

## **EUCASC Partner Prospectus**

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### **Please provide a brief description of your organisation:**

The University of Bucharest (UB) is one of the leading institutions of higher education in Romania, and enjoys considerable national and international prestige, acquired over almost 140 years. Its various schools are well known for their activities in all important scientific and academic domains. Its graduates have included many prominent personalities: teachers and researchers at important universities all over the world, members of the Romanian Academy and of similar institutions in other countries, writers, politicians (members of the Romanian parliament, ministers, prime ministers and presidents), diplomats and high-ranking ecclesiastical figures. Within Romania and abroad, the University of Bucharest is generally considered to be the country's leading educational and research institution. Successive generations of students and teachers have succeeded in establishing it as a point of reference for the whole of Romanian society.

The University of Bucharest offers a variety of courses at all levels of higher education: 22 short-duration programmes, over 60 long-duration programmes, 12 long-duration distance learning programmes, over 100 Master's degree and advanced study programmes, over 50 doctoral programmes, advanced postgraduate programmes, and programmes of professional conversion and

perfection. All of these are accredited or authorised by the Romanian Ministry of Education, Research and Youth.

Degrees awarded by the University of Bucharest are recognised in most countries. The University also organises study programmes in co-operation with leading foreign universities; graduates of these programmes receive degrees both from the University of Bucharest and from the partner university. The University of Bucharest is one of the most important centres of scientific research in the country.

There are over 50 institutes, departments and research centres functioning within UB, most of which work in collaboration with similar centres in other countries. During recent years, our institution has repeatedly taken first place in national competitions for research funds. Some of the research centres have been recognised as centres of excellence at the European level. Outside Bucharest, the University has research bases at Sinaia, Brila, Orova and other pilot centres in various localities in the country.

The University of Bucharest has been and continues to be the initiator of a set of major measures for the reform and development of the higher education system, which have been successfully adopted by other universities in the country, and in some cases have led to the elaboration of new laws and national regulations. In 2000, the University of Bucharest has received the Diploma of Excellence offered by the Ministry of Education. In 2007, Times Higher Education Supplement put the University of Bucharest among the first 500 universities in the world.

## University of Bucharest

### **Activity 1:**

Market Research

#### **How the activity came into existence**

The permanent exchange taking place between our university and different kinds of employees have brought about the necessity of changing our curricula and making our programmes of studies more flexible.

#### **Who commissioned the activity?**

National Government.

#### **How is it funded?**

National Government.

#### **Does the activity have more than one funding source?**

European Union funds and own sources.

#### **Aims and Objectives of the activity.**

We aim to ensure our curricula provide necessary competencies for the labour market and to make our programmes of studies more flexible.

#### **Which sectors does the activity relate to?**

Social agenda, education, lifelong learning, culture, economic development.

#### **Description of activity – what is offered? Who are the target groups?**

This activity offers accurate information regarding the requirements of the present and future labour market. The target group is made up of our students (around 30,000 students per year) and a large number of firms and public bodies.

#### **Does the activity engage with hard to reach groups?**

Yes, because we have a special agenda ranging from Roma population students (in terms of places of admission to our universities financed from state budget) to other minorities and to groups made of people unemployed or coming from the rural area.

#### **Did you work in partnership to deliver this activity? Who were your partners?**

Yes. The Romanian Government, the European Union and NGOs.

#### **Have there been any problems/successes with partnership working?**

The Romanian Government, through the Ministry of Education, has given special subsidies for targeting hard to reach groups in order to enlarge their participation within graduate and postgraduate studies.

#### **Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. Quantitative data in terms of attendance, turnover, graduation. This information is measured with the help of the official statistics of our country.

#### **Results – what is working well and for whom?**

The results indicate an increasing number of graduates and postgraduates students being accepted in the labour market.

#### **How have the outcomes been disseminated?**

The outcomes of the activity have been disseminated throughout workshops, special reports, our publications, special meetings and the media.

#### **What have been the key learning points from this activity?**

We have learnt that this kind of activity must become a permanent one because it gives an important signal of the changes taking place within the

labour market. We have also learnt that the range of competencies required by the labour market is constantly changing and we need to adapt to these rapid changes through flexible curricula

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

This kind of activity must become more visible for both the labour market and the higher education institutions. We also hope to develop a permanent system for evaluating the results of this kind of programmes targeting hard to reach groups.

**Activity 2:**

Development of constant partnerships with universities from abroad

**How the activity came into existence**

Globalisation and regional integration have not only an economic and technological significance, but also an educational one. This means that we need to learn more from one to another in terms of study programmes, experience, research and so on.

**Who commissioned the activity?**

National Government.

**How is it funded?**

All of the above.

**Does the activity have more than one funding source?**

All of the above.

**Aims and Objectives of the activity.**

We aim to obtain information regarding the development of common programmes for the future as well as a coherent and 'easy-to-apply' system of transferable credits.

**Which sectors does the activity relate to?**

Social agenda, education, culture and economic development.

**Description of activity – what is offered? Who are the target groups?**

This activity offers scholarships and exchange programmes for both our students and our professors.

**Does the activity engage with hard to reach groups?**

This activity concerns equally the hard to reach groups, having a general target made of all our students and collaborators.

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes. The State, the European Union, universities, national and transnational firms. This partnership is facilitated through contracts of collaboration between partners.

**Have there been any problems/successes with partnership working?**

This kind of relationship offers a possibility for firms, universities, professors and students to create and develop a system of communication and information.

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. Qualitative and quantitative information is being collected and it takes account of both the number of students benefiting from this activity (the

measurement is quantitative) and the added value brought by them after this process taking place (measured through the performance and results reached by our students and professors).

**Results – what is working well and for whom?**

Results of this activity indicate an increasing number of contracts of our partners, both universities and firms, and the enlarged visibility of our students and professors in the labour market and the research area.

**How have the outcomes been disseminated?**

The outcomes have been disseminated through the media, courses and seminars, workshops and conferences organised in collaboration with our partners.

**What have been the key learning points from this activity?**

We have learnt that permanent collaboration and partnerships are essential for the performances of both the educational system and the firms

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

This activity is sustainable through the quality of our partnerships and it aims to increase the number of projects and programmes developed in collaboration.

## **EUCASC Partner Survey Responses**

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### **Please provide a brief description of your organisation:**

The Xunta de Galicia is the regional Government, which is represented by the Directorate General of Research, Development and Innovation (RDI). This is the department in charge of the implementation of the Research, Technological Development and Innovation policies. Among other tasks, the DG is responsible for the planning, coordination and follow-up of regional activities relating to the promotion of research and innovation not only in the public sector but also in relation to business. Some of the actions promoted by the DG for RDI include: calls for proposals, grants, creation of scientific infrastructure and holding of events to disseminate science and innovation. There is also a specific programme focused on 'Social Communication and Awareness' of science in society aiming to disseminate the relevance of research, development and innovation as engines of economic and social development and to foster scientific research as a professional option.

## Xunta de Galicia

### **Activity 1:**

“There’s plenty of room at the bottom, a nano-theatre play”

#### **How the activity came into existence**

Every year the Directorate General of RDI carries out an innovative (and risky) activity in the field of science and technology communication: in 2007 a nanodrama play was set up. The play was set up following a workshop carried out by the Directorate General of RDI between scientists and artists to exchange ideas and experiences about disseminating and communicating science and technology to the general public.

**Who commissioned the activity?** Regional Government

**How is it funded?** Regional Government.

**Does the activity have more than one funding source?** No.

#### **Aims and Objectives of the activity.**

- To set up a play based on a scientific topic, nanotechnology specifically.
- To carry out a tour of the play through the Galician territory, with at least 10 performances.
- To reach children with a fun, and science-based play.
- To engage in a common activity with researchers (providing advice) and actors (being the instruments to perform the play).
- To boost a new market for artists with new content and new publics for their work.
- To offer training for researchers in innovative ways of communicating what they do.

#### **Which sectors does the activity relate to?**

Science and nanosciences, education and culture

#### **Description of activity – what is offered? Who are the target groups?**

It is a theatre play specially targeted to families with children (8-10 years old). During the play, the ‘Atomic Circus of the Feynman Sisters’ presents one of the more amazing scientific advances in the history of the humanity: nanotechnology. This technology is able to make biological machines or to create forms of life tailored and directed by humans. The ‘Atomic Circus of the Feynman Sisters’ transports us to the under-world of atoms, seeing them as they really are, as they behave and showing how they can transform our lives in a future that is already here. A circus of fleas, phenomena of fair, magic, variety and music hall, are all mediums used in the staging of this scientific knowledge.

**Does the activity engage with hard to reach groups?** We cannot consider children as a hard to reach group in Galicia, nevertheless families (parents, grandfathers) could be seen as a hard to reach group. Usually, this kind of activities is offered by schools during school time so it is difficult for families to attend. However, this play was performed at weekends to allow parents to attend. One of the aims is to promote science dissemination as one of the options for family leisure.

#### **Did you work in partnership to deliver this activity? Who were your partners?**

Yes. Being a theatre play, we needed a group to perform it so the Directorate

General of RDI hired a professional theatre group that was in charge of performing the play. Prior to this, there was close work undertaken between the actors and some researchers (providing scientific advice) to define the content of the play. The Directorate General of RDI provided a venue for meetings and managed the play tour throughout Galicia. In addition, we also cooperated with museums and art centres where the play was performed. In some cases, a complementary activity related to the play was carried out by the partner institution (e.g. the Modern Art Museum of Vigo).

**Have there been any problems/successes with partnership working?**

The problems were more related to logistical issues: due to the time the workshop was carried out some researchers could not come, therefore there were some problems dealing with timetables to organise meetings between artists and researchers. Despite these initial problems, we got a lot of positive feedback from artists and researchers as well. Many of the researchers explained it was a very interesting initiative because they learnt how to explain some complex concepts to the public; they discovered new ways to show what they do; and some others found the actor inside themselves. On the other hand, the artists were very enthusiastic because they also found new content in the presentation of science and technology, new contacts and a group of very keen people ready to participate in future initiatives. Networking was one of the main successes.

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. The data we collected was: number of people attending the performances, age and sex. We used a small questionnaire but, as usual, not all the people answered it.

**Results – what is working well and for whom?**

The results indicate the initiative was very successful. One of the ways of measuring the success of the play is that the theatre company was offered to performance the play at different places in Spain (Pamplona, San Sebastian, Logroño, ESOF 2008 in Barcelona): 26 performances in total. From the Directorate General of RDI we think we reach the objectives we had: to set up a play based on a scientific topic (nanotechnology); to set up a fun play without forgetting some scientific content; to reach the target group (children); to mix two different groups of professionals that never usually meet (researchers and actors); to boost a new way both for artists (through providing new content for them) and for researchers (through demonstrating innovative ways of communicating what they do) to work.

**How have the outcomes been disseminated?**

The more performances the play performs, the more the outcome of the activity is disseminated. The activity itself is the main outcome. However, the Directorate General of RDI used its usual channels, such as press notes, mailing and the web, to disseminate results. Contacts and seminars with specific groups such as artists and researchers were also made to spread results and to promote new initiatives.

**What have been the key learning points from this activity?**

Some key learning points from this activity were:

- There is a growing interest in the research community to communicate science to the public through innovative ways.
- The artist community (actors and theatre groups mainly) are very

interested in finding new content and topics for their performances: science represents a challenge but it is also an opportunity.

- Children, and families in a wider sense, are a public that has to be ever more considered in science communication activities.
- Theatre plays are a very useful instrument to explain introductory scientific concepts to the general public through fun, innovative ways.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

As an activity funded by a public authority it is difficult to be sustainable in the future, nevertheless the play has been performed in many different places without the support of the Directorate General of RDI, which has been very good news. The play can be performed in any place by the company; the only thing they have to do is to make it public (through leaflets or explaining before the performances) that this was a play set up by the Directorate General of RDI-Xunta de Galicia. Finally, the play is sustainable and it is open to be performed at any place in any time.

The Directorate General of RDI aims to carry out an innovative activity every year by ourselves. That is, we look for new initiatives or events that could be interesting to spread science and technology in Galician society. Due to the risk of innovative actions in this field we fund them completely. If the action is successful, we try to push other institutions or people to develop initiatives in the same way as the first one, sometimes we could also finance a partly through other tools, competitive call for proposals mainly.

**Activity 2:**

“Café Scientifique: What would happen if...?”

**How the activity came into existence**

This activity is an example of the actions financed by a yearly (since 2007) competitive call for proposals for dissemination and communication actions of science, technology and innovation. The call is set up by the Directorate General of RDI and is called Diverciencia. The activity we present was granted under the 2008 call.

**Who commissioned the activity?**

Regional Government

**How is it funded?**

Regional Government

**Does the activity have more than one funding source?**

No.

**Aims and Objectives of the activity:**

The aim of this event is to convey the different aspects of scientific knowledge in general, in a simple and entertaining way, as well as presenting different fields of research which are currently being developed in Galicia. These educational performances are offered by two scientists and an actor in bars and cafés across Galicia, the idea being to involve the whole audience in participating in the performance. The cafés took place on Fridays at 8 p.m.

**Which sectors does the activity relate to?**

Science: neurology, ecology, mathematics, culture.

**Description of activity – what is offered? Who are the target groups?**

What would happen if we bring together two neurologists and an actor talking about science before 20 people in a bar/café at Friday night? The result is a very fun café scientifique! The activity involves two scientists and an actor who develop, over one and a half hours, a speech regarding neurology, ecology or maths. The audience can ask any question they want; besides people are encouraged to challenge the scientists using a scientific method. All these happen in a fun ambience and in a bar/café on Friday night; 12 cafés were held finally. The target group is the people you can find on Friday night in a bar: young, middle-aged, couples. People not very attracted by science usually, and even reluctant to do anything dealing with science topics.

**Does the activity engage with hard to reach groups?**

It can be considered a hard to reach group. The cafés were carried out in small cities where science communication actions are not very common. Furthermore, the audience involved a quite large age group (from 20 to 50), predominantly men, and usually hardly involved in science communication actions. The Directorate General of RDI is trying to spread science communication actions not only in big Galician cities but also in smaller ones.

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes. The Directorate General of RDI is in charge of carrying out the call for proposals. Being a competitive call, every activity proposed must be: open and free; the group targeted must not be specific (such as researchers, scientists or professionals); have a dissemination plan; and be participative, innovative and fun. Other points such as team composition, experience and budget are also evaluated by an external committee. Activities are carried out independently, however representatives must present evaluation reports and adhere to some financial requirements. We do not consider this kind of relation a partnership but the Directorate General is in contact with every project funded. After the evaluation procedure, the Café Scientifique was granted. The activity was carried out by the Neuroscience and Motor Control Group from University of A Corunna.

**Have there been any problems/successes with partnership working?**

There wasn't any problem.

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. The data collected is number of people attending; age and sex. We used a small questionnaire but, as usual, not all the people answered it.

**Results – what is working well and for whom?**

12 cafés were carried out in 4 small Galician towns. Attendance at the activity was very high, even more so after the first café as the good experience was spread by word of mouth through the town. The public, reluctant at the start of the event, was very participative and introduced questions and debate once the mistrust was overcome. Scientists, despite the distance from their homes for some of them, were very enthusiastic in their final reports. We think they are going to present new initiatives dealing with cafés for the 2009 call. We, as a public body, are very grateful to fund successful actions like this one, being even more creative and innovative every year.

**How have the outcomes been disseminated?**

Journals are a very common instrument to disseminate these activities. The

Directorate General of RDI uses its usual channels such as press notes, mailing and the web to disseminate results and activities.

**What have been the key learning points from this activity?**

The truth is that bars/cafés are a very good place to communicate and debate about science topics. This activity showed that the scientific work is useful in enriching people's knowledge and is an excellent complement to people's training. The audience is attentive to the speech coming from the professionals (scientists who are not at the café every day) and, at the same time, scientists are aware of the interest showed by people for science when it is transmitted in a proper way.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Regarding Diverciencia call for proposals. We are now receiving the projects for the 2009 call. This call shows there is a specific concern of the Directorate General of RDI on science, technology and innovation communication activities, especially those that are more innovative and participative. Every year the amount of money has been increased (640,000 in 2008; 680,000€ in 2009) and also, very importantly, the quality of the proposals has also improved. We are trying to spread the activities throughout the country, not only in big cities which attract most of the activities but also to the smaller ones (less than 20,000 inhabitants). We are also trying to not to concentrate activities during the Science Week (in November) but on having science communication during all the year, especially during spring and summer. Regarding the Café Scientific, we are very proud that is one of the most successful communication activities in the Spanish state. Every year has been improved due to new places, new content and new actors. It is a very cheap action, and it can be easily transferred to other places. On the other hand, the only problem is that a great commitment from the scientists is needed as this kind of activity does not have high recognition in terms of academic curriculum. The point is that the scientists involved are passionate in communicating what they do in a fun way.

**Activity 3:**

"Workshop on scientific theatre".

**How the activity came into existence**

Science theatre is been running through Europe over the last 20 years because theatre is a good tool to pass on complex content in a simple way. As such, it is an excellent means to bring science closer to children and young people, which is one of Directorate General for RDI goals. The Directorate General of RDI is used to carrying out innovative (and sometimes risky) activities in the field of science and technology communication by itself. In 2007 the idea was to perform a workshop on scientific theatre.

**Who commissioned the activity?**

Regional Government.

**How is it funded?**

Regional Government.

**Does the activity have more than one funding source?**

No.

**Aims and Objectives of the activity.**

- To provide training on scientific theatre for scientists and artists.
- To exchange experiences and knowledge in order to create a little theatre play.
- To offer theatre communication techniques for scientists to better disseminate their work to the public: concentrating on voice, movement and attracting the public attention.
- To boost interest for science topics among the participant artists in order to learn some techniques of science theatre.

**Which sectors does the activity relate to?**

Communication, theatre, science, culture.

**Description of activity – what is offered? Who are the target groups?**

The activity consists of a workshop which lasts 5 days:

- **Day 1.** Addressed at scientists. A collective presentation about nano-sciences is prepared and developed to be shown to the artists on Day 3. Scientists are asked to bring some graphic material of their work. Learning on communication techniques for non specialized audiences is offered (using voice, relaxation methods, simplifying presentations according to the audience)
- **Day 2.** Addressed at artists. Training on scientific theatre and preparation for the meeting with scientists.
- **Day 3.** Informal meeting between scientists and artists. Scientists present the lectures they prepared Day 1 with a question and answer session. Then, artists are divided in two groups to engage in deeper interviews with the scientists. For scientists there is an opportunity to better know who the “public” is.
- **Day 4.** The objective is to prepare and rehearse the final performance of a small play including creative working; improvisation; production work; sound and atrezzo.
- **Day 5.** Final rehearsal of the play. Scientists and some people are invited to the performance. A feedback session was developed to drawn up some conclusions about the workshop. The group involved was: five actors (25-35 years old) having experience and/or interest in science theatre for children; one director; one decorator; one playwright and six scientists in the field of nano-sciences.

**Does the activity engage with hard to reach groups?**

No, it does not.

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes.

**Have there been any problems/successes with partnership working?**

No problems. Good networking with the Dutch company in charge of carrying out the workshop.

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. Video records from sessions and questionnaires for participants.

**Results – what is working well and for whom?**

This workshop was the first initiative of this kind set up in Galicia, i.e. the setting up of a small play dealing with science. Seven professional artists and six scientists received training in public communication. A new kind of content

was opened up for theatre companies and artists. Looking at the questionnaires and personal contact made, results were very positive and participants were very keen with the initiative.

**How have the outcomes been disseminated?**

The Directorate General of RDI used its usual channels such as press notes (journals), mailing and the web to disseminate results and activities.

**What have been the key learning points from this activity?**

The first one is there is a demand on both sides: scientists want to communicate their job better and artists want to gain new 'audience markets' and topics (researchers, scientists, science, technology). In addition to the training offered, the second one is they (artists and scientists/researchers) have quite a lot of points in common: they explore, research, text and present their work to the public. The methods they use to do this are quite similar. Finally, the feedback and networking provided were very useful, some artists and scientists have set up joint spectacles, and we now have a database about people who have participated, or wanted to participate, at the workshop interested in science communication.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

The good results of this activity came at the start of new initiatives coming from the Directorate General of RDI (such as the Nano-theatre play 'There's plenty of room at the bottom'); a second workshop for artists and scientists set up in 2008 focused in the field of the International Year of Planet Earth; and from some Galician theatre companies which carried out two spectacles dealing with science topics. However the workshop was financed by a public body and it seems difficult to carry out this kind of activity without public support. On the positive side, there were some other institutions (like universities or technology centres) that are exploring this new way of offering training for their staff in terms of public communication of their work and research. We think these initiatives are growing. One of the facts to confirm this is within the proposals presented to a recent call for dissemination and communications actions of science and technology from this Directorate General: we have noticed that there are more and more activities related to theatre, art, and other live performances to communicate science, not only to children and their families but also to adults. Therefore we think we have achieved part of the aim we had at the beginning: to bet in new (and risky) ways of science communication to encourage other entities to carry out these actions themselves.

**Activity 4:**

"Galician Innovation Junior Awards"

**How the activity came into existence**

The Galician Innovation Junior Award is one of the instruments that the Galician Research, Development and Innovation Plan has at its disposal to achieve its objectives. The Galician Plan represents the larger funding scheme for RDI actions in Galicia and it is implemented by the Directorate General of RDI.

**Who commissioned the activity?**

Regional Government.

**How is it funded? Does the activity have more than one funding source?**

Regional Government. No.

**Aims and Objectives of the activity.**

- To promote greater recognition of RDI activities and its results through social awareness of science and technology.
- To encourage both science communication and dissemination among citizens, especially among children and youngsters.
- To promote a science and technology knowledge culture in the society.

**Which sectors does the activity relate to?**

Education and culture.

**Description of activity – what is offered? Who are the target groups?**

The activity is oriented to children and young people (from 12 to 18 years old) from Galician schools and high schools. There are two categories: one for those between 12 and 15 years old; one for those between 16 and 18 years old. Each category has a 1st prize; a 2nd prize; and 6 consolation prizes. Projects must be related to innovation (any kind, and any field), and can be presented by individuals or groups (3 maximum). In a first stage, participants must submit a short report explaining their innovation: what it consists of; a description; what its social usefulness might be; and who the target group is. A jury meets and chooses 8 finalists among each of the categories taking into account the following criteria: originality; usefulness; description and possibility to bring into practice. Those 8 finalists have a month to further develop their innovation projects presenting designs, scale models or demos. The jury meets again and evaluates the projects setting up the prizes that are given at a public event.

**Does the activity engage with hard to reach groups?**

We cannot consider pupils or children as a hard to reach group in Galicia.

**Did you work in partnership to deliver this activity? Who were your partners?**

No.

**Have there been any problems/successes with partnership working?**

n/a

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. From children we record: age, sex, school centre, address and projects. From teachers we record: subject, school centre and evaluation questionnaire.

**Results – what is working well and for whom?**

For the 2009 Innovation Junior Awards we received 170 projects for the first stage (168 in 2008) which is a quite good result. Some of the teachers have explained the timetable of the award was not very useful, because of examinations and holiday time. We are going to move the timetable to a better one for pupils and teachers, who are the main means to access the children. This is a good point, but has some disadvantages; it means if we have a very committed teacher we will receive lots of proposals however, if teachers do not encourage their pupils to participate, children by themselves are not very motivated to send projects. This is the reason we try to maintain a good relationship with teachers, taking into account their views, opinions and ideas for next edition of the awards.

**How have the outcomes been disseminated?**

The Directorate General of RDI use its usual channels such as press notes (journals), mailing and the web to disseminate results and activities. Awarded children have great impact in local journals and radio stations.

**What have been the key learning points from this activity?**

Children, especially those between 12 and 15 years old, are very creative. During the last few years their projects have been more innovative than those projects presented by youngsters (16 to 18). We think this is because of the education model (they have some specific subjects to promote creativity and innovation that the older ones do not have); and because many young people (between 16 and 18) are thinking of other things than innovation. We have learnt that a deeper involvement from stakeholders in management tasks is needed, especially teachers and the Department of Education. We have also learnt that participation in science dissemination and communication activities organised by schools, high schools and universities is also very important for the awards. Finally, we have learnt that greater links are needed between innovation and innovation transfer entities and the pupils to present better projects.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

For the future we plan to turn the Galician Innovation Awards into an event of reference giving it higher prestige. We also want to involve more stakeholders in managing tasks such as teachers and the Department of Education. We are also going to involve other kinds of organisations, such as technology centres and research centres, in the implementation of the awards through giving advice to teachers and supporting pupils in the set up of their projects. This activity is entirely funded by the Directorate General of RDI and it will run until 2010. From 2011, a new RDI is hoped to be in place and we do not know at this stage whether or not this award will be running.

**Activity 5:**

“Divulgacion 360: a website and a network for the dissemination of science, technology and innovation activities.”

**How the activity came into existence**

The Directorate General of RDI has launched this initiative in response to a growing demand from scientists, researchers and other people interested in science communication to have a place where they can access information about what is going on in terms of science communication and/or public awareness of science in Galicia. For that reason a website has been created to gather all the information [www.divulgacion360.org](http://www.divulgacion360.org) and a network is going to be created.

**Who commissioned the activity?**

Regional Government.

**How is it funded?**

Regional Government.

**Does the activity have more than one funding source?**

Yes, national and regional funding.

**Aims and Objectives of the activity.**

The main goal of the Network is to increase the amount, as well as the quality, of science communication activities carried out in Galicia through the improvement of the coordination among the agents involved. Other objectives are the following:

- To carry out more participative and interactive actions with the public.
- To diversify the kind of activities set up (more topics, more places, more days).
- To give more visibility to science, technology and innovation communication actions.
- To share experiences, ideas and resources among the people and organisations that carry out these actions in Galicia, especially during the Science Week.

The main goal of the website is to show what is going on in terms of science communication in Galicia: where, when and for whom activities are running.

**Which sectors does the activity relate to?**

Culture.

**Description of activity – what is offered? Who are the target groups?**

**The website.** It is a classic website where you can find information about science dissemination activities running in Galicia. You will find timetables, locations, target groups and a brief description. There are also resources for science communication activities and useful links. The website target group is general public but mainly youngsters and people involved in science, technology and innovation.

**The network.** Coordinated by the Directorate General of RDI we use some communication tools such as the website ([www.divulgacion360.org](http://www.divulgacion360.org)), mail and social networks to share information, ideas and experiences. It is mainly focused around a better coordination of the Science Week held in November.

We are at a very early stage. The network target group includes:

- Public bodies.
- Universities (3 Galician Universities).
- Science museums.
- Scientists and researchers.
- Journalists and science disseminators.
- Schools and high schools.
- Research institutions.
- Technology centres (21 Galician TC).
- Technology platforms (17 Galician TP).
- Scientific and technologic parks (4 Galician STP).
- Non-profit organisations.
- Businesses.

Some of the activities of the network are:

- To draw up a catalogue of individuals, groups and organisations carrying out science communication activities in Galicia.
- To draw up a catalogue of science communication activities carried out in Galicia.
- To provide advice on the implementation of science communication activities: advice provided by the Programme of Communication and Social Awareness.
- To provide support in handing out materials for the implementation of activities.

- To set up debates on topics such as the situation of science communication activities in Galicia or how to solve problems dealing science communication.

**Does the activity engage with hard to reach groups?**

No, it does not.

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes. There is no partnership regarding the website. On the other hand, the network partnership is quite soft; network membership does not involve any compulsory tasks. We promote this kind of relationship because participation is completely open and free, and we want as much as people and organisations to belong to the network. Moreover, as the main goal is to share ideas and experiences, we think one of the better ways to do it is using new technologies. The website is one the instruments we are using and we are planning to use social networks such as facebook for the network. We also have youtube and flickr accounts to share videos and pictures.

**Have there been any problems/successes with partnership working?**

This is a new activity; we do not have problems or successes yet.

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. From persons/organisations: name, sex, address, contact details. In relation to activities they carry out: number of activities per year, kind of activities, field of activities, and resources used.

**Results – what is working well and for whom?**

Regarding the website, results seem to be quite positive. It has been running for two months (since May 2009) and around 80 activities have been uploaded. One other positive result is that the web has had a very warm welcome among the research and scientific community. On the other hand, as we said, the network is in an early stage of development. Nevertheless what we expect is to set up a community of people and organisations with an interest in science communication activities. We will have our first meeting in September to share information on the actions that are going to be carried out through the Science Week in November. At that stage we will be at the point to say whether or not it is a good initiative. The expectation is quite big so we hope to be successful.

**How have the outcomes been disseminated?**

The Directorate General of RDI use its usual channels such us press notes (journals), mailing and the web to disseminate results and activities.

**What have been the key learning points from this activity?**

At this moment we cannot explain what the key the learning points are. However, we have found that there is a great expectation for the network and a keen reception for the website.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Our plan for the future is to increase the resources that public have at their disposal on the website. We are looking not only to the dissemination of activities but also the creation and sharing of content, such as resources for teachers regarding science communication or innovation. Next year (2010) we expect to have a 2.0 website, including the videos and pictures we have on

youtube and flickr. Facebook is another challenge tool for us, and we are now preparing our launch. On the other hand, the network is open and free thus we depend very much on the participants, and on their level of commitment. We are preparing a meeting for September, so we will have feedback. We expect around 50 members, any number above that would be a great success for us. The internet plays a key role in this initiative and we hope to find the balance between a commitment to the network and relaxed participation avoiding compulsory methods that could make some people leave or not join in the first place. We are anticipating a successful network and the setting up of a group of science communication professionals (and entities) for an improved cooperation.

## **EUCASC Partner Survey Responses**

**Partner:** Robert Hruby

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v.v.i.

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### **Please provide a brief description of your organisation**

The Centre for Administration and Operations of the ASCR ('the Centre'), an independent legal entity of a non-profit character, is the successor to the Centre for Services of the ASCR established by a resolution of the twentieth session of the Committee for Managing Institutes of the Czechoslovak Academy of Sciences held on 29 March 1991, which took effect on 1 May 1991. Under Section 18/2 of Act No. 283/1992 Coll. on the Academy of Sciences of the Czech Republic, the Centre became an entity of the Academy of Sciences of the ASCR. Pursuant to Act No. 341/2005 Coll. on public research institutions, the Centre became a public research institution, effective since 1 January 2007 and has been placed on the register of public research institutions kept by the Ministry of Education, Youth and Sports of the Czech Republic.

## Centre of Administration and Operations of the ASCR, v.v.i.

### **Activity 1:**

"Czech Mobility Centre"

#### **How the activity came into existence**

The Czech Services Centre (CSC) was established as part of the project "Czech Mobility Centre" in years 2005-2007, funded by the European Commission under the 6th Framework Programme.

#### **Who commissioned the activity?**

European

#### **How is it funded?**

European, National Government.

#### **Does the activity have more than one funding source?**

An additional support grant was provided by the Ministry of Education, Youth and Sports (MEYS) for the years 2005-2008. This grant was used for the creation of Regional Cooperating Points or Local Contact Points (LCPs) located at regional universities across the whole Czech Republic. They were set up together with the Services Centre and are basically providing the same services as the CSC in their own respective regions. At the moment there are eight LCPs and one Services Centre. In years 2008-2011, the Czech Services Centre is funded by the Ministry of Education, Youth and Sports under the national EUPRO program.

#### **Aims and Objectives of the activity.**

- Dismantling administrative obstacles, and hence simplifying the processes concerning long-term stays of foreign researchers for the purpose of scientific research in particular.
- Be a valuable part of the European researchers' network.

#### **Which sectors does the activity relate to?**

Research, economic development.

#### **Description of activity – what is offered? Who are the target groups?**

The Czech Services Centre together with its Local Contact Points (LCPs) offers:

- information about jobs and funding opportunities in the Czech Republic, advice in 'reintegration' of researchers in their home country;
- help with entry conditions, i.e. visas and other legal requirements; information and advice on social security, health care; how to ensure adequate social security; health and pension coverage; assistance in understanding taxation issues; insurance possibilities; information and assistance on everyday life matters in the Czech Republic, e.g. housing, language courses, cultural activities, family support; practical and legal assistance for researchers and their family members, e.g. schooling, child care.

Besides the LCPs, the Services Centre cooperates also with governmental and non-governmental institutions and organizations (e.g. MEYS, Ministry of Finance, Employment and Social Issues, Foreign Police Office and Czech Social Security Administration). The CSC releases and updates several informative and promotional materials in a printed as well as in electronic format. Targeted group: researchers.

**Does the activity engage with hard to reach groups?**

-

**Do you work in partnership to deliver this activity? Who are your partners?**

Yes. Belongs to the European Services Network - EURAXESS - consisting of more than 200 Services Centres in 35 European countries

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. Periodic reports for the European Commission

**Results – what is working well and for whom?**

The successful periodic reports, great help for researchers, network of partnerships.

**How have the outcomes been disseminated?**

Via the National Portal for researchers: [www.euraxess.cz](http://www.euraxess.cz), promotional material, educational forums, close cooperation with the European Services Network.

**What have been the key learning points from this activity?**

International cooperation.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Further development of the mobility centres, project sustainability until the end of 2012.

### **Activity 2:**

Information Centre of The Academy of Sciences of the Czech Republic for Innovations (ICAVI)

#### **How the activity came into existence**

The long-term objective of The Academy of Sciences CR (ASCR) is linking the broad foundation of science and research in the ASCR with the general public and the private sector.

#### **Who commissioned the activity?**

European, National and Regional Government (co-financed from Structural Funds EU).

#### **How is it funded?**

National Government.

#### **Does the activity have more than one funding source?**

Co-financed from Structural Funds EU.

#### **Aims and Objectives of the activity.**

Modern, multi-medium advisory Centre of Information and Communication. To link the broad foundation of science and research with general public and private sector to accelerate the implementation of scientific and research results into practice to present the results of science and research to experts and public.

#### **Which sectors does the activity relate to?**

Private sector, education, economic development.

**Description of activity – what is offered? Who are the target groups?**

Face-to-face meetings of scientific institutions with prominent representatives from the business sector, advisory activities in the field of result implementation from science and research into practice, multimedia presentation of Institutes of ASCR for all standard media, two-way video conferences, promotion of results of science and research specialized seminars, workshops, exhibitions etc. Targeted groups: scientific institutions, business sector.

**Does the activity engage with hard to reach groups?**

-

**Do you work in partnership to deliver this activity? Who are your partners?**

Yes. Partner: Czech Management Association. Partnership in the field of promotion, marketing and communication with private sector.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. Annual monitoring for The Ministry for Regional Development (EU grants monitoring).

**Results – what is working well and for whom?**

Mainly there are organised specialist seminars, workshops, exhibitions etc.

**How have the outcomes been disseminated?**

Via portal <http://www.icavi.cas.cz/>, promotional material (leaflets, posters), presentation at conferences and meetings, etc.

**What have been the key learning points from this activity?**

Communication with private sector.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Sustainability at least till 2012.

**Activity 3:**

“Open Science II - Research practice for talented secondary school students.”

**How the activity came into existence**

It follows up successful project Open Science I.

**Who commissioned the activity?**

European and National Government.

**How is it funded?**

European and National Government.

**Does the activity have more than one funding source?**

Co-financed from Structural Funds EU.

**Aims and Objectives of the activity.**

Support of the natural and technical sciences. Motivate talented students to become researchers in the field of natural and technical sciences.

**Which sectors does the activity relate to?**

Education and economic development.

**Description of activity – what is offered? Who are the target groups?**

High school students.

**Does the activity engage with hard to reach groups?**

-

**Do you work in partnership to deliver this activity? Who are your partners?**

No.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

No.

**Results – what is working well and for whom?**

Project is at the beginning.

**How have the outcomes been disseminated?**

-

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

-

#### **Activity 4:**

“E\*CARE”

#### **How the activity came into existence**

The E\*CARE project addresses the overall strategic objective of the 'PEOPLE' Specific Programme which is 'to make Europe more attractive to the best researchers'. Since launching the ERA initiative in 2000, the EC has focused on the need to make mobility a central element throughout the different stages of the research career, and to create a more favourable environment for transnational and intersectoral mobility of researchers. All members of the E\*CARE consortium are members of the EURAXESS Services Network.

#### **Who commissioned the activity**

European.

#### **How is it funded?**

European.

#### **Does the activity have more than one funding source?**

-

#### **Aims and Objectives of the activity.**

The E\*CARE project aims at substantially contributing to 'the enhancement of the overall performance of the EURAXESS Services Network and stimulate cooperation between EURAXESS members on operational and strategic issues'. The planned activities focus on sharing good practices, improving the overall coherence and quality of the services offered by the network and on developing common tools for the further operation of the EURAXESS Services Network. Therefore, the project will provide EURAXESS members

with a number of useful tools, including a collection of experiences and best practices. It will improve the collaboration among MCs, strengthen their expertise and knowledge base, their positioning in the country and raise their visibility among a large number of stakeholders. Last, but not least, E\*CARE will support the national and European dialogue on career and mobility of researchers with a set of bottom-up determined measures.

**Which sectors does the activity relate to?**

Research, economic development.

**Description of activity – what is offered? Who are the target groups?**

1. Preparation and carrying out of parallel national surveys in Austria, Bulgaria, Czech Republic, Cyprus, Greece, Hungary, Slovakia and Switzerland identifying:
  - the progress towards removing obstacles for researchers' career and mobility;
  - available support of the transnational and intersectoral mobility of researchers;
  - role of MC for support of researchers.
2. Collection of national best practices for researchers' mobility support, implementation of Charter and Code, academia-industry collaboration in research training, etc.
3. Preparation of Best practices guide and corresponding data base.
4. Exchange of Mobility Centres experience through twinning, study visits and round table discussions.
5. Dissemination of project results.

**Does the activity engage with hard to reach groups?**

-

**Do you work in partnership to deliver this activity? Who are your partners?**

Yes. The consortium is comprised of 9 partners from 8 different European countries: Greece, Bulgaria, Austria, Slovakia, Switzerland, Cyprus, Czech Republic and Hungary. The coordinator of the E\*CARE project is the Centre for Research and Technology-Hellas (CERTH, Greece).

**Have there been any problems/successes with partnership working?**

No.

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. Periodic reports for the European Commission.

**Results – what is working well and for whom?**

The results will be the support for stakeholders and the legislative creators as the ministries, government, parliament, local government and European commission.

**How have the outcomes been disseminated?**

The project is running right now. So far the partial results were disseminated by the web pages, leaflets and as the information at Mobility conference during the Czech presidency.

**What have been the key learning points from this activity?**

The project is running, not applicable.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Dissemination of the outputs, networking.

**Activity 5:**

“Educational public popularisation activities”.

**How the activity came into existence**

The long-term objective of The academy of Sciences CR (ASCR) is public popularisation and propagation of science, organisation of scientific conferences, specialised and educational courses and training.

**Who commissioned the activity?**

National Government.

**How is it funded?**

National Government.

**Does the activity have more than one funding source?**

-

**Aims and Objectives of the activity.**

Public popularisation and propagation of science. Provide information about new trends in science and research.

**Which sectors does the activity relate to?**

Education, lifelong learning.

**Description of activity – what is offered? Who are the target groups?**

Target group: students, teachers, broad public.

**Does the activity engage with hard to reach groups?**

-

**Do you work in partnership to deliver this activity? Who are your partners?**

Yes. Universities.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

No.

**Results – what is working well and for whom?**

-

**How have the outcomes been disseminated?**

Web pages, DVD, leaflets, in academic magazines, press conferences, articles in public magazines.

**What have been the key learning points from this activity?**

Communication with public, popularisation and propagation tools.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Activity is sustainable, it one of the main aims of The Centre Of Administration and Operations of ASCR. We plan to continue in educational and popularisation activities in the future.

## EUCASC Partner Survey Responses

**Partner:** Rozmari Strevinioti

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**Web:** [www.eoc.org.cy](http://www.eoc.org.cy)

### **Please provide a brief description of your organisation:**

The European Office of Cyprus (EOC) is a non profit, non governmental organisation based in Nicosia, with a representation office in Brussels. It was co-founded in 2007 by 18 organisations from a wide spectrum of sectors and interests, such as academic institutions, local authorities, banking and legal sector, as well as the cultural, tourism and youth. It numbers 22 members.

### **European Office of Cyprus**

#### **Activity 1:**

“Representation, visibility and promotion of the EOC members’ positions”.

#### **How the activity came into existence**

The above mentioned activity derives from the need to support the creation of strategic alliances so as Cyprus would be able to play a strategic role in the decision making in EU level.

#### **Who commissioned the activity?**

The Administrative Council.

#### **How is it funded?**

By membership fees.

#### **Does the activity have more than one funding source?**

No.

#### **Aims and Objectives of the activity.**

The objectives of this activity are:

- Close cooperation with representatives from the EU Institutions, provision of strategic support to its members. EOC participates in conferences and seminars so as to provide to its members accurate information, transfer of knowledge, exchange and promotion of best practices.
- Creation of close relations with key organisations in Brussels and elsewhere so as to promote the dialogue, mutual understanding, dissemination of information and promotion of the interests of the EOC members.

**Which sectors does the activity relate to?**

Social agenda, education, lifelong learning, local authority (regional) development, culture and economic development.

**Description of activity – what is offered? Who are the target groups?**

The EOC represents its member organisations at conferences, seminars and exhibitions in order to provide to each individual member specialist information as well as transfer of knowledge and exchange of best practices. The members of the EOC have a dynamic presence and are represented in the European institutions, European organisations, regional offices, networks, enterprises, while the rights conditions are formed for the promotion of their interests to the decision making groups on EU level.

**Does the activity engage with hard to reach groups?**

No.

**Did you work in partnership to deliver this activity? Who were your partners?**

No.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Data on existing opportunities which the EOC members can use in order to better promote their interests (EU-wide events, exhibitions, conferences, thematic seminars etc.). The outcomes are measured by the EOC members based on the increase of their visibility and the development of collaborations.

**Results – what is working well and for whom?**

Representation of EOC members in EU-wide events (Open Days, Open Doors, SMEs Week, Researchers' Night, Green Week, etc.). Participation in conference in Cyprus, Greece and other EU countries (ERACON, EAIE, etc.). Representation of the EOC members in networks.

**How have the outcomes been disseminated?**

Monthly newsletter, annual report, publication of related articles in local newspapers and European magazines, the Media etc.

**What have been the key learning points from this activity?**

Through this activity, a considerable number of opportunities have emerged for the EOC members. Increased visibility on EU level.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Further engagement of EOC members in similar activities.

**Activity 2:**

“Provision of conclusive information and consultation on EU funding opportunities”.

**How the activity came into existence**

-

**Who commissioned the activity?**

The Administrative Council

**How is it funded?**

By membership fees.

**Does the activity have more than one funding source?**

-

**Aims and Objectives of the activity.**

The objective of this activity is to provide integrated information on latest European policies, European legislation and funding opportunities.

**Which sectors does the activity relate to?**

Social agenda, education, lifelong learning, local authority (regional) development, culture and economic development.

**Description of activity – what is offered? Who are the target groups?**

The EOC provides integrated information on latest European policies, European legislation and funding opportunities. The information reaches the members of the EOC through daily communication, information notes, weekly and monthly newsletters on European developments. Moreover, the EOC updated website provides a closed network for specialised information search. The EOC provides consulting services for the maximum utilisation of the EU programmes, as well as support for successful submission of project proposals by finding for you the right partners and giving the opportunity to consult with our Accredited Advisors.

**Does the activity engage with hard to reach groups?**

This activity engages with hard to reach groups since a number of actions of the members of the EOC concern hard to reach groups. Through the intelligence that EOC provides to its members, the members can utilize EU funds in order to develop research, educational and social projects for the benefit of the hard to reach groups. A 'hard to reach' group can be any group which is difficult to access for any reason, such as: physical inaccessibility, language, Cultural and religious perceptions and traditions. EOC members have developed national and European projects specially for the existing minority ethnic communities in Cyprus such as the Maronite, Armenian and Latin inhabitants, the Roma, and of course for the Turkish Cypriot community and the immigrant population of the island. EOC members have also undertaken a considerable number of actions aimed at, for example, children and young people, elderly people, asylum seekers, people with learning difficulties, people with disabilities, people with mental health problems and rural communities.

**Did you work in partnership to deliver this activity? Who were your partners?**

No.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

No.

**Results – what is working well and for whom?**

-

**How have the outcomes been disseminated?**

-

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

-

### **Activity 3:**

“Development of partnerships and participation in European networks”

#### **How the activity came into existence**

The EOC gives great importance to the development of transnational contacts and strategic collaborations. This is the main reason for the establishment of the Brussels branch.

#### **Who commissioned the activity?**

The Administrative Council.

#### **How is it funded?**

By membership fees.

#### **Does the activity have more than one funding source?**

No.

#### **Aims and Objectives of the activity.**

The EOC gives great importance to the development of transnational contacts and strategic collaborations, which contributes to successful networking and promotion of interests for shaping the European policy, to the participation in European programmes and to the exchange of best practices. The EOC collaborates with more than 250 regional offices in Brussels, with several European sectoral networks as well as with individuals in key positions on national and European level.

#### **Which sectors does the activity relate to?**

Social agenda, education, lifelong learning, local authority (regional) development, culture and economic development.

#### **Description of activity – what is offered? Who are the target groups?**

The development of collaboration partnerships and the participation in European networks is a factor of vital importance for the successful monitoring of EU policies. The EOC supports the engagement of its members in European networks and in transnational activities. EOC aims to improve the capacity of its members to participate in and benefit from EU funding opportunities; EOC also addresses the need for systematic knowledge sharing and joint project development by promoting the regional dimension and priorities among European partners.

**Does the activity engage with hard to reach groups?**

EOC participates in the activities of the ERLAI network representing the Municipality of Nicosia. ERLAI is a Brussels-based network of regional and local officers on asylum and immigration. The group meets regularly to share good practice from the regions and to liaise with the EU institutions on legislative developments and funding opportunities. Work focuses on the key asylum and immigration issues of reception and integration. ERLAI main objectives are: to ensure members are fully briefed on the EU agenda and that proper account is taken of the local and regional dimension in European policy development; to promote awareness of good policy and practice in other regions and local authorities; to explore possibilities for joint projects and facilitate funding bids.

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes. EOC works in close partnership with the members of the networks it is participating in (for example, regional representation offices, research and innovation liaison offices, academia, industry, regional and local authorities). The partnership working is facilitated through conferences on key issues, thematic workshops, training seminars, call and policy briefings and project marketplaces.

**Have there been any problems/successes with partnership working?**

Exchange of information, finding the right partners for EOC members' projects, participation in funding bids through consortia composed by members of the networks that EOC is participating in.

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. Data on reliable project partners for successful cooperation in different areas. The outcomes are measured on the basis of the participation in European and national level projects.

**Results – what is working well and for whom?**

The engagement of EOC members in different European networks provides early access to intelligence on funding opportunities and key call requirements, searching information on available expertise, facilitating the building of project consortia and encouraging project development.

**How have the outcomes been disseminated?**

Exchange of best practices with stakeholders in EU level, participation in conferences, seminars and workshops. Dissemination of outcomes through networks that either EOC or its members form part.

**What have been the key learning points from this activity?**

This activity has helped to achieve a deeper involvement of EOC members in EU policies and actions. The activity facilitates mutual knowledge, link up with regional practitioners and build trusted partnerships. It also provides an excellent channel for dialogue and strategic information from the EU institutions and other bodies.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Location of suitable networks that reflect the interests of EOC members and participation. Further enhancement of collaboration with the existing networks. The activity will continue to bring an added-value to EOC members for the above mentioned reasons.

## EUCASC Partner Survey Responses

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**Web:**

### **Please provide a brief description of your organisation:**

Overall annual budget: 550k€. Permanent staff: 8. Founded in 2009. No premises. We are a resource centre at the meeting point of 2 dynamics: academic and territorial. 2 principles: 1) to work for the others, in cooperation, before developing our own activities; 2) never engage into something that others do already. What we do: - events - production of resources - training sessions - project consultancy. Our publics : - researchers, academic staff Ph Students - pupils, students - members of local government.

### **University of Lyon**

#### **Activity 1:**

Fête de la Science (Science Festival)

#### **How the activity came into existence**

Created in 1992. 18th edition in 2009

#### **Who commissioned the activity?**

National initiative, regionally and locally developed.

#### **How is it funded?**

National Government.

#### **Does the activity have more than one funding source?**

Yes. Regional and Local Governments Research Institutions Industrial corporations.

## **Aims and Objectives of the activity.**

Core concepts:

- to disseminate scientific knowledge;
- to promote science (education, vocation, ...);
- to develop the science and society debate (key issues, ...)
- fun, friendly
- to foster (one way) dialogue between scientists and society at large
- everywhere, nationwide, next door;
- all areas of sciences.

## **Which sectors does the activity relate to?**

Education.

## **Description of activity – what is offered? Who are the target groups?**

• Exhibitions • Workshops • Visits of Labs and industrial sites • Meetings between young people, researchers and scientists • Cafés • Debates • Conferences • Live Shows

Target group : Pupils, young people, families.

## **Does the activity engage with hard to reach groups?**

No.

## **Did you work in partnership to deliver this activity? Who were your partners?**

Yes.

## **Have there been any problems/successes with partnership working?**

-

## **Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. Quantitative; Number of visitors, numbers of schools, teachers, researchers, Ph D students, institutions, sites. Qualitative: degree of satisfaction. Action research (in 2008): survey on the premises of the Science Village of the Department.

## **Results – what is working well and for whom?**

The public responds positively (35,000 visitors in Lyon in 2008, with 85 per cent being satisfied). A still increasing amount of participation among scientists, students etc. The conflicting vision of companies interested by institutional communication.

## **How have the outcomes been disseminated?**

Results and recommendations: Websites, reports, meeting with participants, integration in training session. 2008 survey report: article in a research periodical.

## **What have been the key learning points from this activity?**

Need for more interaction, personal, face-to-face, hands-on activities Avoid institutional communication. A need to identify clearly who is who.

## **Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

An old event, too much based on a deficit model approach A ministry of research unaware of the changes in the S&S relationships. Sustainable but needs to be dusted-off.

## **Activity 2:**

Science Truck "The laws of Sport through the practice of physics"

### **How the activity came into existence**

International Year of Physics (2005). The contribution of the regional network of Science Centres.

### **Who commissioned the activity?**

Regional Government.

### **How is it funded?**

Regional Government.

### **Does the activity have more than one funding source?**

6 major companies, 2 Conseil Généraux, Ministry of Research National Centre for Scientific Research (CNRS).

### **Aims and Objectives of the activity.**

More than a formula on a blackboard, contemporary physics is developing new products and processes that go into our daily lives. Through the example of sports topics of current research are addressed. Rhône-Alpes is a large region, the board in a semi-trailer will allow those who are far from major centres of cultural and scientific activities to enjoy, while closer to home, the same information and entertainment.

### **Which sectors does the activity relate to?**

Social agenda, education, local authority (regional) development.

### **Description of activity – what is offered? Who are the target groups?**

The Truck of Sciences travels Rhône-Alpes and its eight departments, hosted by high schools. Target group: pupils of secondary education.

### **Does the activity engage with hard to reach groups?**

Yes - population living far from major centres of cultural and scientific activities, pupils and youth.

### **Did you work in partnership to deliver this activity? Who were your partners?**

Yes. Universities, scientific institutions from the public and private sectors Regional and local educational authorities.

### **Have there been any problems/successes with partnership working?**

Mainly during the conception. Formal vs informal education (the role of the explainers, the pressure of the curricula, the place of the school teachers) Scientists vs mediators During the running phase: the need for training session for the teachers of welcoming high schools, programming of other cultural activities "around" the Trucks, collaboration and/or initiative from teachers of non-scientific subjects, team work for the welcoming institution.

### **Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. Measure of the degree of satisfaction. An action research project is programmed in Lyon during the next 3 stages in September, 2009.

### **Results – what is working well and for whom?**

-

### **How have the outcomes been disseminated?**

on the website : [www.camion-des-sciences.com](http://www.camion-des-sciences.com)

### **What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Action initially planned for 4 years. In all likelihood, the project will carry on for another 2 years (success plus need for time to reconsider a Trucks 2). The concept has to be revisited to be sustainable.

**Activity 3:**

Exposcience

**How the activity came into existence**

Created by The International Movement for Leisure Activities in Science and Technology (MILSET) a non-governmental, non-profit and politically independent youth organisation. Introduced in France in 1985 in Grenoble and Toulouse. Organised in Le Rhône since 2001 by the CCSTI of le Rhône.

**Who commissioned the activity?**

In cooperation with CIRASTI and MILSET Europe.

**How is it funded?**

Regional Government.

**Does the activity have more than one funding source?**

The Bron City Council, the Youth and Sports Policy Direction of Le Rhône, the departmental Council of Le Rhône.

**Aims and Objectives of the activity.**

-

**Which sectors does the activity relate to?**

Education, culture.

**Description of activity – what is offered? Who are the target groups?**

It is for youth 5 to 25 years in school or community. It allows young people to show the public the achievements in scientific or technical nature that they have produced during the year. The children run their own stand and present their achievements in a friendly atmosphere.

**Does the activity engage with hard to reach groups?**

No.

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes. The local network of institutions acting in non-formal education, one children's outdoor activity centre run by a city council.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. Visitors children presenting projects Teachers mentoring the projects Organisation.

**Results – what is working well and for whom?**

Engagement of children. Parents indirectly involved.

**How have the outcomes been disseminated?**

Reports website.

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

- A theme for each year
- A more effective mentoring throughout the year
- To develop a culture of innovation
- To concentrate on object and new materials.

The activity is almost 25 years old and is sustainable.

**Activity 4:**

Resource Centre

**How the activity came into existence**

1999, as soon as the Centre was created. The core activity of the CCSTI.

**Who commissioned the activity?**

University in the first place.

**How is it funded?**

National Government.

**Does the activity have more than one funding source?**

Regional, local authorities (department, city councils).

**Aims and Objectives of the activity.**

**Which sectors does the activity relate to?**

Education, local authority (regional development, culture).

**Description of activity – what is offered? Who are the target groups?**

**Does the activity engage with hard to reach groups?**

**Did you work in partnership to deliver this activity? Who were your partners?**

No.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes.

**Results – what is working well and for whom?**

-

**How have the outcomes been disseminated?**

-

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

-

**Activity 5:**

"Shared experiences" A guide into outreach activities for Chemists.

**How the activity came into existence**

Initiative from the CCSTI of Le Rhône. Adaptation of a similar guide produced by the American Chemical Society. As sequel of a local festival on chemistry organized in 2004 by the CCSTI.

**Who commissioned the activity?**

Regional Government.

**How is it funded?**

Regional Government.

**Does the activity have more than one funding source?**

Yes. Industrial companies, French Chemical Society, a foundation, a research institution

**Aims and Objectives of the activity.**

To develop practices of outreach activities among workers of the chemistry sector, excluding explicitly researchers or teachers.

**Which sectors does the activity relate to?**

Lifelong learning, culture.

**Description of activity – what is offered? Who are the target groups?**

The guide includes activity sheets, readings, assessments, and background information (e.g. security matters) for practitioners .

**Does the activity engage with hard to reach groups?**

In a way yes: adults, non-trained people into the field of science education.

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes. Those who financed the projects. The scientific contents were selected by a committee comprising Chemists as well as explainers.

**Have there been any problems/successes with partnership working?**

Great expectation from the industrial sector. People from the foundation working on a voluntary basis, unable to understand the professional pressures (time, budget etc.)

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

No. Comments: just launched, no real feed back. Assessment of all activities through actual practicing and tests (PhD students, professional)

**Results – what is working well and for whom?**

Pending.

**How have the outcomes been disseminated?**

Paperback edition pending (available, not yet on sale) Online access.

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

A similar guide on activities dedicated to disabled persons, both as public and actors.

## EUCASC Partner Survey Responses

**Partner:** Marcos Perez

**Organisation:** Museos Cientificos Coruñeses

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### **Please provide a brief description of your organisation:**

Museos Científicos Coruñeses (=MC2) is a science centre network created by A Coruna City Council. It comprises three science centres devoted to the popularization of science in different areas: Casa de las Ciencias (1985, physical sciences and astronomy), Domus (1995, human kind) and Aquarium Finisterrae (1999, marine ecosystems). Each of them is placed in a different part of the city but they share common resources and structure. Together, the three museums receive 675,000 visitors per year, plus many more through ex-site initiatives such as publications, documentary films, travelling exhibitions, newspaper articles, website etc.

### **Museos Cientificos Coruñeses**

#### **Activity 1:**

Urban Astronomy

#### **How the activity came into existence**

Agrupacion Astronomica lo (AAIO) is a local amateur astronomy club that collaborates closely with MC2. After many years organising popular observations they designed this activity in order to reach new audiences.

#### **Who commissioned the activity?**

The members of the local astronomy club

**How is it funded?**

Own members

**Does the activity have more than one funding source?**

The activity is partially funded by the Spanish Foundation for Science and Society (FECYT) through a call for proposals.

**Aims and Objectives of the activity.**

The objective of this activity is to share their interest (passion) for astronomy and to reach audiences that are reluctant to participate in organized astronomy activities.

**Which sectors does the activity relate to?**

Social agenda, education, lifelong learning, culture.

**Description of activity – what is offered? Who are the target groups?**

While still organising classic star parties, the members of AAIO also perform under this programme what they call surprise observations, placing a telescope in popular corners of the city. This way people are faced with the unexpected possibility to look through a telescope and chat with a helpful amateur astronomer willing to explain things about the Moon, planets or other celestial objects they can see. The activity is both fun and emotionally intense, since many participants have the chance to look through a telescope for the first time and enjoy the same amazing experience Galileo had 400 years ago.

**Does the activity engage with hard to reach groups?**

This activity engages with HTRG as far as it reaches all kinds of audiences in spite of their social and educational backgrounds. In particular, it has been particularly good at involving small kids and the elderly.

**Did you work in partnership to deliver this activity? Who were your partners?**

No.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

No.

**Results – what is working well and for whom?**

The activity is a great success, although this is not measured in terms of attendance, as it is not designed to reach large audiences. Instead, it works very well at promoting a spontaneous, emotive and friendly interaction with people that may be reluctant to attend more formal activities or have no special interest in astronomy.

**How have the outcomes been disseminated?**

It has been presented at the Spanish National Congress of Astronomy, where it has been praised by other amateur astronomers.

**What have been the key learning points from this activity?**

Urban Astronomy has shown us that most people combine a high interest in astronomy with very basic and intuitive understanding of the subject. This interest, however, is usually not strong enough so as to involve people in more formal activities. This means that casual encounters as those fostered in this project are a good way to reach these audiences.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Due to the success of this project we plan to keep it while improving the

materials we use and its organisation. Our goal is to have at least a monthly spontaneous observation within the city that would serve as an engagement tool for those who are willing to become involved in more formal activities. A future improvement will be to use two telescopes, one of them for participants to look through and the other to provide a live image to a computer where people who pass by can just take a look and decide if it is worth waiting for their turn to participate in the conversation.

### **Activity 2:**

Monografías de Comunicación Científica (Monographs on scientific communication).

#### **How the activity came into existence**

It was born in from the social concern triggered after the confirmation (November of 2000) of the first case of mad cow disease in the Galician region. The social confusion and the lack of information that became evident at a national level created alarm that caused, for example, sudden changes in the Spanish consumption patterns; the sales of bovine meat fell sharply. MC2 perceived the necessity to respond to the demand for information and initiated the edition of these monographs. The activity continued with further editions on many other scientific subjects (e.g. avian influenza, black tides, mobile phones and health, climate change, the milky way and human cloning).

#### **Who commissioned the activity?**

MC2.

#### **How is it funded?**

Mainly with the annual budget of MC2

#### **Does the activity have more than one funding source?**

It can also count on private sponsoring (banks like Caixanova), public foundations (The Spanish Science and Technology Foundation –FECYT-) and others (European Network of Excellence EUROCEANS).

#### **Aims and Objectives of the activity.**

Mainly to put at the citizen's disposal (at home and in any of the spaces where they carry out their activities e.g. pubs, resting areas and waiting rooms at the hairdresser, doctor or dentist) a publication on a current scientific topic that is useful, trustworthy, attractive and understandable for the general public.

#### **Which sectors does the activity relate to?**

Education, lifelong learning, culture, economic development.

#### **Description of activity – what is offered? Who are the target groups?**

They are aimed to answer the questions of citizens on scientific and technological matters that may cause social alarm or are of special interest. The final document took the form of a closed A4 triptych, with careful design work (e.g. on structure, content, extension, form and colour) aimed to improve the receptivity of the intended audience. Although the intended audience is the general population, different groups or institutions (schools, institutes, companies, etc) can use the product to distribute it among their members.

#### **Does the activity engage with hard to reach groups?**

Yes, as long as it reaches everyone that reads the newspaper.

#### **Did you work in partnership to deliver this activity? Who were your partners?**

No.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

No.

**Results – what is working well and for whom?**

This practice helps people to be aware and understand scientific issues that may affect their lives and even cause alert. It also helps at promoting the image of MC2, both as a reliable source of information and as a public service involving the public.

**How have the outcomes been disseminated?**

The activity is publicised by means of press releases (e.g. radio, newspapers, television) that announces our interest to receive questions on the subject matter. Once the document is written up, designed and printed, the collaborating newspapers advertise in their pages its distribution with the Sunday edition. It is distributed by means of a free insert in the main print run newspapers (200,000 issues). To complement this activity, a PDF file can be downloaded from our website. This activity has been chosen by ECSITE as an example of good practice in science communication and presented to the European Parliament. It has also been presented at different conferences and meetings.

**What have been the key learning points from this activity?**

An important finding of this project is that, when confronted with scientific issues the questions that people ask themselves often do not match what experts in the field think is important. This means that science communication projects should research and address the expectations and prejudices of the objective public, as well as providing information regarded as relevant by the experts. We have also confirmed that science literacy is key to participation in contemporary social, economic and political life. In this sense, science literacy emerges as a complex and changing reality that combines knowledge on specific subjects with specific attitudes and the use of intellectual tools (such as basic statistics or reading graphs).

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

As not only the cutting edge of science, but also those issues that generate social debate, are still several steps ahead of the contents of formal education, the gap between science and society is bound to increase. This means that this and other activities of similar nature are going to be even more relevant in the future. Maintaining the same basic principles (to provide answers to the social demand of scientific information), this activity will have to explore new ways to obtain original questions from a wider audience. Some people still are reluctant to make explicit their curiosities and worries on specific issues, and when they do so they tend to do it with an excess of academicism that may reveal a lack of authenticity.

**Activity 3:**

Words of Science, an exhibition (Palabras de la Ciencia, exposición).

**How the activity came into existence**

Studies at European and local levels have shown that TV, newspapers and radio constitute our main sources of information on scientific developments. We must thus assume that the expectations and prejudices of people visiting our science museums are somewhat shaped by the image of science projected by the media. In particular, we should wonder how many visitors would feel disappointed if the museum ignores the science that everybody else is talking about, be it climate change, cloning or cancer. Following a 20 year effort to promote a better understanding of science, in 2004 Museos Científicos Coruñeses started a project to quantify the relative presence of scientific concepts in the newspapers.

**Who commissioned the activity?**

MC2.

**How is it funded?**

Mainly with the annual budget of MC2 plus a grant from FECYT.

**Does the activity have more than one funding source?**

The Spanish Foundation for Science and Technology (FECYT) granted EUR 37,000 to the project.

**Aims and Objectives of the activity.**

The main objective was to get a continuous image of the hot topics in science as perceived by the lay person, not the professional. This information is used to improve the quality, appeal and effectiveness of the exhibitions, publications or activities created by the Museum staff. In particular, the outcome of the research work feeds an exhibition in which the 10 most frequent scientific concepts are thoroughly addressed.

**Which sectors does the activity relate to?**

Education, lifelong learning, culture, economic development.

**Description of activity – what is offered? Who are the target groups?**

Data is collected from the digital edition of several newspapers by looking in the headlines for matches with scientific concepts stored in a database that is regularly updated with any new concepts that may appear. The raw data is then processed (filtered and grouped) to conform to a normalised collection of scientific concepts. The 10 most cited concepts form the basis of an exhibition in which they are analysed by means of texts, graphs, video and interactives, paying special attention to the connections with everyday life and the ethical, and social implications they may have.

**Does the activity engage with hard to reach groups?**

The exhibition is specially designed to appeal to people with no previous background in science (including children).

**Did you work in partnership to deliver this activity? Who were your partners?**

No.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data**

**was collected and how are the outcomes being measured?**

No.

**Results – what is working well and for whom?**

This project has allowed us to obtain a somewhat objective view of the science issues that may appeal most to the general public. It is based on the assumption that people are especially interested in the issues that appear most often in the media.

**How have the outcomes been disseminated?**

The Words of Science project has been presented at conferences on science communication such as the IV Congreso de Comunicación Social de la Ciencia (Madrid 2007) or the ECSITE meeting (Lisbon 2007). It has also been presented at the Summer Courses at Universidad Complutense (Madrid 2007).

**What have been the key learning points from this activity?**

The reasons for a scientific concept to appear in the news may not be related to science itself, but to politics or economics (e.g. nuclear, fuel). Some 'words of science' come and go very fast, usually because newspapers give much attention to threats that may not last long (tsunami, avian flu). On the other hand, some concepts seem to be here to stay (cancer, AIDS), even in spite of their objective interest for the science community (explosives, drugs). Another important learning point is that most of the 'words of science' have a clear negative feeling to them, since they are related to diseases, natural disasters, and different sorts of threats, from energy shortages to nuclear bombs or climate change. This may explain why so many people still think that the benefits of science do not clearly outweigh its dangers. However, it also reveals that newspapers offer a good coverage of the problematic nature of science, addressing the ethical, social and economic implications that are missing from other sources of information such as the school system or even science museums.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

The project is self-sustainable, since the renewal rate of concepts of the top ten words of the list seem to be limited to no more than three new entries every year. That makes it relatively easy to replace the correspondent exhibits and keep the exhibition up to date. Within the context of the CASC project it may be possible to develop similar studies in other European countries to see which hot topics have a general appeal and which are regionally dependant. This is of special interest since one of the problems faced by science communicators is the excess of news associated with press releases that reach a global distribution but may be of limited local interest. It is also planned to complement the results of the newspaper survey with others made by secondary school students to obtain a second view of what is a science word and at the same time develop a deeper understanding of the particular interests of that group.

#### **Activity 4:**

#### **Luis Freire Awards on Scientific Research for Students**

##### **How the activity came into existence**

In 1998, MC2 approached a new initiative that went deep in the general aim of this institution: to offer stimuli and resources to the citizens in order to incorporate science to their culture and thus to enable them to understand the world we live in. In addition, it was perceived that the formal education of science offered the students very few occasions to use scientific methodology. The aim for the creation of the Luis Freire Award was to provide students and teachers with a resource to make science more active and participative, and to contribute to make them consider it as a useful tool to solve daily life problems.

##### **Who commissioned the activity?**

MC2.

##### **How is it funded?**

Mainly with the annual budget of MC2.

##### **Does the activity have more than one funding source?**

The activity counts on the sponsorship of El Corte Inglés, and the support of the Asociación de Amigos de la Casa de las Ciencia. The science magazine Muy Interesante offers a gratuitous annual subscription for the finalists.

##### **Aims and Objectives of the activity.**

High school students are invited to search for answers, by means of experimentation or fieldwork, to questions related with facts or processes of daily life and surroundings. For example: what is the top speed of a snail? Is there any relation between a floating egg and the fact that it has gone off?

The main objective is to ferment positive attitudes towards science, starting from the idea that the best way to learn science is by making science. In the evaluation of the investigations elements like rigour, curiosity, perseverance, originality or critical eye are also considered. Thus, as a basic part of every piece of scientific work, the awarded investigations must have a good design of the experimentation in which the following aspects are also contemplated:

- Obtaining evidence by means of observation, sample taking and data recording, outdoors or in the lab, that endorses the starting hypotheses.
- Search for patterns to explain the observations.
- Analysis and deduction of the conclusions.
- Last but not least are the questions related to the presentation in the finals. The students must make a final effort to present their investigation and defend it before the jury.

##### **Which sectors does the activity relate to?**

Social agenda, education, lifelong learning, culture.

##### **Description of activity – what is offered? Who are the target groups?**

The Luis Freire Award on Scientific Research for Students is aimed at high school students. The name of the award pays tribute to a Galician scientist with an important trajectory, especially in the field of mycology, and that was closely linked to MC2 in activities of science popularization. The prize is developed throughout the school year, with an initial call in November to all high schools in Galicia. This first stage is to invite students to submit the questions they may be interested in answering. They can do it either

individually or in groups, with a limit of 5 members each. Every piece of work must be supported by a teacher, who acts as the tutor. Next, those accepted in the contest have a four month period to develop their work, and a panel of experts will select five among all the finished projects, that will compete for the award in the final that takes place the first Saturday of June. During this process the students must put forward and defend their research before a jury consisting of education professionals from high school and universities. This is a public occasion attended by families and classmates. Regarding the prizes awarded to the finalists, they were aimed from the very first calls to be tools or resources that may be useful to ferment the interest in scientific activity. In the earlier competitions, the winner received a computer, a microscope for the second one, and a telescope for the third classified. There was also an award for the teachers. The prizes that are currently awarded are:

- First prize: A trip to a location or facility of scientific and cultural interest in Spain; a subscription to the magazine *Muy Interesante* and an iPod for each member of the team.
- Second and third prize: A subscription to the magazine *Muy Interesante* and an iPod for each member of the team.
- Fourth and fifth: An iPod for each member of the team.

**Does the activity engage with hard to reach groups?**

The activity benefits from the regular participation of groups of students with special educative requirements.

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes. The Asociación de Amigos de la Casa de las Ciencias participates in the panel of experts selecting the questions used in the first stage of the contest and in the election of the five finalists. In addition, the contest rules establish that a member of the board of directors of the Asociación must be in the jury. They also collaborate in the organisation of the trip for the winners.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. In 2007 we went through an analysis of the activity that was displayed in the 4th Conference on the Social Communication of Science (Madrid, November 2007). It included the participation numbers, the level of the students and the kind of chosen work, as well as the subject matter of the research and their control of the scientific methodology in the accomplishment of the works.

**Results – what is working well and for whom?**

The experience is very positive, as much for the quality of the work as for the response to the calls. With this award we try to promote engagement and commitment of the students into using science as a tool to obtain solutions to problems of daily life; an objective that has been fulfilled by many of the participants who showed their satisfaction by the results of their work.

- Balance of the first nine calls:
  - total number of questions submitted: 997
  - number of questions admitted to contest: 590
  - number of concluded investigations: 318 –

- Profile of the participants. The majority of the students are in the last years of ESO (3rd followed by 4th). In addition, they mainly participate in teams (2 students being the most common, followed by 3, 5 and 4). It is also noticeable the high individual participation, even exceeding in number the teams of 2 students.
- The matters addressed in the research are related with physics and chemistry, plant and animal biology, testing the truthfulness of popular beliefs, technology and with the environment.

**How have the outcomes been disseminated?**

The activity was presented in the 4th Conference on the Social Communication of Science (Madrid 2007) where journalists, museologists, researchers, educators and many other professionals related to science popularisation participated. There is a space in the web page of MC2 where the activity is displayed and the media also helped to spread the works of the winners and the finalists. In each event, the rules of the contest are sent to every Galician high school by means of a brochure where the activity is explained. The Luis Freire Award was a pioneer activity aimed at the development of scientific projects and research in the educative field, an idea that has been taken up by other Spanish science museums (Las Palmas, Alcobendas).

**What have been the key learning points from this activity?**

At MC2 we believe that these kinds of initiatives contribute to complement the education in scientific attitudes and to encourage the interest of the students in science and its social implications. It has been observed that the research submitted is often related with issues from environmental observation or even from their personal experience. Participants seem to perceive science as a resource to understand the world. Another element of success of this activity is the high emotional burden implied in the presentation of the work before the jury and the public during the finals. We can even say that it reinforces the motivation of the students, and it is an act of social recognition where they play the leading roles. With this activity MC2 contributes to the dynamism of science teaching at schools, while at the same time demystifying science by showing that original research is within everybody's reach.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

With respect to the continuity of this activity, and after 11 consecutive calls, certain changes could be introduced in order to consolidate and promote participation, reaching schools that have not participated in previous events. These changes should also encourage and acknowledge the work of the teachers, whose role is basic in supervising and advising the students in the most appropriate way to develop their work.

**Activity 5:**

Building exhibits in symbiosis with the public. Gioconda sapiens and Telomerase projects at Domus and Maremagnum Hall at Aquarium Finisterrae.

**How the activity came into existence**

Two of the main objectives of MC2 are to keep a close contact with the public

and to address their concerns about contemporary science. To achieve these we decided to create tools for the participation of the public in the design of the museographic contents of our centres. Some of these tools have an enquiry format, but others are authentic building processes in which the public have contributed with real objects. All of them have in common that are symbiotic efforts between the professionals at the museum and the general public.

**Who commissioned the activity?**

MC2.

**How is it funded?**

Mainly with the annual budget of MC2.

**Does the activity have more than one funding source?**

-

**Aims and Objectives of the activity.**

The main objective was to involve the public in the process of creating contents for our museums so that the new exhibits and exhibitions address their interests in science.

**Which sectors does the activity relate to?**

Education, lifelong learning, culture.

**Description of activity – what is offered? Who are the target groups?**

**Gioconda sapiens.** The most famous painting in the history of Art, Gioconda, became the symbol of Domus under the name of Gioconda sapiens. More than 10,000 people from all over the world sent their pictures to become a part of this mosaic. The image, approximately 3 x 2 metres in size, has been placed at the main entrance to the building. It is best to stand at least 3 metres away from the picture to appreciate it. Then the visitor may get closer and examine the 10,062 faces that compose the picture. Close by, a computer offers additional information for each picture, including the name of the person. Many organisations from all over the world, including 41 embassies, of which 19 were Spanish embassies in different countries, helped to collect the pictures. Newspapers, television and radio networks from some 80 countries that knew about the project contributed to increase participation. The photographs are 2 x 2 centimetres in size and each one was digitised to enlarge or reduce it so that all of them had the same relative size. Leonardo da Vinci's painting was also digitised and divided into 10,062 squares, each of one was given a number and a chromatic tone code.

Afterwards the 10,062 pictures were assigned to the squares according to its tone, and finally the whole picture was processed with a colour filter. Many of the participants have not only sent their photographs and names, but also all kinds of texts, showing their support or explaining the reasons for their contribution. A total of 500 people sent some text, including poems, fictitious dialogues with Leonardo or reflections on the increasing racist intolerance, for example. Some sent photographs of people who had already died as a memorial to them. There are also pictures sent by husbands, wives, boyfriends and girlfriends in order to surprise the ones they love. Pictures of children sent by their parents (the youngest of them all is just 2 days old), pictures of couples that wished to be placed together... even pictures of people wearing costumes or wigs for the occasion.

**Aquarium Finisterrae.** Maremagnum Hall In order to find out what issues should be included in the museographic script of the Aquarium Finisterrae's

Maremagnum Hall, schoolchildren were invited to put their questions and express their ideas about the sea in the pages of La Voz de Galicia, a local newspaper. Thousands of questions were received. Then, we grouped the questions in themes and we used them as core subjects to design the exhibits of the hall. The exhibits could contain interactive elements, models, real objects, pictures or computers. They also contain a text that provides the visitor an open way to find the answer to the question. This approach allowed us to design the museographic contains of the aquarium according to the interests of its future visitors.

**Telomerase project.** This activity was conceived as a performance for schools. The idea was to construct a giant model of the telomerase gene to be installed in the genetics hall of Domus. Telomerase's sequence was divided in segments 20 bases long and each segment was sent to a local school. Using their sequence as a guide, each school constructed a piece of the model. We provided the plastic pieces representing the bases and sugars of a DNA molecule. All the participants met at Domus carrying their pieces and the model was constructed during a kind of Genetics Party. Each student and school participating in the event received a diploma. Also, all the names of the participants appear in the exhibit.

**Does the activity engage with hard to reach groups?**

We think that by means of these activities people in the community feel more involved in our projects. Actually, they have participated in the building process, so our projects are also their projects: science museography for the people with the people.

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes. Yes, we collaborate with local media and schools.

**Have there been any problems/successes with partnership working?**

A well established collaboration with schools and local media have helped us to complete these projects with success.

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

No.

**Results – what is working well and for whom?**

These projects have allowed us to promote engagement with all kinds of audiences in our science centres from the beginning. Also, they work as a very powerful advertising tool and provide a good framework to actualize the exhibits of our museums.

**How have the outcomes been disseminated?**

All the activities highlighted had a deep impact in the local media. They were so singular that the media covered them by their own initiative. Also, they have been presented at several conferences on science communication.

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

We consider that the Maremagnum Hall project is a valuable and low risk approach to keep contents actualized at a science centre. In July 2009, we used it again to create five new exhibits, this time related with the evolution of the species. Visitors welcomed the initiative, so we are planning a new

extension of the hall that will use the same approach. Within the context of the CASC project it may be possible to develop similar activities in other European science centres. Our experience is of special interest for new institutions or centres thinking in a renewal of their contents.

## **EUCASC Partner Survey Responses**

**Partner:** Iosif Andras

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### **Please provide a brief description of your organisation:**

The University of Petrosani is a medium scale national coverage university, founded in Petrosani in 1948. Until 1990 The University of Petrosani has been the unique higher education establishment for the training of engineers in mining and related fields in Romania. After 1990, the area of training fields has been enlarged, counting now 3 faculties, i.e. Mining Engineering, Mechanical and Electrical Engineering and Sciences. The specialities cover many 27 curricula in engineering fields, humanities, economics and natural sciences, at BS, MS and PhD levels. More than 3500 students and 300 teaching staff are members of the academic community.

## **EUCASC Partner Survey Responses**

**Partner:** Beatriz Rela

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### **Please provide a brief description of your organisation:**

SEVILLA GLOBAL represents a new generation agency, a local and public action in all that has to do with economic and business development. From an urban and metropolitan point of view, SEVILLA GLOBAL covers areas that previously have been overlooked, by means of a new public management approach. It is a local public action in the field of economic development and business support. Displaying support measures and initiatives: development and revitalisation of industrial land; innovation and cluster development; city marketing and international cooperation; and metropolitan business information system Our management keys are: Institutional Articulation (more than 70 agreements signed); Public-Private Partnership (Ad-hoc for each project. Local relevant firms in the Sevilla Global board of directors); Knowledge Capital against Physical Capital (Light structure in favour of a flow of value added services to the Agency); Local Public Resources Leverage (In 2004 20% out of committed resources came from sources different of the City Council budget). Board for metropolitan co-ordination. Board for information interchange and coordination with agencies of the surrounding area in the field of economic development. Benchmarking. Member of EURADA European Association of Development Agencies. Active partner in the

EURADA benchmarking panel. SEVILLA GLOBAL was established in September 2000 as an Inc. Company whose sole stakeholder is the Sevilla City Council. The management structure of the agency is currently composed of incumbent members and political representatives of Sevilla's Council. There are also experts - belonging to both the academic and business communities - acting as independent counsellors.

## **Sevilla Global**

### **Activity 1:**

#### **METROPOLITAN RESEARCH AND ANALYSIS**

##### **How the activity came into existence**

The purpose of this area is to provide strong theoretical background, as well as to coordinate the dissemination of both economic research on the area and useful business information. It is divided into two lines of work:

**Urban economy observatory.** A city in the range of Seville needs a think-tank to cover widely a research agenda on urban economics. In SEVILLA GLOBAL this mission will be done by the research and planning department with a double task: internal, to provide analytic support for the rest of the operating areas, and external, to disseminate the results of its investigation among other entities and enterprises. The following are the most important actions to be tackled, some of them in cooperation with Universities and research centres:

- Organization and sponsorship of seminars: urban internationalisation strategies, new industrial urbanism, etc.
- Internships at SEVILLA GLOBAL to develop research in urban economics, geography and sociology.
- Economic Atlas of the Seville Metropolitan Area.
- Project C2M: Cooperation among Mediterranean Metropolis (Interreg IIIB-Medoc). S

**Strategic business information system.** The strategic business information currently provided [public or private] by the local/regional scale is clearly scarce and, above all, poorly integrated. Enterprises increasingly value non-financial incentives, specially an attractive information package in terms of accessibility, cost and quality. SEVILLA GLOBAL is setting up a business-oriented information system based on competitive-intelligence models. Access to this system will be done through the Internet, and the main contents will be:

- Standard information pack: industrial land supply, classified and thematic business directories, metropolitan public and technological resources, balance sheet database.
- Local economy barometer. A quarterly report, based on a set of economic indicators, focusing mainly on local production.
- Online business solutions: technological self-diagnosis, business plan simulator, financial and economic benchmarking, etc. Selection of

business-oriented links.

**Who commissioned the activity?**

Local Government.

**How is it funded?**

Local Government.

**Does the activity have more than one funding source?**

-

**Aims and Objectives of the activity.**

-

**Which sectors does the activity relate to?**

Economic development.

**Description of activity – what is offered? Who are the target groups?**

Target groups: companies.

**Does the activity engage with hard to reach groups?**

-

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

No.

**Results – what is working well and for whom?**

-

**How have the outcomes been disseminated?**

-

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

-

**Activity 2:**

Inward investment and international cooperation

**How the activity came into existence**

In the field of urban internationalisation, direct action at the local level implies working out a variety of increasingly widespread tools, such as city marketing activities and active belonging to city networks.

**Seville inward investment plan.** To date, international promotion of Seville has been focused on it as a tourist destination. However, there is much more beyond the well known high quality of life in the South of Spain. Modern communication infrastructures, next generation medical equipment, a large, young and highly qualified labour pool, and an increasingly friendly local environment for the development of new businesses with international scope. SEVILLA GLOBAL has been commissioned to unfold a strategy for FDI attracting. Thus the agency is the right counterpart to channel national and international investor and location demands on Seville for a wide range of

industries.

**Pre-investment support team.** In the EU Commission report, New Location Factors of Mobile Investment in Europe, the quality of promotion services and the proactive attitude of local governments are stressed for being critical locational aspects for inward investment. To this end, expert staff from SEVILLA GLOBAL, working closely with international consultants based in the city, will constitute a supporting team whose task will be to answer any information request about the Seville industrial environment. As an essential part of the Inward Investment Plan, this unit will also offer customized advice and intermediation services to help investors find adequate incentive packages and deal with local administrative procedures.

**Urban networking.** This is a knowledge-sharing tool of growing importance, as well as being a very cost-effective way of facing internationalisation. Participation and management in city networks has entered a new stage based on effectiveness against protocol and conventions. SEVILLA GLOBAL will take into account the following criteria when deciding to join a network: profitability [i.e. the cost-benefit ratio of a project management is more favourable when it is done within a network than in an isolated way]; well designed objectives and products/services; clearly identified leadership and coordination roles; lastly, active participation of a critical mass of suitable partners. So far Sevilla Global joins a number of remarkable networks in the field of economic and urban development: Eurocities, Metrex, city commission of the Atlantic Arc or Eurada, the European Association of Development Agencies.

**Development cooperation.** In Sevilla Global support initiatives to developing countries are faced through a combination between financial support and technical cooperation. Latin America has been identified as objective area, in the specific field of urban development. The task as SEVILLA GLOBAL:collaborator, is established through agreements with local actors, participation in EU Commission programs, or within general framework of agreements with institutions like World Bank Urban Development, Banco Interamericano de Desarrollo, Europe Aid, etc.

**Who commissioned the activity?**

Local Government.

**How is it funded?**

Local Government.

**Does the activity have more than one funding source?**

-

**Aims and Objectives of the activity.**

-

**Which sectors does the activity relate to?**

-

**Description of activity – what is offered? Who are the target groups?**

Target groups: companies.

**Does the activity engage with hard to reach groups?**

-

**Did you work in partnership to deliver this activity? Who were your partners?**

-

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

-

**Results – what is working well and for whom?**

-

**How have the outcomes been disseminated?**

-

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

-

### **Activity 3:**

#### **CLUSTER DEVELOPMENT**

##### **How the activity came into existence**

An integrated urban economy project for the city of Seville implies working with a massive overhaul of its economic structure in mind. This means a chance for re-thinking the city productive fabric through newer approaches. For instance, a cluster reading of the city industrial fabric will allow identification of functional contexts for collective learning and competitive improvement: stimulating emergent activities linked to the new economy, or those related with directional urban functions of the financial sector and advanced services ]; or a special treatment to those clusters where Seville has competitive advantages and strong growth potential like agro-food complex, aeronautics and son on. SEVILLA GLOBAL staff has an important know-how in public performance the field of cluster development.

**Clustercon / advanced services development in Seville.** Within the world urban system, a high density of financial and advanced services is a common feature in the most integrated cities. It is a fact that Seville hosts the largest concentration of engineering, consulting and financial firms in the Southern half of the Iberian peninsula. This is a knowledge cluster with an outstanding growth potential. Therefore, the promotion schemes designed for these activities require a great deal of innovation themselves.

**Retail and urban development.** Retail revitalisation projects make up for one of the most relevant working areas among American urban agencies. These entities perform a very dynamic role around the Council for Urban Economic Development CUED. Within this framework, SEVILLA GLOBAL will manage initiatives for inner city revitalisation focused on retailing, through the impulse of new trends on distribution and inter-firm cooperation in order to compete on equal terms with suburban malls.

##### **Who commissioned the activity?**

Local Government.

##### **How is it funded?**

Local Government.

##### **Does the activity have more than one funding source?**

-

**Aims and Objectives of the activity.**

-

**Which sectors does the activity relate to?**

-

**Description of activity – what is offered? Who are the target groups?**

Target groups: companies.

**Does the activity engage with hard to reach groups?**

-

**Did you work in partnership to deliver this activity? Who were your partners?**

-

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

-

**Results – what is working well and for whom?**

-

**How have the outcomes been disseminated?**

-

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

-

**Activity 4 :**

**INNOVATION AND E-BUSINESS**

**How the activity came into existence**

Society is heading towards an information and learning economy, where the use of innovation and IT tools are fundamental requisites to provide competitive advantages and sustainable urban growth. SEVILLA GLOBAL is the local government tool commissioned to catch up with this new environment. The following programmes revolve round this task:

- E-business checking programme. This programme will support the consultancy costs aimed at the implantation of E-business solutions in local firms with a certain degree of development.
- Inforempresa [infobusiness programme ]. This will focus on micro-business with a poor use of conventional information technologies in everyday work. SEVILLE ON THE NET. This campaign is designed to foster computer literacy and the widespread use of the Internet in schools and libraries. Besides, it will promote the creation of virtual local urban communities.
- Virtual local administration programme. Feasibility and implantation analysis of new administrative procedures through Internet: e-governance.
- ICTs. Under the Programme of Information and Communication Technologies, a number of projects approaching the information

society are developed, particularly those concerning two areas: business development and e-governance. The actions have different nature, notably: Mediarama, an International fair located in Seville devoted to multimedia and electronic art but with a growing interest for business as well; or AmbieSense, an International project supported by the EU R+D framework programme in the field of information system for personalized cellular phone users.

**Who commissioned the activity?**

Local Government.

**How is it funded?**

Local Government.

**Does the activity have more than one funding source?**

-

**Aims and Objectives of the activity.**

-

**Which sectors does the activity relate to?**

-

**Description of activity – what is offered? Who are the target groups?**

Target groups: companies.

**Does the activity engage with hard to reach groups?**

-

**Did you work in partnership to deliver this activity? Who were your partners?**

-

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

-

**Results – what is working well and for whom?**

-

**How have the outcomes been disseminated?**

-

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

-

**Activity 5:**

**BUSINESS INFRASTRUCTURES**

**How the activity came into existence**

SEVILLA GLOBAL will take a relevant role in planning and development of business centres, logistic infrastructures, etc. Among them, there are a wide range of projects, such as:

**Old industrial land revitalization plan.** There is a wide consensus about the infrastructure shortcomings of old business parks in Seville. This situation offers a stark contrast to the role industrial land use [and in general the spatial

local base] can play to face competition in the new global markets. Geographical location should not be a mere background but it should produce added value to businesses through accessibility, urban design, advanced infrastructure supply and specialised services. On the other hand, recent years have seen a profound overhaul in the field of industrial urbanism. Besides, economic tertiarisation, the emergence of activities linked to the new economy, and the neglect of zoning in favour of multifunctional land uses, provide many reasons to arrange an industrial land revitalisation plan in the core area, albeit within the metropolitan context. This project, which will cover more than 15 industrial sites, will be designed and managed according to the following basic premises:

- Wide diagnosis base, covering the whole urban land area aimed at productive activities, whether it is functional nowadays or not.
- Multidisciplinary focus: industrial urbanism, urbanistic law, economic analysis, for example.
- Plan outlined in differentiated actions for each and one of the industrial zones under consideration. In a first phase only those that can generate a demonstration effect will be selected.
- Design, execution and plan coordination through an independent Technical Office. This will manage performance according to efficiency and transparency principles, using modern tools such as CBA, project finance, for example.
- Agreement building which allows a suitable co-financing scheme involving different administrations and private companies as beneficiaries of the renewal operation.

**New production and entrepreneurship areas.** Business Centre. Together with the work developed in the enterprise centre CREA-SEVILLA, SEVILLA GLOBAL define and manage activities of the Centre. “El Higuier” Business Park. 35 hectares determined for industrial use and the main target of an initiative leading to the incorporation in the Sites of Municipal Heritage. This initiative departs from the General Plan Office and would provide the city with a public offer of high-quality conventional industrial ground, for the first time.

**Metropolitan venture capital.** It is necessary to articulate a public supply of risk capital for the metropolitan area of Seville, that could even be combined with other kinds of support like participative loans or business angels net. Firstly, through a viability analysis and business plan defining basic parameters of the new entity and its formal constitution, which will imply the subscription and outlay of a part of the social capital corresponding to The Council of Seville through SEVILLA GLOBAL. An appropriate measuring of this entity is needed to reach a critical mass of resources to allow self-finance in operative costs, to essentially warrant the continuity of a project that must be planned in the long term.

**Who commissioned the activity?**

Local Government.

**How is it funded?**

Local Government.

**Does the activity have more than one funding source?**

-

**Aims and Objectives of the activity.**

-

**Which sectors does the activity relate to?**

-

**Description of activity – what is offered? Who are the target groups?**

Target groups: companies.

**Does the activity engage with hard to reach groups?**

-

**Did you work in partnership to deliver this activity? Who were your partners?**

-

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

-

**Results – what is working well and for whom?**

-

**How have the outcomes been disseminated?**

-

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

-

## **EUCASC Partner Survey Responses**

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### **Please provide a brief description of your organisation:**

Thinktank is Birmingham's science museum. Thinktank's aim is to help us all understand how science and technology may shape our lives and how we can use science and technology to make a better world. There are 10 galleries of science exhibits at Thinktank, many are interactive and several show the extraordinary collections of Birmingham's contribution to the world in science, engineering and technology. We have more working heritage exhibits than almost any other science museum in England. We are also unique in England as the only major museum with displays relating to both natural and physical sciences. We host one of the world's most up-to-date Planetarium (opened in December 2005), and operate an IMAX cinema. Thinktank's strength is in its offer to families (200,000+ visitors per annum) and to schools (70,000). Over 120,000 people per annum participate directly with Thinktank staff in our school and public programmes. Thinktank employs over 70 people. Thinktank is the leading organisation for the public engagement with science in the West Midlands. It is a major component in the Birmingham 'Science City' initiative and is spearheading the economic regeneration of a major part of the City of Birmingham. Thinktank has been designated as a major partner with New York Hall of Science in developing the Science Career Ladder.

## ThinkTank

### **Activity 1:**

Care and interpretation of science and industry museum collections relating to Birmingham, formerly known as the 'workshop of the world' and the 'city of 1000 trades'.

#### **How the activity came into existence**

Thinktank is contracted to look after the collections by Birmingham City Council.

#### **Who commissioned the activity?**

Local Government - Birmingham City Council

#### **How is it funded?**

Local Government, supported by trading activities.

#### **Does the activity have more than one funding source?**

-

#### **Aims and Objectives of the activity.**

To conserve, display and interpret the science and industry collections relating to Birmingham.

#### **Which sectors does the activity relate to?**

Social agenda, education, lifelong learning, culture.

#### **Description of activity – what is offered? Who are the target groups?**

The collections are displayed through working heritage exhibits and hands-on interactives. Thinktank has the world's oldest working steam engine, which operates regularly on steam. Our target audiences are diverse, but our largest audiences are families with children and school groups.

#### **Does the activity engage with hard to reach groups?**

We engage with hard to reach groups through Open Days targeted at disadvantaged communities, school and community outreach programmes, and community-curated exhibitions.

#### **Did you work in partnership to deliver this activity? Who were your partners?**

Yes. We work with a range of different partners depending on the activity.

#### **Have there been any problems/successes with partnership working?**

-

#### **Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. We evaluate all our activities with target audiences in terms of learning and social outcomes.

#### **Results – what is working well and for whom?**

Our audiences - both educational and family - grow year on year in response to listening to our visitors.

#### **How have the outcomes been disseminated?**

In most instances, our evaluation is for internal purposes to ensure we meet the needs of target audiences in future activities.

#### **What have been the key learning points from this activity?**

We have learned that all activities are enhanced if communities and individuals are consulted from the outset of any project.

#### **Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

The activity is not sustainable without revenue income from Birmingham City Council.

**Activity 2:**

Interpretation of Science, Technology, Engineering and Maths (STEM).

**How the activity came into existence**

Engaging science is the core theme at Thinktank

**Who commissioned the activity?**

We receive funding from various sources, including national Government (STEMNET), and regional Government (Advantage West Midlands) in our role as a public engagement with science co-ordinator for Birmingham Science City.

**How is it funded?**

As above.

**Does the activity have more than one funding source?**

We also contracted to be the Young Peoples Programme coordinator for the 2010 British Science Festival, funded by the British Science Association.

**Aims and Objectives of the activity.**

To engage young people in STEM subjects, so they make positive career and life choices relating to science, and help address the UK's serious skills shortages in these areas.

**Which sectors does the activity relate to?**

Health, environment, social agenda, education, lifelong learning, local authority (regional) development, culture, economic development.

**Description of activity – what is offered? Who are the target groups?**

Young people of all ages, but especially in formative years prior to choosing GCSE subjects in school.

**Does the activity engage with hard to reach groups?**

Yes, we target hard to reach groups in all our activities.

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes. We work with various partners, from those listed above to Association of Science and Discovery Centres, British Interactive Group, ECSITE, Association of Science and Technology Centres.

**Have there been any problems/successes with partnership working?**

We evaluate all our activities with target audiences in terms of learning and social outcomes.

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. We can only measure short-term responses to our programmes, as it is difficult to measure the long-term positive impact of STEM programmes.

**Results – what is working well and for whom?**

Our programmes are popular with visitors and educationalists alike.

**How have the outcomes been disseminated?**

Most of our evaluation is for internal use to improve programmes in the future.

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do**

**you think the activity is sustainable?**

Thinktank aims to become a 'one-stop shop' for STEM learning in the West Midlands. This is not sustainable without funding from a range of partners.

**Activity 3:**

Reaching out to hard to reach groups

**How the activity came into existence**

Most museums tend to have white, middle class audiences.

**Who commissioned the activity?**

Thinktank Trust's decision to reach out to disadvantaged groups, supported by our main funder, Birmingham City Council.

**How is it funded?**

Local Government grant.

**Does the activity have more than one funding source?**

Our outreach activities are supported by various charitable grants.

**Aims and Objectives of the activity.**

To reach out to non-traditional audiences for museums in disadvantaged wards of the city.

**Which sectors does the activity relate to?**

Social agenda, education, lifelong learning, local authority (regional) development, culture, economic development.

**Description of activity – what is offered? Who are the target groups?**

We operate a schools outreach programme (two vans visit schools on a daily basis with staff running educational programmes to 20,000 children per annum). We also operate a community outreach programme to break down barriers to visiting Thinktank, and hold regular free Open Days targeted at disadvantaged wards of the city. We also consult with local communities to produce 'community-curated' exhibitions.

**Does the activity engage with hard to reach groups?**

This is the core objective of this activity.

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes. We work with a range of partners.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. Most of our evaluation is for internal use to improve future service delivery.

**Results – what is working well and for whom?**

Community curated exhibitions are extremely powerful for those taking part.

**How have the outcomes been disseminated?**

The 'We Chose It' report has been widely disseminated.

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Outreach, consultation and community curation are key factors in Thinktank's future development.

**Activity 4:**

Development of exhibitions

**How the activity came into existence**

Thinktank needs to develop to maintain existing audiences and attract new ones.

**Who commissioned the activity?**

Thinktank Trust

**How is it funded?**

A range of local and regional Government, together with national charitable trusts and commercial sponsors.

**Does the activity have more than one funding source?**

-

**Aims and Objectives of the activity.**

To refresh exhibitions and develop audiences.

**Which sectors does the activity relate to?**

Social agenda, education, lifelong learning, local authority (regional) development, culture, economic development.

**Description of activity – what is offered? Who are the target groups?**

Thinktank currently has plans to redevelop two key internal exhibitions, develop an external interactive science playground, and upgrade all its learning facilities.

**Does the activity engage with hard to reach groups?**

All our activities engage with hard to reach groups. The science playground will be accessible free of charge to local communities, which represent some of the most disadvantaged areas of the city.

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes. We work with a range of partners.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. As above.

**Results – what is working well and for whom?**

-

**How have the outcomes been disseminated?**

As above.

**What have been the key learning points from this activity?**

Thinktank is much better at developing exhibitions and activities that meet the needs of defined audiences.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Development is entirely dependent on accessing external sources of funding. This is becoming increasingly difficult in recession as public bodies prepare for a period of austerity, charitable trust have less investment income, and commercial sponsors reduce expenditure.

**Activity 5:**

Diversification

**How the activity came into existence**

ThinkTank Trust

**Who commissioned the activity?**

ThinkTank Trust

**How is it funded?**

ThinkTank Trust

**Does the activity have more than one funding source?**

-

**Aims and Objectives of the activity.**

To reach out to diverse audiences through our various school and community programmes. To recruit and develop an ethnically diverse staff reflecting the diversity of the local population.

**Which sectors does the activity relate to?**

Social agenda, education, lifelong learning, local authority (regional) development, culture, economic development.

**Description of activity – what is offered? Who are the target groups?**

We engage diverse audiences through our school and community outreach programmes (see above). We recruit and train a diverse workforce through our Science and Heritage Career Ladder programme, delivered in partnership with the New York Hall of Science

**Does the activity engage with hard to reach groups?**

Yes - this is implicit in the programme.

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes. Various, including New York Hall of Science. We provide training and part-time employment opportunities for 16 year olds as they continue their science education, and provide guaranteed permanent employment at the end of this period.

**Have there been any problems/successes with partnership working?**

Working with NYHS has been hugely beneficial, as the Science Career Ladder programme has been operational for 25 years.

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes.

**Results – what is working well and for whom?**

-

**How have the outcomes been disseminated?**

-

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Thinktank is committed to developing the Science and Heritage Career Ladder programme every year, increasing the diversity of its staff.

## **EUCASC Partner Survey Responses**

**Partner:** Sten Ljungström

**Organisation:** Universeum

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### **Please provide a brief description of your organisation:**

Universeum Discovery Centre Universeum serves as a meeting place for various fields of scientific study, the academic world, the private sector and the school system - a national and international crossroad for young and old alike. Universeum opened in June 2001 and with half a million visitors yearly it is by far the biggest science centre in Sweden. It is located in the centre of Göteborg on the Swedish west coast. The exhibition area is 10 000 sqm. Universeum includes a mixture of living and technical exhibitions. It features exciting aquarium installations, a living South American rainforest model, a Swedish landscape as well as a large workshop for experimentation, so combining nature and technology. The actual science centre exhibitions are about music, space, car crash safety, the human body, sport etc. Its holistic concept takes its starting point in a humanistic point of view where Man, nature, society, technology and the arts are all part of the same context. This concept supports the idea that by helping individuals to put things in context and understand their potential to influence the way in which things develop, we also provide them with a belief in the future. There is continuous demand from teachers at all levels for information about the latest research results to be presented in a form that can be understood by non-researchers. As a result, our activities include a framework structure for an undergraduate

programme, for which credits are awarded, and ongoing teacher training. Universeum offers a diverse school program. We have developed concepts for informal learning, which have received very positive critics from children, teachers and evaluators. We visualise the natural sciences and technique in order to increase the understanding of these subjects. We maintain a dialogue between school, research, trade and industry, society and the general public. Young people can bring on their ideas, meet scientists and exchange experiences in an active network. As well we visit schools in an outreach project with two themes concerning molecules and radiation, respectively. It takes knowledge to convey knowledge and Universeum's staff are characterised by commitment and competence. We have many specialists with profound knowledge in their field. Such knowledge is a prerequisite to inspire and arouse interest and enthusiasm for dedicated studies in fields as biology, biotechnology, chemistry, physics, mathematics, technique, geology, environmental sciences and zoology.

## **Universeum, Sweden**

### **Activity 1:**

"Molecular Frontiers" - a global effort – and "Molekul" – a local effort - to promote molecular science.

#### **How the activity came into existence**

Since I share my time between Universeum and Chalmers University of Technology I wanted to start a joint project where young researchers bring their knowledge to young people with the help of professional educators.

#### **Who commissioned the activity?**

Ourselves.

#### **How is it funded?**

Private funds.

#### **Does the activity have more than one funding source?**

Four different funds.

#### **Aims and Objectives of the activity.**

To inspire young people in science.

#### **Which sectors does the activity relate to?**

Education.

#### **Description of activity – what is offered? Who are the target groups?**

Molecular Frontiers is a global effort to stimulate the interest for molecular sciences and to encourage young people to pursue scientific thinking. The purpose is to follow the developments in modern science, inspire curiosity and spread knowledge. Molecular Frontiers has the unique feature of a Scientific

Advisory Board of thirty leading scientists, nine of them Nobel laureates, interacting with young scientists, pointing out to young people essential scientific goals and giving guidance for how to reach them. On its Website for young people, MoleClues, participants are engaged in scientific discussions. They are encouraged to send in questions about molecular science and receive replies from a Mentor - a dedicated young scientist from the worldwide Molecular Frontiers network. On the local level we have launched a new school outreach program about molecules, "Molekul" (meaning to have fun with molecules). A young active scientist and a science centre educator together pay visits to schools to do workshops, at first with the teachers and later on with the children on two occasions. A special car is dedicated for this project loaded with expensive scientific instruments and laboratory equipment. Teachers as well as pupils have the possibility to take part in, discuss and learn about the most recent scientific advances and results in a certain topic directly with the person who performs the research. It is the role of the science centre educator to ensure that the pedagogic level is right. Hopefully, we make a strong and lasting input in the way of teaching science at early ages. The first topic has a Crime Scene Investigator (CSI) theme.

**Does the activity engage with hard to reach groups?**

Not yet.

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes. Universeum together with the university.

**Have there been any problems/successes with partnership working?**

10 articles in local press 2 radio programs.

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. After every school visit we have an evaluation from the school.

**Results – what is working well and for whom?**

Extremely positive.

**How have the outcomes been disseminated?**

-

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

We will strengthen this work and extend it to visit disadvantage groups.

### **Activity 2:**

Biomimicry - Nature as model for sustainable development.

**How the activity came into existence**

Universeum has a scientific advisory board in which this topic was envisioned.

**Who commissioned the activity?**

-

**How is it funded?**

Private funds.

**Does the activity have more than one funding source?**

-

**Aims and Objectives of the activity.**

To make visitors and school children aware of the nature as an inspiration source for many things like technical development.

**Which sectors does the activity relate to?**

Education, lifelong learning.

**Description of activity – what is offered? Who are the target groups?**

What can termites teach us about air conditioning? Why do we use soap bubbles as models for new building constructions? Can we use and benefit from the principles of an ecosystem when developing our societies? At Universeum we believe in learning from the solutions found in nature where optimisation, closed systems and ambition to reach equilibrium and win-win situations are natural principles. We also believe this perspective provides us with new ideas, sustainable solutions and an improved relationship between human and nature. Therefore we are now committed to work with this area called biomimicry and produce an exhibition, programme activities and a new theme for schools. We wish to inspire young people to think in new positive ways, to make them think about how fantastic nature is and find nature's methods to create solutions that we can use. Biomimicry concerns how we can get inspiration from nature and use nature as a model for sustainable solutions to our challenges. It is cross-disciplinary, contains mathematics, design, science, medicine, technology and so forth and is the application of biological methods and systems found in nature to the study and design of engineering systems and modern technology. A classic example is the development of dirt- and water-repellent paint (coating) from the observation that the surface of the lotus flower plant is practically repellent to almost all things (the lotus effect). We change the focus from being on exploiting limited physical resources to a view of nature as the origin of knowledge and inspiration of a model that has worked up to now. In nature we can find solutions for problems for product development that contribute to a sustainable society. We strengthen the positive relation man – nature.

**Does the activity engage with hard to reach groups?**

-

**Did you work in partnership to deliver this activity? Who were your partners?**

-

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

No.

**Results – what is working well and for whom?**

We are planning this exhibition and we have only had two summer schools for girls 13 years old up to now.

**How have the outcomes been disseminated?**

Positive for the summer schools.

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

We want to build an exhibition.

**Activity 3:**

The impact of man made radiation

**How the activity came into existence**

We wanted to have an exiting experimental show for our visitors.

**Who commissioned the activity?**

-

**How is it funded?**

Our entrance fees.

**Does the activity have more than one funding source?**

-

**Aims and Objectives of the activity.**

Radiation in different forms and to amuse our visitors and school children.

**Which sectors does the activity relate to?**

Education, lifelong learning.

**Description of activity – what is offered? Who are the target groups?**

All around us we have an increasing amount of electronic devices that are wireless and remotely controlled. They communicate with electromagnetic radiation. Generally, electromagnetic radiation is classified into types by its wavelength like radio, microwave, infrared, the visible region we perceive as light, ultraviolet, X-rays and gamma rays. Mobile phones use electromagnetic radiation in the microwave range, the same wavelength area as for the microwave oven, a kitchen appliance that cooks or heats food by dielectric heating. Any dielectric material (such as living tissue) is heated by rotations of polar molecules induced by the electromagnetic field. These concerns have induced a large body of research especially since everyone nowadays uses mobile phones frequently. The presentation showcases several exciting experiments which are performed in a new experimental show at Universeum. For example we measure the radiation from your own mobile, the TV remote-control, car keys etc and different effects originating from a variety of sources of electromagnetic radiation are shown.

**Does the activity engage with hard to reach groups?**

Not yet but we plan to make the show in a shorter version in an outreach project.

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes. Universeum together with the university.

**Have there been any problems/successes with partnership working?**

It is great to have the real specialists involved.

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

No.

**Results – what is working well and for whom?**

Visitors come to Universeum just to see the show. News papers have written two articles about the show.

**How have the outcomes been disseminated?**

-

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

-

**Activity 4:**

diGit – not a normal music experience

**How the activity came into existence**

-

**Who commissioned the activity?**

-

**How is it funded?**

Private companies.

**Does the activity have more than one funding source?**

-

**Aims and Objectives of the activity.**

To show new techniques to produce music and to attract young people (15-25 years) which are hard to attract to a science centre.

**Which sectors does the activity relate to?**

Education, lifelong learning, culture.

**Description of activity – what is offered? Who are the target groups?**

At Universeum we have produced a completely new kind of music exhibition. It is an interactive music installation of digital creativity. You create your own music. You can loop, scratch, mute and jam without any previous knowledge at all. The line of thought was to attract teenagers to Universeum. The content is largely based on the work of a composer and researcher in innovative design at Chalmers University of Technology. It consists of 15 exhibits. All of them are placed in separate rooms of glass. Here three examples are presented: With the MutaSynth you create new music by active listening. It is truly interactive. Using the simple concept of computer-generated variation and interactive selection, anyone can evolve complex music that has never existed before. MutaSynth is based on a variation on the well-known evolutionary algorithms. You start to listen to a population of nine random musical structures, or grooves. You select the one you like best and nine new baby-grooves will be generated. They are created automatically, by applying slight variations on the parent sound, thus generating mutations of the selected parent. You listen to these new grooves and select the best one for breeding, once again. This process can be iterated any number of times, and on the way many fascinating new sounds will be discovered. At any time in the process the result can be saved and you can listen to your composition. Ossia is an interactive work for Disklavier (MIDI controlled piano) and computer. If someone plays on the electrical piano and pushes the button to send between the pieces, a new composition will immediately be written based on what was played, and it will be performed immediately after the player has stopped. To realize this, a formalized selection function was implemented, which evaluates a musical fragment based on its statistical properties, such as duration, average, maximum and minimum note density, amount of silence, maximum number of simultaneous notes, and repetivity. The Theremin was invented in 1919 by a Russian physicist named Lev

Termen (his name was later changed to Leon Theremin). Today, this marvellous instrument is once again in the musical spotlight. Besides looking like no other instrument, the theremin is unique in that it is played without being touched. Two antennas protrude from the theremin - one controlling pitch, and the other controlling volume. As a hand approaches the vertical antenna, the pitch gets higher. Approaching the horizontal antenna makes the volume softer. Because there is no physical contact with the instrument, playing the theremin requires precise skill and perfect pitch.

**Does the activity engage with hard to reach groups?**

Not yet.

**Did you work in partnership to deliver this activity? Who were your partners?**

Yes. With university people, musicians, computer companies.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. We have used normal visitor evaluations and some people love it, others think it is hard to understand.

**Results – what is working well and for whom?**

-

**How have the outcomes been disseminated?**

-

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

-

## EUCASC Partner Survey Responses

**Partner:** György Deák, Ph.D

**Organisation:** Pro Sal – Praid Salt Mine

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### Please provide a brief description of your organisation

Pro Sal is a non profit organisation and administers the Salt Museum and Salt Mine Health Care establishment. It is one of the most important salt mines of the Transylvanian Plateau. Pro Sal – Praid Salt Mine is responsible for the administration of this protected area to provide an integrated tourist, science, entertainment and health care experience with the underground museum as an educational establishment and a scientific research base.

### Pro Sal – Praid salt mine

#### **Activity 1:**

Salt culture presentation

#### **How the activity came into existence**

The purpose of the activity is to disseminate technical information about mining activity in the past and in the present as well as the evolution of the salt community in the area

#### **Who commissioned the activity?**

The members of Asociatia Pro Sal and Praid salt mine

#### **How is it funded?**

Mainly with the proper annual budget.

#### **Does the activity have more than one funding source?**

The activity counts on the sponsorship of

#### **Aims and Objectives of the activity.**

- Disseminate a history of the area, related to the salt mining activity in time, starting with the Roman period

- Be a valuable part of the cultural tourism network.

**Which sectors does the activity relate to?**

Rural tourism and culture

**Description of activity – what is offered? Who are the target groups?**

The Pro Sal together with the Praid salt mine offers:

- information about the geology of the Praid area and salt diapir;
- evolution of the mines complex and the impact on the evolution of the local community
- underground salt museum and salt canyon

Targeted group: general population (children, young people and adults)

**Does the activity engage with hard to reach groups?**

-

**Do you work in partnership to deliver this activity? Who are your partners?**

Yes. Travel agencies, educational institutions.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

-

**Results – what is working well and for whom?**

It has helped the local community that has developed an infrastructure in response to the visitors (accommodation, restaurants, and shops with local art products).

**How have the outcomes been disseminated?**

Via internet, TV, press.

**What have been the key learning points from this activity?**

National and international cooperation.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Improve the communication strategy and sustainable partnership with EcoMining Platform.

**Activity 2:**

Art in the underground

**How the activity came into existence**

There are annual 'creation camps' when the work of sculptors and painters decorate the walls of the treatment base from the salt mine's underground.

**Who commissioned the activity?**

The members of Asociatia Pro Sal and Praid salt mine

**How is it funded?**

Mainly with the proper annual budget and others.

**Does the activity have more than one funding source?**

-

**Aims and Objectives of the activity.**

Support and motivate talented artists to adapt their creations within the field of natural and technical sciences.

**Which sectors does the activity relate to?**

Communication, culture.

**Description of activity – what is offered? Who are the target groups?**

Plastic arts activities: salt wall picture, salt rock sculpture, mining tools & sculpture mix.

Targeted groups: all age categories of artists

**Does the activity engage with hard to reach groups?**

-

**Do you work in partnership to deliver this activity? Who are your partners?**

Educational institutions, art foundations.

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

-

**Results – what is working well and for whom?**

Mainly there are organised underground exhibitions, albums.

**How have the outcomes been disseminated?**

Via portal <http://www.salinapraid.ro/en/description.php/Art-in-the-underground/13/>, presentation at conferences and meetings, etc.

**What have been the key learning points from this activity?**

Communication with educational sector.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Networking

**Activity 3:**

Scientific and technical events

**How the activity came into existence**

It follows up successful project Open Science I.

**Who commissioned the activity?**

National Authority of Scientific Research.

**How is it funded?**

National Projects.

**Does the activity have more than one funding source?**

Others.

**Aims and Objectives of the activity.**

The previous two editions of the International Seminar: ECOMINING – Europe in 21<sup>st</sup> century (2005, 2007) support the natural and technical sciences. It has encouraged domestic researchers to cooperate with their European colleagues and has enabled talented students to become researchers in the field of mineral resources, exploitation and environmental protection. This activity also aims to increase the number of researchers applying for European and international funds.

**Which sectors does the activity relate to?**

Economic development, private sector of mining industry,

**Description of activity – what is offered? Who are the target groups?**

The academic and research community; central and local decision makers in the area of mineral resources exploitation; affected communities.

**Does the activity engage with hard to reach groups?**

-

**Do you work in partnership to deliver this activity? Who are your partners?**

Yes. Ministry of Economy, National Agency of Mineral Resources, Ministry of Education and Research, University of Petrosani, Romanian mining companies, European partners: Itasca Consulting Group (Gelsenkirchen, Germany), Institute fur Geotechnik (Technische Universitat Bergakademie Freiberg, Germany), Technical University of Crete (Greece), Dolexpert Geotechnika (Prague, Czech Republic).

**Have there been any problems/successes with partnership working?**

-

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. Number of national and international partnerships, number of European grants and project proposals submitted to the European Commission.

**Results – what is working well and for whom?**

EcoMining Platform founding (2008), as an international organisation with founder members from: Romania, Czech Republic, Hungary, UK, France, Germany, Greece

This project is at the beginning; for all Romanian partners involved in CASC Project.

Project FP6-044126 Safe Management of Mining Waste and Waste Facilities SAFEMANMIN : 1 January 2007 – 30 June 2008 (12 partners / 9 European countries)

Two projects proposals: FP7-212444/ Call ENV.2007.3.1.2.1/Deadline May 2, 2007, 15.00 Brussels local time (12 partners/9 European countries) & FP7-212270/Call ENV.2007.3.2.1.1./ Deadline May 2, 2007, 15.00 Brussels local time (11 partners/7 European countries)

**How have the outcomes been disseminated?**

Technical journals, conference proceedings, website

**What have been the key learning points from this activity?**

Communication with private sector.

International co-operation for further sustainable development in the area of mineral resources exploitation, in respect of the environment

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

The 3<sup>rd</sup> Edition of the International Seminar: ECOMINING – Europe in 21<sup>st</sup> Century, in 4-5 September 2009, Milos Island, Greece in partnership with Technical University of Crete; new editions of the Seminar, new partnerships on the UE projects

## **EUCASC Partner Survey Responses**

**Partner:** Libuše Chládková

**Organisation:** South Moravian Centre for International Mobility (JCMM)

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### **Please provide a brief description of your organisation**

The South Moravian Centre for International Mobility (JCMM) was established in 2005 by the South Moravian Regional Authority; the Technical University Brno; Masaryk University Brno and the Mendel University of Forestry and Agriculture Brno. In 2008 the University of Veterinary and Pharmaceutical Sciences Brno also joined.

JCMM focuses on human resources for science and technology. JCMM supports incoming of students and researchers to the South Moravian Region and enhances conditions for further development of talented students studying in the South Moravian Region.

The main aims of JCMM are to:

- 1) support talented students with interest in science at high school level
- 2) support talented PhD students
- 3) support inflow of talented university students from abroad
- 4) support inflow of excellent researchers from abroad
- 5) support reintegration of Czech researchers currently working abroad.

At the moment JCMM is also involved in preparation of a Science Museum, which is planned to be established in the near future.

## South Moravian Centre for International Mobility

### **Activity 1:**

Support development of talented students with interest in science at high school level.

#### **How the activity came into existence?**

The regional authority established a system of grants for the best young students in the region. This activity was given to the newly established JCMM to administer in 2005. In 2008 JCMM prepared a project aimed at broadening the activity; the project was accepted and successfully started at the beginning of 2009. In 2008 the project became part of the Regional Innovation Strategy of the South Moravian Region (RIS3) for the period 2009-2013.

#### **Who commissioned the activity?**

Regional authority, JCMM

#### **How is it funded?**

Regional authority, EU Structural Funds.

#### **Does the activity have more than one funding source?**

Yes – it is co-financed from EU Structural Funds.

#### **Aims and Objectives of the activity.**

The project goal is to offer high school students, gifted in natural and technical science, an opportunity to develop their talent and to offer their teachers effective tools to support students with exceptional abilities.

#### **Which sectors does the activity relate to?**

Education, research, human resources and economic development on a regional level.

#### **Description of activity – what is offered? Who are the target groups?**

1. The best young high school students can obtain a grant to cover expenses of their educational activities (e.g. courses and summer schools).
2. JCMM offers students work on specific research projects under supervision of a scientist from a university or a research centre
3. Internships at the local universities and research centres for high school students
4. Students can also participate in e-learning courses and excursions with previous on-line educational lessons.
5. One-off excursions and visits to the top research centres and science institutions in the Czech Republic and Europe.

#### **Does the activity engage with hard to reach groups?**

Yes. The target group is young people. We have got a network of school coordinators who advise students about the activities which they can attend and other opportunities to develop their abilities.

#### **Do you work in partnership to deliver this activity? Who are your partners?**

Yes:

- The Regional Authority, Czech Academy of Science (project “Open Science” – research practice for talented high school students).
- Talnet – Science Online and Association for supporting talented high school student of the Czech Republic.

**Have there been any problems/successes with partnership working?**

The partnership is quite new. So far, it has been working fine.

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. Student grants are being monitored and evaluated at the moment. The outcome of the evaluation will suggest new ways to distribute grants and possibly new measures to support young talents. Collected data included school results, attendance at after school activities, involvement in research and participation in other competitions for high school students.

**Results – what is working well and for whom?**

The evaluation is in progress at the moment. The result will be known at the end of the year 2009.

**How have the outcomes been disseminated?**

Via portal <http://www.jcmm.cz>, promotional material (leaflets, posters), presentation at conferences and meetings, for example.

**What have been the key learning points from this activity?**

There is lack of these kinds of activities in our region and the opportunity for further education is highly appreciated among the students.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

The short experience has shown this activity to be highly important and innovative and the regional authorities are willing to support continuation of these activities and other projects of similar kind.

Its medium-term sustainability is guaranteed by the RIS Action Plan.

**Activity 2:**

Support for talented PhD students.

**How the activity came into existence**

The project is part of the Regional Innovation Strategy of the South Moravian Region (RIS3) for period 2009-2013 and was drafted by its working group.

**Who commissioned the activity?**

Brno City Municipality

**How is it funded?**

Brno City Municipality grant

**Does the activity have more than one funding source?**

No, just one

**Aims and Objectives of the activity**

Provide long term income support for talented PhD students in order to improve study conditions and encourage graduates of Masters degree programmes to pursue their postgraduate studies at one of our partner universities.

**Which sectors does the activity relate to?**

Postgraduate education in technical and natural sciences, education, research and regional economic development.

**Description of activity – what is offered? Who are the target groups?**

Target group: PhD students enrolled at our partner universities in one of the supported fields of study.

What is offered: Three-year financial support of 10 thousand CZK per month

(cca 400€) for 20 students. *Note, that present fixed income of full-time PhD students is about 7.5 thousand CZK (cca 300€).*

Aim: To bring the income of PhD students nearer to the net income in the region.

**Does the activity engage with hard to reach groups?**

No.

**Do you work in partnership to deliver this activity? Who are your partners?**

We cooperate closely with our four partner universities (consultations, publicity, etc.).

**Have there been any problems/successes with partnership working?**

The cooperation with our partner universities is quite successful.

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

The activity has just been set up and it is being launched (first call for applications).

**Results – what is working well and for whom?**

No final results available.

**How have the outcomes been disseminated?**

No outcomes reached yet.

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Its medium-term sustainability is guaranteed by the RIS Action Plan.

Future development plan includes private sector cooperation and co-financing.

### **Activity 3:**

Scholarship for foreign university students.

#### **How the activity came into existence**

The regional authority established a system of grants for the best foreign university students who wish to study in the region. This activity was given to the newly established JCMM to administer. In 2009 JCMM, with the regional authority, widened the activity by establishing two Czech language courses in Ukraine and Russia. In 2008 the project became part of the Regional Innovation Strategy of the South Moravian Region (RIS3) for period 2009-2013.

#### **Who commissioned the activity**

The regional authority

#### **How is it funded?**

Regional authority, private sector

#### **Does the activity have more than one funding source?**

Yes. Some of the students' fellowships are funded or co-funded by private sector

#### **Aims and Objectives of the activity.**

To attract talented students from abroad (outside EU) who wish to study in the South Moravian Region (in Czech language). The programme is primarily

aimed at attracting PhD students.

**Which sectors does the activity relate to?**

Research, education, regional economic development.

**Description of activity – what is offered? Who are the target groups?**

1. Administrative and informational support for foreign students with the application for a university. Students have to study in the Czech language – there is no admission fee.
2. Administrative support for foreign students with the entrance to the country and informational support during their stay in the region.
3. One-year scholarship (30 scholarships each year). If a student is successful, the university continues the student's scholarship in subsequent years.
4. NEW activity from 2009: 1-year long Czech language courses in selected countries for students who wish to study at university in the South Moravian Region (in 2009-2010 Ukraine and Russia).

**Does the activity engage with hard to reach groups?**

No

**Do you work in partnership to deliver this activity? Who are your partners?**

Yes: regional universities, the regional authority and the private sector,

**Have there been any problems/successes with partnership working?**

Not so far.

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

No

**Results – what is working well and for whom?**

The activity helps attract talented students from abroad, mainly PhD students. The benefits from this activity is for both the students and the regional research institutions (which gains talented young researchers)

**How have the outcomes been disseminated?**

- Via several relevant portals focusing on student's mobility (e.g. [www.studyin.cz](http://www.studyin.cz)) including the home page of JCMM.
- Promotional material (leaflets, posters) which have been distributed at international educational fairs.
- Information about this activity has been given at bilateral meetings between the regional universities and their partner universities from abroad.
- Presentation at conferences and meetings, for example.

**What have been the key learning points from this activity?**

-

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

The number of students supported may increase and the number of Czech language courses abroad may also rise.

Its medium-term sustainability is guaranteed by the RIS Action Plan.

**Activity 4:**

SoMoPro programme – incoming and reintegration grants for top-class researchers.

**How the activity came into existence**

JCMM set up a strategy for its centre and for its future development. SoMoPro programme was identified as one of the action which is needed in the region and should be administrated through JCMM. In 2008 the project became part of the Regional Innovation Strategy of the South Moravian Region (RIS3) for period 2009-2013.

**Who commissioned the activity?**

JCMM

**How is it funded?**

Regional Authority and Europaen Commission (7. FP)

**Does the activity have more than one funding source?**

Yes – co-funded by Marie Curie Actions (7.FP of the EC)

**Aims and Objectives of the activity.**

SoMoPro is a regional grant programme, which aim is to:

- a) attract foreign researchers to work in a research institution in the South Moravian Region for the period of 1 to 3 years.
- b) Motivate Czech researchers currently working in research abroad to come back to a research institution in the region.

The main aim of SoMoPro is to contribute to

**Which sectors does the activity relate to?**

Research, education, regional economic development

**Description of activity – what is offered? Who are the target groups?**

Target groups: Czech researchers with international experience in research, Interantional researchers.

SoMoPro offers two types of mobility grants:

- a) **Incoming** - for non-nationals/non-residents of the Czech Republic;
- b) **Re-integration** - for Czech nationals having carried out research in a third country for at least 3 years.

Long-term fellowships for a period of 1 to 3 years will be supported only.

**Does the activity engage with hard to reach groups?**

ONLY LITTLE (WOMEN)- at the moment SoMoPro has no special means how to attract women. However in every leaflet we women are explicitly encourage to apply for SoMoPro grants.

**Do you work in partnership to deliver this activity? Who are your partners?**

YES – The main partner is The Regional Authority, who is the main co-ordinator of the project. JCMM is doing all the administration. Regional universities.

**Have there been any problems/successes with partnership working?**

Not so far

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

No, it is new and at its beginning.

**Results – what is working well and for whom?**

No results so far. Only that the scheme is very much appreciated among the

regional scientists and Czech scientists abroad.

**How have the outcomes been disseminated?**

Mainly through the partner universities and research organisation directly. Several websites, advertisement in science periodics (Nature, Science), CORDIS website.

**What have been the key learning points from this activity?**

The scheme is new, there has been no experience yet.

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

If the activity is successful and proves that it brings in the regional excellent researchers, the activity should be sustainable – financed by the Regional Authority.

Its mid-term sustainability is guaranteed by the RIS Action Plan.

**Activity 5:**

The EURAXESS Local Contact Point Brno – regional informational service and support for incoming and outgoing scientists.

**How the activity came into existence**

The EURAXESS Local Contact Point Brno was established in year 2008 as a part of the project "Czech Mobility Centre". In 2010 it will become an independent EURAXESS Service Centre. In 2008 the project became part of the Regional Innovation Strategy of the South Moravian Region (RIS3) for period 2009-2013.

**Who commissioned the activity?**

European Commission

**How is it funded?**

National government, regional authority.

**Does the activity have more than one funding source?**

YES – The EURAXESS Local Contact Point Brno is as a member of Czech Services Centre in years 2008-2011 funded by the Ministry of Education, Youth and Sports under the national EUPRO program. The regional authority is co-founding the activity.

**Aims and Objectives of the activity.**

- Dismantling administrative obstacles, and hence simplifying the processes concerning long-term stays of foreign researchers for the purpose of scientific research in particular and/or reintegration of Czech researchers after their international mobility.
- Be a valuable part of the European researchers' network.

**Which sectors does the activity relate to?**

Research, economic development.

**Description of activity – what is offered? Who are the target groups?**

The EURAXESS Local Contact Point (LCP) Brno offers:

- information about jobs and funding opportunities in the Czech Republic, advice in 'reintegration' of researchers in their home country;
- help with entry conditions, i.e. visas and other legal requirements; information and advice on social security, health care; how to ensure adequate social security; health and pension coverage; assistance in understanding taxation issues; insurance possibilities; information and

assistance on everyday life matters in the Czech Republic, e.g. housing, language courses, cultural activities, family support; practical and legal assistance for researchers and their family members, e.g. schooling, child care.

Besides the LCP cooperates also with governmental and non-governmental institutions and organizations (e.g. South Moravian Region, Municipality of Brno, Alien Police, SOZE, Nesehnutí and Multicultural Centre Prague). Targeted group: researchers.

**Does the activity engage with hard to reach groups?**

Yes. Family members of the international researchers.

**Do you work in partnership to deliver this activity? Who are your partners?**

Yes. We belong to the European Services Network - EURAXESS - consisting of more than 200 Services Centres in 35 European countries

**Have there been any problems/successes with partnership working?**

Many success stories – new cross-border cooperation possibilities, contacts, transfer of knowledge etc.

**Is the activity currently being monitored or evaluated? What type of data was collected and how are the outcomes being measured?**

Yes. Periodic reports for Czech Services Centre.

**Results – what is working well and for whom?**

The successful periodic reports, great help for researchers, network of partnerships.

**How have the outcomes been disseminated?**

Via the website [www.jcmm.cz](http://www.jcmm.cz), blog for researchers:

<http://euraxessbrno.blogspot.com/>, National Portal for researchers:

[www.euraxess.cz](http://www.euraxess.cz), promotional material, educational forums, close cooperation with the European Services Network.

**What have been the key learning points from this activity?**

International cooperation, knowledge of the local administrative system

**Future plans - how do you see the activity developing in the future? Do you think the activity is sustainable?**

Further development of the mobility centre, project sustainability, enlargement of the activities.

Its mid-term sustainability is guaranteed by the RIS Action Plan.