

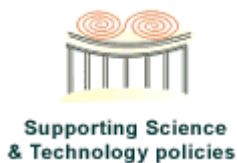


**Improving Interaction between NGOs,
Universities, and Science Shops:
Experiences and Expectations**

VIENNA CASE STUDIES REPORT

Christine Urban & Regina Reimer

January 2003



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

Contract No. HPV1-CT-2001-60039

Title: Vienna Case Studies Report
Authors: Christine Urban and Regina Reimer
Series: INTERACTS Report No. 2c
Pages: V + 130
Date: January 2003
ISBN: 87-90855-46-9

Publisher:

The Science Shop c/o Department of Manufacturing, Engineering and Management at Technical University of Denmark, Building 303 East, Matematiktorvet, DK-2800 Lyngby, Denmark
E-mail: msj@ipl.dtu.dk
Tel: ++45 45 25 60 24
Fax: ++45 45 93 66 20

Cover Design: Michael Strähle

Logo: Michael Strähle

Lay out: Michael Strähle

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

Copyright on the report remains with the authors.

When referring to this report please state the authors + title+ publisher + date
(European Commission financed project INTERACTS HPV1-CT-2001-60039)

The INTERACTS consortium appreciates any notification of the public use of this publication through an e-mail to the INTERACTS mail address msj@ipl.dtu.dk or a copy of the publication to the Science Shop at the Technical University of Denmark.

Table of Contents

1	Preface	1
2	Executive Summary	3
	2.1 The Cases	3
	2.2 Main subjects and reflections	4
	2.3 Case-study-related Recommendations	5
3	Introduction to INTERACTS Case Studies and Methods	7
	3.1 Experiences and Expectations of NGO / Science Shop Interaction	7
	3.2 Case Study Approach	9
	3.3 Interview Questionnaire	10
	3.4 Sample	11
	3.5 Link to Science and Society Policy, WP3 (State of the Art Report), WP5 (Scenario Workshops) and WP6 (the Final Report)	13
	3.6 Reflection and the Research	13
	3.7 References for Section 1	14
4	Introduction	15
	4.1 Application of Methods	15
	4.2 Selection of the Cases	16
	4.3 Selection of Interviewees	17
	4.4 Description of the Science Shops	17
	4.5 Application of the Guide Line and Transcription	18
	4.6 Analysis	18
	4.7 Publications	19
	4.8 How to Read Text and Citations	19
5	Case 1: Mega Settlement	20
	5.1 Fact Sheet	20
	5.2 Short Summary of the Project	21
	5.3 Brief description of the NGO	21
	5.4 Project development and processes of negotiation	22
	5.5 Main Objectives	25
	5.6 Communication during the project	27
	5.7 Outcomes	29
	5.8 Presentation	32
	5.9 Usage	35

5.10	Participants' Evaluation	36
5.11	Summarizing Reflections	46
6	Case 2: Volunteers as Buddies for Mentally Disordered Persons	50
6.1	Fact Sheet	50
6.2	Short Summary of the Project	51
6.3	Brief Description of the NGO	51
6.4	Process of Negotiation and Project Development	53
6.5	Objectives	56
6.6	Communication and Cooperation	58
6.7	Methodical Development	59
6.8	Outcomes	62
6.9	Presentation and Public Access	66
6.10	Usage	66
6.11	Participants' Evaluation	67
6.12	Summarizing Reflections	77
7	Case 3: Children Poverty in Austria	79
7.1	Fact Sheet	79
7.2	Short Summary of the Project	80
7.3	Brief description of NGO	81
7.4	Process of Project Origination	81
7.5	Process of Project Negotiation	82
7.6	Objectives	84
7.7	Applied Methods for Research	86
7.8	Communication	86
7.9	Outcomes	87
7.10	Usage	92
7.11	Participants' Evaluation	93
8	Policy Evaluation	99
8.1	Development of the Objectives as a Process	99
8.2	Intermediation and Presentation	101
8.3	Organisation and Structure	104
8.4	Reflections about Practical Research With/without Science Shop	105
8.5	Cooperation between University and Science Shop	108
8.6	Advantages and Drawbacks of Socially Oriented Research	109
8.7	The Pros and Cons of Practically Oriented Research	110
8.8	Additional Efforts by Students?	113
8.9	Attempts of Influencing Student Researchers	114
8.10	NGOs: Expectations and Results	116

	8.11 Objectivity and Reliability and the Question of Money for Student Researchers and Contracts	117
9	Annex: interview questionnaire (English & German)	120

1 Preface

Michael Strähle and Sosser Rasmussen

The objective of the INTERACTS project 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>

2 Executive Summary

The following Case Studies Report (CSR) reflects intermediation done by the science shops in one of their main work fields: Supporting the NGOs by organising student researchers, who dedicate their master thesis to research questions, which are of essential interest for the NGOs and by supporting this process by organisation, intermediation and, if necessary, by conflict management.

Our self-reflective analysis is based on semi-structured anonymous interviews, which were conducted with different participants of three cases, i. e. representatives of the NGOs, science shops, the student researchers and their supervisors from the universities. Interviewees of one case gave us their different interpretations, desires, aims, angles of views, which could differ considerably in each case or focus on different aspects. All together they gave us a good picture of what can import to the different groups to make these projects successful.

The analysis of the cases will not provide final results, but it is one strain of INTERACTS to give insight into what measurements could improve the cooperation between universities and NGOs.

2.1 The Cases

We did not choose best practice cases but tried to find projects, which would provide a broader spectre of cooperation and intermediation between scientists and practical professionals.

The first case, *Mega Settlement*, is about an ambitious social project with the objective to empower the tenants of a satellite town. Many different stakeholders are involved and it is accompanied by a interdisciplinary group of student researchers. In the second case, *Volunteers as Buddies for Mentally Disordered Persons*, a student researcher works very intensely on a new research field and gives answers to a bundle of questions, which are of great interest for the requesting organisation. The third case deals with children poverty in Austria, and was brought in by a small organisation. The request leads to two master theses and the findings are broadly presented at a press conference..

2.2 Main subjects and reflections

In the three analysed cases some aspects emerged, which we believe are of essential importance for the improvement of the interaction between researchers and practical working persons.

* The term *science shop* suggests a customer and somebody who offers a service. In contrast to this picture we found in two cases much discussion, consultation and clearing from the beginning. ***Projects can also consist in processes, where NGOs, students, supervisors develop a project together supported by the science shops.***

* Not only the results of the research, but also ***the mere contact between practical workers or clients and researchers can be highly beneficial for both groups.*** The collaboration included consultation and exchange of experience. Discussions led to reflections and gave personal insights. Students as well as NGOs could acquire know-how and experiences during the cooperation process, which could improve their work, now or in the future.

* ***Intermediary institutions seemed very useful or even essential to make the projects possible.*** We saw that interviewees working in other fields had not much of an idea what could be done by researchers of the different disciplines. Evidently “ordering” research demands a lot of information about research institutes, departments, work areas, researchers, etc. The interdisciplinary research projects demanded even to select and to contact several institutes in different disciplines!

* ***The intermediary institute provided an organisational frame and security.*** Science shops organized, monitored, encouraged, mediated and developed clear role specifications, which was considered as extremely important. Because the cooperation included aspects of risks and dependences - the NGOs gave confidential information to the students who depended on the goodwill of the NGO to finish their master thesis - the existence of a possible assistance in case of conflict weighted. Science shops appeared as trouble-shooters, who flexibly supported wherever support was needed.

* ***Independent research was very important for the NGOs.*** The view of an outsider, of a not-involved person and for this reason considered as more objective researcher was very much appreciated by requesting NGOs.

* It was also seen that ***NGOs must be extremely confident of their work to put a request to science shops,*** because they are informed that they will have no influence

at all on results which will be the results will be open to everybody. This is more risky than paying a research institute!

* **Financial aspects influenced the projects.** Lack of money appeared often in the interviews, because there was not enough budget for intermediation work and the students. Although the high degree of scientific freedom for the students was partly attributed to the fact that they worked voluntary, it was regretted that expenses could not be paid.

* **Science shops intermediation promoted the image of the students,** because those who had been sceptical were surprised by their engagement and by their very good work.

* When university departments or supervisors did not cooperate, this was a obstacle for the project. **University departments could hinder projects partly.**

* Although the work of science shops was highly appreciated, their **intermediation tended to become invisible, as soon as it came to presentations,** because PR focussed on the more interesting aspects of the requests. Organisation, logistic or intermediation rarely caught the attention of journalists.

2.3 Case-study-related Recommendations

Regarding the findings of the cases studies we come to the conclusion that following measurements could be reasonable:

- More intermediary institutions like science shops should be established to increase the number and the efficiency of cooperation projects between NGOs and researchers.
- Opportunities to supply science shops with sufficient resources to meet the demand for the intermediation services of science shops are to be investigated.
- The employees of the intermediation organizations should be scientific generalists to some degree. Although they need not to be experts in all research fields, they should be able to deal with requests concerning much more fields of research than their own and to handle interdisciplinary projects. They should have good contacts to researchers of different fields and/or good contacts to other intermediary organizations in other fields.

- There should be some budget for reimbursing student researchers for expenses and incurred costs for printing and postage of questionnaires, transcriptions, travelling, etc.

- A PR-budget should be provided for the intermediation organisations to make their service public, because their intermediation work seems to promote mainly researchers and requestors but not their own work.

- Some of the university departments should be stimulated to develop more understanding for the needs of students doing practical research for NGOs which could make it possible to cover all research fields in all regions. A concept should be worked out, how this could be achieved.

- If requesting at science shops (or other intermediaries as far as the results will be open to everybody any case) means that a NGO can be considered as very open minded and confidential about its own work, this could be considered as a special form of quality assurance and taken into account, when funds are given to NGOs.

Section I: Introduction

The following introduction was written by Irene and David Hall as a common guideline for all the different national case studies. Please note that there are few points different in the Vienna Cases. This national team had started a bit earlier and some of the described methodical decisions were made afterwards. For details please look into our methodical chapter.

3 Introduction to INTERACTS Case Studies and Methods

Irene and David Hall

3.1 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 access to knowledge has to be spread more evenly through society, and that within the universities, curriculum change is also

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).

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.

3.2 Case Study Approach

The method of research chosen for this project is case study research, as this approach will 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 that more positivistic, quantitative approaches can produce. Lincoln and Guba (1985) prefer to replace the concept generalisability with “transferability” as the latter term more accurately expresses how cases can be transferred from specific contexts to illustrate particular differences and similarities between cases. With INTERACTS, data is also being 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 is 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.

As researchers we have collected 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 can therefore be considered as providing access to a variety of community experiences, a “window on the localities” of science shops in action. The account of unique situations and individuals provides models for action, while the “rich data” collected adds nuance and subtlety to overarching theoretical perspectives.

3.3 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 is 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 (see Appendix) derived from the issues that partners have decided are central to the understanding of science shop work. Initial suggestions from partners of suitable questions were formulated into a pilot questionnaire, and feedback from the pilots was used to develop the final questionnaires to participants at level 1 and level 2.

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 asked about science and society questions rather than about the specifics of the cases.

A major purpose of the study is not just to show whether negotiated applied community research can be effective – but to examine the case for the intermediary organisation in facilitating such research. So direct questions have been 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 have been 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.”*

3.4 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, one each from NGO, Researcher, Science Shop (level 1)
- ❖ 3 with those involved in the research at a policy level, one 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 three 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 would be willing to participate, were not easy to locate.

Finally, each partner agreed to complete three case studies, one of which would be from a science shop in their country, which was different from 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 is recognised that this will not provide “objective” or “value-neutral” research, as all researchers are, 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 to other science shops 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.

3.5 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 has been 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.

3.6 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 is crucial, if not always comfortable, to finding solutions which are creative and scientifically sound, and which represent 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 has thus been improved on the basis of both substantive and methodological considerations.

3.7 References for Section 1

- Christensen, T & Joergensen, M (2002) *Country Report: Denmark*, in Fischer C, Wallentin A et al (2002) *State of the Art Report, Interacts Project*
- European Commission (2002) *Science and Society Action Plan*, Brussels: European Commission
- Fischer C, Wallentin A et al, (2002) *State of the Art Report, Interacts Project*
- Gomm, R; Hammersley, M; Foster, P (eds) (2000) *Case Study Method* (Thousand Oaks: Sage)
- Hall I & Hall, D (2002) *Community based research and science shops: an update on the INTERACTS project*, Discussion paper: Voluntary Sector Studies Network, University of Manchester, 4 November
- Hende, M and Joergensen, M (2001) *The Impact of Science Shops on University Curricula and Research, SCIPAS report 6*, (Utrecht: Utrecht University, Science Shop for Biology)
- Irwin, A (1995) *Citizen Science*, (London: Routledge)
- Leydesdorff, L (2001) *A Sociological Theory of Communication: The Self-organization of the Knowledge-Based Society* (Universal Publishers/ Upublish.com/2001)
- Lincoln Y & Guba E (1985) *Naturalistic Inquiry* (Beverly Hills, CA: Sage)
- Mulder, H, auf der Heyde, T, Goffer, R and Teodosiu, C (2001) *Success and Failure in Starting Science Shops, SCIPAS Report 2*, (Utrecht: Utrecht University, Science Shop for Biology)
- Rhoads, R. A. (1997) *Community Service and Higher Learning: Explorations of the Caring Self* (New York: State University of New York Press)
- Schön, D (1983) *The Reflective Practitioner: How professionals think in action*, (Basic Books: New York)
- Sclove, D (1995) *Democracy and Technology* (New York: The Guilford Press)
- Scott, D, Alcock, P, Russell L, and Macmillan R (2000) *Moving pictures: Realities of voluntary action* (Bristol: The Policy Press and Joseph Rowntree Foundation)
- Stake, R (1986) *Quieting Reform* (Urbana: University of Illinois Press)
- Strauss, A and Glaser, B. (1977) *Anguish: a case history of a dying trajectory* (Oxford: Martin Robertson)

Section II: Vienna Case Studies Report

4 Introduction

4.1 Application of Methods

The research design was mainly developed by David and Irene Hall, the co-ordinators of the work package on methodology.

Some methodical discussions came up when we had already begun with anonymous qualitative interviews. Some partners wanted to give the interviewees place for presentation. The discussion finished up with dropping anonymity by asking the interviewees if they wanted to stay anonymous or not.

* Hence, in contrast to some partners we did not choose only best cases.

* Hence, in contrast to some other partners we did not ask the interviewees, if they wanted to stay anonymous or not, we just guaranteed confidentiality. When the case studies report was finished, we asked if dropping anonymity would be possible, because the subcontractor to the project co-ordinator wanted to publish his scientometric report as additional information to the case studies and it had turned out that anonymity did not go together too well with his method. Unfortunately dropping anonymity was not accepted by the concerned persons and we accepted this without any insistance.

We contributed to the methodology whenever we could by initiating discussions on many aspects and by giving food for thought. Carrying out the research project, we stucked to the guidelines and instructions all INTERACTS partners agreed on at the beginning.

Doing research about ourselves, being research subject and object at the same time, is completely different to our usual way of doing research. Analysing oneself – with all its implications – gives insights not available to outsiders, but it is hardly possibly to be objective. Hence, we call this approach self-reflexive analysis. This approach was a new experience to us. We hope that it supports the future work of science shops in the way it points to ranges of challenges, weaknesses and strengths.

4.2 Selection of the Cases

We have chosen two cases from the Science Shop Graz and only one case from our own work. In selecting these Austrian cases and regarding the required specifications, we aimed at an utmost diversity of scopes, durations and topics and, in coordination with FBI, the second Austrian partner, we wanted to get all Austrian science shops into the sample. The criteria for selecting interviewees limited the choice because the activities of Austrian science shops are not limited to co-operations with universities and student researchers.

All three chosen cases represent co-operations with universities and student researchers. One of the cases is about a larger project with several collaborating student researchers, the other two cases are about research requests on which one or two student researchers elaborated.

The first case – we call it MEGA-SETTLEMENT – was investigated by Regina Reimer und Christine Urban. The two other cases were new to us, and it was interesting to get so much insight in the work of our colleagues. Both researchers were not involved in any of the investigated cases.

So we had to take not too „old“ cases involving representatives of NGOs, student researchers and thesis supervisors as potential interviewees.

As cases, we deliberately selected examples of requests allowing for self-reflective analysis and suggestions for improvement because not everything went off smoothly. Self-reflections only makes sense, if there is something to reflect about. The reflections should provide a basis for recommendations concerning improvement of collaborations between science and society.

MEGA-SETTLEMENT was a project of longer duration which was not finalized long ago, but commenced in the early days of the Science Shop Vienna. It was one of our largest projects during which we made some tactical and organisational mistakes we would not do once again.

The other two cases are requests directed to the Science Shop Graz. These requests were of a more limited scope and were finalized later than the Vienna case.

The BUDDY case was an extremely difficult case concerning contents and research design, because of the extreme sensitivity for the interviewees demanded from the

student researcher. On the other hand, the collaboration was considered as very pleasant.

The third case deals with CHILDREN POVERTY and a student researcher wrote her master thesis on this request, which was a politically extremely charged topic at that time, without supporting one political party. The most striking aspects of this case are the public relations activities and the closing down of the client while the student researcher worked on the request.

4.3 Selection of Interviewees

All partners had agreed on a scheme which persons should be interviewed. In our case, selection was not an issue because in all three cases only one science shop or NGO representative was responsible. If there was more than one student researcher involved, the interviewee was chosen by random selection. So in all cases we interviewed the responsible NGO contact person, the person in the science shop, who coordinated in that case, and at least one of the student researchers. In two further cases we also could interview the supervisors. We made some phone interviews and one interview with an regional politician could not be completed, because of time constraints. We decided only to use the eleven complete face-to-face interviews which we really could transcribe word by word and not to include incomplete interviews or interviews per telephone.

Because in our cases the group of people involved was very limited, second level interviewees were ready to cooperate, but they told us, they could not give us much information, because in these cases they were hardly involved. would not have yielded expressive results. Those consenting to be interviewed informed us that would not be of much help to us because they were not really involved in the cases.

We did not use those interviews we conducted for the pilot case, which is not connected to this case study report at all.

4.4 Description of the Science Shops

4.4.1 Science Shop Vienna

The Science Shop Vienna was established as a non-university-based science shop specialising in offering free intermediating research services between NGO's and Viennese universities on the one hand and as an independent research institute dedicated to concerns of NGOs and citizens on the other. Since the termination of the

Austrian government's support for the intermediating services, the interdisciplinary team of the Science Shop Vienna focusses on independent research projects on issues brought up by NGOs and citizens.

4.4.2 *Wissenschaftsladen Graz*

The Science Shop Graz was established as a non-university-based science shop specialising in offering free intermediating research services between NGO's and Graz universities on the one hand and as an independent research institute dedicated to concerns of NGOs and citizens on the other. The intermediating research services are financed by the Karl Franzens-Universität Graz. Additionally, the interdisciplinary team of the Science Shop Graz carries out independent research projects on issues brought up by NGOs and citizens.

4.5 Application of the Guide Line and Transcription

Appointments for interviews were made by phone. The interviewees knew in advance what the interview was about. For conducting the interviews a translated guideline was used. Interviewees had as much as possible room for elaborating on topics and, if necessary, we did not stick strictly to the interview guideline to allow new topics to emerge. If possible, we stuck to sequence and wording of the interview questions. Every interview was tape-recorded, transcribed and analysed along the transcripts and interview records.

4.6 Analysis

Chapter 5, 6 and 7 (the 3 cases) were worked out after a scheme, which was developed by the project co-ordinator and which was given to all partners. This table is not known to us as a qualitative social research method in particular. Hence, it was unusual for us to work with it. The aim of the author was producing comparability of the national cases, which usually is limited in qualitative research. The structure was not developed directly from data. To each heading of the scheme those questions of the guideline were indicated, which were supposed to give answers to the suggested topics. Hence, we used the scheme in a descriptive way and filled it, where we found answers in our material and we tried to avoid analysis. Hence, chapter 5-7 mostly gives a picture about what interviewees said (Chapter 5.11 and 6.12 contain some reflections about the cases.) Additionally we summarized or cited those answers from

interviewees to some items, which seemed important to us, but which had not appeared in the scheme.

Chapter 8 in contrast follows the traditional qualitative social research paradigm which forbids deductive pre-structuring. By identifying topics emerging from the interviews we worked strictly inductive. The material was a bit more pre-structured as we are used to, due to the questionnaire for the case studies (see appendix). It worked, but we had always to keep in mind, which answers came spontaneously from interviewees and which answers were reactions to posed questions. (Of course, question-related answers could appear much later than the question was posed or answers to other items could be connected to previous questions.)

We started then by marking sub-topics appearing in the interviews and created a topic table. By grouping the emerging issues we developed most of the chapter 8 topics. Doing this we followed the usual approach which is described especially well and in detail in Siegfried Lamnek's book about methods and techniques of qualitative social research (Cf. Lamnek 1995, *Qualitative Sozialforschung, Methoden und Techniken*)

4.7 Publications

Because we guaranteed full anonymity to all interviewees, this information cannot be given here, until all interviewees of a selected case agree to reverse their anonymity.

4.8 How to Read Text and Citations

Our text is formatted Arial 11. *Italic text passages* show thoughts and opinions of the persons we interviewed. The **Interviewee** is marked fat and underlined.

German citations taken from transcriptions of interviews *are formatted italic and small with a gray background and they are placed on the right side.*

The English translation is placed on the left side of the original citation. If it is word by word translation the format is *italic and small* like the original, only *there is no gray background*. If we chose not to translate word by word, *but summarized the text, then it appears as standard text, only italic.*

In the citations “...” are breaks and “???” are not understandable words, “[...]” passages cut away, CAPITALS signal CHANGED NAMES.

5 Case 1: Mega Settlement

5.1 Fact Sheet

5.1.1 Participants

NGO: MEGA-SETTLEMENT

Intermediary: Science Shop Vienna

Universities: Students and supervisors came from the University of Vienna (Institute of Sociology), Vienna University of Economics and Business Administration and the Vienna University of Life Sciences

5.1.2 Duration

June 1995 until Autumn 1998

5.1.3 Costs

There was no budget besides reimbursement for expenses.

5.1.4 Aims

New research on the matter was requested as there was no research found. It should focussed on the needs and desires of the buddies

5.1.5 Research Methods

Interviews with inhabitants, researches, field research, analysis of statistics, analysis of media, qualitative interviews, questionnaires.

5.1.6 Outcomes

student thesises, which are widely used by the NGO, discussions with inhabitants and project participants, a brochure

5.2 Short Summary of the Project

The project MEGA-SETTLEMENT was initiated by the IG NEIGHBOURHOOD, a social centre in a settlement. At the beginning stood questions about the aging structures of the housing area and the costs of living. Many of the tenants were supposed to have social and financial problems, many of them were likely to live at the limit of poverty. IG NEIGHBOURHOOD investigated and invited expert and a larger project developed. It aimed to improve the tenants' quality of life living by giving them more responsibility and autonomy.

The contact to the inhabitants, some politicians and experts led to the project called „MEGA-SETTLEMENT. The engagement of the inhabitants led to many pilots such as the stiegenkassa, the implementation of a LETS-System as well as a radio and a newspaper organized by the group.

The role of the science shop was the scientific evaluation of the project. It was not possible to acquire resources for this, but the evaluation turned out to be very important for the project. The science shop split many very general and openly formulated questions into a range of themes which could be answered in masters theories. For most of these questions students could be found and there was a dozen of students who worked about very different questions and built a interdisciplinary team.

5.3 Brief description of the NGO

There are some institutions who can be considered as „requesters“. In this case the formal requestor was a project called IG SETTLEMENT which was initiated to empower citizens living in a settlement at the outskirts of Vienna. The idea first came from a little NGO. The ORG. FOR NEIGHBOURHOOD is a smaller neighbourhood-centre, which is situated in the settlement. This NGO itself is part of a bigger social organisation, which finances them.

They are four employees working with youth and adults and who are doing community work. They develop community-oriented projects and carry them out. The social workers have to deal with the problems of the inhabitants, get into contact with them, organize different activities and projects and try to find out, where their clients have troubles.

Projects developed and carried out by the ORG. FOR NEIGHBOURHOOD led to spin-offs of working groups, and some of them even became independent organisations.

The NGO envisaged severe future problems for the settlement because of the homogeneous age structure and the low average income of the residents. This situation they estimated to become worse. To counter this trend, they decided to start a project, where they would support the inhabitants in finding out how they could improve their situation in the settlement and then they planned to support them in carrying out the ideas.

Scientific experts were invited to meetings, and started to develop the project MEGA-SETTLEMENT. The neighbourhood centre worked closely with other organisations situated in the settlement. Because of the increasing number of participants and cooperators, the establishment of an own association made sense, which was called the IG SETTLEMENT and became body responsible of the participation project MEGA-SETTLEMENT to be carried out together with inhabitants, citizens, local politicians and public institutions. The IG SETTLEMENT was the heart of the project, its administration and public relation centre, which applied for subsidies and was juristically responsible. It organized meetings for the inhabitants, where they could determine the contents of the project, and meetings where the inhabitants could discuss possible solutions for these problems with specialized experts and/or politicians. The participating inhabitants were named „local experts” and the scientists and representatives of organisations were named „external experts”. There were many joint activities, like the radio or the newspaper, the redesigning of a staircase by children, a local exchange system and flea markets.

5.4 Project development and processes of negotiation

Scientific evaluation of the project was planned from the beginning, but it was not possible to acquire the necessary funds. Another member of the science shop was involved in the project MEGA-SETTLEMENT as well, and he presented the science shop in a meeting and this led to the request.

The aim was the empowerment of tenants who should create the project and who should also determine the subjects for research. The science shop then should find students who would write their master theses about the concerning themes.

For this reason, the interviewees describe the project as strongly explorative, the objectives were not very determined.

The **NGO Contact Person** remembers, that everything was very open and explorative, the project itself as well as the research questions.

It was the science shop coordinator who insisted that real research questions would be developed, which could be really investigated by research.

„Es war total offen und explorativ, nämlich sowohl was das Projekt selber, also die Entwicklung des PROJEKTS GROSSWOHNANLAGE betroffen hat als auch die Forschungsfragen. Die waren sehr offen, wobei da hat der WILA-NAME dann einfach sehr stark darauf gedrängt, dass da wirklich Forschungsfragen irgendwie rauskommen, die behandelbar sind.“ **NGO**

The methods were developed by the student researchers, who must come to agreement about this with their supervisors at the universities. Many students from different departments were involved, and so a wide range of methods were used. The science shop and the NGO did not develop methods. The NGO representative thinks that it was positive that they cooperated with the students without interfering with scientific methods and so it became really independent research.

The negotiations and the project structures are perceived quite differently by the interviewees.

When the interviewed **Student Researcher** joined the project, the project structure was already fixed, all partners were already there, all the representatives of the citizens, the administration, the local politicians. The subjects for the master theses were also clear already, some were edited already and this was documented in the magazine of the settlement.

She perceived the science shop not as an initiator, but as an very important cooperation partner from the beginning. It was a condition from the start that the project should be accompanied scientifically.

„Der Wissenschaftsladen war von Anfang in dem Projekt auch drinnen, also das war so eine Mitbedingung von den Projektbetreibern, dass es eine wissenschaftliche Begleitung gibt. Als Initiator kann man den WILA sicher nicht nennen, aber als sehr wichtigen Kooperationspartner.“

The project was based on the activities of the **ORG. FOR NEIGHBOURHOOD**. This social institution knew about the problems of the inhabitants, there were meetings in the pub and such ideas just „happen“ by communication and interactions.

Das Projekt baut natürlich auf vorhergehenden Aktivitäten der **VEREIN NACHBARSCHAFT** auf. Also einfach in dieser sozialen Einrichtung waren viele Probleme bekannt, BürgerInnen sind dort hingekommen und Stammtische, Frühstücke gab usw. und so fort. Und irgendwie passieren solche Projektideen Kommunikativ und Interaktiv.“ **Studentin**

There was an announcement from the science shop, students were invited to write their master theses within the

„Es gab vom WILA eine Ausschreibung, dass es dieses Projekt gibt und dass man dazu Diplomarbeit machen kann. Ich glaube es gab ein paar Themen vorgegeben. Die wollten auf jeden Fall eine Evaluation von diesem Talentetauschsystem haben. Das hat mich

project. Some themes were fixed, but none of them interested her. So she contacted the science shop, was informed and after reflecting on it, she came up with a topic of her own.

*aber nicht interessiert und es war ja auch offen gehalten. Ich bin zum WILA gefahren und habe mich zum Projekt informiert, habe mir die Projektskizzen angesehen und mir dann persönlich überlegt was mich interessieren würde und ich habe mir dann das Thema selbst gestellt.“ **Studentin***

If science shop projects are carried out with several students, the themes of the master theses have normally to be quite clearly defined to avoid overlappings. However, the project offered opportunities for students to suggest additional topics and to give new ideas.

The interviewed **Student** remembered the.

negotiation process as unproblematical. She presented her ideas to the science shop and to the project management and her concept was approved. Evidently, it made sense to analyse the communication structures. There was not much need for negotiation and she felt quite comfortable, and liked it to have a free hand.

„Die Projektverhandlung war problemlos. Ich glaube ich habe meine Ideen gut präsentieren können und einfach die Fragestellungen darstellen können und das vorgehen erläutern können. Und es hat offensichtlich Sinn gemacht sich die Kommunikationsmuster anzusehen. Und das wurde sowohl vom WILA als auch von den ProjektbetreiberInnen angenommen. Also es gab keine Nachsteuerung.

*Ich habe Vorgespräche mit Basena und WILA geführt und mir mein Thema ausgedacht, das mitgeteilt und tja da war nicht viel Aushandlungsbedarf. Ich habe das sehr angenehm gefunden, dass ich freie Hand hatte.“ **Studentin***

The **Science Shop Coordinator** remembers the negotiations much more difficult:

The request had been suggested to the requestors by a science shop colleague, who was himself involved in the project. The science shop coordinator has the feeling that they came more by accident to the request than by negotiation. It came to a dispute over respective areas of responsibility. But it was too late to drop the whole thing. There were other participants, whose roles were not clearly defined, for example, there was another social researcher involved as an expert, and it was not clear if he wanted the science shop to participate. On the other hand, they had not enough money for research and so had to rely on the additional input from the science shop.

*„Die Kontaktaufnahme war durch ein Teammitglied von uns, welches dort neben seiner Tätigkeit im Wissenschaftsladen auch in diesem Projekt eingebunden war. [.....] wir sind mehr hineingestolpert als wir verhandelt haben. Im Grunde ist es zu Kompetenzstreitigkeiten gekommen [.....] damals war es schon zu spät zu sagen wir lassen das bleiben. Also dieser Sozialwissenschaftler hat nicht klar gesagt, das ist meine Kompetenz und ich möchte nicht, dass ihr eingebunden werdet. Da sollte Forschungsarbeit geleistet werden, es war nicht genug Geld da. Der Sozialwissenschaftler wollte einerseits seine Kompetenz nicht abgeben, auf der anderen Seite war er angewiesen, dass es zusätzliche Inputs von anderen gab.“ **WILA***

The role of the social researcher had to be delimited from the role of the science shop coordinator and from the roles of the students doing research. According to the science shop coordinator the situation was characterized by difficult group dynamics, a confusing and complicated project structure due to overlapping competences and unclearness of roles.

With today's experiences, he would not begin this project in the same way.

They started it with insufficient experience and not very professionally.

He had the impression, that each participant had different ideas about the role of the science shop and there were never discussions about the role conflicts.

„Ich habe nur mehr diese Erinnerung aufgrund späterer Erfahrungen, dass wir bzw. ich das unprofessionell angegangen bin. Moment es gibt ein Hauptmerkmal, ich habe den Eindruck gehabt, dass die Rolle, die uns diese Stadtteilinitiative zuerkannt hat eine andere war, als die Rolle, die uns dieses Teammitglied damals zu gedacht hat. Sie war aber auch wieder eine andere als die, die uns der Sozialwissenschaftler zuteilen wollte. Und sie war auch wieder eine andere als die wir uns selbst zugedacht haben. Und diese Rollenkonflikte sind nie ausdiskutiert worden.“ WILA

*The **NGO Contact Person** remembers negotiations completely different. His perspective focuses strongly on the problem to acquire money for the whole project:*

Whereas he himself was paid as an employee of the ORG. FOR NEIGHBOURHOOD, they needed additional funds to pay the external experts, who gave advice and co-developed the whole project. So there were negotiations with different possible sponsors, but they worked and invested very much before they looked after possibilities to finance it.

„ Weil wir von Beginn an einen Soziologen und externe Experten dabei haben wollten, haben wir gesagt, wir wollen ein Geld aufstellen. [...] sonst hätten wir das noch innerhalb unseres Auftrages und unseres Konzeptes durchführen können. Dadurch, dass wir aber diese externen Experten gebraucht haben, sozusagen auch für die Umsetzungsarbeit, nicht nur für die Entwicklung [...] Ja, da hat es Verhandlungen mit unterschiedlichsten Geldgebern gegeben, wobei wir viel vorgearbeitet und vorinvestiert haben, und dann geschaut haben, wie können wir das finanzieren“ NGO

This last sentence might be one reason for the project structure and negotiations, which were experienced as so very difficult by the science shop coordinator: Many people invested a lot of time and money and it was not clear, if they would get money.

5.5 Main Objectives

In summary, the main goal of the project is empowering people to improve their own situation. On the one hand, the whole project shall be evaluated scientifically and

extensively and on the other hand, the project has to be supplied with necessary data, which do not yet exist and have to be inquired.

Contrary to other differences, this is seen quite similarly from the interviewed participants. It would be mere speculation to consider that this agreement facilitated to yield very good results although the situation was difficult in some respects.

More detailed research questions and project objectives are negotiated and defined within the development of the project. The residents provide the topics and subjects during meetings such as round tables. The participatory character of the project gives everyone splendid opportunities for making him/herself heard and to give suggestions.

*The **Science Shop Coordinator** thinks that the project was initiated because the people were socially committed and wanted to improve the situation of the people living there. This was also their justification, to contribute to decrease of the number of hardship cases. And so they had the idea to reduce future intensity of work by working against future problems. As far as he knows, this was unique in Vienna.*

*„... weil die Leute dort sozial engagiert sind und etwas verändern wollten sowie die Situation der Menschen dort verbessern wollten. Das war auch ihre Legitimation, wie verbessere ich dort die soziale Situation, wie trage ich dazu bei, dass es dort weniger Sozialfälle gibt. Und so haben sie sich gedacht, dass sie sich den zukünftigen Arbeitsaufwand ersparen oder zumindest mindern indem sie den zukünftigen Problemen entgegen arbeiten. Das war meines Wissens erstmalig und einmalig in Wien.“ **WILA***

*The **NGO Contact Person** remembers how the questions emerged from the work of the inhabitants.*

Furthermore, the project managers were interested in a scientific evaluation of the project. It was possible to pay some experts, but they could not acquire enough funds to finance research. At least, they could not afford to have it done by professional research institutes.

So, the cooperation with the science shop was extremely important to them.

*„Die Fragen haben sich ergeben aus der Arbeit der Bewohner, aber wir haben vor allem auch Interesse gehabt, dass das Projekt wissenschaftlich begleitet wird. Und wir haben zwar zusätzlich finanzielle Mittel aufgestellt, und haben Experten damit beteiligen können, aber für wirklich eine weitere, flächendeckende wissenschaftliche Begleitung haben wir nicht die finanziellen Mittel gehabt, zumindest nicht so, dass wir es irgendwie auch Profis hätten geben können wie ein Institut, und das war für uns die absolut wichtige und gute Zusammenarbeit mit dem Wissenschaftsladen.“ **NGO.***

*There were a lot of themes, the **NGO Contact Person** does not even remember all of the announced themes. Obviously, he can give more details about these student theses, which were finished and which he still uses more often.*

Most of the subjects were developed by the local experts in communication with them, for example, during the meetings.

Other subjects concerned the project structure or data needed by the project management.

5.6 Communication during the project

The communication consisted mainly in contacts per telephone and personal meetings and only partly per email, because not everybody had Internet access then.

The intensity of communication between all participants varied: At some times there was much contact necessary, at other times there was not so much contact. Communication was not necessary at periods, when there was nothing to discuss about and everybody knew what to do and everybody just worked.

Students could participate in some of the meetings for the inhabitants of the settlement.

The science shop coordinator kept in touch with the students per telephone or per mail and regularly organized student meetings.

Of course, there were personal meetings between the science shop and the IG SETTLEMENT as well, but most coordination was done per mail or per telephone.

The question, if it was easy or difficult to communicate or not, is mainly not answered in respect to technologies. All interviewees talk about human relations and negotiations. They describe, where they harmonized appeared and where conflicts appeared:

*The **Science Shop Coordinator** had the feeling of a changing quality of communication. Again, he thinks about the missing definitions of roles and responsibilities, which make things difficult for him.*

It mainly depended on the person he had to deal with. He felt it was easy with the students and also with the contact person of the project everything went splendid. But the decisions were taken by the another project manager, who used to change agreements without telling him.

„Mit machen Mitglieder war die Kommunikation schwierig, mit anderen einfach. Es hing ganz davon ab, wer gerade in der Initiative die Oberhand hatte. Mit den Studierenden war sie nahezu ausschließlich einfach, das hat ganz gut funktioniert. Mit der ANONYME PERSON war es herb, mit ihrem Stellvertreter war es angenehm. Das Problem war, man hat sich was mit dem Stellvertreter was ausgemacht, was von ihr ohne Rücksprache wieder geändert worden ist.“ WILA

With the social researcher the communication went very well after a while, too, in spite of the complicated situation.

One of the managers even tried to

„Wie gesagt mit dieser ANONYME PERSON war es

influence the students, whereas the NGO representative understood very well that the science shop coordinator had to prevent such interference.

schwierig, weil sie versucht hat die Studierenden zu beeinflussen, die hat teilweise versucht den Leuten zu diktieren was sie jetzt schreiben dürfen. Und war dann gar nicht erfreut, wenn ich mich eingemischt habe, während ihr Stellvertreter das sehr wohl verstanden hätte“ **WILA**

The **NGO Representative** remembers the very good communication with the science shop coordinator, which he remembered quite regularly. Most time there was direct communication per telephone, only if necessary there were meetings.

„Was man noch sagen muss, es hat eine sehr starke Kommunikation gegeben zwischen - vor allem - zwischen dem WILA-NAMW und mir. Das heißt, nicht nur in Form von Arbeitsgruppen, sondern von einer direkten Kommunikation über Telefon [...] wir haben dann sehr regelmäßig ausgetauscht. Die Sitzungen hat es eher nach Bedarf gegeben.“ **NGO**

It is not easy for him to estimate the extent of communication.

There were times, when there was much communication and other times, where the themes were just announced or students had started to work. The communication included also contacts with students, who wanted to discuss their research questions or the research design. There was the question, who should be interviewed.

„Es hat eine Phase in dem Projekt gegeben, wo viel mehr kommuniziert worden ist, und dann hat es Projektphasen gegeben, wo einfach die Themen ausgeschrieben waren auf den Unis und die Studenten zum Arbeiten angefangen haben, und natürlich die Kommunikation mit den Diplomanden, die gekommen sind, und Forschungsfragen, also das Design entwickelt haben, oder mit uns diskutiert haben [.....]., da war die Frage, wen sollen wir jetzt interviewen ...“ **NGO**

Alltogether, he thinks communication with the science shop and the students took about five to six hours a month.

The extent of communication was noticeable, but it was not overloading. The cooperation was a good deal for them from which they benefitted. So the extent of communication was appropriate and quite productive.

„ vom subjektiven Empfinden her hat es schon durchaus Zeit benötigt, aber es war nicht so, dass ich mir gedacht hab, WAAAAH, jetzt PFFFFFF, weiß ich nicht mehr, wie ich das alles unterbringe. Also es war schon für uns so, natürlich auch, weil es ein Geschäft war, von dem wir etwas gehabt haben, in einem Ausmaß, die eigentlich sehr produktiv (war)“ **NGO**

The interviewed former **Student** is very satisfied, and she felt very comfortable about the communication in the project, although she did not need it too often. Everybody could be contacted easily, the atmosphere was uncomplicated and almost amicable.

„Die Kommunikation war immer sehr offen, sehr informell, jederzeit möglich. Ich glaube ich habe es relativ wenig in Anspruch genommen, aber es gab keine Sachen wie nicht erreichbar oder ich habe keine Zeit. Ja freundschaftlich irgendwie, ja sehr, sehr angenehm, ohne große Umstände.“ **Studentin**

5.7 Outcomes

There were a lot of master thesis concerning following research fields:

- housing quality of the settlement compared to another one
- community media in the settlement
- development of housing costs in the settlement compared to the development of income in Vienna
- communication structures
- expectations and fears of residents concerning small communities
- local exchange and trading system
- investigation about the quality of living in a settlement

The NGO representative and the science shop coordinator both give overviews on the outcomes.

*The project yielded a lot of very useful results. The **Science Shop Coordinator** gives an impressive summary of the work done by the students:*

One of the main results consisted in the failing of the stiegenkassa, simply because people did not participate. It turned out that the rents had really become more expansive in relation to the incomes. The local media made much sense and improved the image of the settlement. The communication of the tenants got better. The local exchange trading system did not change very much the situation of the inhabitants. He thinks, they really succeeded in reducing the costs of bulky refuse simply by making people aware of the high sum and by organizing then flea markets for selling bulky refuse. This helped to reduce costs.

„Hauptergebnisse waren, dass die Stiegenkassa nicht funktioniert hat, einfach weil die Leute nicht mitgespielt haben. Das zweite ist, dass sich die Wohnungskosten tatsächlich rasanter entwickelt haben als die Einkommen. Dann, dass sich die Stadtteilmedien, der GROSSWOHNANLAGEN-BOTE sich sehr bewährt haben, sehr sinnvoll waren, dass es das Image der GROSSWOHNANLAGE verbessert hat, dass sie die Kommunikation der Mieterinnen und Mieter verbessert hat. Und das dieser Tauschkreis an der Situation der Mieter und Mieterinnen nicht viel verändert hat [...]

*Und ich glaube, dass es ihnen gelungen ist die Sperrmüllkosten zu reduzieren, jetzt ohne Zutun von Studentinnen und Studenten, sondern einfach, dass sie darauf aufmerksam gemacht haben, dass der Abtransport von Sperrmüll allen Geld kostet und haben einen Sperrmüllflohmarkt veranstaltet haben. Das hat dann geholfen die Gebühren zu senken.“ **Wila***

*The **NGO Contact Person** sounds quite enthusiastic about the high quality of the outcomes. He is mostly impressed by the quite critical master thesis concerning the project structure of the project management group because quality assurance was very important to them, and this paper gave them many ideas to improve things:*

The results of this student thesis will be used in all following participatory projects. It was the most important result for them that it would be essential to get the tenants more strongly integrated in structure. In fact, they had only concentrated on giving the inhabitants full power to decide about the project's contents and now they also would try to involve them in the process of setting up the project structure. At least the project structure would have to be more transparent, so that it would be evident, what is the project management group and what purpose it has, which responsibilities exist, who makes decisions, how are the participants to be informed about everything or how can they be involved in the construction of the project structure.

For him, this was the most important result of all the scientific papers!

*„ wenn wir jetzt ein Projekt wieder aufbauen, in die Richtung entwickeln würden, und wir haben das auch zum Teil jetzt in neue Projekte umgesetzt, das Hauptergebnis von der Arbeit war, die BewohnerInnen stärker einzubinden entweder. nämlich auch in die Struktur, wir haben ja von Beginn gesagt, inhaltlich halten wir uns völlig draußen, Inhalte bestimmen die Bewohner und Bewohnerinnen [...] Aber die Struktur haben wir entwickelt, und wir würden jetzt, wenn wir die Struktur neu entwickeln, wahrscheinlich stärker mit den Bewohnern die Struktur entwickeln und wir würden wahrscheinlich - zumindest aber eine größere Transparenz herstellen [...] Und zwar insofern die Transparenz, was ist die Projektsteuerungsgruppe, was hat die für Aufgaben, wo werden Entscheidungen für das Gesamtprojekt getroffen, für die Struktur des Projektes und inwieweit werden die Bewohner informiert oder sogar beteiligt bei der Entwicklung, bei der Entwicklung der Projektstruktur, das sind so die Das ist für mich eigentlich das wichtigste Ergebnis von allen wissenschaftlichen Arbeiten!“ **NPO***

*We interviewed this **Student Researcher** about her outcomes. The results of her master thesis were very critical, because she had found out that the whole empowerment thing did not arrive at the citizens in the intended way. Empowerment could mostly be attributed to the employees of the social organisations.*

She described a fundamental conflict between the „volunteers“, i. e. the committed tenants on the one side and the „professionals“, i. e. the social workers on the other side.

One group was paid and honoured, the other group was honoured, but not paid.

The question appeared: Who owns the project? The inhabitants or the social workers? She thinks that it was a very

„Hauptergebnisse sehr kritische. Die ganze Empowermentgeschichte ist nicht wirklich in der intendierten Form bei den BürgerInnen gelandet. Am meisten Empowerment haben wohl die MitarbeiterInnen der sozialen Einrichtungen gezeigt. Ich habe einen Grundkonflikt in meinen Analysen entdeckt, nämlich einerseits das professionelle System und andererseits das Laiensystem, also die Profis, die Sozialarbeiter, auf der einen Seite und die Bürgerinnen auf der anderen Seite.

[...]Die Sozialarbeiter haben ein gutes Projekt gemacht, gut vermarktet, viele Lorbeeren bekommen haben und dies in ihrer bezahlten Arbeitszeit gemacht haben. Die BürgerInnen sehr engagiert waren, auch Lorbeeren erhalten haben, aber nicht bezahlt waren.“ Studentin

„Es ging letztendlich um Ownership, gehört das Projekt den BürgerInnen oder den sozialen Einrichtungen. Ich glaube das war der Knackpunkt. Die BürgerInnen haben das Projekt sehr stark für sich in Anspruch genommen „wir

successful project, because the inhabitants really became highly committed concerning their own interests, but this mentioned conflict still was not resolved when she finished her student thesis.

machen das, wir setzen das ja um“. Was ja korrekt ist und was im Sinne des Empowerments ja ein großer Erfolg ist. Nur dieser Konflikt, also als ich meine Diplomarbeit beendet habe war dieser Konflikt noch nicht behoben.“ **Studentin**

The other theses are useful as well for the **NGO Contact Person**, they provide necessary informations, for example, data which usually cannot be found, like the master thesis about the development of incomes and living costs.

Another master thesis dealt with the media they developed together with the citizens, it was an evaluation of the reach of the media. The outcomes were very positive, they legitimise the project, it was important for the public and the principals. It came out that there is more communication among the people. All these outcomes support them in their work and legitimise them and the evaluation is a form of quality assurance they repeat now every two years.

„Eine ganz wesentliche Studie war die [...] die erhoben hat, was die für eine Reichweite haben diese Medien [...] die für uns total interessant war, und vor allem für die Öffentlichkeit interessant ist und für unsere Auftraggeber interessant ist - das ist einer der ganz starken Momente unserer Arbeit und die Zeitung bewirkt, dass mehr kommuniziert wird, ich meine, das sind natürlich alles Ergebnisse, die uns total unterstützen in unserer Arbeit. Und die uns rechtfertigen und legitimieren!“ **NPO**

About another paper he is ambivalent. He thinks that the analysis of the local exchange trading system had too much departed from the initial research question. For this reason,

the results were not surprising, because nobody would have expected to solve social problems by local exchange trading systems.

But the results were interesting anyway for them, because they proved that the quality of life would become better and there would be more social contacts for those who participated in the LETS-system.

„das war kein überraschendes Ergebnis, weil da hat es meiner Meinung nach ein bisschen eine unterschiedliche Forschungsfrage gegeben, die für uns nicht so im Vordergrund gestanden ist. [...] Also die Erwartung, mit Tauschkreisen soziale Probleme lösen, ist eine falsche Erwartung. [...] Das Ergebnis, was schon irgendwie für uns interessant war in der Arbeit, war, dass nachgewiesen war, dass die Lebensqualität sich durch den Tauschkreis steigert, und dass nachgewiesen war, dass sich die sozialen Kontakte erhöht haben der TeilnehmerInnen, das war ein sehr interessantes Ergebnis für uns in der Arbeit.“ **NPO**

Some of the master thesis he described he still uses very often or lends them to other interested persons. So he can give more details about the contents.

There were no recommendations given, the participants of the projects received only the outcomes of the investigations and analysis.

The interviewed student said that giving advice would have been outside the area of her competences. She just wanted to initiate discussions, learning processes, reflections, and she attained this goal, but she did not want to give recommendations. The science shop coordinator remembers as well that they did not give any direct recommendations.

5.8 Presentation

The former **Student Researcher** tells us that the presentation was not very open to the public. This surprised her, because she had expected the participation of the citizens. She gave her thesis the team of the **ORG. FOR NEIGHBOURHOOD**. Since her results were critical and they perhaps would not like to face them, she had been very excited before. But she could present the results well and objective, and so she was not attacked. There was a very open discussion afterwards. She did not feel uncomfortable.

Her presentation lasted about half an hour and the results were not completely new to the people, because the **ORG. FOR NEIGHBOURHOOD** already possessed the copied master thesis and it could be inspected by everybody. Besides, she had given her interim findings before at some occasions.

„Die Vorstellung des Projektes war nicht so öffentlich. Ich hätte mir erwartet, dass auch BürgerInnen dabei sind. Es war dann im Team von der Teambesprechung von der **VEREIN NACHBARSCHAFT**. Ich war sehr aufgeregt, weil ich ja Ergebnisse hatte, die sie vielleicht nicht gern sehen. Ich habe sie dann aber gut und wissenschaftlich präsentieren können, dadurch konnte ich nicht angegriffen werden und es gab danach eine offene Diskussion. Ich kann mich nicht mehr daran erinnern, sie dürfte nicht unangenehm gewesen sein, sonst könnte ich mich daran erinnern.“

Studentin

„Ich habe meine Ergebnisse als ca. halbstündiges Referat vorgestellt. Die Diplomarbeit lag vorher schon in der **VEREIN NACHBARSCHAFT** auf und konnte eingesehen werden. Die waren auch schon informiert, es gab ja dazwischen immer wieder Kontakte, wo ich über Zwischenergebnisse berichtet habe.“

Studentin

The **NGO Contact Person** also tells us that there was not one big presentation. In most cases the results of the different student theses were directly presented to those groups who would be mainly interested in them or would be mainly concerned.

The presentation depended on the subject. So the master thesis about the local exchange trading system was reflected by the persons who carried it out. And the work about the communication structure would

„ Na ja, die waren eher je nach Thema und je nach Termin ausgemacht. Das heißt z. B., dass die **ALICE BERGER** ihre Arbeit zurückgespiegelt hat an die Kerngruppe des Tauschkreises, an die, die beforscht worden sind, sozusagen.... Und umgekehrt ist die **MÜLLER-Geschichte** nicht - die war jetzt nicht so interessant für einen Bewohner, der in

not be so interesting for the tenants, but it was interesting for the project management group, so it was presented there.

irgendeinem Projekt drinnen war, sondern das war für die Projektsteuerungsgruppe interessant, dort ist vorgestellt worden.“ **NPO**

Some of the students, came several times and presented their outcomes and they discussed about it again and again. This worked very well. He also remembers a very vivid discussion, where the student presented the partly critical outcome of the lets-system

were the question appeared was raised, if the student researcher really answered the posed research questions. She came often and they discussed. And such discussions with the inhabitants he considers as a very big success, because they initiated processes, and this is more much more than mere research.

„dann kann ich mich an die ALICE BERGER, also die DIPLOMARBEIT erinnern, wo es harte Diskussionen gegeben hat, mit den Bewohnern auch, im nachhinein, wo es eben genau um diese Frage gegangen ist, ist das jetzt überhaupt sozusagen die Forschungsfrage, [.....] die war auch oft da und hat oft mit uns diskutiert ... und insofern war das ja ein Riesenerfolg, beide, also beide, gerade die beiden Studien nämlich, weil sie ja Prozesse angeregt haben, also über die Forschungsarbeit hinaus diese Diskussionsprozesse“ **NPO**

They produced a brochure about the project, which presented the outcomes to a broader public. This publication was a very big success, because it is highly demanded and is already out of print. This publication is cited in many scientific works, the demand was very high, and he believes that it is completely impossible to do community research in Vienna without mentioning this reference book. So it is a very strong publication for him.

There was no press conference or something like that after the publication, but the research got a lot of public attention, for example, he still quotes the student theses, and they are mentioned on the Web site and he also remembers a Web database, which he considers as a disseminator, where the science shop coordinator could present the papers of the student researchers.

The NGO representative lends the student theses everybody who is interested and he refers also to the science shop, who can be directly contacted as well.

For the **Science Shop Coordinator** presentation was one of the most difficult aspects of the project: He felt strong resistance, when he wanted to disseminate the results of the student thesis.

The results were presented several times, he tells us, and he even had to fight, so that the science shop was mentioned appropriately. The community initiative had promised, they would inform the citizens about the contribution of the science shop and that it would be possible to

„Die Ergebnisse wurden öfters präsentiert. Es war überhaupt ein Kampf durchzusetzen, dass wir überhaupt angemessen vorkommen. [.....] Die Stadttellinitiative hat versprochen, dass sie die Mieterinnen informiert, dass wir mitgemacht haben, was wir gemacht haben und das wir ihnen diese Ergebnisse präsentieren können. Das ist bis heute

present the results. This has not happened until today. The science shop did not accept that. The NGO representative always agreed to it, but then it „melted under the sun“.

nicht erfolgt. Wir haben das nicht eingesehen. Der Stellvertreter hat gesagt, super machen wir sofort, aber das ist dann unter „der Sonne“ (Anm. = eine LEITUNGSPERSON) dahin geschmolzen.“
WILA

The mentioned „sun“ was a project manager who made the decisions.

He reflects, if a contract would not have been better to prevent many problems:

Such a contract would have to determine what should be done in cases like that. On the other hand, according to his experience, sanctions for breaching a contract would not be laid down, which puts these mistakes into perspective.

„Die Frage ist, hätte man das (Anm: die Präsentation) wirklich mit einem Vertrag regeln, ja dann hätte aber im Vertrag stehen müssen, was wir in solchen Fällen machen. Allerdings gemessen an der Erfahrung die wir bisher gemacht haben wird das aber in einen Vertrag nicht hineingeschrieben. Damit relativieren sich wieder die Fehler.“
WILA

Usually, it is the task of the science shop to present the outcomes of the research. In this case this was not possible due to the role allocation described before.

The initiative received the papers and he hopes, they gave it to interested persons. Those who had initiated the project were at the same time a kind of „interface“ for all groups. For this reason it was not possible for him to call the relevant persons and to present them the master thesis. He presented the outcomes in the Internet on his own initiative, but this led to conflicts.

„Die Ergebnisse waren zugänglich für die Initiative, die haben auch diese Arbeiten bekommen, ich hoffe sie haben sie an Interessenten weitergereicht haben. Sie waren sozusagen die Schnittstelle, sie haben das Projekt initiiert und waren aber auch gleichzeitig die Schnittstelle zwischen allen Gruppen, das heißt ich habe nicht einfach HR. WOHNBEAMTER anrufen können und sagen die Arbeiten sind fertig, dürfen wir sie ihnen präsentieren. Das heißt ich bin dann selbst initiativ geworden und habe sie im Internet präsentiert, in die DATENBANK, na mehr habe ich nicht gebraucht.“
WILA

When competences are not clear, many things depend on good human relations. With regard to the presentation, the science shop coordinator was not satisfied with the cooperation, he even felt hindered by one of the project leaders.

Here we can repeat the question which the student posed in her student thesis for the science shop as well: Who owns the project? Especially, who owns the outcomes and who is considered to present them? There were a lot of groups having different totally different opinions about these questions.

Nevertheless, the research findings of the project could be widely presented in journals and on the Internet, on the Web site and in other databases.

Furthermore, there was a publication from the IG SETTLEMENT describing the whole project where the different participants could write articles. In this book, the social workers and the participating tenants published their experiences and opinions, and

the students who had finished their master thesis could write an article as well and were paid a little amount of money.

5.9 Usage

The interviewed former **Student** remembers that there was strong interest concerning her results. For example,

there was a request from another person doing community work in Vienna. She met him and explained her results and she thinks that he could benefit from her work.

„Es gab dazwischen eine Anfrage von einem Menschen der in Wien ehrenamtlich Gemeinwesenarbeit macht, der auf meine Diplomarbeit aufmerksam gemacht worden ist. Mit dem habe ich mich einmal getroffen, um ihn nochmals meine Ergebnisse zu erläutern. Und der hat einiges davon mitgenommen.“ **Studentin**

She is very glad that she came to the project, because it brought many advantages to her. It turned out that she could improve her know-how and benefit for her career.

She learned very much about methods about using methods during the project. She does not use the results, because she concentrates on other subjects now. Nevertheless, it was a big advantage to her having written this master thesis, as she got insight about how projects function and how people communicate in projects, and this how she works now as graduated researcher, too, and although it was completely different concerning the contents, it was an important advantage for her and also subject, when she applied for her job.

„Was das Methodische angeht, da habe ich viel gelernt, darauf baue ich auf. Die Ergebnisse dieser Arbeit habe ich bisher nicht wirklich wieder aufgegriffen, weiterverwendet oder entwickelt, weil ich beruflich in einem anderen Feld Fuß gefasst habe.“

Es war ein Vorteil für mich, diese Diplomarbeit geschrieben zu haben, einfach aus dem Grund, weil ich sehr projektförmig arbeite in meinem jetzigen Job und durch die Diplomarbeit Zugang zu einem Projekt hatte und externer Teil eines Projektes war und mir einfach angesehen, wie Projekte funktionieren, wie da kommuniziert wird. Das war auch beim Bewerbungsgespräch Thema, obwohl es inhaltlich nicht wirklich zusammenpasst, war das schon ein großer Vorteil.“ **Studentin**

Another positive aspect for her career is the publication, which she can add to her publication list and so she is very satisfied that this publication exists.

The **NGO Contact Person** is very satisfied as well, because the finished master theses are very helpful for the ORG. FOR NEIGHBOURHOOD and their activities. So he uses the papers still very often. It depends on the concrete subject, some of the thesis he needs more often than others. Recently, there came a woman interested in LETS and he lent her the relevant work. And not much time ago, they needed special information to work out a project and so he looked at the relevant master thesis again.

The NGO contact person sees long term benefit for his organisation, because they got good results, which they

„Erstens weil wir gute Ergebnisse gehabt haben, die wir

could use for PR, for quality assurance and for further development.

veröffentlichen haben können, die einen Beitrag zur Qualitätssicherung und zur Weiterentwicklung geliefert hat.“ **NGO**

5.10 Participants' Evaluation

We asked the interviewees what they were mainly interested in. What were the positive aspects, did any problems appear and if yes, how did they handle them?

The former **Student** remembers that she was interested in learning something, as she had not known much about the subject before. She was open and not predetermined by any experiences or too many expectations, which she saw positive, because it fits to the approach of the qualitative paradigm, which says that experiences lead to preconceptions.

„Speziell hat mich interessiert, da ich diesen Themenbereich noch nicht kannte, da etwas zu lernen. Schön war es, dass das Feld vorgegeben war.

Ich war eigentlich sehr offen, ich habe nicht viel erwartet. Ich wollte mir das einfach anschauen, ob das funktioniert, wie das funktioniert und hab da sehr wenig Erwartungen und Vorurteile mitgebracht, was wieder sehr dem qualitativen Paradigma entgegen gekommen ist. Erfahrungen bringen einen zu vorgefassten Meinungen und die waren einfach nicht da.“ **Studentin**

It was positive that she could learn a lot and that she could establish many new contacts, she could present her paper and that there were persons interested in the results and the implicit mission she had.

„Viel gelernt; viele Kontakte gehabt, die ausbaufähig gewesen wären; ein Forum gehabt, wo man auftreten und präsentieren kann; Interessierte gegenüber, so dieser implizierte Auftrag mit Zielen.“ **Studentin**

Problems were the usual problems of students working on a thesis, like writing inhibitions, but it was planned very well, and she had no time to lose on this kind of problems, she could carry it out consequently.

The **Science Shop Coordinator** was mainly interested in the whole aspect of self-determination of citizens and how the residents of a settlement could become initiative.

Usually, the inhabitants cannot decide, because this is very limited by the house management. It interested him how the co-determination could actually be put into practice, how it would work and what had to be done to make it work.

„Für gewöhnlich können Mieter und Mieterinnen von Wohnanlagen nicht so einfach initiativ werden. Das wird ja sehr beschränkt von der Hausverwaltung her und das hat mich interessiert, das so etwas gemacht wird. Also alles wo es um Mitbestimmung geht interessiert mich sehr. Was mich noch interessiert hat, wie wird das aufgenommen, wie funktioniert das und wenn das nicht funktioniert, warum funktioniert das nicht und was muss man tun damit es funktioniert. Und das man als wissenschaftliche Einrichtung irgendeinen Beitrag dazu leisten kann. Das hat auch was zu tun

And to contribute to that as a research institute. It has to do with personal

liberation: He thinks that people should not only get responsibilities, but that they should get a real chance of self-determination.

mit einer persönlicher Befreiung, ich sehe nicht nur, dass man den Leuten Verantwortlichkeiten auflegt, sondern dass sie die Möglichkeit haben wirklich selber initiativ zu werden, mehr Selbstbestimmung.“
WILA

For the science shop coordinator, the most positive aspect was that the inhabitants could really bring in their perspective and that there was partly a real cooperation between students and inhabitants and that different groups were willing to cooperate.

„Der positivste Aspekt war, dass die MieterInnen etwas was sagen konnten, dass sie ihre Sicht einbringen konnten. Das weitere positive ist, dass es teilweise wirklich zu einer Zusammenarbeit zwischen Studierenden und Mieterinnen gekommen ist. Dass sich verschiedene Gruppen bereit gefunden haben, sich zusammenzusetzen.“ **WILA**

*The **NGO Contact Person** remembers that he had not very high expectations at the start.*

The main reason for that was that he did not expect very much because of lacking experience in cooperation with students doing research. So, he had prejudices like they would not work professionally or that they were just searching something they could write about in their master theses. And then he was really very surprised by the quality of their work and the outcomes!

„ Was hab ich für eine Erwartung gehabt? Eine niedrigere. Also eine niedrigere als das was erreicht worden ist, glaube ich. Ich hab keine hohe Erwartung gehabt, glaube ich, weil ich keine Erfahrung noch gehabt hab mit Diplomanden, die forschen, also da war eher ein Vorurteil da, na ja, ... noch nicht sehr geschulte Forscher, die halt irgendwie für ihre Arbeit was auf die Füße stellen. So irgendwie. ... Und das ist aber total übertraffen worden! Also da sind so professionelle Arbeiten herausgekommen mit so guten Ergebnissen ... dass mich das überrascht hat!“ **NGO**

The most positive aspects consist in the outcomes which he summarizes in one sentence:

Scientific answers to the requests which came from practical activities, which led to discussions, communication, quality assurance for the project and for the organisation and the public.

„Beantwortung von Fragen, wissenschaftliche, die in der Praxis entstanden sind, was bewirkt hat, dass Auseinandersetzung, Kommunikation und Qualitätssicherung stattgefunden hat, für das Projekt und für die Einrichtung, für die Organisation und Öffentlichkeit geschaffen hat. Das wäre so der zusammenfassende Satz sozusagen.“ **NGO**

But he describes problems as well. The most severe aspect causing problems was the lack of money:

And he thinks that this is very often a problem of social organisations which forces them to improvise, to work semi-professionally. The problem also showed

„ Ich glaube, das schwierigste Problem, das es gegeben hat, ist natürlich das, dass es bei dem ganzen alles nie ein Geld gibt! [...] und ich sehe das überhaupt als Problem von sozialen Einrichtungen, die müssen immer basteln, und irgendwie auf Semiprofessionalität [...] das hat sich

up in the collaboration with the science shop. Lack of money was a barrier, because it would have been easier with the financial background to order research and to pay the students.

This would have been a complete different relationship and this might have even improved the quality of work. But in this point he is not sure. On the one hand, money would have created clearer conditions. But thinking about it, it would have created more dependence as well.

*durchaus auch beim Wissenschaftsladen auch immer wieder ein bisschen MURMELT, war immer irgendwie ein Hemmschuh dabei, weil wenn wir dazu wirklich Budget gehabt hätten, dann hätten wir sagen können: so, wir beauftragen jetzt Wissenschaft, und wir beauftragen Diplomanden und die kriegen jetzt Geld.“ **NGO***

*„Und das wäre ein ganz anderes Verhältnis und Abkommen und Geschäft gewesen, was vielleicht die Qualität ... nein, weiß ich nicht - noch steigern hätte können? Bin ich mir gar nicht sicher! Aber es hätte zumindest klare Bedingungen geschaffen ... wobei, wenn ich so darüber nachdenke, dann hätte es auch mehr Abhängigkeit geschaffen!“ **NGO***

The NGO representative also perceived that the science shop was overloaded by the project as it did not bring additional funds.

So, the science shop worked, and somehow there was no money at all, and he had the impression that half of the time the science shop worked unpaid during leisure time, which made him feel badly, and he thought that this was a barrier, there could be much better work done if the conditions were better.

*„so, der Wissenschaftsladen hat irgendwie gearbeitet, und irgendwie war eigentlich überhaupt kein Geld da, und irgendwie hat der Wissenschaftsladen, habe ich oft den Eindruck gehabt, die Hälfte Zeit eh schon in der Freizeit gemacht irgendwie, so, aber weißt, es war auch für mich oft ein ungutes Gefühl, wo ich mir gedacht habe, irgendwie ist das aaah das ist ein Hemmschuh, also das könnte noch viel bessere Rahmenbedingungen haben.“ **NGO***

The NGO contact person understands the role of a science shop as a difficult role, which is known to him by his own intermediary social work:

The intermediary role is not a rewarding role. It is a Chinese saying, that with the best mediator people will believe that all the ideas came from themselves.

He experiences this in his daily work at the VEREIN NACHBARSCHAFT as well. It is O.K., but the intermediary does not get a lot of thanks for doing it!

He has the impression, the science shop has the same problem: being the intermediary institute means that others decorate themselves: the project managers, the student researchers, other partners and institutions, and the science shop is

*„Es ist ja eine blöde Rolle! Ich kenne das auch von unserer Arbeit her, und da gibt es auch ein wunderschönes Sprichwort von einem chinesischen Gelehrten, der sagt: Der beste Vermittler ist der, wo dann die Beteiligten sagen, das war ihre Idee! Das sind die besten Vermittler, und das erleben wir in unserer Arbeit permanent, und das ist auch gut so, aber der Dank fehlt dann oft, und so ähnlich, habe ich den Eindruck, ist es manchmal auch beim Wissenschaftsladen. Die sind die vermittelnde Stelle, aber die, die Federn sozusagen sich in die Haare stecken, sind die Diplomanden und dann auch die VEREIN NACHBARSCHAFT, die Stellen, mit der kooperiert worden ist, der Wissenschaftsladen bleibt dann sozusagen immer ein bisserl über!“ **NGO***

likely to stay somehow invisible.

At the beginning of the project, he noticed like the science shop coordinator that the roles were not defined clearly enough. The question appeared at the start:

Which role has the science shop? Does he participate or is he only intermediary? This was not clear at the beginning in his opinion.

„Und da hab ich gemerkt, es war am Anfang so die Frage, welche Rolle übernimmt der Wissenschaftsladen da? Ist er am Projekt beteiligt oder nur Vermittler, das war ein bisschen unklar am Beginn des Projektes, meiner Ansicht nach.“ **NGO**

So, directly questioned about problems, the NGO contact person sees the difficulties of not clearly defined roles as well. Other problems concerned some aspects of the student research, when they did not accept the research question as relevant or when the student asked critical questions which did the student who analysed communication structures.

They dealt very constructively with the problems, because they discussed it with students and tenants and learned very much from the output of the discussions. The part of the science shop became clearer for him during the project, it just evolved within the cooperation. The financial problem remained. They wanted to reimburse the students for their expenses, as it was good work, it was not optimal, but they tried their best. (This could be achieved by giving some of them the possibility to write articles in the publication mentioned before, and they got a little money for this authorship.)

The main reasons for this great success he summarizes that way:

He thinks that it was the combination of many different factors which was essential for this big success:

As a process-orientated project it made many things possible, and so very interesting research questions turned up, which perhaps attracted very special persons who wanted to do research about them. The whole project construction was beneficial. It was important that everybody was very open-minded: the science shop as well as the project group and the collaborations, all that are reasons for the very good results.

„Was hat´s erfolgreich gemacht? Also ich glaub schon, dass es erstens mal daran liegt, dass es ein sehr prozessorientiertes Projekt ist, ... das sehr viel möglich gemacht hat, was auch die Forschung betrifft, dass sehr interessante Fragen dadurch entstanden sind, das hat wieder - also ich tu jetzt ein paar Sachen unterstellen - das hat jetzt bewirkt, dass besonders interessante Leute das auch beforscht haben [.....] Ja und dann macht´s vielleicht auch diese ganze Projektkonstruktion irgendwie aus, nämlich das sehr prozessorientierte, sehr offene Projektkonstruktion, sowohl was den Wissenschaftsladen als auch Projektgruppe als auch Zusammenarbeit betrifft, halte ich alles für Gründe, warum da gute Ergebnisse herausgekommen sind.“ **NGO**

In some points quite different views of the NGO contact person and the science shop coordinator show up. The open structure of the project, which is strongly appreciated

by the NGO contact person often appears to be the same thing, which is called „lack of role definition” by the science shop coordinator, who strongly regrets this aspect.

How did the knowledge of the different participants contribute to the success?

It was conceived in a way that all stakeholders would be present, and this was very successful, because the citizens could communicate directly with the local politicians.

„Es war so angelegt, dass alle Stakeholder dabei sind. Es war erfolgreich, weil Bürgerinnen mit dem Stadtrat SOWIESO kommunizieren konnten. Ich glaube, dass das gut funktioniert hat, so generell die Kommunikation zwischen allen Beteiligten.“ **Studentin**

The **Science Shop Coordinator** reflects it as following:

The knowledge of the student contributed in several ways. Some students gave their knowledge only to the social initiative, others got directly into contact with the tenants in the settlement.

„Das Wissen der Studierenden ist unterschiedlich eingeflossen. Es gab Studierende die haben ihr Wissen nur an die Sozialinitiative weiter gegeben und das war es wahrscheinlich. Dann gab es wieder Studierende da gab es direkte Kontakte mit den Mieterinnen und Mieter „ **WILA**

The knowledge of the local experts, i.e. the citizens, contributed to the project, which he appreciates very much. This knowledge is reflected in the master theses as well.

„Da heißt da ist dieses Wissen der lokalen Expertinnen (Bürgerinnen) eingeflossen. Fand ich toll. Das ist drinnen und spiegelt sich auch in den Diplomarbeiten wieder. Hat gleichzeitig auch gezeigt, dass man nichts einfach über die Leute drüberstülpen kann, auch wenn es noch so gut gemeint ist.[...] . Dann waren noch Beamte eingebunden. Die wurden erst mal auch mit diesen Ansichten der Vertreterinnen der Mieter konfrontiert. Das ist der wesentliche Punkt, dass endlich einmal die Situationen thematisiert worden sind, in all ihrer Unterschiedlichkeit.“ **WILA**

It showed that you cannot simply impose your ideas on people, even if this is meant well.

There were civil servants involved, too. They got confronted with the views of the tenants’ representatives. This was the main point that finally the situations in their diversity became topics.

The **NGO Contact Person** said that the contribution of the participants depended how much they were involved. In the view of the requestor defined responsibilities and fields of work came out only during the cooperation.

The project developers and the external experts mainly cared for the execution of the project whereas the scientists, the science shop did the research.

„ die Projektentwickler, die externen Experten, das Nachbarschaftszentrum würde ich sagen, die haben v. a. dazu beigetragen, dass die Umsetzung passiert, und Forscher, Wissenschaftsladen haben eher diesen Forschungsauftrag, die Forschungsarbeit geleistet.“ **NGO**

Looking back, he feels that it was positive, because there was a phase,

„ so im Rückblick jetzt gesehen, würde ich sagen, dass es gut war, dass das so war, es hat einmal

where the science shop coordinator had begun to reflect, how the project should be carried out from the perspectives of the science shop of the students.

eine Phase gegeben, wo es fast schon in die Richtung gegangen ist, dass der WILA KONTAKTPERSON auch durchaus in die Richtung irgendwie nachgedacht hat, wie kann man das Projekt vorantreiben da sozusagen, die Arbeit sozusagen, aus Wissenschaftsladen- und Diplomanden-Sicht.“ **NGO**

Looking back, the NGO contact person considers as positive that the science shop only concentrated on research in the end and overtook the research task und carried it out together with the students, because

he thinks now that the execution of a project and research are something completely different things which should be strictly separated. Accordingly, these tasks should remain distinct.

„... das hat sich dann aber irgendwie, also aus meiner Sicht nachträglich betrachtet, herauskristallisiert, dass das zwei verschiedene Paar Schuhe sind, sozusagen, diese wissenschaftliche forschende Arbeit und die Umsetzungsarbeit und ich hab das nachträglich eigentlich sehr konstruktiv empfunden, so wie es abgelaufen ist.“ **NGO**

So both, the NGO contact person as well as the science shop coordinator appreciated clearly defined competences in the end.

Would the participants do it the same way or differently, if they could start anew?

As a graduated researcher, the former **Student** would do it differently, but if she started again with a student thesis, she would do it quite similar:

Perhaps, she would read more theory about community work, but altogether, she would do it the same way and choose the same methods, she would make narrative interviews again.

„Ich würde schon einiges anders machen, aber wenn ich es nochmals als Soziologiestudentin machen würde, würde ich es wahrscheinlich sehr ähnlich machen. Ich hätte eventuell mehr reinlesen können in diese ganze Gemeinwesenproblematik, Sozialarbeitstheorie und so Sachen halt. Aber so vom Forschungsdesign, der Empirie war es okay, würde es wieder ähnlich machen. Für dieses Thema würde ich wieder narrative Interviews machen.“ **Studentin**

If the **NGO Contact Person** could begin the project again, there are some points, he would do differently. Like the science shop coordinator,

he would define the roles more clearly, and determine who is project partner, responsible, initiator, etc.

And the question of money should be more visible and transparent to all participants, this would not depend on getting more

„ also ich würde wahrscheinlich die Rollen noch besser definieren und klären, Projektpartner, Projektverantwortliche, Projektinitiator, so im die Richtung.

Ich würde die Frage des Geldes noch viel besser klären, und zwar transparent machen. Also auch, wenn man davon ausgeht, dass man nicht mehr Geld hat oder bekommt, dass es

money. If the financial problem was the same, it should be dealt with very transparent. And he would start research earlier.

immer ein Problem bleibt, dass man zumindest sehr transparent geregelt? ist. Ich würde früher beginnen.“ **NGO**

The **Science Shop Coordinator** would do many things very differently if he could start again.

He would insist on a written agreement and he would only cooperate with partners, who accept the contract. Next, if there was the possibility to get money, he would apply for subsidies, and there could be also some money for the students, he considers about 2000 Euro as appropriate.

„Ich würde einmal den Vertrag machen, einen knallharten Vertrag, wer den nicht akzeptiert, kommt als Kooperationspartner nicht in Frage. Das nächste ist, wenn es die Möglichkeit gibt dafür Forschungsgelder zu bekommen, einen Antrag stellen, es kann durchaus einen Bereich geben, da arbeiten Studierende mit, die sollten dann auch Geld erhalten für ihre Diplomarbeiten, sagen wir so 2000 Euro. Aber auch einen Bereich wo man sich als ForscherIn sich das ansehen kann. Klare Rollenverteilung, ich hätte härter auftreten sollen.“ **WILA**

And he would strongly insist in clearly defined competences. He believes that he should have come across firmer.

Some questions which do not arouse the interest of students could be investigated by the science shop itself.

The **NGO Contact Person** gives the impression to be very satisfied.

Those questions which were not answered are mainly questions, which conjured up during the project - They could not be predicted and therefore they could not be investigated.

„es sind natürlich Fragen aufgeworfen worden durch das Projekt, die nicht beantwortet worden sind, wobei wir alle nicht die Erwartung gehabt haben, weil die auch nicht absehbar waren, das sind ja Fragen entstanden, die im Projektverlauf aufgetaucht sind, die nicht absehbar waren.“ **NGO**

Altogether he is very satisfied with the research done by students.

The former **Student Researcher** has the feeling that it was very useful to for her to write this master thesis, because she could participate in a bigger research project.

And if she would not have got her job, she would have developed it further. She liked the subject and she could establish many contacts, she is sure that it would have been possible to use them for further projects. There were also some ideas from the steering committee, but she had not time enough to work with them.

„Wenn ich da nicht schon meinen Job gehabt hätte, wäre das ausbaufähig gewesen. Also da hätte ich durch die Kontakte die ich hatte und mir hat auch das Thema Spaß gemacht, wäre das sicher möglich gewesen, da weiter in Kooperation zu bleiben oder irgendwelche Folgeprojekte anzuleiern. Es gab auch von Mitgliedern dieser Steuerungsgruppe Ideen was man machen könnte, das ging sich bei mir allerdings aus zeitlichen Gründen nicht mehr aus.“ **Studentin**

She appreciated very much to have a real research-setting, as she personally prefers not

„Ein richtiges Forschungssetting zu haben. Aber das ist meine persönliche Sache, weil ich Forschung nicht alleine

to work alone. As she could make this experience it became more and more important to her and it turned out to be a good entrance into her further career; she was not so conscious about that point at that time.

betreiben will und dass ist mir dort schon entgegen gekommen und ist mir immer wichtiger geworden, dass war mir damals noch gar nicht so richtig klar, dass das für mich ein guter Einstieg in eine weitere Karriere war, dass das kein Zufall war.“
Studentin

She believes that the setting is very favourable for a student researcher doing a master thesis to work for a practical request and to work in a group:

It makes a big difference if you are alone as student or if you can get into such a group, where people provide results together and not as usual that only the student and his/her supervisor would be interested in the results.

„Es macht einen Unterschied, ob man alleine als Studentin herumtingelt oder ob man wo einsteigt. Und die wollten ja auch Ergebnisse und damit war es ein Miteinander in gewisser Weise. Es war nicht so wie sonst bei Diplomarbeiten, dass nur man selbst oder auch der Diplomarbeitsbetreuer Interesse an Ergebnissen hat.“ **Studentin**

The **Science Shop Coordinator** thinks that the wider objectives of his organisation were fulfilled, because their objective was to provide NGOs with access to university research by finding students willing to answer these organisations' research questions. This happened and fitted into their aims.

„Damals ging es ja darum, Initiativen einen Zugang zu Forschung zu ermöglichen indem man Forschungsfragen von Studierenden bearbeiten lässt. Das ist ja passiert und es hat perfekt hineingepasst.“
Studentin

The **NGO Contact Person** summarizes how research was related to the wider objectives of his organisation. He believes, it would have been a good project without research as well,

perhaps they would have got much publicity as well, but there would not have been so much qualified public and international response. As he mentioned before, the project gained international interest and was estimated more highly because of the participation of student researchers.

„Ich würde so sagen: wenn wir das Projekt durchgeführt hätten, ohne Beforschung, dann hätten wir unter Umständen auch relativ große Öffentlichkeit gehabt mit dem Projekt, hätten wahrscheinlich auch ganz gute Ergebnisse gehabt mit dem Projekt, aber wir hätten wahrscheinlich viel weniger Resonanz in der Fachöffentlichkeit gehabt. Also ich kann es auch nur vermuten, aber ich glaube, dass die Öffentlichkeitswirksamkeit durch die Beforschung sich erhöht, und zwar vor allem in Bezug auf internationale Aufmerksamkeit und in Bezug auf eben Fachöffentlichkeit.“ **NGO**

There were no further projects with science shops until now. But the scientific approach is now integrated in their daily work. So, the experience with researchers lead to the long term result that the NGO since then continually does research itself or orders research. One student for example evaluated the reach of media they

developed during the project MEGA-SETTLEMENT and they repeat this investigation now every two years. This is an example for the sustainability of the research done by the students.

Research, especially external evaluation, has become a fix part of their reflections and plans:

When they start a new project, they think about how this could be evaluated, and they always like it to have it externally evaluated.

„...sobald ein neues Projekt irgendwie startet, denken wir darüber nach, wie können wir das evaluieren und wissenschaftlich begleiten. Und uns ist es immer am liebsten, extern zu begleiten.“ **NGO**

All the interviewees gave nearly the same reasons, why they saw mostly advantages of research coming from outside of the concerned NGO. Allowing for external evaluation means getting more interesting, perhaps surprising results. Being part of a system leads to distorted perceptions and for this reason the outsider's perspective is considered as an extremely valuable corrective:

The **Student** thinks that doing it by themselves would yield to less surprising results. But the NGO has to be courageous, because they will have less influence over the results and they must be willing to tolerate conflicts.

„Die Außenperspektive, um einen nicht so verklärten bzw. verfärbten Blick zu haben. Wenn man es intern macht, dann gibt es weniger überraschende oder spannende Ergebnisse. Nachteile sind, der Verein muss transparent sein und sie müssen mutig sein, weil Ergebnisse die von Außen kommen, weniger steuerbar sind als welche die von Innen kommen, man muss sich auf Konflikte einlassen.“ **Studentin**

It depends on the perception and the attitude of the involved persons, if they consider external evaluation as a drawback or as an advantage. Internal evaluation means that it will be done faster and cheaper and it will be easier to get the desired results.

The **NGO Contact Person** is a fan of external evaluation, because he had very good experiences with that way of investigating, which brought really insight and really helped them developing their project.

It did not help them only internally but also externally.

It is more risky and more work for the NGO to have an external evaluation, but it is much more beneficial as well.

„Es ist eine Frage der Sichtweise, ob das ein Nachteil ist: wenn ich eine interne Evaluierung mache, dann geht alles viel schneller, ist alles viel billiger und kriege auch viel eher die Ergebnisse, die ich haben will. Das kann man als Nachteil oder als Vorteil sehen! Also ich bin schon ein Fan von externen Evaluierungen, von externer Beforschung, weil ich so total gute Erfahrungen damit gemacht habe! Das hat uns wirklich geholfen und weiter gebracht, in mehrerer Sichtweise, also nicht nur intern, in der Projektentwicklung, sondern auch außen hin.“ **NGO**

The **Science Shop Coordinator** evaluates the pros and cons of research done outside the organisation. He appreciates the critical view of an outsider as well and he believes, that this is how scientific work should be done.

A disadvantage is getting less access to specific information. The only thing which could be done about this, is the cooperation of insiders and outsiders. They should look upon and reflect on affairs together and discuss their perceptions.

„Der Hauptvorteil liegt darin, dass es einen kritischen Blick von Außen gibt, und dass ist es was man als Wissenschaftler leisten soll. Der Nachteil ist, dass man weniger Einsicht, Einblick hat, das heißt bestimmte Informationen sind einem nicht zugänglich. Da gibt es kein Mittelding. Das einzige was man machen kann ist, dass Leute die draußen stehen und Leute die von drinnen kommen, die etwas gemeinsam betrachten und eben etwas gemeinsam aushandeln.“ **WILA**

We asked, what was the added value of the cooperation with the science shop.

The **NGO Representative** reflects, how it could have been to cooperate with a university without the help of an intermediary organisation. He comes to the conclusion that it would not have been possible, because it would have been impossible for them to contact so many involved departments.

He regards the science shop as intermediary between university, research and practice and he thinks that an institution of its own is necessary for this task.

„Ich sehe den Wissenschaftsladen als eine vermittelnde Stelle [...] zwischen Universität, Forschung und der Praxis, das ist mein Bild vom Wissenschaftsladen und da braucht es - meiner Meinung nach - eine eigene Stelle.“ **NGO**

He believes that there should be more money for intermediary organisations like science shops,

it should be organised broader and larger.

What he experienced, is that the science shop makes it possible that questions coming from real life are investigated, which is a high quality!

„... und ich finde, dass das unterbelichtet ist, dass zuwenig Geld da ist! Also eigentlich gehört das viel breiter und größer organisiert! Also mein Erlebnis ist, was der Wissenschaftsladen geschaffen hat [...]

ein Projekt, das praxisorientiert forscht! Also Fragen wissenschaftlich beantwortet, die in der Praxis entstehen, und das ist eine hohe Qualität!“ **NGO**

Giving us an outsider perspective, he feels that it is not so easy for the science shop to exist in the scientific community, because this organisation works so completely different to the traditional

„Ich habe den Eindruck von außen, dass der Wissenschaftsladen ja im Wissenschaftsbetrieb keinen leichten Stand hat sozusagen, der Wissenschaftsbetrieb nach meinem Eindruck ja ganz anders funktioniert zum Teil als wie so, wie

research organisations, which do not answer requests directed to them from practitioners at all.

wir es erlebt haben da. Und überhaupt keine Fragen beantwortet, die wir eigentlich stellen.“
NGO

Has he tried to contact the university directly? His experiences are quite negative, as there is no possibility to contact this research organisation:

The scientific community is just not visible to them. At least, he has made the experience that the research subjects are investigated, but the researchers would not talk with the actors.

„Also er ist einfach nicht vorhanden! Naja, ich hab schon Erfahrung gemacht, wo dann auf einmal irgendwelche Leute etwas beforschen, und mit den Akteuren nicht reden! Ich meine, so was kenne ich!“
NGO

On the other hand, there are some institutes, which became recently willing to cooperate with practitioners and are interested to work on real life challenges. For example, they collaborated with a professor from an economical institute, who helped them to work out an evaluation method.

Of all interviewees the **Science Shop Coordinator** shows the most ambivalence.

For him was a negative aspect

that the whole project focused too much on publicity. It also appeared in one of the student theses that some of the participants were somehow exploited.

„Mir war das alles zu PR-lastig. Da fällt mir was ein, Ergebnis der Diplomarbeit war, plakativ gesagt, dass die Leute über den Tisch gezogen worden sind.“
WILA

This concerned some of the local experts.

In some other ways, it was very successful:

Most of the students really wanted to cooperate with the tenants, and that was really great!

Looking back, he thinks that neglecting the mistakes he mentioned, it was a great project!

„Die Studierenden haben sich großteils wirklich um eine Zusammenarbeit mit den MieterInnen bemüht, das war ganz toll. Und das war das, wo ich rückblickend sage, es war nicht so ein schlechtes Projekt. Und wenn man die ganzen Fehler, die ich bereits erwähnt habe, weglässt wäre es ein tolles Projekt.“
WILA

5.11 Summarizing Reflections

One of the weak points was some uncertainty, if it would be possible to remunerate the participants for their work or reimburse them for their expenses. This unclearness concerned the students as well as the science shop and the interviewees mentioned that it concerned other participants like the local experts, too.

The former **Student Researcher** tells us that the question of money was a sensible subject. There were roundtables, where students and project managers met. From the beginning the possibility to get some money was indicated. She would have done it without money as well, but it was an enticing option. In the end there was no money besides the fee for the publication.

„Naja das war auch so ein heikler Punkt. Es gab so Stammtische wo sich die Diplomantinnen mit den ProjektbetreiberInnen getroffen haben und da wurde das auch immer wieder diskutiert, weil es seit dem ersten Tag wo ich mit dem Projekt in Kontakt war, war immer wieder die Möglichkeit in Aussicht gestellt, man könnte ein bisschen ein Geld erhalten. Ich hätte es auf jeden Fall auch gemacht wenn es diese Option nicht gegeben hätte, aber natürlich ist es verlockend. Im Endeffekt gab es kein Geld. Es gab wohl Geld für diesen Artikel, also für diese Publikation.“ **Studentin**

She is not quite sure, but she believes that the suggestion that there could be money came from the steering committee, who really negotiated with different sponsors.

She knows, that it is really difficult to acquire money and she does not reproach anybody. It is nice somebody tried.

„Ich liege vielleicht falsch, aber es war in diesem Steuerungsgruppengremium. Die waren auch wirklich in Verhandlung, ich weiß auch es ist schwer Geld zu erhalten und ich bin niemanden böse. Ich finde es gut, dass es überhaupt versucht worden ist.“ **Studentin**

The **Science Shop Coordinator** gives the same picture of unclearness about money. He never found out, for which sums the steering committee project management group applied and which sums they could acquire in the end. In the end, the science shop got a very small amount, which lay between 1500 or 2500 Euro, and it never was declared, how the money was splitted up between the participants, which he would not accept today.

„Es wurde auch nie offen gelegt, wer jetzt wie viel erhalten hat. Auch etwas was ich heute rückblickend nicht mehr machen würde.“ **WILA**

It seems to us that the idea that people could perhaps be paid somehow, emerged from vague communication and is connected to the mentioned vagueness of defined competences at least at the beginning of the project. The science shop colleague, who had initiated the contact, seems to be strongly involved in the negotiations with sponsors.

The interviewed **Science Shop Coordinator** remembers the role of his former colleague, who had told him, that he would work out the application and that he would make a beautiful layout, and then the social researcher and the **ORG. FOR NEIGHBOURHOOD** gave some input. He believes they got some money from several

„Das Teammitglied hat die Antragstellung übernommen, hat gesagt er layoutiert den Antrag schön und schreibt ihn gleich, der Sozialwissenschaftler hat dann etwas geliefert, dann hat die Stadtteilinitiative was geliefert. Ich glaube sie haben mehrere Anträge gestellt. Sie haben auch Geld bekommen von der Stadt

sponsors, but he never got to know how much money they could acquire.

Wien. Wie weit sie etwas von anderen Stellen erhalten haben bzw. wie viel sie von der Stadt Wien erhalten, habe ich nie erfahren.“ **WILA**

In the end there was not enough money for a real payment of so many participants.

The **NGO Contact Person** gives us the impression that they did their best to handle affairs. It is even difficult for him to tell us the budget of the whole project, because for him and the other employees of the ORG. FOR NEIGHBOURHOOD, the participation was part of their daily work and there was no separate calculation of costs for that, so it cannot be estimated easily.

For the scientific part, all the experts, the project management, the production of the brochure and other expenses he believes, he remembers, they could acquire about 25.000 Euro or even less altogether.

Because the students had done very good work, they really wanted to remunerate the authors of the master theses with a small amount at least, although this had not been in their calculation of costs, and so they gave those who had finished their master theses at this time the possibility to publish in the brochure and gave them at least a small remuneration for that. But he does not remember how much.

„Die Diplomanden haben wir ja ursprünglich nicht bezahlt, und haben aber dann, uns war es dann aber wichtig, weil die Arbeiten einfach gut waren, und weil uns das sehr weitergeholfen hat, war es uns dann wichtig, da irgendwie zumindest eine minimale Aufwandsentschädigung zukommen zu lassen, da haben wir dann - das hat sich sehr gut ergeben mit der Broschüre, wo dann einzelne Diplomanden, die schon damals fertig waren, veröffentlicht haben und dafür eine Aufwandsentschädigung gekriegt haben.“ **NGO**

This project is an good example, which problems can conjure up if the science shop does not have sufficient financial means available to act as an intermediary independent of project funds. The vaguely defined status in this project is not only due to vaguely defined competences within the overall project setting but also due to the fact that at the beginning it was unclear if the science shop is expected to act as an independent intermediary or as a hired research institute which gets paid for its work at the end of the project. Not making competences clear immediately was a mistake of the science shop due to lacking experience with handling such projects. It is revealing that these vagueness and difficulties vanish during the project because the science shop takes on the part of the independent intermediary only.

Reflecting about this project, we come to the conclusion that science shops should not try to acquire funds from their clients or from projects initiated and coordinated from them. This is problematical not only against the background of these groups'

insufficient financial means for hiring researchers, as discussed often, but also puts the independence of research performed on their behalf into question. From our point of view, expenses for the intermediation activities of science shops always should be covered by some basic funding to avoid financial dependencies.

6 Case 2: Volunteers as Buddies for Mentally Disordered Persons

6.1 Fact Sheet

6.1.1 Participants

NGO: VEREIN SOZIALBEGLEITUNG

Intermediary: Science Shop Graz

University: Student and supervisor came from the University of Graz, Institute for Social Education

6.1.2 Duration

Spring 2001 until Spring 2002

6.1.3 Costs

there was no budget

6.1.4 Aims

New research on the matter was requested as there was no research found. It should focussed on the needs and desires of the buddies

6.1.5 Research Methods

Theoretical analysis of volunteering, qualitative interviews with 14 persons.

6.1.6 Outcomes

Master thesis, which is broadly used by the NGO to develop training and support for their voluntary buddies, feedback of and for clients and buddies about their work, improvement, public relation.

6.2 Short Summary of the Project

Mentally affected persons are always in danger to become completely isolated. The aim of the project is to find volunteers, who spend some leisure time with them or daily routine, which would support the healthy parts of the personality and to improve the quality of life. This is called social companionship and it is considered as completely different from and as a supplementation to the medical care by professionals.

The NGO wants to know, if social companionship is successful. More insight is needed, if this system works well to the benefit of the mentally disordered persons and how members of both groups feel, those who care and those who are cared for. There are no funds for scientific research, so the project operators ask the Science Shop Graz for assistance.

The science shop develops topics for master theses, and a student writes a theoretical part about voluntary work and does 16 interviews with volunteers and with the mentally disordered. She finds out that there is much benefit for the ill persons as well as for the volunteers. Problems of human relations, like the problem of closeness and distance, arise. She suggests that there should be found more men for the companionship.

Some of the results are new questions which are likely to be worked on in future students theses such as the question of the personal development of the volunteers stimulated by their work and the question of male volunteers.

The results are used by the NGO especially to improve the preparation and support of the voluntary buddies.

6.3 Brief Description of the NGO

The following summarizes the facts about the VEREIN SOZIALBEGLEITUNG given by the interviewee and taken from information material:

The Organisation VEREIN SOZIALBEGLEITUNG is financed by public funds. It works together with volunteers who care for persons with mental diseases or disorders, a group of patients who tend to drift into complete isolation due to their handicap.

There are 3 employees, social counsellors who supervise nearly 260 volunteers. They search them by media and interview applicants, and then carefully choose suitable persons. They offer two times a year cost free elementary instruction courses about social psychiatry, where the volunteers are prepared for the practical work. They acquire medicine skills and psychological know-how, as how to handle closeness and

distance in human relations, motivation, get self-awareness, psychic hygiene. After this educational initiation, the volunteers begin to work.

The VEREIN SOZIALBEGLEITUNG always tries to match two persons with similar backgrounds regarding their interests, life experience, education, etc. Then they organize a first meeting between buddy and client. They also invite the person, who had applied for social companionship at the organisation, which is in most cases a social worker or a psychologist employed at an advice centre or a hospital, and who should be present at this initiation.

After this first contact, the VEREIN SOZIALBEGLEITUNG does not interfere any more, this permits volunteer and client to create their relation how they prefer. At least, the buddy should meet the client one to three hours a week. Possible activities could be shopping, visiting a coffee house, playing games, or just leaving the own domicile and going outside, among people, which they hope would encourage the client to take more care of him/herself and get more joie de vivre. The activities should focus on the desires of the client. The buddy should take the offered supervision, which is offered as relief, experience and personal enrichment for the volunteers at the same time. It is regretted that not all buddies take supervision regularly, because it is considered as necessary.

The duration of the social companionship is not limited, it ends when one of the partners wants it. In such cases, there might be a closing meeting to get things straight. Sometimes, the social companionship is discontinued without ending abruptly. If the client wishes it, the VEREIN SOZIALBEGLEITUNG tries to find another volunteer to care for him or her.

The Buddy is offered further training for free, and there are different course modules like „coping with depressed persons”, „coping with psychotic persons”, „the problem of social closeness and distance”, „movement und mental disorders” and a there is a new module about „addictive illness and helping”.

Other activities of the VEREIN SOZIALBEGLEITUNG are annual meetings which includes lectures and workshops, Christmas celebration with their members, the organisation of a hiking day and an open day and they have a club for the volunteers.

The interviewed NGO contact person is responsible for the buddies in the outlying districts, the supervision and for everything concerning the education of employees and volunteers as well as everything concerning the social companionship. One of her colleagues is the commercial and administrative director, the other is responsible for the volunteers in the town and the surroundings, which are nearly 140 women.

6.4 Process of Negotiation and Project Development

In the following, we compare the different views of the interviewed participants how the project commenced:

*The **NGO Contact Person** does not exactly remember how they got the idea to make a science shop request. One of the employees had heard something about this intermediating institute in the radio or at a conference, and this colleague contacted the organisation.*

The science shop found a student, who would work about their questions. Meanwhile she has retreated, and the interviewed contact person of the VEREIN SOZIALBEGLEITUNG overtook the coordination of the request and took care of the student. She took her with her to her work places and searched possible interviewees for her, e.g.

This was the first cooperation with the science shop. The request was very important for the VEREIN SOZIALBEGLEITUNG, she tells us, because they rarely get really honest answers to the questions: What were the needs and desires of the volunteers? Did they instruct and support them sufficiently or were there any deficits in the offered training or preparation?

*For the **Science Shop Coordinator**, it was quite a typical request, part of their daily work and the service they offer to NGOs. They have about a hundred master theses running, and it happens continually that organisations contact them because they have got widely known due to their public relations and due to their contacts to a high number of organisations. They always present the outputs of the master thesis, and so the citizens organisations just know that they exist and offer the possibility of students theses.*

So the VEREIN SOZIALBEGLEITUNG was one among many institutions contacting them because they were interested to have a master thesis written about their questions and so they made a date.

A meeting took place, where the science shop coordinator got detailed informations about the requesting organisation, their annual reports, how they work, the education and support they offer to the volunteers. In return, they explained how the science shop works and what they can do as intermediating institution. Then they talked about the request. The science shop coordinator thought about it, researched information and suggested a title for a master thesis and research questions. The VEREIN SOZIALBEGLEITUNG gave positive feedback and so the science shop started the search students per Internet, per newspaper and notices and also contacted a possible

supervisor. Then the student contacted them and the science shop arranged the contact to the NGO, and so it started. Then they worked out a rough time plan and a rough plan, which support the NGO can give and what kind of supervision the science shop can offer.

The former **Student Researcher** had started to think about possible subjects for her master thesis about half a year before she started the project.

She got interested in the research field of voluntary work, visited a workshop on the subject, heard about the VEREIN SOZIALBEGLEITUNG and thought, it would be interesting. Then she went abroad for a while and when she came back, she decided to take up the topic.

„Ich hab schon ein Seminar über Ehrenamt besucht, im Vorjahr war ja das Jahr der Ehrenamtlichkeit, und hab mir gedacht, das wäre ein interessantes Thema und hab dann schon einmal gehört von VEREIN SOZIALBEGLEITUNG, dass die ehrenamtliche Sozialbegleitung anbieten und bin dann ein Semester im Ausland gewesen und wie ich zurückgekommen bin hab ich mich dann für das Thema entschieden weil's noch frei war und weil's mich nach wie vor interessiert hat.“ **Studentin**

She started to work very intensively together with her academic supervisor to work out a concept, and a time plan, in which they determined, how month the theoretical part and how many month empirical part should take.

Her **Academic Supervisor** sees the project in a bigger context, as voluntary work is a subject becoming more and more important, the research field is connected with themes like unpaid family work, the work of self-help groups, and the subject is situated at the interface of the fields of psychiatry and social education.

The **NGO Contact Person** remembers

a meeting with the science shop, Mrs. SCI and with the student researcher. There was a second student too, but she was not accepted. And then they talked about their ideas, what questions they wanted to be researched: How is it for the buddies to work in this institution, what wishes do they have? And at the beginning, they had the idea: What is the benefit for housewives, but they dropped it, because it seemed discriminating to them.

So they asked: How do the buddies benefit and what is their motivation? And how do the clients benefit?

„Wir haben uns mit der ??? vom Wissenschaftsladen, das ist die Frau WILA-NAME und mit der SIMONE zusammengesetzt, [...] Und dann haben wir so unsere Vorstellungen, dass wir einfach gerne erforscht hätten, wie ist es für Sozialbegleiterinnen in diesem Verein zu arbeiten, was haben sie für Wünsche, was bringt das ihnen, ursprünglich war dann noch die Idee so Hausfrauen, was bringt das Hausfrauen, aber das haben wir dann verworfen, weil uns das doch diskriminierend vorgekommen ist.[...]

wir haben einfach geschaut, was bringt es den SozialbegleiterInnen, das war einfach unser Anliegen auch. Also zu dem, was ist ihre Motivation und was bringt es ihnen. Und natürlich auch, was bringt es den Klienten?“ **NGO**

She experienced the negotiations as very harmonic and describes only one situation during the negotiations, when she felt uneasy: This appeared when a student working at the same time as a buddy who wanted to overtake a subject for her master thesis was not accepted. This student was very deceived.

*The former **Student Researcher** remembered the negotiations were very nice as well, she could talk about everything with her academic supervisor and so everything could grow. There were phases she worked alone and when she had questions she contacted him and they discussed appearing problems and after this feedback and tips she went on working. The employees of the VEREIN SOZIALBEGLEITUNG were very nice and helped her, where they could and assisted her in finding suitable interviewees - this was a very good cooperation too.*

*The **Academic Supervisor** says that the usual way of designing such a joint project is as follows: The organisation responsible discusses its ideas with the science shop. These ideas are partly adopted, partly they are revised or accentuated due to his own ideas. The concept is negotiated between him and the student, and in addition they consult the other participants, and they try to get their acceptance and their support.*

For the carrier it is also a learning process to find out that you can get results with these research methods, with the descriptive approach through analysis of language and contents and that social companionship is, for example, not some kind of medical treatment where you could make testing groups and vary it with a placebo or something like that. These are sometimes the demands of the customers, but in the social science you have other methodical traditions.

*„Das ist auch z. B. eine Aufgabe oder ein Lernprozess für den Träger wahrzunehmen, dass es da jetzt einmal auch geht, etwas zu beschreiben, so deskriptiv und dass diese Zugänge, die sind auch über Sprache, über inhaltsanalytisch was zu generieren, dass es da Perspektiven gibt, und dass das auch forschungsmethodisch dann zu einem Ergebnis kommt, und dass Sozialbegleitung kein, sag ich jetzt einmal strenger, aber dass das kein Medikament ist, wo man da nicht variieren kann zwischen Plazebo und ähnlichem, und sich das so bauen lässt. Das sind manchmal auch so die Wünsche, wo es einfach in den Sozialwissenschaften eine andere Tradition gibt mit denen umzugehen.“ **Uni-Prof***

The first demand of the requestor was modified in some points:

it was challenging to insist on interviewing the accompanied persons but he thinks that afterwards the NGO was happy about this input, although it would have been less organisation for them only to have interviewed the volunteers.

*„Herausfordernd an dem Projekt war, dass wir darauf bestanden haben, dass die begleiteten Personen auch interviewt werden. Also es war ... ich glaube, dass es ihnen dann aber auch sehr gut gefallen hat! [.....]: organisatorisch leichter ist es natürlich, die ehrenamtlichen Sozialbegleiter und Sozialbegleiterinnen zu interviewen.“ **Uni-Prof***

6.5 Objectives

What was the main purpose of the project?

First the VEREIN SOZIALBEGLEITUNG had wanted to acquire more information about the needs of their volunteers, they were especially interested, in which point support and instruction for the buddies could be improved.

Then they were interested as well in the evaluation of the value, the utility of their work.

When they contacted the **Science Shop Coordinator**, the questions appear as not too elaborated or specific, but quite general:

The intention of the VEREIN SOZIALBEGLEITUNG is to strengthen the healthy parts of the people, who are often totally socially isolated due to their mental disorder. The contacts with the voluntary helpers coming from different professions, and who are sharing daily activities with them like drinking coffee or taking a walk, these little things should stabilize them and give them back some joy of living. And their question was: Is it really like that?

„Und die Intention von VEREIN SOZIALBEGLEITUNG ist auch immer noch, dass sie sagen, ehrenamtliche Sozialarbeit soll die gesunden Anteile des Menschen stärken, dass heißt dass sie halt sehr oft aufgrund der psychischen Krankheit vereinsamt sind und dass sie halt durch die Kontakte mit ehrenamtlichen Sozialbegleitern, die aus allen verschiedenen Berufsrichtungen kommen, ... und ... zusammen so Alltagsdinge erledigen, oder einmal einen Kaffee trinken gehen oder spazieren gehen, dass da einfach wieder Interessen geweckt werden, die sie ein bisschen stabilisieren oder ein bisschen Freude am Leben auch wecken könnten. Und ja, so, die Frage war: Ist das so?“ **WILA**

The VEREIN SOZIALBEGLEITUNG focuses strongly on the needs of the volunteers. During negotiations and contact with the other participants their main objectives obviously got broader. What education and support would be optimal for the volunteers? This seems to have been the initial request. Then there appear many other questions, which seem interesting to them as well.

*The main questions were about the motivation of the volunteers, recalls the **Student Researcher**. What do they experience, what are their problems, what did they learn, how did they profit doing this work? What effects did it have on the clients? It was conceived very broadly and that was interesting. Also the questions about their relationships.*

„Die Hauptfragen waren bezüglich Motivation – warum machen die ehrenamtlichen Sozialbegleiter das – was erleben sie mit den KlientInnen – wo treten Schwierigkeiten auf, in der Beziehung – was haben sie profitiert und gelernt in der Arbeit und welche Auswirkungen hat das auf die KlientInnen. Ja und das war eigentlich sehr breit gefächert und sehr spannend. Auch die Beziehungsfragen und so.“ **Studentin**

How do the concerned persons feel about it, what effects do they think the voluntary social

„Wie empfinden das die Betroffenen, was diese ehrenamtliche Sozialbegleitung bringt und was,

companionship has, asks the **Science Shop Coordinator**. What makes the buddies do it and what do they believe they can achieve by doing it?

warum tun das die ehrenamtlichen SozialbegleiterInnen, was glauben sie damit auch tun zu können oder bewirken zu können?“ „ **WILA**

How do the buddies benefit personally and is there a benefit for the client, asks the **NGO Contact Person**. Did the volunteers get enough training and instruction? What was the motivations for them to contact the organisation and to be willing to do this.

„was die Sozialbegleitung für die Begleiterin persönlich bringt, bzw. was es für die Klientin, ob sie einen Nutzen davon hat, ob sie ausreichend sozusagen vorgeschult worden sind, das war eine Frage, dann natürlich die Motivation, wie sie zum Verein gekommen sind, wodurch sie sich bereit erklärt haben, das zu machen., was sie veranlasst hat.“ **NGO**

The research questions are explained very detailed and very concretely by the **Academic Supervisor**, he talks about individual aspects as well as about overall contexts.

How can this relationship be initiated? How do the different persons perceive that? What is done during the social companionship and is there an close?

The concept is descriptive, to perceive what happens, but it also reflects how could it be created differently?

What support systems do exist like supervision, further training, introductory courses, what contacts to the organisation exist?

The approach is always to ask both involved persons how they perceive the other person.

What role has the volunteer for the Begleiteten? Which intimacy or distance develops relationship produced like that?

„ wie lässt sich so eine Beziehung inittieren? [...] Wie wird es perspektivisch von den verschiedenen Personen wahrgenommen, [...] Was wird dann gemacht im Verlauf dieser Begleitung und auch, gibt es einen Abschluss, wie kann der aussehen? Vom Aufbau her, zum einen deskriptiv, um wahrzunehmen, was passiert da eigentlich und zum zweiten hat es dann auch halt immer einen konstruierenden Charakter: Wie lasst es sich anders gestalten? [...].

welches Stützungssystem gibt es, wie Supervision, Weiterbildung, einführende Weiterbildung, Weiterbildung dann im Verlauf der Begleitung, was gibt es für Kontakte zu der Einrichtung also zu den OrganisatorInnen, und der Zugang ist immer, jeweils beide Beteiligten zu fragen, was erleben sie jeweils vom anderen [...]

was hat jetzt die Ehrenamtliche für den Begleiteten für eine Rolle? [...] Welche Nähe und Distanz einer so einer inszenierten Beziehung ergibt sich?“ **Uni-Prof**

The perception of the participants is quite similar but obviously they focus on different objectives. So even the developing objectives of the project seems have been a process, in which all participants gave input. It might be the case that recollections mix up with results or research questions which appeared during designing the project.

In the end the approach is very wide and descriptive, as they had found out that there had been almost no research done about the research subject before.

Some of objectives for research mentioned by the interviewees for this descriptive master thesis were:

- providing information for optimal education and support for buddies
- How can a relationship like the social companionship be established and created?
- What are the motivations for becoming a buddy?
- How is the other person seen in this relationship?
- Does social companionship strengthen the healthy parts of a person?
- How does social companionship change the social surroundings?
- How were the buddies involved with the client's family?
- How do buddies and clients feel about it?
- How do buddies handle closeness and distance in this relationship?

The research questions seemed to be a result of communication and cooperation between NGO, science shop, the student researcher and her supervisor. So, in the end it is impossible for us to decide how exactly were the first questions defined, which the NGO posed.

6.6 Communication and Cooperation

*The **NGO Contact Person** remembers that communication went mainly per telephone and less per email. The student researcher contacted her approximately every two months. It was easy to communicate.*

*The former **Student Researcher** tells us that there were personal meetings and telephone conversations. The interviews were personal of course and the contact with the academic supervisor was mainly a personal contact as well, which she preferred. Besides summer vacations, there was regularly communication, it was approximately two times a week.*

*The **Science Shop Coordinator** says, they used telephone, personal discussions and email for communication. They kept regularly in contact, plus there were meetings in intervals of two or three month. Between the meetings the science shop communicated with the VEREIN SOZIALBEGLEITUNG, but then they mainly communicated with the student, who brought parts of the master thesis. They always kept in touch and the science shop coordinator always knew, if or how the work*

advanced. She considered the communication as very uncomplicated, all participants were very nice.

The **Academic Supervisor** was regularly in contact with the student. He also tells us that he knew the science shop coordinator well, there was regular personal communication, even before the project started, there developed also contacts to the VEREIN SOZIALBEGLEITUNG. It was a real network, which offered good communication possibilities. Negotiations with all participants were necessary, when they had to take decisions. They partly happened via the telephone. It was mainly the student who communicated, because she was responsible for the research.

Everybody was extremely satisfied with the communication, this frictionless cooperation is mentioned again and again by the interviewees spontaneously:

The **NGO Contact Person** says, describes working together was characterized by mutual goodwill, this concerned the science shop as well as the student or the supervisor. And they appreciated it, that the student had offered, that they could call her any time, if they had requests.

„Ja, das habe ich glaube ich eh schon gesagt, dass die Zusammenarbeit sehr angenehm war, so im gegenseitigen Wohlwollen sowohl vom Wissenschaftsladen her als auch von der Diplomandin und dem begleitenden Professor her! ... Ja, und dass die Diplomandin jederzeit auf telefonische Anfragen erreichbar gewesen wäre oder wenn man ein Anliegen gehabt hätte.“ **NGO**

All participants had the feeling that the communication was very easy. They experienced it as an extremely good and constructive collaboration, the discussions were uncomplicated and all participants considered the others as very engaged and willing to produce valuable outcomes.

6.7 Methodical Development

After the NGO had done the request the **Science Shop Coordinator** had to decide, which university institutes could be contacted, so it was necessary reflect about possible research questions and also about methods: What kind of methods should be applied that it would make sense to interview the involved people to get more insight, this had become clear very quickly

What kind of methods should be applied that it would make sense to interview the involved people to get more insight, this had become clear very quickly.

„Wir haben schon überlegt, was so sinnvoll wäre von der Methode her einmal prinzipiell, [...] also in dem Fall, dass man die Leute durch Interviews befragt, dass da mehr rauszukriegen ist, war recht schnell klar.“ **WILA**

After successful intermediation, the **Student Researcher** worked out the methods mainly by herself and supported by her supervisor. Getting methodical tips from him was very helpful to her.

She decided on semi-structured interviews and worked this out in cooperation with the professor. For analysis she used a computer program, which saved her a lot of time and work.

„Also ich hab das halbstandardisierte Interview verwendet. Und ich hab das zusammen mit meinem Betreuer ausgearbeitet die Fragen und hab das dann mit ihm besprochen in welcher Weise ich die am besten stelle und bei der Auswertung habe ich COMPUTERPRGRAM verwendet, das ist dieses computerunterstützte Auswertungsprogramm und das war sehr praktisch eigentlich, weil man nicht alles händisch durchgehen muss.“ **Studentin**

The **Academic Supervisor** advises the student less about the contents but more about the methods. He accentuates, structures, contributes to the interview guideline and research questions. A master thesis, which deals with a practical request from an NGO, still should not take disproportionate time and resources from the student, the character of a master thesis must remain.

So, the methodical approach is determined by available time and structure as well as by subject what you could deduce.

This means, something like a panel study or a participant observation would not be possible, this could not be demanded from the student and it would not make sense, because it would not be compatible with the characteristics of a master thesis.

„Wobei dieser Methodenzugang auch davon bestimmt ist, in welchem Umfang das überhaupt stattfinden kann, mit welchem Zeitaufwand. Das ich auch noch einmal als Kategorie nehme, dass es primär inhaltlich, zweitens was daraus ableitbar ist und drittens gibt es auch Rahmenbedingungen, Struktur. Das heißt, eine Längsschnittuntersuchung über mehrere Jahre ist nicht möglich. Nein, und auch so ganz zeitintensive Projekte, wo man sagt, da würde man sich jetzt handlungsorientiert wo hineinbegeben, ist, wenn nicht die Diplomandin selber so ein großes Bestreben hat, das so zu machen, ist es nicht einforderbar oder auch nicht sinnvoll, das einzufordern, weil es dann nicht den Diplomarbeitscharakter trifft.“ **Uni-Prof**

So methods have not only to be appropriate for the research questions and promise best results, they also have to be compatible with a typical master thesis, which is not comparable to ordered and paid research.

For this master thesis special skills and know how were necessary, the group of persons she had to interview were extremely sensitive:

So the supervisor and the student sat together and trained the interview situation. A strong sensibility was afforded on the one hand, but on the other hand a certain distance was

„Speziell hat es bei der Frau SIMONE diese Sensibilität erfordert, Personen, die ... deren soziale Beziehungen an sich schon reflektiert sind meistens, gleichzeitig aber auch, wo man ein gewisses Know How auch braucht, um damit umzugehen. Also das war ein Punkt, wo wir uns zusammengesetzt haben, um das zu probieren oder um die Frau SIMONE darauf vorzubereiten in dem Kontext, Interviews zu führen. Da ihre Rolle als Forscherin zu probieren, damit man da nicht die anderen Rollen kriegt, wie

necessary as well, because interviewing depressed persons or persons with addictive problems the student could get into situations where she might be confronted with very strong emotions and she should be able to stand this without getting involved too much. She should be able to stay in the role of a researcher and to avoid to be pushed into the role of a „helper“.

z. B. eben Arztrolle oder die Rolle der, die begleitet, das war für die Interview-Durchführung vielleicht eine spezielle Situation.

Und war mir ein Anliegen, bis dahin, dass sie eben eine gewisse Robustheit auch vermitteln wollte für das Thema, das waren zum Teil eben auch depressive Personen oder Suchtprobleme, die da thematisiert werden bzw. im Hintergrund der Beziehung stehen, und wo man sich auch, wenn man - wie die Frau SIMONE - nur kurz reingeht, aber wo man auch manchmal gewisse Muster erwartet bzw. mit einer hohen Emotionalität konfrontiert werden kann. Das war eine meiner Aufgaben, die ich gesehen habe, dass sie sich nicht sieht als Helfende im Moment, sondern einfach auch die Robustheit ihre Interviews sensibel zu führen, aber gleichzeitig auch mit dieser nötigen Distanz in der Behiehung nicht emotional übermäßig involviert wird.“ **Uni-Prof**

The **Science Shop Coordinator** gave feedback when the student asked for. She had the impression that everything worked very well and the student researcher successfully worked out the methods mainly by herself. During the meetings with the NGO contact person, the student would show them for example the interview guide and they gave their opinions and she corrected little things after that.

The **Student Researcher** is very satisfied as it seems to her that the methods fulfilled the original objectives. She thinks, the time intensive qualitative interviews gave her very good insights. Before starting she had reflected about sending questionnaires to more than 100 persons, but she thinks that the interviews were much better, as the situation was much more intimate and people opened themselves and could speak freely. And 14 interviews was quite a good number, she thinks, she found out many aspects and themes, and she could identify them in the different interviews.

„Durch diese persönlichen lange Gespräche hab ich schon relativ gute Einblicke gekriegt. Ich hab natürlich zuerst gedacht, vielleicht wäre auch möglich Fragebögen und gleich hundert Leute fragen oder so, aber ich denke, dass es so fast noch besser war, weil die persönliche Ebene dazu gekommen ist und sich die Leute oft mehr geöffnet haben, weil bei einem Fragebogen kreuzelst ja nur an, gelt. Insofern denk ich mir, war 14 dann doch eine ganz gute Zahl, weil sich manches dann doch bestätigt hat auch immer wieder. Oder wo sich so Grundsachen durchgezogen haben.“ **Studentin**

6.8 Outcomes

For the **NGO Contact Person** there were many interesting points, also the general part about voluntary work.

Mainly, she considers it as a valuable hint for further trainings, for introductory courses and partly for supervision: They know now where to look at more closely. The NGO contact person says that there is very much hidden suffering from helping persons, and this came out very clearly.

„Für die Weiterbildung ist das ein wertvoller Hinweis, dann auch für die Grundschulung, also auch, und teilweise auch für die supervisorische Begleitung, wo man noch genauer hinschauen kann oder soll. Es gibt auch sehr viele - ich mag das Wort Helfersyndrom nicht - aber sehr viel verstecktes Helferleiden, das ist wirklich sehr versteckt und das ist da gut herausgekommen.“
NGO

As one of the main objectives for the NGO contact person was the improvement of their work, they did not only profit from the master thesis itself but as well from exchanging views with the student researcher, this aspect has also features of consulting:

This was very beneficial, because she got new perspectives, when she discussed with the student researcher, and the student researcher gave her ideas, what could be improved. Main goal for them was always improving the support for the volunteers.

„Für mich war es ein sehr gewinnbringender, wie ich schon sagte, weil ich andere Perspektiven dadurch gekriegt habe, und mit der SIMONE auch gesprochen habe, was sie meint, was man verbessern könnte - also es geht immer in Richtung Verbesserung, Verbesserung der Unterstützung, der Begleitung der ehrenamtlichen MitarbeiterInnen.“
NGO

The **Student Researcher** found out that for both sides, the clients as well as the buddies the social companionship is highly beneficial. The clients are really supported, find more into social life again, they can build up confidence and open themselves more. Very often they become friends. And the buddies learn very much about near and distance and they learn very much about psychiatric diseases, and they win very much Menschenkenntnis. These are the most important things that came out.

Any case, as voluntary social companionship has to be considered as

„Ja, es ist eigentlich rausgekommen, dass es sowohl für die KlientInnen als auch für die Sozialbegleiterinnen - für beide eigentlich - einen großen Nutzen hat, die Begleitung. Dass einfach wirklich die KlientInnen unterstützt werden, dass sie wieder mehr ins soziale Leben hineinfinden, dass sie wieder Vertrauen aufbauen können und sich mehr öffnen können. Meistens oder oft entwickeln sich Freundschaften ... und für die BegleiterInnen, die lernen oft sehr viel in Bezug auf Nähe und Distanz, also dass sie sich richtig abgrenzen lernen, dass sie auch sehr viel über psychische Krankheit lernen, im Umgang mit Menschen sehr viel Menschenkenntnis gewinnen ... und ich glaube im Großen und Ganzen auch sehr viel profitieren, was so rausgekommen ist bei den Interviews.“
Studentin

„Ja, auf jeden Fall denke ich dass es als Unterstützung für VEREIN SOZIALBEGLEITUNG, dass die ehrenamtliche Sozialbegleitung eine sehr

a support of the VEREIN SOZIALBEGLEITUNG which makes much sense, it would perhaps be fine, if there would be a budget for small remunerations and fare expenses such as gasoline, e.g., which would give them more motivation. And any case they should try to get more male volunteers, because there are mainly women, and there should be more public relation. Any case they shall continue their work!

sinnvolle Aktivität ist, und dass es vielleicht auch gut wäre, wenn man das vielleicht auch in irgendeiner Weise ein bisschen honorieren würde, in Form von Benzin-Gutscheinen oder irgendwelchen kleineren Unterstützungen, dass die Begleiter vielleicht irgendwie mehr Motivation auch dadurch kriegen, und dass nicht alles nur kostenlos ist, auch wenn sie oft viel fahren müssen oder so. Ja, und auf jeden Fall dass sie vielleicht noch mehr Männer für die Arbeit gewinnen sollen, es sind noch nicht so viele, sondern hauptsächlich Frauen, und dass auf jeden Fall auch mehr Öffentlichkeitsarbeit vielleicht noch nötig ist, dass es auf jeden Fall weitergehen soll.“ **Studentin**

The **Science Shop Coordinator** summarizes:

The theoretical part mainly dealt with the motivations which exist for voluntary work. Then it was compared to the male dominated fields of volunteering such as working for the fire brigade or for the ambulance service. These services are more prestigious in contrast to fields of voluntary work dominated by women, who mainly are active in social fields. Then she worked out the motivations and what resources are necessary to be able to do voluntary work. Often the volunteers are students or women whose children got adults and left the house, who are financially secured and have simply enough freedom. It also can be working women not too much absorbed by familial duties.

In the empirical part she worked out very well that people benefit very much in the voluntary social companionship. She found problems as well, for example the question of intimacy and distance, the question of distancing oneself, these subjects appeared very often. So the buddies´ coming just for two hours can be very difficult, because sometimes the concerned clients want more than that.

Another outcome was that the supervision and the training offered by the VEREIN SOZIALBEGLEITUNG is received well.

„Sie hat einmal zuerst im theoretischen Teil sehr stark beschrieben, welche Motivationen gibt es überhaupt für ehrenamtliche Arbeit, dann Abgrenzungen zu Ehrenamt, die Männer machen, so Feuerwehr und Rettung und so, was einfach mit mehr Prestige verbunden ist, und auch so ein bisschen frauenspezifische ehrenamtliche Arbeit, die stark im sozialen Bereich ist [...] Und dann hat sie so Motivation und Ressourcen, dass man überhaupt ehrenamtlich arbeiten kann herausgearbeitet ... Das sind Studierende oder Frauen, wo die Kinder aus dem Haus sind, die einfach auch gut gesichert sind und dadurch einfach auch Freiräume haben, und dadurch etwas geben können, oder Berufstätige, die familiär nicht so gebunden sind oder oder, wo die Kinder schon größer sind. Und dann bei den praktischen Ergebnissen hat sie herausgefiltert, dass das schon den Leuten was bringt. [...] dass es schon auch Probleme gibt mit der ehrenamtlichen Sozialbegleitung zum Beispiel die Frage „Nähe-Distanz“, die Frage der Abgrenzung, das ist immer wieder gekommen, dass es dort einfach schwierig ist, die Grundvereinbarung, [...] dass sie zwei stunden halt sich treffen und manchmal wollen die Betroffenen einfach mehr.“ **WILA**

Altogether it came out that persons with mental disorders profited very much from the work of the voluntary buddies organized by the VEREIN SOZIALBEGLEITUNG.

*The objectives of her intermediating institute were fulfilled in the eyes of the **Science Shop Coordinator** as well: The master thesis was successfully achieved, it was of high quality, the requestors got their answers and were very were satisfied, their main objective, increasing knowledge, was fulfilled.*

*The **Academic Supervisor** describes the outcomes more detailed and widely; he thinks that it is a very valuable labour, because of the specific approach and because of the very interesting results. We give here some of his very positive statements:*

The social-educational approach itself carries weight, because the approach to the subject is traditionally determined by the terminology of medicine and illness. This labour deals with the social situation including daily things and activities like making tea or taking a walk, getting up, etc. This master thesis moves away from the usual deficit angle.

It analysis the relationship like any other social relationship, gives special emphasis on the organization of daily routine and this includes a completely different language which does not focus on terms of psychiatry and medicine which usually determine this field..

And this means a certain gain of paradigms, also for the buddies, so that they would not search for a treatment-setting after a while, but they try to find in this context what they are contributing.

Talking does not aim to certain healing/cure, it is not a „treatment-talking“ but it is a daily talking, and this differentiation hat some weight

„Einer dieser Bedeutungen, die in der Arbeit liegt, ist dass das Thema an sich schon, [...] weniger jetzt einen Krankheitszugang zu wählen, sondern einfach die soziale Situation zu thematisieren, den Alltag zu thematisieren, die Tätigkeiten zu thematisieren, die im Kontext z. B. von Depression nicht primär vorkommen, ob jemand einen Tee kocht, ob er spazieren geht, mit demjenigen in einen Kaffee fährt, ob er zu reden anfängt, ob er aufsteht, ob er die Vorhänge aufmacht, also da kommt eine andere Sprachkultur auch in den Kontext, es distanzier sich auch von einem Defizit-Zugang, sondern es ist einmal eine Beziehung wie jede andere und es [...], ist doch ein anderer Rollen- und Sozialraumkontext auch als diese Fokussierung üblicherweise in der Psychiatrie auf Ärzte, auf Klinik [...] weil es ist auch für die Begleiterinnen selbst und für die Einrichtung selbst und für die Begleiteten sind ihre Zugänge vielfach auch bestimmt durch das Vokabular und die Zugänge der Medizin [...] und da ist diese komplementäre Ergänzung zu einem sozialpädagogischen Zugang, wo man anstrebt Bewältigung, Selbstständigkeit, wo man Alltagsgestaltung in den Vordergrund stellt, [...] das hat einen gewissen Paradigmenzuwachs,

*[.....]auch für Personen, die begleiten, nämlich dass sie nicht nach einiger Zeit [...] nach einem Treatment-Setting suchen, sondern dass sie [...]ihre Beiträge versuchen wieder zu finden in diesem Kontext. [...] das Reden zielt dann nicht darauf hinaus, zu irgendeinem Heilerfolg zu gelangen, sondern es ist ein Alltagsreden, es kein Treatment-Reden, und diese Differenzierung hat an sich schon einmal ein Gewicht.“ **Uni-Prof***

More detailed results are:

The perceptions and reflections of the persons, interviewed by the student, this gives the scene more freedom for creation and discussions:

If you see the social companionship as networking, one of the recommendations could be to make the system of social relations denser, so the buddies would not experience themselves as acting on their own.

Then the way to support the buddies could be professionalized, this demands resources.

Another result could be, that not all demands can be covered by the voluntary buddies, it can be too much for them.

The splitting of expectations also shows, that the relationships cannot be regarded as exchangeable.

It is also important to see, what can develop out of this relationship.

It moves away from the secretiveness and the rarely documented, which is not helpful for the work. The psychiatry has some touch of social absence, although this touch fades, and for this reason the sober and descriptive approach is very important for the involved persons.

Voluntary work is also reflected under the female view, it is analysed as engagement, as education on the one hand, but on the other hand the risk is reflected, that important social work is done unpaid, that it can be connected with exploitation, and to draw the line in the specific cases, there is a need of know-how, a need of clearing and the need of public. What can be done in this

„Also wo einfach diese Wahrnehmungen und Reflexionen der InterviewpartnerInnen diese Szene, die da entsteht, beschreiben und damit auch wieder erörterbar machen, diskutierbar machen und gestaltbarer.“ **Uni-Prof**

„Wenn man diese Sozialbegleitung als Vernetzung sieht, können Hauptempfehlungen einmal sein, dass dieses System an sozialen Beziehungen sich verdichtet, damit sich die Ehrenamtliche nicht so als singular Agierende wahrnimmt [.....]

Ein zweites ist, dass man diese Stützungsformen für die Ehrenamtlichen professionalisiert [...] auch wenn die Arbeit ehrenamtlich ist, braucht es dahinter ein Stützsystem, und dafür sind wieder Ressourcen erforderlich. [.....]

Ein Ergebnis ist vielleicht auch, dass mancher Bedarf von begleiteten Personen nicht gedeckt werden kann, bzw. kommt es in manchen Konstellationen auch zu einer Überforderung der Begleiterin [...]

Dieses Splitting von den Erwartungen her, zeigt sich auch gut, dass diese Beziehungen bzw. Sozialbegleitungen nicht als austauschbar angesehen werden können [...] Es ist auch wichtig zu sehen, was da alles entstehen kann“ **Uni-Prof**

„es rückt weg von diesem verschwiegenen, von diesem nämlich auch für die Arbeit oft nicht dienlich verschwiegenen und wenig dokumentierten, sondern es bricht damit auch etwas auf, also Psychiatrie hat, auch wenn sie das zunehmend verliert, immer noch etwas von gesellschaftlich Wegbewegtem, und deshalb ist dieser deskriptiv-nüchterne Zugang für die Beteiligten auch ganz wichtig.“ **Uni-Prof**

„Ja, und diese Ehrenamtlichkeit wird damit auch thematisiert als Frauenschwerpunkt [...] Ehrenamtlichkeit einerseits als Engagement bzw. auch als Weiterbildung, aber andererseits auch die Gefahr hin, dass wichtige soziale Leistungen da unbezahlt vollzogen werden, und damit auch eine Ausnützung stattfindet und um diese Grenzziehungen auch individuell treffen zu können, braucht es Know-How, braucht es ein Clearing und braucht eine Öffentlichkeit, [...] was wird in diesen Beziehungen geleistet, was wird nicht geleistet? Einfach diese Abklärung machen zu können, dazu trägt

relationships, what is not done? The paper is a contributes to the possibility of doing this clearing.

diese Arbeit bei.“ **Uni-Prof**

6.9 Presentation and Public Access

The **NGO Contact Person** told us that the whole master thesis had been presented at the annual meeting of the VEREIN SOZIALBEGLEITUNG, there were about 120 people, and she knows that the master thesis could be read or borrowed at any time from the author. And the NGO plans to make a summary during summer and present it in their magazine.

When the **Student Researcher** presented her master thesis and the main outcomes at the annual meeting of the requestor, she had the impression that the buddies also were very interested, and it was nice to see some of her interviewees in the audience. The results are broadly available, because she borrows it to everybody who wants to read it, and she thinks, the VEREIN SOZIALBEGLEITUNG would also lean it to all interested persons.

The **Science Shop Coordinator** tells us the same, the master thesis can be borrowed at the science shop or at the VEREIN SOZIALBEGLEITUNG, if somebody is interested, he/she can also take it home for a while. It is also listed at the finished master thesis on the homepage of the science shop.

The **Academic Supervisor** explains that the presentation is restricted by the emigration of the student. Usually publications can be only done, when the students stays present at the university. In case there will be a research publication in an appropriate area, her work could be included. He thinks, her master thesis receives public attention, because it is used practically and it also will be integrated in the reports, applications and instruction modules of the NGO.

6.10 Usage

Mostly, the **NGO Representative** uses and will use the results of this project: They need the outcomes mainly for their educational plan and for supervision, as it brought great insight into what the buddies need and what they miss.

In addition the NGO contact person had the impression that the prestige of her institution increased by the fact that a student wrote her master thesis about the social companionship. This aspect she noticed for example, when she was in Vienna participating at a larger conference and the colleagues from everywhere showed enormous interest.

When we asked how successful she was with usage of the outcomes she answers: that time will tell us. The results formed the basis for their modules of further education, and now they will see how many people will apply for them.

*„Das wird sich erst zeigen, wir haben unsere Weiterbildungsmodule darauf angelegt, und jetzt müssen wir warten, wie viele Leute sich anmelden.“ **NGO***

*The **Student Researcher** answers when we question her about this, that she has not yet used her master thesis for her career. It is possible, that she can use it some time. If she had a job dealing with voluntary work, then she surely would make use of her paper. She benefited personally, because she once had worked as a volunteer herself and was an opportunity to confront herself with volunteering anew.*

*The **Science Shop Coordinator** does not think the results could be of intern use for her institute, but maybe there would be extern use some time, if there was a similar request or students writing about a similar field, for example about voluntary work.*

*The use for her career is limited in this case by the fact, that the student will go abroad for a while. In her absence there are no publications possible, because the **Academic Supervisor** would not do this without her being here.*

Up to now, we cannot assess if those taking part in this project benefited from this project for their career or not.

6.11 Participants´ Evaluation

This chapter is especially dedicated to the reflections of the participants, their opinions and thoughts concerning the whole project.

We asked them, what was their specific interests and expectations for the project:

*The **NGO Contact Person** says that information about the buddies were especially interesting for her, because*

they wanted to know how the volunteers feel, what they need, and she expected a kind of guideline. The informations about their desires, about possible deficits in the support, the buddies could not give easily, and perhaps they had not awareness about them.

„Ja, ich habe mir wie gesagt Informationen erwartet von den SozialbegleiterInnen, die sie so nicht weitergeben würden, weil sie sich vielleicht auch gar nicht bewusst sind dessen, und eben so Richtlinien für uns. Wo gibt es Defizite, Wünsche, versteckte Wünsche bzw. wo müssen wir mehr oder genauer schauen?“
NGO

The **Student Researcher** was especially interested in the motivation of the buddies, its effects and aspects of relationship, She wanted to know why people worked voluntarily and unpaid and was the profit for themselves.

„Das war für mich sehr interessant, warum Leute etwas ehrenamtlich machen, warum unbezahlt, was sie daraus eigentlich auch selbst profitieren“ **Studentin**

These were the main points for her. And everything was new to her, so she hoped it would be a constructive working.

The **Science Shop Coordinator** was very interested in the activities of the VEREIN SOZIALBEGLEITUNG. She was quite delighted of this team of three employed women, who organized everything, the atmosphere was very constructive and it was very nice to work with them, as well as the cooperation with the student and the professor, the whole system of relationships was very agreeable in this project. And she liked very much how the organisation worked, the idea to strengthen the healthy parts of a person, which was the main approach of the voluntary social companionship. The science shop coordinator even reflected about making the buddy education herself, but it was not possible, she did not have enough time.

The **Academic Supervisor** was especially interested in the social educational discussion in a field strongly predominated by medicine and it interested him that it was realised by voluntary work and connected with this a critical analysis of voluntary work.

In view of interests and expectations participants differ considerably, but also here we cannot accurately determine if these main interests already existed at the beginning or were developed while designing the project

The interviewees were asked to summarize the most positive aspects. All participants estimated the outcomes of the project, the cooperation atmosphere, the engagement of all participants, in other words, the whole project as very positive.

Another very positive aspect the **NGO Contact Person** could observe, was the higher self-assessment the

voluntary buddies achieved as they saw, that their work was interesting and taken seriously enough to become subject of research or of a master thesis.

„Ich denke mir ein ganz positiver Aspekt war, dass sich die ehrenamtlichen Mitarbeiterinnen sehr ernst genommen gefühlt haben, weil sie gesagt haben, unsere Arbeit ist so interessant, dass man darüber einen Forschungsauftrag gibt bzw. eine Diplomarbeit schreibt.“ **NGO**

The former **Student Researcher** thought the most positive aspects were having a good subject for her thesis, a good academic supervisor, a good cooperation with the VEREIN SOZIALBEGLEITUNG and with the science shop, most things happened to be very positive. Now they had a last meeting and:

it was almost amicable and they said, it was almost a pity they would not meet any more.

„Es war direkt so ein freundschaftliches Zusammensitzen, wo wir alle gesagt haben, es ist fast schade, dass wir uns nicht mehr treffen, wo wir uns eigentlich so gut verstanden haben, ja, wo es einem fast leid tut dann, dass man sich nimmer trifft. Es ist was Gutes daraus gewachsen, fast ein bisschen freundschaftlich.“ **Studentin**

The **Science Shop Coordinator** sees the appreciates as well the extremely good communication and cooperation.

For the **Academic Supervisor** it is the participation of the who were attended and that they could give their perspective, their language, their experience, which is very valuable and dass damit eine soziale Leistung transportiert worden ist, das this was not portraited in this way until now und damit auch more conciousness about these themes.

„Der positivste Aspekt ist für mich die Beteiligung der begleiteten Personen, und dass die ihre Perspektive transportiert haben. Das ist für mich eine ganz wertvolle Sprache auch und ganz wertvolle Erfahrungen, die die einbringen. Also es sind, es ist sicher ganz wichtig. Dieser positive Aspekt bezieht sich auch darauf, dass damit Geschehen oder eben auch eigentlich so eine Art soziale Leistung portraitiert worden ist, kann man sagen, die in der Form noch nicht portraitiert worden ist, damit auch dieses Bewusstsein um diese Felder, die wir jetzt schon genannt haben.“ **Uni-Prof**

The interviewees were asked to describe more detailed, where problems appeared and, if yes, how they dealt with them:

For the **Student Researcher** the most difficult aspect of the project was in interviewing the clients at the beginning.

some of them were anxious or it was difficult for them, probably the disorder issues played a role, or they were

„Vielleicht Probleme und Barrieren waren vor allem bei den KlientInnen da, die ich interviewt habe, wo wahrscheinlich einfach die Krankheitsfaktoren mitgespielt haben, dass sie sich teilweise schwerer getan haben, über gewisse Sachen zu reden oder vielleicht gewisse Ängste da waren, ich könnte vielleicht irgendwas im Sinn haben, was nicht ganz so positiv ist, oder ich

somehow not quite confident about her motivation. But this could be solved after a while, they got more confidence and could talk to her.

weiß es nicht, was auch immer. Auf jeden Fall, aber es war meistens so, dass sich das mit der Zeit ein bisschen gelöst hat, und dass sie dann gemerkt haben, ich bin eigentlich eh nicht so böse oder so irgendetwas LACHT Dann haben sie meistens doch recht gut wieder erzählen können.“ **Studentin**

The second problem she saw mainly in the administration of the university, although this was not directly connected to the project. To get together all the papers, to wait in offices, when she was highly motivated in carrying out practical orientated research – all this got on her nerves. The problems with clients she could solve by winning their confidence, about the university administration she could not do anything but not getting demotivated.

There were not any problems within the cooperation among the participants the **NGO Contact Person** could remember. Problems concerned mainly doing the interviews with those clients, who were not able to stick appointments. In such cases they asked other interviewees.

The **Academic Supervisor** sees no severe difficulties in the research, problems are only in the social reality they investigated, this dynamic of secrecy, where there should be more done about it to decrease suffering and social exclusion.

So none of the interviewees found any problems or barriers in working together. Problems were only seen outside the cooperation. The issues that came up, were exclusively of sober nature. They mentioned problems concerned only carrying out the research work or external circumstances.

Would they do it in the same way again or would they do it differently?

Answering such a question, interviewees always gives good overview, if they are satisfied how things turned out or not.

The **NGO Contact Person** would make it differently concerning single aspects. For example, if there would have been enough time for preparing herself as a successor of the retrained colleague, she would have tried to select by diagnoses like depression, schizophrenia and other affective disorders, because this would have been an interesting aspect.

The former **Student Researcher** thinks that she could make the theoretical part a little better now. She believes that it was not easy to find the most important things, because there was a lot of literature about voluntary work. With her experience now, she could easier set thematic emphases.

The **Science Shop Coordinator** only regrets that it was not possible to give the student a little financial support, because neither the science shop nor the VEREIN SOZIALBEGLEITUNG had the budget. Regarding the commitment of the student, this would have been appropriate. All in all, she would make it the same way.

The **Academic Supervisor** summarizes, why he supposes, the project would be basically done very similarly again.

He thinks, the strategy was successful to harmonize the needs and wishes of all participants, and the achieved research was successful, too.

„Also ich würde ich sagen, es würde in einer ähnlichen Form ablaufen [...]diese Stimmigkeit ist natürlich auch ein Element, dass man für eine Absolventin versucht, eine Arbeit mitzubegleiten, damit es für sie auch passend ist und dann die Ansprüche vom Träger und die eigenen Ansprüche eben zu kombinieren, und ich glaube, dass das ganz gut gelungen ist, und dieser Forschungsbeitrag jetzt als solcher auch gelungen ist.“ **Uni-Prof**

So there were not formulated any desires of radical changes. There came up only little corrections or modifications concerning details. All in all, the interviewed participants said that they would do it the same way or very similarly, because they are very satisfied with the whole project, the communication and cooperation as well as with the outcomes.

How did the project meet the wider objectives of their organisations?

Concerning the broader objectives of their organisation, the master thesis verifies what the **NGO Contact Person** supposed that the VEREIN SOZIALBEGLEITUNG could not increase, because every buddy is necessary and the support of the buddy is necessary, too. This is clearly shown in the master thesis: The support is not only desired but also necessary. In the buddy's supervision research results are regularly used. For example, she tells the people now about the done research and the analysed experiences and she compares and asks them, if they feel alike or if they have similar problems or similar desires.

The research results will also be used for public relations activities, because it is extremely difficult to make PR with a clientele, which is mostly in the social Out and very

„weil es natürlich irrsinnig schwierig ist, Öffentlichkeitsarbeit zu betreiben, mit Leuten die, ja, ???? im Out sind zum Großteil und die sehr sensibel sind, wo man gar nicht vorsichtig genug damit umgehen

sensible and where you cannot be cautious enough.

kann, das ist ein ganz eigener Status.“ **NGO**

The **Student Researcher** thought that her master thesis was also some kind of promotion for the VEREIN SOZIALBEGLEITUNG, because she got mostly positive results. There was also shown interest by other institutes and people who work in the field, for example a very large social organisation wanted the master thesis.

„für VEREIN SOZIALBEGLEITUNG sicher, dass sie in einer gewissen Form, dass meine Diplomarbeit fast wie eine Werbung auch ist für die Sozialbegleitung, weil im Grunde sehr positive Ergebnisse herausgekommen sind, und ich denke, das ist für VEREIN SOZIALBEGLEITUNG wahrscheinlich schon ein Vorteil, auch wenn sie die Diplomarbeit zum lesen weitergeben oder es ist auch von GROSSE VEREINIGUNG in Wien eine Anfrage gekommen, die die Diplomarbeit gerne hätten, wo auch Ehrenamtliche (und so) in dem Bereich tätig sind. Ich denke, es ist auf jeden Fall nicht schlecht, eine Öffentlichkeitsarbeit in jeder Form für sie.“ **Studentin**

For the **Science Shop** the request was simply part of their tasks because it fulfilled all conditions for a science shop request:

The request comes from an small NGO, who want research results, but cannot finance that. So it is developed within the scope of a student's thesis. It also was a request which is of general interest: there exist many voluntary social companions in Styria and there are many persons suffering with mental disorders. It also is a subject, which does not lay in the mainstream, where there cannot be easily acquired research funds. So it is the main objective for the science shop to take up such neglected topics.

„Die Anfrage ist eben von einem Verein, einem kleinen Nonprofit-Unternehmen, die eben Forschungsergebnisse wollen, aber nicht finanzieren können und dadurch wird es im Rahmen von einer Diplomarbeit gemacht. Dann ist es auch eine Frage, die allgemein interessant ist, also es gibt einfach ehrenamtliche Sozialbegleiterinnen in der Steiermark, und es gibt auch viele psychisch Kranke, es ist also für eine breitere Öffentlichkeit interessant, und für Betroffene interessant. Und es ist ein Themenbereich, der vielleicht nicht so in einem Mainstream-Interesse ist, wo viele Forschungsgelder für so einen Themenbereich zu akquirieren wären, also es ist ein Themenbereich, der ein bisschen, also gerade psychische Krankheiten, Ehrenamt, oder so, das sind so Themen, die einfach nicht so eine Lobby haben.“ **WILA**

What are the advantages and disadvantages of research done outside the NGO about issues raised by the NGO?

The **NGO Contact Person** names many big advantages of research done „outside“ the NGO, like

a surely bigger objectivity, the different perspectives, which is a big advantage, as everybody tends to lack of discernment and so it means

„Ich denke mir, die Vorteile sind sicher eine größere Objektivität, Neutralität [...] ganz andere Perspektiven hereinbringt, andere Blickwinkel - ich glaube, dass das ein großer Vorteil ist! Dass man so was wie betriebsblind wird, und das da ein bisschen LACHT

that own sights are put into perspective. *relativiert wird!*“ **NGO**

A disadvantage of being a researcher outside the organisation, there was one point, where she thinks, somebody inside would have judged differently or found different definitions.

„Ja, ein Nachteil, bei einer Bewertung, das ich so nicht bewertet oder definiert hätte. Ja, aber es ist kein, Malheur. Ich hab mir dann gedacht, ja, wenn es eine Diplomandin gewesen wäre, die selber Sozialbegleitung gemacht hätte, die hätte das vielleicht anders bewertet oder definiert.“ **NGO**

The former **Student Researcher** means being „outsider“ could be perhaps risky, wrong interpretations could happen, if there is no deeper exchange of views with the organisation.

„wenn man dann nicht wirklich tiefer greift und Rücksprache mit der Organisation haltet – wär vielleicht die Gefahr da, dass es dann zu mißinterpretierten Ergebnissen kommt oder zu Fehlinterpretationen, weil man zuwenig Einblick hat.“ **Studentin**

The **Science Shop Coordinator** sees also the advantage of external research, as the investigator is not involved or influenced by another relationship to the clients or voluntary buddies:

„Und der Vorteil ist, indem man´s von außen macht, einen nicht-involvierten Zugang hat, eine Distanz zu dem Ganzen hat, das einmal von einer Außenperspektive anschauen kann, auch mit den KlientInnen und den ehrenamtlichen Sozialbegleiterinnen einfach keine andere Form der Beziehung hat [...]“ **WILA**

The **Academic Supervisor** is generally a proponent of research. it is not easy to answer the question in a simple way, this culture of accentuating and weighting information is more to his liking than other alternatives to make things clear, as f. e. an authoritarian or an irrational determination.

„Generell bin ich natürlich ein Verfechter für Forschung, [...] das lasst sich nicht so einfach jetzt argumentieren, [...] dass Forschung Systematisieren von Informationen als Akzentuieren, Gewichten, Reduzieren von Informationen eine Kultur ist, [...], die eben was zu tun hat auch mit mit Ratio und mit Analytik, die mir jetzt näher steht, als dieser alternativer Zugang einer autoritären Festsetzung oder einer [...] irrationalen Festsetzung, also wenn man das als andere Möglichkeiten sieht, Dinge zu klären.“ **Uni-Prof**

What made the project a success?

The **Science Shop Coordinator** thinks that communication and exchange of views and knowledge between the student and the NGO was very important as well as clearness of desires and problems of

„Ja, und sicher waren die Gespräche wichtig, dass einfach klar ist, was will VEREIN SOZIALBEGLEITUNG, dass sich die Studentin auch austauscht, also was sind ihre Anliegen, was sind ihre Schwierigkeiten, was läuft so bei der Arbeit, die Information war schon sehr wichtig.

each participant, so that the student could find the right traces.

Dass die Studentin da auf die richtige Spur gekommen ist.“ **WILA**

Each participant has contributed to the success, says the **Academic Supervisor** most work did the student researcher of course, but the cooperation of all other participants was of essential importance as well, if somebody had not been reliable, the project could have miscarried.

„Zum Erfolg haben sicher alle beigetragen, die einen Part übernommen haben, und die Hauptarbeit liegt dann sicher bei der Frau SIMONE, also ihre Entscheidungen ?...? in erster Linie, in zweiter Linie aber von den anderen Beteiligten wird eher ?..? Konstanz erwartet, aber hätte natürlich an jedem scheitern können und es verlangt auch so was wie eine soziale Kompetenz und eine Kontinuität und eine Institutionalisiertheit auch dieser anderen, dass das so durchführbar ist. Forschung braucht eine gewisse Verlässlichkeit da in diesem Rahmen und die war gegeben. Sei es vom Wissenschaftsladen, sei es vom Träger, sei es von uns jetzt, von der Uni, dass das so durchführbar war.“ **Uni-Prof**

What was the added value from cooperation with a intermediary like the science shop rather than directly with an university or research organisation?

As there was never direct contact to the university, the **NGO Contact Person** had no possibility to imagine, how it would have been without intermediation by the science shop, and it had been the first cooperation.

Without the science shop, the former **Student Researcher** would not have found the subject. She did not really know about the VEREIN SOZIALBEGLEITUNG before and so it was through the science shop she discovered the subject and informed herself about it and then she contacted the science shop and the subject was still free.

„Ich glaub, wenn der Wissenschaftsladen nicht gewesen wäre, wäre ich gar nicht direkt auf das Thema gekommen! Weil ich VEREIN SOZIALBEGLEITUNG vorher nicht wirklich gekannt habe und erst durch den Wissenschaftsladen habe ich das Thema entdeckt und dann habe ich einmal unabhängig davon von VEREIN SOZIALBEGLEITUNG gelesen [.....] und dann bin ich mit dem Wissenschaftsladen in Kontakt getreten und das Thema war dann noch da.“ **Studentin**

The **Student** felt that the academic supervisor was the most important supervisor for her thesis. However, the science shop was very important as well:

There was somebody strongly interested in the student's work, how she advanced, giving feedback and who mediated, was present in negotiations and was in the background: if problems would appear, she knew, there

„beim DAVID, [...] er war halt mein Hauptbetreuer würde ich einmal sagen. Ohne ihn hätte ich mir manchmal schon ziemlich schwer getan. Der Wissenschaftsladen war aber trotzdem eine recht wichtige Anlaufstelle. Die ANGELIKA war meistens dabei, wenn z. B. Gespräche zwischen VEREIN SOZIALBEGLEITUNG und mir auch waren, und sie hat meine Arbeit [...] durchgelesen auch, und sie hat immer gesagt, ich kann jederzeit, wenn es Probleme gibt, kommen. Das war schon eine gute Unterstützung, oder ich hab gewußt, wenn ich etwas brauche, dann kann ich zu ihr auch

she could expect help.

kommen.“ **Studentin**

We suppose, this can give much security to a student doing the first bigger scientific work.

Without an intermediary, the **Science Shop Coordinator** believes that the NGO would have to pay for research.

for sure, if they went to a private research institute. If they contacted the university directly, there is nobody who would arrange master theses. The projects done by university assistants are usually paid. So she does not know, if it would be easy just to ask if a student could write a thesis about a certain subject. She thinks it could be possible sometimes, if there is already contact between a professor and the NGO. With the science shop it happens certainly much more often as the science shop is far easier to contact and is simply for this Vermittlung, and the profs are most time to busy and often cannot be easily contacted.

„Ich denke, wenn sie sich an ein Forschungsinstitut wenden würden, müssten sie sicher was zahlen, wenn sie sich an die Uni wenden würden, da gibt's eigentlich für die Studierenden-Arbeiten niemanden an der Uni, der die da vermitteln würde. Schon auch Projekte, die die Uni-Assistenten auch machen, aber das wären dann wieder bezahlte Projekte, und dass jemand mit einer Fragestellung kommen würde aus der Praxis, und sagen, ob das ein Student im Rahmen seiner Diplomarbeit macht, ... ja, weiß ich nicht, ob das so leicht möglich ist. Ich mein, es kann schon sein, dass es vereinzelt möglich ist, dass Uni-Professoren auch Kontakte haben zu Einrichtungen [...] wo sich auch Fragestellungen ergeben und wo die Professoren das auch im DiplomanInnen-Seminar den Studierenden vorschlagen ... aber erstens ist der Zugang einmal leichter zu uns wie zur Uni, also von den Einrichtungen, dass wir für die Vermittlung einfach da sind, und dass die Professoren einfach oft zu beschäftigt oder schwer erreichbar sind oder der Zugang auch nicht so leicht ist. [...]“ **WILA**

Are there future projects to expect?

The **Academic Supervisor** does not plan a concrete project. Because of the cooperation, he got to know the participants and he would contact them, if he searched for suitable project partners.

The **Science Shop Coordinator** and NGO contact person agree that they plan to have one or more further master theses arranged on relevant subjects emerging from the practical interests and experiences of the NGO:

Males and voluntary work
the effects of voluntary
social companionship on
the personality, motivation
to do this in the leisure time,
how to the benefit

„Männer und Ehrenamt, das wird ein neues Thema sein, dann was wir überlegt haben, die Auswirkungen auf die Persönlichkeitsentwicklung der ehrenamtlichen Sozialbegleiterinnen durch diese Tätigkeit, was haben diese ehrenamtlichen Sozialbegleiterinnen durch diese Tätigkeit, warum tun sie sich das an unter Anführungszeichen in der Freizeit, mit psychisch kranken Menschen zusammen zu sitzen und etwas mit ihnen zu unternehmen, was bringt ihnen das auch persönlich „

personally.

WILA

The interviewees are questioned how the different experiences and know-how of the different participants contributed to the outcomes.

The **NGO Contact Person** provided the interviewees.

In this special case, the question of interviewing was quite sensitive, they had to reflect how they could manage an interview. They have the experience, that some of the clients have ängste and that you have to be extremely cautious. For example sometimes the buddy had to be present at the beginning and went away after a short moment to make face-to-face-interviews possible.

„Ich denke mir, dass wir die BegleiterInnen sozusagen, wo wir gewusst haben, wen können wir nehmen als Interviewpartnerinnen [...].ja, dass wir einfach auch wissen, dass KlientInnen manchmal nicht sehr einfach handzuhaben sind, also dass da sehr viel Vorsicht geboten ist, da viel Angst besteht, bei manchen war notwendig, dass die Begleiterin zuerst dabei war, im ersten Augenblick und dann ist sie schon weggegangen, dass sie sie immer getrennt befragt hat, war einfach auch die Unterstützung der Begleiterin notwendig, das war ein Erfahrungswert den wir einfach eingebracht haben, und geschaut haben, dass beide Zeit haben zu dem Zeitpunkt, und dass beide getrennt voneinander befragt werden können.“ **NGO**

The NGO knew the clients and could judge, which client would be able to stand an interview: Whereas it was no problem with volunteers, they had to choose very carefully clients, who could be interviewed. If somebody suffered from paranoid delusions for example and then „somebody arrives posing silly questions” - this would have been unconceivable!

„Ja, und natürlich auch welche KlientInnen befragt werden können. Bei den BegleiterInnen war es nicht so, aber bei den KlientInnen.. da muss man schon sehr aufpassen, jemand der Wahnvorstellungen hat, dass er verfolgt wird und dann kommt wer, und stellt so blöde Fragen, das ist undenkbar!“ **NGO**

The intermediary, the **Science Shop**, provides a structure and looks after clear allocation of competences and roles from the beginning:

she thinks, because the communication was very good and very clear, due to the first meeting at the beginning, where the roles very defined very clearly: what does the VEREIN SOZIALBEGLEITUNG, what can the student do, what does the academic supervisor, what do we as science shop - this has functioned very well.

„Ja, ich denke, dadurch, dass die Kommunikation sehr gut war, und sehr klar war, und auch am Anfang durch das Erstgespräch auch, die Rollen sehr klar abgeklärt waren, was macht VEREIN SOZIALBEGLEITUNG, was kann die Studentin leisten, was macht der Uni-Betreuer, was machen wir als Wissenschaftsladen, hat das einfach sehr gut funktioniert.“ **WILA**

The former **Student Researcher** says that it was really helpful for her to have the

„War schon sehr hilfreich, dass da verschiedene

different positions, the NGO provided her with internal sights of the subject, the supervisor had the perspective of science, and could give her a lot of tips concerning writing and structure of her work, the role of the science shop coordinator is more difficult to describe, she just was present and gave her feedback after reading parts and mediated between her and the NGO.

*Positionen waren. VEREIN SOZIALBEGLEITUNG die haben natürlich die meisten internen Einblicke gehabt zu dem ganzen Thema, der BETREUER hat mehr die wissenschaftliche Perspektive gehabt, und er hat mir immer Tipps geben können in Bezug auf Schreiben und Aufbau der Arbeit und so, und die WILHELIME war eigentlich immer sehr, also vom Wissenschaftsladen, die sich auch sehr lieb beteiligt, hat die Arbeit dann auch gelesen und auch teilweise geschaut, was fällt ihr auf und hat von Anfang an einfach auch ihren Teil eigentlich .. ich weiß nicht, wie ich ihren Teil beschreiben würde, das war von Anfang an die Vermittlung irgendwie zwischen VEREIN SOZIALBEGLEITUNG und mir eigentlich, den sie gemacht hat.“ **Studentin***

The **Academic Supervisor** says, that the student researcher mostly is responsible for her work, the NGO provides the social reality and as it goes longer, it is approaching practice, and much know-how and the experiences of the professionals comes into the work, and the science shop provides the networking, a certain corrective and support. The methodical skills, the scientific discussion and the research strategy strongly comes from the university.

*„Arbeit steht in der Hauptverantwortung von der Diplomandin, dann gibt es aus meiner Perspektive sicher diese soziale Wirklichkeit, die der Träger anbietet. Also VEREIN SOZIALBEGLEITUNG bietet der Diplomandin viele Einblicke und dadurch dass es über eine lange Zeit geht, ist das eine Annäherung an die Praxis und damit kommt auch viel von dem Alltags-Know-How und auch von den professionellen Erfahrungen dort in die Arbeit hinein. Vom Wissenschaftsladen kommt sicher dieses Vernetzungspotential und ein gewisses Korrektiv und auch eine gewisse Stützung MURMELT und was so das handwerkliche betrifft, sei es jetzt so methodisch oder auch dieses analytische Handwerk, Texte zu analysieren, zu interpretieren, wissenschaftlich zu schreiben, also dann diese Auseinandersetzung, dieser Diskurs, der wird dann auf der Uni geführt. Und dieses ganze Forschungsprocedere kommt stark von der Uni.“ **Uni-Prof***

So each participant contributes and corrects the views of the others. The research process results from the meeting of the different realities.

6.12 Summarizing Reflections

This project can be considered as an ideal-type science shop project:

There is a practical interest of an NGO which lacks of sufficient financial means to pay for research, the request is of high interest and it is a new field of research. After having clarified with the client what is available, the science shops finds a highly motivated student supported by an equally highly motivated thesis supervisor.

Answering the research request is a process: All those involved provide input and encourage each other. New ideas by the student, the academic supervisor, and the science shop are integrated very well into the overall plan. Initial research questions of the client are enlarged by new ideas and reflections and the communication with the other participants. To give an example: All those involved in social companionship, including the mentally disordered, are interviewed, although initially research focussed on volunteers alone.

According to the client, she benefits from the thesis alone, because it contains new information and describes how those involved experience social companionship. Additionally, there are specific recommendations how to improve the training and support for volunteers. These recommendations are taken into account for training programmes and supervision.

But there are a lot of further positive effects: In an active exchange between the student and the NGO, the student can contribute the theoretical approach she developed while working on the empirical part. During the research process aspects conjure up, too, which they discuss. Additionally, the science shop service had a PR effect on the client because the thesis is widely acknowledged and by this the client's activities, too. It is likely that because of the interviews, volunteers reflected on their activities and therefore reinterpreted and higher valued their activities. The same should be true for the accompanied persons. A detailed analysis of this, is out of the scope of this study, although this aspect of client-oriented research as it is practised by science shops deserves a further inquiry.

The student benefited from the client's know-how and experience, its practical insights and the finding of adequate interviewees. The academic supervisor predominantly contributed by his methodological know-how, his comprehensive background knowledge on volunteering and social psychiatry and he instructed the student for the interviews.

The science shop provides the general conditions by taking on intermediation and administration tasks, supervises the research progress, encourages and acts as trouble shooter when difficulties conjure up. The result is an innovative thesis of very high quality, which would not have been possible without the intense collaboration of researchers with practitioners because the access to the interviewees is restricted due to their disorders and requires more than average sensitivity.

All involved persons are very satisfied with the project. They attribute the big success to the good project management, commitment and harmonious collaboration.

7 Case 3: Children Poverty in Austria

7.1 Fact Sheet

7.1.1 Participants

NGO: an organization dedicated to children welfare with up to 30 member-organizations

Science Shop: Science Shop Graz

University: Students and supervisor of the University Graz, Institute for Public Economics and Institute for Business Education

7.1.2 Duration

Enquiry in Spring 1998; first master thesis completed in Winter of 2000, the second one in the Spring 2001; press conference in Autumn 2001;

7.1.3 Costs

There was no planned budget. Two master theses were bought by the NGO though and some copies were replaced.

7.1.4 Aims

An investigation into poverty of children in Austria, including governmental subsidies for families and following ideas how to fight poverty.

7.1.5 Outcomes

Two master theses, one press conference

7.2 Short Summary of the Project

The NGO became more interested in receiving sound scientific information on governmental subsidies for families in the course of its daily activities and directed a request to the science shop.

„Because of the work on the subject of being a child the interest arised, how does subsidies for families work, mainly with the background how poverty effects children. And then we went to the science shop with this question.“ **NGO**

„Und aus der Arbeit mit dem Thema Kind sein, ist das Interesse zu diesem Thema entstanden, wie läuft Familienförderung, vor allem mit dem Hintergrund wie wirkt sich Armut von Kindern aus. Und dann sind wir mit dieser Frage zum Wissenschaftsladen gegangen.“ **NGO**

In collaboration between the science shop, the university and the NGO, the subject was more precisely delimited and formulated.

„I was there at that discussion, where the professor who has promised to take that on and where he said that one can subdivided it into two dissertations and from that the dissertation subsidies for families and the other on poverty of children followed.“ **NGO**

„Ich war bei einem Gespräch dabei, wo der Professor, der zugesagt hat das zu übernehmen ... und wo er gesagt hat, das kann man in zwei Diplomarbeit aufteilen und daraus ist dann die Diplomarbeit Familienförderung entstanden und die andere Armut von Kindern.“ **NGO**

At the invitation of tenders for the theses, two students applied for carrying them out and worked on the suggested subjects. The empirical research demonstrated that the number of children living in Austria, who live in poverty or who are at the risk of poverty is relatively high and that this problem cannot be solved by activities oriented towards individual cases alone, but that general solutions must be found. The second research deals with the measures for a fight against poverty. It comes to the conclusion that these depend on many factors and that implementing a politically realistic measure requires a precise definition of the objectives.

The outcome of the master theses was presented in the course of a press conference.

„And in spring we have decided to do a press-conference then we have met several times and tried to discuss what the press-conference can be like, who is talking about what, how we prepare for it and that we have done it in the end was important.“ **NGO**

„Und im Frühling haben wir uns dann entschlossen eine Pressekonferenz dazu zu machen. ... Dann haben wir uns mehrmals zusammengesetzt und versucht zu besprechen, wie die Pressekonferenz aussehen kann, wer worüber spricht, wie wir sie vorbereiten und dass wir sie dann gemacht haben, war wichtig.“ **NGO**

7.3 Brief description of NGO

The NGO „Children Welfare Association” does not exist anymore. It was an umbrella organisation of up to 30 organizations being active for children and youth welfare. The cooperation in the organization was a voluntary task. The aim was the change of general social conditions for the establishment of a children-orientated society. The platform tackled, for instance, the subjects of children poverty, subsidies for families, safeguarding of children and subjects similar to these.

7.4 Process of Project Origination

The enquiry was initiated by the „Children Welfare Association”. A leading member of the organization was commissioned to look for studies on the subject of poverty in Austria and has turned to the Science Shop Graz with this task. He already knew the science shop and has resolved to contact it in case of an important question. He was also acquainted with science shop staff. After a literature recherche, the science shop published a call for participation of volunteering student researchers.

In general the subject of poverty of children has already become an issue in Graz.

Also the **Professor**, who should assist the dissertations in the following, has already worked on the subject, because, among others, he was nominated for a lecture series dedicated to children poverty.

„Zum Teil habe ich selbst mitgewirkt. Es hat da eine Ringvorlesung gegeben, die sich mit Kinderarmut beschäftigt hat.“ **Uni-Prof**

Because of the examination of the subject of poverty, the wish for more sound expert information increased within the organization.

The **NGO Contact Person** explains that they had slowly approached the subject and it became more important to them to learn more about child poverty. It began with a demand for a tax-free minimal living income per family member. Later he developed a personal interest in the issue. With the publication of a brochure on the subject, the wish for more information conjured up.

„Wir haben uns eben vorher, innerhalb der Plattform, langsam diesem Thema angenähert. Uns ist es immer wichtiger geworden darüber mehr zu erfahren. Es hat mit einer Forderung nach steuerfreiem Existenzminimum pro Familienmitglied angefangen. Und dann ist das immer wieder aufgetaucht, dann habe ich persönlich angefangen mich mit dem Thema Armut zu beschäftigen. Dann haben wir eine Broschüre herausgegeben und dann war irgendwie Interesse da das auch mal fundierter zu erfahren.“ **NGO**

7.5 Process of Project Negotiation

The project negotiations show two characteristics: The first one follows from the fact that the initially inquiring organization already ceased to exist while the student researchers wrote their thesis, but interest in the ongoing research remained by a representative of the original requesting organisation, who meanwhile continued to work for an organisation similar to the closed down one.

It may be supposed that this was very important in so far for the time-framing as well as the thematic structuring, as the eventual interest of the members of the initial organization gave way to the interest of one single inquiring person and another organization respectively. In the course of the following, we take this change into account.

*Asked about the principal characteristics of the negotiations the **NGO Representative** remembers, on the one hand to the fact that there was no urge for request enquiry and on the other hand he says that he saw no necessity to define the subject more precisely. He is assuming that either the idea was understood or the enquiry was not so precisely defined so leaving much room for interpretation. He emphasized, too that he let the subject out of his hand after he handed it over to the science shop to work on it and that he has given them the feeling of interest in it. He remembers felt the cooperation as easy, frictionless and never as complicated.*

*„Es war gute Kooperationsleistung. Wenn man eine Dienstleistung wie der Wissenschaftsladen, wie ich ihn mir vorstellen, wenn man sagt, ich hätte was für euch und da gibt es von Anfang an Interesse, das ist ja nicht vorausgesetzt, aber wenn es das ist, dann habe ich das Gefühl gehabt, das ist in guten Händen, ich muss da nicht nachtelefonieren, nachdem das Ergebnis nicht zeitlich gedrängt hat, das war sicher ein entscheidender Faktor, es hat sicher noch ein Jahr gedauert bis daran wirklich gearbeitet wurde. Die Kooperation war einfach und problemlos. Sie ist nie kompliziert geworden mit können sie ihren Auftrag näher definieren und ähnliche Sachen, das hat niemand gefordert, vielleicht weil die Idee verstanden wurde oder weil es nicht so genau definiert war und Spielraum offen gelassen hat. Ich hatte das Gefühl der Professor und der Wissenschaftsladen haben verstanden was die Frage sein soll und das war scheinbar transportabel.“ **NGO***

The second specific is that the science shop coordinator has turned directly to the professor with the enquiry. Lacking economic expertise in the team, the science shop Representative asked the professor for assistance. In a joint meeting of the science shop, the NGO and the professor, the subject was outlined and it was agreed that volunteering student researchers will be assisted by this professor while writing their theses.

„We went to the professor together and asked him, what he thought about that subject because our approach is interdisciplinary, but we have no

„„ Wir waren gemeinsam beim Professor und haben ihn gefragt, was er von diesem Thema hält, weil wir sind zwar interdisziplinär, aber wir haben keinen

economist in our team. Therefore, we turned straight to the professor and he was very cooperative. We have agreed on what to do and then we immediately put a list of themes for theses on the institute's black board." **Science Shop**

Volkswirten unter uns. Deshalb haben wir uns gleich an den Professor gewandt und der ist uns sehr entgegengekommen und war sehr kooperativ. Wir haben uns dann abgesprochen und das Thema gleich am Institut ausgehängt." **WILA**

The **Professor** points out that he has already assisted six to seven dissertations for the science shop. The contact was always initiated by the science shop. The professor also mentions that recently he has taken on a more critical and active role in connection with the formulation of the subject.

„... ich habe schon 6-7 Diplomarbeiten des Wissenschaftsladen betreut. Ein Hauptmerkmal ist sicher, dass sie an mich herantreten. Wobei ich in letzter Zeit eine immer kritischere und aktivere Rolle spiele im Zusammenhang mit eventuellen Modifikationen der genauen Themenformulierung.“ **Uni-Prof**

Student researchers were sought by putting a list of themes for theses on the institute's black board. This list was jointly compiled by the science shop and the professor. One student became aware of the project via the black board notice, another one was made aware of it by the professor after the first student informed the second volunteer about it. The NGO, the science shop and the students agreed on a time-frame, and it was also talked about how the results will be used and represented.

„ We agreed on a time-frame and met once, the science shop, the NGO and we, the two students, have settled a time-limit and discussed what we were going to do with the results. We considered several ideas. On the one hand to do a summary, on the other hand to make a press conference, well, at the beginning, we thought about what we going to do with it already.“ **Student**

„Wir haben uns einen Zeithorizont ausgemacht und uns einmal getroffen, der Wissenschaftsladen, die NGO und wir zwei Diplomandinnen, und haben uns einmal ein bisschen abgestimmt vom Zeithorizont her und auch ein bisschen überlegt schon, was wir mit den Ergebnissen machen ... Es waren da mehrere Ideen im Raum, einerseits eine Zusammenfassung zu machen, andererseits eine Pressekonferenz zu machen, also es war am Anfang irgendwie die Überlegung auch schon da: Was machen wir damit.“ **Studentin**

All representatives remember the planning of the project as frictionless, open and cooperative.

„The project negotiations were very easy and pragmatic.“ **NGO**

„Die Projektverhandlungen sind sehr einfach und pragmatisch verlaufen.“ **NGO**

7.6 Objectives

*„What we wanted to know with the help of the science shop, was the question, what happens in the area of subsidies for families. Is there actually a group of poor people, which can be justified and verified statistically provable or practically - we have not framed this clearly - and what could be done against that. We did not frame it very precisely, the background was always the question on poverty of children.“ **NGO***

*„Das was wir über den Wissenschaftsladen wissen wollten, war die Frage, was geschieht in der Familienförderung, gibt es tatsächlich eine begründbare Gruppe von armen Menschen, die statistisch nachweisbar sind oder auch praktisch, das haben wir nicht ausformuliert, und was könnte man dagegen tun. Sehr genau haben wir es nicht formuliert, es ist dahinter immer die Frage Armut von Kindern gestanden.“ **NGO***

By internal discussions on family aid and basic income, children poverty became an issue. Due to this, the NGO published a brochure about it. Finally, the interest in up-to-date expert information on the topic increased. Thus, it was concluded to ask the science shop for assistance.

*The **NGO Contact Person** recollects that after the science shop took up the request, it became an issue of minor importance to them, because they regarded as outsourced and wanted to wait for the results.*

*NGO: „Wir haben unsere Broschüre fertig gehabt und mit dieser Broschüre war der Anstoß gegeben zu sagen gehen wir zum Wissenschaftsladen und fragen nach, ob sie was unternehmen können. Und nachdem sie zugesagt haben, wir kümmern uns darum, ist das eine Nebensache geworden, weil für uns war das ausgelagert, jetzt warten wir was da kommt.“ **NGO***

Conducted interviews give reason to assume that the request was not answered to the client's full satisfaction. However, it should be taken into consideration that each negotiation is a process and to a certain extent, a modification of the initial question has to be considered as normal.

One reason for this modification might be that the professor who was instrumental in compiling a list of themes for theses directed the research according to his interests. Another one might be that the request as formulated by the NGO left too much room for interpretation. The NGO, the science shop and the professor put the research focus slightly different. Both the NGO and the science shop refer to a similar initial situation when defining the question, whereas the professor sees the main emphasis of the enquiry a bit different.

„I miss the third thesis, but I don't work on this at the moment. Surely it was in my interest to say job-free basic income for children and young people under European and global perspective. Such considerations: is family allowance a job-free basic income or has a pocket money to be added to it? How does the basic income model

„Mir fehlt noch immer die dritte Arbeit, aber ich mache im Moment nichts daran. Sicher war es mein Interesse zu sagen, Grundeinkommen ohne Arbeit für Kinder und Jugendliche und das im europäischen oder weltweiten Vergleich. So Überlegungen ist Familienbeihilfe ein Grundeinkommen ohne Arbeit oder muss man ein Taschengeld dazurechnen. Wie rechnet sich das Liberale

of the Liberal Party compared to the Model of the Green Party? Are there comparable ones in other countries?" **NGO**

Grundeinkommensmodell im Vergleich zum Gründen Grundeinkommensmodell. Gibt es irgendwo in einem Staat vergleichbare Ansätze." **NGO**

„And the NGO found out that there are relatively few, which make children to direct beneficiaries for social subsidies. They simply needed information hitherto not available. And the research question was then to analyse common basic income models in respect to effects on children and to find out, in another step, if and where such models are practiced." **Science Shop**

„Und die NGO ist drauf gekommen, dass es relativ wenig gibt, die Kinder zu direkten Empfängern von sozialen Transferleistungen des Staates vorsieht. Und sie wollten dieses Informationsdefizit abdecken. Es sind einfach Informationen benötigt worden, die noch nirgends aufgelegt sind. Und die Fragestellung hat dann geheißt: Gängige Grundsicherungsmodelle dahingehend zu analysieren was sie für Auswirkungen auf Kinder haben und international zu schauen welche Modelle es gibt.“ **WILA**

„The main aim was to know more about the poverty of children to be able to work more effectively against poverty. The request has two layers. First, to be able to evaluate how they can approach the given alternative family-models. Secondly at their every day work, which deals with poor children. Hence, to develop a feeling for, on the whole, how the phenomenon of children poverty in Austria is to be assessed in contrast to the individual cases with which they are confronted every day. Maybe the thought they can counter any of these specific cases they encounter in their daily work. Certainly, these are possible reason why the wanted to tackle this issue.“ **Supervisor**

„Hauptanliegen war mehr zu wissen über die Armut von Kindern, um innerhalb der eigenen Organisation effektiver arbeiten zu können im Sinne der Armutsbekämpfung. Die Anfrage liegt wahrscheinlich auf zwei Ebenen. Erstens um beurteilen zu können, wie sie auf vorgetragene alternative Familienmodelle zugehen können. Zweitens bei ihrer alltäglichen Arbeit, die sich mit armen Kindern auseinandersetzt. Also um ein Gefühl zu bekommen, wie ist insgesamt, das Phänomen der Kinderarmut in Österreich einzuschätzen ist, kontrastierend mit den Einzelfällen mit denen sie täglich konfrontiert sind. Vielleicht haben sie auch gedacht, wenn irgendeine spezifische Ausprägung von Armut ihnen in diesen Arbeiten entgegentritt, dass sie dann spezifisch von der Organisation aus was machen können. Das sind sicher ein paar mögliche Gründe warum sie sich mit dieser Thematik befassen wollten.“ **Uni-Prof**

Initially it was not thought of two dissertations, but this was suggested by the supervisor. The **Professor** explained that it was his job to suggest a splitting first and a structuring of the thesis afterward. This splitting resulted in an empirical an a theoretical thesis.

„Es waren ursprünglich nicht zwei Arbeiten gedacht, hat sich aber dann in Form einer natürlichen Themen- und Arbeitsteilung ergeben, dass eine Kollegin den empirischen Teil gemacht hat und die andere eher die theoretische Seite angegangen ist. Meine Rolle dabei war die Vorstrukturierung des Themas, zunächst die Aufteilung vorzuschlagen und dann die Binnenstrukturierung der Arbeiten.“ **Uni-Prof**

To the **Student** the enquiry of the NGO appeared as follows.

„The issue was subsidies for families in Austria this at a time when different models were subject of political debates and tentatively compared. Status quo, descriptions of models and tghen to analyze them in respect to suggested measures to fight children poverty.“ **Student**

„Thema war Familienförderung in Österreich zu einem Zeitpunkt, wo verschiedene Modelle politisch diskutiert worden sind, und dann versucht, sie zu vergleichen. Ist-Situation, Modelle beschreiben und dann zu analysieren, dahingehend wie sie Armut von Kindern bekämpfen.“ **Studentin**

7.7 Applied Methods for Research

The research methods were suggested by the **Academic Supervisor**, too. Because according to him, the volunteering student researchers had limited knowledge of the methods to be applied. Hence, the supervisor took more care of the students' work than usually.

„.....because they have not learned so much about that in business education it was clear to me to support the students and give them feedback to make sure that they learn these methods, what turned out to work very well. Hence, I was deeper involved in these theses than usually.“ **Supervisor**

„..... weil sie bei der Wirtschaftspädagogik nicht soviel darüber gelernt haben. Das war mir im vorhinein klar und damit war es notwendig die Studentinnen mit Hilfestellungen und Feedback zu versorgen, um sicher zu stellen, dass sie diese Methoden sich aneignen, was auch sehr gut funktioniert hat. Also bei diesen Arbeiten war ich intensiver involviert als üblicherweise.“ **Uni-Prof**

For the **Science Shop** this was an exception because usually the staff assists volunteering student researchers as much as possible, also in methodical issues, but as already mentioned above, because of the lack of economic expertise, a deeper involved supervisor was called for.

„I could and had to offer the students only little assistance. ...often it is like that, that I can help a lot in respect to methods, but both of them worked very, very independently and they were wonderfully assisted by the professor. ...This was an exception, I was not involved.“ **Science Shop**

„Ich habe den Studierenden wenig Begleitung anbieten können und müssen. ... oft ist es so, dass ich methodisch viel helfen kann, aber da haben die beiden sehr, sehr selbständig gearbeitet und sie sind vom Professor wunderbar betreut worden. ... Das war ein Sonderfall, ich war nicht involviert.“ **WILA**

7.8 Communication

The communication can be subdivided into two phases: The phase of preparation and writing of the theses and the phase of the preparation of the press conference.

During the first phase, they prepared for research and so the communication was more frequent. Communication happened on the phone and in personal meetings. Communication was more frequent also when the student researchers began writing their theses. There were study-group meetings and phone conversations between the students, the science shop and the inquiring person. At this time, the NGO had already ceased to exist, and the inquiry remained at the person who had initiated the request. However, during the working process the communication was limited to only a few meetings and telephone conversations. Only the contact between the students and the supervisor was all the time very intensive, they met about every two weeks.

Apparently, it was the science shop who kept communication of all participants going. The communication is described as easy and supportive.

During the preparation of the press conference, communication of all those involved was very intense. Meanwhile, the requesting person worked for a governmental organisation dedicated to children welfare. The organisation put in charge a professional co-ordinator to carry out the press conference.

In this phase, e-mail was already used. The communication between the science shop and the inquiring person as well as the co-ordinator, which was described as friendly in the beginning, suffered a break between the science shop and the new integrated co-ordinator. It is described as more difficult by the science shop. One of the reasons for that might be the direct rivalry in presenting the research findings to the general public.

„And he (the coordinator) did not co-operate efficiently together with the science shop, for him the client was the [organization] and I had my hands full to ensure that the science shop was not completely lost in the presentation.“ **Science Shop**

„Und er (der Koordinator) hat schlecht mit dem Wissenschaftsladen zusammengearbeitet, also für ihn war der Auftraggeber die [Organisation] und ich habe sehr zu tun gehabt dafür zu sorgen, dass der Wissenschaftsladen nicht völlig in der Präsentation untergeht.“ **WILA**

7.9 Outcomes

The following part refers to the student's master thesis which deals with subsidies for families in Austria.

„Yes, the main question was, to what extent these models reach the objectives, namely, to fight children poverty. and then to choose which models do I take and then, which are the criteria for assessing them, also which criteria are most appropriate to answer the question. And then to define poverty, because this is not clear either.“
Student

„Ja, die Hauptfrage war, wie sehr diese Modelle das Ziel erreichen, nämlich Armut von Kindern zu bekämpfen und dann auszuwählen, welche Modelle nehme ich überhaupt und dann, nach welchen Kriterien bewerte ich sie, also welche Kriterien passen am besten, um die Fragestellung zu beantworten. Und dann auch Armut zu definieren, weil das ja auch nicht eindeutig ist.“ **Studentin**

Models presented by Austrian political parties were described and compared in respect to prevention of children poverty.

Student: „On the one hand, a detailed comparison along the criteria of the single models what they are about. On the other hand there have been main statements what all models have in common.“
Student

„Einerseits eben ein detaillierter Vergleich anhand der Kriterien von den einzelnen Modellen, was sie aussagen. Andererseits hat es so Hauptaussagen gegeben, was alle Modelle gemeinsam haben.“
Studentin

The **Student Researcher** did not formulate any recommendations in her dissertation, but tried align applicability with a neutral stance.

„... I took the models, which were discussed by the political parties at that time, this means that it was not my goal to say this (one) is the best, because on the one hand that does not work and on the other hand I did not want that either.“ **Student**

Studentin: „... habe die Modelle genommen, welche die politischen Parteien zu dem Zeitpunkt diskutiert haben, das heißt es war nicht mein Ziel zu sagen, das ist das beste, weil das einerseits nicht geht und andererseits wollte ich das auch nicht.“ **Studentin**

The objective – to assess the different models – was reached. Among others, she describes the findings as follows:

Student: „The main result was that it depends on the point of view. What the main result was for me, is that one has to look, which goal do I pursue with a measure and does the measure go with the goal? ...But to say it clearly, which combats poverty of children the best, is difficult to say ... that one cannot change a measure just somehow ... not to turn a screw somewhere and to think it works, but one has to take a close look at effects.“ **Student**

„Das Hauptergebnis war, dass es abhängt, nach welchen Gesichtspunkten man es betrachtet. Also was für mich das Hauptergebnis war, dass man immer schauen muss, welches Ziel verfolge ich mit einer Maßnahme und passt die Maßnahme zum Ziel? ... Aber konkret zu sagen, welches jetzt am besten Armut von Kindern bekämpft, ist schwer zu sagen ... dass man nicht einfach eine Maßnahme irgendwie verändern kann ... nicht irgendwie ein Schrauberl drehen und mir denken, es passt, sondern dass man sehr gut sämtliche Auswirkungen betrachten muss.“ **Studentin**

The **Academic Supervisor** summarizes the findings of the two theses as follows:

The empirical dissertation shows that children poverty can be found quite often in Austria. Also children being at risk of poverty are not a minority which can be neglected, whose challenges can be sufficiently countered by single interventions alone, but that these children constitute a rather large group for which comprehensive solutions are to be sought. The findings of the thesis focusing on good practice in fighting poverty were that fighting poverty is dependent on many factors, so no definite solution could be found. Finding it would have been too demanding for a thesis, up to now, not even an expensive expert study on the subject exists.

„Also bei der empirischen Arbeit ist herausgekommen, dass das Vorkommen von Kinderarmut doch sehr groß ist in Österreich. Also armutsgefährdete Kinder sind keine verschwindende Minderheit, die man mit einzelfallorientierter Arbeit allein lösen kann, sondern es ist doch eine recht große Gruppe, dass man da nach übergreifenden Lösungen suchen muss. Bei der Arbeit die sich damit auseinandergesetzt hat was wären sinnvolle Instrumente zur Armutsbekämpfung, da ist im wesentlichen dabei herausgekommen, dass es doch von vielen Faktoren abhängig ist, da konnte keine definitive Lösung gefunden werden. Dass hätte auch den Anspruch an eine Diplomarbeit übertroffen, da gibt es nicht einmal eine teure ExpertInnenstudie dazu.“ **Uni-Prof**

The academic supervisor outlined the most important aspects of the master thesis, which was written by the student who was interviewed by us.

„What was interesting though, was the demonstration of different ways to highlight these instruments and that can be used systematically, to compare various instruments. One focus was surely orientated to show the negative incentives of the fight against poverty. They creating dependence

„Was jedoch interessant war, war das Aufzeigen verschiedener Scheinwerfer, die man auf solche Instrumente richten kann und die man systematisch anwenden kann, um verschieden Instrumente zu vergleichen. Ein Fokus war sicher darauf ausgerichtet, die negativen Anreize der Armutsbekämpfung aufzuzeigen. Sie werden dadurch ausgelöst, dass man eine

from governmental aid, because of an ill-conceived aid policy, trapping people in poverty and that one has to pay attention to that when building up instruments. Another aspect was to name a choice of a suitable goal, key word here is family income. This means how does one define family income, that is not that easy, when families are not that fixed as in former times. There is no standard family anymore and this makes the approaches far more complicated. One has to look how can incentive effects be avoided, so that people do not do things they would not do otherwise.. And on the other hand one has to avoid injustice(s), so that some do not get less than a few others. It also turned out that none of the suggested ideas of the parties would be the solution of the problem. With this thesis, first steps in becoming aware of the situation and spotlights were produced, but a real solution was not possible because of the given problems.“ **Supervisor**

Transferabhängigkeit schafft. Durch eine nicht gut durchdachte Transferpolitik, also so eine Art Armutsfalle aufbaut und dass man das beim Aufbau von Instrumenten unbedingt beachten muss. Ein anderer Aspekt war eine geeignete Zielauswahl bzw. Zielgröße zu benennen, also Stichwort ist hier Familieneinkommen. Also wie definiert man Familieneinkommen, das ist gar nicht so leicht, wo Familie nicht jene Fixiertheit hat wie in früheren Zeiten. Also man hat keine Standardfamilie mehr und das verkompliziert die Ansätze ganz erheblich. Man muss also schauen, wie vermeidet man Anreizeffekte, um zu vermeiden, dass Leute nicht Sachen machen die sie sonst gar nicht machen würden. Und andererseits muss man auch Ungerechtigkeiten vermeiden, damit nicht einige mehr bekommen und andere weniger. Es ist auch herausgekommen, dass keine der von den verschiedenen Parteien vorgeschlagenen Ideen, die Lösung des Armutsproblems wäre. Man hat mit dieser Diplomarbeit Ansätze des Problembewusstseins produziert und Scheinwerfer, aber eine Lösung in diesem Sinne war aufgrund genannter Probleme nicht möglich.“ **Uni-Prof**

The **NGO Contact Person** could make use of some specific findings of the two theses. It was important to him to force structural changes for guaranteeing equal access to governmental aid plus to use the concept of social selectivity as rarely as possible because it allows to exclude some people at the risk of poverty from receiving governmental aid on the one hand and can keep people trapped in poverty on the other hand.

The academic supervisor, the client and the science shop were satisfied with the findings alike and regard the objectives as being reached.

„They have reached the objectives well, and they turned out to be good to very good dissertations. It was mainly due the two students. The conditions in this case were very good, concerning the environment and those others involved.“ **Supervisor**

„Die Ziele haben sie durchaus gut erfüllt, es sind gute bis sehr gute Diplomarbeiten geworden. War zum wesentlichen Teil geschuldet den beiden Studierenden. Es waren die Voraussetzungen in diesem Fall sehr gut, vom Umfeld und von den anderen Parteien her.“ **Uni-Prof**

The public relations activities were assessed as successful by all those involved concerned. There were some measures taken to make results public. The most successful was the organization of a press conference. It attracted a lively response, articles appeared in newspapers and magazines all over Austria.

To ensure professional execution, the organisation of the client appointed a co-ordinator for the press conference.

The **Science Shop Coordinator** describes the co-operation between this co-ordinator and the science shop as very difficult. From their point of view this person responsible

for PR contributed to the fact that the shop's intermediation activities were hardly ever mentioned in the media. The co-ordinator did not refer to the science shop in the press information. Because journalists are used to stick to press releases, the science shop was not presented in the media. A presentation of the science shop activities at the press conference could not make up this shortcoming.

„I presented it verbally really strong and as usually, the journalists stuck strongly at the written information and it was the coordinator who was responsible for the press information and he simply did not present us.“ **Science Shop**

„Ich habe ihn verbal stark präsentiert und wie das so üblich ist hat sich die Presse stark an die schriftlichen Informationen gehalten und für die schriftlichen Unterlagen war der Koordinator zuständig und der hat uns einfach nicht präsentiert.“ **WILA**

Difficult for the **Science Shop Coordinator** was also that at the evening before the press conference she felt herself obliged to take on the moderation because the inquiring person, the coordinator and the students had voted her unanimously.

She assumed, that the coordinator would take on the moderation, because he was in charge of the press-conference and was paid for it. But the coordinator refused.

„Damit war ich nicht glücklich. Ich habe angenommen, dass das der bezahlte Koordinator machen würde, da er sowieso verantwortlich und bezahlt war und er wollte das dann nicht.“ **WILA**

Initially, the client offered the science shop to be a co-organizer of the press conference. This offer was not realized because when decisions about the organization of the event were made the client was on holidays and the colleague delegating him was not informed about the offer. Later on, the responsible person and the science shop representative agreed on the following: the science shop will not co-organize the event because the science shop is not funding the event, but will be presented as intermediating organisation. Thus, the science shop only insisted on presenting this unmistakably clear, but

„... this has not been achieved to that extent.“ **Science Shop**

„... das ist nicht in dem Ausmaß gelungen.“ **WILA**

The science shop criticized the coordinator of the press-conference whereas the **inquiring person** was satisfied with his work.

„... he managed to do it extremely well. The preparation for the press, they were really curious about that. The press was well represented and has reported well.“ **NGO**

„ ... das hat er super hinbekommen. Die Vorbereitung der Presse, die war schon vorher gespannt darauf. Die Presse ist gut vertreten gewesen und hat auch gut berichtet.“ **NGO**

The press-conference is described as very successful by all those involved. The wide publicity the press conference received is attributed to lucky circumstances because it took place when media were interested in this subject.

*The **inquiring person** explained that an accident made it into the headlines a few days before the press conference and kept the attention of the media. Interest in it subsided around the time of the press conference but a few days after the conference a major catastrophe happened which occupied the media. The client concluded that if the press conference would have happened a few days earlier or later, it would not have been so successful.*

*„Es war Mitte bis Ende ---, der Unfall von --- über Tage die Schlagzeile und wir haben am --- die Pressekonferenz gehabt, da ist es gerade ein bisschen abgebrochen. Am --- haben wir wirklich ordentlich Österreichweite Presseberichte dazugehabt und am --- war --- (die Katastrophe). Also wir sind wirklich in ein Loch hineingefallen, ein paar Tage vorher oder später hätten wir das nie erreicht.“ **NGO***

*The **NGO Contact Person** was also really satisfied with the collaboration of the professor at the press-conference, because on the one hand he answered the politically difficult questions and on the other hand he did go into what, from his point of view, can be derived from the made experiences.*

*„Professor --- really qualified, cared a lot. At the press-conference he co-presented contents, especially the politically difficult ones. Not the factual information, but experiences and what can be derived from them. One can derive from them.“ **NGO***

*„Professor --- sehr befähigt, hat sich sehr gekümmert. Bei der Pressekonferenz hat er auch Inhalte mitpräsentiert, vor allem die politisch schwierigen. Also nicht die sachliche Information, sondern Erfahrungen und was man daraus ableiten kann.“ **NGO***

*The **Science Shop Coordinator** made further public relation activities, made efforts to publish information on the press conference in journals and made other press communication activities after the press conference such as answering telephone calls or sending information material to interested persons and organisations. The inquiring person could also get some articles into newspapers or magazines. The researchers compiled short essays from their theses and published them with the help of the science shop in magazines. Apart from that the science shop presented the theses, on the web which yields other people's interest in them regularly.*

*Yes, we received a few enquiries, because we always present the theses on the internet and some organisation found that notice of theses.“ **Science Shop***

*„Ja es sind einige Anfragen gekommen, weil wir die Arbeiten immer im Internet haben und es haben einige Einrichtungen diesen Hinweis auf die Arbeit gefunden.“ **WILA***

7.10 Usage

The student researchers earned their degrees.

The **Student Researcher** we interviewed was recommended for an award by the department.

The student explained that every institute can recommend theses for awards for the best theses. Hers earned a reward and was presented.

„Von der Universität kann jedes Institut die besten Diplomarbeiten vorschlagen und da war meine auch dabei, ausgewählt und vorgestellt worden.“ **Studentin**

She did not benefit for her career from her thesis, yet. Her career has developed in another direction. But she is convinced that she would have benefited from it if she would had a professional interest in it.

The **Academic Supervisor** intends to use the results of the theses for lectures on the subject. He will not use them for teaching because they are not on the curriculum.

For the **Client**, the theses verified supposed facts. In this respect the results are not being used after. The press conference was held and the findings were made public, although

„Internal I could use them more intense in that sense, but it is proven that..... But I do not do it, if it is about to say how many poor or people living at the subsistence level there are.“ **NGO**

„Intern könnte ich sie vielleicht intensiver nützen, in dem Sinne, aber es ist ja belegt dass. Tue ich aber nicht, wenn es darum geht zu sagen, wie viele arme bzw. am Existenzminimum lebende Menschen gibt es.“ **NGO**

For the client the question remains how the findings should be assessed against other studies with different findings.

„The thing I am not sure about is the overall political discussion. It is tried again and again to refute that there are the 10 – 20 % living at the poverty line. There are two scientific approaches how this shall or can be evaluated. Some say it is like that and the others say that these numbers are clearly too high.“ **NGO**

„Wo ich nicht sicher bin, ist die gesamtpolitische Diskussion. Es wird immer wieder versucht zu widerlegen, dass es die 10 – 20 % der an der Armutsgrenze Lebenden gibt. Das sind zwei wissenschaftliche Zugänge, wie man das beurteilen soll oder kann. Die einen sagen es ist so und die anderen sagen die Zahlen sind eindeutig zu groß.“ **NGO**

Despite the inquiring organization had ceased to exist in the meantime, the results could be useful for others. They are at other's disposal, which are active in a similar field of activities.

The **Science Shop Coordinator** submits semi-annual and annual reports in which all finished theses are presented to its funders and the vice-chancellor of the university

of Graz. The science shop benefited from the project in so far as it could public because of the press conference.

„We have tried to become well-known and to lay great stress upon our achievements. The science shop was featured in three newspapers in connection with the master thesis.“ **Science Shop**

„Wir haben bei der Pressekonferenz versucht unseren Bekanntheitsgrad zu erhöhen und unsere Leistungen herauszustreichen. Der Wissenschaftsladen ist in drei Zeitungen im Zusammenhang mit der Arbeit genannt worden.“ **WILA**

7.11 Participants' Evaluation

For the **science shop** this enquiry was just one like many others and not exceptional. What our interview partner liked though was that the volunteering student researchers co-operated very well and reliably and that the research findings could successfully be made known to the general public. She describes her action as

„a bit of steering, smoothing, neutralizing, diverting and things like that.“ **Science Shop**

„ein bisschen lenken, glätten, entschärfen, umleiten und solche Dinge.“ **WILA**

The interviewee was dissatisfied with the extremely long period of time it took to find a volunteering student researcher and with the low visibility of the science shop at the press conference and in the press information. For future projects, she will especially make a point for sufficient visibility of the science shop activities. It remains open to her, if a time-limit would be worth of consideration for further enquiries.

The collaborator of the science shop coordinator thinks that a time-limit might yield no findings because of strict deadlines a request could remain unanswered.

„Ich würde jetzt möglicherweise den Zeitrahmen klarer beschränken, nur dann hätten wir keine Ergebnisse gehabt, wenn wir gesagt hätten innerhalb von zwei Jahren, dann wäre es nichts geworden, es hat halt einfach länger gedauert.“ **WILA**

The long period of research was also a problem for the NGO:

The NGO wanted results as quickly as possible and called the science shop impatiently. Due to this impatience two interested students backed out. Although knowing that the time research takes is not under her control, the science shop coordinator found this long period of research unpleasant. she pointed out that the science shop is an intermediary with no control over the student researchers' schedules. She had the feeling that it was understood and that the client was open to the

„Die Vereinigung wollte, dass es möglichst schnell geht und hat sich dann auch mal bei meiner Kollegin ungeduldig gemeldet, ob da nichts weiter geht. Dann haben wir eine erste Interessentin gehabt, die dann wieder abgesprungen ist und dann eine zweite. Mir war es dann schon leicht peinlich, dass es solange dauert, obwohl es mir nicht peinlich zu sein braucht. Studierende haben ihren eigenen Rhythmus und die arbeiten nach ihrem eigenen Zeitplan. Ich habe dann kommuniziert, dass wir da nichts machen können, dass wir nur die Vermittlungsstelle sind. Er hat das dann sehr gut nehmen können und war von dem Moment offen für

individual pace of the student researchers.

das individuelle Tempo der beiden.“ WILA

This is interesting in so far as the **Client** has already in the chapter Process Of Project Negotiation, *mentioned that there was no time-limit for handing in the results.*

„ ... that is in good hands, I do not have to call after, because there was no time limit for handing in the results. This was surely a deciding factor, surely it took another year until it was worked on it.“ NGO

„ ... das ist in guten Händen, ich muss da nicht nachtelefonieren, nachdem das Ergebnis nicht zeitlich gedrängt hat. Das war sicher ein entscheidender Faktor, es hat sicher noch ein Jahr gedauert bis daran wirklich gearbeitet wurde.“ NGO

Maybe, this formulation relates to the fact that at the time of writing the theses the NGO had already ceased to exist and delivery of results could be calmly awaited. The inquiring person, who was also at the student's disposal at the time of the writing of the master theses received the finished papers.

*Because of these facts, the **NGO Contact Person** considers that the whole process could have been different if a remuneration would have been at their disposal. Additionally, a shorter period of time for the delivery of results and an applicable product in form of a readable summary of a length of then pages.*

On the whole he felt the cooperation

„was relatively uncomplicated, it was successful and useful results emerged.“ NGO

„relativ unkompliziert gewesen, es ist gelungen und vollendet und es sind brauchbare Ergebnisse herausgekommen.“ NGO

The already described observation stated (chapter „data collection“) concerning the possibility that the client posed different questions substantiates because the question about the problems and barriers appears again. He describes two really existing problems as „theoretically possible problem“, which were the „long period of time of the duration“ and the „press conference“.

„I could imagine that if it took too long that this could be a problem. Theoretically there would come things to my mind, but in this case did not come up. I can imagine that if a professor does not want to supervise a commissioned thesis but one that is closer to his expertise that this becomes a continuing conflict, ... I can imagine that if a broader public should be reached with a result that this is difficult in principle, no matter whether the science shop or a press agency does it, it is not easy to present the results.“ NGO

„Ich könnte mir vorstellen, dass wenn es zu lange dauert, dass das ein Problem wäre. Theoretisch würden mir Sachen einfallen, aber in diesem Fall haben sie sich nicht ergeben. Ich kann mir vorstellen, wenn ein Professor letztendlich nicht die Frage des Auftraggebers betreuen will, sondern eine die seinem Spezialgebiet näher liegt, dass das dann ein dauernder Konflikt wird, ... Ich kann mir vorstellen wenn eine weite Öffentlichkeit mit einem Ergebnis erreicht werden soll, dass das einfach grundsätzlich schwierig ist, egal ob es der Wissenschaftsladen oder eine Presseagentur macht, es ist nicht einfach die Ergebnisse zu präsentieren.“ NGO

In general, the **Academic Supervisor** recapitulates positively and cannot remember any problems or difficulties.

„Interesting and open thesis topic well suitable for research. Subject for a master thesis and is perfect for scientific work on it. High level of motivation of the students. Great openness and understanding of the client and documented interest in the publication of all that.“
Supervisor

„Interessantes und offenes Diplomarbeitsthema, dass sich für eine wissenschaftliche Bearbeitung gut eignet. Hohes Motivationsniveau der Studierenden. Große Offenheit und Verständnis des Auftraggebers und dokumentiertes Interesse an der Publikation des Ganzen.“ **Uni-Prof**

The academic supervisor earned praise for his efforts from all interviewed persons.

„Professor - really qualified, cared a lot.“ **NGO**

„Professor - sehr befähigt, hat sich sehr gekümmert.“
NGO

„ ... I felt well assisted by the professor, who is really good in that field.“ **Student**

„ vom Professor habe ich mich sehr gut betreut gefühlt, der wirklich sehr gut in dem Gebiet ist.“ **Studentin**

The **Science Shop Coordinator** believes that, among other things, the professor put so much effort into it because strong practically-oriented research is a personal matter of concern to him.

„ In the beginning, I kept in mind how open the professor was and how cooperative. That leaves a lasting impression on me. That went through the whole working process and even the press conference. A truly great willingness to cooperate and a truly great openness.. I think we hit a subject, which is a personal matter of concern to him, viz. that scientific research has a strong practical relevance“ **Science Shop**

„Am Anfang habe ich schon in Erinnerung wie offen der Professor war und wie kooperativ. Das ist mir nachhaltig in Erinnerung geblieben. Das hat sich durchgezogen durch die ganze Arbeit und bei der Pressekonferenz auch noch. Also wirklich eine ganz große Kooperationsbereitschaft und Offenheit. Ich glaube wir haben da einen Punkt erwischt der ihm selbst ein persönliches Anliegen ist, nämlich dass wissenschaftliche Forschung einen starken Praxisnutzen hat“ **WILA**

The **Student Researcher** mostly describes her problems with the writing of the master thesis. She intended to finish it earlier. In retrospect, she put more efforts into the theoretical part than necessary, but she considers it as important and valuable to have presented the situation of children poverty and to have compared it. Positively she remembers

„ ... to think and to tackle the subject, to write independently, to read literature, partly discuss the subject with other people. A collaboration with people who know a lot, this was very good and easy to learn.“ **Student**

„ ... sich Gedanken zu machen und mit dem Thema auseinander zu setzen, eigenständig etwas zu schreiben, zu verfassen, Literatur zu lesen, teilweise mit anderen Leuten zu dem Thema zu diskutieren. Eine Zusammenarbeit mit Leuten, die einfach sehr viel wissen, das war sehr gut und einfach zu lernen.“
Studentin

The student researcher was pleased that her department offered her an office, so she could ask for assistance when needed. Also very comfortable and supporting was the more than professional interest of the science shop.

„ ... from the science shop, it was good to know that one is ... there is somebody interested in how one is doing, not as regards content but personally.“

Student

„vom Wissenschaftsladen war einfach sehr gut zu wissen, man wird ... da hat wer Interesse, wie es einem auch geht damit, jetzt nicht inhaltlich sondern persönlich.“

Studentin

The already good co-operation of the science shop with the supervisor was intensified because in addition to the supervision of the theses they jointly contributed to the press conference.

The interviewees gave varying pros and cons for the groups involved.

*The **Academic Supervisor** sees the general advantage of this kind of co-operation predominantly in the opportunity to answer questions posed by an interested NGO. Thus, the social and economical sciences are forced to put their potential to concrete problem-solving.*

*The **Science Shop Coordinator** sees an advantage for the NGO in the easy access they allow for in comparison to the co-operation options universities offer. Clients do not have to look for volunteering student researchers and to negotiate with professors. And if possible, the science shop supervises the research process and sees to it that research is finished in a reasonable period of time.*

*On the one hand, the **NGO Contact Person** himself sees the advantage in getting results of a research without funds, on the other hand they cannot be said to have paid for the findings. For them it was pleasant to collaborate with the science shop, because:*

„Does not lead to produce a situation of petition. We can arrive at that, although we have no money and this makes the initial position pleasant. We would like you to do something for us. Usually that only works when it is backed by money. And it seems to me that, also when I was at the university and studied there and know what is going on there, despite it, they take on a function of intermediation in the sense that here is an average citizen and there is the big university authority and hierarchy gap, and they bridge this gap. That is pleasant.“

NGO

„Löst auch keine Bittstellersituation aus. Wir können dorthin kommen mit einem Auftrag, obwohl wir kein Geld haben und das macht die Ausgangssituation so angenehm. Wir hätten gern, dass ihr was macht für uns. Sonst geht das nur, wenn gleichzeitig Geld dahinter steckt. Und mir kommt vor, auch wenn ich auf der Uni war und dort studiert habe und das Geschehen kenne, sie übernehmen trotz allem eine Vermittlungsfunktion im Sinne, da ist ein normaler Bürger und da ist die große Universität und wir stehen dazwischen und überbrücken dieses Autoritäts- und Hierarchiegefälle. Das ist angenehm.“

NGO

The **Science Shop Coordinator** sees for the student researchers the general advantage is receiving a diploma for submitting an appreciated thesis, there is also appreciation of the delivered results. The start of the career might be easier because of the relatedness to reality. Additionally, their career might benefit from doing such kind of applied research. The additional supervision of the science shop can have motivating effects on the students.

„There is not only the supervisor, often it is a quite a rather high threshold matter. Coming to us is of low threshold, without thinking a lot about a concept or the methods.“ **Science Shop**

„Da gibt es nicht nur den Betreuer, es ist oft eine recht hochschwellige Angelegenheit. Zu uns zu kommen ist niederschwellig, ohne sich große Gedanken über ein Konzept oder die Methoden zu machen.“ **WILA**

Another advantage for the students is that because of the co-operation with the science shop their theses are made known to a larger public.

„... can be sure that we do something to make it public, because that is according to our mission. We take it very seriously, we do it.“ **Science Shop**

„... können sie ziemlich sicher sein, dass wir etwas tun, damit das an die Öffentlichkeit kommt, weil das unserem Auftrag entspricht. Wir nehmen das sehr ernst, wir machen das.“ **WILA**

The science shop coordinator considers it as disadvantageous that the students have to deal with the interests of different persons and groups. So they have to be able to work in teams and they must be able to stand eventual conflicts to a certain degree. Another disadvantage can appear, if the customer follows particular own interests by requesting.

„The disadvantage, which we did not have in this case but which is there potentially and occurred in other theses is a very narrow understanding of the problem, one has there, and just a too narrow understanding. The idea of commissioning whatever research to present arguments, which are substantiated by experts, arguments one is already convinced of. And one's own arguments are often not much more than beautifully verbalized self-interests.“ **Supervisor**

„Der Nachteil, der in diesem Fall nicht war, aber potentiell da ist und in anderen Arbeiten aufgetreten ist, ist ein sehr enges Verständnis von dem Problem, dass man da hat und halt ein zu enges Verständnis. Die Vorstellung man gibt irgendeine Arbeit in Auftrag, damit man die eigenen Argumente, von denen man eh schon überzeugt ist, noch mit einer weiteren Autorität untermauert vortragen kann. Und die eigenen Argumente sind oft nicht viel mehr als schön verbalisierte Eigeninteressen“ **Uni-Prof**

But according to the **Academic Supervisor**, this can be an important experience for students and really useful for their future career. If this process, which is going on while writing the thesis, is reflected on, it can be very beneficial to have learned to deal with such problems.

Our question, if the science shop offer an additional value, he cannot answer for certain, because he did not make up his mind about this question:

„I am not in a position to judge whether the science shop can deliver added value to the process. Pragmatically, it is clear that the

„Inwiefern der Wissenschaftsladen in den Prozess noch einen Mehrwert einbringen kann, dass kann ich gar nicht beurteilen. Pragmatisch ist es klar, der

science shop talks to interested ones and I would not have the time to talk that much with them and to have to say that in regard to the topic it is at home in areas of expertise. But if, in principal, it stands for added value for the applicant, about this I have not made up my mind.“ **Supervisor**

Wissenschaftsladen spricht mit den Interessentinnen und ich hätte gar keine Zeit mit ihnen so viel zu reden und sagen zu müssen, dass ist nichts für uns, das ist von der Thematik her wo anderes anzusiedeln. Aber ob er vom Prinzip her einen Mehrwert für die Antragsteller darstellt, dass habe ich mir nicht überlegt.“ **Uni-Prof**

8 Policy Evaluation

8.1 Development of the Objectives as a Process

The client of a science shop is the requesting citizen, initiative or NGO. It is *their* problems, observations, ideas, desires or needs, which lead to science shops projects.

However, after initiation a process starts, into which everybody will and should give his/her ideas and develop the project.

This input is important, because the client often has no idea what is open to research and what not. Even if you are an academic, this can be impossible if it is beyond your expertise. Hence, rarely, the initial request of the NGO is formulated as a ready research question. First, consulting and researching by the science shop representative is needed before the science shop issues can call for participation and announces themes for a master thesis. But the themes are just provisional determined and change during the process working on it.

Another point is finding appropriate student researchers. Although the science shop does its best, it is not always possible.

The NGO requests cannot always converted into research questions. Outsiders – those without a higher education or who pursued different studies – can hardly assess which kind of questions can be tackled in a master thesis.

Here one of the supervisors describes the problem:

„Due to my experience these bodies or impulses come more intensively into a treatment setting, say, the question often is simple, am I doing well, and when I do it, what is the outcome, well, actually, it would be an experimental design then, where one is saying, one has to classify which people receive the voluntary social companionship and which not, but then it is the question what they have to get, which kind of companionship would it be, for example if the question is posed: what happens, if I vary the treatment, and this would afford a experimental designs, where one group gets the treatment „voluntary social companionship“ and the does not get it, but such a design would not be appropriate for the question.“
Supervisor

„Meine Erfahrung ist, dass diese Träger oder Anregungen stärker in ein Treatment-Setting kommen, also die Frage ist oft einfach, bin ich gut, und wenn ich das mache, was kommt dann heraus, also das wäre eigentlich so ein experimentelles Design dann, wo man sagt, man müsste zuordnen, Personen, die diese ehrenamtliche Sozialbegleitung kriegen, andere die es nicht kriegen, aber dann ist die Frage, was müssten die kriegen, welche Begleitung wäre das, und diese eben für solche Fragestellungen passt dieser experimentelle Zugang nicht.“ **Uni-Prof**

In many disciplines especially in qualitative social research, research itself is seen as a process which has to be adapted as soon as new results appear. This explorative and descriptive research needs an open, not too determining structure or you will risk to cut off the most interesting results. These findings allow for deeper insight and shed light on many aspects, because the analysis is based on the different views of the interviewees.

The science shop mediates between those, who have a concrete practical interest and those who might emphasize on the theoretical aspects of research.

This academic supervisor, who often works together with the science shop, describes his view of the mediation process:

He thinks that the NGO usually cannot determine the subject of the master thesis. The NGO gives the context, but the details are worked out by student and supervisor, and the science shop mediates between NGO and them.

*„In der Regel ist es so, dass man sich das Thema nicht vom Träger vorgeben lässt. Also der Kontext ist damit gegeben, aber die einzelnen Inhalte werden dann von Diplomandin und Betreuer erarbeitet, in diesem Dialog und der WILA vermittelt wieder noch einmal stärker zurück mit dem Träger“ **Uni-Prof***

So often the „scientific“ participants demand some flexibility from clients. Especially supervisors are interested that their students finish their studies with a research labour that is usual for master theses. So, the request might come into conflict with the methods as well as the available time, energy or contents approved by the supervisors.

It can be necessary to change the initial request profoundly to adapt it to scientific needs. It seems important then that the requestors still are interested and will benefit from the anticipated outcomes. We could see that this was achieved, when the research objectives were developed in co-operation between the clients and other participants, and if there was discussion and communication.

In our cases, there was a high degree of collaboration as far as the clients wished that. They were very satisfied with the outcomes. We saw at the same time that student researchers, the supervisors and the science shops had much respect of what the NGO wanted and tried their best try to realize it. We also saw that the request was not changed spontaneously or deliberately, but during the working process and out of different reasons. Even when master theses are critical or moved away from the initial question, the clients remained satisfied.

So, answering a request might be connected with a high degree of interference or input by other participants. Apparently, the satisfaction of the NGO depends on the

willingness of researchers and supervisors to negotiate and to communicate. So, all new questions which emerged during the research process contributed to a constructive enlarging of the project. The answering of requests directed at a science shop is to be considered rather as a process than just posing a question and waiting for answers!

8.2 Intermediation and Presentation

When the project is finished and the question comes up how it should be presented, the definition of roles can become extremely important. At worst, each project partner wants to claim the laurels. In such cases, the science shop can be a corrective preventing that the students' contributions are neglected too much.

However, it also can happen that the contribution of the science shop itself is pushed into the background. But it is not the purpose of cost-saving or cost-free intermediation work to attribute findings to single participants or groups of participants.

For this reason, a public presentation does not guarantee that the intermediation activities will be sufficiently honoured and regarded.

One of the science shop coordinators describes that when she moderated a press conference she presented the science shop in the beginning, but that this did not sufficiently find its way into the media.

„Ich habe die Pressekonferenz moderiert und ich habe die ersten paar Minuten wirklich nur für den Wissenschaftsladen genommen, das war so ausgemacht. Aber in der Presse ist das nicht ausreichend rüber gekommen.“
WILA

This interviewee also brought up two fundamental problems, which appear in the context of the successful utilization of arranged master theses: On the one hand, intermediation activities easily stays invisible, on the other hand, too much public could lead to excessive demand, which could not fulfilled by some of the smaller science shops.

„It is always a problem that this kind of work is a quite unseen kind of work. Intermediation is not a concrete product. We have tried to utilize it, but not with much success. And we avoid too much public relations, because there would be a run on the science shop and we are really only three persons in the intermediation team and only part-time employed.“ **Science Shop**

„Aber das ist insgesamt ein Problem bei dieser Art von Arbeit, das ist eine recht ungesehene Arbeit, eine Vermittlungstätigkeit ist kein greifbares Produkt. Also wir haben schon versucht es zu verwerten, aber mit nicht so großem Erfolg. Aber irgendwie vermeiden wir gerade allzu große Öffentlichkeitsarbeit, weil sonst stürmen zu viele Anfragen auf uns ein und wir sind wirklich nur drei Leute im Vermittlungsteam und wir sind nur halbtags.“ **WILA**

Certainly, it will be one of the future tasks of science shops to solve this dilemma. It has to be pointed out that although the service is mostly cost-free, to appropriate the successes of such intermediation activities is not justified.

Another aspect of the invisibility of the work done was brought up by another science shop coordinator. To her opinion, one must not expect any personal success by the arranged master theses. However, it could be assumed that in some cases science shop employees can benefit for their career from various contacts to representatives of several fields of activities, which they establish through their intermediation activities.

Reflecting the cases, we saw that science shops had to do a lot of work, which they performed behind the scenes while initiating master theses on challenges NGO's request expert support to deal with them. We saw that the projects started for the different partners at different times and so everybody only saw parts of the work.

For the client, the project starts, when he/she contacts the science shop and poses his/her questions and describes needs and wishes. After a lot of clearing up and investigation by the science shop, there is decision what would be the best service for the clients. Usually, this could be consulting, a list of specialist literature as well as arranging contacts. Only in some cases, initiating a master thesis is considered and only if there is not enough scientific information. In those cases, the science shop has formulated possible research questions and contacted university departments and potential supervisors.

The science shop would then contact the client again, and after they have reached an agreement, the science shop starts to for student researchers. themes for theses are made known by notices on blackboards, e.g., or agreed on with potential supervisors. Applying students are interviewed and their research proposals are examined. then, a supervisor for the thesis has to be found.

This process can be labour-intensive. Usually, it is not perceived by anybody else, too. In the end, one or more seemingly reliable student researchers were found, who made arrangements with supervisors. After a meeting with the client, when a common understanding had been reached, their cooperation started.

So, for the interviewed students and the supervisors, the beginning of the project was dated at the moment, when they began to prepare a master thesis. The preparatory work was done before all participants were fixed, came up mainly in the interviews with science shop coordinators, and it was not rarely mentioned in interviews with students or professors.

Now, the science shop coordinators would slightly reduce their activities. They stayed in touch with everybody and looked, if everything went well, everybody was satisfied and the master thesis progressed. The science shop is characterised as a background trouble shooter, signalling to everybody from the beginning to have an open ear and that everybody can rely on their support, if problems or conflicts came up. Student/s might need encouragement and be protected from conflicting desires of the NGOs and demands of the supervisor. The science shop coordinator will mediate, will be responsible for clear agreements and role definitions, determination of milestones and time frames. S/he will organize meetings with co-operation partners especially, when agreements and decisions have to be reached. If there are many students involved, there will be student meetings, but of course there is also individual contact.

It depends on the request, how much time and energy is spent on this. In cases, where everything goes well, this task of supervising, organising and accompanying the cooperation and the research work of the student might not require very much energy and time.

All in all, the work of the science shop was quite invisible to the participants. The reason can be that after a while, participants begin to collaborate very intensively, which is a very positive result for successful intermediation, but it can be a drawback when it comes to presentation.

We suppose that especially in those cases, where the client starts presentation activities itself, some kind of rivalry might develop between the organisation and the science shop. Another problem is that the presentation will always concentrate on the work of the NGO and the findings of the student researchers, just because the work of the science shop cannot easily be presented. As mediation work is necessary but not very interesting or spectacular in itself, to promote it successfully, it must be „attached“ to the more interesting aspects of the requests.

Certainly, this has to be taken into account when it comes to recommendations concerning the optimal public relations for science shops and/or other intermediary organisations. We see that science shops promote the work of NGOs, but we see as well that science shops should not depend on the goodwill of clients and students. They sometimes have to protect themselves against becoming invisible. Another risk that appeared at least in one case was that the clients would have promoted those master theses more strongly, which brought desired results and that they would have neglected outcomes which they did not like.

So, promoting science shop work is a question of handling it efficiently and of guaranteeing objectivity and fairness for student researchers and other participants when outcomes are broadly presented. It is necessary to present clearly the workload of these intermediation activities for NGOs and student researchers, because it remains invisible.

8.3 Organisation and Structure

The definition of roles and clear competences were considered as extremely important by different interviewees. It is the science shop who should care for a good allocation of tasks and competencies. Overlapping might lead to an increased workload and/or to conflicts. We could see, how unclear competences make things complicated in one case and in the other.

Science shop contact persons consider it as key to success:

The clear definition of roles and competences at the beginning was quite important. And meanwhile, we worked out a statement what the science shop offers, and to present what is available.

„ ... also einfach die klare Rollenabklärung am Anfang und die Kompetenzverteilung, das war recht wichtig. Und da haben alle, da haben wir mittlerweile auch so ein Profil erarbeitet, also vom Wissenschaftsladen, was wir so bieten und auch, dass man das einfach klarlegt beim Erstgespräch.“
WILA

Accordingly, a clearly structured project will contribute to the realisation of the project with highest quality as possible with a minimum of efforts. This is essential to all participants with a tight schedule. We see it as a very important task of intermediating institutes like science shop to make clear from the very beginning, what are the responsibilities, who takes which of them on and who will contribute what exactly to the project.

The needs and wishes of different partners have to be harmonized, and this made designing and planning of the projects important:

There has to be much planning and mediation, says this academic supervisor, because the requesting organisation has a certain rhythm of time, the master thesis has a certain rhythm and the research work, and the student has a certain rhythm as well, and the science shop is interested to

„Weil die haben dort in der Organisation einen bestimmten Rhythmus und die Diplomarbeit hat einen gewissen Rhythmus und Forschungsarbeiten und die Frau SIMONE hat einen gewissen Rhythmus, und die sind quasi auf einen bestimmten Nenner zu bringen und der Wissenschaftsladen hat dann eigentlich selbst auch eher noch das Interesse auch ??? die Diplomandin zu stützen bzw. eben zu vermitteln.“ **Uni-Prof**

support the student and to mediate.

8.4 Reflections about Practical Research With/without Science Shop

The students benefited from the additional supervision by the science shop. Their attention was drawn to topics for master theses, which they would not have found themselves.

An employee of a science shop thinks that due to this additional supervision it might be easier to for students to contact the science shop than to contact a professor, also when they do not have clear ideas about concepts and methods.

"Der Vorteil von uns ist, es gibt eine Zusatzbegleitung. ... Da gibt es nicht nur den Betreuer, das ist oft eine recht hochschwellige Angelegenheit, zu uns zu kommen ist niederschwellig, ohne sich große Gedanken über ein Konzept oder die Methoden zu machen." WILA

The science shop is considered as balancing the different social positions by its intermediary work. The requesters and students could approach the topic with less inhibition.

„They take on the functions of intermediation like this - there is an average citizen, there is the big university, and they stand in between and bridge the gap of authority and hierarchy. This is nice." NGO

„.... sie übernehmen eine Vermittlungsfunktion im Sinne - da ist ein normaler Bürger und da ist die große Universität und wir stehen dazwischen und überbrücken dieses Autoritäts- und Hierarchiegefälle. Das ist angenehm." NGO

But also doing all the work related to mediation activities would make it much easier for the other participants to cooperate:

„A big deal of that surely did the science shop: the coordination, taking care of the students, they had much more contact." NGO

„... ein großer Teil hat sicher der Wissenschaftsladen erledigt, die Koordination, die Betreuung der Diplomandinnen, sie waren ja vielmehr im Kontakt." NGO

Intermediary work can also include that the science shop is confronted with problems like unreliability of students, difficult clients, role definitions, etc.

„It is often exhausting within our work, when students are not reliable, if we took efforts and then they are absent.“ **Science Shop**

„Und es ist oft anstrengend in unserer Arbeit, wenn Studierende unverlässlich sind, also wenn wir uns bemühen und die kommen dann nicht.“
WILA

Additionally, the science shop is in charge of searching students, negotiating with professors and trying to bring the project to an end within a certain time.

A supervisor summarizes the additional values of the science shop quite generally:

The science shop

- *possesses much public interest*
- *takes charge of/cares for topics of practical interest*
- *changes public opinion about research*
- *does research due to an social approach*
- *is an intermediary/department/office between university and NPO*
- *organizes public relations for the master thesises*
- *is an advocate for topics which would hardly come into public focus.would not easily reach the view of the public/ which would be neglected/which would stay invisible to the world*

„Ja, da gibt es einige Werte. Einer dieser Werte ist sicher, dass der Wissenschaftsladen eine hohe Öffentlichkeit hat, und damit auch eben - schon einmal solche Themen aufnimmt, dass das überhaupt einmal ins Laufen kommt. Dass man sieht, dass es Themen gibt, die abseits von dem, was in der Öffentlichkeit, sag ich einmal, manchmal als Forschung verstanden wird. ... Es ist auch wichtig, zu sagen, es gibt Forschung aus einem sozialen Verständnis heraus.Durch den Wissenschaftsladen gibt es eine Triangel, da ist nicht nur, die Universitäten und die Einrichtung, sondern es gibt noch wen dazwischen, der so was modelliert. ... Zu Publikationen fällt mir ein, dass manchmal auch Arbeitspapiere herausgegeben werden vom Wissenschaftsladen, es gibt auch dann manchmal so öffentliche Vorstellungen von Themen wieder, wo DiplomandInnen von uns teilnehmen und dort ihre Themen vorstellen. ... Insofern gibt es damit auch einen Anwalt für bestimmte Themen, die sonst schwer ins Laufen kommen würden“ **Uni-Prof**

We saw that the clients of science shops requestors started from specific needs or desires. Their questions had nothing to do with the structure of research, which is parted into different specific research fields and could not easily attributed to a department. Together with their clients, science shops roughly cleared up, which of the questions clients were interested in, is open to research. Afterwards, professors or departments were contacted, and a process of further detailed adaptations followed, during which students, supervisors and the science shop gave further ideas. In discussions with clients, the detailed research topics were jointly developed.

For this reason, when we consider the whole process, it is doubtful, if some of the projects, which evolve out of requests from NGOs, could have been carried out without a science shop at all.

It appears that some representatives of institutes and NGOs know each other and carry out projects, and this was mentioned by some of our interviewees, when we asked them.

But if more than one department could or should be involved, and if the initial question is splitted up into several questions, whose tackling would require expertise in several disciplines, in short, if interdisciplinary co-operation would be first choice, then we doubt that such a project could be initiated and carried out the same way without an intermediary organisation.

The NGO contact person thinks that it would have been completely impossible:

First of all, there would have been too many university departments involved, because the research concerned not only one but many departments. There were at least three or four departments and it would have been impossible for them to contact them all! He does not think, they could have achieved that.

*„Also erstens war der große Vorteil, dass das ein Knotenpunkt für uns war - der Wissenschaftsladen - also unser Projekt ist einfach so sektorübergreifend, ressortübergreifend angelegt, dass wir wahrscheinlich mit drei oder vier Institute hätten Kontakt aufnehmen müssen, und wir hätten das sicher nicht geschafft! Also das wäre nicht leistbar von uns gewesen, glaube ich!“ **NGO***

The special skill and quality of science shops is in the support and realisation of this kind of cooperation. Without science shops, there could be a cooperation between a university and practitioners, but we suppose that it would not appear so often.

If there would be involved more than one partner, the co-ordination tasks hardly could be handled or the NGO itself would have to be well related to departments and to have an overview of all of them.

One of the interviewed science shop Coordinators precisely finds the point:

*„Science shops are just one attempt among others to support new processes of knowledge production and although, compared to other institutes they have some advantages, they are still not optimal. What it necessary are people like us or people at independent research institutes, who deliberately and open-minded cooperate with initiatives, and who are then really willing to accept them as equal partners and whose options are not too much limited by obstacles created by bureaucracy, and who can work without having to turn the penny. I think, science shops are the right step in this direction.“ **Science Shop.***

*„Wissenschaftsläden sind nur ein Versuch neue Prozesse der Wissensproduktion zu begünstigen, die gegenüber den anderen zwar Vorteile haben, aber noch immer suboptimal sind. Das was man braucht sind Leute wie wir oder an freien Forschungseinrichtungen, die ganz bewusst und offen mit Initiativen zusammenarbeiten und die dann auch bereit sind diese Leute als gleichberechtigte Partner anzuerkennen ohne das sie durch bürokratische Hemmnisse eingeschränkt sind, ohne dass sie jeden Schilling umdrehen müssen. Ich denke mir Wissenschaftsläden sind schon der richtige Weg dorthin.“ **WILA***

8.5 Cooperation between University and Science Shop

In their intermediation activities, science shops depend on the willingness of the universities to allow for them. It is not surprising that especially the interviewed science shop coordinators refer to this aspect of their work.

The mediation can failure due to not finding a supervisor for a master thesis

„We also had two female students who tried to get a supervisor, and it was difficult to find a supervisor. It was not possible at the department of social education, the student's department, and it is difficult at the dept. of psychology, too. It mainly failed for the reason that it was difficult to find a supervisor for this aspect.“ **Science Shop**

„Da haben wir auch schon zwei Studentinnen gehabt, die da probiert haben, einen Betreuer zu finden, und das war schwierig, einen Betreuer zu finden. Es haben zwei probiert, auf der Sozialpädagogik, wo die DIPLOMANDIN geschrieben hat, nicht möglich und auf der Psychologie ist es auch schwierig, also das ist eher daran gescheitert, dass es schwierig war, für den Aspekt [...]eine Betreuung zu finden.“ **WILA**

Not sufficiently regarding the needs of the client could be another reason for a not optimal arrangement.

For the science shop coordinator the objective was to get students for all the announced themes. This he could not achieve. Second objective was to work on precisely the announced themes. This was not possible too, as the professors at the universities supervising the students interfered. The Science shop could not do anything about that, it is a general problem of intermediating that the themes have to be adapted to the desires of supervisors.

„Mein Ziel war, das alle Themen die ausgeschrieben waren, wirklich bearbeitet werden sollen und das ist nicht passiert. Und das zweite war das die Themen genauso bearbeitet werden, wie sie ausgeschrieben waren, auch das ist nicht passiert, weil dann wieder die Uni reingespielt hat. Die Inputs die man sich erwartet hat sind in der Form nicht erfolgt. Das lag aber nicht an uns. Ich glaube, das ist ein generelles Problem dieser Vermittlung, dass dann wieder die Themen an diese Betreuer angepasst werden müssen.“ **WILA**

Although with some institutes the collaboration works really well, for example the Institute of Sociology, for example, was very open to the needs of practically-oriented research.

„Wobei an der Soziologie ist das gut gegangen, da wurde nicht so sehr angepasst. Der Institutsvorstand stand uns auch sehr offen gegenüber, sehr angenehm.“ **WILA**

We saw that collaboration worked especially well, when supervisors knew about the science shop and/or there regularly was cooperation.

In all three cases, the interviewed students felt having been looked after very well. As barriers for their scientific creativity they only mentioned for example administrative needs which built some contrast to their research work on practical issues.

8.6 Advantages and Drawbacks of Socially Oriented Research

One of the interviewed supervisors recapitulated that it were necessary to do applied research as it were necessary to do basic research. Both forms of research should be accepted in the academia and in his opinion there are pros and cons for both.

Another **Academic Supervisor** also refers to this aspect. Social sciences, for example, depend strongly on the willingness of organisations to collaborate with researchers:

As we have not any kind of „social laboratories“, he thinks, we have to do empirical research and to carry it out, we depend on those social organisations where the things happen, or concerning the social companionship, where the services in question are offered to the people.

*„Ja, eine Möglichkeit wäre, dass wir sozusagen Labors da haben, Soziallabors, aber das ist nicht der Fall, insofern sind wir für empirische Arbeiten angewiesen, dass eine Einrichtung kooperiert, und die sozialen Einrichtungen sind für uns eigentlich die Orte, also bei solchen Fragestellungen, wo es um Dienste geht, die sozialen Orte an sich, sind für uns die Träger des Geschehens, und wir sind darauf angewiesen, dort hineinzugehen mit empirischen Fragestellungen. Also es ist nicht nur ein Vorteil, es ist sozusagen eine Notwendigkeit, weil ohne dem würde es nicht möglich sein, wenn die sich nicht beteiligen würden, kann es nicht stattfinden.“ **Uni-Prof***

As a disadvantage he described the fact, *that evaluation and investigation is voluntary leads to a certain selectiveness among all existing institutions, which can be examined.*

Although he tries to reach all interesting organisations for his research questions, but if they do not want to co-operate, he cannot do much about it, because he is not in possession of any an official document or something like that, which would open the doors. So, there is usually selective choice of organisations and that means that there is a certain sample mistake.

*„Ja, der Nachteil ist ... dass man eigentlich damit eine gewisse Selektion von Einrichtungen hat, das habe ich schon genannt, es gibt in Österreich keine flächendeckende Forschung, dass ich mir z. B. wählen könnte, bzw. das stimmt auch nicht ganz, manche Fragestellungen versuche ich schon so abzuklären, dass ich prinzipiell alle Einrichtungen zu einem Bereich versuche zu erreichen, aber die, die nicht halt nicht mitmachen, ich habe da keine Forschungsbewilligung dann oder kein Ausweis, der man dort die Türen öffnet, wobei es manchmal fast so etwas ähnliches gibt, wie ein Autoritätsschreiben, das etwas ähnliches wie eine Bewilligung ist, aber in der Regel ist es eine Selektion der Einrichtungen die man hat, und damit hat man natürlich gewisse Stichprobenfehler. Und das ist so was wie ein Nachteil.“ **Uni-Prof***

In his opinion research dealing with relevant aspects of society implies some risks. On the one hand, some research questions can meet disapproval and the discussion of certain topics can be refused. On the other hand, there exists the idea of desired findings, which could be ordered. Altogether, the working on requests is connected to much organisational work and negotiation processes. It is really important for him to stay independent as research institute and avoid being dominated.

*„und dass man dann als Forschungseinrichtung, dadurch dass man eine Beteiligung hat, trotzdem seine Freiheit und sein Eigenleben hat, und auf das nicht so eingehen kann und sich da nicht unterordnen darf.“ **Uni-Prof.***

8.7 The Pros and Cons of Practically Oriented Research

One of the interviewed NGO contact persons, sees it as an advantage that the university takes an active part in the research about issues that are important for society. This would counter to the lack of practical relevance of other university-based research and lead to results really can utilized.

*„I think it is very positive, if the university answers questions that really exist and not only, if they get money for it. I can buy myself any master thesis, if I „put some thousand Euro on the table, I can buy any expertise. For this the university should be responsible for i, also if it does not get money for it.“ **NGO***

*„Da finde ich es sehr gut, wenn die Universität die Fragen beantwortet, die tatsächlich vorhanden sind und nicht nur dann wenn sie Geld erhalten. Ich kann mir jede Diplomarbeit kaufen, wenn ich ein paar tausend Euro auf den Tisch lege, ich kann mir jede Expertise kaufen. Also auch wenn die Uni kein Geld dafür bekommt, sollte sie dafür zuständig sein.“ **NGO***

This is the objective of science shops.

The interviewee describes the conditions:

It must, an application of results must be possible, the request must be interest for a broader public.

She also describes it is a matter of concern to the science shop to create a connection between university research and practical use to facilitate findings from which people benefit.

*„Wir haben bevor wir eine Anfrage aufnehmen Kriterien, es darf nicht profitorientiert sein, es muss eine praktische Umsetzungsmöglichkeit bestehen und es muss für eine größere Öffentlichkeit von Bedeutung sein. Das sind unsere Anliegen, dass man wissenschaftliche, universitäre Forschung mit einem praktischen Nutzen verbindet und an die Öffentlichkeit bringt und damit Ergebnisse fördert von denen die Leute dann auch was haben.“ **WILA***

Another science shop Coordinator sees as an advantage

in the production of valuable research of practical interest and useful for an organisation or for a social group and so they would not be put away forever unread,

„Die Vorteile sind sicher, dass Anliegen, die von praktischem Interesse sind, dann auch behandelt werden, also die einfach für jemanden, einen Verein oder gesellschaftliche Gruppierung oder so, nützlich sind, die nicht nur so in der Schublade irgendwo versinken und

but on the contrary could the results really be used and somebody could base his/her work on it or continue it. For this reason it is surely advantageous to work on concrete subjects relevant for society!

dann schaut´s niemand mehr an, also dass die Erkenntnisse auch umgesetzt werden können, oder worauf aufgebaut oder weitergearbeitet werden kann, das ist sicher ein Vorteil, wenn man so konkrete gesellschaftlich relevante Themen aufgreift.“ WILA

A disadvantage in her view might be, if too much pragmatism results from this. He underlines

that people come to think that only really useful research is important and consequently basic research and basic education would be more and more neglected and driven into the background.

„Ein Nachteil ist vielleicht, dass man dann zu einem Denken kommt, es ist nur das wichtig, was wirklich einen Nutzen bringt und so diese Grundlagenforschung oder so immer mehr zu kurz kommt, dass es immer mehr zu diesem Pragmatismus, Nutzen, Bildung und Forschung in diese Richtung geht, Grundlagenwissen, Grundbildung so immer mehr in den Hintergrund gerät.“ WILA

This science shop coordinator doesn't see any disadvantages:

Scientific research has to be socially grounded and to react to societal challenges. it has to be open for requests from the outside. from his point of view, it is ethically demanded not to do research on humans without involving them.

„Nachteile sehe ich keine. Wenn es Nachteile gibt, dann in der Art der Durchführung. Wissenschaftliche Forschung hat prinzipiell sozialverankert zu erfolgen, dass sie auf gesellschaftliche Problemlagen zu reagieren hat. Das man als Wissenschaftler oder Forscher offen zu sein hat für Fragen die von Außen kommen. Es ist eine Frage der Ethik, dass man nicht über Leute forscht ohne sie einzubinden.“ WILA

Concerning the project carried out, he reminds us that research was practically oriented.

„I think, how I said before, the problem of research consists very often in not dealing with questions, which come from practical work or could be used in practical work. And I think exactly this project succeeded in making that possible, and I think this is one of the most important objectives of research.“ NGO

„ich glaub, das was ich eh vorher schon gesagt habe, dass das Problem von Forschung meiner Meinung nach sehr oft das ist, dass es Fragen behandelt, die nicht sehr praxisnah oder in der Praxis Anwendung finden und ich glaube, dass das genau dieses Projekt das aber geschafft hat, dass das funktioniert hat, und das halte ich für eine der wichtigsten Ziele der Forschung.“ NGO

A NGO contact person for example thinks much pragmatical a disadvantage might be that voluntary work could become so interesting that the state backs out of even more activities

„Ein möglicher Nachteil könnte sein, dass wenn Ehrenamt so interessant wird, dass sich der Staat dann noch mehr zurückzieht.“ NGO

A further danger she identifies in doing research is that there remains only theoretical discussion about the very important issues. On the other hand, there is the advantage that voluntary work would be given more significance by scientific investigation.

Another NGO contact person is urging as well:

He sees many advantages in the independence of research. This is somehow guaranteed by this construction of science shop and university institute. This, how he puts it, neo-liberalism of science will have bad consequences, because it will end up in research which will deliver the results the customer wants to hear!

*„Ich sehe große Vorteile an der Unabhängigkeit von Forschung ... und diese Konstruktion von WILA und universitäre Institute gewährleistet das in gewisser Weise. Und diese ganze Neo-Liberalisierung der Wissenschaft wird noch fatale Auswirkungen haben, glaube ich, weil dann kommen wir genau dorthin, wo nur das beforscht wird, was der Auftraggeber wissen will, das heißt es wird so geforscht, dass die Ergebnisse die sind, die der Auftraggeber hören will.“ **NGO***

This student sees as an advantage strongly the promotion for the social sector. A drawback could be, if there are wrong interpretations, for example if interests would lead to wrong interpretations and thereby influences the findings. She believes, she could avoid that in her work.

*„Advantages that the people are made aware of all these areas and projects and possibilities that exist on a whole in the social field. a drawback could be, in the bad case that there might come out things that are subjective, not quite correct things or a wrong picture is made. In the bad case for example there might be interests behind it and he would follow them and interpret everything in one direction.“ **Student***

*„Vorteile, dass die Bevölkerung einfach aufmerksam gemacht wird auf die ganzen Bereiche und Projekte und Möglichkeiten, die es insgesamt gibt auf dem sozialen Sektor, und Nachteile vielleicht eben, dass es dann doch, im schlechten Fall vielleicht dann auch subjektive, nicht ganz richtige Dinge herauskommen oder vielleicht ein falsches Bild herauskommt. ... Aber es kommt vielleicht im schlechten Fall vor, dass da Interessen dahinter stecken, und derjenige geht diesen Interessen nach, und interpretiert alles in diese Richtung zum Beispiel.“ **Studentin***

NGOs benefit from this system as do students. On the one hand, the NGO needs not to pay for research and on the other hand, the students gain practical experience which can be beneficiary for their future careers. For the students, the level of motivation can be higher, because it is not only writing the master thesis, but also working for the NGO.

*„The advantage is that they receive expert work on a topic about which they want to know something, and for that reason it is surely an advantage for them. And for the student it is an advantage, because you simply write about an interesting subject and know somebody will read it because somebody is interested in it!“ **Student***

*„... und der Vorteil ist sicher, dass sie eine wissenschaftliche Arbeit gratis zu einem Thema kriegen, zu dem sie was wissen wollen, also von dem her ist es für sie sicher ein Vorteil. Und für den Studenten ist es ein Vorteil, weil du .. einfach über ein interessantes Thema schreibst, wo du weißt, das wird wer lesen, weil sich wer interessiert dafür.“ **Studentin***

„The students were quite timid at the beginning, but then they began to identify themselves with their work, and then they developed competences and got more and more sensitive about what they achieved and

„Also die Studentinnen waren anfangs noch sehr schüchtern und dann haben sie sich langsam mit ihrer Arbeit zu identifizieren begonnen und dann haben sie Kompetenz entwickelt und dann haben sie mehr und mehr ein Gefühl dafür entwickelt was sie da leisten

how good they did it! So they grew with it.”
Science Shop

*und wie gut sie das machen. Also sie sind
 mitgewachsen.“* **WILA**

It is seen as another advantage by the interviewees that the science shop looks after the presentation and makes the results public.

One NGO contact person tells us that there is a critical aspect in social science concerning evaluations, because

formerly, welfare organisations did not need evaluations, they simply got money from public authorities. But now they demand an evaluation and so there has to be found someone who does it.

He poses the question, if it is for quality assurance or legitimisation. This is quite an important difference and there is no discussion about that issue!

„Im Sozialbereich war es früher nicht notwendig, zu evaluieren, da hat man einfach das Geld von öffentlicher Seite gekriegt, jetzt verlangt die öffentliche Seite einfach eine Evaluierung und Legitimierung und da muss ich dann halt irgendwie eine Evaluierung auf die Füße stellen. [.....]

Und da ist dann Frage, geht es um Qualitätssicherung oder geht es um Legitimierung? Und das ist ein wesentlicher Unterschied, und da denk ich mir, da wird nicht viel darüber diskutiert!“
NGO

This aspect is worth further consideration, although it is mentioned only once. If this interpretation is valid, it would effect the work of science shops politically. It could happen that people try to get evaluated, although they are not really willing to cooperate or even worse: that only those organisations would ask science shops who would not have the finances to commission a research institute, which they had chosen by themselves. We might be confronted more often with that situation, so perhaps science shops should reflect about how to handle it.

8.8 Additional Efforts by Students?

This topic was not mentioned directly by the students. But in view of the very elaborated papers of high quality, we have to pose the question, how far students accept more efforts to do research relevant for practical issues. This aspect also appears, when a supervisor points out that he would take care that the master theses would not be too ambitious and would stay within on a reasonable level concerning spent time and efforts.

Our case studies show an remarkable high commitment, the high level shows up in methods and realisation - but comparing this commitment to the one devoted to other theses is not available to us. On the other hand we see that the students seem to finish their papers in a time frame which does not appear unusual for this kind of work.

More detailed planning and structuring due to the targets of the science shop and the needs of the also can lead to increased motivation. The anticipated interest of the NGO, the science shop keeping in touch, and sometimes also collaboration with other students, writing a master thesis which will be of use for somebody instead of getting covered with dust on some shelves - all these are factors felt as very helpful by interviewees.

We often were afraid that some students might get too much pressed by too high expectations of the NGOs. For this assumption we found no evidence in these three cases at least. We do not know, if selective interviewing of students only who have finished their master thesis or if we can consider that the co-operation of NGO, science shop, supervisor and students themselves gave them the necessary support not to get overrun by the needs of others. When we reflect, how far away requests can be from precise research questions appropriate for master theses, we have to pose the question, how far it would be possible for the student to negotiate a clear structure for themselves without the help of an intermediary, if they would negotiate a work situation which would be appropriate for themselves as well as for the NGO and the supervisor. We see some risk that he/she would get into a hopeless sandwich-position between all those demands and waste her/his time with trying to please everybody.

8.9 Attempts of Influencing Student Researchers

Whoever directs a request to a science shop explicitly has to accept that the results can lead to completely different results as the requesting organisation wishes! This is made clear from the beginning, and so we suppose that a NGO must be very confident about its work, when it poses a request and makes itself public in this way.

It is firmly one of the tasks of a science shop, to back the students when attempts of influencing the researchers appear, perhaps not consciously. However, we registered something like that very rarely.

The problem appeared only in one of the three reflected cases, the community project.

„For the community initiative, we were a kind of agency, which had to do the work at their discretion, whereas we looked after and pressed for a certain degree of independence which means that you cannot order certain findings. There were some attempts to influence students - this could have been settled in a clear, written

„Für die Stadtteilinitiative waren einfach so eine Art Auftragnehmer, die halt nach ihrem Gutdünken die Arbeit zu verrichten hatten, während wir doch darauf geachtet und gedrängt haben, dass doch eine gewisse Unabhängigkeit gewahrt bleibt, das heißt man kann sich keine Ergebnisse zu bestellen. Es gab schon Versuche Studierende zu beeinflussen, auch das hätte man mit einer eindeutigen schriftlichen Vereinbarung regeln

contract, too. the question remains why we never did that.” **Science Shop**

können. Es ist die Frage warum wir das nie gemacht haben.“ **WILA**

But perhaps in this specific case the problem only appeared because of much overlapping of competences, especially the double role of a science shop staff member on the one hand and that the science shop had not so much experience at that times on the other hand. For this reason, not all participants might have been informed about the conditions of collaborating with a science shop.

It seemed not too severe, as it came only from few participants and the science shop succeeded in defending the independence of research liberty and students in that case, and some of them even delivered really critical results and the NGO accepted it. But we learn from such projects that it is absolutely necessary that the science shop is seen as independent organisation, which will defend independence. In the end, only independent findings are useful.

However, a supervisor also talks about the problem that some of the requestors evidently follow certain plans by posing a request. He describes us, how some requestors have a very restricted image of the problem they want to have investigated and this would be connected to the idea that they would order research, which would only provide support for their own arguments. Behind that desire, the supervisor assumes, lays the attempt to strengthen own interests with another authority. This can bring students into a relation characterised by some tension, but, if the student is accompanied and the situation is reflected, this will enlarge the competences of the student concerning professional work. The supervisor formulates it as following:

„Here I have made negative experiences as well. Although, if it is not too insistent, it can be considered as an experience as well, because the students could be confronted with it in their future careers, in their professional life. But this is another dimension in which to reflect this process, in which you have to think about together with the students, how can you handle it“ **Supervisor**

„Also da habe ich auch schon negative Erfahrungen gemacht. Obwohl, wenn es nicht zu penetrant ist, kann das auch eine Erfahrung sein, weil das kommt im späteren Berufsleben vielleicht auch auf die Studierenden zu. Aber das ist eine weitere Ebene auf der man diesen Prozess reflektieren muss, wo man sich gemeinsam mit den Studierenden überlegen muss, wie geht man damit um.“ **Uni-Prof**

We did not meet the danger of influencing student researchers often. We suppose that the mere existence of an organisation dedicated to intermediation leads to a selection of possible clients. We think that those directing a request to science shops tend to accept independent research findings and to face the uncertainty of results.

8.10 NGOs: Expectations and Results

Working together with the science shops and students for the first time, two of the interviewed NGO contact persons remembered that they had some doubts at the beginning, to what extent the student thesis would be able to yield results - findings that would really enhance their knowledge and/or would provide information that could be really used in daily work:

The NGO contact person of the VEREIN SOZIALBEGLEITUNG wondered what a master thesis would look like. As she had not studied, she could not anticipate, how far those questions investigated by somebody writing a master thesis would lead to results, which yield acceptable and applicable results. And this turned out well!

„Also ich war ganz ganz neugierig, wie so eine Diplomarbeit aussieht. Ich habe selber nicht studiert, habe keine Ahnung, was selber sehr neugierig, wie weit diese Fragen dann auch wirklich zum Ziel führen. Weil die Fragen ja doch nicht so ganz eindeutig klar waren. Wie weit man dann eine Bewertung von einer Person, die eben diese Diplomarbeit schreibt, dann auch wirklich umlegen kann, dass sie auch für den Verein so akzeptabel bzw. auch so gesehen wird vom Verein. Und das ist für mich gut herausgekommen.“ .NGO

There was a moment, where the NGO contact person of IG SETTLEMENT was curious, if there would be really any outputs or if there really studies would be produced, because research was not simultaneous with their work. Scientific work he experienced the following way: the students somehow disappeared and did something or wrote something and suddenly there were results !

„Es war schon ein Moment, kann ich mich erinnern, wo ich mir gedacht habe, jetzt bin ich gespannt, ob da wirklich etwas herauskommt oder ob da wirklich auch Studien geschrieben werden, weil das ist einfach auch so zeitlich versetzt ist, nicht. Das ist dann ein wissenschaftliches Arbeiten heißt irgendwie, die - da sind sie einmal irgendwie weg und tun irgendwie was, und dann schreiben sie, und auf einmal ist es da LACHT So irgendwie hab ich das erlebt!“ NGO

Expectations of the clients were by far exceeded in both cases. They were surprised by the commitment of the students, by their way of working and by their findings.

This NGO contact persons registered the intense preparatory work of student researchers and the seriousness of their efforts.

„Before, she concentrated on the work of social accompanying, she was sometimes present at supervisions in the districts, and yes, I had the feeling that she was really able to empathize and that she had a good way to communicate with the interviewees.“ NGO

„Sie hat sich vorher sehr beschäftigt mit der Arbeit der Sozialbegleitung, war ein paar mal dabei bei Supervisionen, draußen in den Bezirken, ja, also ich habe das Gefühl gehabt, sie hat sich gut einfühlend können, in diese Tätigkeiten. Und hat einen sehr guten Umgang gehabt mit den Interviewpartnern!“ NGO

For this reason, the cases show that intermediation activities like those of science shops make it likely to improve the image of university-based research. Although requests were made, apparently, no clear ideas of the benefits of research existed before. This effect of public relation for university and its stuff has to be considered as very important in view of the roles that NGOs play as opinion leaders and interfaces between many different social groups!

The great number of theses for giving feedback and providing further inputs for the daily work of the clients was not the only benefit. The co-operation as a whole was beneficial because it contained elements of mutual consulting. The cooperation itself was a benefit, because it had elements of mutual consulting. The students benefited widely from the experiences of the practitioners, and also the practitioners profited from the theoretical know-how of the student researchers, who had read very much about the relevant subject, and they discussed theoretical aspects during in their cooperation, partly independent from the research.

8.11 Objectivity and Reliability and the Question of Money for Student Researchers and Contracts

This aspect was mentioned by different interviewees. They felt that it was a pity that there was no money to remunerate the students, who are often very engaged in their research, or at least to reimburse them for their expenses.

We do not know, if these expenses tend to be higher or not, if a student does research on practical requests, compared to an average master thesis. In any case, there is usually no extra money, because all involved groups rarely have high financial resources:

However, not remunerating the students was not only commented negatively by the interviewees. Many of them thought that the co-operations must not be replaced by business-like customer relationships, because this could lead to a dependent relationship. This idea came from students as well as from NGO contact persons. If there was flow of money, the students could get under pressure and the NGO could be suspected of having ordered the results.

„... and I think, it makes a difference, if they pay for it, then you are more obligated. This is surely a big difference!“ **Student**

„...und ich glaube, es macht einen Unterschied, wenn die zahlen dafür, dann ist man mehr verpflichtet als nicht. Also das ist sicher ein großer Unterschied.“ **Studentin**

„From our point of view it was necessary that it is done by an outsider, because we had neither the capacity nor the competences, and we would not have been able to buy it! So the financial means were not available, too! And if you think in a bigger dimension, if it is good work from a university, we cannot be said to have paid for findings.“ **NGO**

„Aus unserer Sicht war es notwendig, dass es von Außen macht, weil wir die Kapazität und die Kompetenz dafür nicht gehabt haben und das auch nicht einkaufen hätten können. Also die finanziellen Mitteln waren auch nicht da. Und größer gedacht, wenn es ordentliche Arbeit aus der Universität ist, dann kann man uns nicht unbedingt nachsagen, dass wir jemanden beauftragt haben, dieses Ergebnis zu erhalten.“ **NGO**

The possibility of paying at least a small amount for the master thesis is reflected.

To get scientific results, says an NGO contact person,

they even would have been willing to pay a smaller amount, perhaps some hundred Euro although their available budget is very limited.

„Sogar wenn Kosten eine Bedingungen gewesen wären, ein paar Tausend Schilling hätten wir dafür zur Verfügung gehabt, auch wenn wir nur ein Minimalbudget hatten.“ **NGO**

A constellation which would make it possible that the student receives a little money without creating dependences suggests this interviewed NGO contact person:

So if paying the students could have created dependence, perhaps the science shop should have enough money to pay the students some expense allowances. This would help to enhance the status of this kind of research. He thinks, this would make sense, because the question of money always was a barrier.

„Naja, vielleicht wenn der Wissenschaftsladen selber genug Geld hätte, um einen Diplomanden Aufwandsentschädigung - also nicht, dass wir ihnen zahlen, sondern dass die vermittelnde Stelle diese Funktion hat, dann glaube ich, dann würde so eine Art Forschung aufgewertet werden, das würde ich eigentlich für sinnvoll halten und das glaube ich, war schon immer wieder ein Hindernis.“ **NGO**

He believes, this problem would not arrive, if it was the *science shop* who had enough budget to reimburse the students and not the requesting NGO itself. An effect of this could be that such kind of research would become more valuable and visible.

Some science shop coordinators think that it would be easier find students, too, or it could decrease the number of drop-outs.

„I think, written contracts, if we make something like that in the future, there is a written contract and there is money, and if there is a flow of money the whole thing gets more binding!“ **Science Shop**

„Ich denke mir schriftliche Vereinbarungen, wenn man so etwas in Zukunft macht, es gibt eine schriftliche Vereinbarung und es gibt Geld und wenn Geld fließt, dann wird das ganze schon verbindlicher.“ **WILA**

The flow of a little amount of money at least would make it easier to arrange student thesis, there would be more seriousness and reliability, if a contract would be made between student and science shop.

On the other hand, the mission of a science shop is getting research done for citizens and institutions not having much financial resources by finding voluntary student researchers who have to write a master thesis or to do other work in the course of their studies, anyway. However, it should be considered, if it would make sense to have a budget for science shops for reimbursing student researchers for their expenses, at least.

Some of the interviewees stressed the fact positively that students provide more independent research because they are not on a consulting agency's payroll but completely independent researchers. Disadvantage of such independence is always lack of commitment: there are no means available to force volunteers to stick to agreements. Consequently, students can drop out of the project without consequences for them any time. When this happens, some efforts of science shops get lost!

For this reasons, it should be discussed to what extent written contracts or agreements, remunerations and reimbursements could minimize this risk without reducing one of the special qualities of science shop intermediation, the independency of the student researchers, which helps producing master thesis of high quality and impartiality.

9 Annex: interview questionnaire (English & German)

1st level Participants in Project

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

	so, what input?	What was your input into the research methods used?	used? If so, what input?
7	Was waren die Hauptergebnisse? What were the main findings?	Was waren die Hauptergebnisse? What were the main findings?	Was waren die Hauptergebnisse? 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 sind die Projektverhandlungen gelaufen? How was the project planned or negotiated?	Wie wurde das Projekt geplant? Wie sind die Projektverhandlungen gelaufen? How was the project planned or negotiated?	Wie wurde das Projekt geplant? Wie sind die Projektverhandlungen gelaufen? How was the project planned or negotiated?
12	Welche Hauptmerkmale der Verhandlung, Planung sind Ihnen in Erinnerung geblieben? Wer es schwer zu einer Einigung zu kommen? What are the main features you remember of the negotiations/ planning? (Was it difficult to reach agreement?)	Welche Hauptmerkmale der Verhandlung, Planung sind Ihnen in Erinnerung geblieben? Wer es schwer zu einer Einigung zu kommen? What are the main features you remember of the negotiations / planning? (Was it difficult to reach agreement?)	Welche Hauptmerkmale der Verhandlung, Planung sind Ihnen in Erinnerung geblieben? Wer es schwer zu einer Einigung zu kommen? What are the main features you remember of the negotiations / planning? (Was it difficult to reach agreement?)
13	Auf welchen zeitliche Rahmen hatten sie sich geeinigt. Gab es Zwischenergebnisse? What time-frame did you agree on? (Any intermediate milestones?)	Auf welchen zeitliche Rahmen hatten sie sich geeinigt. Gab es Zwischenergebnisse? What time-frame did you agree on? (Any intermediate milestones?)	Auf welchen zeitliche Rahmen hatten sie sich geeinigt. Gab es Zwischenergebnisse? What time-frame did you agree on? (Any intermediate milestones?)
14	Wie hoch war das Projektbudget? Wer war für die Finanzierung verantwortlich? What was the budget of the project? (Who was finally responsible for the funding?)	Wie hoch war das Projektbudget? Wer war für die Finanzierung verantwortlich? What was the budget of the project? (Who was finally responsible for the funding?)	Wie hoch war das Projektbudget? Wer war für die Finanzierung verantwortlich? What was the budget of the project? (Who was finally responsible for the funding?)
15	Welche Kommunikationsmittel wurden verwendet? (Treffen, Telfon, e-mail...) What channels of communication were used? (meetings / phone / email)	Welche Kommunikationsmittel wurden verwendet? (Treffen, Telfon, e-mail...) What channels of communication were used? (meetings / phone / email)	Welche Kommunikationsmittel wurden verwendet? (Treffen, Telfon,e-mail...) 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	Inwieweit hat das Projekt die von ihrer Organisation gesetzten ursprünglichen Ziele erfüllt? To what extent did the research actually fulfil the original objectives set by your organisation?	Inwieweit hat das Projekt die von ihrer Organisation gesetzten ursprünglichen Ziele erfüllt? To what extent did the research actually fulfil the original objectives set by your organisation?	Inwieweit hat das Projekt die von ihrer Organisation gesetzten ursprünglichen Ziele erfüllt? To what extent did the research actually fulfil the original objectives set by your organisation?
21	Gibt es Fragen, die im Rahmen des Projektes nicht beantwortet wurden? Were there any questions that did not get answered by the research?	Gibt es Fragen, die im Rahmen des Projektes nicht beantwortet wurden? Were there any questions that did not get answered by the research?	Gibt es Fragen, die im Rahmen des Projektes nicht beantwortet wurden? Were there any questions that did not get answered by the research?
22	Wie wurden die Ergebnisse präsentiert? (Bericht, Vortrag, Presse...) Für wen sind die Ergebnisse zugänglich? How did the results get presented? (reports / oral presentations / press etc.) Who now has access to the results?	Wie wurden die Ergebnisse präsentiert? (Bericht, Vortrag, Presse...) Für wen sind die Ergebnisse zugänglich? How did the results get presented? (reports / oral presentations / press etc.) Who now has access to the results?	Wie wurden die Ergebnisse präsentiert? (Bericht, Vortrag, Presse...) Für wen sind die Ergebnisse zugänglich? How did the results get presented? (reports / oral presentations / press etc.) Who now has access to the results?
23	Sind die Ergebnisse für die Öffentlichkeit verfügbar? (Wissen Sie , wo ich eine Kopie davon bekommen kann / Details über die Publikation erhalten kann?) Are the findings available to the public? (Do you know where I can get hold of a copy / publication details?)	Sind die Ergebnisse für die Öffentlichkeit verfügbar? (Wissen Sie , wo ich eine Kopie davon bekommen kann / Details über die Publikation erhalten kann?) Are the findings available to the public? (Do you know where I can get hold of a copy / publication details?)	Sind die Ergebnisse für die Öffentlichkeit verfügbar? (Wissen Sie , wo ich eine Kopie davon bekommen kann / Details über die Publikation erhalten kann?) Are the findings available to the public? (Do you know where I can get hold of a copy / publication details?)
24	Haben Sie die Forschungsergebnisse verwendet, oder	Haben Sie die Forschungsergebnisse verwendet, oder	Haben Sie die Forschungsergebnisse verwendet, oder

	<p>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>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>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 funding</p>
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>Has this project led to further projects with Science Shops or related agencies?</p>	<p>(Wissenschaftliche/r BetreuerIn / ForscherIn.) Führte dieses Projekt zu weiteren Projekten mit dieser oder ähnlichen Einrichtungen?</p> <p>(supervisor / research worker) Has this project led to further projects with the same or similar organisations?</p>	<p>Führte dieses Projekt zu weiteren Projekten mit dieser oder ähnlichen Einrichtungen?</p> <p>Has this project led to further projects with the same or similar organisations?</p>
30	<p>Was sind die Vorteile oder Nachteile, wenn jemandem außerhalb ihrer Einrichtung die von ihnen aufgeworfenen Frage/ Angelegenheit untersucht?</p>	<p>Ws sind die Vorteile oder Nachteile wenn jemandem außerhalb ihrer Einrichtung die von ihnen aufgeworfenen Frage/ Angelegenheit untersucht?</p>	<p>Was sind die Vorteile oder Nachteile wenn jemandem außerhalb ihrer Einrichtung, die von ihnen aufgeworfenen Frage/ Angelegenheit untersucht?What</p>

	What are the advantages and disadvantages of having someone from outside the organisation investigating the issue you have raised?	What are the advantages and disadvantages of having someone from outside the organisation investigating the issue you have raised?	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	Können sie die positivsten Aspekte des Projektes kurz zusammenfassen? Can you summarise the most positive aspects of the project?	Können sie die positivsten Aspekte des Projektes kurz zusammenfassen? Can you summarise the most positive aspects of the project?	Können sie die positivsten Aspekte des Projektes kurz zusammenfassen? Can you summarise the most positive aspects of the project?
33	Können Sie Probleme, oder Barrieren, auf die Sie gestoßen sind, ausführlich darstellen? (zum Beispiel: Konflikte, Unsicherheiten, Beziehungen..) Can you detail any problems or barriers which were encountered (e.g. conflicts, uncertainties, relationships)	Können Sie Probleme, oder Barrieren, auf die Sie gestoßen sind, ausführlich darstellen? (zum Beispiel: Konflikte, Unsicherheiten, Beziehungen..) Can you detail any problems or barriers which were encountered (e.g. conflicts, uncertainties, relationships)	Können Sie Probleme, oder Barrieren, auf die Sie gestoßen sind, ausführlich darstellen? (zum Beispiel: Konflikte, Unsicherheiten, Beziehungen..) Can you detail any problems or barriers which were encountered (e.g. conflicts, uncertainties, relationships)
34	(Falls Probleme erwähnt werden) Wie gingen Sie mit dem Problem um? (If problem mentioned) How did you deal with the problem?	(Falls Probleme erwähnt werden) Wie gingen Sie mit dem Problem um? (If problem mentioned) How did you deal with the problem?	(Falls Probleme erwähnt werden) Wie gingen Sie mit dem Problem um? (If problem mentioned) How did you deal with the problem?
35	Wenn Sie das Projekt noch einmal machen könnten, würden sie es gleich oder anders machen? If you could do it again, would you do the project the same way or differently?	Wenn Sie das Projekt noch einmal machen könnten, würden sie es gleich oder anders machen? If you could do it again, would you do the project the same way or differently?	Wenn Sie das Projekt noch einmal machen könnten, würden sie es gleich oder anders machen? If you could do it again, would you do the project the same way or differently?
36	Was sehen Sie als die Vorteile oder Nachteile (sozialer) wissenschaftlicher Forschung, die angewandt wird, um gesellschaftliche Anliegen aufzugreifen? (oder: angewandter (sozial) wissenschaftlicher Forschung, die gesellschaftliche Anliegen aufgreift?) What do you see as the advantages or disadvantages of (social) scientific research being applied to tackle issues in the community?	Was sehen Sie als die Vorteile oder Nachteile (sozialer) wissenschaftlicher Forschung, die angewandt wird, um gesellschaftliche Anliegen aufzugreifen? (oder: angewandter (sozial) wissenschaftlicher Forschung, die gesellschaftliche Anliegen aufgreift?) What do you see as the advantages or disadvantages of (social) scientific research being applied to tackle issues in the community?	Was sehen Sie als die Vorteile oder Nachteile (sozialer) wissenschaftlicher Forschung, die angewandt wird, um gesellschaftliche Anliegen aufzugreifen? (oder: angewandter (sozial) wissenschaftlicher Forschung, die gesellschaftliche Anliegen aufgreift?) What do you see as the advantages or disadvantages of (social) scientific research being applied to tackle issues in the community?

	Thank you very much for your cooperation.
--	---

2nd level Participants in Project

Q	NGO key respondent	Researcher / Supervisor	Science Shop
	BACKGROUND		
1	Können Sie uns bitte Ihre Rolle/Position in der Organisation beschreiben? Please describe your own role in the organisation	Können Sie uns bitte Ihre Rolle/Position in der Organisation beschreiben? Please describe your own role in the organisation	Können Sie uns bitte Ihre Rolle/Position in der Organisation beschreiben? Please describe your own role in the organisation
2	Wie viele kooperative Projekte mit Science Shops werden in ihrer Organisation / in ihrem Konsortium durchgeführt? How much collaborative research with Science Shops goes on in your organisation / consortium?	Wie viele kooperative Projekte mit lokalen NGO's und Science Shop werden an der Universität durchgeführt? How much collaborative research with local NGOs goes on with Science Shops in your university?	Wie viele kooperative Projekte mit NGO's und Science Shops werden an Ihrer Universität/ in ihrer Stadt durchgeführt? How much collaborative research with local NGOs goes on in your university / city with Science Shops?
3	Wie viele kooperative Projekte werden ohne Science Shops durchgeführt? And how much collaborative research with universities not involving Science Shops?	Wie viele kooperative Projekte mit NGO's werden ohne Science Shops durchgeführt? And how much collaborative research with NGOs not involving Science Shops?	Wie viele kooperative Projekte mit NGO's werden ohne Science Shops durchgeführt? And how much collaborative research with NGOs not involving Science Shops?
4	Können Sie mir ein Beispiel für Science Shop Forschung nennen? Can you give me an example of Science Shop research?	Können Sie mir ein Beispiel für Science Shop Forschung nennen? Can you give me an example of Science Shop research?	Können Sie mir ein Beispiel für Science Shop Forschung nennen? Can you give me an example of Science Shop research?
5	Können Sie mir ein Beispiel ohne Beteiligung eines Science Shop nennen? Can you give me an example that did not involve a Science Shop?	Können Sie mir ein Beispiel ohne Beteiligung eines Science Shop nennen? Can you give me an example that did not involve a Science Shop?	Können Sie mir ein Beispiel ohne Beteiligung eines 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	Wieviel wissen sie über Science Shops hier und in	Wieviel wissen sie über Science Shops hier und in

	anderen Ländern? How much do you know about Science Shops, here and in other countries?	anderen Ländern? How much do you know about Science Shops, here and in other countries?	anderen Ländern? How much do you know about Science Shops, here and in other countries?
9	Was betrachten Sie als die wichtigsten Merkmale der Science Shop -Forschung? What do you see as the most important features of Science Shop research?	Was betrachten Sie als die wichtigsten Merkmale der Science Shop -Forschung? What do you see as the most important features of Science Shop research?	Was betrachten Sie als die wichtigsten Merkmale der Science Shop -Forschung? What do you see as the most important features of Science Shop research?
10	Gibt es für Sie negative Merkmale der Science Shop-Forschung? Are there any negative features for you of Science Shop research?	Gibt es für Sie negative Merkmale der Science Shop-Forschung? Are there any negative features for you of Science Shop research?	Gibt es für sie negative Merkmale der Science Shop-Forschung? Are there any negative features for you of Science Shop research?
SCIENCE SHOPS EVALUATION			
11	Wie wichtig ist die Science Shop Aktivität/ die gesellschaftsbezogene Forschung für ihre Organisation? How important is Science Shop activity / community based research for your organisation?	Wie wichtig ist die Science Shop Aktivität/ die gesellschaftsbezogene Forschung für ihre Universität? How important is Science Shop activity / community based research for your university?	Wie wichtig ist die Science Shop Aktivität/ die gesellschaftsbezogene Forschung für ihre Universität/ Stadt? How important is Science Shop activity / community based research for your university / city?
12	Wie wichtig sind die Science Shop Aktivitäten für die Verbesserung des öffentlichen Verständnisses für wissenschaftliches Wissen (oder: für die Wissenschaften) (einschließlich der Sozialwissenschaften) How important is Science Shop activity / community based research for improving the public understanding of scientific knowledge (including social science)?	Wie wichtig sind die Science Shop Aktivitäten für die Verbesserung des öffentlichen Verständnisses für wissenschaftliches Wissen (oder: für die Wissenschaften) (einschließlich der Sozialwissenschaften) How important is Science Shop activity / community based research for improving the public understanding of scientific knowledge (including social science)?	Wie wichtig sind die Science Shop Aktivitäten für die Verbesserung des öffentlichen Verständnisses für wissenschaftliches Wissen (oder: für die Wissenschaften) (einschließlich der Sozialwissenschaften) How important is Science Shop activity / community based research for improving the public understanding of scientific knowledge (including social science)?
13	Welche andere Vermittlungsverfahren denken sie sind wichtig, um das öffentliche Verständnis für wissenschaftliches Wissen (für die Wissenschaften) zu fördern? What other mediation procedures do you think are important for improving the public understanding of scientific knowledge?	Welche andere Vermittlungsverfahren denken sie sind wichtig, um das öffentliche Verständnis für wissenschaftliches Wissen (für die Wissenschaften) zu fördern? What other mediation procedures do you think are important for improving the public understanding of scientific knowledge?	Welche andere Vermittlungsverfahren denken sie sind wichtig, um das öffentliche Verständnis für wissenschaftliches Wissen (für die Wissenschaften) zu fördern? What other mediation procedures do you think are important for improving the public understanding of scientific knowledge?
14	Wie wichtig sind die Science Shop Aktivitäten/ ist die gesellschaftsbezogene Forschung für die Entwicklung der nationalen Wissenschaftspolitik? How important is Science Shop activity / community based research for the development of national science policy (including social science policy)?	Wie wichtig sind die Science Shop Aktivitäten/ ist die gesellschaftsbezogene Forschung für die Entwicklung der nationalen Wissenschaftspolitik? How important is Science Shop activity / community based research for the development of national science policy (including social science policy)?	Wie wichtig sind die Science Shop Aktivitäten/ ist die gesellschaftsbezogene Forschung für die Entwicklung der nationalen Wissenschaftspolitik? How important is Science Shop activity / community based research for the development of national science policy (including social science policy)?
15	Welche andere Vermittlungsverfahren, die öffentliche Beiträge für die Entwicklung der nationalen	Welche andere Vermittlungsverfahren, die öffentliche Beiträge für die Entwicklung der nationalen	Welche andere Vermittlungsverfahren, die öffentliche Beiträge für die Entwicklung der nationalen

	<p>Wissenschaftspolitik berücksichtigen, 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? Von welchen anderen Vermittlungsverfahren denken Sie, daß sie dafür wichtig sind, öffentlicher Zufuhr in die Entwicklung nationaler Wissenschaftspolitik zu erlauben?</p>	<p>Wissenschaftspolitik berücksichtigen, 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>	<p>Wissenschaftspolitik berücksichtigen, 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>
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>What other mediation procedures do you think are important for building capacity in civil society / empowering NGOs?</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>What other mediation procedures do you think are important for building capacity in civil society / empowering NGOs?</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>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? 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? 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? 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? 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? 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? What other mediation procedures do you think are important for developing relations between universities and the community?</p>
FUTURE OF SCIENCE SHOPS			
20	<p>Sollte die Arbeit der Science Shops weiter entwickelt werden, Wenn ja, wie?</p>	<p>Sollte die Arbeit der Science Shops weiter entwickelt werden, Wenn ja, wie</p>	<p>Sollte die Arbeit der Science Shops weiter entwickelt werden, Wenn ja, wie</p>

	Should Science Shop work be developed further? How do you think this work could be developed?	Should Science Shop work be developed further? How do you think this work could be developed?	Should Science Shop work be developed further? How do you think this work could be developed?
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 / community based research?</p>
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? 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? 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? 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? Do you think Science Shop activity is relevant to any other current policies affecting the NGO sector?</p>	<p>Glauben Sie, daß die Science Shop Aktivitäten für andere gegenwärtige politische Strömungen, die die Universitäten beeinflussen, relevant ist? 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? Do you think Science Shop activity is relevant to any other current policies affecting the NGO sector or universities?</p>
	FINALE		
26	<p>Möchten Sie weiterhin über die Entwicklung des Projekts INTERACTS informiert werden und in der einen oder anderen Weise involviert sein? 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? 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? Would you like to be kept informed about the INTERACTS project as it develops, and to be involved further in any way?</p>

	Thank you very much for your cooperation.
--	---