



**Improving Interaction between NGOs,
Universities, and Science Shops:
Experiences and Expectations**

AUSTRIAN CASE STUDIES REPORT THE INNSBRUCK CASES

**by
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January 2003



A project funded by the European
Commission/DG 12 under the Fifth
RTD Framework Programme

Contract No. HPV1-CT-2001-60039

Title: Austrian Case Studies Report: The Innsbruck Cases
Authors: Andrea Gnaiger und Gabriela Schroffenegger
Series: INTERACTS Report Nr. 2b
Pages: 112
Date: January 2003
ISBN: 87-90855-45-0

Publisher:

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(European Commission financed project INTERACTS HPV1-CT-2001-60039)

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ACKNOWLEDGEMENTS

We would like to offer our thanks to all the people, e.g. NGO representatives, students, researchers and staff members from the two Science Shops and PINN, interviewed for these three case studies, without their willingness to participate, we would not have succeeded in gathering the information which creates the basis for these case studies. Also a thanks to the other members of the INTERACTS consortium whom we have had discussions with and feedback throughout the research period.

Andrea Gnaiger and Gabriela Schroffenegger

Innsbruck, January 2003

Preface

Michael Strähle & Soesser Rasmussen

This case study report has been written for the INTERACTS project, which 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 a pioneer cross-national study by organisations and institutions 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 for improving future interaction between NGOs, researchers, and intermediaries like Science Shops. By bringing together the results from different countries, a broader picture emerges concerning past experience of the impact of Science Shops, future expectations and policy relevance. In this way, INTERACTS contributes to strengthening the interaction between research institutions and society, and gives more in-depth understanding of the processes and effects of knowledge production.

INTERACTS is an Accompanying Measure to ISSNET, “Improving Science Shop Networking”, and financed by the European Commission, DG 12.

INTERACTS comprises five activities, which are interlinked. These National Case Studies Reports constitute the second activity in the INTERACTS project:

1. The State-of-the-Art Report provides an overview of the political and institutional conditions for co-operation between small to medium non-governmental organisations (NGOs), Science Shops, and Universities in Austria, Denmark, Germany, Romania, Spain and the United Kingdom.
2. The **National Case Studies Reports** examine the practical experience and impact of interaction between NGOs, scientists, and Science Shops.
3. Participatory workshops in each of the partner countries form the next step, allowing discussion of future expectations and perspectives for co-operation with NGO representatives, researchers and policy makers. By giving voice to a broader range of stakeholders, INTERACTS contributes to the democratisation of science and technology policy.
4. The final report will identify potentials and barriers within the research and development system for improving conditions for future co-operation.
5. In a final step, the INTERACTS findings will be disseminated through national and international workshops and conferences.

Further information: <http://members.chello.at/wilawien/interacts/main.html>

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Executive Summary

The aim of this Case Study Report is to examine the practical experience and impact of interaction between NGO's, research institutions and intermediaries such as Science Shops.

The report is based on three projects within the field of social welfare and health carried out by three different types of intermediaries, (1) a university-based Science Shop (Wissenschaftsagentur Salzburg), (2) a non-university based Science Shop (Institute FBI), and (3) a Science Shop equivalent (PINN Innsbruck). All projects can be considered as rather typical for the respective Science Shop in terms of the methods applied, the execution of the project, the role of the actors and to the intensity of co-operation.

For the Cases Studies data was collected via semi-structured interviews using a standardised interview schedule, involving representatives of NGO's, research institutions and Science Shops. In addition other types of documentation such as master theses, articles or project reports were used for the project descriptions. The analysis focused on common and unique features, along with explanatory discussions on the wider issues of impact and implication for policy.

Main findings

In general the interview partners perceived Science Shops as valuable organisations contributing to the improvement of the relationship between science and society. On the other hand their importance should not be overestimated since Science Shops are one member in a chain of preferably concerted activities ("Science Week", "Young University", "Science and Responsibility"...) aiming at developing the dialog between science and society.

Benefits for the NGO's

- * Science Shops are perceived as providing independent external expertise with valuable different views and perspectives.
- * Science Shop projects are not only broadening the "store of knowledge" in general, they provide always enlargement of the capacity to act for the client organisation.
- * Science Shops are considered as more accessible than a university department owing to their explicit openness to the public. So it is easier for the clients to get into contact and start a project.
- * Science Shops have low financial barriers. They are sometimes the only affordable way for NGO's to satisfy their knowledge need.
- * Science Shops emphasize the expert role of the client and of the target group. The knowledge of lay people is considered as important as academic knowledge.

Benefits for the Students

- * The students can apply their academic knowledge to a real life situation.
- * They learn to connect and bring together the various needs and demands of different groups with their rather theoretical scientific background.

- * They get the opportunity to establish contacts and achieve relevant experience being an important element in their educational profile.
- * Career opportunities are created.
- * They develop key skills as well as social competence.
- * Last not least the students earn some extra money.

Common Benefits for NGO's and Students

- * Science Shops offer support, supervision and mentoring on rather neglected aspects such as variety of methods, participatory approach, communication, public relations, technical support or just personal motivation and encouragement.
- * Communication with a Science Shop was perceived easy and helpful compared to communication between university members and students.

Benefits for the University System

- * In the opinion of four interview partners Science Shops and similar organisations contribute to the reputation of the university. As universities take responsibility for future developments in society by providing research for social groups, science and the university are realized as true-to-life and useful.
- * Science Shops help to communicate newly emerging issues to scientists.
- * A special feature of the work of a Science Shop is the translation of an every days problem into a scientific question, to make it acceptable as an interesting topic in the scientific environment. (The transformation of the Original Request into a Scientific Question)

The Political Role of Science Shops

- * Science Shop projects initiate research and help to develop societal discourse on important but rather neglected topics.

Potential for Improvement

- * Science Shops lack visibility within the scientific circle. To increase the visibility of Science Shop activities within the scientific community there is a clear need to increase efforts to publish in scientific journals.
- * To attract more attention to their work and rise the interest of potential clients further efforts have to be made. One clue might be improved networking and personal contacts. Further investigation on this topic is required.

SECTION 1:

Introduction to INTERACTS Case Studies and Methods

Authors: Irene and David Hall

- **Experiences and Expectations of NGO/ Science Shop interaction**

The European Commission has shown itself keen to build up the scientific work of research and technology development, but concerned that many studies of public attitudes show there is little interest in science, but a considerable amount of public distrust in science.

One of the functions envisaged by Europe in promoting a dialogue between science and society is to address this distrust through an 'early warning' system to alert the scientific community to citizens' concerns that are not being met by science as currently practised; the converse of this is to improve the public image of science, damaged by concerns over BSE, GM food etc., by greater communication to and respect for the public. As in the United States, there is also a concern in some circles, to democratise science by not leaving all the policy decisions to 'experts' but also to involve citizens and civil society (European Commission, 2002).

Regarding this dialogue, it has been argued that

"The relationship between science and society must become more two-way, involving scientific institutions listening to and learning to understand public concerns and values, and not merely educating them ... there needs to be a long-term process of mutual learning between the public and science, which will necessarily involve new institutional relationships and forms." (Fischer, Wallentin et al, 2002: 85)

The development of "new institutional relationships and forms" implies a new form of scientific governance. In Europe this development has included the emergence of intermediary organisations to link local groups with the sources of knowledge production (usually universities). It has been argued that these science shops have a vital role to play in the interface between science and civil society, because they can mediate between the concerns of citizens regarding their local conditions and environments and scientists who have access to the scientific and technical knowledge to meet those concerns (Irwin, 1995: 156).

Science shops consciously seek to "create equitable and supportive partnerships with civil society organisations", where they make their services available on "an affordable basis, free of financial barriers." As the research support is provided in response to community concerns, it differs from "the traditional hegemony of science." (Mulder et al, 2001)

In the European 'Science and Society Action Plan' (European Commission, 2002) this role of the science shop is recognised. In relation to engaging in a dialogue between science and the citizen, Science Shops are mentioned as an example of actions where "Science is placed at the service of local communities and non-profit making associations. Hosted by universities or independent, their common feature is that

they answer questions from the public, citizens' associations or NGOs on a wide variety of scientific issues." (European Commission, 2002: 15)

A sub-project of SCIPAS¹ considered the other side of the equation – the impact of Science Shop activity not just on the community but on university teaching, learning and research. The report argued that

“Besides assisting citizen groups, Science Shops can also contribute to the development of university curricula and research.” (Hende and Joergensen, 2001: 5)

All these developments illustrate that power, in the form of access to knowledge, has to be spread more evenly through society, and that within the universities, curriculum change is also required to produce scientists who are aware of their social responsibility. Science Shops have a key role to play in mediating the relationship between the public and science and in forwarding new awareness. As Science Shops now have considerable experience in this activity, and have become diverse in response to local and national conditions, it is timely to review whether they have been able to deliver these ideals, and whether their further development should be promoted through the support of European policy. The INTERACTS research is designed to address these issues, by tracing and comparing the experiences of Science Shops and asking whether these experiences have brought about benefit to community groups through improved scientific knowledge and whether they have helped develop university teaching and learning strategies as well.

- **Case Study approach**

The method of research chosen for this project was case study research, as this approach would provide detailed data on the varied experiences of the very different Science Shops in the member countries. Case studies are not merely descriptive, they are based on analytic categorisation and are designed to inform policy. According to key writers in this field:

“The research goal in a case history is to get the fullest possible story for its own sake. In contrast, the case study is based on analytic abstractions and constructions for purposes of description, or verification and/ or generation of theory. There is no attempt at obtaining the fullest possible story for its own sake. ”.

(Strauss and Glaser, 1977: 183')

Criticisms of case study research usually relate to the idiosyncratic nature of a case, with the argument that case studies cannot deliver the kind of generalisable data which more positivistic, quantitative approaches can produce. Lincoln and Guba (1985), key exponents of qualitative research and “Fourth Generation” evaluation, prefer to replace the concept generalisability with “transferability” as the latter term more accurately

¹ The SCIPAS network attempted to catalogue the variety of science shop activity and to investigate their different methods of operation. Important outcomes were a conference in Leuven, Belgium in January 2001, proposals for establishing a network of science shops with a newsletter and the Living Knowledge website (www.bio.uu.nl/living-knowledge).

expresses how cases can be related to wider dimensions. This is the term we have preferred as the specific information we have gathered can be transferred to a wider policy context, through a method which involves comparison of cases.

For social policy researchers, the case study has distinct advantages.

“All who wish to understand voluntary action will need to balance the parochialism of the case study approach against its attention to process and dynamics. Dense, located detail, critically analysed, is as important as thinner, if numerically significant outputs. This is a message for all who study voluntary organisations, whether as policy makers, practitioners, researchers or students”.

(Scott et al: 2000:)

The work of INTERACTS was intended to generate policy implications and recommendations by showing the empirical reality of Science Shop work “on the ground”. If current policy does not connect with empirical experience then policy needs to be reviewed in the light of the evidence we produce.

This has required researchers collecting information with a structured outcome as an objective, through gathering data via semi-structured interviewing using a standardised interview schedule, and using a common framework for analysis. The research has been designed to make the information accessible and coherent, so that both common and unique features can emerge, along with explanatory discussion on the wider issues of impact and implication for policy. (Hall & Hall: 2002)

Donmoyer (in Gomm et al, 2000: 61) notes a key advantage of the case study method when he states that“... case studies can take us to places where most of us would not have an opportunity to go”. Similarly, Stake (1986) believes the role of the evaluator is to provide narrative accounts that provide vicarious experience. This report is therefore seen as providing access to a variety of community experiences, a “window on the localities” for readers in Brussels and elsewhere. Donmoyer adds that the account of unique situations and individuals provides models for action, while the “rich data” collected adds nuance and subtlety to overarching theoretical perspectives. We hope that our accounts provide similar “models for action” and give perspective on the linkage between local, national and European policies as they affect Science Shop work.

- **Interview questionnaire**

The case study is the means by which grounded experience can be developed into policy discussion. Each case is a study which has been conducted by a Science Shop, and is based on interviews with all the key participants on two levels – those who have been directly involved (Level 1) and those who have a view on the policy implications of the activity, such as university deans or organisational managers (Level 2). In this way it was hoped to represent the overlapping spheres of university, Science Shop and NGO activity, similar to the model of the Triple Helix of university-industry-government relations. (Leydesdorff, 2001)

A common methodology has been devised, with interview schedules (Appendix X) derived from the issues which partners have decided are central to the understanding of Science Shop work. So, for instance, the NGO respondent, researcher(s), supervisor

and Science Shop were asked about the main research questions and methods, findings and recommendations and about the organisation of the project – how it was initiated, channels of communication, budget and timescales. The outcomes of the research were also investigated, in terms of usage and publication, long-term benefit to the organisation, and relation to the wider objectives of the organisation. These policy issues were also explored with Level 2 respondents, although with the diversity of roles involved, it was more difficult to find questions which could be asked across all 6 countries, and some of the questions were asked about science/ society questions rather than about the specifics of the cases.

A major purpose of the study was not just to show whether negotiated applied community research could be effective – but to examine the case for the intermediary organisation in facilitating such research. So direct questions were asked about the role of the Science Shop and about the advantages and disadvantages of the three-way relationship between Science Shop, community group and researcher.

Open-ended questions were used to enable both the development of relevance to the particular case being studied and flexibility between cases (as national contexts are so different). The interviews had to be conducted according to ethical procedures and the following instruction was given by the designers of the methodology:
“Before any interview take place, it is important to gain the **consent** of the participants for this research to be used by INTERACTS and for possible future publication. Please enquire whether they wish themselves and/or their organisation to be anonymous – and a pseudonym to be used.”

- **Sample**

It was agreed that partners would study cases of NGO-Science Shop interaction that were:

- ❖ Complete (so that activity was finished and impact could be assessed)
- ❖ Recent (so that those interviewed could recall fairly accurately what happened)
- ❖ With Impact (so that cases contributed to knowledge or to usage)

It was also agreed that case studies would focus on the three main actors:

- ❖ NGOs (with activities regarding the environment or social welfare and health)
- ❖ Researchers (students and/or supervisors)
- ❖ Science Shops

It was suggested that a minimum of 6 interviews per case would be required:

- ❖ 3 with those directly involved in the research, 1 each from NGO, Researcher, Science Shop (level 1)
- ❖ 3 with those involved in the research at a policy level, 1 each from NGO, Researcher, Science Shop. These might include NGO manager or regional network coordinator, University Dean with responsibility for curriculum and/or research profile Science Shop manager (level 2)

In the event, it was difficult to interview 3 level 2 participants for each case, because the Science Shops were all at different stages of development – with the level 1 Science Shop co-ordinator often being the only Science Shop worker. Further, not all

the Science Shops were university based, and policy makers in academia, who were willing to participate, were not easy to locate.

Finally, each partner agreed to complete three cases, one of which would be from a Science Shop in their country, which was not their own. It was felt that this would supply further comparative perspective to the study and increase the validity of the research – so that the findings would be less heavily biased to personal experience and justification of action. It was recognised that this would not provide “objective” research, as all researchers were, after all, committed to the ideals of Science Shop activity. Researcher involvement requires awareness of ‘positionality’ – of the positioning of the researcher within a wider structure which relates to how they have come to understand knowledge as well as how they have come to produce it. (Rhoads, 1997: 17)

But the extension of the sample would enable the inclusion of questions and issues which the INTERACTS members might not have encountered in their own Science Shops and might provide further insights into negative or difficult problems which can arise.

- **Link to science and society policy, WP3 (State of the Art Report), WP5 (Scenario Workshops) and WP6 (the Final Report).**

A first task for the INTERACTS research project was for each national partner to contribute to a ‘State of the Art’ report, to set out the baseline with regard to Science Shops and science policy (Fischer, Wallentin et al, 2002). The case studies provide an opportunity to relate practice on the ground to the wider issues of policy at the national level of each partner through the conjunction of level 1 and level 2 interviews. The state of the art exercise sensitised the researchers to the policy environment of the cases and raised issues for questioning and analysis.

It is expected, in turn, the cases will provide the agenda for the scenario workshops which will further refine the issues introduced in the state of the art report, and worked through in the cases. Finally, WP6 will bring together the national findings into a comparative analysis for dissemination to NGOs, researchers, Science Shops and policy makers at national and European level.

- **Reflection and the research**

All partners were required to complete a pilot case, which became the basis of reflection on and development of the study through email and workshops. All partners were advised to keep a research diary to record their experiences of the pilot. “Reflection in action” is the process of thinking about what you are doing, as the work progresses and is distinct from “reflection on action” which is a *post hoc* activity – “stop and think” when the action is no longer current (Schön, 1983) Such reflection in action, Schön argues, provides a way of opening thought up to possibilities which might otherwise be blocked off. It helps produce flexibility in finding solutions when objectives are unclear or problematic and so produces improvisation which is thoughtful rather than reactive.

For the INTERACTS partners representing different cultures and experiences, reflection in action was crucial, if not always comfortable, to finding solutions which

were creative and scientifically sound, and which represented the commonality and the diversity of the cases. The interview schedule, for instance, was modified after extensive consultation and reflection by partners, and the analytic framework was similarly revised. The case study research was therefore reflective throughout.

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SECTION 2:

The Austrian Case Studies, Innsbruck Cases

PART 1: INTRODUCTION

Description of the Science Shops

Institute FBI

Institute FBI is a non-university based Science Shop and research institution operational since 1991. The main goal of Institute FBI is to bridge the gap between the university and the public in the sense of making advanced knowledge accessible, understandable and applicable for a broad public. It serves as a link between academia and society and between theory and practice, on issues related to research, society and culture with a special focus on women and gender issues. Major research projects currently include: theory and praxis of knowledge transfer, conditions of employment and career issues for freelance scientists and Bubenarbeit (gender sensitive education for boys).

Wissenschaftsagentur Salzburg

Wissenschaftsagentur Salzburg is a University based Science Shop in the City of Salzburg.

It is organised as a Non-Profit Organisation and charged with knowledge transfer between the University of Salzburg and the society at large.

PINN – Patenschaftsmodell Innsbruck

PINN – Patenschaftsmodell Innsbruck, is a Service center for enterprises and organisations, a Science Shop equivalent, at the Faculty of Social and Economic Sciences, University of Innsbruck.

PINN is aiming at building up contacts between University and Practice on a systematic and regular basis.

PINN is aiming at promoting the practice orientation in the economic scientific education. Students can choose between certain “Modules” or acquire the “PINN – Certificate”. Thereby they get in touch with their future professional environment. Most students draw up their Masters thesis on the basis of a PINN project.

The Cases

Case 1

German Title: „Kundenzufriedenheitsanalyse der Geschädigten im Außergerichtlichen Tatausgleich“

English Title: „Analysis on Customer Satisfaction of the Aggrieved in Mediation in Penal Matters“

This project evaluates the customers satisfaction with a service called “mediation in penal matters” provided by the NGO.

The NGO (ATA) did approach PINN (the Science Shop equivalent) based on their conviction, that emphasizing clients satisfaction is a timely requirement not only for businesses but also for NGO’s working in the social field. It was this positive argument rather than inherent problems. The evaluation was conducted by two final year undergraduate students. The main research questions included the organizational boundary conditions, the staff (kindness, sensitivity, competence...), the process itself and the assessment of the results, all aiming at improving the service offered.

In general the customer satisfaction was very high and appreciative of the service offered by the NGO. The findings of the evaluation point to aspects where improvements could be made, such as (i) the sensitivity and competence of staff members, and (ii) helping the victim to gain an understanding and appreciation for the fact that the suspect had taken on the responsibility for his “crime”.

This project was selected for the following reasons.

- It fulfils the common criteria, which were agreed upon by the INTERACTS project team, to be complete, recent and generally with impact.
- It is a case from a Science Shop equivalent (PINN) based at the University of Innsbruck.
- The case was initiated by a small size NGO.

This project can be considered as a rather typical PINN project involving students carrying out the project in the context of a masters thesis. What is non typical for this PINN project - but becomes increasingly more common - is the fact that the client organisation is an NGO. Key issues evolving in the case 1 interviews are, for example, the visibility of the work in general done by a Science Shop, location of the Science Shop office (outside or within the university), the Science Shop as a mentoring platform, and the task of translating a request into a scientific language (the transformation of a social need - the request - into a scientific question).

Case 2

German Title: “Kinder und Jugendliche im Lungau. Zwischen Partizipation und Apathie“

English Title: „Children and Young People in Lungau. Between Participation and Apathy“

This project investigates quality and circumstances of life for young people in Lungau (a rural region of the federal state of Salzburg) aiming at finding out their needs and desires.

This study was intended to provide a well grounded scientific basis for the stimulation of youth work, for the establishment of a youth centre and a youth info point and furthermore for initiating youth projects in the region of Lungau. The study was conducted by one final year undergraduate student in the context of a Masters thesis.

The main research questions focused on leisure behaviour and leisure amenities, labour supply, labour market and working conditions, the effects of tourism, participation in a political context and standards and moral concepts (for example on drugs, wishes and fears...). The results and key findings give answers to all main

questions. As intended, a sound scientific basis was generated to continue youth work in the region and help to develop a tailor made package of measures and provide opportunities for the young people.

This project was selected for the following reasons:

- It fulfils the common criteria, which were agreed upon by the INTERACTS project team, to be complete, recent and generally with impact.
- It is a case from the Wissenschaftsagentur Salzburg (Science Shop at the University of Salzburg).
- The case was initiated by a medium size NGO.
- It touches on the issue of participation (in a political context) of young people.
- The reduction of the voting age from 18 to 16 is a topic of interest for the political parties in Austria. The results of the study provide a scientific basis contributing to a well grounded discourse on the topic.

This project can be considered as a rather typical Wissenschaftsagentur Salzburg project involving students carrying out the project.

Key issues for this project, as evident from the case 2 interviews, are applicability of the research, practical relevance of the topic and easy access to scientific results via a Science Shop.

Case 3

German Title: "“Ergebnisse der Studie zum Herz-Vorsorgeprojekt für türkische Migrantinnen in Tirol des Ludwig Boltzmann Institutes für Kardiologische Geschlechterforschung. Gründe für den Rückgang der Teilnehmerinnenzahl 2001 gegenüber 1999. Vorschläge für eine Erhöhung der Teilnehmerinnenzahl bzw. ggf. eine alternative Vorgangsweise."

English Title: "Results of a study on a project on precaution against heart disease for Turkish migrant women in Tyrol of the "Ludwig Boltzmann Institutes für Kardiologische Geschlechterforschung". Reasons for the decline of the number of participants in 2001 in comparison to 1999. Recommendations to increase the number of participants or an alternative approach."

This project evaluates a series of lectures on precaution against heart disease for Turkish migrant women in Tyrol which was conducted twice in 1999 and 2001 by the NGO ("Ludwig Boltzmann Institut für Kardiologische Geschlechterforschung"). The evaluation was conducted by two researchers (Institute FBI staff members) involving two medicine students with Turkish origin as interpreters and experts of the cultural background.

Suggestions were aimed at for a third series of lectures. The target group should be reached more directly and effectively, the target group should include a more general spectrum of Turkish migrant women, and precautionary measures should be emphasised more effectively. The medical content was not a subject of the evaluation.

This project was selected for the following reasons.

- It fulfils the common criteria, which were agreed upon by the INTERACTS project team, to be complete, recent and generally with impact.

- It is a case from the Institute FBI (non-university based Science Shop in Innsbruck).
- It touches on policy issues related to health care and support for migrant women, a rather neglected fringe group where hardly any research has been conducted so far.
- The topic connects to a current major topic of public interest in Austria, the future financial basis and possibilities of the health system.
- It includes an explicit gender component.

This project can be considered as rather typical for Institute FBI with respect to the methods applied, the intensity of co-operation, but not with regard to the lack of public relation and limited dissemination of results, restricted to the internal use by the NGO. Key issues emerging from the interviews are the importance of an independent, external expert for project evaluation, the importance of qualitative methods and approaches in the evaluation and the recognition of an expert role of the fringe group.

PART 2: METHODOLOGY

Choice of case studies

The choice of cases was based on the following criteria.

1. The common criteria, which were agreed upon by the INTERACTS project team and are fully described by Irene and David Hall in the generic introduction. The cases should be complete, recent and generally with impact.
2. In addition, the Austrian partners (Institut FBI and Wissenschaftsladen Wien) decided to select cases from all Austrian Science Shops and from a similar organisation (PINN). Only a single case constituted a project conducted by each of the Austrian partners. For practical considerations (geographical closeness...) the Institute FBI decided to select one case conducted by Wissenschaftsagentur Salzburg and one conducted by PINN (Science Shop equivalent in Innsbruck).

Application of the Questionnaire

The standardised interview schedule, mainly developed by Irene and David Hall, had to be translated into German and adopted to national and local requirements.

As three INTERACTS project partners are located in countries with German mother tongue, a decision was taken to have a single common translation. Therefore Institute FBI drafted a German version which was mailed to the partners in Berlin and Vienna for comments. An improved version of the draft incorporating all comments was used to conduct the interviews in Germany and Austria.

Selection of interviewees

For all three cases, especially for the level 1 interviews, the selection of interview partners was determined by the initial setting to interview the NGO key respondent, the researcher /academic supervisor and the Science Shop responsible for the project. The persons asked for an interview were willing right away to participate in the study. One interview partner even pointed out that he considers the INTERACTS study as very important and as an excellent tool for promoting the activities of Science Shops. He was glad that his interview would contribute to the project.

The selection of level 2 interview partners turned out to be more difficult. In no case three level 2 interviews were conducted, as the level 1 and 2 participants were often overlapping. For example in two cases the Science Shop manager was also the responsible one for the research project which was also true for the NGO manager and the NGO key respondent.

Preparation of the Interviews

It was generally agreed that all interviews had to be tape recorded. To fulfil this requirement all interviews had to be face to face, as the legal situation in Austria does not permit recording telephone interviews and furthermore there is no technical equipment available on the market to do so.

All interview partners were first contacted by telephone or e-mail providing them with information on the INTERACTS project in general and on the case studies specifically. For those interviewees who were not familiar with Institute FBI information was provided.

Permission was asked to tape record the interview.

Who conducted the interviews?

All interviews with the exception of one were conducted by FBI staff members, experienced in interview techniques. One interview was conducted by a non-staff member, a graduate in policy studies, also experienced in interview techniques.

The interview procedure

All interviews followed the same procedure.

1. "Small talk" to get into contact with the person;
2. Providing general information on the INTERACTS project;
3. Providing specific information on the case studies;
4. Explanation on the way the interviews are to be used in the context of the research;
5. Again permission was asked for tape recording of the interview;
6. The issue of anonymity was discussed. It was decided, that in the context of the case study reports no full names should be mentioned, and Initials be used for citations;
7. Conducting the interview. It was decided to go for a loose form of the neutral interview, where the interviewer remains reserved but interested and avoids commenting (positively or negatively) on the informant's attitude (Atteslander, 2000, p. 146).

The interview setting

The majority of interviews took place at the interviewees office as this was more convenient for the interview partner. Three interviews were conducted at the Institute FBI office. All interviews took place in a pleasant and welcoming atmosphere.

Recording and transcription

With the exception of two interviews all were tape recorded. In one case the interview partner, a woman with Turkish origin did not give her permission to do so. She did not want her voice to be recorded. This refusal to tape record ones voice is reportedly known for people with Turkish background. In one case the technical equipment failed (the tape recorder was broken and had to be replaced) and the interviewer had to take notes. These notes were typed immediately after the interview and mailed to the interview partner for approval. All other interviews were transcribed, aiming at full

transcriptions but without expletives. Emotions expressed by the interviewer and its interview partner and interruptions of the interview process were added in brackets. All interview transcripts were sent to the interviewees for approval.

Reflections on the interviews

Minor adaptations had to be made ad hoc during the interviews as the meaning of specific terms was unclear in cases. As a result, technical terms such as “community based research” (“gesellschaftsbezogene Forschung”) have to be avoided in the future, they are not self-explanatory and therefore need further, rather extensive explanation. The questions have to be as well defined as possible, the more theoretical a question is posed the more explanation is needed.

In the perception of the interview partners some questions were very much alike and the questionnaire was judged as quite extensive. As most of the interview partners are under time pressure in some cases impatience and a need to come to the end of the interview could be encountered.

To summarize: Questions have to be simple, short, precise and avoid technical terms. The questionnaire itself has to be kept shorter.

Case study report

The interview transcripts in combination with the project reports and articles were the main sources of information to draw up the case study reports, following the common case study framework as described in the generic introduction by Irene and David Hall. The final chapter on policy evaluation is not meant as an extensive comparison of the cases but is intended for highlighting major topics, features and positions evolving in the cases.

PART 3: THE CASES

CASE 1

„ANALYSIS ON CUSTOMER SATISFACTION OF THE AGGRIEVED WITH RESPECT TO MEDIATION IN PENAL MATTERS”

Fact Sheet

German Title: „Kundenzufriedenheitsanalyse der Geschädigten im Außergerichtlichen Tatausgleich“

English Title: „Analysis on Customer Satisfaction of the Aggrieved in Mediation in Penal Matters”

Request: Made by NGO to PINN

Aim: To investigate if the customers (the aggrieved) are satisfied with a service called “mediation in penal matters” provided by the NGO (Association for probation services and social work) and if necessary what kind of improvements could be made.

Duration: October 2000 till May 2001

Students: 2 final year undergraduate students, Faculty of Social and Economic Sciences

Costs: 15.000 ATS (1090 Euro)

Outcomes:

- * Masters thesis: “Kundenzufriedenheitsanalyse der Geschädigten im Außergerichtlichen Tatausgleich“
- * Primary publication in SUB, a professional journal:“ Außergerichtlicher Tatausgleich – Kundenzufriedenheitsanalyse der Geschädigten“
- * Review in TOA Infodienst, a professional journal: “Zufriedene Geschädigte im Außergerichtlichen Tatausgleich”
- * Article in Salzburger Nachrichten, a regional daily newspaper

Methods:

The methods applied for this project were a survey via questionnaire, semi-structured interviews and a moderated group discussion.

Transcripts of interviews:

- * Association for probation services and social work – Innsbruck: Managing Director (BT) – level 1
- * One Student Researcher (final year undergraduate) (AA) level 1
- * PINN – Patenschaftsmodell Innsbruck: Managing Director (ME) level 1

* Academic Supervisor: University of Innsbruck, Faculty of Social and Economic Sciences (MP) level 2

* Manager of Department of Organisation and Learning, Founder of PINN, University of Innsbruck (SL) level 2

Follow up projects: non

1 Summary of the Project

This project evaluates the customers satisfaction with a service called “mediation in penal matters” provided by the NGO.

The NGO (ATA) did approach PINN (the Science Shop equivalent) based on their conviction, that emphasizing clients satisfaction is a timely requirement not only for businesses but also for NGO´s working in the social field. It was this positive argument rather than inherent problems. The evaluation was conducted by two final year undergraduate students. The main research questions included the organizational boundary conditions, the staff (kindness, sensitivity, competence...), the process itself and the assessment of the results, all aiming at improving the service offered.

In general the customer satisfaction was very high and appreciative of the service offered by the NGO. The findings of the evaluation point to aspects where improvements could be made, such as (i) the sensitivity and competence of staff members, and (ii) helping the victim to gain an understanding and appreciation for the fact that the suspect had taken on the responsibility for his “crime”.

2 Participants

2.1 Directly involved in Project

- * Association for probation services and social work – Innsbruck: Managing Director (BT)
- * Two Student Researchers (final year undergraduates) (AA und EH)
- * PINN – Patenschaftsmodell Innsbruck: Managing Director (ME)
- * Academic Supervisor: University of Innsbruck, Faculty of Social and Economic Sciences (MP)

2.2 Indirect involved

- * Employees of Association for probation services and social work
- * Service users of Association for probation services and social work
- * Consultant Academic Supervisor: University of Innsbruck, Faculty of Social and Economic Sciences
- * Manager of Department of Organisation and Learning, Founder of PINN, University of Innsbruck (SL)

3 Brief Description of the Organisations Involved

3.1 NGO

Association for probation services and social work - Innsbruck (Verein für Bewährungshilfe und Soziale Arbeit).
now: NEUSTART.

Association for probation services and social work – Innsbruck, is a small local branch of a large nationwide NGO. The association has a close relation to the judiciary – it may be considered as a spin-off that got privatised. Mediation in

Penal Matters is a service, besides others, offered by the NGO with the objective to bring about reconciliation between victims and suspects through mediation (in neutral matters). It gives suspects the opportunity to have charges handled without court proceedings and sentencing. Upon receiving notice of a report to the police from the Public Prosecutor or from court, social workers (mediators) take up their work. The role of the neutral mediator who confers with all parties involved is to find a fair solution acceptable to all parties. If agreement is reached between the parties involved other proceedings are most likely suspended, if not, criminal proceedings will most likely be resumed.

3.2 PINN – Patenschaftsmodell Innsbruck

PINN – Patenschaftsmodell Innsbruck, is a Service Centre for enterprises and organisations, a Science Shop equivalent, at the Faculty of Social and Economic Sciences, at the University of Innsbruck.

PINN is aiming at building up contacts between University and Practice on a systematic and regular base.

PINN is aiming at promoting the practice orientation in the economic scientific education. Students can choose between certain “Modules” or acquire the “PINN – Certificate”. Thereby they get in touch with their future professional environment. Most students draw up their masters thesis on the basis of a PINN project.

3.3 University of Innsbruck

The University of Innsbruck, founded in 1669, is the largest institution of higher education in western Austria, with a staff of 2000 and 30.000 students, including seven Faculties with 120 Departments and a University Hospital.

4 Project Description

4.1 Background to the project

4.1.1 Initiation

The project arose from a request by the managing director of Association for Probation Services and Social Work (ATA). He was interested in the level of satisfaction of the clients with the services offered. The NGO (ATA) did approach PINN (the Science Shop equivalent) based on their conviction, that emphasizing clients satisfaction is a timely requirement not only for businesses but also for NGO’s working in the social field. It was this positive argument rather than inherent problems. In this case the request reached PINN rather by chance. The Managing Director of ATA got informed about the possibility of help by a service centre called PINN by a friend of his, who was working at the University.

(Five years ago we had a diploma thesis (on the named topic), which was rather poor and unpleasing, and we did not know what to do with it. This rather impeded us to continue to work in this direction. But for the management team it was clear that we would have to do something. We got to know PINN by chance. A friend, who was working at the University knew them, and thought, they might be able to help. We got

into contact, met with Mister "Gusmerati, who gave us full information and was very obliging.) (BT, NGO)

"Vor 5 Jahren hatten wir eine Diplomarbeit. Die war sehr dürftig und wir waren sehr gefrustet, konnten wenig damit anfangen. Dies hat uns eher gehemmt in diese Richtung etwas zu tun. Auf der Leitungsebene war uns aber völlig klar, etwas zu tun. Vom Pinn haben wir zufällig erfahren. Über einen Bekannten an der UNI, der meinte, dass uns das PINN vielleicht weiterhelfen könnte. Wir haben dann Kontakt aufgenommen und uns mit einem Herrn "Gusmerati" getroffen, der uns sehr entgegenkommend und umfassend informiert hat." (BT, NGO)

The way the request reached PINN was also considered to be somehow typical for PINN projects to start of.

(It is also somehow typical...how PINN Projects arise. It was a friend of an assistant Professor at the department of organisation and learning, who somehow had contact with the ATA. They got in a conversation whether the University or the Faculty of Social and Economic Sciences could help. She knew about a service center called PINN and she was the one, who brought ATA and PINN into contact.) (ME, PINN)

"Es ist auch so irgendwo typisch.....wie PINN Projekte entstehen. Und zwar es war eine Bekannte oder eine Freundin eines Kollegen, der als Assistent am Institut für Organisation und Lernen gearbeitet hat,..., der hat irgendwie Kontakt zu dem Außergerichtlichen Tatausgleich gehabt. Und die sind irgendwie ins Gespräch gekommen, ob nicht die Universität oder die Sowi-Fakultät, ob man da nicht kooperieren kann und sie hat gewusst, es gibt dort das PINN und hat sozusagen den Kontakt zwischen dieser Organisation Außergerichtlicher Tatausgleich und uns hergestellt." (ME, PINN)

4.1.2 Negotiation Process

The Managing Director of ATA met with a PINN representative who was very obliging and informed him extensively. The negotiations were considered as very clear, straightforward, structured, organised and short, which was felt by all parties as very pleasing. As a standard procedure the NGO (ATA) had to fill out a so called "business form", providing essential information on the client and his organisation, the aims of the project, the use of the results, the project budget, the donation for PINN (which is usually a fixed honorarium between 1.500 to 2000 euro but in this case for social considerations PINN waved it). The project and its aims were formulated in a scientific language in cooperation with PINN. On this base PINN started looking for an academic supervisor and students to carry out the project.

(This (the project negotiation) is relative short and concise. We (PINN) receive a "business form", indicating the client...the use of the results. Then we start looking for an academic supervisor and students to fit the project We have high quality standards so we can not just take any student.) (ME, PINN)

"Das läuft beim PINN relativ kurz und bündig. Wir bekommen ein sogenanntes Unternehmensblatt, wo also oben steht, wer ist der Auftraggeber....und wozu braucht er die Projektergebnisse. Wenn dieses Unternehmensblatt ausgefüllt wird, dann machen wir uns vom PINN sozusagen auf die Suche, wer könnte das Projekt methodisch betreuen. Und andererseits machen wir uns dann auf die Suche, wer könnten die geeigneten Studenten sein, weil wir haben ja relativ hohe Qualitätsansprüche und können nicht sozusagen jedermann oder jedefrau nehmen." (ME, PINN)

(We got good advice. We filled out a questionnaire. In cooperation with PINN we formulated the project for the students, what we aimed at.) (BT, NGO)

“Wir wurden gut beraten. Haben beim PINN einen Fragebogen ausgefüllt. Gemeinsam eine Definition für die Studenten verfaßt, was wir wollen.” (BT, NGO)

The project was listed by PINN for students, and was chosen by two undergraduate students in economic science with orientation on education, who decided to work together on the project. The information on open projects is available on the PINN homepage and it is also listed on a notice-board. In this case the students got the information from the notice board and got into direct contact with the academic supervisor and PINN, who supplied them with some overall information on the client and the project. For PINN it was very important that the students work was paid. As the project budget was rather low PINN waved the honorarium in favour of the two students. The roles of the parties involved were very clear. PINN was responsible for the technical details, organisational matters and the academic supervisor with the students for the details with regard to the contents of the project.

(The project was listed on our departments notice-board. Normally PINN collects all the project and information is available online and on a notice board.) (AA, student)

*“Wir haben es jetzt an einem Aushang am Institut einfach gesehen,...
Normalerweise gesammelt sind sie alle beim PINN, sowohl online, also auch auf einer Anschlagtafel. Aber da war es konkret so, dass es bei unserem Institut auch noch ausgehängt ist.” (AA, student)*

(PINN was very pressing, that the students get their share. This was amazing. They (PINN) waved their honorarium. The boundary conditions for the students were very important for them, which was easy for us. In our opinion it was very good that the students got a very clear job. It was like with a service provider. The roles were very clear.) (BT, NGO)

“PINN hat ganz stark darauf gedrängt, dass die Studentinnen etwas bekommen. Das war erstaunlich. Sie haben recht rasch auf ihren Anteil verzichtet. Die Rahmenbedingungen für die Studentinnen waren ihnen sehr wichtig. Für uns war es leicht dies zu stellen. Gut gefunden, dass die Studentinnen einen ganz klaren Auftrag bekommen haben. Wie mit einem Dienstleister. Die Rollen waren völlig klar verteilt. (BT, NGO)

In two further meetings, one attended by the students and the client organisation, one by PINN and the client organisation, final agreement on the project to go ahead was reached.

(The first meeting with Mr. “B. T.” was during his vacation, but he took some time to meet with us. This shows his commitment. And it worked of very well.) (AA, student)
“Unser Erstgespräch haben wir im Urlaub vom Herrn “B.T.” geführt. Er war gerade im Urlaub , hat sich dann aber doch Zeit für uns genommen. Das zeigt schon vom Einsatz. Und es hat jetzt vom Ablauf her sehr gut funktioniert.” (AA, student)

(We had a meeting and a second and third one with a PINN representative. The students wrote down everything and we made a written agreement on the job.) (BT, NGO)

“Es wurde ein gemeinsames Gespräch geführt (mit den Studentinnen). Ein zweites und drittes mit dem PINN Mitarbeiter. Die Studentinnen haben das zusammengeschrieben und wir haben ihnen einen schriftlichen Auftrag erteilt, eine Vereinbarung mit den Studentinnen.” (BT, NGO)

4.1.3 Channels of Communication

The main means of communication between the parties involved were personal meetings, telephone calls and emails, when necessary.

The communication between PINN, ATA and the students, mostly personal meetings, was dense in the phase of the project initiation. This kick off phase is the one where PINN sees its main task.

(Our main task is at the beginning of the project, to get the project running. And if there occur no problems, either on the side of the students, on the side of the academic supervisor or on the side of the client we actually move back from the operational activity. So to speak we are a mentoring-platform, and every time there is a problem, he can consult us and we try to bring it back on track.) (ME, PINN)

„Unsere Aufgabe beschränkt sich eigentlich auf den Anfang, das ganze Projekt ins Laufen zu bringen. Und sofern dann keine Probleme auftreten von Seiten der Studenten, von Seiten der Betreuung oder von Seiten der Auftraggeber ziehen wir uns dann eigentlich aus der operativen Tätigkeit zurück. Wir stellen sozusagen eine Mentoring-Plattform dar, jedes mal, wenn jemand ein Problem hat, das er nicht direkt ausdrücken will, kann er zu uns kommen und wir versuchen dann die Sache wieder ins Lot zu bringen“ (ME, PINN).

The communication between the students and the NGO (ATA) was on a regular basis throughout the whole project with frequent personal meetings and extensive talks with the ATA staff at the beginning of the project. And also at certain stages of the research process when feedback from the client was needed.

(During the project we had personal talks. Thereby that ATA Innsbruck is situated in the down town area it was very close for us and we dropped in (the office) quite often. There were also times, for example during the Christmas vacation, where we did not have contact. But with the ATA Innsbruck I'm sure every week.) (AA, student)

„Während dem Projekt haben wir persönliche Gespräche geführt. Dadurch, dass ATA Innsbruck in der Altstadt ist, war das ganz nah. Und wir sind relativ oft persönlich vorbeigekommen.Es gab auch Zeiten, z.B. über die Weihnachtsferien oder so, wo dann kein Kontakt war. Aber mit dem ATA Innsbruck sicher wöchentlich,.....“ (AA, student)

(In the first phase, when they (the students) had to get a picture of the organisation, they dropped in quite often. Not that often when they (the students) worked out the questionnaire, on a weekly basis when they analysed the questionnaire. This worked out very good, for us it was not overtaxing. There was a lot of exchange, which was also in our interest. The concept worked out even.) (BT, NGO)

“In der ersten Phase, wo sie sich ein Bild der Einrichtung gemacht haben, waren sie viel da. Bei der Erarbeitung des Fragebogens nicht, bei der Überarbeitung des Fragebogens wieder viel. Bei der Auswertung gab es fast wöchentliche Treffs. Das hat für uns gut funktioniert, es war für uns keine Überforderung.Es gab viel Austausch, was auch in unserem eigenen Interesse war. Das Konzept ist voll aufgegangen“ (BT, NGO)

4.1.4 Time frame

The project started in October 2000 with the first meeting, followed by the project negotiations. Before Christmas the interviews were conducted and the questionnaire was send out. With the beginning of 2001 analysis started and in April a first draft of the

masters thesis was written up. The submission of the Masters thesis and the presentation of the final results for the NGO took place in May 2001.

4.1.5 Budget

The project budget was 15.000 ATS (now 1090 Euro), which was felt to be rather small. This was exactly the amount of money the 2 students received for the work they did.

The NGO (ATA) was responsible for financing. In addition they provided some support such as working space for the students, the possibility to copy and print for free and the mailing of the questionnaire.

PINN worked on this project on a voluntary base. PINN waved the commonly fixed honorarium (1.500 – 2.000 Euro) for social considerations and in favour of the two students.

(The students got some money for the work they did, more covering up their expenses, both together 15.000 ATS. For PINN it was very important, that the students get paid, they waved their honorarium, for social considerations. We did get the money from the county of Tyrol and a company) (BT, NGO)

“Die Studentinnen haben ein Geld für ihre Arbeit bekommen, mehr eine Deckung ihrer Unkosten, beide zusammen 15.000 ATS. Dem PINN war es sehr wichtig, dass die Studentinnen ein Geld bekommen und sie haben auch sehr rasch auf ein Geld für PINN verzichtet, aus sozialen Erwägungen. Wir haben das Geld für die Studie vom Land Tirol und der Firma F. in T. erhalten.”(BT, NGO)

4.2 Project Aims and Main Research Questions

The main research questions were set by the managing director of the NGO in cooperation with the students.

- *to evaluate the customers satisfaction with the services provided including questions on: the organisational boundary conditions (meaningfulness of written information on the NGO, appointments, accessibility of the staff, atmosphere of the office...), the staff (kindness, reliability, sensitivity, competence..), the process itself, the assessment of the result (how they are perceived by the clients).
- * to point out the strength and weaknesses of the NGO
- * to work out suggestions for improvements on a organisational level

The project aims were stated very clearly already at the beginning of the project. The implementation (the how to do) was kept rather open at the start and further developed in a moderated group discussion in cooperation between the students and members of the NGO, which also took place at beginning. The focus of the research remained constant.

(The direction was clear. What is responsible for the customers satisfaction? On this point we worked very hard. This was the main question during our workshop, which was moderated and analysed by the students. These results were the base for the future development of the project) (BT, NGO)

“Die Zielrichtung war klar. Was macht die Zufriedenheit der Geschädigten aus? Daran haben wir sehr intensive gearbeitet. Dies geschah im Rahmen des moderierten Treffens. Dieses wurde auch von den Studentinnen ausgewertet und diente als Grundlage für die weitere Entwicklung.” (BT, NGO)

4.3 Working Methodology

For this project the students applied a variety of research methods.

4.3.1 moderated group discussion

As a starting point for the project the NGO had to clarify questions such as: What means quality for our clients? Which quality standards can or have to be applied to an NGO working in the social field? To find answers to these questions the NGO (ATA) organised a one-day group discussion also involving staff members of associate organisations. This one-day meeting was moderated by the two students. The results were used for the further development of the project (face to face interviews and questionnaire).

4.3.2 semi structured interviews

The students conducted 3 face-to-face interviews, one with a staff member of the NGO and 2 with clients. The results provided additional information for the design of the questionnaire. Besides the formal interviews there were many informal chats with staff members.

4.3.3 self-completion questionnaire

The core of the research project and the most challenging task was the design of the questionnaire. As already stated the questionnaire incorporated the results of the moderated group discussion and the interviews. The questionnaire was worked out in close co-operation with the NGO and the academic supervisor.

Sampling:

The questionnaires were mailed to a total of 1241 clients consulting the NGO in the period of June 1998 till November 2000.

After testing and some adjustments the questionnaire was send out before Christmas 2000. The number of usable returns was 258 responses. This represents a return rate of 20,81 % which was considered as high. With the beginning of 2001 analysis started and by April a first draft was written up.

4.4 Key Findings and Recommendations

4.4.1 Key Findings

In general the clients were very satisfied with the service offered.

In line with the main research questions the key findings in more detail are as follows:

- * The organisational boundary conditions (meaningfulness of written information on the NGO, appointments, accessibility of the staff, atmosphere of the office) were evaluated as very good, with the exception of one branch office, where improvements should be made.
- * In general the staff members were judged as friendly. Sensitivity, competence and timing were seen as aspects, which could be improved.
- * There was a problem when it came to the point to make it transparent to the victim, that the suspect did take on the responsibility for his "crime".
- * The process itself was considered as successful. Most cases could be resolved in a fast and un-bureaucratic manner.

- * The majority of the clients would use the service offered by the NGO, if necessary, a second time.

4.4.2 Recommendations

The results show very clear where improvements can be made.

- * Aspects as sensitivity of staff could be stressed in the training of mediators.
- * One will have to think about ways on who to make it more transparent to the victim that the suspect did take on responsibility for his “crime”.
- * Thoughts about a citizens’ advice bureau within the structure of the NGO should be made
- * The “ joint talks” between victim and suspect as a tool to bring about reconciliation between the parties could be further developed.

4.5 Outcomes of the Project

- * Masters thesis:
“Kundenzufriedenheit der Geschädigten im außergerichtlichen Tatausgleich“, Salzburg 2001
- * Primary publication in SUB, a professional journal:
“Außergerichtlicher Tatausgleich – Kundenzufriedenheitsanalyse der Geschädigten“, 2002
- * Review in TOA Infodienst, a professional journal:
“Zufriedene Geschädigte im Außergerichtlichen Tatausgleich“, 2002
- * Article in Salzburger Nachrichten, a regional daily newspaper, 2001

4.6 Impacts/Usage

4.6.1 Impacts for the Organisation

The NGO (ATA) was very pleased with the report and felt that the objectives were fully met. The students made an internal presentation of the results for the staff.

(Fully satisfied, surprised) (BT, NGO)
“Voll und ganz, sehr zufrieden, überrascht” (BT, NGO)

Usage of the report: internal

The report was first used to evaluate the clients satisfactions with the services offered and to find out possible weaknesses and how to improve. The results were a confirmation of their work and an incentive to continue working in the direction taken. Some minor improvements, like a signpost to the office, could be implemented right away.

Improvements on other aspects, such as increased sensitivity of staff or further development of methods have to be seen in the long run, as it takes time to develop, to implement and to get first results. As a by-product “customers satisfaction” is now reflected as an important issue.

„As a by-product „customers satisfaction” is now seen by the staff as something important” (BT, NGO)
„Als Nebenprodukt ist die Kundenzufriedenheit als etwas Wichtiges in den Köpfen der MitarbeiterInnen verankert worden.“ (BT, NGO)

Usage of the report: external

The study proved to be very important for the NGO in political decision-making. The government (at that time the conservative ÖVP–FPÖ coalition starting in the year 2000) showed an intention to cut down the “Diversion” established legally to its minimum. In a parliamentary enquete summoned by the Federal President the NGO (ATA) could prove with reference to the study, that their service offered is of great value for the suspects and the victims. A cut down could be turned away and the NGO established its position again.

Apart from this political impact the study proved to be helpful for many discussion so far.

Furthermore a primary publication and a review got published in two professional journals.

(We already used the study. As the government changed (2000) we had a problem. The new minister wanted to resolve us. In an upcoming Discussion we used the study, which was very important for us. In the meantime we are established which is partly due to the study.) (BT, NGO)

“Wir haben die Studie auch schon verwendet. Beim Regierungswechsel gab es ein Problem. Der neue Minister wollte uns auflösen. Wir haben in der Diskussionsphase die Studie verwendet. Sie war eine wichtige Hilfe für uns. In der Zwischenzeit sind wir abgesichert und dabei hat uns die Studie sehr geholfen.“ (BT, NGO)

4.6.2 Impacts for the students

For the students this project was a possibility to apply their academic skills to a real life situation. Furthermore they developed key skills, got into contact with scientific methods new for them and experienced a different working world broadening their view.

(We experienced a lot. Starting with rather simple things, like to get to know SPSS a computer program, which I did not work with so far. And to design a questionnaire. One really learns a lot.) (AA, student)

“Aber natürlich erfahrungsgemäß sehr, sehr viel. Einfach schon einmal die simplen Sachen, dass man einfach SPSS Computerauswertungsprogramm kennen lernt, mit dem ich vorher nicht gearbeitet habe. Und einfach die ganze Umsetzung einen Fragebogen zu schreiben. Man lernt sehr viel dabei.“ (AA, student)

And last not least they delivered a Masters thesis with was marked high and a primary publication in a professional journal.

„... and or us praxis relevance was important. To write a masters thesis on the basis of a real life situation. Where one knows, that is will be applied and that it will pay of in the future. And this happens now. I just received a request via e—mail from someone in Tübingen, Germany...“ (AA, student)

“... uns war besonders wichtig der Praxisbezug. Eine Diplomarbeit zu schreiben, wo einfach ein Projekt dahintersteht, wo man weiß, das wird auch umgesetzt und das bringt auch was für die Zukunft. Und das zeigt sich jetzt auch. Ich habe heute erst wieder ein e-mail bekommen, eine Anfrage aus Tübingen in Deutschland....“ (AA, student)

4.6.3 Impacts for the Science Shop (PINN)

For the Science Shop this project did not have a specific impact, effects have to be seen on a more general level. It is considered to be another successful project to add to their list, proving that their service offered is of value for all parties involved (students, NGO). A successful project, which adds to their reputation as mediator between theory and praxis, between University and enterprises (NGO's).

(I think, if we now see PINN as a transfer office between university and Economy, then I must admit, this was a classical, successful project.) (ME, PINN)

“Also ich glaube, wenn es jetzt darum geht, irgendwo Transferstelle zu sein zwischen Universität und Wirtschaft, dann, muss ich sagen, ist das ein klassisches, erfolgreiches Projekt gewesen.(ME, PINN)

5. Reflective Report

This project can be considered as a rather typical PINN-project involving students carrying out the project in the context of their masters thesis. Interesting issues evolving in this case, as the visibility of the work in general done by a Science Shop, location of the science shop office and the task of translating the question into a scientific language (the transformation of a social need into a scientific topic) will be touched in the following paragraphs and discussed more in depth in part 4, the policy evaluation.

5.1 The Social Context of the Research Project

The NGO (ATA) did approach PINN (the Science Shop equivalent) based on their conviction, that emphasizing clients satisfaction is a timely requirement not only for businesses but also for NGO's working in the social field. It was this positive argument rather than inherent problems. They were interested in the clients satisfaction with regard to one special service they offer, mediation in panel matters, and to find out about possible weaknesses and on how to improve. Five years ago they already had a masters thesis running on a similar topic, but the results were of hardly any use for them. From that moment it was clear to the management that work has to be done on this topic. The stimulus for the research was not a special problem they experienced as dissatisfied clients, it was more like the need to analyse ones own work, to find out weaknesses, to improve and to further develop.

The NGO did not know PINN before hand, they got informed about the possibility of help by this service centre by a friend who was working at the University. A first meeting with a PINN representative convinced them to co-operate. In this special case financial arguments might have been an additional decisive factor to co-operate with PINN. PINN projects are also affordable for NGO's with a small research budget. To keep the costs low is only possible as projects are carried out by students who do the work in the context of their Masters thesis, getting a small amount of money more covering their expenses.

5.2 Interests and Expectations

For the NGO the interests are obvious, as they had a request, which needed to be answered. They expected to get a method leading to results, which are of use for their future work.

(To get hands on a method, suitable for the clients. We might have problems, we don't see, but the client could tell us about it) (BT, NGO)

“Eine Methode in die Hand zu bekommen, um den Klienten gerecht zu werden. Wir haben eventuelle Probleme, die wir nicht sehen und die uns aber der Klient sagen kann.” (BT, NGO)

For PINN it was not mainly the topic that attracted them most, it was the fact that the client was an NGO. Up till now the majority of PINN clients were businesses, small enterprises. This changed in the last time and increasingly NGO's are consulting them. It is of special interest for PINN to co-operate with NGO's, as their problems, needs and topics differ from those of the businesses.

PINN expected the project to produce results satisfying the client, results he could use.

(It is always interesting to work with an NGO, as they have different problems. In principle with respect to the results we are always happy, if the client is satisfied. His satisfaction is our positive result. If the client got what he expected, this to say is up to him.) (ME, PINN)

“Es ist immer interessant mit non-profit Organisationen zusammen zu arbeiten, weil sie eben doch ein bisschen anders gelagerte Probleme haben. Grundsätzlich von den Ergebnissen her sind wir immer froh, wenn der Auftraggeber zufrieden ist, also seine Zufriedenheit ist unser positives Ergebnis. Ob das das war, was der Auftraggeber erhalten hat, das kann nur er sagen.“ (ME, PINN)

For the student the main attraction to do a PINN project was the possibility to work on a topic with social relevance, producing results, which are needed and will be implemented.

(As already stated at the beginning, it was very important for as to have a practice orientation. To write a masters thesis, with a real project in the back, where one knows that it will be realized, that it adds to the future development.) (AA, student)

“Wie schon Anfangs erwähnt, war uns besonders wichtig der Praxisbezug. Eine Diplomarbeit zu schreiben, wo einfach ein Projekt dahintersteckt, wo man weiß, das wird dann auch umgesetzt, oder das bringt einfach für die Zukunft was.“ (AA, student)

The student was very well informed about PINN. In her perception PINN is a well know organisation among the students, PINN is ubiquitous, and everybody knows what they are doing. Her perception is also due to the fact that PINN is located at the university, easy accessible and visible for the students at the Faculty of Social and Economic Sciences. Regardless to the fact that PINN itself is organized as a non-profit organization it is seen as part of the faculty. This could indicate that to attract students it is of advantage for a Science Shop to be situated at the University.

5.3 Research Aim and Design

The managing director of the NGO stated the project aims very clearly already at the beginning of the project. The translation into a scientific language was done in cooperation with PINN. This project description was the attractor for the two students to join the project. The managing director of the NGO in co-operation with the students set the main research questions.

The implementation (the how to do) was kept rather open at the start and further developed in a moderated group discussion in cooperation between the students and members of the NGO, which also took place at beginning. The choice of methods was a process, a dialog with the NGO, feedback was constantly incorporated to make sure, that the method (which produces certain results) will be in line with the original idea of the NGO. The final choice of methods was up to the students, with the backup of the scientific supervisor. The students were considered as expert.

5.4 The Co-operation and the Roles of the Actors

The intensity of co-operation between the actors varied depending on the project phase. In the phase of the project initiation - setting the organizational boundary conditions and preparing the announcement for student participation - there was a high level of co-operation between PINN and the NGO. As soon as the students were found and agreement between the students and the client organization was reached PINN took itself back and left the arena to the other partners involved. In the perception of the student PINN played an invisible role in the further course of the project. Despite of the students perception PINN sees its main part at the beginning of the project where the fundamentals for the project are set. In the further course of the project PINN sees itself as a mentoring platform, which can be consulted any time problems occur. They would see their task in bringing the project back on track. As in this project no problems occurred there was no specific reason for PINN to intervene. This explains the invisibility during the project experienced by the student.

To summarize: The roles were distributed very clear. PINN was responsible for the tasks relating to organization, co-ordination and bonding between the partners mainly in the kick off phase of the project. The students with the backup of the academic supervisor and in close co-operation with the NGO took care of the scientific part of the project and actually did the work.

5.5 Evaluation by Participants

In general all participants evaluated the project and its results, the research process and the cooperation as successful and very pleasing. Severe conflicts or barriers did not occur. Communication was sometimes considered to be difficult, but nothing special could be remembered. It was more on a general level, like things that happen in normal day life.

5.5.1 Evaluation by Organisation (NGO)

The NGO was very pleased, especially with the results and the efforts made by the students and their commitment to the project.

(The process was good, if we did it again, we would not change much. It was good service. The key to success was the students, who were very engaged and willing to give attention to our needs) (BT, NGO)

“Der Ablauf war gut, würden daran nicht viel ändern. ... Es war eine gute Dienstleistung... Der Schlüsselfaktor war sicherlich die beiden Studentinnen, die sehr engagiert waren und bereit waren weg von ihrem trockenen Wissen hin zu unseren Bedürfnissen zu gehen....“ (BT, NGO)

5.5.2 Evaluation by Students

The student is very pleased with the Masters thesis, as one result of the project. Especially pleasing for her is the fact that the project has a practical social relevance, that its findings are put to use. The only thing, which sometimes proved to be difficult was communication and teamwork. But this was also considered as a chance to learn a lot and to broaden ones personal view.

(Actually, the (project) process worked out very good... For me it was a chance to get into contact with the praxis and to gain practical experience... It was also very interesting to get into contact with another professional group. One is just used to work together with members of the same professional group but it is totally different to work with others. One learns a lot and it also broadens ones view.) (AA, student)

“Es (das Projekt) hat jetzt vom Ablauf her sehr gut funktioniert, eigentlich. ...Für mich war es einfach die Chance Anknüpfungspunkte und Praxis zu finden. ...Was sicherlich auch interessant war, was der Kontakt mit einer ganz anderen Berufsschicht. Man ist einfach gewohnt mit diesen Leuten (aus der Wirtschaft) umzugehen, und es ist dann einmal ganz etwas anderes mit Sozialarbeitern zusammenzuarbeiten. Man sieht einfach dann, welche Unterschiede bestehen. Man lernt auch sehr viel dadurch, weil man einfach andere Gesichtspunkte sieht.“ (AA, student)

5.5.3 Evaluation by Science Shop

As already mentioned for PINN it was another successful project. Regarding their view everything went smoothly and no problems occurred.

5.5.4 Evaluation by Scientific Supervisor

In the view of the scientific supervisor this specific project was one successful co-operation between the University, two students, who did an excellent job and an NGO (ATA). A project benefiting all parties involved.

5.6 Comment on Value of Science Shop Research

5.6.1 For the NGO

For the NGO it was on the one hand of value to have an independent, external expert to do the job and on the other hand to get it for an affordable price.

In this case an additional, unique service offered by the Science Shop (PINN), to translate the NGO's request into a scientific language, was of importance for them.

(We made a project description, which was listed on a notice-board for students. The problem was, that the wording was in the language of social workers. We redid it, but this time in the language of social scientists, with the result, that immediately two students expresses their interest in the project.) (BT, NGO)

“Wir haben eine Ausschreibung und einen Aushang gemacht, und dies wurde auf der SOWI aufgehängt, bei den Infos für Studenten. Das Problem war, dass wir sie in der Sozialarbeitersprache abgefasst hatten. Wir haben sie dann gemeinsam mit dem PINN

überarbeitet, in der SOWI Sprache. Es haben sich dann gleich darauf zwei Studentinnen gemeldet.“ (BT, NGO)

5.6.2 For the Students

For the students it was of value to have a “real life” project, a project with praxis orientation.

Otherwise the students just could have worked on a theoretical topic what they did not aim at. PINN as a transfer office, who maintains contacts to businesses and NGO, and is known as a service point, made it possible for them to get hands on a project with praxis orientation.

(For me it was a chance to find a link to the praxis. Otherwise one can just conduct a theoretical work) (AA, student)

“Für mich was es einfach die Chance Anknüpfungspunkte an die Praxis zu finden. Ansonst hat man einfach nur die Möglichkeit über eine theoretische Arbeit das zu machen.“ (AA, student)

5.6.3 For the Research System

No statements were made in the interviews.

6. Reference Material

- * Masters thesis: “Kundenzufriedenheitsanalyse der Geschädigten im Außergerichtlichen Tatausgleich“
- * Primary publication in SUB, a professional journal:“ Außergerichtlicher Tatausgleich – Kundenzufriedenheitsanalyse der Geschädigten“
- * Review in TOA Infodienst, a professional journal: “Zufriedene Geschädigte im Außergerichtlichen Tatausgleich“
- * Information on PINN: http://sowi-holding.uibk.ac.at/haupt_e1.html
- * Information on the NGO: <http://www.neustart.at/angebote/ata2.php>
- * Information on the University of Innsbruck:
http://www2.uibk.ac.at/fakten/presentation/vision/future_ger.htm
- * The interviews conducted as mentioned on the Fact Sheet

CASE 2

CHILDREN AND YOUNG PEOPLE IN LUNGAU: BETWEEN PARTICIPATION AND APATHY

Fact Sheet

German Title: "Kinder und Jugendliche im Lungau. Zwischen Partizipation und Apathie"

English Title: „Children and Young People in Lungau. Between Participation and Apathy”

Request: Made by NGO to Wissenschaftsagentur Salzburg

Aim: To investigate quality and circumstances of life for young people in Lungau (a rural region of the federal state of Salzburg) aiming at finding out their needs and desires.

Duration: January 2001 till September (November) 2001

Students: one Student conducting the research in the context of a Masters thesis

Costs: 6.500 Euro

Outcomes:

- * Masters thesis: "Kinder und Jugendliche im Lungau. Zwischen Partizipation und Apathie", Salzburg 2001
- * Brochure, (A4, 77 pages)
"Zwischen Fortschritt und Tradition, Studie über die Lebenssituation von Jugendlichen" im Lungau, Salzburger Land"
- * Brochure, (abstract, A5, 30 pages)
"Zwischen Tradition und Fortschritt, Kurzfassung der Studie über die Lebenssituation von Jugendlichen im Lungau, Salzburger Land"
- * Report on the radio in: Radio Salzburg
- * Articles in Newspapers
 1. in: Salzburger Nachrichten
 2. in: Lungauer Nachrichten
- * Reports on television on the project:
 1. in: Salzburg Heute,
 2. in: Salzburg TV

Methods:

The main method applied for this project was a survey via questionnaire. In addition face to face interview were conducted

Transcripts of interviews:

- * Interview 1: Akzente Salzburg: Deputy Managing Director (A) level 1

- * Interview 2: Wissenschaftsagentur Salzburg (Science Shop): Managing Director (BH) level 1 and 2
- * Interview 3: One Student researcher (final year undergraduate) (DS) level 1
- * Interview 4: Dean of the School of Political Science, Executive Board Chairman of the Wissenschaftsagentur Salzburg (HD) level 2

Follow up projects: 1

“To investigate quality and circumstances of life for young people in Flachgau (a rural region of the federal state of Salzburg) aiming at finding out their needs and desires.”

1 Summary of the Project

This project investigates quality and circumstances of life for young people in Lungau (a rural region of the federal state of Salzburg) aiming at finding out their needs and desires.

This study was intended to provide a well grounded scientific basis for the stimulation of youth work, for the establishment of a youth centre and a youth info point and furthermore for initiating youth projects in the region of Lungau. The study was conducted by one final year undergraduate student in the context of a Masters thesis.

The main research questions focused on leisure behaviour and leisure amenities, labour supply, labour market and working conditions, the effects of tourism, participation in a political context and standards and moral concepts (for example on drugs, wishes and fears...). The results and key findings give answers to all main questions. As intended, a sound scientific basis was generated to continue youth work in the region and help to develop a tailor made package of measures and provide opportunities for the young people.

2 Participants

2.1 Direct involved in Project

- * Akzente Salzburg: Deputy Managing Director (A)
- * Wissenschaftsagentur Salzburg (Science Shop): Managing Director (BH)
- * One Student researcher (final year undergraduate) (DN)
- * Academic Supervisor (HD)

2.2 Indirect involved

- * Dean of the School of Political Science, Executive Board Chairman of the Wissenschaftsagentur Salzburg (HD.)
- * Children and young people of the region Lungau (mainly pupils and some students of vocational schools)
- * Headmasters and mayors of the region Lungau

3 Brief Description of the Organisations involved

3.1 Akzente Salzburg

Akzente Salzburg is a medium size Non-Profit Organisation in the city of Salzburg working in the sector of youth, offering a wide range of activities and opportunities for young people. Akzente operates Info-centres for young people, organises courses and workshops on topics like leisure, school, labor market, health, drug prevention..., provides special opportunities for girls only and operates its own publishing house.

3.2 Wissenschaftsagentur Salzburg (Science Shop)

The Wissenschaftsagentur Salzburg is a University based Science Shop in the City of Salzburg.

It is organised as a Non-Profit Organisation and charged with knowledge transfer between the University of Salzburg and the society at large.

(Wissenschaftsagentur Salzburg is a Non-Profit Organisation, financed by the University of Salzburg and the City of Salzburg. For the University of Salzburg knowledge transfer has always been a topic that mattered. Knowledge is transferred and integrated into networks in different ways, on the one hand requests received from community groups are taken up. We make sure that those requests are placed at the responsible department. In case of an interdisciplinary project, we make sure, that competent persons are charged with the request. From case to case we also design and conduct projects or are responsible for controlling. Small scale projects can be carried out in the context of a masters thesis. We also disseminate and market our products (masters thesis, brochure). In this case the students get the money. We have five professional staff members, all working part-time in individual areas.) (BH, Science Shop)

"Die Wissenschaftsagentur ist gemeinnützig, nicht gewinnorientiert. Wir werden von der Universität und vom Land Salzburg gut unterstützt. Der Universität Salzburg war der Wissenstransfer immer schon ein großes Anliegen. Auf unterschiedliche Art und Weise wird das Wissen vernetzt und transferiert, einerseits werden die Bedürfnisse der Gesellschaft aufgegriffen, die an uns herangetragen werden. Wir schauen, dass es zu den richtigen Instituten kommt. Wenn es interfakultär ist, dann schauen wir eben, dass die richtigen Personen zusammenarbeiten. Wir übernehmen intern fallweise das Controlling, erarbeiten Projekte auch intern.....Kleinere Projekte können in Form von Diplomarbeiten erarbeitet werden. Da gibt es auch den Bereich, wo abgeschlossene Diplomarbeiten vermarktet werden. Die Absolventen und Absolventinnen bekommen dann das Geld. Im Haus sind fünf halbtags beschäftigte KollegInnen, mit jeweils eigenständigen Bereichen." (BH, Science Shop)

3.3 The University of Salzburg

The Paris Lodron University Salzburg, an institution of higher education, was re-established in 1962, its roots reaching back to the Year 1622. In the Year 1810 as Salzburg became part of the former kingdom Bavaria the University got closed.

The university today focuses on the relation and interaction of "Science and arts", "Health" and "Bioscience" in a broader sense.

4 Project Description

4.1 Background to the Project

4.1.1 Initiation

The project arose from a request by the deputy Managing Director of Akzente Salzburg. Akzente Salzburg already initiated research projects on the needs of young people in the Salzburg districts of Tennengau, Pongau and Pinzgau. These studies were the basis for the establishment of youth info centres in the named regions. Based

on responses from people living in the Lungau they experienced a need to also investigate the situation of young people in Lungau. As for several times they already collaborated successfully with the Wissenschaftsagentur Salzburg, so it was only natural to contact them again.

(It (the project) was initiated by Akzente Salzburg, they already initiated projects on the regions Pongau and Pinzgau. As far as I know there is also a project on the Tennengau, which was finished in December. And with regard to the Flachgau I think, they are also interested in a project. It was the aim of Akzente to initiate youth info centres in the regions of Pinzgau and Pongo and I think, if they still have the money also in the Lungau.) (DN, student)

"Initiiert ist es worden von Akzente Salzburg, die haben schon im Pongau und im Pinzgau so ein Projekt gestartet und da hat es schon eine Arbeit darüber gegeben. Und soweit ich weiß, gibt es jetzt auch schon eines über den Tennengau, das ist glaub ich im Dezember fertig geworden. Und für den Flachgau möchten sie, glaub ich, auch eines machen. Und der Sinn von Akzente war eben, dass sie eine Jugendinfostelle gemacht haben im Pinzgau und im Pongau und ich glaub, wenn das Geld reicht, dann wird im Lungau jetzt auch eine gemacht werden." (DN, student)

(The project was planned very easy. We experienced that something has to be done in the region of Lungau. We also got feedback from the Lungau, that people want us to do something. We then decided study, results, reflect the results and start implementation.) (A, NGO)

„Das Projekt wurde ganz einfach geplant, dass wir gesagt haben, wir müssen im Lungau etwas tun. Haben unterstützend auch Signale aus dem Lungau bekommen, dass die uns wollen und wir haben dann gesagt, Studie, Ergebnisse, Ergebnisse anschauen und dann geht es and die Umsetzung.“ (A, NGO)

(We have for quite a long time good contacts with Akzente. They visit us on a regular basis and ask to announce topics they are interested in, they try to look after it, to investigate. This was also true for this case, the Situation of young people in Lungau. Mister H.B. contacted me and told me about a topic they would be interested in, the situation in Lungau. We meet fairly often and say hallo...it would also be very interesting for the young people in Lungau. An evaluation of the needs has to be made. I considered the topic as a thrilling one and promised to support them.) (BH, Science Shop)

“Wir haben mit Akzente, das ist der Auftraggeber, schon seit längerem sehr gute Kontakte immer gehabt und auch nach wie vor. Sie kommen gern auch regelmäßig auf die Wissenschaftsagentur zu und bitten, diverse Themen, die sie interessieren auszuhängen, versuchen zu betreuen, versuchen zu erforschen. Und so war es auch in diesem Fall, der Lebenssituation der Jugendlichen im Lungau. Der Herr H.B. kam zu mir und hat gesagt, dass er wieder ein Thema im Lungau hätte. Das heißt, wir sehen uns öfters und sagen, wie geht es euch. Können wir wieder etwas machen. ... Es wäre auch sehr interessant für die Jugendlichen im Lungau wieder etwas zu machen. Da gehört natürlich der Bedarf dafür erhoben. Dann habe ich das Thema sehr spannend gefunden und habe ihm zugesagt, dass wir das gerne unterstützen.“ (BH, Science Shop)

4.1.2 Negotiation Process

In a first meeting the Deputy managing director of Akzente and the managing director of the Wissenschaftsagentur Salzburg discussed the research topic was and developed a frame. In the following period a first concept, matching the needs of Akzente, was written by the Wissenschaftsagentur Salzburg. To define the co-operation the client signed a contract.

(After that I have written a concept, which I discussed with him (the client). It is always very important to have a concept right at the very beginning, so that we know the direction its (the project) going to take, which schools, departments are involved or should be involved. In this case it turned out, that sociology, communication and policy studies could be involved.... Information on our projects available to in published in our quarterly newsletter, to arouse the interest of students.) (BH, Science Shop)

„Darauf hin habe ich ein Konzept geschrieben und mit ihm inhaltlich abgestimmt. Das ist immer ganz wichtig, dass wir am Anfang gleich das Konzept haben, dass wir wissen, in welche Richtung soll es gehen, welche Fakultäten, welche Institute sind involviert, oder sollen involviert sein. In dem Fall hat es sich dann heraus gestellt, dass es die Soziologie ist, die Kommunikationswissenschaft, oder die Politikwissenschaft, speziell bei der Situation der Jugendlichen....In unseren Newsletter, der geht viermal im Jahr hinaus, werden immer die aktuellen Themen hineingestellt und die Studenten aufmerksam gemacht, welche Themen es gibt.“(BH, Science Shop)

(In the context of the concept there is also a paragraph on support for the student the clients agrees on, like the possibility to make copies of the questionnaires, travelling expenses, and a fee for the students work. Based on this we sign a contract with the client..) (BH, Science Shop)

"Im Rahmen dessen, dass ich ein Konzept schreibe, schreibe ich auch hinein, wozu ist der Aufgabengeber bereit, kann man Kopien erstellen der Fragebögen. Dazu kommen auch noch die Reisekosten, - wie auch immer, das ist immer individuell, wie hoch ist das Honorar. Das schreibe ich hinein, wir machen dann einen Vertrag mit dem Auftraggeber..." (BH, Science Shop)

A short project description, to attract students, including the title, the aim of the project and the possible University institutes to supervise the project was published in the quarterly newsletter ("was news") of the Wissenschaftsagentur Salzburg. One student showed interest in the topic and contacted the Wissenschaftsagentur Salzburg. In a next step Wissenschaftsagentur Salzburg organised a meeting with the client and the student, in which it turned out, that the students qualification (undergraduate student of policy studies and communication) and her personal background (she was born and raised in the region of Lungau) were just perfect matching the project. After the student decided to work on the project she signed a contract of manufacture with the Wissenschaftsagentur Salzburg.

(At the very first beginning, me and Mrs. H. met with Mr. B. from Akzente and we tried to find out whether this would be a suitable project for me. After I decided to work on the project I drove with Mr. B. to Tamsweg a small town in the region Lungau. There negotiations started with a regional association and town of Tamsweg, as they both showed interest in the project and wanted to participate.) (DN, student)

"Angefangen hat es so, dass ich mit der Frau H. von der Wissenschaftsagentur gleich am Anfang beim Herrn B. von Akzente war und da haben wir einmal darüber gesprochen, ob ich mir diese Arbeit vorstellen könnte. Und nachdem ich dann sofort zugesagt habe, bin ich gleich mit Herrn B. nach Tamsweg hinein gefahren im Lungau. Da haben wir Verhandlungen mit dem Regionalverband aufgenommen und mit der Gemeinde Tamsweg, weil die beide sehr interessiert auch an diesem Projekt waren und natürlich auch gesagt haben, sie möchten mitmachen.“(DN, student)

(We did not even have real negotiations, it was very easy, we just met and talked about it, and then we decided, yes, this is the way to do it.) (DN, student)

"Es waren nicht einmal richtige Verhandlungen, es war einfach, wir haben uns zusammengesetzt und wir haben darüber gesprochen und dann hat es geheißen, ja, das können wir so und so machen." (DN, student)

(...and then the student signs a contract of manufacture.. As soon as the student delivers the project, he gets the honorarium.) (BH, Science Shop)

"... und dann bekommt die Diplomatin bei uns einen Werkvertrag. Wenn sie das Werk abgibt, beim Auftraggeber, bekommt sie die Honorarsumme." (BH, Science Shop)

The roles of the parties involved were defined precisely. The Wissenschaftsagentur Salzburg was responsible for a first project concept, for finding a student to conduct the project, for initiating the contact between the student and the client and for clear agreements between the parties (contracts).

4.1.3 Channels of Communication

The main means of communication between the parties involved were personal meetings, telephone calls and e-mails.

The communication was considered by all partners to be easy, uncomplicated, quick, very well. At the beginning it was decided to have a start meeting, an interim meeting and a final meeting with all parties involved. Additional meetings should take place as required.

(...communication or contact was very easy, uncomplicated, quick, very well.) (A, NGO)
"...die Kommunikation bzw. der Kontakt war sehr einfach und unkompliziert, rasch, bestens." (A, NGO)

The communication between Wissenschaftsagentur Salzburg and the client (Akzente) was on a regular basis throughout the project with e-mails, telephone calls and co-ordination meetings.

(E-mails on a regular basis. There were also several meetings, co-ordination meetings, not every week, but some within the 9 month of the project duration.) (BH, Science Shop)

„E-mail natürlich regelmäßig. Treffen hat es auch mehrere gegeben, Koordinationstreffen, nicht jede Woche, aber in einem dreiviertel Jahr einige.“ (BH, Science Shop)

The communication between Wissenschaftsagentur Salzburg and the Student was on a regular basis in the kick-off phase of the project and also during the research process. Wissenschaftsagentur Salzburg acted as an incoming point for the student's requests.

(With Mrs. S. I met frequently. She also called me, when she experienced a problem. For example as she did the analysis with SPSS (a computer program for analysis) she wanted to know, how I would do it, and we discussed it. This was also true, when she worked on the research strategy. She was interested in my opinion on it. She wanted to know if main research questions were missing. We also went through it.) (BH, Science Shop)

„Mit der Frau S. habe ich mich häufiger getroffen. Sie hat mich auch angerufen, wenn sie ein Problem hatte. Sie hat z.B. beim SPSS gefragt, wie würdest du das anlegen und dann haben wir halt darüber geredet. Das war auch beim Konzept schon so, sie hat gesagt, schau dir das an, findest Du dass Fragen abgehen oder irgendwas, dann sind wir das durchgegangen.“ (BH, Science Shop)

(I always had contact with the Wissenschaftsagentur and Akzente and also with the regional association) (DN, student)

„Und ich hab immer Kontakte zur Wissenschaftsagentur gehalten und zu Akzente und natürlich auch zum Regionalverband.“ (DN, student)

The communication between the student and the client (Akzente) followed the requirements of the research progress.

(And regular? It is not that we met once a week. Every now and then I called Akzente and we met anyways. Lets put it this way, it (the communication) was irregular but then of course regular.) (DN, student)

“Und regelmäßig? Also ich kann jetzt nicht sagen, einmal in der Woche. Ich hab hin und wieder einmal angerufen bei Akzente und dann haben wir uns sowieso wieder einmal getroffen. ...Ich sag jetzt einmal, unregelmäßig aber dann doch wieder regelmäßig.“ (DN, student)

(Communication was regular, always when necessary...) (A, NGO)

“Die Kommunikation war eigentlich regelmäßig, dann, wenn es auch notwendig war...“ (A, NGO)

4.1.4 Time frame

The time frame was the normal one for a Masters thesis, approximately three quarters of a year. The project started in January 2001 and was finished in September (November) 2001. There was no time pressure on the project, but the students wish to finish in Summer 2001, which could not be adhered to.

(I think three quarters of a year, very fast) (A, NGO)

„Ich glaube ein dreiviertel Jahr, also wahnsinnig rasch.“ (A, NGO)

(It started last year, January 2001 and actually I wanted to finish in summer 2001. But as there were so many questions and questionnaires, it just did not manage to finish in time. It took me more than one and a half month just to feed in the date, and this I did beside my job. I always worked. It got delayed. I handed in my Masters thesis in July and beginning of August what I did for Akzente. They looked through it and a layout was made and it got cloth-bound. this job was done by Akzente. In September we had the presentation. (In September or October.) (DN, student)

“Es hat angefangen letztes Jahr, also 2001 im Jänner und eigentlich wollte ich bis Sommer alles fertig haben. Aber dadurch, dass es dann so eine Fülle von Fragen und Fragebögen waren, ist sich das nicht ausgegangen. Allein habe ich fast eineinhalb Monate nur eingegeben, also neben meiner Arbeit. Ich hab ja immer gearbeitet. Das hat sich hinausgezögert. Ich habe im Juli meine Diplomarbeit abgegeben und Anfang August die Arbeit für Akzente, so ungefähr war das. Es wurde dann noch gegen gelesen und layoutiert und gebunden, das hat Akzente gemacht... für die Akzentearbeit (die Broschüre). Die haben das dann professionell layoutiert und dann auch binden lassen und das hat dann gedauert bis September. Im September haben wir dann Präsentation gehabt. Im September oder im Oktober.“ (DN, student)

There is no agreement on the time when the project was finished. This raises questions such as, what terminates a project, and for whom is it terminated? In this case the project was finished for the students as soon as the masters thesis was accepted and an abstract for Akzente was written (September 2001). For Akzente the official presentation of results terminated the project (November 2001).

(Mrs. S. wanted to be finished in summer, this was her plan, but it proved that it takes more time to finish. Anyways, we managed to finish in autumn. The official presentation took place end of November, beginning of December.) (A, NGO)

“Die Frau Magister S. wollte bis zum Sommer fertig sein, dies war ihre Vorstellung, aber es hat sich dann eh gezeigt, dass das dann nicht so schnell geht. Und aber trotzdem, wir sind dann im Herbst fertig geworden. Und Ende November, Anfang Dezember, war die offizielle Präsentation.“ (A, NGO)

4.1.5 Budget

The overall budget was around 6.500 euro. The largest share of this amount of money had to be used to cover the costs for layout and print. The student received around 650 euro for her work and Wissenschaftsagentur Salzburg got 72 euro for intermediation and co-ordination.

The NGO (Akzente) was responsible for financing. In addition they took over some of the students costs for travelling and photocopying.

(The price for the research is not market oriented. It is up to the customer to decide on the honorarium. We can not say, if we do this research it will cost that much, because one of our Science Shop principles is, that the access to science must be for free for everybody, it doesn't matter, how much money one has. Free access to science is a fundamental right for us. (BH, Science Shop)

"Nicht zu marktwirtschaftlichen Preisen, sondern es steht den Auftraggebern frei, die Höhe des Honorars zu bestimmen. Es ist nicht so dass wir sagen, wenn wir diese Studie machen kostet es so und so viel, weil wir in der Wissenschaftsagentur den Grundsatz haben, dass die Wissenschaft frei zugänglich sein muss für alle, egal wieviel Geld einer hat. Freier Zugang zur Wissenschaft ist ein Grundrecht für uns."(BH, Science Shop)

(Retrospect I received, how do you call it, a compensation for my expenses, which was 9.000 ATS (now 650 euro) (DN, student)

"Ich hab im Nachhinein dann, wie nennt man das? eine Aufwandsentschädigung bekommen von 9.000 Schilling." (DN, student)

(Akzente Salzburg was responsible for financing. The project budget was very low, as we do not have sufficient financial resource to conduct research project, as we would wish. So we had only 10.000 ATS (now 726 Euro) to conduct the research project, which is really very little. But there are also masters thesis no ones pay's for, so it is at least something. A part of it, 10 % received the Wissenschaftsagentur and 90 % were for the student researcher. This is only the honorariums. The overall budget also included the costs for graphics, proofs, printing of the questionnaires, postage, travel expenses, printing the study and printing the brochures. We also did cover this additional costs.) (A, NGO)

„Für die Finanzierung war Akzente Salzburg verantwortlich. Das Projektbudget war grundsätzlich sehr niedrig, weil wir eben für Forschungsarbeiten nicht das Geld zur Verfügung haben, das wir uns wünschen würden. Von daher sind für den Auftrag der Studie 10.000 ATS zur Verfügung gestanden, wobei das natürlich äußerst gering für die Ausarbeitung der Studie ist. Aber wenn ich mir dann manche Diplomarbeiten anschau, wo es gar nichts gibt, war es dann doch wieder gut. Ein Teil davon, also 10% gehen an die Wissenschaftsagentur. 90 % dieses Honorars ging an die Diplomandin. Also das waren nur die Honorarkosten. Das ganze Budget, was die Graphik fetzt gekostet hat, was die Korrektur kostete, was der Druck der Fragebögen gekostet hat, Porti, dann unsere Fahrtkosten, Präsentation und der Druck der Studie, und der Druck der Broschüre, das sind

Zusatzkosten gewesen, die wir natürlich zusätzlich übernommen haben.“ (A, NGO)

4.2 Project Aims and Main Research Questions

The project aims were stated very clear already at the beginning of the project by the Deputy Managing Director of Akzente. To investigate quality and circumstances of life for young people in Lungau (a rural region of the federal state of Salzburg) aiming at finding out their needs and desires. This study was intended to provide a well grounded scientific basis for the stimulation of youth work, for establishing a youth centre and a youth info point and furthermore for initiating projects in the region of Lungau. The focus of the research remained constant.

(The main project aim was, as we want to stimulate youth work in the region of Lungau, to find out how it is all about for young people in Lungau? What are their conditions of life? What are their needs? We wanted to give attention to their needs and to develop tailor made projects....We already started to regionalise youth work in the year 1995. Starting point was a project in Pinzgau, one of the 5 regions of the federal state of Salzburg. In this three years project we tried to stimulate youth work on-site. In the sense of that we were searching on-site for partners to co-operate, to offer them support, and so on. And to develop projects on-site. As a basis for this, we did not just want to develop a project on impulse, we wanted to have it grounded on scientific facts. The basis for this work was a study. This is also true for this region (Lungau), where we decided to have a close look at the situation and to conduct a study as the basis for youth work in the region.) (A, NGO)

„Das Hauptanliegen war, nachdem wir ja Jugendarbeit im Lungau fördern wollen, zu erfahren, wie geht es den Jugendlichen im Lungau? Wie sind ihre Lebensbedingungen? Was sind die Bedürfnisse von Jugendlichen im Lungau? Dass wir auf das dann wirklich gezielt eingehen können und unsere Arbeit darauf abstimmen können.... Wir haben im 1995 mit der Regionalisierung der Jugendarbeit begonnen. Ausgangspunkt war ein dreijähriges Projekt im Pinzgau, einer der 5 Salzburger Bezirke. Und in diesem Dreijahresprojekt wurde vor Ort, als Pilotprojekt versucht, Jugendarbeit zu intensivieren. Und zwar in dem Sinn, dass man vor Ort Partner und Partnerinnen sucht, diesen Unterstützung, Begleitung und so weiter anbietet und dann Projekte vor Ort initiiert und weiterentwickelt. Als Basis dieser Arbeit, wir wollten das auch nicht so aus dem Bauch heraus loslegen, haben wir gesagt, wir brauchen ein gutes und auch wissenschaftliches Fundament. Und Basis dieser Arbeit war eine Studie. Und auch in diesem Bezirk haben wir uns wieder gesagt, wir wollen genau schauen und als Basis der Jugendarbeit eine Studie machen“ (A, NGO)

(The main project aim was to investigate the conditions of life for young people in Lungau. To get to know their needs and wishes. Lungau is a rather remote region with a high unemployment rate and of course the young people suffer from this situation. This is what rules their life. They do not know whether they can stay in Lungau or if they have to commute. Will they get the job they are looking for? And of course there is no infrastructure as for example in bigger cities. That's why it was interesting to get to know what it is all about for the young people in Lungau.” (DN, student)

"Das Hauptanliegen war eigentlich abzutesten oder abzufragen, wie es den Jugendlichen im Lungau geht. Welche Bedürfnisse, welche Wünsche sie haben, wie ihre Situation momentan ist. Der Lungau hat eine recht exponierte Lage. Da gibt es genug Arbeitslosigkeit und da leiden natürlich die Jugendlichen auch darunter und das ist ja das, was ihr Leben eigentlich auch bestimmt, weil sie nicht wissen, können sie dort bleiben oder müssen sie auspendeln. Können sie überhaupt irgendeinen Arbeitsplatz bekommen, den den sie sich wünschen oder sonst irgendwas.. Und natürlich ist auch

keine Infrastruktur vorhanden, wie in der Stadt zum Beispiel. Und da war halt interessant eben auch zu fragen, wie ist die Lebenssituation der Jugendlichen im Lungau." (DN, student)

The main research questions were set by the student with support from the academic supervisor, the Wissenschaftsagentur Salzburg and in co-operation with the NGO (Akzente).

They focused on:

- * leisure behaviour and leisure amenities
- * labour supply, labour market and working conditions
- * the effects of tourism
- * participation in a political context
- * standards and moral concepts (for example on drugs, wishes and fears...)

4.3 Working Methodology

For this project the student applied a variety of research methods.

4.3.1 Self-completion Questionnaire

The main method applied was a survey via questionnaire. The questionnaire was worked out in close co-operation with the academic supervisor, the Wissenschaftsagentur and the NGO. The questionnaire covered the different interest of all parties involved. On the one hand it had to meet a certain scientific standard, on the other hand it had to consider the clients (NGO) need and the interests of the regional association in Lungau.

Sampling:

A total of 2.300 questionnaires was distributed among schools and training colleges. The number of usable returns was 1748. This represents a return rate of 76 % which was considered as exceptionally high.

if you want to investigate the needs of young people, it is important to include in the study as many as possible, it makes sense to do it via a questionnaire.) (BH, Science Shop)

"Wenn man jetzt die Jugendlichen erheben will, ist es wichtig, dass man sie erreicht, dass man viele von Ihnen erreicht, wo natürlich ein Fragebogen nahe gelegen ist. Was für Fragen da hineinkommen ist natürlich auch mit dem Arbeitgeber abgesprochen worden." (BH, Science Shop)

(It was like this, I started with an outline with hypothesis and main research questions and thought on where to go. I had to consider certain standards on which to develop the questionnaire. The questionnaire had to cover the interests of three parties. My own interests, as I was doing the project in the context of a Masters thesis. I was interested in participation in a political sense more on a general level not party politics. I had to consider the interests of Akzente, as they aimed at initiation a youth info-centre. They were interested in getting more general information, for example the need of the young people. And third I had to consider the interests of the regional association interested in establishing the youth info-centre in Tamsweg. They were interested in the young peoples opinion, if they really wanted a youth centre, if yes, what should it look like, if no, why not. Based on the different interests I had to design the questionnaire.) (DN, student)

"Es war so, dass man zuerst sich ein Expose macht mit Hypothesen und Arbeitsfragen und sich Gedanken macht, auf was will man hinaus. Ich habe natürlich Vorgaben auch gehabt und hab dann darauf hin den Fragebogen erstellt. Am Fragebogen waren

eigentlich drei Interessen beteiligt, also mein Interesse an meiner Diplomarbeit, was politisches Verhalten betrifft, das war erst mal Basispolitik, also nicht Parteipolitik, und natürlich das Interesse von Akzente, weil die wollten ja da einen Jugendinfotreff machen und einmal abchecken, wie schaut überhaupt das Verhalten der Jugendlichen im Lungau aus, was für Bedürfnisse haben sie und so weiter. Und das dritte war, dass der Regionalverband Lungau Interesse daran gehabt hat, einen Jugendtreff in Tamsweg zu machen. Da gab es Interesse daran, abzufragen, ob das von den Jugendlichen gewünscht wird, wenn ja wo, was wollen sie haben und wenn nein, wieso nicht. Und so ist dann der Fragebogen erstellt worden." (DN, student)

(I had 2.300 questionnaires with 48 questions each and a return rate of 76 %, which was very representative and just great.) (DN, student)

"Ich hab 2.300 Fragebögen gehabt mit jeweils 48 Fragen und ich hab 76% Rücklaufquote gehabt, was sehr repräsentativ ist und was absolut gut ist." (DN, student)

(The only thing I did not do myself was the distribution of the questionnaires. I went there and brought it to places distributing it. The distribution was done by the regional association. They gave them to teachers distributing them in Schools. The pupils filed it out right away and handed it back to the teacher. I just had to go and collect the filled out questionnaires.) (DN, student)

"Das einzige, was ich nicht wirklich gemacht hab, war, dass ich es verteilt hab. Ich bin immer nur reingefahren und hab es an die Stellen gebracht, die das mir dann letztlich verteilt haben, ich hab es auch wieder abgeholt aus dem Lungau, aber die Verteilung hat der Regionalverband für mich gemacht. Und zwar haben die das an die Lehrer weiter verteilt in den Schulen und es ist dann direkt dort ausgeteilt worden, ausgefüllt und abgesammelt worden und ich hab es dann halt wieder abgeholt drinnen." (DN, student)

4.3.2 Expert Interviews

In addition several face-to-face interviews were conducted.

4.4 Key Findings and Recommendations

4.4.1 Key Findings

The research and the findings are of great value for the NGO, as they

- give answers to all main questions
- are a sound scientific basis to continue youth work in the region and
- help to develop a tailor made package of measures and provide opportunities for the young people in the region..

The youngsters and the representatives of the local public were very pleased about the fact of being involved in university research and especially about the results. Future hopes are connected with the research report.

There was a great willingness and openness to co-operate in the research. The results gave Akzente a real picture of the young peoples needs and wishes in the region.

(The main results are, that the young people like to live in the region, knowing what to expect in future. They know their perspectives very well. They would like to stay here, but are not able to. They know it and that's why they face many problems. One main point was, that there is not enough infrastructure for the young people. There is hardly any youth support or info centres they could go to, there is no cinema or something comparable, and that what they would like to have. Furthermore regarding politics the young people are hardly interested in, neither in participation nor in the topic itself.) (DN, student)

"Die Hauptergebnisse waren halt, dass die Jugendlichen eigentlich sehr gern im Lungau drinnen sind, aber natürlich wissen, wie es um ihre Zukunft aussieht, die Perspektive, sie kennen sie sehr genau. Sie würden gern drin bleiben, können aber nicht. Das wissen sie und deswegen haben sie, haben viele, eigentlich auch Probleme. Und vor allem ist noch sehr stark herausgekommen, dass es zu wenig Infrastruktur für Jugendliche drinnen gibt. Es gibt kaum Jugendbetreuung, also Jugendtreffs, es gibt natürlich auch kein Kino oder sonst irgendwelche Sachen und das wünschen sie sich, das würden sie sich sehr wünschen. Und dann ist noch heraus gekommen bei dem politischen Bereich, dass eigentlich kaum politisches Interesse vorhanden ist, weder an irgendeiner aktiven Mitarbeit noch überhaupt an dem Thema." (DN, student)

In line with the main research questions the key findings in more detail are as follows (as taken from the abstract of the report):

* Regarding leisure behaviour and leisure amenities most of the youngsters are spending their leisure time with friends, they prefer to listen to music, to practice all kinds of sports, they are members of various kinds of organisations (soccer, music...) and like all youngsters they love to watch TV and to go out at night. The leisure amenities are judged as less sufficient.

* Labour supply, labour market and working conditions are judged as less sufficient.

* Tourism is judged positive and seen as an important and necessary economy factor for the region. This position might be due to the fact that Lungau is so far a less touristy region with hardly any negative effects caused by tourism and further more a lot of effort is made to promote "soft tourism".

* Participation and political interest turned out to be less developed, which reflects general trends in Austria and Europe. Where as the interest in Politics and participation on community or regional level is growing with increasing age.

* Standards and moral concepts (for example on drugs, wishes and fears...) Regarding drug abuse prejudices could be weakened. The study shows that the consumption of drugs is below the average in Austria, which is rather remarkable.

4.4.2 Recommendations

The results show very clearly where improvements can be made.

- First of all it will be very important to supply the young people with extensive information, that's what they lack most. Therefore it is suggested to establish youth info centres in the region.
- Second the communities of the regions should put more emphasis on involving the young people in all kinds of activities (also in a political context). Participation is one catchword.
- It is recommended to establish a youth centre, and in addition a mobile "youth station".

(I recommended that the political decision makers and the communities take more care of the young people, that they offer infrastructure to them which also includes things like bus services for example disco buses. Or to establish youth centres or at least a place in the community where they can meet. The young people have nothing more than pubs to go to, and this does not make sense. The young people should get the possibility to

collaborate in youth work. There are some young people who would love to participate, but there is no way to do so. And furthermore a lot of activities that are said to be for the young people are decided without even asking them. It is of no use to offer activities they do not want.) (DN, student)

"Von meiner Seite war die Empfehlung an die politischen Akteure, an die Gemeinden, dass sie sich mehr um die Jugendlichen kümmern, dass sie mehr schauen, dass Infrastruktur für Jugendliche angeboten wird unter anderem natürlich auch Busse, zum Beispiel Discobusse. Oder eben Jugendzentren oder einmal einen Jugendraum in den Gemeinden. Jugendliche haben nichts, wo sie sich treffen können außer im Wirtshaus, und das ist auch nicht der Sinn der Sache. Und dass sie sie auch verstärkt einbinden in die Jugendarbeit in der Gemeinde. Weil es gibt doch einige Jugendliche, die da gern mitarbeiten möchten, aber die sagen, es gibt keine Möglichkeit. Und es ist auch so, dass die meisten Sachen, die für Jugendliche gemacht werden, einfach über ihren Köpfen entschieden werden, und es bringt nichts, wenn man jemandem vorgefertigte Sachen hinstellt, die sie nicht wollen." (DN, student)

4.5 Outcomes of the Project

This research project arose much public interest on a local and regional level, which is reflected in the local and regional media.

* Masters thesis: "Kinder und Jugendliche im Lungau. Zwischen Partizipation und Apathie"

* Brochure, (A4, 77 pages)

"Zwischen Fortschritt und Tradition, Studie über die Lebenssituation von Jugendlichen" im Lungau, Salzburger Land"

* Brochure, (abstract, A5, 30 pages)

„Zwischen Tradition und Fortschritt, Kurzfassung der Studie über die Lebenssituation von Jugendlichen im Lungau, Salzburger Land“

* Radio Program on the project in: Radio Salzburg

* Articles in Newspapers

3. in: Salzburger Nachrichten

4. in: Lungauer Nachrichten

* Reports on television on the project:

3. in: Salzburg Heute

4. in: Salzburg TV

(The Masters thesis is available for everybody at the university library, We also sell it and the money goes to Miss S.) (BH, Science Shop)

"Die Diplomarbeit steht in der Bibliothek, das ist einmal das erste, also für jedermann und jede Frau einsichtbar. Sie kann über uns (Science Shop) gekauft werden, das Geld kriegt die Frau Mag. S." (BH, Science Shop)

(There was a press conference where she (the student) gave a power point presentation. There was a huge article on the study in Salzburger Nachrichten even with a picture. I also think there was something in the SZ (local newspaper) and in the Lungauer Nachrichten, also a report on the national and regional television.) (BH, Science Shop)

"Es gab eine Pressekonferenz, sie hat eine Power Point Präsentation gemacht. Sie hat da Folien gehabt. Sie hat eine Riesenseite in den Salzburger Nachrichten mit Foto drinnen gehabt über die Lungau -Studie. Ich glaube in der SZ ist etwas gestanden, in den Lungauer Nachrichten ist was gestanden, es ist auch im ORF ein Bericht kommen, im Landsstudio Salzburg." (BH, Science Shop)

(The study was presented at a press conference, I think it was in October, the deputy head of provincial government and some mayors were present. It was a rather large event with the national television (ORF), media and radio – a considerable media hype.) (DN, student)

"Und präsentiert wurde sie im Rahmen einer Pressekonferenz im Lungau, das war im Oktober, mit unserer Landeshauptmannstellvertreterin und einige Bürgermeister vom Lungau drinnen. Also es war recht ein großer Rahmen, ORF war da und einige Medien, Zeitungen, Radio. Ist recht groß präsentiert worden, ziemlicher Medienrummel war drin." (DN, student)

(Then the client published a brochure, it was an incredible media echo, what is actually unusual. In our experience, the media echo for the presentation of studies is normally small, but in this case there was a large press conference in the Lungau with incredible large articles, including pictures, and a great number of different media. In any case there was a great demand for this study.) (BH, Science Shop)

"Und dann wurde auch vom Auftraggeber eine Broschüre herausgegeben, es war ein wahnsinnig großes Medienecho, was eigentlich ungewöhnlich ist. Wir kennen es, dass das Medienecho auf abgeschlossene Arbeiten wenig ist, nur in diesem Fall hat es eine große Pressekonferenz im Lungau gegeben und sie haben Riesen-Artikel geschrieben, mit Fotos, und auch viele andere Medien. Es war auf jeden Fall eine sehr nachgefragte Arbeit." (BH, science Shop)

4.6 Impacts/Usage

4.6.1 Impacts for the Organisation

The results are of importance for the NGO as:

- The study is a sound scientific basis for any further development of measures benefiting the young people in the region Lungau.
- The implementation of the recommendations already started. In co-operation with the regional association an information point and a youth centre are in preparation.
- Based on the study the NGO was able to apply successfully for a Leader plus project forming the financial framework for the establishment of the information point and the youth centre.
- The study arose the interest of regional policy makers and authorities in the needs and desires of young people, which is also important for the NGO, as to develop measures they need their ideational and financial support.
- The study arose much public interest, which is of advantage for the NGO in general, as this offers the possibility to promote the goals of the NGO.
- The study is another successful project adding to their reputation.

(We are still using the results and the recommendations are put into action. We are now working in co-operation with the regional association, the communities of the region to establish a youth info point and a youth centre. This is in connection with a Leader plus program financing parts of it- quite some money comes from the federal state of Salzburg and several communities. The results are of importance for our future work. At the moment we announced via Wissenschaftsagentur another study dealing with the district Flachgau, which will be the last one. If one summarizes and comparative evaluates all studies we are for sure the best investigated federal state of Austria with regard to the youth sector.) (A, NGO)

"Wir arbeiten nach wie vor mit den Ergebnissen, und die Empfehlungen aus der Studie sind von uns eingearbeitet worden in die Umsetzung. Wir arbeiten gemeinsam mit dem Regionalverband, das heißt in Lungauer Gemeinden an der Umsetzung zur Errichtung einer Regionalstelle der Jugendarbeit, zur Errichtung eines Jugendzentrums. Das läuft im Rahmen eines Leader plus Projektes. Und da gibt es Finanzausgaben bereits aus dem Leader Plus Programm, in großer Höhe auch aus Landesmitteln aus regionalen bzw. kommunalen Mitteln... Die Ergebnisse, die wir jetzt im Lungau gewonnen haben sind für die zukünftige Arbeit natürlich wichtig. Und wenn ich mir jetzt anschau, zur Zeit ist gerade auch über die Wissenschaftsagentur ausgeschrieben, die Studie im Flachgau, das ist die letzte Regionalstudie. ...Wenn man alle Studien zusammenfasst und auswertet, also ich denke mit den fünf Regionalstudien in den Salzburger Bezirken, sind wir im Jugendsegment das best erforschte Bundesland Österreichs." (A, NGO)

4.6.2 Impacts for the Student Researcher

First and what is most important the research project was done in the context of a Masters thesis. The finished project was the successful conclusion of the studies.

For the student it was a way to apply her academic skills to a real life situation.

With respect to carrier issues the project offered the possibility to build up a network of contacts, which still is very active. From the students perception the project did not have a major impact on job applications, which is in contrast to the Science Shop managers point of view (see the following paragraph).

(The project was useful for me. I got to know a lot of people I still have a strong relationship with, especially with Akzente (NGO). A direct use for my carrier – not in first sight, as I did work before. So when I applied for a new job I could refer to my old one.) (DN, student)

"Ich habe eigentlich schon einen Nutzen gezogen aus dem Projekt. Und zwar dass ich dadurch sehr viele Leute kennen gelernt habe und auch mit Akzente ein sehr inniges Verhältnis nach wie vor habe. Wirklich für die Karriere konnte ich eigentlich nicht viel daraus ziehen. Ich hab da nämlich schon gearbeitet. Ich habe schon immer meine Arbeit angegeben, wenn ich mich beworben hab." (DN, student)

The effect on carrier issues is even stressed in a statement from the Science Shop manager who considers the study as a supportive factor to get the job the student researcher is now working in.

(She (the student) was always regarded as very ambitious, and of course there had been increased contacts. This study on the youth sector is an additional qualification criteria and she is now working in the youth sector, so this (the study) was for sure a supportive factor to get the job.) (BH, Science Shop)

"Sie hat immer schon als sehr engagiert gegolten, natürlich gabs dann verstärkte Kontakte und sie hat jetzt durch die Studie im Jugendbereich ein zusätzliches Qualifikationskriterium und sie ist jetzt im Jugendbereich tätig, also es war sicher eine Unterstützung. Dass sie da sofort den Job gekriegt hat." (BH, Science Shop)

On a personal level it was very positive to experience a strong inter-human relationship with the young people giving a feeling of satisfaction, of doing something useful, of being needed.

(On a personal level the communication with the young people was very positive for me. I even keep some of the questionnaires, as they wrote on every empty spot what they really felt. Many of them thanked me. For me it was just fantastic to experience that youngster who always felt rather neglected now noticed that someone is interest in their

situation. Someone who wants to know what they like or dislike, what bothers them, what they would like to be changed. This was very positive for me. Also young people attended the presentation of the study.) (DN, student)

"Für mich persönlich sehr positiv war, dass die Jugendlichen mit mir kommuniziert haben. Auch über den Fragebogen hinweg. Ich hab mir einige aufbehalten, weil sie mir auf jedem freien Fleck noch irgend etwas dazugeschrieben haben, was sie wirklich empfinden. Und viele haben sich bedankt bei mir. Also ich hab das als sehr positiv empfunden, weil wir genau gemerkt haben, dass sie sich immer recht vernachlässigt gefühlt haben und eben jetzt gemerkt haben, jetzt ist einmal jemand da, der ihre Interessen abfragt und auch einmal fragt, was gefällt ihnen und was gefällt ihnen nicht, was stört sie und was möchten sie anders haben. Und das war für mich eigentlich recht positiv. Und bei der Präsentation waren auch Jugendliche von St. Margarethen. " (DN, student)

4.6.3 Impacts for the Young People (Target Group)

Impact can be seen on two levels.

On the level of problem solution and implementation of recommendations:

- As a first step a shuttle service (disco bus) could be installed.
- A youth info point and a youth centre will be established.

On a personal level (expert level):

- The young people got the feeling of being taken seriously regarding their problematic situation in a remote rural area.
- They got accepted and treated as experts of their own situation.
- They experienced to have somebody listening to their ideas, wishes and needs.
- The presentation of the results gave hope to a future development aiming at resolving the most pressing problems.

4.6.4 Impacts for the Science Shop (Wissenschaftsagentur)

Impact can be seen on different levels.

On an internal level

- The successful project can be seen as a confirmation of their expertise as a mediating organisation.
- As a result they got a follow project from the NGO (Akzente).

On an external level

- The project and its presentation also raised public interest for the work and mission of a Science Shop.
- The study is another successful project to add to their list increasing their reputation, which will be of value in financial negotiations with ministries, local and regional authorities and other potential sponsors.

5. Reflective Report

This project can be considered as a rather typical Wissenschaftsagentur (Science Shop) project involving students carrying out the research in the context of a masters thesis. Interesting issues evolving in this case, such as the value and the visibility of the mediation job done by the Science Shop, will be touched upon in the following paragraphs and discussed in more depth in part 4, the policy evaluation.

5.1 The Social Context of the Research Project

As the NGO (Akzente) approached the Science Shop (Wissenschaftsagentur) it was based on their need to investigate quality and circumstances of life for young people in Lungau (a rural region of the federal state of Salzburg) aiming at finding out their needs and desires. This study intended to provide a well-grounded scientific basis for developing tailor made measures, for starting off youth work in the named region and furthermore for establishing a youth-info-point and a youth centre. They already knew the Wissenschaftsagentur, in fact they could look back on a long history of fruitful co-operation and successful projects. In 1995 the NGO conducted the first project in the youth sector in co-operation with the Wissenschaftsagentur, the current one was the forth in row with a fifth study (region Flachgau) to follow.

The stimulus for the research was their intention to expand youth work into the region Lungau. As this region is a blind spot when it comes to youth work a scientific well-grounded studies seemed to be the best starting point. With regard to their positive experience it was clear that Wissenschaftsagentur would be the partner to co-operate with.

5.2 Interests and Expectations

For the NGO their interest was quite obvious, as they had a request with needed to be answered. They aimed at expand youth work into the Lungau and to establish a youth info point and a youth centre. To develop activities and provide opportunities for the young people in this remote region they needed basic information with regard to their quality and circumstances of life, their wishes desires and needs.

(I was interested primarily in the question whether the young people in Lungau differ from the youngsters in the other federal states of Salzburg, as Lungau is a rather special region to live in (very remote). I expected to get useful results to build upon our work. To make real good work on the basis of needs and experiences, derived from the study.) (A, NGO)

“Also interessiert hat mich vor allem, ob sich jetzt die Jugendlichen im Lungau wesentlich unterscheiden von den Jugendlichen in den anderen Salzburger Bezirken, nach dem es wirklich ein bisschen ein spezieller Lebensraum ist. Und erwartet habe ich mir Ergebnisse auf denen wir mit unserer Arbeit aufbauen können. Also wirklich gute Arbeit machen können auf Grund von Bedürfnissen und Erfahrungen, die wir aus der Studie gewonnen haben.“ (A, NGO)

The Wissenschaftsagentur had a special interest in the topic “participation of young people with a political perspective”.

(Of course I was interested in the topic “ participation of young people with a political perspective”. I’m not very familiar with the region, with the exception that it is one of the regions I like to go hiking. ...I was impressed by the openness and willingness to answer the questions. It can not be taken for granted that schools distribute the questionnaires...As in the Lungau the young people experience an infrastructural problem, there is hardly nothing for them. A lot of young people leave the region and, that’s why efforts are made to prevent them from leaving.) (BH, Science Shop)

“Mich hat natürlich die politische Partizipation der Jugendlichen im Lungau interessiert, weil ich nicht so einen engen Kontakt zum Lungau habe, außer, das ich gern einmal Berg gehen will...Ich war beeindruckt von der Offenheit und der Bereitschaft im Lungau sich den Fragen zu stellen, die Bereitschaft ist ja auch nicht so ohne, dass in den Schulen alles ausgeteilt wird.... Weil im Lungau gibt es das Problem, dass für die

Jugendlichen sehr wenig da ist. Dass viel Jugendliche vom Lungau weggehen und es Bestrebungen gibt, die Jugendlichen im Lungau halten zu können. (BH, Science Shop)

The student researchers interest to work on this project was triggered by the fact that she was born and raised in the same region. Her interest was first a very personal one, which turned out to be very positive for the project as she had a lot of insider knowledge on the region, the people and the problems they are facing.

(I was especially interested in the topic as I was born and raised in the region Lungau. So this was very personal for me. I enjoyed it a lot doing the project. As already mentioned the decisive factor (to conduct the research) was my personal affection.) (DN, student)

"Speziell hat mich das interessiert, weil ich Lungauerin bin, drinnen geboren und hab meine Jugend auch drinnen verlebt im Lungau und darum hat mich das natürlich speziell interessiert, weil es mich auch persönlich betroffen hat. Und es hat mir irrsinnig viel Spaß gemacht, muss ich sagen. Ja, wie gesagt, der persönliche Bezug war da halt ausschlaggebend." (DN, student)

(With regard to the political perspective I expected much more. I expected that the young people would be interested in participating. The title of my study was "Participation of young people in Lungau". I thought they were all very open-minded and would love to participate, but just do not have the possibility to do so. In the end I was rather disappointed that they showed hardly any interest (in participating).) (DN, student)

"Im politischen Bereich hab ich mir natürlich viel mehr erwartet. Da hab ich mir erwartet, dass die Jugendlichen Interesse zeigen, partizipieren möchten. Also meine Arbeit hat ja geheißen "Partizipation der Jugendlichen im Lungau". Und ich habe mir gedacht, sie sind alle sehr aufgeschlossen und möchten partizipieren, nur werden sie halt nicht gelassen. Und im Endeffekt war ich dann recht enttäuscht, dass es sie eigentlich kaum interessiert." (D, student)

The research system (the university department) was mainly interested in the scientific quality and the theoretical framework of the study.

(The university was interested in the theoretical framework that it is well grounded and special attention gets paid to certain areas of political interests of the young people. Mrs. St. did the study at the department of politics. This was the wish of the academic supervisor. I considered this to be very constructive) (BH, Science Shop)

"Die Universität war am theoretischen Rahmen interessiert dass es gut fundiert ist und gewisse andere Bereiche der politischen Interessen der Jugendlichen mit betrachtet werden. Frau St. hat an der Politikwissenschaft geschrieben. Das wurde vom Betreuer her gewünscht und wurde erweitert. Ich habe das sehr konstruktiv gefunden."(BH, Science Shop)

5.3 The Co-operation and the Role of the Actors

The intensity of co-operation between the partners varied depending upon the project phase. In the project initiation phase there was a high density of meetings and collaboration between the Wissenschaftsagentur and the NGO. During the research process the co-operation was very dense between Wissenschaftsagentur and the student and between the student and the NGO. The final project phase including the

official presentation brought together all three actors, whereas the student and the NGO played a major role.

The roles of the partners:

Wissenschaftsagentur was responsible for all tasks relating to organization, coordination and bonding between the project participants. In this case they also claimed responsibility for the outline of the project concept. They also showed responsibility for student selection, guidance and support. Guidance and support of the student also included an introductory course on SPSS (a computer programme to analyse questionnaires) and supplying the student with literature on the topic. Apart from scientific support they also supported the student on a personal level motivation her in difficult situations.

To summarize the Wissenschaftsagentur showed

- * organisational competence
- * scientific competence
- * and social competence

(The Wissenschaftsagentur did support me with SPSS, the computer programme. They gave me an introductory course and supplied me with technical information and literature. If I needed anything, either scientific or anything else I did go to the Wissenschaftsagentur.) (DN, student)

“Die Wissenschaftsagentur hat mir geholfen beim SPS, also das ist dieses Ausarbeitungsprogramm. Ich habe eine Einschulung gehabt und sie haben mir auch die erforderlichen Unterlagen gegeben. Also Publikationen schriftlicher Art. Und wenn ich irgendetwas gebraucht habe, irgendetwas Wissenschaftliches oder sonst irgendetwas, bin ich zur Wissenschaftsagentur gegangen.“ (DN, student)

(...This was the only time she had a crisis, where she needed some motivation....) (BH, Science Shop)

„...Das war so ziemlich das einzige, wo Sie kurz einmal so einen Durchhänger gehabt hat, wo sie ein bisschen aufgemöbelt hat werden müssen....“ (BH, Science Shop)

The NGO played a very active role throughout the project being regarded as the expert on the youth issues and youth work, supplying the student with technical information on the topic.

(At any time I could come to Mr. B., if I needed something. He is a real expert, an eminent authority on participation, youth and youth work. I did get a lot of material for example on laws relating to young people.) (DN, student)

“Ich habe zum Beispiel zum Herrn B. jederzeit kommen können, wenn ich irgendetwas gebraucht habe. Er ist ja wirklich im Bereich Partizipation, Jugend und alles was mit Jugendarbeit zu tun hat eine Koryphäe. Wenn ich eine Auskunft zum Beispiel über Jugendgesetze gebraucht habe, da bin ich mit massig Informationsmaterial ausgestattet worden.“ (DN, student)

The student role was defined very clear. She, as the researcher was responsible for conducting and actually doing the study. In the opinion of all participants her impact was the largest and most important one.

(In my opinion the impact of Mrs. S. was the largest one. She has devoted herself to the topic with skin and soul, with a lot of passion. She was very skilled in visualising and structuring the results. She played a major role in the project....) (BH, Science Shop)

“Der input von der Frau Mag. S. war meiner Meinung nach der größte. Sie hat sich der Thematik mit Haut und Seele hingegeben, mit einer großen Leidenschaft... Es ist ihr geschickt gelungen die Fragebogenerhebung zu visualisieren und zu strukturieren. Ich würde schon sagen, dass sie am meisten dazu beigetragen hat....“ (BH, Science Shop)

The academic supervisor was mainly responsible for the scientific part of the research project. He had to make sure that a certain academic standard was met and a certain level of quality was reached.

5.4 Evaluation by Participants

In general all participants evaluated the project, its results and the research process as a success. The co-operation and the general working conditions were perceived as very pleasing. The participants interviewed did not experience any severe conflicts or hindering factors. They felt that all objectives were met.

5.4.1 Evaluation by Organisation (NGO)

The organisation, was, as always, very pleased and is already planning 2 follow up projects. One project, a study on quality and circumstances of life for young people in Flachgau (a region of the federal state of Salzburg) is already listed by the Science Shop for students. In his opinion all goals are met. He remembered two aspects, which seemed to be a bit difficult, but could be resolved to the satisfaction of all partners involved. First, to find a student conduction the research turned was not as easy as expected. Second, it was quite a challenge to combine the needs of the NGO (the original request) with the academic requirements (the ideas of the academic supervisor). The academic supervisor considered the original request as to far-reaching and insisted on defining the research questions. This was resolved in the way that the student in fact did two projects. Her Masters thesis on the defined topic of “participation of young people in Lungau” and the study for the NGO covering a broader range of topics.

(One difficulty, but this in not due to the Wissenschaftsagentur, was to find a student to conduct the study. Maybe this is due to the fact that the topic does not fit a 100 %. This was true in the current project. After we did formulate the research questions and the main contents of the project we had a conversation with the academic supervisor, Professor D. where at first sight everything seemed to be OK. We continued to work on the project, signed a contract, but then there was a climb-down. The academic supervisor considered the research question as to extensive and far-reaching, therefore he instated on defining it. Miss S. decided to do her masters thesis on the topic “participation of young people in Lungau” and the separate study for the NGO covering a broader range of topics.) (A, NGO)

“Eine der Schwierigkeiten, aber das liegt nicht an der Wissenschaftsagentur, ist das Finden von Diplomandinnen und Diplomanden, die letztendlich solche Projekte auch umsetzen. Was manches mal vielleicht auch damit zusammenhängt, dass das Thema nicht hundertprozentig passt. Also das war in diesem Fall. Es war so, das wir die Fragestellung formuliert haben, das wir die Studie Inhaltlich fixiert haben. Dann gab es Gespräche mit dem Herrn Professor D., was im Prinzip auch OK war. Dann haben wir weiter gearbeitet und auch einen Vertrag gemacht und dann kam aber so ein kleiner Rückzieher. Dass der Herr Professor D. gesagt hat, das geht jetzt eigentlich zu weit, das muss man eingrenzen. Die Frau Magister S. hat dann das Spezialthema „Partizipation von Jugendlichen im Lungau“ für die Diplomarbeit genommen und parallel dazu hat sie dann trotzdem die Studie bei uns gemacht.“ (A, NGO)

5.4.2 Evaluation by Student Researchers

In the students opinion all goals are met and the project, its presentation and the implementation of results was a big success. Personally, she experienced the co-operation with the young people as enriching and very positive. She could not recall any barriers or difficulties. All partners were considered as very helpful, supportive and obliging.

Retrospective she would put more emphasis on the questionnaire and design it in more detail. Furthermore she would try to split it in smaller portions as the amount of work for the project was remarkable.

5.4.3 Evaluation by Science Shop

For the Science Shop the project was successful. For them it was important that the client (Akzente) was pleased with the results and also with the work done by the Science Shop. Major difficulties or barriers did not occur.

5.5 Comment on Value of Science Shop Research

5.5.1 For the NGO

For the NGO (Akzente) it was of value to have a partner who is flexible, capable of acting in a very short time, uncomplicated and top professional. In addition the practice orientation is considered as an important factor in favour of co-operating with a Science Shop. Whereas the interview partner admits that he just once co-operated directly with a university department, so that comparison can actually not be made.

(I can not really compare it, asses it, as we did not co-operate directly with the University. Oh, yes we did maybe one project, but this was in a similar context as the Science Shop project. As an association, a NGO we are not part of any governmental organisation, where the hierarchy and the decision making is very complicated. For us it is very easy. We can react and act quick, and that's what I also experience in co-operation with the Science Shop. And this is very pleasant. Regarding the co-operation with the Wissenschaftsagentur I have the feeling, that they are very practice oriented. They do not conduct studies as "L`Art pour L`Art", in the "Ivory tower" of the university. And the use, the result is always there. There is a kind of feedback loop, a direct use, which is actually practical, actually pleasant.) (A, NGO)

"Ich kann es nicht vergleichen, nicht abschätzen, weil so direkt mit der UNI haben wir eigentlich noch kein Projekt gemacht. Oh, ja, vielleicht ein Projekt haben wir mit der UNI gemacht. Aber auch das ist seinerzeit so ein einem ähnlichen Kontext, wie die Wissenschaftsagentur gelaufen. Aber nachdem wir als Verein und als NGO arbeiten und bewusst so aus dem Land ausgegliedert wurden weil die Hierarchien, die Entscheidungsprozesse, et cetera, die sind im Landesdienst, auf Beamtenebene natürlich unendlich kompliziert. Und bei uns ist es völlig einfach. Wir können rasch reagieren, rasch handeln und das gleiche erlebe ich bei der Wissenschaftsagentur, und das ist eigentlich das angenehme. Wobei bei der Wissenschaftsagentur für mich dazukommt, dass ich so das Gefühl habe, da gibt es nicht nur so Studien, die so im Elfenbeinturm der UNI ablaufen, sondern, da gibt es einen sehr großen Praxisbezug. Und der Nutzen, oder das Ergebnis, das fließt so in die Arbeit im ganzen Bundesland eigentlich mit ein. Das heißt es gibt rückgekoppelt einen direkten Nutzen, der eigentlich sehr praktisch ist, das ist eigentlich das angenehme." (A, NGO)

5.5.2 For the Student Researcher

For the student it was of value to have a real life project. She believes a Science Shop is less rigid, more helpful and understanding as the University, although she admits that she never did a project in co-operation with the University, so comparison is not possible for her.

(I think it is easier to co-operate with the Wissenschaftsagentur, compared to the University. I think they are less rigid and can give attention to specific problems. I enjoyed working with them. There was always understanding and immediate help if needed.) (DN, student)

"Ich glaube, es ist viel einfacher, mit der Wissenschaftsagentur zusammen zu arbeiten, als direkt mit wissenschaftlichen Strukturen in der Uni. Ich glaube, die sind einfach viel starrer und in der Wissenschaftsagentur können sie viel mehr auf die speziellen Probleme eingehen. Ich habe sehr gerne mit ihnen zusammen gearbeitet. Es war immer Verständnis da und sofortige Hilfe." (DN, student)

6. Reference Material

* Masters thesis: "Kinder und Jugendliche im Lungau. Zwischen Partizipation und Apathie", Salzburg 2001

* Brochure, (A4, 77 pages)

"Zwischen Fortschritt und Tradition, Studie über die Lebenssituation von Jugendlichen" im Lungau, Salzburger Land"

* Brochure, (abstract, A5, 30 pages)

„Zwischen Tradition und Fortschritt, Kurzfassung der Studie über die Lebenssituation von Jugendlichen im Lungau, Salzburger Land“

* Report on the radio in: Radio Salzburg

* Articles in Newspapers

in: Salzburger Nachrichten

in: Lungauer Nachrichten

* Reports on television:

in: Salzburg Heute,

in: Salzburg TV

* information on the NGO: www.akzente.net

* information on Wissenschaftsagentur Salzburg: www.sbg.ac.at/was

CASE 3

EVALUATION OF A SERIES OF LECTURES ON PRECAUTION AGAINST HEART DISEASE FOR TURKISH MIGRANT WOMEN IN TIROL

Fact Sheet

German Title: ""Ergebnisse der Studie zum Herz-Vorsorgeprojekt für türkische Migrantinnen in Tirol des Ludwig Boltzmann Institutes für Kardiologische Geschlechterforschung. Gründe für den Rückgang der Teilnehmerinnenzahl 2001 gegenüber 1999. Vorschläge für eine Erhöhung der Teilnehmerinnenzahl bzw. ggf. eine alternative Vorgangsweise."

English Title: "Results of a study on a project on precaution against heart disease for Turkish migrant women in Tyrol of the "Ludwig Boltzmann Institute für Kardiologische Geschlechterforschung". Reasons for the decline of the number of participants in 2001 in comparison to 1999. Recommendations to increase the number of participants or an alternative approach."

Request: Made by NGO to Science Shop (Institute FBI)

Aim: To find out reasons for the decline of number of participants in the second round of lectures (2001) and to make suggestions on how to reach the target group more directly and effectively, on how to include a more general spectrum of Turkish migrant women and furthermore on how to improve the precautionary intention.

Duration: September 2001 till December 2001

Students: 2, involved as interpreters and experts of the cultural background.

Costs: Euro 3.270

Outcomes:

- * Report
- * Presentation of the report
- * position for one student
- * Improved follow up series of lectures
- * two follow up project assignments for the Science Shop (Institute FBI)

Methods:

Group discussion, In depth interviews, Group interviews, Background talks, Statistical data (statistics).

Transcripts of interviews:

- * Interview 1: NGO – Managing Director (MH) level 2
- * Interview 2: NGO – employee (AB) level 1
- * Interview 3: NGO – student assistant (HB) level 1
- * Interview 4: Science Shop (Institute FBI) researcher (AS) level 1

Follow up projects: 2

* "Die Zugänglichkeit des Österreichischen Gesundheitssystems für türkischstämmige MigrantInnen", Innsbruck 2002

* „Arbeits- und Lebensbedingungen von Ärztinnen, die an der Universitätsklinik Innsbruck beschäftigt sind – anhand von Fallbeispielen“ Innsbruck 2002 (This study is part of a publication in press)

1 Summary of the Project

This project evaluates a series of lectures on precaution against heart disease for Turkish migrant women in Tyrol, which was conducted twice in 1999 and 2001 by the NGO ("Ludwig Boltzmann Institut für Kardiologische Geschlechterforschung"). Two researchers (Institute FBI staff members) conducted the evaluation involving two medicine students with Turkish origin as interpreters and experts of the cultural background.

Suggestions were aimed at for a third series of lectures. The target group should be reached more directly and effectively, the target group should include a more general spectrum of Turkish migrant women, and precautionary measures should be emphasised more effectively. The medical content was not a subject of the evaluation.

2 Participants

2.1 Directly involved in Project

- * NGO, "Ludwig Boltzmann Institut für Kardiologische Geschlechterforschung"
- * "Frauengesundheitsbüro Tirol"
- * 2 Turkish medicine students
- * Science Shop (Institut "FBI")

2.2 Indirectly involved

- * Managing Director of Ludwig Boltzmann Institut für Kardiologische Geschlechterforschung
- * Interviewees from Turkish participant groups, selected from Turkish mosques and their Hodschas

3 Brief Description of the Organisations involved

3.1 NGO, Ludwig Boltzmann-Institute

An NGO in the health sector with a focus on women and the aim to support women.

(Its a private non governmental organisation with the prime task to carry out research, pure research.) (MH, NGO manager)

"Es ist ein privatrechtlicher Verein mit der Aufgabe Forschung, reine Forschung zu betreiben." (MH, NGO manager)

An organisation like this can be founded by a scientist working on the habilitation. This is the guarantee for the scientific performance of the institution. The field of work has to be singular in Austria, interdisciplinary, future oriented and must not be already covered by another University institute. The management works on a voluntary basis. The core interest of the Ludwig Boltzmann-Institute in Innsbruck is women studies with medical applications in a wider sense. It is co-operating with intermediary organisations like FBI (Science Shop) and a women health centre in Vienna.

3.2 Frauengesundheitsbüro Tirol

An NGO founded by a group of interested women in the medical field supported by political decision makers. The goal is to support the access of women to the health system especially in means of heart diseases.

Starting point was the fact, that women suffering hearth attacks are getting medical treatment later and less intensive than men.

3.3 Medicine students with Turkish origin

During their study of medicine two female students with Turkish origin worked for the Ludwig Boltzmann Institute to partly finance their studies. In the case investigated they participated in the series of lectures, made the contacts to the target group and worked as interpreters.

3.4 Science Shop, Institute FBI

A non-university based Science Shop and research institution operational since 1991. The main goal of Institute FBI is to bridge the gap between the university and the public in the sense of making advanced knowledge accessible, understandable and applicable for a broad public. It serves as a link between academia and society and between theory and practice, on issues related to research, society and culture with a special focus on women and gender issues. Major research projects currently include: theory and praxis of knowledge transfer, conditions of employment and career issues for freelance scientists and Bubenarbeit (gender sensitive education for boys).

4 Project Description

4.1 Background to the Project

4.1.1 Initiation

The stimulus for the evaluation was the request from the Managing Director of the Ludwig Boltzmann Institute, who was looking to back up the resumption of the lectures on the basis of an internal monitoring, but with an independent and external view. The Managing Director of the Ludwig Boltzmann Institute got into contact with a member of Institute FBI during a meeting on Mentoring. The participatory and empowering approach of the methods applied by Institute FBI arouse her interest. She considered Institute FBI as a suitable partner for her kind of research. A meeting was fixed to plan an evaluation fitting the goals of the lecturers, the Ludwig Boltzmann Institute and the needs of the migrant target group.

(And there was this idea to create in a relative short time a practicable co-operation, which was at least the obvious thing for me and most likely with a Science Shop. And like always, coincidence. We were fortunately together in such a noisy cafe after the mentoring platform meeting, that only we two could talk to each other. This speeded up the whole thing.) (MH, NGO manager)

"Und da war eben die Idee eine praktikable Zusammenarbeit relativ kurzfristig herzustellen, was sich für mich zumindest angeboten hat, am ehesten mit einem Wissenschaftsladen. Und natürlich wie immer Zufall. Wir sind glücklicherweise in so

einem lauten Cafe nach der Mentoring Plattform gewesen, dass nur wir reden konnten. Und das hat die Sache beschleunigt." (MH, NGO manager)

4.1.2 Negotiation Process

In this first and two follow up meetings the background of the project, the aims of the lectures, the organisational background, the role of the religious organisations and their male leaders (Hodschas), the role and function of the Turkish interpreters – being medical students themselves and also thematically involved - the place of event and the time when the invitation should be send out and the execution of the events were discussed. The research aims were clearly stated and the students could guarantee unrestricted access to the main interviewees.

In a second step the suggestions for the main research questions were brought forward. A project plan including the number of interviews, the timetable and the budget was worked out by Institute FBI and accepted by the client. The costs followed market interest prices, including personal costs and expenses. After a short period of uncertainty for the students, as they did not feel informed in time about the monitoring objects, the negotiation process was felt by all participants to have been straightforward and without problems.

It was defined at the beginning, that the Turkish medicine students will be responsible for contacting all interviewees and fixing interview appointments, as due to their cultural background access to the target group was rather easy for them. These students also worked as interpreters during all the interviews.

4.1.3 Channels of communication

The main means of communication between the parties involved were personal meetings, telephone calls and e-mails. All together three meetings took place and during the whole research process there were consultations via telephone and e-mail. The Turkish student-interpreters were involved in an ongoing exchange of experiences and impressions during the research project.

4.1.4 Time frame

The time frame was roughly fixed at the beginning but not really adhered strictly. The original plan was to finish the project within 3 month from September 2001 to November 2001. To fix interview appointments turned out to be a bit more time consuming, as for cultural reasons a short warm up period to get acquainted was needed. This was not really a problem, as the next series of lectures was scheduled for the end of the upcoming year, so there was no time pressure on the project. Within three weeks the interviews were conducted, one month for transcription and two additional month for analysis and a first draft of the report, which added up to a four month project. The final report was handed in December 2001.

4.1.5 Budget

The overall project budget was 3.270 euro. Institute FBI calculated the budget following the market interest prices for projects. This was acceptable to the Ludwig Boltzmann Institute.

4.2 Project Aims and Main Research Questions

The project aims and main research questions were set by the client organisation with some additional input from Institute FBI, the lecturers and the students.

The main research questions were:

1. To find out, why the lectures did not reach a larger number of people out of the target group, what mistakes were made in the preparatory field?
2. How can a Turkish migrant woman get - and does get – general information on health issues beside the series of lectures? (medical doctors, books, television, other women etc.)
3. Although the target group is were inhomogeneous, and different needs of the target group could for various reasons, not be considered, a common framework had to be developed. How can this common framework look like?
4. How to reach the more fundamentalist women of the first generation of immigrants, which could not be reached until now?
5. Who is the best in inviting the target group for a new series of lectures?
6. Which other organisational details have to be considered.

(I really think, that evaluating and recording to the patient wishes (requests) is the main goal) (MH, NGO manager)

"Ich glaube wirklich die Evaluierung und Erfassung von Patientinnenwünschen ist das Hauptanliegen." (MH, NGO manager)

4.3 Working Methodology

4.3.1 Group discussions

Group discussions supervised by FBI staff members involving the clients and experts were used to work out the main goals and problems. Further topics discussed in this group were the choice of methods and the main research questions.

4.3.2 In-depth interviews

In the research process face-to-face interviews were conducted with single persons or small groups (between two and five people) with the assistance of an interpreter (Turkish mother tongue) The interview guide was designed and worked out by Institute FBI. In some cases the interviews drifted into a more general discussion on specific problems and experiences of migrants in Austria. This part was not taped, but never the less impressions rested and as background information had an effect on the interpretations of the findings. The questions were also reflected in the structure of the project report.

See interview guide attached in the appendix.

4.3.3 Conversations

Conversations with members of the Turkish community, not directly involved in the project, with the aim to find out general cultural differences concerning invitation habits, preferred time frames for the lectures etc. took place.

4.3.4 Statistical data

Included was some statistical comparative information on the number of participants, on host organisations and on different locations.

Sampling:

Out of 29 cultural or religious Turkish migrants groups 18 interviews were conducted. The selection of interview partners depended on their willingness, availability and accessibility.

The following aims were agreed in advance:

- * to cover the range of cultural and religious Turkish migrant groups
- * to cover lectures with high and low numbers of participants
- * to cover rural and urban regions

The following interview partners were selected.

Out of:

Mosques with a high number of participants both times (the lectures were given twice, in 1999 and 2001)

1. the Hodscha (from a small rural town)
2. two women of the managing committee (from a larger town near the capital city)
3. the Hodscha and 5 other men of the managing committee (from a small industrial town)

Out of:

Mosques with less participants in the second round (2001):

1. head of the women committee (urban)
2. head of the women committee (rural village)
3. Hodscha (medium industrial town and educational centre of the district)

Out of:

Mosques with a low number of participants both times (1999 and 2001):

1. wife of Hodscha (small rural town near the capital city)
2. head of committee and Hodscha (larger town near the capital city)
3. Hodscha (capital city)

Participants of lectures:

two women, one involved in the organisation of the lecture

Potential participants, 5 Turkish women met in the waiting room of a department at the University Clinic Innsbruck: random selection, out of those women wearing a traditional Turkish dress.

Analysis:

The data interview data, the informal discussions, the statistical data and the experiences of the medical experts (the lecturers) were represented equally in the analysis. What was said in the interviews was controlled by statistical data and the experiences of the experts.

The recommendations were grounded on trends visible in the interviews and talks.

4.4 Key Findings and Recommendations

4.4.1 Key Findings

1. usefulness:

The main question about the usefulness of the project could be answered clearly with yes. The series of lectures combined with handouts and some medical tests were considered as easy accessible. The lectures were mainly meeting the demands of the target group. Some modifications however could possibly help to get into contact with the rather inaccessible group of elder migrant women. This is the group, which hardly could be reached so far.

2. innovation:

The project evaluated was the first one known in Tyrol for Turkish migrant women and to get information about health care in their mother tongue. It was a pioneer project which should be continued. In Austria there is only one health care centre explicitly addressing migrants living in Vienna. The series of lectures can help to make the health system more accessible for migrant people. It will motivate them to take responsibility for their own health by changing their diet or buying a blood-pressure meter. It also offers a possibility for migrant women to learn how to integrate in the Austrian health system.

3. empowerment:

The lectures can encourage the migrant women to exchange their experiences, to overcome their sense of shame and to support each other. It will need some refresher course, word-of-mouth recommendation and growing trust among the migrant women. The participants and the involved leaders of religious and cultural groups have a high esteem of the project, they were pleased to answer the interview questions and expressed a high demand for assistance and information with respect to health care.

The project is the only one concerning health problems in a multi lingual setting. Other sources of information such as TV, radio or books cannot be used due to missing knowledge of the German language. The only possibility are offers in the Turkish TV channel. Still people integrated in the working world have a limited knowledge of the German language, they only know the minimum necessary for the work process and some basics to get around. A lot of Turkish people only visit doctors and get medical treatment during their vacation in Turkey.

4. barriers:

The expectation of the NGO regarding number of participants and success were extremely high. According to empirical value the series of lectures can be considered as successful. Nevertheless the result was, that concentrating mainly on the Turkish mosques and their clients keeps of a large part of the Turkish migrants from attending the lectures. The expectation of the organisers to reach the main target group of elder and more traditional Turkish women could not be confirmed.

4.4.2 Recommendations

1. Organisation:

Based on the results of the interviews recommendations for best practise regarding invitations (who should invite, how long in advance of the lecture, personally or using a letter or a poster) place of event and time frame could be given. Further suggestions for example nursery during the lecture, to combine the theoretical lecture with practical inputs like courses on healthy cooking were made.

The communication with key people of Turkish organisations gave some hits about time frames, locations, way of invitation, combination with other events of the Turkish communities and groups, meeting points like family doctors, schools, offices, social services, language courses, advice centres etc, consultation hours at the University Hospital with mainly Turkish speaking doctors could help to persuade them to attend the lectures.

2. Accessibility of the target group:

To make use of alternative ways to reach the target group, for example via the school-children, or to concentrate within the target groups on religious differences (groups going to Mekka or not).

(Our recommendation was, first to continue the initiative the lectures), ...and to pay attention to the timing of the lectures, and to build up again a network of people of Turkish origin....I mean extend a network of engaged contact persons.) (AS, Science Shop)

"Unsere Empfehlung war, erstens einmal die Initiative fortzusetzen, ... und genau auf den Zeitpunkt zu schauen an dem es gemacht wird und sehr genau sich noch einmal ein Kontaktnetz in der türkischstämmigen Bevölkerung aufzubauen. ...Also so ein Netz von engagierten Kontaktpersonen auszubauen."(AS, Science Shop)

To summarize it can be stated, that the lectures were successful and a continuation was highly recommended. Suggestions for improvement acceptable to the organisers could be made.

These suggestions include for example, to establish a network of Turkish migrants. A list of key women in private women networks could be helpful. The idea to reach the women via their husbands could be omitted.

Concerning the illiteracy of a great number of Turkish women inviting them via telephone might be a better option, supported by posters.

Besides mosques neutral places like school halls or community centres could function as venue for the lectures. Those places would also attract those women who are not involved in any religious groups.

A list of venues for the lectures could be published via social services, doctors, schools, community centres etc.

3. New issues, new presentation:

Concerning the issues for future lectures suggestions were made by the interviewees, most asked for were gynaecological topics, followed by: diabetes, heart diseases, psychological stress, internal medical problems, children illnesses. To accompany the lectures by a slide show or a film would be preferred and also childcare was considered as necessary.

An alternative form of presentation more workshop like or in the form of group discussions was considered as more lively and attractive.

4.5 Outcomes of the Project

1. Evaluation report (only available on an internal basis):

"Ergebnisse der Studie zum Herz-Vorsorgeprojekt für türkische Migrantinnen in Tirol des Ludwig Boltzmann Institutes für Kardiologische Geschlechterforschung. Gründe für den Rückgang der Teilnehmerinnenzahl 2001 gegenüber 1999. Vorschläge für eine Erhöhung der Teilnehmerinnenzahl bzw. ggf. eine alternative Vorgangsweise.", Innsbruck 2001 (study and report by: Dr. Gabriela Schroffenegger, Dr. Annemarie

Schweighofer-Brauer, Institut für gesellschaftswissenschaftliche Forschung, Bildung und Information. FBI, Innsbruck

2. Internal presentation and discussion of the results/report.

4.6 Impacts/Usage

4.6.1 Impacts for the Organisation (NGO)

Recommendations for an improved series of lectures were made verbal and in the report. (direct internal)

As a result of the evaluation restructuring of staff (NGO) was initiated. (indirect internal)

The managing director of the client organisation was very impressed by the work-process and the results of the research, she was interested in further co-operation with the Science Shop. By the time being Institute FBI already finished a third project in co-operation and on behalf of the Ludwig Boltzmann Institute. The client organisation got confirmation of the importance and the usefulness of their work. The results were also of use for further funding (core funding) negotiations. They were able to raise further money. (external direct)

Ludwig Boltzmann and Frauengesundheitsbüro:

1. Confirmation of their work,
2. competence for subsequent series of lectures based on improved material;
3. strengthening of the position toward the sponsors;
4. enlargement of staff.

Interview partners:

1. being taken seriously as experts of their own situation;
2. strengthening of their engagement by showing a serious interest in their situation as migrants;
3. personal confrontation with science

(I liked very much how the interviews were conducted. In very short time personal relationships were created, very familiar. They people were pleased. A warm feeling, very nice. People have not been looked at as objects, but as human beings. This was very important.) (HB, student)

"Wie die Interviews gemacht wurden, hat mir sehr gut gefallen. In kürzester Zeit sind innerliche Bezüge entstanden, sehr familiär, das hat mir besonders gefallen. Die Leute haben sich sehr gefreut. Ein gutes Gefühl, sehr schön. Menschen wurden nicht als Objekte gesehen, sondern als Menschen. Das war sehr wichtig."(HB, student)

4.6.2 Impacts for the Students

The students got into contact with scientific methods they did not know about before (how to conduct interviews and how to design a questionnaire) and had a possibility to apply the methods to a real life situation.

One student got a position with the NGO.

4.6.3 Impacts for the Science Shop (Institute FBI)

1. Payed project for Institute FBI.
2. The results improved the personal view on different cultural images and patterns; the results and experiences gained were of direct use in a follow up project in co-operation with the NGO and in a project on gender sensitive education for migrant boys.

3. Two follow up projects in co-operation with the Ludwig Boltzmann Institute
4. Confirmation of the expertise of Institute FBI concerning evaluation, gender sensibility and participatory research.

(For me it was very interesting to work with Turkish migrants, also with mosque and their representatives (Hodschas). Their experiences and cultural background was quite new for me. You see them on the streets, get information on them, but I myself did not get into contact with them. This was for sure the most interesting part, to get to know in a very close setting what they really want and what they experience in their daily life.) (AS, Science Shop)

"Mich hat sehr interessiert mit diesen türkischen Migrantinnen einmal zu tun zu bekommen, auch mit Moscheen, Moscheenvertretern. Das waren für mich Menschen mit Erfahrungen und einem Hintergrund, der ziemlich neu war. Man sieht dauernd Leute auf der Straße oder man kriegt dauernd was mit, aber ich habe nicht so viel persönlichen Kontakt gehabt. Das war für mich sicher das Interessanteste, einmal hautnah zu erfahren, um was es ihnen geht und was sie so erleben."(AS, Science Shop)

(As already mentioned, we use the results indirectly as background information, for example how to start research in this field. Which questions make sense with regard to the cultural context.) (AS, Science Shop)

"Wie gesagt, wir verwenden die Ergebnisse indirekt als Wissen, wie man in dem Bereich am besten Forschung angehen kann. Welche Fragen überhaupt Sinn machen aus dem kulturellen Kontext heraus." (AS, Science Shop)

5 Reflective Report

5.1 The Social Context of the Research Project

The "Frauengesundheitsbüro Tirol" in co-operation with the "Ludwig Boltzmann Institut für Kardiologische Geschlechterforschung" planned, organised and carried out two series of lectures in Turkish language to confront Turkish immigrant women with the problems of heart diseases caused by overweight, wrong eating habit and lack of exercise. The experts opinion was, that this target group is facing these risks more than average. The goal was to improve their sensibility for the problems and to give basic information on heart attack and how to avoid them. They organised lectures in different communities in Tyrol, in urban and rural regions, in close co-operating with the local religious groups (29 mosques), their male leaders (Hodschas) and Turkish cultural centres. They could make use of their address files, their links of communication and their meeting facilities. Altogether 1500 invitations were send out. The lectures were accompanied by an impressive slide show and by taking the participants blood pressure and their blood sugar. Handouts in Turkish language on basic rules on how to avoid health risks including suggestions on how to life healthy and important addresses to consult, were distributed among the participating women. The issues were smoking, loss of weight, hypertension and diabetes.

The campaign focused on women of the first generation of immigrants, now between 50 and 60 years old.

The series of lectures was hold twice, in the year 1999 and in 2001, the lectures were mainly given on Sunday afternoons. After the lectures the participants were requested to fill in a standardised questionnaire concerning their cooking practices, their health

standard and their potential needs for more information. The questionnaire should also give answers to question like, what further issues on health would be interesting and necessary for the target group and on the state of health in general in this group of immigrant women. This information was used to improve the design of a follow up series of lectures. In 1999 they received 880 questionnaires (including young girls) and in 2001 660 (without young girls).

Altogether the expert group was not satisfied with the number of participants for some single events in the first round of lectures and especially with the entire number of participants for the second round of lectures. An evaluation conducted by an external expert was considered to be useful to investigate reasons for the decline of participants, especially as a third run of lectures was envisioned for 2002. The problems experienced and the need for an external evaluation were the driving force for the NGO to consult Institute FBI.

5.2 General Remarks

The project touches on policy issues related to health care and support for migrant women. The information was collected for the organisation to evaluate its service.

The interviewees expressed their comfort feelings of being taken seriously as experts of their own situation and in their special position as migrants. The sensibility of the interviewers guaranteed in depth and detailed information.

The project has led to future collaboration with the client organisation. This confirms the value of the research results in answering the questions of the client organisation. The results reflect the different cultural patterns of participants and service organisation and can be looked at as a contribution to the process integrating Turkish migrants. The suggestions will be directly used in the following series of lectures.

The research process was accompanied by regular communication between the client organisation and the researchers.

Differences between medicine and natural scientific research and social research:

In Austria solicited research except for the industrial sector has a rather low rating. The market for this kind of research is very narrow, partly due to a high academic density and low funds. This makes it rather difficult to find a research niche and to place ones research offers. The competitors of Science Shops are university departments who beside their main task of teaching and research offer consultation and research. The medical sector represented by an interviewee, who is a medical doctor, has in her opinion high acceptance by the population. On first sight there seems to be no necessity to mediate between medical science and society. But the relationship is certainly not equal. On one side there is blind faith, on the other arrogance and high self-consciousness.

5.3 Interests and Expectations

Ludwig Boltzmann Institute and FrauengesundheitsbüroTirol

The special situation of the migrant women, as described in the following paragraph, made it very difficult to reach them. The NGO expected to get well grounded recommendations on how to get improved access to the target group and on how to include a more general spectrum of the Turkish migrant women. The NGO was furthermore especially interested in the Science Shops participatory and qualitative approach with the expectation to get in depth information. For them it was important to

learn about the migrants women expectations, what they really want and what is important for them. They were interested in their expert knowledge.

(In the interviews with A. it got clear, that there is heart that she listens to the people, takes them seriously.) (HB, student)

"Im Gespräch mit A. wurde deutlich, dass da Herz dabei ist, dass man den Leuten zuhört, sie ernst nimmt."(HB, student)

(The knowledge of the client-side was important. What was right or wrong for them) (HB, student)

"Das Wissen der Klientenseite war wichtig, was für sie richtig oder falsch war stand im Mittelpunkt."(HB, student)

(The interviews were not like the usual ones. A really different atmosphere was created.) (HB, student)

"Die Befragung war nicht so wie sonst in der Forschung üblich. Eine ganz andere Atmosphäre ist hier entstanden." (HB, student)

Situation of migrant women (target group):

With reference to the experience, that immigrant women don't - or are not able to – make use of the precautionary information system on health issues in German language, the Ludwig Boltzmann Institute was looking for a best practise to reach this group. Their health risk concerning heart diseases is estimated higher than that of the native Austrian population. This is partly due to their diet, their lack of exercise and also to a certain genetic disposition. Living in a foreign country it can be assumed that their health risk is even increasing. They have a limited ability to talk and understand German and still a great number of them are illiterates. So their use of television, radio and books as a source of information on health issues is limited.

The elder group of immigrant women came to Austria about 20 years ago with the assumption to return to Turkey one day, but never did so. They somehow arranged with the situation but never felt really at home, nor accepted or welcomed. As most of the migrant women are employed in branches, which differ a lot regarding the working hours (tourism, cleaning companies...), the timing of the lectures turned out to be difficult. The aim of the NGO was, to reach as many women as possible.

Furthermore some locations as certain mosques or Turkish cultural clubs only attract people with the same religion, interests or local origin. It is nearly impossible to invite others to these places. The support of the responsible religious leader (Hodscha) is essential.

The students:

The students were involved in the series of lectures and also the evaluation. Their interest focussed on the methods applied. They were also interested in the continuation of the series of lectures, as this was a job where they earned part of their living. As a third point they were personally involved as the project focused on people of their own culture.

Institute FBI:

For Institute FBI the evaluation was a challenging project, which also fitted nicely in one of the main research fields at that time being. It was of special interest to get into personal contact with Turkish migrants, mosques and Hodschas. Synergy effects and also additional information on cultural issues of use for current projects on gender sensitive education for migrant boys and gender mainstreaming were expected. The

researcher also expected that it would be rather difficult to talk to the Hodschas and that resentments would get obvious. This expectation did not prove well founded.

(I was very interested to get into contact with Turkish migrants, with mosques and their Hodschas. These people, their experiences and background were rather new to me. One often sees them on the streets but does not have personal contact. This was for sure the most interesting thing for me, to hear what their life is about and what they experience.) (AS, Science Shop)

„Mich hat sehr interessiert mit diesen türkischen Migrantinnen einmal zu tun zu bekommen, auch mit Moscheen, Moscheenvertretern. Das waren für mich Menschen mit Erfahrungen und einem Hintergrund, was ziemlich neu ist. Man sieht dauernd Leute auf der Strasse oder man kriegt dauernd was mit, aber ich habe nicht so viel persönlichen Kontakt gehabt. Das war für mich sicher das Interessanteste auch einmal das hautnah zu erfahren um was es ihnen geht und was sie da so erleben. „ (AS, Science Shop)

5. 4 The Co-operation and the Role of the Actors

The intensity of co-operation between the participants varied depending on the project phase. In the first and second project phase (project initiation, project preparation, research design) there was a high level of co-operation between the Science Shop, the NGO and the students. In the further course of the project the co-operation between the students, as experts of the cultural background of the target group, and the researcher was very dense. This was only natural as they also acted as interpreters. In the final project phase (analysis and writing up the report) the contacts between the Science Shop and the NGO increased once more. The co-operation was described by all participants as excellent and as a decisive factor for the success of the project. There was a lot of trust in the different partners expertise contributing to an excellent working atmosphere.

The roles were distributed very clear. The Science Shop was responsible for the methodological framework, the scientific part and for conducting the research. The NGO initiated the research project, provided essential background information on the topic and formulated the main research questions and goals. They also provided access to the target groups (migrant women, mosques and Hodschas).

The Turkish students acted as interpreters, organised the interview dates and provided essential knowledge on the cultural background of the interviewees.

(The knowledge of the women working at the Ludwig Boltzmann Institute formed for sure the basis for the project. On the one hand it was basic information on the project we evaluated (the series of lectures), what happened, assumptions and connections. This was the basis we could start of. And very important was the knowledge of the Turkish students. Mrs. H. has a lot of background knowledge on the Turkish culture, which was very important during the process of research. She could explain and make clear to me what some statements of interview partners are connected with. Otherwise some statements would have been mysterious for me, or I would have put them into a different order. This knowledge was as background information very important.) (AS, Science Shop)

“Das Wissen von den Frauen des Boltzmann Instituts, die daran beteiligt waren, das was sicher so unserer Grundlage. Das war einerseits natürlich einfach die Information darüber, wie dieses Projekt vorher abgelaufen ist, was es alles gegeben hat, die ganzen Vermutungen, die Zusammenhänge, die so einen Polster für uns gebildet haben, von dem man Ausgehen kann. Und ganz wichtig war das Wissen von den türkischen Studentinnen, die Frau H. hat viel Hintergrundwissen über die türkische Kultur, und da

auch viel während der Forschung erklären hat können, um deutlich zu machen womit dies und dies oder jene Aussage überhaupt zusammenhängt. Es wäre für mich sonst vielleicht schleierhafter geblieben, oder was ich nicht so gut, oder was ich ganz anders eingeordnet hätte. Also das war als Wissenshintergrund sehr wichtig.“ (AS, science Shop)

5.5 Evaluation by Participants

In general all participants evaluated the project and its results, the research process and the co-operation as successful and very pleasing. Severe conflicts or barriers could not be recalled. Just at the beginning of the project the co-operation with the Turkish students seemed to be a bit problematic. This turned out to be a communication problem and could be resolved immediately. In the further course of the project co-operation and communication was excellent and enriching for all partners.

5.5.1 Evaluation by Organisation (NGO)

The NGO was very pleased with the report, its results and especial with the methods applied and the way the interviews were conducted.

(I liked very much the way how the interviews were conducted. In a very short time there was real communication between the involved ones, very familiar, that's what I liked most. The people were very pleased. A good feeling, very nice. The interview partners were not seen as objects, they were treated as human being. This was very important. In my perception we got real access to the people. The clients knowledge was important, what was right or wrong for them, was our main interest) (HB, student)
"Wie die Interviews gemacht wurden, hat mir sehr gut gefallen. In kürzester Zeit sind innerliche Bezüge entstanden, sehr familiär, das hat mir besonders gefallen. Die Leute haben sich sehr gefreut. Ein gutes Gefühl, sehr schön. Menschen wurden nicht als Objekte gesehen, sondern als Menschen. Das war sehr wichtig. Für mich wurde übermittelt, dass uns die Leute entsprechend aufnehmen. Das Wissen der Klientenseite war wichtig, was für sie richtig oder falsch war, stand im Mittelpunkt."(HB, student)

5.5.2 Evaluation by Scientists

The report generated new knowledge in terms of a better understanding of the cultural differences and the special needs of Turkish people in Austria confronted with a elaborated medical system and facing language problems.

A problem might be the necessity of using translation and interpreters, as there is always a risk, that the translation is biased and already interpreted.

5.5.3 Evaluation by Science Shop

- The project is considered as successful and very enriching.
- The fact that the Science Shop just finished the second follow up project on behalf of and in co-operation with the NGO shows clearly, that the client was content with the project results and the research was of value for them.

(A positive aspect is the satisfaction of the client Organisation. We got entrusted with a follow up project. We learned a lot, got background information, a feeling for the people and ideas on where to continue. And we also could apply and verify our methods.) (AS, Science Shop)

"Die positivsten Aspekte waren, dass die Auftraggeberin mit unserer Arbeit zufrieden war. Wir ein Nachfolgeprojekt bekommen haben. Dass wir viel Wissen, Hintergrundinformation, Einfühlung in diese Bevölkerungsgruppe bekommen haben und

Ideen wo und wie wir da weitertun könnten. Und dass wir unser Methoden Repertoire wieder erproben haben können.“ (AS, Science Shop)

5.6 Comment on Value of Science Shop Research

The interviewees and the Turkish interpreters emphasized the quality of work done by Institute FBI. They were impressed by the way, how the migrant women were given a feeling of importance and being taken seriously as experts of their own situation. There was successfully created an atmosphere of honesty and confidence between unknown people in a very short time. The sensitive approach guaranteed a fruitful co-operation between all partners involved.

As a quality characteristic regarding the co-operation with the Science Shop, it was pointed out, that the project could be organised in an uncomplicated manner and in a very short time.

On the contrary to cooperate with a university faculty is considered to be more difficult with unforeseen complications.

(This is easier with a Science Shop than with women from the university, from a different department having a different culture of work and work climate. And this means for me a better feasible and less nerve-racking cooperation. Reliable dead lines, everybody does his part and the results are there, they are visible.) (MH, NGO manager)

"Das ist leichter mit einem Wissenschaftsladen, als mit Frauen von Universitäten, die aus einer anderen Fakultät kommen und dann halt eine andere Arbeitskultur haben und Betriebskultur. Und das ist etwas, was für mich zumindest eine machbarere und nervenschonendere Zusammenarbeit darstellt. Verlässliche Termine, jeder macht seinen Teil und der ist wirklich da und sichtbar vorhanden."(MH, NGO manager)

Science Shops are doing applied research in response to concrete requests and needs. Their special quality is the practice orientation, their effort to put science to use. Results are not produced to vanish in academic circles but to be applied in real life situations.

6 Reference Material

* Report: "Ergebnisse der Studie zum Herz-Vorsorgeprojekt für türkische Migrantinnen in Tirol des Ludwig Boltzmann Institutes für Kardiologische Geschlechterforschung. Gründe für den Rückgang der Teilnehmerinnenzahl 2001 gegenüber 1999. Vorschläge für eine Erhöhung der Teilnehmerinnenzahl bzw. ggf. eine alternative Vorgangsweise." (study and report by: Dr. Gabriela Schroffenegger, Dr. Annemarie Schweighofer-Brauer, Institut für gesellschaftswissenschaftliche Forschung, Bildung und Information. FBI, Innsbruck 2001

* Information on the NGO:

www.ludwigboltzmann.at/institute/institute_info.php?a_id=134

* Information on Institute FBI: <http://info.uibk.ac.at/c115/c11508>

PART 4

POLICY EVALUATION –COMPARISON OF THE CASES AND CONCLUSIONS

Potential of interaction through intermediaries like Science Shops as a practise to bridge the gap between science and society (Topics generated from the case studies 1-3)

In general Science Shops are perceived as valuable organisations contributing to the improvement of the relationship between science and society. In the opinion of the interview partners they play a role but its importance should not be overestimated. Science Shops are one member in a chain of preferably concerted activities (“Science Week”, “Young University”, “Science and Responsibility”) aiming at developing the dialog between science and society.

(Well, I believe they (the Science Shops) can make a contribution. But one must not overestimate their effect.... To which extent we can achieve any positive effect, I do not want to overestimate it. Subjectively I consider it as very important in a socio-political sense. To what extent we can empower the NGO's. It is good if we can make somewhat a contribution.) (SL, case 1, scientist)

„Also, Ich glaube sie (die Wissenschaftsläden) können einen Beitrag leisten. Man darf es allerdings auch nicht überschätzen, in der Wirkung.... Wieweit wir da jetzt auch positive Effekte erzielen können, ich will es nicht überschätzen. Also subjektiv, für mich gesellschaftspolitisch halte ich es für ganz wichtig. Inwieweit wir deren (der NGO's) Positionen stärken können. Wenn wir ein bisschen was dazu beitragen ist es schön. „ (SL, case 1, scientist)

(One must not overestimate the importance of the Science Shops in any way, but here where something is done, and with us at least primarily in a historical context, primarily in a social context, and in the third sector, there the importance is significant at least for the region. This is very clear, we address the region, the federal state, rather than central topics or projects, and there the importance of project with lesser or intermittent reach is certainly quite high.) (HD, case 2, supervisor)

"Man darf ja die Bedeutung der Wissenschaftsläden in keiner Weise überschätzen, aber dort, wo etwas gemacht wird, und das ist eben, also bei uns zumindest vor allem im historischen Bereich, vor allem im sozialen Bereich, und im Hilfs- und Dienstleistungsbereich, also da ist die Bedeutung erheblich zumindest für die Region. Das ist ja ganz klar, also wir gehen nicht auf zentrale Themen oder Projekte los sondern auf die Region, das Bundesland und da ist die Bedeutung für Projekte kleinerer und mittlerer Reichweite sicher ganz erheblich." (HD, case 2, supervisor)

1. Benefits for the NGO's

Knowledge Need of the Client and Capacity Building in NGO's

In all three cases, there was a direct need for the knowledge, the studies produced. In two cases it was an evaluation of the services offered by the client organisation, needed for changes and improvement and to increase chances for funding. In the third case the knowledge generated (the results) provided a well-grounded scientific basis

for further development of measures aiming at improving the situation of a fringe group in a remote area.

In all three cases it was important to the client organisation to have an independent external expert to conduct the research (view from the outside of the organisation). A different view, different perspectives were considered as enriching.

(Important was the different perspective, the other way of thinking. For us a unusual method was applied. Other ideas, a different access to medicine could be used.) (AB, case 3, NGO)

"Wichtig war die andere Perspektive, das andere Denken. Es wurde eine für uns ungewöhnliche Methode angewandt. Andere Ideen, andere Zugänge zur Medizin konnten genutzt werden." (AB, case 3, NGO)

The scientific results of these projects are not only broadening the "store of knowledge" in general, they are always also enlargement of the capacity to act for the client organisation. In case 3 (the migrant women project), an improved follow up series, based on the results and recommendations could be designed.

The positive evaluation confirmed the work already done by the organisation and was of value in further budget negotiations with decision makers and sponsors. The suggestion to broaden the project thematically (a suggestion made by interviewees) was of value for the future planning. In case 2 the study was the sound scientific basis for the establishment of a youth centre and a youth info point. As the target group (the young people), the regional and local policy and decision maker were involved in the project from the beginning a lot of attention was drawn to the project. Requirements of all parties concerned could be taken into account. Consent and a high level of acceptance could be reached.

"The young people were willing to participate in the project, they also showed their interest by attending the press conference. They were interested in the results. That the results will be implemented." (BH, case 2, Science Shop)

„Dass sich so bereitwillig eigentlich so viele Junge beteiligt haben an der Studie, auch die Bereitschaft dann bei der Pressekonferenz durch die Anwesenheit zu zeigen, dass das Interesse da ist. An den Ergebnissen. Dass die Ergebnisse umgesetzt werden.“ (HB, case 2, Science Shop)

(The study was presented in the context of a press conference in the region Lungau, this was in October with the head of provincial government and some mayors of Lungau attending it. It was a rather large event with the national television (ORF), media, newspapers, radio – a media hype.) (DN, case 2, student)

"Und präsentiert wurde sie im Rahmen einer Pressekonferenz im Lungau, das war im Oktober, mit unserer Landeshauptmannstellvertreterin und einige Bürgermeister vom Lungau drinnen. Also es war recht ein großer Rahmen, ORF war da und einige Medien, Zeitungen, Radios. Ist recht groß präsentiert worden, ziemlicher Medienrummel war drin." (DN, case 2, student)

Improved Accessibility of Science

A Science Shop is more accessible than a university department owing to their explicit openness to the public. So it is easier for the clients to get into contact and start a project.

(And mainly for the users, I mean somebody who wants to co-operate with a scientific organisation, will probably, I believe, find an easier access to a Science Shop, dare to present himself there, to discuss a project in comparison with the university. From this view I really believe, that the access for ordinary clients is less inhibited and naturally more feasible.) (MH, case 3, NGO manager)

"Und vor allem für die Benutzer, also jemand, der mit irgendeiner Wissenschaftseinrichtung irgend etwas machen möchte, wird wahrscheinlich, nehme ich an, leichter Zugang zu einem Wissenschaftsladen finden, sich trauen, auch dort vorzusprechen, dort ein Projekt zu diskutieren, als dies auf der Universität zu machen. Von dem her glaube ich schon, dass der Zugang für den Normalverbraucher niederschwelliger ist und natürlich praktikabler." (MH, case 3, NGO manager)

(Yes, I believe one of the core aspects is a least possible resistance access of the community to scientific knowledge, not only of universities but overall of general science organisations. And least possible resistance means this start at the language.) (SL, case 1, scientist)

"Ja, ich glaube einer der Kernpunkte ist der möglichst niederschwellige Zugang von der Bevölkerung zu wissenschaftlichem Wissen, von nicht nur Universitäten, sondern überhaupt von allgemeinen Wissensorganisationen. Und möglichst niederschwellig heißt, das beginnt bei der Sprache" (SL, case 1, scientist)

Low Financial Barriers

Small and medium size NGOs have scarce resources and are mainly fully occupied with fulfilling their everyday business. They have hardly any capacity to evaluation their own work or to conduct research projects on topics of interest. At the same time they have a very limited or no research budget. The only affordable way for them, to satisfy their knowledge need is to initiate a research project in the context of a master thesis. This is when the Science Shop and its intermediary function comes in.

(It is partly negative that for quite interesting topics there is no money available. We have many groups or initiatives, which have no money at all (for research projects) or the most a couple of thousand Schillings. However, they want everything possible and this is certainly a problem. The positive side is that one beats many flies with one flap. The client organisation gets interesting and useful results. The student researcher gets the possibility to apply his academic knowledge to a real live situation, it is a kind of test field for them. Last but not least some money remains for the Wissenschaftsagentur, which is not fully financed and always happy to get extra money.) (HD, case 2, student)

"Das Negative ist zum Teil, dass für ganz interessante Themen kein Geld da ist. Also dass viele Gruppen oder Initiativen kommen und sagen, sie haben überhaupt kein Geld oder höchstens ein paar Tausend Schilling. Sie wünschen sich aber alles Mögliche und das ist sicher ein Problem. Das Positive ist wie gesagt, dass man verschiedene Fliegen mit einer Klappe schlägt. Dass interessante Ergebnisse herauskommen mit denen die beforschte Gruppierung oder wer auch immer was anfangen kann. Und dass man quasi eine Sandkiste oder eine Spielkiste macht für junge angehende Forscher, für die Studenten und dass, wenn es gut geht auch ein bisschen ein Geld über bleibt für die Wissenschaftsagentur, die also auch nicht ausfinanziert ist und immer Geld dazuverdienen." (HD, case 2, student)

(Looking at the "Caritas" - a Christian beneficial organisation - and organisations like this, they are very busy to do all this, what would actually be the duty of a welfare state and the population believes that this in fact is done (by the state). Hence not very much

energy remains to conduct this socially relevant research and probably this is the fate of most organisations.) (MH, case 3, NGO, manager)

"Wenn ich so die Caritas und solche Einrichtungen anschau, die sind so beschäftigt, all das zu tun, was ein Sozialstaat eigentlich tun müßte und die Bevölkerung auch glaubt, dass er es tut. Dass nicht mehr sehr viel Energie übrigbleibt, da noch diese gesellschaftspolitisch relevante Forschung zu betreiben und wahrscheinlich geht es den meisten Organisationen so." (MH, case 3, NGO, manager)

(But we adhere to the principle to support non-profit organisations or "financially weak organisations" at no cost. So to say our contribution. We have a kind of 10 % rule. This means 10 % of the project should be social projects, for instance EZA-Laden. This is a good example, this was completely clear, that the managing director of the EZA-Laden, which fights for its survival, that he can or should not make a donation to PINN, and we would not have accepted it anyway. These are also important points.) (SL, case 1, scientist) „Aber, wir haben uns zum Prinzip gemacht, non-profit Organisationen oder „finanziell leistungsschwache Organisationen“ auch gratis zu unterstützen. Gewissenmaßen unser Beitrag. Wir haben so eine Art 10% Regel. Das heißt 10 % der Projekte sollen Sozialprojekte sein, z.B. EZA Laden. Das ist ein gutes Beispiel. Das ist völlig klar gewesen, dass der Geschäftsführer des EZA-Ladens, der ums Überleben kämpft, dass der uns keine PINN Spende geben darf oder soll, oder das natürlich von uns überhaupt nicht angenommen werden würde. Das sind auch wichtige Punkte. „ (SL, case 1, scientist)

(That in contrast to for example consultancy organisations or scientific consultancy at cost here the financial potential of the client in no ways presents a central barrier with respect to the access to socially relevant knowledge.) (SL, case 1, scientist)

„...dass im Gegensatz zu beispielsweise Beratungsorganisationen oder wissenschaftlicher Beratung gegen Entgelt hier jedenfalls die finanzielle Leistungsfähigkeit der Interessenten keine wirklich zentrale Barriere im Hinblick auf den Zugang zu gesellschaftlich relevantem Wissen sein soll. „ (SL, case 1, scientist)

2. Benefits for the Research System

Benefits for Students

In two cases the research was conducted by student researchers in the context of a Masters thesis. In the third case the researchers were part of the Science Shop scientific staff. In the opinion of one interview partner on central feature of the Science Shop activities are the benefits for the students.

(I think one central feature (of Science Shop activity) is the benefits für die students, in the first hand for those students participating in PINN projects, and in the second hand for all students of the faculty of economy.) (SL, case 1, scientist)

„... Ich glaube einer der zentralen Punkte (der Wissenschaftsladenaktivitäten) ist der Nutzen für die Studierenden, der direkte der PINN Studierenden, aber auch insgesamt der SOWI Studierenden...“ (SL, case 1, scientist)

The benefits for students to participate in Science Shops projects are numerous.

* The Students can apply their academic knowledge to a real life situation.

The students interviewed in the cases gave their preference to a topic with practise orientation and were especially satisfied that the results were useful for certain groups and could be applied.

(And by their project assignments or by other examples they (the students) can prove their actual usefulness. Since they are in the position to realize specific problems solution oriented, task oriented, and theoretically founded and reflected...) (SL, case 1, scientist)

“Und über ihre Projektarbeiten oder über andere Beispiele können sie (die Studenten) beweisen, dass sie wirklich auch nützlich sind. Das sie in der Lage sind konkrete Probleme lösungsorientiert, umsetzungsorientiert, theoretisch fundiert und reflektiert umzusetzen.“ (SL, case 1, scientist)

* They learn to connect and bring together the various needs and demands of different groups with their rather theoretical scientific background.

(Yes this (Science Shop activity) is very important, on one hand for the students since they can become familiar with procedures and states of real organisations and connect with theoretical knowledge.) (MP, case 1, supervisor)

“Ja also die (Aktivität der Wissenschaftsläden) ist sehr wichtig, und zwar einerseits für die Studenten, weil sie u.a. auch dadurch Abläufe und Gegebenheiten in realen Organisationen kennen lernen können und mit theoretischem Wissen verknüpfen.“ (MP, case 1, supervisor)

* They get the opportunity to establish contacts and achieve relevant experience being an important element in their educational profile.

(Yes, the project was useful for me. I got to know a lot of people.) (DN, case 2, student)

“Ja, ich hab eigentlich schon einen Nutzen gezogen aus dem Projekt. Und zwar dass ich dadurch sehr viele Leute kennen gelernt hab.“ (DN, case 2, student)

* Career opportunities are created.

(She (the student) was always regarded as very ambitious, and of course there had been increased contacts. This study on the youth sector is an additional qualification criteria and she is now working in the youth sector, so this (the study) was for sure a supportive factor to get the job.) (BH, case 2, Science Shop)

“Sie hat immer schon als sehr engagiert gegolten, natürlich gabs dann verstärkte Kontakte und sie hat jetzt durch die Studie im Jugendbereich ein zusätzliches Qualifikationskriterium und sie ist jetzt im Jugendbereich tätig, also es war sicher eine Unterstützung. Dass sie da sofort den Job gekriegt hat.“ (BH, case 2, Science Shop)

(In my opinion the positive image imprints the perception of our graduates with respect to their employability. In fact there is a large group of students who generated their jobs through PINN projects.) (SL, case 1, scientist)

“ ..Das positive Image prägt meines Erachtens auch die Wahrnehmung unserer Absolventinnen und Absolventen, was deren Employabilität angeht. Ganz konkret gibt es eine ganze Fülle von Studierenden, die über PINN Projekte sich ihre Jobs geschaffen haben...“ (SL, case 1, scientist)

* They develop key skills as well as social competence.

Interaction with local communities broadens their view, improves their ability to communicate, to co-operate and to work in dissenting teams. They experience different settings they would not have a chance to in a academic environment.

(...This is an important point ... They develop simultaneously somewhat a social competence, to find their way in organisations reasonably and adequately.) (SL, case 1, scientist)

"... und das ist ein wichtiger Punkt,..., bauen sie zugleich eine gewisse soziale Kompetenz auf, um sich in Organisationen vernünftig und angemessen zurechtzufinden." (SL, case 1, scientist)

* Last not least the students earn some extra money.

Engagement and Motivation of Students

In all cases a special engagement of the (student) researchers could be encountered. The students main motivation to work on a Science Shop project was the practical relevance.

In all cases the students can be described as very ambitious, active and determined. To get a Science Shop project they have to fulfil certain criteria and to keep up certain standards. They must take the initiative, must play an active role. They must be willing to work in close co-operation with the client, must accept that a master thesis with practical orientation in general takes more time. They have not only one partner (scientific supervisor) but at least three (in addition a NGO and a Science Shop) to co-operate with. All these factors might create unforeseen problems they have to scope with.

(I need a student who is willing to do additional work. We need students who are dedicated to what they are doing. Students who are not just fulfilling the curriculum. Students who are capable of going further. There are people who do it simply because they have the feeling that by doing this they contribute something (to the development of society.) (ME, case 1, PINN)

"Ich brauche einen Studenten/eine Studentin, die bereit ist, zusätzliche Arbeit zu machen, wir brauchen engagierte Studenten, die nicht nur schauen, was steht im Curriculum, was muss ich machen, sondern die bereit sind, eben über diese Grenzen hinaus zu schauen.....es gibt Leute, die es einfach machen, weil sie glauben, da was beitragen zu können." (ME, case 1, PINN)

(It is very important for us, that the students as know-how bearer are involved. There is a kind of pre-selection. We try to make sure that students and projects match.) (ME, case 1, PINN)

"Wobei es uns ganz wichtig ist, dass eben auch die Studenten sozusagen als Wissensträger mit einbezogen werden und wir eben in der Vorauswahl schon darauf schauen, dass wir die richtigen Studenten zu den richtigen Projekten bekommen. (ME, case 1, PINN)

In two cases the students engagement was even increased by personal motives. In case 2 the fact that the student was born and raised in the region being the subject of the study played a major role. In case 3 the topic was in line with major research projects and synergy effect were expected.

(The topic was of special interest for me, as I am born and raised in the region Lungau. So it was very personal for me. And I must admit I enjoyed it a lot. Yes, as already mentioned my personal affection was the decisive factor ". (DN, case 2, student)

"Speziell hat mich das interessiert, weil ich Lungauerin bin, drinnen geboren und hab meine Jugend auch drinnen verlebt im Lungau und darum hat mich das natürlich speziell interessiert, weil es mich auch persönlich betroffen hat. Und es hat mir irrsinnig viel Spaß gemacht, muss ich sagen. Ja, wie gesagt, der persönliche Bezug war da halt ausschlaggebend." (DN, case 2, student)

(It is of interest for our own research. The situation of migrants has become one of our main research fields...At the moment we are working on a brochure on gender sensitive education for migrant boys. We can use the results as background knowledge.) (AS, case 3, Science Shop)

„Für die Forschungsinteressen auf alle Fälle. Nachdem wir immer mehr mit dem Migranten und Migrantinnenbereich zu tun haben war das sehr nützlich für uns... Und wir sind jetzt bei einem anderen Projekt wieder im Migrantenbereich, mit der geschlechtsspezifischen Jugendarbeit und das ist natürlich ein wertvolles Wissensreservoir, das da mitläuft.“ (AS, case 3, Science Shop)

Benefits for the University System

In the opinion of four interview partners Science Shops and similar organisations contribute to the reputation of the university. As universities take responsibility for future developments in society by providing research for social groups, science and the university are realized as true-to-life and useful.

(I am convinced that with the aid of these instruments (Science Shops and similar organisations) a very essential contribution is made for the reputation of the university and the school respectively. That means science is realised and perceived as true-to-life and useful. That means, behaviour according to the ivory tower is today not any longer considered a feature of students or scientific collaborators, but whenever one discusses with practitioners, who made experience with PINN, then they are fascinated and always point to the, necessity and usefulness of such co-operations.) (SL, case 1, scientist)

“Ich bin der Überzeugung, dass mit Hilfe dieser Instrumente (der Wissenschaftsläden und ähnlicher Einrichtungen) ein ganz wesentlicher Beitrag für das Image der Universität beziehungsweise der Fakultät geleistet wird. Nämlich hier wird Wissenschaft als lebensnah, als nützlich erlebt und wahrgenommen. Das heißt...den Studierenden oder den wissenschaftlichen MitarbeiterInnen, ... wird heute nicht mehr Elfenturmverhaftetheit unterstellt, sondern wann immer man mit PraktikerInnen redet, die PINN Erfahrung gemacht haben, die sind fasziniert und verweisen immer wieder auf die Sinnhaftigkeit, auf die Notwendigkeit, die Nützlichkeit derartiger Kooperationen.” (SL, case 1, scientist)

(The part presidents, and deans at large, particularly the presidents for the past 10 years, have recognised their (Science Shops) function for external authorization of the university. It is not sufficient any more to declare we are a university.) (HD; case 2, supervisor)

"Die bisherigen Rektoren, auch Dekane zum Großteil, aber die Rektoren seit 10 Jahren die haben das auch erkannt, dass das sehr wichtig ist, dass es (die Arbeit der Wissenschaftsläden) eine Legitimationsfunktion der Universität nach außen hat. Es reicht längst nicht mehr zu sagen, wir sind eine Universität,...." (HD, case 2, supervisor)

(In Salzburg there is a science model guideline listing all institutions and organisations which are dealing with science including their status and similar information. There the Wissenschaftsagentur Salzburg is included with one page, providing the message that if the Wissenschaftsagentur Salzburg would not exist it would have to be invented.)(HD; case 2, supervisor)

„...Es gibt in Salzburg ein Wissenschaftsleitbild, wo alle Institutionen und Organisationen, die mit Wissenschaft zu tun haben aufgeführt sind und was die für eine Position haben und ähnliches mehr und da ist die Wissenschaftsagentur Salzburg mit einer Seite drinnen, so mit der Botschaft, wenn es die Wissenschaftsagentur noch nicht gäbe müsste man sie erfinden..“(HD, case 2, supervisor)

(I believe generally that many aspects of research are not turned into applications....A claim of PINN and “Euromobil” is to answer the question, what a university or what a school can do for the economy in the region....The very big names in economy who know why they solicit project at the university today, do not have to be convinced. But the regional environment is very important for us. If you look around in Tyrol, everybody says aha the university costs a lot of money and what is the return? With such PINN projects and Euromobil projects we can transfer a lot of knowledge into businesses, if we succeed once to cross this barrier, We conduct research in the sense of where one can make it more comprehensible for the people what happens in the ivory tower) (ME, case 1, PINN)

"Ich glaube grundsätzlich, dass vieles in der Forschung einfach nicht nutzbar gemacht wird Ein Anspruch, den wir mit PINN und „Euromobil“ haben, ist irgendwo die Frage zu beantworten, was kann eine Universität oder was kann eine Fakultät für die Wirtschaft in der Region tun...die ganz großen Namen in der Wirtschaft, die wissen, warum sie heute Projekte an Universitäten vergeben, die braucht man nicht überzeugen. Aber was für uns ganz wichtig ist, ist das regionale Umfeld. Wenn man heute so in Tirol schaut, jeder sagt, aha, die Universität kostet einen Haufen Geld und was bringt es. Und da mit solchen PINN-Projekten und mit Euromobil-Projekten können wir also sehr viel Wissen in die Unternehmen rein tragen, wenn es uns einmal gelingt, diese Hemmschwelle zu überschreiten. Insofern machen wir Forschung,... wo man das ein bisschen für die Leute verständlicher macht, was da passiert im Elfenbeinturm. (ME, case 1, PINN)

Science Shops help to communicate newly emerging issues to scientists.

(The Science Shop activities are important) also for the universities since certain positions of interest are made visible which are otherwise not visualised, the (positions of interest) of NGO´s.) (MP, case 1, supervisor)

“ ...Auch für die Universitäten (sind die Science Shop Aktivitäten wichtig), weil bestimmte Interessenslagen sichtbar werden, die sonst nicht sichtbar werden würden, die (Interessenslagen) von NGO´s...” (MP, case 1, supervisor)

3. Appropriate Methods and Time Frame

In all cases qualitative methods were applied in addition to quantitative ones. Face to face interviews seemed to generate a deeper understanding of the problems from an individual point of view. The qualitative approach created an atmosphere where the interviewees were considered as experts of their own situation and felt being taken seriously.

The interviewees were not only regarded as objects of research but as subjects.

The expert role of the client and of the target group is one characteristic of Sciences Shops projects. The knowledge of lay people is considered as important as academic knowledge.

(I got a very positive impression since we perceived precisely that they always felt quite neglected and they realise now someone being present who asks about their interests and also what they like and what they don't like, that troubles them and what they want to have changed.) (DN, case 2, student)

"Also ich hab das als sehr positiv empfunden, weil wir genau gemerkt haben, dass sie sich immer recht vernachlässigt gefühlt haben und eben jetzt gemerkt haben, jetzt ist einmal jemand da, der ihre Interessen abfragt und auch einmal fragt, was gefällt ihnen und was gefällt ihnen nicht, was stört sie und was möchten sie anders haben." (DN, case 2, student)

(I was very pleased by the way the interviews were made. In a very short time internal relations were generated highly informal, what I liked specially. The people were very pleased. A good feeling, very nice. People were not seen merely as objects, but as people. This was very important. It was transmitted for me that the people perceive us accordingly. The knowledge on the part of the clients was important, was right or wrong for them was set in the centre.) (HB, case 3, student)

"Wie die Interviews gemacht wurden, hat mir sehr gut gefallen. In kürzester Zeit sind innerliche Bezüge entstanden, sehr familiär, das hat mir besonders gefallen. Die Leute haben sich sehr gefreut. Ein gutes Gefühl, sehr schön. Menschen wurden nicht als Objekte gesehen, sondern als Menschen. Das war sehr wichtig. Für mich wurde übermittelt, dass uns die Leute entsprechend aufnehmen. Das Wissen der Klientenseite war wichtig, was für sie richtig oder falsch war, stand im Mittelpunkt. " (HB, case 3, student)

Due to the Science Shops participatory approach and their focus on empowerment they preferably apply qualitative methods. Methods who focus on the people concerned and their opinion and assessment. To achieve sustainable changes participatory methods seem to be a good choice. They allow to go more in depth and bring forward the peoples voice. Even if self-completion questionnaires, generating huge amounts of data, are used, in addition qualitative methods are applied (see case 2). It seems that by pushing qualitative approaches and methods the applicability of results and the practical relevance are assured.

In two cases the project duration was considered as the usual one for a master thesis (6-9 month) The third case, a rather small research project, could be finished in short time. In all cases it was possible to adhere to the time schedule as planned.

4. Support, Supervision and Mentoring

The support and supervision offered by a Science Shop is an additional guarantee for the high quality of the projects. Apart the scientific quality of the project, guaranteed by the academic supervisor, neglected aspects such as variety of methods, participatory approach, communication, public relations, technical support or just personal motivation and encouragement are taken care of. Simply many problems and requests of the students or the client organisation an academic supervisor usually is not dealing with are taken care of by a Science Shop.

(So to speak we are a mentoring-platform, and every time someone has a problem, he can consult us and we try to bring it back on track.) (ME, case 1, PINN)

"Wir stellen sozusagen eine Mentoring-Plattform dar, jedesmal, wenn jemand ein Problem hat, das er nicht direkt ausdrücken will, kann er zu uns kommen und wir versuchen dann die Sache wieder ins Lot zu bringen" (ME, case 1, PINN).

(I think it is much easier to co-operate with the Science Shop than with university institutions. I think these are simply much more rigid. A Science Shop is more flexible and can give attention to specific problems. I have enjoyed our co-operation very much. They were very understanding and provided immediate help.) (DN, case 2, student)

"Ich glaube, es ist viel einfacher, mit der Wissenschaftsagentur zusammen zu arbeiten, als direkt mit wissenschaftlichen Strukturen in der Uni. Ich glaube, die sind einfach viel starrer und in der Wissenschaftsagentur können sie viel mehr auf die speziellen Probleme eingehen. Ich habe sehr gerne mit ihnen zusammen gearbeitet. Es war immer Verständnis da und sofortige Hilfe." (DN, case 2, student)

(Whenever I needed something, something scientific or anything else I did go to the Science Shop.) (DN, case 2, student)

"Und wenn ich irgendwas gebraucht hab, irgendwas wissenschaftliches oder sonst irgendwas, bin ich zur Wissenschaftsagentur gegangen." I went to the science agency, whenever I needed something, something scientific or something else, " (DN., case 2, student)

5. Communication Process

A Kind of Translation - Transformation of the Original Request into a Scientific Question

A special feature of the work of a Science Shop is the translation of an every days problem into a scientific question, to make it acceptable as an interesting topic in the scientific environment.

(We made a project description, which was listed on a notice-board for students. The problem was, that the wording was in the language of social workers. We then redid it, but this time in the language of social scientists, with the result, that immediately two students expresses their interest in the project.) (BT, case 1, NGO)

"Wir habe eine Ausschreibung und einen Aushang gemacht, und dies wurde auf der SOWI aufgehängt, bei den Infos für Studenten. Das Problem war, dass wir sie in der Sozialarbeitersprache abgefasst hatten. Wir haben sie dann gemeinsam mit dem PINN überarbeitet, in der SOWI Sprache. Es haben sich dann gleich darauf zwei Studentinnen gemeldet." (BT, case 1, NGO)

Project Initiation and Announcement of the Research Topic

The findings of case 2 and 3 supported by our experience show that research projects frequently arise from long term relationships with NGO's or single key persons in the social or environmental field. This points to further aspects as for example the importance of networking.

(We are for quite a long time in good contacts with Akzente. They visit us on a regular basis and ask to announce topics they are interested in, they try to look after it, to

investigate....We meet fairly often and say hallo.....they are always interested in further projects....) (BH, case 2, Science Shop)

"Wir haben mit Akzente, das ist der Auftraggeber, schon seit längerem sehr gute Kontakte immer gehabt und auch nach wie vor. Sie kommen gern auch regelmäßig auf die Wissenschaftsagentur zu und bitten, diverse Themen, die sie interessieren, auszuhängen, versuchen zu betreuen, versuchen zu erforschen....Das heißt, wir sehen uns öfters und sagen, wie geht es euch. Können wir wieder etwas machen.... (BH, case 2, Science Shop)

Science Shops apply modern standards in announcing the research projects available. The projects are listed for students on the homepage of the Science Shop or are published in a periodical newsletter. PINN who is situated at the University also announces the projects on a notice board. The contacts to the potential clients (NGO´s) are sometimes already existing for years. The local areas the Science Shops are mainly working in are rather small compared to European standards. In this defined area the people within the social or environmental field know each other or at least the key people are know. Chance, nevertheless, sometimes plays a role in initiating a project. This was partly true for case 3.

(And there was the idea to establish in a rather short time a practical co-operation. I was obvious for me to co-operate with a Science Shop. What was at least the obvious thing for me, first with a Science Shop. And like it happened by chance. After the meeting of the mentoring platform we sat together in such a noisy café, that only we two could talk to each other. This speeded up the whole thing.) (MH, case 3, NGO, manager)

" Und da war eben die Idee eine praktikable Zusammenarbeit relativ kurzfristig herzustellen, was sich für mich zumindest angeboten hat, am ehesten mit einem Wissenschaftsladen. Und natürlich wie immer Zufall. Wir sind glücklicherweise in so einem lauten Cafe nach der Mentoring Plattform gewesen, dass nur wir reden konnten. Und das hat die Sache beschleunigt." (MH, case 3, NGO manager)

Although the Managing Director of the Ludwig Boltzmann Institute was very well informed on Science Shops and had shown interest by following the development of the Science Shop movement in Austria over the years, this information was not the trigger to get into contact with a Science Shop and to start a co-operation. This leads to the question on how Science Shops attract attention to their work and arise the interest of potential clients. One clue might be networking and personal contacts. Further investigation on this topic is required.

A clear research aim is defined in co-operation with the client

The aims of the research project are defined in co-operation with the client. They are also partly involved in the choice of the method and are tied into the research process for progress control.

(The definition of the problem is somewhat a main topic, which is thought for at these so called first meetings. And this is a personal discussion, for which all participants meet at a table, where one may say under the mentorship of PINN the discussion is set into motion and everybody may express his perspectives.) (ME, case 1, PINN)

"Also die Problemfindung, die Problemdefinition, das ist irgendwo ein Schwerpunkt, der also da bei diesen sogenannten Erstgesprächen immer stattfindet. Und das ist ein persönliches Gespräch, wo alle Beteiligten an einem Tisch sitzen, wo dann sozusagen unter der Mentorschaft des PINN die Diskussion in Gang kommt und jeder kann dann sagen, was stellt er sich vor." (ME, case 1, PINN)

In the first meeting the intermediary institution, the client and the students try to clarify the capacity of the students. Based on this assessment following the experiences of the intermediary staff, they fix a commitment about the expected output and a timetable. Some NGOs have wrong ideas what can be done by the student. The intermediary institution is successful in correcting these ideas and showing the step by step proceedings, as necessary.

"Deswegen ist immer das Erstgespräch mit allen Beteiligten so wichtig, weil jeder seinen Erfahrungsstand und sein Erfahrungswissen da einbringen kann. Und da kann man oft vermeiden, dass man irgendwo blauäugig losstartet und dass sich dann herausstellt, dass die Ergebnisse dann nicht so sind, wie man es sich erwartet. Das ist nicht nur bei Non-Profit-Organisationen, das passiert uns auch bei Unternehmen immer wieder, wo man glaubt, die hätten einen betriebswirtschaftlichen Fokus." (ME, case 1, PINN)

(Hence the first meeting with all participants is so always so important, since everyone can contribute his experience and knowledge. And thereby one can avoid frequently to begin somewhere naively whereby it then appears that the results do not meet the expectations. This not only applies to non-profit organisations we experience this with businesses as well, where one would believe to find a business oriented focus.) (ME, case 1, PINN)

This meeting has the function to clarify the problems in a concerted action.

(The aim was clear. What constitutes the satisfaction of the aggrieved? We always worked intensively at this. This happened in the frame of moderated meeting. This was also analysed by the students and served as a basis for further development.) (BT, case 1, NGO)

"Die Zielrichtung war klar. Was macht die Zufriedenheit der Geschädigten aus? Daran haben wir sehr intensiv gearbeitet. Dies geschah im Rahmen des moderierten Treffens. Dieses wurde auch von den Studentinnen ausgewertet und diente als Grundlage für die weitere Entwicklung." (BT, case 1, NGO)

One Science Shop as a standard procedure circulated an evaluation sheet to enquire about the final satisfaction of the client (NGO) in terms of the results and the co-operation.

The others restricted this to a final personal meeting.

(We circulate upon completion of the project a short evaluation sheet where the client (NGO or business) can explain how the co-operation with PINN has evolved and how satisfied they are with the results.) (ME, case 1, PINN)

" Wir schicken also sofern das Projekt fertig ist, einen kurzen Evaluierungsbogen raus und da können die Unternehmer dann mitteilen, wie sich einerseits die Zusammenarbeit mit PINN herausgestellt hat und wie sie mit den Ergebnissen zufrieden sind." (ME, case 1, PINN)

In case 1 and 2 the Science Shop defined the co-operation in a contract, which was signed by the client organisation and the student researcher. In the case of FBI the Science Shop made a project plan including a budget, which was accepted by the client organisation.

(In the frame of writing a concept, I include a phrase on the contribution of the client, for instance to copy the questionnaires. The travel budget is added. And in each particular

case the amount of the honorarium. With these topics written we finalise a contract with the client.) (BH, case 2, Science Shop)

"Im Rahmen dessen, dass ich ein Konzept schreibe, schreibe ich auch hinein, wozu ist der Auftraggeber bereit, zB. ob man Kopien der Fragebögen erstellen kann. Dazu kommen auch noch die Reisekosten, - wie auch immer, das ist immer individuell, wie hoch ist das Honorar. Das schreibe ich hinein, wir machen dann einen Vertrag mit dem Auftraggeber..." (BH, case 2, Science Shop)

As a standard procedure in two Science Shops the NGO had to fill out a so called "business form", providing essential information on the client and his organisation, the aims of the project, the use of the results, the project budget and the honorarium for the Science Shop. In case 1 "PINN" waved the commonly fixed honorarium for social reasons.

Communication and Teamwork during the Main Research Process

In two cases the communication between the researcher, the Science Shop and the client was very intensive, with personal meetings of all participants at the beginning and the end, intermediary meetings of Science Shop members and researchers, and telephone calls and e-mails as necessary. In one case the research was conducted by Science Shop staff. Especially the student researchers found the communication easy and helpful compared to communication between university members and students. The Science Shop staff was perceived more open for all questions, and more willing to provide various support.

(I believe it is much simpler to collaborate with a Science Shop compared to the scientific structures at the university. I believe they are much more rigid whereas the Science Shop can meet much more the specific problems, and I enjoyed my collaboration with them. There was always understanding and immediate help.) (DN, case 2, student)

"Ich glaub, es ist viel einfacher, mit der Wissenschaftsagentur zusammen zu arbeiten, als wie direkt mit Strukturen, also wissenschaftlichen Strukturen in der Uni. Ich glaub, die sind einfach viel starrer und in der Wissenschaftsagentur können sie viel mehr auf die speziellen Probleme eingehen und, also ich hab sehr gerne mit ihnen zusammen gearbeitet. Es war immer Verständnis da und sofortige Hilfe." (DN, case 2, student)

In all three cases the communication flow was adjusted to individual needs and did not follow bureaucratic conventions.

6. Publication of Results

Journals

In two cases the results of the project are documented as master thesis available at the university library, brochure and articles. Articles are published in professional journals circulating within occupational groups. Non of the articles is published in a scientific journal. In the third case the results are documented in the form of a report only available on an internal basis. All projects contributed to the so called "grey-literature". To increase the visibility of Science Shop activities within the scientific circle there is a clear need to increase efforts to publish in scientific journals.

(We have realised the necessity to visit conferences to publish in professional journals , and publish the results. Our experience is, that anything which is not written down does not exist.) (ME, case 1, PINN)

“Wir haben gemerkt, dass es notwendig ist auf Kongresse zu gehen, in Fachzeitschriften zu publizieren, die Ergebnisse zu veröffentliche. Unsere Erfahrung ist, dass alles was es nicht schriftlich ist, existiert nicht“ (ME, case 1, PINN)

7. The Political Role of Science Shops

Developing Societal Discourse

Case 3 demonstrates nicely how Science Shop research may be fruitful for a rather neglected fringe group. Insufficiently integrated into the health system are elderly women belonging to a migrant group. Research on this group, which lacks representation, does not generate major funding. Yet, research can help fundamentally to improve their living conditions and social status, and make them alert of a more healthy lifestyle. There may be economical side effects (such as saving medical expenses in the face of improved health). Such research may open a general awareness and discourse about migrant groups and their problems in our society.

Case 2 deals with young people in a remote rural area lacking a communication and information infrastructure. These may be considered as a fringe group too. Similarly, case 1 centres on a group seeking mediation in panel matters after a criminal offence.

In all these cases low costs of finding solutions are a prerequisite, since organisations in the relevant context generally have limited financial resources.

(For me they (the Science Shops) are very important. Especially for women health care activities are very important with social relevance. Because for us its very important to understand, what women really want, what they need, what changes in society would be necessary to reach this.) (MH, case 3, NGO manager)

"Ich halte sie für sehr wichtig. Gerade für Frauengesundheit sind die gesellschaftsrelevanten Aktivitäten sehr wichtig. Weil es für uns sehr wichtig ist, herauszukriegen, was Frau wirklich will, was Frau braucht, was für Veränderungen in der Gesellschaft notwendig wären, um das zu erzielen."(MH, case 3, NGO manager)

(And therefore we (the doctors) are freelance artists, what is not really corresponding with the worldwide standards and therefore it is important, that we have some kind of evaluation. This is especially true for this projects with Turkish women, who have less chances to contradict and to say what they don't want, to have some evaluation, if the patient perceives it, if the patient wants to hear this, if it makes any sense for the patient or if its only annoying for her.) (MH, case 3, NGO manager)

"Und deshalb sind wir (Ärzte) also sehr freischaffende Künstler, was nicht dem Standard entspricht dem weltweiten eigentlich und dadurch ist auch wichtig, dass wir eine Art Evaluation bekommen. Was gerade auf diese Türkinnenprojekte zutrifft, die noch weniger eine Chance haben zu widersprechen und sagen, was sie nicht wollen, dass wir irgendeine Evaluation haben, ob die Patientin das wahrnimmt, ob die Patientin das hören will, ob für die Patientin das irgend einen Sinn hat oder ob es sie bloss ärgert." (MH, case 3, NGO manager)

Application of Results

In all three cases the results were of direct use for the client organisation.

In case one and three the results were used to verify the importance and acceptance of the services offered and furthermore to improve the work..

In case 2 the results were a sound scientific basis for any further development of measures benefiting a fringe group in a rather remote and neglected area. The implementation of the recommendations already started. In co-operation with the regional association an information point and a youth centre are in preparation. Furthermore the study was of use for the successful application of a Leader plus project.

Relation to the National (Science) Policy

In the perception of two interview partners the activities of Science Shops are hardly resumed or recognised by national policy. This relates to what is said in the state of the art report (Austria).

(Finally I believe that science policy cares little (about the activities of Science Shops). This is fully ignored by the science policy. This is clearly connected with a certain political basic conviction. For instance it I have the opinion that knowledge, which may be used as dominance related knowledge, should not exclusively be reserved for financially potent clients in a democratic society then I should be interested in open or more open access to knowledge and capacities financed by society. But I suspect in vie of other topics that this is seen as marginal. It might be of interest to address the science speakers of the political parties in this way.) (SL, case 1, scientist)

„Ich glaube letztlich, Wissenschaftspolitik kümmert sich darum (die Aktivitäten der Wissenschaftsläden) herzlich wenig. Das ist eigentlich der Wissenschaftspolitik herzlich wurst. Das hängt natürlich auch mit bestimmten politischen Grundüberzeugungen zusammen. Wenn ich Beispielsweise der Meinung bin, dass in einer demokratischen Gesellschaft, Wissen, das möglicher Weise auch als Herrschaftswissen genutzt werden kann, nicht exklusiv für zahlungskräftige Klienten reserviert sein soll, dann müsste ich eigentlich ein Interesse daran haben, dass die Zugänge zu dem von der Gesellschaft ja finanzierten Wissen und den Kapazitäten hier auch offen, offener sein sollten. Aber ich vermute das anhand von anderen Themen wird es als marginal angesehen. Es wäre sicher nicht uninteressant die Wissenschaftssprecher der Parteien einmal auf so was anzusprechen.“ (SL, case 1, scientist)

(Remote. That means, I believe that the official policy of science and technology is not even ignoring the Science Shops. Possibly I am wrong but I am firmly convinced. They ignore even frequently the universities.) (SL, case 1, scientist)

„Abgehoben. Das heißt, ich glaube, dass die offizielle Wissenschafts- und Technologiepolitik mit Wissenschaftsläden, die nicht einmal ignoriert. Vielleicht bin ich da falsch, aber ich bin fest davon überzeugt. Die ignorieren ja häufig auch die UNIS.“ (SL, case 1, scientist)

(If we look at the entire debate on the full legal independence of the university then I would not exclude, that something like a two way transfer institution can be something important and helpful in the sense of the debate on profiling. It (the transfer institution) contributes to the profile of the university. I still believe, that a University, which is open

to society represents an important democratic principle or a target pattern.) (SL, case 1, scientist)

„Also, wenn wir uns jetzt die ganze Debatte um die Vollrechtsfähigkeit der Universität anschauen, dann würde ich nicht ausschließen, dass im Sinne der Profilierungsdebatte so was wie eine zweikanalige Transfereinrichtung, jedenfalls etwas Wichtiges und Hilfreiches sein kann. Sie die Transfereinrichtung) trägt mit zum Profil der UNI bei. Ich glaube nach wie vor, dass eine gegenüber der Gesellschaft offene Universität ein wichtiges demokratisches Prinzip oder anstrebenswertes Muster ist.“ (SL, case 1, scientist)

APPENDIX:

INTERACTS – Questions for Case Studies

1st level Participants in Project

Q	NGO key respondent	Researcher / Supervisor	Science Shop
	BACKGROUND		
1	<p>Können Sie uns kurz ihre Organisation beschreiben.</p> <p>Briefly describe your organisation</p>	<p>Briefly describe the programme of study and institution (student or supervisor)</p> <p>Können Sie uns kurz ihre Organisation beschreiben.</p> <p>Briefly describe your organisation (research worker)</p>	<p>Können Sie uns kurz ihre Organisation beschreiben.</p> <p>Briefly describe your organisation</p>
2	<p>Gibt es schriftliche Informationen über ihre Organisation, die Sie uns geben könnten?</p> <p>Is there any written information on your organisation you can let me have?</p>	<p>Do you know where I could find written information on your course of study?</p>	<p>Gibt es schriftliche Informationen über ihre Organisation, die Sie uns geben könnten?</p> <p>Is there any written information on your organisation you can let me have?</p>
3	<p>Können Sie uns bitte Ihre Rolle/Position in der Organisation beschreiben?</p> <p>Describe your own role in the organisation</p>	<p>(student / researcher) In welchem Zusammenhang stand das Projekt mit ihrem Studium? / mit ihrer Rolle im Institut.</p> <p>Describe how the research fitted in to your degree / role at the institution</p> <p>Können Sie bitte ihre Rolle als Leiter des Projektes genauer beschreiben</p> <p>(supervisor) Describe your own role as supervisor for the research.</p>	<p>Können Sie bitte ihre Rolle in der Organisation beschreiben.</p> <p>Describe your own role in the organisation</p>
	PROJECT DESCRIPTION		
4	<p>Wie würden Sie das Projekt kurz beschreiben?</p> <p>How would you (briefly) describe the research project?</p>	<p>Wie würden Sie das Projekt kurz beschreiben?</p> <p>How would you (briefly) describe the research project?</p>	<p>Wie würden Sie das Projekt kurz beschreiben?</p> <p>How would you (briefly) describe</p>

			the research project?
5	Was war die Hauptfrage/ das Hauptanliegen What was/were the main research question(s)?	Was war die Hauptfrage/ das Hauptanliegen What was/were the main research question(s)?	Was war die Hauptfrage/ das Hauptanliegen What was/were the main research question(s)?
6	Waren sie bei der Ausarbeitung der verwendeten Methoden involviert Wenn ja, inwiefern? Did you have an input into the research methods used? If so, what input?	Was haben sie zur Ausarbeitung/Auswahl der verwendeten Methoden beigetragen? What was your input into the research methods used?	Waren sie bei der Ausarbeitung der verwendeten Methoden involviert? Wenn ja, inwiefern? Did you have an input into the research methods used? If so, what input?
7	Was waren die Haupteergebnisse? What were the main findings?	Was waren die Haupteergebnisse? What were the main findings?	Was waren die Haupteergebnisse? What were the main findings?
8	Was waren die Hauptempfehlungen? What were the main recommendations?	Was waren die Hauptempfehlungen? What were the main recommendations?	Was waren die Hauptempfehlungen? What were the main recommendations?

	ORGANISATION OF THE PROJECT		
9	Wer initiierte das Projekt Who initiated the project?	Wer initiierte das Projekt Who initiated the project?	Wer initiierte das Projekt Who initiated the project?
10	Baute das Projekt auf vorhergehende Aktivitäten auf? (Warum wurde das Projekt durchgeführt?) Did the project build on previous activities of your organisation? (Why did the project need to be done?)	Baute das Projekt auf vorhergehende Aktivitäten auf?(Warum wurde das Projekt durchgeführt?) Did the project build on previous activities of your organisation? (Why did the project need to be done?)	Baute das Projekt auf vorhergehende Aktivitäten auf?(Warum wurde das Projekt durchgeführt?) Did the project build on previous activities of your organisation? (Why did the project need to be done?)
11	Wie wurde das Projekt geplant?	Wie wurde das Projekt	Wie wurde das

	<p>Wie sind die Projektverhandlungen gelaufen?</p> <p>How was the project planned or negotiated?</p>	<p>geplant? Wie sind die Projektverhandlungen gelaufen?</p> <p>How was the project planned or negotiated?</p>	<p>Projekt geplant? Wie sind die Projektverhandlungen gelaufen?</p> <p>How was the project planned or negotiated?</p>
12	<p>Welche Hauptmerkmale der Verhandlung, Planung sind Ihnen in Erinnerung geblieben? Wer es schwer zu einer Einigung zu kommen?</p> <p>What are the main features you remember of the negotiations/ planning? (Was it difficult to reach agreement?)</p>	<p>Welche Hauptmerkmale der Verhandlung, Planung sind Ihnen in Erinnerung geblieben? Wer es schwer zu einer Einigung zu kommen?</p> <p>What are the main features you remember of the negotiations / planning? (Was it difficult to reach agreement?)</p>	<p>Welche Hauptmerkmale der Verhandlung, Planung sind Ihnen in Erinnerung geblieben? Wer es schwer zu einer Einigung zu kommen?</p> <p>What are the main features you remember of the negotiations / planning? (Was it difficult to reach agreement?)</p>
13	<p>Auf welchen zeitliche Rahmen hatten sie sich geeinigt. Gab es Zwischenergebnisse?</p> <p>What time frame did you agree on? (Any intermediate milestones?)</p>	<p>Auf welchen zeitliche Rahmen hatten sie sich geeinigt. Gab es Zwischenergebnisse?</p> <p>What time frame did you agree on? (Any intermediate milestones?)</p>	<p>Auf welchen zeitliche Rahmen hatten sie sich geeinigt. Gab es Zwischenergebnisse?</p> <p>What time frame did you agree on? (Any intermediate milestones?)</p>
14	<p>Wie hoch war das Projektbudget? Wer war für die Finanzierung verantwortlich?</p> <p>What was the budget of the project? (Who was finally responsible for the funding?)</p>	<p>Wie hoch war das Projektbudget? Wer war für die Finanzierung verantwortlich?</p> <p>What was the budget of the project? (Who was finally responsible for the funding?)</p>	<p>Wie hoch war das Projektbudget? Wer war für die Finanzierung verantwortlich?</p> <p>What was the budget of the project? (Who was finally responsible for the funding?)</p>
15	<p>Welche Kommunikationsmittel wurden verwendet? (Treffen, Telefon, e-mail...)</p> <p>What channels of communication were used? (meetings / phone / email)</p>	<p>Welche Kommunikationsmittel wurden verwendet? (Treffen, Telefon, e-mail...)</p> <p>What channels of communication were used?</p>	<p>Welche Kommunikationsmittel wurden verwendet? (Treffen, Telefon, e-mail...)</p>

		(meetings / phone / email)	What channels of communication were used? (meetings / phone / email)
16	Wie regelmäßig war die Kommunikation? War es einfach oder schwierig zu kommunizieren? How regular was the communication? (How easy or difficult was the communication?)	Wie regelmäßig war die Kommunikation? War es einfach oder schwierig zu kommunizieren? How regular was the communication? (How easy or difficult was the communication?)	Wie regelmäßig war die Kommunikation? War es einfach oder schwierig zu kommunizieren? How regular was the communication? (How easy or difficult was the communication?)
17	???? Was the project to be open-ended and exploratory, or structured and focused? (How did it turn out?)	Was the project to be open-ended and exploratory, or structured and focused? (How did it turn out?)	Was the project to be open-ended and exploratory, or structured and focused? (How did it turn out?)
18	Was hat Sie speziell am Projekt interessiert und was haben sie erwartet? What were your specific interests and expectations for the project?	Was hat Sie speziell am Projekt interessiert und was haben sie erwartet? What were your specific interests and expectations for the project?	Was hat Sie speziell am Projekt interessiert und was haben sie erwartet? What were your specific interests and expectations for the project?
19	Wie haben die einzelnen Partner ihr Wissen und Ihre Erfahrungen ins Projekt eingebracht? How did the knowledge and experience of the different participants contribute to the project? (NGO members / public, student / researcher, supervisor, Science Shop)	Wie haben die einzelnen Partner ihr Wissen und Ihre Erfahrungen ins Projekt eingebracht? How did the knowledge and experience of the different participants contribute to the project? (NGO members / public, student / researcher, supervisor, Science Shop)	Wie haben die einzelnen Partner ihr Wissen und Ihre Erfahrungen ins Projekt eingebracht? How did the knowledge and experience of the different participants contribute to the project? (NGO members / public, student / researcher, supervisor, Science Shop)
	PROJECT OUTCOMES		

20	<p>Inwieweit hat das Projekt die von ihrer Organisation gesetzten ursprünglichen Ziele erfüllt?</p> <p>To what extent did the research actually fulfil the original objectives set by your organisation?</p>	<p>Inwieweit hat das Projekt die von ihrer Organisation gesetzten ursprünglichen Ziele erfüllt?</p> <p>To what extent did the research actually fulfil the original objectives set by your organisation?</p>	<p>Inwieweit hat das Projekt die von ihrer Organisation gesetzten ursprünglichen Ziele erfüllt?</p> <p>To what extent did the research actually fulfil the original objectives set by your organisation?</p>
21	<p>Gibt es Fragen, die im Rahmen des Projektes nicht beantwortet wurden?</p> <p>Were there any questions that did not get answered by the research?</p>	<p>Gibt es Fragen, die im Rahmen des Projektes nicht beantwortet wurden?</p> <p>Were there any questions that did not get answered by the research?</p>	<p>Gibt es Fragen, die im Rahmen des Projektes nicht beantwortet wurden?</p> <p>Were there any questions that did not get answered by the research?</p>
22	<p>Wie wurden die Ergebnisse präsentiert? (Bericht, Vortrag, Presse...) Für wen sind die Ergebnisse zugänglich?</p> <p>How did the results get presented? (reports / oral presentations / press etc.) Who now has access to the results?</p>	<p>Wie wurden die Ergebnisse präsentiert? (Bericht, Vortrag, Presse...) Für wen sind die Ergebnisse zugänglich?</p> <p>How did the results get presented? (reports / oral presentations / press etc.) Who now has access to the results?</p>	<p>Wie wurden die Ergebnisse präsentiert? (Bericht, Vortrag, Presse...) Für wen sind die Ergebnisse zugänglich?</p> <p>How did the results get presented? (reports / oral presentations / press etc.) Who now has access to the results?</p>

23	<p>Sind die Ergebnisse für die Öffentlichkeit verfügbar? (Wissen Sie , wo ich eine Kopie davon bekommen kann / Details über die Publikation erhalten kann?)</p> <p>Are the findings available to the public? (Do you know where I can get hold of a copy / publication details?)</p>	<p>Sind die Ergebnisse für die Öffentlichkeit verfügbar? (Wissen Sie , wo ich eine Kopie davon bekommen kann / Details über die Publikation erhalten kann?)</p> <p>Are the findings available to the public? (Do you know where I can get hold of a copy / publication details?)</p>	<p>Sind die Ergebnisse für die Öffentlichkeit verfügbar? (Wissen Sie , wo ich eine Kopie davon bekommen kann / Details über die Publikation erhalten kann?)</p> <p>Are the findings available to the public? (Do you know where I can get hold of a copy / publication details?)</p>
24	<p>Haben Sie die Forschungsergebnisse verwendet, oder werden Sie sie verwenden? (Spezifizieren Sie: intern - innerhalb der Organisation, extern – direkt, indirekt) zum Beispiel: zur Verbesserung des Serviceangebots, als Beweis für Ergebnisse für eigene Ansuchen, zur Bewusstseinsbildung generell, um eine spezielle Frage zu beantworten, um andere Stellen unter Druck zu setzen.</p> <p>Have you used, or will you be using, the research? (specify, internal to the organisation, external, direct, indirect) e.g. improve service provision, as evidence of outcomes for own funding, raise awareness generally, answer specific questions, put pressure on other agencies</p>	<p>Haben Sie die Forschungsergebnisse verwendet, oder werden Sie sie verwenden? Zum Beispiel: Für ihre Karriere, für eine Veröffentlichung, für einen akademischen Grad, für die Entwicklung des Lehrplanes</p> <p>Have you used, or will you be using, the research? e.g. career, publication, degree, curriculum development</p>	<p>Haben Sie die Forschungsergebnisse verwendet, oder werden Sie sie verwenden? (Spezifizieren Sie: intern - innerhalb der Organisation, extern – direkt, indirekt) zum Beispiel: um für Science Shops zu werben, um ein Anliegen öffentlich Bewusst zu machen, um andere Projekte zu bekommen, als Beweis für Ergebnisse für eigene Ansuchen</p> <p>Have you used, or will you be using, the research? (specify, internal to the organisation, external, direct, indirect) e.g. promote science shop, raise public awareness of an issue, get other projects, as evidence of outcomes for own</p>

			funding
25	<p>Wie erfolgreich waren sie mit der Anwendung der Ergebnisse?</p> <p>How successful has this use been?</p>	<p>Wie erfolgreich waren sie mit der Anwendung der Ergebnisse?</p> <p>How successful has this use been?</p>	<p>Wie erfolgreich waren sie mit der Anwendung der Ergebnisse?</p> <p>How successful has this use been?</p>
26	<p>Was war verantwortlich für den Erfolg? (Was hinderte Sie am erfolgreich sein?)</p> <p>What accounted for the success? (What hindered you achieving success?)</p>	<p>Was war verantwortlich für den Erfolg? (Was hinderte Sie am erfolgreich sein?)</p> <p>What accounted for the success? (What hindered you achieving success?)</p>	<p>Was war verantwortlich für den Erfolg? (Was hinderte Sie am erfolgreich sein?)</p> <p>What accounted for the success? (What hindered you achieving success?)</p>
	POLICY		
27	<p>War dieses Projekt von einem langfristigen Nutzen für Ihre Organisation? (Wie konnte dieser langfristige Nutzen erreicht werden?)</p> <p>Has there been any long-term benefit from the project for your organisation? (How was this long-term benefit achieved?)</p>	<p>War dieses Projekt von einem langfristigen Nutzen für ihre Karriere/ für ihre Forschungsinteressen? Wie konnte dieser langfristige Nutzen erreicht werden?</p> <p>Has there been any long-term benefit from the project for your career / research interests? (How was this long-term benefit achieved?)</p>	<p>War dieses Projekt von einem langfristigen Nutzen für ihre Karriere/ für ihre Forschungsinteressen? Wie konnte dieser langfristige Nutzen erreicht werden?</p> <p>Has there been any long-term benefit from the project for your organisation / research interests? (How was this long-term benefit achieved?)</p>
28	<p>Wie bezieht sich das Projekt auf die breiteren Ziele Ihrer Organisation?</p> <p>How does the project relate to the wider objectives of your organisation?</p>	<p>Wie bezieht sich das Projekt auf die breiteren Ziele Ihrer Organisation?</p> <p>How does the project relate to the wider objectives of your organisation?</p>	<p>Wie bezieht sich das Projekt auf die breiteren Ziele Ihrer Organisation?</p> <p>How does the project relate to the wider objectives of your organisation?</p>
29	<p>Führte dieses Projekt zu weiteren Projekten mit Science Shops oder ähnlichen Einrichtungen?</p>	<p>(Wissenschaftliche/r BetreuerIn / ForscherIn.) Führte dieses Projekt zu weiteren Projekten mit dieser oder ähnlichen</p>	<p>Führte dieses Projekt zu weiteren Projekten mit dieser oder ähnlichen</p>

	Has this project led to further projects with Science Shops or related agencies?	Einrichtungen? (supervisor / research worker) Has this project led to further projects with the same or similar organisations?	Einrichtungen? Has this project led to further projects with the same or similar organisations?
30	Was sind die Vorteile oder Nachteile, wenn jemandem außerhalb ihrer Einrichtung die von ihnen aufgeworfenen Frage/ Angelegenheit untersucht? What are the advantages and disadvantages of having someone from outside the organisation investigating the issue you have raised?	Was sind die Vorteile oder Nachteile wenn jemandem außerhalb ihrer Einrichtung die von ihnen aufgeworfenen Frage/ Angelegenheit untersucht? What are the advantages and disadvantages of having someone from outside the organisation investigating the issue you have raised?	Was sind die Vorteile oder Nachteile wenn jemandem außerhalb ihrer Einrichtung, die von ihnen aufgeworfenen Frage/ Angelegenheit untersucht? What are the advantages and disadvantages of having someone from outside the organisation investigating the issue you have raised?
31	Was war für Sie der zusätzliche Wert der Kooperation mit einem Science Shop oder einer ähnlichen Einrichtung, im Vergleich zur direkten Kooperation mit einer Universität oder Forschungseinrichtung. What, if anything, was the added value from cooperation with a science shop / intermediary agency rather than directly with a university or research organisation?	Was war für Sie der zusätzliche Wert der Kooperation mit einem Science Shop oder einer ähnlichen Einrichtung, im Vergleich zur direkten Kooperation mit einer Universität oder Forschungseinrichtung. What, if anything, was the added value from cooperation with a science shop / intermediary agency rather than directly with a university or research organisation?	Was war für Sie der zusätzliche Wert der Kooperation mit einem Science Shop oder einer ähnlichen Einrichtung, im Vergleich zur direkten Kooperation mit einer Universität oder Forschungseinrichtung. What, if anything, was the added value from cooperation with a science shop / intermediary agency rather than directly with a university or research organisation?

	SUMMARY		
32	<p>Können sie die positivsten Aspekte des Projektes kurz zusammenfassen.</p> <p>Can you summarise the most positive aspects of the project</p>	<p>Können sie die positivsten Aspekte des Projektes kurz zusammenfassen.</p> <p>Can you summarise the most positive aspects of the project</p>	<p>Können sie die positivsten Aspekte des Projektes kurz zusammenfassen.</p> <p>Can you summarise the most positive aspects of the project</p>
33	<p>Können Sie Probleme, oder Barrieren, auf die Sie gestoßen sind, ausführlich darstellen? (zum Beispiel: Konflikte, Unsicherheiten, Beziehungen..)</p> <p>Can you detail any problems or barriers which were encountered (e.g. conflicts, uncertainties, relationships)</p>	<p>Können Sie Probleme, oder Barrieren, auf die Sie gestoßen sind, ausführlich darstellen? (zum Beispiel: Konflikte, Unsicherheiten, Beziehungen..)</p> <p>Can you detail any problems or barriers which were encountered (e.g. conflicts, uncertainties, relationships)</p>	<p>Können Sie Probleme, oder Barrieren, auf die Sie gestoßen sind, ausführlich darstellen? (zum Beispiel: Konflikte, Unsicherheiten, Beziehungen..)</p> <p>Can you detail any problems or barriers which were encountered (e.g. conflicts, uncertainties, relationships)</p>
34	<p>(Falls Probleme erwähnt werden) Wie gingen Sie mit dem Problem um?</p> <p>(If problem mentioned) How did you deal with the problem?</p>	<p>(Falls Probleme erwähnt werden) Wie gingen Sie mit dem Problem um?</p> <p>(If problem mentioned) How did you deal with the problem?</p>	<p>(Falls Probleme erwähnt werden) Wie gingen Sie mit dem Problem um?</p> <p>(If problem mentioned) How did you deal with the problem?</p>
35	<p>Wenn Sie das Projekt noch einmal machen könnten, würden sie es gleich oder anders machen?</p> <p>If you could do it again, would you do the project the same way or differently?</p>	<p>Wenn Sie das Projekt noch einmal machen könnten, würden sie es gleich oder anders machen?</p> <p>If you could do it again, would you do the project the same way or differently?</p>	<p>Wenn Sie das Projekt noch einmal machen könnten, würden sie es gleich oder anders machen?</p> <p>If you could do it again, would you do the project the same way or differently?</p>
36	<p>Was sehen Sie als die Vorteile oder Nachteile (sozialer) wissenschaftlicher Forschung, die angewandt wird, um gesellschaftliche Anliegen</p>	<p>Was sehen Sie als die Vorteile oder Nachteile (sozialer) wissenschaftlicher Forschung, die angewandt wird, um gesellschaftliche</p>	<p>Was sehen Sie als die Vorteile oder Nachteile (sozialer) wissenschaftlicher Forschung, die</p>

	<p>aufzugreifen? (oder: angewandter (sozial) wissenschaftlicher Forschung, die gesellschaftliche Anliegen aufgreift?)</p> <p>What do you see as the advantages or disadvantages of (social) scientific research being applied to tackle issues in the community?</p>	<p>Anliegen aufzugreifen? (oder: angewandter (sozial) wissenschaftlicher Forschung, die gesellschaftliche Anliegen aufgreift?)</p> <p>What do you see as the advantages or disadvantages of (social) scientific research being applied to tackle issues in the community?</p>	<p>angewandt wird, um gesellschaftliche Anliegen aufzugreifen? (oder: angewandter (sozial) wissenschaftlicher Forschung, die gesellschaftliche Anliegen aufgreift?)</p> <p>What do you see as the advantages or disadvantages of (social) scientific research being applied to tackle issues in the community?</p>
<p><i>Thank you very much for your cooperation.</i></p>			

2nd level Participants in Project

Q	NGO (consortium) Manager	University Dean of Research/Teaching	Science Shop Manager
	BACKGROUND		
1	<p>Können Sie uns bitte Ihre Rolle/Position in der Organisation beschreiben?</p> <p>Please describe your own role in the organisation</p>	<p>Können Sie uns bitte Ihre Rolle/Position in der Organisation beschreiben?</p> <p>Please describe your own role in the organisation</p>	<p>Können Sie uns bitte Ihre Rolle/Position in der Organisation beschreiben?</p> <p>Please describe your own role in the organisation</p>
2	<p>Wie viele kooperative Projekte mit Science Shops werden in ihrer Organisation / in ihrem Konsortium durchgeführt</p> <p>How much collaborative research with Science Shops goes on in your organisation / consortium?</p>	<p>Wie viele kooperative Projekte mit lokalen NGO´s und Science Shop werden an der Universität durchgeführt?</p> <p>How much collaborative research with local NGOs goes on with Science Shops in your university?</p>	<p>Wie viele kooperative Projekte mit NGO´s und Science Shops werden an Ihrer Universität/ in ihrer Stadt durchgeführt?</p> <p>How much collaborative research with local NGOs goes on in your university / city with Science Shops?</p>
3	<p>Wie viele kooperative Projekte werden ohne Science Shops durchgeführt?</p> <p>And how much collaborative research with universities not involving Science Shops?</p>	<p>Wie viele kooperative Projekte mit NGO´s werden ohne Science Shops durchgeführt?</p> <p>And how much collaborative research with NGOs not involving Science Shops?</p>	<p>Wie viele kooperative Projekte mit NGO´s werden ohne Science Shops durchgeführt?</p> <p>And how much collaborative research with NGOs not involving Science Shops?</p>
4	<p>Können Sie mir ein Beispiel für Science Shop Forschung nennen?</p> <p>Can you give me an example of Science Shop research?</p>	<p>Können Sie mir ein Beispiel für Science Shop Forschung nennen?</p> <p>Can you give me an example of Science Shop research?</p>	<p>Können Sie mir ein Beispiel für Science Shop Forschung nennen?</p> <p>Can you give me an example of Science Shop research?</p>
5	<p>Können Sie mir ein Beispiel ohne Beteiligung eines Science Shop nennen?</p>	<p>Können Sie mir ein Beispiel ohne Beteiligung eines Science Shop nennen?</p>	<p>Können Sie mir ein Beispiel ohne Beteiligung eines Science Shop nennen?</p>

	Can you give me an example that did not involve a Science Shop?	Can you give me an example that did not involve a Science Shop?	Science Shop nennen? Can you give me an example that did not involve a Science Shop?
6	Welche Vergleiche würden Sie zwischen Science Shop-Forschung und Nicht-Science Shop-Forschung ziehen? What comparisons would you draw between Science Shop and non-Science Shop research?	Welche Vergleiche würden Sie zwischen Science Shop-Forschung und Nicht-Science Shop-Forschung ziehen? What comparisons would you draw between Science Shop and non-Science Shop research?	Welche Vergleiche würden Sie zwischen Science Shop-Forschung und Nicht-Science Shop-Forschung ziehen? What comparisons would you draw between Science Shop and non-Science Shop research?
7	Haben Sie von diesem Projekt schon gehört? Wenn ja, was halten Sie davon? (positive Ergebnisse,. Probleme oder negative Ergebnisse?) Have you heard of the (case study project)? If so, what do you think of it? (positive outcomes? problems or negative outcomes?)	Haben Sie von diesem Projekt schon gehört? Wenn ja, was halten Sie davon? (positive Ergebnisse,. Probleme oder negative Ergebnisse?) Have you heard of the (case study project)? If so, what do you think of it? (positive outcomes? problems or negative outcomes?)	Haben Sie von diesem Projekt schon gehört? Wenn ja, was halten Sie davon? (positive Ergebnisse,. Probleme oder negative Ergebnisse?) Have you heard of the (case study project)? If so, what do you think of it? (positive outcomes? problems or negative outcomes?)
	SCIENCE SHOPS		
8	Wieviel wissen sie über Science Shops hier und in anderen Ländern? How much do you know about Science Shops, here and in other countries?	Wieviel wissen sie über Science Shops hier und in anderen Ländern? How much do you know about Science Shops, here and in other countries?	Wieviel wissen sie über Science Shops hier und in anderen Ländern? How much do you know about Science Shops, here and in other countries?

9	<p>Was betrachten Sie als die wichtigsten Merkmale der Science Shop -Forschung?</p> <p>What do you see as the most important features of Science Shop research?</p>	<p>Was betrachten Sie als die wichtigsten Merkmale der Science Shop -Forschung?</p> <p>What do you see as the most important features of Science Shop research?</p>	<p>Was betrachten Sie als die wichtigsten Merkmale der Science Shop -Forschung?</p> <p>What do you see as the most important features of Science Shop research?</p>
10	<p>Gibt es für Sie negative Merkmale der Science Shop-Forschung?</p> <p>Are there any negative features for you of Science Shop research?</p>	<p>Gibt es für Sie negative Merkmale der Science Shop-Forschung?</p> <p>Are there any negative features for you of Science Shop research?</p>	<p>Gibt es für sie negative Merkmale der Science Shop-Forschung?</p> <p>Are there any negative features for you of Science Shop research?</p>
	SCIENCE SHOPS EVALUATION		
11	<p>Wie wichtig ist die Science Shop Aktivität/ die gesellschaftsbezogene Forschung für ihre Organisation?</p> <p>How important is Science Shop activity / community based research for your organisation?</p>	<p>Wie wichtig ist die Science Shop Aktivität/ die gesellschaftsbezogene Forschung für ihre Universität?</p> <p>How important is Science Shop activity / community based research for your university?</p>	<p>Wie wichtig ist die Science Shop Aktivität/ die gesellschaftsbezogene Forschung für ihre Universität/ Stadt?</p> <p>How important is Science Shop activity / community based research for your university / city?</p>
12	<p>Wie wichtig sind die Science Shop Aktivitäten für die Verbesserung des öffentlichen Verständnisses für wissenschaftliches Wissen (oder: für die Wissenschaften) (einschließlich der Sozialwissenschaften)</p> <p>How important is Science Shop activity / community based research for improving the public understanding of scientific knowledge (including social science)?</p>	<p>Wie wichtig sind die Science Shop Aktivitäten für die Verbesserung des öffentlichen Verständnisses für wissenschaftliches Wissen (oder: für die Wissenschaften) (einschließlich der Sozialwissenschaften)</p> <p>How important is Science Shop activity / community based research for improving the public understanding of scientific knowledge (including social science)?</p>	<p>Wie wichtig sind die Science Shop Aktivitäten für die Verbesserung des öffentlichen Verständnisses für wissenschaftliches Wissen (oder: für die Wissenschaften) (einschließlich der Sozialwissenschaften)</p> <p>How important is Science Shop activity / community based research for</p>

			improving the public understanding of scientific knowledge (including social science)?
13	<p>Welche andere Vermittlungsverfahren denken sie sind wichtig, um das öffentliche Verständnis für wissenschaftliches Wissen (für die Wissenschaften) zu fördern?</p> <p>What other mediation procedures do you think are important for improving the public understanding of scientific knowledge?</p>	<p>Welche andere Vermittlungsverfahren denken sie sind wichtig, um das öffentliche Verständnis für wissenschaftliches Wissen (für die Wissenschaften) zu fördern?</p> <p>What other mediation procedures do you think are important for improving the public understanding of scientific knowledge?</p>	<p>Welche andere Vermittlungsverfahren denken sie sind wichtig, um das öffentliche Verständnis für wissenschaftliches Wissen (für die Wissenschaften) zu fördern?</p> <p>What other mediation procedures do you think are important for improving the public understanding of scientific knowledge?</p>
14	<p>Wie wichtig sind die Science Shop Aktivitäten/ ist die gesellschaftsbezogene Forschung für die Entwicklung der nationalen Wissenschaftspolitik?</p> <p>How important is Science Shop activity / community based research for the development of national science policy (including social science policy)?</p>	<p>Wie wichtig sind die Science Shop Aktivitäten/ ist die gesellschaftsbezogene Forschung für die Entwicklung der nationalen Wissenschaftspolitik?</p> <p>How important is Science Shop activity / community based research for the development of national science policy (including social science policy)?</p>	<p>Wie wichtig sind die Science Shop Aktivitäten/ ist die gesellschaftsbezogene Forschung für die Entwicklung der nationalen Wissenschaftspolitik?</p> <p>How important is Science Shop activity / community based research for the development of national science policy (including social science policy)?</p>
15	<p>Welche andere Vermittlungsverfahren, die öffentliche Beiträge für die Entwicklung der nationalen Wissenschaftspolitik berücksichtigen, glauben Sie, sind wichtig (Oder: Welche andere Vermittlungsverfahren sind</p>	<p>Welche andere Vermittlungsverfahren, die öffentliche Beiträge für die Entwicklung der nationalen Wissenschaftspolitik berücksichtigen, glauben Sie, sind wichtig (Oder: Welche andere Vermittlungsverfahren sind</p>	<p>Welche andere Vermittlungsverfahren, die öffentliche Beiträge für die Entwicklung der nationalen Wissenschaftspolitik berücksichtigen,</p>

	<p>wichtig, damit öffentliche Beiträge (Alltagswissen) in die Entwicklung der nationalen Wissenschaftspolitik Eingang finden.)</p> <p>What other mediation procedures do you think are important for allowing public input into the development of national science policy? Von welchen anderen Vermittlungsverfahren denken Sie, daß sie dafür wichtig sind, öffentlicher Zufuhr in die Entwicklung nationaler Wissenschaftspolitik zu erlauben?</p>	<p>wichtig, damit öffentliche Beiträge (Alltagswissen) in die Entwicklung der nationalen Wissenschaftspolitik Eingang finden.)</p> <p>What other mediation procedures do you think are important for allowing public input into the development of national science policy?</p>	<p>glauben Sie, sind wichtig (Oder: Welche andere Vermittlungsverfahren sind wichtig, damit öffentliche Beiträge (Alltagswissen) in die Entwicklung der nationalen Wissenschaftspolitik Eingang finden.)</p> <p>What other mediation procedures do you think are important for allowing public input into the development of national science policy?</p>
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16	<p>Wie wichtig sind die Science Shop Aktivitäten/ die gesellschaftsbezogenen Forschung, für den Aufbau von Kapazitäten in der Gesellschaft und für die Stärkung/Ermächtigung von NGO's.</p> <p>How important is Science Shop activity / community based research for building capacity in civil society / empowering NGOs?</p>	<p>Wie wichtig sind die Science Shop Aktivitäten/ die gesellschaftsbezogenen Forschung, für den Aufbau von Kapazitäten in der Gesellschaft und für die Stärkung/Ermächtigung von NGO's.</p> <p>How important is Science Shop activity / community based research for the building of capacity in / empowering NGOs?</p>	<p>Wie wichtig sind die Science Shop Aktivitäten/ die gesellschaftsbezogenen Forschung, für den Aufbau von Kapazitäten in der Gesellschaft und für die Stärkung/Ermächtigung von NGO's.</p> <p>How important is Science Shop activity / community based research for the building of capacity in / empowering NGOs?</p>
17	<p>Welche andere Vermittlungsverfahren, glauben Sie, sind wichtig für den Aufbau von Kapazitäten (Fähigkeiten) in der Gesellschaft / für die Stärkung/ Ermächtigung der NGO's?</p>	<p>Welche andere Vermittlungsverfahren, glauben Sie, sind wichtig für den Aufbau von Kapazitäten (Fähigkeiten) in der Gesellschaft / für die Stärkung/ Ermächtigung der NGO's?</p>	<p>Welche andere Vermittlungsverfahren, glauben Sie, sind wichtig für den Aufbau von Kapazitäten (Fähigkeiten) in der Gesellschaft / für</p>

	<p>What other mediation procedures do you think are important for building capacity in civil society / empowering NGOs?</p>	<p>What other mediation procedures do you think are important for building capacity in civil society / empowering NGOs?</p>	<p>die Stärkung/ Ermächtigung der NGO´s?</p> <p>What other mediation procedures do you think are important for building capacity in civil society / empowering NGOs?</p>
18	<p>Wie wichtig sind die Science Shop Aktivitäten / ist die gesellschaftsbezogenen Forschung für die Entwicklung der Beziehung Universität – Gesellschaft?</p> <p>How important is Science Shop activity / community based research for developing relations between universities and the community?</p>	<p>Wie wichtig sind die Science Shop Aktivitäten / ist die gesellschaftsbezogenen Forschung für die Entwicklung der Beziehung Universität – Gesellschaft?</p> <p>How important is Science Shop activity / community based research for developing relations between universities and the community?</p>	<p>Wie wichtig sind die Science Shop Aktivitäten / ist die gesellschaftsbezogenen Forschung für die Entwicklung der Beziehung Universität – Gesellschaft?</p> <p>How important is Science Shop activity / community based research for developing relations between universities and the community?</p>
19	<p>Welche andere Vermittlungsverfahren, glauben sie, sind wichtig für die Entwicklung der Beziehung Universität - Gesellschaft?</p> <p>What other mediation procedures do you think are important for developing relations between universities and the community?</p>	<p>Welche andere Vermittlungsverfahren, glauben sie, sind wichtig für die Entwicklung der Beziehung Universität - Gesellschaft?</p> <p>What other mediation procedures do you think are important for developing relations between universities and the community?</p>	<p>Welche andere Vermittlungsverfahren, glauben sie, sind wichtig für die Entwicklung der Beziehung Universität - Gesellschaft?</p> <p>What other mediation procedures do you think are important for developing relations between universities and the community?</p>
	FUTURE OF SCIENCE SHOPS		
20	Sollte die Arbeit der Science Shops weiter entwickelt	Sollte die Arbeit der Science Shops weiter entwickelt	Sollte die Arbeit der Science Shops

	<p>werden, Wenn ja, wie?</p> <p>Should Science Shop work be developed further? How do you think this work could be developed?</p>	<p>werden, Wenn ja, wie</p> <p>Should Science Shop work be developed further? How do you think this work could be developed?</p>	<p>weiter entwickelt werden, Wenn ja, wie</p> <p>Should Science Shop work be developed further? How do you think this work could be developed?</p>
21	<p>Was sind die Probleme oder Barrieren für die Weiterentwicklung? (spezifizieren Sie: bei den NGO's, den Universitäten, den Science Shops, finanzieller Art, administrativ, politisch...)</p> <p>What are the problems or barriers to its development? (specify: in NGOs, universities, science shops, financial, administrative, political etc.)</p>	<p>Was sind die Probleme oder Barrieren für die Weiterentwicklung? (spezifizieren Sie: bei den NGO's, den Universitäten, den Science Shops, finanzieller Art, administrativ, politisch...)</p> <p>What are the problems or barriers to its development? (specify: in NGOs, universities, science shops, financial, administrative, political etc.)</p>	<p>Was sind die Probleme oder Barrieren für die Weiterentwicklung? (spezifizieren Sie: bei den NGO's, den Universitäten, den Science Shops, finanzieller Art, administrativ, politisch...)</p> <p>What are the problems or barriers to its development? (specify: in NGOs, universities, science shops, financial, administrative, political etc.)</p>
22	<p>Welche Änderungen wären notwendig, um mehr Organisationen zu ermutigen sich an Science Shop Aktivitäten / gesellschaftsbezogener Forschung zu beteiligen?</p> <p>What changes would be necessary to encourage more organisations to take part in Science Shop activity / community based research?</p>	<p>Welche Änderungen wären notwendig, um mehr Organisationen zu ermutigen sich an Science Shop Aktivitäten / gesellschaftsbezogener Forschung zu beteiligen?</p> <p>What changes would be necessary to encourage more universities to take part in Science Shop activity / community based research?</p>	<p>Welche Änderungen wären notwendig, um mehr Organisationen zu ermutigen sich an Science Shop Aktivitäten / gesellschaftsbezogener Forschung zu beteiligen?</p> <p>What changes would be necessary to encourage more NGOs and universities to take part in Science Shop activity /</p>

			community based research?
23	<p>Wie sehen sie die Science Shop Aktivitäten in Bezug auf die Wissenschafts- und Technologie- Politik in Deutschland/ Österreich? Und in Europa?</p> <p>How do you see Science Shop activity / community based research relating to Research and Technology policy in this country? And in Europe as a whole?</p>	<p>Wie sehen sie die Science Shop Aktivitäten in Bezug auf die Wissenschafts- und Technologie- Politik in Deutschland/ Österreich? Und in Europa?</p> <p>How do you see Science Shop activity / community based research relating to Research and Technology policy in this country? And in Europe as a whole?</p>	<p>Wie sehen sie die Science Shop Aktivitäten in Bezug auf die Wissenschafts- und Technologie- Politik in Deutschland/ Österreich? Und in Europa?</p> <p>How do you see Science Shop activity / community based research relating to Research and Technology policy in this country? And in Europe as a whole?</p>
24	<p>Haben sie andere Vorschläge, wie die Anliegen der Gesellschaft in die Wissenschafts- und Technologie-Politik eingebracht werden könnten?</p> <p>Do you have any other suggestions about how the concerns of civil society could be reflected in Research and Technology policy?</p>	<p>Haben sie andere Vorschläge, wie die Anliegen der Gesellschaft in die Wissenschafts- und Technologie-Politik eingebracht werden könnten?</p> <p>Do you have any other suggestions about how the concerns of civil society could be reflected in Research and Technology policy?</p>	<p>Haben sie andere Vorschläge, wie die Anliegen der Gesellschaft in die Wissenschafts- und Technologie-Politik eingebracht werden könnten?</p> <p>Do you have any other suggestions about how the concerns of civil society could be reflected in Research and Technology policy?</p>
25	<p>Glauben Sie, daß die Science Shop Aktivitäten für andere gegenwärtige politische Strömungen, die den NGO's Sektor beeinflussen, relevant ist?</p> <p>Do you think Science Shop activity is relevant to any other current policies affecting the NGO sector? Denken Sie, daß Wissenschaftsladenaktivität für andere gegenwärtige Politiken,</p>	<p>Glauben Sie, daß die Science Shop Aktivitäten für andere gegenwärtige politische Strömungen, die die Universitäten beeinflussen, relevant ist?</p> <p>Do you think Science Shop activity is relevant to any other current policies affecting universities?</p>	<p>Glauben Sie, daß die Science Shop Aktivitäten für andere gegenwärtige politische Strömungen, die den NGO's Sektor oder die Universitäten beeinflussen, relevant ist?</p> <p>Do you think Science Shop</p>

	die den NGO Sektor beeinflussen, relevant ist?		activity is relevant to any other current policies affecting the NGO sector or universities?
	FINALE		
26	<p>Möchten Sie weiterhin über die Entwicklung des Projekts INTERACTS informiert werden und in der einen oder anderen Weise involviert sein?</p> <p>Would you like to be kept informed about the INTERACTS project as it develops, and to be involved further in any way?</p>	<p>Möchten Sie weiterhin über die Entwicklung des Projekts INTERACTS informiert werden und in der einen oder anderen Weise involviert sein?</p> <p>Would you like to be kept informed about the INTERACTS project as it develops, and to be involved further in any way?</p>	<p>Möchten Sie weiterhin über die Entwicklung des Projekts INTERACTS informiert werden und in der einen oder anderen Weise involviert sein?</p> <p>Would you like to be kept informed about the INTERACTS project as it develops, and to be involved further in any way?</p>
<i>Thank you very much for your cooperation.</i>			