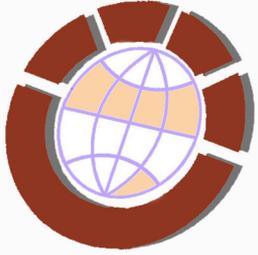


**SCIPAS Report No. 7**



**Living Knowledge**  
The International Science Shop Network

# **Living Knowledge The Network**

Accomplishments and Further Opportunities  
for Developing an International Network  
of Science Shops

**Maaïke Lürsen  
Dick Sclove**





**Living Knowledge**  
The International Science Shop Network

**SCIPAS report nr. 7**

## **Living Knowledge: The Network**

### **Accomplishments and Further Opportunities for Developing an International Network of Science Shops**

**Maaïke Lürsen & Dick Sclove**

**July 2001**

Study financed by the EC-DG XII programme  
Improving the Human Research Potential and the Socio-Economic Knowledge Base(IHP)  
Strategic Analysis of Specific Political Issues (STRATA)  
(HPV1-CT-1999-00001)

Contact: Drs. Maaïke Lürsen, Science Shop for Biology (Wetenschapswinkel Biologie)  
Utrecht University, Padualaan 8, 3584 CH Utrecht, The Netherlands  
Tel: ++ 31 30 253 5794, Fax: ++ 31 30 253 5795, e-mail: M.N.Lursen@bio.uu.nl

## Colophon

*Title:* Living Knowledge: The Network. Accomplishments and Further Opportunities for  
Developing an International Network of Science Shops  
*Authors:* Maaïke Lürsen and Dick Sclove  
*Serie:* SCIPAS report nr. 7  
*Pages:* 31  
*Date:* July 2001  
*ISBN:* 90-5209-120-X

### *Publisher*

Science Shop for Biology, Utrecht University  
Padualaan 8  
3584 CH Utrecht, the Netherlands  
E-mail: [wbu@bio.uu.nl](mailto:wbu@bio.uu.nl)  
Tel: ++.31.30.2537363  
Fax: ++.31.30.2535795

*Cover design* Norbert Steinhaus  
*Lay out* Caspar de Bok

Use and single copy/print of this reports is free. The use of parts of the text, tables, figures etc. of the report is allowed free of charge when full reference is made to the report.  
© Copyright on the report remains with the authors.

When referring to this report please state the authors + title + publisher + date  
(European Commission financed project SCIPAS - HPV1-CT-1999-00001)

The SCIPAS consortium appreciates any notification of the public use of this publication through an e-mail to the SCIPAS secretariat at [scipas@bio.uu.nl](mailto:scipas@bio.uu.nl) or a copy of the publication to the Science Shop for Biology.

## ***Acknowledgments***

This report is the output of work packages 7 and 8 of the project called SCIPAS (Study and Conference on Improving Public Access to Science through science shops), which has been awarded financial support by the European Commission through contract HPV1-CT-1999-00001 under the 5<sup>th</sup> Framework Programme of the European Community for Research, Technological Development and Demonstration Activities (1998 to 2002), and its specific programme "Improving the Human Research Potential and the Socio-Economic Knowledge Base" ("Strategic Analysis of Specific Political Issues"). The financial support of the EC was essential for producing this report.

Information provided by members of the SCIPAS consortium and by participants in the Living Knowledge conference in Leuven, Belgium (January 2001) has been vital to our effort. The input from Dr. P. Maarleveld, coordinator of the ESSENCE-network, was also valuable for developing our ideas for establishing a science shop network.

Maaïke Lürsen and Dick Sclove

Utrecht, the Netherlands / Amherst MA, USA  
July 2001

## **Table of contents**

<b>Acknowledgments.....</b>	<b>3</b>
<b>Executive Summary .....</b>	<b>5</b>
<b>1 Introduction.....</b>	<b>8</b>
1.1 <i>Science Shops.....</i>	8
1.2 <i>The SCIPAS project.....</i>	9
1.3 <i>Science shop network.....</i>	10
<b>2 Methods.....</b>	<b>12</b>
<b>3 Organisation of the Network.....</b>	<b>13</b>
3.1 <i>For whom?.....</i>	13
3.2 <i>Why build a network? .....</i>	13
3.3 <i>Mission and goals of the network.....</i>	14
3.4 <i>Possible organisational structure .....</i>	16
3.5 <i>Future membership groups for the network.....</i>	17
<b>4 Living Knowledge Europe.....</b>	<b>18</b>
<b>5 Activities for the network .....</b>	<b>20</b>
<b>Appendix 1 A Science Shop Network under construction .....</b>	<b>24</b>
<b>Appendix 2 Science Shop Network management structure .....</b>	<b>30</b>

## **Executive Summary**

Science shops offer citizen groups free or low-cost access to scientific and technological knowledge and research across all disciplines in order to help such groups achieve social and environmental improvement. Science shops use the term “science” in its broadest sense, incorporating the social and human sciences, as well as natural, physical, engineering and technological sciences. From a European perspective, science shops can help expand participation in scientific research and it benefits to all levels and segments of societies, thus contributing to social justice, social and civic integration, mutual understanding, collaboration, and mutual benefit.

This report considers the potential social benefits in developing *an international network for science shops*, as well as such a network’s possible goals, organisational structure, activities and membership. The report is the output of work packages 7 and 8 of the project called SCIPAS (Study and Conference on Improving Public Access to Science through science shops), which has been awarded financial support by the European Commission.

### **Why build a network?**

Knitting individual science shops into an interactive, international network promises to produce substantial efficiencies and added social value. Some of the principal benefits will be:

#### *Increased visibility and accessibility*

once comprising an interactive network, science shops become more accessible to potential client groups and thus the benefits they provide become more generally available.

#### *Collaboration*

Collaboration among science shops draws upon a broader base of previous experience and yields synergy. It also becomes more practicable to undertake citizen group-driven studies on transnational issues.

#### *Quality control*

A network enables standardisation in documenting, evaluating, archiving and retrieving science shop research results.

#### *Shorter learning curves and greater stability*

more systematic and standardized documentation of science shop activities, coupled with higher levels of interaction among science shops, will facilitate the creation of new science shops, shorten their learning curves, and stabilize and strengthen the performance of established science shops.

#### *Dissemination of results*

Research results become more widely disseminated, including internationally. Successful research models can be replicated and further developed.

Some science shops and community research centres already cooperate on a local, regional or national level (for instance the Dutch national science shops network and the Community Research Network that started in the U.S.). There is currently, however, virtually no structural cooperation among or concerning science shops on an international level.

## **Network mission**

Based on surveys conducted among experienced science shop staff members in Europe and North America, we conclude that an international science shop network should have the following missions:

*Facilitate interaction among science shops, their client groups, and other strategically important groups in order to increase the quality of their products and the effectiveness, stability, number, and geographic distribution of individual science shops. Increase the visibility, accessibility, and social impact of science shops and their products on all levels (from local to international).*

## **Network membership**

We foresee the network being organised as an association with members. Membership can be on a personal basis or on organisational basis, open to any organisation that satisfies the basic definition of a science shop. A membership fee can be calculated on the basis of each member organisation's yearly budget or on the income of the individual members. Based on the budgets of the current science shops, fees should be set relatively low.

The network needs to have reasonably low administrative overhead costs and a lean operating structure. Even so, additional funds will almost certainly be necessary to make membership possible for the target group: existing science shops and individuals interested in starting a science shop.

## **Proposed organisational structure**

Members will choose a managerial board for the network. The managerial board will be bound to operate within the framework of the network's agreed mission and goals. The board will propose strategies and policy options for the network, the members will decide on whether to adopt these proposals. Day-to-day execution of the network's administrative functions will be the responsibility of an International Science Shops Office (ISSO).

The managerial board will oversee and coach the ISSO, specifying the office's activities and responsibilities. All activities – both structural as well as temporary projects carried out by the network – should be coordinated by the ISSO. The activities themselves can be delegated to other persons and organisations (e.g., to ad hoc consortia of individual science shops).

The network also needs a broader advisory board composed of representative science shop clients, scientists, policymakers and other strategic persons.

## **Living Knowledge Europe**

“Living Knowledge” is the proposed name of the international science shop network. A regional approach to organizing the network can help achieve the desired light structure. Thus the already-established Community Research Network (CRN) could operate as the American network. The erection of Living Knowledge Europe with a European Science Shop Office (ISSO Europe) is a logical next step.

Since no regional science shop offices yet exist in, for instance, Africa or Asia, organisations or persons in those areas interested in joining the Living Knowledge network can connect via

Living Knowledge Europe and/or the CRN. But eventually regional networks in other parts of the world may form themselves, and they would then be welcome to join the broader Living Knowledge Network if they choose.

Living Knowledge Europe can initially include the four dozen science shops that currently exist within the European Union (EU), other existing organisations that meet the science shop definition, and newly interested persons or organisations that want to start a science shop. The EU network can also directly facilitate the creation of new science shops throughout Europe and, if feasible and permissible, abroad. The EU network should also develop collaborative relationships with science shop-like institutions and networks outside of Europe.

Inasmuch as using EU money to support an international network with many non-EU members can be difficult, any available EU funding should be used to strengthen the EU network and to maintain contacts with other regions. As was done during the SCIPAS Project, it is also possible to fund strategic partners from other regions, in general or for specific projects, through the EU. Both the general and structural basis of a new European science shop network require and appear eligible for EU support. For instance, the EU Raising Public Awareness program could potentially award two years of support to a Living Knowledge Europe project, covering:

- A secretariat (ISSO Europe, supported by a management board and advisory board)
- Publicity, public relations, and dissemination activities by the secretariat
- An international science shop journal
- An international science shop database (construction + maintenance)
- An international, annual or biannual conference

Complementing this core support, the active partners (i.e. those organisations carrying out specific projects or tasks for the network) need to receive funding for these activities. These specific activities can be presented as work packages in a funding proposal to the EU.

## **Network activities**

Proposed structural (i.e., core, ongoing) activities within the network include: basic administration (of memberships, finances, etc.); expanding the network's membership base; developing systematic methods for documenting and evaluating the quality of science shop research; organizing a bi-annual international conference; building and maintaining an online public database of information about science shops; moderating online discussion forums; publishing a *Living Knowledge* journal; developing strong media relations on behalf of science shops; conferring an annual award for science shop work; developing training manuals and mentoring new science shops; facilitating the exchange of staff and students among science shops; facilitating thematic networks (e.g., in such areas as the environment, health, minorities, gender issues, Central/Eastern Europe, etc.) and transnational research cooperation among science shops; undertaking advocacy and lobbying on behalf of science shops; and enhancing science shops' proactive capabilities, including their awareness of pertinent developments in international policy.

Examples of proposed one-time projects to be carried out within the network include: preparing an inventory of science shop training programmes; conducting studies of existing and possible options for science shop organisation, methods and projects in various EU countries; and periodically assessing the social impact of science shop research activities.

# 1 Introduction

## 1.1 Science Shops

A science shop provides independent, participatory research support in response to concerns experienced by civil society. Here we use the term “science” in its broadest sense, incorporating the social and human sciences in addition to the natural, physical, engineering and technical sciences.

This report considers the potential social benefits in developing an international network for science shops, as well as such a network’s possible goals, organisational structure, activities and membership.

Science shops offer citizen groups free (or very low-cost) access to scientific and technological knowledge and research across all disciplines in order to help such groups achieve social and environmental improvement. This enables citizens to participate more effectively in democratic processes and contributes to strengthening civil society. Because science shops are demand-driven, science shops perform research that is actually *used* in society. That is, science shops facilitate not only knowledge transfer, but also knowledge production and use. Moreover, if a citizen group lacks the capacity to use science shop research practically, the shop helps them to do so. Science shops also advance public understanding of science by providing citizen groups with direct, practical experience of the impacts and social implications of science and technology, including benefits, limitations and costs.

Science shops, especially those that are university-based (Mulder *et al* 2001), also advance education and research at universities. Students learn valuable skills in a hands-on, socially relevant manner. Scientists improve their understanding of research subjects that are of public interest or concern. Because science shop inquiries are problem-driven not discipline-driven, university curricula and scientific research take up new socially relevant themes in a multidisciplinary way. University capabilities thus become more directly and beneficially available to society, including to societies’ less advantaged social groups. Science shops operate, moreover, in a highly cost-effective manner; because students do much of the research as part of their curriculum, additional costs to universities and society are relatively low.<sup>1</sup>

There is not one dominant organisational structure defining a science shop. How science shops are organised and operate is highly dependent on their context (Gnaiger & Martin

---

<sup>1</sup> E.g., J. Reimus and M. Demers, “Van kronkelende paden, doornstruiken en zeldzame bloemen: een beleidsadvies aan de Wetenschapswinkel Biologie Utrecht” (*From windy paths, shrubbery and rare flowers: a policy advice for the Science Shop for Biology Utrecht*) (Centrum voor Beleid en Management, Utrecht, the Netherlands, 1993), [in Dutch]; Richard E. Sclove, Madeleine Scammell, and Breena Holland, *Community-Based Research in the United States: An Introductory Reconnaissance, Including Twelve Organisational Case Studies and Comparison with the Dutch Science Shops and with the Mainstream American Research System* (Amherst, Massachusetts and Washington, DC: The Loka Institute and the Aspen Institute for Humanistic Studies, 1998) (this report is online at <[http://www.loka.org/crn/case\\_study.htm](http://www.loka.org/crn/case_study.htm)>); Loet Leydesdorff and Peter van den Besselaar, “What We Have Learned From the Amsterdam Science Shop,” in *The Social Direction of the Public Sciences: Causes and Consequences of Co-operation Between Scientists and Non-Scientific Groups* (*Sociology of the Sciences Yearbook*, vol. XI), eds. S. Blume, J. Bunders, L. Leydesdorff, and R. Whitley (Dordrecht: D. Reidel, 1987), pp. 135-160; and Rolf Zaal and Loet Leydesdorff, “Amsterdam Science Shop and Its Influence on University Research: The Effects of Ten Years of Dealing with Non-Academic Questions,” *Science and Public Policy*, vol. 14, no. 6 (Dec. 1987), pp. 310-316.

2001; Mulder *et al* 2001). Our definition of a science shop can even encompass organisations that do not define themselves as science shops. Thus this work package takes into account any organisation that falls within our definition of a science shop by providing civil society with knowledge and skills through research and education on an affordable basis.

Beyond the social contributions provided by *independent* science shops, there is substantial added value to society in knitting individual science shops together into an *interactive network* of science shops. The SCIPAS (Study and Conference on Improving Public Access to Science through science shops) project represents an important milestone in laying the foundation for a European network of science shops.

## 1.2 The SCIPAS project

The SCIPAS project ('Study and Conference on Improving Public Access to Science through science shops') led to seven reports and a scientific conference. SCIPAS was awarded financial support by the European Commission through the contract HPV1-CT-1999-00001 under the 5<sup>th</sup> Framework Programme of the European Community for Research, Technological Development and Demonstration Activities (1998 to 2002), and its specific programme "Improving the Human Research Potential and the Socio-Economic Knowledge Base" ("Strategic Analysis of Specific Political Issues").

The executive consortium of SCIPAS consisted of institutes from The Netherlands, Germany, Austria, Northern Ireland, Denmark, Israel, Romania, South Africa and the USA. The seven studies that were done in preparation to the conference are:

1. Compiling an inventory of different ways to organise and operate a science shop in different countries, including the participating countries. Identify best practices, and internal and external pros and cons of various operational options. Investigate the impact on the social and environmental conditions of citizen groups.
2. Compile a report on success and failure in starting new science shops and lessons to be learned to facilitate and support the creation of new science shops.
3. Make an inventory of needs and resources for training programs for science shop staff members. Identify mechanisms for matching science shop staff with training programs.
4. Describe the options for setting up an international science shop magazine or other means (e.g., an Internet archive) for publishing science shop research results and policy issues internationally.
5. Set up a free, publicly available Internet database of existing science shops and facilitate Internet contacts among science shops. Make an inventory of options for using automated translation facilities and interesting links.
6. Investigate the impact and develop strategies for how science shops can contribute, and are contributing, to the development of university education and research, i.e., their impact on curricula and research agenda's.
7. Investigate the potential benefits of, and the conditions for, transnational co-operation among science shops, including transnational research collaborations.

The conference 'Living Knowledge', was held in Leuven, Belgium, from 25 - 27 January 2001. It was attended by 106 people from 19 different countries over 4 continents. Beyond its intrinsic value, the conference and the project documents are an indispensable milestone for

laying the foundation of an international or European network of science shops, provisionally entitled 'Living Knowledge'. This network includes the four dozen science shops currently existing within the European Union and it will hopefully facilitate the creation of new science shops throughout Europe (including less-favoured regions). The network also includes science shop-like institutions and networks outside of Europe. Ultimately, the benefits to science and society interactions will be:

1. Increased visibility and accessibility: Science shops become more publicly visible, thus more accessible to potential client groups. It opens avenues for support from universities and citizens, as well as policy makers.
2. Improved documentation and evaluation: New participants (e.g., newly established science shops) get support more easily, by standardisation of documents, protocols, etc. without neglecting their regional context.
3. Dissemination of results: Research results become more widely disseminated (including internationally). Successful research models can be replicated and further developed. Research themes can be distinguished; information on emerging subjects can be compiled and communicated to policy makers and (other) research institutes.
4. Collaboration: Collaboration yields synergy and helps utilise previous experience. More comprehensive studies can be done. Citizen group driven studies on transnational issues become more practicable. Science shop policy and strategies will also benefit from co-operation.
5. Quality control: A network enables standardisation in documenting, evaluating, archiving and retrieving science shop research results.

This report on possibilities, needs and options for building an international Science Shop network, along with the reports of the other six workpackages, are milestones in achieving such a European network.

### **1.3 Science shop network**

An international science shop network will initially encompass the four dozen science shops that currently exist within the European Union and can facilitate the creation of new science shops throughout Europe (including less-favoured regions). The network can also develop collaborative relationships with science shop-like institutions and networks outside of Europe.

Some of the principal benefits of creating an international science shop network will be:

#### *Increased visibility and accessibility*

once comprising an interactive network, science shops become more publicly visible, thus more accessible to potential client groups. This means that the benefits they provide become more generally available, while also opening broader avenues for support from universities, citizens, and policymakers.

#### *Collaboration*

Collaboration among science shops draws upon a broader base of previous experience and yields synergy. More comprehensive studies can be done. It becomes more practicable to undertake citizen group-driven studies on transnational issues. Science shop policies and strategies will also benefit from co-operation.

### *Quality control*

A network enables standardisation in documenting, evaluating, archiving and retrieving science shop research results.

### *Shorter learning curves and greater stability*

more systematic and standardized documentation of science shop activities, coupled with higher levels of interaction among science shops, will facilitate the creation of new science shops, shorten their learning curves, and stabilize and strengthen the performance of established science shops.

### *Dissemination of results*

Research results become more widely disseminated, including internationally. Successful research models can be replicated and further developed.

Other studies produced by the SCIPAS Project discuss specifics of how science shops (or their equivalents – e.g., intermediu, wissenschaftsladen, community-based research centres) are organised and how they operate; training programmes offered to science shop coordinators, researchers or their clientele; and the impact of science shops on university curricula. Two other SCIPAS reports examine possibilities for an international science shop network to publish a journal and to develop and maintain a shared database of information about science shops worldwide.

## **2 Methods**

This report reflects the ideas gathered by the SCIPAS consortium on why, how, by whom, and in which context an international network of science shops can be developed.

We began by compiling inventories of ideas, barriers, and frameworks for networks in general and for an international science shop network specifically. Information was gathered from: an inventory of different types of networks provided by the Loka Institute (the United States' participant in the SCIPAS Project); discussions on the SCIPAS e-mail list; meetings of the SCIPAS consortium in The Netherlands (April 2000) and Germany (November 2000); and by asking participants in the Dutch Science Shop Forum questions about potential areas for transnational co-operation, and what they expect from, and can contribute to, an international science network.

Also, a draft text about creating a science shop network was discussed at an international conference of science shops, "Living Knowledge," organized by the SCIPAS consortium and held in Leuven, Belgium in January 2001. One hundred six participants – representing a broad range of science shop staff members and experienced community-based researchers from across Europe and beyond – attended the conference. Preliminary ideas concerning an international science shop network that were presented during the conference are summarized in Appendix 1 to this report; while various suggestions made by participants are incorporated throughout this document.

## **3 Organisation of the Network**

### **3.1 For whom?**

The SCIPAS Project has developed a general definition for a science shop (or community-based research centre): A science shop provides independent, participatory research support in response to concerns experienced by civil society.

The Living Knowledge conference in Leuven supported this definition. In general all organisations represented at the conference found that they fitted the definition. Although some undertake additional activities falling outside the definition, all discovered that they could find themselves somewhere in the description.

The SCIPAS consortium composed a draft mission statement for science shops.

Science shops use the term “science” in its broadest sense, incorporating the social and human sciences, as well as natural, physical, engineering and technological sciences. Science shops seek to:

- Provide civil society with knowledge and skills through research and education;
- Provide their services on an affordable basis;
- Promote and support public access to public influence on science and technology;
- Create equitable and supportive partnerships with civil society organisations;
- Enhance understanding among policymakers and education needs of civil society;
- Enhance the transferable skills and knowledge of students, community representatives and researchers.

These statements too were approved by the Leuven conference participants. However, because the order in which organisations weigh the statements may differ, the order listed here should be considered random.

This definition and mission statement can be used as a conceptual foundation for designing and establishing an international science shop network. For instance, existing organisations can check whether they are a target group for the network. If so, the odds are good that they will meet new colleagues through the network, be able fruitfully to share ideas and experiences, and find partners for cooperation. For the network as a whole, the definition and mission statement can be used to explain who is part of the network or who is a potential member, and to describe the net work to others interested in science shops or who could play a strategically significant role in developing an international science shop network.

### **3.2 Why build a network?**

Some science shops and community research centres already cooperate on a local, regional or national level (for instance the Dutch national science shops network and the Community Research Network that started in the U.S.). There is currently, however, virtually no structural cooperation among or concerning science shops on an international level.

Hence the SCIPAS Project was established for the express purpose of exploring the opportunities, conditions, and potential societal value-added in developing a cooperative

network among science shops and community research centres across all of Europe and beyond.

For individual science shops, a network can produce benefit in coordinating work, but also in strengthening scientific research itself. The level of cooperation that science shops wish to achieve needs to be delineated carefully, both qualitatively and quantitatively, in order not to become counterproductive (e.g. be a burden on the small science shops). We conclude that the network should be simple and supportive of its members, and thus that a “light” structure (i.e., cooperative and facilitating, but neither directive nor overbearing) is preferable. The network can function as a standing entity and forum within which participants meet and that will serve as a visible embodiment and gateway for surrounding persons and organisations.

Transnational cooperation; information exchange; and strategic, political and promotional activities are potential activities for the network. Such activities can secure and even improve the quality, efficacy, outreach, and visibility of the network’s member science shops. Higher visibility can be a major asset when it comes to enlarging the network within Europe, especially into Europe’s currently underserved East and South regions. We also envision the network gradually expanding worldwide.

Two basic, non-mutually exclusive options are possible for expanding the network. One is to seek out existing organisations that meet the definition of a science shop and invite them to join the network. The other is to support and motivate new initiatives for science shops in regions where they do not yet exist.

### **3.3 Mission and goals of the network**

From the start, the principal reason for undertaking a project on building a network has been to develop collaborative relationships among science shops within Europe and abroad, while establishing a structure for facilitating the creation of new science shops throughout Europe and elsewhere.

In the summer of 2000, the Loka Institute carried out a survey of Community Research Network (CRN) members’ priorities for the CRN and on strategies for making the CRN more democratic, member driven, and effective. The survey was carried out on the CRN online mailing list, which has about 1300 individual subscribers from all over the world, with concentrations of members in the USA, Canada, and Europe. Fifty-five subscribers responded to the questionnaire. In November 2000 a similar survey was carried out amongst the Dutch science shops, using the Dutch Science Shop Forum as a target group. Twenty-two organisations were approached, 10 returned their answers.

The outcomes of the both surveys were comparable. This implies good opportunities to realize close cooperation and perhaps, in the future, even integration of the CRN and a predominantly European-based science shop network.

The combined results included the following themes, goals, and expectations:

- Existing science shops need opportunities to learn about and discuss current community-based research projects in which others are involved. This includes sharing experiences and learning from one another’s failures and successes.
- The network should play a role in educating funders, governments, media, and universities about community-based research/science shop activities, and advocating for institutional support for such efforts.

- Members will need concrete guidance on how to become involved in the network.
- There is a need to coordinate opportunities for communication among science shops and for training network members. This might include coordinating regional science shop conferences, discussions, and website information exchange, and developing technical assistance materials and training modules.
- Science shops would like help in finding community or university partners with whom to partner in research projects and to develop relationships and contacts based on common interests.
- The network should develop and disseminate overview descriptions of science shops around the world, including their respective fields of expertise.
- The network should work to increase the visibility and status of science shops and their work, in order to take over some of the lobbying and public relations tasks that today each individual organisation tries to carry out by itself. This would increase the net efficiency of national and transnational science shop systems.
- The network should also strive to increase funding possibilities, by sharing ideas on this topic and also by carrying out lobbying and public relations activities.

Taking into account the reasons for building a science shop network, including what potential network members say they hope from it, we conclude that an international science shop network should have the following missions:

*Facilitate interaction among science shops, their client groups, and other strategically important groups in order to increase the quality of their products and the effectiveness, stability, number, and geographic distribution of individual science shops. Increase the visibility, accessibility, and social impact of science shops and their products on all levels (from local to international).*

The principal goals of the network can be divided into an internally oriented goal (focusing on the added value of the network to its members) and an externally oriented goal (focusing on creating added value to external bodies and higher levels of social organisation).

The internal goal can be summarized as including:

- *Capacity building and improved efficacy*  
Developing systems for training staff and for information exchanges, quality control, and structural collaboration among science shops will improve the overall efficacy of the individual science shops in the network. Trainings and information exchange should be made available according to the various areas of science shop research, research methods, and ways of organizing and managing science shops or community-based research centres. Appropriate standardization in research methods and in documenting, evaluating, and archiving science shop activities can improve the effectiveness and image of the individual science shops as well as of the network as a whole. Structural collaboration will also contribute to improved quality by facilitating learning among science shops, by making feasible more comprehensive studies, and by avoiding wasteful redundancy in research projects. Finally, a network structure provides a context for developing methods of quality control in science shop practices.
- *Broader and improved dissemination*  
A network will also ensure that science shop research results become more widely

known among other science shops. Successful research models can be replicated and further developed. Improved documentation and communication will also facilitate the start-up of new science shops and knowledge build-up through mutual learning (e.g. thematic cooperation among science shops on topics such as environmental health, gender equality, etc.)

The external goal can be described as including:

- *Increased visibility and accessibility*  
As a network helps science shops become more publicly visible, they become more visible and accessible to potential client groups, researchers, funders, and policymakers. This should increase support from universities and citizens, as well as from other institutions and government officials. This will, among other things, raise public understanding of science and improve public access to the benefits of science, throughout Europe (and even worldwide, to the extent that the network gradually expands to function on a global level).
- *Pro-activity*  
Science shops operate both within civil society and within the arenas of scientific research. Bridging between these two arenas, an interactive network of science shops can help members spot emerging trends in science-society interaction relatively quickly and thus operate in a more pro-active manner (e.g., helping to avert problems, not just react to them). This should help individual science shops, and the network as a whole, provide more timely and effective advice and also represent helpful discussion forums NGO's, civil society, universities and also the political arena.

### 3.4 Possible organisational structure

We envision that Living Knowledge would be the name of the international network of individual science shops and community research centres (hence *intemational*), providing benefits to all members (in that sense, functioning *transnationally*).

A minimal standard for network membership should be that an organisation meets the network's basic definition of a science shop and contributes information about its own organisation and research projects to the network's shared database. The surveys administered by the Loka Institute and the Dutch science shops suggest that existing North American and European science shops are prepared to make at least this minimal contribution.

We foresee the network being organised as an association with members. Membership can be on a personal basis or on organisational basis.

A membership fee can be calculated on the basis of each member organisation's yearly budget or on the income of the individual members. Based on the budgets of the current science shops, fees should be set relatively low. A reasonable fee would probably be in the range of 10-100 Euro per person per year.

Subscription to the *Living Knowledge Journal* should be optional at an extra cost (also perhaps, depending on the subscriber's budget or personal income). This implies that the network needs to have reasonably low administrative overhead costs and a lean operating structure. Even so, additional funds will almost certainly be necessary to make membership possible for the target group: existing science shops and individuals interested in starting a science shop.

The most logical structure for the network is to place the members at the network centre. They will choose a managerial board for the network. The managerial board will be bound to operate within the framework of the network's agreed mission and goals. The board will propose strategies and policy options for the network, the members will decide on whether to adopt these proposals. Day-to-day execution of the network's administrative functions will be the responsibility of an International Science Shops Office (ISSO).

The managerial board will oversee and coach the ISSO, specifying the office's activities and responsibilities. All activities – both structural as well as temporary projects carried out by the network – should be coordinated by the ISSO. The activities themselves can be delegated to other persons and organisations (e.g., to ad hoc consortia of individual science shops). But in order to maintain an adequate overview of all network activities, the ISSO should play at least a central coordinating role.

Beyond its formal managerial board, the network also needs a broader advisory board composed of representative science shop clients, scientists, policymakers and other strategic persons. This board will advise the network – that is, the membership as a whole, the managerial board, or the ISSO – both when asked or whenever the advisory board feels inclined. The advisory board may also provide advice to other bodies (such as the European Commission, NGO's and other NGO networks, and universities).

### **3.5 Future membership groups for the network**

For the Living Knowledge network two types of members can be distinguished:

- Representatives of organisations working with missions that generally fit the definition of a science shop;
- Individuals or representatives of organisations that want to start science shop-like activities.

Both type of members can contribute to the activities of the network. However, these two types of members will presumably be interested in the network for different reasons. We expect the first type to be interested primarily in interaction with other science shops in order to carry out joint projects, to learn from one another's experiences, and to use the network for circulating information and research project results. In contrast, we expect the second type of members to be interested primarily in advice and mentoring by existing science shops in support of their own efforts to undertake science shop-type projects or to create a new science shop.

All other interested persons who are not registered network members will have access to specific network activities and resources, including, for example, meetings and conferences, subscription to the *Living Knowledge Journal*, and the network's online database.

## 4 *Living Knowledge Europe*

Living Knowledge is the proposed name of the international science shop network. The earlier text of this report presents the network as a unified international organisation, but nothing was mentioned about the size of the word “international.” This could conceivably be worldwide or regional.

A regional approach to organizing the network can be useful in maintaining the desired “light” structure. Thus the already-established Community Research Network (CRN) could operate as the American network, with the Loka Institute as coordinating office. The erection of Living Knowledge Europe with a European Science Shop Office (ISSO Europe) would be a logical next step, organized along the lines sketched in section 3.4, above.

Since no regional science shop offices yet exist in, for instance, Africa or Asia,<sup>2</sup> organisations or persons in those areas interested in joining the Living Knowledge network can connect via Living Knowledge Europe and/or the CRN. But eventually regional networks in other parts of the world may form themselves, and they would then be welcome to join the broader Living Knowledge Network if they choose.

Living Knowledge Europe can initially include the four dozen science shops that currently exist within the European Union (EU), other existing organisations that meet the science shop definition, and newly interested persons or organisations that want to start a science shop. The EU network can also directly facilitate the creation of new science shops throughout Europe and, if feasible and permissible, abroad.<sup>3</sup> The EU network should also develop collaborative relationships with science shop-like institutions and networks outside of Europe.

Inasmuch as using EU money to support an international network with many non-EU members can be difficult, and given the importance of “regional” activities compared with “global” ones, any available EU funding should be used to strengthen the EU network and to maintain contacts with other regions. Strategic partners from other regions can be funded, in general or for specific projects, through the EU, just as was done during the SCIPAS Project.

In SCIPAS, participants from the non-EU countries Israel, Romania, South Africa and the USA were allowed to become partners. Israel is fully associated in the EU fifth-framework programme and thus has the same position in funding as the EU member states. Romania has the status of pre-accession state, which makes obtaining EU funds not too difficult. For South Africa, the aim is to become an associate in the EU’s framework programmes, which makes obtaining EU funding also not too difficult (although the SCIPAS Project needed to provide an explicit description of the added value created by including a South-African

---

<sup>2</sup> While there are as yet no regional science shop offices in the developing world, related institutions do exist, such as the Participation Group in the Institute of Development Studies, Sussex (UK) <<http://www.ids.ac.uk/ids/particip/home/index.html>> which offers an online gateway to participatory development research and researchers worldwide; and the Centre for International Research and Advisory Networks (CIRAN), based in The Hague (The Netherlands) <<http://www.nuffic.nl/ciran/index.html>>, which maintains an online gateway to indigenous knowledge centers and networks worldwide <<http://www.nuffic.nl/ik-pages/index.html>>.

<sup>3</sup> The North American-based CRN can also perform a similar function in facilitating the creation of new community-based research centres or networks elsewhere in the world. To the extent that North American community-based research centres tend to operate most often using participatory action research (PAR) methods, whereas European science shops operate most often using a client-professional researcher model, the Living Knowledge Europe and CRN can offer complementary assistance – that is, different organisational models and methods that anyone interested in starting a new science shop can choose among, adapt, or modify to meet their particular needs and circumstances.

partner); such partners may, however, be required to secure some matching funds. Partners from the USA and other countries not in a special position within EU research programs can only participate when their added value for the network (and for Europe) is clearly shown. The U.S.-based Loka Institute, an NGO, was able to participate as a partner in the SCIPAS consortium because it launched and facilitates the Community Research Network (CRN) and has constructed and maintains a database of community-based research centres; this made Loka acceptable to the EU, although required to provide some matching funds.

A similar arrangement could obtain with US funds secured for the CRN. Such funds can be used to strengthen the American network and to develop and maintain relationships with strategic actors in the other regions, inasmuch as generally US funds will not be available to support, say, European or Asian science shops directly on a large scale.

Strategic partners are vital, since they represent the practical embodiment of global interaction among science shops. Inasmuch as many envisioned science shop network activities are intrinsically global in nature (see below), these should not be solely European (or American) based.

Selecting the best system for collecting and using membership fees requires further study and discussion. This could, for instance, be regional or global; the latter would be ideal in theory, but could be substantially more difficult to organise in practice.

A follow-on proposal to the EU should focus on establishing a European science shop network. Both the general and structural basis of the network require and appear eligible for EU support. For instance, the EU Raising Public Awareness program could potentially award two years of support to a Living Knowledge Europe project, covering:

- A secretariat (ISSO Europe, supported by a management board and advisory board);
- Publicity, public relations, and dissemination activities by the secretariat;
- An international science shop journal;
- An international science shop database (construction + maintenance);
- An international, annual or biannual conference.

Complementing this core support, the active partners (i.e. those carrying out specific projects or tasks for the network) need to receive funding for these activities. These specific activities, undertaken by a group of partners with help from the secretariat, could be presented as work packages in the EU proposal.

Based on general discussions during the January 2001 Living Knowledge conference in Leuven, we conclude that attending such conferences will, at least for the foreseeable future, remain too expensive for many prospective network members. Therefore additional funding to support member participation in network conferences will be needed. This could come from other sources, such as other specific EU programs.

## **5 Activities for the network**

The activities carried out within the Living Knowledge Network will all serve the mission and goals described in Section 3.3, above. Based on discussions within the SCIPAS consortium, the Leuven conference, the surveys carried out among CRN members and the Dutch science shops, and the questionnaire administered within the SCIPAS project (see the report of work package 1, Gnaiger and Martin, 2001), we have developed a proposed list of future network activities. These activities can be separated into enduring, structural activities versus temporary activities (projects).

Recommended and requested structural activities within the network include:

### *Administration and co-ordination*

Administration of network memberships, activities, and finances is a structural task for the proposed International Science Shops Office (ISSO). The ISSO will also be responsible for coordinating activities carried out within the network and for organizing network meetings (of boards, project groups, etc.)

### *Bi-annual conference*

The CRN organises an annual conference; participants in the Leuven conference recommended a bi-annual conference for the new Living Knowledge Europe network. Another possibility would be to organize a single, combined (i.e., worldwide) Living Knowledge Conference annually, one year in the US and the next year in Europe. In future years the venue could rotate to include Asia, Africa or Latin America. (Of course, this should not preclude the possibility of there being regional or national conferences as well.) The Living Knowledge Conference should be sufficiently large, diverse, and comprehensive that a broad range of members will be interested in attending. The conference costs must be kept affordable, with grant subsidies and reduced prices available to members and specific target groups.

### *Online database and electronic communication*

The Living Knowledge database should include, among other things, science shop addresses, research areas, and links to allied online mailing lists and discussion lists. The database should also document science shop research results and compile articles by and about science shops. One suggestion has been to link the CRN and Living Knowledge e-mail listservs so that any message sent to one would also be received by the other, while readers would see to which list the message was originally posted. Maintaining the database (its technical design and operability, as well as its content), and moderating online discussion forums, will be one of the general structural activities within the network.

### *Journal*

The *Living Knowledge Journal* will publish a combination of news, reviews, and discussion of science shop research methods, results and impacts. One section will include original peer-reviewed research articles. Subscription to the journal will be optional, but network members will be offered a reduced subscription rate.

### *Public Relations*

General developments and important news concerning science shops and their social role needs to be communicated routinely to the media and other strategic contacts. Therefore, developing and maintaining broad, strong and effective media contacts, including active communication with the press and media, is recommended as a structural task for the network.

### *Award*

It has been proposed that the network confer an annual award for science shop work, which would help improve the status of science shops and their research.

### *Coaching/mentoring*

The network needs to develop a structure for assisting the start-up of new science shops and strengthening the operation of existing ones. Developing training manuals can be one component of this activity. Coaching itself can be performed by any of the active partners within the network, depending on the specific assistance or expertise required.

### *Exchange of staff and students*

The network should also explore developing a system for facilitating the exchange of student researchers and staff among the various science shops. A reasonable preparatory step would be to first conduct a study assessing possibilities and needs for such exchanges.

### *Thematic networks, transnational research cooperation, and knowledge exchange*

The main Living Knowledge Network should facilitate subsidiary thematic networks for research cooperation and requested incidental knowledge exchanges. Given the breadth of current science shop research, sample themes might include: the environment, health, minorities, gender issues, labour issues, Central/Eastern Europe, European and international legislation and policy, etc. Assisting subgroups within the network to work cooperatively within specific geographical regions is another option for building effective cooperation within the network. The network can, in addition, assist members in assembling ad hoc partnerships to undertake transnational research projects or to respond to members' ad hoc requests for knowledge exchange. The necessary mechanisms for advancing such cooperation will presumably include e-mail groups, workshops, structures for finding partners for research cooperation, and various mechanisms for identifying promising cooperative research topics.

### *Lobbying*

The network, as an official body representing science shops, can undertake lobbying, networking, and advocacy actions within strategic and political settings. Activities supporting the network's capacity to lobby effectively will include: carrying out studies on science shops and community research programs; preparing overviews of science shops and their activities; exploring possibilities for fundraising for the network and its members; and conducting outreach to other networks, programmes and strategically significant individuals and organisations (such as science-and-technology museums). The advisory board for the network can also participate in lobbying and advocacy on behalf of science shops and their work.

### *Pro-activity*

A preparatory study is needed to design a capability within the network for offering informed, proactive science policy advice (both to network members and to external bodies). This

proactive focus – including local, national, regional and international foci – will afford the network and its members improved abilities for sensing emerging developments in society and science, and therefore it will contribute to the quality of products produced by the network and by individual science shops. A structure for proactive scanning and thinking will also enhance the capacity of science shops and the network as a whole to offer advice to other bodies, such as universities, NGO's and government policymakers.

### *Expanding the network*

As soon as the basic network components (e.g., management board, secretariat, founding members) are in place, the network can initiate activities to enlarge its membership base, (e.g., to include Southern and Eastern Europe, Africa, Asia, the Middle East, and Latin America). As long as the basic structure for the Living Knowledge Network is global, all can become members within a single network structure. However, in order to keep the structure light, locally-adapted, and effective, eventually the overarching Living Knowledge Network might encompass a set of smaller regional networks (e.g., Living Knowledge Europe, Living Knowledge Africa, the CRN in the U.S. or North America, etc.).

### *Benchmarking*

The long term viability and effectiveness of individual science shops and of the network as a whole depends on developing systematic methods for documenting and evaluating the quality of science shop research as well as overall network effectiveness. Quality indicators will function as a system for asking members to describe what they do, how they operate, and how clients are using their work. Quality indicators will contribute to the professionalism of the network and its members, while enhancing the network's ability to conduct outreach to potential organizers of new science shops, potential client groups, media, university administrators, funders, and policymakers.

### *International policies*

Knowledge of developments in international policy (both generally and concerning science specifically) is crucial for the network and its members. Most science shops are small and operate on a local level. Thus they have limited capacity to track international developments, even those pertinent to their operation and work. Therefore, creating a structure within the network for tracking developments in international policy, and for making this information available on a timely basis to the specific shops that can use it, will be another important network function.

Examples of one-time or temporary projects proposed to be carried out within the network include:

### *Inventory of training programmes*

Preparing an overview of training programmes available within the network will contribute to the network's structural information exchange activity. It might lead to the development of new training programmes, exchange of trainings and courses, and mutual training sessions.

### *EU country studies*

An inventory of existing and possible options for science shop organisations, methods and projects in various EU countries can contribute to expanding the network and to the coaching and support of new initiatives in countries that do not presently have science shops.

### *Impact studies*

Periodic studies of the impact of science shops on university curricula and research and on society more generally will be useful for enhancing the effectiveness of the network and its members.

## **Appendix 1      A Science Shop Network under construction**

### **Draft ideas for a network as presented during at the Living Knowledge conference (Leuven, Belgium, January 2001)**

At the conference several discussions will take place where we will shape the network together. Herewith we would like to invite you to give your input. You might react before the conference (because you have urgent reactions, because you cannot participate or just because you feel to react, please do so before Jan. 21) or save your energy for the discussion planned on Thursday January 25.

Besides shaping the network we also intend to write a proposal within the Raising Public Awareness program of the EU's 5<sup>th</sup> framework. It is possible to show your interest in helping write the proposal and in active participation within the (hopefully) EU funded network activities. You already took the first step by subscribing to the Living Knowledge list. At the conference we will make an inventory of people's interests and their possibilities to participate in the new EU project.

It is good to notice at this moment that in this approach the network as a whole would be a global activity, whereas the EU funded part of the network is seen as a separate project within that network. This distinction is chosen because not all global activities we'd want to do are eligible for EU funding, and also there will be some regional preferences in network activities. The exact list of workpackages within the new proposal will depend on the discussions in Leuven and the possibilities within the EU program. Most likely this will be a thematic network within the Raising Public Awareness Program within the 5<sup>th</sup> Framework program. More information on this program can be found on the website:  
[http://www.cordis.lu/improving/src/hp\\_rpast.htm](http://www.cordis.lu/improving/src/hp_rpast.htm)

The EU proposal thus has a firm deadline, a project-like approach and a limited number of participants; the actual network will be organic and without time limits: growing and changing all over time.

Based on your input we will make a list of points for discussion and decision in Brussels. We will do our best to represent those that cannot make it to the conference but showed their interest.

### **Network: For whom?**

#### *Science Shops*

During the SCIPAS project a draft definition for a science shop (or Community Research Center) was proposed: A science shop provides independent, participatory research support in response to concerns experienced by civil society.

Besides this definition a draft mission statement was composed:

Science shops use the term science in its broadest sense, incorporating social and human sciences, as well as natural, physical, engineering and technological sciences.

Science shops seek to:

- Provide civil society with knowledge and skills through research and education;
- Provide their services on an affordable basis;
- Promote and support public access to public influence on science and technology;
- Create equitable and supportive partnerships with civil society organisations;
- Enhance understanding among policymakers and education needs of civil society;
- Enhance the transferable skills and knowledge of students, community representatives and researchers.

### **Why building a network**

There are several different approaches to science shop and community research work. Some science shops and community research centres co-operate already on a local, regional or national level (for instance the Dutch national science shops network and the Community Research Network that started from the US). There is currently, however, virtually no structural co-operation on an international level.

This is why we are exploring the opportunities, conditions and value-added secured via transnational co-operation among science shops, community research centres and other similar organisations.

For science shops the network can produce benefits benefit in co-ordinating work, but also in the scientific research itself. However, the level of co-operation that science shops wish to achieve should be well-defined both qualitatively and quantitatively, in order not to become counterproductive (e.g. be a burden on the small science shops). Therefore the network must be simple and supporting, thus a light structure is preferred.

The network can be described as a thematic network. For funding agencies it must be clear that the network has continuity (the structure and mission must be chosen so that continuity is described).

### **Mission and goals of the network**

A network of science shops could have the following missions:

*To facilitate the interaction among science shops themselves, their client groups and other strategic important groups in order to increase the quality and strength of the products and the individual organisations. To increase the visibility and the accessibility, and social impact of science shops (on all levels, from local to international) and their products.*

Ultimately, some of the principal goals of the network could include:

#### *Increased visibility and accessibility*

Science shops become more publicly visible, thus more accessible to potential client groups. It increases support from universities and citizens, as well as other institutions and policy makers. This will improve the public access to science throughout Europe. And even throughout the world as long as the network is focusing on a global level.

#### *Improved documentation and knowledge build-up*

by making documentation and knowledge of methods and results more accessible, new participants (e.g. newly erected science shops) and existing organisations can learn from one another and develop more easily.

### *Broader dissemination of results*

Research results become more widely disseminated (including internationally). Successful research models can be replicated and further developed.

### *Structural collaboration*

Collaboration yields synergy and helps utilising previous experience. More comprehensive studies can be done, and redundancy/duplication in research projects avoided. Citizen group driven studies on transnational issues become more practicable. Science shop policy and strategies will also benefit from co-operation.

### *Quality control*

A network enables standardisation in documenting, evaluating, archiving and retrieving science shop research results, as well as documentation and evaluation of individual science shops and of the network as a whole. This is essential both to improving science shop effectiveness and to maintain and increasing public enthusiasm and the financial support of science shops.

### *Trainings*

a network can offer trainings in the conduct of science shop projects, working with clients, and organisation and management of a science shop or community research center

## **Possible organisation structure**

Living Knowledge would be the international network of individual science shops and community research centres (inter) and has benefits to all members (trans).

A minimal standard for membership should be to at least contribute information on your own organisation and your research projects in the database.

The network can be organised as an association with members.

We should discuss the possible kinds of membership. Membership can be on a personal basis. People representing their organisation would also be members as individuals. Or is also/only an institute membership required?

The membership fee is also subject to discussion. This membership fee can be calculated on basis of the yearly budget of the organisation or on the income of the individual members. Let's say 10-100 Euro per year per person.

Subscription to the journal would be optional at extra costs (also perhaps, depending on the subscriber's budget)

An example of a network functioning this way is the Society for Ecological Economics, see: <http://www.ecologicaeconomics.org/>

The network can be organised as an association. A board can support and coach the secretariat for the network and make practical decisions, strategic policy decisions will be made by the members as a whole.

In the network will be:

- Board members (members with an obligation to put effort in realising the mission of the network)
- Members (paying their yearly contribution to the network, in exchange they can make use of all the facilities the network offers)
- Interested persons (having access to the free database and can have an subscription to the magazine and join the conference)
- Staff members for the practical tasks of the secretariat (administration, PR/communication and (internal and external) pressure tool). The secretariat could be divided in Living-Knowledge Europe and Living-Knowledge America for starters (with African and Asian offices soon?).

- Project groups, consisting of a group of members, working on specific activities for the network (supported by the secretariat). On the type of activity or task and the possibilities of funding focus may be on a regional or on a global level.

Future membership groups for the network:

- Representatives of organisations working with missions that in general fits the definition for science shops
- Representatives of organisations or individuals that want to start science shop like activities

### **Living Knowledge Europe: The proposed EU funded project**

Living knowledge Europe can include the four dozen science shops that currently exist within the European Union, other existing organisations that meet the definition and newly interested persons or organisations that want to start a science shop. The EU network can also facilitate the creation of new science shops throughout Europe and, if feasible/eligible, abroad. The EU network should also develop collaborative relationships with science shop-like institutions and networks outside of Europe.

Since funding an international network with many non-EU members from EU money can be difficult, and given the importance of "regional" activities next to "global" ones, the EU funding should be used to strengthen the EU network and maintain contacts with the other regions. Strategic partners, in general or for specific activities, from other regions can be funded through the EU, just like we did in the SCIPAS project.

In SCIPAS, participants from the non-EU countries Israel, Romania, South Africa and the USA were allowed to become partners. Israel is country fully associated to the fifth-framework program, and thus has the same position in funding as the EU member states. Romania has the status of pre-accession state, which makes obtaining EU funds not too difficult. For South Africa, the aim is to become an associate in the EU's framework programs which makes obtaining EU funding also not too difficult, though in SCIPAS we needed to give a description of the added value of including a South-African partner. Some own matching funds may be required, however. Partners from the USA and other countries not in a special position within EU research programs can only participate when their "added value" for the network (and for "Europe") is clearly shown. In SCIPAS, the US Loka Institute participated; they are the facilitators of the Community Research Network and constructed a database of Community Based Research Centers, which made them acceptable to the EU (also they needed to have some matching funds themselves).

To check the up-dated situation for countries outside the EU please check the Cordis website: <http://cordis.lu/inco2/src/res-a-1.htm>

The same could be done with US funds obtained for the CRN; this can be used to strengthen the American network and to liase with some strategic actors in the other regions; since not much US funds could be used to support European or Asian science shops directly on a large scale.

These strategic partners would be very important, since they would represent the practical global interaction. Since, many activities are of a global nature (see below for proposed network activities); these should not be solely European (nor American) based.

The way the contributions of the members are collected and used needs some further study and discussion; this could be regional or global; the latter would be great but maybe more difficult to organise in practice. We don't know yet. You may have suggestions for us here.

The future proposal to the EU should focus on the establishment of a European Network. In the proposal to the EU, there should be room to finance the general and structural basis of the network. In the Raising Public Awareness program, we could ask for a couple of year's subsidy. This could include:

- A (European) secretariat;
- Publicity/PR/dissemination activities by the secretariat;
- An (international) journal;
- An (international) database + maintenance;
- An (international) annual/bi-annual conference.

Next to this the active partners (i.e. those that carry out specific projects or tasks for the network) should get funding for these activities.

These specific projects and activities, done by a group of partners, with help from the secretariat, could be presented as work packages in the EU proposal.

Discussion point: based on the sounds heard during the organisation of the SCIPAS-conference, we conclude that visiting the conference may still be too expensive for many members, which may mean that we need more money for it in the future. This could come from other sources, like other specific programs from the EU.

### **Activities within the network (partly financed from the EU project, partly from other funding, partly from the contributions)**

The activities will all serve the mission and goals of the network.

Description of possible general activities within the network:

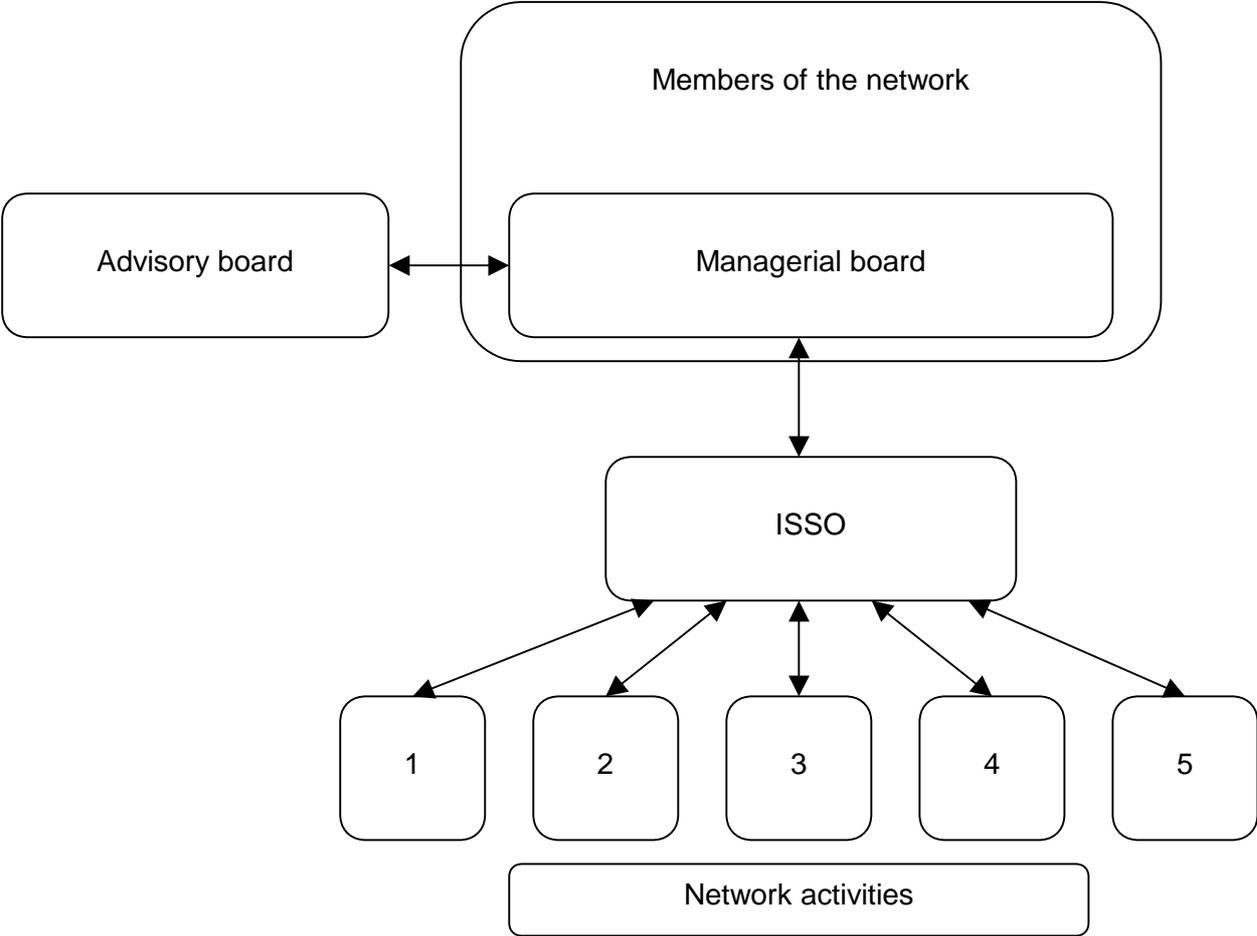
- Annual/bi-annual conference (a bi-annual one might be preferred over an annual one; in order to be a well prepared very big event, which is better than two less big events - this gives us time for national meetings in-between as well). Maybe once every so many years the CRN conference could have an international focus as well (for CRN: see <http://www.loka.org>)? Or we could make the Living-Knowledge Conference an annual event; once a year in the US and once in Europe. Alternatively, it could be in Asia or Africa as well. Anyway, there should be room for regional/national conferences as well, and the conference should be so big and interesting that everybody will come. The conference would not be for free, but at affordable rates with grants possibility and reduced price for members and specific target groups of course.
- Database, including addresses, research areas, mailing lists and discussion lists. Also documentation: making a database on all articles about/from science shops/CBR; maintaining/moderating list-servers. A suggestion would be to link the CRN and the living knowledge listserv, in a way that all messages send to either would be received by all, whereas at the same time you could see whereto it is posted. Another option is to preserve a European mailing list next to the CRN. This choice can have important consequences for the future development of the network and should therefore be discussed in Brussels. Maintaining of the database is one of the structural, general activities within the network. At the conference, the prototype of the database developed by SCIPAS will be shown.
- Journal (on research results and methods); maybe also development general brochures, special editions, books. A "dummy" of the *Living Knowledge Journal* will be available and discussed at the conference; it is a combination of news, reviews, etc and a scientific, peer reviewed part.
- Facilitating requests for incidental knowledge exchange or thematic/regional fields for (research) co-operation (Environment, Health, Minorities, Central/Eastern Europe etc.): e-groups, workshops, projects, finding partners for future co-operations.

- Listing and facilitating the training needs, possibilities and ideas. Setting up training programs/Coaching (mentoring, consultancy, whatever..) for (new/existing) science shops.
- Coaching/mentoring (guiding an organisation through a process) of science shops (new or existing) and support of projects for new science shops (coaching can be a task of any of the active partners).
- Facilitating exchange of staff and students.
- Policy/lobby/PR; also writing overviews / studies on community research; also fundraising for the network (and possibly, it's members support (in ways of strategies and lists of funds)); outreach to other networks and strategic organisations and persons. This might be divided in:
  - Lobbying the network within EU and non-EU funders and policy-makers for having support for the network.
  - Lobbying within EU and non-EU funder and policy-makers for supporting members of the network directly. For example, facilitating opportunities for members (and not only the network) within the 6<sup>th</sup> framework programme of the EU.
  - Ongoing documentation of operational options and success stories, based on an evaluation manual.
  - Facilitating links between community groups from different countries.

Specific projects that could be included in the next EU proposal might be:

- Advisory activity on how to build the network (legal status, treasury, etc);
- Development of evaluation manual.

**Appendix 2 Science Shop Network management structure**



## **SCIPAS reports**

*SCIPAS report 1:*

### **Science Shops: Operational options**

Andrea Gnaiger & Eileen Martin

FBI, Innsbruck, Austria & Science Shop Queen's University Belfast, UK

*SCIPAS report 2:*

### **Success and failure in starting Science Shops**

Henk Mulder, Thomas Auf der Heyde, Ronen Goffer & Carmen Teodosiu

Chemistry Shop, University of Groningen. Groningen, the Netherlands

*SCIPAS report 3:*

### **Training programmes for science shops**

Caspar de Bok

Science Shop for Biology, Utrecht University, Utrecht, the Netherlands

*SCIPAS report 4:*

### **The development of an international science shop magazine**

Norbert Steinhaus

Wissenschaftsladen Bonn, . Bonn, Germany

*SCIPAS report 5:*

### **Development of a public Internet database of science shops**

Jill Chopyak

The Loka Institute, Amherst MA, USA

*SCIPAS report 6:*

### **The impact of science shops on university curricula and research**

Merete Hende and Michael Søgaard Jørgensen

Science Shop Technical University of Denmark. Lyngby, Denmark

*SCIPAS report 7:*

### **Living Knowledge: the network**

Accomplishments and further opportunities for developing an international network of science shops.

Maaïke Lürsen & Dick Sclove

Science Shop for Biology, Utrecht University, Utrecht, the Netherlands

*SCIPAS report 8:*

### **Living Knowledge: conference proceedings 2001**

Maaïke Lürsen & Caspar de Bok (eds.)

Science Shop for Biology, Utrecht University, Utrecht, the Netherlands

All SCIPAS reports are available as pdf-files at <http://www.bio.uu.nl/living-knowledge> or by contacting the Science Shop for Biology ([scipas@bio.uu.nl](mailto:scipas@bio.uu.nl), tel. ++31.30.253 7363)  
For conditions of use see the colophon.



This report is the output of the project called SCIPAS (Study and Conference on Improving Public Access to Science through Science Shops) which has been awarded financial support by the European Commission through the contract HPV1-CT-1999-00001 under the 5th Framework Programme of the European Community for Research, Technological Development and Demonstration Activities (1998 to 2002), and its specific programme "Improving the Human Research Potential and the Socio-Economic Knowledge Base" ("Strategic Analysis of Specific Political Issues").

