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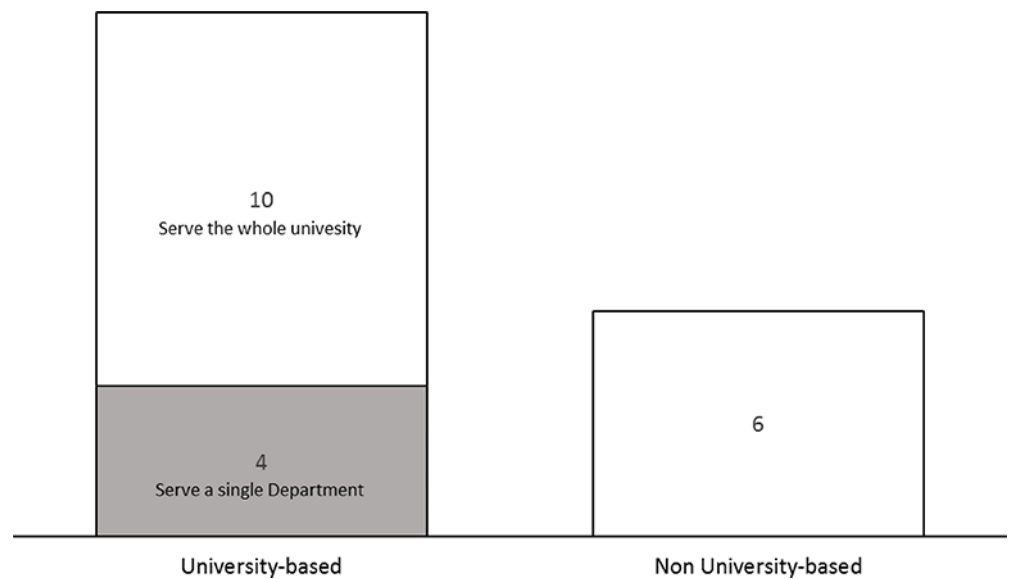
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RESEARCH ARTICLE

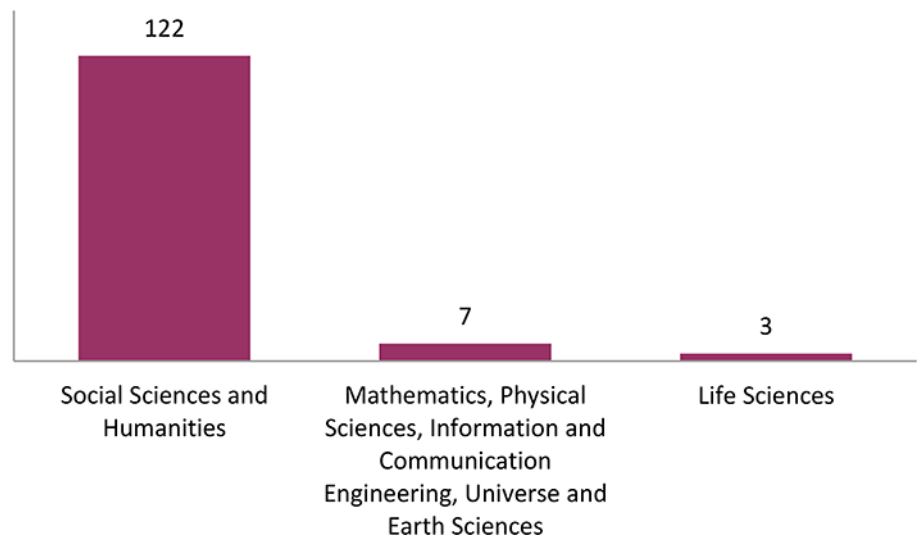
Ensuring durability of community-university engagement in a challenging context: Empirical evidence on Science Shops

Supplementary file

Questionnaire survey of Science Shops

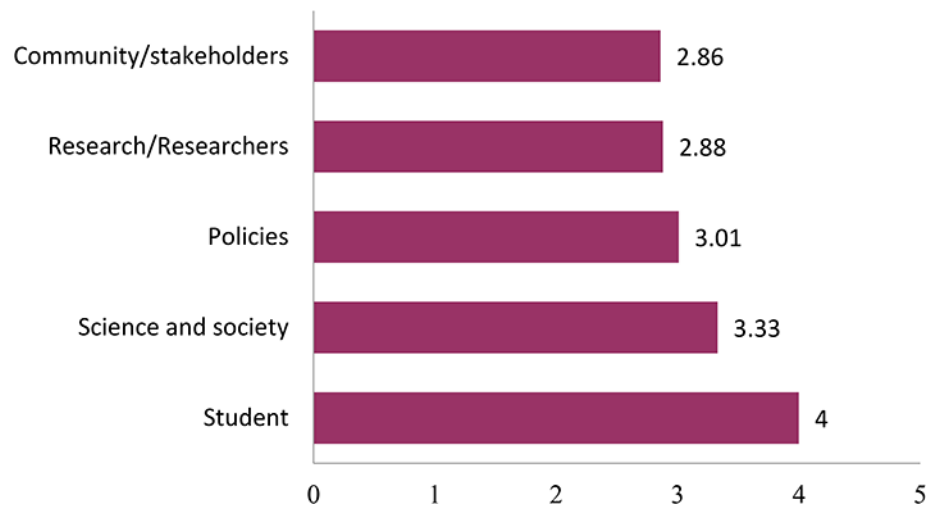


Graph 1 University and non-university-based Science Shops

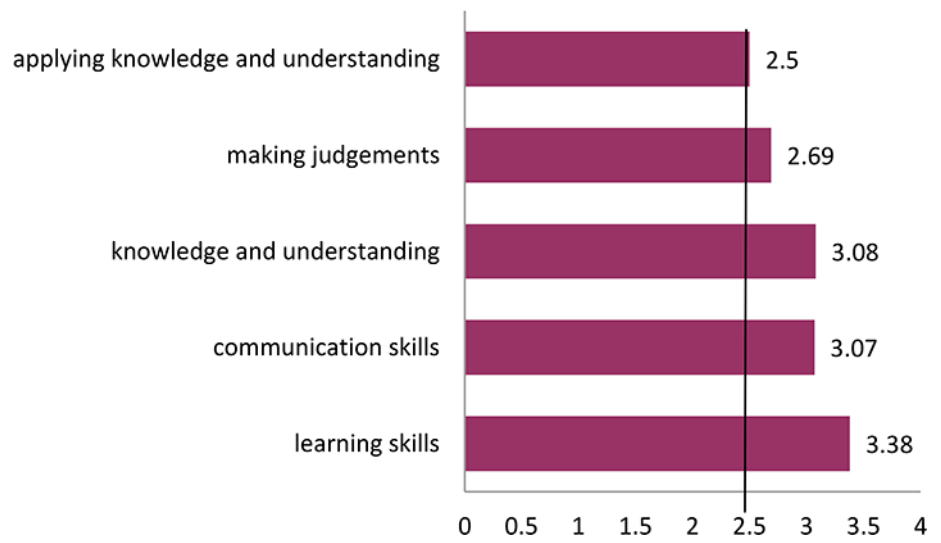


Graph 2 Total projects per research area in 12 months

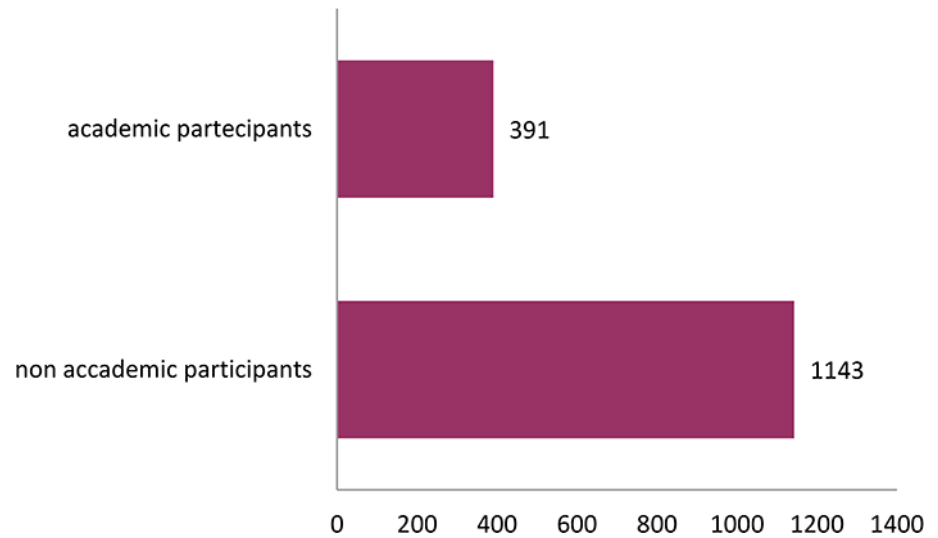
The small number of projects in hard sciences does not allow for identification of statistically significant differences among sectors. Nor does it allow for statistically robust inferences about the underlying reasons of the wide gap between hard sciences on one side and social sciences and humanities on the other.



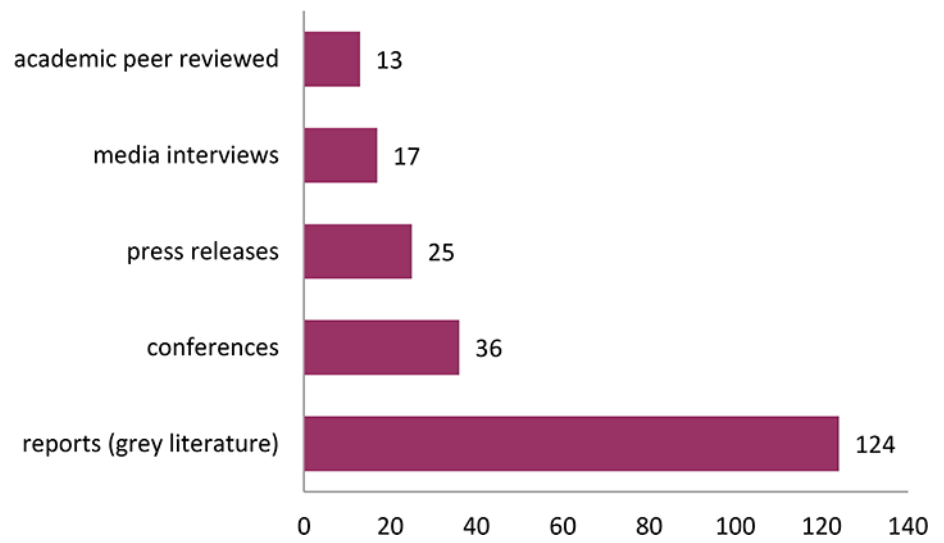
Graph 3 Most affected stakeholders by Science Shop projects according to respondents



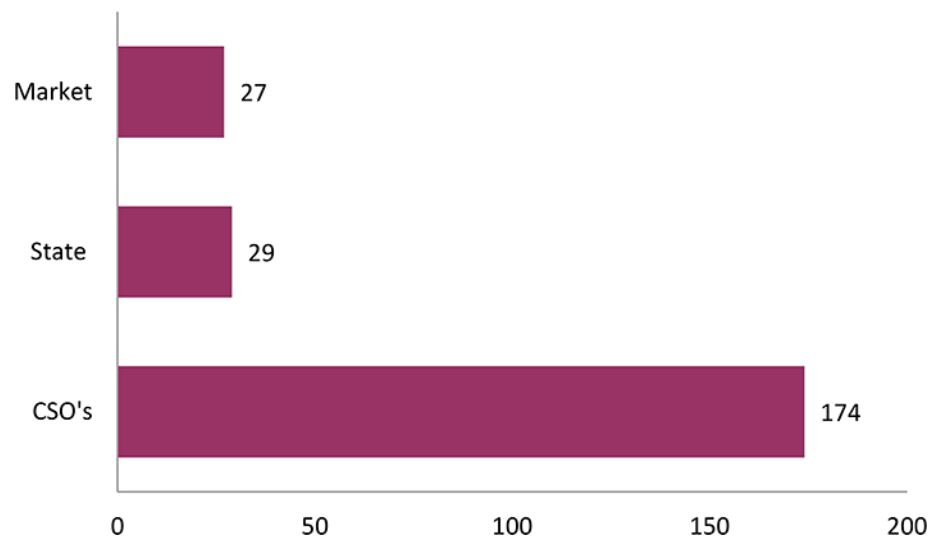
Graph 4 Ranking impact of Science Shops on students' learning components



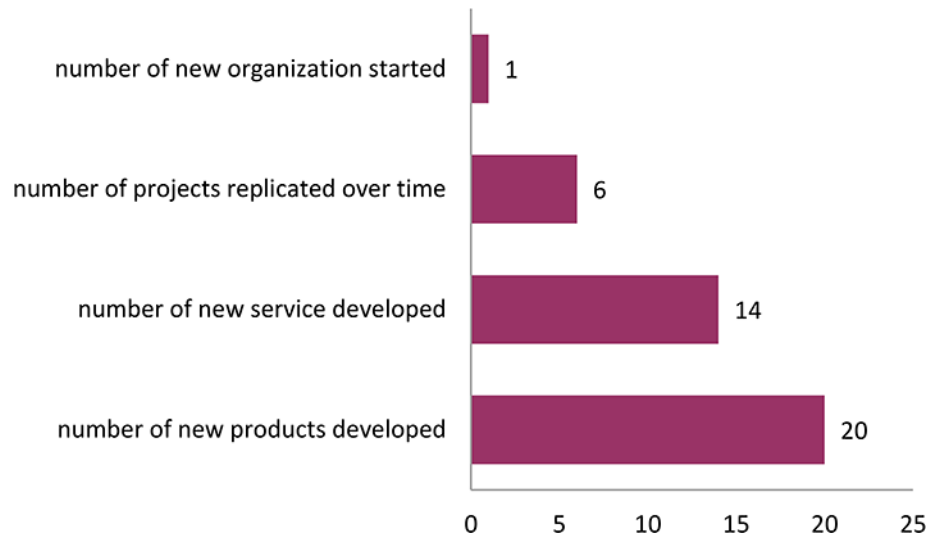
Graph 5 Total academic and non-academic participants in public meetings in 12 months



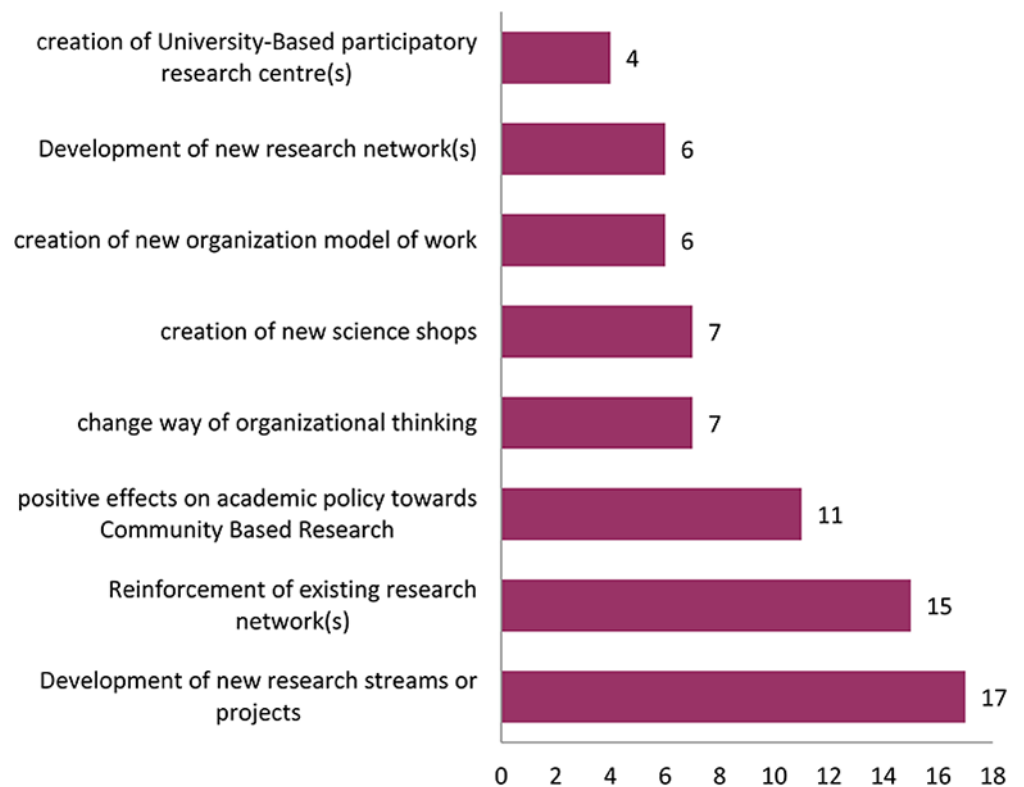
Graph 6 Total research outputs in 12 months



Graph 7 Origin of projects in 12 months



Graph 8 Relevant outcomes of Science Shops in 12 months



Graph 9 Relevant changes in 12 months

Data shown in Graph 9 was generated through a questionnaire item which asked respondents to answer 'Yes', 'No', 'Don't know' to the following sentence: 'Please, consider the life of your science shop and say whether your knowledge activities have led to significant changes as to: [list of options as in Graph 9]'.