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D6.2: Comparative assessment between the existing impact evaluation methodologies and the innovative methodology proposed by InSPIRES.

PRESENTATION OF THE INSPIRES OPEN PLATFORM, IMPACT EVALUATION METHODOLOGY AND ONLINE TOOL

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Executive Summary

This report describes the development process of the InSPIRES Open Platform (OP) and Impact Evaluation methodology and online tool, its purpose and objectives. The OP is the third prototype and the result of an iterative process in which all the members of the consortium, as well as external key actors, have contributed.

The OP is, on the one hand, a crowd-sourced online repository where practitioners and citizens can register their Science Shops and other bottom-up demand driven participatory projects, as well as the corresponding knowledge intermediary structure that contribute to their promotion and coordination. On the other, the OP offers an impact evaluation methodology and tool. It is fully integrated to the platform and can be used both online but also through paper-based format. Any registered projects can perform the InSPIRES participatory evaluation and obtain real-time data and results thanks to the automatic data analysis feature.

The final ambition of WP6 of the InSPIRES consortium is to spread the use of the OP within and by the consortium partners but also more widely to the whole Science Shops and other interested communities working in the lines of citizen-science, participatory-action research and community-based participatory research.

In summary, the OP visualizes the size of the network of bottom-up demand driven research initiatives and provide harmonized process and outcomes projects data of the impacts from the perspectives of all the stakeholders involved in such approaches.

1. Introduction on Impact Evaluation

The Organization for Economic Co-Operation and Development (OECD) defines the impact as "positive and negative primary and secondary long-term effects produced by an intervention, whether directly or indirectly, intended or unintended".

The systematic evaluation of impacts of Science Shop and other participatory research projects is a crucial element to assess the utility, relevance and transformative change capacities of these research approaches. It is an important step for the community to show with empirical data the different impacts of Science Shops and similar structures. It could also provide further elements to advocate for stronger implementation and maintenance of Science Shops and similar participatory research structures within the scientific community and society.

1.1. Impact evaluation benchmark analysis

As a starting point, the Impact Evaluation team gathered data on previous impact evaluation methodologies used by Science Shops and the impacts results as to understand the current landscape and build on previous experiences. In that context, WP6 team analysed the data from a Systematic Literature Review and 80 interviews to key informants performed under the WP2. The results of major two previous EU project on Science Shops, the SCIPAS and the PERARES projects, were also analysed.

We hereby detail the findings of these research activities.

1.1.1. Systematic Literature Review on Science Shops

A systematic review was performed as part of WP2 (DEL2.1 – the publication will be soon available in the "Journal of Science Communication"). In the 26 articles that met the inclusion criteria, it was found that there is a lack of published impact evaluation studies in the science shop literature. The review also highlighted the absence of more appropriate tools to perform impact evaluation of science shops as they contemplate a more complex circulation of knowledge and do not fit the current evaluation system. The review also describes that the informal management of science shops has tended to hinder access to shared data and information. Additionally, it also highlighted that the information and communication technologies (ICT) tools for connecting with a wider audience were still underexploited by science shops. Generally speaking, in the 26 selected and analysed peer-reviewed articles in indexed journals, there were a clear lack of empirical studies regarding the impacts produced by the Science Shop mechanism.

1.1.2. Interviews

The WP2 also performed a series of interviews with 80 stakeholders related to science shops (DEL 2.1 – an associated publication is being prepared). In those interviews the perception of science shops impacts between the interviewees was summarized in these six points:
1) the need to move beyond publications and project reports and seek various ways to communicate results;

2) the usefulness of organizing events (award ceremonies, project closing meetings, poster presentation) and developing videos are useful ways to communicate results;
3) the need to make a shift in the science shop structure and the business model for choosing impact seeking instead of mediation;
4) the role of science shops as an active players in shaping policy and advocating for voiceless groups;
5) the importance of participating in science shop activities as an impact itself; and
6) the flexibility that may give a non-university context for impact seeking.

In terms of evaluation, the interviews also summarized the impressions of interviewees on these points:
1) It is worth putting effort in evaluation despite the scarcity of capacity and time;
2) to co-create evaluation with advisers, stakeholders and the commissioners;
3) the possible impacts are manifold which calls for qualitative approaches in evaluation;
4) the possible impacts may emerge only in the long run; therefore, evaluations should be done months/years after the project as well;
5) Informal ways of evaluation may be useful as well.

1.1.3. Past EU projects: SCISPAS & PERARES

Previous European projects had proposed impact evaluation approaches based on a set of checklists applied in different times of a science shop project process. The SCIPAS project developed some questionnaires to assess the impact of science shops on student curricula and university vision on research. SCIPAS identified that science shops could influence positively students and researchers skills related to citizen's science approaches and also could impact the strategic university decisions on curricula and research.

PERARES project suggested implementing a start-point, mid-point and end-of-project evaluation checklists. These checklists (see Annex 1) include different dimensions concerning impacts and process, such as clarity in the aims, methods, and resources, to outputs delivered by the science shop and satisfaction related to the science shop process and results. Although these tools could capture a relevant impact and process indicators, it seems that these projects have had difficulties to systematically implement the evaluation strategy in the science shop management process.

These observations are also in line with the findings of the systematic review. It seems that the lack of resources and time, and therefore data to analyse the impacts were determinants.

In conclusion, Science Shops still suffer a lack of visibility and recognition within the scientific community but also in society. The introduction and systematization of an impact evaluation process could be crucial to show their multiple effects throughout the process on all the actors involved and results outcomes thereby improving their capacity to defend their role to bridge a gap between science and society.

2. InSPIRES Open Platform and Impact Evaluation tool

2.1. Overview of the InSPIRES Open Platform

At the moment, participatory research and innovation structures, such as Science Shops and other similar approaches (See Annex 2 – Types of terminology used to describe bottom-up demand driven research) do not feature their projects and structures in an integrated way. Some information is available on the Living Knowledge website, some other in language specific databases such as the Dutch database, and the Austrian database of Science Shops.

InSPIRES therefore developed an online crowdsourced database featuring Science Shops and similar structures and their related participatory projects, which also offer an integrated impact evaluation methodology and tool capable of producing real-time activity and evaluation reports.

The purposes of the InSPIRES online database and impact evaluation are to:

- Identify and visualize the size of the Science Shops movement and similar structures worldwide;
- Register bottom-up demand driven collaborative research and innovation projects, facilitated by structures such as Science Shops or similar, to show their objectives, knowledge and geographical areas, as well as their main collaborators involved;
- Provide to the community an intuitive and automatized impact evaluation tool to capture process and result outcomes in a harmonized manner among all the different projects and structures

In the end, we hope that the Open Platform will support the community, structure coordinators and project's participants around the world, to enhance mutual learning by sharing science Shops and other participatory research and innovation projects experiences, best practices as well as failed ones.

2.2. Co-creation process

The co-creation process followed by the InSPIRES members responsible for the development of the Open Platform and Impact Evaluation tool was iterative and lasted for more than 12 months. During this period, members of the consortium considered different format for the platform and impact evaluation approach.

Acknowledging all the work done by previous colleagues in previous EU projects, InSPIRES wanted to build on this knowledge in order to go one step further in the design and implementation of a shared database of projects and impact evaluation strategy. The first step was therefore to perform the benchmark analysis, as explained in the previous section. Secondly, discussions and working sessions involving many partners of the consortium took place. Finally, we are presenting in this document the third prototype version of the online database/platform, and evaluation strategy.

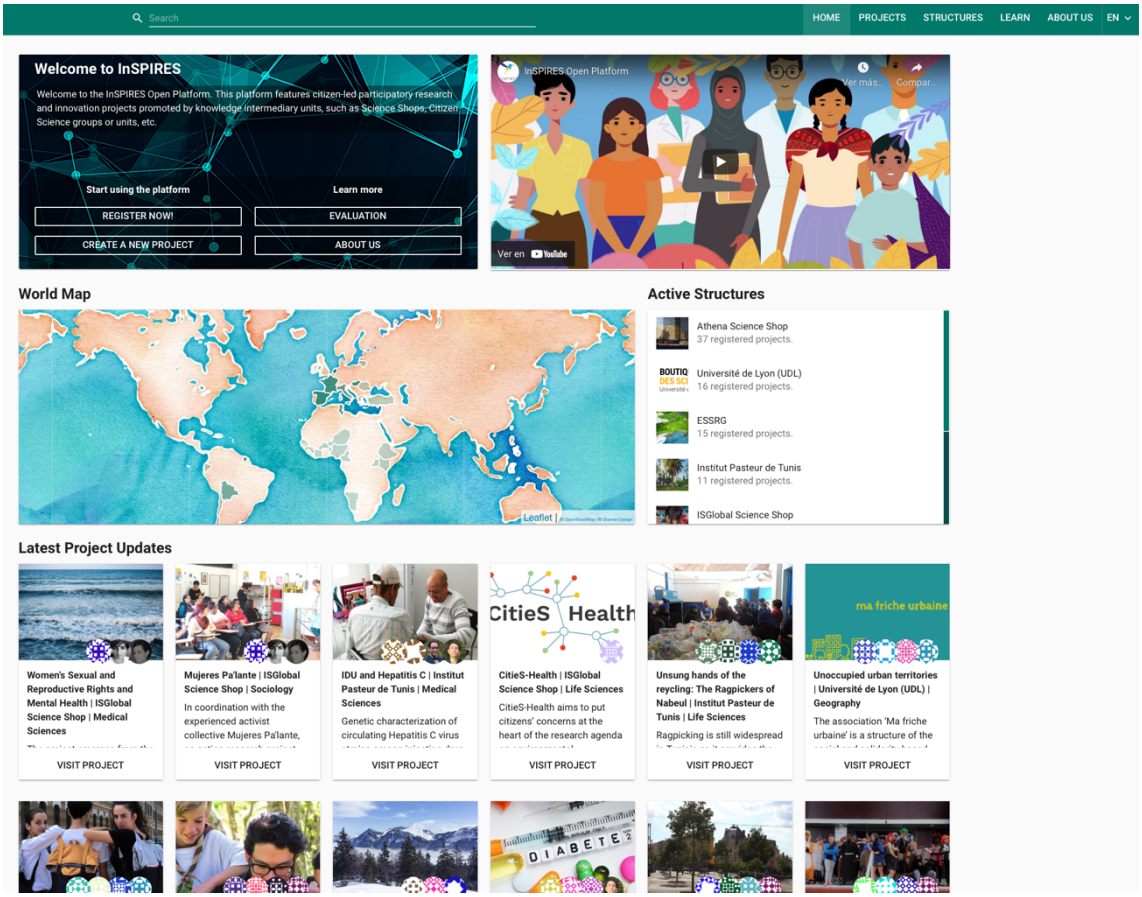
2.3. Description of the Database/Open Platform

2.3.1. General description

An attractive and user-friendly website for the Open Platform has been created with the following address: https://app.inspiresproject.com

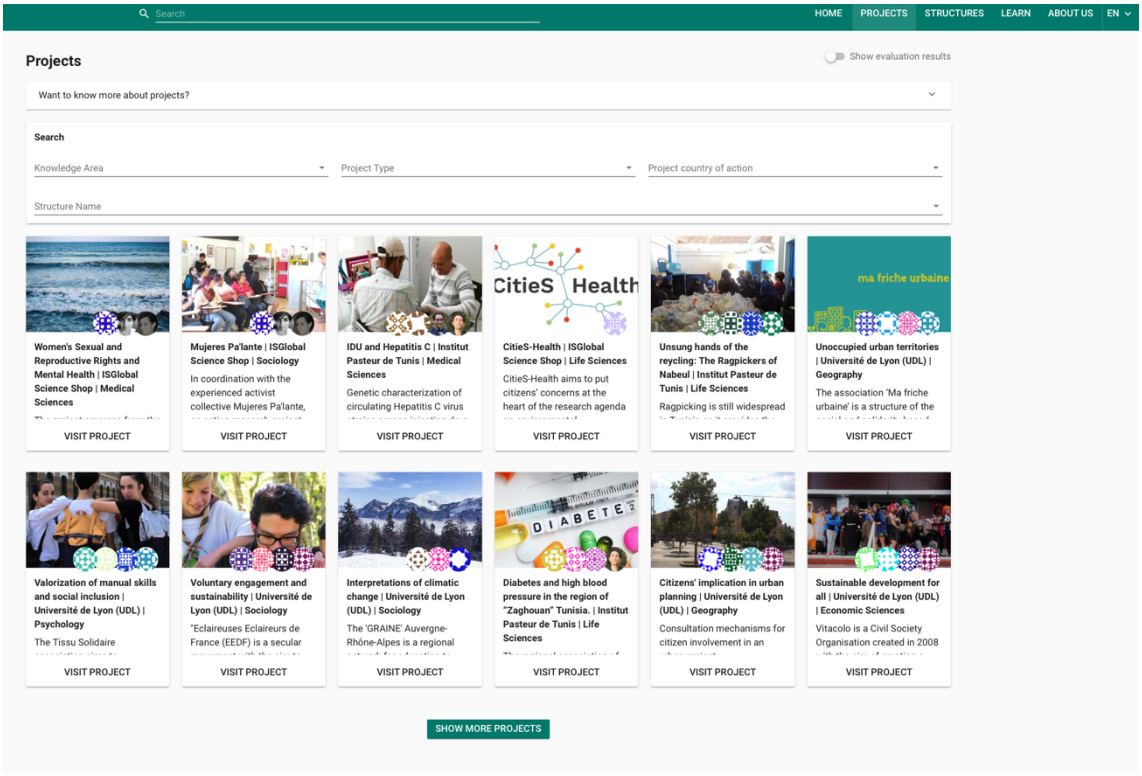
About projects

The first page of the Open Platform is the Home Page, as shown in the picture below. In this section, an interactive world map is shown, which can be used to search for projects. On the "latest project updates" list, a list of projects is detailed, the most recent one appearing on top of the list. The same for the "active structures" section. The structure with the latest update will appear on top of the list. On top of the world map is available the inspirational video explaining what is the Open Platform, the Science Shop movement and ambitions. In the "Welcome to InSPIRES" box can be accessed other sections of the website, such as the "register/create an account", "the evaluation guidelines", etc…

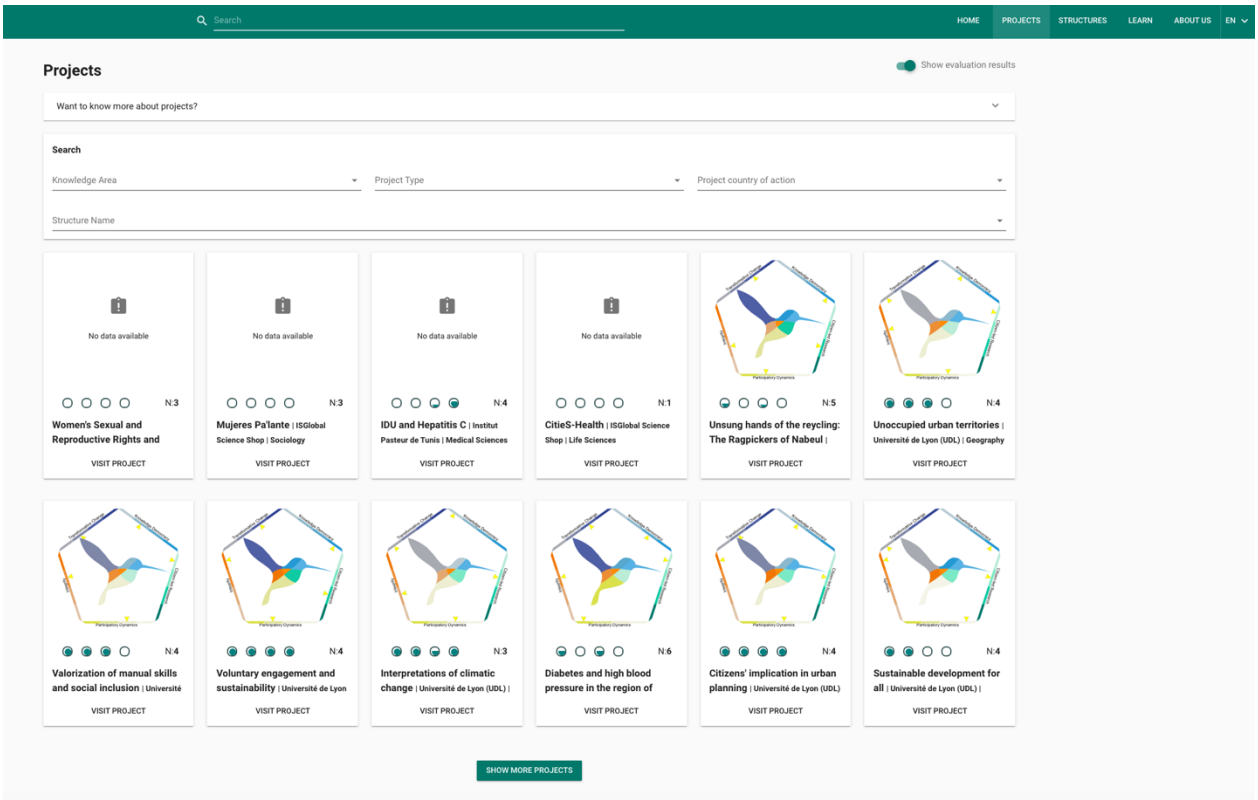


In the project's section (find the picture below), all the projects registered in the platform are listed.

The projects can also be filtered by Knowledge areas, the ones proposed by the UNESCO, by types of project, country, etc.



By clicking on the "show evaluation results", the first level of evaluation which is completely public and only show 5 aggregated indicators under the InSPIRES evaluation axes, is displayed.



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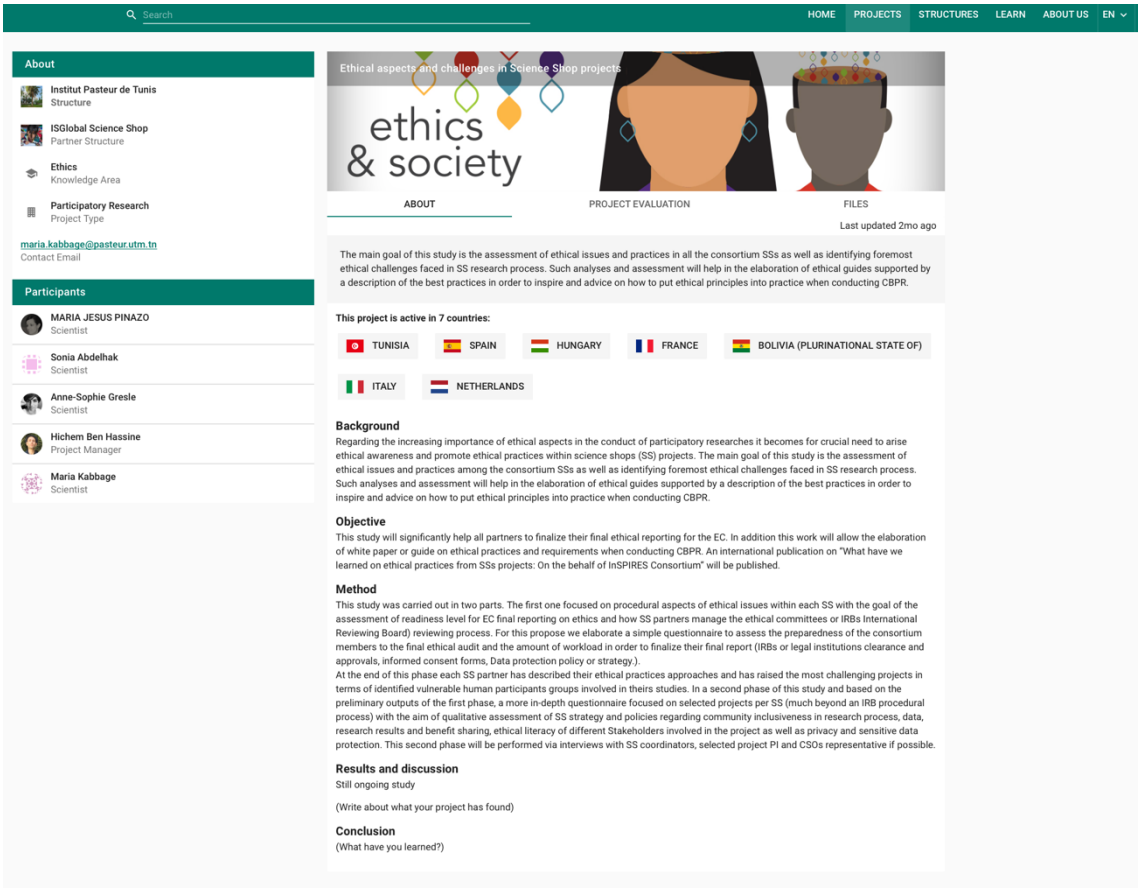
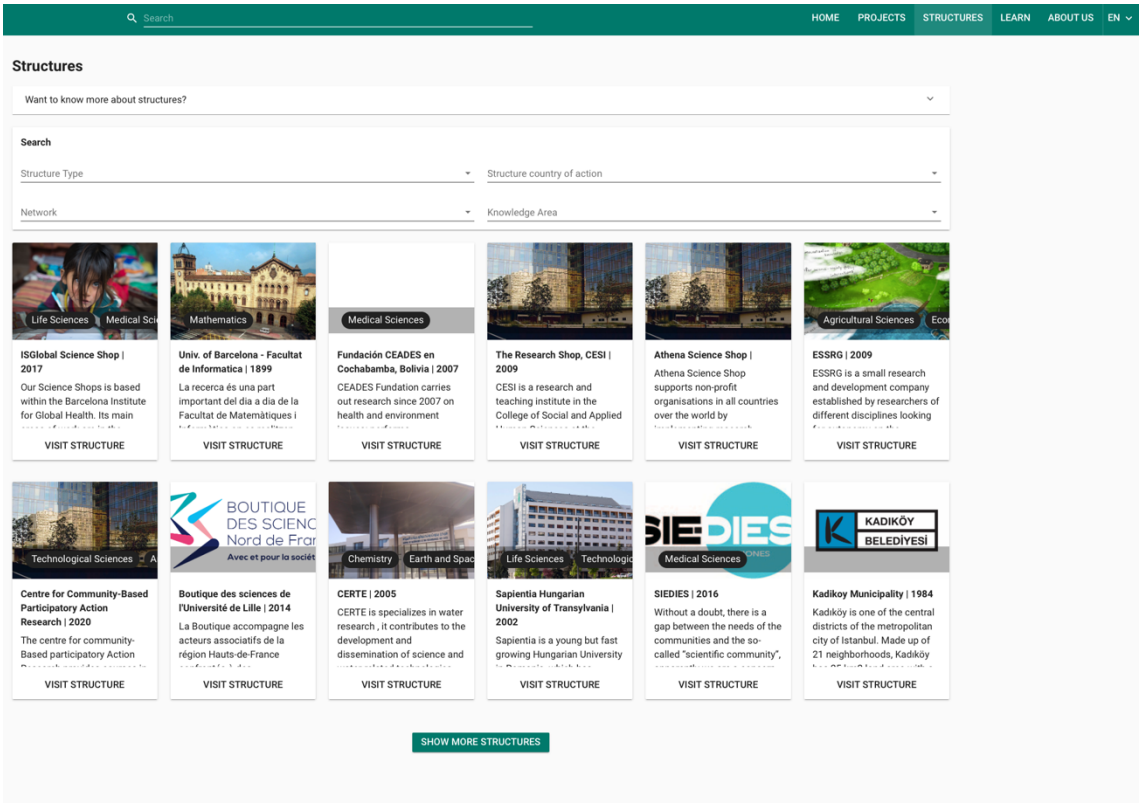
By clicking of the title of the project, the full description of the project is displayed, as shown in the picture below. In this window, there are three more sub-sections: (i) the general information of the project, (ii) the visible result of evaluation as explained in section 2.4.8.1. and (iii) related documents. A project can be linked to several structures and countries. A list of participants is also showed, but of course each participant can choose whether to remain anonymous or not.



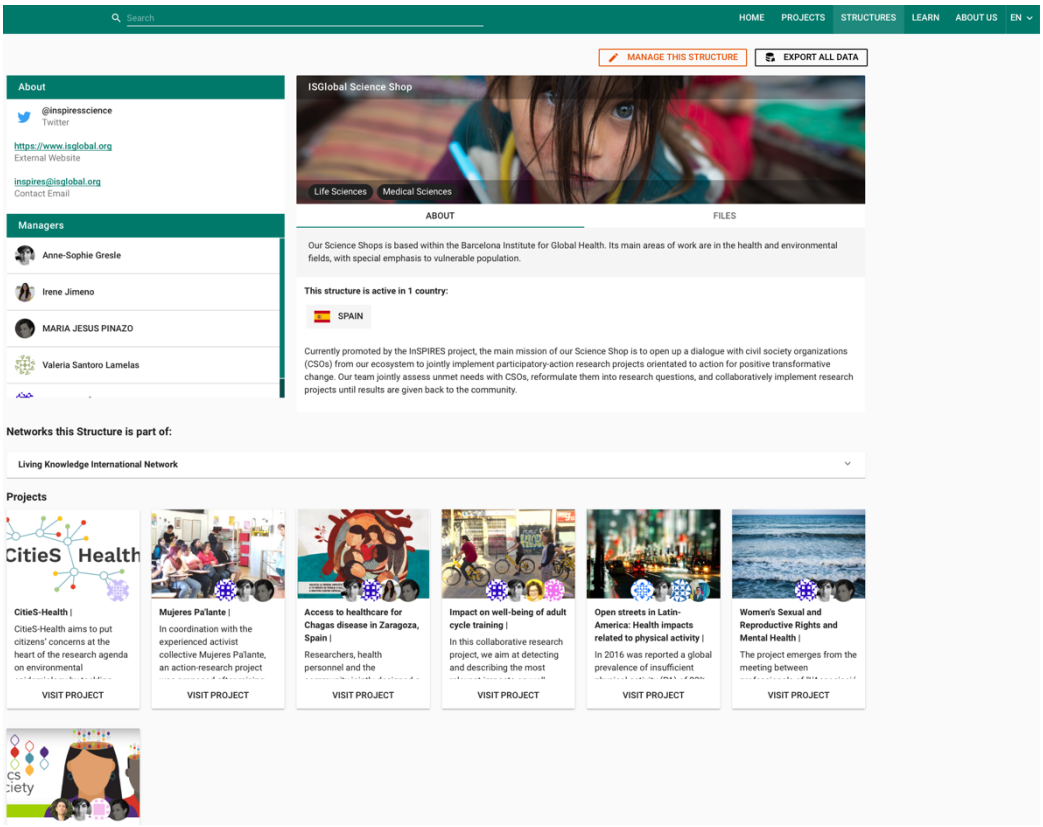
About structures

We understand structures as knowledge intermediary unit, which can be based within a university, a research centre, any other institutions or event be completely independent, that promotes interactions and dialogues between the scientific community and civil society organizations in order to jointly co-create and implement participatory research projects

The structure's section offers information on Science shops or similar type of participatory structures that promote bottom-up demand driven research and innovation projects. We invite all practitioners and participants that identify themselves with these concepts to use our platform (as an inspiration, see Annex 2).



By clicking on the name of the structure, the full description is displayed, as in the picture below. At the bottom of the page, you can also see the projects that are related to the structure.



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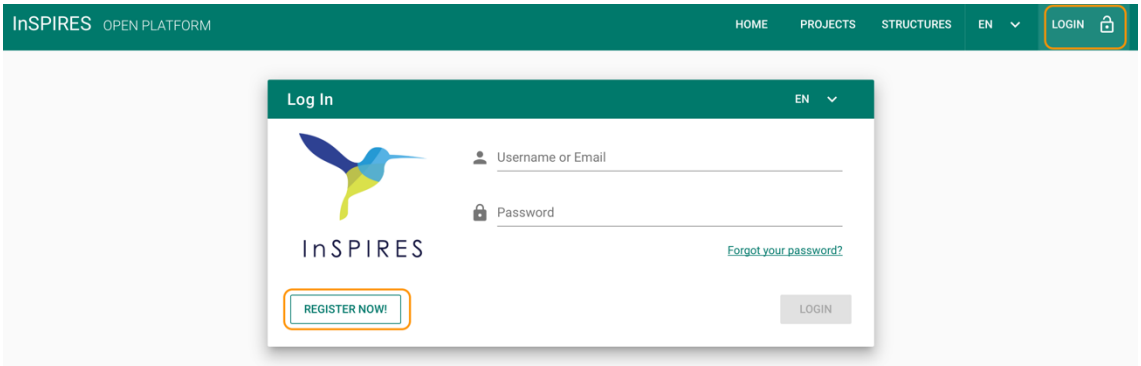
You can navigate the platform without registering, but in order to create a structure and projects and use the impact evaluation tool, an account will be necessary. The different steps to follow to create an account are detailed in the following section.

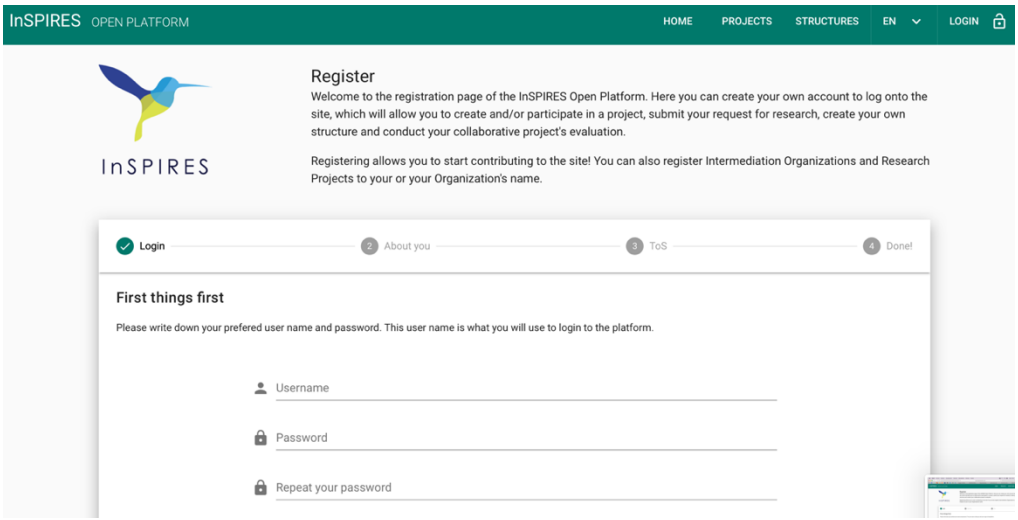
2.3.2. Create your account

To create your account, click on the "login" section and then in the "register now" (follow the orange boxes as in the picture below).



The registration process will not take more than 5 minutes. The system will request the following information (as shown in the pictures below):

- Username
- Password
- First Name & Last Name (please note that in order to stay anonymous on the platform, an alias can be used)



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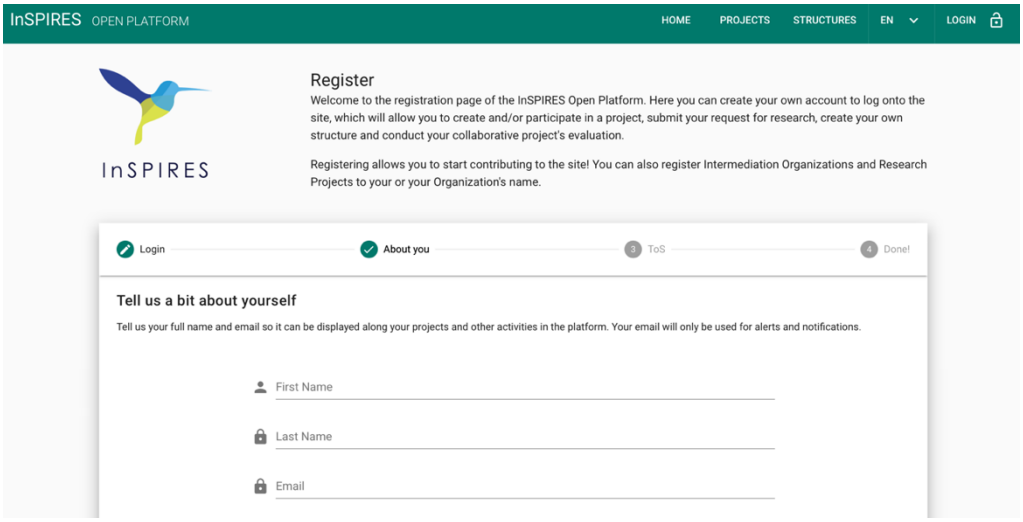
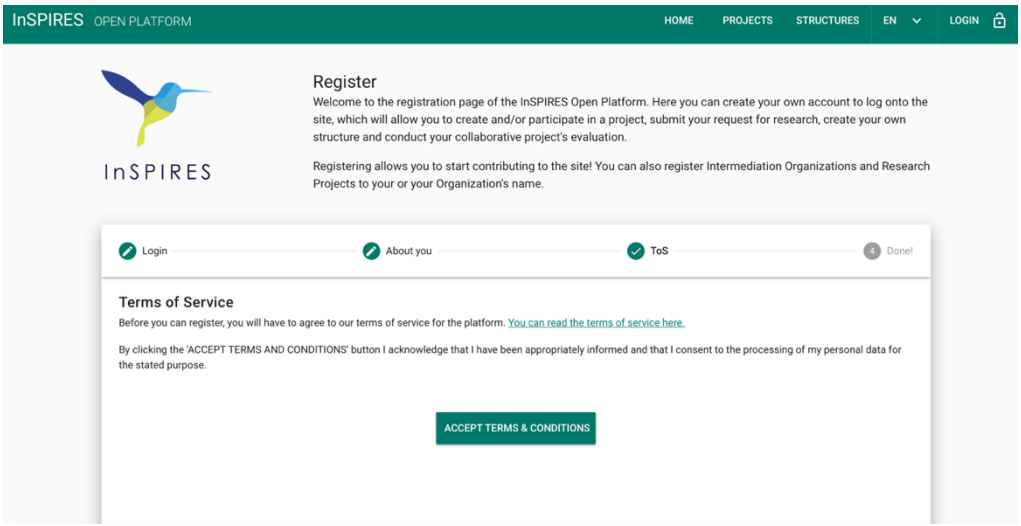


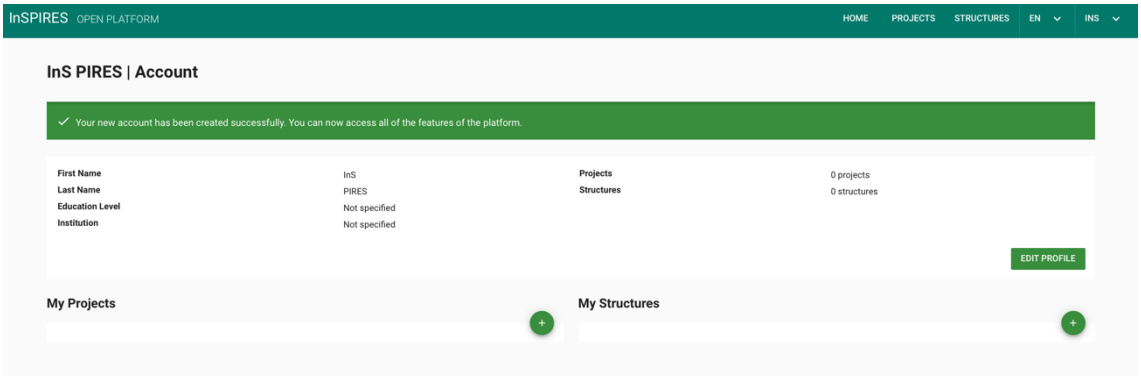
As a final step, the terms of services will have to be accepted.



At this point, the registration process is completed. Further information can be provided by the user in his/her profile, such as:

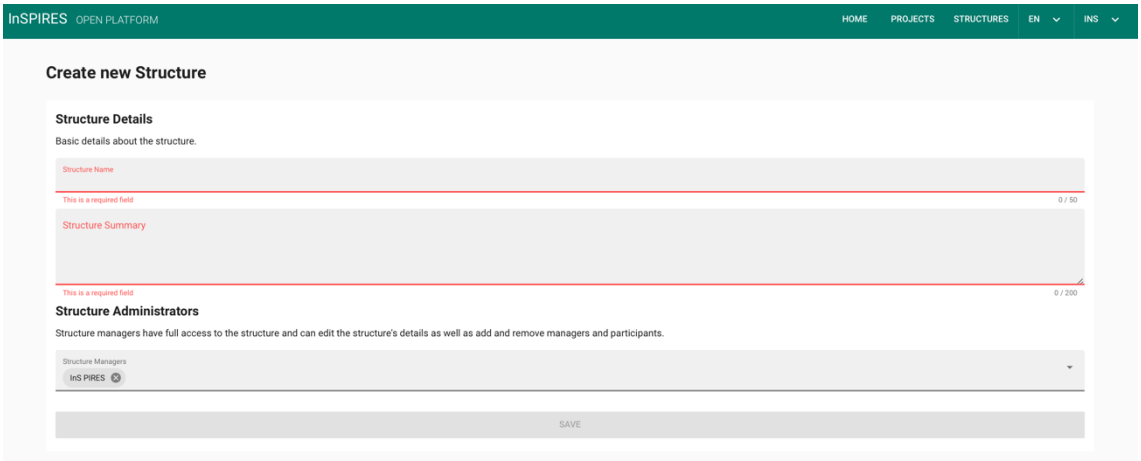
- Gender
- Education level
- Institution

The dashboard of the user will also give an overview of the number of structures and projects he/she has created or is involved in.



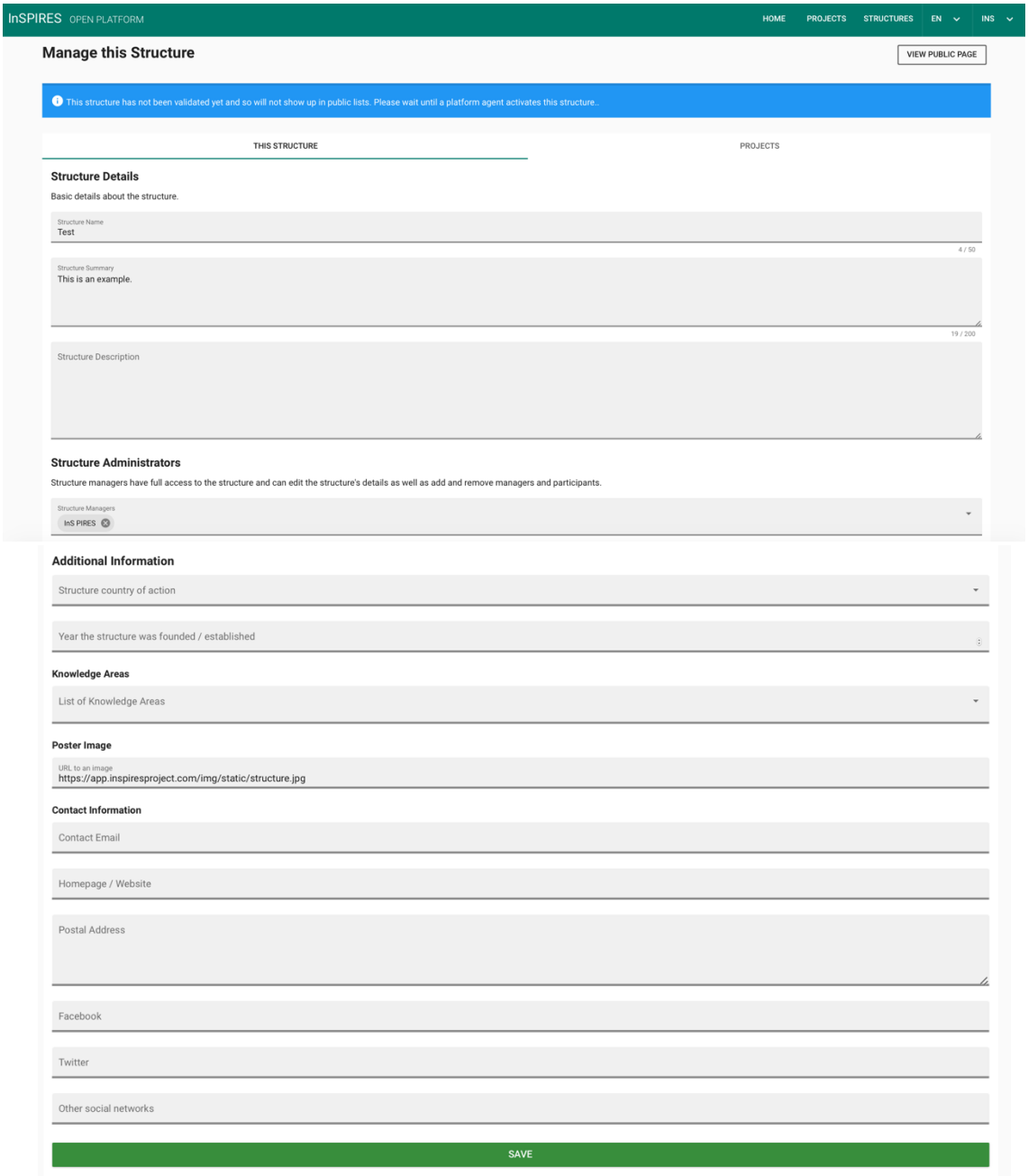
2.3.3. Create your structure

To create a structure, it is necessary to be logged-in. Click on the green circle with a white plus sign in it next to the "My structures" section, and fill in the requested data, as indicated in the picture below. Several managers can be added to one structure. Just start to write the name and pick up the correct one from the list.

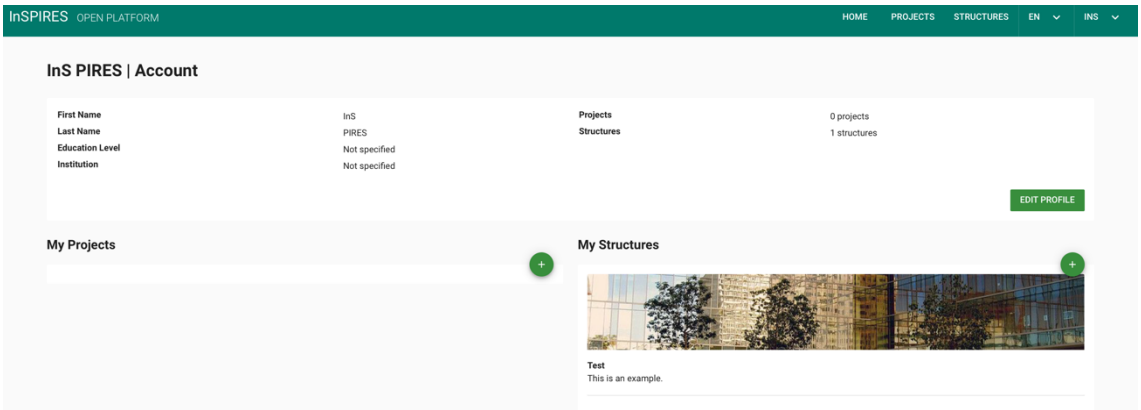


Once the "save" bottom is hit, the request will arrive to the general secretariat based at ISGlobal. After verifying that the structure is real and working under the participatory dynamics and principles as described in this report, the secretariat will validate it. The manager of the structure should receive an email to inform the validation of the structure.

More information can be now entered, as in the picture below. The platform understands the wiki language if you want to add specific format to your text.



Once the information is saved, the structure will appear in the user account (see picture below).



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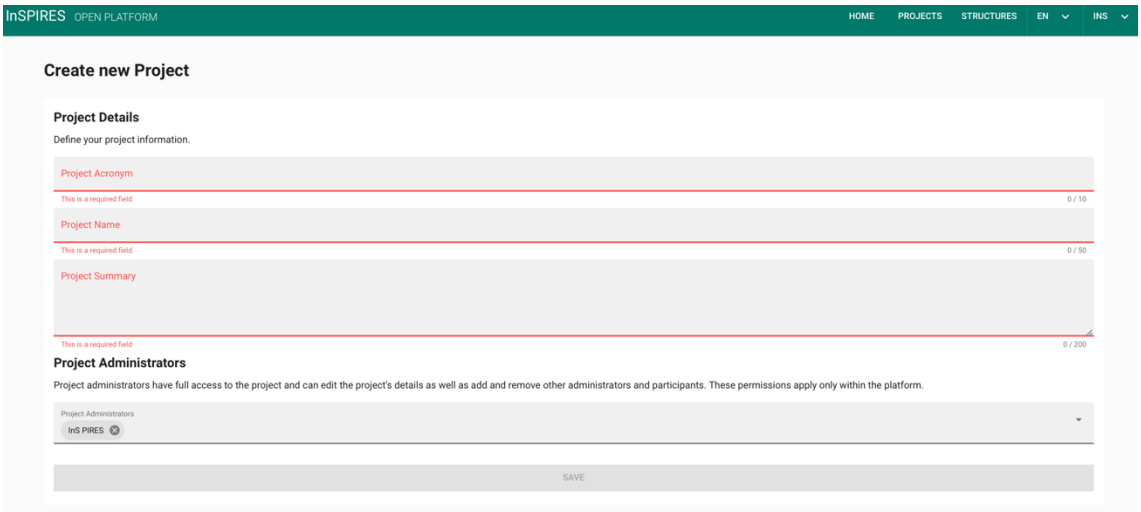
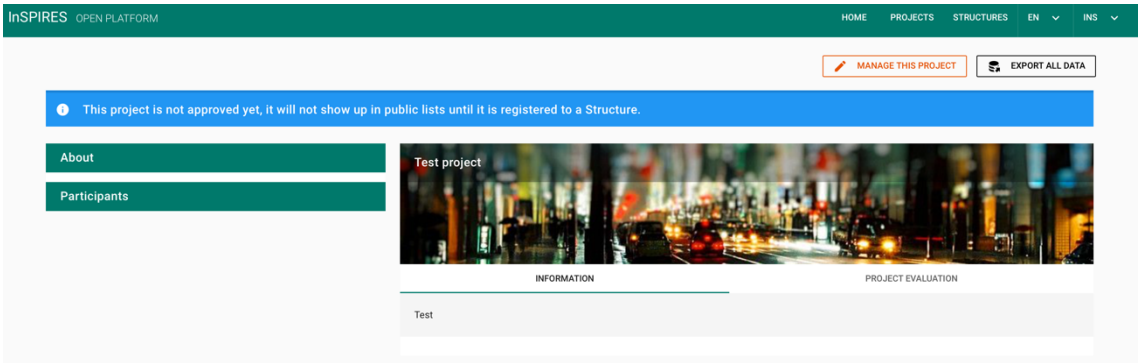
2.3.4. Create your project

In order to create a project, go into your account, and click on the green circle green circle with a white plus sign in it, next to the "My Projects" section and fill in the requested data, as indicated in the picture bellow.



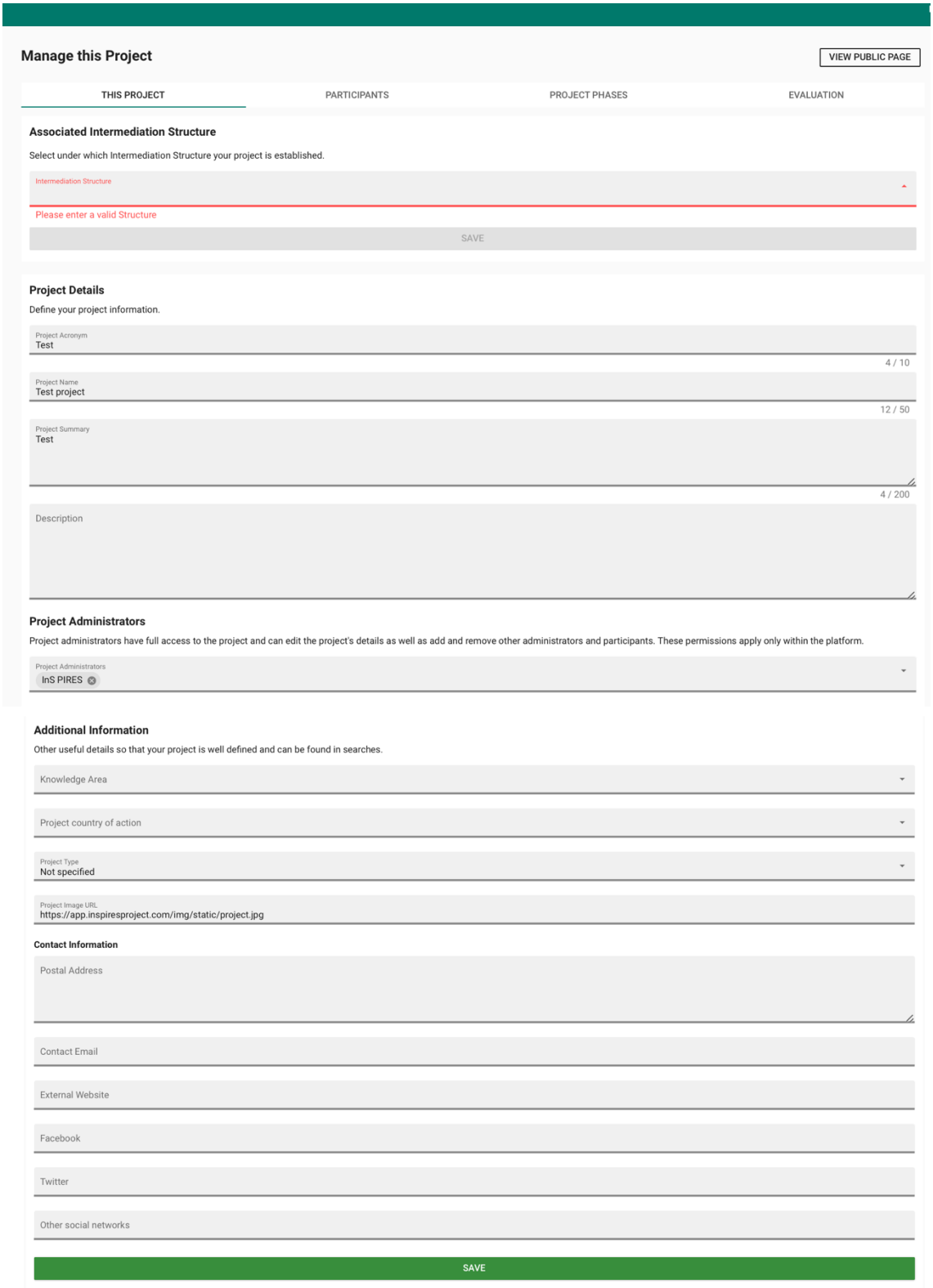
Once the information is saved, a request to validate the project will be sent out to the corresponding structure. As long as the project is not validated, you will be informed by an alert (text in blue as in the picture below) that the project is not yet approved and therefore not publicly visible. It will be publicly visible only once the corresponding structure has validated it.



In order to validate the project, the structure administrator will have to go to in his/her account, in the "My structures" section, then "manage this structure", and in the "Project" section you can validate submitted projects.

After validation by the structure, the user will be able to enter more data in the project description page (see picture below).

Note that the project administrator on the platform does not have to be the structure administrators.

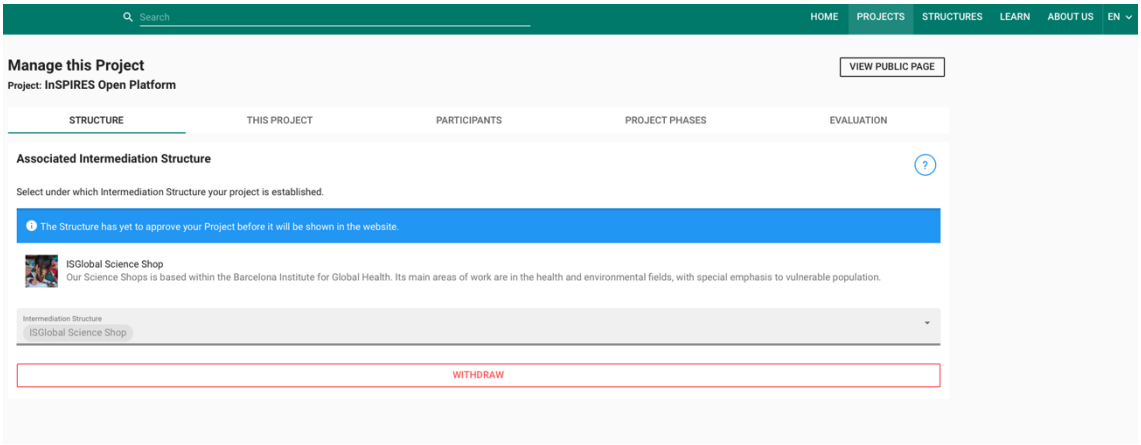

Manage this Project
VIEW PUBLIC PAGE
THIS PROJECT
PARTICIPANTS
PROJECT PHASES
EVALUATION
Associated Intermediation Structure
Select under which Intermediation Structure your project is established.
Intermediation Structure
Please enter a valid Structure
SAVE
Project Details
Define your project information.
Project Acronym
Test
4 / 10
Project Name
Test project
12 / 50
Project Summary
Test
4 / 200
Description
Project Administrators
Project administrators have full access to the project and can edit the project's details as well as add and remove other administrators and participants. These permissions apply only within the platform.
Project Administrators
InS PIRES
Additional Information
Other useful details so that your project is well defined and can be found in searches.
Knowledge Area
Project country of action
Project Type
Not specified
Project Image URL
https://app.inspiresproject.com/img/static/project.jpg
Contact Information
Postal Address
Contact Email
External Website
Facebook
Twitter
Other social networks
SAVE

2.3.5. Prepare for the evaluation

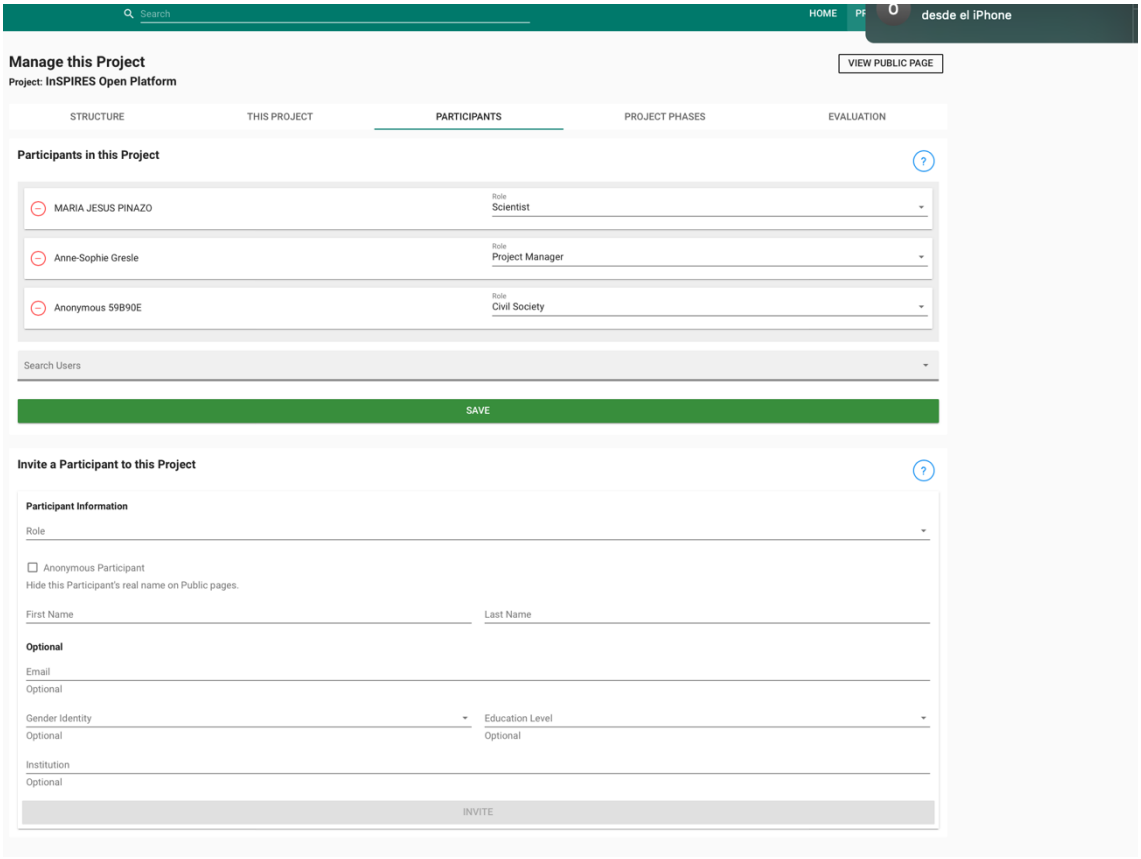
In order to prepare for and perform the evaluation, more data in the "Manage this project" section will be requested: (i) the participants and the role they play in this specific project, and (ii) the current phase of the project.

Once all participants are added and the phase informed, the "evaluation" section will work. The project administrator will be able to send out the questionnaires automatically.

The evaluation strategy is fully explained in detail in the following section 2.4 of this document.

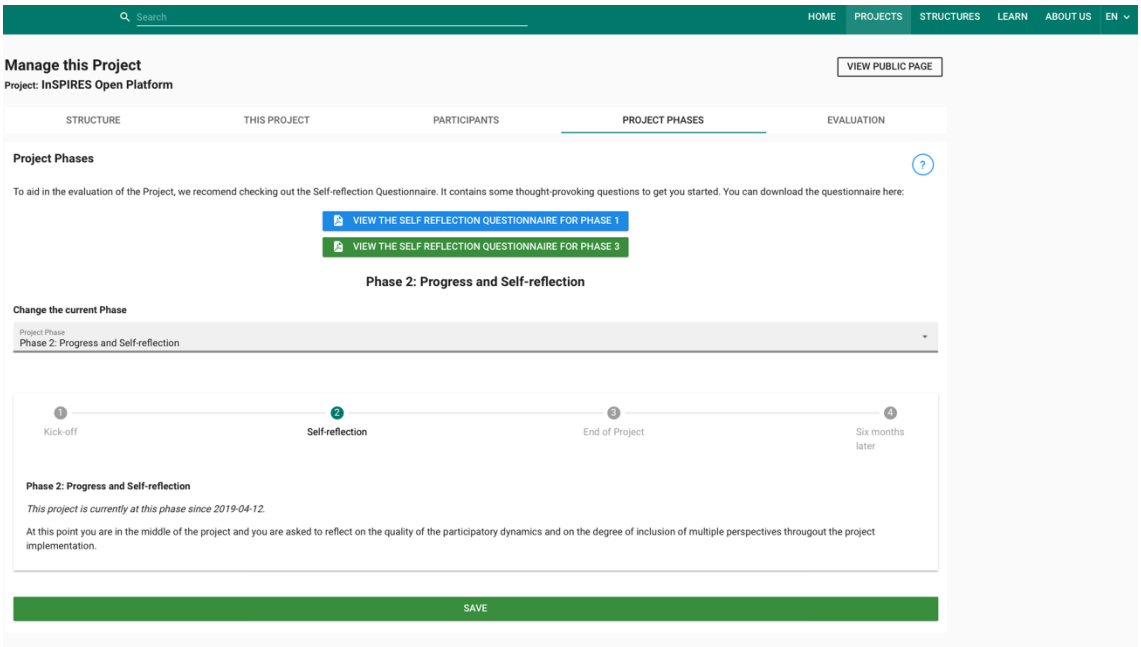


Inform the participants that will participate in the evaluation. The platform offers two ways of doing so. The first one is to select the participant, and in this case, the participant will need to have an InSPIRES Open Platform account. The second option is that the project manager creates a profile directly. The participant will then be added to the evaluation, either maintaining anonymous or not. The evaluation questionnaire can then be sent out by email, as for the participants registered in the platform, or can be distributed on paper and evaluation data entered by the project manager afterwards.



Then, choose the phase of the project in which you are:

- Phase 1: beginning of the project
- Phase 2: mid-term of the project
- Phase 3: end of the project
- Phase 4: six months after the end of the project



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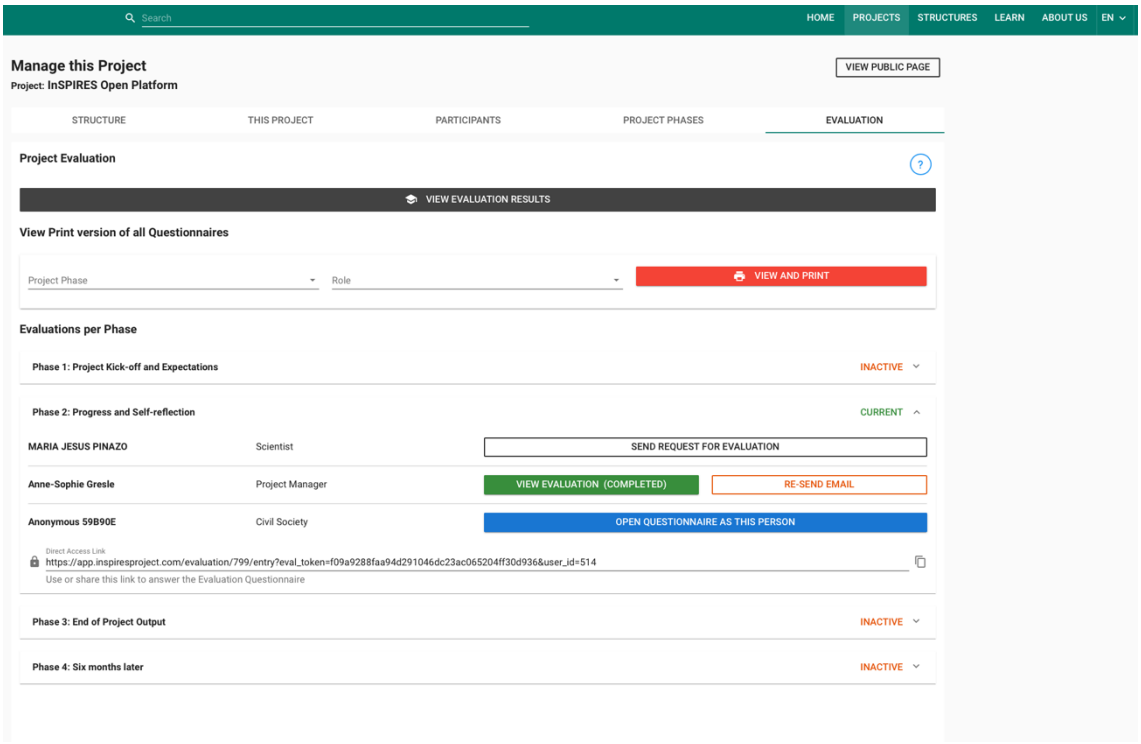
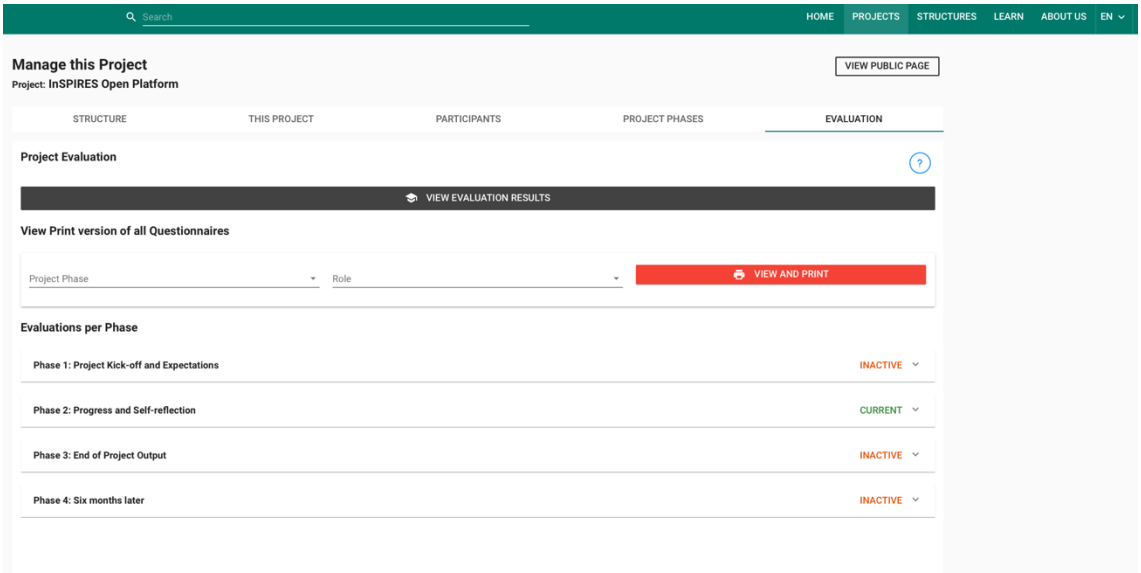
Finally, you can send out the evaluation's questionnaire by going to the last window, as shown in the picture bellow.



To send questionnaires of a different phase, you will have to go back to the "project phases" section, choose the correct phase and save the information. Then, when going back to the "Evaluation" section, the questionnaires from the phase that have been disactivated will be blocked and the ones from the current phase opened, as showed below.



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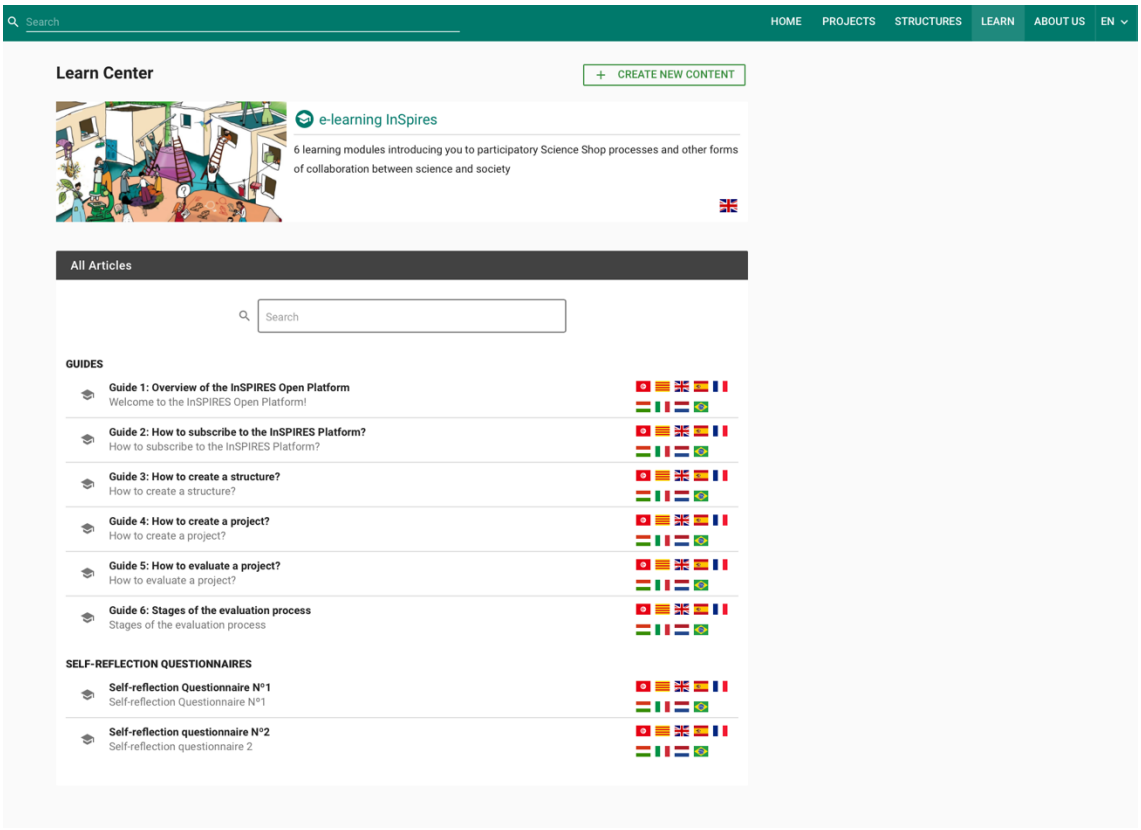
Several guidelines are available on the platform in 9 different languages:

- Guide 1: Overview of the InSPIRES Open Platform
- Guide 2: How to subscribe to the Inspires?
- Guide 3: How to create a structure?
- Guide 4: How to create a project?
- Guide 5: How to evaluate a project?
- Guide 6: Stages of the evaluation process



The evaluation strategy is fully explained in detail in the following section.

2.4. Description of the Impact Evaluation Methodology

2.4.1. Objectives of the evaluation

At the moment, there is no online integrated self-reflection and impact evaluation tool available for Science Shops and participatory research projects. The InSPIRES team has integrated knowledge generated by several EU reports (PERARES, RRI self-reflection tool, RRI-Tool DEL1.3, and MoRRI list of indicators) into a single strategy detailed here below.

Through the proposed evaluation, we pursue the following objectives:

- Assess the co-learning process;
- Measure the achievements of the proposed outcomes;

- Appraise the added value of the intermediation through Science Shops or other type of similar structure.
- Compare performance among projects
- Collectively self-reflect and learn from the evaluation in regards to improve future participatory project

2.4.2. Evaluation Principles/Axes

The impact evaluation tool capture data under five principles/dimensions:

- **Knowledge Democracy** covers transdisciplinarity, data and results openness, and the scientific relevance of the project.

- **Citizen-led Research** refers to the alignment of the project goals to the community demands, and to the efficacy of community engagement in the scientific process.

- **Participatory Dynamics** includes the degree of community involvement, and the quality and impact of engagement practices.

- **Integrity** encompasses expectations alignment, the inclusion of vulnerable groups, the incorporation of an ethical and gender perspectives, the transparency of data management, the consistency of project design, and the quality of available resources.

- **Transformative Change** relates to individual learning and personal growth, project sustainability, the societal responsiveness of the project and its impact on policies, programmes and/or services.

For more detail on the dimensions, please look at section 2.4.7.7.

2.4.3. Ethics procedures for the treatment of evaluation data

The data are treated respecting the highest standard of ethics and integrity as regulated by the European General Data Protection Regulation. Moreover, the visualisation of results was developed in a way that it respects at all time the anonymity of respondents.

2.4.4. The evaluation strategy

The InSPIRES evaluation team proposes a strategy in four different phases:

During the discussion phases and before the project protocol is closed: InSPIRES evaluation team suggests to start the evaluation process with the first self-reflection questionnaire (available in section 2.4.7.1). In an internal meeting, Science Shops or similar structure team members will have the opportunity to reflect upon the purpose and design of the participatory research project. In a meeting with CSOs members, Science Shops or similar

structure team members could raise elements identified thanks to the self-reflection questionnaire to the CSOs members and modify the protocol accordingly if necessary. Finally, Science Shops or similar structure should explain to all participants the evaluation strategy, what will be the next steps and how participants will be requested to participate.

- Once the study protocol is closed and agreed upon all parts involved, the project administrator will send the first batch of individual questionnaires to all the participant (see section 2.4, and more specifically 2.4.7). The questionnaires are designed according to the profile of the respondent. Some questions might be similar for all, whereas some others are specific by profiles.

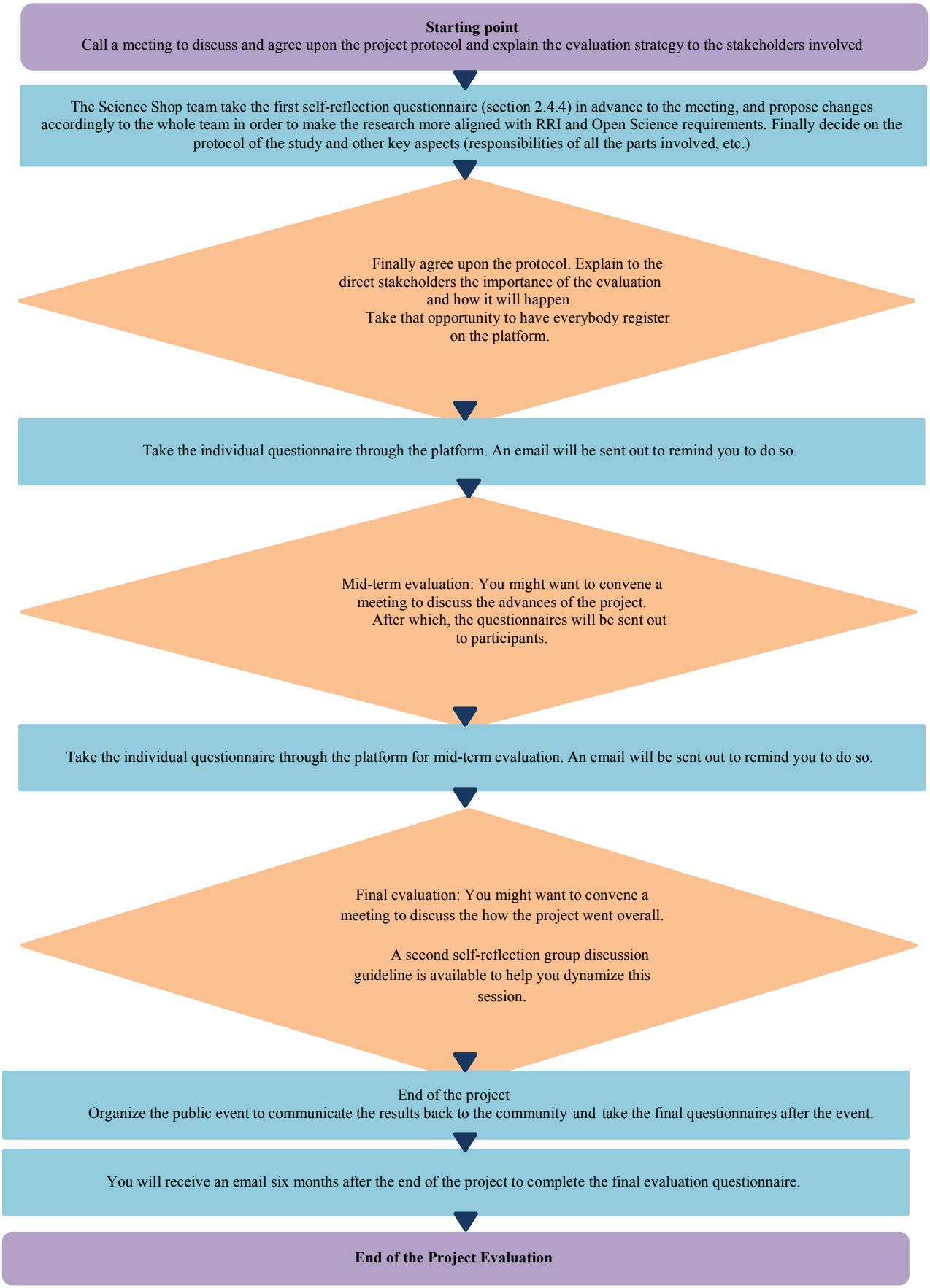
- At the middle of the project, the project administrator will send out the mid-term evaluation.

- At the end of the project, we suggest to organize a group discussion with all the team members involved to assess how the project went overall. A second self-reflection group discussion guideline is available in section 2.4.7.1 to help the Science Shops or other similar structure to dynamize the session. After that and the dissemination event, the project administrator will send out the individual questionnaires to all participants.

- Six months after the end of the project, the final batch of questionnaires will be distributed.

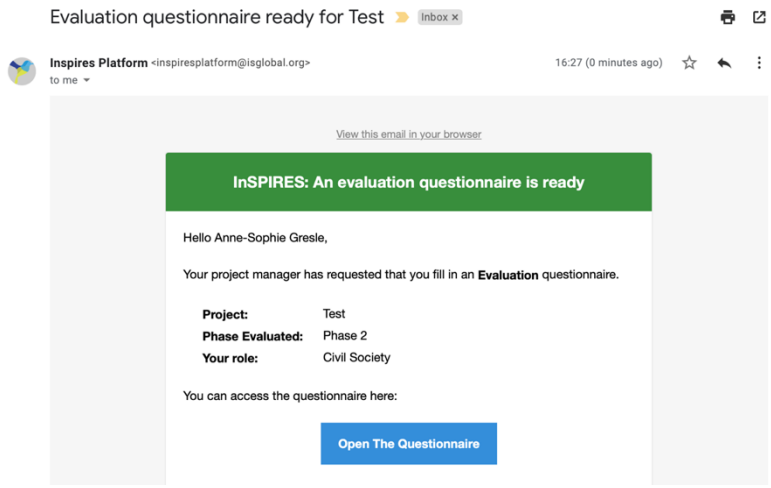
2.4.5. Summary of the evaluation process - flow diagram

- *Oval or Lila Shape - Represents the start or end*
- *Rectangle or Blue Shape - Represents a process*
- *Diamond Shape - Represents a decision*

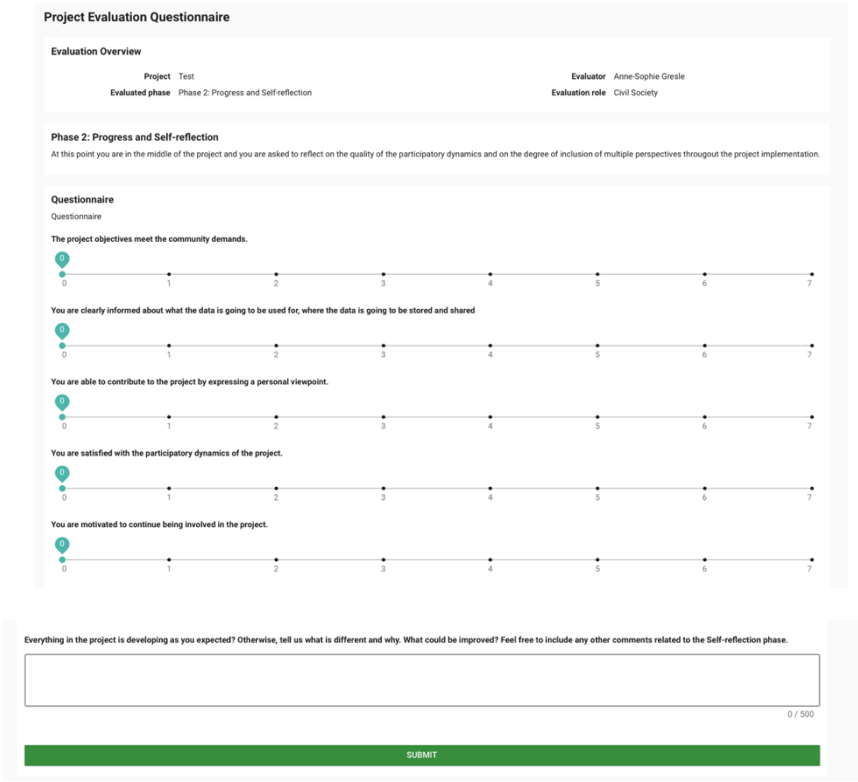

Starting point
Call a meeting to discuss and agree upon the project protocol and explain the evaluation strategy to the stakeholders involved
The Science Shop team take the first self-reflection questionnaire (section 2.4.4) in advance to the meeting, and propose changes accordingly to the whole team in order to make the research more aligned with RRI and Open Science requirements. Finally decide on the protocol of the study and other key aspects (responsibilities of all the parts involved, etc.)
Finally agree upon the protocol. Explain to the direct stakeholders the importance of the evaluation and how it will happen.
Take that opportunity to have everybody register on the platform.
Take the individual questionnaire through the platform. An email will be sent out to remind you to do so.
Mid-term evaluation: You might want to convene a meeting to discuss the advances of the project.
After which, the questionnaires will be sent out to participants.
Take the individual questionnaire through the platform for mid-term evaluation. An email will be sent out to remind you to do so.
Final evaluation: You might want to convene a meeting to discuss the how the project went overall.
A second self-reflection group discussion guideline is available to help you dynamize this session.
End of the project
Organize the public event to communicate the results back to the community and take the final questionnaires after the event.
You will receive an email six months after the end of the project to complete the final evaluation questionnaire.
End of the Project Evaluation

2.4.6. How to send out the questionnaires

To prepare the Open Platform for the evaluation, follow the instructions as described in section 2.3.5. Participants will receive an email to inform them that the questionnaire is ready to be filled-in:

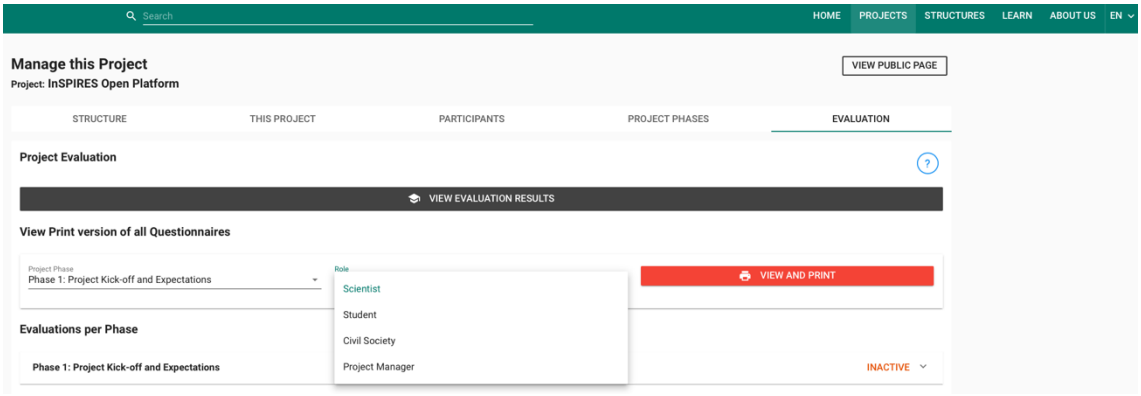


The picture here below shows one of the questionnaires that will be shown to participants on the Open Platform.

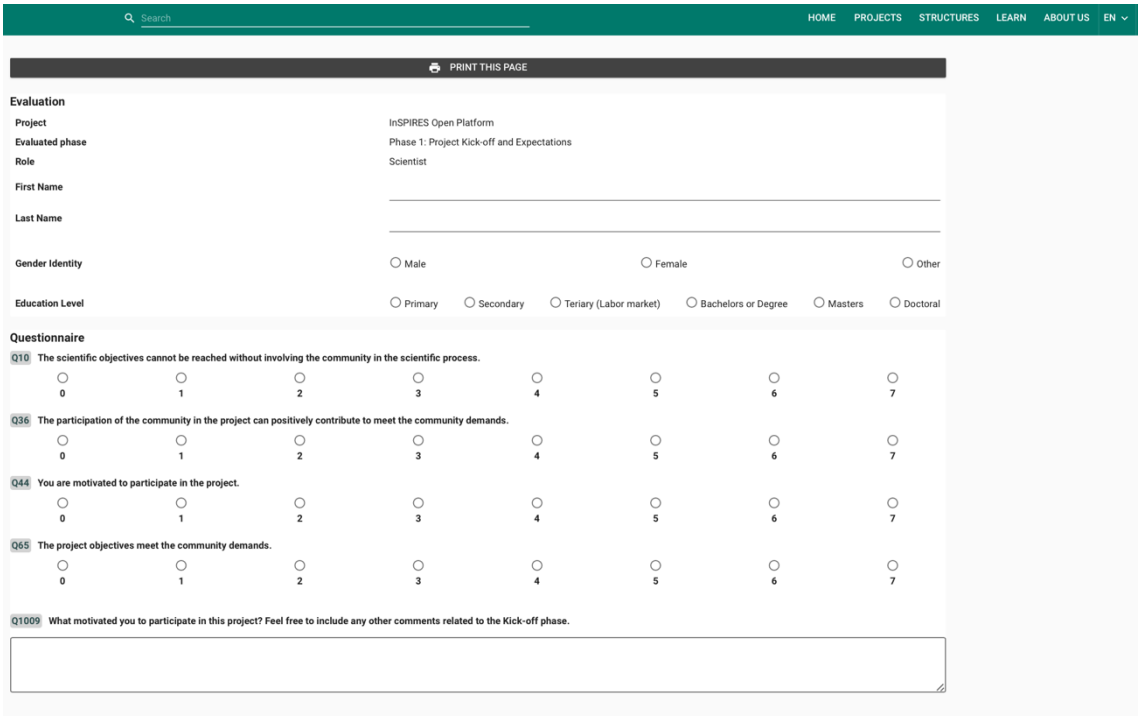


Click on the "submit" bottom to send out your evaluation.

The questionnaires can also be printed and a paper format used, as shown in the picture bellow.



Here is an example of a questionnaire that can be downloaded by clicking on the red bottom "view and print":



2.4.7. The Evaluation questionnaires

All the questionnaires follow the same structure: they all have between 4 to 6 quantitative questions, which some of them are different according to the profile of the respondent, plus one final qualitative question with an open text space.

Here below is the Initial self-reflection questionnaire and then the full list of the questions posed to each of the profile at each stages of the evaluation.

2.4.7.1. First Self-Reflection questionnaire

Based on the Self-Reflection Tool developed by the RRI-Tool project, the DEL 1.3 of the RRI-Tool project, and the MORRI list of indicators for RRI, we propose a first self-reflection questionnaire to be used at the beginning of a participatory research project by the management and research team composed by all direct stakeholders of the projects, to jointly discuss and finally decide on important aspects of the your research protocol, including research design, roles and responsibilities for all the stakeholders involved, expected impacts, communication strategy, etc.

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1ST SELF-REFLECTION QUESTIONNAIRE

Based on the Self-Reflection Tool developed by the RRI-Tool project, the DEL 1.3 of the RRI-Tool project, and the MORRI list of indicators for RRI, we propose a first self-reflection questionnaire to be used at the beginning of a participatory research project by the management and research team composed by all direct stakeholders of the projects, to jointly discuss and finally decide on important aspects of the your research protocol, including research design, roles and responsibilities for all the stakeholders involved, expected impacts, communication strategy, etc.

Bellow you will find a series of questions that you can use to dynamize your session

Pillar	Questions	RRI Process Dimension
Ethics	What are possible ethical considerations for your R&I practices?	Reflection and Anticipation
Ethics	How can different values, interests and ideals be considered?	Diversity and Inclusion
Gender Equality	How do you address gender stereotypes?	Diversity and Inclusion
Gender Equality	How is gender equality addressed in your R&I practices?	Diversity and Inclusion
Governance	How are views from other research or societal groups included in your R&I practice?	Diversity and Inclusion
Governance	How do you ensure your R&I practices can adapt to unforeseen results or societal changes?	Reflection and Anticipation
Open Access	How transparent is the ownership of your work outcomes?	Reflection and Anticipation
Open Access	Which parts of your work are open access?	Openness and Transparency
Open Access	With whom do you share the results of your work?	Diversity and Inclusion
Public Engagement	At which stage of the R&I process is it most effective for you to engage stakeholders, and why?	Diversity and Inclusion
Public Engagement	How do you ensure that stakeholders understand and accept their roles and the objectives of their engagement?	Diversity and Inclusion
Public Engagement	What effects do your engagement activities have on public participants and on your R&I processes?	Reflection and Anticipation
Science Education	How do you encourage stakeholder participation in R&I?	Reflection and Anticipation

Overall, and in a few words:
- What do you expect from this project?
- How would you like to use the research project results in the future?
- What types of impacts would you like to achieve?

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2.4.7.2. Questionnaires for CSOs

Here are the questions for all the phases that are asked for CSOs members involved in the Science Shops/Participatory Research project.

Phase of the evaluation	**Question**
Phase I	The research objectives cannot be reached without involving the community in the research process (all)
Phase I	The project objectives meet the community needs, concerns and priorities (all)
Phase I	You are able to contribute to the project by expressing your knowledge and experience. (Civil Society)
Phase I	You are motivated to participate in the project (all)
Phase I	You feel confident to contribute to the project (Student, Civil Society)
Phase I	Expectations are clearly defined and communicated at the beginning of the project (Project Manager, Civil Society)
Phase I	The design/orientation of the project is not guided only by academic or scientific experts' ideas (all)
Phase I	The participation of the community in the project can positively contribute to meet community needs, concerns and priorities (all)
Phase 2	Your participation in the project can positively contribute to meet the community needs, concerns and priorities (Civil Society)
Phase 2	The project's objectives meet the community needs, concerns and priorities (Civil Society)
Phase 2	You are able to contribute to the project by expressing a personal viewpoint (Civil Society)
Phase 2	You are satisfied of the participation activities, such as for example participatory workshops, group discussions, meetings, online / collaborative data collection process, of the project (all)
Phase 2	You are motivated to continue to get involved in the project (student, scientist, Civil Society)

Phase 2	You are clearly informed about what the data is going to be used for, where the data is going to be stored and shared (Civil Society)
Phase 2	The design/orientation of the project is not guided only by academic or scientific experts' ideas
Phase 2	The project includes perspectives and feedbacks from the community throughout the research process. (all)
Phase 2	The project makes an effort to involve diverse gender experiences and give equal importance to each of them (Civil Society, Project Manager, Scientist)
Phase 3	You feel confident to use the results to achieve your purposes (Civil Society)
Phase 3	In which stages of the research process has it been most effective for you to engage the community? Multiple choice answer from a list (all)
Phase 3	The project has answered the community needs, concerns and priorities (Civil Society)
Phase 3	The project met your expectations (all)
Phase 3	In which stages of the research process has the community been actively involved? (all)
Phase 3	You are motivated to get involved in similar projects (scientist, student, Civil Society)
Phase 3	You were involved or invited to the final communication activity where research results were presented (Civil Society)
Phase 3	Project results are made available to the stakeholders in an appropriate understandable format (Project Manager, Civil Society)
Phase 3	Project results are made available to the general public in an appropriate understandable format (Project Manager, Civil Society)
Phase 3	Your participation in the project has increased your knowledge about the project topic (Civil Society)
Phase 3	The participatory activities such as workshops, group discussions, meetings, online / collaborative data collection process, have contributed to build more socially relevant knowledge (Civil Society, Scientist)
Phase 3	Discussions in the project were based on what was said, not whom said it, and arguments were exchanged in a respectful but rational way (all)

Phase 3	The design/orientation of the project was not guided only by academic or scientific experts' ideas (all)
Phase 3	The possible effects between men and women from the results of the research (gender role, access, control of resources, equality) were considered. (Civil Society, Scientist, Project Manager)
Phase 4	Thanks to the participatory dynamics, such as for example participatory workshops, group discussions, meetings, online / collaborative data collection process, you have been able to address the problem (Civil Society)
Phase 4	The dissemination activities and outputs of the research findings caused alternative policy, programme, process, product or service options to be considered (Project Manager, scientist, Civil Society)
Phase 4	The dissemination activities and outputs of the research findings led to improvements in on existing policy, programme, process, product or service (Project Manager, scientist, Civil Society)
Phase 4	The project helped to better identify the ways research processes can be applied to respond to societal issues. (Civil Society)
Phase 4	The project helped to better identify the ways societal knowledge and practices can be applied to improve research. (Civil Society)
Phase 4	Your participation in the project has increased your knowledge about the project topic (Civil Society)
Phase 4	The participation in the project has fostered your confidence to contribute to collaborative research projects driven by social needs. (Civil Society).
Phase 4	The project generated new research questions, new projects and/or proposals. (Civil Society)
Phase 4	Your participation in the project has changed your behavior and/or your attitude (Civil Society)
Phase 4	Project like this one can increase the probability to get funding (Scientist, Project Manager, Civil Society).

Qualitative open questions

Phase 1: Quick-off

What motivated you to participate in this project? Feel free to include any other comment about your impressions at this phase of the project:

Phase 2: Midterm

Is anything in the project developing differently than you expected? If so, what and why? What could be improved? Feel free to include any other comment about your impressions at this phase of the project:

Phase 3: End of the project

How would you describe the main outcomes of this project from your perspective and what has ensured the achievement of those outcomes? Without the organization that manage this project, would you have considered any other alternative to address your demand? if yes, which alternative would you have considered in order to address your demand? In the case of this different alternative, would you have expected the results to be different?
Feel free to include any other comment about your impressions at this phase of the project:

Phase 4: Six months later

Were there changes in your context that you could attribute to this project? If so, please describe them. Feel free to include any other comment about your impressions at this phase of the project:

2.4.7.3. Questionnaires for Students

Here are the questions for all the phases that are asked for students involved in the Science Shops/Participatory Research project.

Phase of the evaluation	**Question**
Phase 1	The design/orientation of the project is not guided only by academic or scientific experts' ideas (all)
Phase 1	The research objectives cannot be reached without involving the community in the research process (all)
Phase 1	The project objectives meet the community needs, concerns and priorities (all)
Phase 1	The participation of the community in the project can positively contribute to meet community needs, concerns and priorities (Project Manager, scientist, student)
Phase 1	You are motivated to participate in the project (all)
Phase 1	You feel confident to contribute to the project (student, Civil Society)
Phase 2	The design/orientation of the project is not guided only by academic or scientific experts' ideas (all)

Phase 2	You are satisfied with the participatory dynamics, such as for example participatory workshops, group discussions, meetings, online / collaborative data collection process, of the project (all)
Phase 2	You are motivated to continue being involved in the project (student, scientist, Civil Society)
Phase 2	You are learning or enhancing new skills, knowledge and attitudes during the project (student)
Phase 2	The project includes perspectives and feedbacks from the community throughout the research process (all)
Phase 3	The design/orientation of the project was not guided only by academic or scientific experts' ideas (all)
Phase 3	Discussions in the project were based on what was said, not whom said it, and arguments were exchanged in a respectful but rational way (all)
Phase 3	You have learnt or enhanced new skills, knowledge and attitudes during the project (student)
Phase 3	In which stages of the research process has it been most effective for you to engage the community? (all)
Phase 3	The project met your expectations (all)
Phase 3	In which stages of the research process has the community been actively involved? (all)
Phase 3	You are motivated to get involved in similar projects (scientist, student, Civil Society)
Phase 3	The project results actively contributed to the scientific discourse (via scientific publications, blogs...). (Scientist, Project Manager, Civil Society).
Phase 4	The project's results actively contributed to the scientific discourse (via scientific publications, blogs...) (Project Manager, scientist, student)
Phase 4	The project helped to better identify the ways research processes can be applied to respond to societal issues (all)
Phase 4	The project helped to better identify the ways societal knowledge and practices can be applied to improve research (all)

Phase 4	The skills, knowledge and attitudes acquired during the project have positively contributed to impulse your professional career (student)
Phase 4	The project generated new research questions, new projects and/or proposals (Project Manager, scientist, student)

Qualitative open questions

Phase 1: Quick-off
What motivated you to participate in this project? Feel free to include any other comment about your impressions at this phase of the project:

Phase 2: Midterm
Is anything in the project developing differently than you expected? If so, what and why? What could be improved? Feel free to include any other comment about your impressions at this phase of the project:

Phase 3: End of the project
How would you describe the main outcomes of this project from your perspective and what has ensured these achievements? Feel free to include any other comment about your impressions at this phase of the project:

Phase 4: Six months later
Please describe the main competencies that you acquired through this project. Feel free to include any other comment about your impressions at this phase of the project:

2.4.7.4. Questionnaires for Project Manager / Science Shop coordinator

Here are the questions for all the phases that are asked to project managers/science shops coordinators involved in the Science Shops/Participatory Research project.

Phase of the evaluation	**Question**
Phase 1	The design/orientation of the project is not guided only by academic or scientific experts' ideas (all)
Phase 1	The research objectives cannot be reached without involving the community in the research process (all)
Phase 1	The project objectives meet the community needs, concerns and priorities (all)

Phase 1	The participation of the community in the project can positively contribute to meet the community needs, concerns and priorities (Project Manager, scientist, student)
Phase 1	You are motivated to participate in the project (all)
Phase 1	Analysing your project design with Self-Reflection Questionnaire One (downloadable PDF document) has helped you to raise or ratify awareness on crucial decisions at this stage of the process (Choose 0 if you have not used it) (Project Manager)
Phase 1	Expectations are clearly defined and communicated at the beginning of the project (Project Manager, Civil Society)
Phase 1	The financial resources to conduct the project are available (Project Manager)
Phase 1	The project promotes a gender perspective in the research process and results (Project Manager)
Phase 2	The design/orientation of the project is not guided only by academic or scientific experts' ideas (all)
Phase 2	You are satisfied with the participatory dynamics, such as for example participatory workshops, group discussions, meetings, online / collaborative data collection process of the project (all)
Phase 2	The project includes perspectives and feedbacks from the community throughout the research process (all)
Phase 2	The project includes traditionally excluded groups, groups that would not have access to research in another way and/or particular groups expressing specific interests and needs (Project Manager)
Phase 2	The project makes an effort to involve diverse gender experiences and give equal importance to each of them (Civil Society, Project Manager, Scientist, Civil society)
Phase 3	The design/orientation of the project was not guided only by academic or scientific experts' ideas (all)
Phase 3	Discussions in the project were based on what was said, not whom said it, and arguments were exchanged in a respectful but rational way (all)
Phase 3	In which stages of the research process has the community been actively involved? (all)

Phase 3	Analysing your project's closure with Self-Reflection Questionnaire Two (downloadable PDF document) has helped you to raise or ratify awareness on crucial decisions for future processes (Choose 0 if you have not used it) (Project Manager)
Phase 3	A gender perspective has contributed to improve the project results (Project Manager, scientist)
Phase 3	The financial resources were appropriate for the project (Project Manager, Scientist)
Phase 3	The personal resources were appropriate for the project (Project Manager, Scientist)
Phase 3	You have informed the civil society members about what the data is going to be used for, where the data is going to be stored and shared (Project Manager)
Phase 3	The project met your expectations (all)
Phase 3	The participation in the workshops, group discussions, meetings, online / collaborative data collection process, has been easy and effective (Project Manager, scientist)
Phase 3	In which stages of the research process has it been most effective for you to engage the community?? (all)
Phase 3	The participation in the workshops, group discussions, meetings, online / collaborative data collection process, has positively contributing to building stronger knowledge (Project Manager)
Phase 3	Research methodologies are described clearly, so others could adapt or re-use them (Project Manager)
Phase 3	Raw data that does not infringe privacy or other ethical constraints is available in a FAIR way (Project Manager)
Phase 3	Project results are made available to the stakeholders in an appropriate understandable format (Project Manager, Civil Society)
Phase 3	Project results are made available to the general public in an appropriate understandable format (Project Manager, Civil Society)
Phase 3	The possible effects of the research in gender inequalities (gender role, access, control of resources, equality) were considered. (Civil Society, Scientist, Project Manager)

Phase 4	The project's results actively contributed to the scientific discourse (via scientific publications, blogs...) (Project Manager, scientist, student)
Phase 4	Project like this one can increase the probability to get funding (Project Manager, Scientist, Civil Society)
Phase 4	The dissemination activities and outputs of the research findings caused alternative policy, programme, process, product or service options to be considered (Project Manager, scientist, Civil Society)
Phase 4	The dissemination activities and outputs of the research findings led to improvements in on existing policy, programme, process, product or service (Project Manager, scientist, Civil Society)
Phase 4	The project helped to better identify the ways research processes can be applied to respond to societal issues (all)
Phase 4	The project helped to better identify the ways societal knowledge and practices can be applied to improve research (all)
Phase 4	The project generated new research questions, new projects and/or proposals (Project Manager, scientist, student)

Qualitative open questions

Phase 1: Quick-off

What motivated your organisation to accept this project? Feel free to include any other comment about your impressions at this phase of the project:

Phase 2: Midterm

Is anything in the project developing differently than you expected? If so, what and why? What could be improved? Feel free to include any other comment about your impressions at this phase of the project:

Phase 3: End of the project

Now that the project has finished, how do you think its design and implementation could have been improved, as for example regarding the involvement of different stakeholders, use of different methods, organization of different activities?

Phase 4: Six months later

How would you describe the benefits of this project from your perspective and what has ensured these achievements? Feel free to include any other comment about your impressions at this phase of the project:

2.4.7.5. Questionnaire for Scientist

Here are the questions for all the phases that are asked to scientists involved in the Science Shops/Participatory Research project.

Phase of the evaluation	**Question**
Phase 1	The design/orientation of the project is not guided only by academic or scientific experts' ideas. (all)
Phase 1	The research objectives cannot be reached without involving the community in the research process (all)
Phase 1	The project objectives meet needs, concerns and priorities (all)
Phase 1	The participation of the community in the project can positively contribute to meet community needs, concerns and priorities (Project Manager, scientist, student)
Phase 1	You are motivated to participate in the project (all)
Phase 2	The design/orientation of the project is not guided only by academic or scientific experts' ideas (all)
Phase 2	The project makes an effort to involve diverse gender experiences and give equal importance to each of them (Civil Society, Project Manager, Scientist)
Phase 2	The project will produce scientific results that is relevant and increase the knowledge of the topic. (scientist)
Phase 2	You are satisfied of the participation activities, such as for example participatory workshops, group discussions, meetings, online / collaborative data collection process, of the project (all)
Phase 2	You are motivated to continue being involved in the project (student, scientist, Civil Society)
Phase 2	The project includes perspectives and feedbacks from the community throughout the research process (all)
Phase 3	The design/orientation of the project was not guided only by academic or scientific experts' ideas (all)

Phase 3	Discussions in the project were based on what was said, not whom said it, and arguments were exchanged in a respectful but rational way (all)
Phase 3	You have learnt or enhanced new skills, knowledge and attitudes in engagement practices (e.g. how to communicate with civil society members, how to conduct focus groups and workshop, etc.) (Scientist)
Phase 3	You have learnt or enhanced new skills, knowledge and attitudes in engagement practices (e.g. how to communicate with civil society members, how to conduct focus groups and workshop, etc.) (Scientist)
Phase 3	The possible effects of the research in gender inequalities (gender role, access, control of resources, equality) were considered. (Civil Society, Scientist, Project Manager)
Phase 3	A gender perspective has contributed to improve the project results (Project Manager, scientist)
Phase 3	In which stages of the research process has it been most effective for you to engage the community? (all)
Phase 3	The financial resources were appropriate for the project (Project Manager, Scientist)
Phase 3	The personal resources were appropriate for the project (Project Manager, Scientist)
Phase 3	The project met your expectations (all)
Phase 3	The participation in the workshops, group discussions, meetings, online / collaborative data collection process, has positively contributing to building stronger knowledge (Project Manager, Scientist)
Phase 3	The participation in the workshops, group discussions, meetings, online / collaborative data collection process, has been easy and effective (Project Manager, scientist)
Phase 3	In which stages of the research process has the community been actively involved? (all)
Phase 3	You are motivated to get involved in similar projects (scientist, student, Civil Society)
Phase 3	The participatory activities such as participatory workshops, group discussions, meetings, online / collaborative data collection process, have contributed to build more socially relevant knowledge (scientist, civil society)

Phase 3	The results of the project have contributed to generate new knowledge relevant for each stakeholder (scientist)
Phase 4	The project's results actively contributed to the scientific discourse (via scientific publications, blogs...) (Project Manager, scientist, student)
Phase 4	The project helped to better identify the ways research processes can be applied to respond to societal issues (all)
Phase 4	The project helped to better identify the ways societal knowledge and practices can be applied to improve research (all)
Phase 4	The dissemination activities and outputs of the research findings caused alternative policy, programme, process, product or service options to be considered (Project Manager, scientist, Civil Society)
Phase 4	The dissemination activities and outputs of the research findings led to improvements in on existing policy, programme, process, product or service. (Project Manager, scientist, Civil Society)
Phase 4	The project generated new research questions, new projects and/or proposals (Project Manager, scientist, student)
Phase 4	Project like this one can increase the probability to get funding (Project Manager, Scientist, Civil Society)

Qualitative open questions

Phase 1: Quick-off

What motivated you to participate in this project? Feel free to include any other comment about your impressions at this phase of the project:

Phase 2: Midterm

Is anything in the project developing differently than you expected? If so, what and why? What could be improved? Feel free to include any other comment about your impressions at this phase of the project:

Phase 3: End of the project

How would you describe the main outcomes of this project from your perspective and what has ensured these achievements? Feel free to include any other comment about your impressions at this phase of the project:

Phase 4: Six months later

Were there changes in your teaching approach and/or research lines that you could attribute to this project? If so, please describe them. Feel free to include any other comment about your impressions at this phase of the project:

2.4.7.6. Group-discussion second self-reflection questionnaire for final meeting

In order to jointly reflect upon the project development and results, the InSPIRES evaluation team propose to organize a group discussion at the end of the project. In order to help Science Shops or similar structure coordinator to organize the session, we propose this second self-reflection questionnaire.

It is based on the Self-Reflection Tool developed by the RRI-Tool project, the DEL 1.3 of the RRI-Tool project, and the MORRI list of indicators for RRI. It can **be used at the end of a participatory research** project to jointly assess with the management and research team composed by all direct stakeholders of the projects, how the process went from its inception, development, to the results and next steps.

Bellow you will find a series of questions that you can use to dynamize your session.

InSPIRES OPEN PLATFORM | SELF-REFLECTION 2

2ND SELF-REFLECTION QUESTIONNAIRE

Based on the Self-Reflection Tool developed by the RRI-Tool project, the DEL 1.3 of the RRI-Tool project, and the MORRI list of indicators for RRI, we propose this second self-reflection questionnaire to be used at the end of a participatory research project to jointly assess with the management and research team composed by all direct stakeholders of the projects, how the process went from its inception, development, to the results and next steps.

Bellow you will find a series of questions that you can use to dynamize your session

Pillar	Questions	RRI Process Dimension
Ethics	• Have you encountered ethical dilemmas during your research? How have you solved these dilemmas? What barriers have you encountered? • What have you learned from them? Is there a way to address ethical dilemmas in a more satisfactory way?	Reflection and Anticipation
Ethics	• Has your project considered the different points of view and interests on the issue worked on? • Has your project considered the diversity of actors involved in the issue to be addressed and their power relations? • Are there any groups that have been excluded from the process and why?	Diversity and Inclusion
Gender Equality	• Have gender inequalities been analyzed in your research? • Have you generated knowledge to reduce gender inequalities? • Have you address gender stereotypes throughout the research process?	Diversity and Inclusion
Gender Equality	• How is gender equality addressed in your R&I practices? • Have you taken steps to ensure gender equity among the people involved in the research? How have you done this?	Diversity and Inclusion
Governance	• Have include other research or societal groups in your research process? How? And what was positive in doing so? What have you learned? What did you miss, could have been improved and how?	Diversity and Inclusion

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InSPIRES OPEN PLATFORM | SELF-REFLECTION 2

2ND SELF-REFLECTION QUESTIONNAIRE

Pillar	Questions	RRI Process Dimension
Governance	• Have you been able to anticipate results or societal changes and monitor them accordingly? How? And what was positive about this anticipation? What have you learned? What did you miss, could have been improved and how?	Reflection and Anticipation
Open Access	• Have the process been transparent enough? Why? What was done correctly? What could have been improved?	Reflection and Anticipation
Open Access	• In the end, which parts of your work are open access? Does it correspond to what what was agreed at the beginning of the project? What have changed? Why? • Have you had any difficulty publishing in open access?	Openness and Transparency
Open Access	• In the end, with whom will/have you share the results of your work? Why? What types of impacts are/were you expecting? Have you been able to achieve them? How? If not, why?	Diversity and Inclusion
Public Engagement	• At which stage of the process you felt engagement activities were most effective? And what was positive? Why? • Are you satisfied with the participatory activities? Why? And what was positive? What could have been done better? What have you learned?	Diversity and Inclusion
Public Engagement	• Where the roles and objectives of the engagement clearly agreed upon from the beginning? • Did it help prevent any misunderstanding throughout the process? What have you learned? And what was positive? What could have been done better?	Diversity and Inclusion
Public Engagement	• How the participatory activities have impacted you? What have you learned? What was positive? What could have been improved? • How the participatory activities have impacted to other participants?	Reflection and Anticipation

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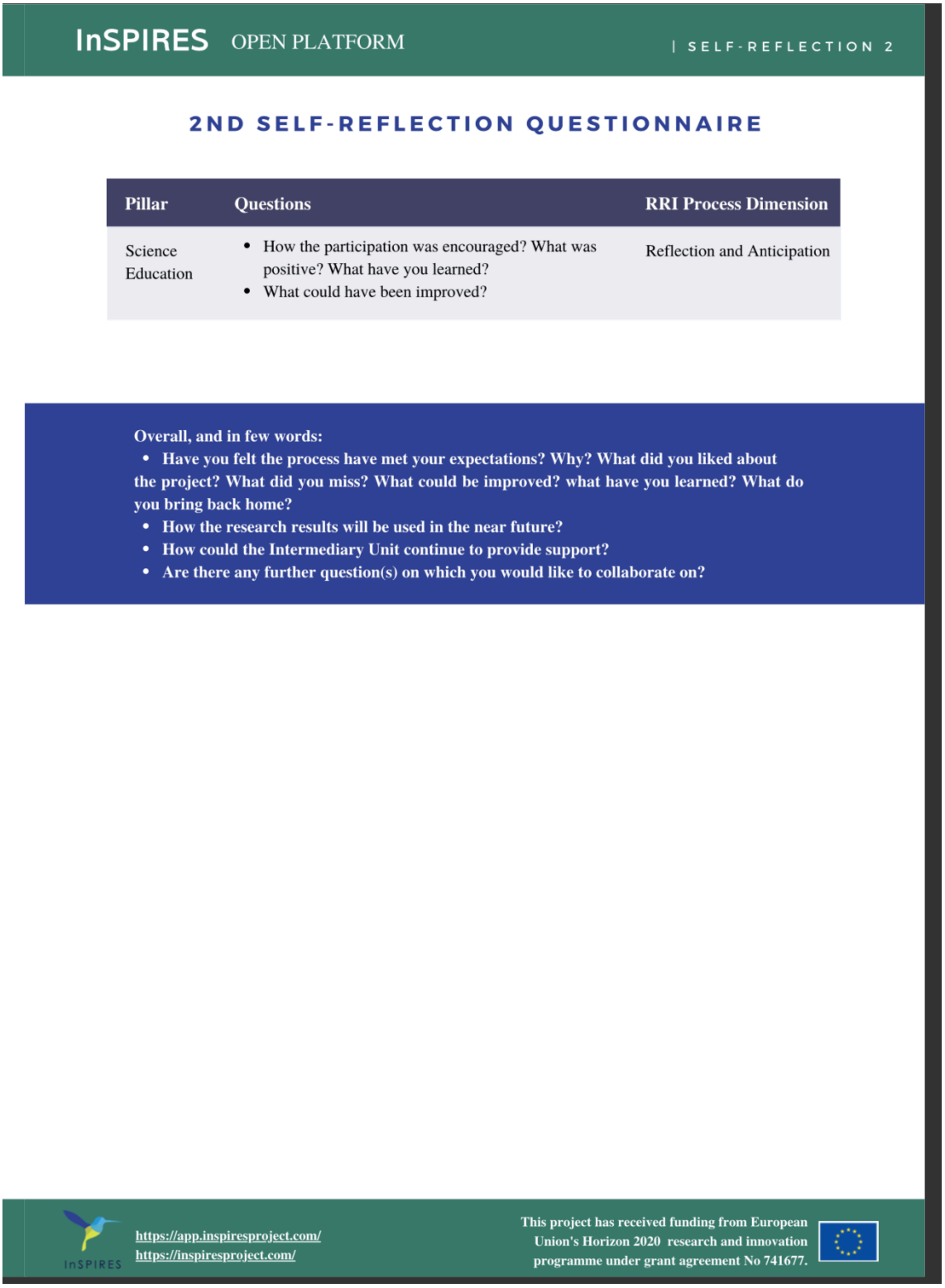
InSPIRES OPEN PLATFORM
| SELF-REFLECTION 2
2ND SELF-REFLECTION QUESTIONNAIRE
Pillar
Questions
RRI Process Dimension
Science Education
How the participation was encouraged? What was positive? What have you learned?
What could have been improved?
Reflection and Anticipation
Overall, and in few words:
Have you felt the process have met your expectations? Why? What did you liked about the project? What did you miss? What could be improved? what have you learned? What do you bring back home?
How the research results will be used in the near future?
How could the Intermediary Unit continue to provide support?
Are there any further question(s) on which you would like to collaborate on?
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This project has received funding from European Union's Horizon 2020 research and innovation programme under grant agreement No 741677.

2.4.7.7. Questions organized per Principles and sub-clustered

We propose to classify all the questions under the 5 main principles that InSPIRES promotes, which are used to offer a general visualization of evaluation results as described in section 2.4.8.1. The general visualization is visible for all the user of the platform. This level of public visualisation responds to a concern for InSPIRES to comply with some open data requirement as well as RRI ones, such as transparency and openness. A second and third level of visualization (as described in section 2.4.8.2 and 2.4.8.3) which enter more into details is however only available for the members of a specific project.

2.4.7.7.1. Knowledge democracy

Phase of the evaluation	**Question**
Phase 1	The design/orientation of the project is not guided only by academic or scientific experts' ideas (all)
Phase 2	The project will produce scientific results that are relevant and increase the knowledge of the topic. (scientist)
Phase 2	The design/orientation of the project is not guided only by academic or scientific experts' ideas (all)
Phase 3	Research methodologies are described clearly, so others could adapt or re-use them (Project Manager)
Phase 3	Raw data that does not infringe privacy or other ethical constraints is available in a fair way (Project Manager)
Phase 3	Project results are made available to the stakeholders in an appropriate understandable format (Project Manager, Civil Society)
Phase 3	Project results are made available to the general public in an appropriate understandable format (Project Manager, Civil Society)
Phase 3	The results of the project have contributed to generate new knowledge relevant for each stakeholder (scientist)
Phase 3	The design/orientation of the project was not guided only by academic or scientific experts' ideas (all)
Phase 3	Discussions in the project were based on what was said, not whom said it, and arguments were exchanged in a respectful but rational way (all)
Phase 4	The project's results actively contributed to the scientific discourse (via scientific publications, blogs...) (Project Manager, scientist, student)

Phase 4	The project helped to better identify the ways research processes can be applied to respond to societal issues (all)
Phase 4	The project helped to better identify the ways societal knowledge and practices can be applied to improve research (all)

For the second level visualization, the one that is accessible only for the members involved in a specific project, we propose another classification of the questions. Depending on the number of respondents the anonymity of results could be jeopardized, this is why we worked on this sub-classification:

- **Openness** [Project results are made available to the stakeholders in an appropriate understandable format] [Project results are made available to the general public in an appropriate understandable format] [Research methodologies are described clearly, so others could adapt or re-use them] [Raw data that does not infringe privacy or other ethical constraints is available in a fair way]

- **Knowledge integration** [The design/orientation of the project is not guided only by academic or scientific experts' ideas] [Discussions in the project were based on what was said, not whom said it, and arguments were exchanged in a respectful but rational way] [The project helped to better identify the ways research processes can be applied to respond to societal issues] [The project helped to better identify the ways societal knowledge and practices can be applied to improve research]

- **Scientific relevance** [The results of the project have contributed to generate new knowledge relevant for each stakeholder] [The project's results actively contributed to the scientific discourse (via scientific publications, blogs...)] [The project will produce scientific results that are relevant and increase the knowledge of the topic.]

2.4.7.7.2. Citizen-led research

Phase of the evaluation	Question
Phase 1	The research objectives cannot be reached without involving the community in the research process (all)
Phase 1	The participation of the community in the project can positively contribute to meet the community needs, concerns and priorities (all)
Phase 1	You are able to contribute to the project by expressing your knowledge and experience (Civil Society)
Phase 1	The project objectives meet the community needs, concerns and

	priorities (all)
Phase 2	Your participation in the project can positively contribute to meet the community needs, concerns and priorities (Civil Society)
Phase 2	The project objectives meet the community needs, concerns and priorities (Civil Society)
Phase 2	You are able to contribute to the project by expressing a personal viewpoint (Civil Society)
Phase 3	In which stages of the scientific process has it been most effective for you to engage the community? (all)
Phase 3	The project has answered the community needs, concerns and priorities (Civil Society)

- **Community alignment:** [The project objectives meet the community needs, concerns and priorities] [The participation of the community in the project can positively contribute to meet community needs, concerns and priorities] [[Your participation in the project can positively contribute to meet community demands] [The project has answered the community needs, concerns and priorities]

- **Responsiveness to community engagement:** [The research objectives cannot be reached without involving the community in the research process**] [**You are able to contribute to the project by expressing a personal viewpoint] [You are able to contribute to the project by expressing your knowledge and experience]

2.4.7.7.3. Participatory dynamics

Phase of the evaluation	**Question**
Phase 1	You are motivated to participate in the project (all)
Phase 2	You are satisfied of the participation activities, such as for example participatory workshops, group discussions, meetings, online / collaborative data collection process, of the project. (all)
Phase 2	You are motivated to continue being involved in the project (student, Scientist, Civil Society)
Phase 3	The participation in the workshops, group discussions, meetings, online / collaborative data collection process, has been easy and effective (Project Manager, scientist)

Phase 3	In which stages of the research process has the community been actively involved? (all)
Phase 3	You are motivated to get involved in similar projects (scientist, student, Civil Society)
Phase 3	The participation in the workshops, group discussions, meetings, online / collaborative data collection process, has positively contributing to building stronger knowledge (Project Manager, Scientist)
Phase 3	The participatory activities, such as for example participatory workshops, group discussions, meetings, online / collaborative data collection process, have contributed to build more socially relevant knowledge (Civil Society, Scientist)
Phase 3	You were involved or invited to the final communication activity where research results were presented (Civil Society)
Phase 4	Thanks to the participatory activities, such as for example participatory workshops, group discussions, meetings, online / collaborative data collection process, you have been able to address the problem (Civil Society)

- **Degree of engagement** [You were involved or invited in the final communication activity where research results were presented]

- **Motivation** [You are motivated to participate in the project] [You are motivated to continue being involved in the project] [You are motivated to get involved in similar projects]

- **Satisfaction with the participation** [The participation in the workshops, group discussions, meetings, online / collaborative data collection process, has been easy and effective] [The participation in the workshops, group discussions, meetings, online / collaborative data collection process, has positively contributing to building stronger knowledge] [You are satisfied of the participation activities, such as for example participatory workshops, group discussions, meetings, online / collaborative data collection process, of the project]

- **Impact of the participation:** [The participatory activities, such as for example participatory workshops, group discussions, meetings, online / collaborative data collection process, have contributed to build more socially relevant knowledge] [Thanks to the participatory activities, such as for example participatory workshops, group discussions, meetings, online / collaborative data collection process, you have been able to address the problem]

2.4.7.7.4. Transformative change

Phase of the evaluation	**Question**
Phase 1	You feel confident to contribute to the project (student, Civil Society)
Phase 2	You are learning or enhancing new skills, knowledge and attitudes during the project (student)
Phase 3	You have learnt or enhanced new skills, knowledge and attitudes during the project (student)
Phase 3	You feel confident to use the results to achieve your purposes (Civil Society)
Phase 3	Your participation in the project has increased your knowledge about the project topic (Civil Society)
Phase 3	You have learnt or enhanced new skills, knowledge and attitudes in engagement practices (e.g. how to communicate with civil society members, how to conduct focus groups and workshop, etc.) (Scientist)
Phase 4	Project like this one can increase the probability to get funding (Project Manager, Scientist, Civil Society)
Phase 4	The dissemination activities and outputs of the research findings caused alternative policy, programme, process, product or service options to be considered (Project Manager, scientist, Civil Society)
Phase 4	The dissemination activities and outputs of the research findings led to improvements in on existing policy, programme, process, product or service (Project Manager, scientist, Civil Society)
Phase 4	Your participation in the project has increased your knowledge about the project topic (Civil Society)
Phase 4	The participation in the project has fostered your confidence to contribute to collaborative research projects driven by social needs. (Civil Society)
Phase 4	The skills, knowledge and attitudes acquired during the project have positively contributed to impulse your professional career (student)
Phase 4	The project generated new research questions, new projects and/or proposals (Project Manager, scientist, student)

Phase 4	Your participation in the project has changed your behaviour and/or your attitude (Civil Society)

- Self-improvement [You feel confident to contribute to the project] [You feel confident to use the results to achieve your purposes] [Your participation in the project has changed your behaviour and/or your attitude] [The participation in the project has fostered your confidence to contribute to collaborative research projects driven by social needs.]

- Knowledge and skills [You are learning or enhancing new skills, knowledge and attitudes during the project] [You have learnt or enhanced new skills, knowledge and attitudes during the project] [The skills, knowledge and attitudes acquired during the project have positively contributed to impulse your professional career] [Your participation in the project has increased your knowledge about the project topic] [You have learnt or enhanced new skills, knowledge and attitudes in engagement practices (e.g. how to communicate with civil society members, how to conduct focus groups and workshop, etc.)]

- Collective capacity [The project generated new research questions, new projects and/or proposals] [Project like this one can increase the probability to get funding]

- Impact [The dissemination activities and outputs of the research findings caused alternative policy, programme, process, product or service options to be considered] [The dissemination activities and outputs of the research findings led to improvements in on existing policy, programme, process, product or service]

2.4.7.7.5. Integrity

Phases of the evaluation	**Questions**
Phase 1	Analysing your project design with Self-Reflection Questionnaire One (downloadable PDF document) has helped you to raise or ratify awareness on crucial decisions at this stage of the process (Project Manager)
Phase 1	Expectations are clearly defined and communicated at the beginning of the project (Project Manager, Civil Society)
Phase 1	The financial resources to conduct the project are available (Project Manager)
Phase 1	The project promotes a gender perspective in the research process and results (Project Manager)
Phase 2	You are clearly informed about what the data is going to be used for, where the data is going to be stored and shared (Civil Society)

Phase 2	The project includes perspectives and feedbacks from the community throughout the research process (all)
Phase 2	The project includes traditionally excluded groups, groups that would not have access to research in another way and/or particular groups expressing specific interests and needs (Project Manager)
Phase 2	The project makes an effort to involve diverse gender experiences and give equal importance to each of them (Civil Society, Project Manager, Scientist)
Phase 3	Analysing your project's closure with Self-Reflection Questionnaire Two (downloadable PDF document) has helped you to raise or ratify awareness on crucial decisions for future processes (Project Manager)
Phase 3	A gender perspective has contributed to improve the project results (Project Manager, scientist)
Phase 3	The financial resources were appropriate for the project (Project Manager, Scientist)
Phase 3	The personal resources were appropriate for the project (Project Manager, Scientist)
Phase 3	You have informed the civil society members about what the data is going to be used for, where the data is going to be stored and shared (Project Manager)
Phase 3	The project met your expectations (all)
Phase 3	The possible effects of the research in gender inequalities (gender role, access, control of resources, equality) were considered. (Civil Society, Project Manager, Scientist)

- **Resource availability** [The financial resources were appropriate for the project] [The personal resources were appropriate for the project]

- **Transparency** [You have informed the civil society members about what the data is going to be used for, where the data is going to be stored and shared] [You are clearly informed about what the data is going to be used for, where the data is going to be stored and shared]

- **Gender perspective** [The project promotes a gender perspective in the research process and result] [The project makes an effort to involve diverse gender experiences and give equal importance to each of them] [A gender perspective has contributed to improve the project results] [The possible effects of the research in gender inequalities (gender role, access, control of resources, equality) were considered]

- **Expectation alignment** [Expectations are clearly defined and communicated at the beginning of the project] [The project met your expectations]

- **Inclusivity** [The project includes perspectives and feedbacks from the community throughout the research process] [The project includes traditionally excluded groups, groups that would not have access to research in another way and/or particular groups expressing specific interests and needs]

- **Reflexivity** [Analysing your project design with Self-Reflection Questionnaire One (downloadable PDF document) has helped you to raise or ratify awareness on crucial decisions at this stage of the process] [Analysing your project's closure with Self-Reflection Questionnaire Two (downloadable PDF document) has helped you to raise or ratify awareness on crucial decisions for future processes].

2.4.8. Automatic analysis of the qualitative indicators

2.4.8.1. Public visualization

This is the first level of results evaluation. It is visible by all the people navigating the platform.

The public visualization reflects the overall evaluation of the project. As described in section 2.4.4, every project profile goes through a self-reflection process and answer a questionnaire that evaluates, on a scale from 0 to 7, including questions that are clustered under different dimensions of five principles that integrates the values of Responsible Research and Innovation and Open Science, namely: *Transformative Change*, *Knowledge Democracy*, *Citizen-led Research*, *Participatory Dynamics*, and *Integrity*.

Based on the team's aggregated answers, the projects are then categorized within each principle into four groups:

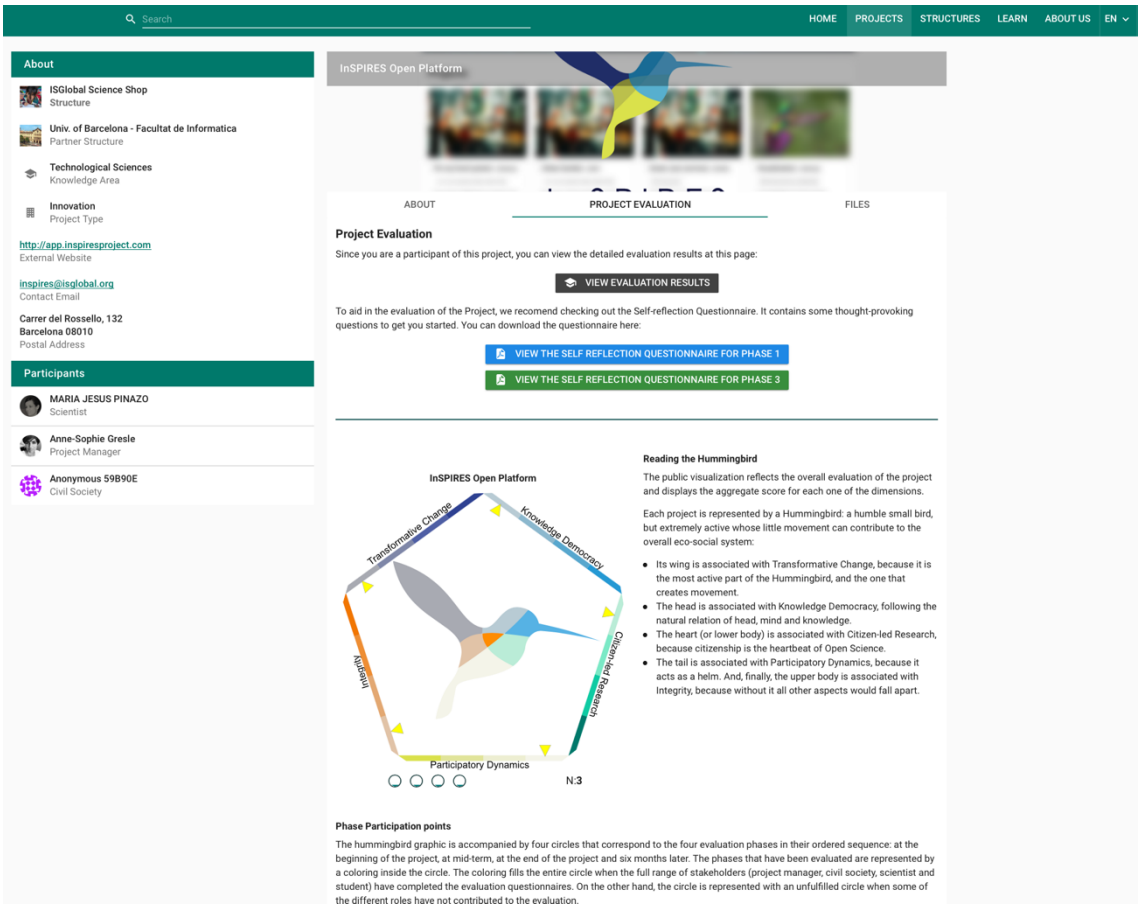
- Group 1 are projects with an overall evaluation score from zero to the first quartile (Q_1). Q_1 is defined as the middle value between the lowest evaluation score among all projects and the median of the evaluation scores.
- Group 2 are projects with an overall evaluation score greater than Q_1 and lower than the second quartile (Q_2). Q_2 is the median of the evaluation scores.
- Group 3 are projects with an overall evaluation score greater than Q_2 and lower than the third quartile (Q_3). Q_3 is the middle value between the median and the highest evaluation score among all projects.
- Group 4 are the remaining projects characterized by the highest evaluation score, greater than Q_3.

Each project is represented by a Hummingbird: a humble small bird, but extremely active whose little movement can contribute to the overall society:

- Its wing is associated with Transformative Change, because it is the most active part of the Hummingbird, and the one that creates movement.

- The head is associated with Knowledge Democracy, following the natural relation of head, mind and knowledge.
- The heart (or lower body) is associated with Citizen-led Research, because citizenship is the heartbeat of Open Science.
- The tail is associated with Participatory Dynamics, because it acts as a helm.
- And, finally, the upper body is associated with Integrity, because without it all other aspects would fall apart.

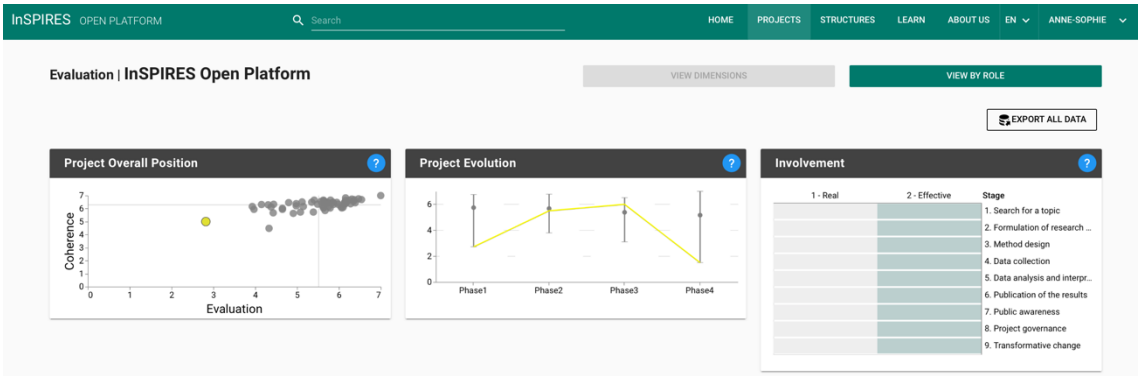
The yellow arrow and the intensity of the colour represent, for each of the five principles, which group the current project belongs to.



The number of respondents is also available below the hummingbird graphic, as well as how many profile responded to which phases of the evaluation. Additional text is available to explain how to read the graphic.

2.4.8.2. Sub-clustered evaluation report available for all the participants of the project

The sections shown is private, and can be accessible only by members of the projects.
The participants visualization gives a fine-grained detail of the self-reflection process.

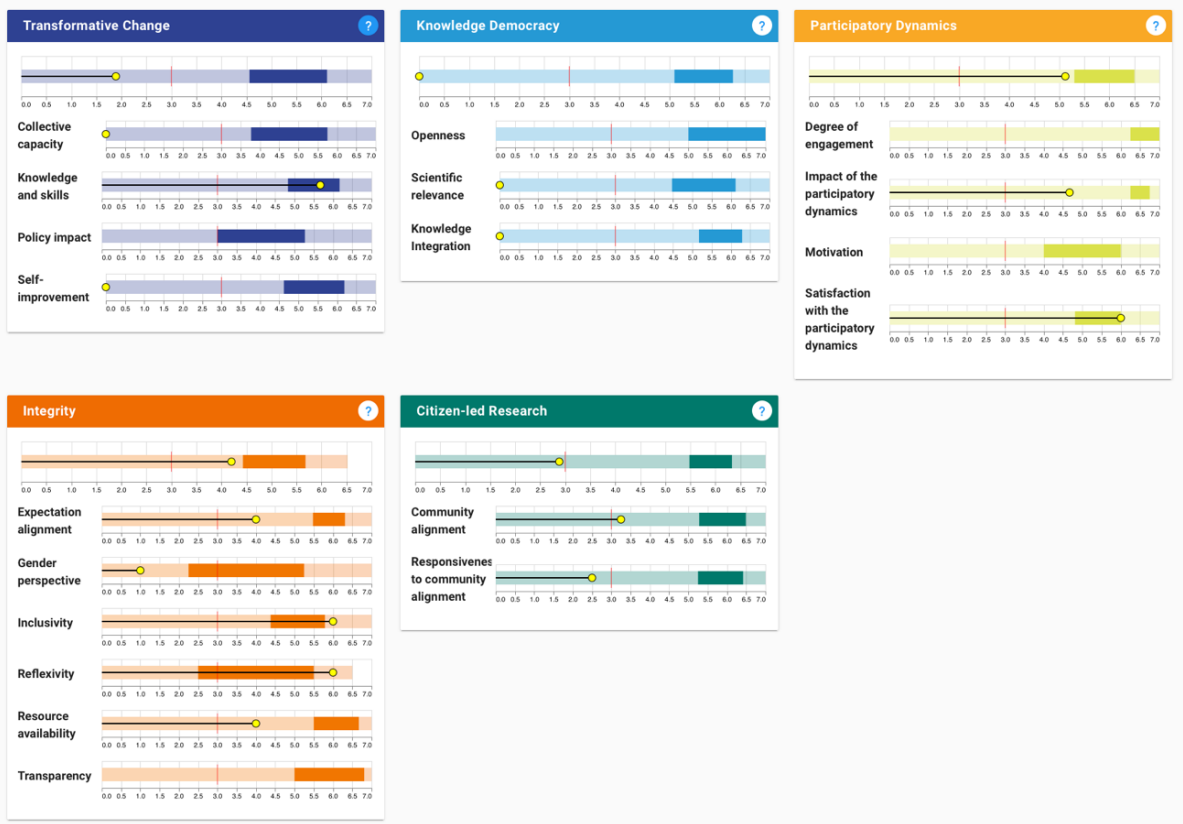


The *Project Overall Position chart* condensates the evaluation scores of all projects into one indicator (evaluation) and calculates, for all projects, the difference of the evaluation scores between the five principles (coherence). The exact formula of coherence is min (0,7-stdev) (Principles). The current project is represented by the yellow dot.

The *Project Evolution chart* shows, for the current project, the aggregated score for each one of the four phases of the evaluation process represented by the yellow line. The median and quartiles Q_1 and Q_3 of the evaluation of all projects are displayed for each phase.

The Involvement *chart* shows the real and effectiveness of the stages in which the civil society was involved in the project. For each stage, Project Managers, Scientists, Students and Civil Society estimate the phases in which the community was engaged (column titled "real"). Likewise, for each stage they assess when the engagement has been most effective (column titled "effective"). The value of each stage ranges from 0 (no relevance or impact at all) to 4 (very relevant or maximum impact), depicted by colour intensity.

Finally, a *meter (bullet chart)* is shown for every principle and for the different dimensions that constitute each principle, as shown in the next page:



The yellow dot represents the evaluation of the current project. The shadows represent other projects evaluation: a lighter shadow represents the projects with the lowest and the highest evaluation scores, whereas a more opaque shadow represents the projects within the first and the third quartile of the evaluation scores. The first quartile (Q_1) is defined as the middle value between the lowest evaluation score among all projects and the median of the data set. The third quartile (Q_3) is defined as the middle value between the median and the highest evaluation score among all projects. An arbitrary threshold is given at '3' for raising attention to evaluations below this value.

At the bottom of the page are listed all comments made by participants to the open-ended questions. The qualitative data is not automatically analysed.

2.4.8.3. Full evaluation report available for the project manager and structure administrator

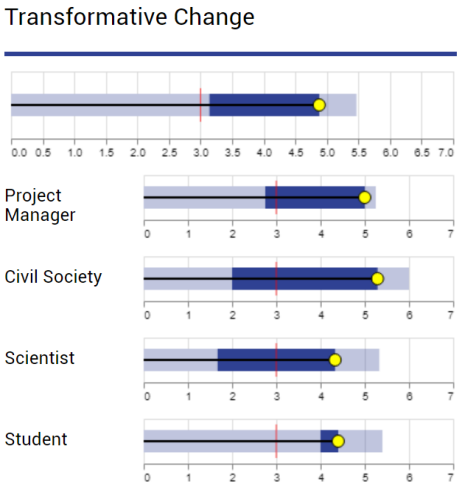
The Project Manager visualization gives a fine-grained detail of the self-reflection process while providing an internal view for management purposes. It can be accessed by clicking on the "view by role" bottom.

The *Project Overall Position chart* condensates the evaluation scores of all projects into one indicator (evaluation) and calculates, for all projects, the difference of the evaluation scores between the five principles (coherence). The exact formula of coherence is min(0,7-stdev(Principles). The current project is represented by the yellow dot.

The *Project Evolution chart* shows, for the current project, the aggregated score for each one of the four phases of the evaluation process represented by the yellow line. The median and quartiles Q_1 and Q_3 of the evaluation of all projects are displayed for each phase.

The *Involvement chart* shows the relevance and impact of the stages of the project. For each stage, Project Managers, Scientists, Students and Civil Society estimate the relevance of community engagement (engagement). Likewise, for each stage they assess whether the community has actually been engaged (responsiveness). The value of each stage ranges from 0 (no relevance or impact at all) to 4 (very relevant or maximum impact), depicted by colour intensity.

Finally, a *meter (bullet chart)* is shown for every principle and for the evaluation given by every project profile (Project Manager, Scientist, Student or Civil Society). The yellow dot represent the evaluation of the current project. The shadows represent other projects evaluation: a lighter shadow represents the projects with the lowest and the highest evaluation scores, whereas a more opaque shadow represents the projects within the first and the third quartile of the evaluation scores. The first quartile (Q_1) is defined as the middle value between the lowest evaluation score among all projects and the median of the data set. The third quartile (Q_3) is defined as the middle value between the median and the highest evaluation score among all projects. An arbitrary threshold is given at '3' for raising attention to evaluations below this value.



All the data of the evaluation can be exported if personalized and further analysis is to be realized.

3. Validation process with external experts

A content validation of the tool was based on an expert assessment following the Rubio et al. 2003 methodology. A panel of nine experts was selected by convenience and in accordance with their professional experience in the dimensions being assessed, including Science Shop, Citizen Science and research impact assessment. The mean number of years of expertise was 23 with a range from four to 40 years. The experts were from Western Europe, North America, and South America. The experts had to respond to an online content validation form to assess the tool's validity. The form was tailored to evaluate the representativeness, relevance, and clarity of each item as well as the

comprehensiveness of the tool (Grant and Davis 1997). A total of 55 items were evaluated for these three criteria while nine open-ended questions were evaluated solely for relevance and clarity, since these questions were not representing one specific dimension. Experts were invited to rate each item on a four-point Likert scale.

The validation form was distributed between 1 March and 30 April 2020. Experts received an email with a cover letter explaining the project and describing briefly the tool's content. Definitions of each dimension and sub-dimension were provided in the form to guide the experts.

Once the validation content values had been calculated and interpreted, each item – in, particular those assigned a low value – were examined by the authors. Subsequently, the results were shared with three partners in the InSPIRES consortium (from the Europe, Latin America and Africa). Each partner carried out separate reviews of the results with special reference to proposals the ISGlobal Impact Evaluation team in order to bring together theoretical and practical reflections about the items that required major reformulation or elimination.

A detailed publication of the validation process is currently under evaluation in the "Research Evaluation" journal.

4. Aggregated results of evaluation of the projects piloted on the platform

The presented results are based on the extraction of evaluation data by the administrator of the platform. To keep the results anonymous, we will provide in the report an overall vision of the aggregated results of all projects evaluated through the platform and not enter into the details of one specific project.

4.1. Projects piloted on the OP

In total, 58 projects have been monitored and evaluated through the platform. These projects were performed by the InSPIRES consortium partner as well as the InSPIRES Open Call recipients. The typology of projects evaluated is very diverse, ranging from clinical to more sociological type of research.

4.2. Results of evaluation

In the table below, we show the result per phase (phase, 1, 2, 3, and 4), axes (citizen-led research, integrity, knowledge democracy, participatory dynamics, and transformative change) and profile (civil society members, project manager/science shop coordinator, researcher/scientist, and student).

The respondents were asked to value between 1 (not at all) and 7 (very much) the questions which are clustered under the different dimensions that we see here.

Average of response	**Column Labels**

Row Labels	Civil Society	Project Manager	Scientist	Student	Grand Total
Phase 1	**6,28**	**5,86**	**6,05**	**5,45**	**5,96**
CITIZEN	6,27	6,20	5,92	5,37	6,00
INTEGRITY	6,21	5,36			5,53
KNOWLEDGE	7,00	6,00	6,50	4,50	6,00
PARTICIPATION	6,69	6,83	6,44	6,23	6,58
TRANSFORM	5,94			5,00	5,58
Phase 2	**6,11**	**5,31**	**5,65**	**5,45**	**5,70**
CITIZEN	6,09	5,60			5,95
INTEGRITY	6,02	5,15	5,49	4,89	5,41
KNOWLEDGE	6,00		6,02	6,00	6,02
PARTICIPATION	6,17	5,33	5,45	5,75	5,78
TRANSFORM				5,39	5,39
Phase 3	**6,02**	**5,28**	**5,48**	**5,71**	**5,52**
CITIZEN	5,82				5,82
INTEGRITY	5,83	5,02	5,13	5,27	5,13
KNOWLEDGE	6,35	5,73	5,58	5,50	5,82
PARTICIPATION	6,31	5,31	5,69	6,35	5,79
TRANSFORM	5,50		5,50	5,54	5,51
Phase 4	**5,60**	**4,54**	**4,82**	**4,93**	**4,95**
KNOWLEDGE	6,18	5,28	5,20	5,00	5,30
PARTICIPATION	5,73				5,73
TRANSFORM	5,46	4,17	4,56	4,85	4,73
Grand Total	**6,05**	**5,35**	**5,51**	**5,40**	**5,59**

Overall, if we look at the Grand Total for each dimension, we can say that the evaluation is quite positive under each of the evaluation axes, and a bit lower for the Transformative Change one (4,95). The average of each of the dimension is of 5,59 of 7 which reflect a general good quality of projects performed by the InSPIRES project members.

Among all the different profiles, it is clear that civil society members have given the most positive grade under each of the evaluation dimension. The project manager/science shop coordinator, scientist and student seem to be a bit more critical, but still, the lowest score obtained is only of 4,17 (phase 4 – transformative change dimension for the project manager).

For all the respondents, the lower scores seem to be in relation with the transformative change dimension, especially in phase 4. While the most positive ones are for all profiles in phase 1 (5,96 in average for all respondents and all dimensions), and even if they lower down a bit in phase 2 and 3, they still remain quite high (5,70 and 5,52 respectively in average for all respondents and all dimensions).

The civil society members seem to be very satisfied with the knowledge democracy and participatory dynamics aspects of the projects.

While the project managers also rated quite well the participatory dynamics in phase 1, the score lower down of more than 1 point in phase 2 and phase 3. The same pattern is also observed for the scientist. However, the students gave a better grade to the participatory dynamics in phase 3 than the project manager and scientist.

In conclusion, these aggregated results are interested to analyze because:

- It allows to know how many projects have been piloted, monitored and evaluated through the platform
- It gives a general vision of the performance of all the evaluated projects in relation with the 5 different axes of evaluation
- It highlights similarities and discrepancies between the different profiles.

The second table below display the evaluation results per dimensions, sub-dimensions, specific questions, and profiles. This table allows us to visualize more in details potential similarities and discrepancies among the different profiles.

Average of response Row Labels	Column Labels Civil Society	Project Manager	Scientist	Student	Grand Total
1. CITIZEN LED RESEARCH	**5,82**				**5,82**
ALIGNEMENT	**5,82**				**5,82**
The project has answered the community needs, concerns and priorities.	7,00				7,00
The project has answered the initial community demands.	5,80				5,80
2. INTEGRITY	**5,83**	**5,02**	**5,13**	**5,27**	**5,13**
EXPECTATION	**5,80**	**5,96**	**5,93**	**5,27**	**5,80**
The project met your expectations.	5,80	5,96	5,93	5,27	5,80
GENDER	**7,00**	**3,71**	**4,23**		**3,97**
A gender perspective has contributed to improve the project results.		3,80	4,15		3,96
The possible effects of the research in gender inequalities (gender role, access, control of resources, equality) were considered.	7,00	2,80	6,00		4,13
REFLEXIVITY		**3,14**			**3,14**
Analysing your project's closure with Self-Reflection Questionnaire Two (downloadable PDF document) has helped you to raise or ratify awareness on crucial decisions for future processes (Choose 0 if you have not used it).		3,14			3,14
RESOURCES		**5,92**	**6,50**		**5,94**
The financial resources were appropriate for the project.		5,88	6,50		5,90

The personal resources were appropriate for the project.		5,96	6,50		5,98
TRANSPARENCY		**5,58**			**5,58**
The community knows what the data is going to be used for, where the data is going to be stored and shared.		5,56			5,56
You have informed the civil society members about what the data is going to be used for, where the data is going to be stored and shared.		5,80			5,80
3. KNOWLEDGE DEMOCRACY	**6,35**	**5,73**	**5,58**	**5,50**	**5,82**
OPENNESS	**6,35**	**5,81**			**5,97**
Project results are made available to the community in an appropriate understandable format.	6,34	6,11			6,22
Project results are made available to the general public in an appropriate understandable format.	7,00	6,00			6,17
Project results are made available to the stakeholders in an appropriate understandable format.	6,00	6,20			6,17
Raw data that does not infringe privacy or other ethical constraints is available in a FAIR way. FAIR data is data which meets principles of Findability, Accessibility, Interoperability, and Reusability.		5,40			5,40
Research protocol are made available and research methodologies are described clearly, so others could adapt or re-use them.		6,80			6,80
The project databases are freely available to anyone that wants to access and re-use them.		5,38			5,38
RELEVANCE			**5,46**		**5,46**
The results of the project have contributed to generate new knowledge relevant for each stakeholder.			6,00		6,00
The results of the project have contributed to generate relevant scientific knowledge.			5,44		5,44
TRANSDISCIPLINAR	**6,50**	**5,58**	**6,75**	**5,50**	**5,68**
Discussions in the project were based on what was said, not whom said it, and arguments were exchanged in a respectful but rational way.	6,00	6,40	7,00	5,00	6,33
The design/orientation of the project was not guided only by academic or scientific experts' ideas.	7,00	5,80	6,50	6,00	6,11
The project embraced a transdisciplinary perspective.		5,47			5,47
4. PARTICIPATORY DYNAMICS	**6,31**	**5,31**	**5,69**	**6,35**	**5,79**
ENGAGEMENT	**6,29**				**6,29**
You were involved or invited to the final communication activity where research results were presented.	6,29				6,29
MOTIVATION	**6,33**		**6,32**	**6,35**	**6,33**
You are motivated to get involved in similar projects.	6,33		6,32	6,35	6,33

PARTICIPATION_IMPACT	**6,00**		**5,63**		**5,64**
The participatory activities such as workshops, group discussions, meetings, online / collaborative data collection process, have contributed to build more socially relevant knowledge.	6,00		6,00		6,00
The participatory dynamics have contributed to build more socially robust knowledge.			5,62		5,62
SATISFACTION		**5,31**	**5,14**		**5,26**
The participation in the workshops, group discussions, meetings, online / collaborative data collection process, has been easy and effective.		6,60	7,00		6,71
The participation in the workshops, group discussions, meetings, online / collaborative data collection process, has positively contributing to building stronger knowledge.		6,80	6,00		6,57
The participatory dynamics have been fluid and easy to carry out.		4,96	5,00		4,98
The participatory dynamics have positively influenced the results of the research.		5,36			5,36
5. TRANSFORMATIVE CHANGE	**5,50**		**5,50**	**5,54**	**5,51**
KNOWLEDGE	**7,00**		**5,50**	**5,54**	**5,59**
You have learnt new skills during the project.				5,48	5,48
You have learnt or enhanced new skills, knowledge and attitudes during the project.				7,00	7,00
You have learnt or enhanced new skills, knowledge and attitudes in engagement practices (e.g. how to communicate with civil society members, how to conduct focus groups and workshop, etc.).			5,50		5,50
Your participation in the project has increased your knowledge about the project topic.	7,00				7,00
SELFIMPROVE	**5,47**				**5,47**
You feel able to take ownership of the research.	5,43				5,43
You feel confident to use the results to achieve your purposes.	7,00				7,00
Grand Total	**6,02**	**5,28**	**5,48**	**5,71**	**5,52**

One striking result is that there are several questions for which the civil society members have responded 7 out of 7:

- The possible effects of the research in gender inequalities (gender role, access, control of resources, equality) were considered.
- Project results are made available to the general public in an appropriate understandable format.
- The design/orientation of the project was not guided only by academic or scientific experts' ideas.
- Your participation in the project has increased your knowledge about the project topic.
- You feel confident to use the results to achieve your purposes.

Another striking result is for the students, who have responded 7 out of 7 to the following question: "You have learnt or enhanced new skills, knowledge and attitudes during the project".

As for the scientists, they have responded 6 out of 7 that the participatory activities such as workshops, group discussions, meetings, online / collaborative data collection process, have contributed to build more socially relevant knowledge.

We can affirm that it is very positive to see that participatory research projects can have such impacts on civil society members, students and scientists. These 3 profiles have also responded that they are motivated to participate in similar projects in the future (6,33 / 6,35 and 6,32 out of 7 respectively).

However, for the question "The project has answered the community needs, concerns and priorities" we can see that at the beginning civil society members responded 7 out of 7, but the score lower down to 5,80. The lowest grade for civil society is for the question "You feel able to take ownership of the research", which make us think that partnerships between society and academia are still fundamental.

The questions on gender are showing some important discrepancies between respondents. While the civil society members and scientist seem to acknowledge that gender perspective has contributed to improve the results, the answer of the project managers does not reflect the same opinion.

In general, the project manager is the profile with the lower grade on average.

To conclude, we can say that these two tables offer an interested macro vision of evaluation aggregated results of all the projects piloted on the platform. Of course, the interpretation that can be given to these indicators is limited. Still, it gives an overall picture of 58 projects, and some results are worth highlighted, such as the fact that civil society members have increased their knowledge about the topic of a project, students have acquired new skills, knowledge and attitudes, and scientist consider that participatory dynamics contribute to build more socially relevant knowledge.

The participants of a project registered to the InSPIRES platform can have access to similar evaluation indicators and even more if they use the online evaluation tool.

5. Results of the internal study on the "Culture of Evaluation" within the InSPIRES consortium and InSPIRES Open Call recipients

5.1. Objectives of the study

The main objective of the study was to understand the culture of evaluation within the InSPIRES Science Shop Structures and Open Call recipients. We wanted to understand to which extent evaluation practices were part of usual practices, as well as the opportunities and challenges in

performing evaluation studies, the degree of competencies of respondents on evaluation methodologies and finally the types of methodologies were already been used.

5.2. Methodology

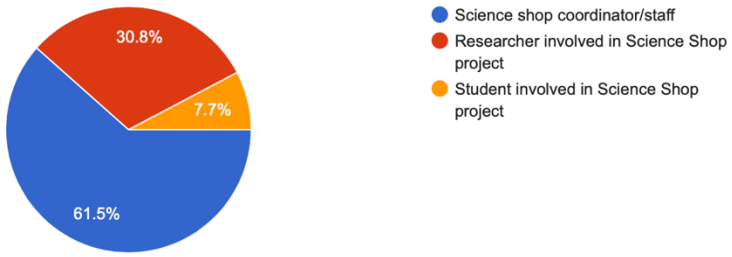
One representatives of each Science Shop were contacted and requested to respond to the questionnaire. We also contacted the recipients of the InSPIRES Open Call to gather more diversity in the responses.

Therefore, we got 13 answers out of 13 contacted individuals.

5.3. Results

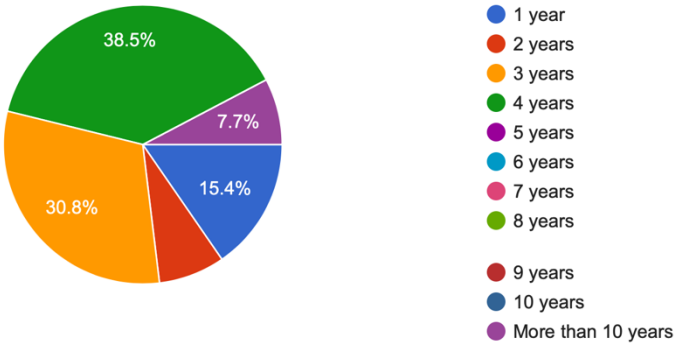
5.3.1. Profile of respondents

61,5% of the respondents were science shops coordinator, while 30,8% were researchers and 7,7% student involved in Science Shop projects



8 Science Shop unit were created on 2017 or after, which coincide with the start of the InsPIRES or the InSPIRES Open Call. The 5 remaining units were created much before the start of the project: 2000, 2009, 2010, 2012 and 2013.

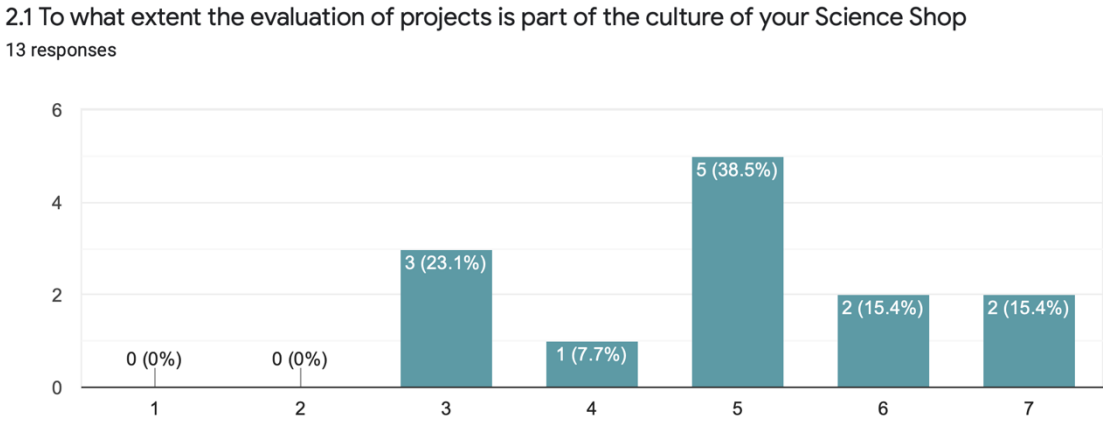
The majority of respondents have been working from 1 to 5 years in a Science Shop.



Finally, the countries represented were the following: Tunisia, Benin, Italy, Ecuador, Bolivia, France, Turkey, Spain and. Hungary, Romania, Uganda, Netherlands and Greece.

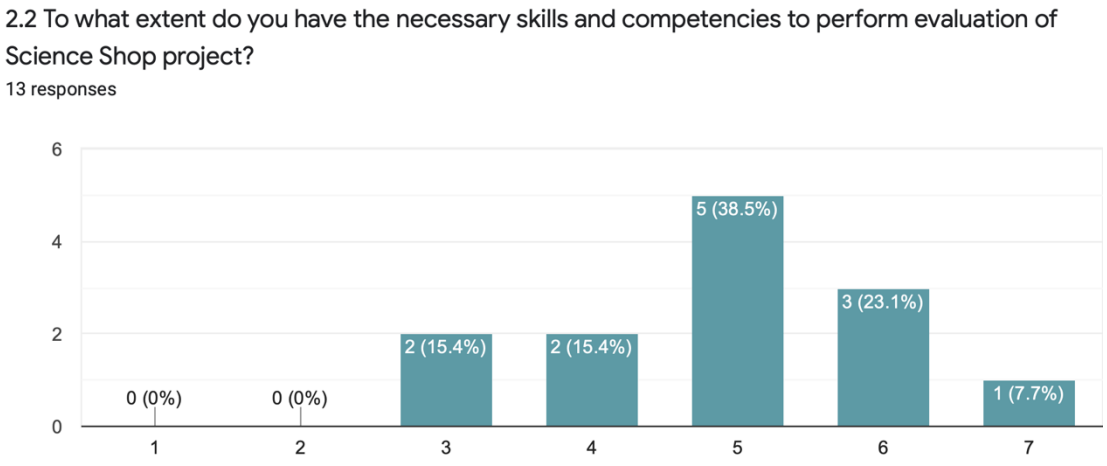
5.3.2. About the evaluation culture of the Science Shop units

Here are the results to the following question: "To what extent the evaluation of projects is part of the culture of your Science Shop?"



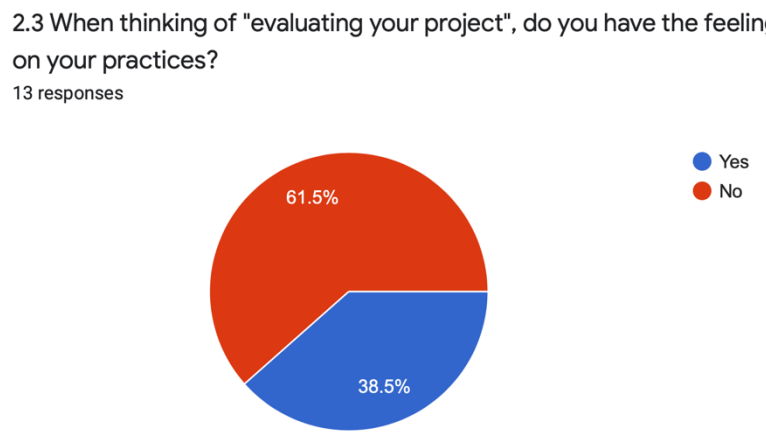
The results are quite different among units. For about 30% of the sample, evaluation does not seem to be quite part of usual practices (those who responded 3 or 4 to the question). While for the 54% evaluation is more common but probably not performed systematically (those who responded a 5 to the question). Only for 15% of the respondents, evaluation is present and fully part of the Science Shop.

Here are the results to the following question: "To what extent do you have the necessary skills and competencies to perform evaluation of Science Shop project?"



One third of respondents judge that they might don't possess all the necessary skills to perform evaluation, while the 70% seems to be prepared enough to do so.

To the question: "when thinking of "evaluating your project", do you have the feeling of somehow being judged on your practices?"



More than half of the sample does not feel judge by this evaluation study. However, still, almost 40% do respond that evaluation might give this feeling, as illustrated by one respondent: "It's something like judging your work but the only way to improve yourself".

But when looking at the corresponding qualitative explanation, they also see it as a necessary part of the work in order to improve their practices as illustrated by one respondent: "I believe that evaluation is a continuous component of projects, not something judgmental. It should involve project partners in dialogue throughout the process".

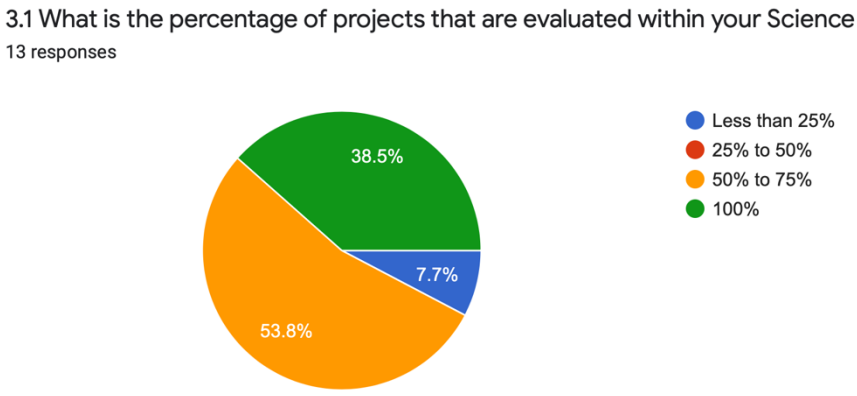
Here are some additional interesting thoughts shared by the respondents in which they explain how they do learn from their Science Shop processes:

- "We regularly request feedback from the students participating in the SC (satisfaction survey following the training courses or after the internship). We hold meetings and interviews with CSO's and we interview research teachers, mainly in the framework of the scientific committee"
- "We have team meetings every week that give a quick overview of all running projects, the ways to overcome problems and the harvesting of emerging lessons and communication messages. This is revised in monthly meetings with possible guidance on how to best proceed with projects"
- "We have reflection sessions and regular meetings with our stakeholders. It is an ongoing and formative process, to allow us to adapt as we move forward on various projects. But I think we need to be more explicit about the purpose and parameters. At present it is very informal."
- "We conduct both formal and informal evaluation. Formal evaluations are based on assessment of student work (attitudes, process and outputs) by academic supervisor and onsite supervisor. Also, in some cases interviews, focus group discussions and questionnaires are used in the evaluation."
- "We often have discussions with the parties involved to assess the process and outcome and define goals and measures to learn and improve."

In summary, methodologies such as surveys, meetings (during and for the closing of projects), interviews, reflection sessions, focus groups, and workshops are used by the respondents to learn collectively together with their teams, but also together with the stakeholders involved in their projects.

5.3.3. Practice of evaluation

A great majority of Science Shops participating in this survey evaluate on a regular basis their project, as illustrated in the graph bellow.



From the perspectives of the participants, the reasons for evaluating projects are:

- To identify key issues, improve process, be more efficient and have more impact
- To assess if goals are realized. Also, evaluation helps to learn about success or falling after the project and how to face future challenges
- To assess satisfaction of CSOs, if the question has been responded, if association will use the results, benefits for students for finding a job, researchers a new line of research, etc.
- To perform an healthy and transparent work, quality assurance, draw lessons for future projects

The identified barriers to conduct evaluation are:

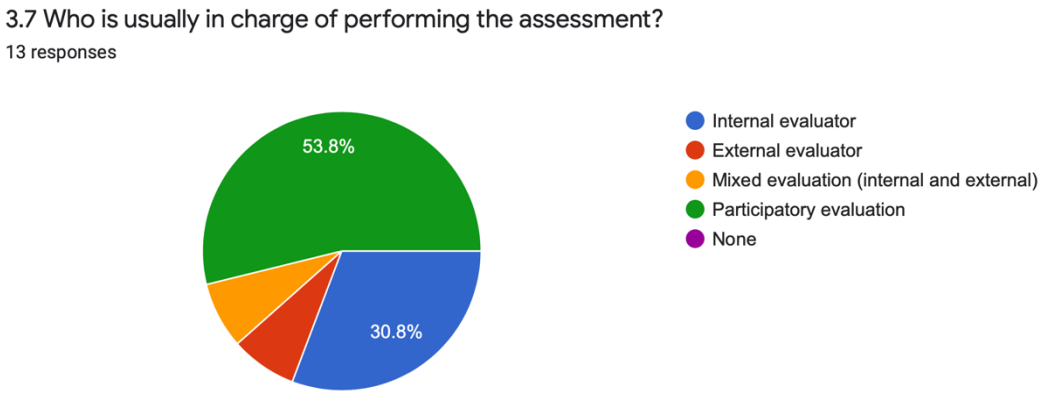
- Lack of time to discuss with researchers, students and CSOs
- Moderator bias
- Remote work

We also learned that participants used methodologies and tools from previous projects:

- PERARES (2)
- RRI-Tool ressources (4)
- Action Catalogue (1)

Seven participants did not use any of the already existing tools.

In terms of who is usually in charge of the evaluation, a participatory evaluation and internal evaluator are the two main options used.

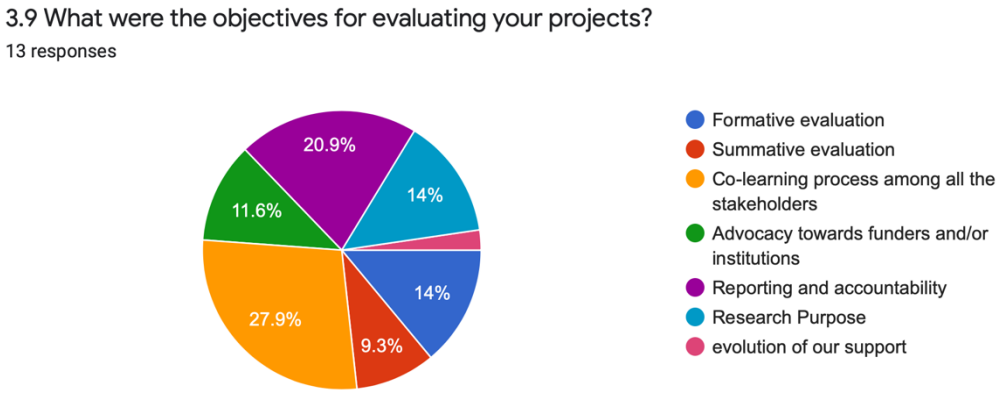


When looking at the profile of the person responsible for the evaluation, we see that mostly there were project manager, researchers, people involved within a project, and sometimes external stakeholders invited to give their feedback on what has been done and what still needs to be done to move forward and maximize impact.

In terms of competencies, the person in charge of the evaluation should:

- Ensure a climate of openness
- Have the ability to explain the aspects that will be evaluated
- Explain how the results of the evaluation could be potentially used by each stakeholder
- Should be open to improvement/modifications
- Should have strong interpersonal, technical and reflective skills
- Be open to reflection and mutual learning

And finally, the objectives for evaluating projects were:



This study shed light on the evaluation culture and practices of our the InSPIRES partners and gave further information on the opportunities, limitations, objectives and methodologies used for evaluation.

6. Results of the internal study on the usability and applicability of the InSPIRES Open Platform and Impact Evaluation methodology and tool

6.1. Objectives of the study

The objectives of the study were the following:
- To identify the values and opportunities generated by the InSPIRES Open Platform and the Impact Evaluation Methodology and Tool (OP & IE) in the practice of Science Shop projects in various contexts.
- To identify the difficulties encountered with the use of OP & IE in the field.

6.2. Methodology

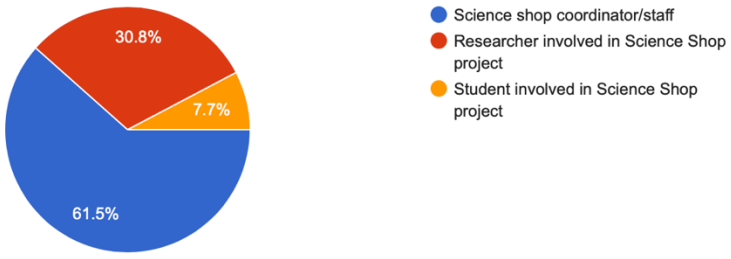
One representatives of each Science Shop were contacted and requested to respond to the questionnaire. We also contacted the recipients of the InSPIRES Open Call to gather more diversity in the responses.

Therefore, out of 13 contacts, we got 13 answers

6.3. Results

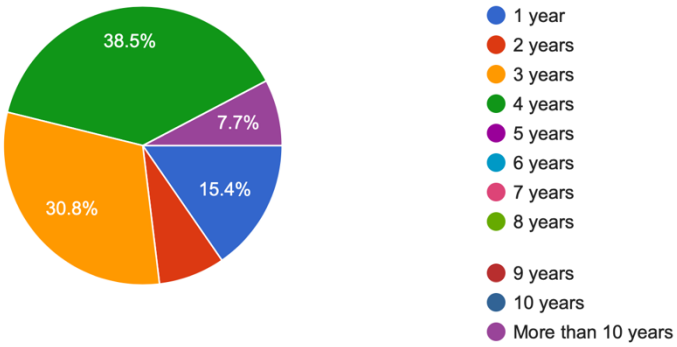
6.3.1. Profile of respondents

Like in the previous survey, 61,5% of the respondents were science shops coordinator, while 30,8% were researchers and 7,7% student involved in Science Shop projects



8 Science Shop unit were created on 2017 or after, which coincide with the start of the InsPIRES or the InSPIRES Open Call. The 5 remaining units were created much before the start of the project: 2000, 2009, 2010, 2012 and 2013.

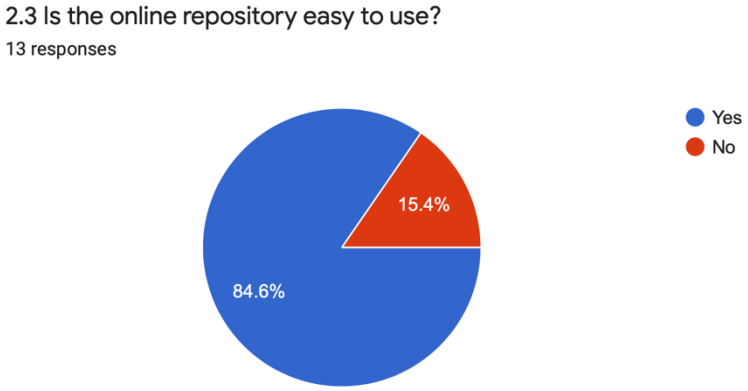
The majority of respondents have been working from 1 to 5 years in a Science Shop.



Finally, the countries represented were the following: Tunisia, Benin, Italy, Ecuador, Bolivia, France, Turkey, Spain and. Hungary, Romania, Uganda, Netherlands and Greece.

6.3.2. About the usability of the Open Platform Repository

All the respondents have used the Open Platform to register their structures and projects, and 84,6% find it easy to use, as shown in the graph below:



The reasons for which they find it easy to use are:

- Easy to navigate
- Available in own language
- Good design
- Search bar is useful to search for projects
- Guidelines available in different languages

However, 2 respondents also said that the guidelines were necessary in order to understand how to use it.

Some also suggest some improvements, such as:

- Explain briefly the world map and its functionality
- Possibility to select two knowledge areas or more to filter projects

- Make it a more interactive space for networking, training, creation of multicenter studies
- Use the results to suggest future trainings
- Provide mentorship
- Option to choose if one question of the evaluation battery apply or not to specific context

They also mention that the evaluation tool is:

- Simple and easy to use
- Practical as the project manager can directly upload the evaluation data to create evaluation reports
- Facilitate observation of project assessment

According to the participants, the values promoted by the platform are: solidarity, transparency, accessibility, openness, transparency, sense of community, knowledge exchange, reflexivity, anticipation, partnership, democracy, collaboration, diversity, inclusion, interdisciplinarity, fearless of sharing ideas, interactions, knowledge mobilizations, open science, and cognitive justice.

The opportunities in using the online repository are, in order of importance according to the results:

- To give visibility of projects and organizations, and to the global movement of Science Shops
- To inspire and learn from others around the globe
- To perform networking
- To be trained
- To evaluate projects

The main limitation identified in the use of the online repository is the lack of digital literacy/computer skills for many people belonging to social organizations.

6.3.3. About the usability of the Impact Evaluation Methodology and Online Tool

All the respondents have used the impact evaluation methodology and tool.

They all responded that the 5 dimensions reflected the values of science shop projects, and this for the following reasons:

- "The dimensions represent the 5 goals to achieve in a science shop project"
- "They represent the core values of the movement"
- "We feel it reflects the values of SS as it has been decided through an iterative reflective process"
- "I believe they cover the most important values that are necessary for science shop projects"
- "The basic of any science shop should address or include all aspects of the five dimensions"

According to the respondents, the opportunities in using the InSPIRES monitoring and evaluation tool are the following:

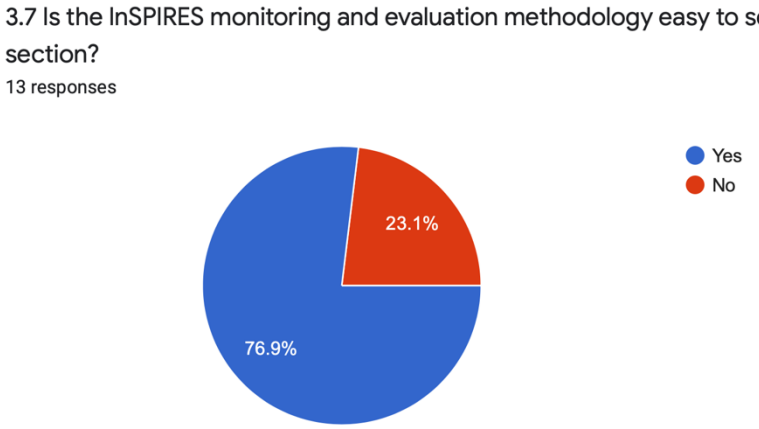
- To reflect on the dimensions in each project and engage all those involved in the evaluation
- To give consistency and compare performance across projects

- To consider various RRI related aspects and support the spreading of RRI practices. And it can give CSO partners even more opportunity and room for sharing their perspective and experience in the project
- To have a better evaluation, and systematic

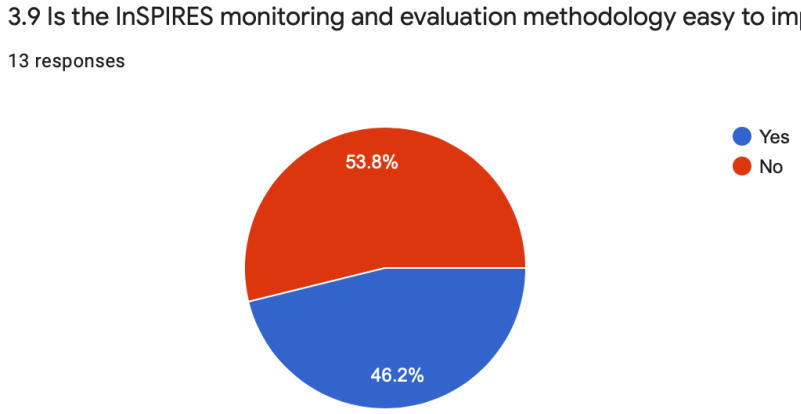
Likewise, the expressed limitations are:

- that it requires technical skills and culture
- the Lack of time
- that it is not context specific and therefore some questions might not apply
- that some participants are not willing to be that transparent with evaluation results

Still, despite the limitations mentioned above 76,9% of the respondents feel that the monitoring and evaluation is easy to set up in the platform project section.

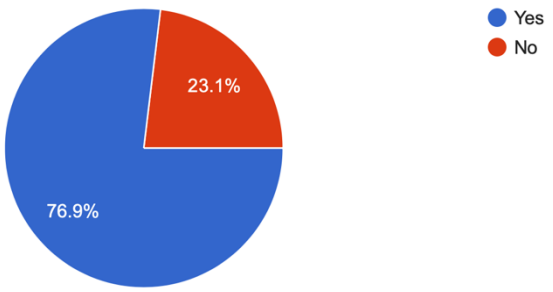


But the main constraint is its implementation on the field. Half of the respondents feel that the methodology and tool are not easy to implement. Still, the other half think the contrary:



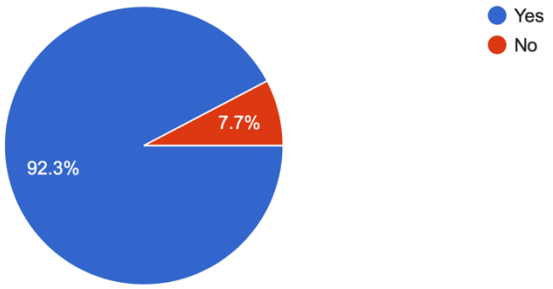
Regarding the self-reflections questions, 76,9% have used them.

3.10 Have you used the self-reflection questionnaires?
13 responses



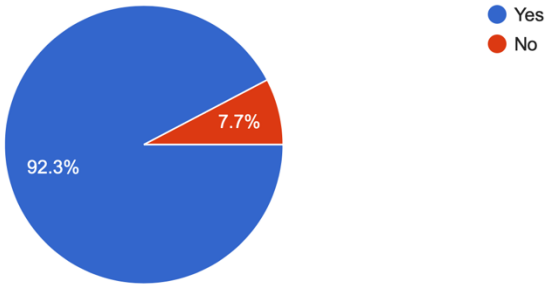
And 92,3% responded that they were useful.

3.12 In any cases, do you feel they are useful? Does these self-reflection questionnaires help throughout the process to design and readapt the p...ilable here: https://app.inspiresproject.com/learn
13 responses



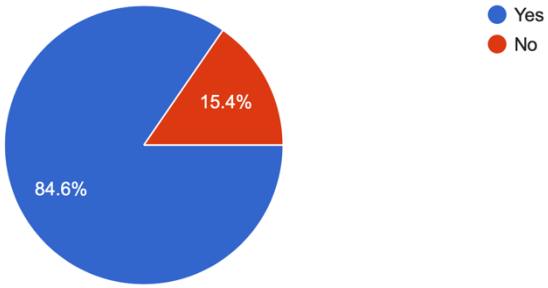
Finally, 92,3% judge that the methodology/tool is useful.

3.14 Is the InSPIRES monitoring and evaluation tool complementing/providing you with a new interesting and useful methodology?
13 responses



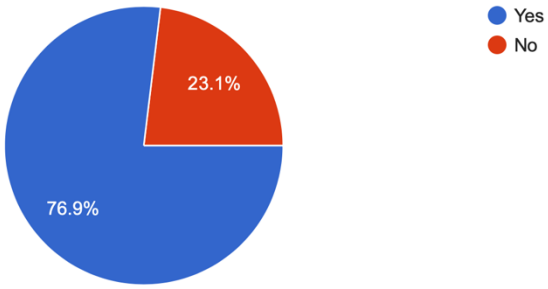
And the vast majority also think that the open-ended question allow collecting useful information.

3.18 Do the open ended questions gather useful information?
13 responses



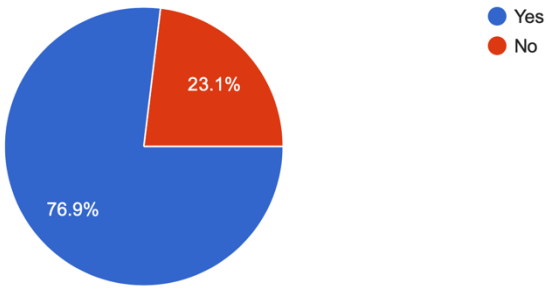
Again, a good majority think that the platform allows to express constructive feedback.

3.20 Does IE tool allow to express constructive feedback, lessons learnt, benefits of the study, unexpected results, need for improvement, sharing concerns, values interests, etc..?
13 responses

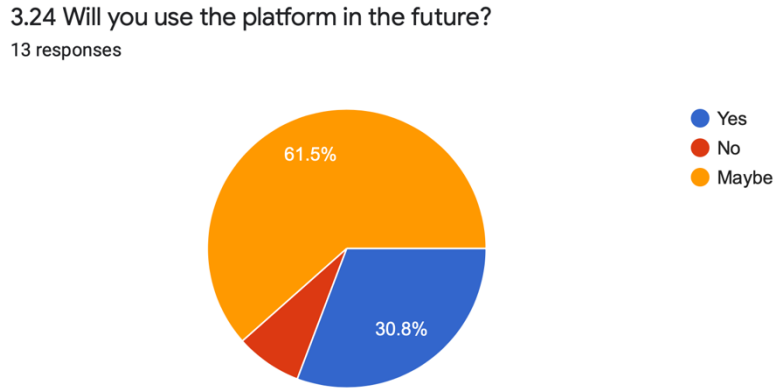


And that it makes a difference in relation with other methodology.

3.22 Does the IE tool make a difference in relation with other methodology?
13 responses



However, 61,5% are not sure to reuse it in the future.



The reasons cited for that are the following:

- necessity of training to other colleague that were not part of InSPIRES
- depending of the nature of the project, the metholdogy and tool might not be the best option

Other respondent affirms that at the contrary they will make use of it:

- "I think it is useful, especially with knowledge mobilization"
- "We still plan to use this platform for other projects of ours because of its multiple uses"

Thanks to this study, we have understood better the usability and applicability of both the InSPIRES online repository and impact evaluation strategy. Both are overall well evaluated by our project partners. Combining both results from this survey and the previous one on "culture of evaluation", we understand and propose the InSPIRES methodology and tool to be complementary with other methodologies, the first one providing general types of indicators and the second one going more in depth of a specific project.

Now the next step will be to disseminate and ensure the use of the InSPIRES Open Platform by a broader audience.

7. Conclusions

InSPIRES developed the first of its kind online repository of science shop projects and structures, which also integrate an impact evaluation methodology and online tool producing real-time project reports through automatic data analysis. The platform also offers training materials. All the contents are available in 9 languages: French, Spanish, Italian, Hungarian, Dutch, Catalan, Arabic, Portuguese, and English.

The evaluation methodology developed and proposed by InSPIRES is based on previous work by important past EU projects (PERARES, RRI-Tools, and MoRRI) but has made a step forward by taking fully advantage of the technology. However, understanding that in some context digital literacy can be a barrier, the tool can also be used in a more traditional way through paper-based format.

InSPIRES therefore developed a complete and flexible evaluation methodology and tool that can be applied to different typologies of projects since its captures general process and outcome impacts indicators.

Annex I. PERARES impact evaluation checklists.

Start-point evaluation page 1

START-POINT EVALUATION

This evaluation should take place in the preparatory phase of a project, before any substantive work has been done. The main purpose of evaluation at this stage of a project is to ensure that the objectives and methods have been clearly defined and that the resources are in place to meet the stated objectives.

Going through this checklist will help identify where there are gaps in the planning or issues to be clarified. To each question a simple Yes, No or Does not Apply should be recorded.

This checklist of questions should be addressed in discussion among the partners in the project. The science shop (or similar organisation) at the centre of the project should take responsibility for completing the checklist and confirming the responses with the other parties to the project.

Where 'No' answers are in the majority, discussion should ensure that all parties agree that a 'No' is acceptable or that more information needs to be gathered so that the answer can be changed to 'Yes'.

The "partners to the project" are: social groups and/or civil society organisations concerned with the issues under study; the science shop or similar organisation that is managing the project; student researchers who carry out the study under supervision of a senior researcher; those academic supervisors; any other groups or agencies contributing to the project. The "participants" are the individuals who belong to the partners.

Project name:

Framing and aims		Yes	No	Does not apply
1.	Have the aims for various stages of the project been clearly defined?			
2.	Is it clearly established what end-products are to be produced (e.g. research report, policy advice)?			
3.	Have the main questions for investigation been clearly formulated?			
4.	Have the societal aims (e.g. policy change; raising awareness; promoting new interactions) been clearly defined?			
5.	Does the project have clearly defined research aims (e.g. encourage new research; influence research agenda)?			

Perares evaluation forms Version 2, August 2012

Start-point evaluation page 2

Means and organisation		Yes	No	Does not apply
6.	Are the project methods clearly defined?			
7.	Is it clear who will collect the data for the project research?			
8.	Is it clear who will analyse the data for the project research?			
9.	Do the researchers have experience with this kind of research?			
10.	Is it clear who has the main responsibility for ensuring the research is completed satisfactorily?			
Resources				
11.	Is it clear how much money is available to the project?			
12.	Is it clear how much time researchers have for the project?			
13.	Is any necessary equipment available?			
14.	Is the time-span of the project clearly defined?			
Involvement				
15.	Are the roles of the partners at each stage of the project clearly defined?			
16.	Are procedures in place for dealing with any differences that may arise between partners on the conduct of the project?			
17.	Has a date been set for mid-term evaluation of the project?			

Any other issues for this project:

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Mid-point evaluation page 1

MID-POINT EVALUATION

This survey should be conducted at the mid-point of a project that runs for, say, more than six months. It may not be practical for shorter projects.

The main purpose of evaluation at mid-point in a project is to identify where improvements can or must be made in order to complete the project satisfactorily. The survey should be completed by all individuals directly involved in commissioning, conducting and overseeing the project.

The survey results will help identify where there are problems to be addressed or there are opportunities for quality improvement. Follow-up interviews or discussion groups could be used to deepen the understanding of those problems or opportunities.

The "partners to the project" are: the social groups and/or civil society organisations concerned with the issues under study; the science shop or similar organisation that is managing the project; student assistants or other assistants who carry out the study; the students' academic supervisors; any other groups or agencies contributing to the project. The "participants" are the individuals who belong to the partners.

The main responsibility for ensuring that all partners complete the survey rests with the organisation at the centre of the project, that is, the science shop.

Please state your role in the project (mark X):

Science shop personnel: _____

Civil society organisation: _____

Student researcher:_____ _____

Academic supervisor: _____

Other (specify): _____

Project name:

Framing		Disagree	Agree	Does not apply	Don't Know
1.	The project is proceeding in line with the original aims				
2.	The experience has shown that the main questions were well defined at the start				
3.	Any changes to the main questions have been agreed between the partners in the project				
4.	The partners in the project anticipate some questions and aims may need to be redefined as the project proceeds				

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Objectives	Disagree Agree	Does not apply	Don't Know
5.	The project has achieved the objectives set for this point		
6.	Any delays experienced so far can be overcome		
7.	The partners in the project need to re-set the objectives for the later stages of the project		
8.	The various roles and responsibilities on this project are clearly established		
9.	It is clear how personnel resources have been allocated for carrying out this project		
10.	It is clear how financial resources have been allocated for carrying out this project		
11.	The methods for this project have been well chosen		
Resources			
12.	The personnel on this project are well suited to the tasks		
13.	The project has an adequate number of personnel		
14.	The project has adequate funding		
15.	The project has adequate administrative facilities		
Involvement			
16.	The participants in the project have had reasonable opportunity to contribute to the content of the project		
17.	The participants in the project have had reasonable opportunity to contribute to the approach of the project		
18.	The partners in the project are working well together		
19.	Some changes in direction may be needed in the future		

In my opinion the most valuable aspect of this project will be:

In my opinion the most difficult aspect of this project will be:

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End-of-project page 1

END-OF-PROJECT EVALUATION

This survey is intended to be conducted at the point where the final report has been delivered. This evaluation aims mainly to establish the level of satisfaction of those involved with the outputs and conduct of the project. The questionnaire should be completed by all individual participants who contributed actively to the project, or, in a large project, by at least one representative of all categories of participant (e.g. civil society organisation, student, supervisor, science shop staff, etc.).

The "partners to the project" are: the social groups and/or civil society organisations concerned with the issues under study (also the "clients"); the science shop or similar organisation that is managing the project; student project assistants or researchers who carry out the study; the students' academic supervisors; any other groups or agencies contributing to the project. The "participants" are the individuals who belong to the partners.

The main responsibility for ensuring that all partners complete the survey rests with the organisation at the centre of the project, that is, the science shop.

Please state your role in the project (mark X):

Science shop personnel: _____

Civil society organisation: _____

Student researcher: _____

Academic supervisor: _____

Other (specify): _____

Project name:

Outputs		Strongly disagree	Disagree	Agree	Strongly agree	Does not apply	Don't Know
1.	The project's final report met the clients' needs						
2.	The project's final report is useful to a wider public than the immediate clients						
3.	The project's final report represents significant academic research						
4.	The project's final report is likely to influence the direction of future research						
5.	The project's final report is readable for a non-specialist public						
6.	Student(s) involved in the project improved their ability to perform research						
7.	The project outputs were consistent with overall objectives						

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End-of-project page 2

Experience		Strongly disagree	Disagree	Agree	Strongly agree	Does not apply	Don't Know
8.	Participants in the project were satisfied with how it ran						
9.	Students on the project received good supervision						
10.	Overall, the expectations of the project partners have been met						
Resources							
11.	Personnel resources available for the project were appropriate for the project						
12.	Financial resources available for the project were appropriate for the project needs						
13.	Facilities available for the project (e.g. equipment, meeting spaces) were appropriate for the project needs						
Involvement							
14.	Participants in the project developed a common understanding of the problem area						
15.	Forming a partnership between the organisations involved was beneficial to all of them						
16.	The partnership was conducted efficiently						
17.	The student(s) involved showed satisfactory commitment to the project						
18.	The academic supervisor(s) involved showed satisfactory commitment to the project						
19.	The civil society organisation(s) involved showed satisfactory commitment to the project						
20.	The science shop staff involved showed satisfactory commitment to the project						

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End-of-project page 3

Most valuable aspect	
In my opinion the most valuable aspect of the project was:	
Looking back	
Based on my experience of the project I think the initial project should have been changed in the following way:	
Further comments	

Post- project page 1

POST-PROJECT EVALUATION

This survey is proposed to be conducted one year after the delivery of the final report. It aims to establish longer-term impacts of the project both through retrospective assessments of the outcomes and through the detail of research outputs. It may be especially useful for longer-term planning by science shops. The main responsibility for ensuring that partners complete the survey rests with the organisation at the centre of the project, that is, the science shop.

Please state your role in the project (mark X):

Science shop personnel: _____

Civil society organisation: _____

Student researcher:_____ _____

Academic supervisor: _____

Other (specify): _____

Project name:

Processes and relations		Strongly disagree	Disagree	Agree	Strongly agree	Does not apply	Don't Know
1.	The project increased the clients' knowledge of how research is done						
2.	The project increased the students' interest in societal issues						
3.	The project increased the academics' interest in community-based research						
4.	The project helped develop continuing relations between academics and civil society organisations						
5.	The project influenced the direction of further research in the subject area						
6.	The project increased the partners' capacity to get project funding						

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Post- project page 2

Longer-term impacts

7.	The project led to the development of new research collaborations					
8.	Publication of the project results raised awareness of the issue(s) more widely					
9.	Publication of the project results caused alternative policy options to be considered					
10.	Publication of the project results led to improvements in an existing policy, programme or service					
11.	Publication of the project results led to new research in the subject area					
12.	This project helped the development of the science shop involved					

Comments

The most important impact of the project was:	
The most disappointing aspect of the project was:	

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Annex 2. Type of terminology used to describe bottom-up demand driven research

Source: Strengthening community university research partnerships : global perspectives, edited by Budd Hall, Rajesh Tandon, Crystal Tremblay.

Action learning (research)	Coghlan & Coughlan, 2010; Zuber-Skerritt, 2002; Rigg, 2014
Action research	Levin, 1948; Reason & Bradbury, 2008; Stringer, 2007
Arts-based research	Eisner, 1981, 1997; McNiff, 1998
Arts-informed research	Knowles & Cole, 2008
Community action research	Brown & Reitsma-Street, 2003; Reitsma- Street, 2002; Tandon, 2014
Community-based participatory research	Israel, Schultz, Parker, Becker, Allen, & Guzman, 2003; Minkler & Wallerstein, 2003; Tandon & Farrell, 2008; Minkler, 2014; Guta & Roche, 2014
Community empowerment research	Ristock & Pennell, 1996; Farrell, 2014
Community service learning	Marullo, 1996; Mooney & Edwards, 2001; Strand, 2000
Community-university partnerships	Ball & Janyst, 2008; Jansson, Benoit, Casey, Phillips & Burns, 2010; Jackson, 2014
Collaborative inquiry	Bray, Lee, Smith, & Yorks, 2000
Co-operative inquiry	Heron, 1996
Decolonizing methodology	Tuhiwai Smith, 1999
Engaged scholarship	Fitzgerald, Burack, & Seifer, 2010
Feminist action research	Maguire, 2001
Feminist community research	Creese & Frisby, 2011
Indigenous methodology	Kovach, 2009
Knowledge democracy	De Sousa Santos, 2014, 2007; Hall, 2014
Knowledge mobilization	Dobbins, Robeson, Ciliska, et al., 2009; Levin, 2008; Sá, Li, & Faubert, 2011

Knowledge translation	Banister, Leadbeater, & Marshall, 2010; Jansson, Benoit, Casey, Phillips, & Burns, 2010
Organizational action research	Burke, Lake, & Paine 2009; Coghlan & Brannick, 2010
Participatory action research	Fals Borda 2001; Fals Borda & Rahman, 1991; Kemmis & McTaggart, 2000; Selener, 1997; Pant, 2014; Jaitli, 2014
Participatory development	Campbell, 2002; Hayward, Simpson, & Wood, 2004; Kothari, 2001; Oakley, 1991
Participatory evaluation gil	Runner & Guzman, 1989; Chambers, Wedel, & Rodwell, 1992; Jackson & Kassam, 1998; Wallerstein,1999; Mathison, 2014
Participatory research	Hall, 2005, 2001; Park, Brydon-Miller, Hall, & Jackson,1993; Tandon, 2002
Participatory rural appraisal	Chambers, 1994, 1997; Chambers & Blackburn, 1996; Mukherjee, 2014
Research as ceremony	Wilson, 2008
Scholarship of engagement	Boyer, 1990, 1996
Science shops	Living Knowledge Network