





Masterclass: Transdisciplinary Global Science Advice

GYA Science Advice Working Group



# Welcome!



### Global Young Academy: "Science for All, Science for the Future"

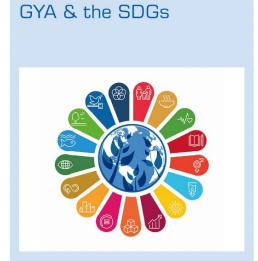
- Support, engage, and empower young scientists
- Interdisciplinary projects and initiatives
- Collaboration with international institutions
- Supporting (National) Young Academies











### **International Cooperation**













#### **International Science Council**





JOINT RESEARCH CENTRE

The European Commission's in-house science service









# Sustainable Impact







#### Motivation



# Global challenges require action

across borders, disciplines, and generations for a sustainable future



# What is your experience with science for policy advice?



# Instructions

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#### **Motivation**

- Today's policy challenges are highly complex
  - Global crossing national borders
  - Interrelated crossing traditional disciplinary boundaries
  - Science and technology relevant
- Early- to mid-career researchers uniquely well positioned to contribute
  - Trained in up-to-date methods and expertise
  - Often incentivized to stay within their disciplinary silos (reputation, publish, promotion).
  - Less practical experience with science advice than more senior advisors

How can we be drivers of change and better contribute to science advice?



#### Introduction

- Our approach
  - Build capacity of early- to mid-career scientists
  - Science advice and diplomacy
  - Transdisciplinarity and with a global focus
- Today's masterclass a first introduction to this approach
- GYA AGM Conference Theme on Sustainable Development
  - Real-life examples today relate to this topic, but approaches are broader



#### Outline

- Introduction to key concepts
- The challenge of sustainable development
- A general approach to problem-solving
  - Identifying stakeholders
  - Mapping outcomes to a system
  - Identifying levers for change
- Case study: How local context / stakeholders change policy solutions
- Expert voices: key challenges and pressing issues with strategies



#### Outline

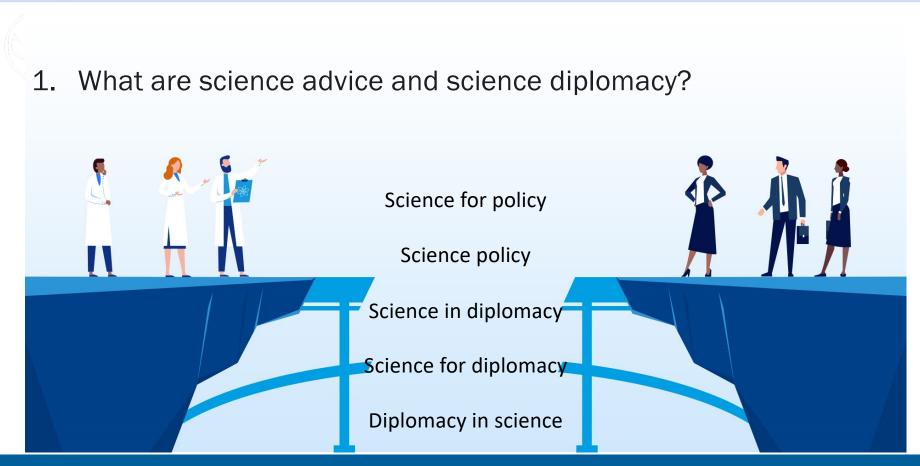
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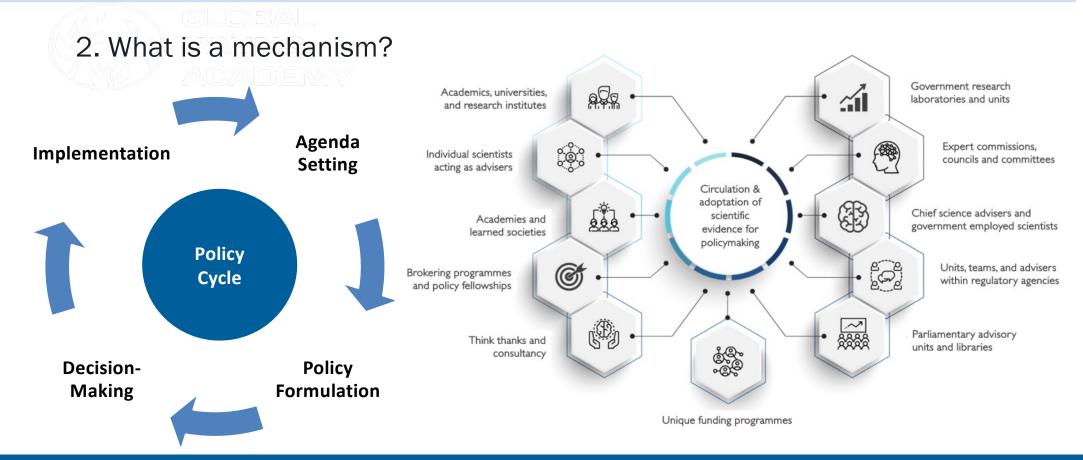


- 1. What are science advice and science diplomacy?
- 2. What is a mechanism?
- 3. Who is a stakeholder?











### Mechanisms of operation

LINEAR	RELATIONAL	SYSTEMS
1. PUSH - PULL	2. EXCHANGE	3. INTEGRATED
Science Policy	Science Policy	Science Policy

GLOBAL YOUNG ACADEMY

Hopkins et al. 2021

#### 3. Who is a stakeholder?



**Science Practitioner** 



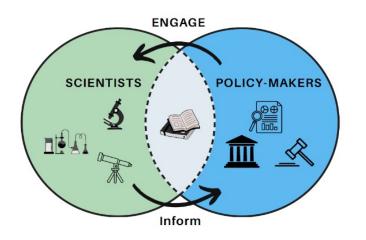
**Science Communicator** 



Knowledge Broker



**Issue Advocate** 







#### STAKEHOLDERS

Industry Academia Government





Chief Scientific Advisors

### Example

#### Dynamic roles



**Science Practitioner** 



**Science Communicator** 



Knowledge Broker



**Issue Advocate** 







### What is the role at the science-policy interface you identify with?



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### The Sustainable Development Challenge

#### **Consider your experiences**

and discuss mechanisms, stakeholders, and roles toward sustainable developent?







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# A Problem-Solving Approach

- 1. Identifying stakeholders
- 2. Mapping outcomes to a system
- 3. Identifying levers for change

How do local context / stakeholders change "best" policy solutions?





### A Problem-Solving Approach: Case Study

1 NO POVERTY

- 1. Identifying stakeholders
- 2. Mapping outcomes to a system
- 3. Identifying levers for change

How do local context / stakeholders change "best" policy solutions?





### 1. Identifying Stakeholders

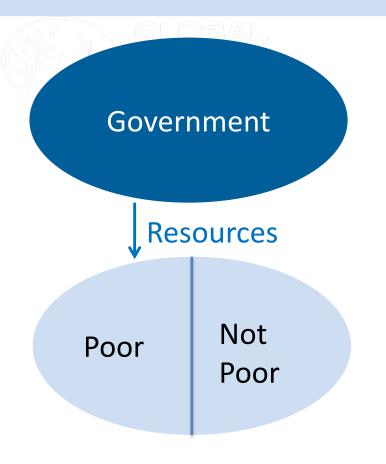
For a given case, outcome, or policy issue

- Describe the current situation
- Who are the key actors driving that outcome?
- How are the stakeholders interacting with each other?
- What are likely motivations of stakeholders? What obstacles?
- What alternative solutions to the issue are conceivable?



### 2. Mapping the Outcome: Ideal Case





#### **Analysis**

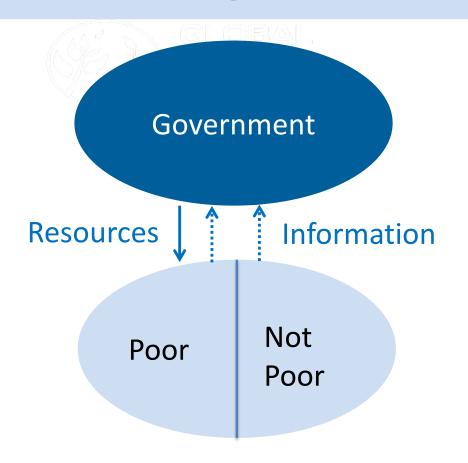
**Goal**: lower poverty

Obstacle: limited budget, logistics, state capacity to implement and enforce policies

<u>Potential strategies</u>: in-kind transfers, cash transfers, subsidies (e.g. through lower taxes)

### 2. Mapping the Outcome: Real-World Problem





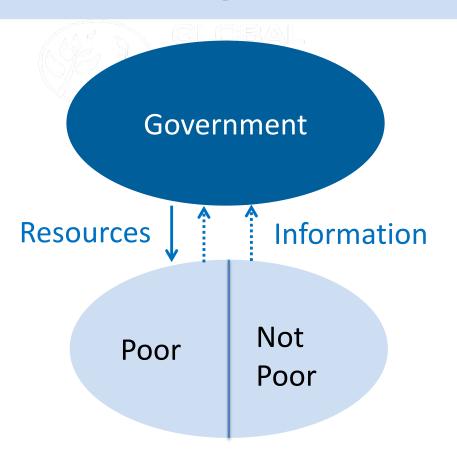
**Implementation** requires knowledge:

which households are poor and should receive the transfers?



### 2. Mapping the Outcome: Impact



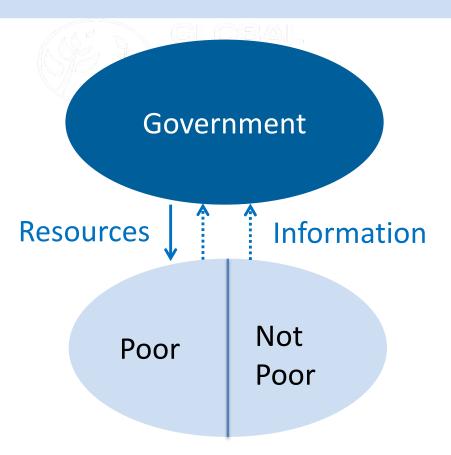


- Program impact
  - diluted (rich households receive transfers)
  - higher costs (rich and poor receive transfers)
- Worse cost-benefit ratio
  - lower poverty reduction (benefit)
  - higher costs



# 3. Identify Levers of Change: Solution and Impact

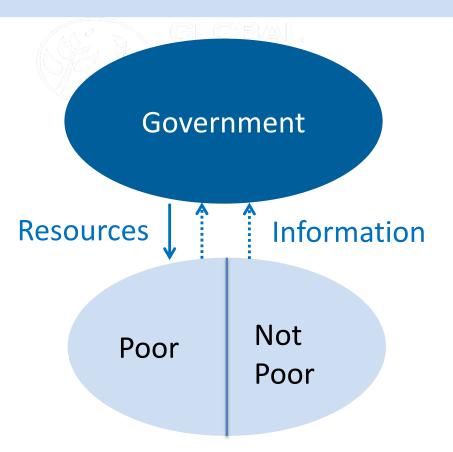




- Allow government to identify who is eligible
  - Collect / double-check information
  - Digitized real-time information

# 3. Identify Levers of Change: Solution and Impact



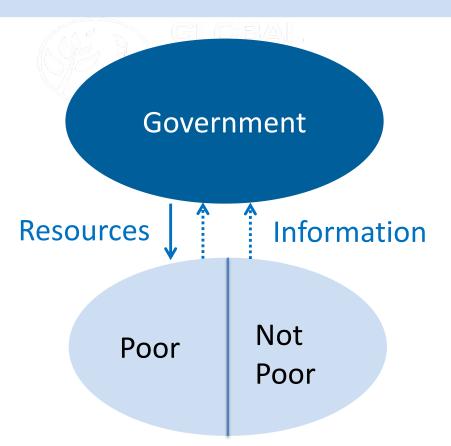


- Allow government to identify who is eligible
  - Collect / double-check information
  - Digitized real-time information
- Make inaccurate information unattractive
  - Example: NREGA
  - Beneficiaries request work at local government office
  - Minimum wage



# 3. Identify Levers of Change: Solution and Impact

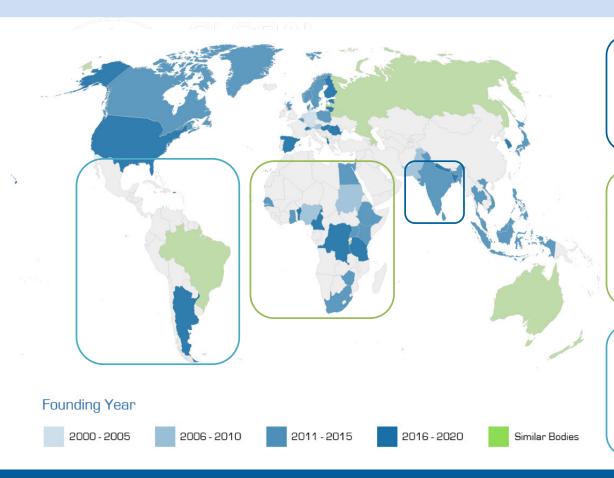




- Allow government to identify who is eligible
  - Collect / double-check information
  - Digitized real-time information
- Make inaccurate information unattractive
- Add conditions to the resource transfer
  - Example: Progresa
  - Conditional cash transfers: school attendance, health check-ups



### **Examples Worldwide: Public Work Programs**



India: NREGA

Bangladesh: Female Secondary

School Assistance Project

**Ethiopia**: Productive Safety

Net Program (PSNP)

Rwanda: Vision 2020

**Umurenge Program** 

**Mexico**: Progresa / Oportunidades

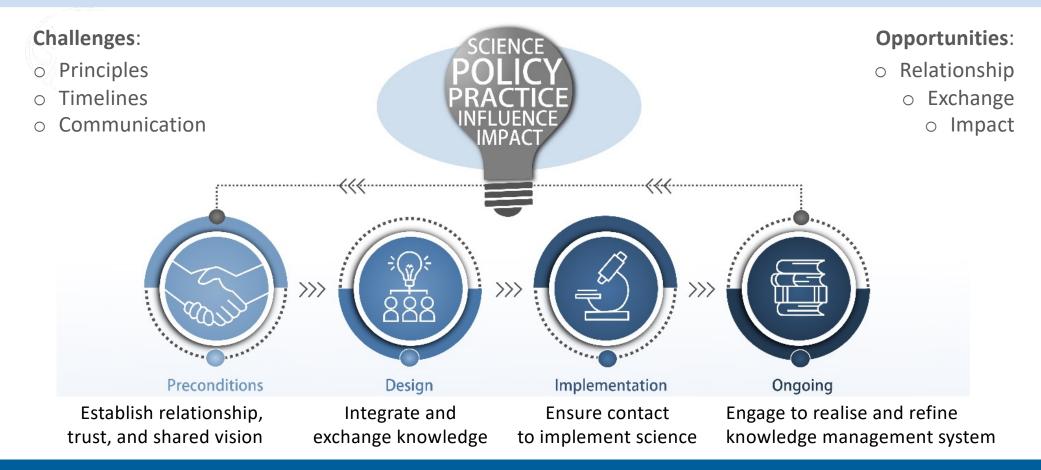
/ Prospera (discontinued)

Brazil: Bolsa Familia / Auxilio

Brasil / Bolsa Familia



#### Lessons Learned





# **Experts**



Morgan Seag



Gabreila Ivan



Justine Germo



Marga Gual Soler



**International Science Council** 







### Outlook











# **Thank You**

