

DISC Year 2 Residential Workshops

As part of year 2 of the Delivering Inclusion in Science Communication project (DISC), the BA (British Association for the Advancement of Science) and the ACNST (African Caribbean Network for Science & Technology) organised a 2-day residential training workshop at 3 locations across the UK¹. The training courses aimed to bring science communication and BME groups together to address the priorities requested by both groups in the year one consultation events.

The workshops had two main objectives

1. to provide training and information
2. to facilitate the formation of partnerships between science communicators and members of BME community groups to work on joint projects

Content of the workshops addressed three key areas:

organisational culture and strategic approaches

- effective strategies for promoting science communication to BME groups and communities
- organisational strategies for improving the recruitment and retention of BME staff in science communication
- management of change strategies in organisations

strategies for effective outreach between science communication and BME groups

- how to motivate scientists to address the inclusion of BMEs in science communication
- representations of science
- market intelligence

funding

A key rationale for making the programme residential was to provide ample opportunity for science communicators and BME representatives to network and develop the kind of friendships and meeting of minds which this kind of setting provides. It was clear from year one that for many science communicators and BME representatives there had not been in contact or links made of any kind. The workshop was specifically designed to provide a natural and relaxing environment which was conducive to the development of sustainable links and networks, where people could develop an in-depth understanding and shared perspective. This included sessions addressing their feelings about working in partnership and a 'speed dating session' which proved very successful in allowing participants to get to know each other's programmes in a short space of time.

¹ Cheshire, Stratford-upon-Avon and Dorking

Aims

Participants at all 3 workshops were asked about what they wanted to gain from the workshop. Answers included gathering new ideas and fresh thoughts, the opportunity to network and build partnerships, to learn how to address barriers, and advice on how to target BME audiences. Other aims mentioned include finding out where to obtain funding, learning how we can change our organisations and making friends.

Evaluation of attendees' feelings about working in partnership

Attendees used a 'morph tree' to record and discuss their feelings about working in partnership with BME/scicomm groups at the start and end of the two day workshop.

Some of the attendees did not know where to start and some were already making links with BME/scicomm groups although they felt very isolated, as if they were carrying the load by themselves. There was an indication from some scicomm attendees that their organisations were the ones creating the barriers. Many had already tried to do some work connecting BME groups with science but all felt they had a lot to learn. Representatives from BME groups expressed that they were not sure how to talk about scientific issues so often avoided them.

After the workshop attendees were feeling very positive about working in partnerships. There was a strong sense of partnership and that a useful network had been formed. The responses in the final session indicate that the workshops not only built confidence in both science communicators and BME groups but also established a network that would share the load and work together towards common goals.

Responses can be viewed in appendix 1.

The following sections of this report detail information from the workshop sessions under the three key aims.

Organisational culture and strategic approaches

Atiha Choudry, Director of Equal Access Consultancy, ran a session on management of organisational change. It was very much a workshop where participants grouped together to discuss what organisational change is, why there is a need and the different types of engagement that could be used. Their answers formed the notes below.

What is organisational change in terms of inclusion and diversity?

Organisational change requires leadership and support so that the whole organisation changes. There must be resources and facilities in place to enable this to happen, as well as a long term plan or a diversity policy (both internal and external). The organisation needs to get to know their local community and think about where they are and what they need, so that these needs can be addressed.

Why the need?

There is a need for diversity and inclusion as demographics shows that there are new languages being spoken as new arrival communities are settling. Statistics highlight the low rate of BMEs entering higher education and other gaps in society.

Neighbourhood renewal is high on the agenda, it makes good business sense plus inclusion and equality agenda legislation requires it.
(See appendix 2)

What do we understand by community engagement?

Community engagement is consulting with the wider community, to reach people at all levels and to identify groups with a common interest. Links with the communities need to be forged, with the traditions and needs of that community fully understood. First get to know what is the protocol and who the natural leaders of that community are. Engagement with that community must be dialogue based, a 2-way structure that must be inclusive and open to encourage participation. It's all about giving the community a voice so that they feel they are being represented.

Types of engagement

There are different types of engagement that can be used in certain situations, ranging from engaging lots of people with basic information, to engaging a few with detailed information.

1. Information can be provided, such as sending out a flyer; this has the advantage that it reaches many people, however many people just throw out leaflets without reading them first. 2. Research can be conducted like a questionnaire; advantage is that knowledge is acquired about that particular group, and the disadvantage is that return rate is usually low. 3. Participation such as citizen panels – this involves a small group but what comes out is rich in information. 4. Delegation – this approach produces significant & detailed information, however it is very time-consuming.

Funding for engaging BME communities can be obtained from a number of different bodies, such as the Home Office and Dept of Health, the science Research Councils and the Neighbourhood Renewal Programme. The Commission for Racial Equality has a Community Integration Fund that could be explored. See appendix 2 for websites.

Not all BME groups are hard to reach – with mapping and training, as well as getting to know their culture, groups can become more accessible. However there are certain BME groups that are hard to reach, such as the over 50s; groups that don't reply to questionnaires or turn up to meetings; non-English speaking communities; and those that don't want to engage.

Strategies for effective outreach between science communication and BME groups

Engaging BME adults

There is little data available on the status of BMEs in science in the UK however there is significant data from the US which can provide useful information. There are a number of reports² that show that there is much scepticism among BME groups about science, and that there are differences regarding trust in scientists between white and BME groups. Black Caribbeans (especially men), Bangladeshis and Pakistanis (especially women) are under represented in science whereas Black

² EMSET report <http://www.ishangohouse.com/docs/SET4REPORT.pdf>, MORI science in society report (Engaging BME section) <http://www.mori.com/polls/2004/pdf/ost.pdf>, SET and the UK's ethnic minority populations <http://www.royalsoc.ac.uk/downloaddoc.asp?id=1870>

Africans, Indians and Chinese are fairly well represented in science. There is a danger of stereotyping all BME groups.

The possible barriers facing BME groups include lack of relevance, lack of role models and lack of parental encouragement. There may be cultural, social or religious issues that prevent BME adults engaging in science. Media representations of science and scientists do not create a very positive view of science and may also be a reason why BMEs do not engage in science.

Fundraising

When writing a funding proposal there are things to be considered for each section of the form.

Project title

- Does it mean something?
- Make it snappy, interesting
- Hard consonants are good
- Does it connect with something, a pun or a phrase?

Abstract

- Summary – what will it do?
- Be well below the word limit
- Only 2 things to sum it up - 'elevator pitch', very terse
- Reader needs to have clear understanding instantly
- Why is the bid great?
- Remember funders want to distribute funds so make it easy to give the money
- Get to know the funders
- Use good verbs like 'inspire'

Aims, objectives and targets

- Aim is what you intend to do
- Objective is how you intend to do it
- Have SMART objectives, link to evaluation -
 - **S**pecific
 - **M**easurable
 - **A**ttainable
 - **R**ealistic
 - **T**ime-based

Evaluation

- Show some evaluation already – not just after event, present some research base or needs, as this shows credibility
- Can be sensitive issue if insensitively or crudely done
- Try to be innovative e.g. video, painting a picture, focus groups, qualitative & quantitative methods
- Don't wait until the end!
- Show evidence of learning, show that you care
- Participative methods may work – include people, continually develop and feed in

Top Tips

- Never “hope”, say “it will”; not “could” but “would”
- Don’t be too polite, have confidence
- Use ethnic minority or diversity, rather than the word BME
- Don’t assume knowledge of the reviewers – show credentials
- Sci comm. panels may have little knowledge of diversity/inclusion
- Simple, clear sentences, no complex sentence construction
- Get other people to read applications

The Future

Throughout the workshop participants were asked what the DISC project could do to help in the future. Responses included:

- Provide a list of all the meeting attendees with contact details and affiliation
- Produce good practice guidelines for partnerships
- Have a market intelligence area on the website where we can build simple do’s and don’ts for various communities
- Provide science communication training for BME groups
- Provide networking opportunities for groups to meet every 6 or 12 months, also to give people an opportunity to report back
- Have a DISC funding stream for development grants
- Help groups review their proposals
- Assist organisations in developing a diversity policy
- Produce a web page with links to all documents in the pack and presentations at the workshops so that we can share information with others and tell people where to find it all in one place
- Provide write up of notes made by facilitators
- Provide further support from outreach officer to mentor projects
- Circulate details of all project ideas
- Advice on other BME groups who may be interested in participating (particularly from the Asian community)
- Set up an e-mail notice board and discussion list that people can join

At the end of the three workshops 16 project partnership groups had been formed. These projects will be continually mentored by the DISC national coordinator to provide support and advice to ensure the projects are complete. Details of these projects can be found in appendix 3.

Appendix 1

Evaluation of attendees’ feelings about working in partnership

BEFORE

- I’m new, I feel like I’m just holding on
- I’m proud of current partnerships and I’m here to learn more
- I found DISC by accident, but I’m here to help others form partnerships, to offer a helping hand
- I’ve been working in partnership for a while but we have a long way to go

- I can see where I want to be, but I am struggling at the moment. I want to bring diversity to everything I do
- I need to make contacts to deliver on diversity
- I need help
- I'm working things out. I have lots to learn but I want to move my organisation on
- I now know the problem is there, I need help solving it
- I can see the fun in the project
- I can see people I need to help me to help move on
- I see DISC as the helping hand in forming partnerships
- I am looking for people to help me and share ideas
- We are in partnership already but there is lots more to do
- I don't know what to do yet, but I am looking forward to learning
- I have been working in this area for a while so have had a hitch up already
- I am trying to reach up but I am not quite where I want to be
- I see the next two days as an opportunity to get a 'leg up' the tree
- I am half way there but want to move on further
- I feel like I am stuck and holding on, but need help to move on
- I am starting from the bottom, but know I need to move up
- I am at the bottom but I'm smiling!
- I have lots of experience with BMEs but need to learn about science
- I feel like I am carrying people because there are so many people out there to help
- I see myself as able to help people from all backgrounds
- I have done lots of work but every project has pitfalls
- I am starting out and have lots of questions
- I am reaching out and want to learn about BMEs
- I know what I want to do, I just need to do it
- I need a boost
- Personally in a good position but my organisation is not, it needs to move on
- I'm looking up as we are a new group, we want to broaden our horizons
- Recently getting to know local groups, but struggling
- We are getting a leg up from other organisations
- I'm feeling positive, but don't know where to start
- I've made some progress but I'm not confident we are doing it right. I've been trying to help others but I need a boost.
- I'm not sure where to go. I feel quite limited so I'm looking for help
- I'm an outsider, I'm on the tree and getting to know more
- I'm reaching out for a helping hand to develop partnerships
- I'm struggling to get to know 'science' and I'm working with others to get there
- I have been working with BME's all my life but I need to learn about science
- I'm reaching out for partnerships
- I need a helping hand to communicate science with the layman
- I feel like I'm in the right place at the right time and I want to work with others
- I'm happy working in partnership, but I need to know about science communication
- I am very open to partnerships, but my organisation has a long way to go. I need to learn how to convince senior management that this is a good thing
- I need help
- I have been helping others form partnerships

- I don't have much experience

AFTER

- I feel I am now able to work with other organisations and networks to help form new projects
- I have moved on but there is still a long way to go
- I am optimistic but see that there is still a long way to go
- I feel strengthened in my position and can now help more people form partnerships
- I feel more confident but would still like more people around me
- I am moving on with partnership support
- I feel happier now thanks to shared experiences, there is still a way to go though
- I have been helped by others and have moved on
- I have more understanding now as well as colleagues to support and encourage each other
- I hope I can remember everything, I don't want to fall back during the long hard climb
- I have had my eyes opened to the options, I realise it is hard to act on them
- I am interested in forming partnerships and realise that they can help in all my projects
- I am pleased to have met everyone, there is work to do and I need to get to it, I want to keep up the connections
- It is not just as simple as making friends; it is who you act with them. We must keep questioning and not get too comfortable. How do we sustain things?
- I feel like I have moved up the tree and am joining people who are climbing up too
- I am reaching out, making new contacts and partnerships
- I am on the platform half way up, surrounded by people to work with, I feel like I am on solid ground
- I am in a position to help people
- I am getting a leg up but still learning
- I am joined by lots of other people further up the tree now who can help me move my organisation on
- I am not carrying things by myself, I now have others to share with
- I have lots of support around me now
- I am confident to stand at the top of the tree now
- I have not moved up or down but I have been joined by many more people
- I was looking up at the start, now I have joined others on the tree and I am standing with my project partner
- I have a partner now and we are both smiling
- I needed a leg up, but now I am sitting on the branch with mates. I may not have all the answers but I have a support network now
- I have progressed with friends
- I was holding on but now I have the confidence to let go
- I have worked my way up to a new platform
- I feel positive to go ahead and do things now
- I'm where I want to be, I have everything I need and more
- I have learnt from others about what is being done already, I have a great view of what is going on

- I feel I am working with others now
- I have a firm footing, a knowledge of the issues and where to go for help, 'bring it on!'
- I'm progressing steadily now
- I have had a leg up
- I feel I can go back to my organisation and tell them that their issues are non issues
- I have learnt lots and I'm happy with my partnership group
- I can make partnerships happen now
- I like where I am now and want to share with others. There is a lot of goodwill here
- I now feel well equipped to work in partnerships and I am confident to tell others at my organisation how to do it
- I feel very comfortable, I have formed partnerships and gained strength from other organisations
- I am confident that something will happen now
- I have a partnership and am open to more
- I have contacts to take further now
- I am more motivated and expect good things for the future
- I see things much clearer now and I've had fun
- I am confident that I have something to offer the local community

Appendix 2

What do we understand by organisational change? Atiha Choudry

Statistics on demographics can be found from:

- census info <http://www.statistics.gov.uk/census/>
- local authority websites
- town councils <http://www.direct.gov.uk/DI1/Directories/LocalCouncils/fs/en>
- community groups
- Neighbourhood renewal is high on the agenda - local education partnership <http://www.p4s.org.uk/StandardDocuments.htm>
- Inclusion and equality agenda legislation:
 - Commission for Racial Equality (CRE) <http://www.cre.gov.uk/>
 - <http://www.homeoffice.gov.uk/comrace/race/raceact/>
 - Social inclusion <http://www.cesi.org.uk/know/links.asp>
 - Active citizenship programmes <http://www.active-citizen.org.uk/>
 - Neighbourhood renewal <http://www.neighbourhood.gov.uk/page.asp?id=5>

Community organisations of interest:

Neighbourhood renewal unit <http://www.neighbourhood.gov.uk/>

Have indices of deprivation which highlights 88 most deprived areas in the UK to providing additional funding for community projects

Local Area Agreements (LAA) and Local Strategic Partnerships (LSP)

http://www.odpm.gov.uk/stellent/groups/odpm_localgov/documents/page/odpm_locgov_029989.hcsp

<http://www.neighbourhood.gov.uk/page.asp?id=531>

Health authority, community, education, business linked up to build community networks and community empowering networks. Find out who represents you on the LSP.

Possible funding sources:

Lottery funding <http://www.community-fund.org.uk/>

Local authority funding

PCT (Primary Care Trust)

Heritage <http://www.hlf.org.uk/English/>

Regional Development Agency (RDA) <http://www.englandsrdas.com/home.aspx>

Local government

Charities/trusts (use funder finder packages)

Local banks (community unit)

Community chest

Appendix 3

DISC year 2 Partnership projects

Julie Sharp, Cancer Research UK Caitlin Watson, Institute of Physics Maria Kamara, Afro-Caribbean Voices Association Khadija Khan, Science Museum	This project will be a collaboration between the 4 organisations – the Science Museum will provide a venue and space for an event where the IoP and CRUK will provide experts to speak. The audience will be gathered by the Afro-Caribbean Voices Association.
Ray Mathias, John Innes Centre Toyin Solanke, Eknalos GeoTek Jacqueline Chave, Royal Horticultural Society Ruth Welters, Natural Environment Research Council	The project would hold an open day event encouraging people to explore geology through looking at the land beneath our feet.
Carole Hemard, British Council Ben Johnson, Graphic Science, UWE Beverley O'Connor, Sicklenemia	The project explored linking sickle cell groups across Europe to share and access information.
Steve Mesure, Creative Science Shini Somarathne, Freelance	The project explored taking a young female engineer role model into schools to explore young girls' aspirations and thoughts on science and technology.
Bernice Burton, Newham Primary Care Trust Jean Crooke, Newham African Caribbean Carers Forum Khadija Ibrahim, Progress Educational Trust	The project would link carers from a variety of groups to form a central body where they could share information and get access to speakers/experts in relevant fields of science and technology.
Tatlin Grant, Majestic Roots, Hair & Health Foundation Tracy-Ann Smith, Natural History Museum	This project will be in collaboration with NHM (Natural History Museum) providing the venue & resources to engage African/African Caribbean community to explore the science, art & cultural aspect of black hair.
Amanda Tyndall, The Royal Institution Eliyas Okeke, Majestic Roots, Hair & Health Foundation	The project would take science events out of the Royal Institution into various communities.
Naomi Temple, The Royal Institution Tim Gabriel, Huddersfield University Gilly Rendle, Research Councils UK	The project idea is to run a science documentary competition. School children will be encouraged to make short, 10 minute science films and submit them for judging. The project will encourage young people to interview scientists about their work.
Amanda France, At-Bristol Sue Cavell, Techniquist Janice Ansine, Peterborough Environment City Trust Jossett Lynch, Seventh Day Baptist	The project linked science centre programmes to run discussion events specifically aimed at BME groups. After a pilot stage resources would be produced to share good practice amongst other

Church	science communication groups.
Michelle Levi, Haile Selassie Peace Organisation Ondia Gillette, At-Bristol Sue Johnson, King's College London	The project looked at ways to link science centres into BME groups to encourage their members to visit with a programme of targeted events and exhibitions.
George Barango, Wolverhampton BME Consortium Robert Boyd, Learn by Design	Learn by Design are looking to support the Wolverhampton BME Consortium in the area of Enterprise Education. It will look to deliver a series of Interactive Enterprise Workshops, linking Business and Science to students from the Project. Partners have made contact since the workshop and will hopefully be organising some activities in early 2006.
Ashley Green, Robotics Outreach Group, The Open University Patricia St John, Rubery IT Gwen Richards, IT Youth Group	The project explored the possibility of linking researchers from local universities with the members of a home based IT training group.
Hazel Cartledge, Soho House Museum Hannah Shepherd, Thinktank Science Museum Ashok Patel, Ashraya Community Initiative in Health, Housing & Employment	Our discussions at the DISC project raise interesting issues in the display of and access to collections relevant to Birmingham's diverse community, in particular ancient knowledge on wellbeing. Our work together for the time being will essentially constitute information sharing, identifying suitable individuals or organisations to contact and identifying learning opportunities that will be of interest to each other.
Susie Goligher, Partnership for Racial Equality Doris Onwunumah, Role Model Patricia Francis, Bolton Museum	The project idea is to invite a role model to talk to a local BME community in Wirral on a topics involving science, technology and engineering. The speaker will be from a similar background to the audience, and work in the field of science and technology.
Natalie McGregor, BME role model David Shepherd, Bradford University	The project group planned to establish a science club that would run through universities in Yorkshire during half term. The clubs will be rotated between Leeds, Bradford and Sheffield, and will include different themes for each half term. They would provide an opportunity for BME children to take part in science activities.
Joy Henry, Stroke-on-Trent LEA Elaine Rae, UK Clinical Research Network Annie Hodgson, University of York Fauzia Chaudhry, Fatima Women's Association	The project will see science academies being set up for boys (only those under 10 years old) and girls in the areas of Oldham and Stoke.

<p>Erinma Ochu, University of Manchester Alison Bodley, Yorkshire museums, libraries & archives council Yasmin Ali, JIVE Project for Women in SET</p>	<p>This project will set up a framework for inclusion in SET for Bangladeshi and Caribbean mothers and daughters. There will be a mirror effect in that what happens on one side will effect what happens on the other side. The 2 sides refer to two communities – the Bangladeshi community in Greater Manchester and the Caribbean community in Yorkshire.</p>
<p>Kishwar Parveen, Fatima Women's Association Robin Andrews, Chemical Connection, Edinburgh University Mohammed Ansar, Pakinstani Community Centre</p>	<p>The aim of this project is to educate parents and children in science by running workshops for parents, to provide help to their children in what subjects to take at school. It will provide support and mentoring.</p>