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REPORT

→ ENTRANCE

## CSO NEEDS STUDY: COLLABORATION WITH HEIS IN COMMUNITY-BASED RESEARCH PROJECTS

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## INTRODUCTION

Since a few decades the Science Shop model (Living Knowledge, 2016) of community-based research (CBR) has been successful in bringing students, researchers and civil society together towards tackling real issues at local and regional levels. Aside from a positive impact on the co-creation of solutions to real-world problems, the process of engaging with society has strengthened both the research process and its outcomes, thereby contributing to research excellence and acceptability of innovation outcomes.

The five HEIs partners in the ENtRANCE (2017-1-BE02-KA203-034736, co-funded by the Erasmus+ programme of the European Union) project have strongly expressed their needs for innovation and support in the subject. The overall aim of ENtRANCE is to enhance social responsibility of and social engagement in Higher Education Institutions (HEIs), more specifically of higher education students, staff and governance, through delivering scientific research support to their local communities. This engaged research will increase the competences of both students and staff (lecturers and researchers), increase the position of issues of Civil Society Organizations (CSOs) on the research agenda and contribute to knowledge transfer.

In order to better understand the context and facilitate initial communication with local communities, CSO needs study was conducted by 5 project partners: Vrije Universiteit Brussel (VUB, BE), Wageningen University & Research (WU, NL), Lahti University of Applied Sciences (Lahti UAS, FIN), Instituto Universitário da Maia (ISMAI, PT) and Vilnius College of Technologies and Design (VTDK, LT). Simultaneously, a study of Science Shop societal impact was done by three partners (Vrije Universiteit Brussel, Wageningen University & Research and Lahti University of Applied Sciences), which carry out community-based research activities with students for at least a decade. Both the needs analysis and the impact analysis will feed into the following steps of the ENtRANCE project, which are action training, Science Shop case studies and the development of a handbook.

This transnational report summarizes and compares the findings of the five partner institutions, it presents an overview of common trends as well as specific needs of CSOs in Belgium, Finland, Lithuania, the Netherlands, and Portugal.

## RESEARCH METHODOLOGY

### AIM AND OBJECTIVES

Research question: What are the needs of CSOs in terms of societal research questions/issues that could be answered by higher education students?

Research aim – to analyze the needs of CSOs in terms of societal research questions/issues that could be answered by higher education students.

Objectives:

- To identify the topics in which CSOs, dealing with societal issues, need the help of the HEI.
- To identify if HEIs can contribute to the solution of public problems through community-engaged research.
- To identify desirable initiatives to tackle the problems that CSOs face.

## METHODOLOGY

The CSOs needs study was conducted according to the Research protocol (see Annex I) using a mixed methods approach:

1. Desk study includes an overview of various official documents, review of reports and CSOs surveys, past research findings, and discussions.
2. Field study covers two studies:
  1. Online CSO survey;
  2. Qualitative interview of the diverse types of CSOs.

The desk study was conducted by reviewing previous studies (if any) and official documents, in order to analyze the situation. The field study consisted of an online survey and semi-structured interview conducted in 5 European countries (Belgium, Finland, Lithuania, Portugal, the Netherlands).

The online survey was disseminated to CSOs with the aim to understand if these organizations are facing research questions that can be answered by higher education students supervised by experienced researchers. In order to reduce barriers, the survey questionnaire was translated into a partner's languages.

The population of the study consists of all CSOs operating in all partner countries (the number of CSOs in all 5 countries was determined during the desk study and is about 235 000 ). The probability random sampling method was used, when each CSO had an equal probability of being chosen. With the chosen confidence level 95% and the tolerance for the accuracy of 5%, the study sample is 384.

In order to get a deeper understanding of particular issues, e.g., to learn what difficulties CSOs are facing in solving societal problems/issues, in what respect CSOs need scientific support and what they would consider effective collaboration with HEIs, qualitative research was conducted applying semi-structured interview method.

# THE CONTEXT OF CSOs AND HEIs COLLABORATION THROUGH RESEARCH IN TERMS OF ADDRESSING SOCIETAL CHALLENGES

## Profile of CSOs dealing with societal challenges

### Belgium

On the first of January 2018, Belgium counted 150.247 CSOs (worth a 400.000 jobs), of which 146.598 (97,57%) are not-for-profit organisations, 2.295 (1,52%) are international not-for-profit organisations, and 1.354 (0,9%) are foundations.

Of those 150.247 CSOs, ca. 50.000 CSOs could be assigned to a group.

- 10.400 (6,92%) Sport & Recreation
- 9.776 (6,51%) Associations (professional, political, religious, health promotion, sustainable mobility...)
- 8.498 (5,66%) Government and Education
- 6.118 (4,07%) Art & Culture
- 5.370 (3,57%) Service for Companies
- 3.370 (2,24%) Horeca
- 2.857 (1,90%) Personal Care & Support
- 1.318 (0,88%) Medical professions
- 1.239 (0,82%) Printing company, publisher, media
- 883 Tourism
- 803 Child care
- 625 Elderly care
- 163 Attached to Hospitals

Source: Non-profit: een uitbreiding van het ondernemerslandschap (Studiebureau Graydon)

### Finland

There are several different active entities that make up the Finnish civil society. According to Harju (A. Harju, 2015) they are:

- Civic activity
- Organizational activity (associations etc.)
- Churches and religious organizations
- Trade union activity
- Parties
- Small co-operational activity
- Foundations
- Free educational activity

In Finland, the civic activity through or inside organizations and CSOs is, measured by the volume and significance, the core of the Finnish civil society.

According to data collected in an international national study in 1996 (Kansalaisyhteiskunta.fi, 2018), the largest association groups in Finland are cultural and leisure associations, social and healthcare associations, occupational and trade associations, associations who take civil action and lobbying and monitor certain group interests, and education and research associations.

<b>Largest Association groups</b>	<b>Associations</b>	<b>Members</b>
Cultural and leisure associations	28.000	5.000.000
Social and healthcare associations	13.000	1.000.000
Occupational and trade associations	12.000	4.500.000
Civil action and lobbying / monitoring group interests	11.000	3.000.000
Education and research	4.500	1.000.000

*Table made by: Aaro Harju*

The table above has been constructed based on an international study of the Finnish third sector. (Helander & Laaksonen, 1999)

All of the association groups mentioned in the table include organizations that are of interest in this study. The Grand Societal Challenges (GSC) used in the following association definitions are as follows (European Commission, 2014):

- Health, demographic change and wellbeing
- Food security, sustainable agriculture and forestry, marine and maritime and inland water research and the bioeconomy
- Secure, clean and efficient energy
- Smart, green and integrated transport
- Climate action, environment, resource efficiency and raw materials
- Europe in a changing world - inclusive, innovative and reflective societies
- Secure societies - protecting freedom and security of Europe and its citizens

Cultural and leisure associations include CSOs who deal with the GSC Europe in a changing world - inclusive, innovative and reflective societies such as Mediakasvatuskeskus Metka ry, which is an association that wants to educate young people on how to use media and read media critically. They also provide tools to educators and youth workers to do the same. (Metka.fi, 2018)

The social and healthcare associations work within the GSC domain Health, demographic change and wellbeing, but they might also have to do with the inclusive, innovative and reflective societies mentioned previously. Examples of these associations could be Folkhälsan and A-klinikkasäätiö, both of who seem to concentrate purely on the health care domain but also offer services that integrate the clients of the services into the society. (A-klinikkasaatio.fi, 2018; Folkhalsan.fi, 2018)

Occupational and trade associations offer services on the inclusive, innovative and reflective societies domain but also have activities within the Secure societies - protecting freedom and security of Europe and its citizens' domain. An example of these would be Akavan erikoisalat ry, which is an umbrella organization for other, smaller trade associations. Another example is FinnWatch, which in addition to the previously mentioned domains also works within the Climate action, environment, resource efficiency and raw materials domain. (Akava.fi, 2018; Finnwatch.org, 2018)

The associations classified as Civil action and lobbying / monitoring group interests, most likely work within all of the GSC domains.

The Education and research associations are associations that most often work within the inclusive, innovative and reflective societies domain but may also touch several if not all of the GSCs. One good example is Arene (an association for the head masters of universities of applied sciences), which has also produced some of the material that been used as one of the references in this report.

## Lithuania

In Lithuania, the activities of charitable funds and public bodies are regulated by special laws. Therefore, it could be stated that NGOs in Lithuania are those which are set up and operate in the frames of the laws for public bodies, associations and charity, and support funds.

In recent years, there is an increasing tendency of NGOs cooperation with the state authorities, NGOs take over from the latter some of the public services in certain fields (cultural, sports, social security, education, preventive activities, etc.).

Non-governmental organizations in Lithuania are classified in different ways. In accordance with the functions performed by NGOs, they are divided into (Kauno apskrities moterų krizių centras, 2016):

- Mutual aid organizations, which are formed by the individuals or groups with common interests or needs. In pursuit of these objectives, the organizations provide and expand the mutual-aid, support, and information exchange.
- Organizations which represent the interests and are active in societal life in order to change existing societal attitudes and influence public policies, while defending certain ideas, carrying out a variety of public campaigns, lobbying.

- Organizations which deliver public services to their members or clients in the field of social welfare, health care, training, information and advisory services, etc.

Various sources indicate a different number of non-governmental organizations. According to Šapkauskienė (2017), 'the real number of NGOs in Lithuania is unknown. Most of the non-governmental organizations and associations do not comply with the definition of the NGO legislation, that's why it is difficult to distinguish the NGOs by the legal form or type of activity'.

In order to represent the interests of NGOs and strengthen the NGO sector, Non-governmental Organizations Information and Support Centre began its activity in Lithuania (Nevyriausybių organizacijų informacijos ir paramos centras, 2016). Also, the voluntary register of NGOs the „NGO Atlas (TRANSPARENCY INTERNATIONAL Lietuvos skyrius, 2018) was created, in which 2004 NGOs have already registered: 796 of them are public bodies, 1111 – associations, 83 – charity and support funds, 8 – foreign legal entities. In the register NGOs provide information about their fields of activity, who supports and manages them if they are searching for volunteers (Pradedama veikti NVO registras, 2016). According to the NGO Atlas (TRANSPARENCY INTERNATIONAL Lietuvos skyrius, 2018) data, NGOs operate in the following areas: environmental protection – 139, animal protection – 39, culture and leisure – 1114, citizenship democratization – 431, religion – 21, the reduction of social exclusion – 465, social services – 333, health and healthy lifestyle – 461, education, science – 729, children and youth – 652, entrepreneurship promotion – 247, strengthening local communities – 508, human rights – 187, other – 47.

Currently, NGOs bring together more than 1 million Lithuanian citizens. In order to better regulate NGOs activity and to develop cooperation between NGOs and public authorities, the Concept of NGOs Development (Lietuvos Respublikos Vyriausybė, 2010) was approved.

## Portugal

There are 61,268 entities working in the Social Economy that contributed to 2.8% of the Portuguese Gross Value Added (GVA) and 6% of paid jobs in the National Economy (INE, 2016).

The entities operated in 12 groups of activities that were classified according to the CAEES – Classification of the activities of the entities in the social economy. The activities in that list were Agriculture, Forestry and Fishing; Transformation Activities; Commerce, Consumption and Services; Development, Habitation and Environment; Financial Activities; Teaching and Research; Health and Well-being; Action and Social Security; Culture, Sports and Leisure; Cults and Congregations; Professional, Political and Union Organizations; and Non-Specified.

About half of the 61,268 identified entities (51%) were acting in the areas of Culture, Sports and Leisure and only a small part (15 %) were acting on the fields of Action and Social Security. These are the organizations that matter to our Project.

Nevertheless, Action and Social Security was the main activity representing 55% of paid jobs and contributing to 45% of the Gross Value Added of the Portuguese Social Economy (PSE). Although only being 4% of the institutions acting in the PSE, the 2,492 organizations devoted to Teaching and Research had 11% of the paid jobs and contributed to 14% of the GVA of the social sector. Cults and congregations, 14% of the social institutions, accounted for 9% of paid jobs and 8% the GVA. Also worth mentioning are financial activities, that although amounting only to 0.2% of the number of organizations, produced 16% of the Gross Value Added of the PSE.

Among the sixty-one thousand entities acting on the PSE, 93.4% were Associations dedicated to altruistic goals, the remaining 6.6% took the form of Cooperatives (3%), Foundations (1%), Houses of Mercy (1%) and other forms (Figure 4). Associations dedicated to altruistic goals represented 64.8 % of paid jobs and 61% of the GVA of the PSE. Houses of Mercy produced 13% and Cooperatives contributed to 12% of the Gross Value Added of the sector. Furthermore, 92.6% of the entities performing in the PSE were 56,733 Non-profit organizations dedicated to serving families. Other organizations included Non-financial organizations and families (7%), Financial societies and Public administration (Figure 6). Non-profit organizations dedicated to serving families produced 72% of the GVA of the PSE. Financial institutions produced 16% and Non-financial societies and families contributed to 12% of the wealth created in the PSE.

Most entities working in the social sector were located in the Metropolitan Areas of Lisbon and Porto (35%). Analyzing the geographical dispersion of those entities per region, there were 19,644 institutions in the Northern Region of Portugal, 15,628 in the Centre, and 23,025 in the South, including the Metropolitan Area of Lisbon (where there were 17,098). In the Autonomous Regions of Madeira and Azores, there were 966 and 2,005 institutions respectively.

This dispersion followed very closely the dispersion of the population in the country. Analyzing the figures, it is possible to conclude that 32% of the social institutions were operating in the Northern Region of Portugal where 35% of the population was living in that same year. In the Centre Region, where lived 22% of the people, there were 26% of the entities. In the Metropolitan Area of Lisbon resided 27% of the population and there were 23% of the organizations. In Alentejo, where 11% of the institutions could be found, lived 7%. Finally, in the Algarve,



there were 4% of the institutions and 4% of Portugal's residents. In the archipelagos of Madeira and Azores, there were 5% of institutions and 5% of the population altogether.

## The Netherlands

The profile of the Dutch CSOs dealing with societal problems/challenges is not easy to describe due to the diversity of these organisations. In the Netherlands the term CSO is not commonly used, however, there is a great number of organisations that contribute with their activities to the general benefit of the (Dutch) population. Part of these organisations can be identified as CSO.

Total number of CSOs (ANBI organization for the general benefit and social beneficial organisations (SBBI)) in the Netherlands is incredible. The total amount of registered ANBI organization is 54291 (July 2018) based on figures stated by the tax agency:

[https://www.belastingdienst.nl/wps/wcm/connect/bldcontentnl/themaoverstijgend/brochures\\_en\\_publicaties/open\\_data\\_anbi](https://www.belastingdienst.nl/wps/wcm/connect/bldcontentnl/themaoverstijgend/brochures_en_publicaties/open_data_anbi).

This ANBI organization list includes patient organisations, clerical organisations, political associations, schools and all kind of foundations and associations dealing with different societal issues. The not listed SBBI organisations include sports clubs, choirs, personnel communities, neighborhood communities and so on. Conditions for ANBI organisation are formulated by the tax agency. One of the demands is that 90% of the work must be contributing to general benefit and another important aspect of an ANBI organisation is a limitation of income, it must be in balance with costs and therefore not for profit. The amount of money that circulates within the ANBI organisations vary between 5000 and 20.000.000 euro. This description comes close to the CSO that is identified for this research. At the Science Shop WUR, additional requirement for the CSO is to include volunteers and have limited financial means. Besides this also not registered ANBI like organisations can address a question to the Science Shop, so registration is not compulsory. The registered ANBI organisations also consist of CSO's. The CSO's act in domains as Health Care, Nature Conservation, Sustainable Energy, Animal welfare, Social cohesion, International development, Education, Politics and Religion.

The organisations are providing information, creating awareness, share knowledge, teach and educate. They lobby or protest or bring people together in a community connecting them for a common goal. In general, you could say that they contribute to commons. Research needs and topics or themes of these organisations change over time (M. Lürsen et al., 2000)

## Science Shops and community-based research

### Belgium

During the last 15 years, variably between 2 and 5 Science Shops have been active in Flanders (Universities of Brussels, Antwerp, Gent, Hasselt, Leuven), via which more than 250 students worked together with societal partners on research projects. Currently, on the overarching Science Shops database, 550 organisations are registered and 170 research questions are looking for an answer.

### Finland

Traditionally, as Finland has excelled in education, the CSOs work for enhancing educational possibilities for the poor, in the form of reading and studying societies and such. This kind of work is done by e.g. Also, sports and cultural activities have been often the call. Lately, environmental issues have been a cause for the CSOs, one of the largest and most well known CSOs also internationally being the World Wildlife Fund and Greenpeace. Women's rights, gay rights, equal marital rights, etc. have also been dealt with in Finland on a large scale by e.g. Seta, Sexpo and Zonta. Social issues, hunger, poverty, alcoholism, unemployment, drugs, etc. have always been a large field for CSOs to work with. There are CSOs such as Veikko ja Lahja Hurstin Laupeudentyö ry (hunger), Hope ry (poverty), A-klinikkasäätiö (alcoholism and drugs) and Työttömien Keskusjärjestö ry (unemployment) who tackle the previously mentioned challenges in Finland.

### Lithuania

The concept of 'Science Shop' is still relatively new in Lithuania, currently, 2 Science Shops operate here. The first Science Shop in Lithuania was established in 2013 by the Institute of Social Innovations (SII), a non-profit

organization. The core of the Institute's researchers consists of sociologists and communication specialists, so far mostly SII Science Shop projects have been undertaken in the field of social sciences. However, this Science Shop aims to broaden its research area as much as possible in the future. It is expected to involve scientists and students of other areas too.

The second Science Shop in Lithuania was established by Vilnius College of Technologies and Design (VTDK) in the Fall semester of 2015 within the EnRRICH project, financed by Horizon2020 programme. This Science Shop aims to become a mediator between a community and the College involving students to local community issues solving through applied research. It started to work with CSOs in the Vilnius region to develop research projects suitable for students to carry out as part of their degree programmes. Since January 2016, 13 projects were successfully finished, 15 academics and about 160 students were involved. Pilot projects were mainly carried out in the field of Sustainable urban development and Engaging & Active Design. From the interviews with students can be seen that those who were really engaged and have finished their Science Shop project until the end usually think that it was a very valuable experience. They tend to agree that besides professional competencies during the project they improved some of their transversal competencies (reasoned decision making, creativity, organizational skills, self-discipline, ability to critically evaluate information, responsibility, and ability to solve conflict, pro-activity and time management, situational awareness, social awareness, multi-perspective communication, participatory ability, trans-disciplinary collaboration). Although the students appreciate the things learned and they think this experience will be useful for them in the future, it seems that they do not consider it so important that it could seriously influence their future life.

## Portugal

After an exhaustive analysis, it was possible to verify that there is no ScienceShop working in Higher Education Institutions in Portugal at this moment. However, we could verify that there are several institutions with offices of support services to the community or with this type of goal in their research projects.

University of Minho - Institute of Education: *Project + Citizenship*: it is a project that results from the consortium established between the company Lusoinfo Multimédia and the Institute of Education of the University of Minho. This digital platform provides educators and families educational and attractive digital resources, work guides and experimental and interactive activities. They intend that children of the 1st cycle of basic education work knowledge, attitudes and behaviors that reflect greater social awareness and respect for nature.

*From academic training to professional insertion - impact factors on the employability of Portuguese graduates*: this project seeks to identify the impact factors on the employability of Portuguese graduates.

University of Minho - Institute of Social Sciences: *CreE.A - Construction of a European Mediation Space for Social Inclusion*: this project aims to build a European Area of Mediation for Social Inclusion.

University of Porto - Faculty of Psychology and Educational Sciences: *Laboratory of Social Psychology - to do research*: it is a space for intervention, research, education and training, dedicated to the promotion of functionality, social insertion and the quality of life of people with psychiatric disabilities and others in situations of social exclusion.

*Labor Psychology Office*: consisting of a group of teachers and researchers, doctoral students and research fellows, this office has the means and technical resources for training, research and intervention, favoring a perspective focused on the work activity and the real conditions of their execution.

*Psychopedagogical Intervention Center (CIP)*: Clinical Psychology has been a fundamental area of CIP intervention, fundamentally in the educational and therapeutic support provided to the subjects that make up the Higher Education School community.

*Unit of Support to the Inclusive School (UAEI)*: The UAEI constitutes a reinforcement of the work of formation, intervention and research in the area of Special Education, assuming to contribute to the education system quality in general and, in particular of special education. The main objective of UAEI is the evaluation and intervention of children with developmental difficulties.

*Nucleus Support to Digital Inclusion*: this nucleus offers specific and differentiated answers at the level of the Technologies of Support to students with deficiencies or

	incapacities, (deaf, blind, with low vision, and multideficiency students) in partnership with the Schools or CSO.
University of Beira Interior - The Faculty of Health Sciences	They have a service that provides the community with free optometry consultation and screenings. They have also a supporting and training service aimed at the regional companies.
Polytechnic Institute of Guarda	It has a catalog of services that are destined to the internal and external community, companies and other national, regional and local entities of public or private character, including the following areas: communication and animation; civil construction and geotechnics; design and equipment; sports and physical activity; economy, society and territory; education and teaching; energy and environment; management and marketing; information technologies; tourism and hospitality; and health.
Coimbra University – Faculty of Arts and Humanities	The following services are currently underway: Archaeological Monitoring of the Work of 'Center of Archeology and Arts'; Review of the Educational Charter of the County of Guarda; Review of the Educational Charter of the Municipality of Cantanhede;
Coimbra University – Faculty of Medicine	<i>Pathological Anatomy</i> – includes the Community Service in the scope of Histopathology, Cytopathology and Molecular Pathology; <i>Environmental Assessment</i> – environmental, physical and chemical risks are assessed; <i>Cytogenetic and Genomic Laboratory</i> – the list of genetic tests offered to the community includes: Conventional Cytogenetics, Molecular Cytogenetics, Molecular Biology and Cytogenetics; <i>Laboratory of Microbiology of Waters</i> – its main activity is the microbiological analysis of waters of several sources. It also carries out analyzes of Legionella and in the field of food microbiology.
Coimbra University – Faculty of Pharmacy	Clinical Laboratory provides services to the community.
Coimbra University – Faculty of Psychology and Educational Sciences	This institution also undertakes its commitment to the community through the provision of non-graded training, psychology consultations, and consulting services.
Coimbra University – Institute of Nuclear Sciences Applied to Health	They provide medical diagnostic tests, production of radiopharmaceuticals, and infrastructure for animal image.
Aveiro University	A strong connection to society and the region. This can be verified through projects such as: The Science and Innovation Park of the Region of Aveiro, The Business Incubator of the Region of Aveiro (IERA), etc.
Évora University	The University of Évora is a scientific and technological center, generator of innovation and inducer of economic and social progress, privileges, through its units, the connection to the local community. Here are some of the activities and services to promoting and ensuring the support to the community.
University of Algarve	Community Support Services, e.g. acceleration of companies, training actions, counseling and support in experimental design, nutrition and food counseling, etc.
Catholic University Portucalense University	Community Support Service through lectures and training/awareness raising actions Conservation and Restoration Clinic and UPT Tourist Routes.
Lusíada University	Community Psychology Services.
Social Service Higher Institute Fernando Pessoa University	Qualifying to include: services to help students from vulnerable families.  Health and Leisure Academy; School Hospital; Nursery; Ambulatory Oral and Public Health Project; Ambulatory Environment and Health Project; Health Services - Pediatric Clinics.

Polytechnic Institute of Leiria	It has a center for Transfer and Valorization of Knowledge that allows to leverage the execution of several academic projects and, in partnership with companies and other institutions, to foster the creation of spin-offs.
Polytechnic Institute of Portalegre	They have activities and projects related to the community, aiming at the socio-economic and cultural development of the region
Polytechnic Institute of Lisbon	They have occupational health services.
Polytechnic Institute of Bragança	It is committed to increasing its relationship with the external community through the provision of training services, technical and cultural support and development of applied research, experimental development and consulting services of interest to the business community in the region.
Polytechnic Institute of Santarém	It privileges the contact with the community through: the Manual of Good Practices and Social Responsibility; Tertulia do IPSantarém - Cultural space that supports cultural, artistic, and socio-educational development; Culture Avieira - As part of the Program for Economic Appreciation of Endogenous Resources; and Innovation Orbis that is a research and training program that facilitates the creation of products, the realization of workshops, and the preparation and monitoring of business plans.
University Institute of Maia and Polytechnic Institute of Maia	Teachers and researchers already addressing all areas of sustainable development.

## The Netherlands

At the moment in the Netherlands, there are 10 Science Shops active at different universities. Hereby an overview of the number of Science Shop projects at 5 of those Science Shops. In Groningen, at the Rijks Universiteit, they maintain 6 Science Shops managed at the faculty level. Insights based on annual reports 2017 show that in Groningen all together 190 societal questions were addressed to the different Science Shops. At Wageningen University 117 societal questions passed by and 44 of the questions are studied in Science Shop research projects. At Twente University 28 projects were carried out via the Science Shop. The Science Shop at Eindhoven University was able to manage 15 projects in 2017. The Science Shop at Athena Institute Amsterdam, part of the Vrije Universiteit (VU), is collaborating with CSO's in 35 research projects in December 2018. There are no figures available for 2017. Although these mentioned figures are accessible online it might be possible, as said before, that there are more HEI's collaborating with society and with CSO's but not as a Science Shop.

## HEI collaboration with CSOs through research, in terms of addressing Societal Challenges

### Belgium

There is a lack of literature on Belgian HEI-CSO research collaboration.

During the last 15 years, more than 250 students worked together with societal partners on research projects in the different Flemish universities (Brussels, Antwerp, Ghent, Hasselt, Leuven). Currently, on the overarching Science Shops database, 550 organisations are registered and 170 research questions are looking for an answer, most of which are located in the domain of social sciences.

In 2016, Flemish colleges involved more than 2200 companies and non-profit organisations in research projects in their professional bachelors.

### Finland

In a not yet published all Finnish HEIs RDI report from the year 2017, the number of the third sector actors participating in the RDI projects with HEIs increased to 1 822 compared with the year 2016 with its 1342. In the

RDI activities with the HEIs, the third sector represented 13,9 % participation of a total of 13 137 stakeholders. From the whole RDI 2017 budget of the HEIs, this was 4 328 864 Euros, which was 2,6 % of the total budget of 167 697 145 Euros. (Vainio, 2018; Arene, 2017)

Lahti University of Applied Sciences worked in 2017 with 56 different third sector stakeholders. In this number, there are presented such stakeholders with which Lahti UAS has had active RDI co-operation, either the third sector parties having funded the RDI projects or having been the target the development activities. (Vainio, 2017.) From this co-operation, there are numerous publications, one web portal ([www.katalyytti.fi](http://www.katalyytti.fi)), and even the local campus radio has been active with third sector activities, in the form of radio programs and events. One of the latest of them was a project where they brought their studio to libraries in Lahti area and helped normal library goers do their own radio programmes (LIMU RADIO, 2017)

Also, in the Lahti UAS strategic regional development plan 2020, local communities are mentioned when implementing regional development activities according to the strategic objectives of Lahti UAS, the city of Lahti and the region. Lahti UAS is regarded as a prominent regional network partner in that development and co-operation. (Hautamäki, 2018)

In 2017, the faculties of Business and Hospitality Management, Social and Health Care and Faculty of Technology have had co-operation with the CSO's. There is no known information in the part of the faculty of Form and Design. The societal challenge fields for such projects are for example child rights and protection, developmental disorders such as autism and Asperger, home community services for the handicapped, communal integrity, justice, individual self-worth and outlook on life. Also, issues of food, biosphere, ecosystem, geological parks, nature trails, and energy issues have been dealt with.

## Lithuania

The analysis of documents showed that the term of participatory research is mentioned, but not so often. The information on the participatory research or community-based research on the websites of Lithuanian Institutions of Higher Educations (HEIs) is also not provided. It seems that such research is conducted on the initiative of individual scientists, the cooperation with CSOs on research is not systematic (or communication of such cooperation is not appropriate). According to Jarasiunaite et al. (2015), participatory action research is a quite new approach to research in Lithuania. 20 researchers from social and biomedicine sciences from 6 Lithuanian HEIs participated in a focus group and as specific challenges associated with Lithuanian organizations named organizations' fatigue of researches and lack of faith of the benefits of researches because of some previous negative experiences. According to the members of the focus group, organizations' fatigue on research is, in particular, felt in the major cities of Lithuania, with few HEIs. Some organizations mentioned that they do not trust researchers due to the fact that research is carried out by individuals having different education and competences; moreover, too much research is carried out. Interviewees agreed, that for participatory research the investigator's competence becomes extremely important as well as his/her ability to involve participants in the ongoing process by creating a safe and trusting environment.

On the other hand, it is important to mention that, according to the Ministry of Social Security and Labour (Lietuvos Respublikos Socialinės apsaugos ir darbo ministerija, 2018), the NGO sector is not yet sufficiently developed at the moment to be able to play its important role of ensuring the development of democracy and the strengthening of civil society, so it's natural that the cooperation between HEIs and CSO is also not strong yet and needs to be developed.

The fact that cooperation on research between CSOs and HEIs does not have deep traditions is confirmed by the experience of the first Science Shops. For example, the Head of SII Science Shop claims (15 min, 2017) that, when NGOs got information about the possibility of obtaining a free of charge research, only two of them responded positively, but only one seriously became interested in the proposal. However, with proper dissemination and communication, the awareness of NGOs and demand for research are gradually increasing.

In Lithuania there are developed strategic documents, in which the importance of active citizenship and citizens' involvement in the policy development and service delivery is recognized: Lithuania's Progress Strategy 'Lithuania 2030' (Lietuvos Respublikos Seimas, 2012), National Progress Programme for 2014-2020 (Lietuvos Respublikos Vyriausybė (b), 2012) and Public Management Improvement Programme (Lietuvos Respublikos Vyriausybė (a), 2012). Lithuania has taken significant steps to improve the legal and political systems, in order to modernize the public administration, to increase efficiency and productivity and to maintain accountability and transparency, creating a context in which citizens will be engaged in public policy making process (OECD, 2015).

A great need for the cooperation between HEIs and CSOs also emerges from the often mentioned essential NGOs problems in the field of human resources and institutional capacity, namely (Lietuvos Respublikos Socialinės apsaugos ir darbo ministerija, 2014):

- The lack of human resources and often change of employees: more than a third of the NGOs do not have permanent staff and only one-third of them hire the staff to work full-time or part-time; fundraising and other organisational skills are weak, there is no consistent training of NGOs staff.
- The NGO sector lacks fresh ideas and innovations, the implementation of which would increase the quality of services and the confidence of public. The lack of ideas and innovation is partially influenced by the fact that most Lithuanian NGOs have little or no cooperation with foreign colleagues.

## Portugal

Mainly, the type of problems studied by the community support centers in universities, are related to health, disabilities, and social exclusion.

The current literature review was performed in order to identify how do Portuguese HEIs provide independent participatory research support in response to concerns experienced by civil society. The following keywords: Community-Based Research, Innovative and Responsible Research, Action Research and Participatory Research were used to perform the literature review. Although already closed, the Biosense project (Castro, Serra, Neves, & Nunes, 2013) assumed the creation of the first Science Shop in Portugal, and there is no formal evidence of any other. Nevertheless, several HEIs already provide services on behalf of citizens and local civil society as could be concluded in the previous section.

There are some scientific publications, mostly since 2010, where these issues started to be more analyzed. The majority of the publications are written in Portuguese, namely a Master dissertation (Martins, 2013) and two Ph.D. thesis (Gomes, 2012; Oliveira, 2015), but there are also five publications in international journals. These publications mostly address health (Dias & Gama, 2013, 2016; Gomes, 2012; Gomes & Loureiro, 2013; Jorge-Monteiro, M.F., Aguiar, R., Sacchetto, B., Vargas-Moniz, M., & Ornelas, 2014; Loureiro, Gomes, Dias, & Santos, 2011; Ornelas, J., Vargas-Moniz, M, & Duarte, 2010) related issues.

Castro et al. (2013) reviewed the different models of governance of science in Portugal from the dictatorial regime (1926-1974) until the present and the multiple forms of relationship that science has established with society, in order to try to understand the absence of, and also resistance to initiatives such as science shops. They concluded that the scarce participatory or collaborative experiences in Portugal do not demonstrate an absence of science involvement in society, but are rather a consequence of the State's frequent adherence to the "deficit model" which characterizes the relationship between citizens and science. The "deficit model" considers citizens as "blank sheets" in which scientific information can be inscribed through popularization and education, and has placed obstacles to their access to scientific knowledge. The Biosense project aimed at overcoming these limitations based in a Science Shop which involved two universities through the co-operation of the Institute for Molecular and Cellular Biology (University of Porto) and the Centre for Social Studies (University of Coimbra) and it was active from 2011 until 2013.

More recently, Oliveira (2015) studied Portuguese and Spanish societies' participation in Science and Technology namely focusing on climate change. This PhD thesis used document analysis, interviews, questionnaire, and focus groups to analyse perceptions and practices about how citizens of these countries have been called to participate in scientific debates, to identify factors that have inhibited their participation and it also suggests measures that can be adopted by HEIs to generate interest in citizens for this participation. The achieved contributions are the scientists' and communication professionals' encouragement in science communication which is strongly influenced by the HEI's organizational culture, the available resources, the relationships they establish between themselves and the way they perceive the civic engagement potential. In what concerns the citizens, this thesis aimed at facilitating access to information and to encourage and stimulate opportunities for interaction and mutual learning between the various social actors.

According to Delicado, Schmidt, Guerreiro, and Gomes (2012), the role of local knowledge - lay, ecological, indigenous or even stakeholder knowledge - in planning and environmental related decisions remains unclear. Thus, they performed in-depth interviews with fishermen from three coastal areas in Portugal in order to understand their perceptions about coastal and climate changes, coastal planning and interventions, public participation and their role on coastal management processes. The analysis of the interviews revealed important results such as that fishermen have a very rich and multifaceted knowledge of the sea and of the coast, due to their activity, their proximity to the sea and the fact that the activity is usually passed over from parents to their children. In line with Castro et al.'s (2013) and Oliveira's (2015) conclusions, Delicado, Schmidt, Guerreiro, and Gomes (2012) also argue that despite being aware of the relevance of their knowledge, Portuguese lay citizens have not been able to make their knowledge available to experts and decision makers. In the case of the fishermen, they only reveal some capacity to intervene when represented in associations or unions, which highlights the importance of collective action.

Following Ornelas, J., Vargas-Moniz, M, and Duarte's (2010) work, Jorge-Monteiro, M. F., Aguiar, R., Sacchetto, B., Vargas- Moniz, M., and Ornelas (2014) have proposed an adaptation of the empowering community settings framework to community mental health organizations' practice. This would enable fostering recovery and community integration beyond traditional mental health systems by valuing the focus on the individualization of users' needs and goals; on participation opportunities, and on providing community-valued contexts such as housing and employment.

Dias and Gama (2014) on the other hand reflected on the contribution of participatory research in health in general, by analysing its theoretical perspectives, principles and potential applications. Nevertheless, as some of the previous mentioned authors, they also found that a multidisciplinary collaborative approach of involving communities, professionals, policymakers and academics in the production of knowledge would enable a more efficient public health research by incorporating their different perspectives and experiences.

Martins (2013) also argues that participatory health research is a paradigm of collaborative research that should involve its protagonists in the research process and recognize the unique strengths that each brings to the process.

More inclusive and participatory approaches are more efficient because they integrate participants at all stages and generate knowledge dialogically co-created, incorporating multiple perspectives and types of knowledge.

Focusing on a different subject, Teixeira de Melo and Alarcão (2015) state that community-based family support is an efficient and respectful way of helping families with complex lives. Thus researchers should strive to produce and share relevant knowledge with the families and should also be concerned with the development, implementation, and assessment of these initiatives as well as working with the community itself to build knowledge-guiding programs. Previously (Teixeira de Melo & Alarcão, 2012) those authors had already addressed the process and outcome of a multiple case study evaluation of the first implementation of IFAIM (Integrated Family Assessment and Intervention Model) in local communities in Portugal. This model was designed by them to assess and intervene in families with at-risk or maltreated children and support the activities of the child protection system. Nevertheless, multiple factors affected the method implementation, such as team-related issues, the organizations, and the communities which originated that the authors proposed an improved model based on those results.

## The Netherlands

Between the seventies and the end of the eighties, almost every university in the Netherlands was running a Science Shop in order to disseminate academic knowledge to society and collect new knowledge commissioned by society; democratizing the universities. This started off with the first Science Shop in Amsterdam voluntary run by students and according to this example, new Science Shops started. In 1987 every university was facilitating a Science Shop. (F. Pennings et al., 1987). Because of the limitation in study time and money (M. Lürsen et al., 2000) and the coordination and research task were taken over by university staff. However, due to a financial shortage at the University level, universities urged Science Shops to stop collaboration with society.

Today the number of existing Science Shops or Community Based Research (CBR) initiatives in the Netherlands is not known. Some Science Shops and CBR initiatives are listed on this website: <http://www.wetenschapswinkels.nl/wetenschapswinkels-en-kennispunten/>, but this list is not providing a complete overview of all initiatives in the Netherlands. There are initiatives collaborating with societal actors that are not listed, as for example Applied Higher education institutes (HBO), or universities who engage with societal actors and also collaborate with business and governmental bodies in similar research projects.

Dutch law on higher education describes an educational ecosystem for Universities based on three pillars 1) education 2) research and 3) valorization/value creation (WHW 2018 art 1.3.1). The last pillar includes sharing of knowledge open access, community-based research and societal value creation as well as the more commercial-based activities as for example developing patents and business based R&D activities or other economic value creation activities. The umbrella organization of Dutch universities association of Universities the Netherlands (VSNU) started with the formulation of parameters to indicate different activities and facilitate comparable measurement in 2012 (VSNU, 2013). Dutch Universities use those parameters to create their own dataset and they publish their economic value creation activities in their annual reports

Societal value creation is not measured at all universities yet. In the case of Wageningen University & Research figures can be found in their annual reports of the last three years (Annual report Wageningen University & Research 2015, 2016 and 2017)

Also, Universities of applied sciences are amplified with lectureships to improve innovative impact on society (Hogeronderwijsbeleid 2017-20121).

At the Wageningen University & Research (WUR) Science Shop the targeted CSO's are mainly not institutionalized volunteer-based organisations with limited finance. Like citizen initiatives, grassroots movements, social entrepreneurs and (sports/nature/social) clubs. This policy was developed to overcome competition issues with

the research institutes that are part of the WUR organisation as well. This restriction needs to be taken into account.

Most of the above mentioned Science Shops are partially dealing with issues related to societal challenges. In Delft the University choose the sustainable development goals as guideline to stimulate collaboration with societal actors and students in research projects. The programme is named students4Sustainability. Another approach but closely related to the Science Shop model. Applied Science education institutes (HBO) have their own options and approaches to collaborate with society.

Collaboration coalitions are practiced in variable ways, depending on the willingness of individual teachers and students but also depending on the institutions set up and facilitation of this collaboration with society. The learning process and cognitive/skills development of students do not always match the societal needs.



## THE RESULTS OF CSOs SURVEY

### CSO profile

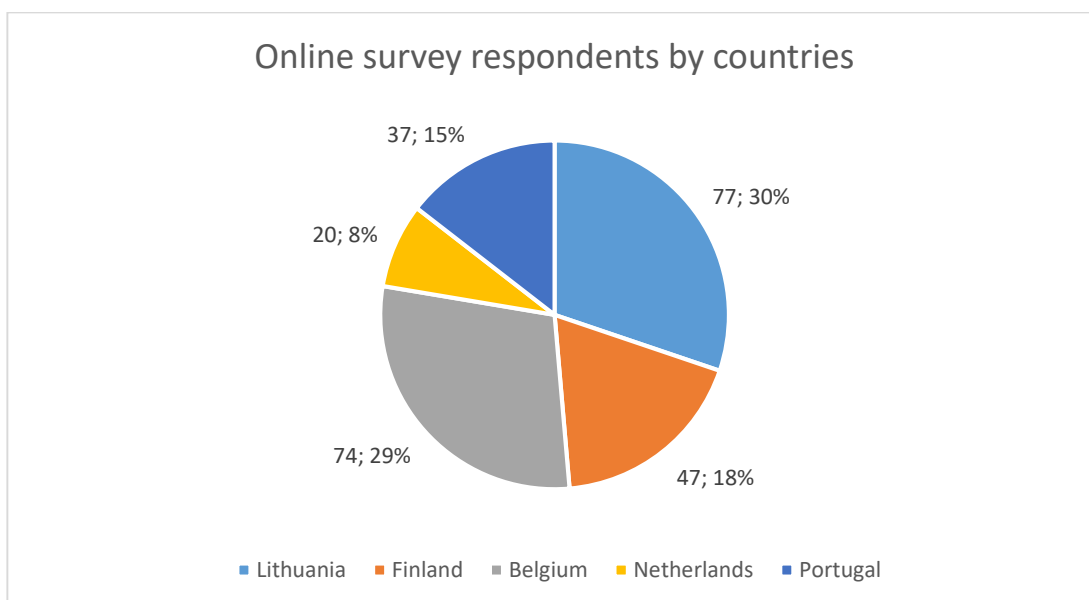
In general, more than 2010 invitations were sent to various CSOs – NGOs, associations, community-based groups, foundations, voluntary organizations. In order to get a comprehensive understanding of the situation invitations were sent to CSOs operating in various fields (basing on 7 Grand Societal Challenges).

Project partners took a lot of efforts in order to get a representative amount of answers: the recipients were reminded about the survey twice during the survey period (June – September) and the research teams in all 5 countries also made call rounds to enquire about participation. Nevertheless, despite efforts taken the project received 255 replies to the survey. This is ~30% less than it was expected according to the methodology defined sample.

The problems, which were identified by researchers and could explain not so active participation of CSOs are as following:

- Not all organizations register themselves properly in certain catalogs – even if an organisation is on a list does not automatically mean that there is contact information available. The search for this information often was demanding and disappointing. Even if the contacts were provided, researchers often found out that the email/website address was not provided or was inactive.
- After calling to the potential respondents the researchers got to know that a lot of CSOs consider this survey not relevant for them as they think they do not need research at all. These organizations still were asked to participate in the survey, as one of the tasks was to identify at what extent CSOs need research in their work.
- It seems that CSOs receive a lot of questionnaires from many sources; due to lack of human resources they are not always able or willing to invest time to respond.

Distribution of survey respondents by country of operation is as follows:

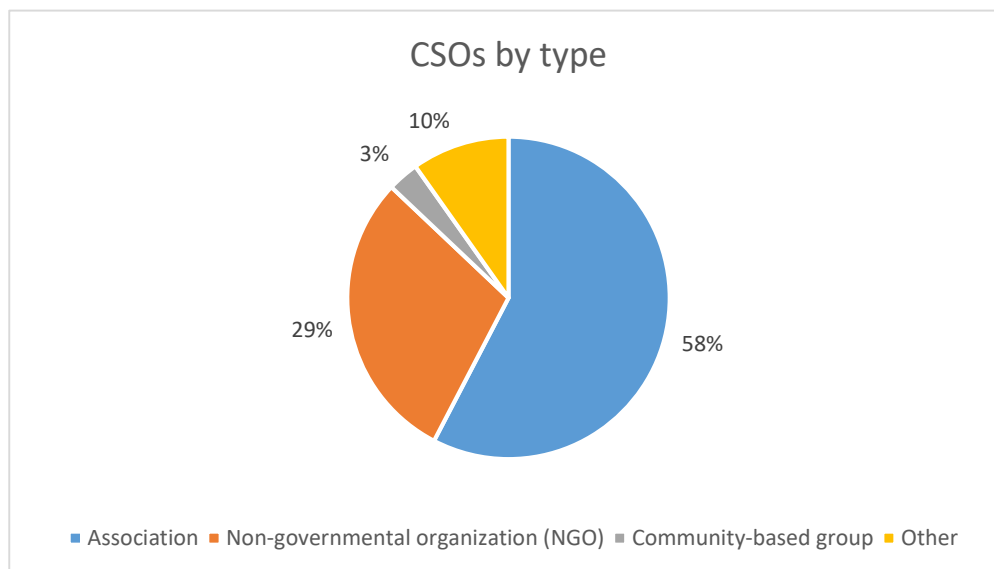


As it is seen from graphs below, in online survey CSOs were mainly represented by associations (58%) and NGOs (29%). Almost half of the respondents (44%) were very small organizations having less than 5 employees, however, the other half (42%) are larger organizations having more than 10 employees.

The respondents are mainly working in the fields of following societal challenges: Health, demographic change and wellbeing (146), Europe in a changing world - inclusive, innovative and reflective societies (93), Secure societies - protecting freedom and security of Europe and its citizens (52), Climate action, environment, resource

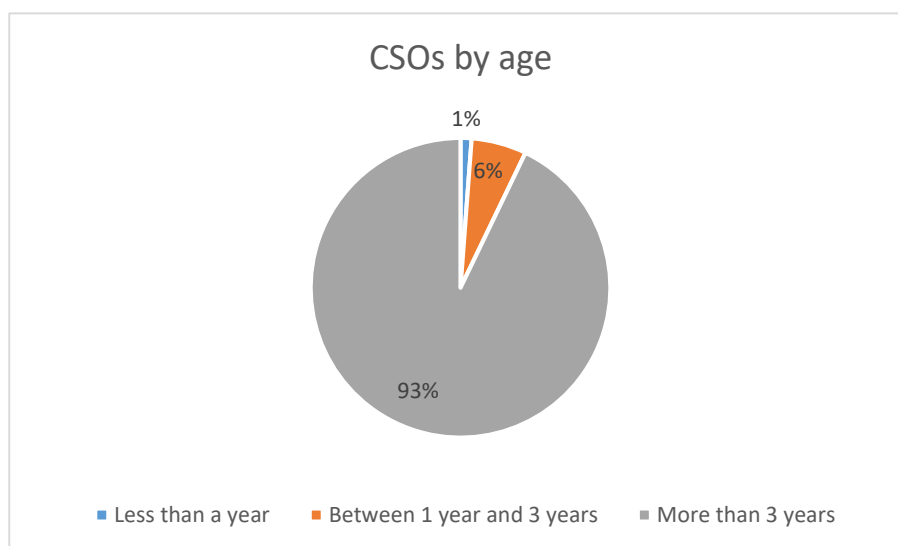
efficiency and raw materials (48). The CSOs indicated, that they mainly aim to inform (155), support (134), educate (132) and advise (75).

## 1. WHICH TYPE OF CIVIL SOCIETY ORGANIZATION (CSO) DO YOU REPRESENT?



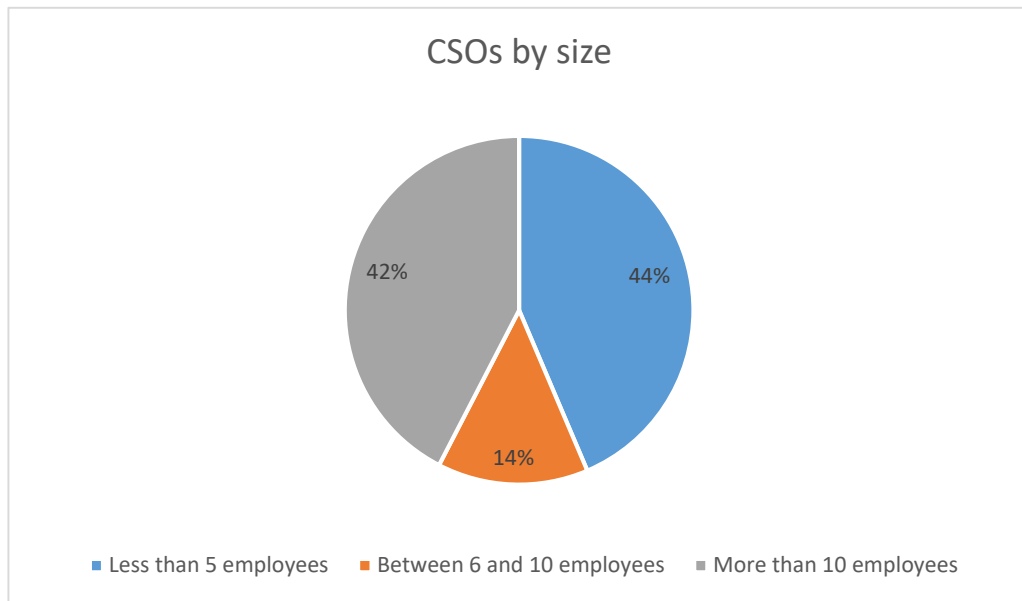
In the online survey participated mainly associations (147) and NGOs (75). Community-based groups were not active – among the respondents, there were only 8 such groups.

## 2. HOW LONG DOES YOUR ORGANIZATION EXISTS?



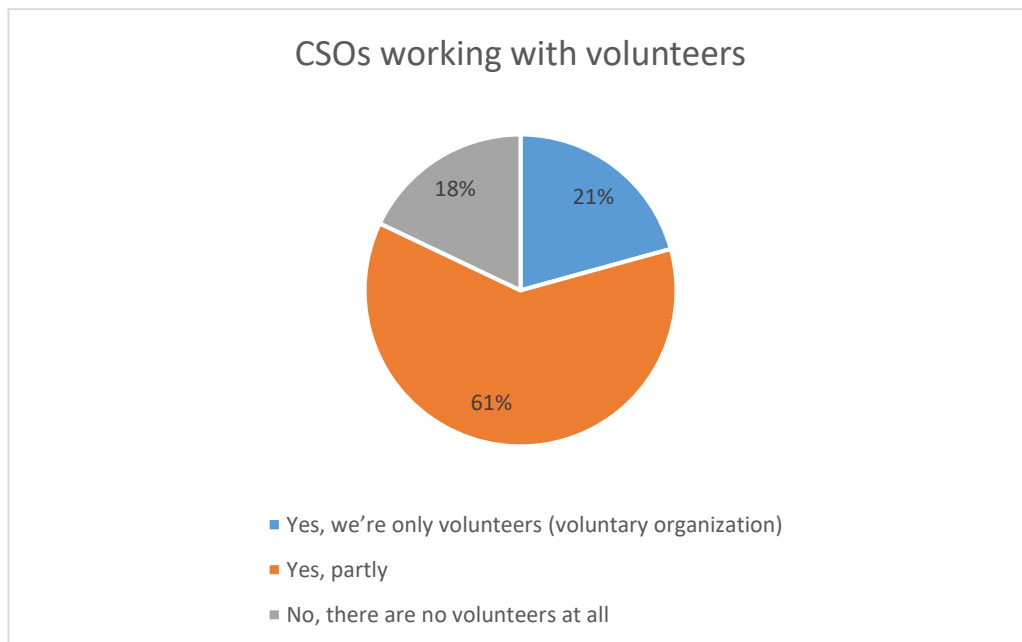
There were just a few respondents who were just established (existing less than 1 year), the vast majority of respondents (93%) are already experienced and operate for more than 3 years.

### 3. WHAT IS THE SIZE OF YOUR ORGANIZATION?



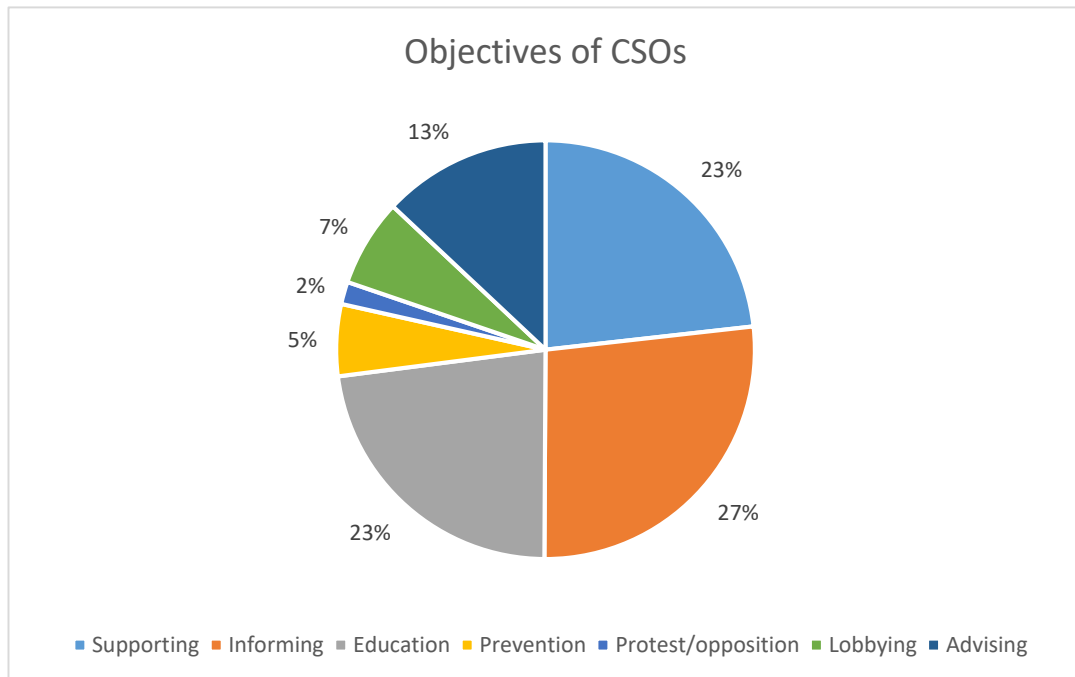
Respondents by size distributed almost equally: almost half of the respondents (109) were very small organizations having less than 5 employees, however, the rest (106) are larger organizations having more than 10 employees.

### 4. IS YOUR ORGANIZATION WORKING WITH VOLUNTEERS?



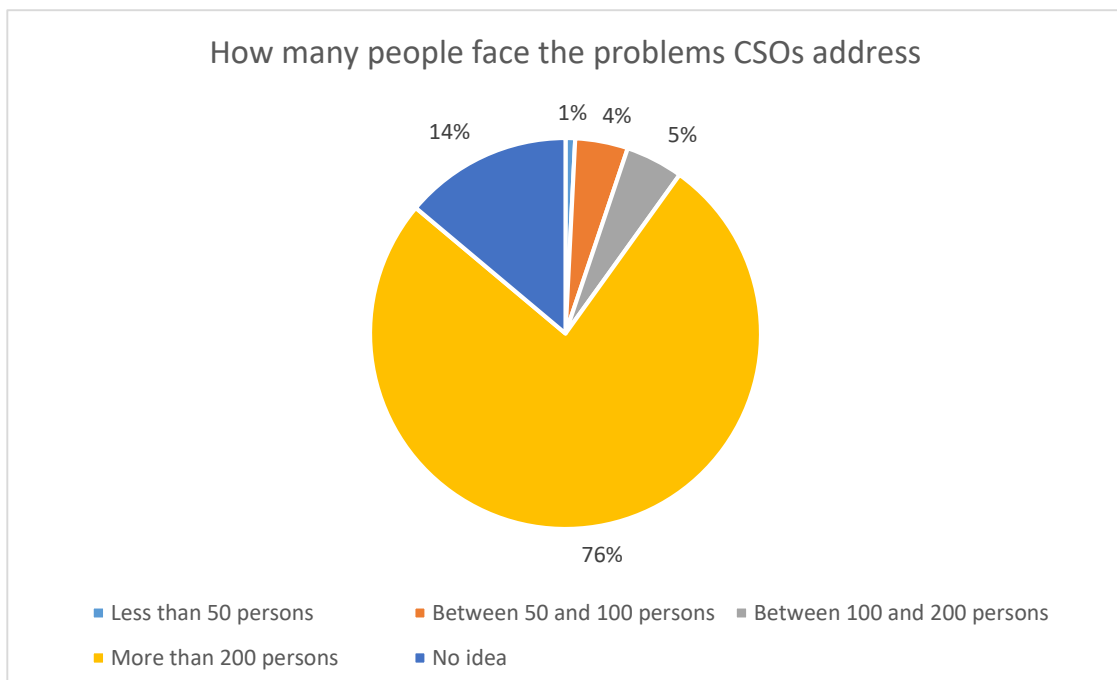
80,7% of organizations are working with volunteers – there were 52 respondents working only on the base of voluntary work and 154 respondents using the help of volunteers in some of their activities.

## 5. WHAT IS THE OBJECTIVE OF YOUR ORGANIZATION?



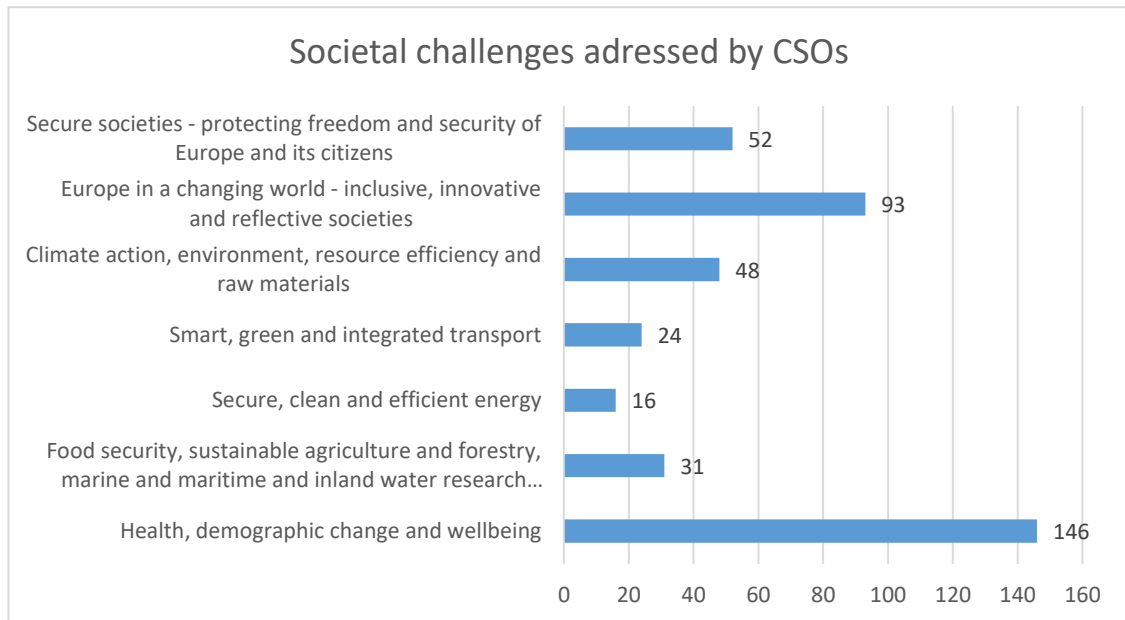
As it is seen from the graph, the majority of respondents aim to inform, support, educate and advise people. Just a few mentioned that their goal is protesting and lobbying. This is the common trend for all 5 countries, participating in research.

## 6. HOW MANY PEOPLE IN YOUR REGION FACE THE PROBLEMS YOU DEAL WITH?



76% of the respondents are sure they represent the interests of the groups consisting of more than 200 persons, however, 13,8% have no idea about the size of their target group.

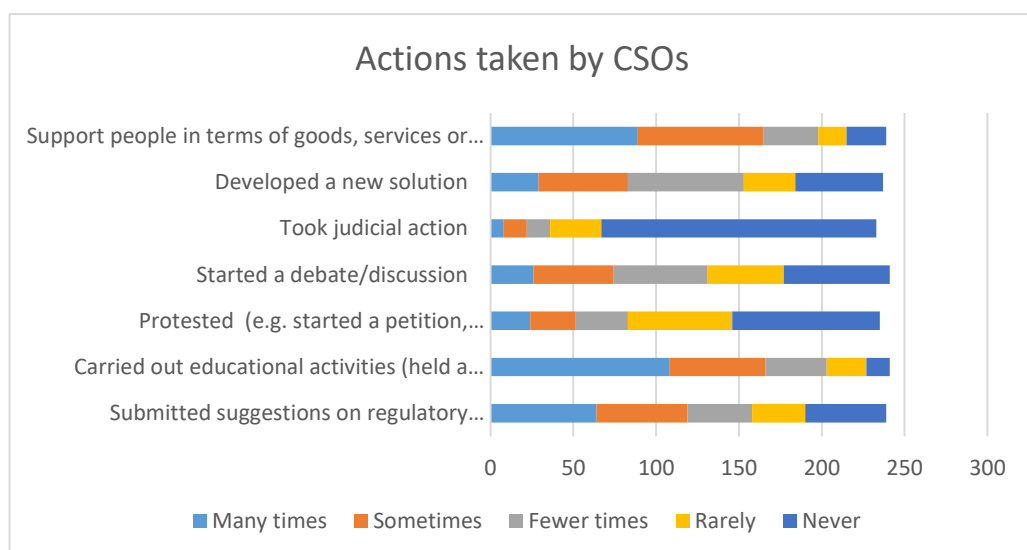
**7. DOES YOUR ORGANIZATION ADDRESS ANY OF THE FOLLOWING SOCIETAL CHALLENGES?**



Respondents were able to choose several societal challenges from the provided options. Majority of CSOs indicated, that they are working with the issues of health& wellbeing (146), inclusive and reflective societies (93) and secure societies (52). As it is seen from the graph the rest of grand societal challenges, such as environmental issues, food security, clean&efficient energy, smart&green transport, are less addressed by CSOs.

Collaboration with HEIs in terms of research

**8. HOW OFTEN DID YOUR ORGANIZATION TAKE ACTIONS LISTED BELOW TO SOLVE THE PROBLEMS/ISSUES IT FACES?**

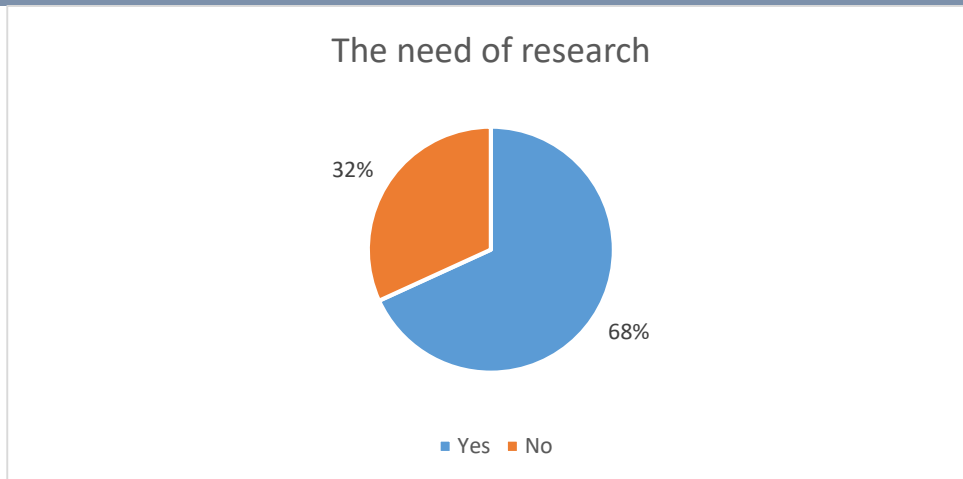


As it is seen on the graph, respondents mainly carry out educational activities (166), support people (165) and submit suggestions on regulatory documents or policies (119), but they rarely or never take judicial actions (197),

protest (152) or start debates (110). Not on a regular basis respondents develop a new solution, although according to interview findings, this is what society needs and expects from CSOs. This would reflect that CSOs are very hands on within their own domains or fields and rather do the actual work than try to affect the circumstances behind the societal issues. The course of action taken reflects the main activities chosen by CSOs seen in question 5, where informing, support and education were the most popular choices.

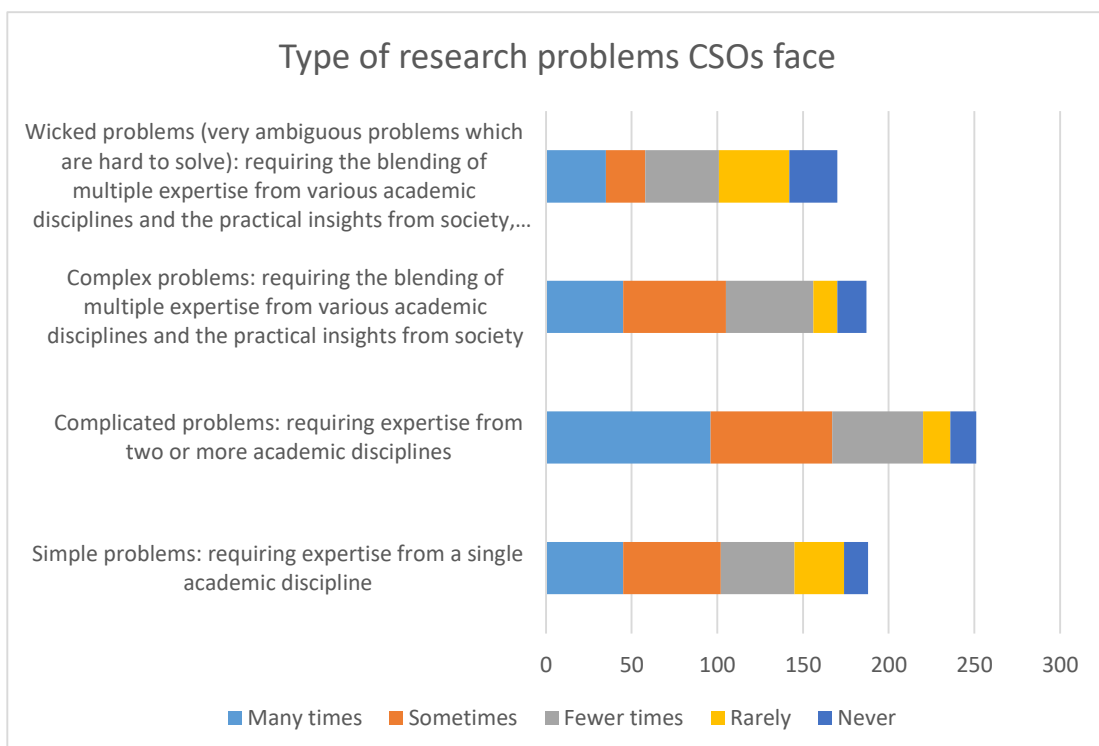
The domains in graph 7 also reflect the emphasis on well-being, inclusive societies and protecting, freedom and security of European citizens.

**9. DOES YOUR ORGANIZATION NEED TO CONDUCT RESEARCH IN ORDER TO ADDRESS SOCIETAL PROBLEMS?**



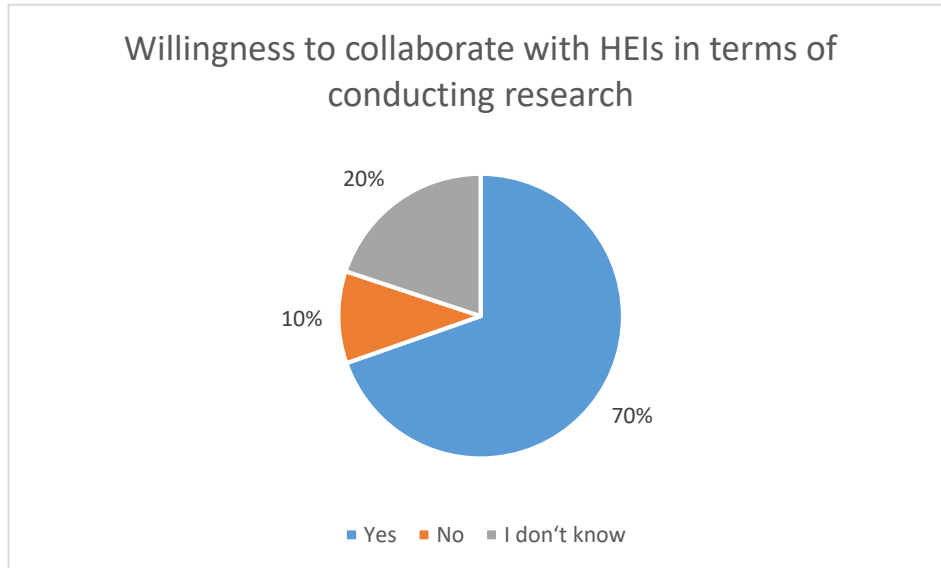
68% of respondents indicated they need to conduct research for their work.

**10. WHAT TYPE OF RESEARCH PROBLEMS DO YOU FACE MOSTLY?**



The research problems that the CSOs usually face are majorly problems that require expertise in more than one academic disciplines. They are complex or complicated. There are some wicked problems and simple problems as well, so the whole spectrum is represented.

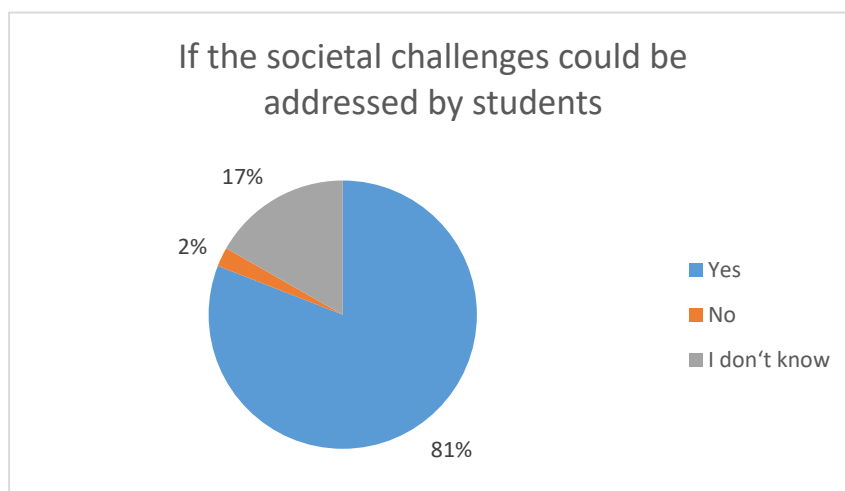
**11. WOULD YOU LIKE TO COLLABORATE WITH HEIS BY CONDUCTING RESEARCH?**



69% of the respondents in need of research indicated they would like to cooperate with HEIs. In terms of countries, this trend especially is obvious in Belgium and Portugal, whereas in Lithuania, Finland and the Netherlands more respondents were in doubt about such collaboration. As an argument for their doubts, CSOs mentioned that:

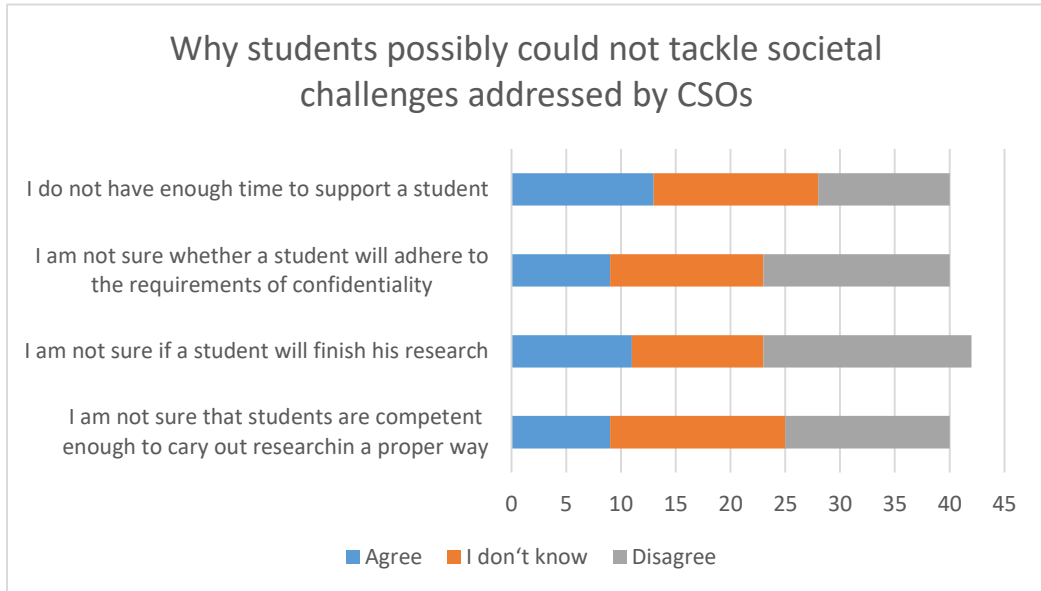
- there is no experience of such collaboration and CSOs are not sure if research findings would be reliable;
- organizations do not have enough expertise to translate societal challenges into research questions;
- lack of time;
- considering some previous collaboration a one-time project;
- some of the CSOs also felt that they were not the correct organization to conduct research „research would strengthen the argumentation by trying to introduce societal changes“.

**12. DO YOU THINK SOME OF THE CHALLENGES YOUR ORGANISATION IS DEALING WITH COULD BE ADDRESSED BY STUDENTS?**



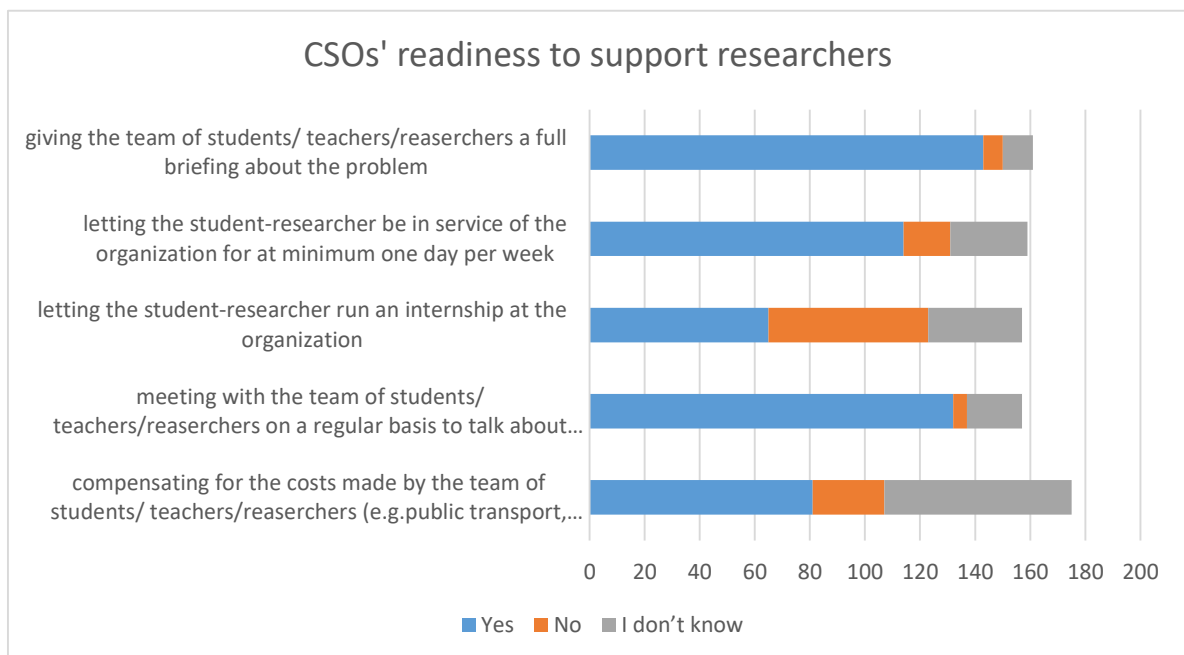
Only 20% of respondents indicated they are not sure if students would be able to address research problems.

**13. WHY DO YOU THINK A STUDENT COULD NOT ADDRESS THE CHALLENGES YOUR ORGANISATION IS DEALING WITH?**



CSOs think they might not be able to support students due to lack of time, respondents are also not sure if students are competent enough and if students would be engaged enough in order to meet the deadlines and qualitative requirements.

**14. WOULD YOUR ORGANIZATION BE WILLING TO SUPPORT RESEARCH CONDUCTED BY THE TEAM OF STUDENTS/ TEACHERS/REASERCHERS?**



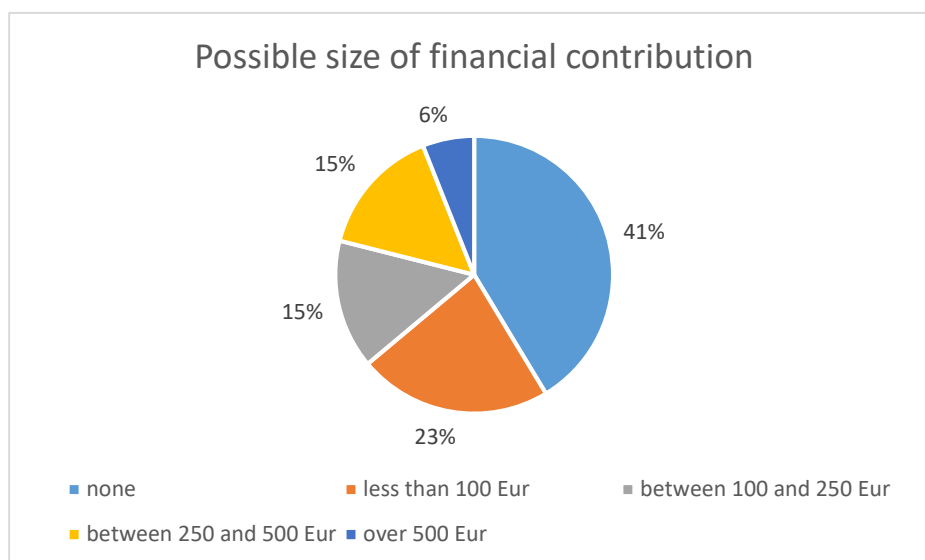
A clear majority of CSOs in need of research are ready to give researchers a full briefing about the problem and would meet researchers on a regular basis to discuss the progress. 65% of the respondents are ready to let the students be in service of the organization for at minimum one day per week, which could lead to more



comprehensive collaboration. Running a student-internship seems like something that is more difficult for CSOs to accommodate, as only 37% confirm this possibility.

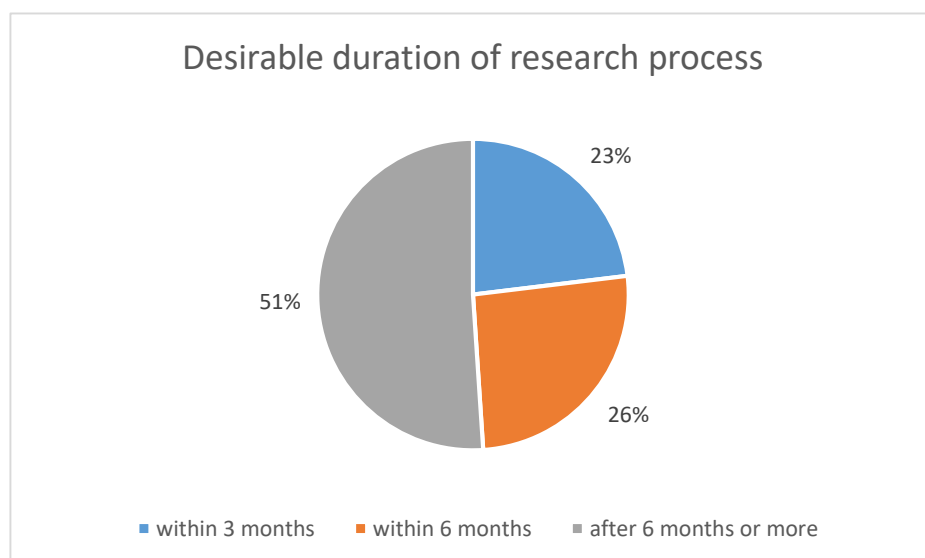
Opinion on monetary compensation is different: in Belgium, in the Netherlands and Finland CSOs are rather willing to cover small costs, but in Lithuania and Portugal vast majority of respondents would not agree to compensate the costs of a research team.

#### 15. WHICH AMOUNT WOULD YOUR ORGANIZATION BE PREPARED TO CONTRIBUTE IN THE RESEARCH EXPENSES?



The graph above confirms the findings of the desk study and interview – CSOs have very limited financial abilities. Even a small cost equal to 100 Eur would be a problem for 64% of respondents.

#### 16. WHEN YOU WOULD LIKE THE RESEARCH TO BE FINISHED?



Half of the respondents would like to conduct relatively long research of 6 months or more. Data shows that this trend is valid for Belgium, Finland, Portugal, and the Netherlands and only in Lithuania situation is different, as the majority of CSOs would like to finish research within 3 months.

17. IF YOU WOULD LIKE TO OFFER A RESEARCH TOPIC FOR STUDENTS, PLEASE SPECIFY YOUR QUESTION/ISSUE

Majority of the topics offered are related to the societal challenges that CSOs had said they work with. The topics had to do with Health, demographic change and wellbeing as well as Europe in a changing world - inclusive, innovative and reflective societies, and Secure societies - protecting freedom and security of Europe and its citizens. It is also worth to mention that offered topics are focused on rather complex or even wicked problems, CSOs expect students to offer some creative solution, building a model, finding best practices.

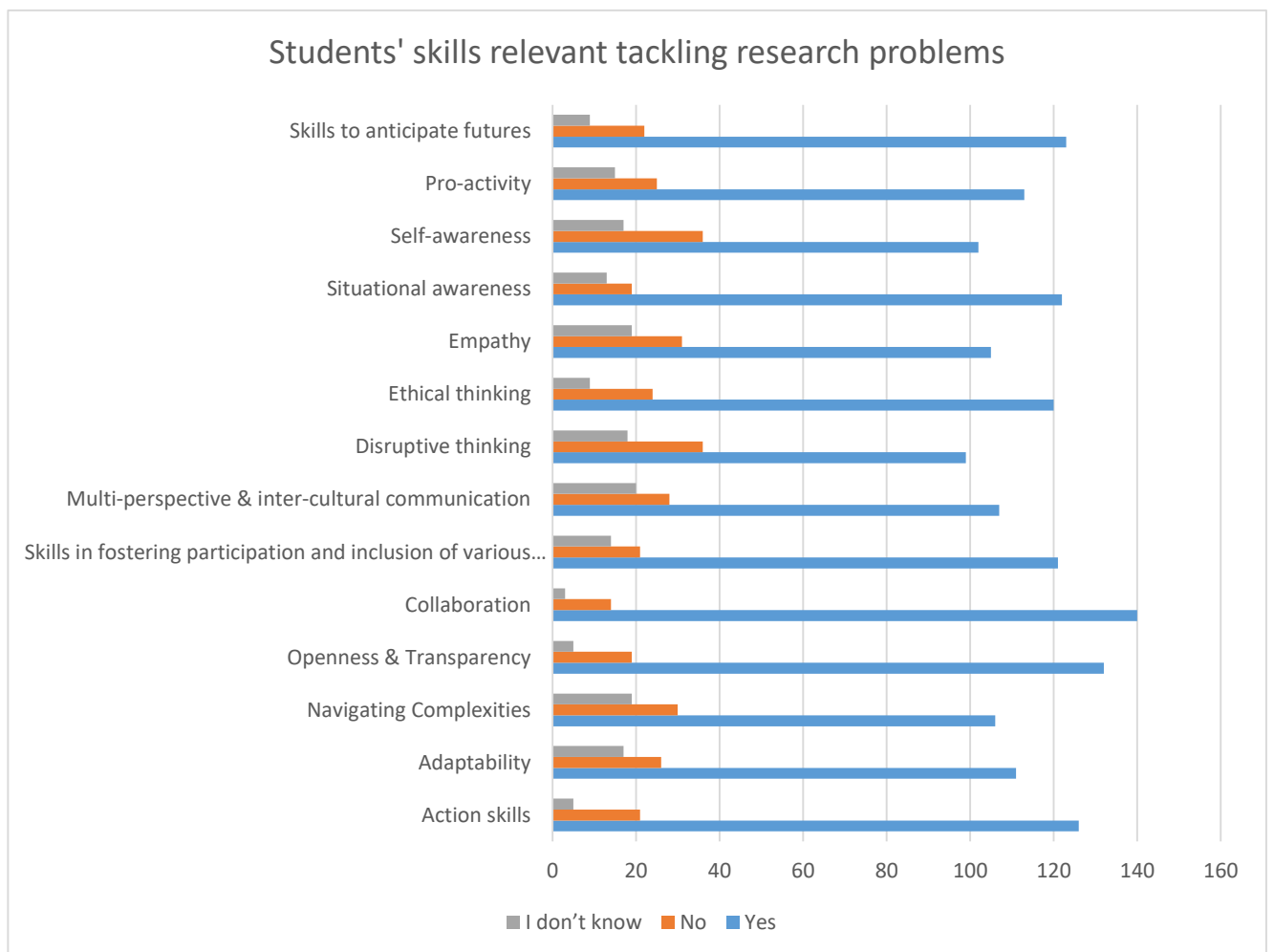
In the table below are presented examples of topics provided by CSOs in all 5 countries:

Country	Research topics, offered for students by CSOs
Belgium	<ul style="list-style-type: none"> <li>• How can we reach the broad public with war/genocide memory education projects?</li> <li>• How can we, as a patient organisation, best help young people with Multiple Sclerosis? How can a patient organisation prepare for a changing society?</li> <li>• Transport poverty in Flanders and Belgium: what, who and how?</li> <li>• Development of an app for registration of human right violations via crowdsourcing; Knowledge evaluation of the Palestine question and media factchecking; Research on economic accountability, sometimes intended errors in labelling</li> <li>• The added value for health care of using the expertise of (rheumatic) patients to improve the life of other patients.</li> <li>• Mapping of target groups.</li> <li>• The impact of image forming/perception on diversity, migration, coexistence of different backgrounds. The impact of government initiatives regarding diversification on the workforce.</li> <li>• How to support teachers in diversifying course materials and methods for girls vs boys. How to improve our toddler school methods? How to profile our unique selling point, which is sustainable development education for toddlers?</li> <li>• Military relations between Belgium and Israël (weapon, technology, service industry, research projects...); the role of Belgium and the European Union in privatising health care in the South.</li> <li>• How can we reach and keep volunteers. What is the impact of a 'cooperation week'? Why the number of projects asking for support going down?</li> <li>• Development of educational packages on local cultural heritage; Support of organisations in maintenance and management trajectories.</li> <li>• Case study research comparing campaigns and application of the conclusions on a new campaign on developmental aid and health care.</li> <li>• Study of changes in first help health care system.</li> <li>• IT, sustainable digitalisation of cultural heritage.</li> <li>• How important was clog making in Waasland, Belgium?</li> <li>• How to handle the fact that, because of politics, youth work is being marketed?</li> <li>• The impact of living in good circumstances on vulnerable families, the effect of support by voluntary 'budget guides', how to treat racism and discrimination in a neighbourhood, how to develop an efficient registration system in our organisation for staff, target groups and government?</li> <li>• How to involve disabled people in a cohousing project.</li> <li>• Research on a collection of devotionalia – evolution in iconography of religious cards.</li> </ul>

Finland	<ul style="list-style-type: none"> <li>• A guide, a handbook on how a multidisciplinary and diverse project progresses to the end result of a safe, innovative light traffic way, with the most neutral carbon footprint and engaging, voluntary work (public-private model testing)</li> <li>• Types of housing for an aging population. A settlement block.</li> <li>• The themes include the activities of the animal farm, youth activities and youth employment. In addition, as a third sector, network co-operation, mainly with the municipality</li> <li>• The impact of the metropolitan area on volunteering vs. volunteer work in a sparsely populated area, i.e. how voluntary work changes / differentiates because of the proximity of the capital area.</li> <li>• The development and formation of rural communities nearby cities.</li> <li>• How is the identity of a village or a residential area formed as the population changes, e.g. new emerging residential areas?</li> <li>• The effectiveness of youth activities in different contexts (e.g. for young people or volunteers), different forms of learning (e.g., distance learning), future trends, various service design studies in hobby activities</li> <li>• What, on an annual level, the total value of our service in the immediate environment and stakeholders, given direct and indirect impacts?</li> </ul>
Lithuania	<ul style="list-style-type: none"> <li>• Research of the urban cultural potential – finding creative solutions</li> <li>• NGO sustainability – building a social business model in Lithuania</li> <li>• Psychosocial needs of people with chronic diseases.</li> <li>• Building a model for sustainable farmers' self-government system</li> <li>• Opportunities to integrate learning of foreign languages into primary and secondary school subjects</li> <li>• Effective methods to teach values at different education levels</li> <li>• Effective methods to develop 'mediation' skills in foreign language learning</li> <li>• Need and opportunities for multilingual learning</li> <li>• The role and contribution of socio-educational instructors in solving socio-educational problems.</li> </ul>
Portugal	<ul style="list-style-type: none"> <li>• Impact of having a day care center for elderly people.</li> <li>• Impact of day care attendance on children's development.</li> <li>• Management of multidisciplinary teams based on the needs of the target audience.</li> <li>• How to organise and equip an association in order to become "self-sustaining", knowing that it is not for profit but needs energy (€) to carry out its statutory purposes?</li> <li>• Assessment of an intervention methodology in disability and its impact on the person, family and community.</li> <li>• The impact of volunteering on volunteers in a situation of social exclusion.</li> <li>• How to deal with transsexual people?</li> <li>• Fighting trafficking of human beings.</li> <li>• The problem of gender equality in gypsy ethnicity - forced and/or early marriage.</li> <li>• Impact of Supported Social Life Groups on the quality of life of the participants, their families and community.</li> <li>• Perception of people with functional disabilities regarding the risks/dangers of domestic accidents.</li> <li>• Diagnosis of needs and evaluation of the impacts of the intervention.</li> <li>• Development of a sports marketing program.</li> <li>• Validation of the intervention methodology.</li> <li>• Developing specific staff to deal with disability.</li> <li>• Ways to deal with problems of social neighborhoods and domestic violence.</li> <li>• Production of computer programs to work with children with autism or Down syndrome.</li> <li>• Validation of our evaluation scale. How to share our experience with the courts?</li> </ul>

	<ul style="list-style-type: none"> <li>• School and work integration of lgbti (lesbian, gay, bissexual, transexual, and intersexual).</li> <li>• How much food support is needed in the Municipality of Maia?</li> <li>• How to empower management and staff to deal with problems of aging, including psychiatric and neurological diseases?</li> </ul>
The Netherlands	<ul style="list-style-type: none"> <li>• looking into the sustainability-value of certain farm products</li> <li>• looking into the effectiveness of various sparrow-protection measures</li> <li>• researching whether it is possible for two urban parks in Rotterdam to be used for events less frequently (with the aim of nature preservation)</li> </ul>

**18. ARE THE FOLLOWING SKILLS OF STUDENTS (AND SUPERVISORS) RELEVANT FOR TACKLING YOUR RESEARCH PROBLEM?**



The graph above demonstrates that CSOs believe the 5 top skills most important for student-researcher are:

- Collaborations (140)
- Openness & Transparency (132)
- Action skills (126)
- Skills to anticipate future (123)
- Situational awareness (122)

Disruptive thinking (99), self-awareness (105) and empathy (106) are considered to be least relevant.

However, the set of most desired competencies slightly differs in various countries. As this is important for planning and designing action training, in the table below are provided sets of most desired competencies for each project country:

Table 1

Belgium	Finland	Lithuania	Portugal	The Netherlands
Collaboration	Collaboration	Action skills	Action skills	Action skills
Openness & Transparency	Openness & Transparency	Collaboration	Pro-activity	Pro-activity
Multi-perspective & intercultural communication	Skills in fostering participation and inclusion of various stakeholders	Situational awareness	Skills to anticipate future	Collaboration
Adaptability	Disruptive thinking	Openness & Transparency	Adaptability	Openness & Transparency
Skills in fostering participation and inclusion of various stakeholders	Situational awareness	Skills to anticipate future	Collaboration	Adaptability
Ethical thinking	Pro-activity	Ethical thinking	Skills in fostering participation and inclusion of various stakeholders	Navigating Complexities

## Differences in project countries

The data of online-study was analyzed as one set, but nevertheless during analysis research team also paid attention to the trends emerging in various countries in order to find out if there are some very specific features in particular countries. In general, the trends in all countries were very similar, there are just a few specialties worth to mention:

- In all countries, the majority of respondents partly use volunteer work. But in the Netherlands this trend is the strongest – 88% of Dutch CSOs participating in the study were organizations without employees based ONLY on voluntary work.
- The question if they need research for their work was answered positively by 68% of the respondents. However, in different countries, we could observe different trends. In Belgium and Portugal, the vast majority of the respondents believe they need research for their work. Whereas in Finland, Lithuania and in the Netherlands only half of the respondents indicated they deal with research activities addressing societal challenges. The same situation we observe by examining CSOs willingness to collaborate with HEIs in terms of research. 84,6% Belgian and 84,3% Portuguese respondents were very enthusiastic regarding possible collaboration, whereas, in Lithuania, Finland and Netherland near half of the respondents expressed their doubts about such collaboration. These trends are reflected in the number of research topics, offered by CSOs (see question 17).
- Speaking about financial compensation of the small cost incurred by a research team, the situation is different again: in the Netherlands, Belgium and Finland CSOs are rather willing to cover small costs, but in Lithuania and Portugal vast majority of respondents would not agree to compensate the costs of a research team.
- There are clear differences in terms of expected research duration. Clear majority of Belgian (80%), Portuguese (68%) and Finnish (60%) respondents find that the research could take more than 6 months, whereas clear majority of Lithuanian CSOs (65%) would like research to be finished within 3 months. Opinions of Dutch respondents in this question distributed evenly. These specialties of national

contexts should be taken into consideration by HEIs willing to collaborate with CSOs and thinking about their organizational models.

- Finally, there are some differences in competencies, which CSOs think students need for research work. There were some competencies, which were indicated as extremely important in all countries, e.g. collaboration, openness & transparency, action skills. Nevertheless, a set of competences slightly differs for each country (see Table 1)

## INTERVIEW RESULTS

The qualitative research aim is to analyze the cooperation between civil society organizations (CSOs) and higher education institutions (HEI) in terms of research and to reveal possible directions for further collaboration. This qualitative research seeks to deepen the current situation and reveal possible perspectives of future collaboration between the CSO and higher education institutions, thus completing the results of a previously performed quantitative survey.

Research method: semi-structured (semi-standardized) interview.

The semi-structured (semi-standardized) interview has been selected for qualitative research, when the interview procedure and questions are standardized only partially, providing only the minimum possible questions, therefore strictly informal conversations and a freer atmosphere between the interviewer and the respondent are formed. During the interview, the researchers followed the interview guidelines, allowing the conversation to develop naturally – during each interview, the sequence of questions largely depended on the progress of specific conversation.

In each project partners country (Belgium, Finland, Lithuania, Portugal, the Netherlands) all interviews were carried out by interviewers in June – November 2018. Interview with each representative of a CSO was conducted individually, dedicating for a session of about 30 minutes. The interview was conducted by telephone, Skype and meeting in person. Each interview record is transcribed, before assigning to the interviewee a pseudonym which is used in all reports or presentations related to the project.

At the beginning of the interview, the interviewee was briefed on the international project ENtRANCE funded by the European Union's Erasmus + program, the purpose of the interview was named, the expected duration of the interview was indicated. It was also noted that participation in this study is exceptionally voluntary, with the right to terminate participation at any time. Interviewees have been informed that the information received during the interview is confidential and will be kept for 5 years (until June 2023) at a higher education institution of project partners.

Each interviewee was asked questions provided in interview guidelines (including questions about the type and size of the organization) in order to collect data on the CSO needs for research, existing cooperation with higher education institutions and future collaboration opportunities. During the interviews, interviewees were asked about the problems they mostly face, their experience and their wishes regarding collaboration with HEIs in terms of research. Finally, interviewees were asked about the key skills they consider as necessary for students conducting research. During the conversation, interviewees were asked additional questions for further elaboration or clarification.

### Interview participants (interviewees)

In order to reflect the diversity of organizations, various civil society organizations were invited for an interview in each country. Following the interview guidelines, they were selected according to the type of SCO (association, NGO, a community-based group, other (volunteer organization, etc.) and CSO size (less than 5 employees, 6-10 employees, more than 10 employees). The number of interview participants in each country presented in Table No 2.

Interview participants

Table 2

Country	Belgium	Finland	Lithuania	Portugal	The Netherlands
Participants	7	6	7	15	5

There were some exceptional features in each country selecting interviewees.

In **Belgium** 7 civil society organizations were invited for the interview and all 7 accepted and were interviewed by telephone. They were selected according to the type and size of CSO and based upon interesting remarks or questions they had written down in the online survey. In this CSO needs study, the CSOs were mainly represented by non-profit-associations (66%), non-governmental organisations (16%) and governmental organisations (14%), half of which are rather big organisations employing more than 10 FTE. Most of the CSOs aim to inform, to

support and to educate people, and they mostly address challenges of 'Health and wellbeing' and 'Inclusive and innovative society'.

In **Finland**, the interview participants were chosen basing on the societal challenges they are trying to solve. The project team checked the domains and tried to find a CSO that would work on each domain area that was mentioned in the survey by the CSOs. The domains overlap somewhat when it comes to an individual organization, but that is only natural when interacting with people and trying to solve societal challenges. Five CSOs were chosen for this interview purpose and one of the CSOs was interviewed already in a previous stage of ENtRANCE project. The domains or societal challenges that the interviewees represent are Health, demographic change and wellbeing, Climate action, environment, resource efficiency and raw materials, and Europe in a changing world - inclusive, innovative and reflective societies.

In **Lithuania** 42 civil society organizations were invited for the interview. But the majority of sampled CSOs refused to participate in the interview (86,11%). They explained their refusal by lack of time, lack of experience in collaboration with HEIs, minimal need for research, unwillingness to participate in any surveys. Interviewers faced with an unexpected problem – many sampled CSOs emphasized their unwillingness to record the interview, so interviewers had to look for the other interviewees.

Interviews were taken from 7 CSOs: 1 community-based group, 2 associations, 1 volunteer organization, 1 union, 2 public entities (NGOs), located in Vilnius and Klaipėda.

In **Portugal** 15 interviewees were chosen on the basis of the list of organisations that have attended public presentation of the project. They are all technical directors of the institutions they represent.

In **the Netherlands**, the CSOs who agreed to participate in the needs study interview are respondents of the needs study survey. They indicated this in the online survey. Originally eight of the CSOs stated that they were willing to be interviewed, only five of them did.

The CSOs that fit in the profile of the target group of WUR Science Shop are mainly civic initiatives, grassroots movements, social entrepreneurs' foundations and association with limited access to financial resources. These type of CSOs are not easy to address (find and approach). When they were detected it was not obvious that they would participate and contribute time. The survey already indicated that there is no need for research experienced within every CSO this might explain the limited number of respondents and even smaller amount of CSO's willing to contribute via the interviews. The CSOs who participated are existing for quite a while. Young civic initiatives are not registered (yet) and hard to find on the internet.

Four out of five CSO's are consisting of 100% volunteers. The other one-half volunteers and half-paid workers. Four out of five are Foundations the other is an association. The number of volunteers varies between 3 board members, and 55. In one of the cases, there are up to a hundred donors involved. The targeted audience varies as well.

## Interview findings

During the analysis of the interviews, three categories were distinguished as follows: ***Societal problems/issues addressed by CSOs, Difficulties encountered by CSOs in solving societal problems/issues and Trends of collaboration between CSOs and HEIs in terms of research***, which revealed the attitude of CSO to the need for research, collaboration with higher education institutions and trends of collaboration with higher education institutions in the future. Subcategories have been emerged from the categories, deepened the views expressed by the participants in the study and provided an opportunity to take a closer look at the research issues. Disclosed categories and subcategories are provided separately for each country and presented in table format. The findings are constructed based on national interpretations and they give new insights to the cooperation between civil society organizations (CSOs) and higher education institutions (HEI) in terms of research in different contexts.

### Belgium

The disclosed categories and subcategories in Belgium



Table 3

CATEGORY	SUBCATEGORY	SUBSUBCATEGORY	CONFIRMATORY STATEMENTS
Societal problems/issues addressed by CSOs.	Vulnerable people		<p>"We support, organise vulnerable people to make their voice heard" [Tamar, 1].</p> <p>"Via social profit start-up offering more creative, rewarding job opportunities to mentally disabled people who don't want to work in a band work company" [Fjodor, 1].</p>
	Education of the public		"Educating and developing concrete tools to make dialogue possible on 4 big themes: racism, diversity, migration, interreligious dialogue" [Chiara, 6 & 7].
	Research needs		"Is that we answer/ask questions with pure scientific research/literature" [Wisent, 5].
Difficulties encountered by CSOs in solving societal problems/issues	Finding financing		"That's a less evident point: to make ends meet financially" [Koster, 4].
	Finding volunteers (& keeping them motivated)		"I think a second point is - especially with our member organisations- that it becomes more and more difficult to find motivated volunteers" [Koster, 5].
	Lack of time		"95% of those testimonies is still raw material <...> needs to be interpreted and eventually translated" [Wisent 7, 8].
	Slow change in legislation and policy.		"When you manage [to find solutions], you always encounter problems in legislation <...> where you are in the process with vulnerable people, you can't always find a solution on a short term" [Tamar, 2].
	Lack of knowledge or research		<p>&lt;...&gt; [we could use] a student that maps the historical and economical data &lt;...&gt; now I do that myself, but I mean I'm not scientifically educated." [Anton, 9].</p> <p>"I would like to start up a social enterprise &lt;...&gt; But my knowledge of the accountancy and financial plans &lt;...&gt; isn't big enough. (Fjodor 3).</p>
Trends of collaboration between CSOs and HEIs in terms of research for the future.	Problematic (unbalanced) collaboration trends	Exploitative collaboration	<...> maybe partly because we focus and act too hard on the midfield, but it has also got to do with a -to my mind - closed academic world" [Chiara, 13]
		More effort than result for CSO	"<...> it's just we giving interviews and if we're lucky, we get the thesis and we can get something out of it" [Koster, 11].
	Successful collaboration trends	Student himself finds CSO	<p>"But we've had students who [chose for our subject] with a personal motive, or who had family or friends with reauma and who work in a totally different way, much more motivated" [Koster, 15].</p> <p>"&lt;...&gt; When they [the students] find us themselves, then their motivation is often high &lt;...&gt; " [Chiara, 11].</p>

		More effort than results but CSO is OK with it	“Sometimes we go teaching at a HEI <...> and there is one member organisation, called “patient partner programs” where trained patients, in the presence of a rheumatologist, teach students” [Koster, 10].
	Trends in end products	Student conducting research that leads to concrete end product	“International students <...> have collaborated on which role a mosque could have in a neighbourhood <...> architect students, social work students, it was a mixed group, and it happened 2 years consecutively” [Tamar, 8].  “We collaborated with the university of Antwerp <...> students get the assignment to support a social enterprise” [Fjodor, 7].
		Student conducting research that leads to a master thesis	<...> I saw her thesis and it was very deserving” [Lukas, 5]. “I think you feel that we are very creative [about the context in which the student conducts research (thesis, course, ...)]” [Chiara 19].
	Trends in required student skills	Critical	“I prefer a critical student” [Koster, 18].  “A student can introduce new things, it can be a shock therapy for us” [Chiara, 23].
		Interested	“Being interested in the [WWII] period we deal with, and the problems and challenges that brings along.” [Wisent, 15].
		Open communication	“Open communication” [Wisent, 10].
		Professionality	“Professionality <...> we ask translation students to translate half a page beforehand, in order to see their level” [Wisent, 10].
		Transparency	“Transparency” [Wisent, 10].
		Perseverance	“Perserverance” [Lukas, 12].
		Solution-oriented thinking	“Solution-oriented thinking” [Lukas, 12].
		Empathy	“That they are conscious of the target public they’re working for” [Fjodor, 13].
Trends in collaboration methods	Patience	“And yes, being patient!” [Fjodor, 14].	
	Live start meeting at HEI location	“I throw it open, I don’t have a dogmatic view that it has to go in this or that way” [Chiara, 17].  “No, not at all, I prefer once too much over too little.” [Wisent, 15].  “The only thing is that I need to be able to make time.” [Fjodor, 8].	
	Introduce student to CSO working environment/ target public	“I think it’s nice for the students to see the Reumahuis at the inside.”[Koster, 20].  “ [I take them on a] visit to certain communities, we go into debate with religious leaders, etc. ” [Chiara, 2].	
		Coaching the student	“<...>when someone says I want to do this with you, then we want to go for it <...> but the less

			they choose for it themselves, the more difficult it goes and then I feel that we don't push" [Chiara, 20].  "No problem [to coach the student]! For us, it's the final result that counts, so then we do have to push a bit!" [Anton, 15].
		Question submission via database	"I guess that question submission via the database will give less immediate result" [Koster, 25].  "We just don't have the time to formulate the question and follow it up" [Tamar 12, 14, 15].  "I like the system, the students can look for their interests <...> and they see who else is busy with the same subjects" [Lukas, 15].  "Yes! [I mailed lecturers who were maybe interested in my questions]" [Wisent, 18].

More detailed description of the disclosed categories and subcategories is presented in Annex 2.

### Societal problems/issues addressed by interviewed CSOs.

1. *Vulnerable people*  
Many of the CSOs are helping vulnerable or ill people to improve their life. One CSO helps people with rheumatism to be better understood and cared for by society. Others support and organise people with a low socioeconomic status or with disabilities to make their voice heard (by government as well as in the private field: housing, employment etc.).
2. *Education of the public*  
Many of the CSOs inform, sensilize or permanently educate a targeted pubic (e.g. teachers), or the broad public & youth. This can be about life with a disease, about racism, xenophobia, human rights and diversity, or about heritage.
3. *Research needs - collecting & analysing data*  
Two of the CSOs are trying to find answers by conducting scientific research. For instance, by investigating scientific arguments against genocide denial, or by studying the clog manufacture past.

### Difficulties encountered by interviewed CSOs in solving societal problems/issues

1. *Finding financing and/or time*  
Almost all CSOs need more money and time (manpower) to reach their goals.
2. *Finding volunteers/keeping them motivated*  
It's a challenge for many CSOs not only to find enough volunteers but also to keep them motivated in the long term.
3. *Slow change in legislation and policy.*  
One interviewed CSO experiences the problem that they often find good solutions for their target public, but that the law and the government are too slow and cumbersome to implement that solution, resulting in a considerable loss of time.
4. *Lack of knowledge and research.*  
All CSOs experience lack of knowledge (and want to collaborate with HEIs to fill that out). They are looking for usable knowledge on how to reach the broad public and change its perception, on how to digitally

communicate well, how to collect and analyse research data (e.g. archive and historical data, but also data on the social life of chronically ill people), on technicities (e.g. of inclusive housing, of starting up a social enterprise) and on how to involve a specific target public in a responsible and empowering way. On a more 'meta' level, CSOs generally need more research on the relevancy and impact of their work themes.

## Trends of collaboration between CSOs and HEIs in terms of research

### 1. *Need for tangible end products*

All interviewed CSOs very much welcome students that conduct research that leads to tangible end products regarding the above challenges. Next to academic study text, they need the student to propose (and/or implement) a concrete end product needed by CSO (e.g. exposition, visitor's centre, common use of mosque bonding different philosophies, support with start-up social enterprise, web design/development, campaign plan, exposition.) This is a problem for most of the HEI lecturers, researchers and supervisors, who are used to delivering rather academic outcomes. Development and implementation of tangible end products (next to academic output) should be stimulated by supervisors and mediators and eventually embedded in HEI courses.

### 2. *Submitting the research question*

Some CSOs need help with the formulation of a good research question (starting from the concrete societal challenge they face): the lecturer or science shop mediator should help the CSO with this. Most CSOs like the idea of submitting their research question via a database, but some fear the risk of it being too time consuming (time to formulate a good question + time before student chooses subject + risk that subject is changed by student/promotor.) All CSOs think it is a good method for non-urgent questions, and all interviewed CSOs who didn't know the database yet, wanted to subscribe immediately. One CSO thinks it's more effective to e-mail to his own contacts at HEIs with question for (student) help.

### 3. *Meetings*

At least one start meeting, and preferable more live contact moments are wanted. It is no problem for CSOs to travel to HEI for live starting meetings. It's important for the trust and the bonding, the networking and the community-feeling. CSOs expect (or at least enthusiastically welcome) students at some point during the project to travel to CSO location to introduce them in their working field.

### 4. *Collaboration process*

Six out of seven CSOs are used to act as student coach and motivator, which clearly leads to the best collaborations. No strict view on communication methods (tel., mail, live) is stated – it depends on what is agreed on with every party. Many CSOs give the student the freedom to approach the subject as (s)he wants (as long as the student communicates well about it), and for the majority of CSOs, the research can take more than 6 months.

All student skills are found important with as a top 3 of most often indicated as important: 1) collaboration, 2) openness and transparency, 3) multi-perspective & intercultural communication. Disruptive thinkers were welcome in all interviewed CSOs. In their own words and spontaneously, the CSOs considered important: interest in the subject, open communication, professionalism (tested beforehand by 'admission test'), transparency, perseverance, solution-oriented thinking, empathy, patience.

### 5. *Collaboration challenges*

Two CSOs are a doubtful to collaboration with HEI researchers and/or students, because of bad experiences.

HEI researchers should take care not to „use“ CSOs for their contacts and expertise, just to get a proposal approved or thesis better, and afterwards neglecting them. Researchers should realise how much practical experience resides in the CSO, stay in touch with them and be open for a two-way partnership resulting in end products that make a difference for society.

Students should consider the collaboration as a fully equivalent mutual exchange instead of a one-way-project where they 'help' the organisation. There, the supervisors and science shop mediators play an important role. They should teach the students on how to collaborate successfully with CSOs, ensure that students are thankful and in the end not just adjusting the question so that it better fits them/the needs of their course (instead of the CSOs' needs). Specifically, supervisors' and mediators' attention is needed to ensure a balanced 'cost-effectiveness' (effort vs results) of the collaboration for the CSO. Many CSOs feel they put much more effort into the collaboration than getting results out of it. Because of that, 1 (out of 7) CSO hesitates to collaborate

with students again. Important here is **to manage expectations**, to set up a division of roles, and to tell to CSOs that the collaboration always remains a learning experience for the students, that they should be aware of the 'risk' of bad work quality. When CSOs are aware of that risk, and are OK with it, which clearly leads to the most successful collaborations. (E.g. most of the interviewed CSOs testified they teach or provide ad hoc info to the students without getting something in return but being OK with it, because they see it as part of their mission of sensibilisation.)

Many CSOs experienced that the best collaborations were achieved when the students had found the CSO themselves (so not just had chosen it from a list).

## Finland

### The disclosed categories and subcategories in Finland

Table 4

CATEGORY	SUBCATEGORY	CONFIRMATORY STATEMENTS
Societal problems/issues addressed by CSOs.	Children and youth activities	“Activities are mostly related to children / young people from different backgrounds, low income, immigrants, disabled people <...>” [INT 1]  “<...> work to prevent exclusion of young people (from the society)” [INT2]
	Integration to the society	“We are trying to be open to all kinds of activities and to actively seek people who are in danger of exclusion in our activity.” [INT 2]  “Trying to raise people into responsible members of the society.” [INT 2]
	Environmental awareness	“One (goal) is at least to reduce the carbon footprint so that people will travel more by bike or foot.” [INT 5]
	Rural area services and connections	“The key idea is to keep the countryside populated. To enable work and livelihood in rural areas. And also, housing <...>” [INT 4] “<...> the safety of school children, combining villages and activating residents <...>” [INT 5]
	Social and health service availability	“<...>does it make sense that organizations run a large part of health care services?” [INT 6] “When a person gets service, how are their experience and opinions taken into account in the services of society.” [INT 6]
	Equality	“The economic aspect has emerged in the fact that people can not afford to have a hobby.” [INT 2]. “Economy, health, socio-economic status, multiple problems, society's ability to respond to it.” [INT 6]
	Difficulties encountered by CSOs in solving societal problems/issues.	Participation/activation of volunteers
Collaboration with many different stakeholders		“There have been no such projects where many different stakeholders (associations, the public sector, municipalities, state, businesses and private people) work in one direction.” [INT 5].
Funding		“<...> organizations run a large part of the health services and are begging for dimes from Veikkaus

		(a charitable organization that funds CSOs)." [INT 6] "Can not find the need for surveys or research. Or at least would not dare to reserve any funds for research." [INT 1]
	Innovative thinking	"Innovative thinking may be overwhelming especially when it comes to immigrants and you have to do [the hobby] a bit differently and from different cultural / linguistic backgrounds." [INT 2].
	Time management	"We are, however, a really small crew and are all overworked. There is not always a lot of time for guidance of a student/researcher." [INT 4]
Trends of collaboration between CSOs and HEIs in terms of research	Impact studies	"<...> studies that monitor population projections and the structure of the various age groups in the communities." [INT 1]. "The impact study comes to mind at first. [INT6].
	Knowledge sharing	"<...> the [health sector] project coordinator gave us a lecture <...>" INT 3]. "<...> the identification and the suitability of the collected [hobby] knowledge in different study modules." [INT 2].
	Product/service development or design	"If you think about research topics. Virtual, [hobby] could be a new thing." [INT 2]. "<...> a need for service design!" [INT 2].
	Future trends for the CSO and GSC	"<...> we have our own crew who do it (data research/search). Through data we get the idea where the white spots are." [INT 2] "Knowing your own functioning environment, it is essential to be able to efficiently allocate resources to actions." [INT 1].
	Integration to the society	"<...> how the communities of new residential areas and community networks are formed and how they get started." [INT 4]. "<...> figuring out point of view of different groups, are we open to all." [INT 2].
	Event/marketing organization	"Marketing and communication (are a) challenge <...>" [INT 5]. "<...> students have been able to market their own products." [INT 3].

More detailed description of the disclosed categories and subcategories is presented in Annex 3

## Societal problems/issues addressed by CSOs.

### 1. Children and youth activities

Several of the CSO's want to produce or give children something challenging and developmental to do in their free time. This challenge or activity actually overlaps with some of the other challenges discussed. They want to work on the inclusion of everyone and prevent the exclusion that is easy in today's society. It was mentioned in some of the interviews that nowadays there are so many activities on offer virtually and socially that it is difficult for the youth to navigate through them and concentrate on something meaningful.

### 2. Integration to the society

The previous topic brings the conversation to this one. The CSO activities are usually based on communality and bringing people together. However, this topic does not only include young people but people of all ages and groups that are in danger of being excluded. The CSOs want to work on activities that would help people seek support and help in their everyday lives and also participate in various events or programmes designed to them. They find it very important to be able to inform and educate people and help them bring out their potential as part of the society around them.

3. *Environmental awareness*

The CSOs want to create ways for people to do environmental actions easily and also make their life easier at the same time. It is important to produce a service (in this case a road) that makes it easy to choose an environmentally friendly way to move from one place to another safely.

4. *Rural area services and connections*

There are people outside the most populated areas of Finland who live in rural areas or outskirts of cities. It is important to the CSOs to develop the services and livelihood in those areas. They are interested in the mentality and lifestyle of the people who decide to live in the rural areas. The building and development of communities in new areas is also of an interest to the CSOs

5. *Social and health service availability*

This is a very topical challenge in Finland today. There is a new social and healthcare system in the making by the government and many CSOs are anticipating that their role will grow even bigger than it is nowadays. As it is, they are offering social and health care services to the people within their core challenge and in some parts the services are there to patch up some inadequate services offered by the municipality in their area. The idea of having to fill out a bigger gap but having to apply for and justify funding periodically seems like a lot of work for them. Funding is mentioned as one of the difficulties in the next chapter.

6. *Equality*

This means equality from many perspectives. The equality for people in different socio-economic status to be able to have meaningful activities on their free time. How to offer inexpensive hobbies or help people participate when their money situation is not good.

Equality also means helping people from different cultural and social backgrounds or health situations participate in the activities. To include them and find ways to reach out to these different groups.

There also is the question of equality in receiving services. How do different people in different life situations and living arrangements receive the services they need? Whether they live in the city or rural areas. Or whether or not they are capable of seeking out the help themselves.

## Difficulties encountered by CSOs in solving societal problems/issues.

1. *Participation/activation of volunteers*

One of the difficulties mentioned was the finding people to participate in their activities. Sometimes the challenge was to recognize the target group they wanted to include in the activities and sometimes it was the motivation of people to join the activities.

The motivation and participation of volunteers in the events or projects was also seen as a challenge. When one does not get paid or is not required to work in a project, the question is, how to manage and motivate them?

2. *Collaboration with many different stakeholders*

When it comes to a CSO, there are always several stakeholders in play. There are the FTEs and volunteers working for the CSO, the association members, the people who participate in the events and activities organized by the CSO and the funding source for the operations. Navigating and managing these stakeholders can be challenging at times and producing meaningful content and activities to satisfy all of them is very often difficult.

3. *Funding*

In the interviews, funding was found to be one of the difficulties. The CSOs thought it does not make sense for them to have to apply and justify funding on regular basis even when they are providing services that the

municipality or government should offer. They felt they are filling the gaps left in the governmental and municipal services and that still they had to almost beg for funding from charitable funds and other sources.

4. *Innovative thinking*

One of the difficulties for the CSOs was innovative thinking and ways to redefine their activities. In some cases, there is the culture of doing things exactly the same way they have been done before. The interviewees thought that this is difficult to shake. Also, defining the activities and maybe the target groups of the activities in a new way was also found difficult. The question was, how to design the services in a new way and involve people from different kinds of backgrounds in the activities.

5. *Time management*

This aspect is a problem that both speaks for and against the collaboration with HEIs. The CSOs wanted and were interested in doing more research but had no time to do it, because the staff did not have any time allocated to that. This is because there are not enough resources to hire paid staff and volunteers are difficult to find. On the other hand, even with the research collaboration, the CSOs were worried that they would not have enough time to supervise and accommodate a student researcher. They were very aware of the benefits and willing to work with HEIs nevertheless.

## Trends of collaboration between CSOs and HEIs in terms of research

1. *Impact studies*

Impact studies were mentioned in nearly every interview. CSOs find them very useful when planning their services and activities. Impact studies can also be used to justify funding when applying for it.

2. *Knowledge sharing*

This is both an ongoing trend and also a sought-after future trend. The CSOs either had already an ongoing collaboration with HEI to exchange knowledge that went both ways, or they wanted to establish collaboration in this area. In this case knowledge sharing means having an exchange of expert lecturers both ways: the HEI can offer lectures in the CSO activities and the CSO can also lecture within the HEI in their own area of expertise. Knowledge sharing also means research collaboration. Innovativeness and thinking outside the box was also mentioned as a strong benefit of working with HEIs.

3. *Product/service development or design*

The CSOs already had a vision of developing some new services or they wanted to research their existing ones and how to make them better. The development ideas varied from products to activities and services to offer to the people who participated to the functions. The products and services mentioned were intelligent technology to track usage of a pedestrian/bicycle route, a virtual service to participate in the hobby activities and service or system to acknowledge the skills acquired while participating in the hobby activities.

4. *Future trends for the CSO and GSC*

One of the things the CSOs appreciated about collaboration with HEIs that they have the knowledge and the means to research and estimate future trends. The CSOs also have their view in the future, but they felt that as HEIs conduct more research and produce information, they are better equipped and skilled to help the CSOs in their own future plans and activities.

5. *Integration to the society*

This is one of the bigger trends in the societal challenges and hence it also is a large trend in the collaboration with HEIs. The CSOs want to research and solve challenges around this topic from variety of different angles. The integration and inclusion as well as training to be part of the society was one of the topics mentioned. The CSOs are interested in how to include people in their activities and how to find these people. This is an opportunity to research the population structure in the communities around the CSO and also collaborate in projects trying to reach these groups.



Another integration or inclusion topic is offering basic services such as social and health care services to people who are not in a position to seek for them for variety of reasons. This is also one of the challenges. The CSOs are keen to define their position in offering these services in relation to their target group and the municipalities.

Then there is the question of services and livelihood in rural areas. How to develop them in order to cater to people living in rural areas. Also, the mentality of the people living in rural areas was one research topic mentioned. The communities and networks in new residential areas was another topic that interested the CSOs in terms of integrating or inclusion in the society.

6. *Event/marketing organization*

In the case of events where there are several activities going on, the CSOs felt that HEIs can help them plan, organize and carry out these activities. The knowledge and skills in event organization and management was one point that was seen as a benefit. Marketing the event and especially finding skilled people and networks to do it was also one of the activities that HEIs can do with CSO

Lithuania

The disclosed categories and subcategories in Lithuania

Table 5

CATEGORY	SUBCATEGORY	CONFIRMATORY STATEMENTS
Societal problems/issues addressed by CSOs.	Socialization problems	“<...> the main aim is to increase, improve, and ensure socialization” [VTDK01A, 26].  “... during communication we are lacking social skills” [VTDK03], 23].
	Sectoral issues	“The activities of the construction sector, construction affairs are very important for society <...> and energy saving and safety <...> renovation efficiency ... design, implementaion of construction works” [VTDK03A, 19].  “<...> we help to prepare EU project application“ [VTDK01], 14].
	Lack of awareness and education	“<...> we advise on the formulation of the idea, eligibility for support, evaluation, and contract making, where many problems evolve” [VTDK01], 15].  “... a large number of people who contact us (mostly farmers) are poorly educated people” [VTDK01], 27]  “Our organization is mainly advising when people find themselves in trouble and do not know how they could start to solve their problem” [VTDK04AA, 29].
Difficulties encountered by CSOs in solving societal problems/issues.	Lack of public services	“There are few public services for foreigners in Lithuania” [VTDK01A, 34]  “<...> public service sector is rather passive” VTDK03], 25]
	Lack of collaboration	“<...> the lack of dialogue between the professional community (architects) and society.” [VTDK02A, 16].
	Insufficient financial resources	“<...> there is a problem of financial resources, since we can not expand <...>“ [VTDK03A, 43].
	Lack of information	“<...> the main problem is lack of information – legislation is poorly explained to the farmers and entrepreneurs <...>” [VTDK01], 24].

	Lack of professionals	<p>“&lt;...&gt; We always feel the lack of experienced good specialists (such as English teachers or choreographers)” [VTDK02], 21].</p> <p>“&lt;...&gt;First of all, it's a problem of human resources – I never know how much help I will get.” [VTDK04AA, 49].</p>
Trends of collaboration between CSOs and HEIs in terms of research	Conducting research	<p>“&lt;...&gt; we would like the researchers to evaluate the functionality of our building” [VTDK02], 30].</p> <p>“&lt;...&gt;We have our main activities &lt;...&gt; and researchers &lt;...&gt; what about them?” &lt;...&gt; no, we do not need their help” [VTDK03A, 49].</p>
	Organizing conferences and events	“<...> organizing scientific conferences introducing findings of research, preparing textbooks together <...>” [VTDK03A, 50].
	Conducting training	“<...> to organize training in order to get ready for assessment, this is one of the main things” [VTDK03A, 73].
	Dissemination of CSOs activities	<p>“&lt;...&gt; the information on the work done should be disseminated more” [VTDK01], 44].</p> <p>“&lt;...&gt; the dissemination of information is extremely important both in communication with CSOs and with HEIs &lt;...&gt;” [VTDK02A, 81].</p>

More detailed description of the disclosed categories and subcategories is presented in Annex 4

### Societal problems/issues addressed by CSOs.

This category reveals that the CSOs solve societal problems related to *insufficient socialization, various sectoral issues, lack of citizens' awareness and education*.

#### 1. Socialization Problems

The main aim for the CSO is to increase, improve and ensure socialization. There is a lack of social skills in a certain layer of society. Those people find difficulties to assess the cultural and political aspects of another country. They do not know the language, have no friends, relatives and acquaintances, no place of residence, may be discouraged by their origin, race, language, religious beliefs. CSOs try to improve person's communication and socialization in order he would become more balanced and sustainable.

#### 2. Sectoral issues

The CSOs cope with a wide range of sectoral issues such as energy saving and safety, renovation efficiency, design, execution of construction work. They act as mediator and initiate projects, help to prepare EU project application, organize seminars and conduct trainings on such issues as climate change, water pollution, water quality improvement.

#### 3. Lack of awareness and education

CSOs are strongly involved in solving education and training issues in various areas. One of the CSOs said that a large number of people who contact them (mostly farmers) are poorly educated people. So, they help them to deal with various documents. The municipality supports people living in poverty, but these people do not know about their possibilities, they do not know how to handle documents, they do not have such skills. There are people who even are not able to use ICT (computer, Internet) and they ask to teach them, to fill in the documents for them.

### Difficulties encountered by CSOs in solving societal problems/issues.

The category brings out the barriers faced by the CSOs in tackling societal challenges. They are: *lack of public services, lack of collaboration, insufficient financial resources, lack of information, lack of professionals*.

1. *Lack of public services*  
In interview it was mentioned that public service sector is rather passive. There are few public services for foreigners in Lithuania which help to integrate foreigners. The CSO mentioned that there are many difficulties in organizing different projects as well as inviting sponsors.
2. *Lack of collaboration*  
Highlights issues in communication process as the lack of dialogue between the professional community and society. *The CSO would like community members to be involve in CSO activities more active in order they would help each other.* It is noticed, that the lack of collaboration sometimes becomes a barrier for the best fulfilment.
3. *Insufficient financial resources*  
This was noticed in most interviews and it causes various problems for CSOs: they cannot expand their activities, cannot make promotion/advertising. As the work emotionally is rather hard, they do not afford to have the psychological supervision.
4. *Lack of information*  
Insufficient information in *legislation*, project initiation causes the problems addressed by CSOs.
5. *Lack of professionals*  
CSOs experience problems due to the lack of experienced good specialists or experts working on a permanent basis. They need such specialists as architectural historians, sociologists, anthropologists, English teachers, choreographers and others. Collaboration with universities would help to solve this problem.

### Trends of collaboration between CSOs and HEIs in terms of research

The category revealed the ongoing collaboration with HEIs in terms of conducting research and outlined ways in which collaboration between the CSOs and HEIs could take place in the future.

Analysis of the interviewees' responses regarding the existing collaboration with HEIs in terms of conducting research discloses that most interviewees do not have any experience of such collaboration. In principle, CSOs and HEIs only had certain specific interactions and joint projects, but in fact, not as a result of research activities. Several interviewees mentioned that they had close collaborative relations with various research institutions (e.g., Vilnius University, Lithuanian Geological Survey Agency, Institute of Social Sciences), but at the moment the cooperation relationship is lost.

However, interviewees revealed their insights on the possible ways in which collaboration between the CSOs and HEIs could take place in terms of research. They are: *Conducting research, Organizing conferences and events, Conducting training, Dissemination of CSOs activities.*

1. *Conducting research*  
Highlights the problematic areas where research could be conducted with the help of HEIs. Problems are very diverse and depend on the CSOs activities. The CSOs need research in integration of foreigners, the psychological aspect of their adaptation, identifying and systematizing the challenges of integration into a new country, analyzing legislation, marketing activities, developing the modern architecture and exploring its various aspects, analyzing the environment, building's relation with a person, impact on human's daily behavior, health or others. They would like researchers to evaluate the functionality of their building, to make more space in the changing area and to use all the space efficiently putting up educational spaces for children in the unused area. One of the CSO would like to set up a "mini library" in their premises and to design a project for a new electrical installation because the building is very old.

However, it has emerged that some interviewees not only found it difficult to identify societal problems in a broader sense, but also had a rather superficial perception of the research (in other words research activity was considered basically as nonrelevant and incomprehensible for them).

Interviewees often related societal problems only to professional (specific organizational) issues and organization's activities, which again confirms that research is neither a priority nor an important part of their activities in the future. Some of interviewees indicated that it is complicated to talk about research, as they never thought about it before and never tried to find direct links with science in terms of their daily activities. Therefore, for some interviewees it was difficult to identify a specific help of researchers; some of them during interview told that they don't need this kind of help.

2. *Organizing conferences and events*  
CSOs participate in various activities, like assessment of quality of the studies, organization of conferences and events. It was stated that further collaboration with HEIs could be possible in these fields.
3. *Conducting training*  
CSOs need various kind of trainings. It was mentioned that without HEIs lecturers and professors CSOs have no opportunity to certify, deliver the lectures for graduates looking for job positions, project manager 's certificates. So training is one of the main activities and collaboration with colleges and universities should remain in this field. CSO s need many seminars on relevant topics.
4. *Dissemination of CSOs activities*  
Dissemination of CSOs activities is insufficient. It is desirable that HEIs would help with this issue. The dissemination of information is extremely important both in communication with CSOs and with HEIs. That would help to attract more students, event-attendees or project volunteers. CSOs see effective collaboration such when there is a help by creating reliable and informative content related to organization's activity.

A qualitative study reveals what skills, according to respondents' opinion, students would need in order to conduct a good research. Interviewees found that the following skills would be important: proactiveness (ability to act independently and look for opportunities), engagement and scientific curiosity, unconventional thinking, ability to involve various stakeholders, strong communication skills, ability to work openly and transparently in a team, closely cooperate and manage complex situations. Such skills as professional competence, accuracy, creative thinking, time management were mentioned as well.

## Portugal

### The disclosed categories and subcategories in Portugal

Table 6

CATEGORY	SUBCATEGORY	CONFIRMATORY STATEMENTS
Societal problems/issues addressed by CSOs.	Vulnerable people	"Population in situations of social vulnerability, social exclusion, economic precariousness, human rights, humanitarian action, lack of access to basic necessities <...>" [INT 10] "Domestic violence, Civic behavior, Protection of the elderly<...>" [INT 14].
	Satisfaction of education needs	"We provide specialized training in volunteering, from how to set up an association, how to carry out volunteer management, to how to create a project, etc." [INT 04]. "We provide training with regard to sexual and reproductive health and in the area of positive parenting" [INT 05]. "<...> lack of specific training of technicians and volunteering, and the area of education and development cooperation" [INT 10]
	Need for leisure activities	„We have a focus on recreational, social, cultural, and sport activities" [INT 11].
Difficulties encountered by CSOs in solving societal problems/issues.	Lack of resources	"Problems of financing, access to resources and insufficient facilities. We have problems with organization and communication" [INT 02]. "<...> This difficulty in self-financing is a difficulty that we have in general terms, I think it will be common to all associations <...>" [INT 09].
	Lack of skills	"<...> we would like to create a system of internal evaluation in terms of organization and in terms of performance. We also need help in the area of marketing management, namely in site redesign and materials" [INT 05].
	Lack of planning	"<...> We do all the work without a well-structured and planned intervention" [INT 02]

	Relation between theory and practice	"<...> what we need is to combine scientific knowledge with volunteer issues. Academic knowledge for us is an important way to recognize the importance of volunteering" [INT 04]
	Lack of sensitivity and knowledge in general population	"And then to solve the remaining problems we have very little sensitivity and knowledge of the population in general, especially for one of the projects <...> people do not recognize this problem and the need for action" [INT 10] "<...> the recognition of persons with disabilities, their value <...>" [INT 12]
	Discrimination	"We feel a great difficulty of integrating lgbti people in the labor market <...> homophobic bullying in the school context by the different actors" [INT 09] "With the Romani people it is not very different from the lgbti in terms of discrimination" [INT 09]
	Specific people's problems	"The difficulties are many times even with us being able, often decoding, what our users need or want, because they do not speak. It often goes through perceptions. We have to be able to interpret the signs, by the nonverbal behaviour" [INT 12].
	Lack of integrated responses to the societal problems	"The various responses available are not adequately integrated, leaving "black holes that make an effective response to the treatment of the whole person unfeasible. There is a lack of customized solutions for social reintegration, particularly among the most vulnerable groups (ex-addicts, ex-prisoners, etc." [INT 15].
Trends of collaboration between CSOs and HEIs in terms of research for the future.	Need for education and training	It is necessary training, quality manuals that establish the procedures for everyone, be it the technical team or the educational team <...>" [INT 02]. "<...> training on human resources management, because the caregiver-child relationship is a very special one. It has to be very careful managed because it is almost a personal relationship" [INT 07].
	Specific studies	"For the realization of economic sustainability studies for these organisations in the short, medium and long term" [INT 02]. "We would like to know the public's perception on volunteering" [INT 04]. "The identification of myths and barrier behaviours or non-compliance behaviours in relation to safety housing" [INT 10]. "The university could develop a financing model that can help these type of organisations in terms of sustainability" [INT 11].
	Social intervention proposals	"How to deal with kids fleeing to school?" [INT 03]. "And we lack a scientific partner to understand the needs of this area and try to find solutions to the difficulties <...>." [INT 07].
	Measuring impact of social intervention	"<...> a study that would measure the impact of the innovative solutions we present" [INT 04]. "It would also be interesting to do a follow-up study of the projects implemented, as well as their impact" [INT 05].
	Provision of data	"<...> we have a methodology that we have been applying to all families (Child Behavior Checklist). Is there any university interested in updating this questionnaire using our data?" [INT 08].
	Development of new products	"<...> for example, a chair to be able to go up or down the stairs or have lunch. Or an adaptation to a bed or a set of things that might be easy for those who are in the area of an engineering" [INT 07].
	Partnership	"We also think about collaboration in the field of volunteer activities." [INT 10]. "We could have a partnership with psychology students to provide support in social housing environment" [INT 14].

More detailed description of the disclosed categories and subcategories is presented in Annex 5

### Societal problems/issues addressed by CSOs

1. *Vulnerable people* – they are children, old people, handicapped people, etc. This is the main problem that the Portuguese CSOs deal with. They need support for their insufficient possibilities to deal with normal life.
2. *Satisfaction of education needs* – education and training are often demanded by the target-users of some CSOs.
3. *Need for leisure activities* – there are CSOs just focused on recreational, social, cultural, and sport activities.

#### Difficulties encountered by CSOs in solving societal problems/issues

1. *Lack of resources* – this is very common in Portuguese CSOs, namely financial resources.
2. *Lack of skills* – many CSOs claim that there isn't enough skilled people to face societal problems, and to organize better the social response.
3. *Lack of planning* – this is an organizational tool that can help CSOs' managers to better control their activity, but many of them don't know how to do it.
4. *Relation between theory and practice* – some managers claim that there is a divorce between theory and practice and they would like to see a better match between them.
5. *Lack of sensitivity and knowledge in general population* – some societal problems are not recognized by population in general.
6. *Discrimination* – there is discrimination based on sexual orientation, age, ethnics, etc.
7. *Specific people's problems* – to deal with handicapped people, with communication problems.
8. *Lack of integrated responses to the societal problems* – there is a lack of adjusted and integrated social responses for specific problems, like those of ex-prisoners or ex-addicted people.

#### Trends of collaboration between CSOs and HEIs in terms of research for the future

1. *Need for education and training* – in general, this a natural area for collaboration.
2. *Specific studies* – we consider here all the specific studies that CSOs asked to the Academia.
3. *Social intervention proposals* – we consider here specific programmes of social intervention that were asked by the CSOs.
4. *Measuring impact of social intervention* – this is a main concern at CSOs. They would like to know if their intervention is effective in relation to diverse societal problems.
5. *Provision of data* – CSOs have data about their intervention and would like to provide it to Academia.
6. *Development of new products* – CSOs are interested in developing new social products.
7. *Partnership* – CSOs propose partnerships in several domains as such in volunteering work or sharing knowledge.

In summary, the main finding of these interviews is that social organisations are mainly concerned with vulnerable people but what they want more from Academia are models to gather financial sustainability, as well as specific and impact studies.

## The Netherlands

### The disclosed categories and subcategories in the Netherlands

Table 7

CATEGORY	SUBCATEGORY	CONFIRMATORY STATEMENTS
Societal problems or issues addressed by CSOs.	Animal protection	"Animal protection (sparrows), e.g. from damages by construction works". [Jan 1]
	Sustainability issues	"Measuring the sustainability-footprint/value of commercial products (through aggregating data from different sources), examples have been a 'Clothing Checker' and more recently a 'Farm products Checker'". [Piet 2]
	(Urban) green/nature protection	"protection of two city parks" [Hein 4]

		“Protection of nature, cultural history and landscape”. [Hylke 5]
	Advising clients	“Receiving calls and advising people on potential course of action regarding sparrow protection, including advice on what the law permits. Sometimes also assistance on site <...>.” [Jan 1]
	Data gathering & communication	“We gather lots of numbers (data) on products using a counting frame”. [Piet 2]
	Discussions & deliberation	“Spending a lot of time on conversations with e.g. municipalities, province governments and health institutions”. [Klaas 3]
	Creating public awareness and lobbying politics	“ <...> Creating public awareness & relaying this to politics”. [Hein 4]
	Analyzing existing research and legal judgement in the process of policy development	“We are confronted with certain data and assumptions based on research executed by agencies (on demand of and paid by municipality), and are unable to provide counter-examples of research when this would be in order. Legal judgements are made based on such research, and often we cannot do much about this.” [Hylke 5]
Difficulties encountered by CSOs in solving societal problems / issues.	Practical issues	“<...> Sometimes people (clients) don’t dare to take action themselves, they are afraid of retribution by housing corporations.” [Jan 1]
	Other organizations working in conflict with the interest of the CSO	“At ecological consultancy agencies things are often not working in the interest of sparrows, because they do not pay enough attention to habitat requirements, and may be too responsive to e.g. housing corporations.” [Jan 1]
	Addressing various interests of target audience	“ Furthermore there is struggle regarding a certain desired development on which every person has their own vision; what is important? There is a kind of tension field, which is tough for a volunteer-based organization”. [Klaas 3]
	Interacting with politics	“Our team has clear expertise in our subject matter, but the interaction with politics is something we are not experienced in; this is what you learn as you go”. [Hein 4]
	Research difficulties: lack of (own) research	“In the Soortenstandaard (= ‘Species Standard’) there is information on the living environment and behaviour of house sparrows, as well as potential protection measures, some important parts of which are incorrect. However, I have no Dutch research yet to support this (that the data is incorrect). We do have our own observations and video recordings. So scientific research (done by students) could observe on-site or analyse some of our data”. [Jan 1]
	Research difficulties: validity / completeness of CSO’s own research	“We gather lots of numbers (data) on products using a counting frame, but it would be nice to validate these data every now and then. <...> every source that provides numbers has its own credibility level (based on certain criteria), which can also be evaluated and adjusted.” [Piet 2]

	Research difficulties: where to go with questions?	"<...> When there is a question from society, we start thinking: where does this problem 'belong'? First we can contact organizations, sometimes it's a bigger question and you can consider the Science Shop, for example". [Klaas 3]
	Research difficulties: difficult to engage with academia	"The threshold to approach some institution for knowledge is high, <...> Reasons can be problems with English, and with time and attention investment needs. Furthermore, we have found that universities are drowning in information; where to start?" [Klaas 3]
	Research difficulties: question formulation	"Formulating the right question. Is there already knowledge on it? Is it societally relevant? Are there students available?"[Klaas 3]
	Research difficulties: destination of results	"Where does the research result or the publication end up?"[Klaas 3]
	Research difficulties: contra expertise	"For instance with a critical review of such studies (used by municipalities) done by people from a university, stating that some aspects have not or insufficiently been incorporated. To provide counter-expertise."[Hylke 5]
Trends of collaboration between CSOs and HEIs in terms of research	No student involvement	"One of the research institutes of WUR contributed to a project some time ago."[Hein 4]  "No collaboration yet" [Hylke 5]
	Only attempted	"We have reached out to some higher education institutions, they found it interesting but the problem is that they are mostly looking for internship spots for students, and we do not have an office to facilitate that. So we're stuck on that." [Jan 1]
	Positive	"We have done a study with people from the HvA (another higher education institution). Also quite intensive supervision from our side, but we like doing that and it was a great win-win situation, because students also learn more about their study matter."[Piet 2]
	Negative	"<...> But after a while, people from that student group start going back home, often around the world. Essentially, the short project period of ACT is conflicting with our way of work. <...>" [Klaas 3]
	Research process	"From our side we cannot provide financing, but we can provide a sound research question and context.. <...> We cannot spend unlimited time on this, but of course we might get something out of it in return."[Hein 4]
	Long-term cooperation, 'after-care'	"Ideally, completely from our perspective, I would prefer to enter into a permanent cooperation, with 3 to 5 students from various backgrounds <...> Shaping the after-care, essentially. Is the innovation that we envisioned at the start working out?"[Klaas 3]
	Concerning use of CSO expertise/methods	" <...> students would not work in a very high-tech environment, they would have to consciously choose to accept our perspective and way of work. We work less with clearly measurable targets, instead a more personal,



		conversation-based approach; they would have to be willing to do this.”[Klaas 3]
	Research in student groups	“Research in a team would also not be a bad idea.” [Jan 1] “ <...> intense research with a group of students, consisting of pairs who went to look for data”[Piet 2]
	Research involving experts	“There is also a need to ‘map’ certain issues together, but this requires more expertise and is probably difficult for students.” [Piet 2]
	Field study	Observing behavior of birds, counting  Field studies
	Monitoring and evaluating measurements	“It mainly concerns research into protection measures, check on existing measurement systems: which ones do work and which ones should be eliminated from the Soortenstandaard?”[Jan 1]
	Citizen Science	“yes, involving local residents as well as town council members, perhaps by doing interviews.” [Hein 4]
	Collecting (online) data	“<...> Online (mostly) data gathering” [Piet 2]
	Review/ validate	“<...> Critical review of existing studies” [Hylke 5]
	Support for influencing policy / guidelines	“It might be useful for us to be able to refer to a study that has been done specifically for our topic, other than just referring to some newspaper articles.” [Hein 4]
	Influencing/informing (consumer) behaviour	“<...> For scientific knowledge of for instance Wageningen (with a high credibility level), the question is: is this body of knowledge being used in daily life? If the knowledge is there, it is not immediately available to consumers, for instance.” [Piet 2]
	Additional: contribute to student learning	“<...> I think it’s important to include real, societal cases in education programmes to stimulate engagement and motivation. It seems that the Science Shop already has a role in this.”[Hein 4]
	Creating awareness	“Large groups of people and loud noise affect the value of city parks. Not everyone thinks on or considers this.”[Hein 4]

More detailed description of the disclosed categories and subcategories is presented in Annex 6

### Societal problems/issues addressed by CSOs

1. The interviewed CSO’s are interested in the research possibilities the Science Shop has to offer.
2. The domains that are represented by the interviewed CSO’s are Animal protection/welfare, Sustainability in production processes, Nature Conservation, Cultural Heritage and Urban Green. The activities of the five CSO’s vary: creating public awareness, advising people, municipality and province. Data gathering and analyzing. Influencing policy development. Communication, discussion and lobbying. Inspecting the CSO’s field of expertise shows that all of them are related to sustainable nature conservation. What they actually do is very diverse. Preventing species to expire. Creating awareness among consumers about the sustainability aspects of a product or contributing to a sustainable green diverse environment, including the social aspects as well. There are no issues they came up with in common, but there is some overlap.
3. Practical issues the CSO’s deal with are conflicting interests, lack of experience in approaching municipality or governmental bodies, a need for research, providing help on site, mitigating forcing power of housing cooperation’s, linking as well as sharing knowledge and insights, long term health issues.

### Difficulties encountered by CSOs in solving societal problems/issues

Research difficulties are experienced by some of the CSO's. Lack of Dutch research on an important topic, need for validation of available data. Approaching academia with a question is demanding. Lack of trust in research, how to find contra expertise. Most of the CSO's already have previous experience with HEIs. It did not end up in a collaboration with every CSO. Some of the CSO's were in contact with Wageningen Research in the past. One of the CSO's did collaborate with the Science Shop and one of the CSO's never approached HEI's. The two CSO's whom do have experience with HEI's are positive about that experience. One of them does have a critical remark on the follow up. After the students left there were still a lot of questions.

## Trends of collaboration between CSOs and HEIs in terms of research for the future

1. The desired form of collaboration varies from traditional consultation to long term co creative action research. The experienced CSO's are aware of the fact that it takes time to collaborate in order to get the best out of it. Interesting to hear was the fact that three of the CSO's mentioned interest in working with student groups. In one case specifically indicated that it would be nice if that are students from different disciplines, but this particular CSO already collaborated with Science shop and ACT.
2. Even one of the CSO's whom indicated in the survey not to be in need for research came up with some interesting research questions during the interview. The CSO's in need for research are active in different domains and stated informing as a common task.
3. Type of research that CSO's identified as useful is broad: field study, online data gathering and review of existing studies, literature study, citizen science, monitoring and evaluating.
4. Goal of research is for example influencing policy development or governmental body, influencing consumer behavior. Providing interesting questions for students. Creating awareness on impact of festivals on city parks. The complexity of the problems they deal with is mainly described as simple but wicked and complex are also stated.
5. Student skills are wide interpreted by the CSO's. Everybody agrees on the relevance on **general research skills** for students to develop at Universities. One of the CSO's added ethical thinking to general research skills. All other skills are mentioned. There are five extra skills identified by different CSO's: Interest in the object of study; overview of the context; patience and concentration; Broad mindset; Impulsiveness.

## Similar trends and differences in project countries

Basing on the interview data gathered from Belgium, Finland, Lithuania, the Netherlands, Portugal some common trends were identified in the cooperation between CSOs and HEIs in terms of research. They are presented in

Analyzing societal problems/issues addressed by CSOs it has been noticed that CSOs solve problems related to *Vulnerable people, Socialization and Education of people*. Vulnerable people need support due to their insufficient possibilities to deal with the challenges of everyday life. It is very important to improve person's communication and socialization in order he or she would become more balanced and sustainable. CSOs find very important to be able to inform and educate people and help them to bring out their potential as part of the society around them. However, problems related to *Need for leisure activities, Creating public awareness and Lobbying politics* are also relevant.

The analysis of difficulties encountered by CSOs in solving societal problems revealed that the main problems which CSOs face are *Financing, Human resources, Lack of professionals, Time management and problems of Mutual co-operation*. Funding was mentioned in most interviews and it causes various problems for CSOs: they cannot expand their activities, cannot make promotion/advertising. The lack of human resources and professionals do not allow CSO to function properly – there are not enough resources to hire enough of paid staff and volunteers are difficult to find.

Analyzing the future trends of collaboration between CSOs and HEIs in terms of research it was revealed that Product/service development or design, Knowledge sharing, Partnership, Measuring impact of social intervention are the most commonly mentioned directions for future collaboration.

The disclosed categories and subcategories in project countries

Table 8

BELGIUM	FINLAND	LITHUANIA	THE NETHERLANDS	PORTUGAL
Societal problems/issues addressed by CSOs.				
<ol style="list-style-type: none"> <li>1. Vulnerable people</li> <li>2. Education of the public</li> <li>3. Research needs</li> </ol>	<ol style="list-style-type: none"> <li>1. Children and youth activities</li> <li>2. Integration to the society</li> <li>3. Environmental awareness</li> <li>4. Rural area services and connections</li> <li>5. Social and health service availability</li> <li>6. Equality</li> </ol>	<ol style="list-style-type: none"> <li>1. Socialization problems</li> <li>2. Sectoral issues</li> <li>3. Lack of awareness and education</li> </ol>	<ol style="list-style-type: none"> <li>1. Animal protection</li> <li>2. Sustainability issues</li> <li>3. (Urban) green/nature protection</li> <li>4. Advising clients</li> <li>5. Data gathering &amp; communication</li> <li>6. Discussions &amp; deliberation</li> <li>7. Creating public awareness and lobbying politics</li> <li>8. Analyzing existing research and legal judgement in the process of policy development</li> </ol>	<ol style="list-style-type: none"> <li>1. Vulnerable people</li> <li>2. Satisfaction of education needs</li> <li>3. Need for leisure activities</li> </ol>
Difficulties encountered by CSOs in solving societal problems/issues				
<ol style="list-style-type: none"> <li>1. Finding financing</li> <li>2. Finding volunteers (&amp; keeping them motivated)</li> <li>3. Lack of time</li> <li>4. Slow change in legislation and policy.</li> <li>5. Lack of knowledge or research</li> </ol>	<ol style="list-style-type: none"> <li>1. Participation /activation of volunteers</li> <li>2. Collaboration with many different stakeholders</li> <li>3. Funding</li> <li>4. Innovative thinking</li> <li>5. Time management</li> </ol>	<ol style="list-style-type: none"> <li>1. Lack of public services</li> <li>2. Lack of collaboration</li> <li>3. Insufficient financial resources</li> <li>4. Lack of information</li> <li>5. Lack of professionals</li> </ol>	<ol style="list-style-type: none"> <li>1. Practical issues</li> <li>2. Other organizations working in conflict with the interest of the CSO</li> <li>3. Addressing various interests of target audience</li> <li>4. Interacting with politics</li> <li>5. Research difficulties: lack of (own) research</li> <li>6. Research difficulties: validity / completeness of CSO's own research</li> <li>7. Research difficulties: where to go with questions?</li> <li>8. Research difficulties: difficult to engage with academia</li> <li>9. Research difficulties: question formulation</li> <li>10. Research difficulties: destination of results</li> <li>11. Research difficulties: contra expertise</li> </ol>	<ol style="list-style-type: none"> <li>1. Lack of resources</li> <li>2. Lack of skills</li> <li>3. Lack of planning</li> <li>4. Relation between theory and practice</li> <li>5. Lack of sensitivity and knowledge in general population</li> <li>6. Discrimination</li> <li>7. Specific people's problems</li> <li>8. Lack of integrated responses to the societal problems</li> </ol>

Trends of collaboration between CSOs and HEIs in terms of research for the future.				
1. Problematic (unbalanced) collaboration trends	1. Impact studies	1. Conducting research	1. No student involvement	1. Need for education and training
2. Successful collaboration trends	2. Knowledge sharing	2. Organizing conferences and events	2. Only attempted	2. Specific studies
3. Trends in end products	3. Product/service development or design	3. Conducting training	3. Positive	3. Social intervention proposals
4. Trends in required student skills	4. Future trends for the CSO and GSC		4. Negative	4. Measuring impact of social intervention
5. Trends in collaboration methods	5. Integration to the society		5. Research process	5. Provision of data
	6. Event/marketing organization		6. Long-term cooperation, 'after-care'	6. Development of new products Partnership
			7. Concerning use of CSO expertise/methods	
			8. Research in student groups	
			9. Research involving experts	
			10. Field study	
			11. Monitoring and evaluating measurements	
			12. Citizen Science	
			13. Collecting (online) data	
			14. Review/ validate	
			15. Support for influencing policy / guidelines	
			16. Influencing/informing (consumer) behavior	
			17. Additional: contribute to student learning	
			18. Creating awareness	
			19. Student skills	

## CONCLUSIONS AND RECOMMENDATIONS

### CSOs profile

The profile of the CSOs dealing with societal challenges is not easy to describe due to the diversity of these organizations. For ENtRANCE project, CSOs were defined as non-governmental, not-for-profit organisations which seek to serve the public interest and address societal problems. In 5 project countries the term CSO is not commonly used, however, the desk study revealed that various types of organization contribute with their activities to the general benefit of particular region and can be identified as CSO: leisure associations, social and healthcare associations, professional and trade associations, associations who take civil action and lobbying and monitor certain group interests, political associations, patient organizations, religious organizations, schools and all kind of foundations, cultural and sport organizations/clubs, personnel communities, neighborhood communities.

Total number of CSOs in 5 project countries is enormous – according to official statistics, it's near to 304 thousand (respectively 87302 in Belgium, 68500 in Finland, 32476 in Lithuania, 61268 in Portugal, 54291 in the Netherlands).

In online-survey of this project, CSOs were mainly represented by associations (58%) and NGOs (29%). Almost half of the respondents were very small organizations having less than 5 employees, however, the other half are bigger organizations having more than 10 employees; the vast majority of respondents are working with volunteers.

The respondents are mainly working in the fields of following societal challenges: *Health, demographic change and wellbeing, Europe in a changing world - inclusive, innovative and reflective societies, Secure societies – protecting freedom and security of Europe and its citizens, Climate action, environment, resource efficiency and raw materials.*

The CSOs indicated, that they mainly aim to inform, support, educate and advise people, which was also confirmed by interviews. Interview analysis revealed that the main problems addressed by CSOs are related to socialization, education and help to vulnerable people. Vulnerable people need support due to their insufficient possibilities to deal with the challenges of everyday life. It is very important to improve person's communication and socialization in order he or she would become more balanced and sustainable. CSOs find very important to be able to inform and educate people and help them to bring out their potential as part of the society around them. However, problems related to need for leisure activities, creating public awareness and lobbying politics are also relevant.

The respondents mainly carry out educational activities, support people and submit suggestions on regulatory documents or policies, but they rarely or never take judicial actions, protest or start debates. This would reflect that CSOs are very hands on within their own domains or fields and rather do the actual work than try to affect the circumstances behind the societal issues.

### HEI collaboration with CSOs through research

#### Ongoing collaboration in project countries

By reviewing official documents and previous studies research team identified that in 5 project countries there are different types of interactions between researchers and CSOs. Particular attention was paid to one of such interactions types – Science Shops model, which is live since a few decades and is considered to be successful in bringing students, researchers and civil society together towards tackling societal problems. Science Shop situation in 5 project countries is different:

- At the moment in the Netherlands, there are 10 Science Shops active at different universities, in 2017 they addressed near 300 societal questions.
- The concept of Science Shop exists already for 15 years in Belgium (Flanders). Currently, 500 organisations are registered in the science shop databank, 290 questions are looking for a student-researcher, 20-30 students per year are working on CSO questions.
- In Finland there are no Science Shops at the moment, however, HEIs collaborate in societal organizations –in 2017 in the RDI activities with the HEIs the third sector represented 13,9 % participation of the total of 13 137 stakeholders (Vainio, 2018; Arene, 2017).

- In Lithuania the concept of Science Shop is still relatively new – currently, 2 Science Shops operate there, the first one established in 2013. Participatory action research is also a quite new approach to research (Jarasiunaite 2015). So it's natural that the cooperation between HEIs and CSO is also not strong yet and needs to be developed.
- There are no Science Shops working in HEIs in Portugal at this moment. However, there are several institutions with offices of support services to the community or with this type of goal in their research projects.

## CSOs needs for research

68% of respondents answered they need to conduct research in order to address societal challenges. However, in different countries, we could observe different trends. In Belgium and Portugal, the vast majority of the respondents believe they need research for their work, whereas in Finland, Lithuania and the Netherlands only half of the respondents indicated they deal with research activities addressing societal challenges. The same situation we observe by examining CSOs willingness to collaborate with HEIs in terms of research. 84,6% Belgian and 84,3% Portuguese respondents were very enthusiastic regarding possible collaboration, whereas, in Lithuania, Finland and Netherland near half of the respondents expressed their doubts about such collaboration. The reasons for doubting about collaboration vary from time management issues to past experiences and also not being sure if students could handle the issues in a sensitive and discreet manner.

The research problems that the CSOs usually face are majorly problems that require expertise in more than one academic disciplines. They are complex or complicated. There are some wicked problems and simple problems as well, so the whole spectrum is represented.

Interviews revealed that the possible future trends of collaboration between CSOs and HEIs in terms of research areas following: product/service development or design, knowledge sharing, measuring the impact of social intervention.

A clear majority of CSOs in need of research are ready to give researchers a full briefing about the problem and would meet researchers on a regular basis to discuss the progress. 65% of the respondents are ready to let the students be in service of the organization for at minimum one day per week, which could lead to more comprehensive collaboration. Running a student-internship seems like something that is more difficult for CSOs to accommodate, as only 37% confirm this possibility. Opinion on monetary compensation is different in various countries: in the Netherlands, Belgium and Finland CSOs are rather willing to cover small costs, but in Lithuania and Portugal vast majority of respondents would not agree to compensate the costs of a research team.

CSOs consider that 5 top skills in order to be able to tackle research problems are as following:: collaboration, openness & transparency, action skills, skills to anticipate future, situational awareness. However, the set of most desired competencies slightly differs in various countries.

## Recommendations to obtain successful CSO-HEI collaboration

### Approaching CSOs

Not all the CSOs realize that a research project does not have to be purely research but can also be a project to implement a service, event or a product. This is one of the points HEIs should remember by starting a new collaboration with CSO.

By approaching CSOs it is important to remember that the organizations are very short in time due to the problems with human resources. So it would be important to be aware of the domain and activity of the CSO and communicate it accordingly. For example, it would be beneficial to create targeted messages to the CSOs in different domains and ask them about their needs with some open-ended questions in order to find out their specific needs.

Some CSOs need help with the formulation of a good research question (starting from the concrete societal challenge they face): the lecturer or science shop mediator should help the CSO with this. In some cases, it could

also help if HEI would not ask to identify a research problem, but would just observe organizations' daily activities, would have a conversation with CSOs representatives and then would „translate“ their findings into research problems.

It would also be beneficial to have some an existing project model to offer in order to convince the CSO that they do not need to use their time any more than necessary in the project and that it is administered effectively. Supervisors/science shop mediators should ensure that students are finally not just adjusting the question so that it better fits them/the needs of their course (instead of the CSOs' needs).

Again, due to the fact that some CSOs consider research nonrelevant for their activity, due to a lack of time and no previous collaboration experiences, it is less likely that CSOs will ask HEIs for help, so HEIs should be proactive by establishing cooperation.

Supervisors'/science shop mediators' attention is required to ensure a balanced 'cost-effectiveness' (effort vs results) of the collaboration for the CSO. Many CSOs feel they put much more effort into the collaboration than getting results out of it. Expectation management is very important here. CSOs should be aware that collaboration always remains a learning experience for the students, so there is a risk that work will not be performed in a professional way.

The CSOs also both value and expect a multi-disciplinary approach from HEIs so collaborating with different faculties should be made as easy as possible. In this, it also helps to have one person in charge and communicate with the CSO in addition to the students conducting the research.

In order to keep the process smooth and build trust, it is necessary to teach students how they should work with CSOs in terms of communication, ethics and time management.

## Outcomes of student research

CSOs are more likely to expect not only some research but rather a solution to some particular problem they face – suggestion for a new model, a creative solution etc. Thus HEIs could think about embedding of educational models allowing to combine research and action resulting in a solution of societal problems.

Many CSOs need tangible product next to academic study text. They need the student to propose (and/or implement) a concrete end product needed by CSO (e.g. exposition, support with start-up social enterprise, web design, campaign plan, etc.). This is a problem for most of the HEI lecturers/researchers/supervisors, who are used to delivering rather academic outcomes. Development and implementation of tangible end products next to academic output should be stimulated by supervisors/mediators and eventually embedded in HEI courses.

CSOs have mentioned it would be important to increase their general visibility in the society and proper communication of research findings could contribute to it. So it would be helpful to teach students how to efficiently introduce their research results to a broader public.

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**Research protocol**  
**CSOs needs study – EnTRANCE project**

**TITLE**

CSO NEEDS STUDY: COLLABORATION WITH HEIS IN COMMUNITY-BASED RESEARCH PROJECTS

**PARTICIPATING PARTNERS**

- VILNIAUS TECHNOLOGIJU IR DIZAINO KOLEGIJA
- LAHDEN AMMATTIKORKEAKOULU OY
- MAIEUTICA COOPERATIVA DE ENSINO SUPERIOR CRL
- VRIJE UNIVERSITEIT BRUSSEL
- WAGENINGEN UNIVERSITY

**BACKGROUND AND RATIONALE**

The grand societal challenges (European Commission, 2018) identified by EU have better chance to be addressed if all societal actors are engaged in solutions' creating process. According to the European Commission 'public engagement (PE) in Responsible Research and Innovation (RRI) is about co-creating the future with citizens and civil society organisations, and also bringing on board the widest possible diversity of actors that would not normally interact with each other, on matters of science and technology'. Thus, interaction between civil society organizations (CSOs) which represent a wide range of interests and ties, and Higher Education Institutions (HEIs) which produce and transfer knowledge, is very important.

CSOs, which are recognized as strategically important participants in the development process and an effective but underutilized vehicle of development (Ghaus-Pasha, 2004), can play an important role in improving governance&regulation, enhancing transparency, responsiveness, inclusiveness and effectiveness. The current societal challenges and their growing complexity, make us realize that the expertise of civil society organisations (CSOs) is more important than ever. Scientific research provides a solid basis to build solutions on, however the lack of resources and (access to) research expertise often hinders CSOs to be involved. HEIs can have an active role in helping CSOs to surpass these obstacles, while engaging in relevant research and boosting key competences in their students and staff.

Since a few decades the Science Shop model (Living Knowledge, 2016) of community-based research (CBR) has been successful in bringing students, researchers and civil society together towards tackling real issues at local and regional levels. Aside from a positive impact on the co-creation of solutions to real world problems, the process of engaging with society has strengthened

both the research process and its outcomes, thereby contributing to research excellence and acceptability of innovation outcomes.

The five HEIs partners in the ENtRANCE project have strongly expressed their needs for innovation and support in the subject. It is expected that the project results will help partners to find ways to support CSOs and HEIs collaboration on solving societal problems, to foster knowledge transfer to the community in answering specific research needs and involving students in community-based projects. The overall aim of ENtRANCE is to enhance social responsibility of and social engagement in Higher Education Institutions (HEIs), more specifically of higher education students, staff and governance, through delivering scientific research support to their local communities. This engaged research will increase competences of both students and staff (lecturers and researchers), increase the position of issues of Civil Society Organizations (CSOs) on the research agenda and contribute to knowledge transfer.

In order to better understand the context and facilitate initial communication with local communities, CSO needs study will be conducted. In 2003 at the start of their Science Shop activities Vrije Universiteit Brussel (VUB) has done a similar study, in which the needs of Brussels CSOs were analysed. After this study no similar analysis was done within the Living Knowledge Network (the network of Science Shops and similar organisations active in public engagement and involvement of CSOs in Research&Innovation).

The CSOs needs study will bring new information on diverse stakeholders needs, allowing HEIs to better address the relation with civil society within their regular activities. Based on local findings, a comparative analysis will be produced which is expected to give directions on the key factors that support public engagement. Openly available on the project website, it will be useful to other HEIs and stakeholders that wish to get involved in community-based research.

The findings of the CSOs needs study will also feed the action training and the handbook – both outcomes within the ENtRANCE project, which will deliver information on key factors that enhance the engaged research process and plans to integrate public engagement (as part of RRI) in curricula of HEIs.

## **TERMINOLOGY**

### **Civil society organisations (CSOs)**

According to the definition provided in Eur-Lex glossary:

*Civil society refers to all forms of social action carried out by individuals or groups who are neither connected to, nor managed by, the State.*

*A civil society organisation is an organisational structure whose members serve the general interest through a democratic process, and which plays the role of mediator between public authorities and citizens.*

The following organisations are broadly recognised as CSOs: non-governmental organisations (NGOs), professional associations, social partners, media representatives, community

groups. There are other types of organisations (e.g. social enterprise), which serve the public interest, but might be not considered as CSOs.

For ENtRANCE project **we define CSOs** as non-governmental, not-for-profit organisations which seek to serve public interest and address societal problems.

## **Societal Challenges**

Societal Challenges – major concerns shared by citizens in Europe and elsewhere, defined by European Commission as following (European Commission, 2018):

- 1) Health, demographic change and wellbeing;
- 2) Food security, sustainable agriculture and forestry, marine and maritime and inland water research, and the Bioeconomy;
- 3) Secure, clean and efficient energy;
- 4) Smart, green and integrated transport;
- 5) Climate action, environment, resource efficiency and raw materials;
- 6) Europe in a changing world - inclusive, innovative and reflective societies;
- 7) Secure societies - protecting freedom and security of Europe and its citizens

## **Science Shop**

A ‘Science Shop’ is an entity that provides independent, participatory research support in response to concerns expressed by civil society. The use of the term ‘science’ here is in its broadest sense, incorporating social and human sciences, as well as natural, physical, engineering and technical sciences (Living Knowledge, 2016).

## **Community based research**

Community based research is research that strives to be (Centre for Community Based Research, 2018):

- community-driven – begins with a research topic of practical relevance to the community and promotes community self-determination;
- participatory – community members and researchers equitably share control of the research agenda through active and reciprocal involvement in the research design, implementation and dissemination;
- action-oriented – the process and results are useful to community members in making positive social change and to promote social equity.

## **RESEARCH QUESTION**

What are the needs of CSOs in terms of societal research questions/issues that could be answered by higher education students?

## **AIM AND OBJECTIVES**

To analyze the needs of CSOs in terms of societal research questions/issues that could be answered by higher education students.

Objectives:

- To identify the topics in which CSOs, dealing with societal issues, need help of the HEI.
- To identify if HEIs can contribute to the solution of public problems through community engaged research.
- To identify desirable initiatives to tackle the problems that CSOs face.

## METHODOLOGY

The CSOs needs study will be conducted using a mixed methods approach:

1. Desk study will include an overview of various official documents, review of reports and CSOs surveys, past research findings and discussions.
  2. Field study will cover two studies:
    - 2.1. Online CSO survey;
    - 2.2. Qualitative interview of the diverse types of CSOs.
1. Desk study will be conducted by reviewing previous studies (if any) and official documents, in order to analyze the situation, focusing on the issues described in the *Desk Study Guidelines* (Annex I.1.).
  2. The foreseen field study will include an online survey and semi-structured interview.
    - 2.1. Online survey will be disseminated to CSOs in 5 countries (Belgium, Finland, Lithuania, Netherlands, Portugal) with the aim to understand if these CSOs are facing research questions that can be answered by higher education students supervised by experienced researchers. It will also include questions about the activities CSOs intend to undertake in the future in order to solve the problems/issues they face. In order to reduce barriers, the survey questionnaire will be translated to partner's languages. The survey and data analysis will be conducted following the *Survey Guidelines* (Annex I.2.1).
    - 2.2. Qualitative interview with 7 CSOs (acting in different fields of Grant Societal Challenges) will be performed in order to get deeper understanding of particular issues, e.g., to learn what would be the desirable collaboration model from CSO perspective, on what topics CSO are focusing, what problems they are solving, how public engagement could be supported. The interviews and collected data analysis will be conducted in accordance with *Interview Guidelines* (Annex I.3).

Each partner will compile the results and findings of the desk study, online survey and qualitative interviews into the national report (in English). On the basis of national reports the leading partner will write the comparative transnational report.

## TIMESCALES

	03	04	05	06	07	08	09	10	11	12	01	Deadline
Research protocol	X											March 15 2018
Feedback on research protocol	X											March 30 2018
Conducting desk study		X	X									May 15 2018
Survey questionnaire to be adjusted and confirmed			X									May 30 2018
Collection of potential respondents' contact information		X	X									May 30 2018
Survey questionnaire to be translated to national languages and dropped in Dropbox				X								June 12 2018
Invite CSOs to complete survey				X								June 20 2018
CSOs completing survey					X	X	X					Sep 30 2018
Communication and recruitment of CSO's for interview					X	X	X					Sep 30 2018
Interviews with CSO's							X	X				Oct 15 2018
Data analysis and national report								X	X			Nov 30 2018
Comparative analysis (transnational report)										X	X	Jan 30 2018

## ETHICAL ISSUES

The study follows ethical principles, such as clarity, voluntariness, privacy, anonymity, confidentiality.

All information obtained during the study will be strictly confidential (unless disclosure would be required by law). The results of the studies will be used in reports, presentations, and publications, but the respondents will be not identified. In the online survey respondents will be asked to provide their contact information in case they would like to start a research project with HEI or in case they would agree to be contacted for further information.

Prior to participating in interview, informants will be asked to read and sign an informed consent document.

After the survey and interview data will be collected, the results of the research will be processed by each project partner and will be presented in a general context of the particular country.

## DISSEMINATION

The findings of the needs study will be disseminated to local stakeholders (CSOs, HEIs, other) through multiplicative events. The main findings will also be included in the ENtRANCE Handbook, which is expected to help other HEIs that wish to strengthen and boost the bridge between

higher education and local communities and perform research based on societal needs. The needs study report and handbook will be freely accessible on the project website.

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## ENTRANCE O2. CSO NEEDS STUDY

### Desk study guidelines

The desk study is a part of the entire needs study, so the findings of this stage will be included in the national report. Nevertheless the desk study is important in order to better understand the current situation and build a proper questionnaire for CSOs survey. So all partners should send the desk study findings to O2 leading partner before 16 May 2018.

It is expected that the desk study report will contain no more than 2500 words (about 5-6 A4 sheets).

Please review the previous studies (if any) and official documents, in order to analyze the situation and answer the questions:

1. Science Shops situation (including community based research (CBR)/participatory research) in your country:
  - a. Number of existing Science Shops or CBR initiatives in your country:
    - 1
    - between 2-5
    - between 6-10
    - more
  - b. When did the first Science Shop(s) start in your country?
  - c. If there are no Science Shops in your country, are there community based research (CBR)/participatory research being done?
  - d. What kind of problems are mainly solved through CBR/Science Shops projects?
2. Profile of the CSOs dealing with societal problems/challenges:
  - a. Total number of CSOs in your country
  - b. In what domains of Societal Challenges do CSOs act?
  - c. Which ways CSOs usually use to address societal problems (educating, lobbying, protesting, advising, etc.)
3. HEI collaborations with CSOs through research, in terms of addressing Societal Challenges.

Please provide references to the evidences (sources of information) in accordance with APA citation style.

## **ONLINE SURVEY GUIDELINES**

### **(QUANTITATIVE RESEARCH METHODOLOGY)**

In order to analyze the needs of CSOs in terms of societal research questions/issues that can be answered by the teams of students/teachers/researchers a survey questionnaire is prepared, taking into account the findings of the desk study.

The online survey aims to:

- To identify the topics in which CSOs, dealing with societal issues, need help of the HEI.
- To identify if HEIs can contribute to the solution of public problems through community engaged research.
- To identify desirable initiatives to tackle the problems that CSOs face.

### **Sample size**

In order to ensure the reliability and representativeness of the research results, a sample size is determined. For this study the chosen confidence level is 95%, the tolerance for accuracy (margin of error) is 5%. The probability random sampling method is used, when each CSO have equal probabilities of being chosen.

The population of the study consists of all CSOs operating in all partner countries (the number of CSOs in each country will be determined during the desk study). In order to calculate the sample volume for whole study, an online sample calculator will be used:

<https://www.checkmarket.com/sample-size-calculator/>

### **The questionnaire**

The quantitative research instrument – the questionnaire consists of introduction and 3 blocks of descriptive questions. The questionnaire contains closed-ended and open-ended, direct and indirect questions divided into 3 blocks.

*The Introduction* briefly presents the purpose of the study, the investigators, the expected time to complete the survey and emphasizes the confidentiality.

*The CSO Profile* section consists of questions revealing the organization's type, size, objectives, societal challenges it address.

*The Way of Addressing Societal Problems* section will help to identify what kind of actions do organizations take in order to solve the problems/issues they face, what type of research problems they mostly face.

*Collaboration with HEIs in the Matter of Societal Research Questions* section is aimed to reveal how teams of students and researchers could contribute in solution of societal problems.

## Conducting the survey

The final questionnaire will be translated to partners' languages in order to remove language barrier and increase reach of the respondents.

The translated questionnaire should be placed in Dropbox by the 12<sup>th</sup> of June.

Each partner will create an online survey and write a cover letter in national language taking into account the national context. Partners will send the invitations to CSOs of their country not later than by the 20<sup>th</sup> of June.

After collecting data, each partner will export the data to Excel file and place it in Dropbox: outcomes/O2 needs study/ CSO survey.

Partners will conduct an analysis of the collected data and will prepare the national report in English.

## Presentation of the results

The questionnaire data will be visualized and presented in graphs, which is an appropriate tool for describing, analyzing or summarising numerical data. In order to ensure consistency in the preparation of a transnational report, it is suggested to use the following type of graphs for data presentation:

Question No.	Data presentation	Remarks
1.	The Pie chart	
2.	The Pie chart	
3.	The Pie chart	
4.	The Pie chart	
5.	The Pie chart	
6.	The Pie chart	
7.	Horizontal bar graph	Open-ended question should be presented separately in horizontal bar graph.
8.	Horizontal column diagram	Open-ended question should be presented separately in horizontal bar graph.
9.	Vertical bar graph	
10.	Horizontal column diagram	
11.	Vertical bar graph	Open-ended question should be presented separately in horizontal bar graph.
12.	Vertical bar graph	
13.	Horizontal bar graph	Open-ended question should be presented separately in horizontal bar graph.
14.	Horizontal bar graph	

15.	The Pie chart	
16.	The Pie chart	
17.	The content of the answers should be carefully studied and then fitted into a pattern of categories, which is developed after the responses have been studied. These categories allow some degree of quantification.	Open-ended question should be categorized and presented by categories in horizontal bar graph.
18.	Horizontal bar graph	Open-ended question should be presented separately in horizontal bar graph.
19.	-	The names of CSOs shouldn't be included in the report.
20.	-	The contact data can not be included in the report.

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## **CSO NEEDS STUDY: COLLABORATION WITH HEIS IN COMMUNITY-BASED RESEARCH PROJECTS**

The purpose of this survey is to analyze the needs of Civil Society Organizations (CSOs) in terms of societal research questions/issues that can be answered by higher education students.

The survey is conducted in 5 countries (Belgium, Finland, Lithuania, Netherlands, Portugal) within the European ENtRANCE project (with the support of the Erasmus+ programme of the European Union).

Your participation will involve answering questions about the needs of your Civil Society Organisation in terms of conducting community-based/participatory research by addressing societal issues. Completion of the survey will require approximately 10 minutes of your time.

The information provided by you will be used for research purposes only. We guarantee your privacy, your responses will never be displayed individually, the information will not be used for commercial purposes. Your participation in this study is entirely voluntary and you have the right to withdraw at any stage of research. If you would like to do so, please contact us, and we will erase the data collected from you.

If you have any questions regarding the survey, or you have any concerns regarding your rights as a participant in this study, please contact \_\_\_\_\_, email \_\_\_\_\_, tel. \_\_\_\_\_

Your e-mail is requested for control purposes in order to avoid duplication. This and other data will be treated according to EU Legislation (Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016).

Email address \*.....

**I have read and understood this informed consent, I do consent to participate in the study by completing the questionnaire and agree with data processing for research purpose.**

- Yes
- No

## CSO PROFILE

1) Which type of Civil society organization (CSO) do you represent?

- Association
- Non-governmental organization (NGO)
- Community-based group
- Other: .....

2) How long does your organization exist?

- Less than a year
- Between 1 year and 3 years
- More than 3 years

3) What is the size of your organization?

- Less than 5 employees
- Between 6 and 10 employees
- More than 10 employees

4) Is your organization working with volunteers?

- Yes, we're only volunteers (voluntary organization)
- Yes, partly
- No, there are no volunteers at all

5) What is the objective of your organization (please mark no more than 3 answers)?

- Supporting
- Informing
- Education
- Prevention
- Protest/opposition
- Lobbying
- Advising
- Other: .....

6) How many people in your region face the problems you deal with?

- Less than 50 persons
- Between 50 and 100 persons
- Between 100 and 200 persons
- More than 200 persons
- No idea

7) Does your organization address any of the following Societal Challenges (multiple answers are possible)?

- Health, demographic change and wellbeing

- Food security, sustainable agriculture and forestry, marine and maritime and inland water research and the bioeconomy
- Secure, clean and efficient energy
- Smart, green and integrated transport
- Climate action, environment, resource efficiency and raw materials
- Europe in a changing world - inclusive, innovative and reflective societies
- Secure societies - protecting freedom and security of Europe and its citizens

Can you please specify which problems/issues your organization address most often:

.....  
 .....

**THE WAY OF ADRESSING SOCIETAL PROBLEMS**

8) How often did your organization take actions listed below to solve the problems/issues it faces?

	Many times	Sometimes	Fewer times	Rarely	Never
Submitted suggestions on regulatory documents and policies					
Carried out educational activities (held a lecture, organized a conference, other)					
Protested (e.g. started a petition, manifestation/march, made a complaint, other)					
Started a debate/discussion					
Took judicial action					
Developed a new solution					
Support people in terms of goods, services or ideas					

Other (please feel free to write us more about the actions you take to solve the problems/issues):

.....  
 .....

9) Does your organization need to conduct research in order to address societal problems? (if no, please proceed to question 19)

- Yes
- No

10) What type of research problems do you face mostly?

	Many times	Sometimes	Fewer times	Rarely	Never
Simple problems: requiring expertise from a single academic discipline					
Complicated problems: requiring expertise from two or more academic disciplines					
Complex problems: requiring the blending of multiple expertise from various academic disciplines and the practical insights from society					
Wicked problems (very ambiguous problems which are hard to solve): requiring the blending of multiple					

expertise from various academic disciplines and the practical insights from society, as well as capabilities to handle uncertainties and ambiguities.					
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**COLLABORATION WITH HEIS IN THE MATTER OF SOCIETAL RESEARCH QUESTIONS**

11) Would you like to collaborate with HEIs by conducting research? (if no, please proceed to question 19)

- Yes
- No
- I don't know

If no, could you please tell us about the reasons: .....

12) Do you think some of the challenges your organisation is dealing with could be addressed by students? (if yes, please proceed to question 14):

- Yes
- No
- I don't know

13) Why do you think a student could not address the challenges your organisation is dealing with:

	Agree	I don't know	Disagree
I am not sure that students are competent enough to carry out research in a proper way			
I am not sure if a student will finish his research			
I am not sure whether a student will adhere to the requirements of confidentiality			
I do not have enough time to support a student			

Other reasons .....

14) Would your organization be willing to support research conducted by the team of students/ teachers/researchers by:

	Yes	No	I don't know
giving the team of students/ teachers/researchers a full briefing about the problem			
letting the student-researcher be in service of the organization for at minimum one day per week			
letting the student-researcher run an internship at the organization			
meeting with the team of students/ teachers/researchers on a regular basis to talk about the progress of the research			
compensating for the costs made by the team of students/ teachers/researchers (e.g. public transport, printing costs)			

15) Which amount would your organization be prepared to contribute in the research expenses?

- none



- less than 100 Eur
- between 100 and 250 Eur
- between 250 and 500 Eur
- over 500 Eur

16) When you would like the research to be finished?

- within 3 months
- within 6 months
- after 6 months or more

17) If you would like to offer a research topic for students, please specify your question/issue:

.....

18) Are the following skills of students (and supervisors) relevant for tackling your research problem?  
(multiple answer is possible)

	Yes	No	I don't know
Skills to anticipate futures			
Pro-activity			
Self-awareness			
Situational awareness			
Empathy			
Ethical thinking			
Disruptive thinking			
Multi-perspective & inter-cultural communication			
Skills in fostering participation and inclusion of various stakeholders			
Collaboration			
Openness & Transparency			
Navigating Complexities			
Adaptability			
Action skills			

Other (*please specify*) .....

19) If you know other organizations dealing with the same problems/issues, could you please mention their names:

- Organization 1: .....
- Organization 2: .....
- Organization 3: .....

20) Would you agree to take part in further community based research in order better to understand the problems and needs of other CSOs? If so, please provide your contact details:

- The name of organization.....
- The name of contact person: .....
- Telephone number .....

- Email .....

Thank you for your valuable input.

SUBMIT

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## **CSO NEEDS STUDY – Interview Guidelines**

In order to gain more insight and better understand the current and desired collaboration between CSOs and HEIs in terms of research, a qualitative research is carried out, which will supplement the results obtained in the quantitative study.

In the qualitative research the semi-structured interview method will be applied. Under this format, the interviewer will follow interview guide, but will also allow the conversation to flow naturally – the order of the questions in each interview will depend on the conversation's progress and on the opinion expressed by the interviewee. Besides, the interviewer can ask additional questions to gain greater detail in the responses.

### **Recruitment of participants**

At least 7 CSOs will be interviewed in each country (Belgium, Finland, Lithuania, Netherlands, Portugal). The diversity of CSOs will be selected based on the following variables:

- CSO type:
  - Association
  - Non-governmental organization (NGO)
  - Community-based group
  - Other (e.g. voluntary organization)
- CSO size:
  - Less than 5 employees
  - Between 6 and 10 employees
  - More than 10 employees
- CSO replies to the other questions in the survey (e.g. CSO expressed great willingness to collaborate or CSO would like to offer interesting research topics for students).

Once the selection of CSOs is made, partners will schedule face-to-face/ telephone/skype 30 minutes interviews with the representatives of CSOs.

Interviews should take place in the period between June 2018 – October 2018.

### **Interview questions**

1. CSO PROFILE: type and size.
2. NEEDS FOR RESEARCH:
  - 2.1. Can you please specify which societal problems/issues your organization tackles most often?

(e.g. *supporting homeless people and individuals who have experienced domestic violence*  
or

*educating community members about the greener lifestyle*

or

*attempting to influence government to improve legislation on the product reuse and recycling).*

2.2. What difficulties is your CSO facing in solving societal problems/issues?

2.3. In what respect does your organization need scientific support?

3. CURRENT COLLABORATION WITH HEIs:

3.1. What is your experience of collaboration with HEIs in terms of research? Can you give an example?

4. FUTURE COLLABORATION WITH HEIs:

4.1. Please describe what you would consider an effective collaboration with HEIs?

4.2. What kind of problems/issues your organization deals with could be addressed through collaboration with HEIs in terms of research?

4.3. Could you describe the most important skills students need in order to conduct a good research for your organization?

For example:

- Skills to anticipate futures
- Pro-activity
- Self-awareness
- Situational awareness
- Empathy
- Ethical thinking
- Disruptive thinking
- Multi-perspective & inter-cultural communication
- Skills in fostering participation and inclusion of various stakeholders
- Collaboration
- Openness & Transparency
- Navigating Complexities
- Adaptability
- Action skills
- Other (*please define it here*) .....

**Interview structure**

Before the interview begins, ask the interviewee if the session can be recorded.

1. Introduction – please introduce yourself and the ENtRANCE project, explain the purpose of the interview, why the CSO has been chosen, and the expected duration of the interview.
2. Informed consent – explain how the information will be kept confidential,. If interviewee has consented, conduct the interview.

3. Interview – please use a set of predefined questions, but allow yourself to stay with the interviewee as the process unfolds (e.g. If a participant gives an answer relating to a question you have not yet asked, record the answer and avoid repeating the question later).
4. Interview conclusion - the interviewee should be thanked for their time and information.

The interview should take no more than 30 minutes and has to be recorded.

1. Introduction	<p><b>START RECORDING</b></p> <p>Hello, my name is ____ and I will conduct the interview, which is part of CSOs needs study. This study is conducted in 5 countries (Belgium, Finland, Lithuania, Netherlands, Portugal) within the European ENtRANCE project (with the support of the Erasmus+ programme of the European Union).</p> <p>The purpose of this interview is better to understand the current and desired collaboration between CSOs and HEIs in terms of research. The interview will take maximum 30minutes.</p> <p>I would like to encourage you honestly to express your opinion. In this way we will be able better understand your needs and build effective collaboration. In case something is unclear or we are asking you a question you don't want to answer, please tell me.</p> <p>We would like to inform you that the interview will be recorded, just in this way we can register your replies as correct as possible.</p>
2. Informed consent –	<p>Involvement in the study is voluntary, so you may choose to participate or not. Please feel free to ask any questions that you may have about the research; I will be happy to explain anything in greater detail.</p> <p>The information provided by you will be used for research purposes only. We guarantee your privacy, your responses will never be displayed individually, the information will not be used for commercial purposes. In any reports we write or any presentations that we make, we will use a made-up name for you, and we will not reveal details. Your answers will be only used for research purposes and will be kept for 5 years (until June 2023) at .....name of insitution.....</p> <p>You have the right to withdraw at any stage of research. If you would like to do so, please contact us (<a href="mailto:.....@.....">.....@.....</a>), and we will erase the data collected from you.</p> <p>Have you understood this ‘informed consent’ and do you agree with participation and data processing in the frame of this study?</p>
3. Interview	1. CSO PROFILE: type and size.

2. NEEDS FOR RESEARCH:

2.1. Can you please specify which societal problems/issues your organization tackles most often?

*(e.g. supporting homeless people and individuals who have experienced domestic violence*

*or*

*educating community members about the greener lifestyle*

*or*

*attempting to influence government to improve legislation on the product reuse and recycling).*

2.2. What difficulties is your CSO facing in solving societal problems/issues?

2.3. In what respect does your organization need scientific support? For which above-mentioned issues there is a need of research?

3. CURRENT COLLABORATION WITH HEIs:

3.1. What is your experience of collaboration with HEIs in terms of research? Can you give an example?

4. FUTURE COLLABORATION WITH HEIs:

4.1. Please describe what you would consider an effective collaboration with HEIs?

4.2. What kind of problems/issues your organization deals with could be addressed through collaboration with HEIs in terms of research?

4.3. Could you describe the most important skills students need in order to conduct a good research for your organization?

For example:

- Skills to anticipate futures
- Pro-activity
- Self-awareness
- Situational awareness
- Empathy
- Ethical thinking
- Disruptive thinking
- Multi-perspective & inter-cultural communication
- Skills in fostering participation and inclusion of various stakeholders
- Collaboration
- Openness & Transparency
- Navigating Complexities
- Adaptability
- Action skills
- Other *(please define it here)* .....

	<p><i>As interviewee spontaneously talks about the key aspects of interview topic, you can invite him/her to elaborate further, clarify, or provide more detail by using follow-up questions, such as:</i></p> <p>5. Could you say some more about that?  6. What do you mean by that . . . ?  7. You mentioned ..... Please tell me more about that.  8. You said that... Please help me to understand what was going on.  9. Please give an example</p>
<b>4. Interview conclusion</b>	<p>Closing questions:</p> <ul style="list-style-type: none"> <li>- Have we missed something you think is important?</li> <li>- Is there anything you would like to add?</li> </ul> <p>Thank you very much for your valuable input.</p>

## Data analysis

After each interview, the audio should be transcribed into a typewritten copy (before starting transcription a made-up name for a particular interviewee should be assigned). It is important accurately represent each speaker's words and speech patterns – transcribed data should not be edited (improving the sentence structure and grammar), unless it would be necessary to make the text readable (e.g. correct spelling of words should be used, even if they were not pronounced quite that way).

Content analysis is performed by developing categories and subcategories. The proposed categories are:

1. Societal problems/issues addressed by CSOs.
2. Difficulties encountered by CSOs in solving societal problems/issues.
3. Trends of collaboration between CSOs and HEIs in terms of research.

Subcategories will be developed during the interview. By interpreting the data, the made-up name and the reference number (e.g. Rasa, 3) should be provided. Data collected during interviews should be presented in the table as follows:

Category	Subcategory	Confirmatory statements
Societal problems/issues addressed by CSOs.		„XXXXXXX <...> YYYYYYYYYY“ [Mantas, 36] „ZZZZZZZZ“ [Tadas, 28]
		„AAAAAAA <...> BBBBBBBB“ [Neri, 45; Renata, 10]
Difficulties encountered by CSOs in solving societal problems/issues.		„XXXXXXX <...> YYYYYYYYYY“ [Mantas, 26] „ZZZZZZZZ“ [Tadas, 28]

Trends of collaboration between CSOs and HEIs in terms of research		„XXXXXXXX <...> YYYYYYYYYY“ [Mantas, 26] „ZZZZZZZZ“ [Tadas, 54]
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