Welcome to the international course on

Science Communication for Societal Impact

14-18 September, hosted online from Delft

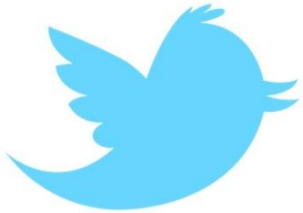
AESIS
NETWORK FOR
ADVANCING & EVALUATING THE SOCIETAL IMPACT OF SCIENCE

TU Delft

SCI COM NL

USC

DAY 1



#SciCom20
@AesisNet

THE TEAM

Anika Duut van Goor – Director
Jelmer Gerritsen – Project Manager
Lonneke Tielrooij – Conference manager
Louis Roijmans – Project Manager
Donna van Eerd – Project Manager

ZOOM

Video lay-out:

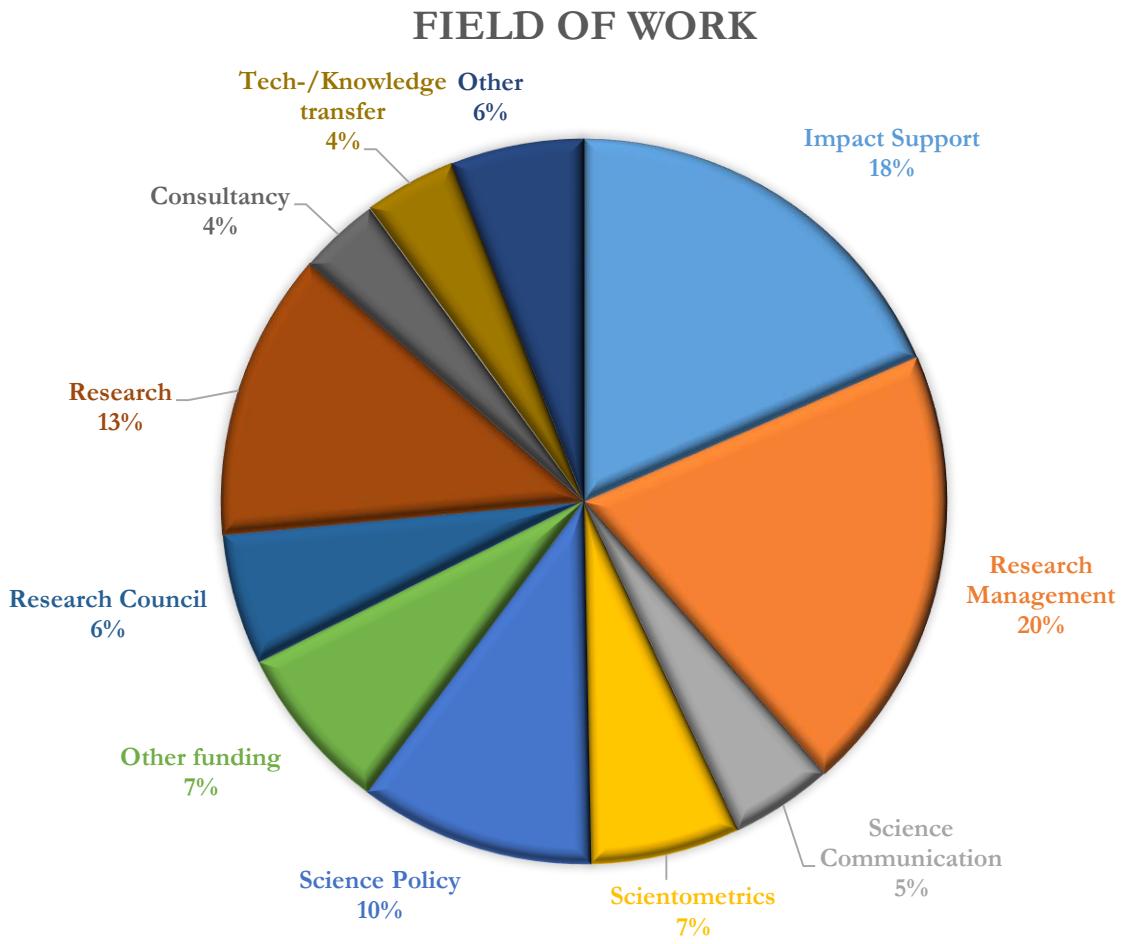
- Active speaker
- Gallery view
- Shared screen
- Pin video

Tools:

- (Un)mute
- Chat box
- Break out rooms

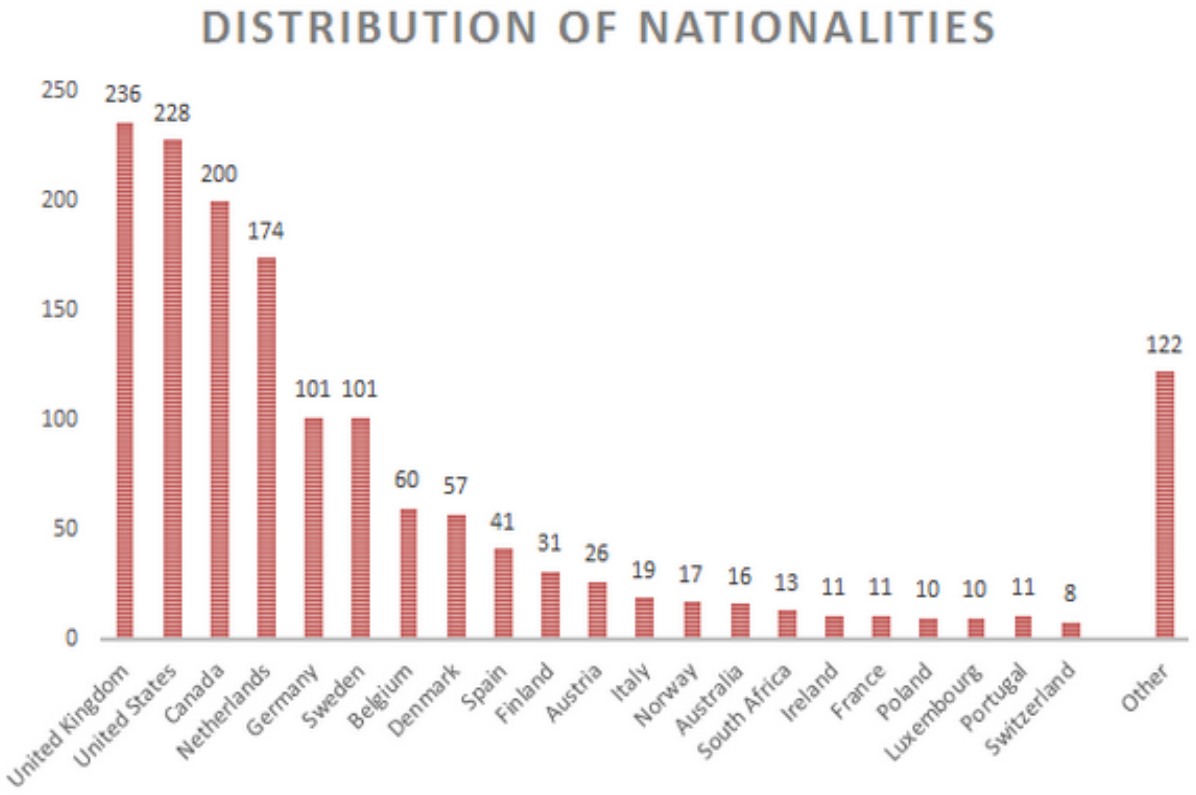
OVERVIEW OF AESIS

The AESIS network was founded in 2015 with the aim of creating an international, open community for various types of professionals working on stimulating and demonstrating the impact of science on economy, culture and well-being.



OVERVIEW OF AESIS

The AESIS network was founded in 2015 with the aim of creating an international, open community for various types of professionals working on stimulating and demonstrating the impact of science on economy, culture and well-being.



OVERVIEW OF THE COURSE

Monday 14 September – Welcome and introduction to Science Communication for Impact
Joost Ravoo & Roy Meijer, and Paul Manners

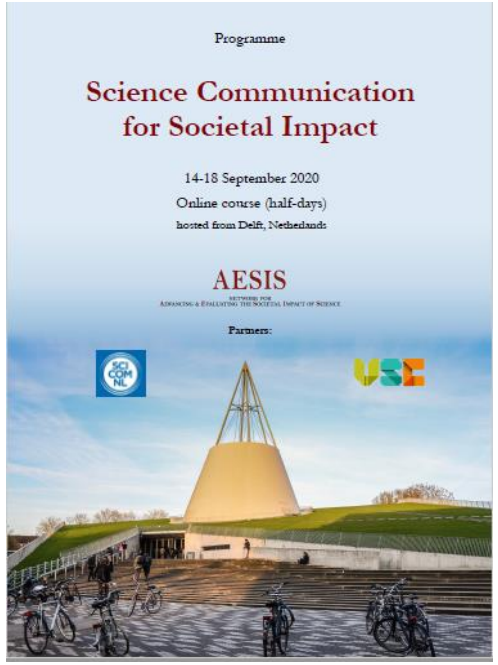
Tuesday 15 September – Science communication, university strategies, obstacles and criteria
Maarten van der Sanden and Alex Verkade

Wednesday 16 September – Facilitating science communication to society and lessons learned from COVID-19
Cissi Askwall & Anna Maria Fleetwood, and Stefanie Molthagen-Schnöring

Thursday 17 September – Connecting Organisations for Societal Impact and Public & Policy Engagement
Ben Vivekanandan and Emily Jesper

Friday 18 September- Science Gallery Rotterdam: Science Communication for Societal Impact
Fred Balvert
Case study presentations

OVERVIEW OF THE PROGRAMME



Introduction

Opening of the course

by Joost Ravoo & Roy Meijer

General introduction participants

Paul Manners

Science Communication - Pathway to Societal Impact:

- From communication to collaboration: public engagement
- How to increase the change of effective impact through public engagement
- The importance of evaluation and evidence of change

QUESTIONS?

Joost Ravoo

Director of Marketing & Communication at Delft University of Technology

Roy Meijer

Science Information Officer at Delft University of Technology

Welcome to TU Delft!

Science Communication for Societal Impact

AESIS course 14-18 September 2020

TU Delft

TU Delft

TU Delft

Challenge. Change. Impact!

TU Delft Brand Flame

1. Strong foundations
Delft University of Technology is built on strong foundations. Guardian of the world-famous Dutch waterworks and pioneer in biotech, TU Delft now is a top international university combining science, engineering and design. We deliver world class results in education, research and innovation. For generations our engineers have proven to be entrepreneurial problem-solvers for business as well as in a social context.

2. Competition
TU Delft aims to consistently feature in the top 20 technical universities worldwide.

3. Target audience
Everyone with the drive and ability to develop, share, apply and propagate technology in order to create impact for a better society.

4. Insights
- Top scientists demand talented colleagues and the best facilities in which they can excel.
- Good students need personal development to grow to their full potential.
- Business, science and public partners look for economic and social impact.
- Qualified staff need a stimulating inclusive environment to deliver the best outcomes.
- Government, research councils and other funding partners demand quality, value and impact.

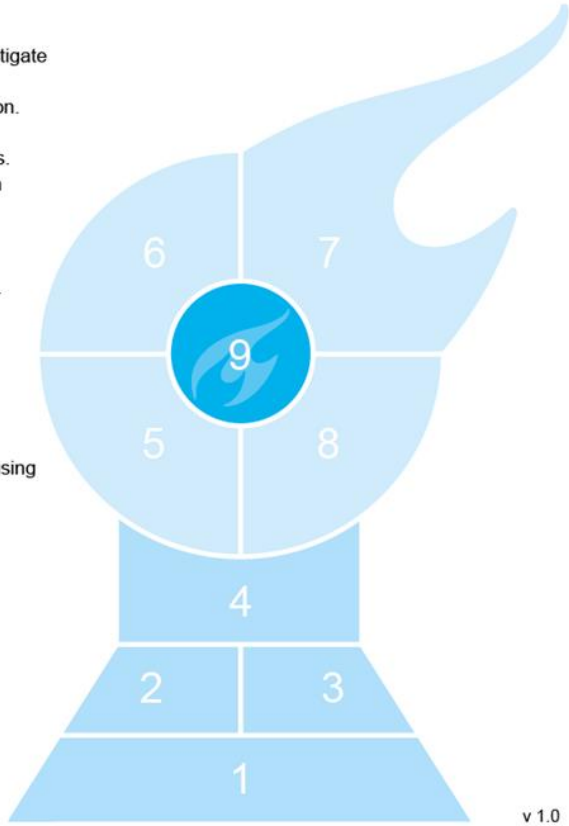
5. What we are about
Through the process of scientific research, engineering and design we challenge people to learn, research, create, experiment and work at scale – ultimately to positively change society through dialogue, teamwork and tangible results.

6. Values & Personality
Prometheus is the patron of TU Delft. Legend has it that he stole fire from the ancient Greek gods and gave it to man, giving humans the wherewithal to become more skilful, resourceful and prosperous. With our *'can do'* Delft mentality, we carry the flame of Prometheus by encouraging and supporting curiosity, courage, ambition, passion and integrity.

7. Credibility
- Four of our faculties rank in their worldwide top 4.
- Our scientists and the science they produce, together instigate public debate on possible solutions to societal issues.
- We are a frontrunner in open science and online education.
- Our student projects regularly win international contests.
- Our campus community generates start-ups and spin-offs.
- Our institutions, labs and incubators deliver breakthrough innovations and scale-ups.
- Over 100,000 Delft-educated engineers work local, national and across the world, using the skills they developed here on campus, to help build better societies.

8. Discriminators
- We cherish intellectual freedom and encourage creativity and experiment.
- We believe our success is based on an open community and multi-disciplinary teamwork.
- We imagine, invent and create solutions by responsibly using technology to have a positive impact on a global scale.

9. Essence
Challenge. Change. Impact!



v 1.0

WHY

(Impact for a better Society)

HOW

(Challenge & Change)

Multi-disciplinary | Open | Creative

WHAT

(Science, Engineering & Design)

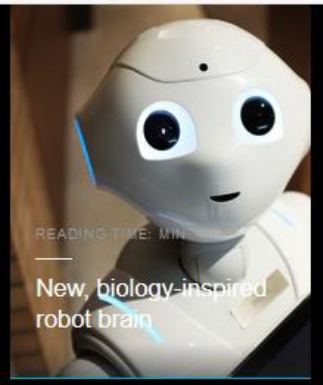
ABE | AE | AS | CEG | EEMCS | IDE | 3mE | TPM

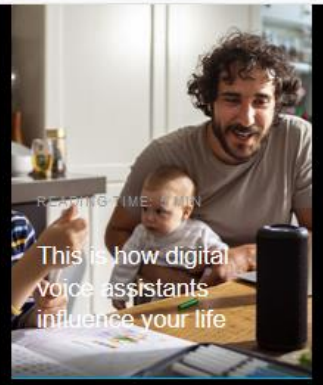
Institutes, QuTech, fieldlabs, DRI's, LDE, etc

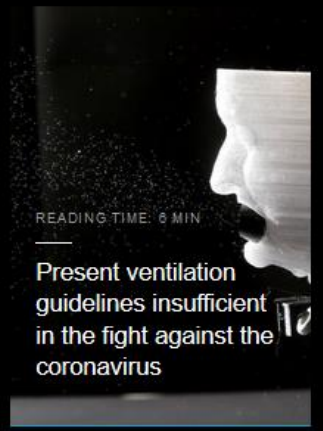
TU Delft

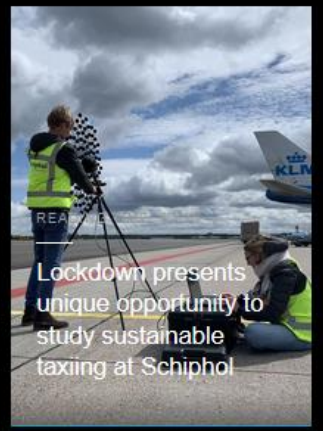
TU Delft

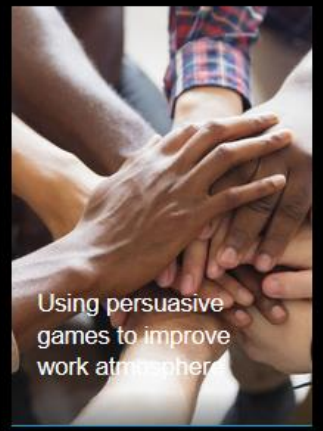
https://www.tudelft.nl/en/stories/ 50%

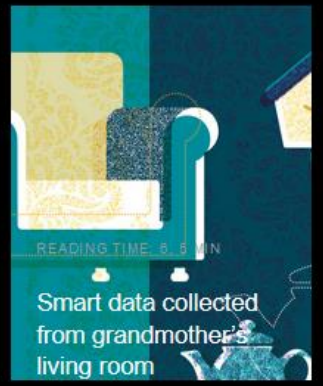


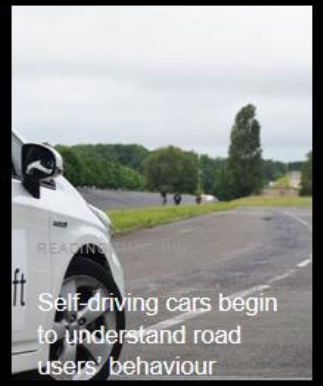












TUDelft

TU Delft | Stories NL EN

TUDelft

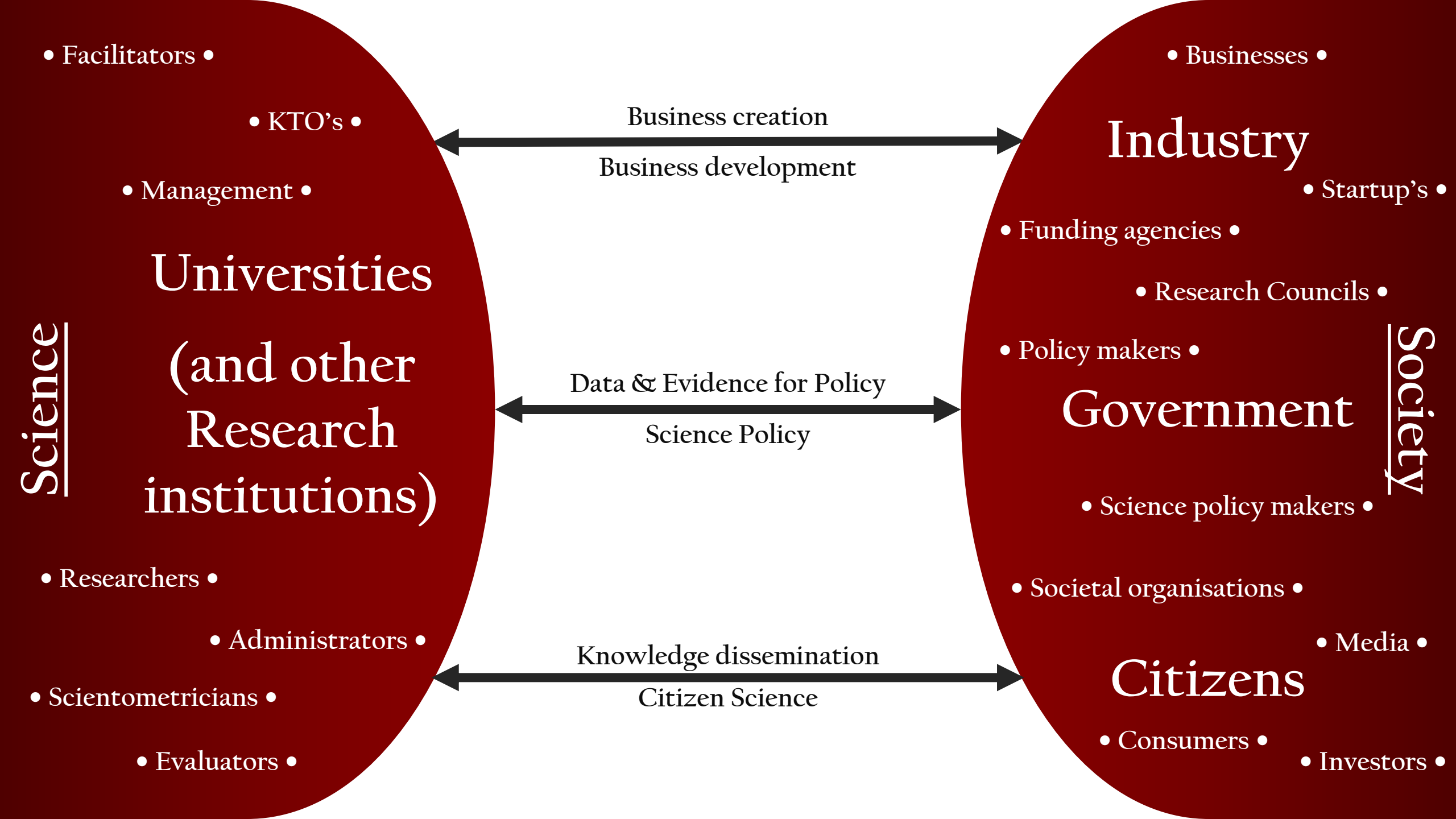
TU Delft

Impact of our stories

Cijfers per 30 dagen interval	**Mrt-Apr**	**Apr-Mei**	**Mei-Juni**	**Juni-Juli**	**Juli-Augustus**
Totaal bezoek	5029	4217	4075	7498	4819
Mobiel vs. Desktop	Mob: 2450 Desk: 2500	Mob: 1875 Desk: 2250	Mob: 1984 Desk: 2018	Mob: 4592 Desk: 2691	Mob: 2852 Desk: 1772
Top 3 verhalen NL	Aandacht voor eenzame jongeren in (641 (!))	We/Visit (436)	Maakt wandelen en fietsen je gelukkig en gezond? (219)	Huidige ventilatierichtlijnen niet voldoende in strijd tegen corona (4173) !!!	Huidige ventilatierichtlijnen niet voldoende in strijd tegen corona (2858)
	Een beetje wiskunde voor het bestrijden van epidemieën (308)	Een samenleving na corona (312)	Koelen met magneten voor een groenere wereld (176)	Zee-ijs geen vat op windturbine dankzij Delfts model (261)	Leven en laten leven: ontwerpen met biomaterialen (135)
	Hoe geen energie verspillen aan 5G (288)	Burgers betrekken bij duivelse beleidsdilemma's (305)	Het masker ontmaskert (172)	Urban Ecology: natuur in de stad steeds belangrijker (184)	Zo veel meer dan 3D visualisatie (96)
Top 3 verhalen Eng	Recycling mouth masks (1227+428 (!) VIDEO)	We/Visit (666)	Magnetic cooling for a cleaner world (1160)!!!	Alive and Kicking: designing with living materials (544)	Present ventilation guidelines insufficient in the fight against the coronavirus (337)
	A revolution in modelling travel behaviour (254)	A post-corona society (247)	Evacuating virtual buildings (373)	Urban Ecology: the increasing importance of nature in the city (419)	New, biology inspired robot brain (215)
	A post-corona society (217)	A fresh perspective on potato growth (232)	Student volunteers offer help in times of corona (251)	Present ventilation guidelines insufficient in the fight against the coronavirus (364)	Understanding Noise – from quantum fluctuations to climate models (197)
Herkomst IP adres traffic	NL: 72,7%	NL: 75%	NL: 72,5%	NL: 77,8%	NL: 74,3%
	Non-NL: 27,3%	Non-NL: 25%	Non-NL: 27,5%	Non-NL: 22,2%	Non-NL: 25,7%
Lead-in traffic	Direct: 1600	Direct: 1450	Direct: 1400	Direct: 3400	Direct: 1450
	Socials: 1175	Socials: 750	Socials: 1000	Socials: 2450	Socials: 1500
	Search engine: 550 (!)	Search engine: 525 (blijft toch hoog)	Search engine: 425	Search engine: 500	Search Engine: 650
Herkomst traffic socials	LinkedIn: 560	Linkedin: 355	LinkedIn: 495	LinkedIn: 1275	LinkedIn: 425
	Facebook: 450 (!)	Facebook: 285	Facebook: 445	Facebook: 625	Facebook: 1000
	Twitter: 200	Twitter: 100	Twitter: 110	Twitter: 550	Twitter: 100
Time on page	Unknown (1 pageview): 2600	Unknown: (1 pageview): 2175	Unknown (1 pageview): 2300	Unknown (1 pageview): 5300	Unknown (1 pageview): 3150
Doorkliks naar 2e pagina	120	95	90	125	90

Break

We will be back at ***10.10 (GMT+2)***


• Facilitators •
• KTO's •
• Management •
Universities
(and other
Research
institutions)
Science
• Researchers •
• Administrators •
• Scientometricians •
• Evaluators •
Business creation
Business development
Data & Evidence for Policy
Science Policy
Knowledge dissemination
Citizen Science
• Businesses •
Industry
• Startup's •
• Funding agencies •
• Research Councils •
• Policy makers •
Government
Society
• Science policy makers •
• Societal organisations •
• Media •
Citizens
• Consumers •
• Investors •

Where do you sit in the ecosystem of research activity?

Why are you here, and what do you want to take away?

What is societal impact and how can science communication play a role in improving it?

Are science communication and societal impact integrated in the (research) strategy of your institution?

Impact of our stories

Cijfers per 30 dagen interval	**Mrt-Apr**	**Apr-Mei**	**Mei-Juni**	**Juni-Juli**	**Juli-Augustus**
Totaal bezoek	5029	4217	4075	7498	4819
Mobiel vs. Desktop	Mob: 2450 Desk: 2500	Mob: 1875 Desk: 2250	Mob: 1984 Desk: 2018	Mob: 4592 Desk: 2691	Mob: 2852 Desk: 1772
Top 3 verhalen NL	Aandacht voor eenzame jongeren in (641 (!))	We/Visit (436)	Maakt wandelen en fietsen je gelukkig en gezond? (219)	Huidige ventilatierichtlijnen niet voldoende in strijd tegen corona (4173) !!!	Huidige ventilatierichtlijnen niet voldoende in strijd tegen corona (2858)
	Een beetje wiskunde voor het bestrijden van epidemieën (308)	Een samenleving na corona (312)	Koelen met magneten voor een groenere wereld (176)	Zee-ijs geen vat op windturbine dankzij Delfts model (261)	Leven en laten leven: ontwerpen met biomaterialen (135)
	Hoe geen energie verspillen aan 5G (288)	Burgers betrekken bij duivelse beleidsdilemma's (305)	Het masker ontmaskert (172)	Urban Ecology: natuur in de stad steeds belangrijker (184)	Zo veel meer dan 3D visualisatie (96)
Top 3 verhalen Eng	Recycling mouth masks (1227+428 (!) VIDEO)	We/Visit (666)	Magnetic cooling for a cleaner world (1160)!!!	Alive and Kicking: designing with living materials (544)	Present ventilation guidelines insufficient in the fight against the coronavirus (337)
	A revolution in modelling travel behaviour (254)	A post-corona society (247)	Evacuating virtual buildings (373)	Urban Ecology: the increasing importance of nature in the city (419)	New, biology inspired robot brain (215)
	A post-corona society (217)	A fresh perspective on potato growth (232)	Student volunteers offer help in times of corona (251)	Present ventilation guidelines insufficient in the fight against the coronavirus (364)	Understanding Noise – from quantum fluctuations to climate models (197)
Herkomst IP adres traffic	NL: 72,7%	NL: 75%	NL: 72,5%	NL: 77,8%	NL: 74,3%
	Non-NL: 27,3%	Non-NL: 25%	Non-NL: 27,5%	Non-NL: 22,2%	Non-NL: 25,7%
Lead-in traffic	Direct: 1600	Direct: 1450	Direct: 1400	Direct: 3400	Direct: 1450
	Socials: 1175	Socials: 750	Socials: 1000	Socials: 2450	Socials: 1500
	Search engine: 550 (!)	Search engine: 525 (blijft toch hoog)	Search engine: 425	Search engine: 500	Search Engine: 650
Herkomst traffic socials	LinkedIn: 560	Linkedin: 355	LinkedIn: 495	LinkedIn: 1275	LinkedIn: 425
	Facebook: 450 (!)	Facebook: 285	Facebook: 445	Facebook: 625	Facebook: 1000
	Twitter: 200	Twitter: 100	Twitter: 110	Twitter: 550	Twitter: 100
Time on page	Unknown (1 pageview): 2600	Unknown: (1 pageview): 2175	Unknown (1 pageview): 2300	Unknown (1 pageview): 5300	Unknown (1 pageview): 3150
Doorkliks naar 2e pagina	120	95	90	125	90

CASE STUDY EXERCISE

A proposal to improve the societal impact of your institute by integrating effective science communication methods and tools

Schedule

Session 1 – Monday 14 September
Introduction to the course exercise
Session 2 – Wednesday 16 September
Group discussion about the stakeholders that need to be involved, internally and externally:
Identify stakeholders with respect to achieving your goals
Discuss the different benefits from the perspectives of the different stakeholders
How to address the stakeholders and convince them to be involved (aka communication for science communication)
Session 3 – Friday 18 September
Everyone presents their plan in a (powerpoint) presentation of 5 minutes, followed by a brief Q&A

Break

We will be back at ***11.10 (GMT+2)***

Paul Manners

Founding Director of the National Co-ordinating Centre for Public Engagement

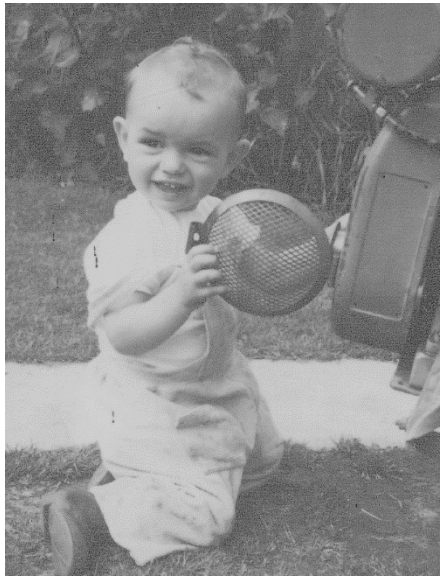
National Co-ordinating Centre for Public Engagement

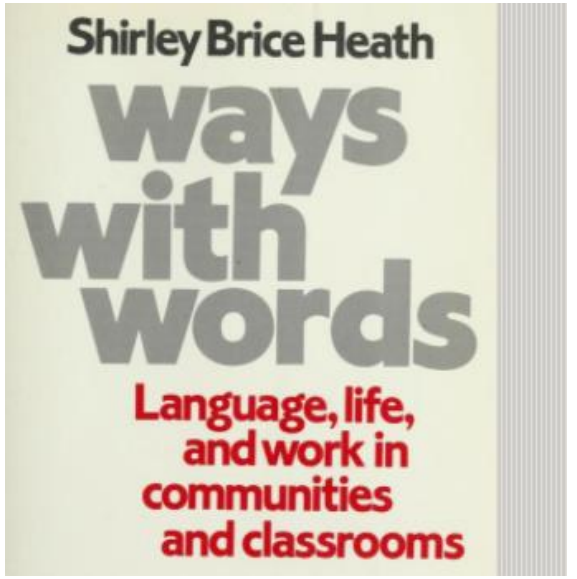
Science communication - pathway to societal impact

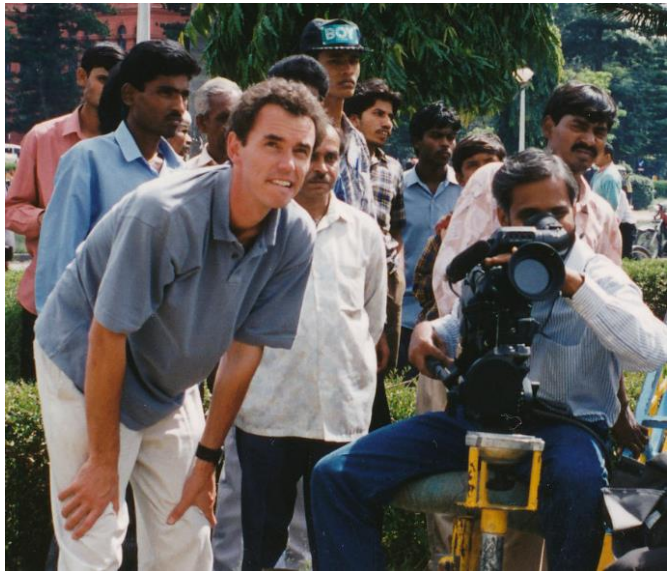
Paul Manners

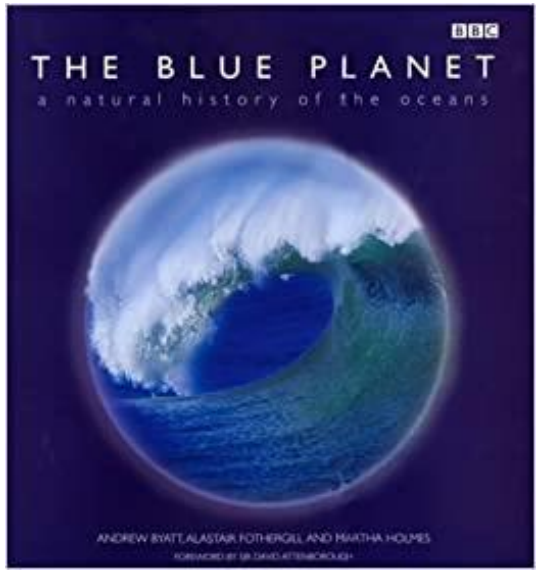
Director, National Coordinating Centre for Public Engagement, UK

Introduction





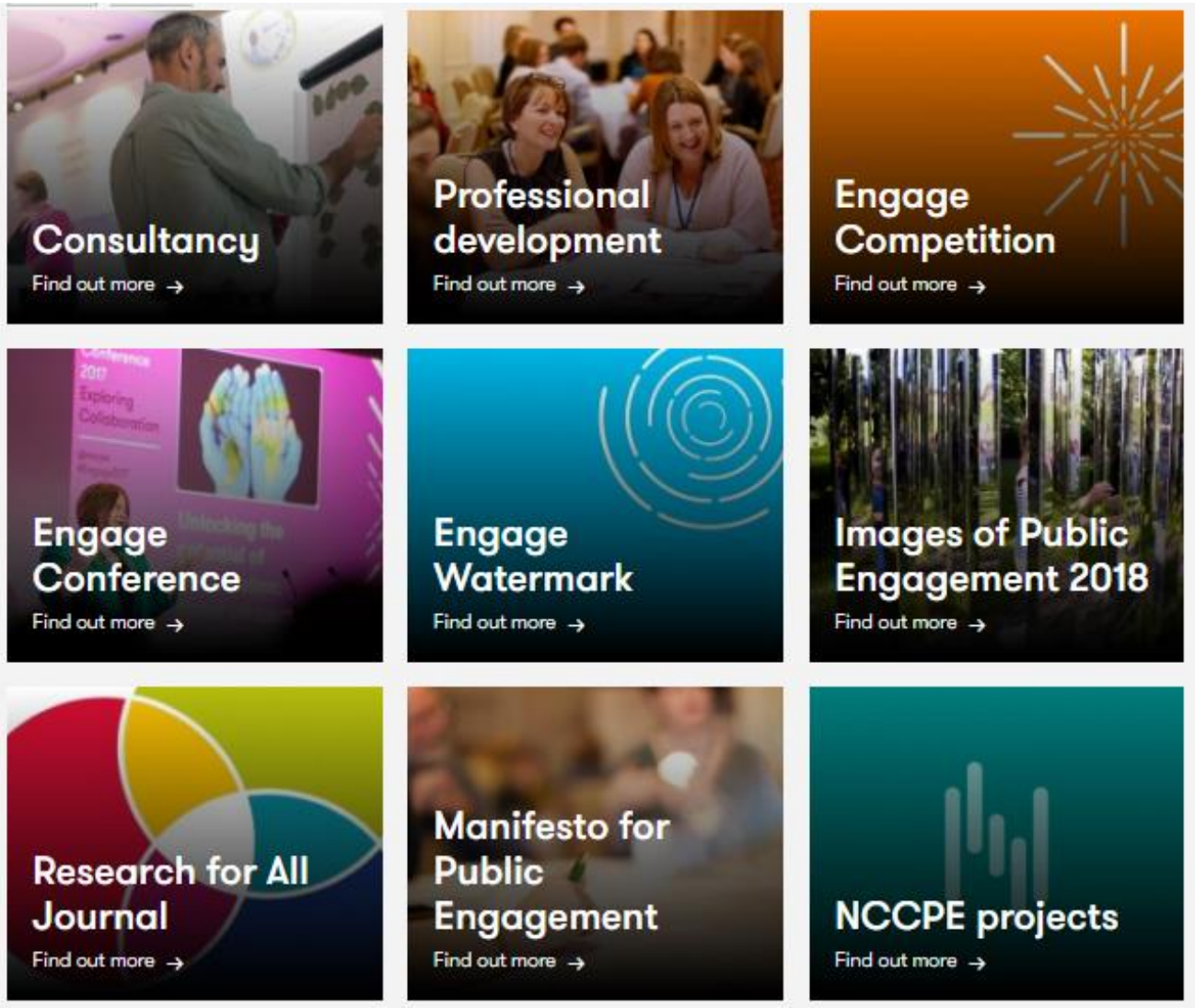




National Co-ordinating Centre for Public Engagement

National Trust

National Co-ordinating Centre for Public Engagement



publicengagement.ac.uk

1. Context

2. Craft

3. Change

4. Capability

1. History & context

Why is it important to engage with the public?

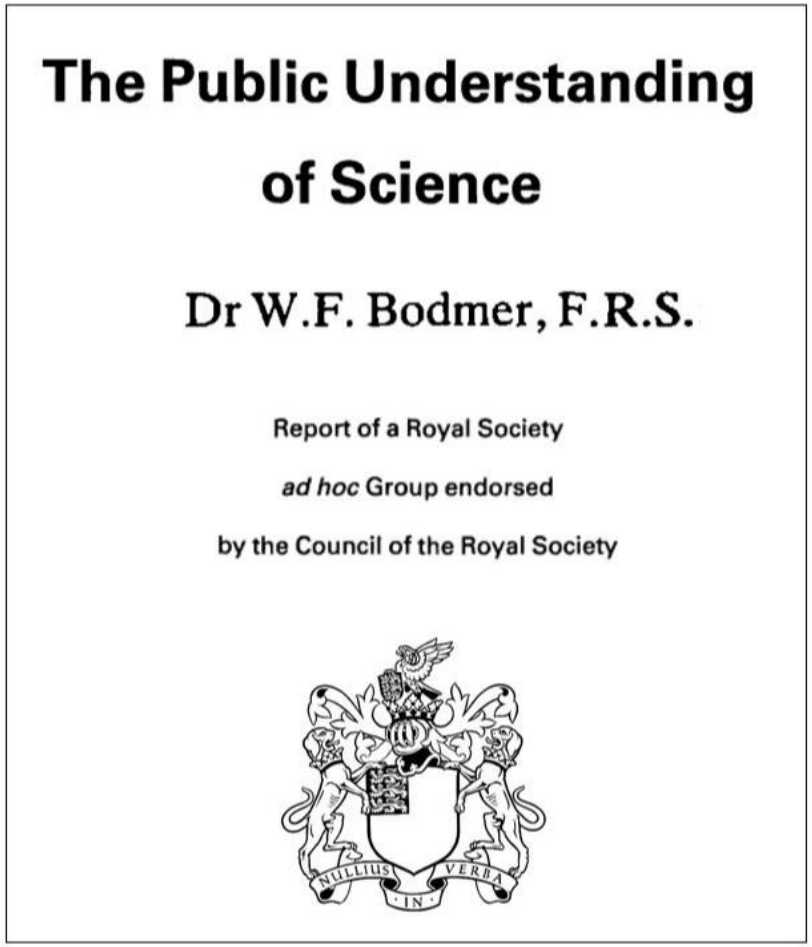
Secretive and untrustworthy

Irrelevant and out of touch with society

Unaccountable and a waste of tax payers' money

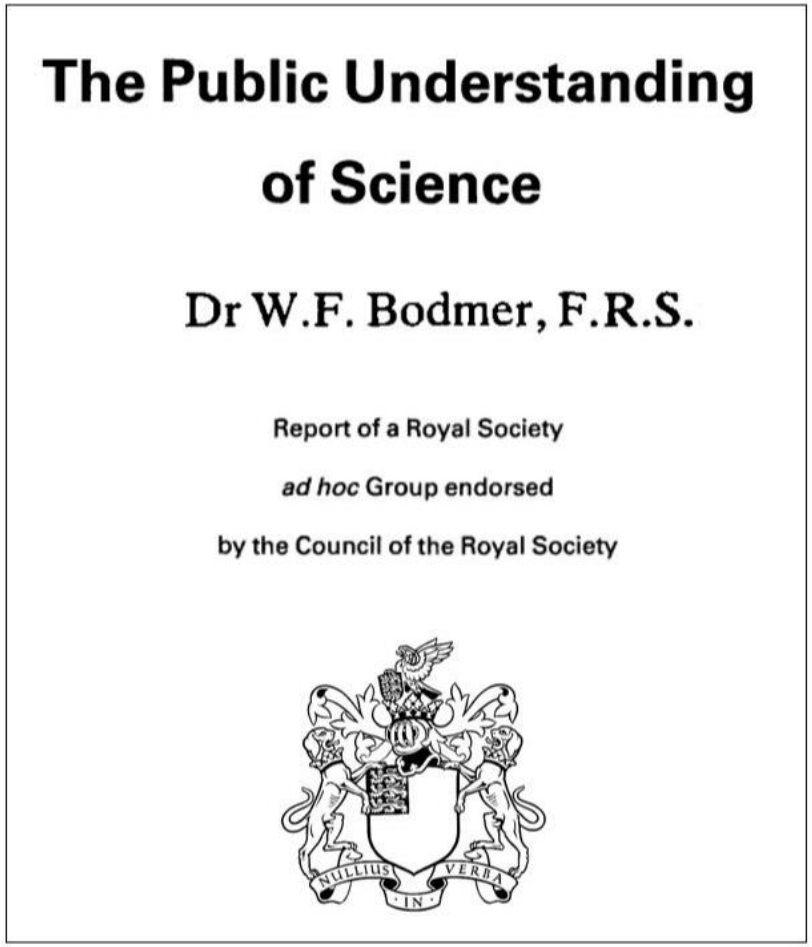
Elitist and reinforcing inequality

(1985)


The Public Understanding of Science
Dr W.F. Bodmer, F.R.S.
Report of a Royal Society
ad hoc Group endorsed
by the Council of the Royal Society
NULLIUS IN VERBA

Link

(1985)



Science and technology play a major role in most aspects of our daily lives both at home and at work.

Scientists must learn to communicate with the public, be willing to do so, and indeed consider it their duty to do so. [ ] The Royal Society should make improving public understanding of science one of its major activities.

Link

(2000)


SAY NO TO
GMOs


THE
HIGHER
Bitter feud stalls hunt for CJD cure
GREATEST HITS OF THE 60s 70s 80s 90s
The Daily Telegra
BSE: COULD IT BE IN SHEEP?
Beef ban to be lifted in the spring
New CJD strain threatens thousands
THE EXPRESS
DAILY EXPRESS
EUROPE IN CRISIS
EXPRESS SPECIAL AS BLAIR ENTERS BRUSSELS DOW
Evening Standard
Weekender
NOW THEY'RE SPINNING SHEEP
MINISTERS FEAR CJD EPIDEMIC

(2000)

HOUSE OF LORDS

Select Committee on Science & technology

THIRD REPORT

Link

(2000)

HOUSE OF LORDS

Select Committee on Science & technology

THIRD REPORT

Public confidence in scientific advice to Government has been rocked by BSE; and many people are uneasy about the rapid advance of areas such as biotechnology and IT.

Link

(2000)

HOUSE OF LORDS

Select Committee on Science & technology

THIRD REPORT

Public confidence in scientific advice to Government has been rocked by BSE; and many people are uneasy about the rapid advance of areas such as biotechnology and IT.

The crisis of trust has produced a new mood for dialogue. In addition to seeking to improve public understanding of their work, scientists are beginning to understand its impact on society and on public opinion. Direct dialogue with the public should move from being an optional add-on to science-based policy-making and to the activities of research organisations and learned institutions, and should become a normal and integral part of the process.

Link

Why Academics are Becoming Irrelevant (and How to Stop it)

Pointless research: top 10 Ig Nobel award winners for silly science

As the government prepares to crack down on 'irrelevant' research, we look at some of the things we'll be losing, courtesy of the Ig Nobel awards.

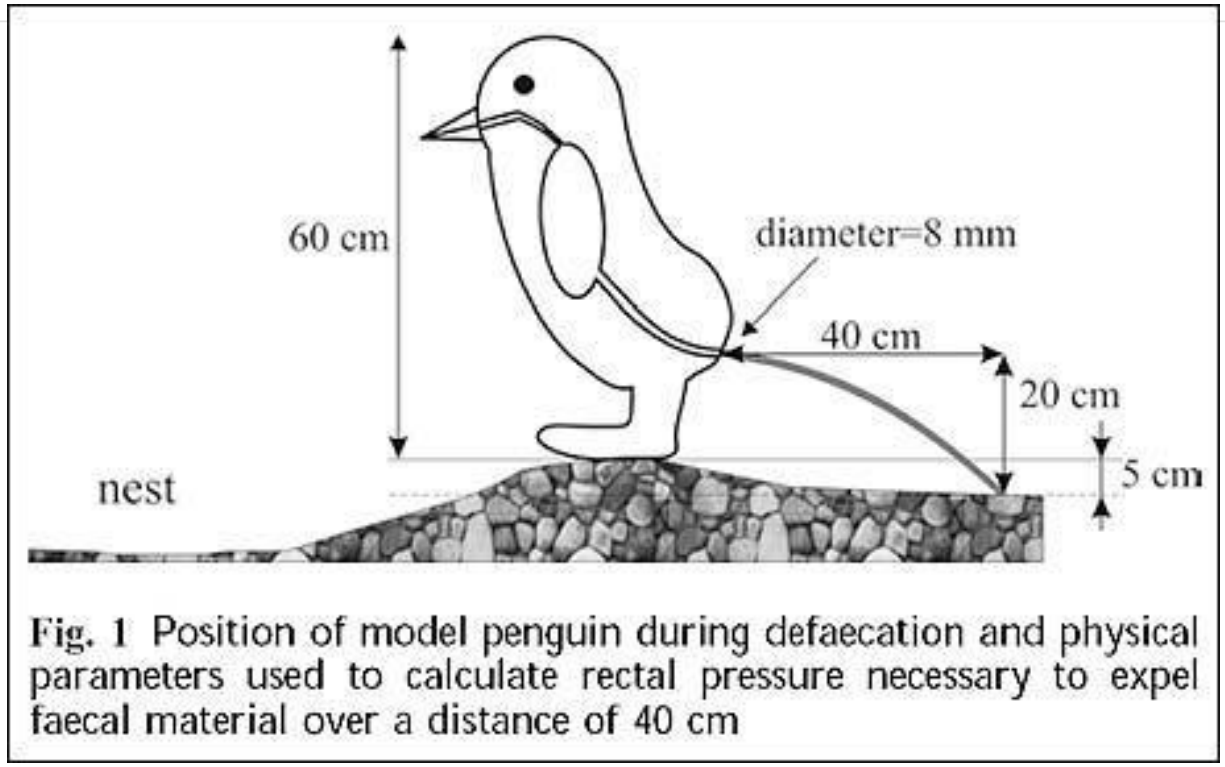


Fig. 1 Position of model penguin during defaecation and physical parameters used to calculate rectal pressure necessary to expel faecal material over a distance of 40 cm

(2009)

Research funding plan should be abandoned, say academics

A petition bearing 18000 signatures calling for the abandonment of economic impact assessment has been delivered to the government

Thousands of academics and researchers have signed the petition

(2009)

Research funding plan should be abandoned, say academics

A petition bearing 18000 signatures calling for the abandonment of economic impact assessment has been delivered to the government

Thousands of academics and researchers have signed the petition

REF2021

Research Excellence Framework

Impact 25%

Outputs 60%

Environment 15%

"For the purposes of the REF, impact is defined as an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia"

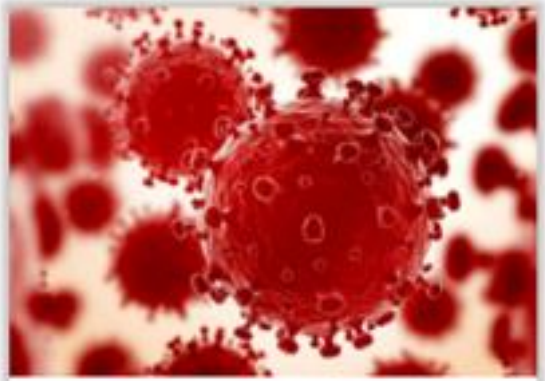
UK Research and Innovation

Coronavirus

About Enq

Coronavirus: the science explained

This site lays out the evidence and facts about the virus, the disease, the epidemic, and its control



What is coronavirus? The different types of coronaviruses

Disinfecting surfaces for coronavirus: Does it reduce infection?

Coronavirus seasonality: Is the spread likely to vary?

7 Jul 2020

The Telegraph

LINK

News › Global Health Security › Science & Disease

Trust in scientists is eroding and we need to get it back. Transparency is more important than ever

Follow

KATHERINE MATHIESON

May 12, 2020

The Independent Scientific Advisory Group for Emergencies (SAGE)

The Independent SAGE Report

COVID-19: what are the options for the UK?

Recommendations for government based on an open and transparent examination of the scientific evidence

Search jobs · My account · Search · The Guardian · US edition

Culture · Lifestyle · More

UK scientists must not be blamed for giving advice, says Royal Society head

Exclusive: intervention comes after minister appeared to scapegoat scientists over Covid-19 errors

▲ 'If the science was wrong, advice at the time was wrong, I'm not surprised if people will then think we then made a wrong decision,' said Thérèse Coffey. Photograph: Hannah McKay/Reuters

MQ Transforming mental health through research

Building an urgent mental health research response to COVID-19

The mental health charity MQ worked with the Academy of Medical Sciences to lead an urgent global mental health research response to this epidemic. They convened 24 world-leading experts on mental health, including people with experience of mental health problems, gathered the views of more than 2,000 of our supporters, and commissioned an Ipsos MORI poll of 1,000 people.


#LEAVE
NoOne

Secretive and untrustworthy

Irrelevant and out of touch with society

Unaccountable and a waste of tax payers' money

Elitist and reinforcing inequality

Why is it important to engage with the public?

trust

- Researchers are trusted to act ethically and responsibly
- New, controversial areas of research are debated and public attitudes taken account of

social responsibility

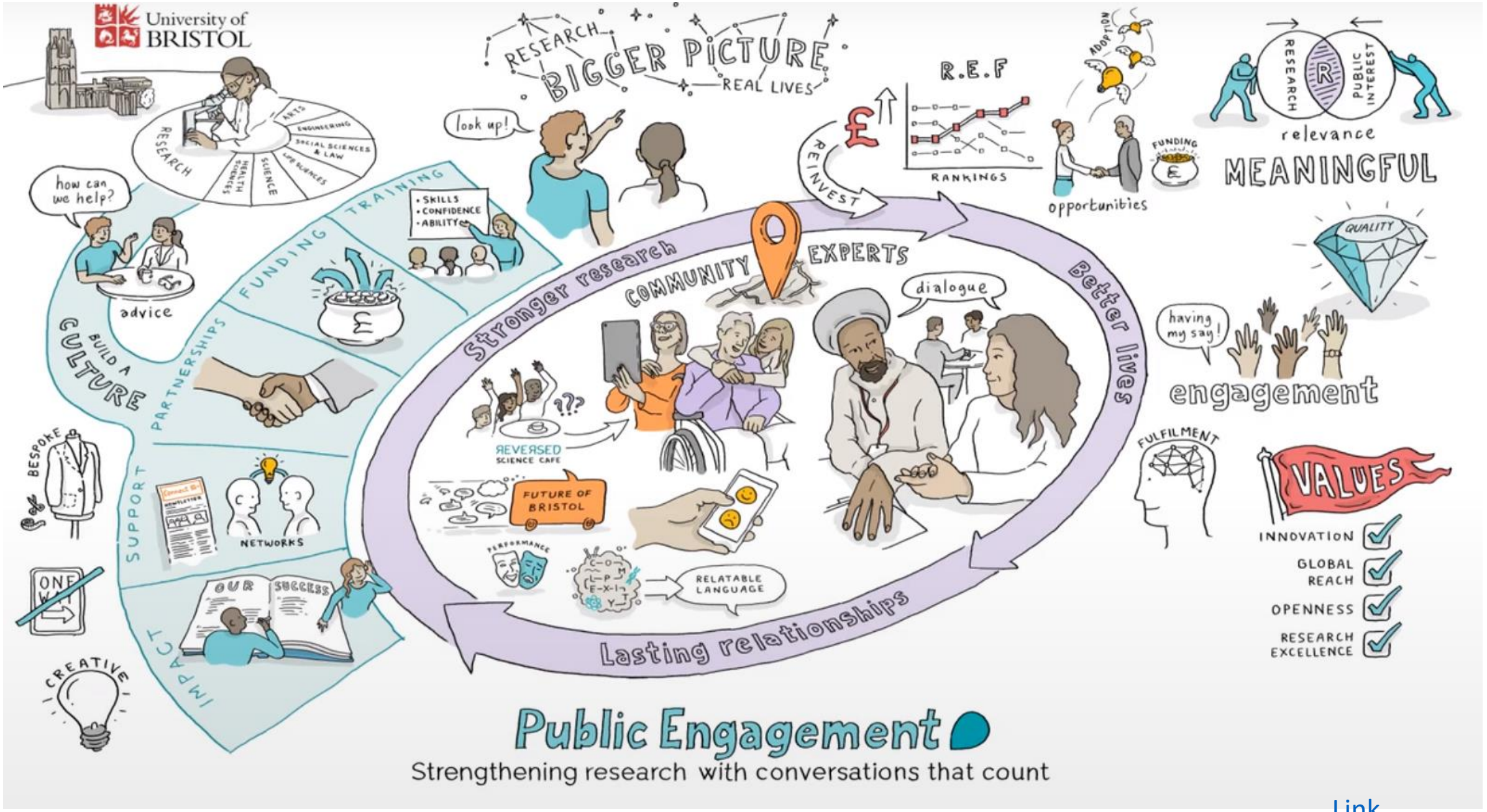
- Research institutions are seen to act in socially responsible ways, minimising their environmental footprint and supporting social mobility

relevance

- Research more finely tuned to society's needs
- Innovation flourishes as new ideas & insights flow into HEIs
- Research outputs are easily accessible and widely used
- Young people see research careers as relevant and attractive

accountability

- Those with a stake in the impact of research feel they can influence investment priorities
- The purposes and impact of research are understood and valued by wider society


University of BRISTOL
RESEARCH
BIGGER PICTURE
REAL LIVES
look up!
how can we help?
advice
BUILD A CULTURE
FUNDING
TRAINING
• SKILLS
• CONFIDENCE
• ABILITY
PARTNERSHIPS
SUPPORT
BESPOKE
NETWORKS
IMPACT
OUR SUCCESS
CREATIVE
Stronger research
COMMUNITY
EXPERTS
REVERSED SCIENCE CAFE
FUTURE OF BRISTOL
PERFORMANCE
RELATABLE LANGUAGE
dialogue
Better lives
Lasting relationships
REINVEST
R.E.F
RANKINGS
ADOPTION
opportunities
FUNDING
RESEARCH
PUBLIC INTEREST
relevance
MEANINGFUL
QUALITY
having my say!
engagement
FULFILMENT
VALUES
INNOVATION
GLOBAL REACH
OPENNESS
RESEARCH EXCELLENCE
Public Engagement
Strengthening research with conversations that count

[Link]

2. The craft of public engagement

THE ENGAGED UNIVERSITY

A Manifesto for Public Engagement

National Co-ordinating Centre for Public Engagement

What is public engagement?

> “Public engagement describes the myriad of ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit.”

Who are the ‘PUBLIC’ in Public Engagement?

National Co-ordinating Centre for Public Engagement

CIVIL SOCIETY & THIRD SECTOR

Charities & associations; societies and clubs

POLICY

Policy makers, regulators, civil servants

PUBLIC SECTOR

Professionals and practitioners

BUSINESS

Companies, SMEs, entrepreneurs

National Co-ordinating Centre for Public Engagement

CIVIL SOCIETY & THIRD SECTOR

Charities & associations; societies and clubs

POLICY

Policy makers, regulators, civil servants

PUBLIC SECTOR

Professionals and practitioners

BUSINESS

Companies, SMEs, entrepreneurs

PUBLICS

National Co-ordinating Centre for Public Engagement

communities of place & interest

CIVIL SOCIETY & THIRD SECTOR

Charities & associations; societies and clubs

voter

POLICY

Policy makers, regulators, civil servants

PUBLIC SECTOR

Professionals and practitioners

service user

citizen

BUSINESS

Companies, SMEs, entrepreneurs

customer

employee

PUBLICS

National Co-ordinating Centre for Public Engagement

DEMOGRAPHICS:
age, ethnicity, gender, economic status, level of education, income level & employment

communities of place & interest

CIVIL SOCIETY & THIRD SECTOR

Charities & associations; societies and clubs

voter

POLICY

Policy makers, regulators, civil servants

PUBLIC SECTOR

Professionals and practitioners

service user

citizen

BUSINESS

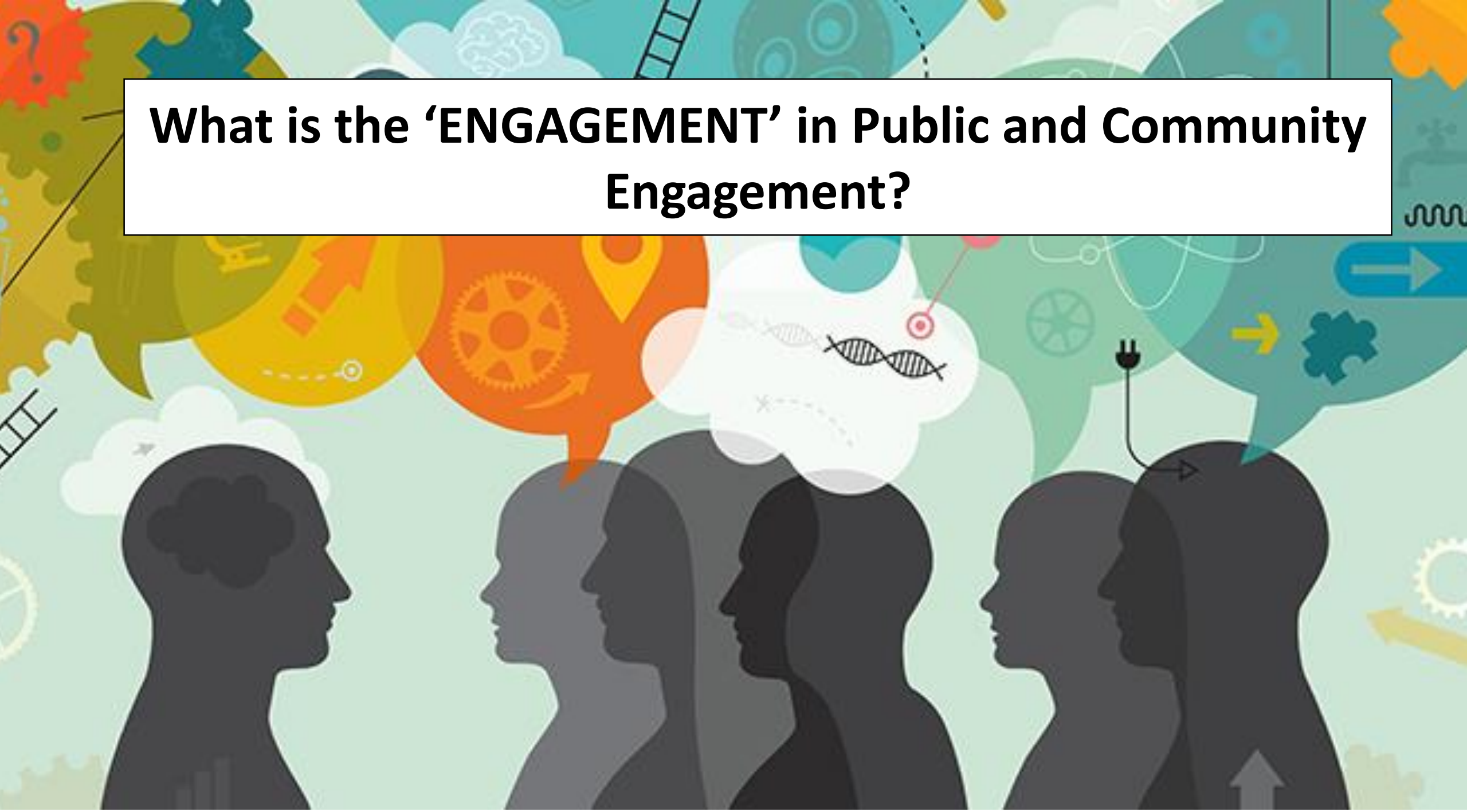
Companies, SMEs, entrepreneurs

customer

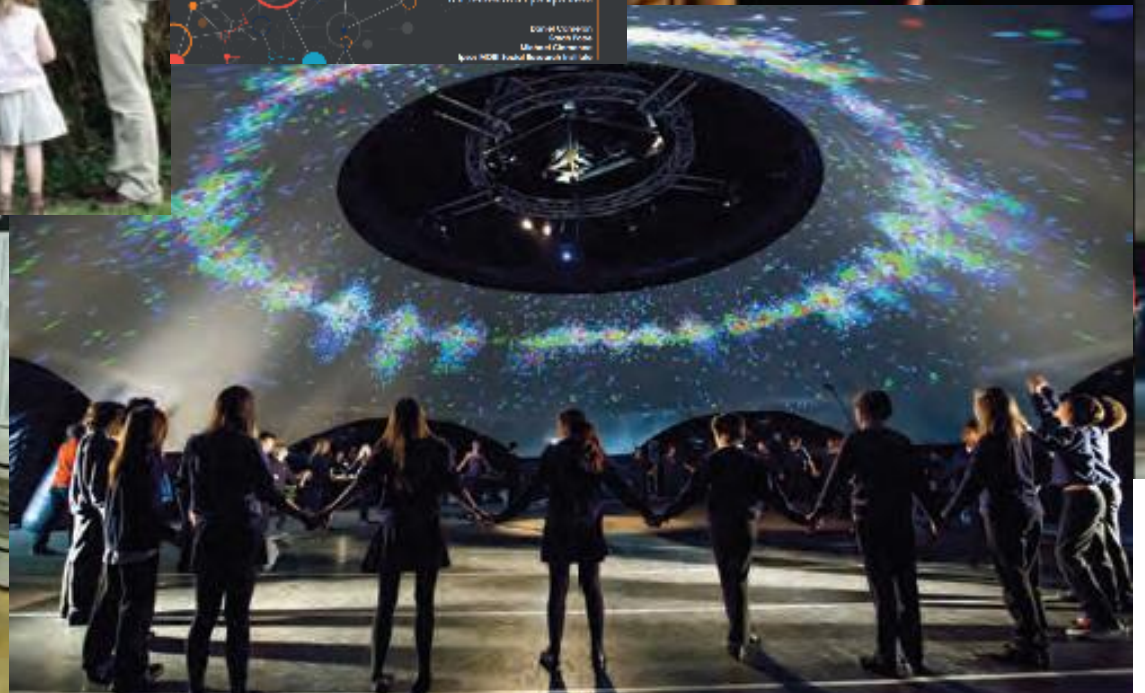
employee

PUBLICS

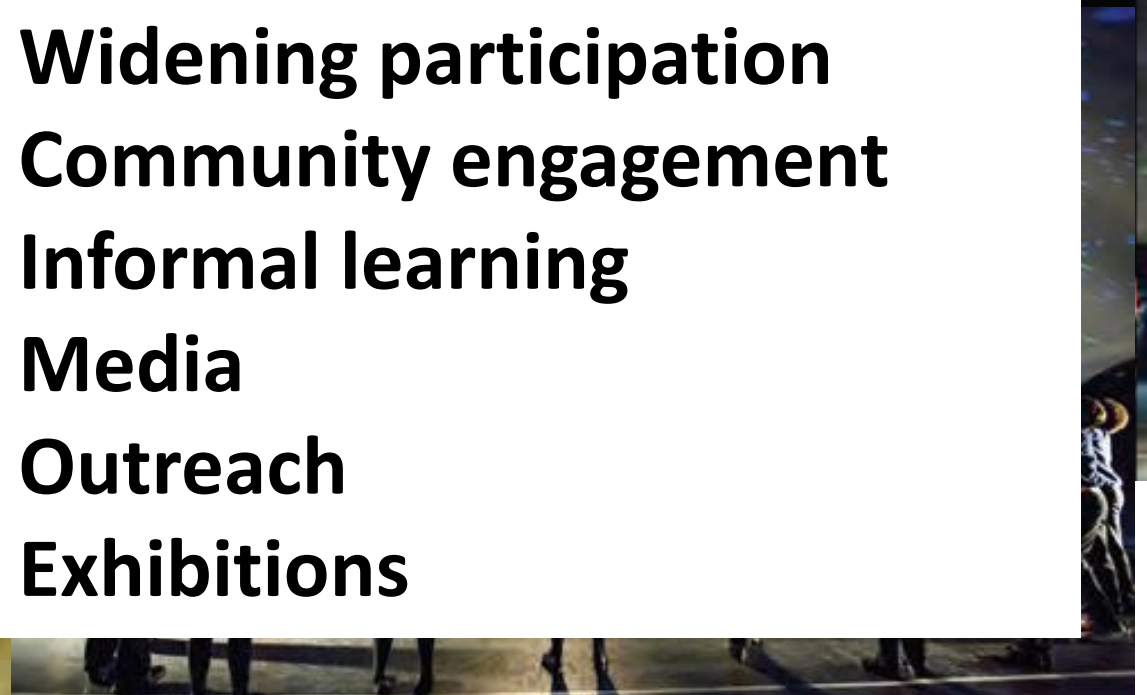
What is the ‘ENGAGEMENT’ in Public and Community Engagement?



Ipsos MORI
DIALOGUE
ON DATA
Exploring the public's views
on using administrative data
for research purposes



- Patient involvement
- Dialogue and co-production
- Co-design
- Citizen science
- Widening participation
- Community engagement
- Informal learning
- Media
- Outreach
- Exhibitions



Reasons to engage…

INSPIRING

Inspiring, involving and informing the public about research

CONSULTING

Actively listening to the public's views, concerns and insights

COLLABORATING

Working in partnership to solve problems, drawing on each other's expertise

What kinds of outcomes are typically realised by Public and Community Engagement?

Understanding

Stimulating curiosity, understanding and empathy

Understanding

Typical outcomes include:

- Enhanced knowledge and understanding
- Enhanced enjoyment, inspiration and creativity
- Changes to attitudes and values

Understanding

Capability

Typical outcomes include:

- Enhanced knowledge and understanding
- Enhanced enjoyment, inspiration and creativity
- Changes to attitudes and values

Building capacity and strengthening networks

Understanding

Capability

Typical outcomes include:

- Enhanced knowledge and understanding
- Enhanced enjoyment, inspiration and creativity
- Changes to attitudes and values

- Increased capacity and confidence of participating publics
- Changes to behaviour, attitudes, health and wellbeing and to quality of life
- Strengthened communities and relationships

Understanding

Capability

Innovation

Typical outcomes include:

- Enhanced knowledge and understanding
- Enhanced enjoyment, inspiration and creativity
- Changes to attitudes and values

- Increased capacity and confidence of participating publics
- Changes to behaviour, attitudes, health and wellbeing and to quality of life
- Strengthened communities and relationships

Improving decision making and the way things work

Understanding

Capability

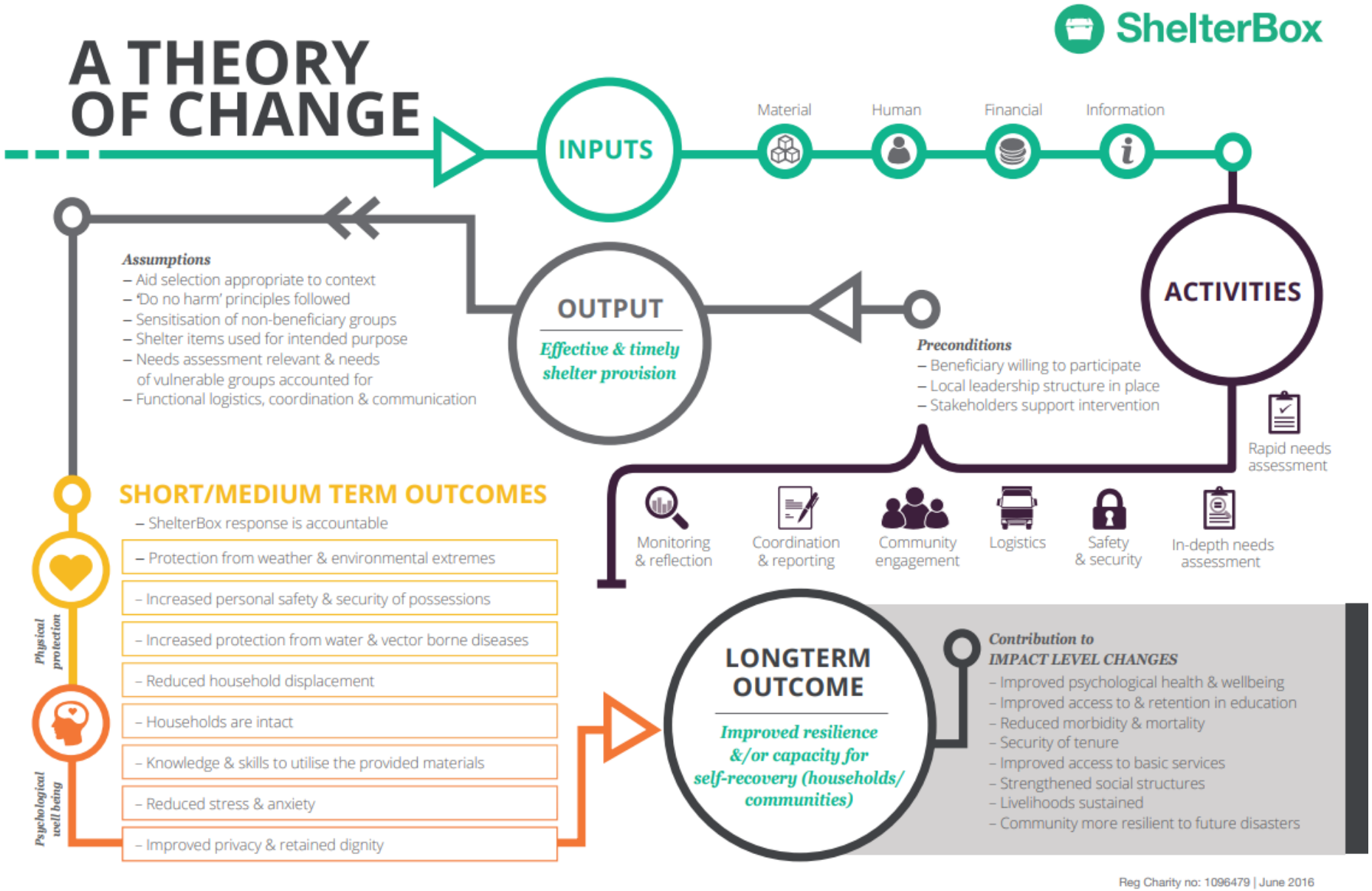
Innovation

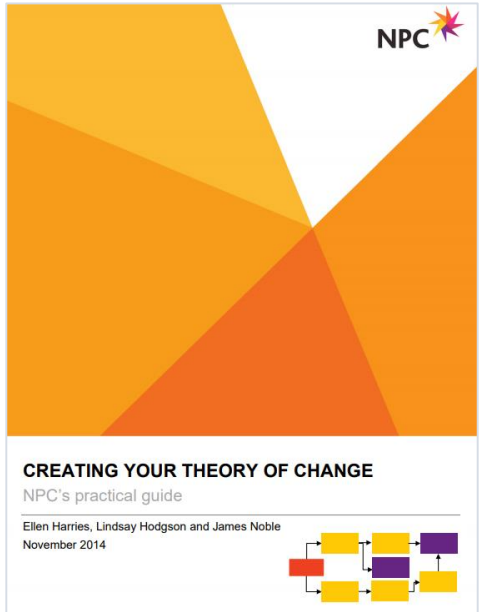
Typical outcomes include:

- Enhanced knowledge and understanding
- Enhanced enjoyment, inspiration and creativity
- Changes to attitudes and values

- Increased capacity and confidence of participating publics
- Changes to behaviour, attitudes, health and wellbeing and to quality of life
- Strengthened communities and relationships

- Demonstrable impact on policies, productivity, public realm
- Economic return and resilience


ShelterBox
A THEORY OF CHANGE
INPUTS
Material
Human
Financial
Information
ACTIVITIES
Rapid needs assessment
In-depth needs assessment
Monitoring & reflection
Coordination & reporting
Community engagement
Logistics
Safety & security
Preconditions
– Beneficiary willing to participate
– Local leadership structure in place
– Stakeholders support intervention
OUTPUT
Effective & timely shelter provision
Assumptions
– Aid selection appropriate to context
– 'Do no harm' principles followed
– Sensitisation of non-beneficiary groups
– Shelter items used for intended purpose
– Needs assessment relevant & needs of vulnerable groups accounted for
– Functional logistics, coordination & communication
SHORT/MEDIUM TERM OUTCOMES
– ShelterBox response is accountable
Physical protection
– Protection from weather & environmental extremes
– Increased personal safety & security of possessions
– Increased protection from water & vector borne diseases
– Reduced household displacement
– Households are intact
Psychological well being
– Knowledge & skills to utilise the provided materials
– Reduced stress & anxiety
– Improved privacy & retained dignity
LONGTERM OUTCOME
Improved resilience &/or capacity for self-recovery (households/ communities)
Contribution to IMPACT LEVEL CHANGES
– Improved psychological health & wellbeing
– Improved access to & retention in education
– Reduced morbidity & mortality
– Security of tenure
– Improved access to basic services
– Strengthened social structures
– Livelihoods sustained
– Community more resilient to future disasters
Reg Charity no: 1096479 | June 2016


NPC
CREATING YOUR THEORY OF CHANGE
NPC's practical guide
Ellen Harries, Lindsay Hodgson and James Noble
November 2014

LINK

3. Managing change

2006


THE ROYAL SOCIETY
Survey of factors affecting science communication by scientists and engineers
science
commun

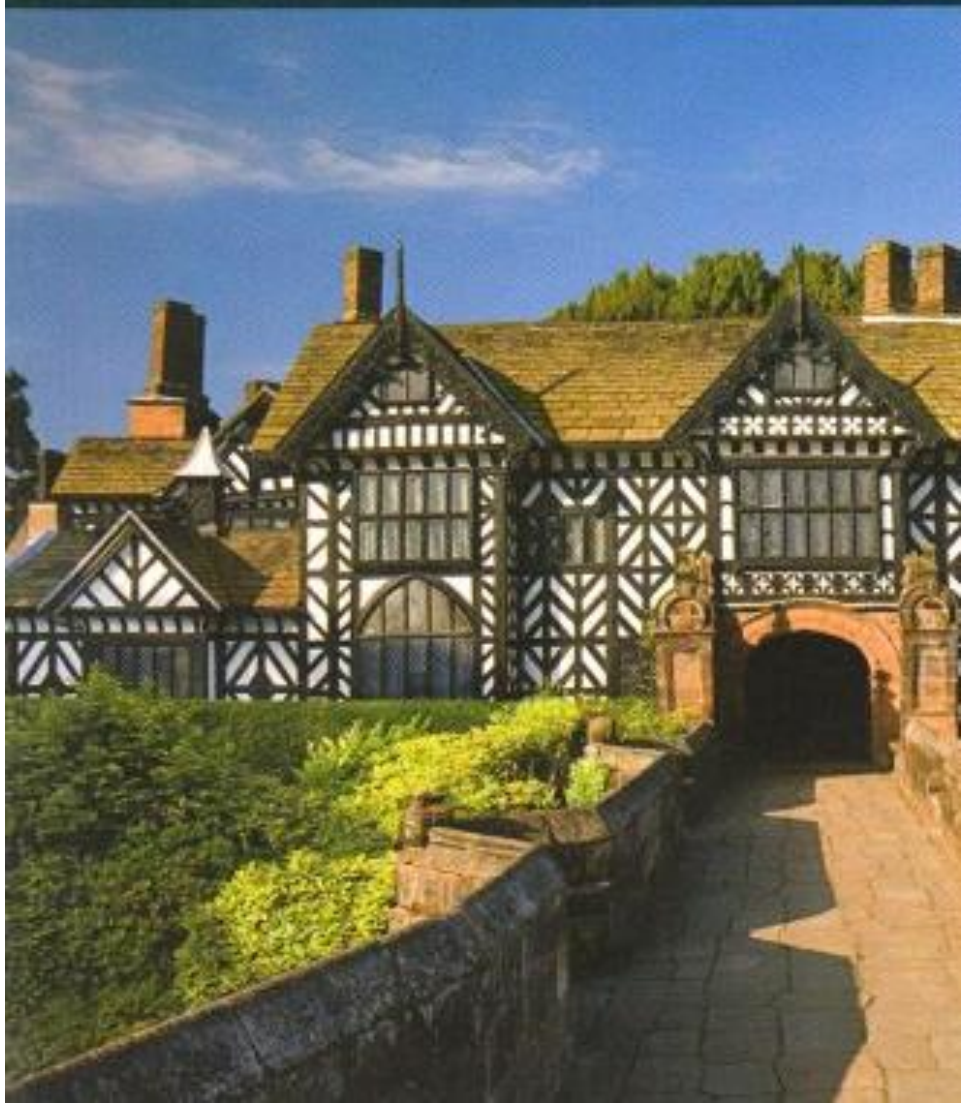
Barriers to science communication

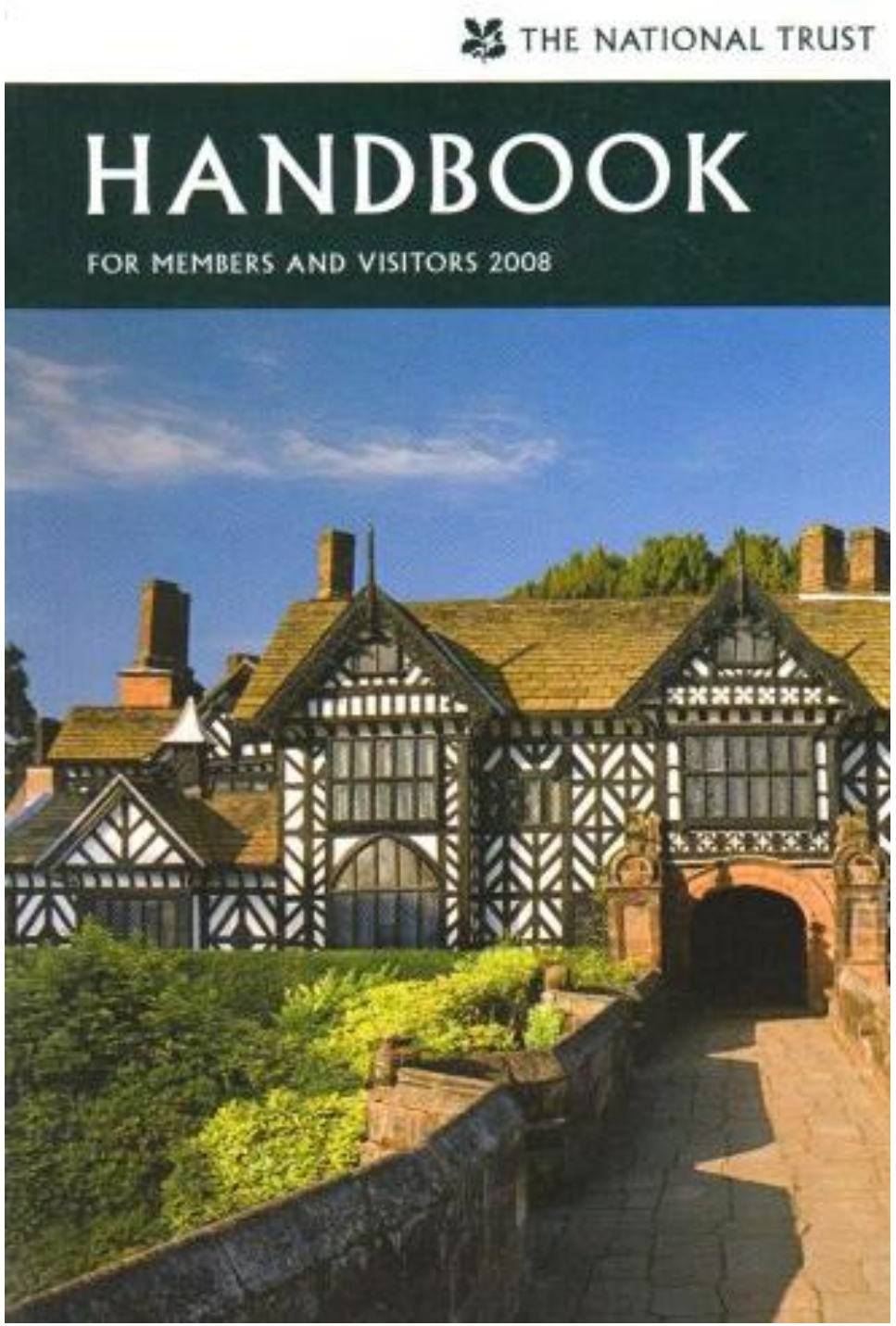
- Sixty-four per cent said the need to spend more time on research was stopping them getting more engaged
- 20% agreed that scientists who engage are less well regarded by other scientists
- 3% cited peer pressure as a barrier
- Science communication was viewed as ‘altruistic’ and not a central part of academic life

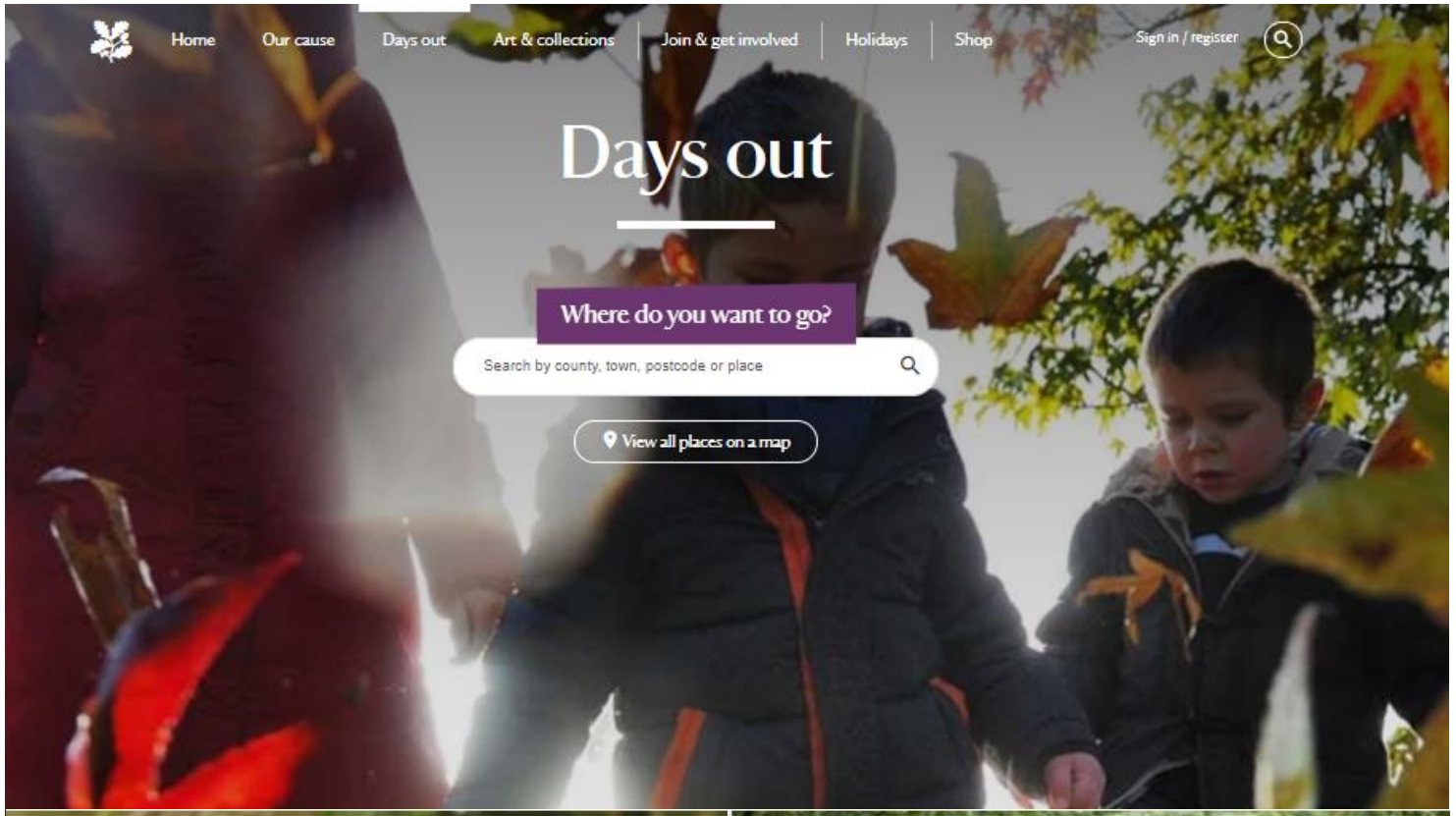
THE NATIONAL TRUST

HANDBOOK

FOR MEMBERS AND VISITORS 2008







For families ›

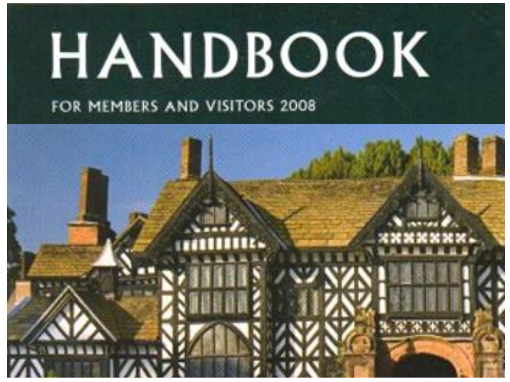
With acres of space for little ones to run around plus family-friendly facilities, you're sure to have a great family day out with us.

Groups ›

Whatever your group is interested in, we've got lots of inspiration and information for you to plan your visit.

‘We need to learn to love people as much as we love places’

Fiona Reynolds,
Director General



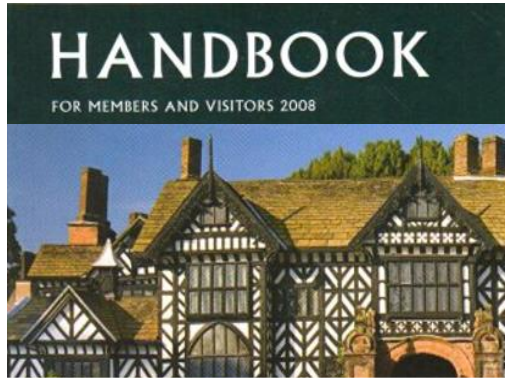
National Trust

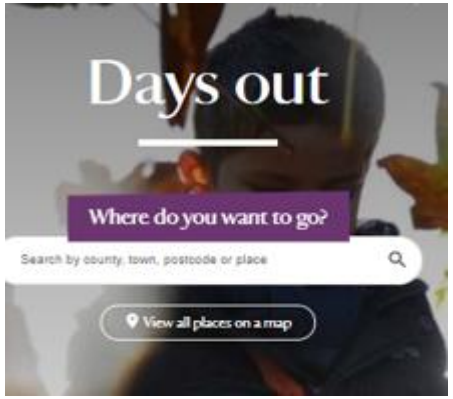
Conservation for conservation's sake →

'Delivering public benefit' →

Working 'on behalf of' →

'Supply' →





National Trust

Conservation for conservation's sake → Conservation as a 'common good'

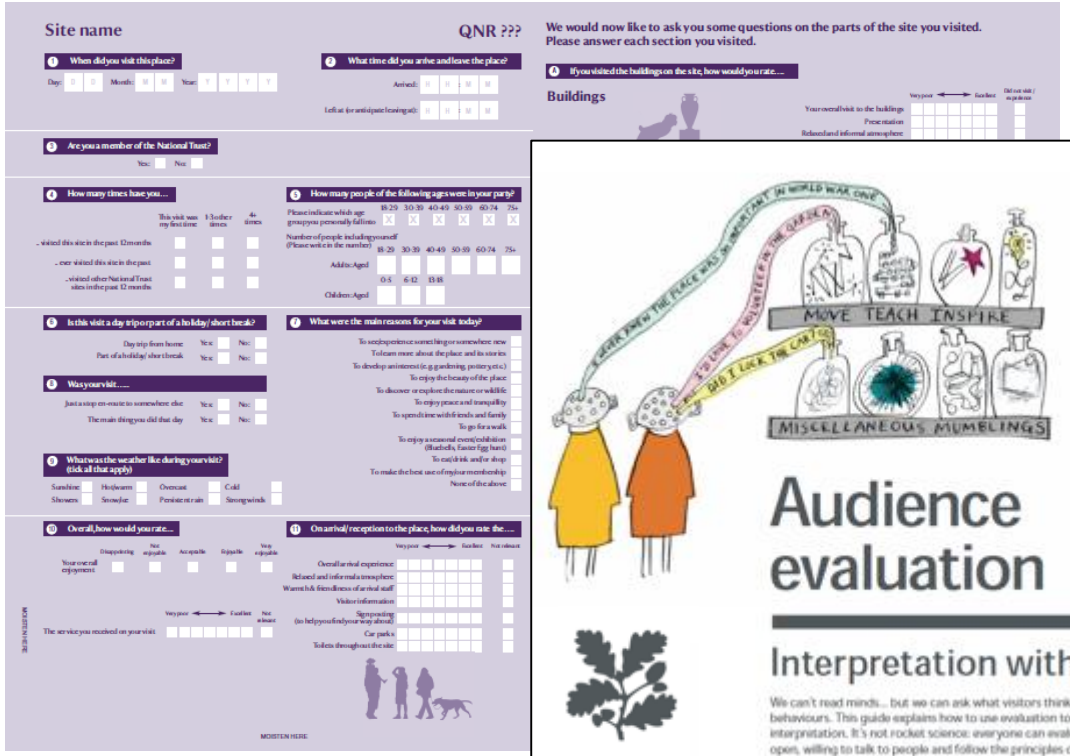
'Delivering public benefit' → 'Realising public value'

Working 'on behalf of' → Working 'with'

'Supply' → 'Demand'

Days Out Segments

- Curious Minds
- Live Life to the Full
- Young Independents
- Explorer Family



Performance at our most visited

Month v Budget	Anglesey Abbey (EA)	Attingham Park	Belton House	Calke Abbey
Service				
Visitors				
Membership recruitment				
Food & Bev contribution				
Retail Contribution				

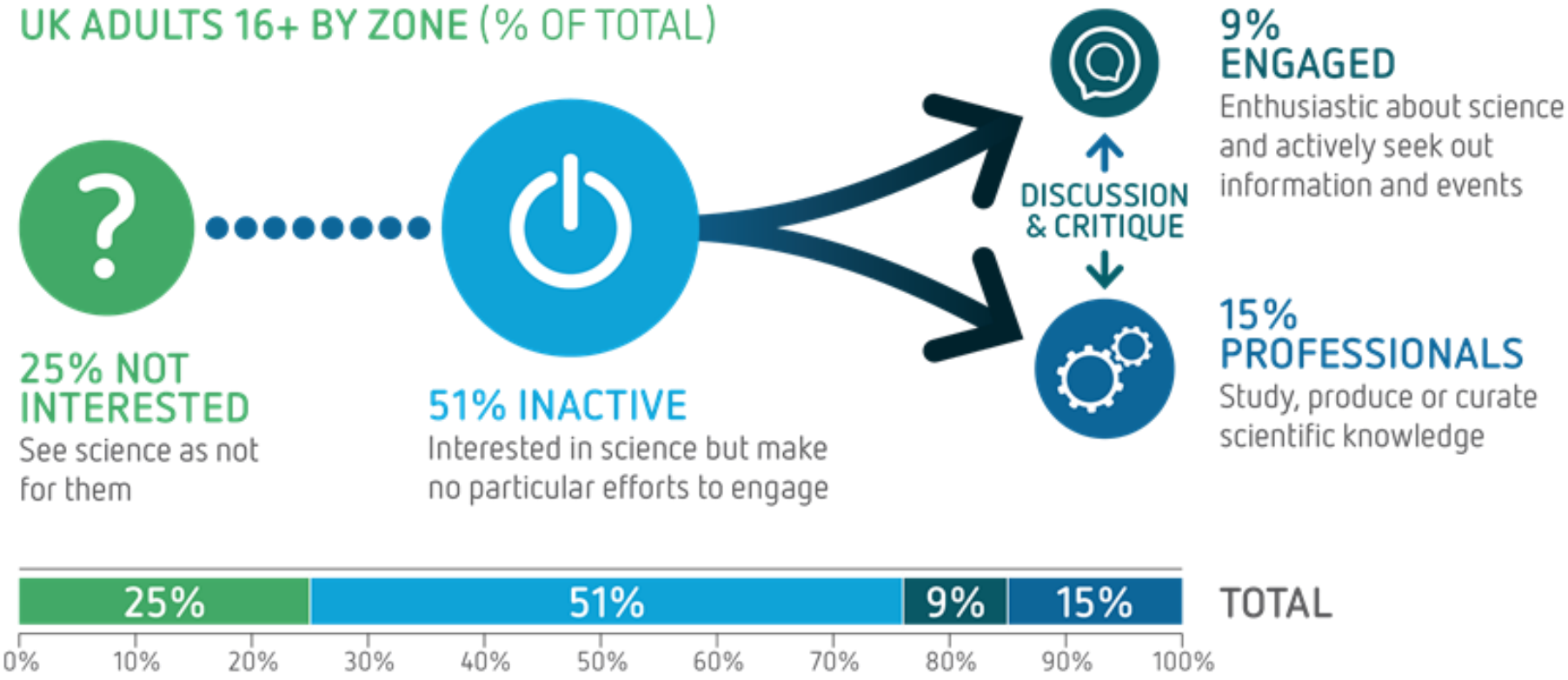
Project Management Framework

National Trust Jobs

- Administration
- Apprenticeships
- Brand and Marketing
- Building Surveying
- Conservation
- Countryside Management
- Curatorship
- Estate Management
- Finance
- Food and Beverage
- Fundraising
- Gardening
- General Management
- Governance
- IT
- Membership
- People and Legal
- Retail
- Visitor Services

Our audience model

BRITISH SCIENCE ASSOCIATION



Source: *King's College London 'Culture Tracker' 2016*, which questioned a representative sample of UK adults about their relationship with science.

We use the model to help us decide where to focus our time and energy: we prioritise the activities which are most likely to transition people from the 'Not interested' or 'Inactive' groups to the 'Engaged' or 'Professional' groups.

LINK

Public attitudes to chemistry

84% of the UK public agreed that chemists make a valuable contribution to society

But only

12% of the chemists we interviewed thought the public would have said so

62% of the UK public agreed that jobs in chemistry are interesting

But only

27% of the chemists we interviewed thought the public would have said so

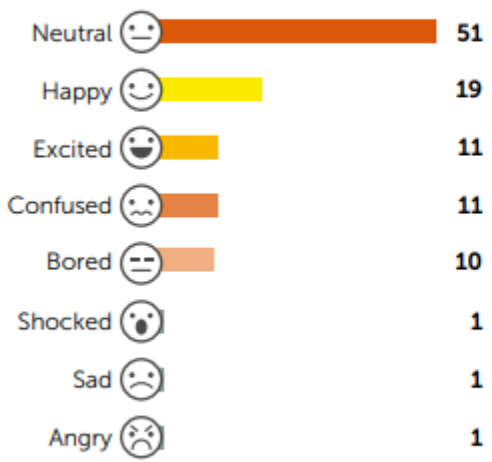
88% of the UK public said chemists are approachable

But only

20% of the chemists we interviewed thought the public would have said so

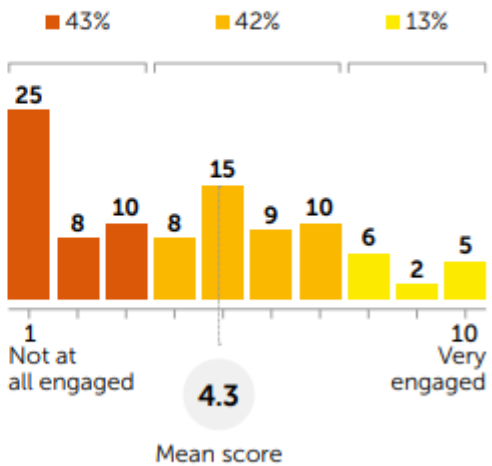
Public perceptions of chemistry are more positive than chemists expected

How do you feel about chemistry? (%)**



People don't have an emotional connection with chemistry

How engaged or interested are you with chemistry? (%)



Overall engagement is fairly low

People are interested in finding out more about chemistry, especially how it relates to their everyday life

How interested people are in finding out more about the role of chemistry in...

65% feeding world population

68% developing clean water technology

63% developing renewable energy technologies

[LINK]

4. Capability

Who are we?

Research managers

Knowledge transfer professionals

Marketing and communications

Public affairs

Development managers

Researcher developers

Recruitment managers

Public relations

Public engagement specialists

Events managers

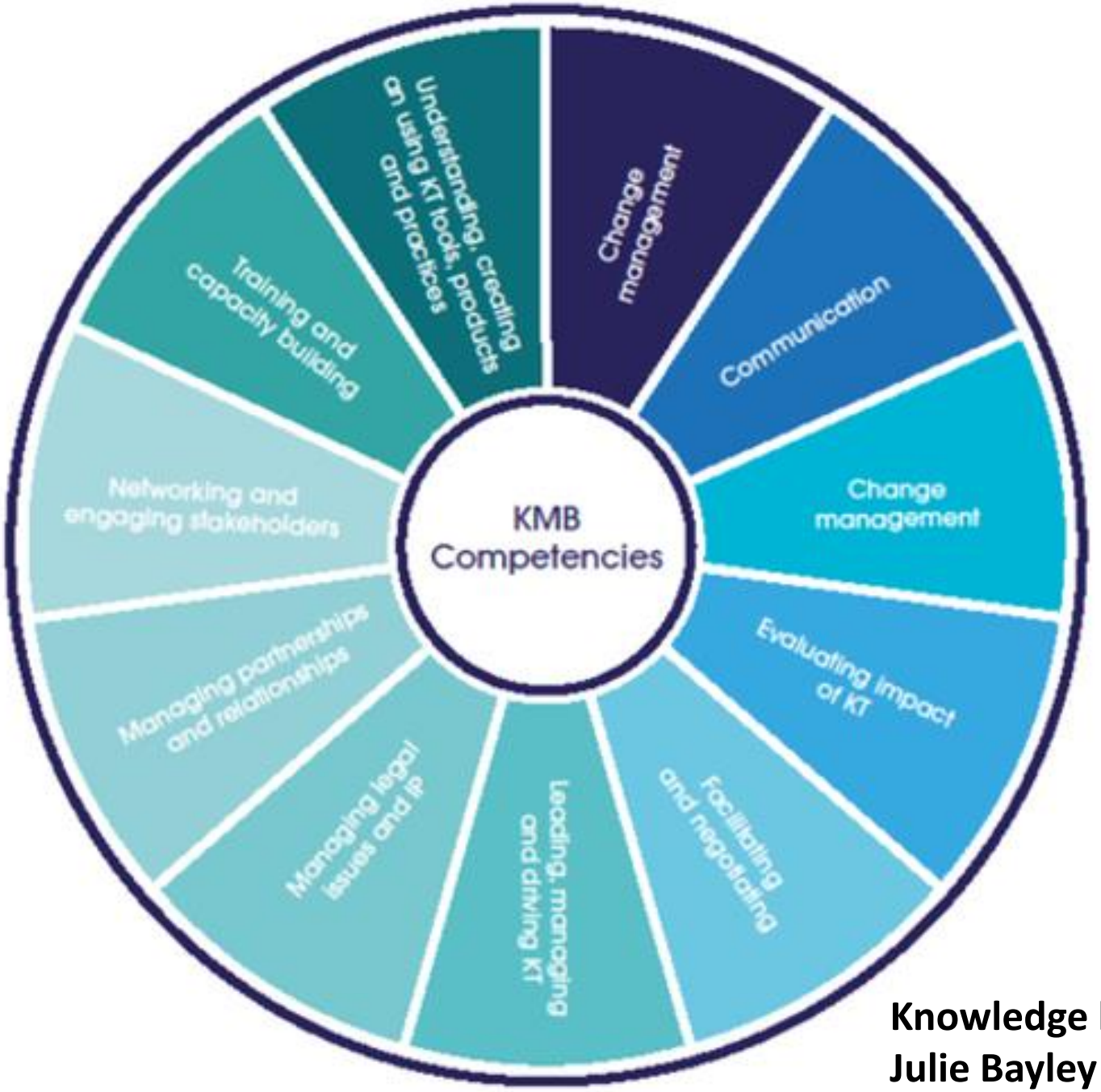
Engaged researchers

Impact specialists

Fundraisers

Alumni relations

Scholarly communications



What are our skills?

1. Change management
2. Communication
3. Creating, sourcing and synthesising (research)
4. Evaluating impact of Knowledge Exchange (KE)
5. Facilitating and negotiating
6. Leading, managing and driving KE
7. Managing legal issues and IP
8. Managing partnerships / relationships
9. Networking and engaging stakeholders
10. Training and capacity building
11. Understanding, creating and using KE tools, products and practices

Knowledge broker competencies,
Julie Bayley and David Phipps

LINK

‘Engaged’ Attributes

Responsive

- You are motivated by other people’s curiosity, interests and needs
- You adapt your communication and approach for different people

Reflective

- You set explicit goals for your work and monitor these carefully
- You understand how your own values motivate your work

Responsible

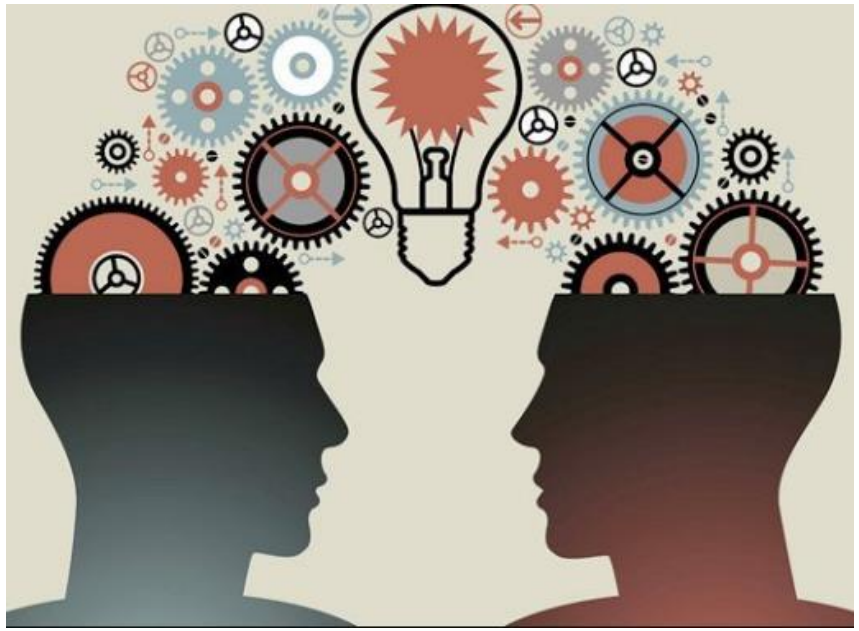
- You are sensitive to social and ethical issues and plan your work to take account of these
- You are committed to excellence, quality and innovation

Respectful

- You are sensitive to issues of diversity and inclusion
- You have the capacity to build and sustain effective partnerships

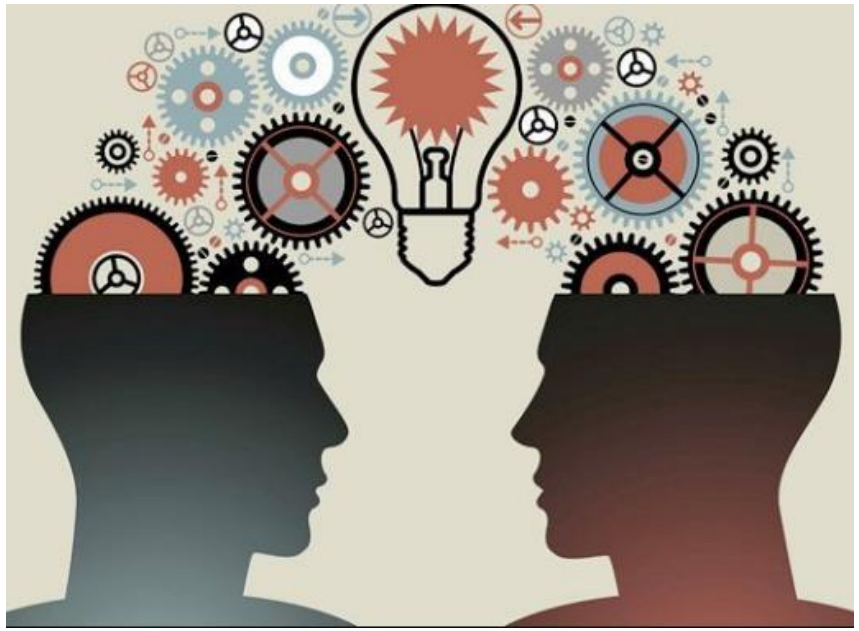
What core, strategic functions do we all contribute to?

What core, strategic functions do we all contribute to?



Social intelligence

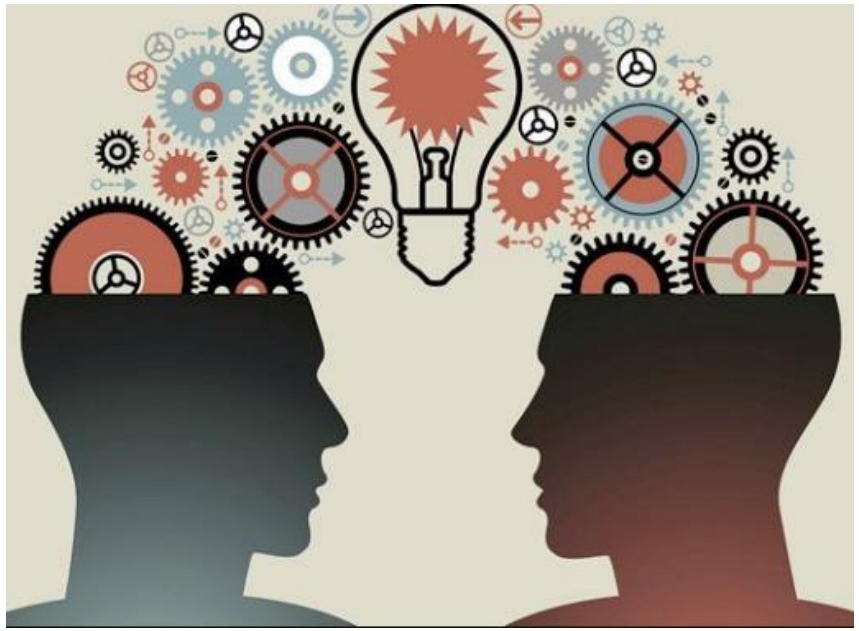
What core, strategic functions do we all contribute to?



Social intelligence

Service design

What core, strategic functions do we all contribute to?

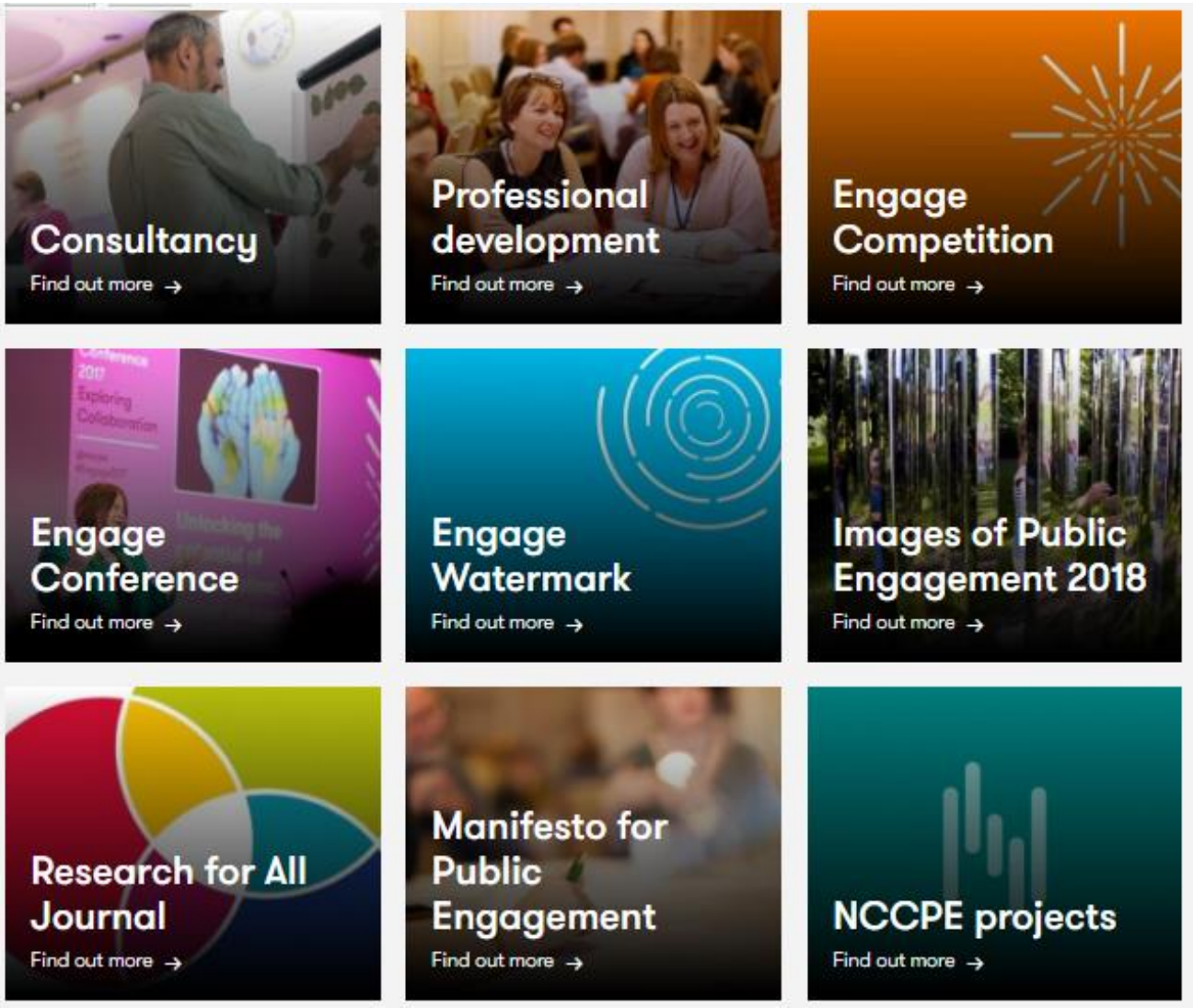


Social intelligence

Service design

Support

National Co-ordinating Centre for Public Engagement



publicengagement.ac.uk

Paul.manners@uwe.ac.uk

Discussion

1.

Irrelevant and out of touch with society

Secretive and untrustworthy

Unaccountable and a waste of tax payers' money

Elitist and reinforcing inequality

2.

Why is it important to engage with the public?

trust

- Researchers are trusted to act ethically and responsibly
- New, controversial areas of research are debated and public attitudes taken account of

social responsibility

- Research institutions are seen to act in socially responsible ways, minimising their environmental footprint and supporting social mobility

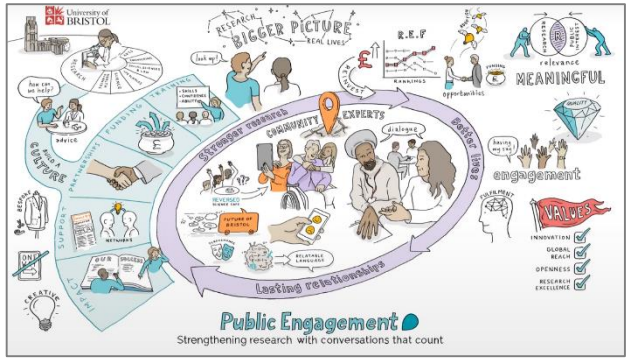
relevance

- Research more finely tuned to society's needs
- Innovation flourishes as new ideas & insights flow into HEIs
- Research outputs are easily accessible and widely used
- Young people see research careers as relevant and attractive

accountability

- Those with a stake in the impact of research feel they can influence investment priorities
- The purposes and impact of research are understood and valued by wider society

3.



4.

National Co-ordinating Centre for Public Engagement

DEMOGRAPHICS: age, ethnicity, gender, economic status, level of education, income level & employment

communities of place & interest

CIVIL SOCIETY & THIRD SECTOR
Charities & associations; societies and clubs

voter

POLICY
Policy makers, regulators, civil servants

PUBLIC SECTOR
Professionals and practitioners

service user

BUSINESS
Companies, SMEs, entrepreneurs

customer

employee

CITIZENS

5.

Reasons to engage...

INSPIRING

Inspiring, involving and informing the public about research

CONSULTING

Actively listening to the public's views, concerns and insights

Working in partnership to solve problems, drawing on each other's expertise

COLLABORATING

6.

Understanding

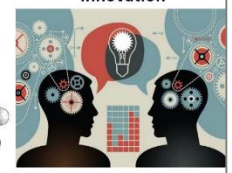
Typical outcomes include:

- Enhanced knowledge and understanding
- Enhanced enjoyment, inspiration and creativity
- Changes to attitudes and values

Capability

- Increased capacity and confidence of participating publics
- Changes to behaviour, attitudes, health and wellbeing and to quality of life
- Strengthened communities and relationships

Innovation



- Demonstrable impact on policies, productivity, public realm
- Economic return and resilience

7.

What core, strategic functions do we all contribute to?

Social intelligence

Service design

Support

8.

'Engaged' Attributes

Responsive

- You are motivated by other people's curiosity, interests and needs
- You adapt your communication and approach for different people

Reflective

- You set explicit goals for your work and monitor these carefully
- You understand how your own values motivate your work

Respectful

- You are sensitive to issues of diversity and inclusion
- You have the capacity to build and sustain effective partnerships

Responsible

- You are sensitive to social and ethical issues and plan your work to take account of these
- You are committed to excellence, quality and innovation

9.

National Co-ordinating Centre for Public Engagement

publicengagement.ac.uk

Paul.manners@uwe.ac.uk

https://padlet.com/paulmanners/oaq8opm11tptc85d

Secretive and untrustworthy

Irrelevant and out of touch with society

Unaccountable and a waste of tax payers' money

Elitist and reinforcing inequality

Why is it important to engage with the public?

trust

- Researchers are trusted to act ethically and responsibly
- New, controversial areas of research are debated and public attitudes taken account of

social responsibility

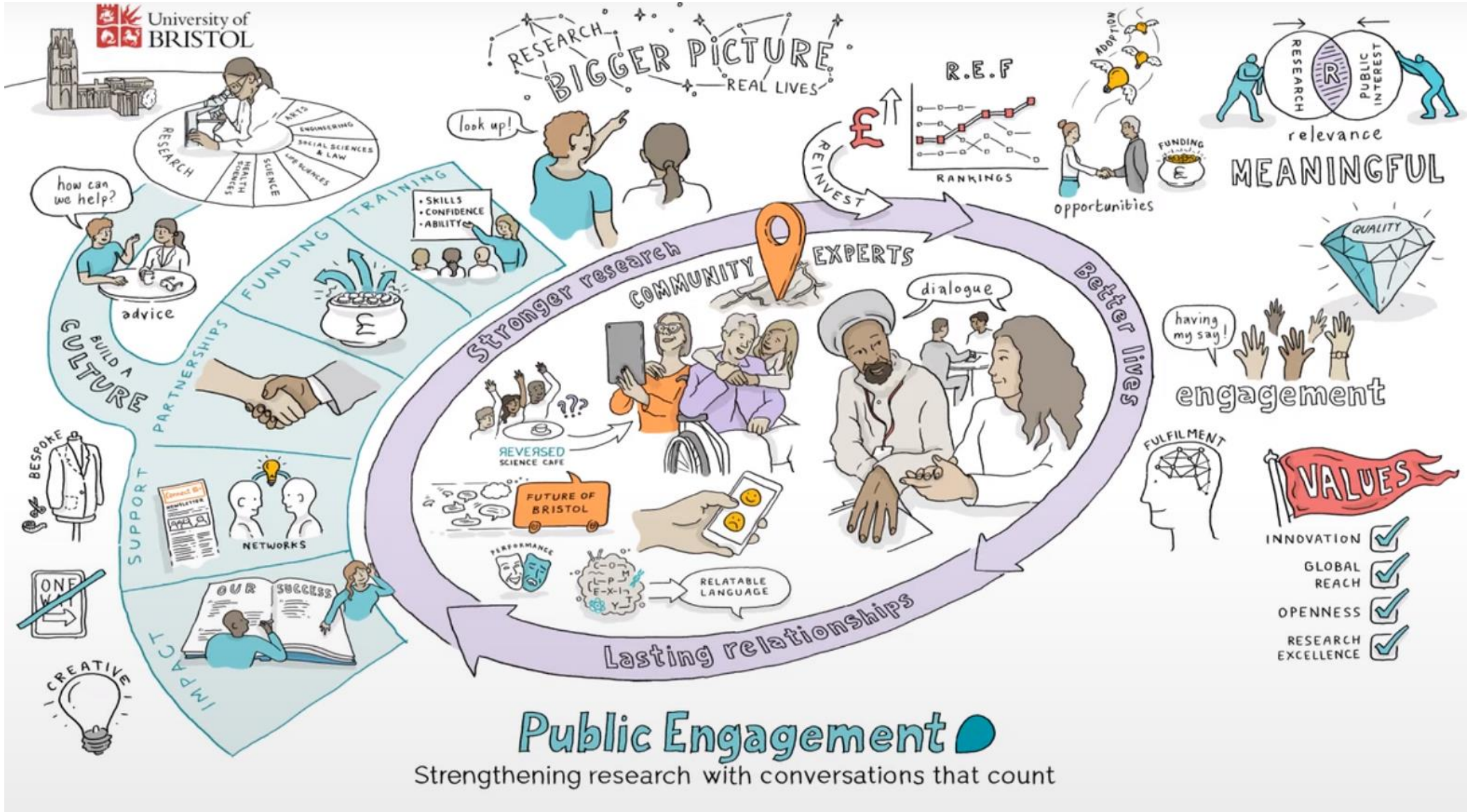
- Research institutions are seen to act in socially responsible ways, minimising their environmental footprint and supporting social mobility

relevance

- Research more finely tuned to society's needs
- Innovation flourishes as new ideas & insights flow into HEIs
- Research outputs are easily accessible and widely used
- Young people see research careers as relevant and attractive

accountability

- Those with a stake in the impact of research feel they can influence investment priorities
- The purposes and impact of research are understood and valued by wider society



Public Engagement

Strengthening research with conversations that count

National Co-ordinating Centre for Public Engagement

DEMOGRAPHICS:
age, ethnicity, gender, economic status, level of education, income level & employment

communities of place & interest

CIVIL SOCIETY & THIRD SECTOR

Charities & associations; societies and clubs

voter

POLICY

Policy makers, regulators, civil servants

PUBLIC SECTOR

Professionals and practitioners

service user

citizen

BUSINESS

Companies, SMEs, entrepreneurs

customer

employee

PUBLICS

Reasons to engage…

INSPIRING

Inspiring, involving and informing the public about research

CONSULTING

Actively listening to the public's views, concerns and insights

COLLABORATING

Working in partnership to solve problems, drawing on each other's expertise

Understanding

Capability

Innovation

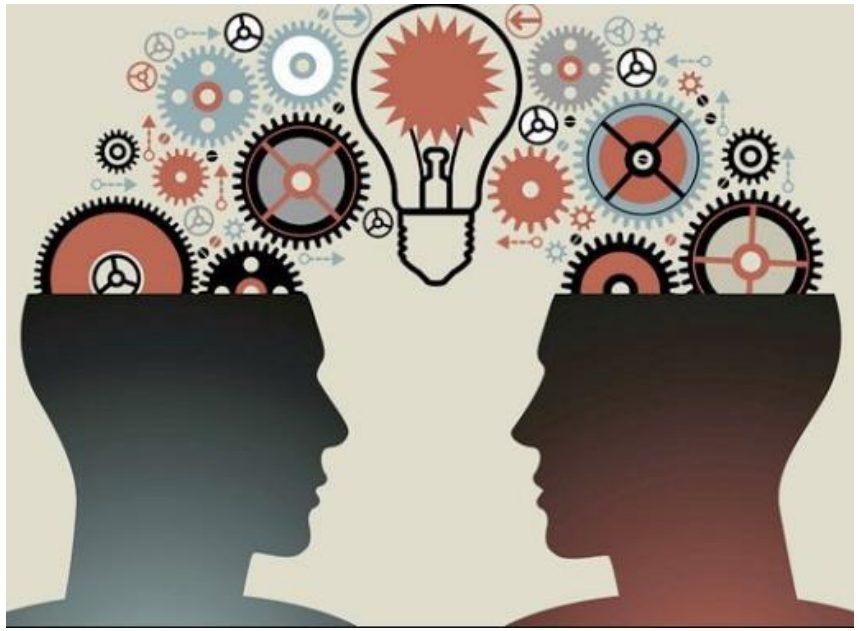
Typical outcomes include:

- Enhanced knowledge and understanding
- Enhanced enjoyment, inspiration and creativity
- Changes to attitudes and values

- Increased capacity and confidence of participating publics
- Changes to behaviour, attitudes, health and wellbeing and to quality of life
- Strengthened communities and relationships

- Demonstrable impact on policies, productivity, public realm
- Economic return and resilience

What core, strategic functions do we all contribute to?



Social intelligence

Service design

Support

‘Engaged’ Attributes

Responsive

- You are motivated by other people’s curiosity, interests and needs
- You adapt your communication and approach for different people

Reflective

- You set explicit goals for your work and monitor these carefully
- You understand how your own values motivate your work

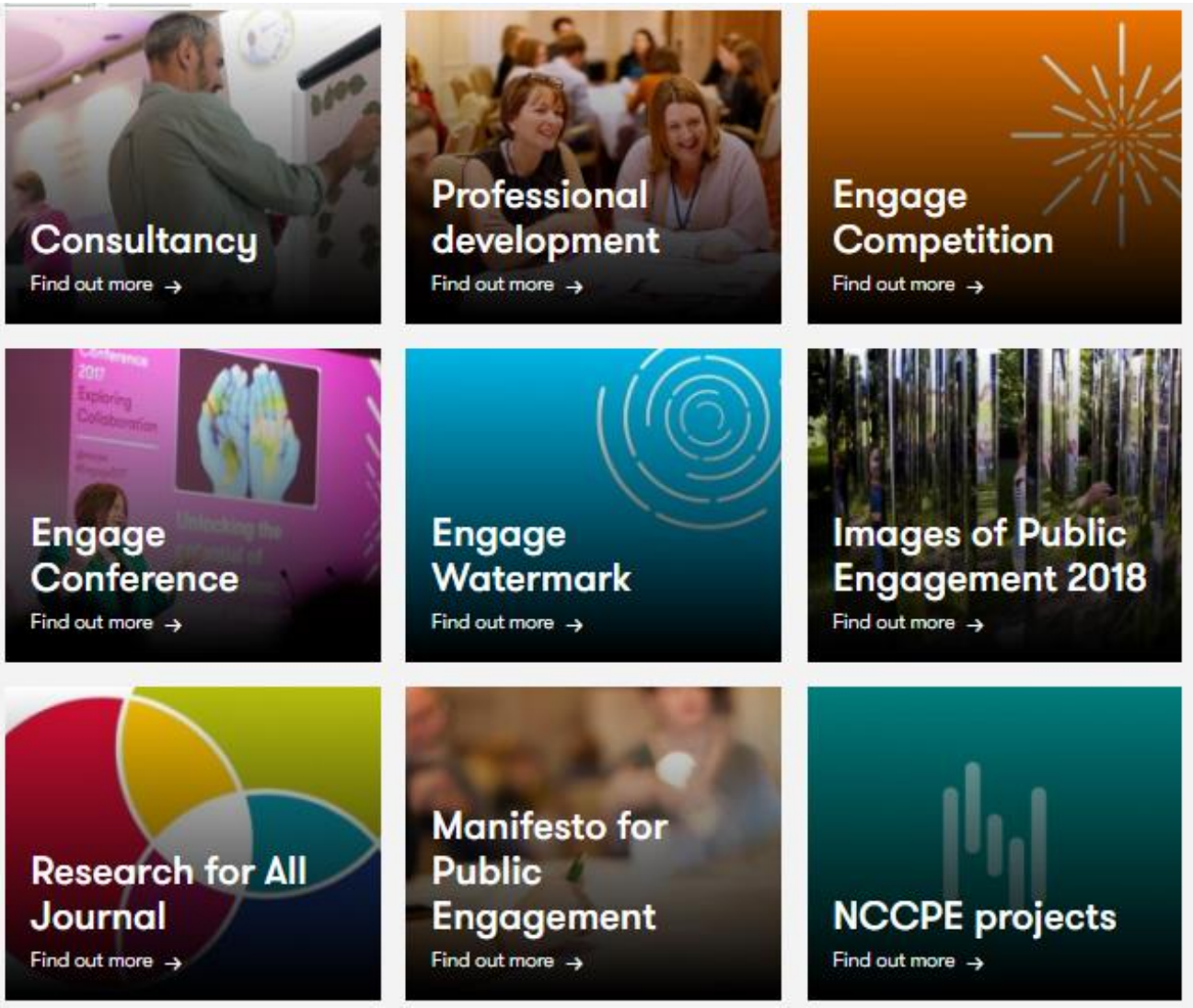
Responsible

- You are sensitive to social and ethical issues and plan your work to take account of these
- You are committed to excellence, quality and innovation

Respectful

- You are sensitive to issues of diversity and inclusion
- You have the capacity to build and sustain effective partnerships

National Co-ordinating Centre for Public Engagement



publicengagement.ac.uk

Paul.manners@uwe.ac.uk

Thank you

Enjoy lunch!

OVERVIEW OF THE COURSE

Monday 14 September – Welcome and Introduction to Science Communication for Impact
Joost Ravoo & Roy Meijer, and Paul Manners

Tuesday 15 September – Science communication, university strategies, obstacles and criteria
Maarten van der Sanden and Alex Verkade

Wednesday 16 September – Facilitating science communication to society and lessons learned from COVID-19
Cissi Askwall and Anna Maria Fleetwood and Stefanie Molthagen-Schnöring

Thursday 17 September – Connecting Organisations for Societal Impact and Public & Policy Engagement
Ben Vivekanandan and Emily Jesper

Friday 18 September- Science Gallery Rotterdam: Science Communication and Societal Impact
Fred Balvert
Case study presentations