SciShops

ENHANCING THE RESPONSIBLE AND SUSTAINABLE EXPANSION OF THE SCIENCE SHOPS ECOSYSTEM IN EUROPE

D2.3

Stakeholder survey summary report

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Executive summary

SciShops.eu (Enhancing the Responsible and Sustainable Expansion of the Science Shops Ecosystem in Europe) is a Horizon 2020 project aimed at promoting the growth of socially responsible community-based research in Europe. This report, D2.3, depicts and analyses the results of a stakeholder survey intended to solicit a broad knowledge and comprehensive understanding of the awareness, experience and opinion about community-based participatory research in general, and science shops in particular. To achieve this, the survey was distributed among approximately 3000 people in three main target groups: researchers, community organisations and policy-makers.

In total, 642 individuals from 34 countries responded to the survey. Fifty-seven percent of all respondents identified themselves as scientists/researchers or as working for a research-performing institution, 13 percent represent a community organisation and 14 percent are policy makers. Sixteen percent of the respondents did not identify themselves as being part of any of these stakeholder groups but answered “other” to this question.

Most of the respondents were not familiar with the science shop concept. However, a third (32 percent) had heard about science shops before the survey. Awareness was slightly higher among researchers than community organisations and policy makers. Among researchers, awareness of the science shop concept is higher in social sciences and humanities than in natural sciences, technology and formal sciences. There are also geographical differences, with awareness of the science shop concept being higher in Western Europe, compared to Eastern, Southern and Northern Europe.

The most common motivation for researchers for being involved in community-based participatory research is that they want their research to help solve community problems and to build trust inside, or between, researchers and the community. The research activities that community organisations value the most is performing a survey or other social research. Two thirds of the community organisations said this could be of use for their organisation, but only one third had used this type of research activity. The most commonly used research activity among policy makers is to organise a consultation, discussion or colloquium.

A vast majority of the respondents thinks that their organisation would benefit from community-based participatory research, with no distinctive differences between researchers, community organisations and policy-makers. However, there are some differences between the stakeholder groups in their views on what the main benefits of community-based participatory research are. Researchers identify building trust and understanding between researchers and society as the main benefit. Finding solutions to societal problems is also something that researchers consider to be an important benefit. Community organisations and policy makers identified knowledge transfer between different stakeholders as one of the main benefits of this type of research.

Researchers consider an increased knowledge in community organisations and an improved image of science and research in society as the most important impacts of community-based participatory research. Community organisations also view an increased knowledge in their organisations to be an important impact, but also appreciate an increased knowledge of policy makers. Policy makers also consider more research informed policy decisions as a main impact that community-based participatory research can have.

In conclusion, the results from this survey show that there is great potential for spreading the concept of science shops and community-based research. It clearly indicates that the work undertaken in the SciShops.eu project, which is aimed at creating new science shops all over Europe and strengthening the science shop ecosystem, is very important to reach a broader audience. Furthermore, especially in Northern and Southern Europe, the science shop concept should be conveyed in a way that considers that most potential stakeholders might not be aware of the concept at all. The results also indicate that researchers have a different perspective and perhaps a more pessimistic view of the potential research has on the actual process of decision-making. The reasons for this can be many. The answers that research provides to some problems can be complex and policy makers often have to deal with conflicting research results. Furthermore, research may often provide first-best solutions, which are not always possible to apply in a real-world environment, which might lead to a feeling of not being heard by politicians. However, the results of the survey suggest that this is not the case. Research results are a crucial part of the work undertaken by the respondents from the political sphere. This should be an encouraging result for researchers - for community-based participatory research and beyond.

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1 Background and Methodology

1.1. The SciShops.eu Project

SciShops.eu[1] (Enhancing the Responsible and Sustainable Expansion of the Science Shops Ecosystem in Europe) is a Horizon 2020 project aimed at promoting the growth of socially responsible community-based research in Europe. The project involves 18 partners from 13 European countries and runs from September 2017 until February 2020.

1.2. Survey Planning, Rationale and Implementation

Work Package 2 (WP2) of the project builds the knowledge base for the overall project work. It is aimed at collecting and analysing information on the current science shops landscape in Europe and beyond. This is done to inform subsequent work packages as well as all external project interests about the concept of science shops, the global science shop taxonomy, challenges and best practices. The work of WP2 includes three tasks that are mainly focused on the collection of information and two tasks that are built on these collections. More precisely, D2.1 (Kontic and Kontic 2018) provides an overview of the literature on science shops. D2.2 (Garrison 2018) offers in-depth insights by providing extensive case studies of science shops from all over the world. This report, D2.3, depicts and analyses the results of a global stakeholder survey on the perception of science shops. D2.4 (forthcoming) gives a global overview of the science shops taxonomy while D2.5 (forthcoming) provides an analysis of the impacts that science shops have.

The survey depicted in this report is intended to solicit a broad knowledge and comprehensive understanding of the awareness, experience and opinion about community-based participatory research in general, and science shops in particular. To achieve this, the survey was distributed among three main target groups. The target groups represent the main clusters of stakeholders that might have experience and interest in community-based participatory research. The three selected groups all have different motivations for engaging in community-based participatory research and can therefore provide a broad and comprehensive understanding of the awareness, experience and opinions about this type of research. The results from the survey will also inform other parts of the SciShops.eu project. The three stakeholder groups are:

- **Researchers**, i.e. those who will potentially undertake research in community-based participatory research projects or science shops, or already have experience of working on science shop projects. This group also includes people working for research performing organisations, but that do not have a research position.
- **Community organisations**, i.e. those who may have the problems to be solved and questions to be answered through community-based participatory research and science shops.
- **Policy makers**, i.e. those who potentially make use of the results of the research.

People invited to participate in the survey were stakeholders (primarily in the three stakeholder groups) that have experience of or might have future interests in community-based participatory research. This means that the target population for the survey was not limited to people with experience of science shops or community-based participatory research. Also, it does not follow a

[1] https://project.scishops.eu/

randomised sampling procedure and should not be interpreted as a representative cross section of researchers, community organisations and policy makers, in large.

Each of the SciShops.eu consortium partners were asked to contribute to the survey by identifying possible survey participants in their local and national networks. The partners were encouraged to identify a wide variety of stakeholders in all three stakeholder groups. Guidelines for the identification of survey recipients, including a detailed description and examples of the three stakeholder groups, were distributed among the SciShops.eu consortium partners (appendix 1).

In addition to the survey participants identified by the SciShops.eu partners, we distributed the survey via social media and on the SciShops.eu project website. We also invited approximately 70 contacts from the Living Knowledge Network, an international network for community-based participatory research[2], and contacts provided by the Horizon 2020 project InSPIRES[3]. We also sent out invitations to participate in the survey using a list of approximately 380 contacts extracted from the SwafS stakeholder database from SiS.net, the network of national contact points (NCPs) for science with and for society in Horizon 2020[4].

The questionnaire (Appendix 2) included 43 questions in total and was structured in four different chapters:

- About the Respondent
- Awareness of Science Shops
- Experiences & Motivation
- Impact

The questionnaire aimed to get data for comparison between different stakeholder groups, but at the same time to take into account differences between them. Thus, two chapters of the questionnaire (chapter 1 [About the respondent] and chapter 3 [Experience & Motivation]) included questions that were dedicated to the different stakeholder groups, and the other two chapters, chapter 2 (Awareness of science shops) and chapter 4 (Impact) only included generic questions that fit all types of respondents.

The survey was conducted using the online survey tool Survey Monkey[5]. While the questionnaire included 43 different questions (Appendix 2), many of the questions were only answered if the respondents were redirected to them, based on the answer in previous questions. An example is chapter 3, Experience and Motivation, where the respondents got different questions depending on what stakeholder group the respondent had chosen in the question earlier. This pre-coded survey logic implied that the maximum number of questions a respondent could get was 21.

The number of respondents differs between stakeholder groups, where there are more answers from researchers than community organisations and policy makers. The imbalance in the number of answers provided by each of the groups has been accounted for in the interpretation of answers, especially in Chapters 3 and 4, in order to properly avoid substantial domination of the researchers'

[2] http://www.livingknowledge.org/
[3] http://www.livingknowledge.org/projects/inspires/
[4] http://www.sisnetwork.eu/
[5] https://www.surveymonkey.com/

views. Also, because sample sizes of different stakeholder groups, particularly community organisations and policy makers, are not very large, comparisons between various categories within these groups should be regarded as inclinations, not definite differences.

The questionnaire was available in six languages: English, Spanish, Italian, Lithuanian, Greek and Romanian. The survey was launched in early-mid December 2017. It was open for three weeks and closed on 8 January 2018. Reminders were sent out after one to two weeks. In total, it was sent out to approximately 3000 potential respondents.

In the analysis, we have included all respondents, including those that did not fully complete the survey. Thirteen percent of the respondents that started the survey, i.e. answered the first question, dropped out of the survey somewhere along the way. There were some differences between stakeholder groups in the proportion of respondents that did not fully complete the survey. 18.3 percent of the community organisation respondents dropped out of the survey before it had been completed, but only 7.5 percent of the researchers did so. 11.5 percent of the policy makers, and 4.4 percent of the 'other' group dropped out before completing the survey. The 'other' group are respondents that did not identify themselves as belonging to any of the three stakeholder groups researchers, community organisations and policy makers. Consequently, this means that the sample sizes differ between different questions and generally decline along the survey.

2 Results & Analyses

2.1. The respondents

In total, 642 individuals responded to the survey. The respondents are distributed among 34 countries worldwide. Most of the respondents are from Europe, but a few are located in other parts of the world, such as Canada, USA, Brazil, Tunisia and South Africa (Figure 1 & Figure *2*).

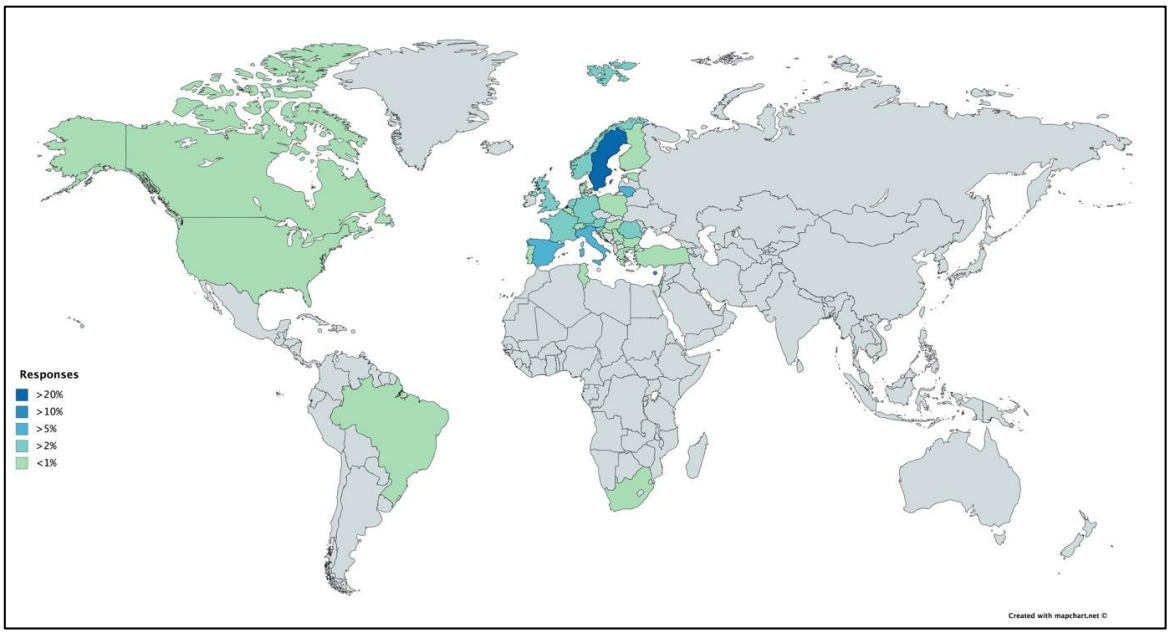

Figure 1. The proportion of respondents in different countries worldwide (N=611).

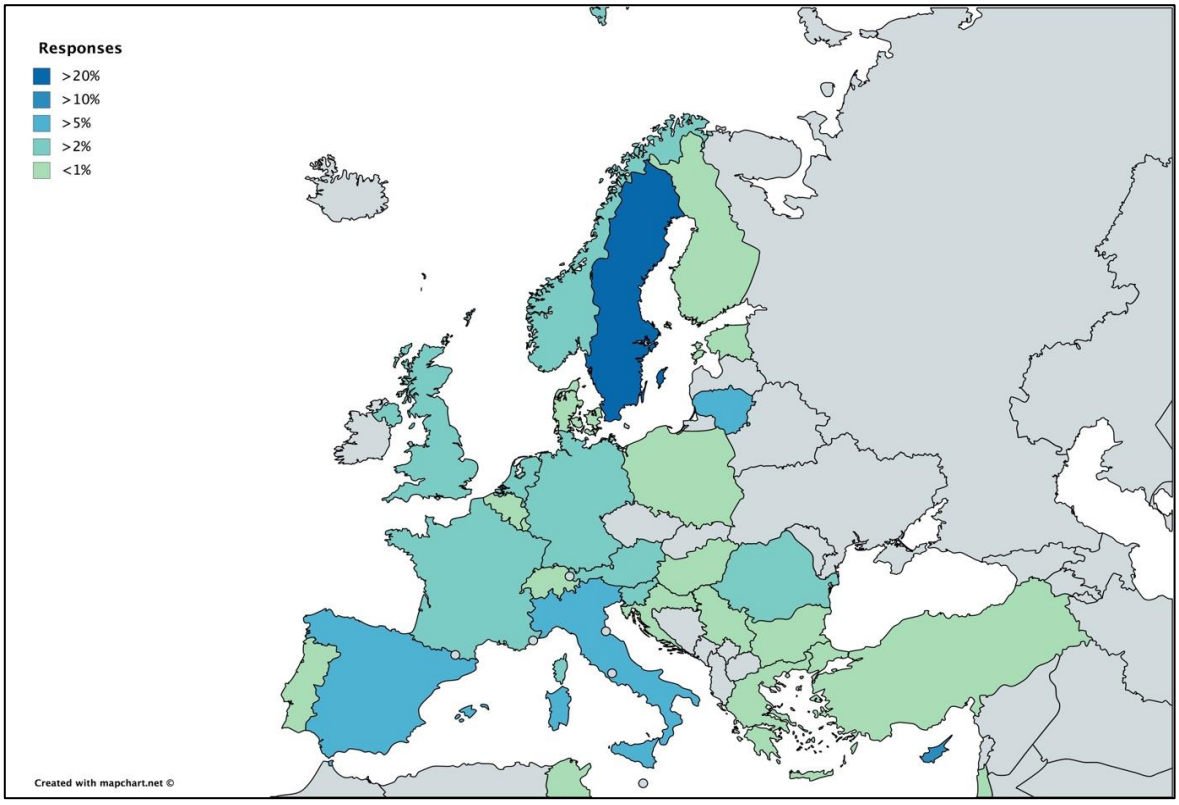

Figure 2. The proportion of respondents in each country in Europe (N=611).

To categorise the respondents according to the three main stakeholder groups, we asked them which stakeholder group they belonged to. The results show that 57 percent of all respondents identified themselves as scientists/researchers or as working for a research-performing institution (Figure 3). Thirteen percent represent a community organisation and 14 percent are policy makers. Sixteen percent of the respondents did not identify themselves as being part of any of these stakeholder groups but answered "other" to this question. This group includes people working for private companies, museums, journalists, hospitals, unions, industry organisations, science centres and schools.

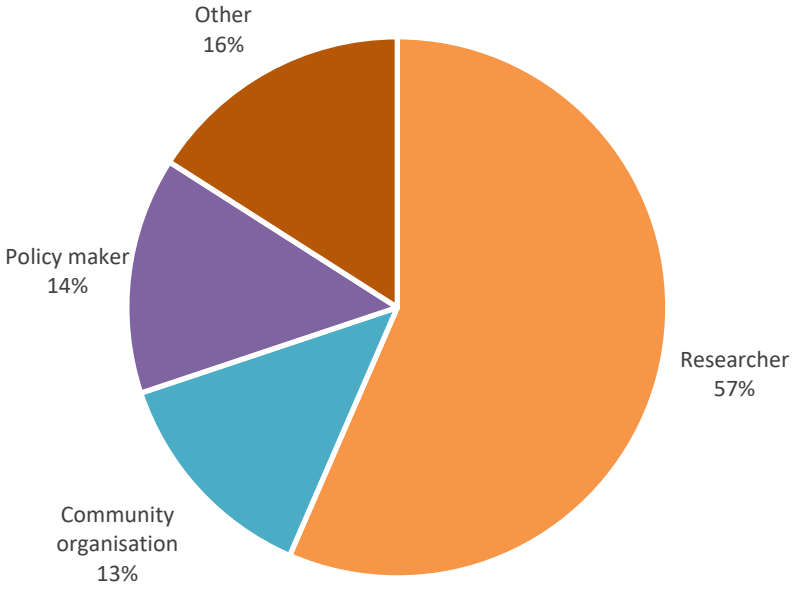

Figure 3. Proportion of respondents belonging to the different stakeholder groups (N=614).

Researchers

In the research group, there were 59 percent senior researchers, 9 percent were postdocs, 8 percent were PhD students and 1 percent were masters or bachelor students (Figure 4). Close to a quarter of researchers (23 percent) identified themselves as something else and answered "other". This category mainly includes people working for research-performing organisations but not involved in research per se, such as public engagement officers, communicators, administrators, project managers, librarians, financial advisors and technical staff.

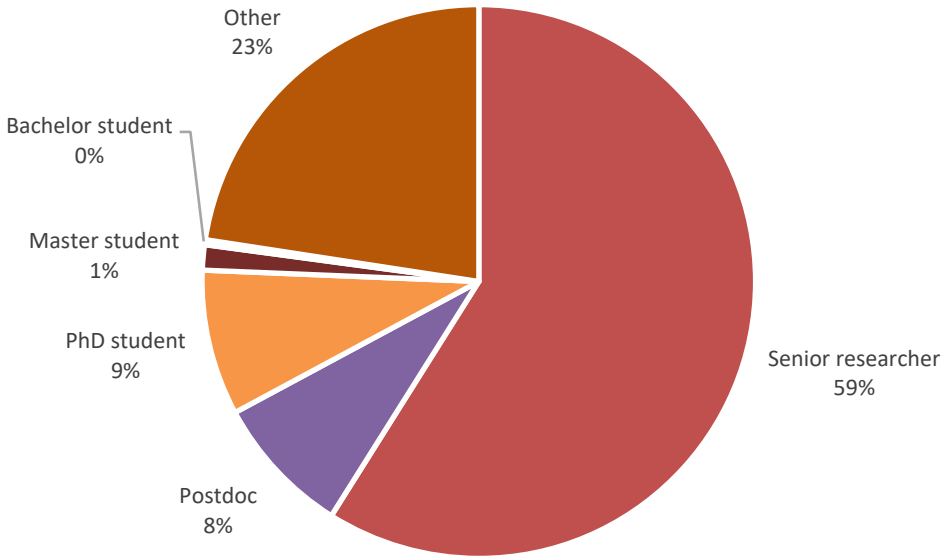

Figure 4. Proportion of researchers according to type of position/role (N=341).

A vast majority (70 percent) of the respondents who are researchers, or represent a research-performing institution, work for a university. Twenty-two percent work for a research institute or research centre, and only a few work for a business company (4 percent) or a non-university education institution. Only 3 percent answered "other".

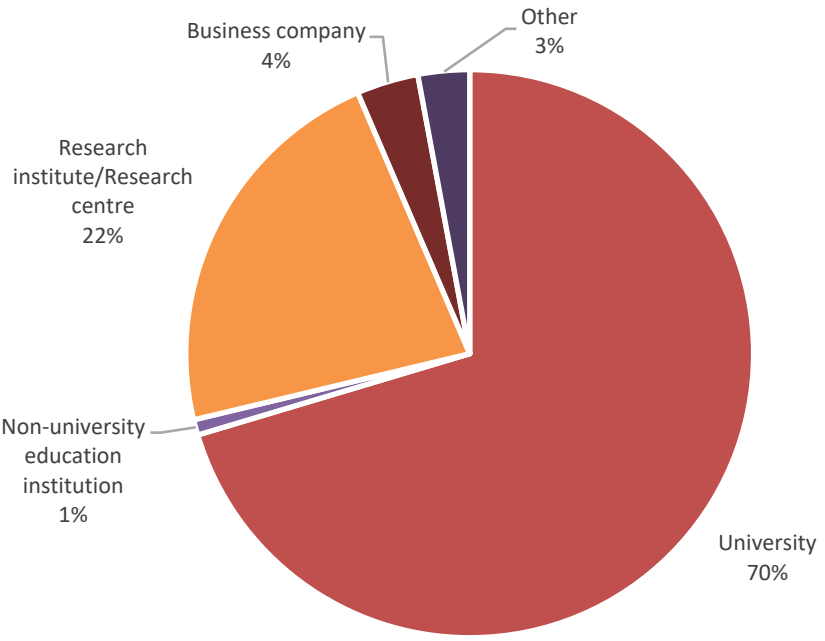

Figure 5. Proportion of researchers according to the type of organisation they worked for (N=341).

The respondents who work as a researcher or who work for a research performing organisation were also asked what their main field of research was. A third of the respondents (32 percent) are in the field of social sciences. Twenty-six percent work in the field of natural sciences, 11 percent in

technology, 9 percent in humanities and 2 percent in formal sciences. A fifth of the researcher group answered "other" to this question. These respondents worked in interdisciplinary research fields or had roles other than research within their organisations.

Community organisations

Thirteen percent of all respondents represent a community organisation. These respondents were asked to specify what type of organisation they worked for. There was some variation in organisation types, where no specific type of organisation was particularly dominant. However, a fifth of this group worked for professional organisations and 13 percent for environmental organisations (Figure 6). The respondents who answered "other" to this question worked for establishments such as educational organisations, industry associations, museums, science centres, patient associations and science shops.

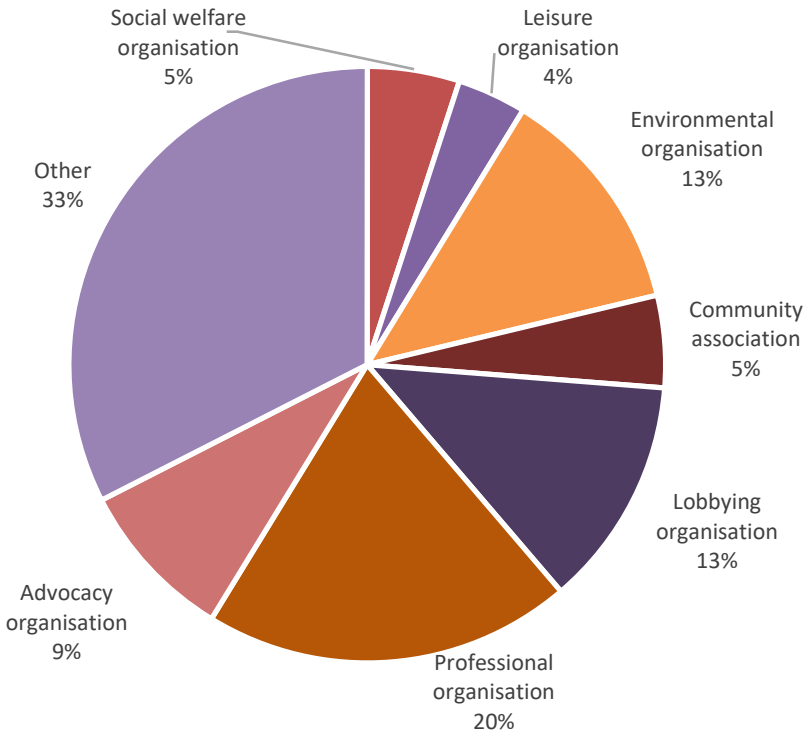

Figure 6. The type of organisations that the community representatives worked for (N=80).

Policy makers

Fourteen percent of all respondents identified themselves as policy makers. Fifty-nine percent of these respondents represented a national authority. Fifteen percent represent a local authority and 14 percent a funding agency. Thirteen percent represented some other type of organisation, such as an academy of science or a royal academy.

2.2. Awareness of Science Shops

The focus of the SciShops.eu project is to promote the concept of science shops and to further develop the science shop ecosystem in Europe. To inform this work, we asked the respondents if they ever had heard about the science shop concept. A majority (62 percent) were not familiar with the science shop concept. However, a third (32 percent) had heard about science shops, and a small fraction (6 percent) were not sure.

Here, we can also see some differences between different types of stakeholders. Awareness of science shops is slightly higher among researchers than policy makers (Figure 7). Thirty-four percent of the researchers were aware of the science shop concept before the survey. Among the policy makers, 26 percent were aware of the science shop concept.

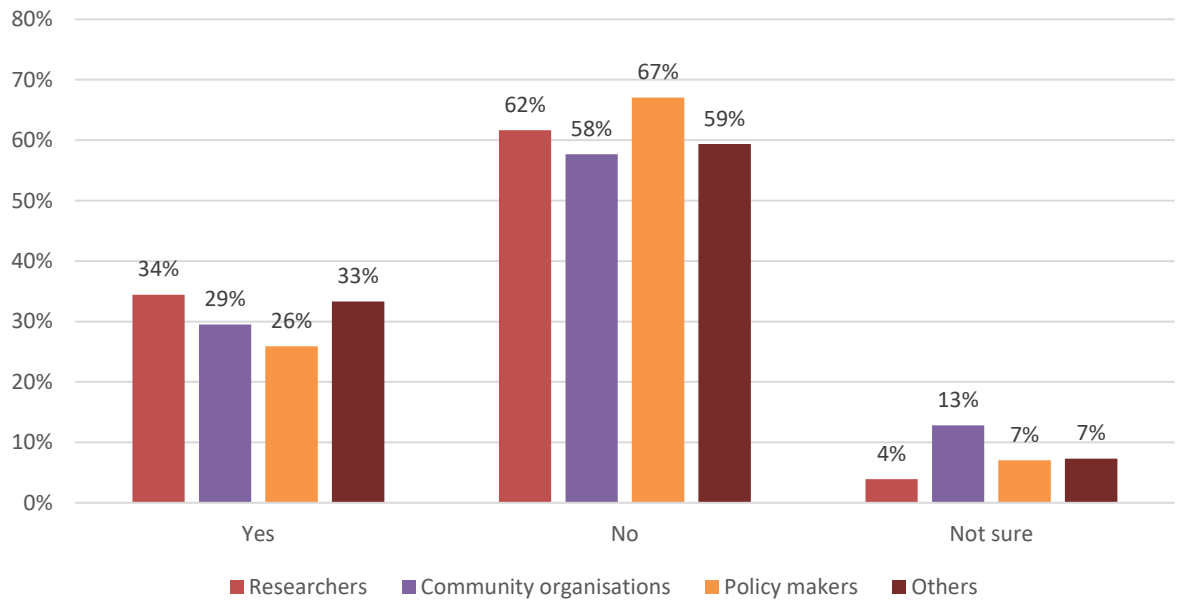

Figure 7. Answers to the question "Before this survey, were you aware of the concept of a science shop?" by stakeholder group. Number of respondents: researchers=334; community organisations=78; policy makers=85; other=96.

As a follow-up to the question about awareness of the science shop concept, we asked respondents who were aware of the concept, where they had learned about science shops. Most commonly, respondents heard about science shops in other countries (Figure 8). Additionally, 28 percent of respondents have learned about science shops through personal participation in a science shop project. Furthermore, 22 percent of the respondents have a science shop in their organisation.

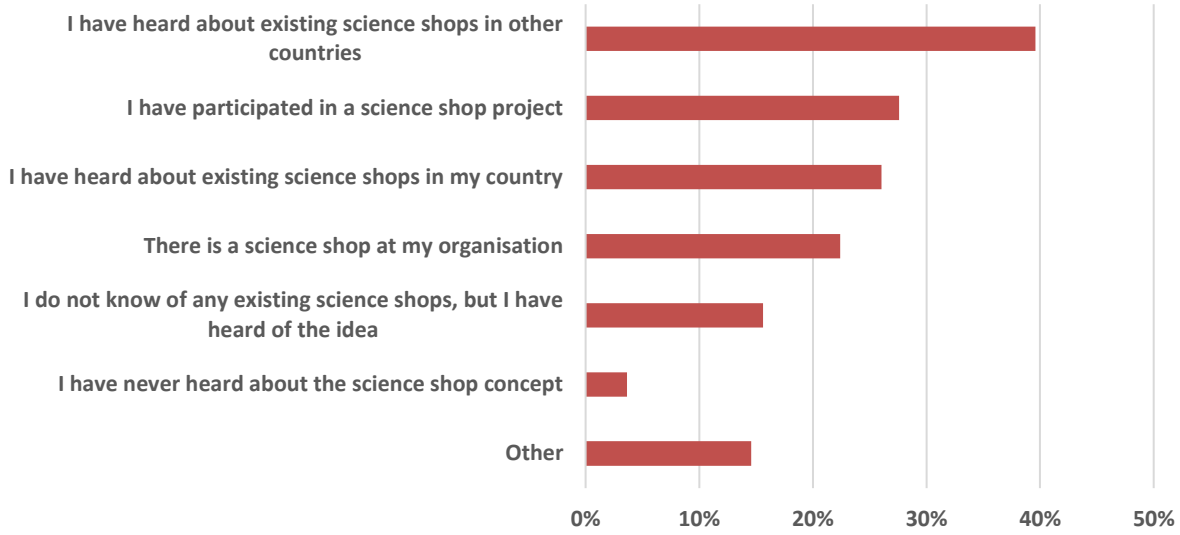

Figure 8. How the respondents learned about the science shop concept (N=192).

There are differences between the stakeholder groups in terms of how they have learned about the science shop concept. Among researchers, the most common way of learning about science shops is to hear about existing science shops in other countries. This is also common for policy makers. Among the community organisations, it is more common to learn about the science shop concept through existing science shops in their own countries.

One way of learning about the science shop concept is by being involved in a science shop project. This is much more frequent among researchers than among community organisations or policy makers. Thirty-five percent of the researchers that were aware of the science shop concept had personal experience with science shop projects. Among community organisations and policy makers, 17 and 14 percent, respectively, knew about science shops from personal experience.

As described earlier, we asked respondents identified as researchers to specify what their main field of research was. Based on this, one can see that there are considerable differences between different fields when it comes to the awareness of the science shop concept (Figure 9). Since the number of respondents in each of these groups is relatively low, we group humanities and social sciences together, as well as natural sciences, technology and formal sciences. The results show that awareness of science shops is much higher in humanities and social sciences than in natural sciences, technology and formal sciences (Figure 9).

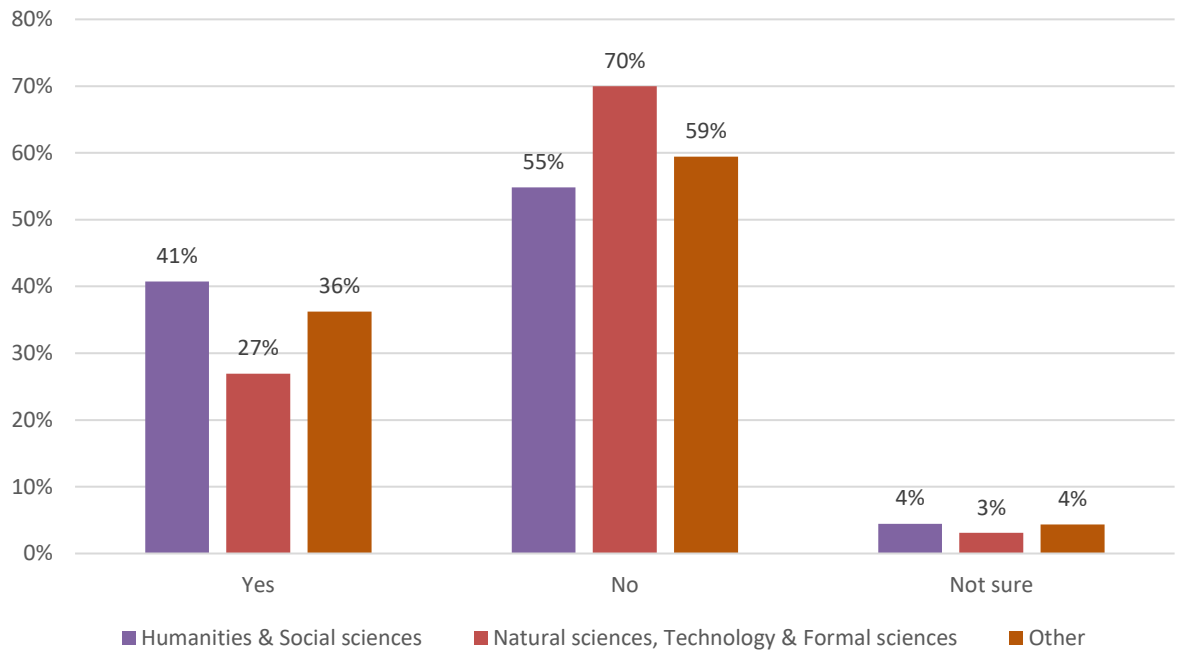

Figure 9. Responses to the question "Before this survey, were you aware of the concept of science shops?" by research field (only the 334 researchers). Number of respondents: humanities & social sciences=135; formal sciences, natural sciences & technology=130; other=69.

This survey is intended to give a broad and comprehensive awareness about the perception of community-based participatory research and science shops. Therefore, the survey was distributed in all partner countries in the project as well as beyond. This approach resulted in responses covering 28 separate countries worldwide. This gives us the opportunity to make comparisons between countries. However, since most individual countries have relatively few respondents to the survey, we have undertaken region-specific analyses between subregions of Europe according to EuroVoc[6]. The subregions used in the analysis are Northern Europe[7], Western Europe[8], Eastern Europe[9] and Southern Europe[10]. The responses from non-European countries[11] were relatively few (N=12) and were not included in the analysis. When it comes to awareness of science shops, the results show a quite remarkable difference between regions. The awareness is highest in Western Europe. Here, 67 percent of the respondents were aware of the science shop concept before the survey (Figure 10). In comparison, only 24 percent of the respondents in Northern Europe knew about science shops. In Southern Europe, the proportion of respondents with knowledge about science shops was 37 percent, and in Eastern Europe it was 34 percent.

[6] http://eurovoc.europa.eu/
[7] Sweden, Denmark, Norway, Finland, Estonia, Lithuania
[8] Austria, Belgium, Germany, The Netherlands, UK, France, Switzerland, Luxembourg
[9] Hungary, Romania, Slovenia, Bulgaria, Poland, Croatia, Serbia
[10] Cyprus, Italy, Spain, Greece, Portugal
[11] Turkey, USA, Tunisia, Israel, Brazil, South Africa, Canada

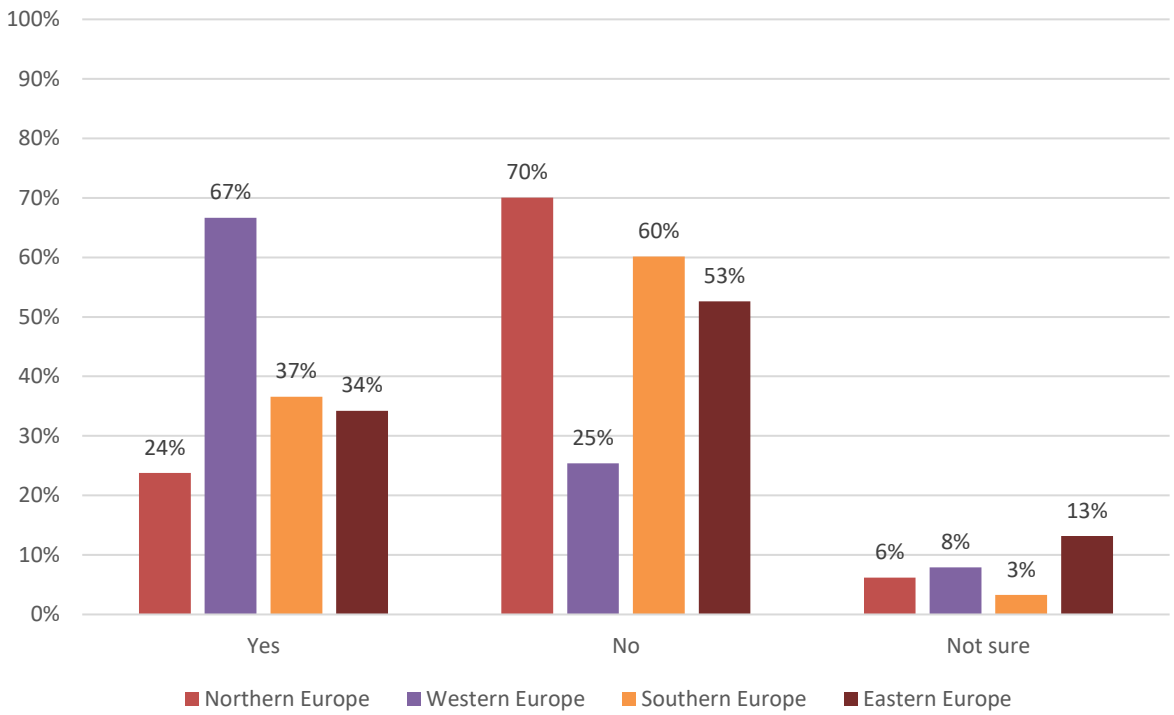

Figure 10. Responses to the question "Before this survey, were you aware of the concept of science shops?" by subregion of Europe. Number of respondents: Northern Europe=324; Western Europe=63; Southern Europe=153; Eastern Europe=38.

Exploring differences in common reasons for knowing about science shops can also help us understand the geographical differences in awareness. One of the reasons for knowing about science shops is that there is a science shop in the organisation where the respondent works. Here, we see large differences between European subregions, where half of the respondents in Western Europe have a science shop in their organisation, compared to only 14 percent of the respondents in Northern Europe (Figure 11). Moreover, it is more common in Western Europe to know about the science shop concept by having heard about existing science shops in their country. Direct participation in a science shop project is a much more common reason for knowing about science shops in Western Europe than in both Northern and Southern Europe.

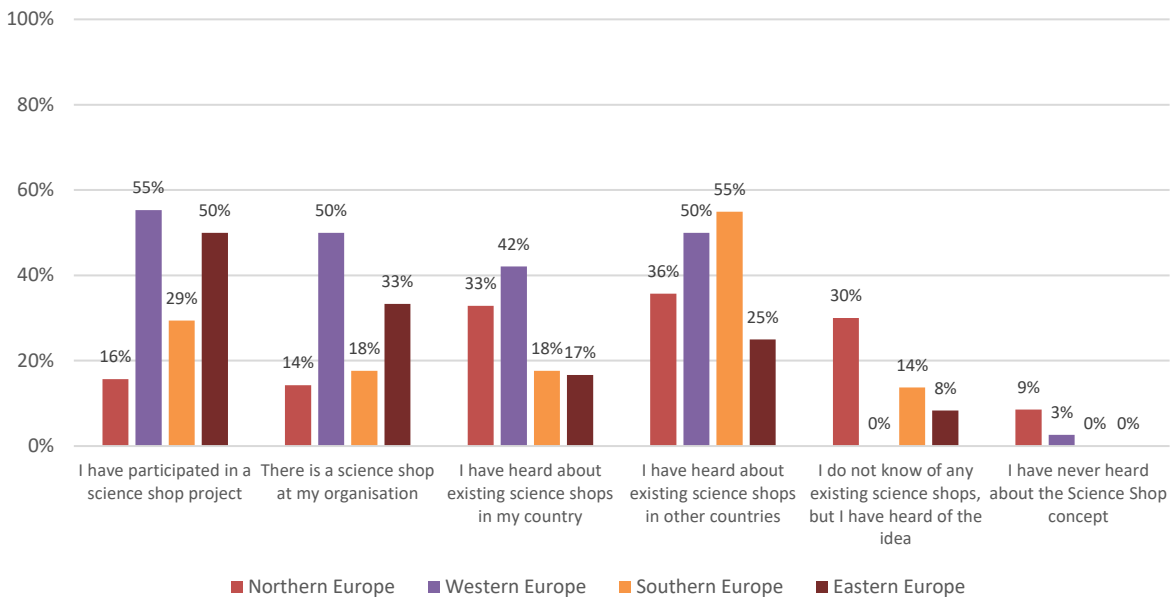

Figure 11. How the respondents learned about the science shop concept, by European subregion (N=171). Number of respondents per country: Northern Europe=70; Western Europe=38; Southern Europe=51; Eastern Europe=12.

In conclusion, awareness of science shops is higher among researchers than among policy makers and community organisations. Among researchers, awareness of science shops is much higher in the humanities and social sciences than in natural sciences, technology and formal sciences. There are also geographical differences in the awareness of science shops, where respondents from Western Europe have a higher awareness of science shops than respondents from other parts of Europe. There are also geographical differences in the reasons for knowing about science shops. It is more common in Western Europe that personal experience of science shops is the reason for knowing about science shops. In Western Europe, it is also more common to have learned about this because there is a science shop in the respondent's organisation.

Generally, these differences are not surprising. The science shop model originated in Western Europe (the Netherlands) and within the academic world. Still, one can see that the "science shop network" is more active in Western Europe than it is in other parts of Europe and the world and, in most cases, research institutions are involved. Furthermore, that fact that awareness among other stakeholders and in other parts of Europe is quite low shows that there is great potential for further promoting the concept of science shops and community-based research. This has several consequences for the forthcoming work of the SciShops.eu project. It clearly indicates that the work undertaken in the project, which is aimed at creating new science shops all over Europe and strengthening the science shop ecosystem, is very important in order to reach a broader audience. Furthermore, especially in Northern and Southern Europe, the science shop concept should be conveyed in a way that takes into consideration that the majority of potential stakeholders might not be aware of the concept at all.

2.3. Experience and motivation

Researchers

To quantify the extent of personal experience of community-based participatory research among the researchers that participated in the survey, we asked all of the researchers if they ever had been involved in community-based participatory research. Forty percent of the researchers said that they had been involved in such research while 60 percent had not (334 respondents).

To further explore the nature of this personal experience, we asked respondents to describe how they were involved. The most common experience of community-based participatory research came from being involved in formulating research questions, doing fieldwork, analysing data, or preparing a report, i.e. ordinary research duties (Table 1).

Table 1. Type of involvement in community-based participatory research among researchers (N=135). Each respondent could choose several options.

How were you involved?	
Formulating research questions, doing field work, analysing the data, or preparing report	57%
Providing consultations or taking part in a discussion on behalf of community organisation	36%
Supervising students who did research on behalf of a community organisation	35%
As an intermediary between a community organisation and researchers	31%
Other	8%

Community-based participatory research can be undertaken in many different ways. A crucial question for the survey is whether this type of research is carried out within the concept of a science shop. Twenty-four percent of the respondents that had experience in community-based participatory research also said that their experience comes from being part of a science shop project. In absolute numbers this means that 32 researchers in the survey had been involved in a science shop. Thirty of these 32 researchers also answered a question on how they experienced that involvement: 22 said that the experience fulfilled all their expectations, 7 said that it fulfilled some of their expectations, and only one of the researchers said it did not fulfil any of their expectations.

As mentioned earlier, 60 percent of the responding researchers (i.e. 199 respondents) did not have any experience of community-based participatory research at all. We asked these researchers if they would be interested in getting involved in this type of research. Two thirds (66 percent) said that they would be interested. Twenty-eight percent did not know and only 6 percent said they would not be interested.

To get further insight into researchers' motivations for being involved in community-based participatory research, we asked the researchers who had experience with this type of research and the researchers who did not have experience but would be interested in being involved, what their main motivation would be. The most common motivation is to help solve community problems; 66

percent of the respondents stated this. Also building trust inside, or between, researchers and the community are important motivators (Table 2).

Table 2. The main motivation for researchers to be involved in community-based participatory research (N=267). Each respondent could give several answers.

Main motivation for being involved in community-based participatory research	
I want my research to help solve community problems	66%
It is a way of building trust inside, or between, researchers and the community	58%
Enhanced ability to affect public policy	42%
It offers a possibility to improve student education by involving them in these kinds of projects	35%
It offers a possibility to find new research topics	32%
Development of valuable relationships	22%
It would improve the image of my organisation	8%
Don't know	2%
Other	6%

Likewise, the researchers that are not interested in being involved in community-based participatory research were asked the reason behind their standpoint. This group only contains 12 respondents and no solid conclusions can be based on such small sample. However, the most common reason, given by 5 of the 12 respondents, was that they generally do not want to divert time and resources away from other priorities or obligations.

Community Organisations

We asked the community organisations what type of research activities would be useful for their organisations. Correspondingly, we also asked if the community organisation representatives have ever used any of these types of research (Table 3).

Table 3. Which research activities can be of use for community organisations, and which have been used by community organisations. Number of respondents: "of use for community organisations" =77, "have been used by community organisations" =72.

Research activity	Could be of use for community organisations	Have been used by community organisations
Perform a survey or other social research	66%	32%
Organise a consultation/discussion/ colloquium	57%	32%
Conduct a count or a measurement	38%	4%
Take samples and let them be examined at a laboratory	14%	4%
None of the mentioned is relevant	16%	18%
Other	4%	9%

To measure how widespread the use of community-based participatory research is among community organisations, we asked if they had ever used the service of a science shop or community-based participatory research initiative. In total, 23 percent of the respondents had done this while 58 percent had not (Figure 12).

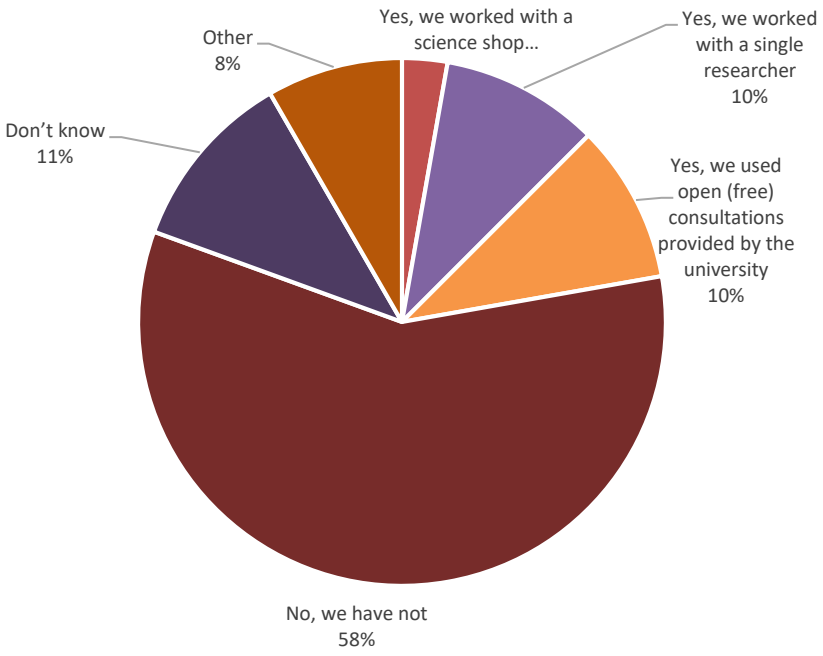

Figure 12. Responses to the question "Has your organisation ever used the services of a science shop or other type of community-based research, where researchers/students would address your research question on your behalf for free or for a small contribution?", asked to respondents representing a community organisation (N=72).

For the other respondents, those that had no experience of working with a science shop (70 respondents), we asked if they would be interested in using the service of a science shop. Seventy-one

percent would be interested in this. No one answered that they would not be interested. However, 29 percent were not quite sure.

Policy makers

Just as for the community organisation respondents, we asked policy makers what type of research activities could be useful for their organisations. Correspondingly, we also asked if the policy makers had ever used any of the mentioned research types (Table 4).

Table 4. Which research activities could be useful for policy makers, and which have been used by policy makers. Number of respondents: "of use for policy makers"=80, "have been used by policy makers"=80.

Research activity	Could be of use for policy makers	Have been used by policy makers
Organise a consultation/discussion/ colloquium	41%	38%
Perform a survey or other social research	35%	43%
Conduct a count or a measurement	9%	10%
Take samples and let them be examined at a laboratory	1%	3%
None of the mentioned is relevant	10%	6%
Other	4%	1%

To get an understanding of how policy makers value research in their daily work, we asked the question "In general, in your opinion, how important is it that policy decisions are based on research data?". The results show that almost all responding policy makers think this is important or even very important (Figure 13).

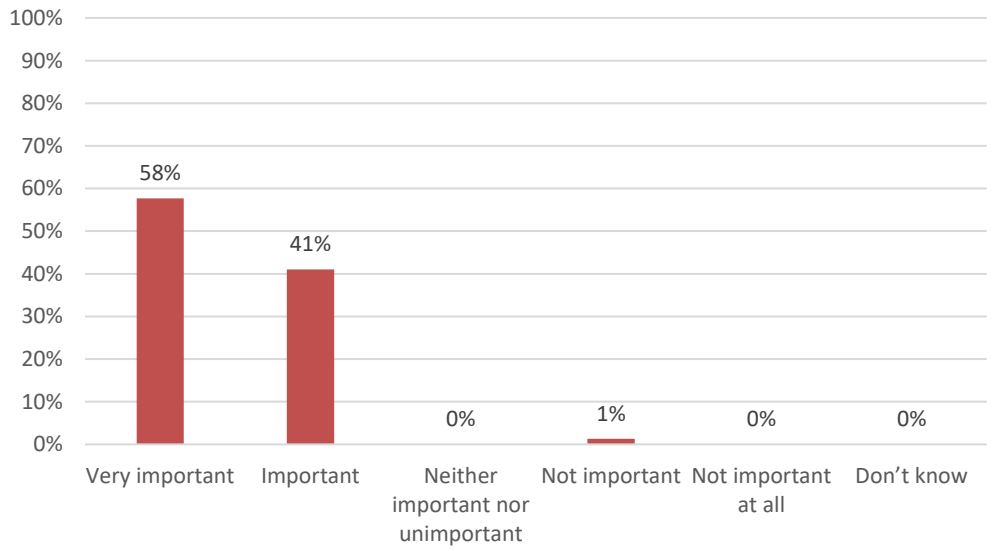

Figure 13. Responses to the question "In general, in your opinion, how important is it that policy decisions are based on research data?" (N=78, only policy makers).

Approximately half of the policy makers had received research data from NGOs or other community organisations and had used that research data to inform their policy decisions (Figure 14).

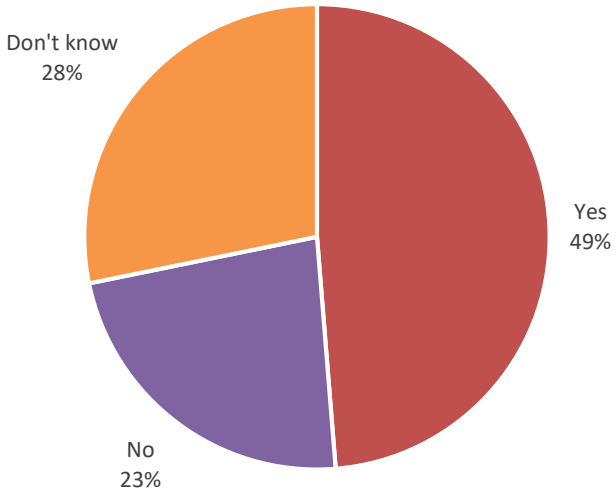

Figure 14. Responses to the question "In your work, have you ever received research data from an NGO or other community organisations that you have used to inform policy decisions?" (N=78, only policy makers).

The results from this part of the survey are in line with previous results. Furthermore, they show that the concept has the potential to be far more widely known and used as it currently is. Firstly, the awareness of the science shop concept among researchers is considerably higher than among the other stakeholder groups. The same is true for the actual experience with science shops. Secondly, a large part of those respondents that have not been aware of community-based participatory research and science shops before the survey find the concept interesting and can imagine participating in the future. Thirdly, research results and data are a very important source of information for the majority of the policy makers in the sample. This shows both the importance of research as well as the potential of community-based participatory research for actual policy-making.

2.4. Impact

This survey aims to achieve a broad knowledge about the general opinion on community-based participatory research, and how this type of research can be used by the organisations that the respondents represent. Therefore, we asked all respondents to what extent they think their organisation would benefit from this type of research. The results show that a vast majority thinks that their organisations could benefit from participation in CBPR, only two percent do not think community-based participatory research would benefit their organisation, and eleven percent do not know (Figure 15).

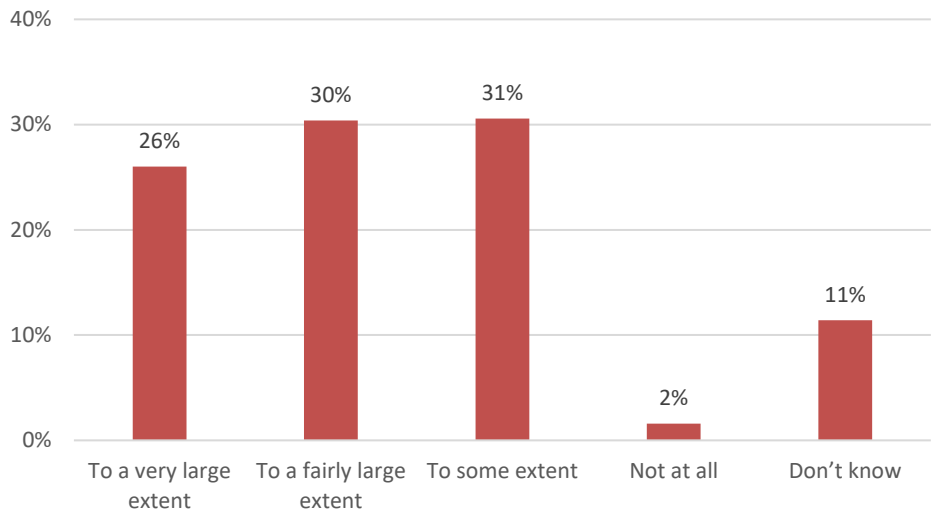

Figure 15. Responses to the question "Overall, to what extent do you think your organisation would benefit from community-based participatory research/science shops?" (N=569).

There are rather minor differences in the responses from respondents from different types of organisations. Researchers are slightly more likely to answer "to a very large extent" (30 percent) in comparison to community organisations (26 percent) and policy makers (24 percent).

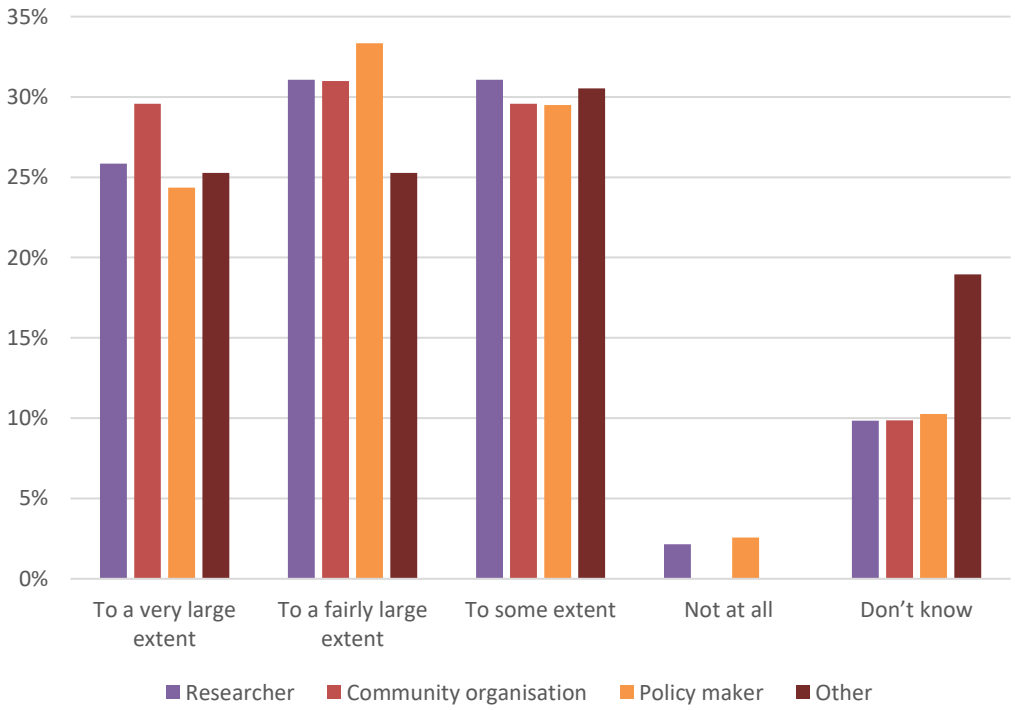

Figure 16. Responses to the question "Overall, to what extent do you think your organisation would benefit from community-based participatory research/science shops?", by stakeholder type. Number of respondents: researchers=325; community organisations=71; policy makers=78; other=95.

Furthermore, there are some differences between different European subregions in this question. Respondents from Northern Europe are less likely to think that their organisation would benefit from community-based participatory research, compared to other European subregions (Figure 17).

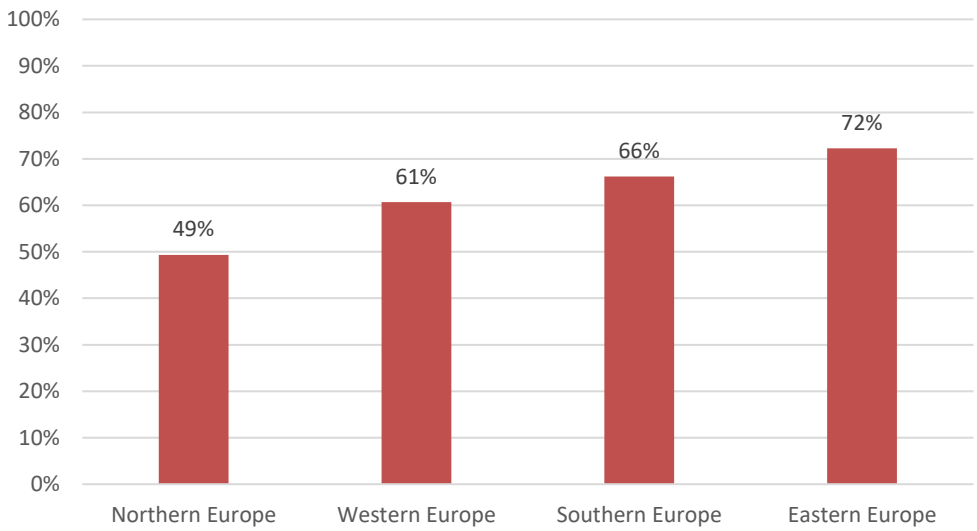

Figure 17. The proportion of respondents that answered "To a very large extent" or "To a fairly large extent" to the question "Overall, to what extent do you think your organisation would benefit from community-based participatory research/science shops?", by European subregion. Number of respondents: Northern Europe=310; Western Europe=61; Southern Europe=148; Eastern Europe=36.

We asked those respondents who could see some benefit in community-based participatory research for their organisation (i.e. who responded: "to a very large extent", "to a fairly large extent" or "to some extent") to also list what they considered to be the main benefits. The two benefits most frequently listed by the respondents are to build trust and understanding between researchers and society, and to find solutions to societal problems. These two reasons were mentioned by almost half (49 percent) of the respondents (*Table 5*).

There are also differences between the three stakeholder groups in their assessment of the main benefits of community-based participatory research. A majority of the researchers (55 percent) find "building trust and understanding between researchers and society" as one of the main benefits of community-based participatory research. However, only a third (32 percent) of the community organisations list this as one of the three main benefits. Similar, a majority of the researchers (54 percent) see community-based participatory research as a way of finding solutions to societal problems. Only 40 percent of the community organisations and the policy makers view this as a benefit of community-based participatory research. The opposite pattern can be seen in using community-based participatory research to inform policy decisions. Here, 40 percent of the policy makers, and 39 percent of the community organisations could see this as a benefit. Among researchers, only 26 percent see this as a benefit. This indicates that researchers have a different perspective and perhaps a more pessimistic view of the potential research has on the actual process of decision-making. The roots of this view can be manifold. Obviously, the answers that research provides to some problems can be diverse and complex, and policy makers often have to deal with conflicting research results, depending on the exact research questions, fields of research or mode of operation. Furthermore, research may often provide first-best solutions, which are not always possible to apply in a real-world environment. Obviously, this can result in a feeling of not being heard by politicians. However, the results of the survey suggest that this is not at all the case. Research results are considered to be a crucial part of the work undertaken by the respondents from the political sphere. This should be an encouraging result for researchers - for community-based participatory research and beyond.

Table 5. The main benefits of community-based participatory research that the respondent see for their organisation. The respondent was asked to choose the three most important. Hence, the number of responses is more than the number of respondents. Number of respondents: total=491; researcher=285; community organisation=62; policy maker=68; other=76.

	Researchers	Community organisations	Policy makers
Building trust and understanding between researchers and society	55%	32%	43%
Finding solutions to societal problems	54%	40%	40%
Knowledge transfer between different stakeholders	35%	47%	49%
Production of new knowledge	34%	31%	41%
Informed policy decisions	26%	39%	40%
Enhanced learning for students, including societal awareness	29%	27%	13%
Empowering civil society	19%	23%	21%
Development of new relationships	18%	21%	18%
Public relations and social responsibility	17%	13%	18%
Cost-effective research	7%	11%	6%
Other	0%	2%	1%

Another important question is to what extent policy makers use research to inform policy decisions. Therefore, we asked all respondents in the survey to what extent they think policy makers do this. The results show that more than half (59 percent) of the respondents think that policy makers do this to some extent. However, 16 percent of the respondents think that research is not taken into account at all when making policy decisions. There is no strong difference between the main stakeholder groups in this question. However, there are more researchers than community organisation representatives and policy makers that believe that policy makers do not take research into account at all when making policy decisions (Figure 18).

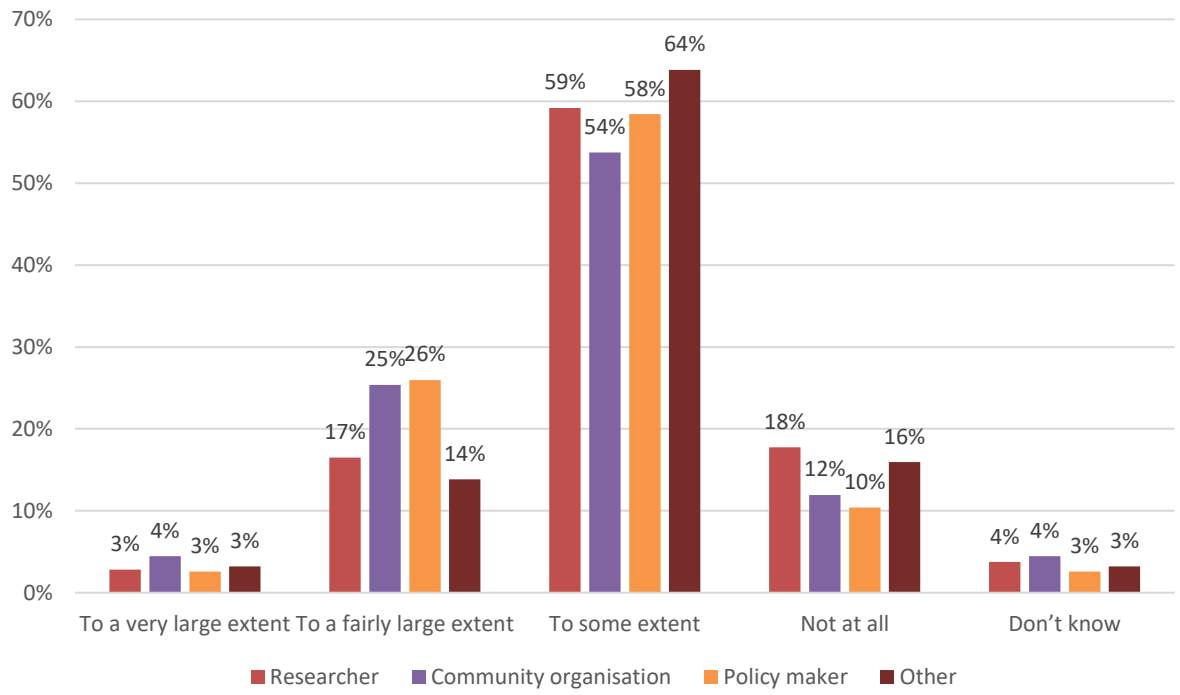

Figure 18. Responses to the question "To what extent do you believe that policy makers in your country take research in general into account when making policy decisions?". Number of respondents: researchers=321; community organisations=67; policy makers=77; other=94.

From these results we can conclude that the respondents have a quite a mediocre level of trust in policy makers taking research into account in their decisions. The results also show clear and distinct geographical difference in the respondents' beliefs that policy makers take research into account when making policy decisions (Figure 19). In Northern Europe, 29 percent of the respondents think that policy makers rely on research results to a very large, or a fairly large extent. In Southern and Eastern Europe, these numbers are much lower, 7 and 3 percent, respectively. Likewise, in Southern and Eastern Europe, 37 and 35 percent respectively of the respondents think that policy-makers do not take research into consideration at all. In Northern and Western Europe these numbers are 5 and 8 percent, respectively (Figure 19). Besides the rather pessimistic general view of researchers on how their results are applied in the real-world, this shows a considerable and worrying variation in opinion among Europe. It reflects a deeply negative view of policy-making in Eastern and Southern Europe. This is a pressing issue that the SciShops.eu project will seek to address but is fundamentally a much wider and more complicated issue.

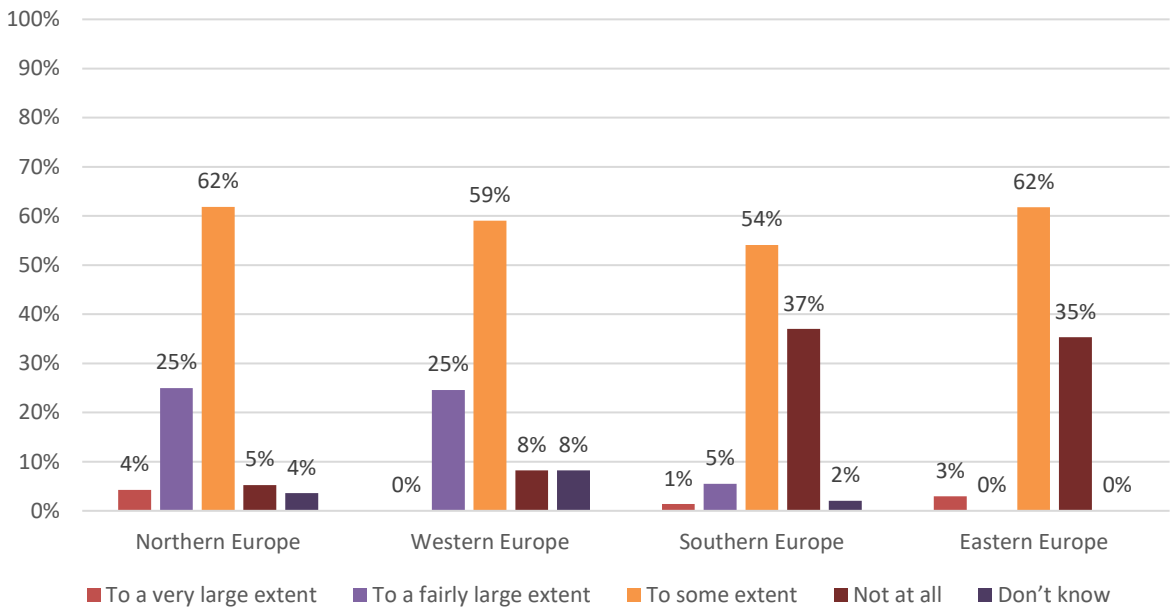

Figure 19. Responses to the question "To what extent do you believe that policy makers in your country take research in general into account when making policy decisions?", by European subregions. Number of respondents: Northern Europe=304; Western Europe=61; Southern Europe=146; Eastern Europe=34.

What potential do the respondents see in community-based participatory research? We asked the respondents to list the most important impact this type of research could have. The results show that one of the most important impacts that community-based participatory research could have is an increased knowledge in community organisations (*Table 6*). However, this opinion was not shared by the group of policy makers. Only 34 percent of the policy makers thought that an increased knowledge in community organisations can be an important benefit of community-based participatory research, compared to 45 percent among researchers and 46 percent among community organisations. The most important impact, according to policy-makers, is an increased knowledge of decision makers. The respondents, especially the researchers, appreciated an improved image of science and research in society, as an important impact of community-based participatory research.

Table 6. Responses to the question "In general, in your opinion, what could be the most important impact of community-based participatory research/science shops?". Number of respondents: total=559; researcher=321; community organisation=67; policy maker=77; other=94.

	Researchers	Community organisations	Policy makers
Increased knowledge in community organisations	45%	46%	34%
Improved image of science and research in society	43%	31%	35%
More research informed policy decisions	35%	40%	44%
Increased knowledge of decision makers	30%	45%	52%
Strengthened stakeholder networks	32%	24%	32%
Strengthened or new research collaborations	29%	25%	26%
Increased knowledge of students or/and researchers	29%	27%	16%
Improved work of community organisations in serving communities	28%	28%	23%
Influence on choosing directions of future research	18%	16%	26%
Other	3%	3%	0%

3 Key Learnings

- Awareness of the science shop concept is relatively low. A third of the respondents (32 percent) had heard about science shops before the survey. This indicates that actions to spread the concept further are needed.
- Awareness of science shops is higher among researchers than among policy makers and community organisations. Among researchers, awareness of science shops is much higher in the humanities and social sciences than in natural sciences, technology and formal sciences. This might be because community-based participatory research is more commonly conducted in social sciences and humanities, since community organisations often deal with social issues. Nevertheless, this highlights the need to spread the concept of community-based participatory research in natural sciences, technology and formal sciences.
- There are geographical differences in the awareness of science shops, where respondents from Western Europe have a higher awareness of science shops than respondents from other parts of Europe.
- Researchers see their involvement in community-based participatory research as a way to help solve community problems and as a way to build trust between researchers, and between researchers and society.
- The type of research activities that are most useful for community organisations are surveys or other social research. This is also the type of activity that has been most frequently used by community organisations. However, to conduct a count or measurement would also be a very useful research activity for community organisations, but is rarely undertaken.
- The type of research activity that would be most useful for policy makers is to organise consultations, discussions or workshops. This is also what is most commonly undertaken.
- A majority of the respondents think that their organisation would benefit from community-based participatory research. However, there is a considerable proportion (over 10 percent) who are not sure about the benefits of community-based participatory research. This indicates an existing lack of knowledge about the concept of community-based participatory research.
- There are small to no differences between stakeholder groups in their belief that community-based participatory research would benefit their organisations. However, there are geographical differences, where respondents from Northern Europe are less likely to think that it would benefit the organisations they are working for.
- Researchers think that building trust and understanding between researchers and society and finding solutions to societal problems are the main benefits of community-based participatory research for their organisations. This view is not shared by community organisations and policy makers. Instead, they view knowledge transfer between different stakeholders as more important.
- A majority of the respondents believe that policy makers take research into account when making policy decisions, at least to some extent. However, 16 percent think that policy makers do not do this at all. These respondents are mainly found in Southern and Eastern Europe.
- Researchers think that an increased knowledge in community organisations, and an improved image of science and research in society, are the most important impacts of community-based participatory research. However, this view deviates from the perception among policy makers and community organisations, who instead see increased knowledge of decision makers and of community organisations as the main impact.

- The results are indicative and should not be interpreted as a representative cross section of researchers, community organisations and policy makers, and their opinions at large. The imbalance between the groups in terms of number of responses - researchers are strongly represented compared to other groups - introduce uncertainties in the results. These have been partly reduced (hidden) by percentages, however normalisation has been applied as a standard analytical tool and was not intended to mislead the interpretation of results.

4 References

Garrison, H. (2018): Existing RRI tools and successful participatory community-based research case studies report. H2020 SciShops.eu-Project. SwafS-01-2016 | 741657.

Kontic, B. and Kontic, D. (2018): Baseline research and best practice report on participatory and community-based research. H2020 SciShops.eu-Project. SwafS-01-2016 | 741657.

5 Appendix 1

WP 2.3 Survey – Guidelines for partners identifying recipients to complete survey

We intend to send out a survey to solicit the views of three main target groups. The suggestions below are designed to act as examples rather than limit to whom the survey is sent to.

Our target is to send the survey to 1000 recipients. This means that each partner should identify a minimum of 60 identified recipients. Larger countries are encouraged to distribute more. Please ensure that they are evenly spread between the three stakeholder groups.

1) Researchers i.e. those who will potentially undertake the research at science shops

- Researchers who have been involved in science shops
- Researchers who have no previous experience of science shops but who potentially may be involved in new science shops
- PhD students (who may undertake the research)
- Senior researchers (who may be involved in supervising research undertaken)

2) Community organisations i.e. those who may have the problems to be solved by science shops

- To include those with experience of science shops and those that don't.

Possible examples:

- non-profit organisations
- social groups / sports clubs / cultural organisations
- environmental organisations
- welfare institutions
- consumers
- residents' associations / community centres
- associations for the elderly
- associations for the disabled
- associations for ethnic minorities
- patients' associations
- youth associations
- family associations
- women's associations
- trade unions
- pressure groups

3) Policy makers i.e. those that make use of the results of the research

- local authorities
- regional authorities

- funding agencies

Tailor-made invitations are more likely to result in a response. However, you may wish to distribute the survey more widely using networks as well, in addition to the identified 60 individuals. If so, please indicate how many people the survey will be distributed to.

Examples could be:

- A mailing list of PhD students in a particular department
- A local NGO network
- Your organisation's newsletter mailing list
- A local network of science policy makers

6 Appendix 2

The survey questionnaire

SciShops.eu - InSPIRES survey[12]

SciShops.eu and **InSPIRES** are two European projects aimed at developing new Science Shops, a model of community-based participatory research that brings together community groups and researchers together to better understand and solve local challenges. Issues are generated by the community and community members participate in all aspects of the research process.

To inform the projects, we are keen to better understand the needs, motivations and perspectives of different parts of society and we would appreciate your views.

What is community-based participatory research?

Community-based participatory research (CBPR) is a way of organising research where scientists work together with non-governmental organisations, communities and other groups of society to co-create new knowledge or understanding about community issues. The new knowledge can later be used to attain change in the community.

What is a science shop?

Science Shops are independent organisations, connected to a university, research centre, or independent, making knowledge available to civil society organisations that don't have the means to let research be performed, or perform research themselves.

Conditions of participation

The information provided by you in the questionnaire will be used for research purposes to inform the projects. We guarantee that your responses will be completely anonymous and never analysed or displayed individually. The survey will take only 5 minutes to be completed (you will be directed to the questions that are most relevant to you). Participation is entirely your choice and you are entitled to withdraw participation in the research at any stage. If you would like to do so, please contact us, and we can erase data gathered from your survey. Thank you for your valuable input.

Contact

If you would like to talk to someone regarding the survey, please contact Martin Bergman, VA (Public & Science), Sweden, email: martin@v-a.se, tel. +46 70-255 38 91.

The SciShops.eu project has received funding from the European Union's Horizon 2020 Research and Innovation Programme under Grant Agreement No 741657. For more information visit www.scishops.eu

The InSPIRES project has received funding from the European Union's Horizon 2020 Research and Innovation Programme under Grant Agreement No 741677. For more information visit www.livingknowledge.org/projects/inspires/

According to this, I have read the outlined terms and I understand them. I CONSENT to participate in this research activity in order to achieve the objectives of the study.

1. Yes
2. No

[12] The survey was developed in collaboration with the InSPIRES project. Data and results have been shared between the two projects.

<table>
<tr><th>Researchers</th><th>Community organisations</th><th>Policy makers</th></tr>
<tr><td colspan="3">About the respondent</td></tr>
<tr><td colspan="3">1. In which country do you live?
1. Austria
2. Belgium
3. Cyprus
4. Germany
5. Hungary
6. Italy
7. Lithuania
8. The Netherlands
9. Romania
10. Slovenia
11. Spain
12. Sweden
13. UK
14. Other (please specify)

2. Please indicate your current occupation or position. If you belong to more than one category, please choose one which you will represent in this survey.
1. I am a scientist or a researcher, or work for a research performing organisation
2. I work at a community organisation, e.g. non-profit organisation, social group, sports club, environmental organisation, etc.
3. I work at a governmental or policy making institution, e.g. national authority, local authority, funding agency, etc.
4. Other (please specify)

(If “other”, the respondent gets only general questions from Awareness of science shops and Impact sections.</td></tr>
<tr><td>2B. I am a…
1. Senior researcher
2. Postdoc
3. PhD student
4. Master student
5. Bachelor student
6. Other (please specify)

3. At what kind of organisation do you work?
1. University
2. Non-university education institution
3. Research institute/Research centre
4. Business company
5. Other</td><td>3. Which type of organisation do you represent?
1. Social welfare organisation
2. Leisure (sports, cultural, etc.) organisation
3. Environmental organisation
4. Community association
5. Lobbying organisation, e.g. labour union, trade association
6. Professional organisation
7. Advocacy organisation, e.g. patients, ethnic minorities, consumers
8. Other (please specify)</td><td>3. Which type of organisation do you represent?
1. National authority
2. Local authority
3. Funding agency
4. Other (please specify)

4. Do you participate in research or use research data in your daily work?
1. Yes
2. No
3. No, but I used to</td></tr>
</table>

4. What is your main field of research? 1. Humanities 2. Social sciences 3. Natural sciences (chemistry, physics…) 4. Technology (computer science...) 5. Formal sciences (mathematics, logic...) 6. Other (please specify)		
Awareness of science shops		
5. Before this survey, were you aware of the concept of "science shop"? You can read the definition of a science shop below. Science Shops are organisations, connected to a university, research centre, or independent, making knowledge available to civil society organisations that don't have the means to let research be performed, or perform research themselves. 1. Yes 2. No 3. Not sure **6. How did you learn about science shops? (*Several answers possible*)** 1. I have participated in a science shop project 2. There is a science shop at my organisation 3. I have heard about existing science shops in my country 4. I have heard about existing science shops in other countries 5. I do not know of any existing science shops, but I have heard of the idea 6. I have never heard about the Science Shop concept 7. Other (please specify)		
Experience and motivation		
7A. Have you personally ever taken part in community-based research, where the research would be done on behalf of a non-governmental or other community organisation and research results would be used to improve its work or inform policy decisions? 1. No, I have not 2. Yes, I have **7B. How were you involved?** *(If "yes" in question 7A)*	**7. In the activities of your organisation, do you face problems that could be solved by some kind of research or involvement of researchers? Please indicate the types of research that your organisation could use:** 1. Perform a survey or other social research 2. Organise a consultation/discussion/ colloquium 3. Conduct a count or a measurement	**7. In the activities of your organisation, do do you face problems that could be solved by some kind of research or involvement of researchers? Please indicate the types of research that your organisation could use:** 1. Perform a survey or other social research 2. Organise a consultation/discussion/ workshop 3. Conduct a count or a measurement

1. I was providing consultations or took part in a discussion on behalf of community organisation 2. I was supervising students who did research on behalf of a community organisation 3. I was involved in research by formulating research questions, doing field work, analysing the data, or preparing report 4. I was involved as an intermediary between a community organisation and researchers / I was helping a community organisation to find researchers that could do the research 5. Other... *(Open ended response)* **8A.** *(If "yes" in question 7A)* **Was this community-based research project promoted by a Science Shop?** 1. Yes 2. No 3. Don't know **8B** *(If "yes" in question 8A)* **What was your experience of working with the science shop?** 1. It fulfilled all of our expectations 2. It fulfilled some of our expectations 3. It did not fulfil any of our expectations **8C.**	4. Take samples and let them be examined at a laboratory 5. Other (please indicate) 6. None of the mentioned is relevant **8. Has your organisation ever used any of the following types of research or researchers' involvement?** 1. Performing a survey or other social research 2. Organising a consultation/discussion/ colloquium 3. Conducting a count or a measurement 4. Taking samples and letting them be examined at a laboratory 5. None of the mentioned 6. Other (please indicate) **8A. What is the reason for not using research in your activities?** *If "None of the mentioned" in 8* 1. Didn't need any research 2. Didn't think about it 3. Didn't have expertise/time/equipment to conduct research by ourselves 4. Didn't know whom to approach to conduct research 5. Didn't have the financial means to commission or to contribute to research 6. Other (please indicate) **10. Has your organisation ever used the services of a science shop or other type of community-based research, where researchers/students would address your research question on your behalf for free or for a small contribution?**	4. Take samples and let them be examined at a laboratory 5. Other (please indicate) 6. None of the mentioned is relevant **8. Has your organisation ever used any of the following types of research or researchers' involvement?** 1. Performing a survey or other social research 2. Organising a consultation/discussion/ workshop 3. Conducting a count or a measurement 4. Taking samples and letting them be examined at a laboratory 5. Other (please indicate) 6. None of the mentioned **8A. What is the reason for not using research in your activities?** *If "None of the mentioned" in 8* 1. Didn't need any research 2. Didn't think about it 3. Didn't have expertise/time/equipment to conduct research by ourselves 4. Didn't know whom to approach to conduct research 5. Didn't have the financial means to commission or to contribute to research 6. Other (please indicate) **10. In your work, have you ever received research data from an NGO or other community organisations that you have used to inform policy decisions?** 1. Yes 2. No 3. Don't know

(If "yes" in question 8A)
Did the science shop included an "Impact Evaluation" approach?

1. Yes
2. No
3. Don't know

8D.
(If "yes" in question 8C)
Could you describe the "Impact Evaluation" approach used? (you can select more than one)

1. Student learning, satisfaction, or participation
2. Researcher/academic learning, satisfaction, or participation
3. CSO learning, satisfaction, or participation
4. Stakeholder learning, satisfaction, or participation
5. University satisfaction
6. Science shop coordinator satisfaction
7. Number of projects undertaken
8. Number of students engaged
9. Number researchers/academics
10. Number of reports, scientific publications
11. Long-term societal impact (e.g. changes in public, new or improved community services)
12. Other (please specify)

8E. Would you be interested in getting involved in this type of research?
(If "no" in question 7A)

1. Yes
2. No

1. Yes, we worked with a science shop
2. Yes, we worked with a single researcher
3. Yes, we used open (free) consultations provided by the university
4. No, we have not
5. Other (please indicate)
6. Don't know

11A.
(If "yes" in question 10)
What was your experience of working with the science shop?

1. It fulfilled all of our expectations
2. It fulfilled some of our expectations
3. It did not fulfil any of our expectations

11B.
(If "no" in question 10)
Would you be willing to use services of a science shop, if there was the opportunity?

1. Yes
2. No
3. Not sure

11-1.
(If "no" in question 11B)
What are the reasons why you would not be willing to use the services of a science shop, even if there was the opportunity?

1. We would not trust the quality of such research
2. The coordination would take too much time and effort
3. Other (please specify)

11. In general, in your opinion, how important is it that policy decisions are based on research data?

1. Very important
2. Important
3. Neither important nor unimportant
4. Not important
5. Not important at all
6. Don't know

3. Don't know **9A.** *(If "yes" in question 7 or 8)* **What is/would be the main motivation for you to be involved in this type of research? *Please indicate 3 most important motivations.*** 1. It is a way of building trust inside, or between, researchers and the community 2. Development of valuable relationships 3. I want my research to help solve community problems 4. It offers a possibility to find new research topics 5. Enhanced ability to affect public policy 6. It offers a possibility to improve student education by involving them in these kinds of projects 7. It would improve the image of my organisation 8. Other (please specify) 9. Don't know **9B.** *(If "no" in question 8)* **What is the main reason why you do not want to be involved in this type of research?** 1. I still have little or no understanding of community-based participatory research, science shops and their benefits 2. I do not believe that this research would		

make any difference to the community 3. The process of coordinating with the community organisation would be too complicated 4. I do not know how to find a community organisation that would provide a research question 5. I am not interested in non-academic research 6. I do not want to divert time and resources away from other priorities or obligations 7. Other (please specify) 8. Don't know		

Impact

12. Overall, to what extent do you think your organisation would benefit from community-based participatory research/science shops?

1. To a very large extent
2. To a fairly large extent
3. To some extent
4. Not at all
5. Don't know

13. *(If answer 1-3 on question 12)*

What do you view as the main benefits of this type of research for you or your organisation? Please select 3 most important benefits.

1. Finding solutions to societal problems
2. Building trust and understanding between researchers and society
3. Production of new knowledge
4. Development of new relationships
5. Enhanced learning for students, including societal awareness
6. Public relations and social responsibility
7. Knowledge transfer between different stakeholders
8. Empowering civil society
9. Informed policy decisions
10. Cost-effective research
11. Other (please specify)

14. To what extent do you think community-based participatory research can help us solve societal challenges?

1. To a very large extent
2. To a fairly large extent

3. To some extent
4. Not at all
5. Don't know

15. To what extent do you believe that policy makers in your country take research in general into account when making policy decisions?

1. To a very large extent
2. To a fairly large extent
3. To some extent
4. Not at all
5. Don't know

16. In general, in your opinion, what could be the most important impact of community-based participatory research/ science shops? Please select 3 most important impacts.

1. Increased knowledge in community organisations
2. Increased knowledge of students or/and researchers
3. Increased knowledge of decision makers
4. Improved work of community organisations in serving communities
5. Strengthened stakeholder networks
6. Strengthened or new research collaborations
7. Improved image of science and research in society
8. More research informed policy decisions
9. Influence on choosing directions of future research
10. Other (please specify)

17. This is the last question. Do have any further comments on community-based participatory research and science shops?

(Open question)

Thank you for your valuable input.

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