

Workshops

Science and Public Policy

How to build bridges?

Name: _____

Context

European Strategy

These workshops are aligned with the European Commission's Joint Research Centre (JRC) strategy and are part of a set of actions developed in the Member States.

Our facilitators previously participated in the Training-of-Trainers on Evidence for Policy at JRC in Brussels. With colleagues from other European countries, they are actively involved in disseminating the methodology and materials produced to leverage the dialogue between science and policy in their respective national scientific systems.

The methodology and materials used are an adaptation to the Portuguese reality, respecting the authorship conditions agreed upon with the JRC.

PlanAPP

PlanAPP – the Competence Centre for Planning, Policy and Foresight in Public Administration – is a state body that aims to support the design and implementation of public policies, strategic planning and prospective analysis. As a boundary organization that acts as a knowledge broker, PlanAPP seeks to improve the political decision-making process through evidence-informed policymaking.

Format and Duration

This one-day workshop (7h) focuses on the role and interaction of researchers, science communicators and science managers with policy makers.

It consists of three modules and includes both a practical part, aimed at the development of relational and communicational skills, and a more conceptual and reflective part.

Mod.1 – How to build bridges?

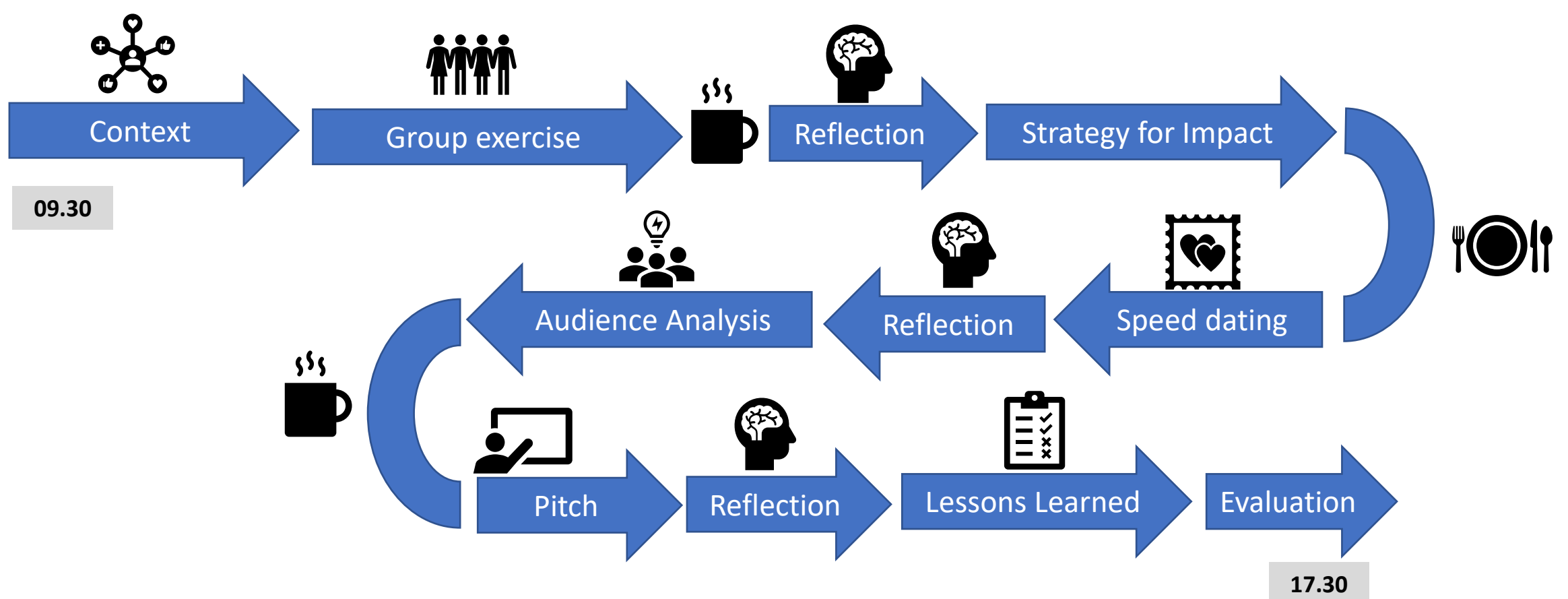
- Context
- Group exercise
- Reflection:
 - a) Why are inputs from science not always heard?
 - b) What do researchers and policy makers know about each other?
 - c) What is evidence?
 - d) How to communicate uncertainty?

Mod.2 – Strategy for Impact

- Exercise a: How to get the attention of policymakers?
- Exercise b: Speeddating
- Reflection:
 - a) How to create networking opportunities?
 - b) How to plan: where, when, how, who, what?

Mod.3 – Communication Skills

- How to interact with different policy makers?
- How to create a narrative?
 - a) Creating the key message
 - b) Sequence, prioritize, structure
 - c) Visualization
- Exercise: Audience analysis
- Reflection:
 - a) How to communicate with a differentiated audience?
- Exercise: Pitch
- Reflection:
 - a) What elements make for a good pitch?
- Lessons Learned



Facilitators



Alice Lourenço

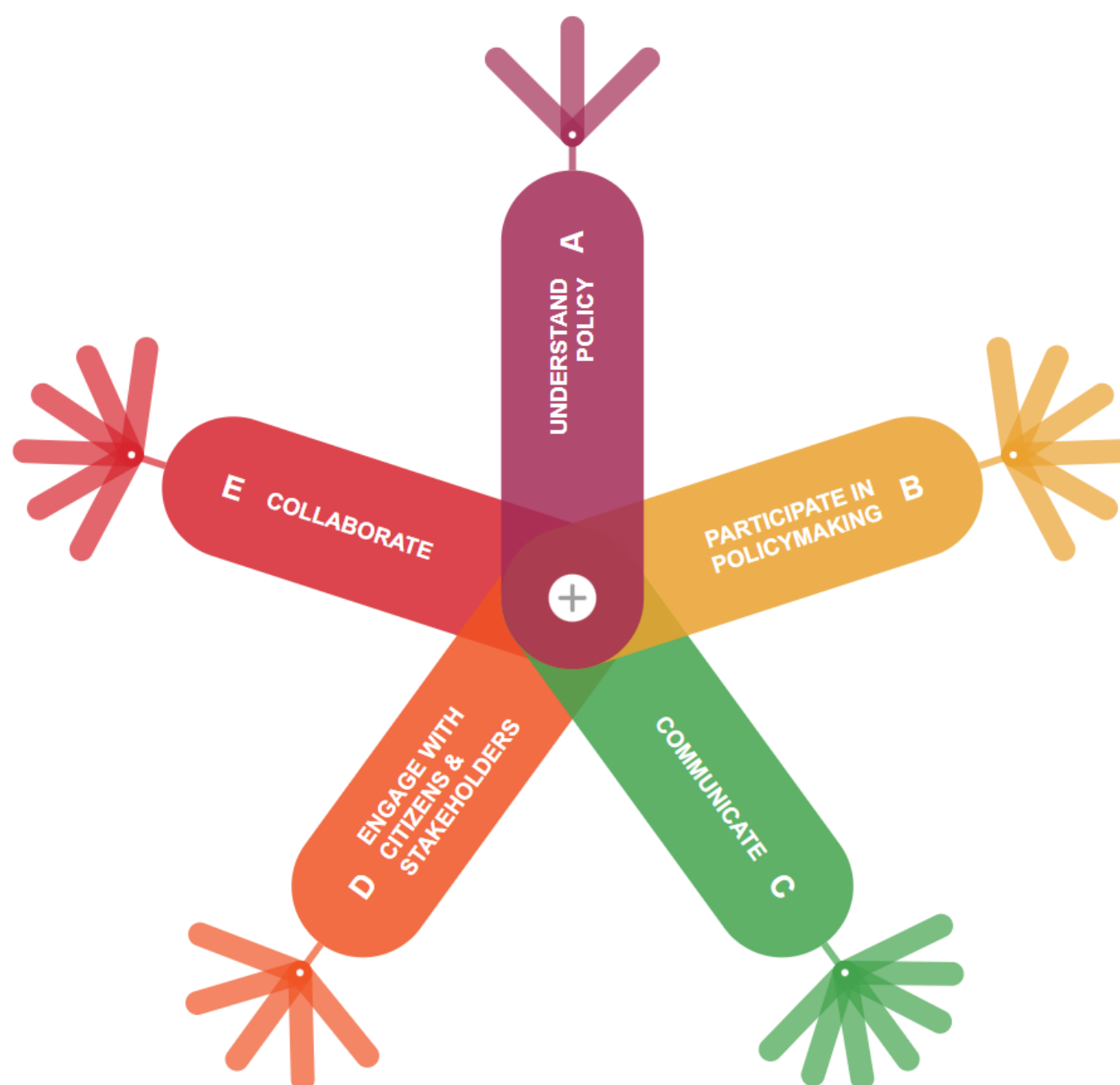
Master in Psychology, with more than 20 years of experience as a Certified Trainer, Consultant and Evaluator of EU Projects. She has extensive experience in group facilitation and training of trainers for public and private entities. In her work as a trainer and consultant, she has collaborated with policy makers and scientific organizations and has gained considerable experience in the use of active and people-centered learning methods and tools. She has been focused on the development of soft skills in the areas of communication, interpersonal relationships, collaboration, emotional intelligence, problem solving, people management, leadership and entrepreneurship.



Fronika de Wit

PhD in Geography and Planning, defended her thesis on polycentric climate governance in the Amazon, in the doctoral program on Climate Change and Sustainable Development Policies at the University of Lisbon. She has over 15 years of experience on the science-policy interface and over 15 peer-reviewed publications. She has worked for local, regional and national governments in the Netherlands, Brazil, Peru and Portugal and has extensive experience in supporting evidence-informed policymaking. Also, she has experience as a systemic innovation coach and has facilitated trainings and interactive workshops on the topic of climate action and transitions to sustainability.

Competence Framework 'Science for Policy' for researchers¹



The JRC mapped the competencies useful to researchers, which resulted in the Science for Policy Competency Framework. This framework systematizes the competencies into 5 clusters (A-E). Each cluster consists of several competencies (3 to 7 competencies), with a total of 27.

The competencies are described in terms of attitudes, skills, and knowledge organized from the fundamental level to the expert level (see¹).

¹ [Competence Framework 'Science for Policy' for researchers | Knowledge for policy \(europa.eu\)](https://ec.europa.eu/knowledge4policy/competence-framework-science-for-policy-researchers)

Competencies

1-5

A. Political understanding

- You are familiar with policy documents from relevant policy areas
- Can select and prioritize different forms of evidence
- Can map the main stakeholders in your area of expertise

B. Participation in policy-making

- Can identify the political and public debates related your research areas
- Contribute to and learn within a community or network within your research area
- Can assess uncertainties related to your research from the point of view of non-scientific audiences (defining the characteristics of uncertainty, who the uncertainty is likely to affect, and what the likely perception of it will be)

C. Communication

- Know the basics of communication strategies
- Can write and adapt messages for different audiences
- Listen attentively/speak with intent
- Can identify and convey key messages clearly while maintaining self-control
- Can construct meaning from visual images

D. Engaging citizens and/or stakeholders

- Plan citizen and/or stakeholder engagement
- Design and conduct sessions with citizens and stakeholders

E. Collaboration

- Demonstrate the ability to listen empathetically to the ideas of others
- Can moderate a lively discussion, orienting and integrating contributions

Science for Policy 2.0 and wicked problems²

The world is constantly changing. The days when researchers produced reports and waited for decision-makers to read them are over. We are witnessing a transformation in the way science and research are organized and operationalized. This transformation, often referred to as "Science for Public Policy 2.0," has the following characteristics:

More people

In the past, scientific production was limited to a small number of research organisations located in certain parts of Europe and North America. Now, there are centres of excellence in many parts of the world. The number of scientists has increased enormously. Nor is it limited to scientists themselves; we are seeing the rise of 'citizen scientists'.

More data

New technologies are generating huge quantities of new data. The availability of 'big data', coupled with new data analytics, is stimulating scientific discovery. Moreover, it is not just a matter of scientific data. There is a deluge of highly diverse digitised information. The Internet of Things will vastly increase the amount of data available for analysis. All these data could potentially be used to underpin policymaking.

More sharing and collaboration

New technologies mean that scientists across the world can collaborate more easily in a particular field or work together to tackle a complex problem. There is a global shift towards open access to research publications and data.

The need to arrive at a new model of the relationship between science and policy has also been made more urgent by the ever-growing complexity of the "wicked problems". By "wicked problem" we refer to a social or cultural problem that is difficult or impossible to solve for as many as four reasons: incomplete or contradictory knowledge, the number of people and opinions involved, the large economic burden, and the interconnected nature of these problems with other problems.

²[Roger Pielke Jr.'s Blog: Five Modes of Science Engagement](#)

A man in a hot-air balloon is floating along and gets lost in a cloud. When there is finally a break in the cloud he sees a person on the ground and decides to descend to ask for directions. The balloonist descends and hovers over the man on the ground and asks him where he is. The man on the ground shouts back, "You are at 45 degrees, 25 minutes, 29 seconds north, and 75 degrees, 42 minutes, 20 seconds west. I am standing at 100 metres above sea level, so you must be at about 120 metres." The man in the balloon replies, "You must be a scientist. I ask you a simple question, and you give me too much information and I'm still lost." The man on the ground calls back to the man in the balloon, "You must be a policymaker. You came out of nowhere with your questions, I give you the most accurate and precise answer I can, you're still lost, and you blame me!"

From: <http://publications.gc.ca/collections/Collection/SC94-91-2002E.pdf>.



How to build bridges between researchers and policymakers?

1.



Challenges

1

2

3

4

5

SCIENCE

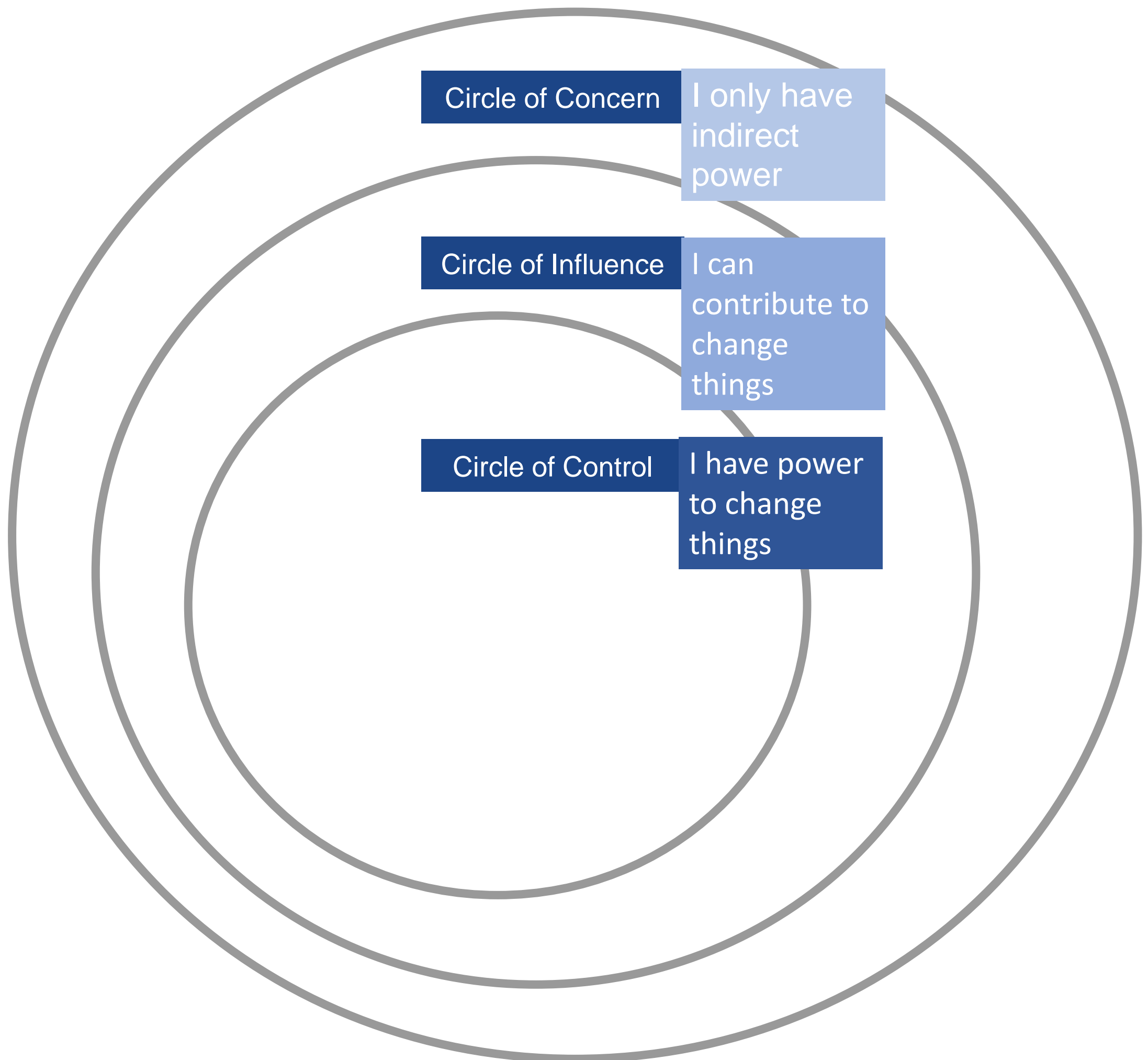
POLICY



You live in
DIFFERENT
WORLDS



What can we do?



Roles of Science in Policy²

Pure Scientist

This role doesn't really exist in the real world. Well, maybe it does for a brief moment when a beginning graduate student finds someone willing to pay them to do research that s/he is curious about, But in the real world, grant applications and funding comes with expectations of impact and relevance. In any case, if the pure scientist really did exist, the role is defined by a desire not to engage.

Science Arbiter

This role supports a decision maker by providing answers to questions that can be addressed empirically, that is to say, using the tools of science. The most familiar science arbiters are the ones in the form of expert advisory committees. Science arbitration is common and there are many examples of it being done more or less well, and on issues people care about is never far from political influences.

Issue advocate

The defining characteristic of this role is a desire to reduce the scope of available choice, often to a single preferred outcome among many possible outcomes. Issue advocacy is fundamental to a healthy democracy and is a noble calling. Advocacy among scientists is often viewed pejoratively. Scientists are citizens and as experts have an important role to play in public debate

Honest Broker

The defining characteristic of the honest broker is a desire to clarify, or sometimes to expand, the scope of options available for action. Travel websites like Expedia are perfect examples of honest brokers in action. Sometimes people get caught up on the word "honest" here -- what is important is the commitment to clarify the scope of possible action to empower the decision maker. Sometimes honest brokers are unnecessary in a political setting, for instance, when advocacy groups collectively cover the scope of available choice. But sometimes policymaking would benefit from greater clarity on choice, or even the invention of choices previously unseen

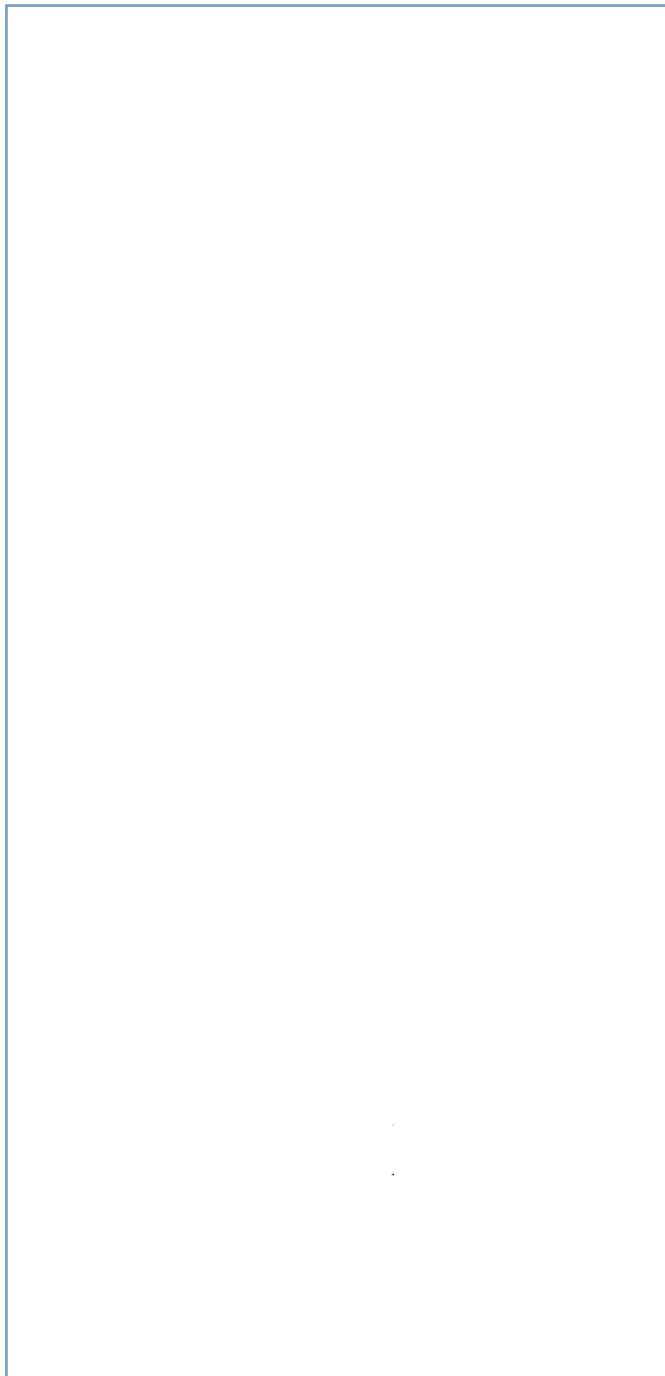
² [Roger Pielke Jr.'s Blog: Five Modes of Science Engagement](#)

Strategy for Impact

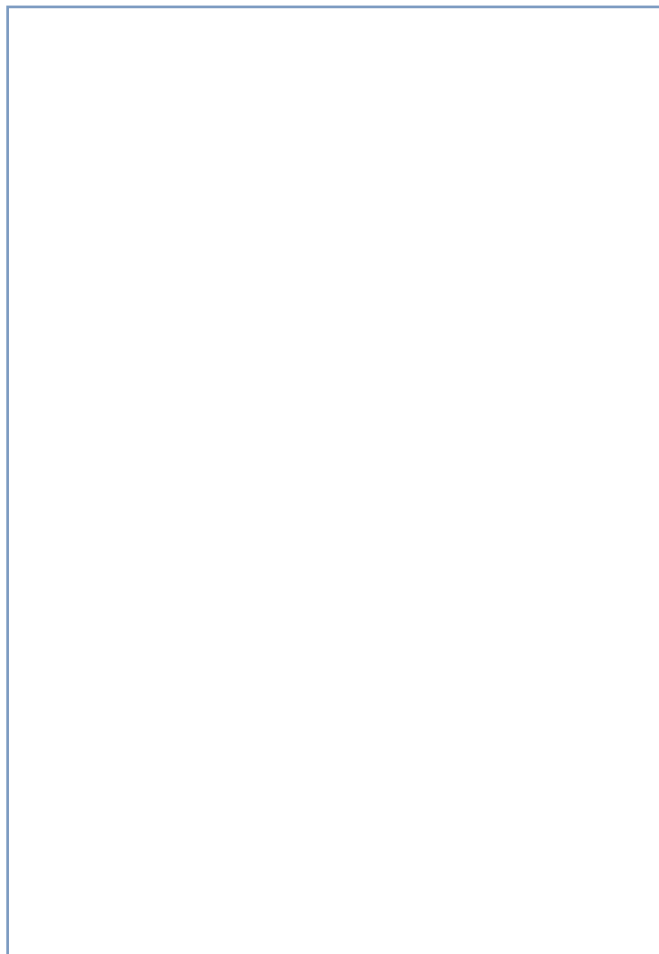
2.

How to reach policy-makers?

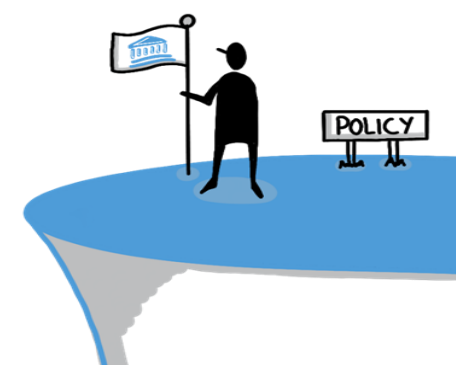
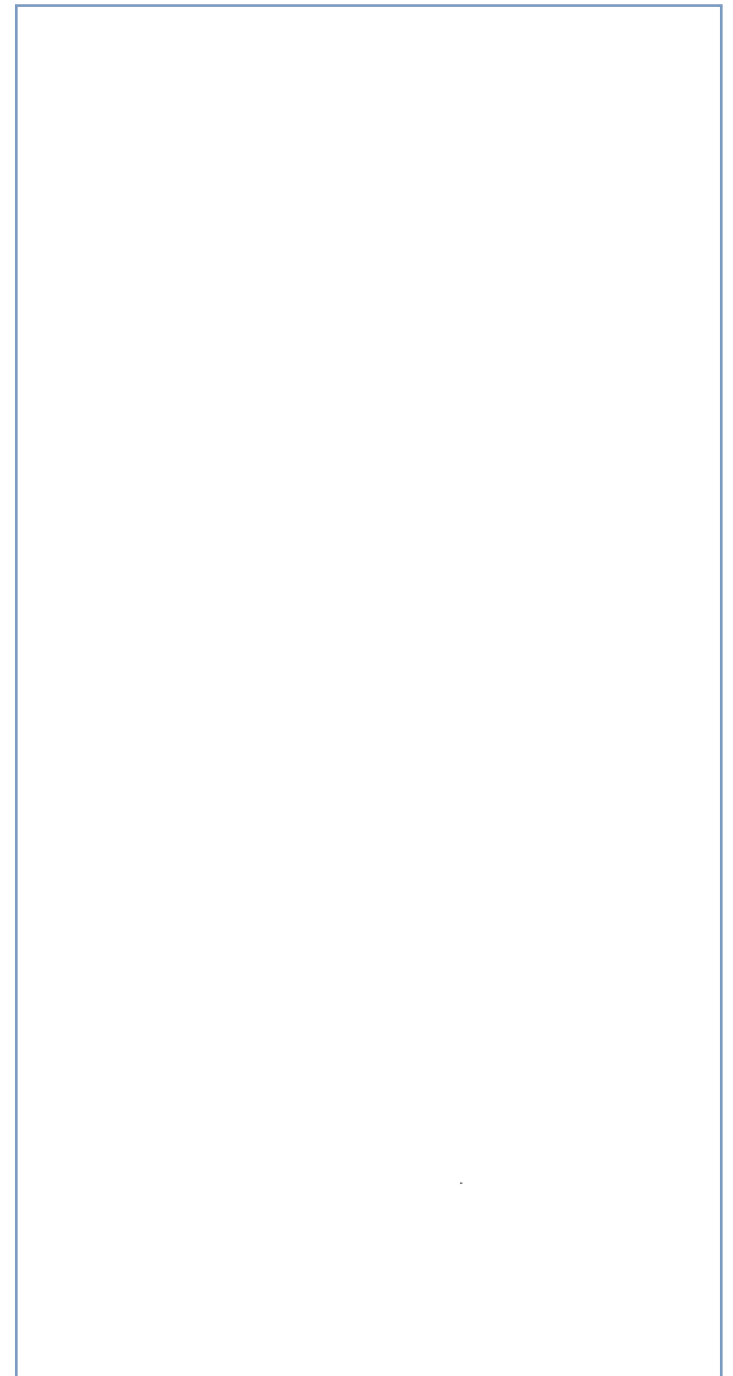
Informal



?



Formal

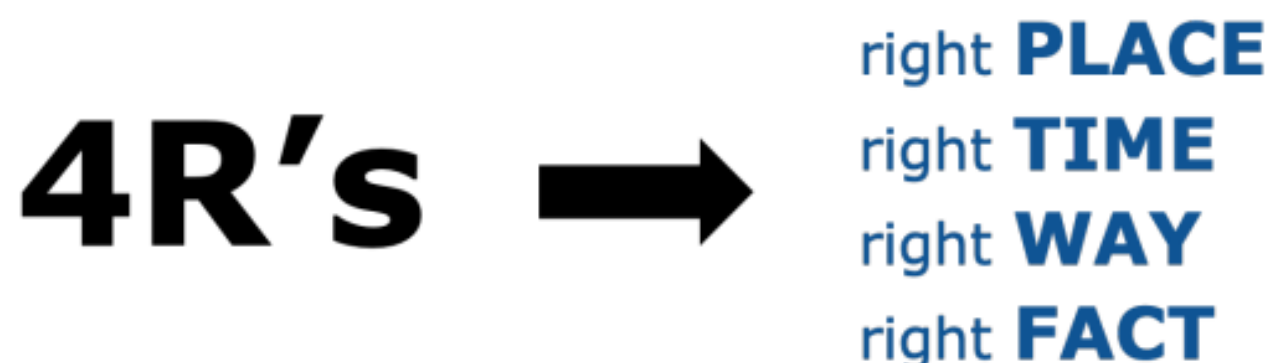


Strategy for Impact

“IMPACT is NOT a COINCIDENCE but can be PLANNED”

Beat the competition for policy-makers attention by planning

It is all being at the right place, right time and having the right fact and the right way (4R's). In order to be successful you need to identify your allies, build your network via formal and informal interactions. Your success strongly depends on trust, and you should therefore have a long-term presence to create such ecosystem. In the real world, people do not have the time, resources and cognitive ability to consider all information, all possibilities, all solutions, or anticipate all consequences of their actions and so they use informational shortcuts or heuristics to produce what they may perceive to be good enough decisions. Last but not least, cooperation among different services has proved to increase the quality of the study/analysis and its credibility in the eyes of policy-makers



Communication Skills

3.

Communication styles

DISC-model

The DISC-model is a communication and behavioural model that gives insights into yourself and others. It allows to adapt your communication and feedback on that person's type of profile to be able to create a win-win and grow together. Research shows that behavioural features can be grouped into four personality styles. People with similar styles display specific behavioural characteristics that are common to that style.

The letters D, I, S and C represent the four personality styles:

- **Dynamic and Direct**
- **Interactive and Inspirational**
- **Stable and Supportive**
- **Conscientious and Correct**

RESERVED OR OUTGOING COMMUNICATION

- People who are reserved, are more thoughtful, listen and prefer to wait, are modest and prefer to stay more in the background.
- People who are outgoing, approach others in a direct way, prefer to talk and take initiative. Their body posture is somewhat more restless, and they are more present.

TASK- OR PEOPLE-ORIENTED BEHAVIOUR

- People who are task-oriented, want knowledge and facts and decide based on arguments. They like to discuss, love analysing, go for quality and look for the solution and the goal.
- People who are people-oriented, want contact, decide on the basis of emotion, look for harmony and go for the relation and the cosiness.



Audience Analysis

How can I **solve** their **problem**?

Why are they here?

How can you best **reach** them?

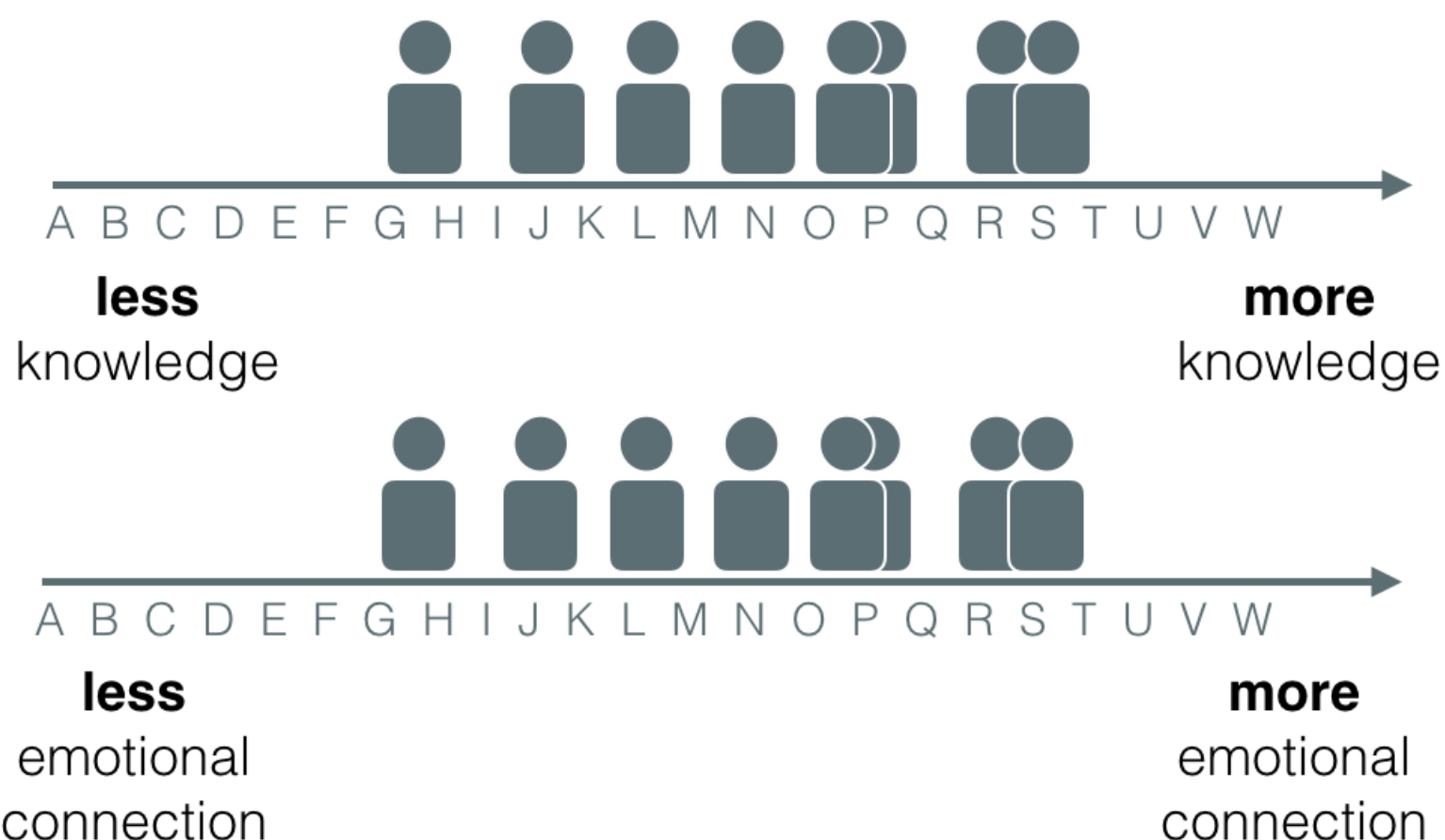
What **are** they like?

How might they **resist**?

What **keeps** them up at night?



▶ know your audience



Key message

When making your message it is important to identify a number of key points you want to transmit. Once you have identified your key messages, you can then support them with data, graphs and anecdotes. When provided with little time you can then focus on your key messages and then leave or add more data when the time allows it.

RED LINE

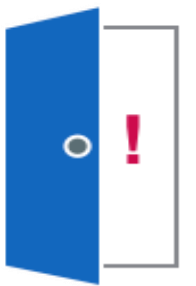
INTRO

point 1

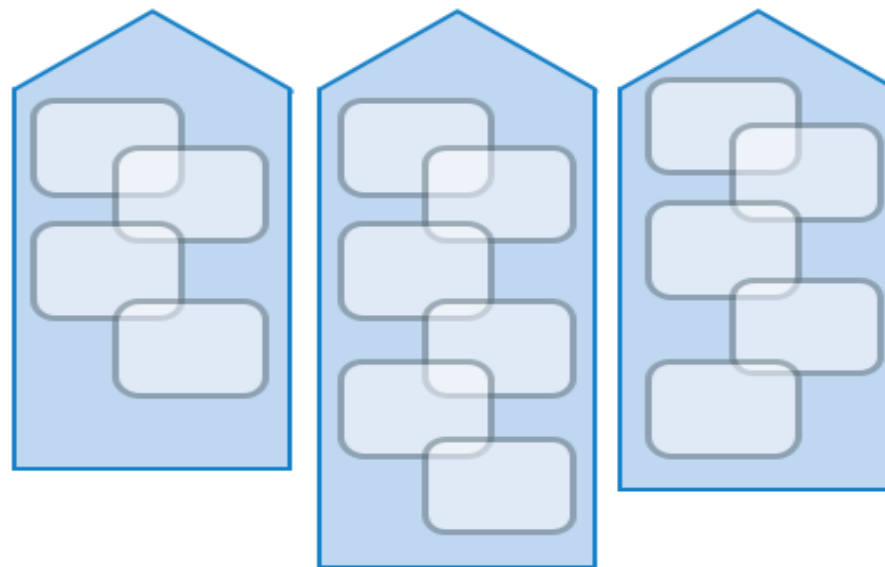
point 2

Point 3

END



Supporting data,
graphs & anecdotes



The KISS-U method

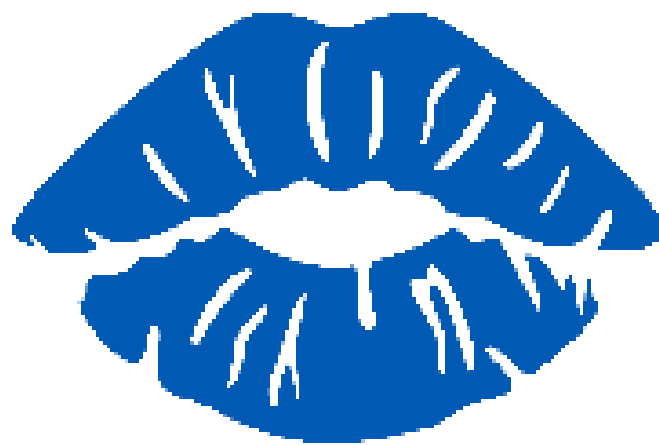
KEEP

IT

SHORT &

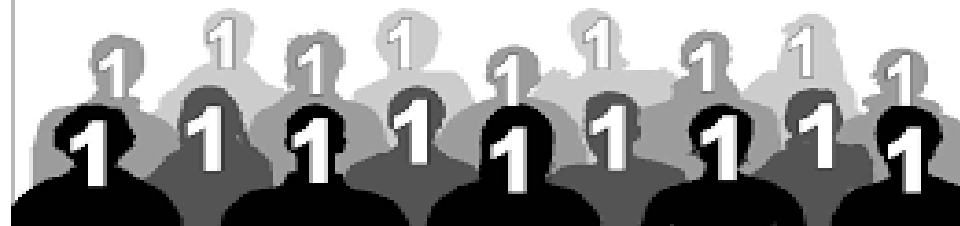
SOPHISTICATED
(SEXY, STUPID)

UNDERSTANDABLE



Key message

If your audience could only remember one thing from your presentation, what should it be?



The inverted pyramid

Your key messages

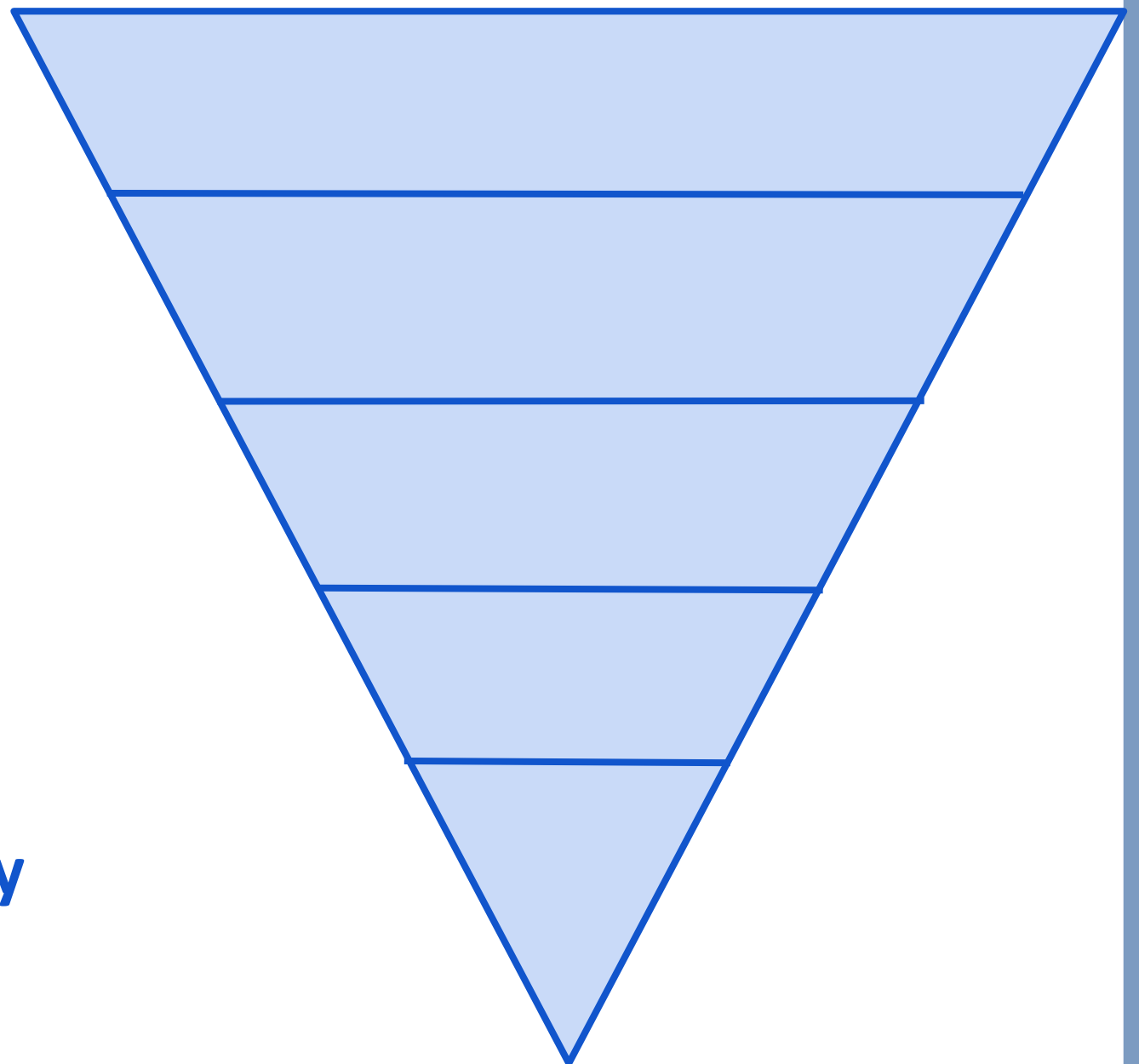
Supporting information

(key quotes)

Additional facts & information

Background

Methodology



Evaluation

