



## **3<sup>rd</sup> Workshop of the ESF Member Organisation**

# ***Forum on Science in Society Relationships***

### **Working Group 1 – Capacity Building**

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# *Defining questions for future recommendations ...*

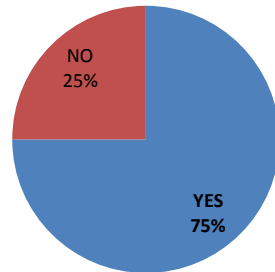
- Capacity building involves
  - **Structures**
  - **Training**
  - **Funding**

# STRUCTURES

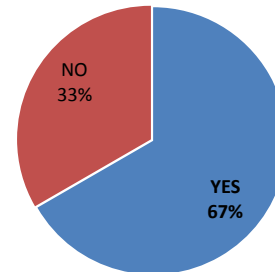
- **OUR GOALS: Dedicated Structures** → Setting up offices (besides Press Offices) as support for outreach activities, education and dissemination (from TTO to KTT)
- 20/28 MOs reported that their organisation has a “dedicated structure”.

# Q5C – Does your organisation have a dedicated structure to science-society relationship?

## PERFORMING ORGANISATIONS



## FUNDING AGENCIES



- In most of the cases, it is a communication service; in 3 cases only, the name of the structure is connected with “Science in society” or “public engagement for research”.
- The **number of people** working in the structures is between one and 20 people
- Networking is declared by 18 respondents

*But what do they mean by “structure”?*

A central team in an organisation? or a network? or both? For communications? or public engagement or both? To deliver science in society activities? or to help researchers (tools, advice,...)?

→ Further questions to 16 MOs

## **Structures**

- What is the purpose of this structure?
- What format does it take? (e.g. central team, network etc)
- What support does this structure provide?
- Would you be willing to provide a case study?

## **Training**

- For which skills do you provide training?
- What is your rationale for providing training?
- do you deliver the training or is it done at institute level? (for funders only)
- Would you be willing to provide a case study?

Answers from (5):

**CSIC, Luxembourg National Research Fund (FNR), The Academy of Finland, Danish National Research Foundation (DNRF), Netherlands Organisation for Scientific Research (NOW) + UK, CNR**

- Structure roles undertaken: communications (e.g. Swedish Research Council), outreach (e.g. DNRF, CNR) and public engagement (e.g. RCUK and CSIC).
- We recognised that **how well a structure works depends particularly on the local context** (e.g. structure in one MO may not be appropriate for another MO).

# STRUCTURES - Good practices

- **Denmark - DNRF** → a certain division of labour exists between the foundation and the centres and most SiS activities are carried out by the researchers.
- **CSIC** → Deputy Vice-Presidency for Scientific Culture has a central team and six regional units as well as staff delivering and coordinating activity within CSIC's research institutes.
- **UK, CNR** → have 'SiS' staff within their institutes or at a regional level as well as in head office (e.g PSC CNR Italy)
- Role of these staff (also for Like **FNR** and **CSIC**): support researchers to engage by organising (or subcontracting) events and activities with the public.



- **CNR, Luxembourg FNR and CSIC** → the role of SiS staff is often to support researchers to engage by organising (or subcontracting) events and activities with the public that involve researchers.
- **The Beacons for Public Engagement -UK** → run activities to provide opportunities for researchers to engage with the public. They have also set up that form the “Beacon partnership” networks within the universities to support researchers.

# TRAINING



- OUR GOALS: People and actors involved in scientific dissemination should be **trained, qualified and evaluated**  
→ to grow a new generation of youths and researchers having communication capabilities in their DNA
- In general training is not a priority for MOs (13 responses only, <50%)
- funding agencies → career researchers
- performing organisations → senior researchers

- **Academy of Finland** → training is the role of universities (e.g doctoral programs funded)
- **Beacons for Public Engagement**  
**UK** → encouraging universities to run their own public engagement training
- **RCUK** → is piloting a ‘train the trainer’ approach

Some MOs have their training programmes (either run by staff or subcontracted out):

- **Luxembourg FNR** → Communication skills for the media and for public engagement training

- **CSIC** → 'scientific culture' for students. Communication skills and help them know in finding the necessary resources
- **CNR** → For senior and early career researchers, students, staff. Communication, Projects and proposals management, negotiation, technology transfer activities, psychology, social studies and analysis, research policy, design for researchers and technician, acting competences.
- **WE ALL AGREE THAT**

Researchers can develop their practice by participating in science in society activities as well as by training. It is also important that researchers share experiences and learn from each other within networks and through meetings (e.g. CSIC and RCUK).

# FUNDING



***OUR GOALS:** What is the total amount of resources (money and people)? How are they collocated and managed?*

- Survey results → Most of the time, funding is shared between internal resources and co-funding; sometimes European funding is used or industry funding.
- CNR → survey of EU grants to identify how much money had been allocated for SiS activities, based on a sample of 20 grant holders. This is often hard to identify in grant proposals so telephone interviews were required.
- The funders in WG1 acknowledged **it is not possible to extract the amount of money** within a research grant which is then spent on public engagement