



Improving interaction between NGOs,  
Universities, and Science Shops:  
Experiences and Expectations

# UK SCENARIO WORKSHOP REPORT

by

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Thanks are also offered to the staff at the Foresight Centre for hosting the event.

Finally, we express our appreciation to the other members of the INTERACTS Consortium, who have contributed to training, adapting materials and the report template.

David Hall, Irene Hall, and Sharon Lockley

Liverpool, August 2003

## Preface

This Scenario Workshop report has been written for the INTERACTS project, whose overall objective is:

*To draw out policy implications for future co-operation in Science, Technology and Innovation, in particular the co-operation of small and medium NGOs with universities through intermediaries such as Science Shops.*

INTERACTS is an Accompanying Measure to ISSNET, the International Science Shop Network, and financed by the European Commission, DG 12.

INTERACTS is a pioneer cross-national study by academic institutions and independent Science Shops from seven different countries – Austria, Denmark, Germany, the Netherlands, Romania, Spain, and the United Kingdom - collaborating across disciplines to identify necessary changes in structures and routines in the RTD system to improve future interaction between NGOs, researchers, and intermediaries, particularly Science Shops. By bringing together the results from different countries, it is intended that a broader picture will emerge concerning the past experience of the impact of Science Shops, and expectations about their future and their relevance to policy development. INTERACTS will thus contribute to strengthening interaction between research institutions, their communities and society, and will provide in-depth understanding of the processes and effects of scientific knowledge production.

INTERACTS comprises five activities, which are interlinked. These activities include:

- The State-of the Art Report: an overview of the political and institutional context for co-operation between small to medium non-governmental organisations (NGOs) Science Shops and universities in Austria, Denmark, Germany, the Netherlands, Romania, Spain and the United Kingdom.
- National Case Studies Reports: an examination of the practical experience and impact of interaction between NGOs, Scientists, and Science Shops in individual societies.
- Participatory Scenario Workshops: discussion of future expectations and perspectives for co-operation with NGO representatives, researchers, Science Shop representatives, and policy makers.
- The Final Report: identification of potentials and barriers within the research and development system for improving conditions for future co-operation between universities and their communities.
- Dissemination in the final stage of the INTERACTS findings through national and international workshops and conferences.

# Section 1

## Introduction

### 1.1 What is a Scenario Workshop?

A Scenario Workshop uses methodology that has been adapted from the European Awareness Scenario Workshop (EASW) ([www.basisinnovation.com/easwtobasis.htm](http://www.basisinnovation.com/easwtobasis.htm)). The methodology was originally developed by the European Commission's Innovation Programme in 1994 as a way of promoting awareness and planning for sustainability in the urban environment by bringing together participants from different backgrounds – technology experts, policy makers, residents, and employers – to consider future scenarios and to plan to overcome barriers to success.

The Main Aims of the Scenario Workshop are to:

- Exchange knowledge, opinions, and ideas among residents, technological experts, policy makers, and private sector representatives
- Identify and discuss the differences and similarities of problems and solutions as perceived by the different groups of participants
- To identify and discuss the major barriers
- Generate new ideas and guidelines for future actions, policies and initiatives both on local, national and international level
- Stimulate public debate in the local community

Fleximodo, (1998):

The European Awareness Scenario Workshop uses methodology as a tool to support and facilitate the active participation of people from different perspectives. It offers participants the opportunity to engage in public debate, creating a balanced relationship between the community, technology, and the environment. The methodology is a useful tool in providing information and raising awareness about a particular subject but may also be used to identify responsibilities and priorities (Labatut, 2000).

The Scenario Workshop involves participants in a number of activities: visioning, the development of positive and negative scenarios, development of actions plans and strategies to achieve certain objectives, small and large group presentations and discussions.

The Workshop methodology was originally designed as a two-day event, although as a result of experience it has now been adapted to allow the workshop to be

conducted as either a two or one-day event. This model has the advantage of being less time consuming for participants and therefore may be easier to attract participation. The methodology suggests that the workshop is most successful with between 24 and 32 participants, between six and eight participants in each of the role groups for small group discussions.

The EASW methodology has been adapted for INTERACTS (Labatut, 2000, Ahumad, 2003, Schroffenegger, 2003) to allow relevant participants to develop scientific policy at the national / local level. Scenario Workshops are participatory in nature to encourage a free development of ideas concerning policy issues for the future; in the case of the INTERACTS Scenario Workshops the target was for achieving objectives in 10 years time.

Overall, the INTERACTS Scenario Workshops were aiming to attract attendance from participants in the following role groups:

- Citizens and Organisations (NGOs)
- Policy Maker / Public decision makers / Administration
- Science Shops
- Scientific experts

The methodology suggests that there should be an equal number of participants in each of the role groups in order not to bias discussions, and there should be an equal spread according to age and gender (Schroffenegger, 2003).

## **1.2 Why a Scenario Workshop in the UK?**

In the United Kingdom, there are in addition to Interchange at Liverpool, a number of organisations and universities involved in intermediary or Science Shop type activity (such as Student Link at Wolverhampton University). However, the title of 'Science Shop' has little meaning in UK society and until recently, only Northern Ireland had the name Science Shop in its title ([www.qub.ac.uk/scisho](http://www.qub.ac.uk/scisho)). Brunel University has also recently in 2002 established a 'Science Shop'.

The main aim of the UK Scenario Workshop is to bring together key stake holders in the following groups: (1) Researchers / Scientists, (2) Voluntary Sector Practitioners, (3) Decision / Policy Makers and (4) Intermediaries such as Science Shop staff, in order to look at strengthening the relationship between university and community through Science Shop activity.

### **1.3 The Merseyside Science Shop**

The Merseyside Science Shop is Interchange, which was established as a registered charity in 1994, following the merger between Merseyside Community Research Exchange and the Liverpool Science Shop ([www.liv.ac.uk/sspsw/interchange](http://www.liv.ac.uk/sspsw/interchange)).

Interchange operates across the three Higher Education Institutions in Merseyside (the University of Liverpool, Liverpool Hope University College, and Liverpool John Moores University). It acts as a “broker” linking voluntary organisations with research needs, to students who wish to conduct applied research as their final year or postgraduate dissertation. It also provides support for students learning through volunteering as part of their degree.

### **1.4 The Structure of the Report**

This report is an analysis of the UK Scenario Workshop that was held in May 2003 in Liverpool. Section 2 of the report begins with a full descriptive analysis of the workshop process, the location of the workshop and the participants who took part. Section 3 details the informative material that was given to participants before and during the workshop. Sections 4 and 5 detail the Scenario Workshop results and commentary on the results. The report ends with conclusions and reflections on the Scenario Workshop.

## **Section 2:**

### **Workshop Description and Conduction**

#### **2.1 Date and Duration of the Workshop**

The UK Scenario Workshop took place on Thursday 22<sup>nd</sup> May 2003, and was run as one full day of activity beginning at 9.00 a.m. and ending at 4.30 p.m. with a 30-minute morning coffee break and one hour for lunch.

#### **2.2 Location**

The Foresight Centre, Brownlow Street, Liverpool hosted the UK Scenario Workshop; this is a prestigious conference facility within The University of Liverpool, which has been established through the conversion of the historic and architecturally important buildings of the former Liverpool Hospital. The workshop organisers chose the Foresight Centre as it provided full up-to-date conference facilities, which included:

- A city centre location
- Free secure parking
- Disabled access
- Loop system for people with hearing difficulties
- A separate room used for registration, refreshments, and lunch
- A large plenary room with flexible seating and tables
- Three additional syndicate rooms for the small group discussions
- Flip charts, paper and pens
- Paper and pens for participant use
- Excellent catering and refreshment facilities
- Staffed reception and technical services
- A first class service at a very competitive rate

## 2.3 Workshop summary

- 9.00 Registration and coffee
- 9.30 Introductory session
  - Facilitators and participants introductions
  - Presentation of INTERACTS and the Liverpool Science Shop Interchange
  - Introduction to the EASW methodology
- 10.00 Coffee Break
- 10.30 Vision Workshop with the 4 role groups
- 12.00 Morning plenary session - desirable (and worst case) scenarios
- 13.00 Lunch
- 14.00 Themed Workshop with the 4 mixed groups
- 15.30 Afternoon plenary session – common plan and necessary actions
- 16.30 End of workshop

On arrival the participants were registered and given a delegate pack (see Awareness Material section) that included:

- Delegate list
- Participant notes for visionary and thematic workshops
- Copy of overhead slides
- Expectations sheet
- Evaluation questionnaire and
- Name badge

The main workshop question **“What is the Relationship Between University and Community and What Role do Science Shops have in this Relationship?”** was included in both the visionary and thematic participant workshop notes.

The participants were introduced to each other informally, and invited to help themselves to refreshments.

During registration, a workshop facilitator confirmed with participants which role group they would be representing for the small group discussions and informed them of the location of their workshop. Participants were given different coloured stickers to indicate their role group.

### **2.3.1 Introductory Session**

The introductory session began with brief introductions to the three facilitators and workshop co-ordinator (see Organisation Presentation section). The participants then introduced themselves and briefly, where they came from. Personal introductions were followed by a presentation explaining Interchange, INTERACTS and Science Shops; this gave participants the local, national, and international perspectives on Science Shops. 'Housekeeping' information was briefly presented, and participants were taken through the various sheets included in their delegate packs. They were also asked to complete their expectation sheet during morning coffee break. Finally, Karl Donert, the Workshop Co-ordinator, explained the EASW methodology that was to be used during the workshop and made an inspiring presentation of what the dialogue between community and university may be like in 10 years' time. Participants were encouraged to 'jump into the future' and free themselves of the usual constraints and boundaries to enable them to be truly visionary in their thinking.

The session concluded with participants being briefly informed of the aims and objectives of the workshop (more detailed information was given by individual facilitators at the beginning of each workshop), through a short briefing on the visionary workshop handout included in their delegate pack (see appendix).

### **2.3.2 Vision Workshop**

The four visionary workshops took place directly after morning coffee break in breakout rooms; each workshop had a facilitator who briefed participants on the aims and objectives of the workshop and read with them the participant notes. These identified the structure of the groups and allocated timescales for the workshop. It was agreed that the facilitator would not be directly involved in formulating the visions but would be on hand to answer questions or facilitate discussion.

The main aim of the visionary workshop was to produce a best-case scenario, which would include a number of visions of how community and university should communicate in 10 years time. Participants were also encouraged to produce a worst-case scenario, but informed that only a short space of time should be devoted to this. It was explained that the most popular and plausible visions and the worst-case scenario were to be presented during the morning plenary session in the form of posters.

### **2.3.3 Morning Plenary**

At the conclusion of the Vision workshop, the four groups placed their findings for best and worst cases on posters in the plenary room. The morning plenary began

with an allocated 10 minutes of time for participants to walk around the posters to familiarise themselves with what was to be presented by workshop groups. A delegated person from each role group then spoke to their group poster. After presentations, there was an opportunity for all participants to ask questions, followed by a group discussion concerning the presented visions and emerging themes.

Participants were given four coloured stickers (a different colour for each role group) with which to vote for the visions they thought were the most important and most likely to succeed. They could vote for four separate visions or use all stickers to vote for one vision.

The Workshop Co-ordinator summarised the discussions and posters of “*What is the Relationship Between University and Community & What Role Do Science Shops Have in this Relationship?*” by selecting four emerging themes that were further discussed during the plenary, which were as follows:

Universities should be Value – Led

Universities should be embedded into the community through responding to community needs via open structures and balanced community aware curricula. It is important that working class communities are included and supported.

Knowledge has a public function

Science Shops can develop to act as a trigger for social change – influencing policy and outcomes. Local expertise needs to be recognised.

Science Shops should help drive good practice

This to be done through student projects with community groups, community / education engagement should happen on all levels of education from primary to tertiary, as part of developing citizenship through partnership.

Science Shops should respond to community needs

This should be done at appropriate demographic, geographic, economic, and cultural contexts. Science Shops could offer a ‘one stop shop’ or a single base for community groups to access volunteering and consultancy as well as student projects.

[Lunch was served in the same room as morning registration].

After discussion and during the lunch break the Co-ordinator identified commonalities across the visions and discussions under two broad themes, which were:

- Inclusion
- Integration

On returning to the plenary session there was a brief discussion on these themes, in preparation for the afternoon workshop.

### **2.3.4 Themed Workshops**

In the afternoon, groups were now organised into thematic groups, composed of participants from each of the different roles represented. This time, participants were asked to consider the present day and medium term situation and look at practical action steps to achieve the visions discussed during the morning session. As two of the participants had to leave early, the afternoon session consisted of three thematic workshop groups rather than four, and to compensate facilitators took a more active role in discussion. Participants were asked to devise action statement posters to include the following details:

**What** is the action?

**How** must it proceed?

**Who** is involved?

**When** will steps towards achieving the action take place?

### **2.3.5 Afternoon Plenary**

On returning to the plenary session a delegated person from each of the three thematic groups presented their posters and there followed a discussion concerning the International and Regional networks for Science Shops. Participants discussed the actions that emerged from the workshop.

The main actions suggested by participants were:

- Conference
- Resource file
- Formal association or group
- Small network

The workshop finished at 4.30 p.m., and it was agreed that participant email addresses should be circulated to the group.

## **2.4 Organiser Presentations**

There were four short organiser presentations given by Irene Hall, Sharon Lockley, and David Hall from INTERACTS, as facilitators and Karl Donert from Liverpool Hope University College, as Co-ordinator. The facilitators and Co-ordinator were all given detailed facilitator notes that were prepared by the organisers before the workshop (see appendix).

### **2.4.1 Facilitator's Introductions**

Irene Hall welcomed the participants to the workshop and introduced the three facilitators and workshop Co-ordinator.

### **2.4.2 Workshop Co-ordinator**

Karl Donert is an International Fellow and Senior Lecturer at Liverpool Hope University College. He co-ordinates a number of EU projects and is “expert” to Brussels in the area of learning and citizenship. The decision was made to ask an external co-ordinator to chair the day as it was felt that this would ensure the agenda of Interchange Science Shop would not be imposed on participants, and the scenarios would flow more freely. Karl Donert was invited because of his personal and professional qualities, as well as his interest in the topic and European expertise. He was felt to be an effective co-ordinator for this activity and proved to be an enthusiastic and lively chair.

### **2.4.3 Workshop Facilitators**

David Hall is a Senior Lecturer in the Department of Sociology, Social Policy, and Social Work Studies at The University of Liverpool, where he teaches on social research and evaluation, and the voluntary sector and volunteering. He is also Chair and founding member of the Liverpool Science Shop Interchange, and a member of INTERACTS.

Sharon Lockley was a past Interchange Co-ordinator and is currently Secretary of the Executive Committee, she is also a member of INTERACTS and has experience of working in the community as a Voluntary Sector Manager.

Irene Hall is a Senior Lecturer in the Department of Sociology at Liverpool Hope University College, she is an active member of the Interchange Executive Committee, member of INTERACTS and has been a tutor for applied research (Science Shop) projects for a number of years. Both Irene and David have published

widely on the subject of Science Shop research and have given numerous papers on conferences on the subject, some with Sharon.

#### **2.4.4 Housekeeping**

Sharon Lockley presented the housekeeping rules and requested that participants take a few moments to consider their expectations for the day and asked them to complete a simple one - page questionnaire during their coffee break.

Sharon asked participants to briefly introduce themselves and their organisation and this was recorded on a flip chart by Irene (see delegate list in appendix).

#### **2.4.5 The Science Shop Project and INTERACTS**

David Hall introduced Interchange and INTERACTS, illustrating the presentation with overhead projector transparencies (copies of the slides were included in the delegate packs, see appendix).

The presentation began with a brief tour of the history and concept of Science Shops. The key headings of the presentation included:

- What are Science Shops?
- How do they work?
- Where do they operate?
- Criteria for projects?
- European Dimension?
- Interchange on Merseyside

Participants were provided with details of the Living Knowledge website if they wished to access further information on Science Shops ([www.scienceshops.org](http://www.scienceshops.org)). They were also informed that copies of the INTERACTS UK Case Study report would be available, either at the end of the workshop or posted to participants a few days after the workshop.

#### **2.4.6 Workshop Methodology**

Karl Donert presented the EASW methodology that would be used during the workshop. He explained that the methodology was new for this purpose and had not been used in this respect in the UK, and that the day would be informative and exciting for the facilitators as well as the participants. He informed participants that similar workshops were being conducted in five other countries and that the outcomes would be written into a report to be presented to the European Union.

As an introduction to the visionary workshop, Karl gave a very positive and encouraging presentation regarding the future possibilities for university and community dialogue and the role of Science Shops within such dialogue. In accordance with the agreed methodology, he invited participants to jump 10 years into the future and to free themselves of the usual constraints, structures, and barriers in order to develop future visions of the relation between science and society.

Karl explained that participants had been given a coloured sticker during registration that denoted the group and workshop room they would be in for the vision workshop, participants were grouped together in the four role groups, which were:

- Decision / Policy Makers
- Researchers / Scientists
- Science Shop / Intermediaries
- Voluntary Sector / Community

Participants were informed that the afternoon themed workshops would require the role groups to mix and become themed groups, and that the main aim would be to return to present day and devise actions that would help realise the morning visions. They were asked to produce posters during the themed workshop that would be presented during the afternoon plenary session, and informed that more detail would be given by facilitators at the beginning of each of the workshops. They were also briefed on the Participants Notes for the Action Plan Workshop that was included in their delegate packs (see appendix).

## Number and List of Participants with Role Groups who participated

### 2.5.1 Contacting Participants

A triangulation methodology was used to attract participation to the workshop; this included initial contact either by: telephone, email, or face-to-face conversations. This was to provide possible participants with date, time, and venue of the workshop; the aims and objectives, and the local and national context were also explained. During this stage, 62 possible participants were contacted. The numbers contacted fell into the following groups.

Table 1 **Contacted Participants and their Role Groups**

<b>NUMBER</b>	<b>ROLE GROUP</b>
28	Decision / Policy Makers
11	Researchers / Scientists
10	Science Shop / Intermediaries
13	Voluntary / Community Organisations

The second stage involved mailing an information pack (see Awareness Materials) to participants who were keen to attend the workshop. Out of the initial 62 prospective participants, 44 people (71%) expressed an interest and information packs were sent to them, approximately three to four weeks before the workshop date.

Two weeks before the workshop, 22 participants (50% of those expressing an interest) had confirmed their attendance, and the workshop organiser was awaiting replies from a further two. The number of participants at this stage was 24, which was the target number the workshop organisers aimed to attract. However, due to unforeseen circumstances, 5 participants sent their apologies a couple of days before the workshop, which did not allow enough time to replace them. One further participant, although very keen, could not attend on the day.

On the day, 20 people took part in the workshop. The aim of representing the different role groups was achieved, as there were four participants in each of the role groups, enabling each of the intended four workshop groups to run. In addition, as explained above, there was one overall independent co-ordinator and three workshop facilitators.

Participants were drawn from the national and regional as well as the local context, so the workshop could fairly claim to represent the UK, though of course attendance was weighted towards those in the Merseyside region.

Gender balance was also achieved, in that of the 16 participants representing the different role groups, 9 were female and 7 were male. Each role group included at least 2 women.

## 2.5.2 Participant List

**Table 2** **Participant List**

<b>NAME</b>	<b>ORGANISATION</b>	<b>ROLE GROUP</b>
Eileen Martin	Belfast Science Shop, Queen's University	Decision Maker
Jennifer Latto	Government Office North West	Decision Maker
John Kelly	Liverpool City Council	Decision Maker
Tony Jacobs	Higher Education Funding Council for England	Decision Maker
Julie Anderson	The University of Liverpool	Researcher
Karen Atkinson	Charity Law Unit, The University of Liverpool	Researcher
Neil Ferguson	Liverpool Hope University College	Researcher
Paul Jones	The University of Liverpool	Researcher
Andrew Cameron	University of Wolverhampton	Science Shop
Dave Hurry	Sheffield Hallam University	Science Shop
Emma McKenna	Belfast Science Shop, Queens University	Science Shop
Pat Green	University of Wolverhampton	Science Shop
Rob Evans	Personal Service Society, Liverpool	Voluntary Representative
Christine Kelly	Azadeh Community Network, Liverpool	Voluntary Representative
Gwen Lightfoot	Warrington Council for Voluntary Service	Voluntary Representative
Terry Owen	Volunteer Scheme Manager, Aintree Hospitals Trust, Liverpool	Voluntary Representative

### 2.5.3 Role Group Biographies

#### Decision / Policy Makers:

Eileen Martin

*Co-ordinator Science Shop at Queen's University, Belfast*

I have co-ordinated the Science Shop at Queen's for over fifteen years. The Science Shop is part of a wider community outreach initiative and in this capacity I contribute to the strategic development of community outreach activities across the University. In addition, I have worked with the European Science Shop Network for a number of years and have a strong interest in the strategic development of Science Shops.

Professor Jennifer Latto

*Advisor on Higher Education to the Government Office for the North West.*

From 1994-2002, I was the Provost of Liverpool John Moores University, where I also held a Professorship in Educational Psychology from 1992. I have been a Trustee of the Tate Gallery, Liverpool and Chair of the Tate Liverpool Advisory Council since 1998.

John Kelly

*Assistant Executive Director, Policy, and Programmes, Liverpool City Council.*

I am responsible for policy development and analysis, UK and EU programmes and the effective management of the First Board and Partnership Group, the City's Local Strategic Partnership. I have also worked recently with the two Universities and North West Development Agency in selecting a site and operator for the new Liverpool Science Park.

Tony Jacobs

*Policy Officer Business and Community, Team Higher Education Funding Council for England*

I joined the Policy Directorate of the Higher Education Funding Council for England (HEFCE) in 2001. HEFCE distributes public money for teaching, research and associated activities to universities and colleges in England. I currently work in the Business and Community team which aims to promote and support productive interaction between Higher Education and industry and commerce. These interactions aim to encourage the transfer of knowledge and expertise and to enhance the relevance of programmes of teaching and research to the needs of

employers and the economy, contributing to economic and social development both regionally and nationally.

### **Researchers / Scientists**

Julie Anderson

*Researcher at the Centre for the Study of the Child, Family and the Law at The University of Liverpool*

I am currently evaluating three Sure Start Programmes in Knowsley, Merseyside. I am interested in Science Shops as I gained invaluable experience through an Interchange placement whilst studying for my degree. I would like the concept of Science Shops to be developed further, in order for other people to benefit.

Karen Atkinson

*Research Assistant, working within the Charity Law Unit, at The University of Liverpool.*

My work involves researching developments in charity law, focussing particularly on internal governance issues and the UK voluntary sector policy environment. I am also a postgraduate student at the University of Liverpool.

Dr. Neil Ferguson

*Lecturer in Psychology at Liverpool Hope University College, and visiting Lecturer to Lock Haven University of Pennsylvania.*

My research and writings deals with moral development, and a number of topics located within social and political psychology, mainly focussing on the conflict, division and peace process in Northern Ireland and including, just world beliefs, forgiveness, identity, ethnic memory, violence prevention and concepts of war and peace. I am currently Chair of the Moral and Social Action Interdisciplinary Colloquium (MOSAIC), an international multidisciplinary network of scholars who study moral issues and is part of an Economic and Social Research Council (ESRC) sponsored research team asked to co-ordinate and develop research dealing with Northern Ireland after the Good Friday Agreement.

Dr. Paul Jones

*Research Associate on a European Union-funded project, Department of Sociology, Social Policy and Social Work Studies, The University of Liverpool.*

The European Union-funded project is collaborative and addresses a range of issues around migration and discrimination in the UK. I also teach on Go-Higher, which is a

fast-track access course designed for mature students from the Merseyside area who would like to study for a degree but lack formal educational qualifications to do so. I am interested in doing collaborative research and findings ways to disseminate findings to interested organisations and individuals.

### **Science Shop / Intermediaries**

Andrew Cameron

*Senior Lecturer in Sociology, University of Wolverhampton.*

I am Co-ordinator in the University's Student Link Scheme. This Scheme enables final year students to negotiate and undertake accredited applied research projects for voluntary, community and statutory organisations. The Student Link is part of a broader programme of community based learning, which gives students the opportunity to incorporate community service learning in their programmes of study at all levels of their degree.

Dave Hurry

*Faculty of Society and Development at Sheffield Hallam University.*

For the past 10 years I have run a second and third year Module called "Independent Study" worth 20 credits (a sixth of the year). Students negotiate an off-campus project, usually in small groups, and usually in the not-for-profit sector. The project need not be related to the subject of their degree, virtually anything is possible so long as it's not too hard or easy.

Pat Green

*Principal Lecturer at the University of Wolverhampton*

I have taught undergraduate students for many years, but I have also been working with voluntary sector organisations and community for over ten years, co-ordinating projects carried out by university students at both undergraduate and postgraduate levels. I am keen to see the development of the Science Shop concept in connection with this work, since it will embed reciprocal work in the community and enhance relationships between higher education and communities.

Dr. Emma McKenna

*Assistant Co-ordinator of the Science Shop at Queen's University, Belfast*

I have been Assistant Co-ordinator for the Science Shop for two years. The Science Shop forms a link between universities in Northern Ireland and the community, enabling university resources (particularly students) to be made available to

community and voluntary organisations. Most of this work is in the form of students carrying out research on behalf of voluntary organisations.

### **Voluntary / Community Practitioners**

Rob Evans

*Operations Manager, Liverpool Personal Service Society (PSS)*

PSS is a voluntary sector, social care organisation founded in Liverpool in 1919 which provides a wide range of social welfare services across Merseyside, in North Wales and Southern Scotland. PSS has been involved in the past with academic research into some of the services we provide. This has proved very beneficial for our organisation; to our service users and to service commissioner / funders.

The Science Shop concept would offer opportunities to build on these experiences in researching the need within the communities and/or investigating the effectiveness of our services/interventions.

Christine Kelly

*Community Development Manager, Novas-Ouvertures Group*

The Novas-Ouvertures Group established in 1988 is made up of 13 member organisations and employs approximately 800 staff. The group has a turnover in excess of £25 million, almost 1,700 units of specialist accommodation and a considerable number of community based projects ranging from assertive outreach mental health services, work with families at risk, preventative services for young people within schools, to community involvement and regeneration projects.

My role is to engage Novas and its member organisations, both in Liverpool, and Nationally with the wider Black Minority Ethnic (BME) communities and BME agencies, especially in the areas of selection recruitment and retention of personnel. My work background has mainly centred on training young people with little or no work experience, helping them to develop and further their skills within the private sector.

Gwen Lightfoot

*Development Worker at Warrington Council for Voluntary Service.*

My role involves the development of small voluntary and community groups, in particular youth groups. Alongside the development of groups I am working on quality standards and the development of a Trustee Network. I have had a long history with Interchange that started as a student in 1993 when I undertook a piece of research for the Athol Village Housing Co-operative as part of my degree course. Since then, I have become a Trustee on the Interchange Executive Committee. In my

previous role as Co-coordinator of St. Helens East Victim Support, I also negotiated two pieces of research, which were undertaken by Interchange students.

Such is my commitment to and belief in what Interchange can give both students and the organisation I have negotiated another piece of research with my current role. The research will look at the needs of Trustees in Warrington, Merseyside with the view to developing a Trustee Network. I also hope to negotiate two further Interchange projects for North East Warrington Credit Union and Home-Start Warrington.

Terry Owen

*Volunteer Placement Manager at University Hospital Aintree NHS Trust.*

I have worked for the Trust since 1979. I left a busy Accident & Emergency Department in 1997 to become Manager of the Volunteer Scheme, which is a highly successful, award-winning Scheme that has become a model of good practice for volunteering in the National Health Service. The scheme has grown from 20 inceptions [volunteers] to over 500 and uses volunteering strategically as a means of nurse entry and employment into the Trust. Interchange has provided the scheme with evidence-based pieces of research allowing it to develop, become professional, and help consolidate its research base.

## Section 3

### Informative Material

#### 3.1 Awareness Material

On first contact either by telephone, email or face to face communication, the participants were given information on INTERACTS, the Liverpool Science Shop Interchange and background information on the concept and methodology of the Scenario Workshop. This provided them contextual information about the local and national context. They were also informed of the date, time, and location of the workshop and its aims and objectives.

#### 3.2 Participant Information

If contacts expressed an interest to attend the workshop, they were then sent an information pack (see appendix) that included:

- A personal invitation letter
- A Scenario Workshop flier
- A location map and directions
- Additional information on Interchange
- A stamped addressed envelope

The invitation letter which was written individually to each participant, stated which role group (Decision Maker / Research / Science Shop / Voluntary Sector) the participant would be representing and for which locality / region / country they would be a key representative. Included in the letter were the workshop main question “*How can relationships between university and the community be strengthened through Science Shop activity?*” and the main issues to be discussed during the workshop. The letter was written on The University of Liverpool headed paper but also included the logos of Liverpool Hope University College, INTERACTS and Interchange at the end of the letter.

The Scenario Workshop Flier was adapted for our audience from the INTERACTS leaflet template provided by the Spanish partner (Pax Mediterranea, Sevilla, European experts in the use of Scenario Workshop). The flier included the workshop question, (the wording of the main workshop question was changed from science and society to universities and community, as this was deemed as more appropriate for

the UK audience) the date, time, venue, and workshop programme. It also included brief information on: Scenario Workshops, INTERACTS, who should participate and questions to be looked at during the workshop, and a reply slip to be returned using the stamped addressed envelope (supplied) to register for the workshop. The reply slip also asked if participants had any special needs or dietary requirements, and if they would like further information on Science Shops

The location map included details of how to find the Foresight Centre from outside Liverpool by rail and car with directions from each of the near by motorways and from the city centre of Liverpool. It also included details of how to access the free parking facilities at the Foresight Centre.

The additional Interchange information was in the form of a short glossy publication produced for its 10<sup>th</sup> anniversary in March 2001. (As university publishers produced this some time ago, and it includes a number of colourful images, it would be too large a file to include in the appendix). The newsletter included information on Interchange and information on the Community Based Learning Teamwork (CoBaLT) project ([www.hope.ac.uk/cobalt](http://www.hope.ac.uk/cobalt)).

### **3.3 Delegate Information Pack**

On arrival at the workshop, participants were given a delegate pack (see appendix), which included:

- A programme for the day
- A delegate list
- Participant notes for the Vision Workshop - included on this sheet was the main prospective question, the objective and plan of the workshop and a list of suggested questions to aid discussion
- Participant notes for the Themed Workshop - detailed similar information as above
- A copy of the overhead slides - which would be used by David Hall in his presentation
- An expectations sheet - for completion by participants
- An evaluation sheet – for completion by participants

The participant notes for the vision workshop were printed on coloured paper to make them easy to identify when signposting participants to the handout. Included in the handout was the main prospective question of the workshop, the objective of the vision workshop, and a detailed plan in five sections with set timescales for each activity.

The themed workshop handout was designed in a similar way to the visions handout, beginning with the main prospective question, the objective of the workshop, and again a detailed plan with four sections and set timescales for each activity.

### **3.4 SWOT Analysis**

A SWOT analysis was compiled before the workshop (see appendix) that clarified key issues for the organisers. However, the decision was taken not to use it on the day, as it was felt this might channel discussion instead of allowing participants to create their own visions.

## Section 4

### Workshop Results

#### 4.1 Results of the Vision Making

Participants were asked to present their visionary posters during the plenary session at the end of the morning indicating “*What is the Relationship Between University and Community & What Role Do Science Shops Have in This Relationship?*”. The posters for each of the four role groups were as follows:

##### 4.1.1 Voluntary / Community Sector

- Universities to have own co-ordinator to work with the voluntary sector
- Universities to have own outreach base
- Universities and community to work together from primary school to university (floating support)
- Use Science Shops / Interchange to:
  1. Act as a trigger for social change - influencing policy & outcome
  2. Create more social care places at university to recognise and raise profile of local community needs
  3. Pull together different stakeholders and partnerships
- Universities to make the first move to contact voluntary sector
- Database of resources for voluntary sector, also avoid duplication

##### 4.1.2 Researchers / Scientists

- Demolition of class & social divide
- Open structures, more transparent & accessible
- Multi-disciplinary approach
- University is Science Shop
  1. Centre of excellence
  2. Resource
  3. Dissemination
- Two-way street – “Interchange”
- Local, regional, national, European – research & policy more locally applicable
- Ease of facilitation through new technology
- Blurring distinction between who is expert & expert knowledge
- Simple – non bureaucratic

#### **4.1.3 Policy / Decision Makers**

- An all-inclusive society
  1. Embed universities
  2. Working class access & support
  3. Myriad links (university as resource)
  4. Awareness
- A healthier society
  1. Food: safe and local
  2. Improved air and water quality
  3. Safe society – feeling and being free of crime
- A balanced life
  1. Work / play / learn
  2. Efficient, clean, modern transport
  3. Local employment
- Altruism – changing values
  1. University Governors involved
  2. Value of volunteering

#### **4.1.4 Science Shop Staff**

- Develop what already exists
  1. Expanding existing good practice
  2. Valuing, celebrating – higher education work, individuals outside higher education
- Develop citizenship through participation within schools
- Responsive (flexibly) to appropriate demographic, geographic, economic, & cultural context of community
- No conscription – personal commitment
- Robust policy, commitment, & delivery in higher education
- Science Shop activity – holistic vision in higher education
- Science Shops strengthening voluntary sector
- Higher education is demystified: universities as community / community as universities

## **4.2 Visions and Analysis for the Four Invited Role Groups**

It became apparent during the presentations that all four role groups were reporting similar visions. It was suggested by one participant that due to the similarities, voting for the most popular visions seemed unnecessary. However, as the most popular

themes were to be the foundation of the afternoon workshops, participants were asked to prioritise the visions by voting for their most popular and realistic visions. The main broad theme “an inclusive society” (4 votes) presented by the policy makers included a number of sub headings:

- Embed universities [into community] (3 votes)
- Working class access and support [to universities] (2 votes)
- Myriad links (universities as a resource) (2 votes)
- Awareness [of Science Shops] (0 votes)

As an overall theme an inclusive society with sub - headings received the highest number of participant votes (11 votes).

However, the other posters presented singular visions and the top five visions as voted for by the participants were:

- Using Science Shops / Interchange to act as a trigger for social change – influencing policy and outcome (7 votes)
- Science Shops strengthening the voluntary sector (6 votes)
- Being responsive (flexible) to appropriate demographic, geographic, economic and cultural context of community (5 votes)
- Universities and community to work together from primary school to university (floating support) (5 votes)
- Two-way street Interchange (5 votes)

Participants also voted for the following visions:

- Develop citizenship through partnership within schools (4 votes)
- Pull together different stakeholders and partnerships (3 votes)
- Open structures, more transparent and accessible (3 votes)
- Universities to make the first move in contacting the voluntary sector (2 votes)
- Altruism – changing values, University Governors involved, value of volunteering (2 votes)

The other visions either had only one vote or were not voted for.

### **4.3 Worst Case Scenario Posters**

Participants were also asked to briefly present their worst-case scenario posters. However, as very little time was given to the worst-case scenario posters, no detailed analysis of the results was conducted. The results of the posters are reported below to give an indication of the concerns expressed by participants if communication between community and university was to break down in the future.

- No interaction between university and local community (Hi Tech)
- No commitment to the voluntary sector
- Incoherent / selfish society
- Higher education = job ticket only = elitist
- Mass illness / unfitness
- Drop in quality – teachers, students
- Increased control
- Market logic
- Tokenistic engagement of community
- Promotion of elitist, two-tier system
- Uneven distribution of resources
- Ivory tower academia
- Lack of creativity, innovation, and freedom
- Narrowing of choice

A brief analysis of the worst case scenario posters show that the four role groups also held broadly similar views towards what the future communication between community and university may be in the worst case scenario, and the effects this would have on both higher education and the local community. The participants' comments clearly show concerns for academia, community, and society in general.

### **4.4 Action Plan Results**

#### **4.4.1 Action Plans and Analysis from the Themed Workshops**

As there were fewer participants during the afternoon session, the number of workshop groups was reduced to three.

During the workshops, participants discussed many actions and made very positive suggestions of how they could assist in the process.

The main actions suggested by participants were :

## **ACTIONS - DISSEMINATION**

### **WHAT**

Conference

### **HOW**

- Using group resources Eg Aintree Hospital Trust (Volunteer Scheme) [for free conference facilities]

### **WHO**

- Members of network
- Liverpool City Council, Liverpool Education Authorities, University, members of community, University researchers

### **WHEN**

- Next academic year

### **WHAT**

Videos – stories, faces, results in publication

### **HOW**

- Email the group attending today
- Email INTERACTS, ISSNET

### **WHO**

- Any interested party / or individual with expertise

### **WHEN**

- June – next academic year

### **WHAT**

Resource File – service learning, applied research, community based research

### **HOW**

- Email for references (INTERACTS, ISSNET) – information is power. Request 1 -2 page summary of good practice, useful resources

### **WHO**

- Everyone in group today, & their own networks
- Email the network for case studies (interacts and ISSNET)

### **WHEN**

- End of June

### **WHAT**

Identify Interested Supporters – academic institutions, policymakers, students, and community groups

**HOW**

- Small network with commitment

**WHO**

- Those who have power & influence
- Government Ministers
- University Vice-chancellors & College Rectors
- Student representatives

**WHEN**

Not stated

**WHAT**

Formal Association or Group

**HOW**

Contacts – email / postal list

Event – meeting, showcase – invite interested participants,

Establish partnerships - set out aims and objectives of event and establish membership

**WHO**

- Existing contacts
- Volunteers –steering group
- Invite Members of Parliament (MPs) / Members of the European Parliament (MEPs)
- Write to regional / local decision makers

**WHEN**

Within the next eighteen months

**WHAT**

Create opportunity across curriculum

**HOW**

In relation to university mission statement – community must be on board

**WHO**

Members of the community

University students

University staff / researchers

**WHEN**

Within the next eighteen months

The main discussion during the plenary was led by the Co-ordinator and focussed on developing a formal International Network. However, participants expressed their

concerns highlighting the fact that an International Network of Science Shops already exists, and attention should be focussed on developing a regional network.

There was a discussion concerning the need for a conference and the participant from Aintree Hospital Trust agreed to offer Interchange a free conference facility.

Further to this, participants agreed to share contacts and to have their contact details disseminated to workshop participants.

#### **4.2.2 Actions Laid out as Recommendations for the Invited Groups**

1. Interchange was offered free a conference facility by one of the participants, to hold a conference on science shops and the community in the near future
2. Participants agreed that their contact details would be circulated, to continue the interaction begun at the Workshop
3. Participants agreed to share information and links to other networks so that networking could take place

## **Section 5**

### **Commentary on the Results**

#### **5.1 Similarities Between the Role Groups**

Interpretation of the visions posters and discussions presented by the four role groups highlighted a number of similar visions and themes, indicating that while the four role groups came from different perspectives they broadly agree that Science Shops do have a significant role to play in developing science and society dialogue.

In general, the groups held similar ideas of how this may be achieved and their ideas have been categorised under three broad headings: Access, Resource, and Policy:

##### **Access**

Widening participation and removing barriers through

- Improving access and support for community
- Demolition of social class
- Creating more social care places
- Demystification of Higher Education
- Open structures
- More transparent and accessible access

##### **Resource**

Recognising the potential of knowledge and information with

- University as a resource for community,
- Science Shops strengthening community

##### **Policy**

Creating a change in science and education through

- Robust policy in University
- Influencing policy and research
- Policy being applicable at local level

Interestingly both the researchers and policy makers indicated that demolition of class and social divide and working class access and support in universities was important.

## 5.2 Differences Between the Vision Groups

There was a clear difference in the presentation of the Policy / Decision makers who presented similar visions as the other groups but also tackled wider science and society issues, including in their vision:

- A healthier society
- Safe and locally available food
- Improved air and water quality
- A safer society, - feeling and being free of crime
- Efficient, clean, and modern transport
- Local employment
- Changing values

This wider agenda may partly be due to the facilitator for the group asking them to envision the sort of society they would like to see in 10 years time – to loosen up from their current role perspectives. Interestingly, health and food formed a major topic of the discussion, though none of the participants had specific responsibilities in this area. They all felt that scientific issues like this were of prime public concern.

Interestingly interpretation of the voluntary sector vision poster highlighted that universities should take the lead role in developing partnerships with the voluntary sector and thus viewing themselves as recipients of university resources.

## **Section 6**

### **Conclusions**

#### **6.1 Reflections on the Workshop Process**

The planning and organising of the workshop was extremely time consuming, in particular the methodology used for selecting participants. The initial contact of 62 people was achieved through a combination of email, telephone calls, and face-to-face contact. However, while time consuming it was the most important part of the planning and organising of the workshop. In retrospect, it did save both time and resources in the longer term as participants who had prior engagements or who declined the invitation could be removed from the mailing list, which reduced the number of information packs that were sent out. The organisers also developed new contacts who had not been personally invited, as information was often passed on within the target organisation to a second or third person who was keen to attend.

The main difficulty the organisers encountered was that as the scenario workshop methodology restricted the number of participants we did not advertise the event on a large scale (The methodology suggests the scenario workshop works best with between 24-32 participants, with 6–8 in each of the small group sessions). We were aiming to attract 24 people, with equal representation from the different role groups, but even this small number took much time and effort. In particular attracting the Policy Makers was problematic which accounted for more than five times the necessary number of people being contacted in the initial stage of the methodology. The organisers became a little frustrated when participants had to cancel at a late stage, as this did not allow enough time to replace them.

The adaptation of the informative materials (such as the Scenario Workshop information leaflet and the introductory letter) for our UK audience was also time consuming, although it was extremely helpful to have a well-designed template to work from.

The Co-ordinator of the Scenario Workshop also gave much time to the organisation of the workshop, familiarising himself with the EASW methodology. The INTERACTS facilitators and the Co-ordinator had two long training sessions to work through the methodology plan as originally discussed at the INTERACTS training session at Innsbruck, and as subsequently documented by the partners from Pax Mediterranea Sevilla and FBI Innsbruck. In doing this they clarified further details and developed the programme for the day.

The conference facilities offered by the Foresight Centre were excellent and far superior to other locations in Liverpool that were considered. This choice saved both time and resources, as the Centre organised the conference badges, prepared the maps, provided stationery, and organised lunch, and refreshments on the day. The facility was provided at a special rate, as it was an in-house University event. It was also a prestigious location, which was felt to be helpful in attracting participants.

On reflection of the process of the Scenario Workshop, the organisers feel that the participants were extremely engaged in the morning visionary sessions, and contributed a lot of energy. However, by late afternoon people were beginning to tire and a few people had to leave early. This did have an impact on the afternoon sessions, and organisers felt that they could not ask people to commit to taking responsibilities for personal actions.

## **6.2 Participant Expectations**

As explained above, participants were asked about their expectations for the Workshop before the proceedings began. The analysis of the expectations sheets (see appendix) revealed that participants had mostly similar expectations from the workshop, with the main expectations including:

- Networking
- Sharing ideas
- Improving knowledge
- Developing the Science Shop concept

## **6.3 Participant Questions**

The plenary sessions also provided the opportunity for participants to ask questions of the organisers. It was clear that despite the short introduction, the concept of science shops was not well known, and it was felt by most that the term was not helpful to an English audience – being neither a shop in the usual sense or solely related to science subjects. It was explained that the term (and the practice) derived from the Dutch experience (*wetenschapswinkel*) and that similar terms were used in Germany (*wissenschaftsladen*). The organisers pointed to the alternative formulation of ‘Community Research Exchange’ as another descriptive term for the brokerage function of science shops in relation to university / community partnerships, and this was regarded as a preferable term. They also approved of the term *Interchange* as it indicated a “two-way street” or partnership. Another important consideration regarding the term in the UK is the fact that the Higher Education Funding Council for England (HEFCE) is now using the term ‘Knowledge Transfer’ instead of ‘Science Shop’. The name of the *Interchange Science Shop* is an important consideration

with respect to marketing and raising awareness locally, nationally, and internationally.

Further discussion took place in the afternoon plenary regarding the most suitable place for action to influence policy. While action at the European level was advocated by the Co-ordinator, most of the participants felt that it was the local and regional level where they could be most effective in instigating change in the short to medium term (up to 18 months from the present).

#### **6.4 Participant Evaluation**

It was evident from conversations during the workshop that participants found the workshop stimulating and thought provoking and also hard work. The feedback received from the evaluation forms indicate that participants also felt the workshop was successful and enjoyable (see appendix).

The main aspects of the day that participants most enjoyed, were:

- Meeting people, and sharing information and views, with people from different perspectives
- The morning visioning session
- The small group discussions

The venue, lunch, and refreshments also scored extremely high on participant evaluations forms.

#### **6.5 Outcomes as Result of the Scenario Workshop**

The organisers' evaluation is that the workshop was successful in meeting the objectives of the INTERACTS requirements for representing national views on the expectations surrounding science shops, and the event has resulted in a number of outcomes, which include:

- An International Conference is currently being organised by Interchange using the free facilities offered by one of the participants. The conference will be held on December 2<sup>nd</sup> 2003 at The Clinical Sciences Centre, Aintree Hospitals Trust, Liverpool, and will disseminate INTERACTS and Science Shop activity
- Contact details of all participants have been disseminated
- A number of participants who were new contacts for Interchange have requested receiving Interchange Executive Committee minutes and information about Interchange

- Networking between individual participants has continued after the workshop
- A pre-arranged regional network meeting took place the day after the workshop at The University of Liverpool (chaired by Northern Ireland Science Shop) and this provided the starting point to begin developing the regional network. A follow up meeting has been arranged to mesh with the International Conference in Liverpool in December 2003. This will hopefully, enhance participation.
- The Co-ordinator of the Scenario Workshop Karl Donert has since used the methodology of the workshop as part of a Comenius course entitled Future European Teacher. This was run at Liverpool Hope University College over a ten - day period in July 2003. The course had 12 teachers from 5 different countries, the aim was for them to identify major aspects of teaching and to set goals and targets for the future. According to Karl the course was very successful.
- There was a follow on press release highlighting the Scenario Workshop in Both The University of Liverpool and Liverpool Hope University College (see appendix).

## References

Ahumada, I. (2003) INTERACTS Methodology for group discussions and analysis: an adaptation of the EASW and BASIS Public Participation Tool. Instructions Booklet

Fleximodo (1998): *Manual on Urban Ecology, Urban Mobility, Urban Information and Communication, Urban Regeneration. European Awareness Scenario Workshop.* European Commission DGXII/D.

Labatut, A. (2000) European Awareness Scenario Workshop Survey: Systematic Evaluation of the EASW Methodology and Development of a Use-Oriented Assessment Tool

Schroffenegger, G. (2003) European Scenario Workshops as a Toolkit for INTERACTS

[name of participant]  
[address of participant]

[date]

Dear [name of participant],

You are invited to participate in a European Research Workshop designed to influence policy for the European Science and Society Action Plan. As a key player [locality/region/country] your contribution to the consultation would be greatly valued.

The Interchange Scenario Workshop is the latest stage of the larger European Project INTERACTS (see enclosed leaflet). Similar workshops will also be taking place in 5 other European Countries, the findings from which will be integrated into a European Report to be presented in Brussels.

This workshop will take place at the Foresight Centre, University of Liverpool (please see enclosed map) on Thursday 22 May 03. We are fortunate to have as our facilitator Karl Donert (International Fellow and Senior Lecturer, Liverpool Hope University College) who coordinates several EU projects and is also a European Evaluator.

The workshop will examine the question:

***“How can relationships between universities and the community be strengthened through Science Shop activity?”***

*Science Shops provide an innovative approach to bridging the gap between science and society. They act to match the research needs of voluntary and community organisations with the knowledge and expertise of universities, largely through supervised student projects.*

*The workshop will explore the current possibilities for Science Shops locally, regionally and nationally and their potential development in the next decade:*

- **What are the main policy issues involved in improving access to knowledge by the public/voluntary sector?**
- What are the challenges a Science Shop must face and how can it adapt to meet these challenges?
- ***What are the main client needs and how can these be met?***
- ***What obstacles to development can we identify and what are the solutions?***

This workshop is limited to 24 participants representing the following groups:

- decision makers (university managers: local, regional or national policy makers)
- voluntary sector practitioners/managers
- researchers/(social) scientists (including students and supervisors)
- Science Shop representatives

You are invited as a [name category]. As each of the groups has a maximum of 6 representatives we would appreciate your reply as soon as possible (in s.a.e. supplied).

Final registration forms have to be received by us before 30<sup>th</sup> April 03.

We hope you will be able to join us for what we believe will be an enjoyable and stimulating day.

Please note: the Foresight Centre is fully accessible to wheelchair users and a portable loop system is available for people with hearing difficulties, special dietary requirements will also be catered for on the day. Please let me know if you require any of the above or if you have any other requirements, which will make your participation in the event easier.

With best wishes,

Yours sincerely

Sharon Lockley  
Research Associate INTERACTS  
Email: [slockley@liverpool.ac.uk](mailto:slockley@liverpool.ac.uk) Tel:0151-794 2984

**Enclosures...**

- Interchange newsletter (produced for our 10<sup>th</sup> Anniversary)
- Scenario Workshop flier and registration form
- Map
- s.a.e.

The workshop will be conducted in partnership with:

The logo for 'interacts' features a solid black circle to the left of the word 'interacts' written in a lowercase, black, cursive-style font.

interchange  
LEARNING THROUGH  
SERVICE



## **DIRECTIONS TO FORESIGHT CENTRE**

From M62 (end of motorway)

Continuing straight take left hand lane and follow signs for City Centre A5047 and Albert Dock

Continue straight (approx 2 miles) passing Edge Lane Retail Park on left

Follow signs for Cathedrals and University (left hand lane)

Follow road to the left – taking right hand lane pass St Mary's Church Edge Hill

Follow road to the right and continue down hill staying in right hand lane

Follow signs for Lime Street Rail Station and continue through traffic lights

The Royal Liverpool University Hospital will be on your right

After Faculty of Medicine – Sherrington Building (blue) and pedestrian lights turn directly left at into the University campus

You will be entering Ashton Street through the University gates

Follow the green Foresight Centre signs turning right into Dover Street

Proceed to Foresight Centre parking areas A, B, C (car parks have barriers)

From M53 (Wirral/Chester)

From the Kingsway (Wallasey) Tunnel, take right hand lane at tunnel exit and follow signs for City Centre. Continue straight-ahead taking either left hand lane (signs for Warrington, Manchester, M62 and Royal Liverpool Hospital) into New Islington (passing John Moores University building on left).

Take right hand lane, turning right at main set of traffic lights into Norton Street, (signs for Ring Road, Lime Street Station and University).

The National Coach Station will be on your right.

Take left hand lane and turn left at the traffic lights into London Road.

Keep in right hand lane and continue straight at the next two sets of traffic lights

The Liverpool Dental Hospital will be on your right (green entrance)

Indicate right and turn right into Ashton Street (University campus entrance) just before the pedestrian lights and Sherrington Building (blue) on your right.

You will be entering Ashton Street through the University gates

Follow the green Foresight Centre signs turning right into Dover Street

Proceed to Foresight Centre parking areas A, B, C (car parks have barriers)

From M58/A59 (North Liverpool)

Proceed to end of motorway, take exit marked A59 Liverpool.

Pass Aintree Racecourse and follow signs to City Centre (approx 7 miles)

Continue straight on A59 (Scotland Road) traffic from Kingsway (Wallasey) tunnel exit will join road.

Taking either left hand lane (signs for Warrington, Manchester, M62 and Royal Liverpool Hospital) into New Islington (passing John Moores University building on left).

Take right hand lane, turning right at main set of traffic lights into Norton Street, (signs for Ring Road, Lime Street Station and University).

The National Coach Station will be on your right.

Take left hand lane and turn left at the traffic lights into London Road.

Keep in right hand lane and continue straight at the next two sets of traffic lights  
The Liverpool Dental Hospital will be on your right (green entrance)  
Indicate right and turn right into Ashton Street (University campus entrance) just before the pedestrian lights and Sherrington Building (blue) on your right.  
You will be entering Ashton Street through the University gates  
Follow the green Foresight Centre signs turning right into Dover Street  
Proceed to Foresight Centre parking areas A, B, C (car parks have barriers)

From Liverpool John Lennon Airport

Coming out of the airport turn right at first roundabout and left at traffic lights onto A561

Continue along A561 past Matchworks on left and following signs to City Centre.

Turn left at traffic lights (McDonalds on right) and right at next lights (A561)

Continue past sports centre on left to 2<sup>nd</sup> set of main traffic lights.

Turn right into Upper Parliament Street through pedestrian lights and take left turning after Anglican Cathedral (Hope Street)

Continue along Hope Street turning right into Mount Pleasant to Metropolitan Cathedral.

At end of road (red brick clock tower straight ahead) take left filter lane at traffic lights turning left into Brownlow Hill

Take first turning right into Great Newton Street and first right onto the University of Liverpool campus. Follow road green Foresight Centre signs to parking areas marked A, B, C (car parks have barriers).

By Rail

Liverpool Lime Street Inter-City Station is less than 10 minutes walk from the Foresight Centre.

Facing the departures and arrival boards, leave the station at the exit on your left.

Turn right at the taxi rank and immediately left (narrow street with Ma Egerton's Pub).

At the end of the street is a cinema – turn right here into London Road. Continue along road passing the School of Tropical Medicine. The Foresight Centre is located on the right and can be accessed by pedestrians through the gates at Pembroke Place.

General

Should you have any difficulty in locating the Foresight Centre – follow signs to the Metropolitan Cathedral ('Wigwam') on Brownlow Hill. Turn into Great Newton Street off Brownlow Hill and first right onto the University of Liverpool campus. Follow road (Brownlow Street) to the left then straight to parking areas. The Foresight Centre is a large red brick building (former Liverpool Royal Infirmary). The Entrance is No 1 and is located at the end of Brownlow Street.

For further information please call our reception desk on 0151 794 8060

## Parking for visitors to the Foresight Centre

The Following directions apply to visitors attending meetings within the Foresight Conference Centre (Number 1 The Foresight Centre.)

### Procedure for parking:

On entering Brownlow Street (See directions to Foresight Centre above) continue to either barrier A, B or C.

At the barrier press the intercom on the right hand side and wait for assistance

Tell reception the name of the event or person you are visiting or attending

If parking has been reserved for you the barrier will be lifted and you may park in any of the marked bays (Apart from those indicated disabled)

No University visitor parking permits are needed.

The barrier will automatically lift on your departure.

Parking spaces are pre booked through the event organiser with the Foresight Centre. You should check with the organiser of your event that parking has been booked for you. People attending events which do not have pre booked parking may park in the University care parks outside the Barriered areas, however you will need to ask for a visitors permit at the reception and spaces are not guaranteed.

school  
teaching and  
postgraduate  
development

# foresight centre

The University of Liverpool  
1 Brownlow Street  
Liverpool  
L69 3GL

Tel: 0151 794 8060  
Fax: 0151 794 8311  
Website: www.liv.ac.uk/foresight

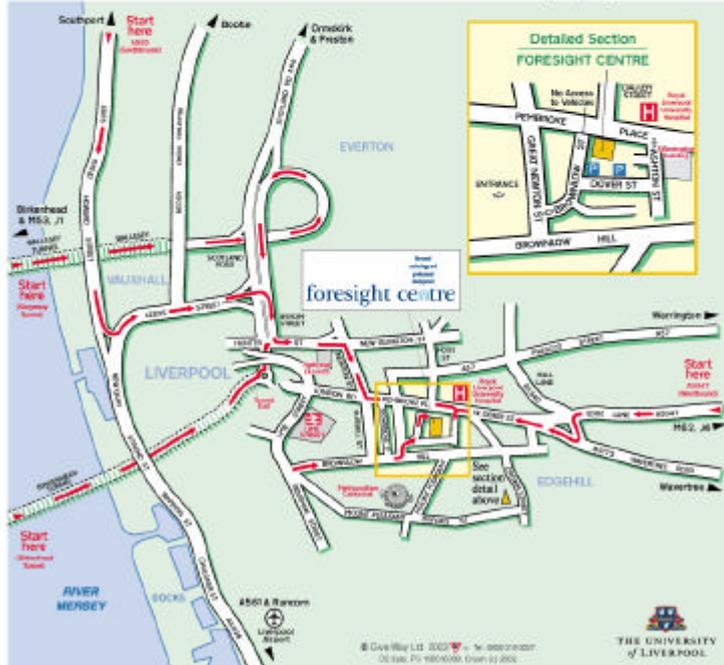


### Public Transport

**By Rail, Nearest station is Lime Street.**  
Sited just west of the Campus, it is approximately 10 minutes walk, alternatively taxis are available from outside of the station.

**Liverpool Airport**  
Follow signs onto the A561 at Spinks. Travel south on A561 this will take you onto the A509 past the docks. From here follow detailed map below.

**Parking**  
Please note there are two entrances available to the Centre - via Great Nicolson St & Ashurst St. Parking is available behind barriers for conference delegates - see separate parking sheet for instructions.



## **PROGRAMME FOR THE DAY**

- 9.00**      **COFFEE AND REGISTRATION**
- 9.30**      **WELCOME AND INTRODUCTIONS**  
**HOUSEKEEPING**  
**THE SCIENCE SHOP PROJECT**  
**METHODOLOGY FOR THE WORKSHOP**
- 10.00**     **COFFEE BREAK**
- 10.30**     **VISION WORKSHOP**
- 12.00**     **PLENARY SESSION**
- 13.00**     **LUNCH**
- 14.15**     **ACTION PLAN WORKSHOP**
- 15.30**     **PLENARY SESSION**
- 16.30**     **END OF WORKSHOP**

**INTERACTS SCENARIO WORKSHOP**  
**22<sup>ND</sup> MAY 2003**

**FORESIGHT CENTRE LIVERPOOL**

**DELEGATE LIST**

ANDY CAMERON	UNIVERSITY OF WOLVERHAMPTON
CHRIS KELLY	AZADEH COMMUNITY NETWORK
DAVE HURRY	SHEFFIELD HALLAM UNIVERITY
EILEEN MARTIN	BELFAST SCIENCE SHOP QUEENS UNIVERSITY
EMMA MCKENNA	BELFAST SCIENCE SHOP QUEENS UNIVERSITY
GWEN LIGHTFOOT	WIRRAL CVS
JENNIFER LATTO	GOVERNMENT OFFICE NORTH WEST
JOHN KELLY	LIVERPOOL CITY COUNCIL
JULIE ANDERSON	THE UNIVERSITY OF LIVERPOOL
KAREN ATKINSON	CHARITY LAW UNIT THE UNIVERSITY OF LIVERPOOL
NEIL FERGUSON	LIVERPOOL HOPE UNIVERSITY COLLEGE
PAT GREEN	UNIVERSITY OF WOLVERHAMPTON
PAUL JONES	THE UNIVERSITY OF LIVERPOOL
ROB EVANS	P.S.S
TERRY OWEN	VOLUNTEER SCHEME AINTREE HOSPITALS TRUST
TONY JACOBS	HIGHER EDUCATION FUNDING COUNCIL FOR ENGLAND

# VISION WORKSHOP

## PARTICIPANT NOTES

**“WHAT IS THE RELATIONSHIP BETWEEN UNIVERSITY AND COMMUNITY & WHAT ROLE DO SCIENCE SHOPS HAVE IN THIS RELATIONSHIP”**

### **The objective of the workshop:**

Science Shops are an innovative way of bridging the gap between science and society. To envision their potential you are now invited to jump into the future to the year 2010. What creative solutions could be in place by then? Don't be bound by current limitations.

### **Plan of workshop:**

1. Orientation (5-10 minutes)
    - Introduction of group members
    - Group to nominate a member to act as spokesperson to present poster in plenary
    - Group to agree rules of teamwork eg respect, inclusion
- 

2. Context Question (10-15 minutes)

Group discussion:

What are likely to be key public concerns in the UK in 2010?

---

3. Discussion in pairs (20 minutes)

Each pair to come up with a number of visions (best case scenarios) and one worst-case scenario (don't spend too much time on this one)

Each vision statement to be written on post-its

Following questions may be used to guide discussion

- How should community and university work together in the future?
- At what levels does this need to take place?
- What sorts of structures need to be in place?
- What could be the role of intermediaries such as science shops in making this relationship work?

---

PTO

4. Sharing visions in group (40 minutes)

Each pair explains their visions to the group.

The group will then arrange similar visions together on the draft posters and discuss. Positive and negative visions to be placed on separate sheets.

Construct a vision summary sheet with a minimum of six options and prioritise these in terms of what the group considers the most important. Decide by consensus but if necessary vote.

---

5. Joint creation of posters to be presented to plenary (10 minutes)

Group to prepare 2 display posters, one positive and one (short) negative.

# ACTION PLAN WORKSHOP

## PARTICIPANT NOTES

**“WHAT IS THE RELATIONSHIP BETWEEN UNIVERSITY AND COMMUNITY & WHAT ROLE DO SCIENCE SHOPS HAVE IN THIS RELATIONSHIP?”**

### **The objective of the workshop:**

The plenary session has produced a number of themes. The goal of this workshop is to discuss the necessary action steps to achieve these themes. The timescale we are now using is from the present up to 18 months time.

### **Plan of workshop:**

1. Orientation (5 minutes)
    - Introduction of group members
    - Group to nominate a member to act as spokesperson to present poster in plenary
    - Group to agree rules of teamwork eg respect, inclusion
- 

2. Review (10-15 minutes)

Group discussion:

Working with one specified theme re-cap on the visions associated with it.

---

3. Individual reflection (10 minutes)

What do you think needs to be done to achieve the theme outcomes?

Each individual to come up with a number of actions that answer the following questions

**What** is the action?

**How** must it proceed?

**Who** is involved?

Each action statement to be written on separate post-its.

---

PTO

#### 4. Sharing actions in groups (40-45 minutes)

Individuals explain their actions to the group.

The group will then arrange similar actions together (using the post its) to create draft posters and discuss.

Group to decide by consensus or voting which two actions are clearest and most likely to succeed.

Construct two action summary sheets from the two actions that were chosen. Each sheet to include:

**What** is the action?

**How** must it proceed?

**Who** is involved?

**When** will steps towards achieving the action take place?  
ie one week, one month, six months, 12-18 months

Action sheets to be presented during the plenary session.

**INTERACTS SCENARIO WORKSHOP  
22<sup>ND</sup> MAY 03**

**EXPECTATIONS**

Please could you take a few moments during morning coffee break to reflect on your expectations for this workshop?

Name.....

What are your expectations for the Scenario Workshop?

.....  
.....  
.....  
.....  
.....

# INTERACTS SCENARIO WORKSHOP EVALUATION QUESTIONNAIRE

THURSDAY 22<sup>ND</sup> MAY 03 AT THE FORESIGHT CENTRE, LIVERPOOL

The Interacts Project would appreciate your comments on this workshop and your feedback will be used as a basis for future events

Please answer the following questions using a scale of 1 = poor and 5 = excellent

1. How comfortable/accessible did you find the venue?                    1    2    3    4    5

2. How did you find the catering and refreshments?   1    2    3    4    5

3. How helpful/informative did you find the pre-workshop information?                    1    2    3    4    5

4. How appropriate do you feel the EASW Methodology was for this workshop?                    1    2    3    4    5

5. Did you enjoy the workshop?                    1    2    3    4    5

6. Do you feel that the workshop met with your expectations?                    1    2    3    4    5

7. Which aspect of the workshop did you most enjoy and why?.....  
.....

8. Which aspect of the workshop did you least enjoy and why?.....  
.....

8. Do you have further comments?.....  
.....

9. Do you have any suggestions for further activities as a follow up to this workshop? .....  
.....

10. Do you think you will take any action as a result of attending this workshop?  
.....

Thankyou for taking the time to complete this questionnaire

# Science Shop and INTERACTS Power Point Presentation given by David Hall

## Copies of Overhead Included in Participants Delegate Packs



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

### Living Knowledge

The International Science Shop Network

Scenario Workshop  
Liverpool, May 2003



### What are Science Shops?

- *A science shop provides independent, participatory research support in response to concerns experienced by civil society.*
- The term 'science' is used in its broadest sense, incorporating social and human sciences, as well as natural, physical, engineering and technical sciences.



### How do they work?

- **Aims:**
  - provide civil society with knowledge and skills through research and education
  - provide their services on an affordable basis
  - promote and support public access to and influence on science and technology



### Where do they operate?

- The Netherlands: 50 science shops, 1995
- Germany, Austria, Denmark, UK, Romania, Czech Republic, France, Belgium, Spain
- University and non-University science shops



### Criteria for projects

1. Clients should have no commercial objectives, and the question must be for the common good
2. Clients must be able to use the results of the research to achieve their mission (thus, scattered individual questions may not be accepted)
3. Clients may not have the (full) financial means to acquire their research by other means



### European dimension

- Science and Society Action Plan
- Scipas project
- Interacts project
  - State of the Art; Case Studies; Scenario Workshops
- Issnet project



### Interchange on Merseyside

- Since early 1990s
- Across 3 universities
- Student projects in applied social research
- Predominantly welfare and social care, some arts, regeneration, environment
- Linked to skills, employability, volunteering



## Participant Evaluation of Liverpool European Scenario Workshop

Participants were asked to complete a simple feedback questionnaire (as a few people had to leave early we received 75% return). Out of 16 participants 12 returned evaluation forms.

The first 6 questions were rated on a 1-5 scale with one being very negative and 5 being very positive.

### Questions asked

- Q1 How comfortable/accessible did you find the venue?
- Q2 How did you find the catering and refreshments?
- Q3 How helpful/informative did you find the pre-workshop information?
- Q4 How appropriate do you feel the EASW methodology was for this workshop?
- Q5 Did you enjoy the workshop?
- Q6 Do you feel that the workshop met with your expectations?

### Summary table of responses to the first 6 questions

Questions	No Response	Total scores for each question	Mean
1	12	54	4.5
2	12	56	4.7
3	12	40	3.3
4	12	44	3.7
5	12	51	4.3
6	12	50	4.2

Table 1

Total maximum score for each of the questions was 60 and the minimum was 12

Total maximum score for each participant was 30 and the minimum was 6

Figure 1

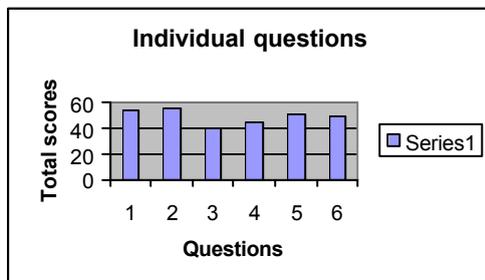
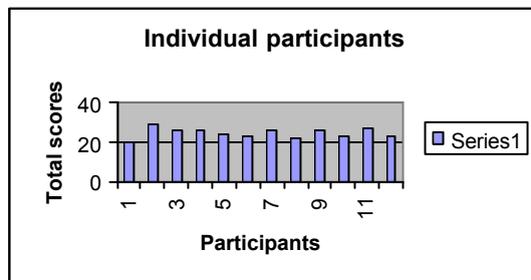


Figure 2



It is evident from figures 1 and 2 that the responses given by each of the participants to individual questions and individual participants overall ratings were extremely positive.

Your feedback to the above questions has been reported to our European colleagues to assist in the planning of their workshops, in particular your request for more in-depth pre-workshop material.

Participants were also asked six open - ended questions, allowing participants to mention more than one factor. The main factors highlighted by participants have been categorised into the following tables.

**Question 7**

**“Which aspect of the workshop did you most enjoy and why?”**

Eleven participants responded to this question.

Table 2

	No of Responses
Meeting people and sharing information and views with people from different perspectives	6
Morning session	4
The small group discussions	3
Sense of common purpose	1
<b>Total Responses</b>	<b>14</b>

Examples of the responses to this question include:

“Small group discussions, very stimulating in the morning. Nice meeting people”.

“The morning session – it was imaginative and gave a fresh ‘back to basic’ perspective, and was enjoyable”.

“Meeting with and sharing information with people working with community development contexts”.

**Question 8**

**“Which aspect of the workshop did you least enjoy and why?”**

Six participants responded to this question.

	No of Responses
Directed facilitation	2
The voting	1
Lack of Pre-information	1
Synopsis	1
Timing of workshop	1
<b>Total Responses</b>	<b>6</b>

Table 3

Examples of the responses to this question include:

Facilitation... seemed very directive”.

“Bad time of year (marking)”.  
 “Synopsis”.  
 “Pre – information could have been fuller”.

**Question 9**

**“Do you have further comments?”**

Seven participants responded to this question.

	No of Responses
Positive	2
Facilitation and methodology	4
Venue	1
<b>Total Responses</b>	<b>7</b>

Table 4

Examples of the responses to this question include:

“Keep on doing what you are doing”.  
 “It has been a very stimulating and thought provoking day. Thankyou”.  
 “Initial posters would have been better with name of group – useful when browsing”.  
 “Sometimes facilitation was very prescriptive/directive”.  
 “Poor acoustics [in the plenary room}”.

**Question 10**

**“Do you have any suggestions for further activities as a follow up to this workshop?”**

Seven participants responded to this question.

	No of Responses
Networks	2
Working/structured group	2
Conference	2
Scenario workshop	1
Other	1
<b>Total Responses</b>	<b>8</b>

Table 5

Examples of the responses to this question include:

“Develop the network links”.  
 “Conference, a small network group”.  
 “Yes, around the formation of a structured group/formal entity”.  
 “Working group set up. And keeping participants of [this workshop] informed of developments/progress”.

**Question 11**

**“Do you think you will take any action as a result of attending this workshop”.**

Eleven participants responded to this question.

	No of Responses
Promote Interchange to students/community groups	3
Networking/contacts	4
Others	4
<b>Total Responses</b>	<b>11</b>

Table 6

Examples of the responses to this question include:

“Promote INTERCHANGE to students”.

“Continue networking with this group/take ideas back”.

“Raise profile of research/evaluation in employing organisation”.

“Has strengthened my commitment to working more closely with community groups and acting as a bridge between community and university”.

“Yes, we all will”.

INTERACTS WORKSHOP  
22<sup>ND</sup> MAY 2003, THE FORESIGHT CENTRE

**FACILITATOR NOTES**

PROSPECTIVE QUESTION

*“HOW CAN THE RELATIONSHIP BETWEEN UNIVERSITY AND COMMUNITY BE STRENGTHENED BY SCIENCE SHOP ACTIVITY?”*

9.00 REGISTRATION & COFFEE – Name badges to be given to participants and folder including: programme, participant notes for morning and afternoon workshop, delegate list, expectations, evaluation questionnaire.

9.30 **INTRODUCTORY SESSION (30 minutes)**

**Introduce facilitators - Irene (5 minutes)**

**Karl Donert** – International Fellow, Senior Lecturer Liverpool Hope U.C. He co-ordinates a number of EU projects and is “expert” to Brussels in the area of learning and citizenship. He’s an outsider to the INTERACTS project, and will be acting as an external facilitator for the day.

This is an important part of the scenario workshop methodology (which Karl will be explaining in full) – that the facilitators don’t participate, but it’s the participants’ day, and their opportunity to develop policy and practice for the European Union. So, all the INTERACTS team, David, Sharon and myself will be taking a back seat in the groups, and will be there to support and help the groups move on, as the groups themselves want.

**David Hall** is the Chair of the Interchange Science Shop (and will be speaking about this in a minute), Senior Lecturer at Liverpool University and member of INTERACTS.

**Sharon Lockley** was the Interchange Co-ordinator and is now on the Management Committee, also a member of INTERACTS. She’s also worked in the community as a voluntary sector manager.

**Irene Hall** is on the Interchange Management Committee, member of INTERACTS and like David has been a tutor for applied research (science shop) projects (undergraduate and postgraduate) undertaken in the community for a number of years. David and Irene have published widely on the subject of science shop research and given papers (also with Sharon).

**HOUSEKEEPING –Sharon (5 minutes)**

- FIRE, exit by fire exits on this floor it is at the rear staircase near the lift, if you are in a breakout room down stairs the exit is the main entrance. The meeting point is in the car park at the front of the building.
- TOILETS on this floor are again behind this room by the lift, downstairs they are behind reception

- LOCATION OF WORKSHOP ROOMS, Thornton room, downstairs, Halsall, Larrinaga is on this floor
- REFRESHMENT, tea & coffee will be served at 10am, lunch 1pm and will be served down stairs, tea and coffee will be served in here at 3.30pm.
- Expectations sheet, could you take a few moments out of your morning coffee break to reflect on your expectations of this workshop, the sheets will be collected after coffee break.
- End of workshop 4.30pm.
- **PARTICIPANTS INTRODUCTIONS**, (keep brief) Name, Organisation – Sharon & Irene to write names on flip chart. **(5 minutes)**
- **THE SCIENCE SHOP PROJECT** – David **(5 minutes)**
- **INTERCHANGE**
- **INTERACTS** – case study research – large project already completed. Copies of the UK report are available to take away at the end of the workshop. These were not circulated beforehand, as we didn't want to limit the day to our existing practice (or those we've interviewed).
- **METHODOLOGY FOR THE WORKSHOP** – Karl **(10 minutes)**
- **EASW**, European Awareness Scenario Workshop
- Five other countries are conducting similar workshops, outcomes to be written into a report to be presented to the E.U
- Future –2010 – to free up from current structures, and barriers – for the development of policy issues by involving key players, participants who are important at the policy level.

Check:

- Each participant has a coloured sticker on their name tag (or will have during the break) – balance numbers in role groups (specialised).
- In the packs are detailed instructions to help you through the activities of the day – broadly you will be grouped in the morning into groups (according to your role) and in the afternoon, groups will be mixed and will produce action plans.
- In the morning, each role group will come up with a number of best case scenarios and ONE worst case scenario (less time to be spent on this)
- These in turn will develop into themes for the afternoon group work during the morning plenary session.
- In the afternoon, groups will meet around themes which will be turned into action and policy steps by the end of the day – again through a plenary session.

**ROLE GROUPS:**

- In your pack the yellow sheet (Vision Workshop Notes) has details of the first session – run through **very briefly** with the group (done in the role group in more detail).
- N.B. the ROLE GROUPS are:
- Policy/decision makers
- Voluntary organisations
- Research/scientist
- Science Shop/intermediaries

**10.00 COFFEE BREAK** – will be served downstairs

**10.30 WORK SESSION – THE VISION GROUPS (90 minutes)**

Facilitator to read through plan of workshop and to answer any questions

1. Orientation **(5-10 minutes)**
2. Context question **(10-15 minutes)** – group discussion
3. Discussion in pairs **(20 minutes)**
4. Sharing visions in group **(40 minutes)**
5. Joint creation of posters **(10 minutes)**

12.00 Plenary Session (60 minutes)

Display Posters -(10 minutes)

Visions (2 posters per group – one with a number of positive visions and one with one negative vision) will be put up on the wall and participants invited to walk around to get a feel for what will be presented.

[N.B. facilitators to produce a post it for each vision and take these to the plenary to aid in grouping these for the themes]

Poster Presentations -(20 minutes – 5 minutes per group)

The nominated member of each group will present the group's visions. Each explaining the vision and the context in which they were chosen. The worst-case scenarios should only be briefly explained & put up for participants to read at leisure.

Vision Discussion -(10 minutes) to be moderated by Karl

**What are the similarities in the visions?**

**What are the differences?**

**What is special?**

Karl to group similar visions together (with agreement of group). This will involve eliminating overlaps and putting post its of similar (but slightly different visions) together on a poster.

To produce themes, Karl to get agreement of group, that grouped visions can be categorised together and a theme statement is then written up on posters for each group of visions.

From Visions to Strategies – (15 minutes)

Participants given 5 coloured stickers each to vote for themes they regard as the most important/ or sustainable/ or achievable. They can use stickers to vote for one theme or several themes.

Choosing themes for afternoon workshops – (5 minutes)

Karl to select 4 (or 3?) most popular themes, which will form the basis for the afternoon workshops. Participants to show which theme they would like to develop in the afternoon. However, some shuffling is needed to make sure the groups are mixed (people from one organisation or role should not predominate in a group). If someone is not in the group with the theme they prefer, the group can also discuss this theme (and the others – i.e. does not have to stick only to single theme).

13.00 Lunch- to be served downstairs

(Sharon, David & Irene to sort posters with themes and associated visions for participants to take into the afternoon workshop)

14.15 Action Plan Workshop (75 minutes)

Facilitator to read through plan of workshop and to answer any questions

- 1 Orientation (**5 minutes**)
- 2 Review (**10-15 minutes**) – group discussion
- 3 Individual reflection (**10 minutes**)
- 4 Sharing actions in group (**30-35 minutes**)
- 5 Joint creation of posters (**10 minutes**)

15.30 PLENARY SESSION (60 minutes)

Poster Presentations (20 minutes)

**Groups to present each of their two action posters.**

Full plenary discussion (10 minutes) led by Karl

Voting (10 minutes)

**Group to vote for 5 of the most achievable and sustainable actions.**

Actions into recommendations – (10- 15 minutes)

Karl to turn actions into recommendations by producing (with agreement) posters for each of the 5 actions which will be

**What** is the action?

**How** must it proceed?

**Who** is involved?

**When** is it going to happen? i.e. one week, one month, six months or 12 -18 months

**Who/what** else is needed?

Closing comments (5 minutes) - **David**

Thank you (including to Karl)

Participants to be informed that feedback on workshop will be sent to them.

Findings from the workshop will be produced in a report and sent to Brussels.

Could participants spend a couple of minutes to complete their evaluation questionnaire?

16.30 Workshop ends

## OUTCOMES

Vision Workshop

**Top 5 visions & analysis of the 4 role groups**

Action plan results

**Top 5 action plans & analysis of the 4 themed groups**

Appendix 5 Interchange Swot Analysis

**SWOT ANALYSIS TABLE**

The swot Analysis has been developed by responding to the following questions regarding the Interchange Programme, Liverpool, England

<b>Strengths</b>	<b>Weaknesses</b>
What are you advantages?	What could be improved?
What do you do well?	What is done badly?
What are the priority goals you are most interested in committing?	What should be avoided?
<b>Opportunities</b>	<b>Threats</b>
Where are the good chances facing you?	What obstacles do you face?
What are the interesting trends?	What is your com petition doing?
Useful oppportunities can also come from: Changes in technology and markets. Changes in local, national and European policies related to your field Changes in social patterns, lifestyles changes, etc.	Are the required specifications for your job, products or services changing?
	Is changing technology threatening your position?

### **Interchange – SWOT Analysis**

<b><i>Internal Strengths</i></b>	<b>Internal Weaknesses</b>
Provides community/voluntary groups with access to academically assessed research to further the work of their group	Lack of sustained development– due to minimal financial support
Provide students with an opportunity to conduct ‘real life’ research which will be of benefit to the local community	Policies need to be updated/re-written <ul style="list-style-type: none"> <li>• Job descriptions</li> <li>• Constitution</li> <li>• Equal opportunities</li> <li>• Mission statement</li> <li>• Marketing strategy</li> <li>• Forward strategy</li> <li>• Funding strategy</li> <li>• Health &amp; Safety</li> </ul> Roles of Executive Committee clearly defined
Contribute to the development of curriculum based activity promoting universities ‘third mission’	No central database – information often mislaid due to the short term/p/t employment of Co-ordinators in different locations
Provide opportunity to develop & strengthen communication between Science & Society	Visibility of Science Shop activity needs to be improved through a clear marketing strategy: <ul style="list-style-type: none"> <li>• Advertising to staff &amp; students within and across departments and the three universities</li> <li>• Highlighting the community benefits from the work done by staff and students within &amp; across departments</li> <li>• Advertising to community &amp; voluntary groups</li> <li>• Increased networking by Co-ordinator</li> </ul>
Promote & support the development of Social Capital through partnering students with community & voluntary groups for the purpose of fundamental research	
Dedicated management team supporting the principles of Interchange, Staff enthusiastic to	<ul style="list-style-type: none"> <li>• Management team needs to be strengthened &amp; attract new members on a number of different</li> </ul>

promote Interchange	<p>levels</p> <ul style="list-style-type: none"> <li>• Support for Co-ordinator through Management team</li> </ul>
<p>Priority goals include:</p> <ul style="list-style-type: none"> <li>• Generate long term funding</li> <li>• Develop a faculty wide Science Shop to work across three universities</li> <li>• Developing a national network of Science Shop activity</li> <li>• Increase visibility of Science Shop activity through successful marketing strategy</li> <li>• Publish extracts of research reports on web site and in a publication</li> </ul>	
Interchange works across three universities thus offering the opportunity of 'real life' research to a variety of students across Merseyside.	<i>Working across three universities, creates problems of ownership, &amp; thus funding</i>
<b>EXTERNAL OPPORTUNITIES</b>	<b>EXTERNAL THREATS</b>
Charity status allows for application of external funds	Many independent funding agencies often do not like to fund university based activities
<p>Political climate excellent for advancing the Science Shop ethos in terms of</p> <ul style="list-style-type: none"> <li>• Universities including community activity in their mission statements</li> <li>• Universities promoting 'third mission' activities</li> <li>• Govts promoting increased communication between science &amp; society</li> <li>• Govts promoting community volunteering activities for students</li> </ul>	<ul style="list-style-type: none"> <li>• Research not seen as 'pure' &amp; therefore not prioritised in terms of the larger funding programmes</li> <li>• Lack of departmental/faculty/university support in terms of access to policy</li> <li>• Cuts in University spending</li> </ul>
Opportunity to develop a National Network of Science Shop related activity	Focus on 'quantity' of students enrolled rather than on 'quality' of work achieved thus not a high priority to university
Expanding EU contacts through European Network	Other departments, schools offering other types of community / student engagement opportunities eg

	volunteering, being financially rewarded for their activities
Feeding into European Policy through work of INTERACTS	Current Government funding stream is focussed on volunteering activity rather than on developing HE/community partnerships for the purpose of conducting community based research

## CONCLUSIONS OF THE PRELIMINARY SWOT ANALYSIS

One of the main conclusions drawn from the SWOT analysis is that Interchange has enormous potential for growth and current trends in the political and educational climate are favourable to the ethos of Interchange.

The main priorities include securing long term funding for the employment of paid workers to aid growth and development of the project. With secure funding time pressures would be eased from academic supervisors who are currently acting as 'broker' for the student projects as well as conducting their supervisory role.

With continued lack of core funding Interchange has been operating with little or no written structures or policies in place, and has relied on the dedication of supervisors and past co-ordinators to simply 'do the job well'. This approach although necessary has also impinged on its development.

## ***European Scenario Workshop for Science Shops at Liverpool***

Karl Donert, International Fellow at Liverpool Hope University College and expert to Brussels in learning and citizenship, facilitating a European Awareness Scenario Workshop held at the Foresight Centre on 22 May.

The workshop was based on the question, *“How can the relationship between university and community be strengthened through science shop activity.”*

Delegates were asked to envision a future where public concerns could be met by university research, bridging the gap between science and society.

Participating organisations included Hefce, Government Office North West, Liverpool City Council, Northern Ireland Science Shop, Student Link University of Wolverhampton, Liverpool PSS, Warrington CVS, Novas Ouvertures, Sheffield Hallam University and Liverpool Hope University College, as well as the University of Liverpool.



This was the latest activity of the EU Interacts Project, in which David Hall and Sharon Lockley (Department of Sociology, Social Policy and Social Work Studies) are cooperating with colleagues in the UK, Denmark, Austria, Germany, Spain and Romania.

The Department of Sociology has a tradition of student projects in applied social research with the voluntary sector, and is a partner in Interacts, the Liverpool Science Shop. The international definition of a science shop is that it *“provides independent participatory research support in response to concerns experienced by civil society”* ([www.scienceshops.org](http://www.scienceshops.org))

Student projects completed this year cover a diverse range of issues for different organisations, including ‘hard cases’ among asylum seekers (L8 Law Centre); impact of housing and employment policy for Black and Minority Ethnic communities (Azadeh Community Network); housing and drug rehabilitation (Independence Initiative); and business advice for young people (Prince’s Trust).

David Hall  
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