



**Improving Interaction between NGOs,  
Universities, and Science Shops: Ex-  
periences and Expectations**

**National Report of Germany  
INTERACTS Scenario Workshop in  
Berlin: Tuesday, June 3rd, 2003**

by  
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August 2003



**Supporting Science  
& Technology policies**

A project funded by the European  
Commission/DG 12 under the Fifth  
RTD Framework Programme

Contract No. HPV1-CT-2001-60039

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# **1 Introduction**

## **1.1 Why a Scenario workshop in Berlin?**

The Science Shop kubus, as the organiser responsible for the Interacts national workshop in Germany, decided to focus the workshop subjects, title and locality on sustainable development in Berlin, the capital of Germany.

This decision by the kubus Interacts team was based on a further developed paper on national workshop subjects and a criteria catalogue for this event (see chapter 1.2, 7.1). Both were based on the main workshop guideline and subjects (topic 1-4, form B3 of WP5: description of work, task 3) worked out by the Interacts international team for WP5 and the European Scenario workshop methodology (EASW = European Awareness Scenario Workshop) as a toolkit for Interacts.

One of the prior criteria in deliberately choosing the location of, and potential participants in, the national workshop was the "already existing experience with knowledge transfer" and "participation in co-operation projects" (by third-party funds) with transfer-organisations such as e.g. the Contact Point kubus. An especially important factor in prioritising a person was the participation during the WP4 of the Interacts project, e.g. as an interviewee. On the basis of those criteria, Berlin was chosen by the organising team as the most effective location and the one with the most existing linkages, easier to activate than new ones all over Germany.

An additional task, based on existing ideas, was to get some new impressions and innovative ideas to further develop the co-operation between scientists, policy makers, NGOs and intermediaries. Therefore it was helpful to invite people whose attitude was co-operative and constructive and who had an interdisciplinary background on the topic "sustainable development in Berlin" and interdisciplinary projects or transfer tasks.

The EASW methodology was chosen as a tool to catch futuristic approaches not primarily limited by existing structures. The most important basic question to be answered was concerned with the future interaction of science and society. At each national workshop, NGOs, researchers, science shop staff and policy makers should specify the national (and indirectly the European) debate about expectations and conditions for future co-operation between NGOs, universities and intermediaries like science shops (form B3, WP5: objectives).

## **1.2 National framework and subjects of the Scenario workshop in Berlin**

The Science Shop kubus held the Interacts workshop of WP5 on June 3rd, 2003 as a daily event from 9 a.m. to 5 p.m. in the German capital Berlin. The workshop title is "Dialogue between Science and Society about Sustainable Development in Berlin 2010".

There were more than a hundred well-known stakeholders for this subject and workshop event in Berlin. A potential list of these stakeholder groups was added to the already existing data-bench of kubus. Lots of phone-calls were necessary before the written invitation was sent to participants, fixing a date and time for the workshop. Kubus chose this approach to ensure that the persons whose attendance was most important were not prevented from coming by other appointments. Even after all these, hard work in personnel contacting was required to win the stakeholders' participation in a full-day workshop event. Without payment of participants as well as good personal or working contacts, to increase motivation, a two-day event would be nearly impossible to organise with the chosen stakeholder groups and key-actors. In any case, whether a one or two-day event, a special interest in the results of such a workshop or discussion must be made clear in the calls and invitation letter (to stimulate interest and a positive attitude). Even after this invitation process, especially the members of the politics role group had double business appointments, e.g. target dates in their salaried position. Some members of NGOs do their work without charge as community service or as a part-time job. One had to leave the workshop earlier for another paid employment.

During this workshop lots of visions and aspects for the improvement of the dialogue and co-operation between scientists, policy makers, NGOs and transfer organisations staff were won. In addition, potential ways of continuing this important dialogue were mentioned.

### **1.3 Summary of the most important workshop results**

The following short summary gives an overview of the most important new aspects won at the workshop discussion in Berlin:

All participants emphasised a need for further discussion, which could be realised e.g. by facilitated discussion groups on actual public subjects, round tables and city-wide public debates in Berlin or the new media. Each of the role groups is called on to take its responsibility in the task of discussion and exchange: e.g. by integrating mediators and transfer personnel into Faculties and Institutions of the Universities and Research Centres; NGOs by contracting scientists, PhD students and student employees (tutors); the government by integrating "sustainability" creatively in their daily practice and participating in events, and transfer organisations by facilitating knowledge exchange between the role groups of the network.

All participating groups in the knowledge network for sustainable development should work out new contracts for their knowledge flow, organisation of exchange and com-

mon political activity. Interdisciplinary research and exchange must in future be rewarded by the "Scientific Community" and financial sponsors of all the participating groups.

The following activities and discussion topics are required:

Altering the basic conditions and economic framework; creating networks and new organisational forms for co-operation; creating innovative forms of social research which integrate a feedback process of research goals and topics; identifying and transferring demands and needs for knowledge and information; knowledge transfer by means of publicity and the new media.

## **2 Workshop Description**

### **2.1 Description of the workshop outline and process**

The Science Shop kubus held the Interacts workshop of WP5 on June 3rd, 2003 as a one-day event from 9 a.m. to 5 p.m. in the German capital Berlin. The workshop title is "Dialogue between Science and Society about Sustainable Development in Berlin 2010". Kubus developed the outline of the workshop event in co-operation with and feedback of the external facilitator Dr. Schroffenegger of the Science Shop FBI in Innsbruck. Helpful basic material of FBI was integrated in this organising process by e-mail. Kubus decided not to integrate the SWOT analysis approach into the workshop procedure. A SWOT analysis with more than twenty participants would have taken a minimum of three hours. Moreover, part of the SWOT analysis would have been a repetition of aspects already covered during WP4, the case studies, as taking part in WP4 was one criterion in the choice of participants. Therefore a short summary of the most important lessons from the case studies (focused on intermediaries) was given beforehand and during the introduction of the workshop.

*Description of the organising process and workshop outline:*

1. Participants were selected (see above) and prepared for the ongoing event.
2. Information material was sent to the potential fifty participants: including a summary of Interacts project, a diagram about knowledge transfer in general, an invitation flyer, a summary of the case-study report, methodology EASW adapted to a one-day event for the workshop (\*see Interacts BSCW-server) and flyers about ZEK and kubus activity.

### 3. Outline of the Scenario workshop on June 3rd, 2003 in Berlin.

Time fore- seen	Task	Who?	Actual Time
9:00 a.m.	Introducing the workshop frame: - Welcome, introducing Interacts & workshop - Introducing kubus & case study topics - Methodology chosen & outline	W. Endler (kubus)  G. Hoffmann (kubus) G. Schroffenegger (FBI)	9:20 a.m.
9:15 a.m.	Stakeholders' Introduction:	21 Participants Facilitation: G.S. Notes: K.v.d.H.	9:45 a.m.
10:30 a.m.	Jump in the future, develop 2010 scenario, best case scenario (integrated coffee break)	Four homogeneous groups without a facilitator of the organising team (support if requested)	10:55 a.m.
11:35 a.m.	Plenary group, introduction of future vision to the other role groups, each 12'	Speaker of each group, feedback of the group and plenary group notes by K.v.d.H.	11:45 a.m.
12:35 a.m.	Plenary session: fix the themes by spontaneous listing	G. Schroffenegger (FBI)	12:45 a.m.
13:00 a.m.	Lunch break at the "Mensa"- restaurant of the TU-Berlin	All stakeholders	13:30 p.m.
14:00 p.m.	Introduction of the second part of the workshop	G. Schroffenegger (FBI)	14:30 p.m.
14:15 p.m.	Theme-groups thinking about action and recommendations, coffee break included	Mixed theme groups	14:45 p.m.
15:15 p.m.	Plenary group: presentation of the theme group results, each 10'	Speaker of each group, Feedback of the group and plenary group	15:35 p.m.
15:55 p.m.	Summary of future activity	G. Schroffenegger (FBI) Stakeholder discussion	16:20 p.m.
16:15 p.m.	Feedback	All stakeholders	16:40 p.m.
16:30 p.m.	End of the formal part of the workshop, coffee and cake	Organising team	17:00 p.m.

Table 1: Outline of the Scenario workshop on June 3<sup>rd</sup>, 2003 in Berlin

The workshop started 20 minutes later than foreseen because of the registration process and a spontaneous, informal step to find a position at the flipchart about the "Fish-bowl" as a metaphor for society. After that the Berlin workshop nearly followed the timetable provided (see table 1: time foreseen and actual time taken) for the workshop and kept to the outline planned. The facilitator had to hurry up the introduction of the stakeholders slightly for the first group session and to shorten the theme group session (by about 10 minutes). A ranking process based on a number of important aspects noted on cards during the plenary introduction of the future visions would have needed more time than the frame allowed. So the facilitator decided instead to choose the method of spontaneous listing by acclamation of the follow up themes. This process was still the most difficult one of the project as commented in the following and chapter 5.2.

### *The process of choosing topics for the afternoon working groups in Berlin*

As the results of the role groups discussions were presented (10 minutes per group), important aspects were noted on small cards. The large number of important remarks and the limited time available for the selection of the 4 topics before the lunch break unfortunately made it impossible to cluster and evaluate the results with the participants according to a points system, as planned.

Therefore the chairperson / facilitator collected the topic suggestions as they were called out from the floor. After lunch, those present raised their hands to show their initial choice of topic group. The aim was to select 4 topics and to send at least one participant from each role group to each of the topic groups.

All suggestions were first collected and noted on flipcharts, as follows, and later summarised in the four topics listed below.

- Changes to research structure and organisation
- From research within a discipline to transdisciplinary and problem-orientated research
- Research goals established by scientists' ideas about society ("round tables" as an instrument)
- Translation of science into practice/use
- Marketing of knowledge transfer
- Knowledge transfer between the science and research community and representatives of civil society as a whole
- The role of the media
- Basic conditions/ framework
- How does real co-operation take place?
- How does goal finding take place?

#### *Topics chosen, division of participants:*

The following broad topic areas were collected on flipcharts for the subsequent group work:

1. Structure and organisation of research (1S, 2N, 1T)
2. Goals of research/ Scientists' ideas about society / round tables (1S, 1N, 1T, 1P)
3. Translation of science into practice, use, participation (1S, 2T, 1P)
4. Co-operation/ Knowledge transfer between members of civil society and researchers (2S, 1N; 3T)

The abbreviations S, N, P, T refer to the actual division of participants among the topic groups from the previous role groups: S= science/ research; N= non-governmental organisation/ trade union, T= transfer organisation; P= politics, administration.

*A fifth topic:* Marketing of knowledge transfer and the role of the media were mentioned several times, but no-one showed a hand in favour of this when the final questioning of the participants took place. Therefore no discussion of this topic took place.

## **2.2 Organiser presentation, staff members and funding**

The kubus Interacts team invited Dr. Gabriela Schroffenegger (FBI) as external facilitator. Kirsten von der Heiden (kubus) took the role of co-facilitation. She was also part of the organising team and responsible for reporting. Andrea Gnaiger (FBI) wrote the notes during the workshop. Dr. Endler supervised the whole workshop organisation, the workshop itself and the reporting.

For the effective implementation of the workshop itself, kubus activated one keynote speaker, Mrs. Gisela Hoffmann, to introduce the Science Shop kubus itself. She later took part in the workshop as a role group member. Two persons (kubus staff: secretary and student tutor) carried out technical and organisational tasks: Mrs. Elisabeth Haug ordered and arranged the kubus-rooms, snacks, lunch and technical equipment needed. Mr. Daniel Tallarek wrote the stakeholder invitation lists and updated the list of participants. His part in the workshop itself was to complete and update the lists at the welcome desk and to take pictures. He did the layout of the workshop documentation based on the workshop minute (written by Mrs. Kirsten von der Heiden).

The disposable portion of the project fund from INTERACTS was spent on organisation, co-ordination and reporting, facilitation and protocol of the workshop. The appropriate salary of Dr. Schroffenegger and K. von der Heiden was paid out of project funds. All other human resources, e.g. Dr. Endler's supervision and work on the contents (all but 10%) and the technical support and organisation by the kubus staff secretary and student tutor were paid for out of kubus' own funds.

The participation of Mrs. G. Hoffmann and Mr. J. Rubelt in the role group transfer organisation was partly voluntary and partly their duty.

## **2.3 Participating local stakeholder groups**

In a first run, about one month before the workshop date, kubus invited about forty-two carefully selected persons of interest, working in the field of sustainable development in Berlin. All these persons are active within the four different social groups defined by the Interacts programme. After the first feedback, where persons declined or registered by phone or fax, eight further persons of interest were invited, especially from the NGO and transfer group. Those were already pre-chosen by the kubus Interacts team some days before from a list of about a hundred and ten potential participants.

Kubus expected twenty-four participants (six of each role group) by provisional application, and in fact worked together with twenty-one participants (see the list of participants in the appendix (7.4) within the four role groups (each group consisted of at least four participants not exceeding six):

- Six participants representing the science and researcher group,
- Four representing the NGO group,
- Six representing the transfer group,
- Five representing the policy and public authority group.

Unfortunately three participants had to leave the workshop before the theme groups started, so the second part of the workshop took place with 18 persons.

Three members of the transfer group are also active NGO members, so the participation key was still successful, as was the follow up of the workshop outline within the theme groups.

All participants were satisfied with the excellent, representative group of workshop participants, as they stated at the beginning or feedback of the workshop. Lots of them didn't know each other before and want to stay in contact, e.g. informing each other or planning activities together concerning the workshop subject.

#### *What can be said about the characteristics of the stakeholder groups?*

Each of the social groups was by the way heterogeneous.

The representatives of the science and researcher group have in common that they worked or still work at the Technical University of Berlin. We can state that the contact with researchers of the Free University Berlin, the Humboldt Universität zu Berlin, Potsdam University and other research centres still has to be built up by kubus. Apart from one stakeholder, a biologist, who actually works free-lance and was once a member of kubus staff, and two stakeholders who work in the same department, all work in different institutes and departments: environmental engineering, ecology and soil science, social pedagogy and energy technology. One participant was nearing retirement but in her work at the university was very involved in teamwork about sustainable development. Another has just begun thinking of new co-operation with kubus and people working on sustainable development in the interdisciplinary context.

The representatives of the NGO group also had their academic education at the Technical University Berlin in environmental engineering or biology but were of different ages and had different agendas. One is very involved in working for European networks and the Enquete Commission on Sustainability of the Berlin Houses of Parliament and also works for a political party. One works on planning topics and participation processes, especially for NGOs. Another is active (payment based and voluntary) in knowledge transfer, environmental extension and Agenda 21 processing. The fourth actually

works as a volunteer for the NGO she represented at the workshop but worked for some years as PR manager for NGO and Local Agenda 21 topics, aiming to build up an Agenda 21 Forum and round tables.

The representatives of the transfer group had their background in social science, social education or environmental engineering and biology, comparable with the science and researcher group. Two work at the Centre for Co-operation of the Technical University Berlin (ZEK/TUB). Another works at the TUB at the Institute of Vocational Training and Prevocational Education, and has worked for decades on technology networks and project workshops (Projektwerkstätten) for social and ecological thinking and activity. Two of the participants work in different local associations on recycling, Agenda 21 processes, ecological planning for urban river and canal banks. They also work in the field of PR and try to work independently on these topics. Another participant works in an independent institute on climate and education, a "Science Shop-like institution". In most cases international, interdisciplinary projects with participation of local groups and public communities are worked out.

One representative of the policy and public authority group is a policy maker of the political party "Bündnis 90/die Grünen" (former Green Party) and four are members of the administration. Two of the last mentioned work in different departments of the Berlin City administration (concerning environmental science, sustainability and Agenda 21, research and culture). Another one is in charge of environmental policy on the national level (Federal Ministry), dealing with general environmental matters and the support of NGOs. Additionally he is active in his spare time on a local level regarding Local Agenda 21. Another one works on a local level at the environmental administration in one of the ten districts of Berlin (of more than 200,000 inhabitants each). The policy maker first mentioned is a Member of the City Parliament and in charge of science politics.

It can be seen that all stakeholders have experience on different levels, but they are all experienced in co-operative and participatory workshops or projects concerning sustainable development in Berlin. All stakeholders were open-minded about contacting new co-operation partners and discussing different views and focuses on knowledge transfer.

### **3 Informative material**

#### **3.1 Location of the workshop**

The Berlin Workshop took place in three rooms of the Science Shop kubus itself and one plenary room of the ZEK (Centre for Co-operation), the department of TU Berlin which kubus belongs to. To use special rooms, kubus had to arrange to change rooms with the staff of ZEK. The plenary room houses twenty persons without a problem, for more than twenty the table combination of an "U" is not possible because of a big column at one side. So the facilitators decided to build table rows, which is not the best sitting order for a Scenario workshop plenary but was the best solution for twenty-six persons in the room (twenty-one stakeholders, five organisers and facilitators).

### 3.2 Chronological list of awareness materials sent to the participants

The following informative material was sent to the fifty participants invited. Table 2 gives an overview of pages, activity necessary (e.g. translation), a short summary of contents and comments on how useful the material is for running a successful scenario workshop, evaluated by the reporting team after the workshop.

Attachment	List of information material	Short summary	Comments
Letter  2 pages	Personally addressed invitation letter	Name of the chosen key-actor/s of the organisation invited on an official letterhead, date and title of the workshop, questions to be discussed, sense of the workshop for INTERACTS and participants, role groups invited, deadline for registration, locality, registration form	<i>Worth repeating in this manner: effective but time extensive</i>
A 1  1 page, partly translated	Summary of Interacts project	Introduction of INTERACTS and ISSNET, research questions, steps to reach research results, importance of the workshop, internet-link for further information of the projects	<i>Encouraging acceptance of basic information, objectives, knowledge about the intended methods of analysing the workshop results</i>
A 2 1 page, translated-based on pattern	Figure about knowledge transfer in general	Organisation of society based knowledge transfer	<i>Not useful if not a discussion paper on the workshop, figure was too complex visually and unstructured</i>
A 3  2 pages, locally adapted and in German	Invitation flyer	Flyer including all workshop data, locality and title needed, introducing kubus, Interacts and where to get the report, registration form; didactic form of address, sense of workshop, questions to discuss, objectives, chosen methodology for discussion, workshop programme - attractive presentation	<i>Gives a general overview of the workshop, the organising science shop, the general frame and objectives to facilitate the decision making process of potential stakeholders</i>
A 4  2 pages sent,	Summary of the case-study report	Short summary of the most important results of the three German case studies concerning tasks and extent of transfer organisations in Ger-	<i>The two page summary is a "bonus" for those who are interested in more informa-</i>

4 pages, translated into German		many, future role of knowledge transfer and lessons to learn for policy makers as well as to empower NGOs and intermediaries. The internet link to the INTERACTS reports was also given.	<i>tion (4 pages), but not necessary to run a successful scenario workshop, none asked for the four pages</i>
A 5 1 pages, already existing by FBI's	Adapted methodology of EASW for one day	Tool description and reasons for running the INTERACTS workshops with the accepted European tool.	<i>Useful to let the stakeholders know the process involved, but still necessary to introduce the steps at the workshop itself</i>
A 6  2 Flyers	Flyers	Different additional flyers about specific activities of the organising institute and interesting parallel organisations.	<i>Not useful for a successful scenario workshop; in some cases not clear which flyer is the important one, better to lay them on a welcome desk</i>
*note	Personal note in case of more personal contact	Personal addressed to people well known, to emphasise the importance of the workshop and to keep in touch	<i>To be polite, even in a telephone call, makes the workshop more attractive</i>

Table 2: "List and explanation of the information material sent to the participants invited" (\*for complete awareness material see Interacts BSCW-server, folder Germany)

### 3.3 Speaker contribution and documentation work

The workshop minute, in German, written by K. v. d. Heiden & W. Endler (based on the protocol by A. Gnaiger), was sent to the workshop participants by e-mail, three weeks after the workshop. The list of participants, including address, phone number, e-mail was sent to all participants beforehand by e-mail and the personal introduction as well as the feedback was sent with a request to correct mistakes. In addition, a documentation in German was worked out by D. Tallarek and W. Endler and sent as a booklet by mail to all the participants and further interested community members, e.g. those who were not able to participate at the workshop because of illness or parallel important appointments.

The report is based on the authors' own general experience of analysing workshops and those gained during the workshop itself. The workshop minute and the simultaneously developed documentation were taken as the basis for the contents report.

## 4 Berlin Workshop Results

### 4.1 Vision making results of the four social groups

The following chapter deals with visions and analysis of the four social groups. Where those groups worked out direct answers to those questions, it is marked in the notes in

the appendix (7.2) with numbers. The following local questionnaire with five questions was given as an open structured input by the facilitators for the morning group session:

1. HOW WOULD YOU DESCRIBE YOUR MOST OPTIMISTIC VISION (BEST-CASE SCENARIO) OF THE DIALOGUE BETWEEN SCIENCE AND SOCIETY IN 2010 IN BERLIN?
2. HOW HAS YOUR ORGANISATION DEVELOPED UP TO THAT POINT, IN ORDER TO TAKE OPTIMAL PART IN THIS DIALOGUE?
3. WHAT CONDITIONS DO WE HAVE IN 2010, WHICH SUPPORT THIS VISION OF THE DIALOGUE BETWEEN SCIENCE AND SOCIETY?
4. WHICH CHANGES IN SOCIETY AND PUBLIC DEBATE FORM THE BACKGROUND TO THIS DIALOGUE?
5. ARE THERE ANY NEW METHODS, FORMS OR FORUMS FOR THE EXCHANGE OF VIEWS/ KNOWLEDGE TRANSFER AND TO SUPPORT DECISION-MAKING FOR SUSTAINABLE REGIONAL DEVELOPMENT?

The Scenario and analysis of the four role groups can be summarised as follows:

***Working group Science and Research:***

*Scenario:* The working group expressed the wish to be able to research subjects of interest to the researchers themselves. Research should not be pre-determined. The promotion of the researcher's own research goals is central and could, e.g., be initiated in project-based courses of study for students. The connection to society should be established by more round table talks, mediators and translators, to guide the dialogue and to influence the researchers' goals. All institutions should be equipped with mediators, to create these connections. The chairpersons of the round table talks are also the translators, who at the same time attempt to guide the discourse between science and society so that each can understand the other. Scientists, too, should enter into discussion with each other.

*Reality:* It is difficult for scientists doing fundamental research to meet such demands and to take part in societal processes. Individual disciplines should be accepted as equal; each has its justification. A change in thinking is required on the part of the evaluators of research and of society.

*Suggested solution:* How can research be prevented from becoming detached from society? Scientists could consider why they choose a particular topic (self-reflection). Topics for research should be guided by sensible considerations. Credit points should be introduced for transfer of knowledge (Rewards as incentive). Thus, knowledge transfer should be considered by the scientific community as an achievement which can aid the career.

***Working Group on NGOs/ Trade Unions:***

*Reality:* The group begins by discussing and analysing the present state of affairs. The NGOs consider that, from their point of view, knowledge is insufficiently accessible. The quality of know-how depends on which scientist is asked. A pool of fundamental knowledge, increasing over the years, exists in the NGOs, parallel to that in the universities.

It is an advantage that scientists who work in NGOs tend to be easier to understand than university scientists who lack this experience. It would be good if scientists generally could better satisfy the increasing demand for knowledge; the question remains how this can be done.

There are already some students who turn to the NGOs when seeking the dissertation topic for their degree. The work of NGO personnel is evaluated differently (ideally and financially) from that of university staff. However, scientific work is more than simply research in its true sense. One problem for a systematic dialogue is that it is difficult to motivate NGO volunteers to take part regularly in unpaid meetings.

*Suggestions for the future:*

Scientists are co-workers in NGOs, for e.g. 1/3 of their working time. Through this involvement, they bring problems relevant to society into their institutions.

NGOs will be able to give contracts to institutions of knowledge transfer.

NGOs will have a great influence on the agenda-setting process. Participation in this must be established in law.

Rooms and equipment are definitely committed, there is no more competition between the individual organisations. They are mutually friendly, know their strengths. There is one sponsor fund for all.

There is increased publicity.

Participation in political decisions is taken for granted.

***Working Group on Knowledge Transfer:***

*Scenario:* The group chose to set their scenario in the year 3010, to give themselves more freedom for their utopia. Parallel, scientific and public research has been established, problem-orientated and active in research and teaching in e.g. the fields of sustainable water resources engineering, sustainable energy provision. Interdisciplinary research is rewarded by the scientific community and financial sponsors. The results of practice-orientated research are communicated in comprehensible terms. Research is open-ended; all efforts are directed towards co-operative, generally acceptable and good results. Society itself must produce clear demands.

*Suggested solutions:* Science must be organised differently, in order for the scenario to become reality. There are enough examples of such alternative research, which, however, are not public. They already exist in private areas and often under precarious working conditions.

The Internet is a possible instrument to translate the above into reality. New groups obtain international access to the internet. The internet already contributes to the democratisation of knowledge, and contains great potential. However, the flood of information leads to the problem of selection. Transfer organisations must increase their use of the internet to make information available.

### ***Working Group on Politics / Government:***

*Realistic Scenario:* The group began the search for a vision with a realistic setting: external conditions are unchanged, but there is no budget deficit. The representatives of politics and government expect no changes within the next 7 years, which deserve the name “sustainable development”.

*Scenario:* Politics takes account of scientific potential. Practice-related research becomes involved as a service provider. The government integrates sustainability creatively in daily practice. Thinking becomes less restricted, more inclusive.

*Suggested solutions:* The debate about sustainable development must become truly public, and public interest for this debate must be aroused. Supporting programmes could help raise public awareness. New joint projects should arise as new forms and methods of knowledge transfer. The questions must be asked, what each can contribute, where problems lie and where personnel can be exchanged, to make dialogue easier (e.g. sabbaticals, twinning towns).

## **4.2 Action plan result of the four participatory chosen theme groups**

Suggestions of the role groups, presented at the plenary session (4.1), were shortly discussed focussing on the chosen four broad topic areas for theme groups:

1. Structure and organisation of research
2. Goals of research/ Scientists` ideas about society / round tables
3. Translation of science into practice, use, participation
4. Co-operation/ Knowledge transfer between members of civil society and researchers

Further information about the process to reach the chosen broad topic areas for theme groups is given and discussed in chapter 5.2.

The following chapter sets out the results of the topic groups as a list, arranged in groups (1.-4. see table above) according to the given answer plan. The following questions were intended to stimulate the groups to fill out the plan on the flip-chart provided by the chairperson.

1. PRESENT STATE OF AFFAIRS: WHERE ARE WE IN COMPARISON TO THE VISION FOR THE SCENARIO 2010?
2. WHICH ACTIVITIES COULD PROMOTE THE TOPIC, IN THE DIRECTION OF THE JOINT VISION OF THE FUTURE (SCENARIO)?
3. WHO CAN CARRY THEM OUT, WHAT CAN BE HELPFUL AND SUPPORTIVE?  
+ WHAT DECISIONS ARE NECESSARY?
4. WHAT OBSTACLES ARE TO BE EXPECTED?

***Working Group on Structure and Organisation of Research:***

PRESENT STATE OF AFFAIRS:

*Details of the topic*

- Sources of third party funds: companies, DFG (German Research Foundation) among others, BMBF (Federal Ministry of Education and Research)
- Scientific interests of researchers „Freedom of Research and Education“ (Problems partly soluble within the discipline)
- NGOs, civil society stand on the fringes (Problems can, in most cases, only be defined and solved by interdisciplinary action)
- Some attempts are being made, but mostly under precarious (working) conditions
- Attempts on the fringes in science, examples in other countries

THE DESIRED STATE OF AFFAIRS:

*Activity, changes, what can be done?*

- Problem-orientated modules in the university
- Involvement of NGOs, civil society in research and teaching
- Scientists co-operate with organisations of civil society
- Basic financing of NGOs -> Basis for project work

SUPPORTING ASPECTS:

*Who should, or does, take part?*

*Who or what helps?*

- kubus invites a response: with which modules would the NGOs like to be involved, and how?
- Crisis/ Pressure of difficulties, social problems

OBSTACLES TO BE EXPECTED:

*Unhelpful Aspects:*

- Reputation based on standards within the discipline
- Preservation of the status quo
- Limited openness of science to the practical problems of society

*Concrete activity developed by the Working Group on Structure and Organisation of Research:*

There is still a need for further discussion on the subject of setting priorities for research goals and research structure. The Technical University Berlin should increase its discussions in a suitable form with the public.

Organise discussions to involve participants in the modernisation of the modules for study courses at the Technical University Berlin. How can those active in society be involved? The question of the mixture of participants. Who should actually come? Who should give the invitation? With whom can or should such topics be discussed? The distributors of the Agenda 21 Berlin/Brandenburg could be used.

Necessary to raise consciousness. Communicate that there is a debate, in which I as NGO can participate. E.g. the debate about modularising is not widely known. The chance to be involved should be publicised.

Knowledge gained through Agenda work could be fed into the actual debate.

***Working Group on Research Goals / Reflection:***

PRESENT STATE OF AFFAIRS:

*Details of the topic*

- Normally the researcher has knowledge and experience on which he builds = continuity
- University lecturers can choose their own research topics
- Research usually takes place separately from public debate
- Research into fundamental principles is neglected
- In practice, research is directed according to what is funded
- Choice of research goals in order to gain recognition as a scientist
- Those who allot funds determine the criteria (also relevant to society)
- Existing groups are the subject of research, but not participants
- Social relevance is seen simply as economic relevance

THE DESIRED STATE OF AFFAIRS:

*Activity, changes, what is to be done?*

- Involvement of others in research (students...)
- Involvement of active members of society when setting research goals

- Adaptation of methods
- Early participation in the definition of goals and questions
- Alteration of values: non-monetary motives should be respected
- Co-operation with active members of society should be respected
- Minimum standard: guarantee practical relevance; further: practice has a complementary effect on the mainstream

SUPPORTING ASPECTS:

*Who should, or does, take part ?*

*Who or what is helpful ?*

(no information given)

OBSTACLES TO BE EXPECTED:

*Unhelpful Aspects:*

(no information given)

***Working group on putting ideas into action/ practice/ participation:***

PRESENT STATE OF AFFAIRS:

*Details of the topic*

(no information given)

THE DESIRED STATE OF AFFAIRS:

*Activity, changes, what is to be done?*

- Those responsible (e.g., in administration) should make scientific results the basis of their actions and should be enabled to do this (e.g. legally, financially..)
- Feedback into the scientific community of the use of results
- Intensive dialogue with society

SUPPORTING ASPECTS:

*Who should, or does, take part?*

*Who or what is helpful?*

- Compulsory participation
- Interdisciplinary teams (versatile!)

OBSTACLES TO BE EXPECTED:

*Unhelpful Aspects:*

- Competition within groups of actors
- Existing (informal/social) structures

***Suggested Action by the working group on putting ideas into action/ practice/ participation:***

- Compulsory participation should become part of all important processes. The exclusion of certain actors from the start of the project planning should be prevented. This could also be applied to other projects, but would have to be desired, accepted and supported by all those involved.
- Those, active in society should also give public support to institutions of knowledge transfer. These institutions are coming under increasing pressure. These initiatives should be taken up and supported by society. Areas of dialogue should be established, which can be sustained through difficult times.

***Working Group on Knowledge Transfer:***

*Additional questions: What does society demand from science and vice versa:*

*Society demands:*

- Security/world view
- Answers to questions (problems of life and the world)

*Science demands:*

- Stimuli for research and teaching
- The means to work

PRESENT STATE OF AFFAIRS:

- Details of the topic
- University budgeting does not take relevance to society into account
- Project workshops
- Establishment of university project, e.g. engineering offices
- The „GRANO Project“ as a successful example
- The economy has questions for science
- Poor use of knowledge
- Knowledge transfer often aimed at part of a problem
- Science shops – Dissertation exchange
- Scientists in standards committees
- Co-operation between teaching and civil society
- Unclear whom society can address

THE DESIRED STATE OF AFFAIRS:

- Activity, changes, what is to be done?

- Current knowledge to be made available as quickly as possible
- Readiness to concern oneself with new knowledge
- Create networks of partners for consultation
- Problem-orientation
- The usefulness of knowledge transfer should be transparent

SUPPORTING ASPECTS:

- Who should, or does, take part
- Who or what is helpful
- Incentives for transfer
- Rewards for transfer
- Mediation/negotiation
- Getting better known -> media
- Manners – positive reinforcement

OBSTACLES TO BE EXPECTED:

*Unhelpful Aspects:*

- Political constraints – undesirable investigations
- Awkward individuals
- Scientists' standards often not fulfilled by co-operative projects (not a topic of research)
- Transfer achievements often not recognised

***Suggested action by the Working Group on Knowledge Transfer:*** a link is required between university and society, tied to the university, e.g. kubus. All those who are prepared to be involved in the transfer service should be gathered in one pool, e.g. in the framework of a study project.

## 5 Commentary of the Results

### 5.1 Lessons to be learnt from the workshop results

Political opinion is that there won't be a recipe and implementation of what could be called sustainable development in Berlin within the next seven years.

Many requirements mentioned are necessary to install an effective network of knowledge and co-operation between the stakeholder groups research institutions, NGOs, intermediaries and policy makers. Those requirements are to be translated into action on different levels to bring about change. It is a matter of fact that the exchange of knowledge nowadays - beyond appropriate structures and institutions - is often a question of

personal co-operation between individuals of different social groups. Their enthusiasm is decisive in enabling knowledge transfer and co-operation to run between the social groups mentioned.

***Social and process oriented aspects and paradigms:***

- There is a need for mutual respect and equal evaluation (e.g. of the various disciplines, institutes, ways of thinking and language)
- Installing a societal discourse in each social group as basis for interdisciplinary discourses
- Installing self-reflection processes in each social group and stay open minded
- Working out a common language
- Getting rid of competition
- Increasing critical thinking, behaviour and environmental consciousness.

***Changes of institutional equipment, tools and structure:***

- Equipping all institutions with mediators
- Improving the basic conditions for all social groups to participate in co-operation networks, e.g. by time, image aspects, funding, new evaluation criteria
- Installing working staff exchanges between the different social groups, with the possibility of flexible simultaneous working places
- The Internet is an instrument to translate knowledge into reality, to make research more open and to democratise it. Defined user groups should get a free user-account.

***General aspects for society:***

- Installing e.g. a co-operation project "Creative Committee"
- The debate about "sustainable development" becomes truly public, city-wide
- Society has to make clear demands and requests for information and knowledge more actively and become better organised
- Dialogue, positive models: Open-ended research and co-operation (as a central element) is influenced/ formed by Science, NGOs, citizens, politicians, the economy/ business
- Being ready to learn from other cities in Germany about participating in civil programmes to raise public awareness of sustainability topics (partnership with other cities).

***Addressing science and research institutions as a knowledge basis:***

- Making knowledge transparent and sufficiently accessible
- Integrating NGO staff into research projects
- Experts should be easy to find (creating an expert-pool)
- It should be accepted that 50% of NGO work is applied research

- Public research and local knowledge should be accepted as a parallel knowledge basis
- Practice-related research becomes involved as a service provider.

***Addressing NGOs:***

- Formulating their need for knowledge towards intermediaries, mediators or researchers
- Improving the co-operation between NGO managers, paid staff and volunteers
- Integrating more facilitation experts for effective discussions (internal and external)
- Solving the problem of motivation of voluntary staff for systematic participation in dialogue
- Practice-related research becomes involved as a service provider

***Addressing the communal and political level and scientific community (as Meta-System):***

- Installing Credit Points for transfer tasks
- Acceptance of the knowledge transfer tasks and interdisciplinary work/ co-operation as important criteria for evaluating scientific work by the scientific community
- Interdisciplinary research and public research should be rewarded by the scientific community and financial sponsors
- Basic funding for NGOs and knowledge transfer organisations, e.g. participation in political decisions, should be taken for granted
- Participation must be established in law and the influence of NGOs in the agenda-setting process, scientific structure and decision making processes must be strengthened
- Transfer is publicly available and financed
- Develop solutions for the Berlin budget deficit
- Politics should take account of scientific potential – including the administration/civil service and the government should integrate "sustainability" creatively in daily practice without thinking in sectors.

***Addressing intermediaries, e.g. science shops:***

- Centres for knowledge transfer should have the chance to acquire contracts from NGOs
- The main task is to summarise local, public and scientific expert knowledge in form of bulletins and short summaries and place those products in internet platforms and educational projects/ students' seminars
- Practice-related research becomes involved as a service provider.

There are still open questions to be answered, e.g. how the process of change can be accelerated. Following an amount of empirical and theoretical results of "Innovation and Diffusion Scientists" or "Communication Scientists", we have to keep in mind that new social and political inputs for change, as well as the introduction of new local networks and innovations needs its time. Aiming "sustainable development" in Berlin, well educated, enthusiastic, positive thinking innovators are necessary to initiate the diffusion process of innovations. Especially key-persons of organisations are asked to participate at the dialogue and action plans concerning sustainable development. Networking of those innovators, as e.g. the participants of the INTERACTS Berlin workshop are, produce a high level of social safety for innovative activity and a net of partners to actively design a sustainable future in Berlin.

***The Berlin workshop followed up with some clear positions concerning networking and co-operation as well as activities to be done in future:***

- Compulsory participation should become part of all important processes. The exclusion of certain actors from the start of general project planning should be prevented. This could be applied to (research, communal) projects, but would have to be desired, accepted and supported by all those involved.
- Those active in society should also give public support to institutions of knowledge transfer. These institutions are coming under increasing pressure. These initiatives should be taken up and supported by society. Areas of dialogue should be established, which can be sustained through difficult times (Suggested Action by the working group on putting ideas into action/ practice/ participation).
- There is still a need for further discussion on the subject of setting priorities for research goals and research structure. The Technical University Berlin should increase its discussions in a suitable form with the public.
- Organise discussions to involve participants in the modernisation of the modules for study courses at the Technical University Berlin, based on the distributors of the Agenda 21 Berlin / Brandenburg. Necessity to raise consciousness and to communicate that there is a debate, in which NGOs can participate. Exchange of knowledge gained through Agenda work.

As one practical result, kubus organised two discussion forum (July 15<sup>th</sup>, 2003 and August 26<sup>th</sup>, 2003, to be continued) about modernisation of the modules for study courses at the Technical University Berlin, involving NGOs. The demand on information transfer and to be involved as participants became clearly faced at the INTERACTS workshop at June 3<sup>rd</sup>, 2003. The invitation letter has easily been sent by e-mail to all INTERACTS workshop participants. The discussion forum aim to inform NGOs about the status quo of modernisation of the modules, to report activities driven by the workshop

participants transferring their proposals for future modules and to define new common activities.

## **5.2 Further development of the Scenario workshop tools**

The EASW methodology was chosen as a tool to catch futuristic approaches not primarily limited by existing structures. The INTERACTS international team adapted the European Scenario workshop methodology (EASW = European Awareness Scenario Workshop) and BASIS (Public Participation Tool) as a toolkit for Interacts for a one-day event (Instruction booklet by Pax Mediterranea, March 2003) to be used with no previous professional working experiences. The Scenario workshop methodology “EASW” was chosen for the first time by kubus, therefore inviting an external and experienced facilitator (project-partner).

During the project process in Germany, e.g. WP 4, concrete ideas and considerations were already won to answer the basic question concerned with the future interaction of science and society. A summary was given as a handout to the participants beforehand. There were quite clear and concrete workshop objectives to attract stakeholder participation (compare chapter 1.2) and to work with. Reflecting the workshop, the objectives for work sessions were very much flexibilised following the EASW methodology, much more than known with the tool “Zukunftswerkstatt”, kubus used various times.

The workshop was done at the nearly end of the Interacts project to add more futuristic ideas of local stakeholder groups and bring them together for discussion and networking, to fundamentally specify the national debate about expectations and conditions for future co-operation between NGOs, universities and intermediaries like science shops. Initiated networking activities now have to become continued by the social groups themselves, without INTERACTS project support. Even the organising and man-power intensity for this workshop and forum was of high organisational voluntary input (2.2).

At the project start, an EASW workshop (as a “decision making tool”) could have been more effective while participatory define research topics and discuss the most important local objectives with a net of key-actors. Those identified and willing to realise the action plan ideas could be better accompanied by intermediaries during the project run. At the finalising project phase (after the Case studies) a planning tool like “Zukunftswerkstatt”, or parts of the tool, could help for more concrete future arrangements. Decision-making and follow up of the future scenario are no longer able to implement during the project and because of this much more difficult to communicate with the stakeholders. Workshop results show a high level of enthusiasm for change and co-

operation by individuals but at the same time lots of open questions on “how” to realise change and “how” to realise the linkages needed between the role groups couldn’t be answered concretely yet.

One of the prior criteria in deliberately choosing the potential participants in the national workshop was the “already existing experiences with knowledge transfer” and “participation in co-operation projects” with transfer-organisations. Most of the key-actors were experienced with Scenario or Future workshops, called “Zukunftswerkstatt”. The level of stakeholder knowledge about the workshop objectives was very promising for more concrete results supported by more concrete questionnaires.

The potential of EASW including the role change compared with “Zukunftswerkstatt” is very attractive to get a bright overview of status quo and a basic level of arrangements.

In the Berlin workshop case the working groups worked on their own during the vision making phase and the action plan phase, e.g. without facilitator but support if needed. “The choosing of visions and actions in the groups as well as in the plenary sessions” should “be carried out via the use of voting, each participant, or group, can only vote for those ideas presented by individuals or groups different to him or herself” (instruction booklet by Pax Mediterranea, March 2003). Reflecting the workshop, some more help could have been useful for making a poster to be displayed at the plenary session, getting more structured and easier comparable results. The voting processes and the process of choosing topics for the afternoon working groups are in fact the most crucial. The voting process the Berlin workshop didn’t follow (2.1) is time intensive but worth the trouble, because stakeholders and organisers / facilitators are more satisfied with workshop atmosphere and process.

Further to the workshop, the organising team clustered the aspects named in the plenary session in 7 topic groups. Comparing the chosen team groups (see above) with the potential topics (7.4) already appointed in the plenary session, those first mentioned were more brightly than the discussion of the role groups and topics appointed in the plenary session. The evaluation of plenary results with the participants according to a points system is to prefer the spontaneous listing by acclamation of the follow up themes. To mayor the tool, concrete methodological process solutions would be helpful to get from role group session to theme group topics.

## **6 Conclusions**

Kubus organised a successful Interacts Scenario workshop resulting new stakeholder linkages and further requirements (2.3, 5.1) for networking aiming sustainable development in Berlin. An exchange of expectations and future visions (4.1) between the par-

ticipating stakeholders opened new perspectives for co-operation of enthusiastic individuals/ of organisations and common action planning (4.2, 5.1). For future activities the workshop results and experiences will brightly be extended and transferred to addressees (5.1) by means of documentation, public relation, articles/ posters and new forum organisation/ participation and networking activities. Those shall be combined with already existing forum and round tables, e.g. Agenda 21. A democratising process of university bodies is initiated by new discussion forum about modernising of the modules for study courses, organised by kubus. All participants gave the impression to seize the workshop suggestions summarised in this report.

## **7 Appendix:**

### **7.1 Concrete Aims for the Workshop in Berlin**

- Science shops assist in identifying and introducing practical possibilities and chances for improved interaction in future between NGOs, scientific experts and science shops
- Gathering experiences (strengths and weaknesses) from past projects and extrapolating for the design of future exchanges and joint project-planning /co-operation
- Clarifying expectations of the other groups of organisations as to their function and potential for change within the organisations taking part (shift of function).
- Contribution to the empowerment of NGOs and knowledge transfer organisations and development of strategies for improved organisation and financing of basis-orientated knowledge transfer
- Encouragement to improve user-oriented knowledge transfer and to improve the content of university colloquia through the integration of basis-orientated research questions (CBR)
- Contribution to democratising society through the use of participatory methods (forums) to stimulate the dialogue “Science and Society” and to the joint structuring of future knowledge transfer methods of the universities in Berlin.

#### *Main Emphases and Questions*

- What future does the dialogue between science and society have in Berlin?
- Concerning environmental protection and sustainable developments the main points, the experiences and visions of co-operation between universities, NGOs and science shops should be dealt with according to the following questions:

- What is the present status of institutions of civic and community-orientated knowledge transfer (so-called Science Shops) and what should be their future status?
- Which of the NGOs' expectations of such knowledge transfer should be more satisfactorily fulfilled in future?
- Which challenges in the area of knowledge transfer should the universities increasingly take up in future, in order to make better use of the potential for research and teaching and for regional service provision?
- How can the co-operation between knowledge transfer organisations under different management (so-called science shop-like institutions) be improved?
- What steps could be taken at different levels of society to translate specific recommendations into action?

## **7.2 Criteria for the selection of the participants invited (in order of priority – generally no knock-out criteria)**

- Participation in co-operative projects of kubus, esp. if interviewed in the course of case studies 1 and 2
- General awareness of knowledge transfer between NGO – university via transfer institutions
- Fundamental understanding of sustainable development in the region, especially environmental aspects
- Constructive attitude to kubus
- Creativity, readiness to play with ideas; openness to modern workshop methods
- Fundamental understanding of the structures of universities, politics and government and NGOs in Berlin/Brandenburg
- Experience of interdisciplinary projects
- Activities/tasks across subject/institutional boundaries
- Key actor: readiness and perhaps actual possibility of translating the ideas developed into action within their own organisation/institution
- Activity in committees involved in financing projects

## **7.3 Vision making results of the four social groups noted and translated**

### ***Working Group on Science and Research:***

*Discussion Notes = Ideas/Scenarios for the future*

- Interplay of mediator –scientist – translator (e.g. chairperson of round table talks), main process involved: mutual respect

- Equipping all institutions with mediators
- Aim for equal evaluation of the various disciplines
- Research in the subject area of recognised interests
- Interaction of subjects already at school level
- Societal discourse also takes place among scientists
- Integration of societal inquiries through discourse between science and society
- Promotion of own research goals, to gain important new knowledge!
- Project-based courses of study to promote own research goals

- ***Working Group on NGOs/ Trade Unions***
- *Discussion Notes*
- Knowledge is insufficiently accessible
- Not organised; who speaks to whom is a matter of chance
- NGOs tend to possess basic knowledge, which is used repeatedly
- Scientists believe that NGOs don't speak their language
- Scientists who are active in NGOs are easier to understand
- How can the Technical University Berlin, Free University Berlin and Humboldt Universität zu Berlin help, e.g., the NGO Green League (Grüne Liga)?
- Half of the workforce of the Berlin Working Group on Nature Conservation (BLN e.V.) are simultaneously involved in research
- Centres for knowledge transfer should have the chance to acquire contracts from NGOs
- Students looking for Dissertation topics – ideas and suggestions from NGOs
- Networking on questions of content within NGOs
- Finding knowledge in the framework of other NGOs' events
- More knowledge would be useful for making statements on classical conservation topics, e.g. about:
  - effects of power lines, b) refuse topics – imminent changes, c) The EU's Water Framework Directive
- No more employment promotion schemes (such as ABM/SAM), instead, more students on work practice and graduates in NGOs
- Focussed on goals, but not possible because of financial restrictions
- NGO managers must also build networks/ not compete for finance
- Evaluation of the work of NGOs in contrast to scientific personnel at universities, colleges
- Scientific work is more than simply research in its true sense
- Basic condition for NGOs: getting rid of competition
- Managers of NGOs often struggle/ act separately from their colleagues
- Co-operation in what stages?

- At the moment there is a lack of co-operation between NGOs in research
- There is a lack of co-operation, however dialogue does take place at times
- 50% of the work of NGOs is scientific
- The division between NGOs and science is irritating (voluntary/paid MA)
- Intensive co-operation between NGO – University is promoted in the area of Conservation Law
- Difficult to find volunteers because of the complexity of the legal material
  
- Co-operation of NGO personnel on research projects (to Qu.1)
- Co-operation of scientists in NGOs (to Qu. 1)
- Make practicals and dissertation work in NGOs possible (to Qu.1)
- „Contracts“ from NGOs to institutions of knowledge transfer (to Qu. 1)
  
- Equipment and rooms are definitely committed (to Qu.3)
- Getting rid of the competition (to Qu. 3)
- Financing of projects „One fund for all“ (to Qu. 3) e.g.: mediation process concerning refuse burning in Berlin (to Qu. 3)
- Increased information and publicity through the media for NGOs (to Qu. 3)
  
- Participation must be established in law (to Qus. 1, 4, 5)
- Strengthen the influence of NGOs in the agenda-setting process (to Qus. 1, 4)
- Participation in decisions instead of merely moral recognition (to Qu. 4)
- For example Co-operation project “Creative Committee” (to Qu. 5)

***Working Group on Knowledge Transfer: Discussion Notes about Scenario 2010 or 3010:***

- Scientific, parallel, public research, which is problem-orientated (for research and teaching); „amoeba“-like expansion in all directions; e.g.:
- Sustainable water resources management
- Sustainable energy provision
- Sustainable consumption
- Social economy and unemployment
- Interdisciplinary research is rewarded by the “Scientific Community” and financial sponsors (to Qu. 3)
- Research is practice-orientated and communicates the results in comprehensible terms, more critical thinking
- Dialogue, positive models: Open-ended research and co-operation (as a central element) is influenced/ formed by: Science, NGOs, citizens, politicians, the economy (to Qus. 3, 4, 5) and clear demands and requests from society
- Transfer is publicly available and financed (to Qu. 3)

- The internet is an instrument to translate the above into reality, to make research more open and to democratise it (to Qu. 5)

#### ***Working Group on Politics / Government:***

##### *Discussion Notes:*

- „Realistic Vision“, external conditions unchanged, but no budget deficit (to Qu. 1)
- Politics takes account of scientific potential – including the administration/civil service (to Qu. 1)
- Practice-related research becomes involved as a service provider. (to Qu. 1)
- The government integrates „sustainability“ creatively in daily practice. (to Qu. 2)
- The debate about „sustainable development“ becomes truly public, city-wide (to Qu. 4)
- Joint projects and exchange of personnel (to Qu. 5)

## **7.4 Clustered aspects for future workshops**

*Further to the workshop, the organising team clustered the aspects named in the plenum in 7 topic groups:*

### *a) Altering the basic conditions / framework*

- Innovative conditions – good budget (P)
- Realistic changes to the market economy system (P)
- Project financing for all
- Knowledge transfer to be made publicly available (T)
- Redistribution of finances, to make knowledge public (T)
- Participation to be established in law (N)

### *b) Creating Networks*

- Co-operation project „Creative Committee“ to be formed, to enable better involvement in politics (N)
- Debate on sustainability as city discussion (P)
- Workshop/research project Sustainability in Berlin (P)
- Sustainability to become part of every-day (government/administrative) practice (P)
- Round tables (W)
- Subject input from research into schools / teaching (W)
- Subject input into training / adult education (W)

### *c) New organisational forms for co-operation*

- Forms for more intensive, innovative, exemplary co-operation (N)
- Exchange of personnel and workers/sitting in on other organisations/institutions (N)

- New organisational forms to be found through participation (T)
- Society / NGO to give contracts to science and transfer organisations (N)
- Role of mediators (W)
- Role of translators (W)
- Role of centres for knowledge transfer and other aids, e.g. the internet (T)
- Mediators to be appointed explicitly in all institutions (W)
- Scientific experts to be co-opted / employed by NGOs (N)
- Use of „cheap“ experts, e.g. Students in NGOs (N)
- Getting rid of competition (N)
- Being involved versus being researched. (N+T)

*d) Innovative forms of social research (Amoeba-like, expansion in all directions)*

- Changes to the obligatory assessment systems, time management of research (W)
- Changes to the criteria by which research is evaluated (W)
- Creation of incentives to practice transfer = reward interdisciplinary research / meetings / workshops through the scientific community (W)
- Put into practice problem-orientated research and teaching (T)
- Interdisciplinary research and/or transdisciplinary research. (W)
- Establish and explain the boundary between scientific work and practical research (N)
- Practice-orientated research to communicate results (T)
- Practice-based research as service provider (P)

*e) Demand and Needs*

- Establish what knowledge is needed (Who? How?) (N)
- Role of the people themselves– democratisation (P)
- Clear demands of society to be expressed (How? Who? To whom?) (T)

*f) Publicity and the Media*

- Information, publicity and presence in the media (N)
- Science active as an intermediary (T)
- The internet as a chance for knowledge transfer (T)
- New media

*g) Feedback of research goals and topics*

- Feedback of goals and topics (How? Who?) (W)
- Awareness of scientific potential (P)
- Make knowledge available (N)
- Establishment of internal discussion (W)
- Set up and establish internal transfer methods within the organisation (N)
- Develop expertise in separate areas (N)

## **7.5 Awareness Materials**

List of awareness materials \*see BSCW Server:

- Transparencies
- Invitation Flyer
- List of Stakeholders
- Personally addressed invitation letter
- Summary of Interacts project
- Figure about knowledge transfer in general
- Summary of the case-study report
- Adapted methodology of EASW for one day (FBI)

For english review: Mrs. Bridget Schäfer