

Rationale

As you know from the Grant Conditions, all grant holders are required to submit a report at the end of their period of funding. This report is an opportunity for you to share details of the achievements and implications of the work that the Wellcome Trust has supported. This critical information enables the Trust to ensure that activity has been carried out in accordance with our charitable objectives and is a vital input to future planning and strategy setting.

Completing the form

We would be grateful if you could complete this form electronically in Word, save it and return it as an e-mail attachment to: engagingscience@wellcome.ac.uk

- To insert text in the answer fields, simply left-click in the grey areas and type. The answer grids will extend automatically as you type.
- To select check boxes, left-click in the box. Left-clicking the box a second time will deselect that option. The space bar will also select and deselect check box options.
- In addition, the tab and shift + tab keys can be used to move between answer fields and the space bar to delete highlighted text.

Completing this form is a minimum requirement, not a maximum. In addition, we would be keen to receive any supporting documentation of your project. This can take whatever form you think might appropriately reflect your project. It might include:

- Evaluation reports
- Video/DVDs of the project
- Photographs of the project
- Copies of artistic work
- Copies of publicity materials/press releases
- Copies of press cuttings

As stated in the Grant Conditions, we reserve the right to use results of your projects, such as quotations from reports and project photographs, to further our charitable aims, for example in promoting our grant schemes. You should ensure that you have obtained any necessary clearances for materials you send to us, or clearly mark any materials that have not been cleared for publication.

Conditions

The report **must be submitted within three months of the award end date.**

Contact us

If you have any general questions or comments about the completion of this form, please email us at: engagingscience@wellcome.ac.uk.

**ENGAGING SCIENCE AWARD
END OF AWARD FEEDBACK**



BACKGROUND

Please complete the following fields.

First name	Penny
Surname	Fidler
Title	Dr
Grant number and type	WT076236MA
Amount of Award	£193,455
Total Project Cost	£193,455
Source and amount of additional funding	n/a
Project Title	Doing Dialogue
Project Team: please indicate which of the following best describes the project team	<input type="checkbox"/> Academic/Researcher Please Detail <input type="checkbox"/> Teacher <input checked="" type="checkbox"/> Health/medical Professional <input checked="" type="checkbox"/> Science Communicator <input checked="" type="checkbox"/> Policy Maker/Thinktank <input type="checkbox"/> Arts Practitioner <input type="checkbox"/> Media Professional <input type="checkbox"/> Other Professional (please describe)
Project location	Glasgow, Newcastle, Manchester, Birmingham, Bristol, London and Oxford

PREVIOUS EXPERIENCE

Is the work associated with this Award the first time you have developed activities to engage audiences in biomedical science? Yes No

OVERVIEW

Please provide a summary of your original objectives (no more than 150 words).	Please outline how these objectives were either exceeded, how they were met or why they were not met (no more than 500 words).
<p>The Doing Dialogue project was a collaboration between four UK science centres and Ecsite-uk, the UK's network of science and discovery centres. The project took place between 2005 and 2008 and aimed to:</p>	<p>The Doing Dialogue project was collaboration between Ecsite-uk (now the Association for Science and Discovery Centres) and four UK science centres. The project took place between 2005 and 2008 and aimed to:</p> <ul style="list-style-type: none"> • Enable young people's voices to contribute to consultations on biomedical science • Enhance science centre staff's facilitation skills

<ul style="list-style-type: none"> • Enable young people's voices to contribute to consultations on biomedical science • Enhance science centre staff's facilitation skills • Embed dialogue and debate activities into the partner science centre's schools programmes • Explore and improve marketing of debate and dialogue events to schools <p>In order to enable young people's voices to contribute to current discussions on biomedical science, the project team worked closely with the Nuffield Council on Bioethics on two separate national consultations.</p> <p>The full report has been submitted alongside this summary</p>	<ul style="list-style-type: none"> • Embed dialogue and debate activities into the partner science centre's schools programmes • Explore and improve marketing of debate and dialogue events to schools <p>In order to enable young people's voices to contribute to current discussions on biomedical science, the project team worked closely with the Nuffield Council on Bioethics. This collaboration led to 1162 young people contributing to two separate national consultations being run by the Nuffield Council on Bioethics.</p> <p>In total 1414 students took part in in-depth professionally facilitated debates around ethical issues relate to the biosciences. In total 168 teachers took part in the project either by participating in the dialogue events (118 teachers) or by assisting with the development of the resources and advising the project. Students and teachers from across the UK were involved, including those from Glasgow, Newcastle, Manchester, Birmingham, Bristol, London and Oxford. This project also developed a facilitation training course which was reviewed and shaped by external facilitation training experts. This bespoke three-hour introductory course covers the full range of skills needed by a good facilitator to enhance discussions with young people. It continues as a lasting resource for the partners.</p> <p>Over 250 staff from science centres and museums across the UK were trained through this three-hour training course in facilitation skills during the project. Demand for this course was such, that the proposed target of training 60 facilitators was exceeded four-fold. In addition 10 expert trainers were also trained as part of a train-the-trainer model. These expert trainers are in place within Ecsite-uk and the partner science centres.</p> <p>As part of this project, two high quality and rigorously evaluated sets of resources were also developed for use with young people. These were on the two areas of the Nuffield Council on Bioethics consultation, namely premature birth and vaccinations and are presented as box sets of resources. Each of the four partner science centres ran the debate events, and all have since regularly included these events into their schools programme.</p> <p>The model and mechanisms developed through this project, have since been used in other projects, increasing the depth and breadth of dialogue-related activities offered by the science centres. This includes, for example, mechanisms for facilitated dialogue for students, a 'tool-kit' developed to give a step-by-step guide to involving students in science-based consultations, as well as updating some pre-existing resources for debate events for example those on stem cells.</p> <p>This project also examined how to market these dialogue events to schools and as a result has enabled the partner science centres to expand and broaden the potential market for their schools debates programmes, in particular building relationships with humanities and other non-science departments within schools.</p> <p>The four project partner science centres were: Thinktank: Birmingham's science centre; Manchester Museum of Science and Industry (MOSI); The Centre for Life, Newcastle; Glasgow Science Centre.</p>
--	---

Please provide a short description of the project supported by this Award? (no more than 150 words)

The Doing Dialogue project took place between 2005 and 2008 and was collaboration between Ecsite-uk (now the Association for Science and Discovery Centres) and four partner UK science centres.

The project aimed to enable young people's voices to contribute to consultations on biomedical science, to enhance science centre staff's facilitation skills in this area and to embed dialogue and debate activities into the partner science centre's schools programmes.

The project worked closely with the Nuffield Council on Bioethics and facilitated 1162 young people contributing to two national consultations on biomedicine. In total, the project directly involved 1414 students aged 14-19 and 168 teachers. In addition Doing Dialogue Project created a bespoke facilitation course as part of the project and through this trained 250 science engagement specialists in facilitation skills.

The four partner science centres were: Thinktank: Birmingham's science centre; Manchester Museum of Science and Industry (MOSI); The Centre for Life, Newcastle; Glasgow Science Centre.

What have been the main achievements of the work supported by this Award? (no more than 350 words)

Please note that we may wish to extract this text for publication on our website or release it into the public domain.

This project engaged schools students aged 14-19, with scientists and policy makers in the venues of science centres, to explore two bioscience subjects around which the Nuffield Council on Bioethics was holding public consultations. These involved discussions around firstly premature babies and secondly health and vaccinations.

Overall 1162 young people contributed to two separate national consultations by the Nuffield Council on Bioethics, with 1414 students participating in the wider project. Overall, students and teachers from Glasgow, Newcastle, Manchester, Birmingham, Bristol, London and Oxford were involved.

To achieve this, the project team worked closely with the Working Party at the Nuffield Council on Bioethics to understand issues of relevance for the consultations, and to explore with science centre colleagues how these might be made appealing to both the students and their teachers, including relevance to the curricula in England and Scotland.

The project team then developed bespoke box sets of resources that would engage students with in the 14-19 age groups and planned the precise detail of the sessions and the day to maximise the dialogue opportunities.

In order to effectively deliver the consultation events, the project team needed to train large numbers of science centre and museum staff in the facilitation skills needed to facilitate groups of teenagers discussing often sensitive subject matter.

This project therefore created a novel 'facilitation skills training course' which was reviewed and shaped by external facilitation training experts. This bespoke three-hour course covers the full range of skills needed by a good facilitator to enhance discussions with young people. It continues as a lasting resource for the partners.

Over 250 staff from science centres and museums participated in this three-hour course in facilitation skills training during the project. It should be noted that this was over four times the targeted number of participants (60). Many of those trained have tested their skills both within these debates, and within a range of affiliated debate events, such as those exploring genetic testing, stem cells and nuclear energy

Finally, when interviewed, 90% of students taking part in the debate days on premature babies said they found the events useful and enjoyable.

Which aspects of your project worked well and why? (no more than 150 words)

The four partner science centres involved were Thinktank: Birmingham's science centre; Manchester Museum of Science and Industry (MOSI); The Centre for Life, Newcastle; Glasgow Science Centre. The partnership between the four geographically separated centres and Ecsite-uk worked particularly well, facilitated by the initial relationship building at the writing retreats.

The project created a bespoke 3-hour facilitation skills training course, which proved in such demand that the original project target of training 60 facilitation experts was exceeded 4-fold, and 250 staff were trained.

The relationship with the Nuffield Council of Bioethics was fruitful and 1162 students contributed opinions following facilitated deliberation at the projects debate events. Debate and Dialogue resources were also created for both consultation topics on premature babies, and vaccinations.

Overall the facilitation training will likely have the greatest impact, as those facilitators are still embedded within science and discovery centres and will continue to champion dialogue activities and innovate with new debate techniques as they grow in their careers.

What, if any problems did you encounter? How did these emerge? How were they overcome
(no more than 150 words)

Overall the project was a great success, with demand for facilitation skills training being such that the original project target of training 60 facilitation experts was exceeded 4-fold, and 250 staff were trained.

Challenges for the project related to higher than average staff changes and maternity absences within the team of 10 from the 5 partner organisations based in 5 UK regions. This was mitigated by having two staff members from each organisation involved.

TYPE OF ACTIVITY

We would like to know more about the work supported by this award. What were the main types of activity and/or resources produced as a result of the Award? *Please select all that apply*

Activity	
Performance (e.g. drama, dance)	<input type="checkbox"/>
Debate/discussion	<input checked="" type="checkbox"/>
Exhibition	<input type="checkbox"/>
Conference	<input type="checkbox"/>
Seminar/workshop	<input checked="" type="checkbox"/>
Other (Please Describe)	
Output	
Video/DVD/CD-ROM	<input type="checkbox"/>
Teaching resource	<input checked="" type="checkbox"/>
Leaflet/booklet/brochure	<input checked="" type="checkbox"/>
Publication/research paper	<input type="checkbox"/>
Radio programme	<input type="checkbox"/>
TV programme	<input type="checkbox"/>
Website	<input type="checkbox"/>
Other (please describe)	Facilitation training for 250 science and discovery centre staff. A host of conference sessions and other elements of dissemination (see main project report)

AUDIENCE PROFILE

We would like to know more about the audiences who have been reached via the activity. Please provide information about the **primary audiences** i.e those who were the main participant/attendee of the event, and the **secondary audiences** i.e those how have been reached via the primary audience.

Primary Audiences	
--------------------------	--

Please indicate the main participants/attendees of the events and the numbers of each.			
<i>Please select all that apply</i>		Number	
Academics/researchers (Please describe)			
Health professionals	<input type="checkbox"/>		
Policy makers/politicians	<input type="checkbox"/>		20
Teachers/Educators	<input checked="" type="checkbox"/>		168
Arts Practitioners	<input type="checkbox"/>		
Science Communicator	<input type="checkbox"/>		250
Media Professional	<input type="checkbox"/>		
Other (please describe)	<input checked="" type="checkbox"/>	Number 1414	Please give details School students age 14-19
Total Audience Reached			1852
Age Range <i>Please select all that apply</i>		Number	
Secondary school children (11-18)			1414
Primary school children (under 11)			0
Adults (18+)			438
Demographics of Audience			
Local	<input checked="" type="checkbox"/>		1414 students, 168 teachers
Regional (please define)			
National	<input type="checkbox"/>		210 science communicators taking UK facilitation workshop,
International	<input checked="" type="checkbox"/>		40 participants in facilitation workshop,

Secondary Audiences	
----------------------------	--

Please indicate who the secondary audience i.e those who have been reached via the primary audience, and where possible their number?			
<i>Please select all that apply</i>		Number	
Academics/researchers (Please describe)			
Health professionals	<input type="checkbox"/>		
Policy makers/politicians	<input type="checkbox"/>		
Teachers/Educators	<input type="checkbox"/>		
Arts Practitioners	<input type="checkbox"/>		
Science Communicator	<input checked="" type="checkbox"/>	500 as audiences for conference sessions and dissemination activities in UK. 300 as audience for European conference sessions	
Media Professional	<input type="checkbox"/>		
Other (please describe)	<input type="checkbox"/>	Number	Please give details
Total Audience Reached		800	
Age Range <i>Please select all that apply</i>		Number	
Secondary school children (11-18)			
Primary school children (under 11)			
Adults (18+)		800	

EVALUATION FINDINGS

<p>Did an evaluation take place? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes, please give details of the key findings in terms of development, delivery and dissemination (no more than 150 words)</i></p> <p>This short summary accompanies a full 100-page report of all the project processes and findings. In addition this Project evaluation by PSP is also included with submission. the project was highly evaluated as the facilitation course, debate activities and debate days were developed and shaped the products.</p> <p>Specifically, 90% of students who took part in the debate days on premature babies said they enjoyed the day and felt it had been useful to their studies. Overall 250 staff took the facilitation training and 1414 students were involved and the Nuffield Council on Bioethics included the students' results in their national consultation (see report for full details and weblinks)</p> <p>What were the main lessons learned that you would like to share with others undertaking similar projects the future?</p> <p><i>Please note that we may wish to extract this text for publication on our website or release it into the public domain. (no more than 150 words)</i></p> <p>For multi-partner projects, where the participants are geographically separated, one of the most important factors is that all the team get together at the start of the project to co-create the project details and begin to feel a shared ownership of the project. This is best done on 'neutral territory' and over the course of two or more days. This is key to getting cohesion and shared understanding within the group so that all future challenges within the project can be dealt with together by the whole team.</p>

DISSEMINATION

Communication/dissemination activities

We would like to know more about the wider dissemination of the work supported by your Award.

Have you, or do you intend to, share the findings of your work with your peers?

Yes No

If yes, who with?

Please select all that apply

Researchers	<input type="checkbox"/>
Policy Makers	<input type="checkbox"/>
Science Communicators	<input checked="" type="checkbox"/>
Educators	<input checked="" type="checkbox"/>
Media	<input type="checkbox"/>
Arts Practitioners	<input type="checkbox"/>
Other (please specify)	

Please tell us about the ways in which you have engaged your peers

Please select all that apply

Publications/research papers	<input type="checkbox"/>
Debate/discussion	<input checked="" type="checkbox"/>
Conference	<input checked="" type="checkbox"/>
Seminar/workshop	<input checked="" type="checkbox"/>
Exhibition	<input checked="" type="checkbox"/>
Other (please describe)	

Given your answer above, please tell us in more detail about these activities (no more than 150 words)

The project created a bespoke three-hour facilitation workshop and delivered this to 250 science engagement specialists in the UK and abroad. The project team ran numerous sessions at UK based conferences (eg the British Science Association conference in 2006 and 2007, the BIG event in 2006 and 2007 and the Association for Science Teachers in 2006 and 2007). In addition the project ran facilitation skills training for 40 science communicators at the European Ecsite conferences in these same years.

One element to note within this project, is that the project deliverables were not limited by the duration of this project. The vast majority of the 250 staff trained within the project remained within a science and discovery centre or science museum or related public engagement organisation. In this sense, they will continue to deliver debates, dialogue activities and workshops that utilise the skills they have learned through this project.

Together the UK science and discovery centres attract 385,000 people to their centres every week, and 20 million each year. If just a small proportion of these people benefited from the enhanced skills of those trained through the project, the effects are far-reaching indeed.

Has there been any media coverage of any of the activities supported by your Award?

Yes No

If yes, please give details of the coverage (Please forward copies where available to the Wellcome Trust)

Do you plan to develop this project further in the future?

Yes No

If so what is planned and why? How do you hope to fund this work? (no more than 150 words)

Elements from this project are still in use within the UK science and discovery center sector. This project formed the basis of the Embedding Dialogue and Debate Project funded by Wellcome Trust which ran from 2009-2011 for which ASDC (formerly Ecsite-uk) was a major partner. The facilitation training from this project was crucial to the creation and format of the subsequent Dialogue Academies.

Where else could you seek funding for the work supported by your Award?

Please give details

n/a

ADDITIONAL FEEDBACK

Do you have any comments you would like to make regarding your Award, the conduct of this work, or any difficulties you have encountered?

The project was a pleasure, and a delight to work with students and talented public engagement professionals from within the four partner centres and right across the nation.

If there is any further information that has not been captured and you would like to share with us then you may include a free text report.

For further information, please see submitted the full report of the project containing 14 chapters, photographs and appendices of the project details.

Please can you also provide any evaluation documents and summaries of media coverage that have been produced as part of the project.

Thank you for taking the time to complete this form. Please email your completed form to engagingscience@wellcome.ac.uk