meetings and seminars. Infrastructural support is also provided in terms of rooms, telephone and computers.

In addition, Science Shop kubus offers a monthly jour fixe, where all Project Lab tutors come together for a joint reflection of experiences, for planning activities and discussing open questions. From a Science Shop’s perspective, working with Project Labs means to framing the space for students’ self-engagement and peer-to-peer learning

in the context of society based teaching and research. This activity covers organizing advanced trainings for tutors as well as the quality management and public relations work. In this context, Science Shop kubus emphasizes on integrating innovative aspects of the Laboratories, e.g. Service Learning, intergenerational learning and Community-based Teaching. Actually, the Science Shop’s focus is on further developing the Project Lab’s educational concept and on creating a support model for the projects’ social entrepreneurs.

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Science in Society: Caring for our futures in turbulent times

This report by an expert group of the European Science Foundation on science in society will be published within the period of the Lithuanian presidency of the EU. It might be interesting as a document for reflection. The authors of the 50th Science Policy Briefing of the European Science Foundation write:

„...We invite the reader to consider carefully the very meaning of the notions ‘science’ and ‘society’ as articulated in many programmes, activities and policy discourses. Is science understood as ‘an institution producing objective/truthful knowledge’ or is science ‘a social activity in context’? In the former sense, science itself is rarely questioned and the primary concern is making science better appreciated whilst supporting scientific knowledge generation and expertise.

The latter sense addresses science as an activity, a practice of seeing and making the world, of concep-

tualising problems which in one way or another are shaped by or subsequently shaping society.

The same reflexive questioning holds for society: Is society perceived as a ‘coherent and stable entity’ – often expressed when reference is made to ‘the public’ – or is society acknowledged as always being in continuous transformation manifesting itself in complex issue- and context-specific ways?

These differences matter, we argue, as they frame how science and society issues should and can be addressed within given framework conditions ...”

The publication will be online soon at <http://www.esf.org/publications/science-policy-briefings.html>

Read more about the strategic activity on The Future of Science in Society of the European Science Foundation: <http://www.esf.org/index.php?id=9391>

Successful Science Shop Seminar in Groningen

The Science Shops of the University of Groningen organized the seminar “Research in the heart of society” on May 30th. The seminar welcomed a beautifully mixed audience of students, societal organisations and university staff members. There was an inspiring lecture of Max van den Berg, the governor of the province of Groningen who stressed the importance of bringing people with different skills and knowledge together. He commented on his weblog later: “Sci-



ence Shops, a great co-operation between questions of small societal organisations and research by students. Really very practical subjects.” The second lecture was Henk Mulder’s, he presented the work of the Science Shops in a short overview with concrete examples. Henk also presented the annual report of the Science shops by handing over the first copy to the governor.

Students and their posters

More recent Science Shop projects were presented by students in 23 posters in two rounds. Talented and enthusiastic students from all five Science Shops participated and therefore the subjects ranged from reading groups for the elderly to dermatological preparations for the tropics. An interesting variety for everyone!

Participation in full course towards 2014

Of course the seminar gave way to input from the audience itself. There was a lot of animated conversation, questioning and discussion. In the heart of the seminar people were stimulated to produce their own interdisciplinary questions to hand for the project 400 questions. This project has started because of the 400th anniversary of the University of Groningen in 2014; everyone can ask a question and the university will respond by setting up new research, initiate public lectures or answer personally. Of course the Science Shops are involved in the process.

Posters, reports and a short movie available

Some of the posters and research reports are available in English. For example: The quality of life for patients with Meniere’s disease ; Bringing sustainable ideas further through Green Mind Awards; Optimizing research relevance. The last project discusses how to measure and stimulate research with societal relevance. One of the presented projects is presented by a movie (with English subtitles), “Walking the light with piezo”, a new technology to produce energy from human movement. A selection of the other posters will be translated shortly. Please contact us if you want to know more.

<http://bit.ly/11UfjyH>

International Science Shop Summer School, Budapest

On July 1st and 2nd, 25 participants gathered at Corvinus University Budapest, to take part in the Science Shop Summer School, organised by the PERARES project. This "crash course", in a real summer heat this time, helped them to prepare a Science Shop like facility in their own region. There was a remarkable representation (8) of Lithuania, which looks promising for the possibilities to start a national network over there. Other participants came from Slovakia, Bulgaria, Estonia, Belgium, Norway, UK, and The Netherlands; and even from outside Europe: Iran, South Africa and the USA. A number of Hungarian participants presented on their own recently started Science Shop, a CSO called Community-based Research for Sustainability Association (CRS). Other speakers from Romania, The Netherlands and Hungary completed the program.

The Summer School dealt with issues as the role of Science Shops in Public Engagement, project examples, and benefits for various stakeholders; various operational models, working with civil society partners, and students. Different strategies were discussed to start doing this at home, in ways suited and adapted to the regional context.

As one participant nicely put it: "They provided critical guidance and covered all the necessary essentials to give us a path forward"

The next Summer School will be organised just before the 6th Living Knowledge Conference, and take place on Monday 7th (full day) and Tuesday 8th (morning) of April, 2014, in Copenhagen.

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More information under <http://bit.ly/184EVrJ>

BIG TENT IV: The grand global challenges and the transformation to sustainable societies - A Communiqué

This statement is the product of a global dialogue and discussion process hosted by the Living Knowledge Network. It wants to be understood as a means to facilitate the embedding of Social Responsibility and Community Based Research into the Research and Higher Education System. It is an initiative of the Big Tent Group of international networks. The communiqué was read out at the 6th International Barcelona (GUNI) Conference on Higher Education, 15 May 2013.

You can find the full text and the pdf of the communiqué here: <http://bit.ly/10pDWzG>

German Civil Society's requests towards science and research policy - as a result of the activities of Plattform Forschungswende - can be found here: <http://www.dnr.de/downloads/zivilgesellschaftliche-forderungen.pdf>

We call for action to:

1. Recognize that knowledge is both diverse and plural,
2. Increase the capacity for imagination because creativity initiates change,
3. Encourage creative solutions at the interface between differing epistemological frameworks and the links between knowledge production and actions for social change,
4. Establish a transparent process for priorities setting for public research funding,
5. Integrate Civil Society in formulation of research questions, through mobilization of practical, traditional and indigenous knowledge in research programs and projects,
6. Ensure representation of civil society in bodies of publicly funded scientific institutions on eye level,
7. Establish a science forum with a civil society research fund, strongly focusing on re-research on behalf of and the benefit for CSOs,
8. Foster capacity building of CSOs in science policy,
9. Promote transdisciplinary sustainability research that has clear links to the grand challenges,
10. Establish developmental monitoring and assessment of the progress in addressing the grand challenges,
11. Strengthen the establishment of community-based, participatory institutions such as Science Shops, Community Based Research Centers or other structures of Community-Campus Partnerships,
12. Give free access to research results,
13. Ensure adequate support for the start-up and continued operations of community-based research ethics review boards,
14. Advocate for administrative changes in research funding and policy for the benefit of community leaders, community-based organizations and their allies.

Conference Reviews

Be Knowledgegiastic!

The Global University Network for Innovation (GUNI) focused its 2013 Barcelona conference on Knowledge, Engagement & Higher Education with the conviction that the greatest challenge of higher education in next decades consists in putting the knowledge at the service of social transformation. The goal of the conference was to approach the challenge of engagement by higher education institutions in the larger society in an integrated manner: exploring ways in which engagement enhances teaching, learning and research; approaching engagement in ways that accept the multiple sites of knowledge creation, as well as the reciprocity and mutuality in learning. In exploring this issue, the conference gave lively examples how university community engagement is evolving nowadays.



Each, Science Shops, Community Based Research, as well as Service Learning and Knowledge Mobilization got a specific slots for presentations - which got a good feedback. You can access the presentations at the GUNI conference website <http://www.guninetwork.org/guni-conference/2013-guni-conference/cue-good-practices>

“The Rock” Rocks! 5th CU Expo, hosted in Newfoundland, Canada

Newfoundland, the Canadian province affectionately named “The Rock”, joined Canada in 1949. It has a rich history in community-based research, dating back to the 1960s. One might call the Rock the end of the world, with its icebergs, moose, rocks and trees. But the friendly, warm hearted and open Newfoundlanders make it very easy to forget about the rough climate.



The Rural Secretariat of the Government of Newfoundland, the Grenfell Campus of Memorial University of Newfoundland and the City of Corner Brook combined forces to bring together about 450 participants from all across Canada and 14 countries to Corner Brook on

June 12-15, 2013 for the 5th CU Expo conference. They were students, community leaders, researchers, educators, funders, policy makers and others who invested in community-building and who are passionate about the power of community-university partnerships as a vehicle for social change.

CU Expo takes place every second year in different Canadian location and is organized jointly by communities, universities and colleges, government, and non-profit organizations. CU Expo 2013 featured HE David Johnson, Governor General of Canada, offering an opening keynote on campus-community engagement. Joanna Ochoka, from the Centre for Community-Based Research and key organizer of CU Expo 2011; and Budd Hall, UNESCO Chair and organizer of CU Expo 2008 followed with their keynote addresses.

CU Expo 2013 gave the background for presentations of Living Knowledge members from Canada, the US, Israel or UK. A workshop titled ‘Building a Science Shop/ Research Shop: Refining your model’ was offered by Henk Mulder from Groningen, the Netherlands, Linda Hawkins from Guelph, Canada and Norbert Steinhaus from Bonn, Germany to identify multiple models for operating a Science/Research Shop and how to address practical needs in the mediation process. The PERARES project was presented to the CUexpo audience given a special focus on the PERARES online debate tool and the findings of a research on funding options for Community Based Research in different countries.

Finally, Community Based Research Canada was solidified as a network keeping the “CU Expo spirit” alive until the next gathering in Ottawa where Carleton University will host CU Expo 2015.

Information: www.cuexpo2013.ca

Conference Reviews

Modeling Cities of Scientific Culture

3rd PLACES conference, Torino, Italy

The PLACES project, which is coordinated by Ecsite, the European network of science centres and museums, was calling all science communicators, innovators, businesspeople and local-level policymakers to attend the conference Modeling cities of scientific culture from 20 to 21 June 2013, in Turin, Italy. An impressive 231 people attended, representing 29 countries. About 30 cities external to the PLACES project were present. A ‚PLACES Declaration‘ on European Cities of Scientific Culture was drafted and will be finalized at the end of the PLACES project and launched, appropriately, in Bremen at the final PLACES conference in March 2014. It is remarkable that the Torino conference brought a change of the word “communication” to “engagement” in this declaration, suggesting a two-way discussion with the public and not just a monologue from scientists and policymakers.

The conference included a City Partnership Poster Gallery. To give an impression of the variety shown in Torino, two projects are highlighted below:

Utrecht Debates: Towards a Sustainable and Healthy City

The Utrecht Centre for Science and Culture is a collaboration of the University Science Museum, Studium Generale (the scientific discussion platform) and Parnassos (the culture centre). Together they shape the public function of the Utrecht University (UU) and science in general. This is done through public dialogue with Utrecht citizens, students, and employees of the UU, national and international; everyone is welcome at the activities. <http://www.openplaces.eu/resources/places/81253>



Following traces of science

Is science part of your everyday life? Where is scientific research happening in your district? Come in and find out! Our Knowledge shops invite everyone to find his or her individual access to science and research. We invite you to take a picture, print it and leave your marks on our “WALL of scientific PLACES”. We are looking forward to your ideas and curiosity! Equipment available. Our facilitators are happy to welcome individuals or groups up to 15 people, age 8-99 years. The goal for Vienna in the Local Action Plan is: More visibility for “touchable” science and scientific culture. Following the main idea of the LAP, we want to stress visibility of science, science communication and science culture for the Pilot Activity.

To enrich our LAP we want to engage citizens by discussing their ideas, discoveries and observations of science, technology and research in their everyday life, respectively their neighbourhood. We want to get an idea of how citizens understand their local environment as place of scientific culture. The Pilot Activity will be a special program, offered in a so called “Wissensraum” / “Knowledge shop” (details see below). <http://www.openplaces.eu/resources/places/81254>

PDFs of each poster in the PLACES City Partnership Poster Gallery are available for download: <https://drive.google.com/folderview?id=0BxOYE2LG7dncZ09QUjBBWWZidIU&usp=...>

Online and Published

Public confidence in research declines

Public confidence in scientists has increased in the past year. Whereas, at the same time, confidence in research conducted in Sweden has declined. These are the findings of a new survey carried out by VA (Public & Science) and the SOM Institute at the University of Gothenburg.

Compared with many other professions, researchers enjoy relatively high public confidence. In 2012, 61 percent had very or fairly high confidence in how scientists carry out their work their work, compared with 49 percent in 2011. Highly educated people have the most confidence, whereas just half of people with only a compulsory-level education have very or fairly high confidence in researchers.

Public confidence has fluctuated over the years since the annual surveys began in 2002. But contrary to expectation, a decline in confidence is not accompanied by an increase in those who express low confidence either. Instead, more people responded that they don't have an opinion. When confidence increased between 2011 and 2012, it coincided with a decrease from 23 to 7 percent in the number of people who responded 'don't know'.

"Relatively few Swedes have personal insight into research but rely on what is being said by scientists and the media" says Sören Holmberg, Professor of Political Science, who, together with Lennart Weibull, Professor of Mass Media Research, analysed the results."

There is a clear decline in confidence in research conducted in Sweden. Confidence in medical and technical research has dropped the most – by 12 and 15 percentage points respectively – since the surveys began in 2002. However, this is also the field of research that the public has the highest confidence in: 72 percent say they are very or fairly high confident in medical research. The corresponding figures for technology is 57, natural sciences 56, social sciences 40, education 32 and the humanities 31 percent.

A similar pattern can be seen in terms of the fields in which there is public support for investment in world-class

research. Priority is given to subjects such as cancer (74 percent believe that investment in Sweden is 'very important'), energy (55) and the environment (52). There is less public support for investment in the humanities, for example only 7 percent support investment in history.

"Subjects that are easy to understand and that are perceived as beneficial to society and individuals are given the highest priority. The results show how important it is for researchers to work closely with society" says Cissi Askwall, Secretary General of VA (Public & Science).

The proportion of Swedes with confidence in research and willingness to invest in cutting-edge research has generally declined. This change is partly due to an increase in the number who do not express a particular opinion. The changes are relatively small but there is a definite trend, according to the professors at the SOM Institute:

"Nowadays research is not so uncritically celebrated and not as sacred. Perhaps this is positive in its own way because it indicates that the general public has a greater ability to think critically" says Sören Holmberg.

The survey Science in Society involves 3.000 Swedes and has a response rate of 57 percent. It is part of the 2012 SOM opinion survey (Society, Opinion, Mass Media) by the University of Gothenburg. The survey is conducted with support from the Bank of Sweden's Tercentenary Foundation, the University of Gothenburg, Lund University and Uppsala University.

For more information, access the report Science in society – the results of the SOM survey 2012 (in Swedish only) at www.v-a.se or **contact:**

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Is Europe ready for citizen participation in Science Policy?

An Article published online in May 2013 at <http://eu-roscientist.com/2013/05/is-europe-ready-for-citizen-participation-in-science-policy/> which is based on interviews Norbert Steinhaus and Claudia Neubauer (besides others).

The Euroscientist is the official publication of the Euroscience organisation and publishes articles, opinions, expert perspectives and curated content on a variety of topics and issues affecting scientists in Europe including science policy.

Elements of the political agreement on the European Union's future budget 2014-2020 are now published

Up to EUR 2.543 million (in 2011 prices) may be front-loaded in 2014 and 2015, as part of the annual budgetary procedure, for specified policy objectives relating to youth employment, research, ERASMUS in particular for apprenticeships, and SMEs. The Institutions agreed to use this amount as follows: 2.143 million for Youth Employment, 200 million for Horizon 2020, 150 million for Erasmus and 50 million for COSME.

More details at http://europa.eu/rapid/press-release_MEMO-13-625_en.htm#PR_metaPressRelease_bottom

Conferences, Workshops and Webinars

How do universities engage with the public?

Workshops are being held in London 18th July (10.30am-1pm) and Manchester, 10th September (10.30am-1pm).

How do you think this might change in the future? What do you want from the engaged university? The National Co-ordinating Centre for Public Engagement (NCCPE) has commissioned a consultation to consider the future of the engaged university, and are currently hosting workshops. For anyone interested in the role universities could play within society including university staff, students and organisations that work in partnership with universities (community partners; charities; NGOs; cultural organisations etc,) these interactive sessions will provide an opportunity to develop visions for the engaged university in 2025.

Book your free place here. <https://www.survey.bris.ac.uk/nccpe/efvw/>

Contact: Sophie Duncan, Deputy Director, NCCPE, sophie.duncan@uwe.ac.uk, <http://www.publicengagement.ac.uk/engagedfutures>

Critical Perspectives on Making Science Public

22-23 July 2013, Nottingham, UK

The University of Nottingham hosts the 8th Annual Science in Public Conference „Critical Perspectives on Making Science Public“. The conference will be opened with a keynote by Professor Harry Collins of the Cardiff School of Social Sciences, whose work on the nature of scientific knowledge and expertise has provoked considerable discussion and debate. Later in the day Dr. Sujatha Raman, Deputy Director of the Leverhulme Programme, will lead a roundtable discussion on different notions of the public, models of democracy and the implications of Professor Collins' work on expertise, to which Professor Collins is invited to respond. Professor Brigitte Nerlich, Director of the Leverhulme Programme will chair the discussion.

More Information: <http://bit.ly/12eem0L>

„Which Publics? When?“

Sciencewise Webinar. On 25 July, 12-1pm (UK time)

Sciencewise's new publication 'Which Publics? When?' will be discussed in a webinar. The publication explores the policy potential of involving different publics in dialogue around science and technology. The 21 pages

publication is ready for download: <http://sciencewise-erc.org.uk/cms/which-publics-when/>

In the webinar, it will be asked 'how should we understand 'the public' in public dialogue?' The widespread assumption will be challenged that the people brought together in dialogue events must constitute a representative sample of the wider population and instead highlight the importance of the idea of plural, dynamic 'publics' capable of mobilising around shared interests. Ways will be discussed in which various publics might play a role in public engagement for good governance. To join and register, please follow this link: <http://whichpublicssciencewise.eventbrite.co.uk/>

Global Conference on Research Integration and Implementation

Dutch co-conference, September 10-11, 2013, Special focus on Peace & Security | Sustainability

The Dutch co-conference on Research Integration and Implementation will be held at the Centre for Innovation, Leiden University, Campus The Hague, from 10-11 September 2013. This co-conference is organized as part of the Global Conference on Research Integration and Implementation which will be held in Canberra, Australia.

It will feature world-class plenary speakers spanning inter- and transdisciplinary research, systems thinking, complexity science, implementation science, project management, collaboration and team science. The programme will also provide a platform for academics to discuss current trends, lessons learned and the future of research integration and implementation.

The Dutch programme offers its own parallel sessions on Research Integration and Implementation in three conference tracks:

- 1) Concepts and methods: Taking stock, Trends & Challenges
- 2) Thematic Focus 1: Peace & Security
- 3) Thematic Focus 2: Sustainability

The co-conference is for researchers, educators and practitioners, who are already working with, or interested in systems-based, action-oriented, multidisciplinary, interdisciplinary and transdisciplinary approaches.

Registration: http://www.aanmelder.nl/i2s_dutch_co-conference/.

Conferences

Evaluation 2013

16-19 October 2013, Washington DC, USA

The American Evaluation Association invites evaluators from around the world to share their knowledge and expertise. Professional development workshops will be held October 14-16 and 20. AEA welcomes proposals on topics that span the breadth and depth of the field and in particular on those focusing on the conference theme of Evaluation Practice in the Early 21st Century. More information under <http://www.eval.org/eval2013/default.asp>

Cities Learning Together - 11th PASCAL International Observatory Conference

18-20 November 2013, Kowloon, Hong Kong

Organised by The EU Centre at RMIT and hosted by The Hong Kong Institute of Education, the 11th PASCAL International Observatory Conference will take place in Hong Kong, 18-20 November 2013 with fieldwork to test approaches in different Hong Kong settings on 19 November.

The Conference will focus on present and future action, mainly within local neighbourhoods in big cities, to build green, safe, healthy, communities which are economically viable and sustainable.

More information: <http://conference.pascalobservatory.org/>

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6th Living Knowledge Conference: An Innovative Civil Society - Impact through Co-Creation and Participation

8-11 June 2014, Copenhagen

The 6th Living Knowledge Conference will seek to explore experiences with research and innovation for, with and by civil society, and develop policy recommendations and articulate research needs within community-based research and research focusing on societal challenges.

<http://www.livingknowledge.org/lk6/about-the-conference/>

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 for leading scientists, young researchers, students, entrepreneurs, policymakers, journalists and the general public to discuss new discoveries and debate the direction that research is taking in all the sciences.

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