ENtRANCE

COMMUNITY BASED RESEARCH (CBR) STUDENT PROJECTS - SOCIETAL IMPACT EVALUATION

March 2019

TRANS-NATIONAL REPORT

Jozefien De Marrée, Prof. Liesbeth De Donder

Vrije Universiteit Brussel

Lèneke Pfeiffer, dr. Valentina Tassone

Wageningen University

Sanna Vihersaari

Lahti University of Applied Sciences

Co-funded by the Erasmus+ Programme of the European Union

EXECUTIVE SUMMARY

Through community Based Research (CBR) projects, students collaborate with Civil Society Organisations (CSOs) on a societal topic, supervised by an experienced researcher. In some higher education institutions, CBR student projects are supported by Science Shops: intermediary mechanisms in between students, CSOs and supervisors/lecturers. CBR projects are aiming for societal impact, but how do CSOs evaluate the projects they have been involved in and students they have collaborated with? Have the project results been useful to them and impacted their (way of) work?

Within the ENtRANCE project (2017-1-BE02-KA203-034736, co-funded by the Erasmus+ programme of the EU) Vrije Universiteit Brussel (VUB-BE), Wageningen University & Research (WU-NL) and Lahti University of Applied Sciences (LUAS-FIN) have surveyed (72) and interviewed (23 of) their CSO partners in order to measure the benefits and impact of Science Shop/CBR student projects, by addressing both an outcome and process perspective. While CBR projects at VUB and WU are supported by a Science Shop since decennia, in LUAS CBR takes place through direct contact between lecturers (and subsequently their students) and CSOs – without Science Shop support.

Following the interviewed/surveyed CSOs, CBR student project results lead to a better understanding of the societal topic in the first place and are useful for internal communication/use in a second place. The majority of CSOs expressed their satisfaction with the research results and most of them consider their goals reached with the delivered research results. The most frequent action taken with the research results in all three countries is internal communication.

CSOs appreciate CBR projects because it's offering free research and time, it's based on a (sometimes seldomly earlier researched) topic originating in their community/practice and because it's scientifically valid. Furthermore, they welcome fresh student ideas and perspectives. In general, CSOs are pleased with their Science Shop/institutional CBR contact and open for more regular collaboration thanks to the structured process, coordination & administrative support they offer, together with care & enthusiasm. They also

appreciate the project flexibility along the way and welcome new insights and developments but combined with academic time schedules this also implies the danger of delay in their opinion.

Most CSOs are pleased with the general research process and start meetings. On the other hand, VUB and LUAS CSOs reported on a lack of communication between students and CSOs in some CBR projects. Almost 95% of VUB CSOs agree with implementing an intermediate meeting (in general or in case problems arise) – with student, CSO and Science Shop. CSOs appreciate working with students because of three reasons: their fresh ideas & energy, intrinsic motivation and topic commitment and the fact that they are able to work proactively and relatively autonomous. Student skills CSOs value most within collaborations are General research skills, Collaboration skills, Situational awareness and Openness & transparency.

Taken into account the different way of CBR work in the three involved institutions – supported by Science Shop or not, one could wonder: **What is and/or could be the role of a Science Shop in this impact story?**

Although 84% of VUB and WU CSOs that completed the survey confirm that Science Shops have added value, LUAS CSOs don't seem to miss the intermediate structure very often. Pleased LUAS CSOs are the highest in number (compared to VUB and WU ones) when it comes to the goals reached by the research (although an even larger LUAS percentage doesn't remember this anymore) and the broadened university network. Furthermore, 81% of LUAS CSOs is open for regular collaboration, compared to 71% of VUB CSOs and 50% of WU CSOs. Also, 50% of LUAS CSOs knows the institutional CBR services through a university contact, which means those are widely known and promoted through university staff.

But in some cases the existence or lack of a Science Shop may have impact. When it comes to the accessibility of lecturers/Science Shop, the lower LUAS rates could be the consequence of the absence of a clear way of work to collaborate with LUAS students and lecturers. On the other hand, the lower VUB rates (65%) could be the consequence also of the absence of a newsletter, updated website, social media account etc. – compared to the high WU rates (91%). CBR taking place directly through lecturers and supervisors, without support of an intermediary mechanism or Science Shop – like in LUAS, seems to cause a lack of continuous CBR evaluation, monitoring and overview within the institution.

Also, the lower and more anonymous survey and interview response rate of LUAS compared to VUB and WU may be related to the fact that LUAS CSOs were invited by a LUAS staff member they are not familiar with, whereas VUB and WU CSOs were invited by the Science Shop contact person they may have been in touch with earlier. Known and reliable Science Shop intermediaries may be important in this CSO networking frame, but one could also argue that the LUAS response rate would be higher in case the in CBR projects involved lecturers would have invited the CSOs they have been collaborating with earlier. Furthermore, considering the average FTEs in the CSOs the involved partners are working with and the main Science Shop focus on not-for-profit organizations, one could say that smaller and voluntary CSOs may benefit from the existence of Science Shops.

Some VUB and WU CSO's felt a need for support with the implementation of the outcomes. But one could wonder if such an implementation support belongs to Science Shop's responsibility. This could count as a side effect of the existence of a Science Shop: creating too many/high expectations from CSOs…

Contents

Introduction: ENtRANCE project – Science Shops/CBR

Through Community Based Research (CBR), a collaborative approach to research that equitably involves all partners and recognizes the unique strengths that each brings, students conduct research with Civil Society Organisations (CSOs) as part of their curriculum. The research question is provided by CSOs and research is undertaken with and for the community. (O'Mahony, C., Burns, K. and McDonnell, C., 2014). In some higher education institutions, CBR student projects are supported by Science Shops: small entities that carry out research in a wide range of disciplines, usually free of charge, on behalf of local civil society. Those entitites are often based in higher education institutions, where research is done by students as part of their curriculum – under the supervision of experienced researchers (Living Knowledge, 2018). Although Science Shops have existed for decades, their existence is constantly under pressure (Martin & Mckenna, 2011). One way to evaluate CBR projects and the involved Science Shops, is a study of the societal benefits. CBR projects are aiming for societal impact, but how do they impact the CSOs they have collaborated with? And: what is or could be the role of Science Shops in those projects?

This study is part of the ENtRANCE project (2017-1-BE02-KA203-034736, co-funded by the Erasmus+ programme of the European Union) of five European higher education institutions: Vrije Universiteit Brussel (VUB, BE), Wageningen University & Research (WU, NL), Lahti University of Applied Sciences (LUAS, FIN), Instituto Universitário da Maia (ISMAI, PT) and Vilnius College of Technologies and Design (VTDK, LT). ENtRANCE proposes a flexible learning approach involving students and researchers in CBR projects with CSOs. Project partners VUB, WU and LUAS were involved in this study, because their CBR activities with

students have been going on for at least a decade now. CBR activities within VUB and WU are supported by established Science Shops while CBR within LUAS directly takes place between lecturers/students and CSOs, without Science Shop support. After a scoping desk study, those three ENtRANCE partners have surveyed and interviewed the CSOs they have been collaborating with within successful projects in the past, until (and excluding) 2018. Simultaneously, a study of CSO needs was done in the five partner countries, to identify local CSOs and their actual research needs. Both the needs analysis and the impact analysis will feed into the following steps of the ENtRANCE project, which are an action training, Science Shop case studies and the development of a handbook.

In order to measure the benefits and impact, this study has focused on the dissemination and exploitation path, by addressing both an outcome and process perspective. What has happened with the research results of student projects in collaboration with CSOs? To which extent was useful (academic) knowledge delivered through students/staff research for the CSO? How do the stakeholders evaluate the collaboration with the Science Shops and the students? Both the outcome as process evaluation have resulted in conclusions on Science Shop/CBR benefits which can in turn improve related educational activities.

This transnational report summarizes and compares the local findings of the three involved partner institutions, which will enable to detect communalities and differences between CBR with students – supported by Science Shops or not, not for the simple sake of comparison but rather to facilitate mutual learning.

1. Methodology

Desk study

The participating higher education institutions in Brussels (VUB), Wageningen (WU) and Lahti (LUAS) have different ways of work and characteristics. To start with, each involved institution has collected quantitative data on their own way of CBR work: How many successful CBR projects have been undertaken up until 2018? How many CSOs, students and supervisors were involved? How many societal issues were submitted and became research topics? Which part has been answered? Which outcomes were produced)? How is the evaluation being done at present?...

Survey

Through a survey translated in 2 languages (Dutch and Finnish), CSOs were asked questions about the outcomes (i.e. actual impact of the resulting study) and the process (i.e. satisfaction with the collaboration). For this purpose, an online survey in Qualtrics was co-designed by all involved higher education institutions and circulated by mail to CSOs they have collaborated with and that have led to actual, successful projects (student(s) passed with 10/20 at least). In case the CSO had collaborated several times with the Science Shop or lecturer, CSOs were asked for a general overview of those collaborations.

Interviews

Furthermore, each of the three partners has performed telephone interviews with a selection of CSOs to gain deeper insights. In order to recruit CSOs for these interviews, the final survey question asked if they agreed to be contacted to participate in a telephone interview of max. 30mins about their CBR/Science Shop experience(s). The aim was to select 10 CSOs for each country, out of the ones that agreed with participation, but since in the LUAS case only 5

agreed, only half of the envisioned interviews with Finnish CSOs have taken place. Out of the CSOs that did agree with an interview, VUB and WU selected CSO's (of different types and sizes, different kind of results etc.), to guarantee a diverse representation. Despite 16 agreements in the survey on both sides, VUB and WU also only managed to have 9 interviews each, due to staff changes and CSOs that didn't reply. Finally, 23 interviews have taken place, using the same interview guide.

	VUB	**WU**	**LUAS**
CSOs who participated in survey	34	22	16
CSOs agreed with interview (final survey question)	16 (47%)	16 (73%)	5 (31%)
CSOs participated in interview	9	9	5

Characteristics CSOs interviewed by VUB

NR	**CSO Domain(s)**	**#FTE**	**#successful Science Shop collaborations**
1	All (equal rights for women & men)	10	2
2	All (cognitive accessibility)	1	1
3	Youth work	23	4
4	Culture/literature	10	4
5	(Mental) health & wellbeing	1	9
6	Culture/museum	7.8	2
7	Inclusive society	20	17
8	Health and wellbeing	2.6	16
9	Health and wellbeing	8	1

Characteristics CSOs interviewed by WU

NR	**CSO Domain(s)**	**#FTE**	**#successful Science Shop collaborations**
1	Health and wellbeing	8	1
2	Other (Cultural Heritage)	0	1
3	Food security, sust. food production & forestry....	0	1
4	Health and wellbeing, food security..., climate & environment…	0	1
5	Other (river fish stock measurement)	0	1
6	Health and Wellbeing	0	1
7	Health and Wellbeing	0	2
8	Other (Cult. heritage)	0	2
9	Food security, sust. food production and forestry....	6	1

Characteristics CSOs interviewed by LUAS

NR	CSO Domain(s)	#FTE	**#successful Science Shop collaborations**
1	Health and wellbeing	50	5-10
2	Health and wellbeing	0	No data
3	Health and wellbeing	3	1-5
4	Support and integration	0	20+
5	Health and wellbeing, Employment, Education, Food bank	130	10-20

Furthermore, a hybrid approach of deductive and inductive thematic analysis was used to analyse the interview data. Through this, in each involved country themes were identified to understand the experiences of the CSO and strengthen the collaboration with them.

- For the **deductive analysis**, the interview scheme was used for the development of the first code manual. Consequently, these codes were the same for all three countries.
- The **inductive analysis** was used to create subcodes. By this more interpretive process new names were given to subcodes, trying to discover categories in all data concerning one code. These new subcodes were derived from the data and could differ in all three countries. After one month of analysing in each country, the different code trees were discussed and aligned with each other during a Skype session.

As a result of the abovementioned analyses and discussions with the partners, each partner obtained a unique code book as a basis for the separate interview analyses, but with a similar structure, because of the identical interview questions in order to be able to compare the results.

2. CBR activities and support (desk study results)

The involved institutions in this evaluation have different ways of supporting CBR with students, different structure and experience. The desk study therefore provides a description of the three partners and the comparison between them.

topic	**VUB (Belgium)**	**WU (Netherlands)**	**LUAS (Finland)**
Science Shop Start	2003	1985	/ (no Science Shop)
Science Shop staff	1FTE	1.2FTE	/
Commissioners	Non-profit	Non-profit, mostly voluntary organisations	Profit & non-profit
Successful CBR student projects until Oct'18	235	347	Data missing
Continuous evaluation	Evaluation form sent after completed project (low reply)	Survey & face-to-face meeting (irregular)	None

Kind of projects	Master theses	Master & Bachelor theses, internships, group projects	Master & Bachelor theses, internships

WU Science Shop counts as the most experienced, most well-organized, institutionally embedded CBR support, staffing 1.2 FTEs and having access to many resources, while the VUB Science Shop is younger, less institutionally recognized, less supported and slightly smaller. CBR in LUAS takes place directly through lecturers and supervisors, without support of an intermediary mechanism or Science Shop, which causes the lack of continuous institutional CBR evaluation, monitoring and overview. Science Shops seem to primarily focus on not-for profit organizations, in contrast with the broader LUAS focus – including profit organisations.

VUB – Wetenschapswinkel Brussel

Stakeholders (2003-2017)

- 203 VUB **Master students** in 19 disciplines (mainly social sciences)
- 144 **Civil Society Organisations** (CSOs)
- 55 **academic supervisors** (VUB researchers)
- Intermediated by a **Science Shop** staffed with 1-2 FTEs from the start in 2003 until 2017

Way of work

CSOs register in the Science Shop database and submit research topics that are being accepted in the Science Shop database in case they are suitable for student research. Once a student is interested in a certain topic, the Science Shop brings him/her in touch with the CSO to present themselves and a collaboration. In case they decide to collaborate, the student searches a supervisor. Once a supervisor is found, the Science Shop hosts a start meeting with the student, CSO, supervisor and Science Shop to plan the study, make further agreements and tune expectations. After the start meeting, the student keeps in touch with the CSO on the one hand and the supervisor on the other hand while doing the research. The Science Shop checks how things are going with the student, but the CSO contact mainly depends on them. Once the research is finished, the Science Shop asks the CSO for an evaluation, sends them the hard copy of the study and publishes this on their website (if all involved parties agree) – which is the end of the collaboration.

Present evaluation/impact tracking with CSOs

During the final stage of each Science Shop case, the Science Shop sends a short evaluation form to the CSO. The Science Shop tries to take into account returned comments on a daily base but the few replies often are too vague to take concrete measures and an overview is missing. Approximately half of the involved CSOs isn't returning these forms, despite reminders.

Link with educational/curricular activities

Type of	**Short description**
MA thesis	Dissertation of students at the end of their VUB career

WU – Wetenschapswinkel Wageningen

Stakeholders (2006-2017)

- 161 CSO's as commissioner and through advisory committee involved parties for example municipality members/ business/SMEs, government, waterboard, nature conservation…
- Within WU:
  - 2 part time Science Shop coordinators
  - researchers, teachers
  - 823 students
  - 237 supervisors
  - education project services providing lecturers with cases from society

  - project leaders (every project is managed by a WU researcher or lecturer)
  - advisory board (people from every (5) WU dept, students, supervisors and CSOs)
- The annual project budget of the WU Science Shop in 2018 (since 2006) is 424Keuro, excluding a coordination budget of another 125Keuro.

Way of Work

The basic approach of the WU Science Shop is demand driven, based on a problem experienced by a CSO. Once a question is submitted, the Science Shop hosts an intake meeting with the CSO and an interested researcher, resulting into (re)formulation of the research question or into the decision not to contribute with scientific research. Afterwards, a feasibility study is carried out, resulting into a project proposal. This proposal is discussed during the project start meeting with the members of the advisory committee, consisting of the project leader, student(s), CSO member(s), sometimes WU researchers, external stakeholders/actors and the Science Shop coordinator to plan the project, make further agreements and fine-tune expectations. After this start meeting, student(s), supervisor(s), CSO members and project leader are closely working together while the Science Shop coordinator monitors the research process by participating in the advisory committee meetings.

Once the research is finished and the advisory committee agrees upon the output the CSO is asked to host a meeting/event to share the research outcomes and possible options for implementation. The written research results are shared and are made accessible through the Science Shop website. To end with, the Science Shop coordinator and CSO meet for a final evaluation meeting. Recently, the Science Shop was advised by the WU board to get back to the CSO after a period of three years to trace what the CSO has done with the research results. This will start in 2019.

Present evaluation/impact tracking with CSOs

The evaluation of projects is done irregularly on a voluntary basis on initiative of the project leader. Two models are applicable, a digital survey or a face to face evaluation meeting with the commissioner researchers and coordinator. The results are saved in a digital map and sometimes used in the annual reports of the Science Shop.

Link with educational/curricular activities

Type of educational/curricular activity	**Short description**
Msc Thesis	36 ects
Bsc Thesis	12, 18 or 24 ects
Internship	18 or 24 ects
Consultancy project work	6 ects
Msc course Facilitating Interactive Processes (group)	6 ects
Bsc course Environmental Project Studies (group)	12 ects
Bsc Studio Urban Design	6 ects
Msc Studio Regional Landscape Architecture: Systems Approach	6 ects
Msc Settings for Health promotion	6 ects

Lahti UAS

There is no established Science Shop in LUAS, faculties carry out their own CBR independently. In 2017 e.g., the faculties of Business and Hospitality Management, Social and Health Care and Faculty of Technology have had co-operation with CSOs but an overview is missing.

Stakeholders (2012-2017)

- students – usually carry out the research either as a part of their thesis or project work
- supervisors – supervise the student's work, help them to approach the research question
- CSO's - commission work and collaborate with student or function as a source of information
- Companies – research on socially or environmentally responsible actions and communication
- There is no intermediary mechanism supporting and overviewing this way of work, nor a budget – which is the reason why correct data on these collaborations are missing

Way of Work

The research process usually starts with contact either from a CSO or LUAS, the idea is presented to both the CSO and LUAS research supervisor and once accepted a commission agreement is made. Depending on the project this is where student and CSO have a start meeting to specify the topic area or in case of a larger project, a project steering group is formed. During the research process, when it comes to thesis work, the student keeps in touch with the CSO, while the supervisor manages the process and the theoretical framework of the project. In case of a larger project, the steering group or LUAS project manager are the connections one way or another. Once the research project is finished, it is presented in a publication seminar and the results are published. As part of the graduation project, the student also writes a maturity exam – an essay, scientific article or a press release. The larger projects with a steering group usually have agreed on the project results and wrap up when the project started individually.

Present Evaluation/Impact tracking with CSOs

There is no organized way of evaluating collaborations at present. There might be a follow-up research or project that starts off with a survey on the previous project but as it is, ENtRANCE is now asking some of the questions that could also be given as feedback after each project.

Link with educational/curricular activities

Name/Type	Short description
Women, entrepreneurship & technology	A project educating women as entrepreneurs and in using technology to their advantage in their businesses
Toteemi	Researches and develops practical models to combine work and higher education studies.
Young urban developers in the city of Heinola	Understanding young citizens (15-29yrs), how they encounter city services & how they want to participate in co-creating them
IWAMA Interactive Water Management	Improving resource efficiency in wastewater management in the Baltic Sea Region
RDI projects	monitored and carried out by the RDI department of LUAS
BA's theses	The final work for the Bachelor's students in order to graduate
Project work in BA's dp's	Miscellaneous project work carried out in project courses
MA theses	The final work for Master's students in order to graduate

3. Transnational results (surveys & interviews)

1. CSO PROFILES

Surveys

	VUB	WU	LUAS
Addressed CSOs	90	70	62
Valid answers	38 (42%)	24 (34%)	16 (26%)
Anonymous answers	1 (3%)	2 (8%)	7 (44%)
Answering CSOs from institutional region	20 (49%) city of Brussels	10 (42%) province of Gelderland	19 (79%) Lahti & neighbor cities
Average FTEs per CSO	24.18	1.27	33.83
% voluntary CSOs	5%	75%	17%
Preferred engagement of CSOs within CBL/CBR	Medium (55%) High (27%) Low (18%)	Medium (42%) High (37%) Low (21%)	Medium (63%) Low (25%) High (12%)

The highest response rate can be found in VUB (42%), followed by WU (34%) and LUAS (26%). 44% of the CSOs that completed the LUAS survey (= 'LUAS CSOs'), have done this **anonymously**, a rather high number compared to 3% of VUB CSOs and 8% of WU CSOs. This may be related to a cultural difference but also to the fact that they have accepted the survey **invitation from a LUAS contact person they are not familiar with**, whereas VUB and WU CSOs were invited by the Science Shop contact person they may have been in touch with earlier. The lack of a common, known and trusted Science Shop contact person may also be the reason for the lower response rates of LUAS.

With an average of only 1.27 paid FTE per participating CSO, WU is collaborating with the smallest CSOs. As the only one, they mainly **focus on voluntary organisations** (= 75% of WU CSOs, compared to 5% of VUB CSOs and 17% of LUAS CSOs). The decision to focus on these organisations is based on internal competition; to keep partners of WU research institutes and the Science Shop separated. With an average of 33.83 FTEs, LUAS mainly **collaborates with larger CSOs** than the WU and VUB (average of 24,18) colleagues, as they have more resources to host (several) students in (longer term) LUAS projects like theses or internships or host different kinds of events as well. In this respect, one could say that **smaller and voluntary CSOs may benefit from the existence of Science Shops**.

In the three surveys, the majority of CSOs **prefer medium engagement with students (and academic staff) when choosing between low, medium and high engagement.** This was followed by high engagement in the VUB and WU case and low engagement in the LUAS case.

- Low engagement: CSO provides necessary information, students (and academic staff) deliver the knowledge and possible solutions for addressing research challenge.
- Medium engagement: students (and staff) deliver relevant knowledge, CSO collaborates with them and co-develops possible ways for addressing research challenge.
- High engagement: students (and academic staff) and CSO collaborate throughout research

process and co-develop knowledge and possible ways for addressing research challenge.

Interviews

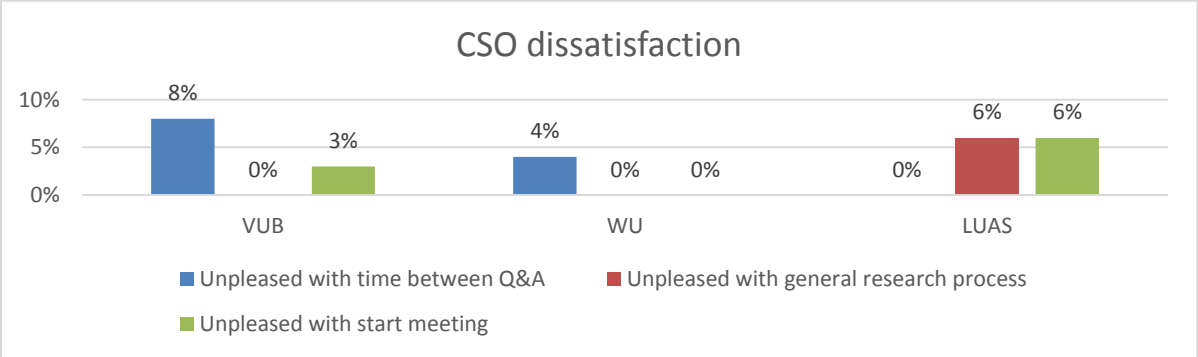
	VUB	**WU**	**LUAS**
Interviewed CSOs	9	9	5
Average number of collaborations interviewed CSOs have had with university	6.2	1.2	/ (no data)
Time range of collabs with interviewed CSOs	2007-2018	1985-2018	2013-2018
Average FTEs per interviewed CSO	9.3	1.6	36.6

Whereas the VUB Science Shop **collaborated** 6.2 **times on average** with the interviewed CSOs, this is only 1.2 in the WU Science Shop case. WU Science Shop assumes that after one (successful) collaboration, CSOs have created a network with WU researcher(s) which they can contact directly in case of a future need. Also, since every Science Shop project receives a project budget of 35.000€ (for research staff working on it), they want to support as many different organisations as possible. However, the Science Shop may decide to collaborate a second time with the same CSO but they are not actively maintaining relationships. Contrary to the VUB Science Shop, which is striving for longer term CSOs collaborations and informal continued contact. For LUAS there are no data due to the missing overview and Science Shop structure, the number of collaborations with the same CSOs is based on personal contacts and preferences of LUAS lecturers. Again, like the CSOs in the surveys, the interviewed VUB and WU CSOs (or their average FTEs) are much smaller than the LUAS ones.

2. SCIENCE SHOP EVALUATION

General/Process

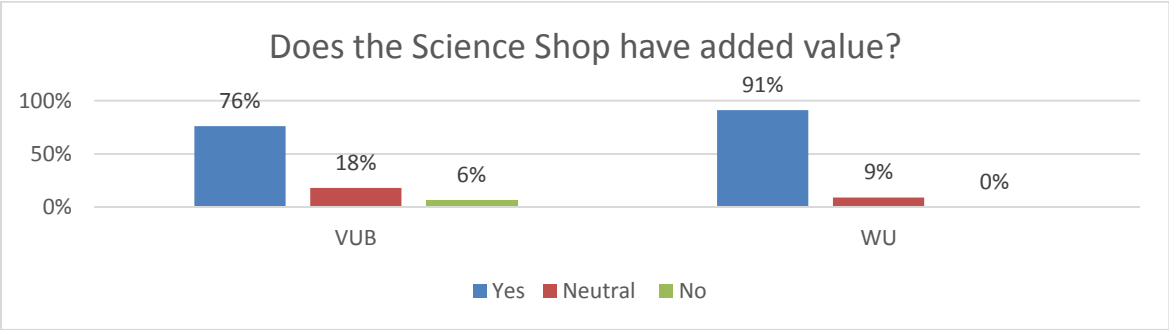
Survey



The majority of CSOs – including all surveyed Finnish CSOs - is pleased with the **time range between question & answer**. Least pleased CSOs on this topic are the ones that have collaborated with VUB. Due to an unbalance between the number of submitted topics and the number of collaborating students and lecturers/supervisors, some Belgian CSOs had to wait several years before their topic received an answer through the Brussels Science Shop.

All CSOs are **pleased with the general research process**, except one in LUAS, for communication and timing reasons.

Most CSOs are **pleased with the start meeting** they had with the student(s), supervisor(s) and the Science Shop (if any), except for one VUB and one LUAS CSO. In WU all surveyed CSOs are pleased. The WU way of work including the set-up of an advisory committee of 5-7 persons with a common (professional) interest that hosts all meetings, is well appreciated. In this way, several societal perspectives are included, increasing the relevance of the research project.



A unique question in the VUB and WU surveys asked if the CSOs thought the **Science Shops have added value**. Only 1 (VUB) CSO out of 56 who answered this question, thought it had no added value.

Interview

In all interview series, CSOs expressed their appreciation about the fact that Science Shop or students provided them with **free or funded research and time** to do that research, which they lacked.

> *"The added value is that it offers relatively small organisations with limited resources the chance to support their work more scientifically. I think that's the most important aspect to me, yes."*
> (Belgian CSO in all domains, 1 FTE, 1 collab)
>
> *"Without the Science Shop we would not have been able to address our questions".*
> (Dutch CSO, in health and wellbeing, 0 FTE 2, collabs)
>
> *"Nobody has time to do the research themselves along with their work, so cooperation with higher education institute is important."*
> (Finnish CSO, multi-domain, 130 FTE, 10-20 collabs)

Furthermore, they appreciate Science Shop work because it is based on a topic originating in their community or practice (**bottom-up**). They appreciate the fact that their question was taken into account and that their knowledge and insights were included during the research process.

> *"In the past we have supported a few projects on demand of students – not with the Science Shop, not based on a topic that we had chosen. These turned out differently, because they perceive you more as the one that is completing the content."*
> (Belgian CSO in health & wellbeing, 1 FTE, 9 collabs)

Also the fact that Science Shop studies are **scientifically valid** – which is an expertise they don't have, is being named in all three series as added value. In WU and LUAS interviews, CSOs explicitly mention that they have appreciated the **fresh student** ideas, energy and perspectives in the collaboration.

> "*New ideas and enthusiasm. Not always going with the same old formula."*
> (Finnish CSO, sports and wellness, 0 FTE)

On the other hand, some CSOs perceive the **balance** between scientifically valid and practical useful results as **difficult**. Sometimes the research topic needs to be reframed to match the academic requirements, or to attract students from different disciplines. CSO's do understand this, some VUB ones even ask for more support when submitting new topics. Which kind of topics can they submit? Which scope? The Science Shop and/or involved lecturer has a crucial intermediary role in this.

> *"Balancing university demands like a scientific approach and our interest in practical solutions needed attention."*
> (Dutch CSO, in food security, sust. food production & forestry, 6 FTE 1 collab)

"… to demarcate it all in a good way because our question may not be feasible and can be adjusted by the supervisor, this is very important in my opinion. Sometimes we may be asking much more than what can be answered by a student, so this needs to be curbed and better defined."
(Belgian CSO in all domains, 10 FTE, 2 collabs)

To end with, in all interview series the **platform function between science and society** is mentioned, bringing all stakeholders together, providing CSOs with fruitful connections to students and researchers. The Science Shop counts as knowledge broker, providing the link between CSO's, students and researchers with specific expertise. This connection is appreciated and valued as a learning opportunity for all stakeholders: students, teachers/researchers and the CSO.

"…that's a kind of support, a kind of platform you are creating, that sometimes is available in one way or another for CSOs like ours, but it eases those opportunities."
(Belgian CSO in culture, 10 FTEs, 4 collabs)

"The project developed a learning environment with Lahti UAS, with a total of 150 students in development work with the organization. […] integrated course work and internships."
(Finnish CSO, social and wellbeing, 50 FTE, 5-10 collabs)

Start meeting

Interview

In LUAS there is no start meeting supported by a Science Shop but CSOs discuss the project with at least the students and interviewed CSOs reported that the start of the project went generally well.

During WU and VUB interviews the **research scope, managing expectations, making agreements, defining workload, division of roles, budget and timeframe** were mentioned as topics that were addressed in the first meeting. Most interviewed CSOs, mainly VUB ones, were very positive about the start meeting, they found it very useful and some even called it indispensable.

"I really like the idea of bringing all parties together from the start and discuss what is possible and what not. It's pointless to do this separately. In this way we all know right from the start what the research institution requires, what the CSO would like, what the student can manage… It's a great way of work in my opinion."
(Belgian CSO in health & wellbeing, 2,6 FTE, 16 collabs)

Furthermore, they appreciate the input of **different experts and perspectives**, which increases the quality of the research in their opinion. CSO's granted these moments as informative and enriching. In one case it even changed the original CSO view on the topic. CSOs also appreciate the opportunity to get to know supervisors and discuss topics/issues.

"I learned to approach the issue from a different perspective"
(Dutch CSO, in health and wellbeing, 0 FTE 1 colab)

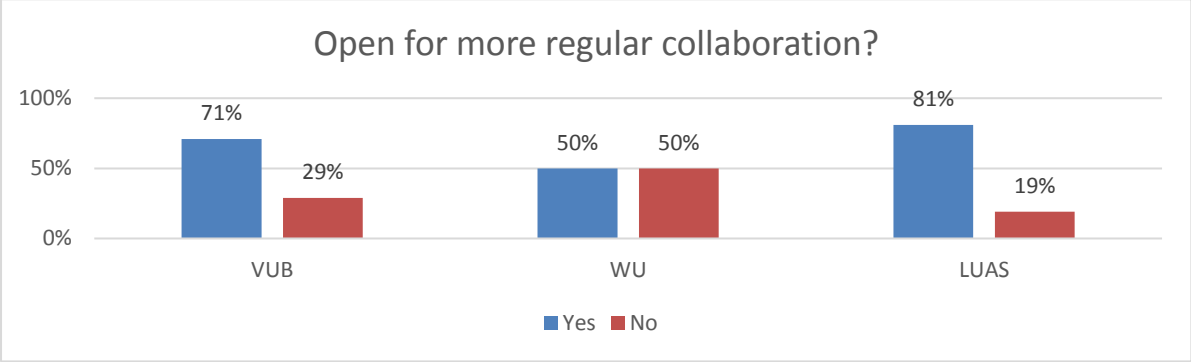
During the WU start meeting, one of the appreciated topics is **communication guidelines and dissemination** of the research results.

Furthermore, in WU and LUAS to try to keep CSO's involved until the end of the project, an **agreement is signed** during the start meeting. This makes the collaboration official, the expectations of the involved partners clear and includes a clarification on the project budget covering working hours, materials, printing and traveling expenses. WU CSOs expressed their appreciation because those contracts make the agreements and commitment on both sides formal.

Collaboration

Survey

Apart from a VUB CSO, all surveyed CSOs are **pleased with their Science Shop/institutional contact**.



71% of VUB CSOs, 50% of WU CSOs and 81% of LUAS CSOs (would like to) have a more regular collaboration with the institutions/Science Shops. The lowest percentage of WU CSOs open for regular collaboration may be related to the fact that WU Science Shop projects demand major efforts from involved voluntary organisations. In the VUB case, some interviewed CSOs also expressed their disinterest in a regular collaboration due to lack of supporting staff internally or having reached enough knowledge through earlier Science Shop supported student or other research.

interview

In all interview series, the majority of CSOs appreciated the **structured process**, **coordination and administrative support** done by the involved Science Shop or LUAS lecturer. The care and enthusiasm of Science Shop staff and lecturers are well appreciated. Furthermore, they explicitly appreciate the **project flexibility**: the fact that the project proposal is meant as a guideline, instead of a fixed framework and changes taking place based on new insights or local developments. In some cases this flexibility and required tuning with academic time schedules and demands can delay the process, which may frustrate CSOs, but most CSOs found this quick and efficient.

"[the Lahti UAS project manager] actively took care of things. It was easy to get involved with the enthusiasm and the project."
(Finnish CSO, support and integration, 0 FTE, 20+ collabs)

"Flexibility of the whole process in timeframe and focus felt comfortable."
(Dutch CSO, health and wellbeing 0 FTE, 2 collabs)

Whereas the WU Science Shop process has built in several contact moments between CSO, students and lecturers (at least at the start, intermediate, end), the **lack of contact between students and CSOs** appeared to be a problem in VUB and LUAS interviews. Based on the dissatisfaction with the student contact, one third of VUB CSOs suggested one or more (e.g. bimonthly) intermediary meetings – with at least student, CSO and Science Shop. In this way students are obliged to keep CSOs posted. Also in some LUAS interviews, the communication between CSOs and students or LUAS was considered as not successful and the project conclusion or results were unclear to the CSO.

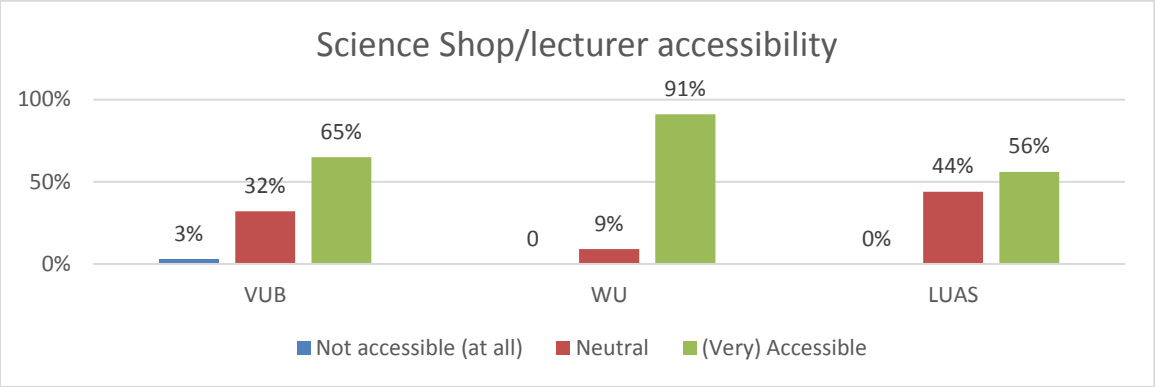
"In our direction, all communication was very thin or random. However, it is not our job to pick up or look for the information."
(Finnish CSO, Social and wellness, 3 FTE, 1-5 collabs)

To **reach more students and potentially more results**, 5 VUB CSOs suggested to submit topics on behalf of several CSOs and their common need instead of only one, which can be linked with several students, through one or more supervisors and different kind of projects. Due to the aforementioned unbalance between number of open research topics and finished VUB projects, they wonder if the Brussels Science Shop is known among students and suggest more promotion. Involving students is an unpredictable process and can take a lot of time according to CSO's. WU Science Shop manages to reach sufficient students and lectures through their close collaboration with another WU educational service that matches educational needs with Science Shop topics. LUAS uses electronic notice boards and targeted student communication on e-platforms and intranet to recruit students for projects.

"Finding students is an exercise on paper, I would like to have the opportunity to connect with students as recruitment opportunity."
(Dutch CSO, other cultural heritage 0FTE, 1 collab)

Accessibility

Survey



The majority of surveyed CSOs (mainly WU CSOs - 65% for VUB, 91% for WU, 56% for LUAS) considers the **Science Shop/lecturers (very) accessible**. The lower LUAS rates could be the consequence of the absence of a clear and accessible way of work to collaborate with LUAS students and lecturers. Despite the existence of the Brussels Science Shop, VUB still has work to do concerning accessibility towards CSOs. WU rates potentially are that high thanks to the online visibility of the Science Shop.

When asking about **how they got to know the Science Shop**, 'through a university contact' is the most popular answer in WU (32%) and LUAS (50%). This answer is missing in the top-3 of VUB answers, which could mean that WU and LUAS services are better known within those institutions than within VUB, which can impact the internal acquaintance of the Science Shop and could also partly explain the VUB unbalance between submitted research topics and selected or finished projects. Through promo mailing, presence on CSO events and launching calls, the VUB Science Shop has put emphasis on promotion within CSO networks. The table beneath shows that this is paying off, with 29% of the surveyed CSOs mentioning this as the way they got to know it. Since 'Through a colleague' is present in all lists, the Science Shop services seem well known in CSO regions.

	VUB	**WU**	**LUAS**
1	Don't remember (35%)	Through a university contact (32%)	Through a university contact (50%)
2	Through promotion (29%)	Through a colleague (27%)	Don't remember (25%)
3	Through a colleague (21%)	Other (14%)	Through a colleague (12,5%)

interview

Half of the interviewed VUB and WU CSO's indicate that the Science Shops are **easy to find and to access**. However, the other half (mainly VUB) CSOs would like to hear more from the Science Shop in a proactive way, e.g. through a newsletter or an annual reminder to submit questions. Also during an ongoing research process, they would like to be

kept in touch. This difference may have to do with the fact that the WU Science Shop is more active online (website, social media, newsletter…).

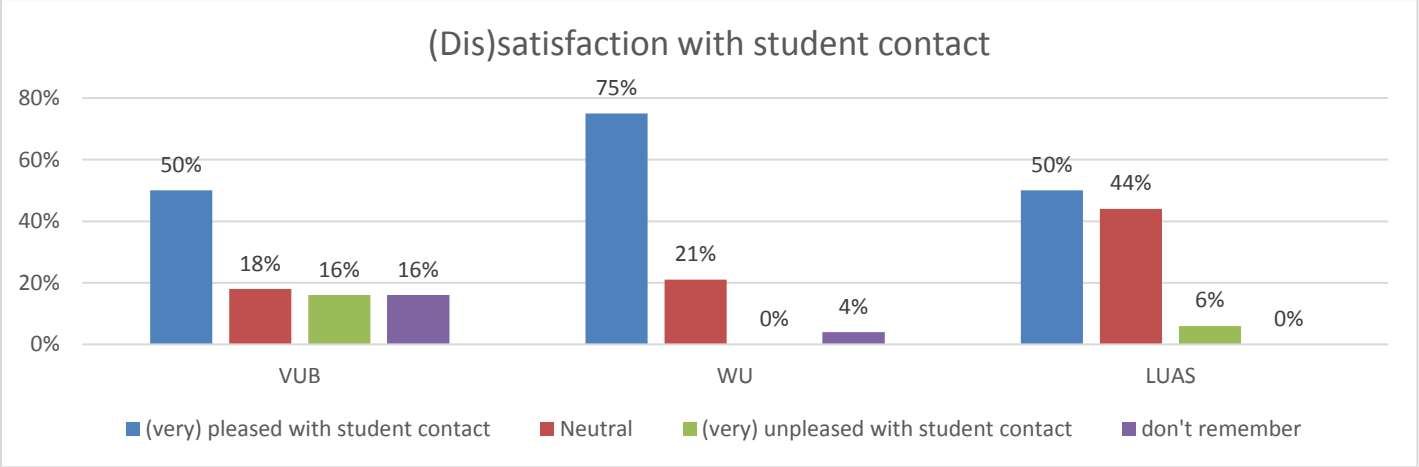
"It's unclear to me how accessible the Science Shop is and maybe that says it all."
(Belgian CSO in health & wellbeing, 8 FTE, 1 collab)

"*The visibility of the Science Shop is limited, it demands some CSO efforts to find the Science Shop."*
(Dutch CSO, multi-domain, 0FTE, 1 collab)

3. STUDENT EVALUATION

Collaboration

Survey



The greatest share of negative CSOs about (**lack of) student contact** can be found in the VUB survey replies (16%). During interviews VUB CSOs reported that students didn't keep them posted or only did this at the end of the research process. Only 6% of LUAS CSOs and no WU CSOs were unpleased about student contact.

WU guarantees student contact through several meetings with students and CSOs: at least at the start, in the middle and in the end of the process. Based on this practice, VUB included a survey question about the possibility of **implementing an intermediate meeting** during the research process - to keep students and CSOs connected. Since 47% agreed and 47% agreed in case problems arise, the Brussels Science Shop will start implementing such a meeting in their way of work in 2019.

Interview

Most CSOs were pleased to collaborate with students and reported on good collaborations. During LUAS and WU interviews CSOs mentioned they appreciate the **fresh ideas and enthusiasm/energy** of young people, which gave them new insights in some cases as well.

"It was nice to work with young students they bring energy to an initiative of mainly elderly people".
(Dutch CSO nature conservation 0FTE, 1 collab)

Remarkable is that 7 of the VUB interviewed CSOs mention that **intrinsic motivation, engagement & topic commitment** characterizes many Science Shop students. During LUAS interviews, CSOs mentioned that students were motivated and wanted to work with the CSO and get good results.

"It felt like they were really convinced of their interest in the topic. It was an intrinsic motivation, based on their interest and commitment, they really wanted to do the research. Thanks to this commitment, most results were good, and if it hadn't turned out well, this wouldn't be caused by their engagement."
(Belgian CSO in inclusive society, 20 FTEs, 17 collabs)

"Students were enthusiastic about the subject and the content of the courses. Everybody participated, and everyone had something to say."
(Finnish CSO, support and integration, 0 FTE, 20+ collabs)

Another positive aspect of the student collaboration mentioned by CSOs is the fact that they were able to work (**pro)actively and relatively autonomous/independent**. Based on the limited time volunteers and CSO staff have for such projects, some considered it comfortable to have limited contact with the student while others wished for more intensive contact.

The earlier mentioned **lack of student contact** that came out of the survey was also the case for half of the interviewed VUB CSOs, although some of them have learned to let it go without putting additional efforts in it. The same counts concerning students quitting in the middle of their project: most CSOs just accept this, accepting students are dealing with personal challenges too.

"They gave us few updates about their progress. Only exceptions sent us occasional updates, some just didn't contact us at all. I think students don't realize that CSOs want feedback. They're so occupied with their own work and keeping the supervisor up-to-date, finishing their research and receiving feedback from the supervisor, that's already quite difficult."
(Belgian CSO in inclusive society, 20 FTEs, 17 collabs)

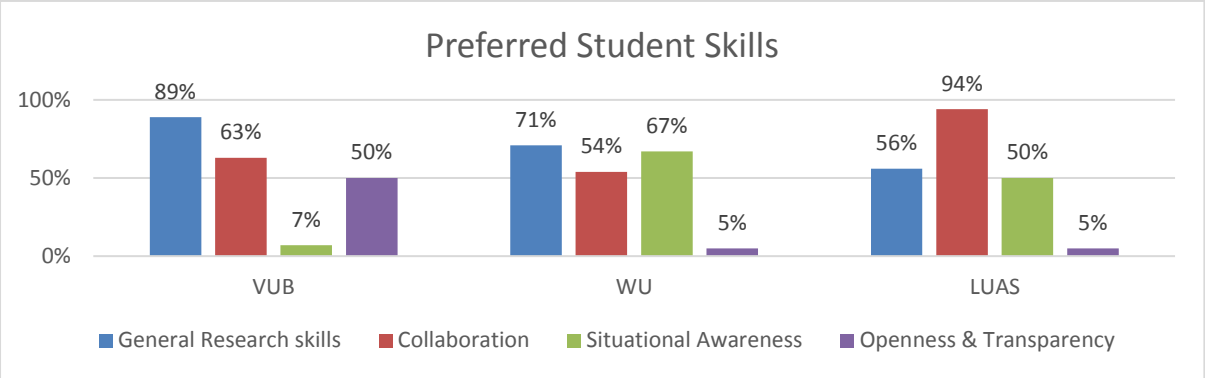
"… if the student decides to quit, you should let it go. You can't force someone to do it. We prefer research of high quality instead of someone finishing it just to finish it. Sometimes this was caused by the circumstances, then there's not much we can do about it."
(Belgian CSO in health & wellbeing, 2,6FTE, 16 collabs)

To end with, some WU CSOs expressed their appreciation about collaborations within a **multidisciplinary** MA course, with student groups consisting of students from different disciplines.

"*Students from different disciplines are able to exploit different perspectives.*"
(Dutch CSO, nature conservation 0 FTE, 1 collab)

Skills

Survey



WU & LUAS CSOs have marked the same **top three concerning student skills** but in a different order. While WU CSOs find general research skills most important, followed by situational awareness and collaboration skills, LUAS CSOs have putted collaboration skills above general research skills and situational awareness. In the VUB top three situational awareness is being replaced by openness and transparency (possibly related to the lack of student contact), following on general research skills and collaboration. Situational awareness only was on the 7th position in the VUB list, while collaboration skills are marked by a very high rate of 94% of LUAS CSOs. We should take into account that while completing the survey, not all CSOs may have understood the skills in the same way.

Interview

During WU interviews, some CSO's needed explanations and additional thinking time to explain their preferred skills. All CSOs expressed the skills in their own words as follows:

General research skills	Scientific approach, methods, sources, theoretical framework, literature, how to translate CSO question into a research topic… while involving CSO.
Skills to anticipate futures	Working proactively, trying to estimate what could happen… That they are able to think out of their box, that is what should happen.
Pro-activity	Initiative in communication towards the CSO but also in the research process, working autonomously but also giving a sign if they're stuck.
Situational awareness	Knowledge of actual practice and context (CSO, way of work, domain) of the research topic and project, knowing what they're talking about.
Empathy	Understanding the situation and empathize with the situation of the studied public plus understanding what the CSOs is looking for.
Ethical thinking	Student work should be in line with human rights. A CSO mentioned that respondents in a project weren't anonymized sufficiently, which felt like the

	information could be used against them. This is why they have not made the paper public in the end.
Disruptive Thinking	The student has supplied the CSO with certain new concept and ideas.
Multi-perspective & inter-cultural communication	Doing research in a way that appeals to the respondent while taking into account different discrimination grounds, visions etc. Choosing for a certain version while realizing there are other perspectives as well. Mainly towards respondents, but also towards the CSO as coach. Also: what are the results and how to communicate?
Skills in fostering participation and inclusion of various stakeholders	Including all stakeholders' voices. What is everyone's interest? But in the end students should primarily focus on the target public. Regularly asking questions to adjust way of work. Using what they have received during their education in a transdisciplinary way within society.
Collaboration	Two-way communication between student and CSO, resulting in new ways of viewing, working and researching.
Openness/Transparency	Students should keep CSOs posted on their progress and plans.
Navigating Complexity	Studied topics can be complex and multifaceted or multidisciplinary, so understanding, helicopter view, analyzing and intelligence to solve this is necessary. They should focus instead of generalizing plus admitting that there's no clear answer to the topic – which is a conclusion as well.
Adaptability	Adjusting research plan if necessary, in close collaboration with CSO and while taking into account CSO values etc. Flexibility and constantly touching ground with CSO and supervisor, not only at the end.

4. SUPERVISOR EVALUATION

Collaboration

Interview

In the WU way of Science Shop work there is no direct link between supervisor and CSO. The project supervision is a collaborative task of the advisory committee, including project leader, Science Shop coordinator and CSO. The positive and satisfying collaboration with the project leader was mentioned by one third of WU CSO's and advisory committee meetings were appreciated.

During VUB interviews, CSOs expressed their appreciation about engaged supervisors translating research results into **direct recommendations for the CSO** and about feeling an **equal partner** within collaborations with supervisors, focusing on their submitted topic without trying to change it.

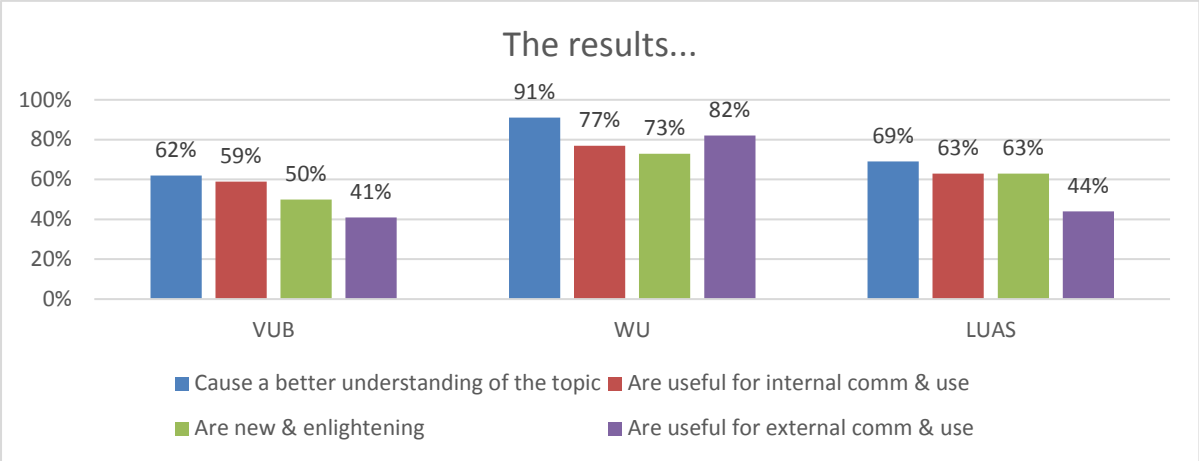
> *"In one collaboration the supervisor found it useful that we participated in all meetings, while some others found our involvement less important. They looked like they were wondering "Who is that?".* (Belgian CSO in inclusive society, 20 FTEs, 17 collabs)

On the other hand, almost half of VUB CSOs considered the supervision **insufficient**, mainly due to too little supervision time, lack of clear guidelines towards the student and delayed feedback. Two CSOs also experienced '**mismatches'** between student interest, CSO topic and supervisor expertise.

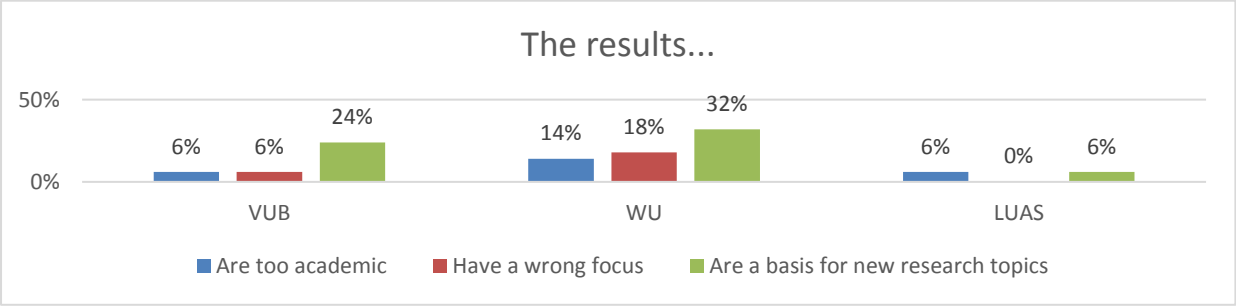
5. OUTCOMES

Research results

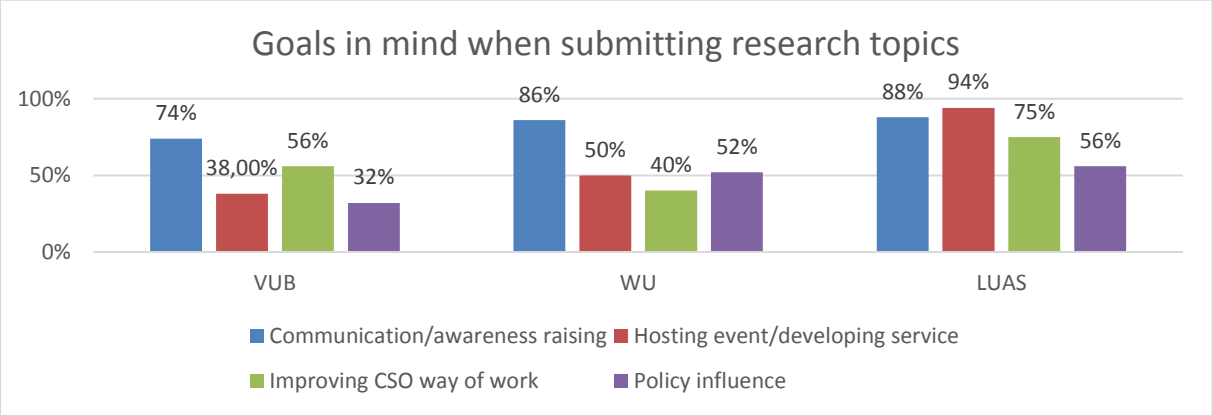
survey



All CSOs agree that in the first place, the results lead to a better understanding of the research topic. In a second place they consider them useful for internal communication and use, followed by the fact that they are new and enlightening – by VUB and WU. WU CSOs consider them useful for external communication and use in a second place, while VUB and LUAS CSOs have ranked this lower.

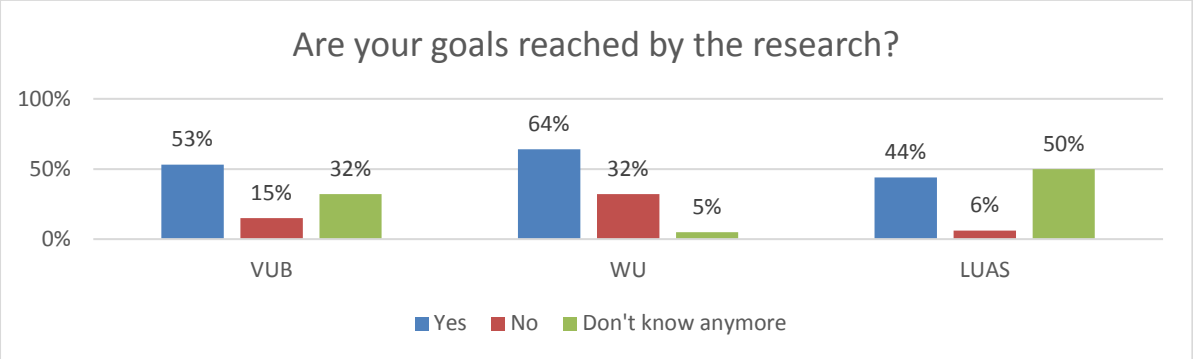


A minority of mainly WU CSOs considers the research results too academic and having a wrong focus, while most others consider the format accessible enough. On the other hand, 1/3rd of WU CSOs and 1/4th of VUB CSOs consider research results as a basis for new topics.



Communication/awareness is the most agreed on goal CSOs had in mind when entering their research topics – in the first place for VUB & WU CSOs and the second for LUAS CSOs. With 94% of LUAS CSOs marking **hosting event or developing service**, this is the second most agreed on goal – related to more applied research projects whereas VUB projects (MA theses) are more theoretical.

Improving the CSO way of work can be found on a third position, lacking in the WU top three but this can be related to the fact that the WU Science Shop mainly collaborates with small, voluntary organisations that have no opportunities to increasingly change their way of work. To end with, **policy influence** is mentioned by VUB and WU CSOs.



Remarkable is that 1/3rd of VUB CSOs and even 1/2nd of LUAS CSOs don't remember if goals are reached or not. Of the CSOs that still remember it, the **majority considers those goals reached** by the research – although local differences are rather high: 88% of LUAS CSOs still remembering it, 78% of VUB CSOs and 67% of WU CSOs – so in the latter case 1/3rd of CSOs didn't consider goals reached.

When asking CSOs that didn't consider the goals reached why this was the case, the reasons differed per country, with **'results too limited'** being the only common reason. Half of WU CSOs that considered their goals not reached, marked 'internal reason' (e.g. lack of time), which may have nothing to do with the Science Shop project. On a third place: lack of CSO involvement (VUB) -related to the lacking student contact mentioned earlier – and results too theoretical (WU).

	VUB (N=6)	**WU (N=8)**	**LUAS (N=1)**

1	Results too limited (N=3)	Internal reason (N=4)	Results too limited (N=1)
2	Lack of CSO involvement (N=2)	Results too theoretical (N=2)	
3	Changed focus (N=1)	Results too limited (N=2)	

Interview

In all interview series, the majority of CSOs expressed their **satisfaction** with the research results.

> *"The impact of co-operation and the research results are good and deepen [our] competence."*
> (Finnish CSO, multi-domain, 130 FTE, 10-20 collabs)
>
> *"Our educational philosophy is founded on the solid research results, it is true now."*
> (Dutch CSO, health & wellbeing, inclusive & innovative society, other education, 8FTE, 1 collab)

Concerning the form and accessibility of the results, 66% of interviewed VUB CSOs mentioned the fact that the Brussels Science Shop mainly has been producing master theses as a result of CSO collaborations – in contrast to diverse outcomes of WU and LUAS. They would find a **PhD thesis, or smaller, more practical approaches** with several students, like group work, interesting as well. Two CSO's would like to have a more accessible format for the conclusions, like an **executive summary** or a **presentation of the results**, because they don't have the time to read the report. One likes the master thesis approach compared to doctoral theses because it has more feeling with practice.

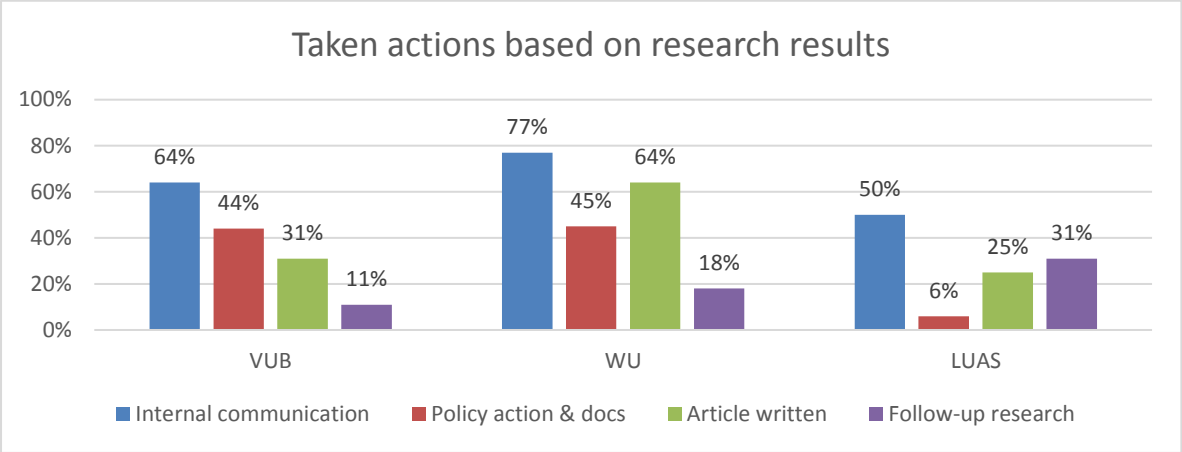
> *"Master theses often appear to be unsatisfactory because of the limited scope. Mostly, it's mainly an incentive for more research on the topic. This is why we prefer bigger research projects in the future, or more practically oriented group projects."*
> (Belgian CSO in health & wellbeing, 2,6FTE, 16 collabs)

One VUB CSO suggested to have an **evaluation meeting** with all stakeholders at the end of a collaboration. Despite the presence of an evaluation meeting in the standard WU way of Science Shop work, one third of WU CSO's felt a **need for support with the implementation of the outcomes or were unable to do this by themselves up until now**. One VUB CSO also would have liked more support from the Science Shop to take actions. But does this belong to Science Shop's responsibility?

> *"I feel it is the responsibility of our foundation to implement the results but I rely prefer to do this collaboratively together with the Science Shop".*
> (Dutch CSO, health & wellbeing 0 FTE 2 collabs)

Actions

Survey



'Internal communication' is the action mentioned most, in all three countries: by 77% of WU CSOs, 64% of VUB CSOs and 50% of LUAS CSOs. Other popular actions are 'policy actions and docs' (45% of VUB & WU CSOs) and 'Article written'. Almost 1/3rd of LUAS CSOs mentions 'follow-up research', because these CSOs were involved in preliminary research projects to find out what (additional) areas should be addressed with following additional projects.

Interview

"Of course, it shouldn't stop after the research. If a piece of is research is the solely aim, I don't see the point. Since the topic is coming from society, actions should be taken with the results!"
(Belgian CSO in culture, 10 FTEs, 4 collabs)

Interviewed CSOs gave the following examples of internal use of the research results:

- In/through focus groups
- Setting up a working group
- Development of materials/resources/trainings/brochures/toolboxes/flash cards
- Integrating it in our discourse
- As an additional source of literature (recognizing theses as sources of literature)
- Communicating it internally
- Adjusting the CSO vision/strategy/point of view
- Justifying CSOs work or actions
- As a base for policy documents/memorandum, support funding applications

Examples of external use (some overlapping):

- Forwarding to other students working on the topic
- Forwarding to other CSOs
- Sending out a press release, gaining media attention
- Dissemination through their website and newsletter
- Development of materials/resources/trainings/brochures/toolboxes/flash cards

- Setting up a project with external stakeholders
- Translating it into an exhibition/exhibition catalogue
- Setting up a re-occurring event
- Developing a campaign
- Dissemination through an event, presentation for professionals
- As a base for a new project (follow-up research)
- Translating recommendations into actions, e.g. after an evaluation → improving

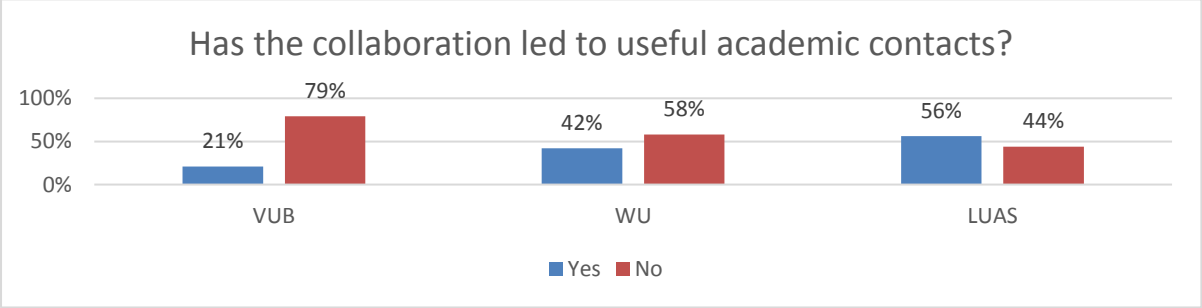
> *The idea [is] that the report will lead to more permanent activity or collaboration.*
> (Finnish CSO, social and wellbeing, 50 FTE, 5-10 collabs)

One VUB CSO also stipulates that Science Shop studies often are the **first studies** on a certain topic.

> *"… It was one of the first studies on that topic, which occured a few times. E.g. on parental abuse, there hasn't happened a lot of research yet, while 3 or 4 thesis students have been working on it."*
> (CSO in health & wellbeing, 2,6FTE, 16 collabs)

Useful contacts

Survey



While only 21% of VUB CSOs thinks the collaboration has broadened their university network, this is the case for 42% WU CSOs and even 56% LUAS CSOs. In the WU case those contacts are researchers who were involved as supervisors or course coordinators that contacted the CSOs for new projects. In the LUAS case this concerns the instructing lecturers, project coordinators and department heads or RDI department contact persons.

Interview

Although the majority of VUB and WU CSOs hasn't had contact with the involved supervisors after the research was finished, they do confirm it has **helped to extend their academic network**, even beyond the university.

> *"Thanks to earlier collaborations, contacts and our built-up expertise, today we are collaborating with research centres in each Flemish University, next to individual researchers. This is why the Science Shop is less and less*

necessary for us, but it has certainly helped us to build those networks."
(Belgian CSO in health & wellbeing, 2,6FTE, 16 collabs)

Some Finnish CSOs also stipulate that the **students are useful contacts**, because some of them gained more projects or even a job from the collaboration with the CSO. They also got a chance to grow their network and have a look into the working environment of the CSO.

Contacts continued through the project. [The students gained] summer jobs and work projects.
(Finnish CSO, support and integration, 0 FTE, 20+ collabs)

4. Conclusions

Following the interviewed and surveyed Belgian, Dutch and Finnish CSOs VUB, WU and LUAS have been collaborating with, **CBR student project results lead to a better understanding of the societal topic** in the first place and **are useful for internal communication/use in a second place**. The majority of CSOs expressed their satisfaction with the research results, considers the format accessible and with right focus – although some (mainly WU) CSOs consider the results too academic (14%) and having a wrong focus (18%). On the other hand, 32% of WU CSOs and 24% of VUB CSOs consider research results as a basis for new topics.

Communication/awareness raising and **hosting event or developing service** are the most agreed on goals CSOs had in mind when entering their research topics and **most of them consider their goals reached with the delivered research results**. If they consider their envisioned goals as not reached (which was marked by 32% of surveyed WU CSOs and 15% of surveyed VUB CSOs), the main reason is the fact that the results are too limited, but half of WU CSOs who considered goals not reached also mentioned 'internal reasons' (like staff changes etc.) as the cause. The most frequent action taken with the research results in all three countries **is internal communication.**

CSOs appreciate CBR because it's offering free research and time, it's based on a (sometimes seldomly earlier researched) topic originating in their community/practice and because it's scientifically valid. Furthermore, they welcome fresh student ideas and perspectives. They explicitly appreciate the unique platform/link function between science & society but also stipulate the potential difficult balance between scientifically valid and practical useful outcomes. Most CSOs prefer **medium engagement**: students deliver relevant knowledge but students and CSO also collaborate during the research and develop potential ways to solve the problem.

In general, **CSOs are pleased with their Science Shop/institutional CBR contact and open for more regular collaboration** thanks to the structured process, coordination & administrative support they offer, together with care & enthusiasm. They also appreciate the project flexibility along the way and welcome new insights and developments but combined with academic time schedules this also implies the danger of delay in their opinion.

Most CSOs **are pleased with the general research process and start meetings** and mention following items that should be discussed during the latter: defining workload and research scope, managing expectations, making/signing agreements, division of roles, budget and timeframe. They appreciate the input of different experts & perspectives, consider it enriching while improving research quality. On the other hand, VUB and LUAS CSOs reported on a **lack of communication between students and CSOs** in some CBR projects. This is why almost 95% of VUB CSOs agreed with implementing an intermediate meeting (in general or in case problems arise) – with student, CSO and Science Shop.

In some cases (21% of VUB, 42% of WU and 56% of LUAS) CSOs confirm that **collaborations have extended their academic network**, for example with researchers who were involved as supervisors, course coordinators, project coordinators and department heads or RDI department contact persons. Finnish CSOs also name **students as useful contacts**, since some of them gained more projects or even a job from the collaboration with the CSO.

CSOs appreciate **working with students** because of three reasons: their fresh ideas & energy, intrinsic motivation and topic commitment and the fact that they are able to work proactively and relatively autonomous/independent. Furthermore, in case

students quit school before finishing their project, most CSOs accept this as part of life and have learned to let it go. The student skills CSOs value most within collaborations are General research skills, Collaboration skills, Situational awareness and Openness & transparency.

Although **84% of VUB and WU CSOs** that completed the survey confirm that **Science Shops have added value**, LUAS CSOs don't seem to miss that intermediate structure very often. Pleased LUAS CSOs are the highest in number (compared to VUB and WU ones) when it comes to the goals reached by the research (although an even larger LUAS percentage doesn't remember this anymore) and the broadened university network. Furthermore, 81% of LUAS CSOs is open for regular collaboration, compared to 71% of VUB CSOs and 50% of WU CSOs. Also, 50% of LUAS CSOs knows the institutional CBR services through a university contact, which means those are widely known and promoted through university staff.

But in some cases the existence or lack of a Science Shop may have impact. When it comes to the **accessibility of lecturers/Science Shop**, the lower LUAS rates (56%) could be the consequence of the absence of a clear way of work to collaborate with LUAS students and lecturers. On the other hand, the lower VUB rates (65%) could be the consequence also of the absence of a newsletter, updated website, social media account etc. – compared to the high WU rates (91%). CBR taking place directly through lecturers and supervisors, without support of an intermediary mechanism or Science Shop – which is the case in LUAS, seems to cause a **lack of continuous CBR evaluation, monitoring and overview** within the institution.

Also, the lower and more anonymous survey (26%) and interview response rate of LUAS compared to VUB and WU may be related to the fact that LUAS CSOs were invited by a LUAS staff member they are not familiar with, whereas VUB and WU CSOs were invited by the Science Shop contact person they may have been in touch with earlier. **Known and reliable Science Shop intermediaries may be important in this CSO networking frame**, but one could also argue that the LUAS response rate would be higher in case the in CBR projects involved lecturers would have invited their linked CSOs.

Also, considering the average FTEs in the CSOs the involved partners are working with and the main Science Shop focus on not-for-profit organizations, one could say that **smaller and voluntary CSOs may benefit from the existence of Science Shops**.

Some VUB and WU CSO's felt a **need for support with the implementation of the outcomes**. But one could wonder if such an implementation support belongs to Science Shop's responsibility. This could be a side effect of the existence of a Science Shop: creating too many/high expectations from CSOs…

5. Recommendations

1) Ways to encourage CBR participation
    - Of CSOs
        - Stipulate that collaborations can extend their academic network
        - Ask academics to promote it through their own CSO network
        - Be present on CSO/umbrella organisation events to recruit topics/partners
    - Of students
        - Stipulate that collaborations can increase their practical experience, societal network & even lead to a job
        - Promote research topics through (online and paper) advertising and targeted student communication
    - Of lecturers/researchers
        - Make Science Shop and CBR known within the institution through matching community needs with lecturers' expertise/course topics

2) Keep in mind that a variety of project scopes are possible and feasible – from small group projects to theses, depending on the topic and CSO needs.

3) Match student interest, CSO topic and supervisor expertise as good as possible. CSOs appreciate feeling an **equal partner** within collaborations. Sufficient supervision for CSOs contains sufficient supervision time, clear guidelines towards students and regular feedback.

4) Set clear communication during the research process (how will stakeholders communicate?) and discuss dissemination of results (how will CSO use results?) already at the start meeting.

5) Ensure contact between student/lecturers and CSOs through setting **intermediate face-to-face meetings** during start meeting: at least one intermediate and end meeting.

6) Let everyone **sign agreements** to make collaborations official and responsibilities and expectations clear.

7) Make CSOs **feel as an equal partner** within collaborations, focusing on their submitted topic without trying to change it in their own interest, though it may be possible to add in an academic context or to shape the project in a particular direction.

8) Keep the project flexible along the way, but without delaying.

9) Keep an eye on the balance between scientific valid (academic) & practical useful (CSO) outcomes. Think about a more accessible format for the conclusions, like an executive summary or a presentation of the results.

10) Stay in touch with your CSO population through annual reminders, focused calls, newsletters, social media…

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