Welcome to the course on

Public Engagement and Societal Impact of Science

6 – 9 February 2024
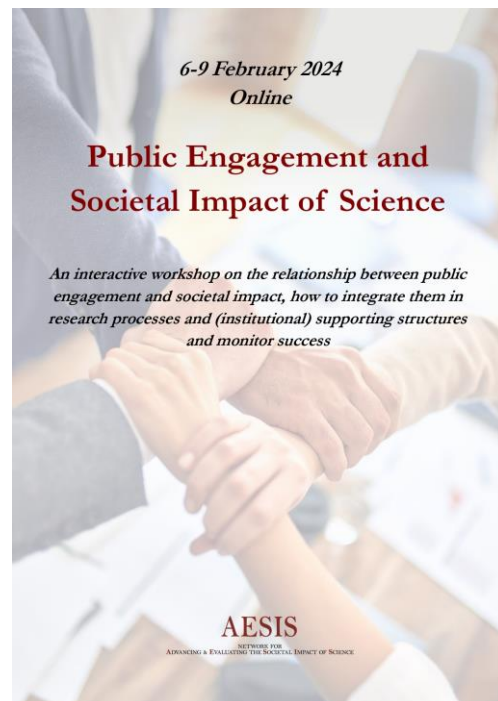
DAY 4

#PESI24

@AesisNet

AESIS

OVERVIEW OF THE COURSE

6-9 February 2024
Online

Public Engagement and Societal Impact of Science

An interactive workshop on the relationship between public engagement and societal impact, how to integrate them in research processes and (institutional) supporting structures and monitor success

AESIS
NETWORK FOR
ADVANCING & EVALUATING THE SOCIETAL IMPACT OF SCIENCE

Tuesday, 6 February

Introductions by AESIS – *Anika Duut van Goor*

Introducing Societal Impact and Public Engagement – *Anika Duut van Goor*

Public Engagement as a pathway to Social Impact– *Paul Manners*
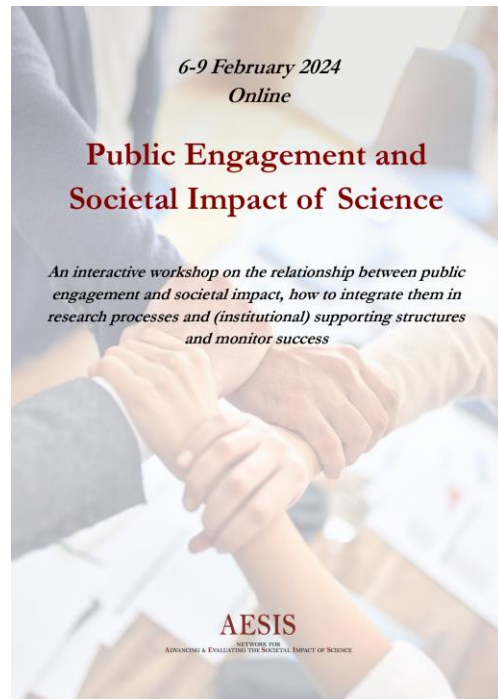
Planning impactful Public Engagement – *Eric Jensen*

Wednesday, 7 February

Planning impactful Public Engagement– *Eric Jensen*

Building Supportive Cultures for Public Engagement – *Victoria McGuinness*

Strategy, Leadership & Internationalisation – *Mhairi Stewart*

AESIS

#PESI24

OVERVIEW OF THE COURSE

6-9 February 2024
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**Public Engagement and
Societal Impact of Science**

*An interactive workshop on the relationship between public
engagement and societal impact, how to integrate them in
research processes and (institutional) supporting structures
and monitor success*

AESIS
NETWORK FOR
ADVANCING & EVALUATING THE SOCIETAL IMPACT OF SCIENCE

Thursday, 8 February

Demonstrating PE activities using logic model with KPIs – *Fergus McAuliffe*

Ethical & Inclusive Approaches in PE: Tuam Oral History Project –*Sarah-Anne Buckley*

Data Visualisation in Public Engagement – *Kalina Borkiewicz*

Co-creation and Public Engagement – *Rajesh Tandon*

Friday, 9 February

Bridging knowledge culture – *Rajesh Tandon*

Participant Presentations

Final Words and Questions

Overview of Day 4

6-9 February 2024
Online

**Public Engagement and
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An interactive workshop on the relationship between public engagement and societal impact, how to integrate them in research processes and (institutional) supporting structures and monitor success

AESIS
NETWORK FOR
ADVANCING & EVALUATING THE SOCIETAL IMPACT OF SCIENCE
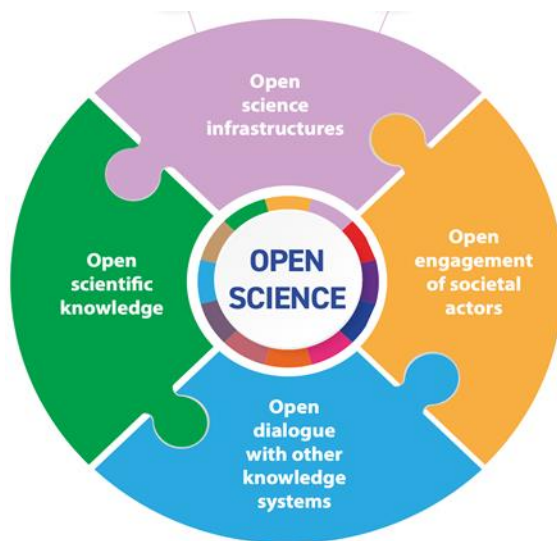
Bridging knowledge culture

Rajesh Tandon, *Founder-President, Participatory Research in Asia (PRIA), Co-Chair, UNESCO*

Chair on Community Based Research and Social Responsibility in Higher Education, India

Remaining questions, debates and assignment preparation

Anika Duut van Goor & Paul Manners

Participants' Presentations

Final words, Q&A, Closing reception

Bridging knowledge culture

Rajesh Tandon

Workshop on 'Public Engagement and Societal Impact of Science'

Organized by:
Network for Advancing & Evaluating the Societal Impact of Science (AESIS)

February 09, 2024

Facilitator:

Dr. Rajesh Tandon
Founder-President, Participatory Research in Asia (PRIA)
Co-Chair, UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education

Knowledge. Voice. Democracy.
PRIA

Knowledge. Voice. Democracy.
PRIA

- Open to publics

- Open to multiple epistemologies

- Open to lived experiences

- Open to indigenous ways of knowing

UNESCO Recommendation on Open Science
Adopted on November 23, 2021
Click here to read: http://tinyurl.com/rewbxf69

KNOWLEDGE CULTURES

- Are academic and community knowledge cultures similar?

- How does community describe knowledge & its purposes?

- Universal vs Context specific

- Embedded in local culture, language & rituals
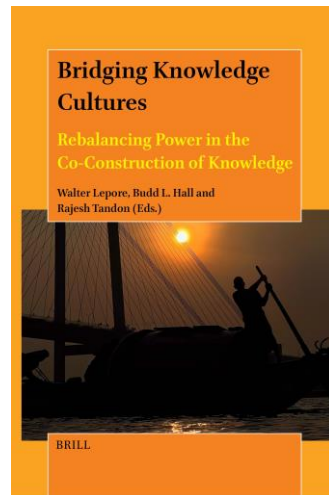
Bridging Knowledge Cultures: Rebalancing Power in the Co-Construction of Knowledge
Edited by: Walter Lepore, Budd Hall & Rajesh Tandon
Published by Brill (2024)
Click here to download FREE PDF of this book: https://brill.com/display/title/69418?language=en

THE ART OF BRIDGING

- Acceptance and Acknowledgement of Community Knowledge as Legitimate

- Relationships of Trust are the 'Cement of Equitable Research Partnerships'

- Learning to Listen: The Power of Story

- Structures for Decision-Making in Research Institutions
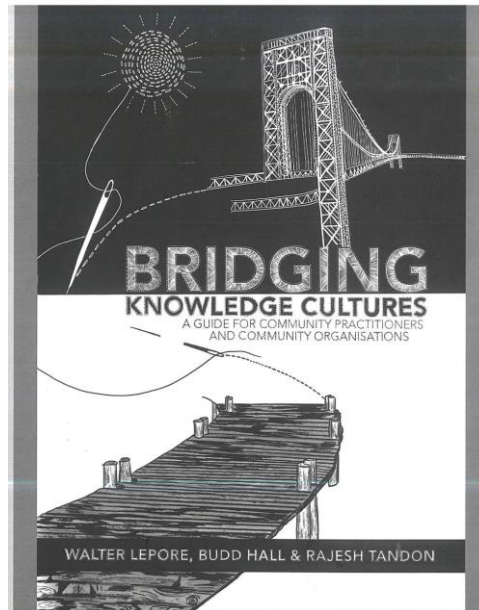
Bridging Knowledge Cultures: A Guide for Community Practitioners and Community Organizations
Walter Lepore, Budd Hall & Rajesh Tandon
Click here to download: https://www.unescochair-cbrsr.org/wp-content/uploads/2024/01/BRIDGING_KNOWLEDGE_CULTURES_MANUAL.pdf

Knowledge. Voice. Democracy.
PRIA

RECENT PUBLICATIONS & CONTACT DETAILS

Recent Publications:

Bridging Knowledge Cultures: Rebalancing Power in the Co-Construction of Knowledge

GUNi World Report on Higher Education 8 (Special Issue): New Visions for Higher Education towards 2030

Socially Responsible Higher Education: International Perspectives on Knowledge Democracy

Unlearning for Change: Empowering Journey of Women Domestic Workers in India

Small Acts Can Make a Big Impact Too

Young Adults Learn Collectively to end Violence against Women and Girls: Experiences from India

Reach out to us:

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Facebook:
@pria.india
@UNESCOchairCBR
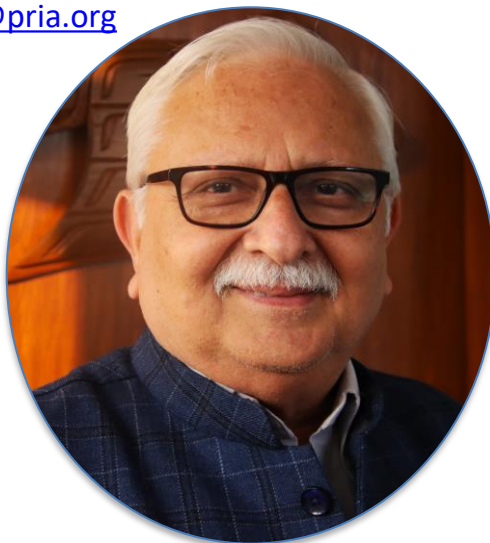
Websites:
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www.unescochair-cbrsr.org

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http://tinyurl.com/2ayt4cf8 (UNESCO Chair in CBRSR)
https://www.linkedin.com/company/pria-india (PRIA)

Instagram:
https://www.instagram.com/unescochaircbrsr/ (UNESCO Chair in CBRSR)
https://www.instagram.com/pria.india/ (PRIA)

Break 20 min

Remaining questions, debates and assignment preparation

Anika Duut van Goor & Paul Manners

Thinking Wider

Cross border collaboration and influence

South Africa – Germany PEX

SimpliciTB

SimpliciTB

Can we create a flexible framework for the semi-standardised monitoring and evaluation of community engagement activity over nine clinical trials in five African nations?
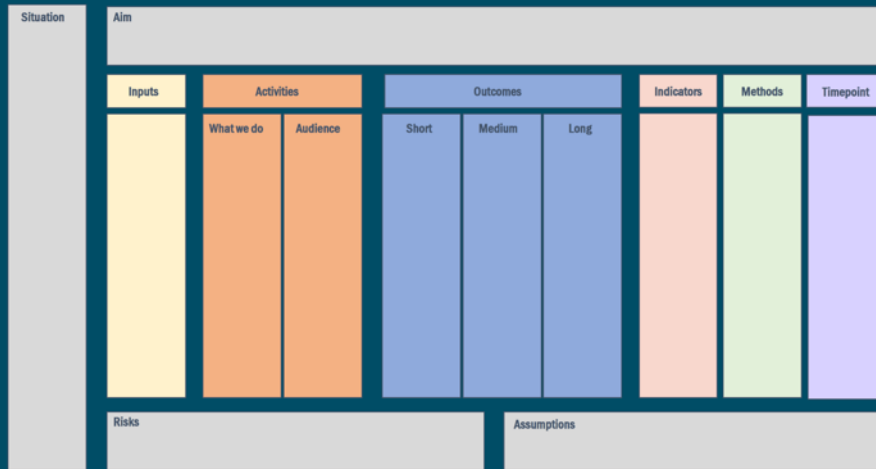

Between-site similarities

Desired outcomes

SimpliciTB

Can we create a flexible framework for the semi-standardised monitoring and evaluation of community engagement activity over nine clinical trials in five African nations?

Logic model draft framework has now been used to:
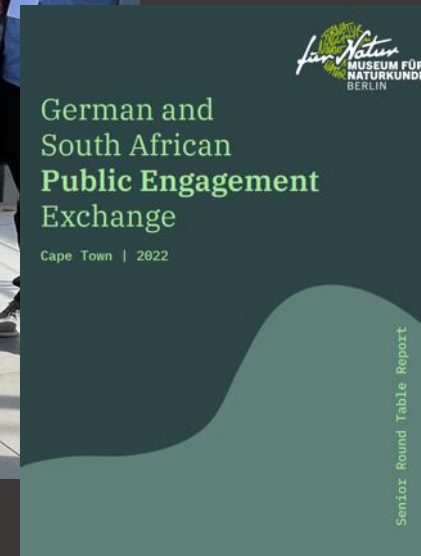
- Standardise reporting
- Create case studies for best practice
- Inspire new cross border 'toolboxes'
- Stimulate capacity development ideas

Future outlook:

- Modified version already being developed by the TB Alliance for new clinical trials
- Start of a network with a view to informing clinical trials globally

South Africa – Germany PEX
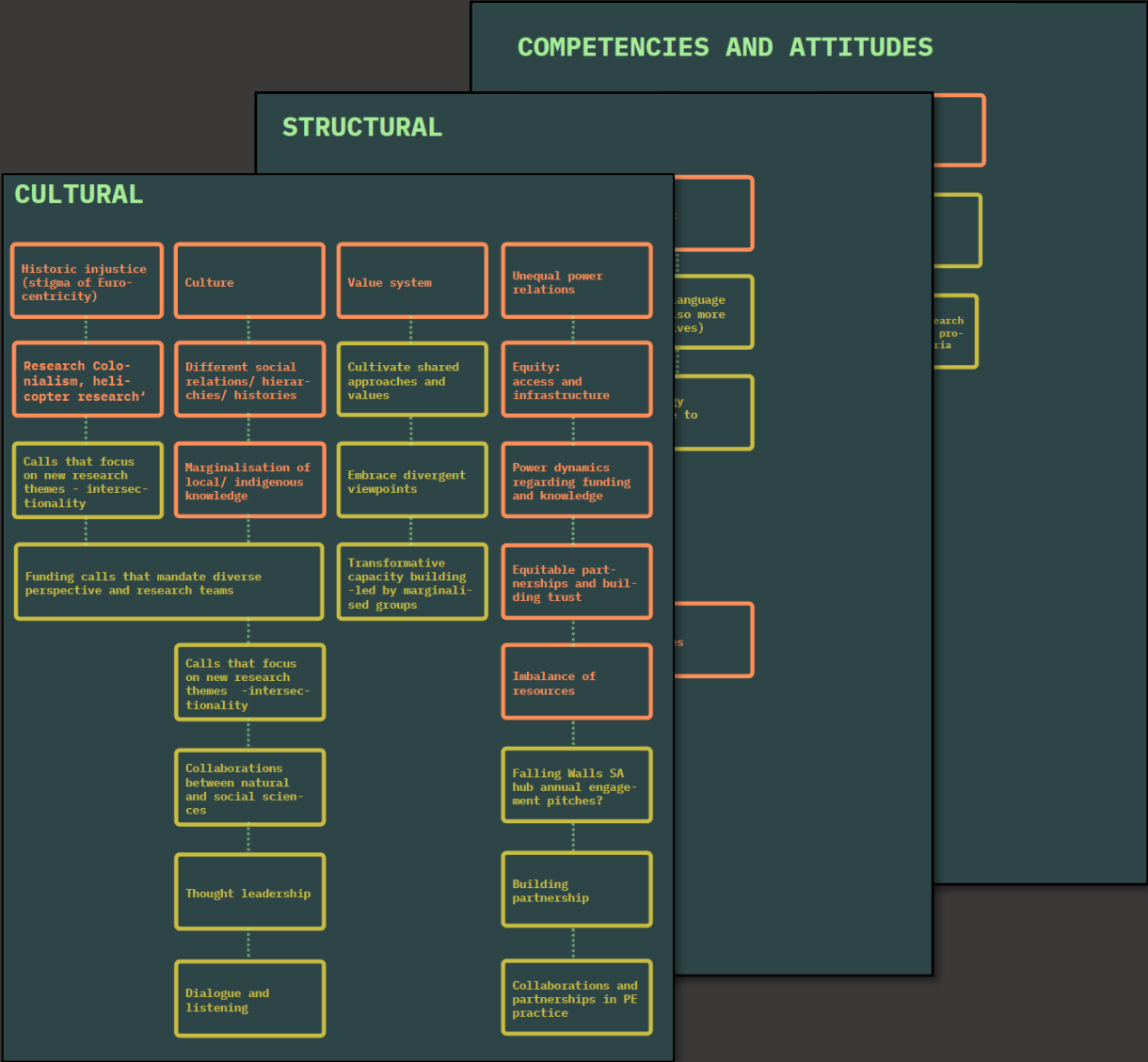## Public Engagement Exchange

South Africa – Germany PEX

BARRIERS

and

OPPORTUNITIES

COMPETENCIES AND ATTITUDES

STRUCTURAL

CULTURAL

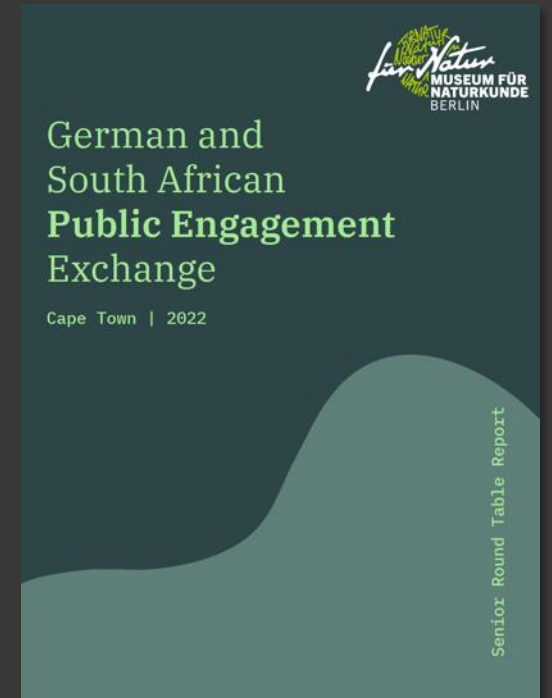|			
Historic injustice (stigma of Euro-centricity)	Culture	Value system	Unequal power relations
Research Colo-nialism, heli-copter research'	Different social relations/ hierar-chies/ histories	Cultivate shared approaches and values	Equity: access and infrastructure
Calls that focus on new research themes - intersec-tionality	Marginalisation of local/ indigenous knowledge	Embrace divergent viewpoints	Power dynamics regarding funding and knowledge
Funding calls that mandate diverse perspective and research teams		Transformative capacity building -led by marginali-sed groups	Equitable part-nerships and buil-ding trust
	Calls that focus on new research themes -intersec-tionality		Imbalance of resources
	Collaborations between natural and social scien-ces		Falling Walls SA hub annual engage-ment pitches?
	Thought leadership		Building partnership
	Dialogue and listening		Collaborations and partnerships in PE practice

South Africa – Germany PEX

Recommendations:

- Scalable training linked to delivery opportunities and exchange programmes

- Culture change initiatives

- Research and evidencing of the value of PE

German and South African **Public Engagement** Exchange

Cape Town | 2022

MUSEUM FÜR NATURKUNDE BERLIN

Senior Round Table Report

AESIS follow up

Engaging businesses

Public Engagement is woven into a place-focused approach to knowledge exchange

Coventry University Group: Local growth and community engagement are focused on the core needs of local citizens: - health inequalities, unemployment and developing holistic and targeted community support for longer term societal advancement and inclusive growth.

The University of Brighton is renowned for engaging with the cultural, social and economic life of the communities in which we live, work and study. [ ] Community engagement, SME innovation and public sector skills programmes are distinctive strengths. Together with our partners, we are committed to regeneration to deliver mutual benefit for our region and beyond, improving people's lives and environment.

The Bridge

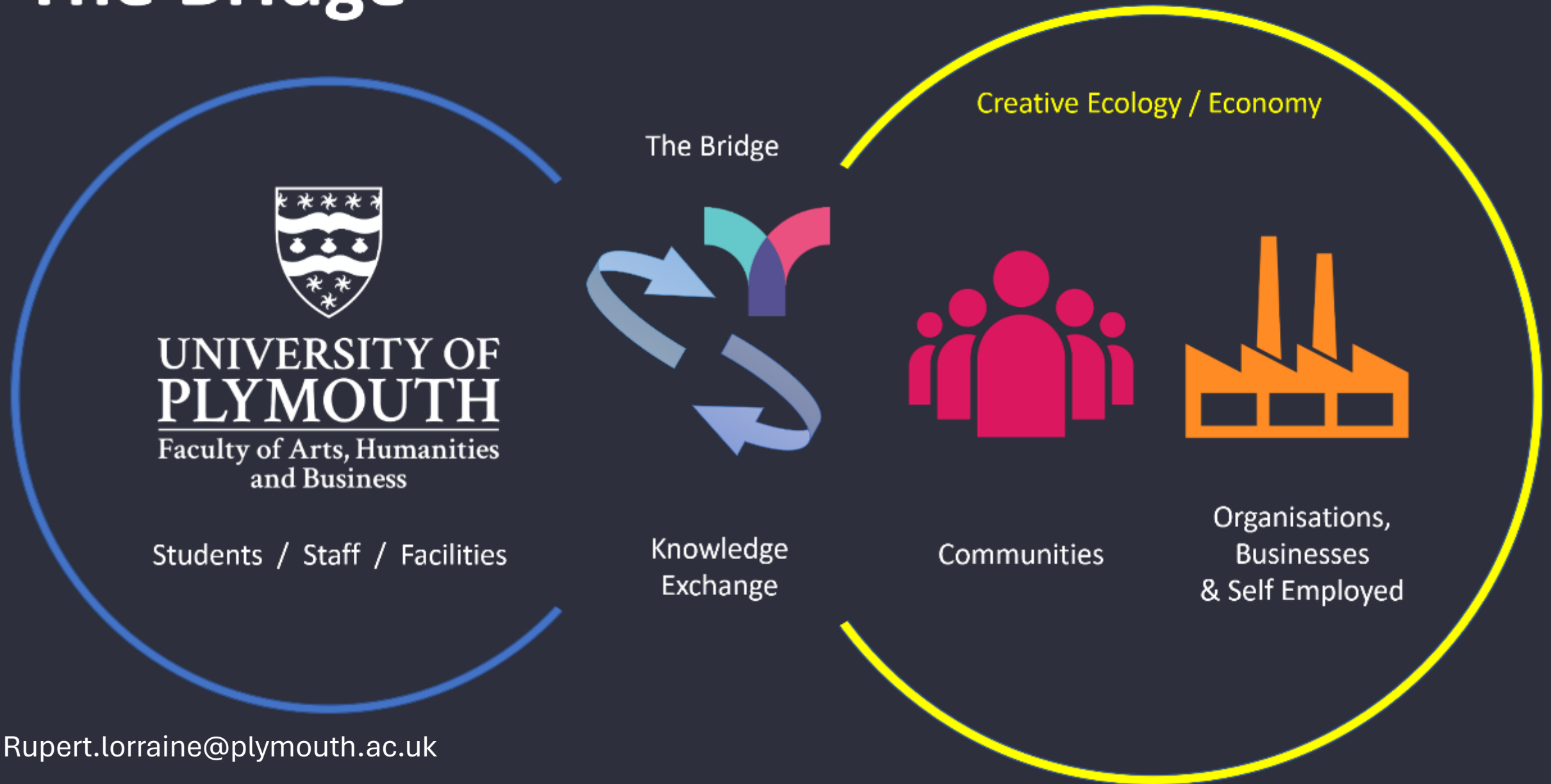Open Innovation, Impact and Knowledge Exchange

The Bridge drives **Knowledge Exchange**, Impact and Placemaking initiatives for the Faculty of Arts, Humanities and Business. Our team brings together academia (researchers, students, technical and professional services staff) with communities, organisations, businesses and the self-employed in order to exchange ideas and expertise.

We aim to fuse the region's creative talent and digital resources, with a focus on maximising the value and outcomes from all interactions for all parties. The Bridge unlocks the power of the University and makes it work for people.
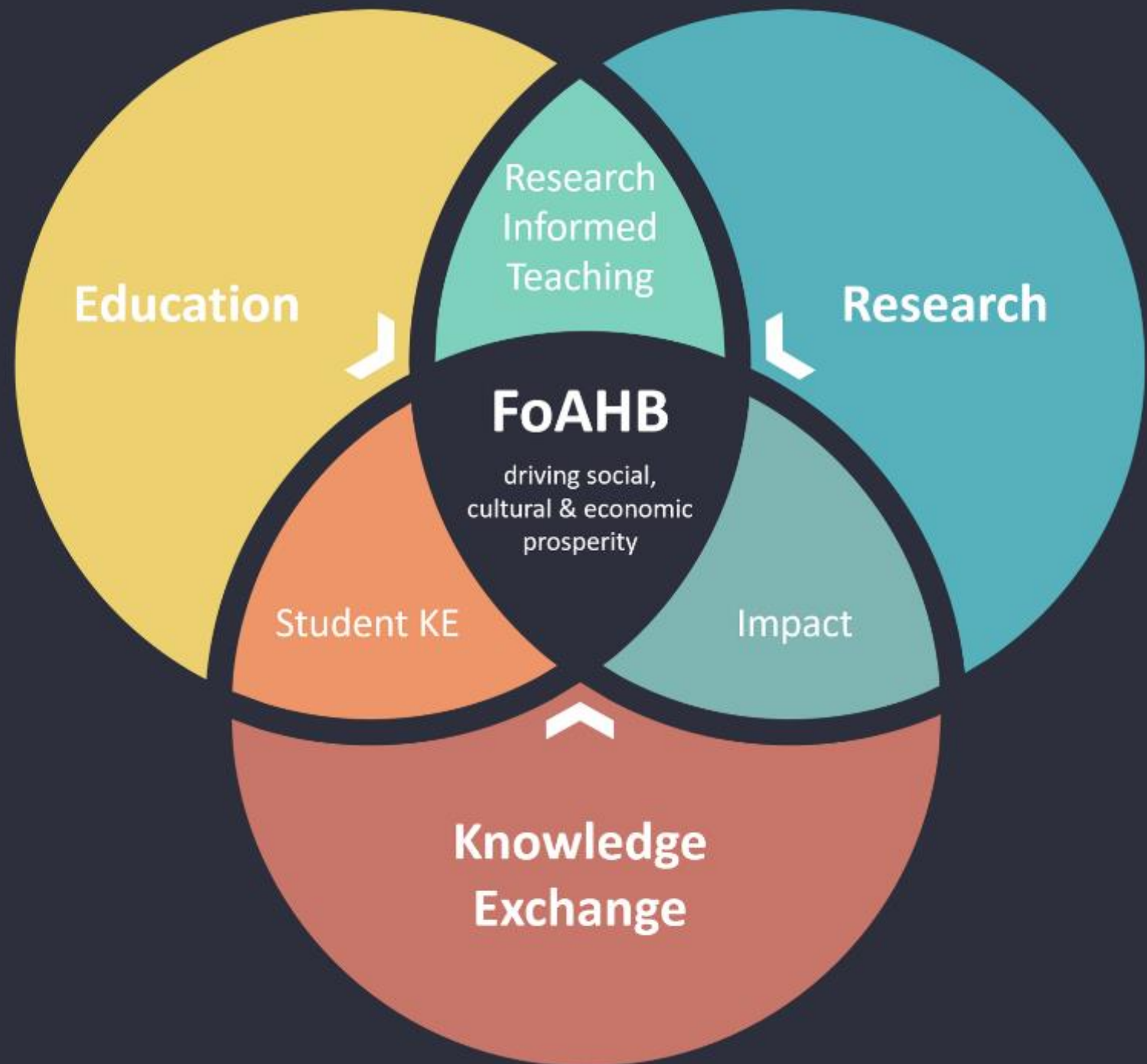
https://www.plymouth.ac.uk/business-partners/the-bridge

The Bridge

Creative Ecology / Economy

The Bridge

UNIVERSITY OF PLYMOUTH
Faculty of Arts, Humanities and Business

Students / Staff / Facilities

Knowledge Exchange

Communities

Organisations, Businesses & Self Employed

Rupert.lorraine@plymouth.ac.uk

The Bridge

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Education

Research Informed Teaching

Research

FoAHB

driving social, cultural & economic prosperity

Student KE

Impact

Knowledge Exchange

https://www.beds.ac.uk/about-us/our-university/civic-agreement/

https://www.qmul.ac.uk/media/qmul/docs/Queen_Mary_Civic_Agreement.pdf

https://www.greatermanchesteruniversities.org/

![Civic University Network logo] **Civic University Network**

Civic Recipes:
How HEIs are framing their Civic activity

This briefing provides examples of how HEIs are going about defining the ingredients and 'menu' for their civic agreements and civic strategies. It is based on data gathered from a survey of Network members earlier in 2020. We expect to develop and expand this with help of network members.

We hope that it helps you think more clearly about the choices open to you in framing your civic work – and also points you to HEIs who you might want to connect with.

Framing the agreement and defining its focus

A key challenge is working out how to define the focus of your civic strategy. There are different ways of focusing this work. Typically, HEIs will consider the following:

A geographical lens	Deciding how to define sensible geographical boundaries around the work. This will be informed by a number of considerations – including whether you are working with other HEIs on an agreement; on existing local government boundaries etc.
A partnership / sectoral lens	Deciding on who your priority partners will be in your agreement. Do you want to work across multiple sectors, for instance, or to focus on a subset of sectors, for instance prioritising health and skills?
A thematic / challenge lens	Another useful way of focusing an agreement can be to identify key challenge areas, which partners / communities identify as priorities, and which align with expertise / assets in your HEI

Academic practice

Civic Knowledge building

Civic responsibility

Maximising the civic contribution of the institution

Civic behaviours – maximising the civic contribution of the HEI

Internal facing policies
- EDI
- Sustainability
- Volunteering

External-facing 'Anchoring' activity
- Procurement
- Community policies
- Employment
- Estates
- Social Responsibility
- Students as partners

Civic knowledge building – aligning research and teaching with local priorities

Education and skills
- Widening Participation
- Skills
- Engaged Learning / Employability

Research, Innovation and KE
- Research challenges
- Knowledge exchange
- Public engagement

https://civicuniversitynetwork.co.uk/strategies/cua-guide/

The University of Bedfordshire and Luton Borough Council are committed to working together to support the future of the town of Luton. This Civic Agreement is a binding document that will strategically direct our collaboration focussing on key priorities and special projects centred on place, public and partnerships.

This Civic Agreement is important for the University and the Council as it is an opportunity for two institutions central to the future prosperity of Luton to work together for the benefit of the town's people, businesses, partner organisations and environment.

The Civic Agreement is designed to support the delivery of the *Luton 2040 Vision: A place to thrive*, a shared town-wide vision that all the key anchor institutions, including the University and Council, worked together to produce and are committed to achieving.

Our partnership work will align with the Luton 2040 vision's five priorities:

Building an inclusive economy that delivers investment to support the growth of businesses, jobs and incomes.

Improving population wellbeing and tackling health inequalities to enable everyone to have a good quality of life and reach their potential.

Becoming a child-friendly town, where our children grow up happy, healthy and secure, with a voice that matters and the opportunities they need to thrive.

Tackling the climate emergency and becoming a net-zero town with sustainable growth and a healthier environment.

Supporting a strong and empowered community, built on fairness, local pride and a powerful voice for all our residents.

SO YOU WANT TO DO COLLABORATIVE RESEARCH...

A University of Bristol guide to the practicalities

University of BRISTOL | CONNECTED COMMUNITIES

https://www.bristol.ac.uk/media-library/sites/public-engagement/documents/UoB%20CLK%20guide%202%20-%20AW.pdf

Contents

Social and ethical issues in Public Engagement

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Getting started

One straight forward way to identify any ethical or social issues that may arise from engaging the public with your research is to ask yourself a few simple questions:

- What are the applications of my research in society?
- What societal changes might occur as a result of these applications? What are the knock on effects of these changes?
- What impact might the application of my research have on different members of society? Who might be sensitive to these issues?
- If there are positive impacts on certain members of society, are there also negative impacts on other groups as a result?
- Does it raise questions associated with morality, legality, equality and fairness?
- Are there any associated religious, political, cultural, gender-based or social class related issues?

https://www.publicengagement.ac.uk/resources/guide/social-and-ethical-issues-public-engagement

Durham University
Centre for Social Justice and Community Action

national co-ordinating centre for public engagement

Doing research together: How to make sure things are fair and no one is harmed

This is an EasyRead version of - Community-based participatory research: A guide to ethical principles and practice

February 2013

CONNECTED COMMUNITIES

https://www.dur.ac.uk/media/durham-university/departments-/sociology/EasyRead-Doing-research-together-How-to-make-sure-things-are-fair-and-no-one-is-harmed-(2013).PDF

Community-based participatory research
A guide to ethical principles and practice (2nd edition)

Centre for Social Justice and Community Action, Durham University

National Coordinating Centre for Public Engagement

November 2022

National Co-ordinating Centre for Public Engagement

Durham University — Centre for Social Justice and Community Action

https://www.publicengagement.ac.uk/resources/guide/community-based-participatory-research-guide-ethical-principles-and-practice-2nd

1. Mutual respect: developing research relationships based on mutual respect, including a commitment to:

- agreeing what counts as mutual respect in particular contexts.
- everyone involved being prepared to listen to the voices of others.
- accepting that people have diverse perspectives, different forms of expertise and ways of knowing that may be equally valuable in the research process.

2. Equity and inclusion: encouraging and enabling people from a range of backgrounds and identities (e.g. ethnicity, faith, class, education, gender, sexual orientation, (dis)ability, age) to lead, design and take part in the research, including a commitment to:

- seeking actively to include people whose voices are often ignored.
- challenging discriminatory and oppressive attitudes and behaviours.
- ensuring information, venues and formats for meetings are accessible to all.

3. Democratic participation: encouraging and enabling those involved in the research to contribute meaningfully to decision-making and other aspects of the research process according to skill, interest and collective need, including a commitment to:

- acknowledging and discussing differences in the status and power of people involved in the research and working towards sharing power more equally.
- communicating in language everyone can understand, including arranging translation or interpretation if required.
- using participatory research methods that build on, share and develop different skills and expertise.

4. Active learning: seeing research collaboration and the process of research as providing opportunities to learn from each other, including a commitment to:

- ensuring there is time to identify and reflect on learning during the research, and on ways people learn, both together and individually.
- offering all those involved the chance to learn from each other and share their learning with wider audiences.
- sharing responsibility for interpreting the research findings and their implications for practice.

5. Making a difference: promoting research that creates positive change for communities of place, interest or identity, including by:

- engaging in debates about what counts as 'positive' change, including broader environmental sustainability as well as human needs or spiritual development, and being open to the possibility of not knowing in advance what making a 'positive difference' might mean.
- valuing the learning and other benefits for individuals and groups from the research process as well as the outputs and outcomes of the research.
- building a goal of positive change into every stage of the research.

6. Collective action: individuals and groups working together to achieve change through the research, including a commitment to:

- identifying common and complementary goals that meet partners' differing needs for the research.
- working for agreed visions of how to share knowledge and power more equitably and promote social change and social justice.
- recognising and working with conflicting rights and interests expressed by different interest groups, communities of practice or place.

7. Personal integrity: people conducting the research behaving reliably, honestly and in a transparent and trustworthy fashion, including a commitment to:

- working within the principles of CBPR.
- ensuring accurate and honest analysis and reporting of research.
- being open to challenge and change, recognising and reflecting on one's own privileges and prejudices and being flexible and prepared to work with conflict.

Break 20 min

Participant Presentations

Break 50 min

Participant Presentations

Break 20 min

Final Words, Feedback & Questions

Evaluation Forms

Thank you for taking 3-5 minutes to provide us your feedback using the following form

https://docs.google.com/forms/d/e/1FAIpQLSek3Bp8LCtm6ttyMhuVlYRBHQ1dpvIhm_dVbMT4XZtzjzMhRQ/viewform

End of Day 4

17:00 – 17:30 CET