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

AUSTRIAN PARTICIPATORY WORKSHOP REPORT

THE INNSBRUCK WORKSHOP

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Preface: Introduction on the Interacts Project and the Work Packages

This Participatory Workshop report has been written for the INTERACTS project, which has the overall objective:

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

INTERACTS is a pioneering 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. Out of the aggregate results from different countries a broader picture emerges concerning past experiences 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 provides a 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 is made up of five interlinked activities. 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 and 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 the 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 between NGO representatives, researchers and policy makers. By giving a voice to a broader range of stakeholders, INTERACTS contributes to the democratisation of science and technology policy.
4. The final report will identify opportunities and obstacles within the R&D environment , thus 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

I. Introduction

I.1 Why a Participatory Workshop in Innsbruck

Work package 5 of the INTERACTS project deals with the future expectations of the four actor groups NGO´s, intermediaries, scientists and politicians, concerning the "improvement of the dialogue between science and society". A workshop bringing together all actor groups was planned. The obvious methodological approach to choose was an adaptation of the European Awareness Scenario method.

The European Awareness Scenario Method allows the direct participation of four social groups from civil society. The setting of a scenario workshop offers the participants a direct opportunity for exchanging and discussing their points of view, doubts, suggestions and wishes regarding a particular topic or problem with experts and decision-makers. Furthermore it is a tool for promoting dialogue, furthering involvement and for managing a constructive discussion between various actor groups.
The Collingride dilemma also supports this choice of method. It states that: The attentiveness of society for a certain problem or future development reaches its highest point at a time when control or influence of society on this problem is not possible any more.
As a consequence, the timely involvement of the citizens in decision-finding processes, with respect to problems they are concerned with, can increase the chance of timely intervention and control.

The first unusual feature of the participatory workshop is the participants. They are specifically selected from the following four social groups:

1. NGO´s
2. Decision-makers (politicians)
3. Intermediaries
4. Scientists

This subdivision is necessary to balance the various interests of the different role groups and to include them on an equal basis. All participating role groups are regarded as experts on an equal basis with knowledge of the problem and solution trails.

The second unusual feature is the development of a future scenario (year 2010).
Each social group develops one common future scenario reflecting their interests and future expectations.
In a next step, the individual scenarios are compared with each other. Thus one can learn to understand the ideas, fears and wishes of the participating role groups and identify common ground and conflicting issues. The discussion stimulates mutual understanding. Individual motives, backgrounds, intentions become visible and decisions are made transparent and comprehensible.

In a second important step, the mutually selected themes, as generated from the scenarios, are discussed in subgroups. Each thematic group consists of participants of all social groups (mixed groups) Thus the scenarios from the individual groups are present in each thematic group. This second part of the participatory workshop brings us back to reality. Based on the results of the thematic groups a plan is developed for the implementation of the results, i.e. what each participant or participating group can contribute to the realisation of the scenarios. This last step opens up perspectives for concerted action, shows practicable ways for implementation and can go as far as developing a strategic action plan.

To summarize the main aims of the participatory workshop:

• On the one hand a participatory workshop helps to develop and generate utopian ideas. On the other hand it allows to plan first steps that can be realized in the near future or even to develop an action plan for the implementation of solution trails.

• It helps raising awareness of emerging? future? anticipated? problems in the community.

• It helps develop a common definition of a desirable development.

• It allows discussions with different social groups about obstacles on the way towards a future worth living.

• It supports attempts to work out solutions together.

An optimal result would be the agreement of all participants on a desirable development with respect to the workshop topic.

I.2 Regional Background Conditions and Subject of the Participatory Workshop in Innsbruck

As already stated in the State of the Art Report (P. 51-56) the non-governmental organisations regarded as the Science Shop clients in the true sense are not very developed in Austria. “Although the non-profit sector is strong and plays a dominant role in the political system, non-governmental organisations play an increasing but still not dominant role in the Austrian society. The non-profit sector is characterised by an enormous heterogeneity in respect to size, form of organisation, political and social embeddedness and financial strength. Additionally there are significant differences between regions.”

The non-profit sector (including the community of NGO´s) is financed by public subsidies, donations, charges for expenses, membership fees, sponsoring, endowments and loans. Although expected to take on tasks no longer or still carried out by the regional governments, many non-governmental and other non-profit organisations have not had their public sector subsidies increased for years.” Over the last years one can even observe a deterioration in the financial situation of many NGO´s. In the region of Innsbruck, influential umbrella organisations such as the “Verein Bürgerinitiativen Tirol” (BIT; umbrella organisation of citizens’ action groups on environmental issues), or the “Social Parliament” (an association of around 100 social NGO´s in the province of Tyrol which was supposed to play a consultative role vis-a-vis the regional government) were closed down for financial or political reasons.

Many NGO´s have to work in a short-term framework, some had to reduce their staff, others were closed down. The ongoing changes of the Austrian political system, which reached a provisional climax when a coalition government of Christian Democrats and the Freedom Party came to power, are regarded by some opinion-leaders as potentially beneficial for civil society because of the decreasing governmental control over society."
At the moment, the political and economical parameters are presenting the NGO's with a a rather difficult situation. A lot of resources in terms of time and manpower have to be invested just to guarantee the continued operation of the respective organisation. Topics such as networking or reflecting on more theoretical issues such as the topic of the participatory workshop have less priority. Of course NGO´s do network with others who work in a similar field, but on a rather informal level. Networks between networks do not exist.
So far, the theme of the participatory workshop "The future of the dialogue between science and society through intermediaries" has not been a topic for discussion in Innsbruck. NGO´s do not regard the university as a partner that would have the potential to provide them with applicable solutions for their problems. Only very few organisations have realised that universities would have a great pool of resources, which could be used for the common good.
Most departments of the University of Innsbruck are mainly rooted within the scientific community and the business world. Research contacts or co-operations with NGO´s are fairly rare. This is certainly an area which can be improved.
The University of Innsbruck is rich in intermediaries covering different areas and aspects. Some are very specialised (e.g. Language Telephone), some operate on a broader level (e.g. Outreach Unit). Unfortunately they are not gathered in a network. So we have a situation where some intermediaries do not even know each other.
In these circumstances it was rather challenging but worthwhile to conduct a participatory workshop in Innsbruck involving representatives of the four social groups, NGO´s, intermediaries, scientists and politicians.

II. Workshop Preparation, Structure and Realisation

II.1 Date and Duration of the Workshop

Topic:
"The future of the dialogue between science and society through intermediaries"

Time: Tuesday, April 22nd 2003, 9:00a.m.– 5:00pm

Place: Zukunftszentrum, Universitätsstrasse 15, 6020 Innsbruck, 1st Floor

Organizer: FBI Centre

II.2 Location of the Workshop

The participatory workshop was conducted at the "Zukunftszentrum der Arbeiterkammer Tirol". The "Zukunftszentrum" is a limited company, founded and run by the "Arbeiterkammer Tirol" (chamber of labour, official representative of the waged workers in the Tyrol) and the City of Innsbruck with the aim of investigating new work trends against the background of the changing living and working conditions in the Tyrol.
The "Zukunftszentrum" is located in a 1.500 sqm venue on the campus of the Social and Economic Sciences Faculty at the University of Innsbruck. It is equipped with the latest technological equipment and offers perfect facilities for conferences, workshops and all kinds of events.
The participatory workshop was organised in cooperation with the "Zukunftszentrum" which waived most of the rent for the workshop facilities. The FBI Centre paid a symbolic rent. For the workshop a large room for the plenary sessions which could take up to 30 people and separate rooms and workspaces for the working groups were available. The coffee and bar area of the "Zukunftszentrum" was adapted for the coffee breaks and lunch. Catering was outsourced to two Non-profit organisations ("Volkshilfe" and "Gourmet") serving various canapés, petits fours and soft drinks.

II.3 Workshop Organisation

The organisation of the participatory workshop in Innsbruck started right after the Rinn-Innsbruck meeting of March 7-9 with discussions about a potentially ideal list of participants to conduct a successful workshop that would achieve optimum outcomes. As a result, a preliminary list of participants, already grouped into the four role groups (NGO representatives, researchers, policy makers and intermediaries), was drawn up, followed by a first conceptual outline of the workshop. For a successful participatory workshop adapting the European Scenario Workshop method, the selection of participants is a major factor. Choosing and contacting the participants was a rather time-consuming task.
In a next step contacts with the regional print media and the regional radio and TV station were established with the aim of getting them interested in the workshop topic and having the workshop results reported in the local newspapers and on the radio (25.03.2003). Furthermore, attempts were made to run parts of the workshop in the format of a public debate in the rooms of the regional broadcasting station. For various reasons this turned out to be impossible.
As one result, the journalist responsible for the science and economics column in the leading regional newspaper promised to participate in the workshop.
At the same time a meeting with the head of the Outreach Unit of the University Innsbruck – "Büro für Öffentlichkeitsarbeit der Universität Innsbruck" – was organized. The purpose of this meeting was to enlist him as a partner for cooperation and participation in the workshop and to obtain his advice for upgrading the provisional list of participants (26.03.2003). Based on this meeting and further internal discussions on the preparation of the workshop, a revised and extended list of participants was drawn up.

This list consisted of two sections:

List A contained 33 names, already subdivided into the four role groups, who were considered to be key figures with reference to the selected workshop topic “The future of the dialogue between science and society through intermediaries” and rated as priority A; and

List B containing 28 names of people considered important in the context of the workshop and rated as priority B.

The aim was to attract as many participants as possible from List A. The definitive list of participants included names from list A and B in equal numbers.

In a next step, special consideration was being given to the information material which in a first shot was to be sent to the key figures from list A.

For detailed information on the information material sent out before the workshop, please see chapter III and particularly chapter VII where the full text in the national language is provided.

There were 6 options for possible workshop dates , 14th, 15th, 22nd, 23rd, 28th and 29th of April, which got whittled down to two options. The final selection of the date depended widely on the schedules and availability of the key figures of list A and the availability of the workshop facilities. Furthermore it was known that the two weeks of the Easter vacation would be a time slot for university people when they could participate in the workshop. In the end, April 22nd emerged as the most suitable date. The “Zukunftszentrum der Arbeiterkammer Tirol” was chosen as the venue, since it is easy to reach, right in the centre of Innsbruck, next to the Social Science and Econcomics Faculty of the University of Innsbruck, well-known and boasts the latest technological equipment. The “Zukunftszentrum” also agreed to act as a partner for cooperation and to participate in the workshop.

All potential participants were first contacted personally, either by telephone or in person, and informed about the aims of the workshop and the INTERACTS project. On showing interest they received further information via the internet (letter of invitation, information on the FBI Centre, the INTERACTS project and the methods, press release…).

This selection phase produced 20 people who definitively agreed to attend the workshop. Unfortunately two participants cancelled the day before the workshop, leaving the organizers no time to find replacements for them. And two participants did not show up at the workshop. Furthermore one participant from the politics group did send a representative who was not really in a leading position and mainly working on a project level. This person therefore decided for himself to participate in the NGO group. The drop-out rate for this workshop was 20 %.

While the selection process was going on, the final workshop program was being worked out and the various presentations (input 1 and 2, handout 1 and 2) were being prepared.

One week before the workshop, all participants were reminded per email of the date and aims of the workshop. Two days before the workshop, the final preparations started including the preparation of the following materials:

a) One separate list for each role group, mentioning the role group, name of participants, institution, telephone number, email and space for the signature

b) Colour-coded name tags for all participants and the organiser team (green for the NGO´s, red for the politicians, grey for intermediaries, blue for science and orange for the organisers)
c) Information material on the FBI Centre and the INTERACTS project but also on projects conducted by the FBI Centre (e.g. on gender-sensitive education of young boys)
d) Flipchart posters outlining the workshop program and the schedule for the day.

On the day of the workshop, the workshop organizer team (2 staff members of the FBI Centre) arrived one hour ahead of the official start of the workshop for minor last-minute adaptations of the rooms.
This included the following tasks:

a) Preparation of the entrance area, where a separate table held the lists of participants, the name tags, information material on the FBI Centre and on projects conducted by the FBI Centre as well as the press release about the workshop.
b) Final check of the rooms, which had already been prepared by staff members of the "Zukunftszentrum".
c) Putting up flipchart posters in the proper sequence of the workshop program and a last check of the moderation material.

Gender Issues:
Special attention was being paid to gender issues in the different phases of the organisation of the workshop and also during the workshop itself.
In the course of the selection process, special efforts were made to ensure an equal number of women and men in each group of participants in comparable positions. The way the workshop was run took account of the different ways women and men communicate. It was the task of the moderator to ensure that women and men could participate in the discussions on an equal footing and that no participant, irrespective of "gender", could dominate the proceedings. The working groups (scenario groups and thematic groups) were encouraged to choose women and men as spokespersons to present the groups' result in the plenum. In the presentation of the results men and women were represented in an equal measure.

Moderation of the workshop and documentation:
The workshop itself was conducted and moderated by two staff members of the FBI Centre. The moderator was Gabriela Schroffenegger, trained and experienced in moderation and also trained and experienced in the European Awareness Scenario Workshop method, assisted by Andrea Gnaiger who gave a short presentation on the FBI Centre, an introduction to the INTERACTS project and the wider setting of ISSNET and SCIPAS and who was responsible for the protocol. The documentation of the workshop happened on two levels: a) note-taking and b) photographing the written results of the working groups. There was no intention of taking pictures of the participants. The participants were supplied with an extensive protocol, highlighting the workshop process and results.

II.4 Workshop Design and Process

9.00

Welcome

Short introduction on the FBI Centre, the INTERACTS project and the wider setting of ISSNET and SCIPAS *(input1)*

9.05

Introduction on the European Awareness Scenario Workshop method - Reasons *(Collingride Dilemma)* and aims *(input2)*

Presentation and explanation of the workshop process plan

9.15

Short presentation of each participant (3 minutes per person) covering the following aspects:

Who: name, education, position within the organisation

What and how: institution - aims – fields of interest - clients

Why: expectations from the workshop

One spontaneous phrase on the topic "Dialogue between science and society" – which was written down on a poster

10.15

Instruction and explanation of the first task, the development of the scenario (2010), for each role group in the plenum. *(Instruction: teamwork 1 – handout: questions 1)*

10.30

Development of the scenario by each “Role Group”

Integrated coffee break

11.40

Presentation of the scenario by a representative of each “Role Group” (15 minutes per scenario):

Additions to the presentation of each scenario are allowed for role group members only.

Questions asking for clarification of certain aspects are allowed for all participants regardless the role group they are in.

12.50

Gathering of common aspects for all scenarios and aspects that are specific to individual scenarios.

Selection of the most important 4 aspects.

13.00 - 14.00

Buffet

14.00

Recapitulation of the most important 4 topics and drawing up of themes to work on in the "Thematic Groups" (mixed groups).
Instruction and explanation of the second task on how to continue working in the thematic groups. *(Instruction: teamwork 2 – handout: questions 2)*
Selection of participants for the thematic groups.
14.30
Teamwork "Thematic Groups"
Integrated coffee break
15.40
Presentation of the thematic group results by a representative of each thematic group (15 minutes per thematic group):
Additions to the presentation of each scenario are allowed for role group members only.
Questions asking for clarification of certain aspects are allowed for all participants regardless the role group they are in.
16.20
Feasibility assessment of the suggestions by all participants *(Instruction 3)*
List of activities drawn up from the most popular suggestions.
16.30
Development of a "Master plan" - optional discussion on first steps that can be taken to get closer to the intended scenario, common wishes, requirements… This can take place either in the plenum or by using cards (personal declaration of intention).
Comparing the results or as a second option comparison of the personal declarations of intention with the statements on the "dialogue between science and society" from the beginning of the workshop.
16.45
Feedback and farewell

II.4.1 Organizers' Comments and Reflections on the Workshop Process

In the morning the workshop process was as planned and expected. The organizers' presentations, the instructions given and the handouts did not raise any further questions and no problems occurred. They were perceived as clearly structured and easy to understand. The individual groups were able to work independently on their respective topic. Although the organizers did offer additional information or assistance if desired there was no expressed need for it. Drawing up the topics for the thematic groups proved not as smooth going as expected. There was not always agreement on suggestions for topics, particularly on whether a suggested topic was really a topic for the thematic groups. This task needed some assistance and guidance from the moderator. Finally four topics emerged that the participants could agree on. This discussion did take more time than had been allowed for and also proved rather exhausting for the participants. In order not to open up discussion again, it was decided to change the workshop design slightly and to select the participants

for the thematic groups before lunch and not as original planned after lunch. It was felt to be more motivating for the participants to start the afternoon with a new task - the thematic groups. To speed up the process, the participants were asked to select the thematic group they wished to join. In case an imbalance emerged the organizers would have intervened and tried to reorganise the groups, which was not necessary. Surprisingly, the topic "structures and parameters" (for the dialogue) did not attract participants and the organizers did not want to enforce it. Thus there were just three thematic groups in the afternoon instead of four.

As the afternoon programme started more than half an hour later as planned, some slight adjustments had to be made. The process of generating concrete actions based on general suggestions had to be simplified and speeded up. The structure had to be loosened, giving way to a more open kind of discussion, which turned out to be very productive. The workshop finished as planned at around 17.00.

II.5 Participating Local Stakeholder Groups

II.5.1 Number of Participants: 16

20 participants – 5 per role group – agreed definitively to attend the workshop. Unfortunately two participants cancelled the day before the workshop, leaving the organizers no time to find participants replacing them. And two participants did not show up at the workshop. The drop-out rate for this workshop was 20 %.

Furthermore, one participant from the politics group sent a representative who was not really in a leading position and mainly working on a project level. This person therefore decided for himself to participate in the NGO group.

Therefore the role groups were not even sized. Two role groups consisted of four participants, one group of three and the last one of five participants.

II.5.2 List of Participants

• Participant 1 (Mr. Anker): NGO

Tyrolean Trade Association representative,

Statement: The dialogue between science and society is rather complex. The context is very different. More osmosis.

• Participant 2 (Mr. Salzmann): NGO

Representative of the Rudolf Steiner School, consultant and lecturer at the University of Innsbruck,

Statement: “The dialogue between science and society is a necessity in some areas. Science is responsible for initiating and keeping up the dialogue.”

• Participant 3 (Mr. Pasqualoni): NGO

Representative of ATTAC, member of the executive committee of the Senate Study Group “Science and Responsibility” of the University of Innsbruck, lecturer at the university of Innsbruck,

Statement: To initiate and keep up the dialogue is the responsibility of science.

• Participant 4 (Mr. Trummer-Kaufmann): NGO

Association for probation services and social work (ATA), managing director,
Statement: There is a problem: Where do I find science? For non-academics there are barriers to getting into contact with university people. Translators are needed. One also needs opportunities to meet, something like institutionalised meetings.
• Participant 5 (Ms. Kapelari): INTERMEDIARY
University Innsbruck, outreach unit, responsible for „Young University UNI“ and “Green School”,
Statement: “Science should touch people, which works as soon as one’s daily life is affected. Science should be made available and understandable.”
• Participant 6 (Mr. Egger): INTERMEDIARY
University of Innsbruck, SOWI-Holding PINN (Science Shop equivalent), general manager
Aims PINN: Mediation between theory and praxis, between science and society.
No statement
• Participant 16 (Mr. Ursprunger): INTERMEDIARY
Journalist
Statement: Dialogue and transfer of scientific knowledge should not only be limited to technology, economy and natural sciences but also include the humanities.
• Participant 11 (Mr. Obermayr): INTERMEDIARY
“Future Centre” - Zukunftszentrum, staff,
Target group: Tyrolean waged labour,
Statement: “The economy (academia) refuses the dialogue. Science – the myth.”
• Participant 12 (Ms. Exenberger): INTERMEDIARY
Consultant, SOS-Kinderdorf –research unit, EU-projects
Statement: Science is research. Research results should be applicable.
• Participant 5 (Ms. Oppitz-Plörer): POLITICS
Innsbruck city councillor, responsible for education and health,
Statement: “The dialogue between science and society needs translators. It cannot be enforced. Knowledge transfer is a rather bulky term. Science should come down to earth.”
• Participant 6 (Mr. Schuhmacher): POLITICS
Tyrolean chamber of labour, head of the youth section,
Statement: There is estrangement in the relationship between science and society. A translator function is needed.
• Participant 1 (Mr. Gstir): POLITICS
Tyrolean regional government, coordinator of the integration department,
Target group: Migrants and organisations working with migrants
Statement: “Science and society have a lot to tell each other. They can profit from each other.”
• Participant 4 (Mr. Schober): SCIENCE
Education Management, adult education, consultancy,
Statement: “The dialogue between science and society needs translators. There are fears and uncertainties on both sides. The language is not the same, irrespective of the fact that they might mean the same.”
• Participant 9 (Mr. Chapman): SCIENCE

University of Innsbruck, department of applied linguistics, responsible for the “Language Telephone”
Statement: “The dialogue between science and society is important and has to be promoted.”
• Participant 10 (Ms. Konrad): SCIENCE
University of Innsbruck, ÖH - Österreichische Hochschülerschaft (official students representative body), education policy representative,
Statement: “The dialogue between science and society is not uncontested. This is positive but also negative. The tension proves that it is alive.”
• Participant 15 (Ms. Sartori): SCIENCE
EU project MIDAS, student at the University of Innsbruck,
Statement: What is regarded as science? What can be sold as scientific? How does science define itself?

II.6 Workshop Summary

The participatory workshop on the topic “The future of the dialogue between science and society through intermediaries” was conducted on April 22nd in Innsbruck, involving 16 active participants selected from the following role groups: NGO´s, Science, Politics and Intermediaries. The concept, organisation, moderation and running of the workshop were carried out by 2 staff members of the FBI Centre. The workshop started at 9.00 with a welcome and warm-up round followed by a presentation on the FBI Centre and an explanation of the aims and framework of the EU projects SCIPAS, INTERACTS and ISSNET.
After presenting the schedule for the day, the participants introduced themselves following a predefined format mentioning name, educational background, the organisation they are working for, expectations for the workshop and giving a statement regarding the dialogue between science and society.
This warm-up round was followed by a general introduction on the idea of European Awareness Scenario Workshops and an explanation of the specific approach of the current participatory workshop.
Then the drawing up of the scenarios was explained to the four role groups (NGO´s, Politics, Science and Intermediaries) in the plenum. To support the development of the four scenarios, each role group was supplied with a handout containing the following guiding questions.

- What are the main steps undertaken to reach the scenario?
- What are the main factors contributing to it?
- In which areas did things happen which encourage the scenario?

Each role group worked for one hour and 15 min, drawing up their respective scenario. Afterwards all participants met in the plenum room to present (posters) and discuss the four scenarios (only questions clarifying a possible misunderstanding of the groups scenarios were allowed).
The main results of the scenarios presented by the role groups are as follows.
• **Scenario NGO:**

University (research and education) is an active part of society. Each university has a service centre responsible for the dialogue between science and society, as well as a supervisory board. This board consists of representatives of NGOs, grass roots movements, trade unions, the economy…. with the aim of initiating, supporting and monitoring the dialogue and auditing the implementation of community based research.

• Scenario Intermediary:

This role groups envisages a „House of Science“, a place where all mediation facilities are established, where dialogue can take place and everybody is welcome to bring forward their concerns. A translator function, which should also be available for scientists, is regarded as very important. The “House of Science “ is seen as a meeting place between civil society and scientists.

• Scenario Politics:

Future perspective: Science should improve quality of life and living conditions.

The role group politics would strengthen democratic structures and invest in comprehensive education and lifelong learning. The society’s value system should be reflected within the scientific system. In addition to research and education record, the ability to mediate should be considered an additional qualification for researchers and should be of value for the future career (comparable to credit points for students). A legal analysis of the “usefulness of research” is also envisaged.

• Scenario Science:

The scenario of this role group can best be described as “the university goes public and is public”. This includes thoughts like: appreciation of the “everyday knowledge of students; no more academic titles; there are many ways to acquire knowledge and university is just one out of many; importance of networking, dialogue; science goes to the pubs, importance of evaluation and gender mainstreaming.”

In a next step the topics for the thematic groups to work on in the afternoon were developed. In a thematic group members of all role groups are represented (at least 1 NGO, 1 politician, 1 intermediary, 1 scientist).

First a list of topics and common themes derived from the four scenarios was drawn up in the plenum. In a further step, this preliminary list was whittled down to four topics.

Main topics (as evolved from the scenarios):

Interface (mediation, House of Science)

Goals – relevance – resources (of Science)

Participation

Structures - parameters (for the dialogue)

As the topic on structures and parameters (for the dialogue) did not attract participants and the organizers did not want to enforce it, there were just three thematic groups in the afternoon instead of four. The aims of the thematic groups were explained in the plenum and all thematic groups were supplied with handouts pointing to the main questions and including a coordinate axes schema supporting and guiding discussions around the selected theme.

• Handout questions:

Which activities could promote the topic? – Keeping in mind the scenario.

Who can do it? Who can assist?
Which decisions have to be made?
Which obstacles can be expected?
• Coordinate axes (4) for answering the questions:
Current state, a more detailed description of the topic
Target state, activities, changes
Who can, should participate, who else has to be involved?
Obstacles to be expected

The Thematic Groups:
Each of the three thematic groups worked on the topic for one hour and 15 min, including the preparation of a poster, which was presented in the plenum afterwards. The main findings are as follows.

• Thematic Group 1: Interface – House of Science:
This thematic group envisaged a House of Science comprising all mediation facilities at the university, acting as a service centre open to the public and the scientists. Its main functions would include public relations, promoting science and scientific results, networking and enabling a dialogue attractive for scientists.

• Thematic Group 2: Objectives – Relevance – Resources (of Science)
This group thought about the aims of science, relevance criteria to be developed on the basis of socio-political decisions and the transparency of science and research.

• Thematic Group 3: Participation
At the moment, the university and the scientific environment are changing and the future structures are unclear. The present state of participation of the civil society is unsatisfactory and needs to be improved. The group envisaged a supervisory board with representatives of NGOs, trade unions, grass roots movements, citizens action groups….

As a last step an action plan including small steps and actions to get closer to the scenarios was developed in the plenum.

Action Plan - Next Steps:
• The participants expressed an interest in forming a working group to develop a concept for a “House of Science”, and to present this model to the head of the University. As the University of Innsbruck will get a new head in June, the working group intends to start once it is clear who will become the new principle.
• Representatives of intermediaries and other organizations decided on closer cooperation in future. This includes forwarding information on actions taken, exchanging information about meetings and activities planned (including invitations to meetings and activities).
• Setting up of a new mailing list (this task will be organized by the FBI Centre).
• Feedback meeting in September or October, organized by the FBI Centre, to report on activities, progress and to keep the discussion on the topic “improving dialogue between science and society through intermediaries “ going.

In a last round the participants gave very positive feedback on the workshop in general and the method applied. It was perceived as a challenging but fruitful and inspiring day. They expressed an interest in being kept informed on the current EU projects INTERACTS and ISSNET and in continuing this kind of event on the topic “the future of the dialogue between science and society through intermediaries”.

III. Information Material

III.1 Awareness Materials for the Participants

III.1. 1 Materials sent out beforehand to inform and attract the participants

- Letter of invitation (email) (see Appendix: A1)
- Information on the FBI Centre
- Leaflet: Setting the scene and introducing the project and the wider setting of SCIPAS and ISSNET (see Appendix: A2)
- Information on the workshop method and the aims of the workshop (see Appendix: A3)

III.1.2 Materials used at the Workshop

- Press release
- Information on the FBI Centre and information material on various projects conducted by the FBI Centre, including booklets and brochures produced by the FBI Centre (e.g. on gender-sensitive education of young boys)
- Flipchart posters outlining the workshop program
- Overheads introducing the general idea of EASW, explaining the participatory method applied for the workshop and general information on the projects INTERACTS and ISSNET.
- Handout 1: Each role group (politicians, scientists, NGOs, intermediaries) was supplied with a handout to help develop the scenario, pointing out the main questions to ask and what steps to take. (see Appendix: A4)

Questions:

What are the main steps taken to reach the scenario?
What are the main factors contributing to it?
In which areas have things happened which furthered the scenario?

- Handout 2: Each thematic group was supplied with a handout focusing on the suggested questions and including a coordinate axes schema supporting a structured presentation of the findings. (see Appendix: A5)

Questions:

Which activities could promote the topic? – Keeping in mind the scenario.
Who can do it? Who can assist?
Which decisions have to be made?
Which obstacles can be expected?

Coordinate axes (4) for answering the questions:

Present state: goes into more details of the topic

Targeted state: activities, changes

Who can, should participate: who else has to be involved?

Obstacles to be expected:

III.2 Organiser Presentations - Abstracts

III.2.1 INPUT 1 – Introduction on the FBI Centre, the INTERACTS project and the wider setting of ISSNET and SCIPAS

This introductory presentation was divided into two parts. Part one provided the participants with information on the FBI Centre including a brief overview on the history of the organization, the development of the organization, the present state, staff numbers, the aims and the main topics the organization is working on.

Part two was setting the scene and explained the context in which the participatory workshop was conducted. To give a broader picture, the participants were informed about the first EU project focusing on Science Shops (SCIPAS) and on the EU project ISSNET and on how these projects are interlinked.

The introduction on INTERACTS was more detailed, explaining the general aims of the projects and giving information on the single work packages. This was felt to be necessary to enhance the participants' understanding of the importance and aims of the participatory workshop they were taking part in.

III.2.2 INPUT 2 - Introduction on the European Awareness Scenario Workshop Method - Reasons *(Collingride Dilemma)* and Aims (see Appendix: A6)

This presentation gave an overview of the scenario method, who developed it, why it was developed and in which context it was originally applied. After this short introduction, the main elements and aims of the scenario method were applied to the topic and aims of the current participatory workshop. The main elements of the participatory workshop, (i) the division of the participants in four social groups and why this is important, (ii) the development of the scenarios and (iii) the thematic groups were explained briefly. An explanation of the procedure in detail was to be given later on, just before the development of the scenarios and before the thematic groups.

III.2.3 Instruction: Teamwork 1 (see Appendix: A7)

This presentation provided the participants with detailed instructions on the development of the scenario and tried to encourage them to be as utopian as possible. An attempt was made to envisage a Tyrol in the year 2010 where everything is possible. The participants were advised not to consider questions of feasibility or financing. To support the process they were supplied with a handout focusing on the main questions (see handout 1: chapter III.1.2). They were asked to visualize their scenario and were therefore supplied with two large sheets of paper and markers in different colours. They were also asked to appoint one person within the group to present the scenario in the plenum later on.

III.2.4 Instruction: Teamwork 2 (see Appendix: A8)

This presentation gave information on how the thematic groups are composed and why they are composed in this way. Handout 2 containing the main questions and the Coordinate axes schema was explained in more detail.

IV. Workshop Results

IV.1. Visions of the four Social Groups

IV.1.1. Scenario – NGO

Explanations and further remarks of the spokesperson of the NGO group in the plenum:

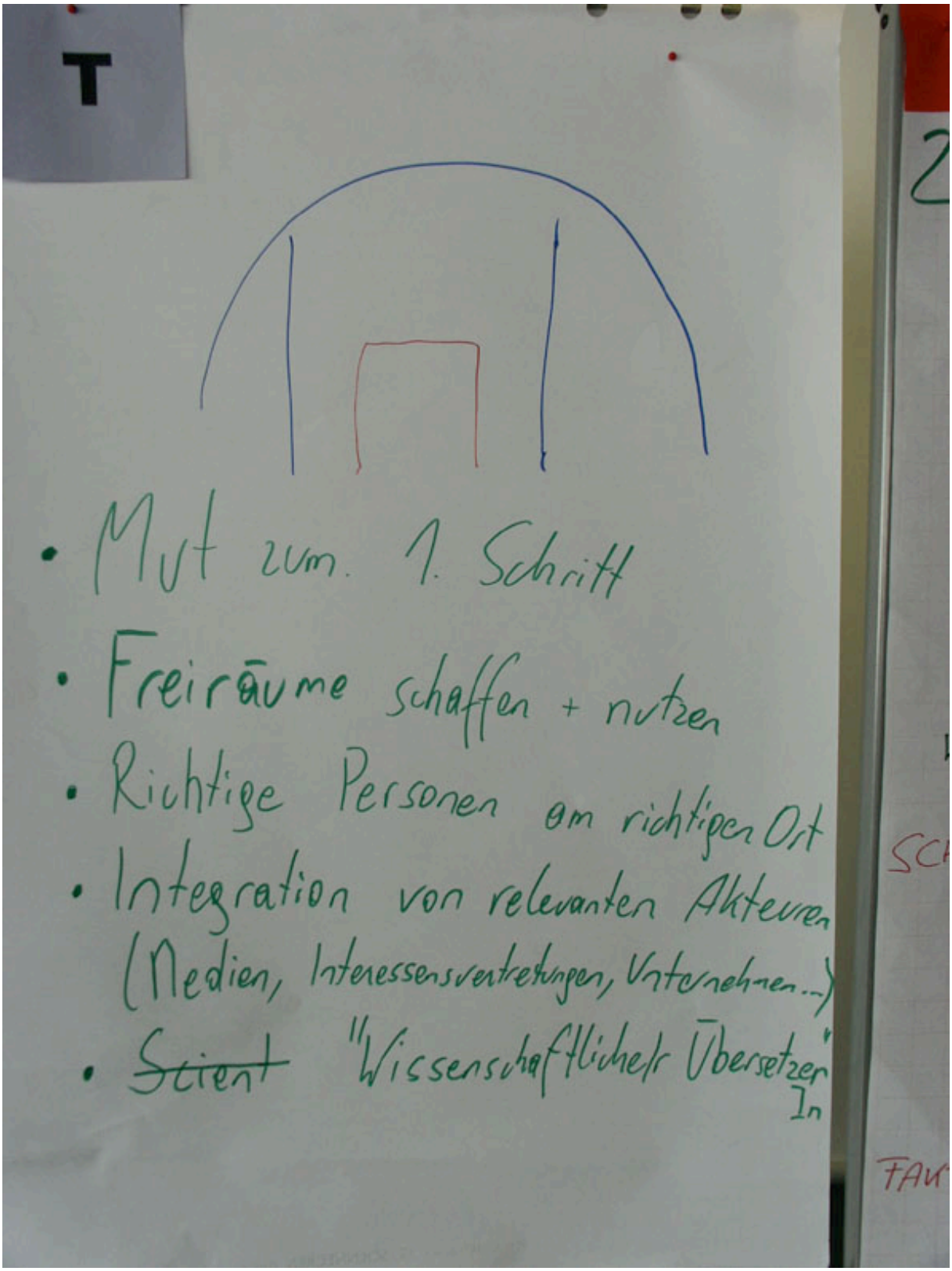
This group presented two posters showing their vision of cooperation and dialogue between NGOs, university and intermediaries.

Poster 1 (see previous page, upper part):
University (F and L stand for research and teaching) is an active part of society. Each university has a service centre (S) responsible for the dialogue between science and society (G). This service centre is open to society and all faculties and departments of the university. It should have dialogue character. It should assist and support the client in clarifying and formulating his request. It is part of the services offered by the university.
Each university has a supervisory board, also responsible for the consideration of general values. This board is made up of representatives of NGOs, grass roots movements, trade unions, employers…. and aims to initiate, support and monitor the dialogue between science and society as well as reviewing the implementation of community-based research.

What must be done to accomplish the vision described?
• The regional independence should be supported.
• NGOs should gain more social influence.
• Debate and dialogue has to be improved.

Poster 2 (see previous page, lower part)
This poster shows the interaction again in a more organic form, the dialogue between the three actors (science, intermediary, society).
The inner circle represents the university (L and F stand for research and teaching) having eyes and ears to see and hear what goes on around it. This inner core is entirely surrounded by the service centre, which has a semi-permeable wall. The service centre is very sensitive to all requests from the NGOs and also from the university. The outermost circle represents the society, split up into sectors having eyes and ears to see and listen what is going on.

IV.1.2 Scenario – Intermediary



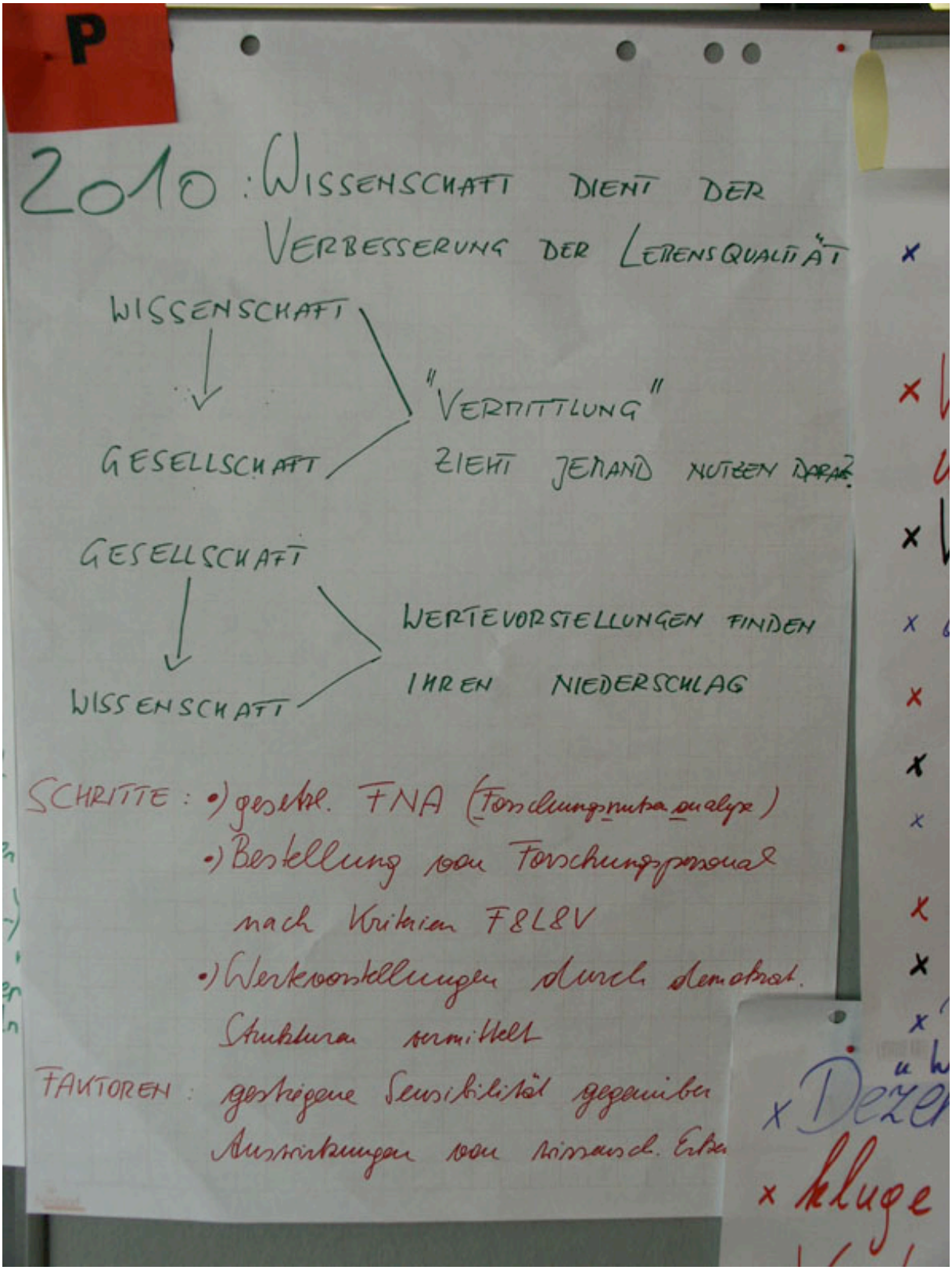
Explanations and further remarks of the spokesperson of the intermediary group in the plenum:

This role group envisages a „House of Science“, a place where all mediation facilities are established, where dialogue can take place and everybody is welcome to put forward their concerns. To get into contact with university - to literally cross the threshold - is seen as one major problem. Therefore anxiety about approaching House of Science needs to be lowered. The “House of Science “ is seen as a meeting place between civil society and scientists.
A translator function, which should also be available for scientists, is regarded as very important.

What has to be included in the “House of Science”?
• Exhibition of science
• Receptacle for requests from all sides
• It should have a long-term perspective to build up a tradition.

What must be done to accomplish the goal?
• Encourage the first step.
• To meet the right people at the right time and place.
• Freedom of action
• The different actors have to be involved right from the beginning, including the planning phase.
• One has to be open to the media (e.g. to organize a “Club 2” – based on a late-night debate programme format on Austrian TV).
• One needs scientific translators, also available for the scientists.
• Already existing mediation units, transfer units should form the basis (nucleus) of further development of the concept of a “House of Science”.
• It has to be a well-known and accepted venue, a place where people like to go.
• A place where you get into contact with scientists, where you can have discussions with them.
• The University has to supply the parameters for scientists to get involved in the dialogue.

IV.1.3 Scenario – Politics

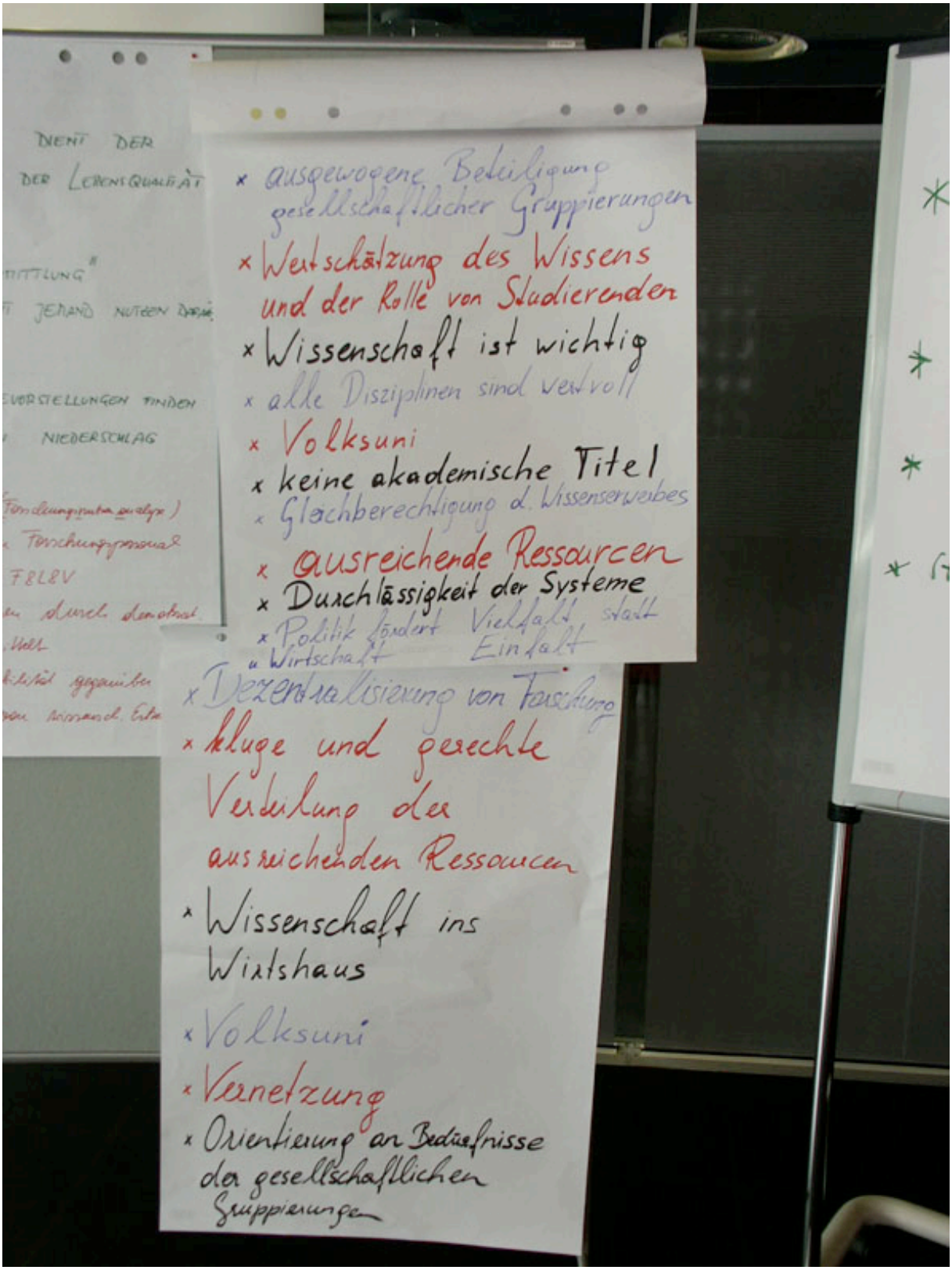


Explanations and further remarks of the spokesperson of the politics group in the plenum:

This group prepared one poster.
Overall aim: Science should improve the quality of life and living standards.
There are two directions.
1. What does science offer the society? Who benefits?
The nature of the benefit and who benefits has to be analysed by science itself.
2. What are the needs of society? What does society expect from science?
The society's value system should be reflected in the scientific system.

What must be done to accomplish the goal?
• An analysis of the "usefulness of research" is envisaged (it has to be an obligation by law).
If there is no immediate benefit for certain groups of society this does not imply that that field of research is redundant. To add to the pool of knowledge in general is also of benefit.
• The role group politics would strengthen democratic structures.
• Invest in comprehensive education and life long learning.
• There are many opportunities of acquiring additional skills and knowledge and everybody is capable of acquiring them. TV reports such as "Modern Times" should be broadcast at prime time.
• Tax breaks for everybody who takes part in educational programs.
• The society's value system should be reflected within the scientific system.
• Benefits for the quality of life should also be a criterion in appointing academic staff. Scientists must become sensitized to questions such as: Has my research any added value for society? Scientists should be encouraged to think about potential benefits and clients.
• Further to research and education, the ability to mediate should be considered as an additional qualification for researchers and should be of value for the future career (comparable to credit points for students who engage in community-based research).

IV. 1.4 Scenario – Science



Explanations and further remarks of the spokesperson of the science group in the plenum:

This group presented two posters.
This role group's scenario can best be summarised as "University goes public and is public".

Poster one (top previous page) focuses on the scenario
This includes the following aspects:
• Balanced participation, access of social groups (women, migrants…)
• Science is important and of high value. All fields of research are of equal value.
• Appreciation of the "everyday knowledge" of students. Knowledge of the students has a kind of mediation function.
• "Volksuni", accessible for everybody.
• No more academic titles
• There are many ways of acquiring knowledge and the university is just one out of many. Other ways of acquiring knowledge should also be accepted and appreciated.
• Sufficient financial resources must be provided.
• Open systems
• Importance of networking, dialogue, and interaction
• Politics should support variety instead of uniformity.
• Importance of evaluation and gender mainstreaming.

Poster two (bottom previous page) focuses on what must be done to accomplish the goal.
• Decentralisation of research
• Wise and fair distribution of sufficient resources (What kind of distribution system needs to be developed? Who can be in charge of this distribution system? How can it be evaluated/audited?)
• Science into the pubs!
• What does a university stand for? What are the tasks of a university? Teaching and research. In addition, a university should also cover general education and adult education ("Volksuni").
• Networking of organisations, units within the university.
• The needs of social groups should be an orientation for the universities.
• Transparency and evaluation are important.

IV.2. Results of the Thematic Groups

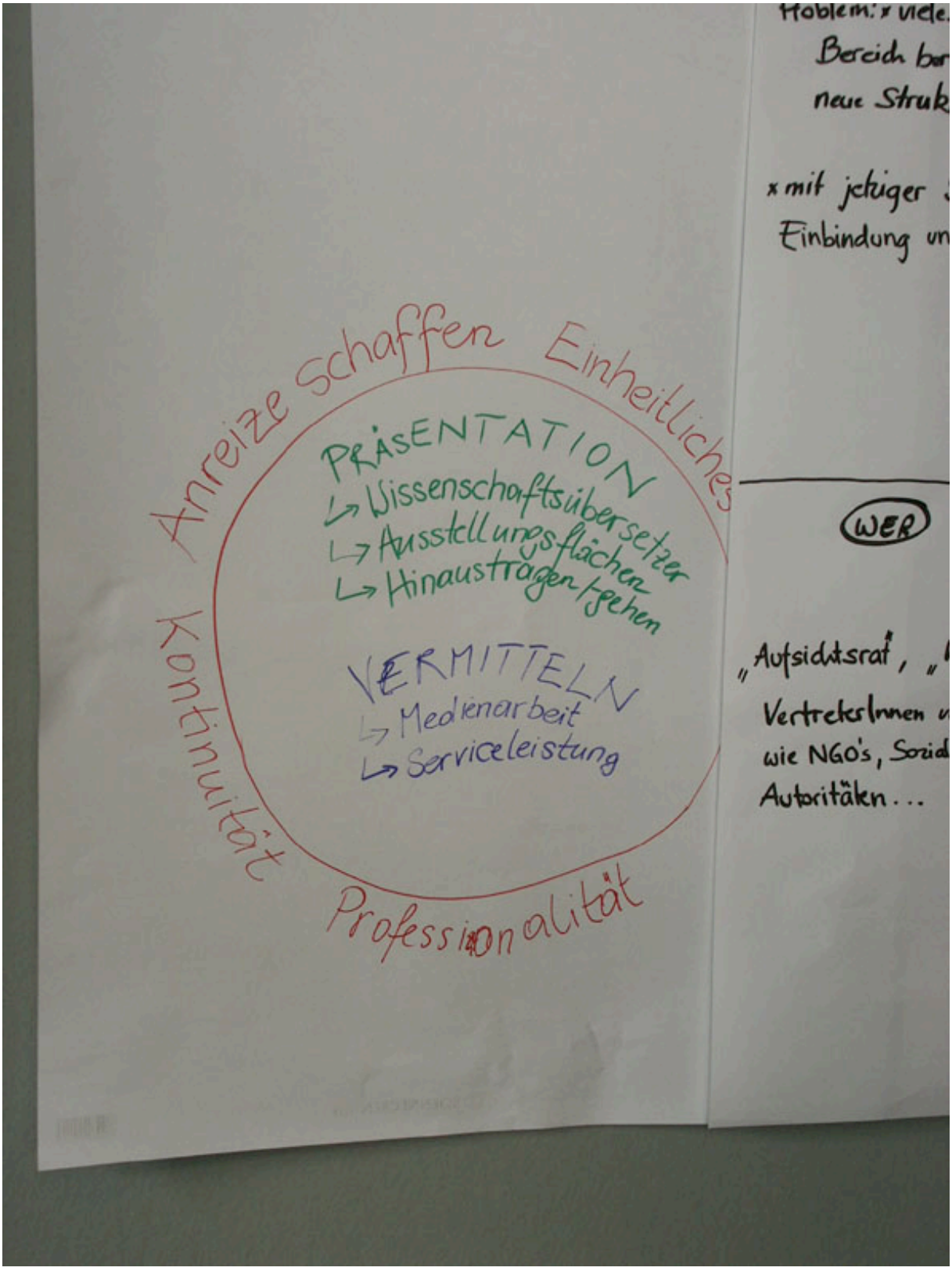
Drawing up the Themes:
In a first step a list of common topics and themes derived from the four scenarios was drawn up in the plenum.
This list included the following topics:
• Service centre, mediation function, interface
• Participation of different actors
• Distribution of resources
• Does the university have a monopoly position with respect to science?
• Aims and relevance of science? Who decides about that? What is the aim of science? (Relevance is no value per se, but a political decision)
• What kind of structures and parameters are necessary for science?
• Organisation of science?
• University supervisory board (abuse and failure)
• Ability to mediate

In a second step this list got whittled down to the following four themes.
• Interface (mediation, House of Science)
• Goals – relevance – resources (of science)
• Participation
• Structures - parameters (for the dialogue)

As the topic on structures and parameters did not attract participants there were only three thematic groups in the afternoon.

• Thematic group 1: Interface (mediation, House of Science)
• Thematic group 2: Objectives – relevance – resources (of science)
• Thematic group 3: Participation

IV.2.1 Thematic Group 1: Interface – House of Science



Explanations and further remarks of the spokesperson of the thematic group "Interface – House of Science" in the plenum

This thematic group envisaged a House of Science comprising all intermediary organisations at the university acting as a service centre open to the public and the scientists. Its main functions would include public relations, promoting science and scientific results, networking and enabling a dialogue attractive for scientists.

The group presented two posters.

• Poster 1 (see previous page) is a graphical representation of the House of Science and its functions. The House of Science is represented as a circle comprising all mediation facilities at the university. The House of Science should stand out through professionalism, a uniform image, continuity (it needs time to build up trust) and incentive work.

The core functions are presentation (e.g. it should offer possibilities to go to the schools) and mediation (everybody who has a request can consult the House of Science).

Parameters: At the outset suitable facilities are needed. There must be incentives to attract scientists to get involved in community-based research and knowledge transfer.

• Poster 2 followed the Coordinate axes schema, which was handed out to the participants to support and guide discussions around the selected theme.

Present state, a more detailed description of the topic:

At the moment no structure comprising all mediation institutions exists. The individual mediation institutions – and there are many of them - are scattered all over the place, they are un-coordinated and sometimes not professionalized.

Targeted state, including activities, changes:

Networking, "House of Science"

Who can, should participate, who else has to be involved?

As nucleus the already existing and functioning mediation institutions can be considered. Those can be taken as a basis to build upon and to become accepted (e.g. "Young University", "PINN"…).

Obstacles to be expected:

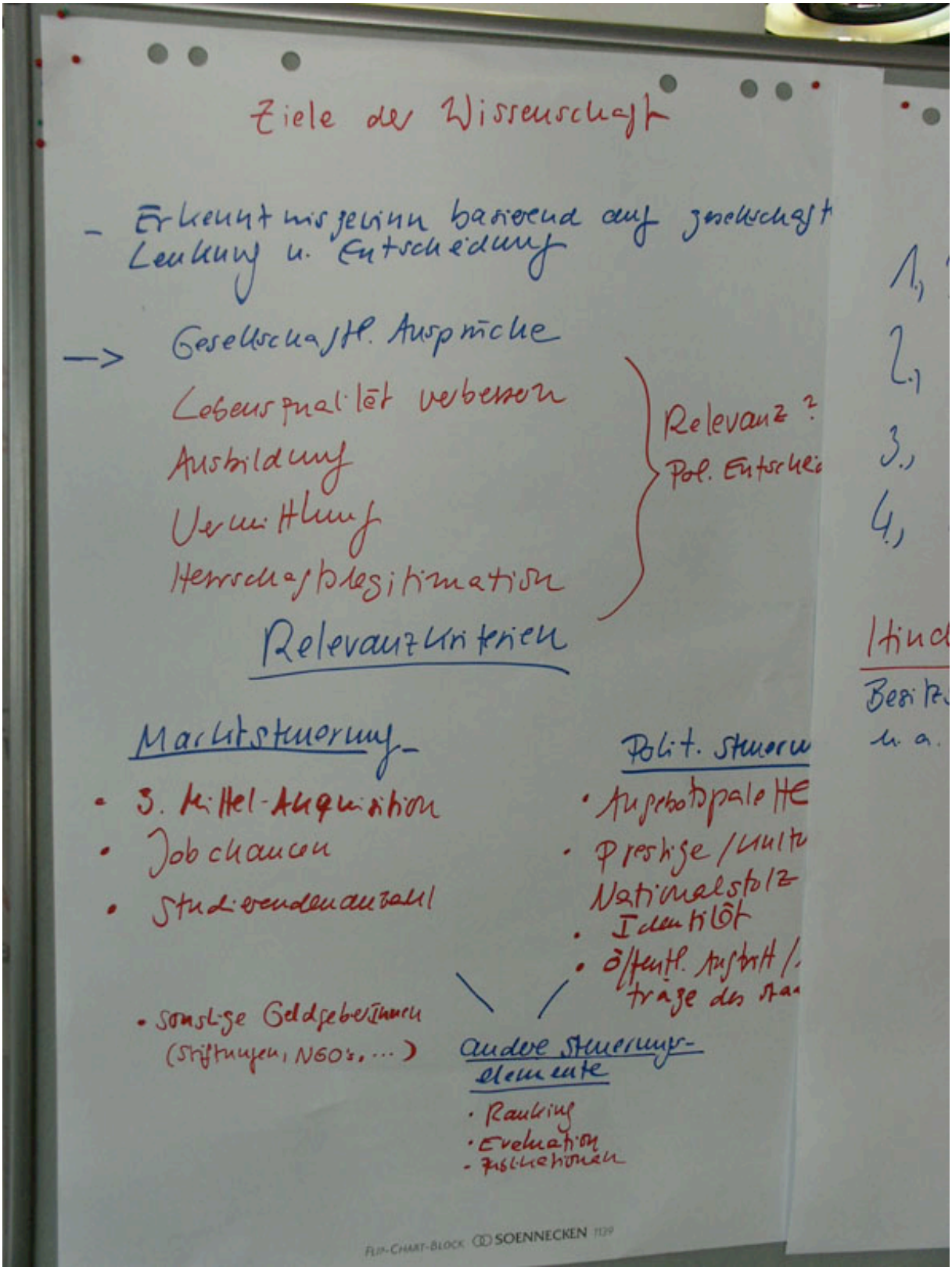
Lack of financial resources, individual interests of mediation institutions (reluctance to give up something built up over years)

Organisational structure: An alternative structure has to be found.

Next steps:

Networking, to build up a larger basis. The next steps must be undertaken from the basis. It cannot be a top-down approach. A concerted action of all mediation institutions to open up discussion with the head of the University should be developed.

IV.2.2 Thematic Group 2: Objectives – Relevance – Resources (of Science)



Explanations and further remarks of the spokesperson of the thematic group "Objectives – Relevance – Resources (of Science) in the plenum

This group thought about the aims of science, relevance criteria to be developed based on socio-political decisions (What is relevant to science and how can relevance be measured?) and the transparency of science and research.

This group presented two posters.
Poster 1 (see previous page) reflects on the objectives of science, on criteria of relevance and on mechanisms of control.

What is the overall objective of science? There is a general will to contribute to the increase of knowledge and to build upon already existing knowledge.
With regard to relevance, societal demands come in.
e.g. to improve quality of life
to educate
to mediate
to legitimate control (power)
These criteria of relevance (of science, of scientific results) are a political decision.

How can the objectives of science be controlled or influenced and which mechanisms are effective?
There is control through various mechanisms.
a) Market mechanisms.
This includes for example
• Funding,
• Student numbers and
• Job prospects.
b) Political mechanisms.
• It is a political decision to offer a wide range of fields of study ("One should have the opportunity to study everything within the national boundaries.)
• Prestige and national pride. It is a must to have the "Mozarteum" (a high prestige college of music) in Salzburg for example.
• Politics as a client for science (contract research).
c) Other mechanisms
• Ranking
• Evaluation
• Number and quality of publications

Poster 2 followed the Coordinate axes schema, which was handed out to the participants to support and guide discussions around the selected theme, focusing on the targeted state and on obstacles to be expected.

Targeted state:

It is necessary to initiate a debate on criteria of relevance. How are these criteria selected and who will do the selecting? What are the demands of society?

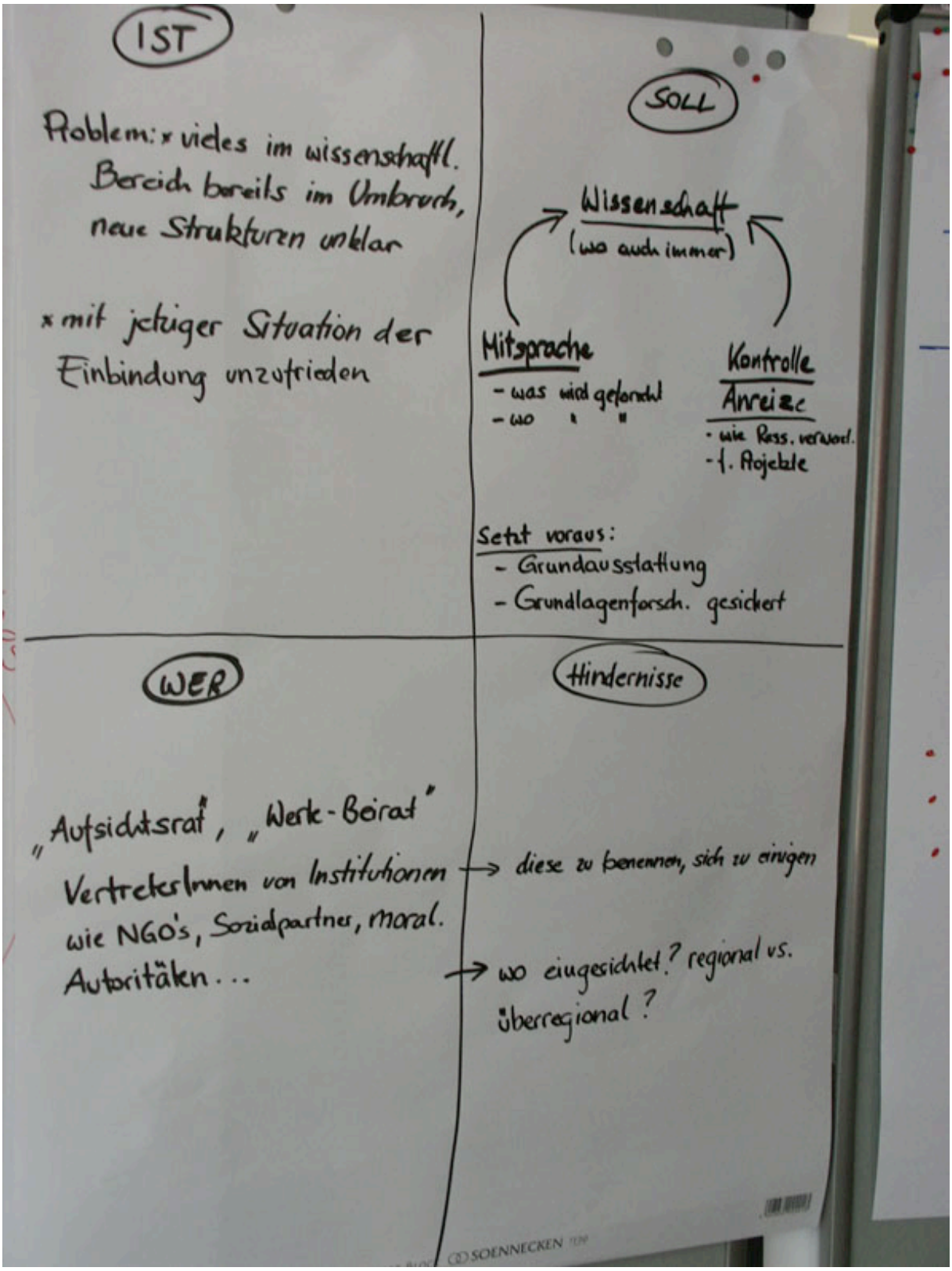
Transparency of science and research; distribution of resources,

Obstacles to be expected:

To distribute always means to take away resources from somebody.

“Besitzstandsdenken” (ownership mentality)

IV.2.3 Thematic Group 3: Participation



Explanations and further remarks of the spokesperson of the thematic group "Participation" in the plenum

At the moment, the university and the scientific environment is changing and the future structures are unclear. The present state of participation of the civil society is unsatisfactory and needs to be improved. The group envisaged a supervisory board with representatives of NGOs, trade unions, grass roots movements, citizens action groups….
As a last step, a master plan was drawn up including small steps and actions that can be taken now by the all those present to get closer to the scenario.

This theme group presented one poster following the Coordinate axes schema, which was handed out to the participants to support and guide discussions around the selected theme.

Present state:
Problem: At the moment the university and the scientific environment are changing and the future structures are unclear.
A university supervisory board exists but its mission is unclear/undefined.

Targeted state:
Participation in science is important. Science does not necessarily have to be situated at a university. There are many places where science and research may take place.
A supervisory board consisting of representatives of NGOs, trade unions, grass roots movements, citizens action groups…. is considered useful.
This supervisory board would contribute on two levels:
a) The board would have a say in the following debates: Who does research at what time on what topic and are current regional research projects conducted?
b) Control and incentive: e.g. How are the resources used?
Basic research and core financing must be guaranteed.

Who should participate?
Representatives of recognized/respected organisations selected from NGOs, trade unions, political parties, moral authorities – e.g. "Caritas"…

Obstacles to be expected:
The selection procedure for the supervisory board is regarded as tricky and raises questions such as: Who should select? Which criteria are going to be applied? Where should the board be located? Should this board be operational on a regional or national level?

IV.3 Action Plan – Next Steps

As a last step, the participants drew up an action plan in the plenum including small steps and actions to get closer to the scenarios. The action plan is derived from the results of the individual scenarios and thematic groups. The action plan is a mixture of topics some participants expressed their interest in but on a rather informal level and tasks some participants agreed to take on.

Expressions of interest, but on a rather informal level:

• In order to put the concept of a "House of Science" on a sound basis it is necessary to improve networking and to evaluate the current status of intermediaries already operational at the University of Innsbruck.

• The participants expressed their interest in forming a working group to develop a concept for a "House of Science", and to present this model to the head of the University.

Obstacles to be expected at the moment:

a) There is a lack of financial resources for developing a sound concept.

b) As the University of Innsbruck gets a new head in June, it was decided by the working group to start working on a rough concept after the new head has been appointed.

• Representatives of intermediaries and other organizations decided to work together more closely in future. This includes forwarding information on actions taken, exchanging information about meetings and activities planed (including invitations to meetings and activities).

Commitments and offers:

• The participants exchanged information on upcoming activities and offered to cooperate in events such as:

a) On November 7/8th 2003, the Outreach Unit of the University of Innsbruck is organising an event called "Young University". The organizers are offering the chance to participate or even cooperate.

b) The next meeting of a discussion forum called "Philosophical Café" will be distributed via the mailing list.

c) Contacts to the local printing media were being offered.

d) A list of the upcoming series of lectures organized by a university intermediary called "Science and Responsibility" got announced and cooperation was offered.

• Setting up of a new mailing list (this task will be organized by the FBI Centre).

• Feedback meeting in September or October, organized by the FBI Centre, to report on activities, progress and to keep the discussion on the topic "Improving Dialogue between Science and Society through Intermediaries" going.

V. Comments on the Results

There was agreement that the dialogue between science and society needs to be improved. The current situation is regarded as dissatisfactory. Most of the intermediary organisations were considered too small, with insufficient resources and not enough public relations. Furthermore, the work done by intermediaries is felt to be under-appreciated and not of high enough importance for the university. This was regarded as one weak side of the self-understanding of the universities but also as weakness of the Austrian socio-political development. Dialogue about the relationship between science and society has to be promoted and improved in a more egalitarian and open way. It is simplistic to regard scientists just us suppliers of new technologies and research results that sell.
Some programs and approaches of the European community in this context are regarded as more progressive. Whereas many positive things developed in a European context are not recognised in order to be further developed, expanded or implemented in the member states. Knowledge-based society, development of human resources and democratisation of science are claiming the participation of all citizens, but are in fact just further developed by a small elite. To have general access to knowledge and research results is seen as positive but considered not sufficient. The challenging questions are: Who selects what is considered as relevant knowledge? Who decides on the priorities to be set?

The participants were rather surprised to learn how many organisations were in fact already working in this interface between science and society in Innsbruck. Some of the organisations did not know each other. Right from the beginning of the workshop there was a strong desire to network, to cooperate and to exchange information. It was also seen that an association of intermediaries would strengthen their political position and increase the potential to influence the socio-political development. The idea of a “House of Science” as a place where science would be visible and accessible was very much desired. But the realisation of this concept was seen as rather improbable.

There was agreement that the process of developing the dialogue between science and society does not only lack money. Of course, money would enable the realisation of many projects and concepts to promote the dialogue between science and society. But to really get things going the perception of the topic and the socio political climate need to be changed. The dialogue cannot only be carried on by small intermediary organisations. The participation of society is needed. The intermediaries can organise the parameters for this dialogue and come up with ideas and concepts supporting the dialogue.

There was agreement on the importance of intermediary organisations such as Science Shops who mediate between science and society and who manage to open up access to scientific knowledge and resources. They are perceived as valuable organisations contributing to the development of society.

The experience and the knowledge of the different social groups were considered important and should be accepted as equal to scientific knowledge. The concept of a “House of Science” would offer the opportunity to connect this “everyday knowledge” with scientific knowledge.

What needs to be done to improve the dialogue between science and society was expressed rather clearly. Apart from sufficient resources, work has to be done on the “self-understanding of those who produce knowledge” and on the “general political will”. Ideas and concepts of knowledge transfer, models of participation, models of promoting and developing the dialogue between science and society exist, they have to be implemented. Hampering their implementation might be the fact that they are not well-known or just not recognised as such.

Further to research and teaching, the ability to mediate should be considered an additional qualification for researchers and should be taken into account for the future career (comparable to credit points for students who engage in community-based research).
The mediation and networking tasks should be appreciated and valued.

There are indications that NGOs are not sufficiently informed on the possibilities universities would offer them. There is a lack of awareness about what can be done by universities and about what exists already. Supply (knowledge resources of the University) and demand (the needs of NGOs) should be brought together.

VI: APPENDIX

A 1: Letter of Invitation (email)

Das Institut FBI wird im April einen eintägigen Szenario Workshop durchführen zur Bewusstseinsbildung und Vorstellungsentwicklung bezüglich des Dialogs von Wissenschaft und Gesellschaft. Wir laden dazu Personen ein, die in der Region an Schnittstellen dieses Dialogs arbeiten. Die 4 Interessensgruppen, die im Workshop gleichmäßig vertreten sein sollen, sind:
1. Politische EntscheidungsträgerInnen
2. WissenschaftlerInnen
3. MitarbeiterInnen von Wissenstransfereinrichtungen
4. VertreterInnen von BürgerInneninitiativen und NGOs.
Wir laden Sie oder einen ihrer MitarbeiterInnen herzlich ein, sich auf einen gedanklichen Sprung in die Zukunft einzulassen und an diesem Workshop teilzunehmen.
Mögliche Termine sind der 14., 15., 22., 23., 28. oder 29. April

In der Beilage sind weitere Informationen zu dem EU-Projekt, in das der Szenario Workshop eingebettet ist und zur Szenario Workshop Methode.

Wir hoffen sehr, Ihre Neugier geweckt zu haben und bitten Sie, uns Ihre grundsätzliche Bereitschaft zum Mitarbeiten mit zu teilen. Eine Einladung mit genauem Termin und Ort ergeht in Kürze.
Mit bestem Dank für Ihr Interesse, verbleiben wir mit freundlichen Grüßen

Dr. Gabriela Schroffenegger und Mag. Andrea Gnaiger
für Institut FBI

Tel.: 0650 260 14 72 oder Tel. und Fax: 0512 58 06 28

A 2: Leaflet: Setting the Scene and Introducing the Project and the wider Setting of SCIPAS and ISSNET

INTERACTS:

ist ein Pionierprojekt von Einrichtungen aus 7 verschiedenen Ländern der EU über die Weiterentwicklung der Zusammenarbeit zwischen VertreterInnen von NGOs, Forschungseinrichtungen und Vermittlungseinrichtungen wie beispielsweise Wissenschaftsläden. Die Zusammenstellung von Ergebnissen aus den verschiedenen Ländern erzeugt ein breites Bild über die bisher gemachten Erfahrungen, über zukünftige

Erwartungen und die politische Relevanz der Bemühungen, das Wissenschaftssystem der Bevölkerung zugänglich zu machen.

INTERACTS zeigt die Rahmenbedingungen einer gelungenen Interaktion zwischen Wissenschaft und Gesellschaft auf und vertieft das Verständnis der dabei stattfindenden Prozesse und Effekte von Wissensproduktion und Wissenstransfer.
INTERACTS ist eine Begleitmaßnahme zu ISSNET, dem Internationalen Netzwerk von Science Shops und wird von der Europäischen Kommission, DG 12 finanziert.

Die Zielsetzungen von INTERACTS werden in fünf Schritten realisiert:
1. Ein "State-of-the-Art-Report" präsentiert einen Überblick über die politischen und organisatorischen Rahmenbedingungen für die Zusammenarbeit von kleinen und mittleren Initiativen (NGOs), Wissenschaftsläden und Universitäten in den beteiligten Ländern.
2. Die Fallstudien erheben die Erwartungen der Beteiligten und ihre Erfüllung sowie die Kommunikationsprozesse in Wissenschaftsladen-Projekten und stellen somit die wesentlichen Fakten mehr oder weniger gelungener Interaktion dar.
3. Partnerschaftliche Workshops in jedem der teilnehmenden Länder werden Repräsentanten der beteiligten Institutionen zusammenführen und im Sinne einer Demokratisierung von Wissenschaft ihren Vorstellungen Raum geben.

Der Schlussbericht wird die Potentiale und Hindernisse in der Entwicklung eines verstärkten Wissenstransfers innerhalb des Systems von Forschung und Entwicklung und der Bevölkerung aufzeigen.
In einem letzten Schritt werden die Ergebnisse in nationalen und internationalen Workshops und Konferenzen öffentlich gemacht.

Weitere Informationen entnehmen Sie bitte unserer homepage:
http://members.chello.at/wilawien/interacts/main.html (INTERACTS)
http://www.uibk.ac.at/c115/c11508 (FBI Centre)

A 3: Information on the Workshop Method and the Aims of the Workshop

Die Methode EASW (European Awareness Scenario Workshop):

wurde ursprünglich für städteplanerische Zwecke entwickelt. Sie bringt Betroffene von vier unterschiedlichen Interessensgruppen in einem Workshop zusammen und lässt sie gemeinsam an Zukunftsvisionen arbeiten.

In einem ersten Arbeitsschritt entwickeln die vier Interessensgruppen:
1. Politische EntscheidungsträgerInnen
2. WissenschaftlerInnen

3. MitarbeiterInnen von Wissenschaftsläden und ähnlichen Transfereinrichtungen
4. VertreterInnen von NGOs
innerhalb ihrer eigenen Gruppe eine wünschenswerte Zukunftsvorstellung (Szenario) für Kooperation von Wissenschaft, Gesellschaft und Transfereinrichtungen im Jahr 2010. Dieser Sprung in die Zukunft erlaubt Utopien und lässt die Machbarkeit zunächst außerhalb der Diskussion.

Im Vergleich dieser vier verschiedenen Szenarien gelingt es, ein besseres gegenseitiges Verstehen aufzubauen. Das Plenum einigt sich aufgrund der wesentlichen Aspekte der 4 Szenarien auf 4 wichtige Themen, die näher bearbeitet werden sollen.

In einem weiteren Schritt werden die 4 Themen in neu zusammengestellten Gruppen bearbeitet, die aus den ursprünglichen Interessensgruppen gleichmäßig beschickt werden und deren VertreterInnen ihr "Gruppen-Szenario" in die Diskussion einbringen. In diesem Arbeitsschritt geht es um Handlungsoptionen, die innerhalb des jeweiligen Themas als wichtige Schritte auf die wünschenswerte Zukunftsvorstellung hin eingeschätzt werden.

Im Plenum werden aus diesen gemeinsam erarbeiteten Optionen einige ausgewählt, zu denen die Teilnehmenden persönlich einen Beitrag leisten können.

So werden am Ende des Tages die utopischen Zukunftsvorstellungen auf sehr konkrete nächste Schritte herunter gebrochen.

Ziele sind ein besseres gegenseitiges Verständnis der Interessensgruppen, die Entwicklung gemeinsamer Vorstellungen und zukunftsfähiger Ideen.

A 4: Handout 1: For each Role Group (Politicians, Scientists, NGOs, Intermediaries)

Fragestellungen zum Szenario 2010:

Was sind die wesentlichsten Schritte, die gesetzt wurden, damit wir 2010 so weit gekommen sind?

Was sind die wichtigsten Faktoren, die beigetragen haben, um hierher zu kommen?

In welchen Bereichen ist Bedeutendes geschehen, was diese schöne Zukunft befördert hat?

A 5: Handout 2: For each Theme Group

Fragestellungen zum Thema:

Welche Aktivitäten können für Thema 4 förderlich sein - in Richtung auf die gemeinsame Zukunftsvision (Szenario)?

Wer kann sie ausführen,
Welche Entscheidungen müssen getroffen werden?

Welche Hindernisse sind zu erwarten?

Koordinaten der Beantwortung:

Ist-Zustand Einzelheiten des Themas	Soll-Zustand Aktivität Veränderung
Wer macht mit, soll mitmachen	Hindernisse, die zu erwarten sind

A 6: INPUT 2 - Introduction on the European Scenario Workshop method - Reasons *(Collingride Dilemma)* and Aims

European Awareness Scenario Workshop
zur Thematik "die Zukunft des Dialogs von Wissenschaft und Gesellschaft unter Vermittlung von Transfereinrichtungen"

Die Methode Europäischer Szenario-Workshop für Bewusstseinsbildung wurde von dänischen und italienischen Fachleuten primär für städteplanerische Themen entwickelt. Sie wurde aber mittlerweile schon an anderen Themen erprobt, wie zum Beispiel im Juni 1997 in Innsbruck zum Thema "Frauen im Netz - Computervernetzung für Frauen".

Es ist eine Methode der direkten BürgerInnenbeteiligung.
Die Standpunkte, Bedenken, Vorschläge von Betroffenen werden mit Fachleuten und EntscheidungsträgerInnen vor Ort ausgetauscht.

Für den Einsatz dieser Methode spricht die Aussage des Collingride-Dilemmas:
die Aufmerksamkeit der Gesellschaft für ein Problem oder eine Zunkunftsentwicklung erreicht ihren Höhepunkt gerade dann, wenn die Kontrolle oder Einflussnahme der Gesellschaft darauf unmöglich geworden ist.
Das heißt, die Methode, BürgerInnen rechtzeitig an Entscheidungsfindungsprozessen, die sie betreffen, zu beteiligen, kann die Chancen auf rechtzeitiges Eingreifen und Steuern verbessern.

Hat man eine zukunftsfähige Entwicklung in Übereinstimung mit den Wünschen und Bedürfnissen der Betroffenen zum Ziel, ist es notwendig, rechtzeitig eine öffentliche Diskussion anzuregen. Nur so kann eine ausgewogene Beziehung der jeweils beteiligten System erreicht werden. Im Fall des Dialogs von Wissenschaft und Gesellschaft geht es um Ausgewogenheit von wissenschaftlichen Forschungsinteressen und gesellschaftlichen Bedürfnissen, um Bewusstseinsbildung unter den politischen EntscheidungsträgerInnen, die die politischen und wirtschaftlichen Weichen und den MitarbeiterInnen von Vermittlungseinrichtungen, die die inhaltlichen und methodischen Weichen stellen sollen.
Das sind auch unsere vier Rollengruppen heute.

Die erste Besonderheit des Szenario-Workshops sind die TeilnehmerInnen. Sie werden gezielt aus 4 Gruppen von Personen eingeladen.
Diese Rollengruppen sind:
1. VertreterInnen von BürgerInneninitativen und Interessensgruppen
2. Öffentliche EntscheidungsträgerInnen
3. Fachleute für Wissenstransfer
4. WissenschaftlerInnen

Diese Unterteilung dient dazu, die gruppenspezifischen Interessen ausgewogen einzubeziehen und alle Beteiligten gleich berechtigt zu Wort kommen zu lassen. Eine Diskussion verschiedener Berufsgruppen von Angesicht zu Angesicht fördert das gegenseitige Verständnis und macht Motive, Hintergründe und Absichten von Entscheidungen transparent und nachvollziehbar.

Wichtigstes Ziel des Workshops ist es, die Wünsche der Betroffenen einzubringen und den Fachleuten aus Technik und Wirtschaft verständlich zu machen.
Ideales Ergebnis ist ein Konsens von Betroffenen - Ortsansässigen, Fachleuten und EntscheidungsträgerInnen über die gewünschte Entwicklung im Ort, im Stadtteil, zum jeweiligen Thema des Workshops.

Die zweite Besonderheit der Methode ist, dass die TeilnehmerInnen sich in die Zukunft versetzen. Es wird ein negativ und ein positiv Szenario entwickelt - wie wird Wissenstransfer im Jahr 2010 gestaltet sein, wenn die Entwicklung gut läuft bzw. wenn alles schief geht - worst case und best case scenario.
Im Rückblick wird gleichzeitig geklärt, welche Schlüsselfaktoren für die gute oder schlechte Entwicklung von entscheidender Bedeutung gewesen sein könnten und wo die Verantwortlichkeiten dafür gelegen sind.

Die Haupttätigkeiten des Workshops sind also Vorstellungsentwicklung und Ideenerzeugung.

Alle TeilnehmerInnen-Gruppen werden gleich berechtigt als ExpertInnen eingeschätzt, da sie Kenntnis der Probleme vor Ort und der Lösungsmöglichkeiten haben und weil sie an der Veränderung beteiligt sind oder sein sollten.

Bei der Entwicklung zukunftsfähiger Ideen ist es wichtig, dass die noch zu beseitigenden Hindernisse/Barrieren klar herausgearbeitet werden, dass deutlich wird, wer was zu welchem Zeitpunkt tun muss, um den beschlossenen und gewünschten Weg gehen zu können. Die Beteiligung jedes und jeder einzelnen sollte so klar wie möglich angesprochen werden.

Der zweite wesentliche Schritt, nämlich über bestimmte, gemeinsam ausgewählte Themenschwerpunkte zu diskutieren - in Themengruppen, die aus VertreterInnen aller Interessensgruppen bestehen - eröffnet gemeinsame Handlungsoptionen, gangbare Wege zu einem gemeinsamen Zukunftsszenario bis hin zu konkreten Absichtserklärungen einzelner.
Die Themengruppen diskutieren über Aktionen, Politiken und Maßnahmen, die eingesetzt werden müssen, damit die gemeinsame Vision Wirklichkeit wird.
So fördert ein Szenario Workshop das aktive Interesse an der eigenen Region und ihrer Entwicklung, er fördert den Dialog zwischen unterschiedlichen Interessensgruppen und den Willen zu koordinierter Veränderung.

Die Ziele des Workshops zusammengefasst noch einmal:

Bewusstseinsvertiefung für die anstehenden Probleme in der Gemeinde,
gemeinsame Definition einer wünschenswerten Entwicklung,
gemeinsames Diskutieren der Hindernisse auf dem Weg in eine lebenswerte Zukunft und
gemeinsames Erarbeiten von Lösungen.

Der Workshop erreicht eine Aktivierung der Kräfte, er ermöglicht den Dialog zwischen verschiedenen sozialen Gruppen und fördert damit Veränderungen. Veränderungen werden als wünschenswert und als machbar erlebt.

A 7: Instruction: Teamwork 1

Anweisung Gruppenarbeit 1 - Rollengruppen:

Wagen Sie mit mir einen Sprung in die Zukunft.
Stellen Sie sich vor, wir befinden uns im Jahr 2010. Tirol, alles hat sich weiterentwickelt, auch der Dialog zwischen Wissenschaft und Gesellschaft.
Wie sollte er sein, 2010, wie möchten Sie ihn als Beteiligte haben.
Gestalten Sie in Ihrer Gruppe Ihren speziellen Interessen verpflichtet ein best case scenario - was wäre die beste wünschenswerte Zukunft für diesen Dialog in Tirol.
Seien Sie utopisch.
Stellen Sie sich nicht die Frage nach Machbarkeit oder Finanzierbarkeit. Lassen Sie Ihre Phantasie frei, so als wäre alles möglich in Tirol bis 2010.
Teilen Sie Ihre Phantasien bis zu einem gemeinsamen Szenario jeder Gruppe.

Dann drehen Sie sich von Ihrem best case scenario Standpunkt im Jahr 2010 gemeinsam um in die Vergangenheit und fragen Sie sich:
was sind die wesentlichsten Schritte, die gesetzt wurden, damit wir 2010 so weit gekommen sind?
was sind die wichtigsten Faktoren, die beigetragen haben, um hierher zu kommen?
in welchen Bereichen ist Bedeutendes geschehen, was diese schöne Zukunft befördert hat?
Aus der Beantwortung dieser Fragen filtern Sie die 3 bis 5 Schlüsselfaktoren heraus, mit denen wir weiterarbeiten können und notieren sie auf einem Flip Chart.

A 8: Instruction: Teamwork 2

Anweisung Gruppenarbeit 2 - Themengruppen:

Thema: 1.
2.

3.
4.

Die Rollengruppen beschicken die Themengruppen gleichmäßig, sodass die Vorstellungen der Rollengruppe über ihre/n Vertreter/in in der Diskussion vertreten bleiben, das Thema aber trotzdem letztlich einer gemeinsamen Sicht unterliegt.

Die wesentlichen Fragestellungen sind:
• Welche Aktivitäten können für Thema 1 (2, 3, 4) förderlich sein - in Richtung auf die gemeinsame Zukunftsvision (Szenario)?
• Wer kann sie ausführen, welche Entscheidungen müssen getroffen werden?
• Welche Hindernisse sind zu erwarten?

Koordinaten der Beantwortung:

Ist-Zustand/Einzelheiten des Themas	Soll-Zustand/Aktivität, Veränderung
Wer macht mit, wer soll mitmachen	Hindernisse, die zu erwarten sind