



**Improving Interaction between NGOs,
Universities, and Science Shops:
Experiences and Expectations**

THE ROMANIAN SCENARIO WORKSHOP REPORT

by

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We would like to thank to those who participated at the INTERACTS Scenario Workshop held in Iasi on June 24, 2003 (NGOs, science shops, university staff and students). Their involvement and wish to contribute to a more active dialogue between the university and the civil society through intermediaries such as science shops are very important in identifying new opportunities for the democratisation of science.

We appreciate very much the support concerning the particularities related to the scenario workshop organisation and reporting received from our partners in the INTERACTS project.

Carmen Teodosiu and Irina Alexandrescu

Iasi, August 2003

Preface

The Romanian Scenario Workshop report has been written by Carmen Teodosiu and Irina Alexandrescu for the INTERACTS project, which overall objective is:

To draw out policy implications for future co-operation in Science, Technology and Innovation, in particular the co-operation of small and medium NGOs with universities through intermediaries such as Science Shops.

INTERACTS is a pioneer cross-national study realised by organisations and institutions from seven different countries– Austria, Denmark, Germany, The Netherlands, Romania, Spain, and the United Kingdom - collaborating across disciplines to identify necessary changes in structures and routines in the RTD system for improving future interaction between NGOs, researchers, and intermediaries like Science Shops. By bringing together the results from different countries, a broader picture emerges concerning past experience of the impact of Science Shops, future expectations and policy relevance. In this way, INTERACTS contributes to strengthening the interaction between research institutions and society, and gives more in-depth understanding of the processes and effects of knowledge production.

INTERACTS is an Accompanying Measure to ISSNET, “Improving Science Shop Networking”, and financed by the European Commission, DG 12.

INTERACTS project comprises five activities, which are interlinked as presented below. These Scenario Workshop Reports constitute the third activity in the INTERACTS project.

1. The State-of-the-Art Report provides an overview of the political and institutional conditions for co-operation between small to medium non-governmental organisations (NGOs), Science Shops, and Universities in Austria, Denmark, Germany, Romania, Spain and the United Kingdom.
2. The National Case Studies Reports examine the practical experience and impact of interaction between NGOs, scientists, and Science Shops.
3. **Participatory workshops** (e.g. scenario workshops) in each of the partner countries form the next step, allowing discussion of future expectations and perspectives for co-operation with NGO representatives, researchers and policy makers. By giving voice to a broader range of stakeholders, INTERACTS contributes to the democratisation of science and technology policy.
4. The final report will identify potentials and barriers within the research and development system for improving conditions for future co-operation.
5. In a final step, the INTERACTS findings will be disseminated through national and international workshops and conferences.

Further information: <http://members.chello.at/wilawien/interacts/main.html>

Søsser Rasmussen and Michael Strähle

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1 Introduction

The Scenario Workshop realised by the InterMEDIU Information, Consultancy and ODL Department as part of the INTERACTS project (WP5) was held on June 24, at the Faculty of Industrial Chemistry, Technical University of Iasi, Romania. Similar workshops have been held by the other INTERACTS partners in Austria (Innsbruck and Vienna), United Kingdom (Liverpool), Denmark (Lyngby), Germany (Berlin) and Spain (Sevilla).

The objectives of the INTERACTS project refer to the analysis of both experiences and expectations of collaboration between the civil society organisations and universities through intermediaries such as science shops. In this context, the provision of an organised framework for interaction between all the actors that are interested in the empowerment of NGOs, the improvement of scientists' awareness towards public needs and of the services offered by intermediary organisations such as science shops are altogether important issues for the national and international debates that are held considering the need to develop a new partnership between science and society and to bring science and technology policy closer to citizens (Science and Society Action Plan, 2002).

The Romanian INTERACTS Scenario Workshop facilitated the discussion of the following prospective question, in the framework of an adapted EASW (European Awareness Scenario Workshop) methodology:

“How can the relations between the civil society and university be strengthened by science shop activities?”

This Report presents the informative material and organisational details, the results of the INTERACTS Workshop (including the developed scenarios and action plans) as well as the conclusions and policy recommendations that maybe further used at national and international level.

1.1 Preliminary information about the scenario workshop methodology

The methodology used for the INTERACTS workshop is based on the European Awareness Scenario Workshop, EASW®, an Initiative launched by the European Commission DG XIII in 1994 as a pilot action to explore new possible actions and social experiments for the promotion of a social environment favouring innovation in Europe.

The methodology has been developed as an instrument for participatory urban plan-

ning, based on dialogue and collaboration between groups of local actors to create sustainable cities and to create a balanced relationship between society, technology and the environment.

The output of EASW in its original design was related to:

- Exchange of knowledge, opinions and ideas among technology experts, citizens and representatives of the private sector and public administrators;
- Identification and discussion of the similarities and differences in the perception of problems and their possible solutions among the different social categories involved;
- Stimulation of political debate in local communities on the role of technology in sustainable development, generation of new ideas and guidelines for future actions policies and initiatives on both local, national and international level (<http://www.basisinnovation.com/easwtobasis.htm>).

The scenario workshop approach was chosen by the INTERACTS partners as a common method to be used for the participatory workshops due to the advantages presented by this tool as support for active participation of people from across society and different interested groups, in discussions surrounding virtually any topic (Labatut, 2000).

The central element of the method is the dialogue with the aims that the participants develop their own visions and later their options for actions and measures, based upon their own experiences. The workshop process is a combination of different moderated activities; brainstorming methods, construction of visions, presentations, dialogue and negotiations.

A schematic presentation of the EASW method is given in Fig.1 (Labatut, 2003). The scenario workshop can be arranged as a one or two days event, originally it was developed for two days, but different examples showed that participants have problems in participating for this whole duration. As long as moderation is effective and many informative materials are send in advance, it is possible to conduct the workshop and still maintain room for dialogue and discussion during a one-day event.

The scenario workshop starts with an with an introductory session in plenary, welcoming the participants and providing them information concerning the programme of the day, general issues related to the project and the methodology of the workhop. In the plenary session all participants provide information about their profession, the organisation they represent and their motivation in participating at the workshop.

Participants are then working in *role groups* and focus on developing a **common vision** related to a specific question. These role groups are homogenous, as for instance in our workshop: NGOs, university researchers, policy makers, science shop representatives). These role groups develop positive and negative scenarios related to the prospective question (in the framework of the future 10 years) with more attention

spective question (in the framework of the future 10 years) with more attention given to the positive scenarios. In a plenary session the scenarios of the role groups are presented and the emerging themes that need to be further discussed are identified. Following this plenary session participants are divided in *thematic groups* (mixed groups with representatives of each of the 4 role groups) with the aims to discuss the major themes and to generate ideas and plans of action that detail what must be done and who is responsible for achieving this common vision. After the *thematic groups* discussions, a plenary session continues with presentations of suggestions or actions and plenary discussions of what to do next. In some cases, a common action plan is developed pointing out responsibilities of the different actors, and in other cases, the scenario workshop ends with several suggestions to change a given situation, but without pointing out responsibilities. The scenarios refer however to a longer period of time (usually a jump of 10 years in time) while the action plans refer to a shorter period of 6 months to 2 years. A follow-up meeting some weeks after the scenario workshop is recommended with the aim of discussing workshop results and next steps (Schroffenegger, 2003; Ahumada, 2003).

The workshop is finalised in a plenary session where the results of the workshop are discussed and a feed- back from the participants is needed in order to find out if their expectations concerning this event have been met.

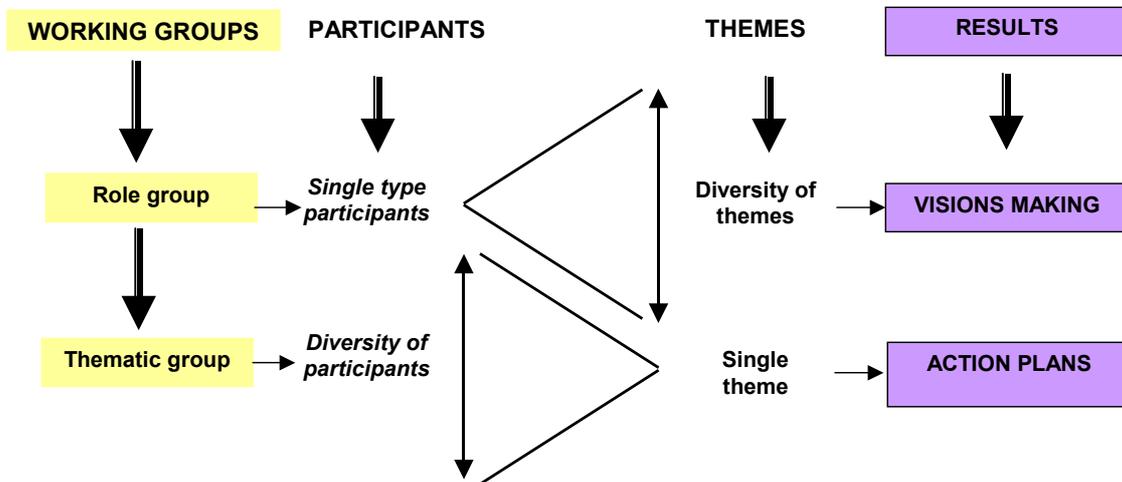


Fig.1. Schematic presentation of the EASW method

1.2 Structure of the Romanian Scenario Workshop Report

This Report contains the information regarding the Scenario Workshop that has been realised by the Information, Consultancy and ODL Department InterMEDIU as part of the Workpackage 5 of the INTERACTS project. The first three chapters of this report contain general information about the scenario workshops, the planning and conduction phases and the informative materials that have been used before and during the scenario workshop.

Chapter four details the workshop results and considers the views of the participants during the scenario workshop as presented in the posters that were developed by the participants during the vision making session and the action plans session. The posters developed for each of the sessions by participants were completed in some cases considering both the notes of the role or thematic groups and the moderators' notes taken during the plenary sessions.

Chapter five represents an analysis of the results of the scenario workshop, made by the authors of this report, taking into consideration the participants' opinions, but also the wider context of university- society co-operation in Romania and the mechanisms/policies that are necessary to enforce it.

The report is finalised with conclusions and reflections on the Romanian Scenario Workshop.

2 Workshop planning and conduction

2.1 Workshop summary

On Tuesday, June 24, 2003 the Romanian Scenario Workshop was conducted with the purpose to discuss: **How can the relations between the civil society and university be strengthened by science shop activities?** The Workshop was held as a one-day event, starting at 9.30h a.m. and finalised at 17h p.m.

The workshop has been planned and conducted considering the EASW preparatory materials and initial training for the INTERACTS project partners provided by Pax Mediterranea s.l., Spain (Alain Labatut and Inelia Ahumada) and Institut F.B.I., Austria (Gabriela Schroffenegger). Similar workshops have been organised by all the other INTERACTS project partners in the period April- June, 2003.

The Romanian Scenario Workshop was planned starting with May 2003, when identification and personal initial contacts with potential participants were made, informative materials (such as invitations, leaflets, presentation of the INTERACTS project) were realised and arrangements for the workshop location and other organisatory aspects were established. 36 potential participants for the workshop were contacted, 22 participants confirmed their participation and finally 17 of them participated at the Workshop (5 persons cancelled their participation 1 or 2 days before the event due to unexpected problems at their work, most of them being policy makers). Apart from this, two moderators were in charge of the whole planning and conduction of the Scenario Workshop and are as well the authors of this report. Although both moderators are experienced both in university/research and science shop work, they didn't take any part in the role groups or the mixed groups in order to ensure a more objective assessment of the communication and reporting process.

Four social groups were invited to be present at the workshop:

- **University researchers** (staff members that have both teaching and research obligations) – **6** participants
- **NGOs representatives** – **4** participants
- **Science shops representatives** (this group included also 2 students that cooperated with the science shops InterMEDIU for approx. 2 years) – **5** participants
- **Policy makers** (from the faculty or university management structures, regional administration structures)- **2** participants.

Gender balance of the participants in the workshop was well achieved, from the total number of 19 participants, 10 were females and 9 males, with an equilibrate distribution of genders inside the groups.

The workshop started with the registration of participants followed by a preliminary session (introductory) held by the organisers, a presentation of the participants (background, social group to which they belong, expectations from this workshop) and few housekeeping issues related to the programme for the day and coffee and lunch breaks.

The preliminary session offered information about the following aspects (*presentation given by Carmen Teodosiu*):

- general context of science shops in Europe and the Science and Society Action Plan, information about international projects that preceeded the International Science Shop Network (www.scienceshops.org)
- organisational aspects and mode of operation of science shops in Romania; the network of Romanian science shops; the context of university-society relationships in the framework of a transition society; brief presentation of the organiser (InterMEDIU Department, Technical University of Iasi) and its projects
- types of requests and projects that can be realised through science shops and how can these contribute to an improved access of the society groups to scientific knowledge and at the same time have an impact at university level (modernisation of curricula, opening of new perspectives for collaborative research, acquirement of new skills that are important for students' formation and their future career).
- description of the INTERACTS project and contributions of the Romanian partner (*State of the Art Report, Romanian Case Studies Report* were sent to participants prior to the workshop)
- context of the Scenario Workshops within the INTERACTS project and objectives of the workshop (the participants were informed that the application of the EASW methodology is a premiere not only for the organisers and participants, but also for the general format of Romanian participatory workshops).

The second part of the preliminary session was devoted to the presentation of the methodology of the scenario workshop (presentation given by Irina Alexandrescu), focussing on practical aspects related to group work and specific outputs (posters) during the vision making and action plans elaboration phases. The participants were informed also about the role of the plenary sessions situated immediately after each session of group work and the fact that for the elaboration of scenarios the prospective question of the workshop is covering a 10 years time period and do not consider the actual constraints of the actual period (related either to the development of the university or society). The participants' notes during the workshop were written on

ety). The participants' notes during the workshop were written on different colour papers (*yellow* for the vision making and *green* for the action plans phases) and collected at the end of the workshop in order to complete the presentation of the posters elaborated by the groups.

After a coffee break, the workshop started according to the methodology described previously, in groups and plenary sessions in the morning and afternoon, interrupted by a lunch break of one hour. The detailed program of the workshop is given in sub-chapter 2.3. (Date and duration of the workshop).

The vision making session generated several common ideas concerning the dialogue and co-operation between society groups and universities.

Besides the common issues presented by all the role groups, which also mean common interests and goals, each group raised a "core development principle" as an expression of either their specific needs, that are to be resolved inside the group, or of the requests addressed to the other groups/ partners, in order to improve their own activities and also the collaboration relationships.

- *The Community groups (NGOs, associations)* – present as a main necessity a more stable and powerful institutional framework for the science shops (in terms of laws and infrastructure), because this consolidated system will support the NGOs capacity building and their better visibility towards civil society members;
- *The Science Shops* – consider as a main goal to be achieved the "trust" and the openness of all social partners approaching Science Shops as intermediaries enabling the access of civil society organizations to scientific knowledge;
- *The University representatives* – consider the the major role of Science Shops as "information centers" to which the requests formulated by the civil society and local administration are addressed and which can make the linkages with the scientific expertise inside universities;
- *The Policy makers* - emphasize the "change of attitude" as a first priority for all partners involved at all levels, and the need to develop and implement a modern and mobile managerial system at University level so as to establish a more open and creative relationship between the civil society and the scientific community.

Based on the common points of view of the four role groups a list of emerging themes was established in the plenary session, 3 priority themes (presented below) being then discussed in the afternoon session in thematic groups so as to generate action plans.

1. Open, permanent and active communication between University and society (*The opening of universities to civil society problems*) will be based on: elaboration of strategic plans; inclusion of science shop activities in university curricula and research programs; minimization of bureaucratic barriers

2. Intermediary structures like science shops will respond to the requests of the civil society concerning: information, formation/ awareness/ education; sustainable partnerships based on joint projects and stable financing sources
3. A network will be built and developed in order to support communication and co-operation between universities, science shops and society organisations and to promote their specific programs and the image of the target groups.

During the last plenary session the action plans were presented and discussed and further solutions for the problems were suggested.

The workshop was finalised with a brief discussion over the results of the workshop, considering the feedback from participants and organisers. The participants expressed their interest to receive the Report of the workshop as well as other information concerning on-going projects that envisage university- society opportunities of co-operation.

2.2 Organiser presentation

The scenario workshop was organised and held by the Romanian partner in the INTERACTS research project, the *Information, Consultancy and ODL Department InterMEDIU* at the “Gh. Asachi” Technical University of Iasi.

InterMEDIU was founded in April 1999, as a non-profit, independent department (science shop) of the Technical University of Iasi, based in the Faculty of Industrial Chemistry, as a result of the bilateral co-operation agreement with the University of Groningen within the MATRA program, financed by the Dutch Ministry of Foreign Affairs. Since its foundation, the InterMEDIU Department was self-financed by means of projects, a committee with members of the Faculty Board and the University Senate having an advisory role for all its activities. InterMEDIU Centre co-operates with Faculty departments and organizations of the civil society, as well as with other similar organizations on a national or international scale, its activities being related to: information, consultancy and research in the field of environmental protection, as well as education and training. Since July 2001, InterMEDIU is officially recognised as the department entitled to organise and co-ordinate the Open and Distance learning programs of the Faculty of Industrial Chemistry.

InterMEDIU Department finalised research projects, answered to different requests for information, and developed environmental awareness/education programs in schools, high schools, for NGO's, or postgraduate courses for different professional groups. Seminars and workshops related to environmental problems and community-based research have been also organised. Project proposals considering national and interna-

tional co-operation between university and NGO's or for continuous education were submitted to different national or international financing agencies.

The organisation, moderation and reporting for the Scenario Workshop were realised by *Carmen Teodosiu* and *Irina Alexandrescu*.

Carmen Teodosiu (workshop co-ordinator) is Professor in the Department of Environmental Engineering (Faculty of Industrial Chemistry) and co-ordinated the majority of projects realised in the science shop (she acts also as the director of the InterMEDIU Information, Consultancy and ODL Department since its foundation).

Irina Alexandrescu is researcher in the Public Health Institute, Iasi and since January 2003 she is a staff member of InterMEDIU science shop.

2.3 Date and duration of the workshop

The Romanian INTERACTS Scenario Workshop took place on June 24, 2003, starting at 9.30h and ending at 17.00h. with 2 coffee breaks (of 45 minutes in total) and 1 hour lunch break. The detailed program is presented below.

During registration the participants were provided with the workshop materials and introduced to each other. The necessary information concerning the organisational details (breaks, lunch, documents for cost refunding for travel) were provided by the organisers of the workshop.

PROGRAM OF THE INTERACTS SCENARIO WORKSHOP

9.30 Registration of participants/ organisational details

10.00 Preliminary session

- Welcome
- Presentation of university-society interactions through science shops in the European and Romanian context
- Presentation of the INTERACTS project and the objectives of the Romanian Scenario Workshop
- Presentation of the Scenario Workshop methodology

10.30 Coffee Break

11.00 Work session– elaboration of the scenarios- debates in the 4 role groups

12.30 Plenary session – presentation of scenarios and selection of themes

13.30 Lunch Break

14.30 Work session- debates in the thematic groups

15.45 Coffee Break

16.00 Plenary session – discussion of the action plans

17.00 Closing session

Workshop moderators:

Carmen Teodosiu

Irina Alexandrescu

2.4 Location

The Workshop took place in the Professoral Council Room and the Orizont Hall (for the registration and coffee breaks) of the Faculty of Industrial Chemistry. Both locations were provided free of charge by the Faculty of Industrial Chemistry as a support of the science shop activities.

The Professoral Council Room is a large room situated at the first floor of the Faculty and is used for meetings of the professoral council, Ph.D. defenses, workshops or international lectures. This room is provided with an overhead projector, flipchart, an oval

table with armchairs, place for poster presentation, the space being more than sufficient for the organisation of the group sessions as well (the whole room allows participation of more than 60 persons). The organisers provided to the participants, apart from the information materials, pens, papers, and markers for the posters presentations.

The Orizont Hall is a facility situated at the ground floor of the Faculty of Industrial Chemistry used for registrations or coffee breaks in national or international conferences, different exhibitions or seminars. The room is provided with chairs and tables, so it was adequate for informal discussions during the coffee breaks and registration session.

2.5 Participants at the workshop as representatives of different social groups

22 participants confirmed their participation at the Scenario Workshop, but finally only 17 of them attended the sessions (excluding the moderators). 5 persons cancelled their participation 1 or 2 days before the event due to unexpected problems at their work: 2 representatives from NGOs, and 3 representatives of the policy makers groups, leaving no possibility to the organisers to replace them on such a short notice.

Invitations were sent to university staff/researchers, NGOs, science shops representatives, students and policy makers, the intention of the organisers was to invite participants that co-operated with the science shop for different projects (such as the realisation of those presented in the Romanian Case Studies Report). University policy makers or representatives of the Regional Administration (County Council) were also invited. Most of the participants come from cities of the Moldavian region situated in the North Eastern part of Romania (Iasi, Bacau, Roman, Pascani) where 4 science shops are operational since 1998/1999, only 2 of the participants coming from Bucharest where the science shop InterMEDIU was established in 2003 as a result of a new MATRA project. In order to ensure the wider context of the science shop projects with environmental topics and the specific of the existent Romanian science shops, representatives of the Faculty of Biology (staff members, science shop representatives and students) as well as policy makers were invited as well.

An overview of participants with the consideration of their experience with science shop co-operation is given in Table 1.

Table 1. Overview of participants and their affiliation

Groups	Name of participants	Organisation name	Experiences with science shop co-operation
NGOs	Johanna Müller	S.O.R. Iasi	Co-operated with InterMEDIU Center, Cuza University Iasi for different projects
	Dan Ionescu	CET Moldavia Pascani	Co-operated with InterMEDIU Department, Technical University Iasi for one project
	Cristi Serban	APSF Roman	Co-operated with InterMEDIU Department, Technical University Iasi for their legal foundation and several projects proposals
	Corina Tofan		
University	Matei Macoveanu	Technical University of Iasi, Faculty of Industrial Chemistry, Head of Dept. of Environmental Engineering, member of the University Senate	Co-operated with InterMEDIU Department, Technical University for several projects and proposals, including the foundation of the ODL program
	Laura Pricope	State University of Bacau, Department of Biology	Acts also as co-ordinator of the InterMEDIU Centre at the State University of Bacau
	Stefan Zamfirescu	“A.I.Cuza” University, Faculty of Biology	Co-operated with InterMEDIU Center, Cuza University Iasi for different projects. Since June 2003, was appointed as co-ordinator of the science shop at InterMEDIU
	Cristina Modrogan	“Politehnica” University Bucharest, Faculty of Industrial Chemistry	No co-operation with the science shop so far.
	Igor Cretescu	Technical University of Iasi, Faculty of Industrial Chemistry	No co-operation with the science shop so far.
	Carmen Catalina Ioan	Technical University of Iasi, Faculty of Industrial Chemistry	Co-operated with InterMEDIU Department, Technical University Iasi for one project
Science shops	Mircea Nicoara	InterMEDIU Center, “A.I.Cuza” University of Iasi	Science shop co-ordinator/project manager
	Cristina Ichimas	InterMEDIU Center, State University of Bacau	Science shop co-ordinator
	Mihaela Hristea	InterMEDIU Department, “Gh.Asachi” Technical University of Iasi	Student who worked on several science shop projects, InterMEDIU Department, “Gh.Asachi” Technical University of Iasi
	Constantin Bobirica	InterMEDIU Center, “Politehnica” University Bucharest	One of the volunteers that started working in InterMEDIU Bucuresti this year.

	Stefan Miron	InterMEDIU Center, "A.I.Cuza" University of Iasi	Student who worked on several science shop projects, InterMEDIU Centre, Cuza University Iasi
<i>Policy makers</i>	Maria Gavrilesco	Vice-dean with research, Faculty of Industrial Chemistry	Professor at the Department of Environmental Engineering, co-operated with the science shop for several projects
	Ion Balasanian	Former Dean of the Faculty of Industrial Chemistry, member of the Technical University Senate	Supported the science shop foundation, member of the InterMEDIU TU Iasi Advisory Board

3 Informative material

Participants that were initially contacted by telephone, e-mail or personally and expressed their interest to attend the INTERACTS Scenario Workshop received different materials before or during the Scenario Workshop. All the participants that acted as interviewees for the realisation of the Romanian Case Studies Report (INTERACTS project) received prior to the Workshop the complete version of this report (sent also to other participants on request).

3.1 Awareness materials

The following information were sent before the Scenario Workshop to the participants (all materials in Romanian are presented in Chapter 6, Appendix):

- Invitation Letter personalised
- Information on InterMEDIU Information, Consultancy and ODL Department (leaflet available only on printed version)
- INTERACTS project short description
- Executive summary of the Romanian Case Studies Report/INTERACTS project
- Romanian Case Studies Report/INTERACTS project (full report was sent to participants that acted as interviewees for the case studies or on request to other 3 participants)
- INTERACTS Scenario Workshop leaflet

3.2 Delegate information pack

The delegate information pack comprised the following documents (presented in Romanian in Chapter 6, Appendix) :

- List of participants
- Program of the INTERACTS Scenario Workshop
- Preliminary Session presentation (copy of the overheads)
- Objectives and methodology of the workshop
- Coloured papers for the vision making and action plan phases
- Pens
- Personal badges

4 Workshop results

4.1 Vision making results

The four thematic groups were asked to finalize the first group discussion session by elaborating and presenting on posters a common pair of opposite visions (best case scenario and worst case scenario, respectively) for each group, in order to describe, through their specific experience and motivations, the answer for the prospective question of this workshop session:

“How can the relations between the civil society and university be strengthened by science shop activities in Romania in 2010?”

The posters of each group are presented as follows (in the order they were presented in the first plenary session), completed with the notes taken in the plenary session.

4.1.1 Scenarios developed by Policy makers

The policy makers built their vision on a scheme that had 3 problems/ questions as basic structure, in order to define as accurately as possible the picture of “future” and its specific relationships between university and society. Their poster is presented in Fig.2. The presentation was very accurate, systematic and concentrated on the two main directions imposed by the theme of the workshop: the analysis of social communication/ information/ education needs in “2010” (***what are the problems of “University- society” system?***) and, on the other hand, the solutions that can be applied, taking into account the specific dynamic of the Romanian society (***what can be done to solve the problems?***). The basic principle of this presentation is that the policy makers, especially at the University level, have to elaborate and implement a modern and mobile managerial system **in order to establish a more open and creative relationship between the civil society members and the scientific community**. This objective is quite complex and difficult to accomplish, as it requires major revolutionary changes, in order to create an **“open” University**, profitably oriented to the citizens’ needs, knowledge and experiences as valuable sources for societal development. On a long term, it is to be expected that the development of citizens understanding and awareness for research and education will raise legitimacy at the universities to address society needs, which again will raise more resources available for developing research and education.

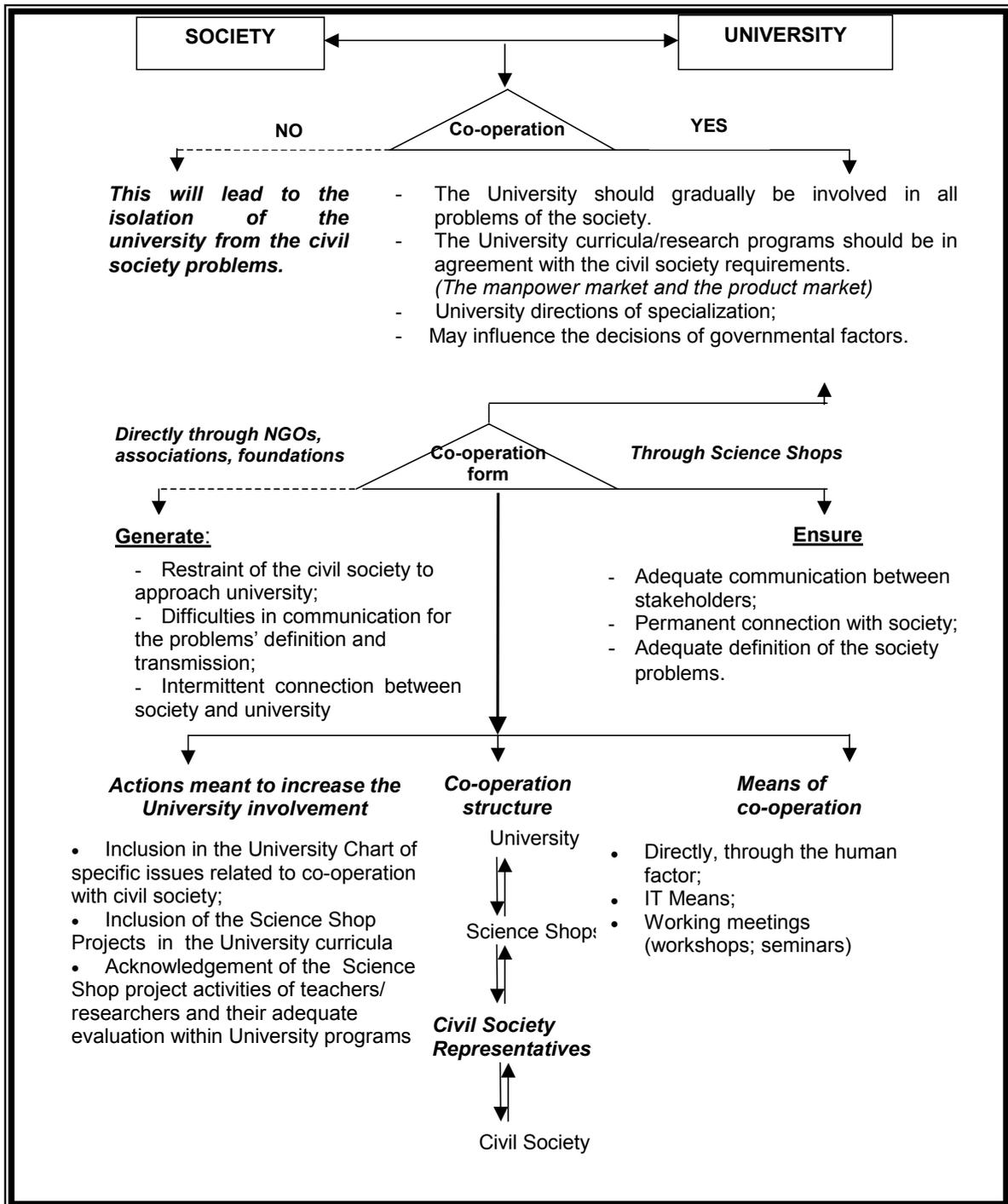


Fig.2. Scenarios- Poster presented by the Policy makers group

The Best Case Scenario is given by the university –society co-operation, and is analysed in detail, while the Worst Case Scenario (*no co-operation*) will lead to a complete isolation of the universities.

Discussions in the plenary session

QUESTION 1:

What kind of relationship will have the science and the society systems? Will they be partners?

Best case scenario:

University and civil society will build up a partnership based on the following main issues:

- University will be gradually involved in solving all demands from the social partners
- University curricula and the research activity will consider increasingly society needs, in terms of adapting teaching and research domains to the specific requests of the workforce market and products market
- University will be able to enforce changes related to societal needs and influence more governmental policy to influence the governmental policy decisions

Worst case scenario:

There will be no dialogue between University and Science as potential partners, and this will lead to the isolation of the University from the civil society and its problems.

QUESTION 2:

What structures will be helpful to support a functional relationship between University and Society?

Best case scenario:

Science Shops will constitute the institutional structures that will constitute the link between the University and civil society, on the basis of certain principles:

- Proper communication between partners
- Permanent dialogue
- Adequate problem definition and correct formulation of specific requests

Worst case scenario:

Certain obstacles and impediments may limit the direct approach from the society (NGOs, associations, organizations, and foundations):

- Restraints in the communication process (from civil society to University)
- Difficulties in defining problems and transmitting requests
- Discontinuous dialogue and gaps in the communication process

QUESTION 3:

What will be helpful for the Science Shop positive evolution in terms of relational development, framework- conditions, personal responsibility and public concern?

Best case scenario:

Science Shops will be an intermediary structure in a complex system formed with University and the Civile Society representatives, with certain principles and rules aimed to support the good functioning and the development of this system:

- Active communication and collaboration forms: directly, IT tools, mass media, meetings, seminars
- Policy makers support measures at the University level: the inclusion of the civil society problems into the University curricula; the inclusion of science shop type projects into the specific students research programs; the inclusion of the staff activity for Science Shop projects into the usual evaluation of teaching and research programs.

Worst case scenario:

The maximum development level for science shops will be a theoretical non-functional concept, with no chances of positive evolution and concrete social implementation.

4.1.2 Scenarios developed by the University representatives

The poster developed by the University representatives is presented in Fig. 3

Best case scenario

Science Shop becomes an “INFORMATION CENTER” concerning the requests formulated by the civil society and the local administration and also the scientific possibilities of the university to solve these requests.

Supportive framework and action tools:

- Obtain financing support for University experts in order to solve specific problems of the civil society and local administration and to respond to capacity building necessities of NGOs (including continuous education)
- Building and development of partnerships with local administration institutions and NGOs aimed to identify and solve the problems of the civil society
- Inclusion of the specific science shop activities (multidisciplinary projects, practical work, experience exchanges, case studies) and their official recognition as curricula and research activities.
- Efficient and continuous dissemination of the solutions to all the requests in mass media, publications, public debates.

Worst case scenario

Science Shop will exist as concept and institution, but won't be functional due to inertial legal and institutional frameworks and because of the lack of communication with society groups or local administration.

Fig.3. Scenarios- Poster presented by the University representatives

Discussions in the plenary session:

The University researcher representatives group presented a brief text form containing the main issues raised by all the group members; most of the ideas and points of view were drawn out through individual written materials and oral interventions during the plenary session. The central idea of the written material and also the subject of the collateral discussions were that information and education are necessary, but can't become reality without **an active and continuous communication between University and society as dialogue partners**. How can be accomplished this dialogue? First of all, a good support from the policy makers inside the University, from the local administration and also from governmental institutions is needed, in means of policy, legal frame and financial background. On the other hand, very important is the presence and the activity of NGOs, as stakeholders and partners for the scientific community, as they are practically the "sensors" and "processing centers" for all the information regarding society, in terms of needs, dynamics and trends. Another important element is a good visibility of Science Shops, both to students, university and the society. This will lead, on a long term, to a better understanding of student's contribution to societal development both among the university staff and management and also in the society. When talking about Science Shop projects, it is more than necessary to integrate research in these projects, making them more interesting for the scientists and the universities, and thereby making cooperation between all partners much easier and profitable. Practically, Science Shops should establish forums aimed to support the exchange of experiences and knowledge between all parties, and also to contribute to a change in perception among researchers and educators. This means that societal problems should be acknowledged as important problems to address and include in educational activities – this would generate a good correlation between theory and praxis. On the other hand, Science Shop forums can develop a common understanding and common scenarios between parties, so that, finally, the clients (society organisations) are able to use the knowledge gained through the co-operation in their future work and in a broader societal perspective.

4.1.3 Scenarios developed by the NGOs representatives

The poster developed by the NGOs group representatives is presented in Fig. 4.

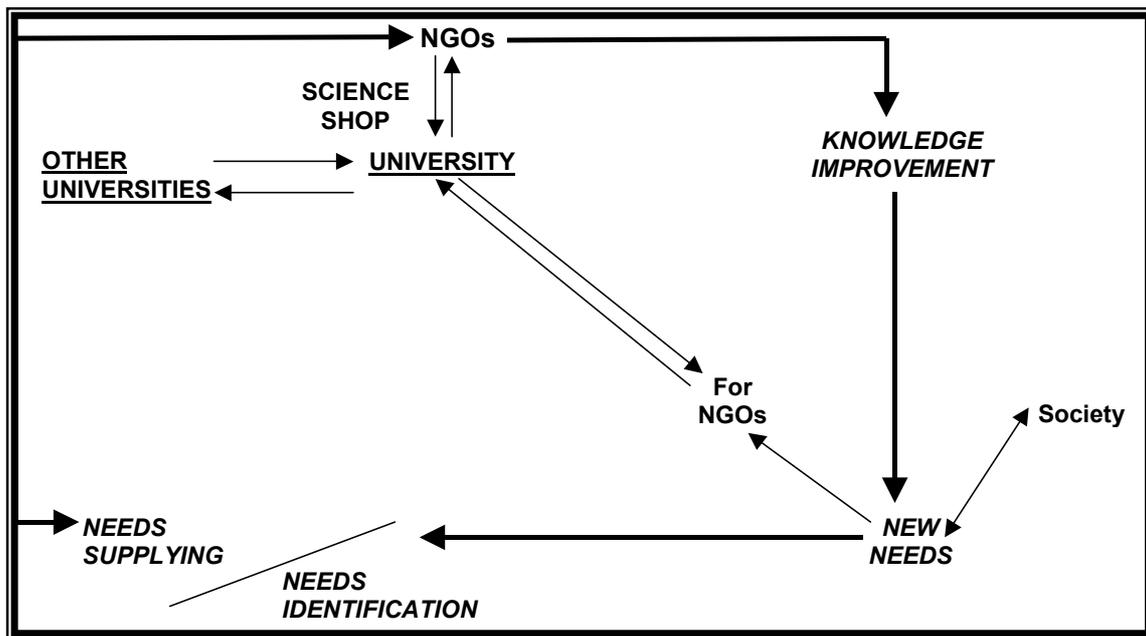


Fig.4. Scenarios- Poster presented by the NGOs representatives

Discussions in the plenary session:

Main characteristics of the society in 2010:

1. A continuous and active development of science, research and technology, especially inside the University, as an elite based on certain elements:
 - the background of information: knowledge + methods (what is already known, how it is known, what has been done, how it has been done, what is not known, what couldn't be done) and its further use for university and society development
 - human resources (research, development, implementation/ execution, evaluation, decision)
 - material + financial resources
2. A positive, effective and socially profitable evolution of NGOs, with the University support in terms of information, awareness and education. The NGOs will evolve in term of flexibility, efficiency, capacity of response to social needs and resources
3. University will be no more an "ivory tower" (a place where the social access is difficult and limited, and only for certain professional categories), but a source of information, education and a problem solving system, based on Science Shops as intermediary stations, which provide easy access to the necessary data and an open attitude and communication, "from equal to equal".
4. Science Shop as an active institutional framework - a way to facilitate bi-directional change of information between those who study reality (social environment, natural environment) and those who benefit by these studies.

The “best” solution comes when all those who have something in common with that problem are involved in solving it. It is for sure that a structure of the Science Shop type will contribute significantly to the improvement of communication between “science”, policy makers, resources and beneficiaries.

Problem solving (and science is considered a problem solving mechanism) is close related to creativity, and creativity means diversity of opinions and points of view.

The conclusion is that Science Shop will be the mediator, which capitalizes resources from “scientific” environment as well as from other fields.

The poster of the NGO representatives includes the “best scenario” only, as all the members of this team consider Science Shop as an institutional solution itself to a very serious problem of society, namely the relationship between the University and the civil society, and not an artificial structure which could disappear or be replaced. As it is obvious in the text, resources represented one of the key words in the scenario. More allocation of resources is needed to strengthen the relationship between citizens and universities and also to ease the work of outreach activities towards students, university researchers and NGOs, and to initiate more projects targeting societal problems and development. There is also necessary a change of attitude, in the means of more communication and active democratic involvement of all partners in managing common projects, in which Science Shops would be more than only a project mediator, but also initiators of communication courses and seminars. These activities would make themselves more visible (both internally at the university and externally towards the society), and put them in a position of frameworks of thematic- or scientific networks.

4.1.4 Scenarios developed by the Science shops representatives

Discussions in the plenary session:

The group of Science Shops representatives were very interactive and communicative inside the team (more than that, the group discussions became too long finally, so the moderator’s intervention proved to be necessary). The poster presents the specific problems of the civil society and university in the future and the role of Science Shops in solving these problems.

The problems of the civil society and universities in the perspective of 2010 were considered to be:

- Communication between individuals and individuals and institutions
- Social polarisation
- University oscilation between strategies that promote “elitism” or “education for all categories”

- The reticence of society to approach university structures as dialogue partners and information sources

Best case scenario:

“Science Shops = open windows towards the civil society”

Specific solutions to the social problems (based on the Science Shop system):

- The science shops will facilitate effective communication, in real time, between the civil society and universities and enabling thus the acces of civil society organisations to scientific knowledge
- An important resource will be considered the adequate training and capacity building both for society organisations and science shop staff
- Awareness and educational programs realised through science shops will contribute to the stimulation and development of a dynamic involvement of civil society in the policy making process
- Institutional partnerships between universities, science shops and civil society organisations need to be created.

Worst case scenario:

The science shop won't exist anymore as an intermediary institution and therefore there will be no active and permanent communication between university and society groups.

Fig.5. Scenarios- Poster presented by the science shops

There are several solutions that may be used to diminish these problemes:

- The “cultivation” of more active relationships of university with the civil society organisations amd mass- media by means of courses, public debates, workshops, common activities
- A constant financial support of university- society co-operation provided through governmental funds and special fundraising activities (of the science shops or civil society organisations)

The Science Shops must become a formalized and acknowledged part of the University – as a policy element, it is important that all students must be involved in projects in co-operation with citizens and NGOs. Through this type of activity, students gain a deeper understanding for societal problems, and can learn more about communication and mediation than through ordinary courses at the universities. It is also very important for all the involved partners to develop a strong co-operation between the Science Shops on both national and international level. This would make the Science shop projects more accessible, due to the possibility of sharing

jects more accessible, due to the possibility of sharing experiences and learn from previous projects conducted.

4.2 Common themes identified in the Best Case Scenarios

The participants identified after the poster presentations during the plenary session the most popular visions, these became subjects of discussion for the second part of the workshop (action plans elaboration). A priority list of themes was built: each participant was asked to vote for 3 most important themes, in order to establish the issues to be analyzed and the most important and urgent actions to be accomplished in the future.

Alternatives/ common points of view

1. Open, permanent and active communication between University and society (*The opening of universities to civil society problems*) will be based on: elaboration of strategic plans; inclusion of science shop activities in university curricula and research programs; minimization of bureaucratic barriers
2. Intermediary structures like science shops will respond to the requests of the civil society concerning: information, formation/ awareness/ education; sustainable partnerships based on joint projects and stable financing sources
3. Specific communication supported by the representatives of all stakeholders, mass media, IT means will promote the programs and the image of the target groups and support university-society co-operation
4. The visibility of the partners and intermediaries in university- society co-operation and their specific programs of collaboration is to be promoted further by specific activities and policy support
5. Financial and strategic support will be ensured at local, regional, national, international, level inside a permanent, active and sustainable partnerships of university intermediaries with organizations of the civil society

Since the subjects and number of preferences of themes 3 and 4 were comparable, it was agreed in the plenary session that these alternatives will be included as a common theme (theme 2) for the action plans elaboration phase of the workshop.

The top 3 themes as they were developed further in action plans are presented in Fig. 6.

TOP 3 THEMES

(To be discussed further in thematic groups for the elaboration of the action plans)

1. Open, permanent and active communication between University and society (*The opening of universities to civil society problems*) will be based on: elaboration of strategic plans; inclusion of science shop activities in university curricula and research programs; minimization of bureaucratic barriers
2. Intermediary structures like science shops will respond to the requests of the civil society concerning: information, formation/ awareness/ education; sustainable partnerships based on joint projects and stable financing sources
3. A network will be built and developed in order to support communication and co-operation between universities, science shops and society organisations and to promote their specific programs and the image of the target groups.

Questions to be answered in each detailed action plan:

- **What** is the action?
- **How** must it proceed?
- **Who** is involved?
- **When** will steps be taken ? (time intervals of 1 week to 18 months)

Fig. 6. Themes used as a basis for the elaboration of Action plans

4.3 Action plan elaboration

The aim for every theme group was to identify and discuss action plans in order to accomplish the objectives of the theme that the groups were working with. The participants were asked to take into account the requirements to capacity, resources and actions expected of all actors influenced by the theme.

ACTION PLAN 1

Theme: Opened, permanent and active communication between University and society (*The opening of universities to civil society problems*) will be based on: elaboration of strategic plans; inclusion of science shop activities in university curricula and research programs; minimization of bureaucratic barriers

Participants: Stefan Zamfirescu (University), Matei Macoveanu (University), Dan Ionescu (NGO), Stefan Miron (Science Shop), Constantin Bobirica (Science Shop), Maria Gavrilescu (Policy maker)

What is the action?	How must it proceed?	Who is involved?	When will steps be taken?
To build and develop partnerships between Science Shops, University and NGOs which will be capable to manage finances and diminish bureaucratic barriers.	Partnership conventions	<ul style="list-style-type: none"> University staff Science shop coordinators and volunteers NGO members 	1 year
To include Science Shop activities in the University curricula and research programs	Supportive promotion of Science Shop activities inside the Policy making structures of the University	<ul style="list-style-type: none"> University staff and policy makers Science Shop coordinators 	1 year
To organize and disseminate common programs of education and professional orientation inside the undergraduate collectivities	Workshops, debates and public presentations	<ul style="list-style-type: none"> University staff Science Shop coordinators NGOs 	2 years
To involve University, through Science Shops, in the policy making process by defining and solving of certain objectives of Local Agenda 21	Participation to debates and meetings of the Agenda 21 team	<ul style="list-style-type: none"> University staff Science Shop coordinators NGOs 	According to the program of Agenda 21

ACTION PLAN 2

Theme: Intermediary structures like science shops will respond to the requests of the civil society concerning: information, formation/ awareness/ education; sustainable partnerships based on joint projects and stable financing sources

Participants: Mircea Nicoara (Science Shop), Corina Tofan (NGO), Ion Balasanian (Policy Makers), Cristina Modrogan (University) and Igor Cretescu (University)

What is the action?	How must it proceed?	Who is involved?	When will steps be taken?
Information	<ul style="list-style-type: none"> Active information: answers to requests concerning problems of public interest Passive information: information dissemination through folders, booklets, mass media 	<ul style="list-style-type: none"> Civil society representatives (NGOs, associations) Science shop coordinators 	12 months
Formation/ awareness/ education	<ul style="list-style-type: none"> Courses - on request Summer schools Seminaries, debates, workshops 	<ul style="list-style-type: none"> Problems identification and defining: civil society representatives Formation/ education: NGO representatives; Science Shop coordinators and volunteers 	12 months
Sustainable partnerships	<ul style="list-style-type: none"> Construction and development of a functional structure with partners who have common interests and complementary contributions Identification of finance sources: projects on local, regional, national, international level 	<ul style="list-style-type: none"> University staff Science Shop coordinators NGO representatives 	12 months

ACTION PLAN 3

Theme: A network will be built and developed in order to support communication and co-operation between universities, science shops and society organisations and to promote their specific programs and the image of the target groups

Participants: Laura Pricope and Carmen Ioan (University), Cristi Serban (NGO), Cristina Ichimas and Mihaela Hristea (Science Shop)

ACTIVITY	IMPLEMENTATION METHODS	HUMAN RESOURCES	TIME RESOURCES (month in a year)												BARRIERS	
1. Working team building	Workshops	<ul style="list-style-type: none"> • Science Shop representatives • NGOs representatives University • Local administration 	x													<ul style="list-style-type: none"> • Inertia of policy making processes • Conflicts of interests • Opinion differences • Lack of transparency and communication • Lack of financial support and infrastructures • Reticence to change and collaboration • Elitist attitude of the University staff • NGOs' opportunistic attitude • Fluctuation of the motivation and the involvement of volunteers
2. Elaboration and dissemination of informative materials (folders, booklets, web-sites)	Promotional and informative activities: <ul style="list-style-type: none"> • work meetings • conferences • internet forums 	<ul style="list-style-type: none"> • advertising specialists • volunteers (students) 		x	x											
3. Periodical network meetings	<ul style="list-style-type: none"> • announcements • mass media advertising 	<ul style="list-style-type: none"> • Science Shops • Local administration • NGOs 			x	x	x	x	x	x	x	x	x	x		
4. Network building	<ul style="list-style-type: none"> • discussion forums on internet • motivational workshops • logistic support (supervising and interrelation) • "tel-verde" • interviews 	<ul style="list-style-type: none"> • Science Shops • University • NGOs • Students • Economic agents 				x	x	x	x	x	x	x	x			
5. Dissemination of Results	<ul style="list-style-type: none"> • public debates • mass media 	<ul style="list-style-type: none"> • Science Shops • University • NGOs • Local administration 											x	x		

5 Conclusions

5.1 Commentaries on the results

The Scenario Workshop held in Iasi on June 24 benefitted of very good and productive sessions. Either in the groups or during the plenary sessions, all the participants proved their interest in identifying new opportunities for the democratisation of science as well as in discussing those alternatives that are applicable in the context of the Romanian society.

The vision making session generated several ideas concerning the dialogue and co-operation between society groups and universities. All role groups considered that in this dialogue, the science shops will have a significant role in future, with the condition that barriers that exist for the moment will be diminished by undertaking coherent actions and involving all interested partners.

Several barriers that can be perceived for the university- society co-operation through intermediaries such as science shops (as depicted during the vision making phase) refer to:

1. Organisational issues such as:

- Bureaucratic barriers related to legal and financial existence and independence of science shops within universities
- Lack of visibility of science shops and limited access of society organisations to university structures
- Uninsufficient institutional support (at different levels) to create sustainable partnerships with society groups
- Unsatisfactory level of development and involvement of NGOs

2. Communication between university- science shops and society groups:

- Restraints of the civil society organisations to approach universities (elitism)
- Limited access to/ and interest of mass media for university- society co-operation programs
- Deficiencies of special designed means of information and communication of scientific work and dissemination of knowledge (awareness materials, public debates, workshops and seminars, educational programs)
- Limited activities for the identification and perception of society problems
- Uninsufficient networking at national /international level of science shops

3. Policy issues:

- Lack of effective strategies to encourage the opening of universities towards societal problems and the support of co-operation programs (at the level of universities, ministries, regional or national policies)
- Not enough acknowledgement/valuation of intermediary organisations (science shops) and their contribution at university curricula and research development

4. Financial problems:

- Lack of financial resources or inadequate management at the level of interested actors (universities, science shops, society groups)
- Lack of specific financial resources for university-society co-operation programs.

The evolution of co-operation between universities and society organisations through intermediaries such as science shops should consider also the particularities of the social- economic Romanian context in which the reform of the higher education and research organisations has to consider both economical changes and the achievement of a solid market economy and a democratic society represented by efficient NGOs, capable to respond to societal needs.

The general conclusion, confirmed by the identified themes and action plans was that the dialogue between science and society needs to be improved, as the actual situation is characterised by problems and barriers which make the dialogue and collaboration inefficient, lacking both effective strategies, organisational and financial means that would provide good co-operation and communication between all the factors involved.

The elements of this co-operation, namely: Civil Society organizations, University and Science Shops, have specific structures and mechanisms of operation, each of them is important and necessary in its own way and occupies a particular place in society. An **integrative approach** of university- society co-operation will allow both the necessary changes at the level of society organisations and respond to their needs (capacity building, information, education, active involvement in policy making), but also to the general requests related to university modernisation and opening towards societal problems and needs. This approach requires stable, but at the same time dynamic structures, with clear policy, objectives and functional mechanisms that are able to respond to several requests as it has been perceived in the scenarios and action plans.

Four of the themes (2 of them were discussed in common due to the similarities of the topics) depicted by the participants as a result of the vision making process were subjected to the discussion in thematic groups in order to identify concrete means of ac-

tions, responsibilities and adequate time frameworks. The common issues of the action plans will be presented further and commented considering the idea of this **integrative approach** as a policy major concept for the development of the university –society co-operation through science shops as intermediaries.

Communication has not been sufficient as quantity of information and involvement of all stakeholders, and also not good enough in terms of accesibility. This requires that universities and implicitly science shops have to find the appropriate language to communicate with every dialogue level, in order to eliminate the elitist image of the universities.

The idea of “opening the university” will generate, on long term, a positive attitude of civil society in approaching information sources, and also will generate, through better knowledge and understanding, a more correct definition and identification of social problems.

It seems necessary to improve the image and to stimulate the evolution of the dialogue and co-operation between university and society organizations and to ensure a better *visibility* of all partners supported by mass media as information/education factor.

A very important goal in terms of good communication is to expand and improve science shop activity by creating strong effective *networks or partnerships at national and international level*, which will support not only co-operation between universities and society organisations, but will also promote their specific programs and the image of the target groups.

Organisation- is the main goal not only inside each part involved, but also to the system as a whole. If we analyze the elements separately, the main organisational issues refer to:

- the decrease of bureaucratic barriers inside universities in relation the science shop existence or any type of co-operation with society groups,
- the development of functional structures (sustainable partnerships) with all partners that have in common interests and complementary contributions (NGOs, universities, science shops, local administration);
- capacity building programs, awareness and educational programs developed for NGOs by involving universities through science shops would contribute on a longer term to a more stable and active involvement of both universities and NGOS on a social level,
- science shops should be more aware on their role of “administrator” for information (data base centres and providers) and social dialogue instruments (for a good relationship with the local administration, the governmental institutions and massmedia) and also as facilitators of co-operation programs (governmental funds,

media) and also as facilitators of co-operation programs (governmental funds, sponsorgroups, European projects, linkage with regional development programs).

Financing of such co-operation activities was not discussed as a separate theme of the workshop but constituted an important issue that was pointed out by the thematic groups. For most of the participants the general idea was that for the following years co-operation between universities, science shops and NGOs can be done by means of projects for which funds have to be searched for in different contexts (local, regional, national or international).

There was a general agreement inside the whole group, and also a major principle for all the proposed action plans, that it is absolutely necessary a *change of attitude*, in terms of *active implication* of all factors mentioned above. Whatever is to be done, a good strategy is useless without permanent communication and adequate actions. One of the participants, while presenting the common vision of the science shop group, called this positive attitude "*youth as a state of mind*". A collective effort in fighting with inertial barriers will have not only a practical finality, of achieving the proposed goals, but will also contribute to the education in the spirit of teamwork, based on optimistic and prospective thinking, mutual respect between the team members, receptiveness and voluntary involvement.

5.2 Reflections on the workshop and feedback of participants

This scenario workshop was a very new experience for both all the invited members of the role groups and to a certain extent for the organisers (and moderators). That was the reason why it required initial meetings of the organisers in order to study and discuss the materials, and also to make plans about the methodology and organisation of the workshop in detail. After taking into account all the concrete conditions we had to deal with (time resources and participants' willingness), the meeting was arranged as a one-day event, especially for the reason that it is very difficult to get participants to be involved in the workshop more than one day due to their professional obligations.

The planning and organisation of the workshop was time and energy consuming for every step acting as hosts and moderators. Due to the methodology of this type of activity, which is quite restrictive on the number of participants, we did not advertise the event on large scale, preferring the personal contacts, through email, telephone calls, face-to-face contacts. We made real efforts to build balanced working groups, especially because some of the people we invited, especially policy makers, had prior engagements and were forced to decline our invitation (even after they confirmed participation). That is why we had to build a real strategy to create homogenous and bal-

anced work groups. Finally, the interest groups were well represented, with the exception the policy makers group, who were fewer than we had expected, but luckily the members of this group were very engaged and eager to discuss, which meant that they were able to give very good contributions to the dialogue.

There also was a large amount of work done to create the informative materials, as we intended to make them as attractive and informationally complete as possible. All participants used these materials for prior information about the objectives and the methodology of the workshop, but, as it was a very new experience for everyone, we still had to explain in detail every step of the protocol. Other information materials were handed to participants in the morning of the workshop to complete their overview of the sessions.

The discussions about the workshop program and methodology started from the moment of the arrival of participants, when we proceeded with an informal welcome session (introductions, coffee and refreshments, short explanations about the program of the day). We also asked every participant about his/her own expectations from the workshop at the moment and details about organisation (lunch, coffee breaks).

In the preliminary session the participants expressed different expectations from the workshop, including: better understanding and developing the science shop concept, sharing ideas, improving knowledge, network building and development.

On reflection of the process of the Scenario Workshop, the organisers felt that the participants were extremely engaged in the visionary and thematic sessions, and communicated in a very open and direct way.

One of the basic question we have asked ourselves is: ***Did this workshop reach its objectives ?***

The answer is mainly positive, despite certain points that we think we could have done better. This answers is based on the dynamic and motivated discussions during the scenario workshop, and the interest of the participants in creating a network (in which the participants prior to the scenario workshop had not felt a need for or had taken any initiatives to establish) with the aim to continue working with developing the cooperation between society organisations and universities through Science Shops as intermediaries. Due to this interest we feel that through the scenario workshop the participants were mobilized to take actions, and they understood that progress in the relationship between university and civil society comes only from communication, involvement and positive attitude.

Applying the scenario workshop approach required long time planning and intense team working. In our case we began the work by planning the workshop 2 month before the workshop was conducted and continued with analyzing and interpreting the materials 1 month after the event.

But even though the approach is time and effort consuming, we consider that this method is recommendable, because it gave room for discussions among people with the same or different group interests. This result would be very difficult to obtain by applying other participatory approaches such as focus group discussions or interviews. The organizers' evaluation is that the workshop was a stimulating and also enjoyable experience and also a good response to INTERACTS requirements for representing national views on expectations surrounding science shops.

Below, several of the participants' opinions are presented to demonstrate their feedback at the Scenario Workshop:

Laura Pricope (University): *“A very interesting and challenging experience; I didn't know what to expect, but now I am happy for being here. I wish I had more occasions to attend such workshops so well organised like this that allowed such a good interaction and communication.”*

Constantin Bobirica (Science Shop): *“As we are a very young Science Shop, this meeting was a very valuable experience for us; we have learned more about the role and the potential of Science Shops, and also about the value of the workshop as social event and practical communication instrument”.*

Matei Macoveanu (University): *“I appreciate the discussions as very interesting and useful, especially due to the diversity of the institutions represented at the meeting and the different necessities and points of view. The interest of the Dutch partners to expand the science shop activities in Romania is very valuable and helps universities to become active promoters of the social progress”.*

Maria Gavrilescu (Policy Maker): *“I was very impressed by the high quality standards of the activity and the implication of all participants – the main result is that the concept of Science Shop became clearer; it was a very instructive but also demanding and tiresome experience. I would like to congratulate the organisers and I would like to receive all materials that will be later on developed. A follow up meeting would be recommendable in order to establish details related to the development of a network that would allow a better communication between partners and would facilitate common projects.”*

Cristi Serban (NGO): *“I have waited this meeting with interest and emotion; the method itself stimulated, by its regulations and protocol, all the participants, both personally and professionally. As a brain- storming type activity, the method is very useful for any other occasion and I intend to apply it in our activities. I am looking forward to repeat this experience in different contexts and I consider that the workshop was a success”.*

Ion Balasanian (Policy Makers): *“I have a very good impression about this workshop; it was interesting and useful for all the participants”.*

Cristina Ichimas (Science Shop): *“Even the idea of organizing such a complex activity was original and daring; on the other hand, it was very seriously put into practice, by both organizers and guests; very surprising and impressive for me was the implication and the enthusiasm manifested by the University representatives and the policy makers as normal dialogue partners. I wish I could apply the same methodology in the Science Shop and university I come from. ”*

Corina Tofan (NGO): *“It was a new and very good experience, above my expectations, and also a good opportunity to get more knowledge and to expand the institutional and personal relationships”.*

Dan Ionescu (NGO): *“The entire activity was surprisingly original and interesting, from all points of view; it was a good opportunity for me to get more information and to build personal and professional relationships”*

Mihaela Hristea (Science Shop): *“It was a very interesting and challenging activity, especially because of the very different background of participants and the interactive character of the workshop. I am happy to be one of the participants of this meeting, because I had the chance to improve my experience in working with different social groups ”*

Irina Alexandrescu (moderator): *“For us, as moderators and hosts, every detail was important and we have spent time and energy to do everything right, especially because we didn't have any previous experience in EASW events. On the other hand, once the discussions started everything went very well because the communication process inside the groups developed spontaneously, fluently and efficiently. I think that the workshop was a success, and the involvement and enthusiasm of our guests was very important. We shall have a lot of material to study after the meeting, and the results will be very useful for the project and the Science Shop we represent, also”.*

Carmen Teodosiu (moderator): *“As organizers, we did our best to make this meeting not only a useful, but also an enjoyable activity. It was a very challenging experience, since we tried to be as close as possible to the proposed methodology without losing the value of a very open communication and the individual expression of experience, personality and knowledge of participants. Apart from the significance of this meeting for the INTERACTS project, all the members of the groups present here can benefit of the workshop, because of the diversity of opinions, experiences and visions that have been expressed and can be continued further with direct actions and co-operation.”*

5.3 Ideas for future actions

The opening of universities towards societal problems and needs accompanied by permanent and active communication and co-operation envisages actions that must be taken at different levels using an integrative approach:

Policy issues

- inclusion of separate statements concerning the university mission regarding societal problems and co- operation with society organisations;
- acknowledgement of science shops activities and their adequate evaluation–concretely, an important objective to obtain official acknowledgement at the University/ Ministry of Education level for this type of activities and the allocation of credit points for students and staff time;
- the development of certain programs (educational, post- graduate, professional reconversion) or projects through the science shops, in co-operation with university departments in order to contribute more to the needs expressed by different society groups (information, capacity building, training, acquirement of project funds) and the broadening of university preoccupations;
- more initiatives to be undertaken to make more visible the science shop activities and the university preoccupation towards societal problems, with the involvement of mass media partners;
- an initiative to sustain the financing of partnerships between university, science shops and NGOs should be supported and promoted by all partners or their networks at governmental level.

Organizational issues

- diminishing bureaucratic barriers related to the foundation of science shops in Romanian universities and of partnerships between NGOs, science shops and universities in order to proceed as partners in common co- operation programs;

- the creation of a network that would envisage participation of science shops, NGOs, university representatives and local administration would support communication and promote specific co-operation programs of all partners that are involved in the science–society dialogue;
- the development of the Romanian network of science shops and the co-operation with the international network of science shops as a support for individual science shops and NGOs;
- improvement of communication and dissemination of different educational or professional orientation or training and information programs.

Financial problems will remain for the immediate future one of the main problems for the co-operation between university and society organisations through science shops as intermediaries, since there are no special funds that are allocated to the development of such co-operations at national level.

References:

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Schroffenegger, G. (2003) *European Scenario Workshops as a Toolkit for INTERACTS*

*** <http://www.basisinnovation.com/easwtobasis.htm>

6 Appendix: informative material (Romanian)

INVITATION LETTER



Centrul de Informare, Consultanță și Învățământ Deschis la Distanță *InterMEDIU*

Universitatea Tehnică "Gh. Asachi" Iași, Facultatea de Chimie Industrială
 Bd. D. Mangeron 71A, Iași
 Tel/Fax : 0232-237594
 Tel: 278683/ int.2242
 E-mail: inmediu@ch.tuiasi.ro

30.05.2003

Doamnei/Domnului.....

INVITAȚIE

Suntem onorați să vă invităm la **Workshop-ul INTERACTS** care va avea loc în ziua de **24 Iunie 2003** la Facultatea de Chimie Industrială Iași (Sala de Consiliu Profesorat). Workshop-ul INTERACTS este organizat în conformitate cu metodologia *European Awareness Scenario Workshop (EASW)* și este parte integrantă a proiectului INTERACTS finanțat de Comunitatea Europeană (prin Programul Cadru 5). Activități similare au avut sau vor avea loc în alte 5 țări europene, rezultatele acestora urmând să fie sintetizate într-un Raport comun prezentat la Bruxelles. Din perspectiva experienței profesionale, contribuția dumneavoastră la această acțiune este extrem de importantă.

Obiectivul principal al acestui workshop va fi dezbateră subiectului:

“Cum se pot consolida legăturile dintre societatea civilă și universități prin activități de tip Science Shop?”

Activitățile de tip Science Shop reprezintă una dintre posibilitățile de a facilita legăturile și comunicarea între mediul științific și societate. Practic, acestea sunt destinate să satisfacă solicitările comunității în domeniul informativ/educativ, pe baza cunoașterii și experienței universitare, prin intermediul proiectelor aplicative sau a programelor elaborate de echipe formate din studenți, cadre didactice, specialiști din diverse domenii. Acest workshop își propune să realizeze o evaluare a posibilităților de dezvoltare pentru Science Shop-uri la nivel local, regional și național, și să elaboreze un scenariu privind evoluția acestora în următorul deceniu:

- Care sunt solicitările/problemele cu care se confruntă un Science Shop și prin ce mijloace se pot adapta activitățile sale specifice la aceste solicitări/probleme?
- Care sunt principalele cerințe/solicitări specifice clientului (ONG-uri, asociații, IMM-uri) și cum pot fi acestea îndeplinite?
- Ce obstacole apar în activitatea unui Science Shop și care sunt soluțiile pentru depășirea acestora?
- Cum pot deveni activitățile de tip Science Shop mai bine cunoscute la nivel regional și în România?

Acest workshop va avea un număr de maxim 24 participanți, incluși în următoarele grupe de lucru:

- **Factori decizionali** (manageri din sistemul universitar, la nivel local, regional sau național)
- **Reprezentanți ai organizațiilor neguvernamentale** (președinți sau membri)
- **Specialiști din domeniul științific/universitar** (incluzând cadre didactice și studenți)
- **Reprezentanți ai Science Shop-urilor.**

Sunteți invitat ca membru al grupei:

Deoarece fiecare dintre aceste grupe va cuprinde maxim 6 reprezentanți, vă rugăm să confirmați participarea cât mai curând posibil.

Data limită a înregistrării participanților: 16 Iunie 2003

Sperăm să fiți alături de noi în această activitate care se dorește a fi nu numai eficientă, dar și utilă pentru viitoare colaborări.

Observații:

Organizatorii manifestării asigură pentru toți participanții decontarea drumului dus – întors și masa de prânz,
Sunt incluse documentele workshop-ului și o prezentare succintă a proiectului INTERACTS.

Cu cele mai bune urări,

Prof. dr. ing. Carmen Teodosiu

Director al Centrului InterMEDIU

INTERACTS PROJECT- SHORT DESCRIPTION

PROIECTUL INTERACTS – SCURTĂ DESCRIERE

INTERACTS este un proiect multinațional derulat în organizații și instituții din șapte țări - Austria, Danemarca, Germania, Olanda, România, Spania și Marea Britanie - care doresc, prin colaborare interdisciplinară, să identifice schimbările necesare în structura și funcționarea sistemului Învățământ- Cercetare- Dezvoltare pentru îmbunătățirea relațiilor între ONG-uri, cercetători/cadre didactice universitare și intermediari de tipul Science Shop-urilor. Prin sintetizarea rezultatelor obținute în diferite țări se va obține o imagine de ansamblu privind experiența actuală a Science Shop-urilor existente, perspectivele și tendințele lor de evoluție. În acest mod, **INTERACTS** contribuie la întărirea legăturilor dintre instituțiile de cercetare și societatea civilă și facilitează o mai bună înțelegere a aspectelor specifice procesului de cunoaștere și a impactului acestuia pentru democratizarea societății civile.

INTERACTS este un proiect complementar al proiectului ISSNET (“Rețeaua Internațională a Science Shop-urilor”), fiind finanțat de către Comisia Europeană/ DG 12 (Programul Cadru 5).

Proiectul **INTERACTS** este structurat în 5 etape. Raportul Național Privind Studiile de Caz reprezintă a doua etapă în proiectul INTERACTS:

1. **Raportul privind dezvoltarea organizațiilor de tip Science Shop la nivel European** (State of the Art Report) oferă o imagine privind condițiile de ordin politic și instituțional care stau la baza cooperării între ONG-uri, Science Shop-uri și universități din Austria, Danemarca, Germania, România, Spania și Marea Britanie.

2. **Rapoartele Naționale Privind Studiile de Caz** (Case Studies Reports) analizează experiența practică și posibilitățile de evoluție a interacțiunii între ONG-uri, universități și Science Shop-uri.

3. **Dezbaterile** privind tendințele de evoluție și perspectivele pentru cooperarea dintre reprezentanții ONG-urilor, cercetători, Science Shop-uri și factorii decizionali, realizate prin **activități interactive de tip workshop** în fiecare din țările partenere, oferă posibilitatea participării factorilor implicați.

4. **Raportul final** identifică resursele potențiale și barierele specifice sistemului de Învățământ- Cercetare- Dezvoltare în scopul îmbunătățirii condițiilor de cooperare universitate - societate.

5. În cadrul ultimei etape, **rezultatele programului** sunt prezentate în **conferințe și workshop-uri** organizate pe plan național și internațional.

Informații suplimentare: <http://members.chello.at/wilawien/interacts/main.html>

EXECUTIVE SUMMARY – ROMANIAN CASE STUDIES REPORT

Proiectul INTERACTS– RAPORTUL PRIVIND STUDIILE DE CAZ DIN ROMÂNIA- REZUMAT

Raportul privind Studiile de caz în România face parte din proiectul INTERACTS finanțat de Comunitatea Europeană și prezintă experiența practică, impactul și perspectivele interacțiunii dintre ONG-uri, Universități și Science Shop-uri*. În România funcționează Science Shop-uri (sub denumirea generică de “Centre Inter-MEDIU”) în cadrul universităților din 1998, când 4 asemenea organizații au fost înființate în universități din Iași, Bacău și Galați, alte 4 Science Shop-uri fiind operaționale în București, Ploiești, Brașov și Oradea din anul 2003.

Acest raport este rezultatul unui studiu care evaluează trei proiecte derulate în domeniul protecției mediului, prin Centrele InterMEDIU din Universitatea Tehnică “Gh. Asachi” Iași (două proiecte, unul referitor la calitatea apei potabile iar celălalt privind impactul apelor reziduale industriale) și din Universitatea “Al.I.Cuza” Iași (un proiect privind conservarea biodiversității). Toate proiectele sunt considerate relevante pentru Science Shop-urile de tip universitar și au implicat ONG-uri, studenți/cercetători, și Science Shop-uri.

Având la bază cercetarea bazată pe studii de caz și utilizând o metodologie comună, analiza care stă la baza raportului este destinată să ofere mai multe informații privind cercetarea în colaborare cu reprezentanții ai societății civile prin intermediari de tip Science Shop, să discute impactul proiectelor, precum și perspectivele și reacția față de acest tip de cooperare. Au fost utilizate următoarele tipuri de documente: rapoarte de proiect, articole publicate, teze de disertație, propuneri de proiecte. Analizarea studiilor de caz a stabilit elementele comune și cele caracteristice pentru proiectele Science Shop, prezentând considerații privind implementarea acestor activități în Ro-

* Un “Science Shop” oferă un suport independent și interactiv pentru cercetare ca răspuns la cerințele exprimate de societatea civilă. Science Shop-urile utilizează termenul de “știință” în sensul cel mai larg al expresiei cuprinzând științele sociale și umane, precum și cele cu profil ingineresc și tehnic. Science Shop-urile au ca scop: i) să ofere societății civile informație și mijloace de cunoaștere prin cercetare și educație; ii) să-și ofere serviciile într-un mod accesibil material; iii) să promoveze și să susțină accesul și implicarea publică în domeniul științei și tehnologiilor; iv) să creeze parteneriate echitabile și durabile cu organizații ale societății civile; v) să promoveze receptivitatea factorilor de decizie și instituțiilor de educație și cercetare față de cerințele societății civile privind informarea și educația; vi) să dezvolte abilități și cunoștințe în rândul studenților, reprezentanților comunităților și cercetătorilor. (SCIPAS EC project HPV1-CT-1999-00001; <http://www.bio.uu.nl/living-knowledge>).

mânia și aspecte care pot fi relevante pentru îmbunătățirea interacțiunilor între universități și societate.

Rezultatele Studiilor de Caz

Experiențele Science Shop-urilor din România au fost percepute de către intervievați ca fiind valoroase pentru facilitarea accesului public la cercetarea științifică, informație și educație. Interacțiunea între grupurile societății civile și universități/ facultăți prin intermediul Science Shop-urilor oferă beneficii pentru toți partenerii, impactul acestui tip de activități fiind observat mai ales la nivel local.

Organizațiile societății civile solicită asistență din partea Science Shop-urilor cu cereri privind informația, documentarea/cercetarea, dezvoltarea unor noi perspective sau capacități organizaționale, sau îmbunătățirea imaginii față de alte grupuri/instituții. Accesibilitatea Science Shop-urilor (deschiderea explicită față de public), poziția lor neutră, utilizarea unor metode sistematice, prezentarea adecvată a rezultatelor (sub forma rapoartelor publice de proiect) și faptul că nu se impun obligații financiare ONG-urilor reprezintă elemente importante care facilitează accesul grupurilor societății civile la informația existentă în mediul academic și care direcționează implicarea activă a acestora în perspectivă în activități de protecția mediului sau de tip decizional. Totuși, implicarea ONG-urilor în proiectele Science Shop-urilor are forme foarte diferite și variază de la discutarea obiectivelor proiectelor și implicarea în organizarea unor dezbateri publice până la contribuții efective pentru realizarea cercetării propuse.

Una din particularitățile activităților de tip Science Shop este faptul că proiectele sunt realizate total sau parțial de **studenți** care, în toate cazurile, au prezentat interes pentru aceste proiecte datorită însușirii unor cunoștințe teoretice și practice care contribuie la progresul lor profesional și la creșterea șanselor de angajare. Aspecte precum: îmbunătățirea capacității de comunicare, dezvoltarea abilităților de lucru în echipă și de lucru cu calculatorul, acumularea de experiență în participarea la proiecte naționale sau internaționale, sau acumularea de cunoștințe privind metodologia și practica cercetării sunt importante pentru formarea studenților și viitoarea lor carieră.

Îndrumătorii proiectelor derulate prin Science Shop (**cadre didactice universitare și cercetători**) sunt interesați de proiectele Science Shop prin prisma interesului propriu privind activitatea didactică și de cercetare sau pentru dezvoltarea abilităților de management a proiectelor și atribuirea unor valențe sociale activității științifice. Pentru cadrele didactice universitare care sunt în același timp și coordonatori de Science Shop, precum și pentru studenții implicați, apar probleme datorită faptului că aceste activități nu beneficiază de limite de timp alocate și nici de acordarea de credite, și sunt în general evaluate ca activități specifice de tip proiect. Alte categorii beneficiază indirect de

proiectele Science Shop-urilor sau de programele educaționale prin utilizarea informației în cadrul programelor locale, naționale/ internaționale, sau prin inițierea de colaborări cu alți experți sau organizații guvernamentale.

Pentru **universități/ facultăți**, activitățile de tip Science Shop pot contribui semnificativ la modernizarea curriculei și la deschiderea de noi perspective pentru cercetarea participativă, la nivel național sau internațional. Asemenea contribuții se referă la: includerea rezultatelor proiectelor de tip Science Shop în activitatea didactică, dezvoltarea de module didactice flexibile destinate diferitelor categorii sociale, inițierea de cursuri postuniversitare în colaborare cu alte departamente universitare, formularea de noi propuneri de proiecte și promovarea cercetării multidisciplinare.

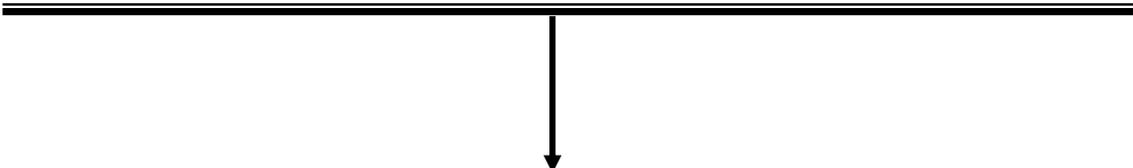
Science Shop-urile din România au funcționat suficient de bine până în prezent, cu beneficii pe termen scurt și lung pentru societatea civilă și comunitatea științifică. Totuși, existența și dezvoltarea unor asemenea entități în universitățile din România sunt strâns legate de existența unui suport financiar adecvat. Ambele Science Shop-uri care au participat cu proiecte la acest studiu au primit inițial finanțare prin Programul MATRA, susținut de Ministerul Afacerilor Externe din Olanda și parțial de universitățile din România. În absența finanțării majore oferite de Proiectul MATRA, Science Shop-urile și-au continuat parțial activitățile datorită dezvoltării unor programe și proiecte de cooperare. Multe din activitățile demarate inițial cu grupurile societății civile (asistență pentru dezvoltarea de proiecte, informare, documentare) au fost continuate într-o măsură limitată, pe bază de voluntariat, cu eforturi suplimentare în ceea ce privește activitatea studenților și timpul alocat de cadrele didactice.

Recomandări de ordin strategic

1. Recunoașterea oficială la nivel de Universitate/ Ministerul Educației și Cercetării pentru acest tip de activitate și alocarea de credite pentru studenți și respectiv număr de ore convenționale pentru coordonatori sunt condiții importante pentru continuarea sau inițierea de noi activități de tip Science Shop;
2. Finanțarea adecvată și sprijinul din partea universităților și a grupurilor societății civile pot facilita activitățile de tip Science Shop. În contextul românesc actual, susținerea poate avea forme diverse de tipul:
 - Asigurarea de către Universitate a finanțării de bază sau acoperirea numai a cheltuielilor de operare;
 - Asigurarea unor reguli administrative specifice sau a autonomiei financiare;
 - Acoperirea parțială a cheltuielilor de proiect de către client (de la nivel zero până la costuri totale, în funcție de capacitatea clientului de a plăti), publicitate pentru proiectele Science Shop și materiale de prezentare realizate cu sprijinul structurilor centrale universitare).

3. Reprezentarea la nivel regional și vizibilitatea Science Shop-urilor în România necesită o atenție specială în viitor; este de asemenea necesar sprijinul din partea structurilor manageriale universitare și a factorilor de decizie pentru a obține impactul dorit asupra organizațiilor societății civile și a rețelei naționale universitare;
 4. Dezvoltarea rețelei de Science Shop-uri din România (INTERMEDIUNET România) precum și colaborarea cu rețeaua internațională a Science Shop-urilor sunt importante dar nu și suficiente pentru a asigura durabilitatea activităților de tip Science Shop în universitățile din România;
 5. Dezvoltarea altor programe (educaționale, postuniversitare, de reconversie profesională) sau derularea proiectelor prin intermediul Science Shop-urilor pot contribui la extinderea preocupărilor universităților și facilitarea colaborării acestora cu diferite categorii sociale, și în acest mod pot fi sprijinite în mod adecvat de către universități (eventual prin programe co-finanțate);
 6. Pentru a facilita stabilirea de parteneriate viabile cu mediul social și economic, trebuie să se realizeze modificări la nivelul strategiilor agențiilor finanțatoare (care ar permite, de exemplu, participarea la propuneri de proiecte pentru colaborări între Universități, ONG-uri și Science Shop-uri).
-
-

INTERACTS SCENARIO WORKSHOP LEAFLET
(2 Pages)



NU PIERDEȚI OCAZIA!

Sunteți invitați să participați la workshop-ul INTERACTS și vă rugăm să ne confirmați participarea prin completarea și returnarea acestui formular prin poștă sau fax:

Nume :.....

Organizația:

Funcția.....:

Telefon:.....

Fax:.....

E-mail:.....

Cum puteți fi contactat?

Doriți informații suplimentare despre Science Shop-uri sau despre Proiectul European INTERACTS?

Da Nu

Workshop organizat de:

**Centrul de Informare, Consultanță și
IDD INTERMEDIU (Science Shop)**

Universitatea Tehnică "Gh. Asachi" Iași
Facultatea de Chimie Industrială

Bd. D. Mangeron 71A, Iași

Tel: 278683/ int.2242

Tel/Fax 0232-237594

E-mail: inmediu@ch.tuiasi.ro

Persoane de contact: Carmen Teodosiu
Irina Alexandrescu

interacts

INTERACTS, Romanian Scenario Workshop Report

INTERACTS reprezintă un proiect multinațional care implică organizații și instituții din șase țări europene: Marea Britanie, Austria, Danemarca, Germania, România și Spania. Principalul obiectiv al acestui proiect îl reprezintă stabilirea aspectelor strategice și decizionale privind perspectiva colaborărilor în domeniul Științei și Tehnologiilor, cu referiri speciale la co-operarea dintre ONG-uri și universități prin intermediari de tipul Science Shop-urilor.

Proiectul INTERACTS vizează, de asemenea, evaluarea impactului colaborării directe între comunitate, organizațiile neguvernamentale și mediul științific prin intermediul activităților de tip Science Shop, pe baza unor studii de caz realizate de către partenerii din fiecare țară.

Aceste studii de caz precum și alte informații referitoare la Proiectul INTERACTS sunt disponibile pe site-ul:

<http://members.chello.at/wilawien/interacts/main.htm>

Principalele subiecte care vor fi abordate în cadrul workshop-ului:

- Impactul produs asupra organizațiilor neguvernamentale
- impactul specific asupra cercetării și procesului educativ
- aspecte decizionale importante pentru a dezvol-



**Centrul de Informare, Consultanță și IDD
INTERMEDIU (Science Shop)**

Universitatea Tehnică "Gh.Asachi" Iasi

Worshop

interacts

**INTERACȚIUNI ÎNTRE SOCIETATEA
CIVILĂ, UNIVERSITĂȚI ȘI SCIENCE
SHOP-URI: EXPERIENȚE ȘI
PERSPECTIVE**

**Cum se pot consolida legăturile din-
tre societatea civilă și universități
prin activitățile de tip Science Shop?**

Marti, 24 Iunie 2003

Centrul InterMEDIU



**Proiect finanțat de Comisia Europeană/DG 12
Program Cadru 5 RTD**

Contract No. HPV1-CT-2001-60039



INTERACȚIUNI ÎNTRE SOCIETATEA CIVILĂ, UNIVERSITĂȚI ȘI SCIENCE SHOP-URI: EXPERIENȚE ȘI PERSPECTIVE

PARTICIPAȚI LA DEZVOLTAREA ACTIVITĂȚILOR DE TIP SCIENCE SHOP ÎN ROMÂNIA

De ce acest workshop?

Pentru a elabora strategii decizionale care să vizeze în perspectivă îmbunătățirea cooperării dintre ONG-uri, universități și organizații intermediare de tipul Science Shop-urilor.

Principalele aspecte abordate vizează:

- Democratizarea științei
- Promovarea accesului societății civile la elaborarea strategiilor și la procesul decizional privind dezvoltarea științei și tehnologiilor
- Amplificarea rolului intermediarilor de tip Science Shop
- Rolul universității în democratizarea societății civile
- Facilitarea colaborării între cadrele didactice universitare/cercetători și organizațiile neguvernamentale și dezvoltarea problemelor inițiate de comunitate în cadrul unor programe de cercetare.

Ce este un workshop de tip scenariu?

Workshop-ul este o manifestare interactivă și facilitează elaborarea unor principii strategice pentru următorii 10 ani. Participanții lucrează inițial în 4 grupe specifice, reprezentând principalele categorii de interese. După o dezbateră generală preliminară, participanții se grupează în echipe de lucru cu membrii altor categorii pentru a elabora o strategie comună. Aceasta ar trebui să conțină obiectivele ce trebuie urmărite în viitorul apropiat pentru atingerea scopului final ("scenariul")

Cine este invitat să participe?

Sunt invitați să participe câte 6 reprezentanți pentru fiecare din următoarele categorii: **factori decizionali** (la nivelul universității/ facultății, administrației publice sau locale), **reprezentanți ai ONG-urilor** (președinți/ membri), **reprezentanți ai universității** (cer-cetători/ cadre didactice/ studenți) și **reprezentanți ai Science Shop-urilor**.

Metodologie:

Metodologia aplicată în cadrul Workshop-ului INTERACTS este o adaptare după *EASW Methodology for public participation*

(www.basisinnovation.com/easwtobasis.htm)

Problemele care vor fi dezbătute:

- Care sunt solicitările/problemele cu care se confruntă un Science Shop și prin ce mijloace se pot adapta activitățile sale specifice la aceste solicitări/probleme?
- Care sunt principalele cerințe/solicitări specifice clientului (ONG-uri, asociații, IMM-uri) și cum pot fi acestea îndeplinite?
- Ce obstacole apar în activitatea unui Science Shop și care sunt soluțiile pentru depășirea acestora?
- Cum pot deveni activitățile de tip Science Shop mai bine cunoscute la nivel regional și în România?

Cum puteți participa? Va rugăm să confirmați participarea prin returnarea formularului completat prin fax sau poștal până la data de **16 iunie 2003** la: Tel/Fax: 0232-237594; E-mail: inmediu@ch.tuiasi.ro

PROGRAM

9.30 Înregistrarea participanților

10.00 Sesiune preliminară

- Deschiderea lucrărilor
- Prezentarea interacțiunilor univesitate-societate in contextul European si din Romania
- Scurtă prezentare a proiectului INTERACTS
- Prezentarea metodologiei workshop-ului

10.30 Pauză

11.00 Sesiune de lucru –dezbateră în cadrul celor 4 grupe de lucru

12.30 Sesiune comună– elaborarea scenariului

13.30 Masa de prânz (asigurată de organizatori)

14.30. Sesiune de lucru– plan de acțiune, 4 grupe de lucru

15.45 Pauză

16.00 Sesiune comună – plan comun

17.00 Încheierea lucrărilor

Moderatori workshop:

Carmen Teodosiu

Irina Alexandrescu

PROGRAM INTERACTS SCENARIO WORKSHOP

Workshop INTERACTS PROGRAM

10.00 SESIUNE PRELIMINARĂ

- Prezentarea Proiectului INTERACTS și a cadrului european privind legăturile știință- societate (Acțiunea 21)
- Scurtă prezentare a Centrului InterMEDIU
- Prezentarea participanților (nume, organizație, profesie, motivația participării la acest workshop)

10.30 PAUZĂ

11.00 METODOLOGIA WORKSHOP-ULUI (bazată pe European Awareness Scenario Workshop)

11.30 SESIUNE DE LUCRU – în cadrul celor 4 grupe de lucru – elaborarea unor scenarii cu referire la întrebarea prospectivă)

12.30 SESIUNE COMUNĂ – prezentarea scenariilor de către fiecare grupă și alegerea a 6 alternative (teme principale)

13.30 PAUZA DE MASĂ

14.30 SESIUNE DE LUCRU ÎN GRUPURI MIXTE – pe baza temelor propuse în prima sesiune comună se vor propune în grupuri planuri de acțiune pentru un termen de maxim 18 luni.

15.45 PAUZĂ

16.00 SESIUNE COMUNĂ

- Prezentarea în plen a acțiunilor propuse de către un reprezentant al grupurilor mixte
- Elaborarea unui plan comun de acțiune

17.00 ÎNCHEIEREA LUCRĂRILOR WORKSHOP-ULUI

LIST OF PARTICIPANTS – ROMANIAN SCENARIO WORKSHOP



Universitatea Tehnică “Gh. Asachi” Iași

Workshop INTERACTS – 24 iunie 2003

LISTA PARTICIPANTILOR:

ONG

- Johanna Müller - SOR Iași
- Dan Ionescu - CET Moldavia Pașcani
- Cristi Șerban - ASPF Roman
- Corina Tofan – ASPF Roman

Universitate

- Matei Macoveanu – Universitatea Tehnică “Gh. Asachi” Iași
- Carmen Cătălina Ioan - Universitatea Tehnică “Gh. Asachi” Iași
- Igor Crețescu - Universitatea Tehnică “Gh. Asachi” Iași
- Laura Pricope - Universitatea de Stat Bacău
- Cristina Modrogan – Universitatea “Politehnica” București
- Ștefan Zamfirescu - Universitatea “Al. I. Cuza” Iași

Factori decizionali

- Maria Gavrilescu - Universitatea Tehnică “Gh. Asachi” Iași
- Ion Balasanian - Universitatea Tehnică “Gh. Asachi” Iași

Science Shops

- Mircea Nicoară – InterMEDIU “Al. I. Cuza” Iași
- Stefan Miron - InterMEDIU “Al. I. Cuza” Iași
- Cristina Ichimaș – InterMEDIU Bacău
- Mihaela Hristea – InterMEDIU Ch. Ind. Iași

- Constantin Bobirica – InterMEDIU București

Moderatori

- Carmen Teodosiu
- Irina Alexandrescu

PRELIMINARY SESSION PRESENTATION



WORKSHOP INTERACTS

24 IUNIE 2003

**INTERACȚIUNI ÎNTRE SOCIETATEA CIVILĂ, UNIVERSITĂȚI ȘI
SCIENCE SHOP-URI: EXPERIENȚE ȘI PERSPECTIVE**

organizat de

Centrul de Informare, Consultanță și IDD InterMEDIU

Facultatea de Chimie Industrială

Universitatea Tehnică "Gh. Asachi" Iași



Proiect finanțat de Comisia Europeană/DG 12, Program Cadru 5 RTD



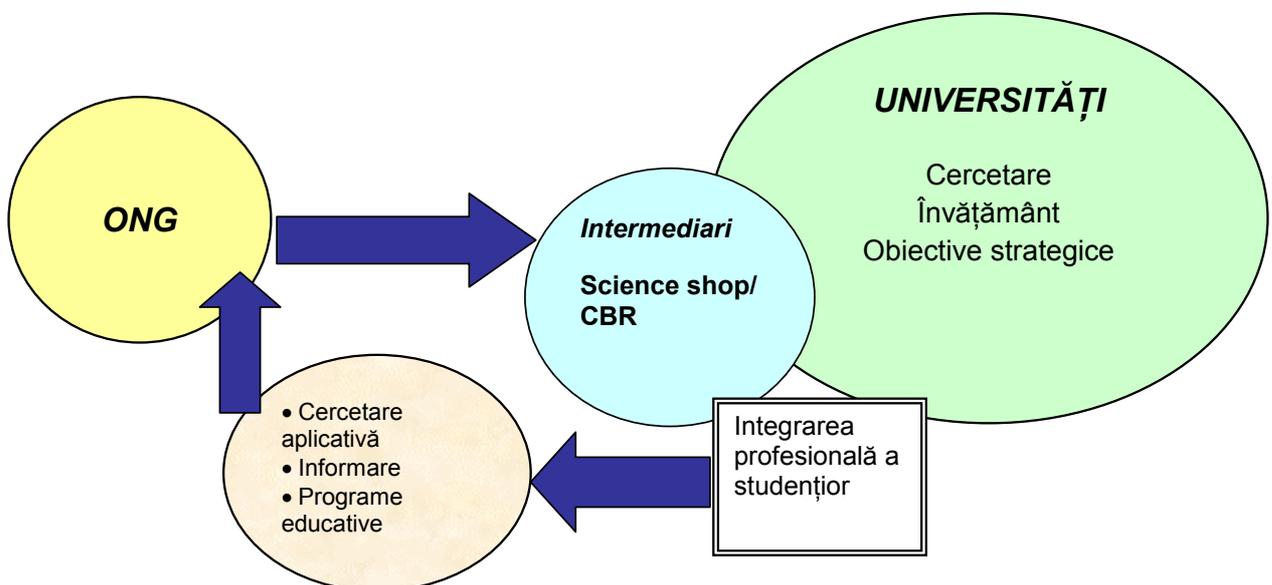
SCIENCE SHOP-URILE ÎN CONTEXT EUROPEAN

Un “Science Shop” oferă un suport independent și interactiv pentru cercetare ca răspuns la cerințele exprimate de societatea civilă. Science Shop-urile utilizează termenul de “**știință**” în sensul cel mai larg al expresiei cuprinzând științele sociale și umane, precum și cele cu profil ingineresc și tehnic.

Science Shop-urile au ca scop:

- să ofere societății civile informație și mijloace de cunoaștere prin cercetare și educație;
- să-și ofere serviciile într-un mod accesibil material;
- să promoveze și să susțină accesul și implicarea publică în domeniul științei și tehnologiilor;
- să creeze parteneriate echitabile și durabile cu organizații ale societății civile;
- să promoveze receptivitatea factorilor de decizie și instituțiilor de educație și cercetare față de cerințele societății civile privind informarea și educația;
- Să dezvolte abilități și cunoștințe în rândul studenților, reprezentanților comunităților și cercetătorilor.

(SCIPAS EC project; <http://www.bio.uu.nl/living-knowledge>).



“De ce Comisia Europeană, de multe ori considerată birocratică și nedemocratică, este interesată de science shop-uri/ community based research organisations care sunt organizații mici, orientate către cetățeni, locale și informale ? “

“Într-o Europă unită problemele și speranțele societății trebuie adreseate la toate nivelele, incluzând accesul la știință și metodele sale, acțiunile participative și includerea cerințelor societății în strategiile de dezvoltare ale cercetării științifice” (Dr. Rainer GEROLD– director program Știință și Societate, UE)

PLANUL DE ACȚIUNE „ȘTIINȚĂ– SOCIETATE” 2002 (Strategia UE)

- **Promovarea științei și educației în Europa**
(conștientizarea publicului, educația științifică de bază, dialogul cu cetățenii)
- **Elaborarea strategiilor științifice cu orientare preponderentă spre cetățeni**
(participarea societății civile la elaborarea strategiilor științifice, implicarea nediscriminatorie în activitățile de cercetare științifică, coordonarea activităților de cercetare și prognoză la nivel European, național și regional)
- **Responsabilitatea socială a cercetătorilor și aspectele etice privind cercetarea științifică**
(dialog deschis între ONG-uri, industrie, comunitatea științifică, grupurile culturale și religioase cu privire la dimensiunile etice ale noilor tehnologii)

Acțiunea 21 – *„Rețeaua de science shop-uri în țările Uniunii Europene și a țărilor candidate va fi încurajată în special prin crearea unor structuri și mijloace care să asigure promovarea activităților care sunt realizate în beneficiul cetățenilor și asociațiilor”.*

LEGĂTURILE UNIVERSITĂȚILOR CU SOCIETATEA CIVILĂ

(SCIENCE SHOP-URI, CBR, PARTENERIATE)

UNIVERSITATE		MIXTE		COMUNITATE		
Modelul olandez	Modelul SUA					
Organizare la nivel de Universitate	Organizare la nivel de Facultate	Centre de cercetare în <i>CBR- Community Based Research</i>	<i>CURA</i> Parteneriate Universitate-societate civilă	MIMSHAK ONG ca incubator	ONG (legături cu universitatea)	ONG (fără legături cu universitatea)
Olanda Danemarca Germania Austria Marea Britanie Norvegia SUA Canada Australia Coreea de Sud Malaesia	Olanda Danemarca Romania Africa de Sud SUA Canada	SUA Danemarca Canada Marea Britanie	Canada <i>Community University Research Alliances</i>	Israel	(Germania) (Austria) SUA	Germania Austria SUA
Mediere	Cercetare Mediere	Cercetare și acțiune participativă	Cercetare și acțiune participativă	Mediere	Mediere Cercetare <i>Uneori: Cercetare participativă</i>	Cercetare <i>Uneori: Cercetare participativă</i>

SCIENCE SHOP-URILE ÎN ROMÂNIA

- ◆ Proiectul **MATRA I** “**Science Shops in Romanian Moldavia**” finanțat de Ministerul Afacerilor Externe al Olandei, în perioada 1998-2000. Au fost înființate 4 Centre de Informare, Cercetare și Consultanță InterMEDIU în Bacău, Iași, Galați (acorduri de cooperare bilaterale între Universitatea din Groningen, Olanda și Universitățile din România).
- ◆ Proiectul **MATRA II** „**Problem based learning through science shops in Romania**” finanțat de Ministerul Afacerilor Externe al Olandei, în perioada 2002-2005. Susținerea parțială a activităților Centrelor InterMEDIU existente și înființarea a 4 noi Centre la București, Ploiești, Brașov și Oradea.

Centrele InterMEDIU din România funcționează ca o interfață între societatea civilă, organizațiile non-guvernamentale și universități și au ca principale obiective:

- Cercetare, consultanța și informarea societății civile în domeniul protecției mediului;
- Organizarea unor programe de educație ecologică sau de pregătire continuă în școli, licee, universități sau pentru alte grupuri interesate;
- Facilitarea colaborării ONG/Universități/organisme guvernamentale, precum și între studenți și societatea civilă;
- Accesul la o bază de date informatizată, cărți, publicații specifice domeniului protecției mediului;
- Oferirea unor posibilități, pentru studenți, de a câștiga experiență în realizarea de proiecte de mediu sau cu caracter social (“**educația prin proiecte**”);

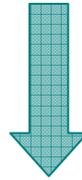
Organizarea de simpozioane pe teme de mediu în scopul creșterii conștientizării ecologice.

IMPLICAREA ȘI AVANTAJELE STUDENȚILOR

Voluntari

Perioade de practică

Proiecte de diplomă



- *Înțelegere mai bună a problemelor de mediu și ale comunității;*
- *Lucrul în grup, aplicarea cunoștințelor tehnice în dezvoltarea proiectelor;*
- *Îmbunătățirea aptitudinilor de comunicare;*
- *Cooperare internațională;*
- *Dezvoltarea responsabilității, inițiativei, implicării.*

BENEFICIILE SOCIETĂȚII CIVILE

- Acces la informare/cercetare/programe educative;
- Dezvoltarea implicării și impactului ONG-urilor de mediu;
- Facilitarea cooperării în probleme de mediu, la nivel național și internațional;
- Contribuție activă la protecția mediului.

BENEFICIILE UNIVERSITĂȚILOR

- Introducerea educației prin proiecte;
- Îmbunătățire cooperării cu societatea civilă;
- Îmbunătățirea șanselor de angajare a studenților;
- Promovarea cooperării internaționale.

Programe/proiecte realizate de Centrul InterMEDIU (Universitatea Tehnică „Gh. Asachi” Iași)

- Proiectul pilot “Evaluarea situației calității apei potabile în orașul Iași”, 1999
- Proiectul internațional “Sisteme de management de mediu și posibilități de aplicare în unități industriale din România (“Ceramica S.A.” Iași) și Olanda (“Terca B.V.” Heteren)”, 2000.
- Realizarea unei baze de date privind legislația mediului, 1999
- Programe de conștientizare ecologică privind managementul deșeurilor în zonele rurale, 2000
- Proiecte de educație pentru mediu în școli și licee sau ONG-uri, 1999-2000
- Organizarea programului de Învățământ Deschis la Distanță, Masterat- Managementul Mediului, 2000-2001, în colaborare cu Catedra Ingineria Mediului, Facultatea de Chimie Industrială și Centrul de Învățământ Deschis la Distanță și Conversie Profesională (IDESC) al Universității “Al. I. Cuza” Iași, 2001- în prezent.
- Organizarea seminariilor cu participare publică: “*Calitatea apei potabile*”-1999, “*Managementul mediului în întreprinderi*”- 2000, “*Ziua Pământului*”- 2000, “*Ziua Mediului*”- 2000, “*Parteneriate Universități- Societatea Civilă*”- 2001, “*Participarea publicului și contribuția acestuia la elaborarea deciziilor sau politicilor privind protecția mediului*”- 2000
- Participarea în cadrul proiectului PNUD ROM la elaborarea Agendei 21 pentru municipiul Iași, 2000- prezent.
- Proiectul SCIPAS /UE- analiza contextului în care se pot iniția sau funcționează science shop-urile, facilitarea colaborării între acestea
- Proiectul INTERACTS/ UE- interacțiuni societate-universitate
- Proiectul ISSNET/UE –dezvoltarea unei rețele internaționale de science shop-uri

PROIECTUL INTERACTS

"INTERACȚIUNI ÎNTRE SOCIETATEA CIVILĂ, UNIVERSITĂȚI ȘI SCIENCE SHOP-URI: EXPERIENȚE ȘI PERSPECTIVE "

Identificarea schimbărilor necesare în structura și funcționarea sistemului Învățământ- Cercetare- Dezvoltare pentru îmbunătățirea relațiilor între ONG-uri, cercetători/cadre didactice universitare și intermediari de tipul Science Shop-urilor ➔ **PARTENERIATE DURABILE CU MEDIUL SOCIAL**

- Program Cadru 5, finanțare UE
- Participanți în proiect: reprezentanți din Austria, Danemarca, Germania, Marea Britanie, Olanda, România, Spania.

ETAPE PROIECT INTERACTS

- **Raportul privind dezvoltarea organizațiilor de tip Science Shop la nivel European** (*State of the Art Report*) oferă o imagine privind condițiile de ordin politic și instituțional care stau la baza cooperării între ONG-uri, Science Shop-uri și universități
- **Rapoartele Naționale Privind Studiile de Caz** (*Case Studies Reports*) analizează experiența practică și posibilitățile de evoluție a interacțiunii între ONG-uri, universități și Science Shop-uri.
- **Dezbaterile** privind tendințele de evoluție și perspectivele pentru cooperarea dintre reprezentanții ONG-urilor, cercetători, Science Shop-uri și factorii decizionali, realizate prin activități interactive de tip workshop în fiecare din țările partenere.
- **Raportul final** identifică resursele potențiale și barierele specifice sistemului de Învățământ- Cercetare- Dezvoltare în scopul îmbunătățirii condițiilor de cooperare universitate - societate.
- În cadrul ultimei etape, rezultatele programului sunt prezentate în conferințe și workshop-uri organizate pe plan național și internațional.

Informații suplimentare:

<http://members.chello.at/wilawien/interacts/main.html>

OBIECTIVE WORKSHOP INTERACTS

- Accesul societății civile la informația științifică și elaborarea strategiilor privind dezvoltarea științei și tehnologiilor
- Importanța dezvoltării instituționale a ONG-urilor pentru democratizarea societății civile
- Dezvoltarea problemelor inițiate de comunitate în cadrul activității de cercetare și educaționale
- Rolul intermediarilor (science shop-urilor) în legătura dintre Universitate și societate
- Rolul strategiilor specifice pe plan național/ local în încurajarea colaborărilor universitate- societate

METODOLOGIE WORKSHOP INTERACTS (1)

ELABORAREA SCENARIULUI

1. Organizare generală

Obiectiv: pregătirea grupurilor de lucru

- formarea grupului de lucru
 - stabilirea regulilor
 - numirea purtătorului de cuvânt
-

2. Enunțarea problemei

Care vor fi cele mai importante probleme ale societății civile și cum se vor putea consolida legăturile dintre universitate și societate în România anului 2010?

3. Discuții în cadrul grupurilor omogene

Obiectiv: elaborarea scenariilor

- **Elaborarea scenariilor optimiste** (câte unul de fiecare participant) cu **menționarea elementelor prevăzute în întrebările orientative** - alcătuirea **fișelor rezumative** - una pentru fiecare scenariu
 - **Stabilirea unui scenariu optimist comun**– prin consens sau vot - alcătuirea unui **poster**
 - **Stabilirea unui scenariu pesimist comun**– alcătuirea unui **poster**
-

4. Prezentarea scenariilor fiecărui grup în cadrul sesiunii comune

Obiectiv:

- Prezentarea în plen a fiecărui **poster** – câte un scenariu optimist, respectiv unul pesimist pentru fiecare grup de lucru
-

5. Discutarea în plen a materialului sintetic final

Obiective:

- Analiza materialului și selectarea temelor (alternative-lor) comune
- Alcătuirea unui poster cu varianta comună finală
- Stabilirea celor **6 teme principale (alternative)** și votarea celor mai importante teme

METODOLOGIE WORKSHOP INTERACTS (2)

ELABORAREA PLANULUI DE ACȚIUNE

1. Organizare generală

Obiective:

- Alcătuirea grupurilor mixte (tematice)
 - stabilirea regulilor
 - numirea purtătorului de cuvânt
-

2. Discuție generală în cadrul grupului mixt

Obiectiv: Analiza recapitulativă a unei anumite alternative împreună cu scenariile asociate acesteia.

3. Lucru individual

Obiectiv: elaborarea de planuri de activități concrete pentru îndeplinirea temelor propuse în scenariul comun– **fișe individuale:**

- **Care** este activitatea?
- **Cum** se va proceda pentru implementare?
- **Cine** este implicat în realizarea acesteia?

- **În cât timp** se vor derula etapele specifice ale acestei activități
-

4. Sesiune comună

Obiective:

- Sistematizarea planurilor de acțiuni individuale – alcătuirea unui **poster** pentru fiecare grup
- Prezentarea în plen a activităților propuse de fiecare grup
- Analiza materialului și ierarhizarea opțiunilor
- Alcătuirea unui plan comun de activități – elaborarea unui **poster comun**

5 Concluzii finale