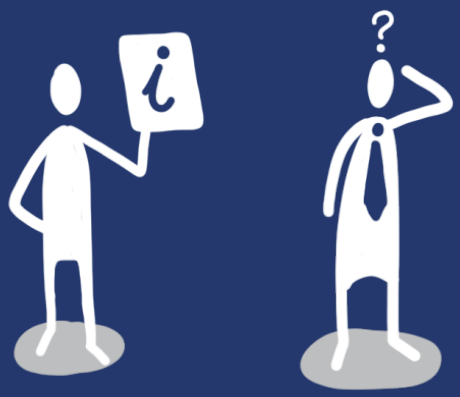
European Commission

TRAINING COURSE

The PRACTICE of INFORMING POLICY through EVIDENCE



- Course Book -

Name:

BACKGROUND INFORMATION

1.

FACILITATORS

Dr. Francois Busquet is a French toxicologist with a PhD in life sciences (TU Dresden, Germany) and a Master Degree of Sciences in biotechnology (Ecole Nationale Supérieure des Techniques de Biomolécules de Bordeaux). He has worked for the last 15 years in the field of toxicology/safety testing in the industry (Toxicology institute of Merck KgaA) and EU institution (DG JRC F.3 EURL ECVAM).

In 2012, he founded Altertox in Brussels to develop and coordinate the EU Policy Program for CAAT Johns Hopkins University (USA) and CAAT-Europe University of Konstanz. Altertox is part of the EU transparency register 400309213564-96 where all information and files advocated by Altertox can be searched.

During his free time, he likes to go jogging, read comics, go to the cinema and have aperitivo with his friends.

Sven Retoré is a trainer, facilitator and graphic recorder at Visuality. He has experience in supporting change processes in small and large organisations. He has a keen interest in developing (inter) active and participatory methodologies and has gained experience in guiding learning processes. Throughout the years he has developed competences in supporting self-directed learning processes for individuals and for groups.

As a graphic recorder he has build up experience in sharing stories that stick. He is a keen user of visuals to make complex ideas understandable for a non-experts.

As part of the facilitors team of the Structured Dialogue, he has worked with policy makers and researchers on the European level on many occasions.

In his free time he loves Lindy Hop, cycling and skiing.

Dr. Sybille van den Hove is Executive Director of Bridging for Sustainability, a small research, teaching and consulting company in Belgium. Her background is in physics and ecological economics. She has worked on and at the science-policy interface for two decades.

Her main areas of reflection, intervention and transmission are: sustainability governance; science-policy interfaces; decision-making and policy formation under conditions of complexity; integration of natural and social sciences research; environmental research strategies; and sustainability strategies of corporations

She is a former Chair of the Scientific Committee of the European Environment Agency; a member of the Board of Directors of Ion Beam Applications (IBA s.a.) and a member of several advisory committees in the field of sustainability.

She loves being with family and friends, rock climbing, ski-touring, books, wine and sleeping under the stars.

Estelle Balian is a professional facilitator, trainer and a consultant in stakeholder engagement and conflict management related to environmental issues. She has a scientific background in Fisheries and Aquatic Sciences. After 10 years working as a researcher on freshwater ecology, she has moved to the interface between science and policy working as the secretariat of the European Platform for Biodiversity Research Strategy. She has been involved in several European projects studying and implementing science policy interfaces. Along the way she has developed expertise in stakeholder engagement, facilitation of participatory processes and science communication.

In her free time she loves yoga, hiking, singing, and spending time with friends with excellent food & wine.

JRC VISION & MISSION[1]

The DG JRC vision:

“To play a central role in **creating, managing and making sense** of collective scientific knowledge for **better EU policies.”**

The DG JRC mission:

“As the science and knowledge service of the Commission our mission is to support EU policies with independent evidence throughout the whole policy cycle.”

It is clear that DG JRC will continue to create new scientific knowledge by carrying out research work itself. This will remain its core function. DG JRC will complement its research work by ‘managing and making sense of’ knowledge from other sources. This means, inter alia, collating and analysing it and

communicating it to policy makers, in a systematic, timely and digestible manner, from a source they trust.

This is a very important support for policy makers, given the enormous quantity of scientific data, information and knowledge they now have to cope with. These data, information and knowledge are diverse and fragmented. Some of it is contradictory, some of it has not been quality checked, and some of it has been published by organisations for their own specific purposes.

This course is about the sense-making part of the vision:
This means that it teaches skills necessary to turn relevant and good quality parts of evidence into meaningful, non-biased and framed evidence for policy.

SCIENCE 2.0²

The world is changing. The time where scientists were producing a report and expecting policy-makers reading it is over. We are witnessing a transformation in the way science is organised and research performed. Often called 'Science 2.0', it can be summarised as follows:

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 collaborating:

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.

Did you know that JRC staff has a lot of collaboration with third parties but not so much inside..In fact, it is around 1%. There is a strong need to move away from silos and worked within JRC to allow co-creation of science within JRC and the policymakers.

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.

TEACHING PHILOSOPHY

Informing policy through evidence is **more than simply telling policymakers and politicians about the factual results of scientific research**. Doing it effectively requires those informing policy:

- to engage directly with policymakers and understand their perspectives, professional values and knowledge needs;
- to present the best available evidence in a way and at a time that will impact on policy decisions;
- to follow the whole policy cycle and anticipate policy needs;
- to assess the robustness of the evidence from a policy perspective, taking into account both the value, quality and pertinence of the evidence and its limitations;
- to enhance the legitimacy of the JRC within the whole policy process through transparency and inclusiveness.

This is a balancing act and can be done convincingly only if the skills are well grounded in the professional and organisational values of the JRC and its staff.

Aims of the course

This introductory course on “Informing policy through evidence” is a professional training course on assessing science, understanding policymaking processes and gaining insight into the interaction between the different paradigms in which scientists, policymakers and politicians operate. It will help DG JRC staff to become reflexive practitioners, mastering the complex task of providing the appropriate knowledge and services with confidence, skill and respect for the values of DG JRC and the Commission.

It is targeting DG JRC staff who are well trained in carrying out research and who can communicate scientific findings to other scientists effectively, but who are seeking to further develop their skills to have an impact on policy.

It is recommended to combine this course with ‘Introduction to the Role of DG JRC in EU Decision- Making’ (more information in EU Learn).

The aim of the course is to make you:

- more effective in informing policy through evidence;
- more capable to select and use effective forms of informing policy;
- more reflexive on the effectiveness of different forms of evidence and information in achieving an impact on policy making.

We have placed the participants’ learning process front and centre. You come to the course with valuable experience, learning needs and questions. The challenge for you is to connect the content of the course with your day-to-day realities.

To facilitate the learning process, you are asked to **keep a log book** throughout the course in which you record your own learning process. By the end, the course book will contain:

- Your **notes**, which includes the relevant concepts that help you to make sense of the data, information and knowledge for policy purposes, and to reflect on the effectiveness of different forms of communication.
- The **results of the exercises**, in which you have applied concepts and show good practices of how you, as JRC staff, can inform policy through evidence.
- **Lessons learned and new questions**, that show that you become more reflexive, and which may help you to continue learning after the course.
- **Results of the skill sessions** which show that you have improved your skill levels in informing policy through evidence.

Learning is most effective when different teaching methods and learning styles are combined. Through a diverse set of teaching methods, we deliver a rich catalogue of lessons, experiences and practices for informing policy through evidence.

- In order to integrate existing knowledge, we include brief **interactive sessions** in which a level playing field is created. Participants and trainers can work together towards a better understanding of the issues and skill levels of the participants.
- Brief **lectures** are delivered, covering key topics in evidence-informed policymaking, providing participants with clear frameworks in which to position their own work. Lectures are as much as possible interactive and, less interactive parts, set at a maximum length of 30 minutes. They are followed by discussions and exercises which challenge participants to translate these concepts from abstract entities into useful instruments to manage their own expertise.
- Participants are given **exercises** to improve their understanding of the policy process and of the role of evidence and expertise in this process.
- We offer **skills training** in different forms of communication with policymakers. These skills are professional and can only be developed effectively when linked to a good understanding of the policy contexts in which they are applied, and based on the institutional values and procedures of the JRC.
- Throughout the course the lectures, exercises and breaks create spaces in which participants can **learn from each other**. Exercises are conducted in groups. Breaks provide open spaces in which participants can continue conversations.
- Throughout the course we include short periods of time in which participants **think about what they have learned** so far and develop new learning objectives.
- We will use **handbooks and guidelines from JRC Directorates** and similar organisations as a source for training and include a session in which participants link the institutional values of the JRC Directorates to communication principles and skills.

LEARNING TRAJECTORY

2.

YOUR LEARNING

Providing evidence to inform policy requires **SPECIFIC SKILLS**. Some of these are **ABOUT CONDUCTING QUALITY RESEARCH,** such as the ability to collect data, to measure substances, to work according to principles of Good Laboratory Practice (GLP) etc. These are core skills for any professionally trained researcher. They ensure that research findings are valid and reliable. In this course we **ASSUME THAT YOU ALREADY HAVE THESE COMPETENCIES.**

This **COURSE FOCUSSES** on those **COMPETENCES** specifically required to **USE EVIDENCE TO INFORM POLICYMAKING**. These skills ensure that the evidence is appropriate to the policy process, and comprehensible and usable for the actors in the policy process. These skills vary from more conceptual ones, enabling the professional to position him- or herself, and the JRC, within the process of providing evidence for policymaking, to more practical skills, enabling the professional to communicate effectively.

The **SKILLS MAP** and **LOG BOOK** may help you to manage your own learning process.

The skills map lists the skills around which we have built the different sessions. We hope you will recognize them while participating in the course.

Of course, they are not exclusive and please feel free to **SPECIFY AND ADD YOUR OWN LEARNING OBJECTIVES.**

The log book includes pages which you can use to map your own learning process. At different moments in the course we have included moments to fill in this log book. It allows you to formulate your key insights, shape learning objectives and next steps to be taken as a professional operating at the nexus between science and policy.

COMPETENCE MAP

COMPETENCE		DAY 1					DAY 2				
	Your competence level	Introduction	Simulation Game	Brdiging the gap	Impact strategy	Reflection Day 1	Speed dating	Know your audience	Your key-message	Make your visual	Closing session
Develop own learning trajectory on evidence-making for policy		■				■					■
Assess own role in evidence-making for policy in relation to JRC mission										■	■
Understand policy processes and policy needs for evidence			■	■	■		■			■	
Policy intelligence and policy diplomacy			■		■		■			■	■
Assess own expertise and evidence in relation to other forms of evidence			■	■		■	■				■
Apply professional expertise to specific situations			■								
Apply professional integrity to specific situations			■	■	■			■		■	■
Select and prioritise different forms of evidence			■				■	■		■	
Synthesis of knowledge to convey policy implications			■				■	■		■	
Sort out information signals from “noise”			■					■		■	
Visualise data to make an impact on the policy process								■		■	
Craft concise language							■	■		■	
Structure briefs									■	■	
Organise information more effectively									■	■	
Narrative/storytelling capacity									■	■	
Communicate uncertainty and inconvenience with clarity			■				■		■	■	
Being humble and open “how can I help you			■				■			■	
Show empathy			■				■			■	
Build trust			■				■			■	
Set-up a network										■	

LEARNING OBJECTIVES

SIMULATION GAME

3.

LEARNING OUTCOMES

The simulation game might be abstract experience. However, we would like to invite you to reflect a bit further and discover what are the parallels with you daily reality on the job.

REFLECTIONS ON THE SIMULATION GAME

4.

REFLECTION SIMULATION

4 ROLES of SCIENCE in POLICY & POLITICS[3]

The 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.

The 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 e.g DG Sante Scientific committees[4] (e.g. SCHEER or SCCS). 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.

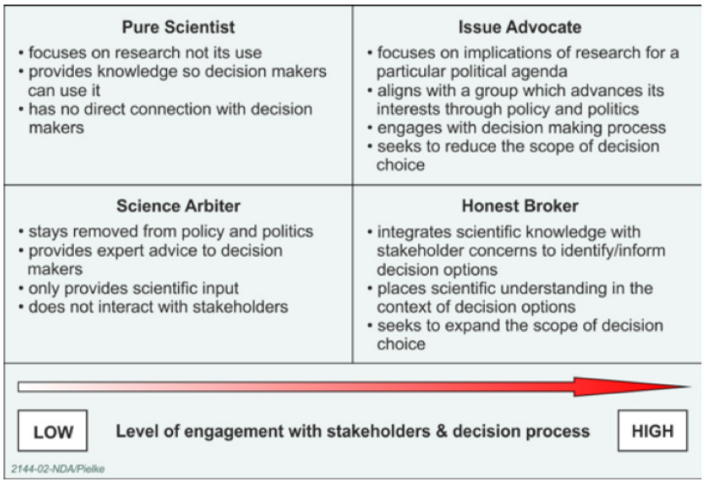
The Issue Advocate

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 debates.

The 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 so as 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.

Figure 1: Modes of scientist engagement with stakeholders and decision-making process

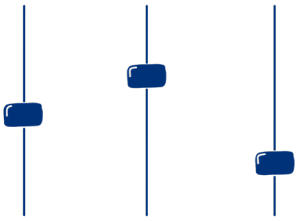


Source: "Engaging stakeholders on complex, and potentially contested, science"[5]

SOME TERMINOLOGY

POLITICS is: _____

_____



POLICY is: _____

_____

SCIENCE is _____

_____

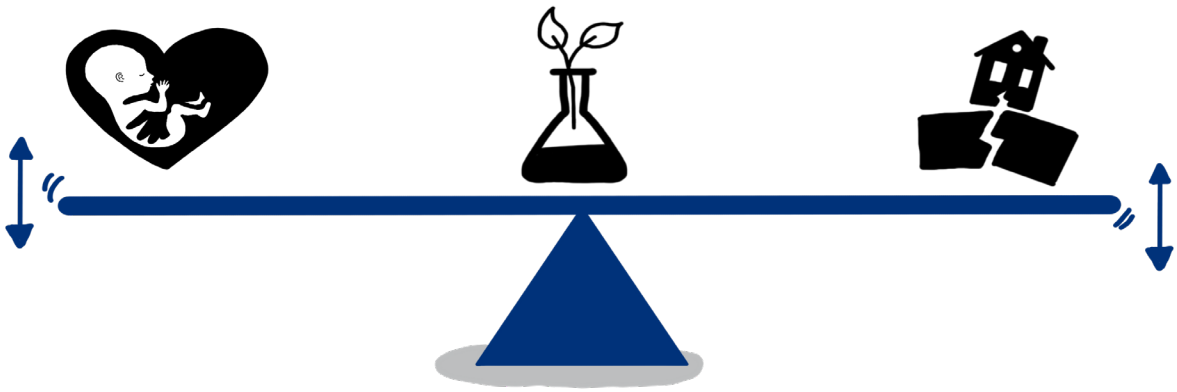
SOME TERMINOLOGY

A society driven by facts only may lead to …

A society driven by values only may lead to …

A society driven by facts & values are ingredient for a...

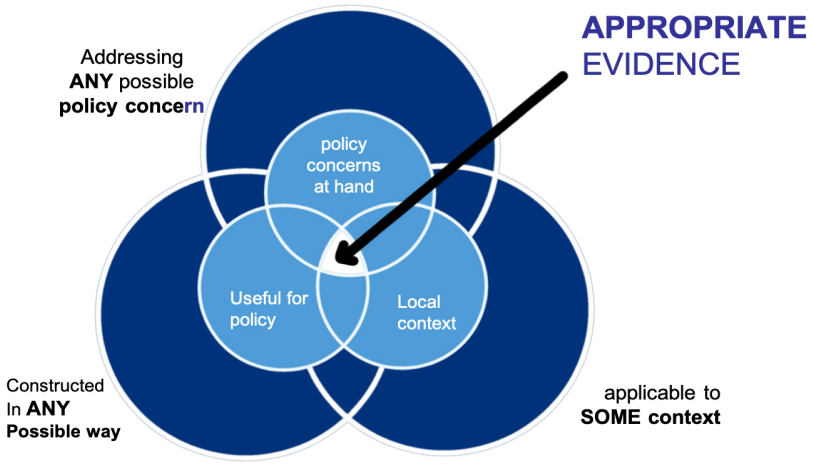
POLICY QUESTIONS CAN FALL IN EACH CATEGORIES OR SIMULTANEOUSLY



RE-THINKING HIERARCHY OF EVIDENCE[6]

Researchers are typically placing methodologies such as randomised clinical trials or meta-analyses at the top of such hierarchies and often referring to them as the “gold standard” of evidence. However, there is obviously no point in using “high quality” evidence that is not relevant to the policy considerations at hand. In other words, different types of questions require different type of evidence. It can be summarised as a two-steps approach:

1. Collect the evidence appropriate for policy[7]



2. Does the appropriate evidence meet RELEVANT QUALITY standards

- Is it applied with **INTEGRITY** to scientific principles?
- Is it applied **SYSTEMATICALLY** to include all relevant information in a consistent & up-to-date manner?
- Does it use high **QUALITY METHODOLOGY** criteria relevant to the data type?

Different questions, different evidence:

Heading	Big questions	Rationales for evidence needs	Types of evidence required
Understand the context	Where are we now?	To gather and analyse data To evaluate risks, issues and uncertainties	Reviews of existing knowledge Surveys of data Research on causality Risk Assessment
Develop models, methodologies, and tools	Where are we going?	To understand current drivers and trends To predict future drivers and trends To assess implications for policy outcomes	Sensitivity analysis Horizon scanning, Forecasting, scenarios Modelling impacts and outcomes
Use evidence to help set targets and define policy	Where do we want to be over 5-10 years	To understand economic/social values of change To understand the flexibility / cost of change To negotiate goals	Economic and social research Deliberative processes Feasibility and pilot studies Market surveys
Develop policy options	How do we get there?	To identify / evaluate options To identify/ develop new solutions	Option/evaluation studies Regulatory impact assessments Interventions to promote innovation
Monitoring progress policy evaluation	How well did we do?	To monitor progress To evaluate policies and programmes To learn	Interdisciplinary evaluations Veel deliberative evaluations

LESSONS LEARNED

It takes effort

Different skills

Other forms of evidence exist

Values & facts real

Help to make sense

What are **your main take aways** from these reflections on the simulation game?

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.

YOUR NOTES:

BRIDGING THE GAP

5.

5 ISSUES WE COME ACROSS

1. Scientific information is too late

Time is essence for new initiative interservice steering group. **THE LATER** you arrive in the process, **THE LOWER YOUR** chances are to have a potential **IMPACT**. With tight deadlines, **buy yourself time** by providing some input e.g. you have models for them to consider and data will soon follow. In some cases you may be able underlying that JRC possess expertise thanks to the methodologies or the models and that data will follow. Keep in mind that policy and science operate on different timescales. When policymakers say that they need information soon, they mean within days or weeks, not months. This is not a flaw of the system; **IT IS THE WAY IT IS.** If we want to engage with policy we need to be able to work to policymakers' schedule. Asking policymakers to work to a slower timetable will result in them going elsewhere for advice. And make your advice concise!

2. Scientific quality is deemed low

When science comes under attack, because evidence does not please. You often hear, scientific quality is low. How do you defend it? In the era of "publish or perish", predatory journals, as well as "junk science" symbolising to some extent peer-review literature, it may be difficult for non-scientists to make the difference between a good and a bad scientific publication. That's why we tend to insist always on methodology in the first place, which is wrong. Policymakers care first about the relevance and then check the quality. Last, to avoid spending time on justifying the quality of your work, you can claim:

1. institutional authority which imply scientific excellence and methodology
2. transparency with the list of authors
3. absence of conflict of interests
4. stakeholder's work
5. reproducibility of the study...

3. Scientific information has no relevance for policy.

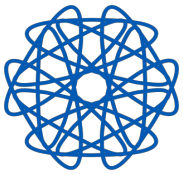
You have to **UNDERSTAND YOUR CLIENT'S NEED.** If s/he wants to address allergy in EU population, there is no need to bring evidence on the molecular mechanism of actions that trigger allergy. One can set-up an alert system in cooperation with EU dermatologists or suggest better detection systems for new ingredients that improves consumer safety etc.

- Scientists are not able to come with real facts or explanations.
- There is still too much uncertainty in the results
- Excess of objectivity
- Disciplinary diversity
- Scientists are not objective but have personal interests.
- Scientists are not objective but serve policymakers
- Policymakers only use information that confirms current policy
- Policymakers do not know what science they need

4. Agendas dominate the policy process.

That it is true and **IT IS UNAVOIDABLE**. Whether the interests concern political territory or are conflicting agendas with non-governmental equations, there are just part of the equations and need to be taken in consideration.

5. Policymakers are not always experts.



Well, policymakers can be experts too and they may also be ex-colleagues from DG JRC five or nine years ago. We, scientists often consider ourselves as the "experts" who engage with policymakers. In my experience, many policymakers are experts too. Some have excellent research credentials, and frequently they understand the research base well. In other words, if you are a scientist talking to a policymaker, **DON'T ASSUME THAT YOU ARE THE ONLY EXPERT IN THE ROOM**.

SCIENCE	POLICY
Investigation	Justification
Facts	Values
Precision & selection towards truth	Reconciliation of viewpoints & compromise
Understanding the world	managing the world
Uncertainty as fact of life	decision making as goal
Problem oriented	service oriented
Experiment & discovery	dialogue and judgement
Independent of context	context specific
Failure & risk accepted	failure and risk less tolerable

You live in DIFFERENT WORLDS


HOW TO BRIDGE THE GAP?
BY BUILDING A BRIDGE WHILE STANDING ON IT

COMMUNICATE UNCERTAINTIES

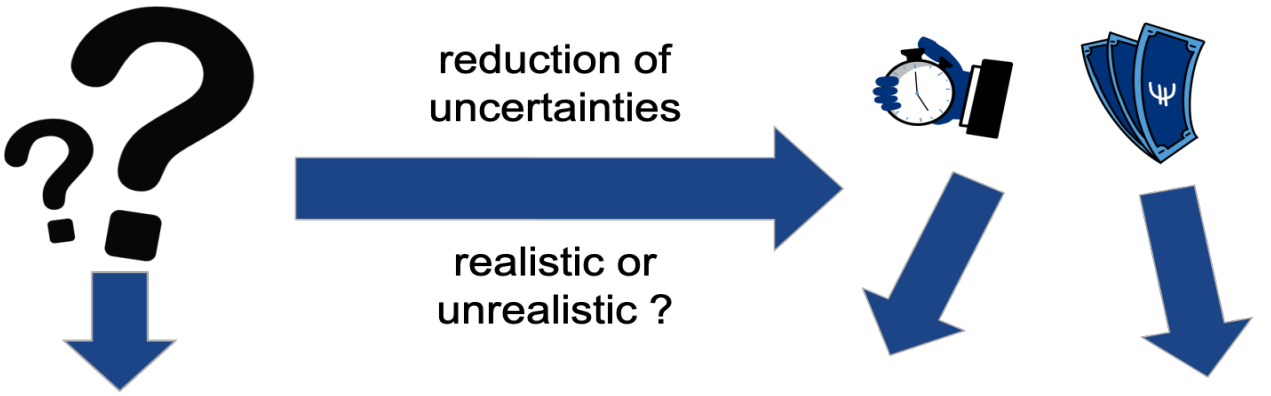
UNCERTAINTY:

means that in a particular situation more than one outcome is consistent with our expectations; Uncertainty perception is field dependent.

SCIENCE	POLICY
Level of uncertainty	**Seeks certainty**
Calculated risk for everyone	**Personal perception risk**
Detailed finding	**Simplicity**

Policymakers have to make decision in the face of uncertainty. No amount of available information or evidence can settle the matter for them. Rather they decide **WHO** and **WHAT INFORMATION TO TRUST**.

Keep in mind that some policymakers do understand uncertainty. It is commonly asserted by scientists that policymakers prefer to be given information that is certain. On the contrary: politicians are surrounded by and constantly make formal and informal assessments of uncertainty (for example, when considering polling information) and civil servants are experts at drawing up policy options with incomplete information. It is true to say that policymakers are also not fond of information so laden with caveats that it is useless.



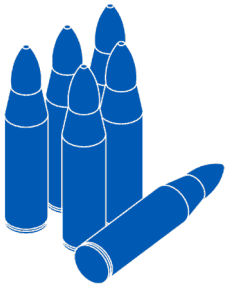
SCIENCE: advancing knowledge which is often synonymous with the notion of **reducing uncertainties**. It does not mean that decision cannot be taken without it
=> policy options

Catch 22:
More science for more evidence can be a vicious cycle

NO SILVER BULLET

but admit uncertainty & be clear about the causes:

- sampling
- variation in the phenomenon
- non-linearity/complex behaviour
- lack of research



WE NEED MORE RESEARCH IS THE **WRONG ANSWER**:

Policy decisions usually need to be made pretty quickly, and asking for more time and money to conduct research is unlikely to go down well. Policymakers have to make decisions with incomplete information so they may exhibit frustration with researchers who are unable to offer an opinion without first obtaining funding for a multi-year research programme. Sometimes waiting for more evidence means more damage. It can be a vicious circle leading to the absence of policy options.

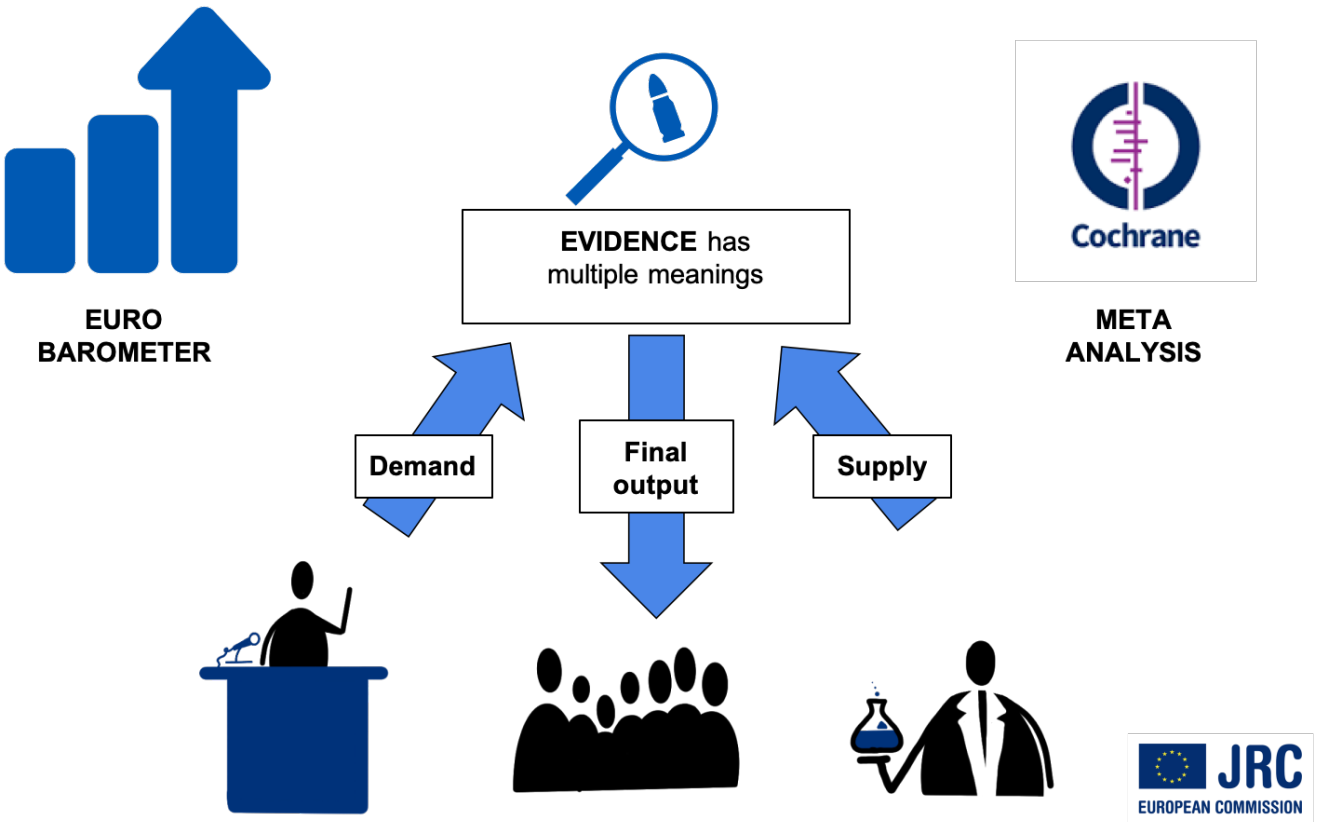
MULTIPLE MEANINGS OF EVIDENCE

Problems with the supply of evidence:

Any attempt to collect and communicate evidence to policymakers involves distorting that evidence through simplification. This limitation is often masked with an appeal to a scientific consensus based on hierarchy of evidence that favours systematic review. While this public front to present a scientific consensus may be powerful and appropriate in some cases, where the evidence is relatively clear, it is harder to sustain in more complex and nuanced cases (e.g. wicked problems) where singular root causes are more difficult to identify and policy solutions are hotly contested.

Problems with the demand of evidence:

Policymakers expect “magic” or “silver bullet” for a killer piece of information to remove the need for political choice. For scientists, the word “evidence” is synonymous with research, but for policymakers such as civil servants, it is more synonymous with data, analysis, investigation; “evidence” will include gray literature, raw data, advice from experts, lessons from other governments, public opinion, and, in some cases anecdotal evidence of success.



BUILD YOUR POLICY NETWORK

Strategy for impact: a competition for policymaker attention

Beat the competition for policymakers attention by planning

It is all being at the right place, right time and having the right fact. 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 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 policymakers.

INFORMAL

- Policy briefs
- Research reports
- Secretary of advisory committee
- Interservice groups
- Maintaining databases
- Presentations
- Reviews

OR...

- Visiting policy events & speaking...
- Coffee, drinks, lunches, airplane,...
- Friends & family relations
- Twitter, Facebook, Press, NGO's etc..

FORMAL

- Advisory committees
- Contract research
- Policy workshops
- HLEG

STRATEGY FOR IMPACT

“IMPACT is NOT a COINCIDENCE but can be PLANNED”

Beat the competition for policymakers attention by planning

It is all being at the right place, right time, 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 secure 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 policymakers.

4R’s →

right **PLACE**
right **TIME**
right **WAY**
right **FACT**

MAPPING THE POLICY ENVIRONMENT

Actors:

Let's get over with the idea that few policymakers decide. It is a multilevel process; scientists are not alone and are competing with a wide range of actors to present evidence in a particular way to secure a policymaker audience.

Institution:

Support for particular evidence-based solution may vary based on which department or units takes the lead (DG GROW or DG ENV) and how it understands the problem.

Policy network:

Is defined as the relationships between actors responsible for policy decisions and the "pressure participant" such as interest groups or other types or levels of government with which they consult and negotiate. To some extent, the development of networks follows government attempt to deal with complexity. Some networks may be more exclusive than others because bureaucracies and other public bodies have operating procedures that favour particular sources of evidence and some participants over others.

Ideas:

Three intertwined processes can be referred to:

1. an idea can be the proposed solution.
2. "shared ideas" - beliefs, knowledge, world views, and language - appear to structure political activity when they are almost taken for granted or rarely questioned, such as "core beliefs", "paradigms", "hegemony ", and "monopolies of understanding".
3. persuasion, through the manipulation and selective presentation of information, can be used to prompt actors to rethink their beliefs.

Context and events:

Context is a broad category to describe the extent to which a policymaker's environment is in his/her control or how it influences his/her decision.It can also refer to a sense of policymaker "inheritance" of laws, rules etc.. Events can be routine and anticipated, such as elections, or unanticipated incidents, including social or natural crises or major technological changes.

LESSONS LEARNED

1) Anticipate and be **proactive**

2) Know your client - Adapt your communication on risk and uncertainty to fit your audience

3) Provide **understandable policy options** that resonate to layman

4) Establish your **network** and **build trust**

Further readings: https://ec.europa.eu/jrc/communities/community/76/library/694

YOUR NOTES:

SKILLS TRAINING

6.

1. SPEED DATING

DISC MODEL[8]

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**

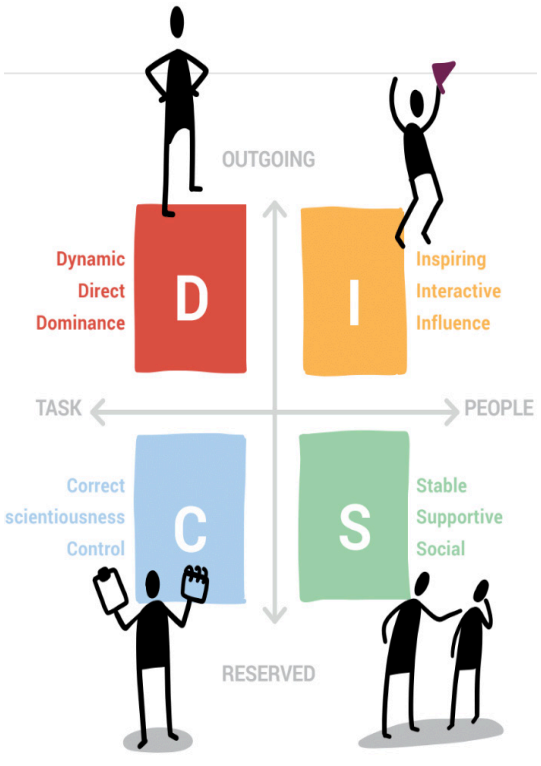
Each letter also has a connecting colour. These are defined on the basis of 4 quadrants:

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

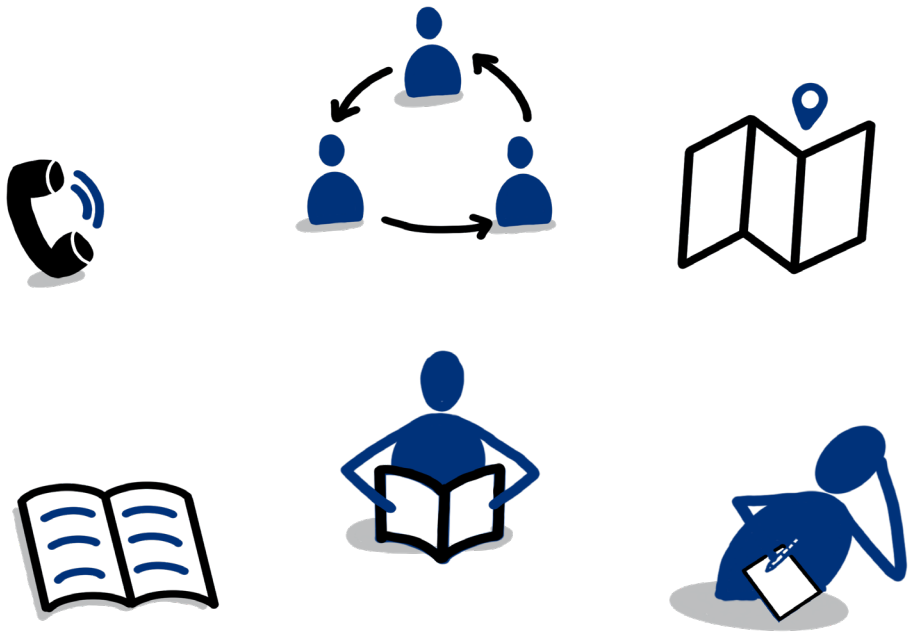
- People who are task-oriented, want knowledge and facts and decide based on arguments. They like to discuss, love analysing, go for quality and look for the solution and the goal.
- People who are people-oriented, want contact, decide on the basis of emotion, look for harmony and go for the relation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



INTERACTING WITH POLICY MAKERS

Interacting with policymakers does not necessarily mean face-to-face meetings. There are numerous ways to contribute to the policy making process such as:

1. Get in touch with your Knowledge Management unit to discuss potential for collaboration
2. Follow the A.2 DG desk officer on CONNECTED
3. Call your A.2 DG desk officer to anticipate what evidence will be needed and solution you can provide
4. Suggest or contribute to a “Science for Policy brief”, “Science behind debate”, or “Factsheet”
5. Read latest, relevant EC policy communication in your field or “your” Commissioners latest speech
6. Identify relevant non-scientific conferences/workshops in your field to attend.

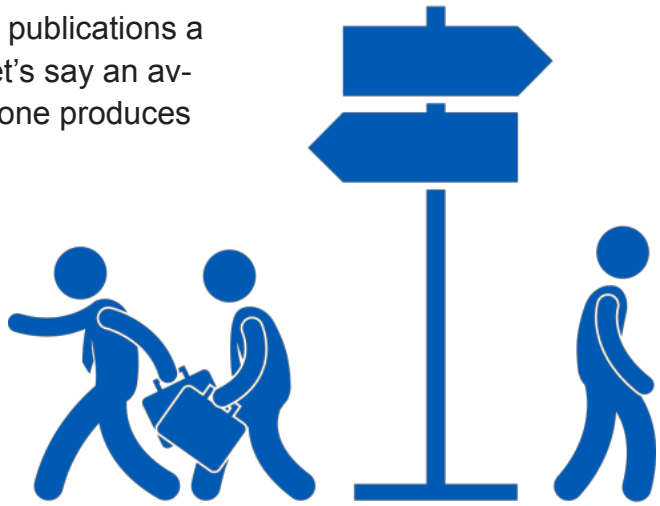


2.YOUR MESSAGE

WHAT DO WE KNOW ABOUT POLICY MAKERS

1. They have an information overload

The JRC alone publishes around 1400 reports and publications a year…that means about 116 reports a month, at, let's say an average of 90 pages per report, which means JRC alone produces 10.440 pages a month. In Brussels alone there are hundreds of thinktanks, research institutes, NGO's, lobbyists, and everybody is spewing out reports and publications.



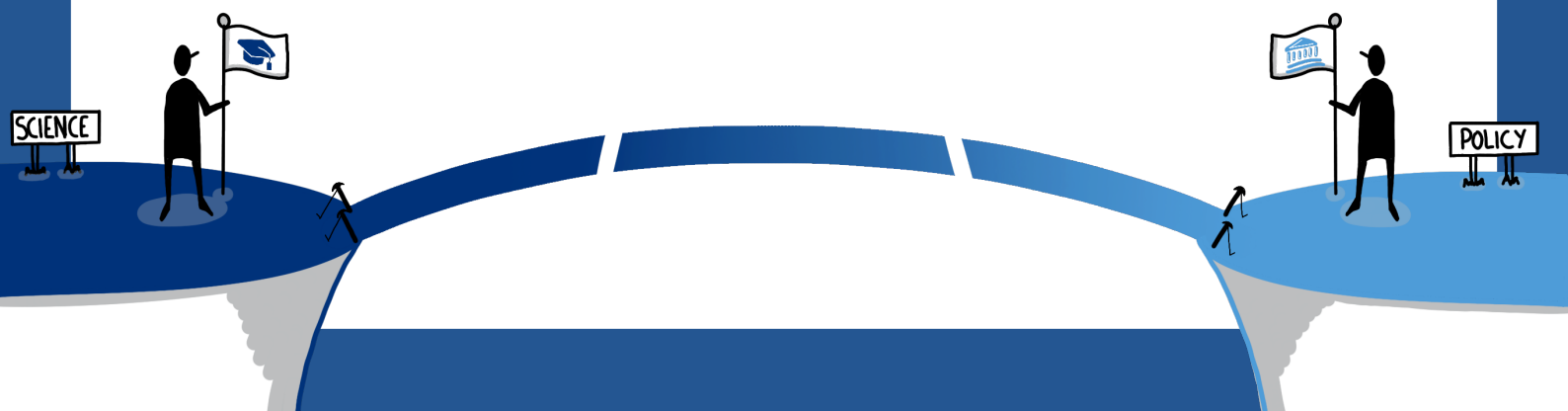
So, policymakers have many sources of information, and many conflicting sources of information. They listen to many points of view before making a decision.

2. They are not always experts

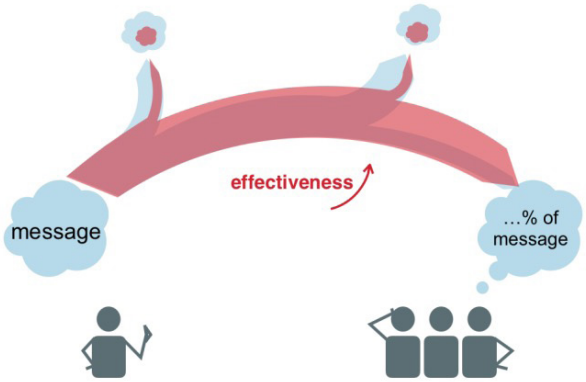
You are the expert in your field but most policy makers have a much more rudimentary understanding of what you are sharing with them. What they need from you is that you are their informal advisors.

They want the academics to generate simple and straightforward frameworks that would help them make sense of the complex world they are operating in. Policymakers want their information presented clearly and concisely, without longwinded explanations, and without lots of ifs and buts.

They have no time for uncertainty, and they do not want you, acting as their informal advisers, to be uncertain. You are the expert and they need you to provide easy to understand but reliable information to base their decisions on.

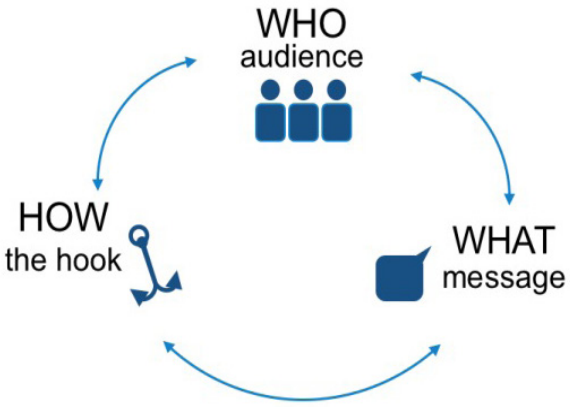


A. CREATING A KEY MESSAGE



When we are communicating a message to other people our objective is to get our ideas into their heads. However, allong the way a certain percentage of the information of what we want to transmit will get lost. This might be because the listener is pre-occupied with other things, because our story is not complex or too long or simple because they are not that interested.

"It is **OUR GOAL,**
as communicators, to
INCREASE THE EFFECTIVENESS
so a **LARGER PERCENTAGE**
of the information
IS TAKEN UP"



There are 3 things you should take into account when creating your key message:

1. Who is your audience
2. How will I get them hooked to my story
3. What is your message

AUDIENCE ANALYSIS

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

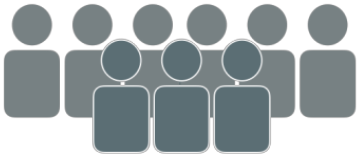
Why are they here?

How can you best **reach** them?

What **are** they like?

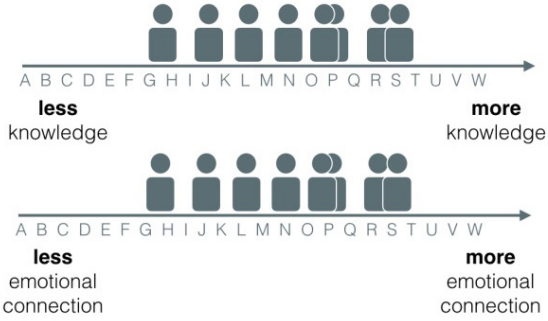
How might they **resist**?

What **keeps** them **up** at **night**?



know your audience

AUDIENCE MAP



Exercise 1:

Take a look at the data set you have just received. Imagine you need to do a policy brief with 5 members of DG INTERNATIONAL COOPERATION AND DEVELOPMENT. They are discussing funding for the next MFF. In particular whether to make a funding proposal to the Red Cross.

Now, make an audience analysis in which you define the potential hopes, worries and reactions. In addition position your audience on the knowledge line and emotional connection line.

WHO

Audience Analysis

WORRIES

HOPES

REACTIONS

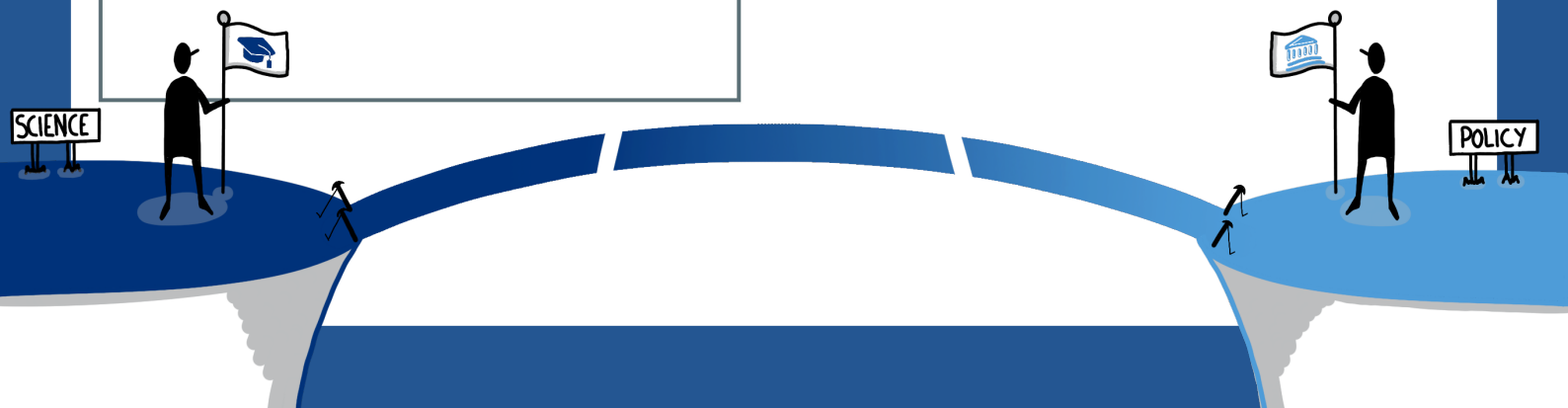
Audience Map

Knowledge

less — more

Emotional Connetction

less — more

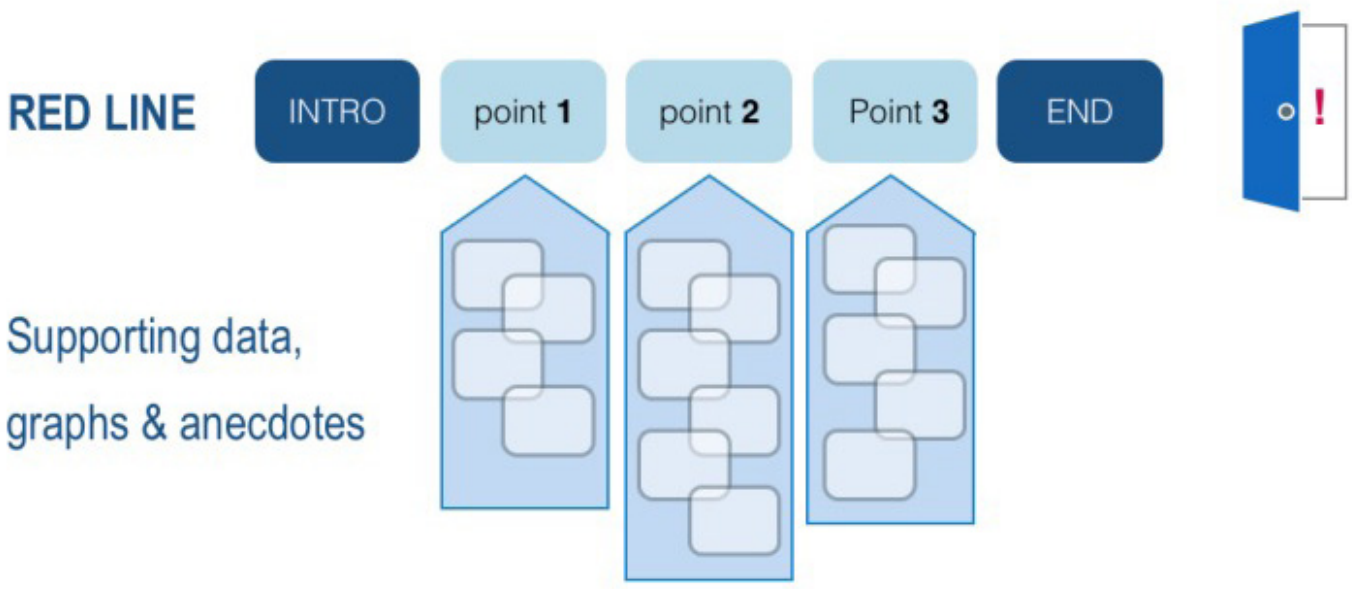


“IT IS ALL ABOUT PRIORITIZING”

An employee was asked to give a presentation for the management board about a new programme the company would develop. In advance she was informed that she had 20 minutes to share it with the board. Upon arrival she learned that she only had 5 minutes. She froze and walked out without providing the members without any insight.

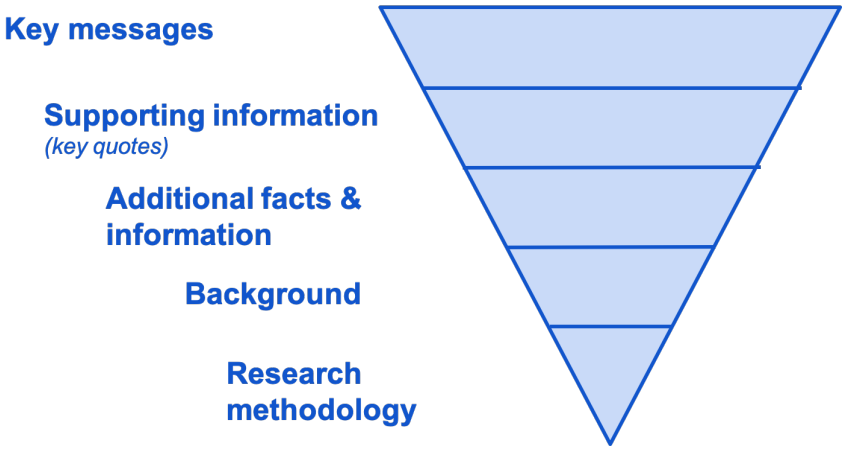
The employee had prepared a linear presentation with no clear points to make. If she couldn’t go through it a linear way she wasn’t able to tell her story.

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.



The inverted piramid

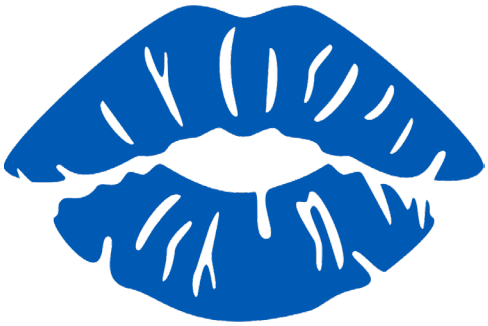
This tool can help us to structure our message.



The KISS METHOD

KEEP
IT
SHORT &
SOPHISTICATED
(SEXY, STUPID)

UNDERSTANDABLE



Exercise 2:

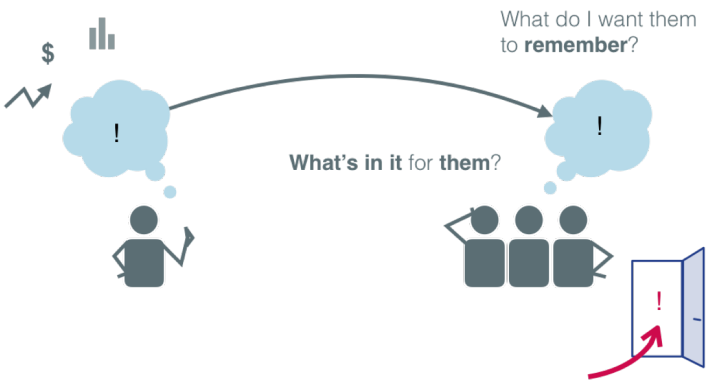
Take another look at the data set as well as your audience analysis. Your next task will be to determine your key data “Points”. What are the main messages you want to transmit to your audience.

Key message 1:

Key message 2:

B. BE A BORN STORY TELLER

https://en.wikipedia.org/wiki/The_Boyhood_of_Raleigh



Story telling is not something new. We have been doing it for ages. The campfires of the past have now been replace by projectors but many of us have lost the skill of telling engaging and inspiring stories.

TELL YOUR STORY WITH THE END IN MIND.

What is in it for your reader? What do you want them to remember?

4 Story lines

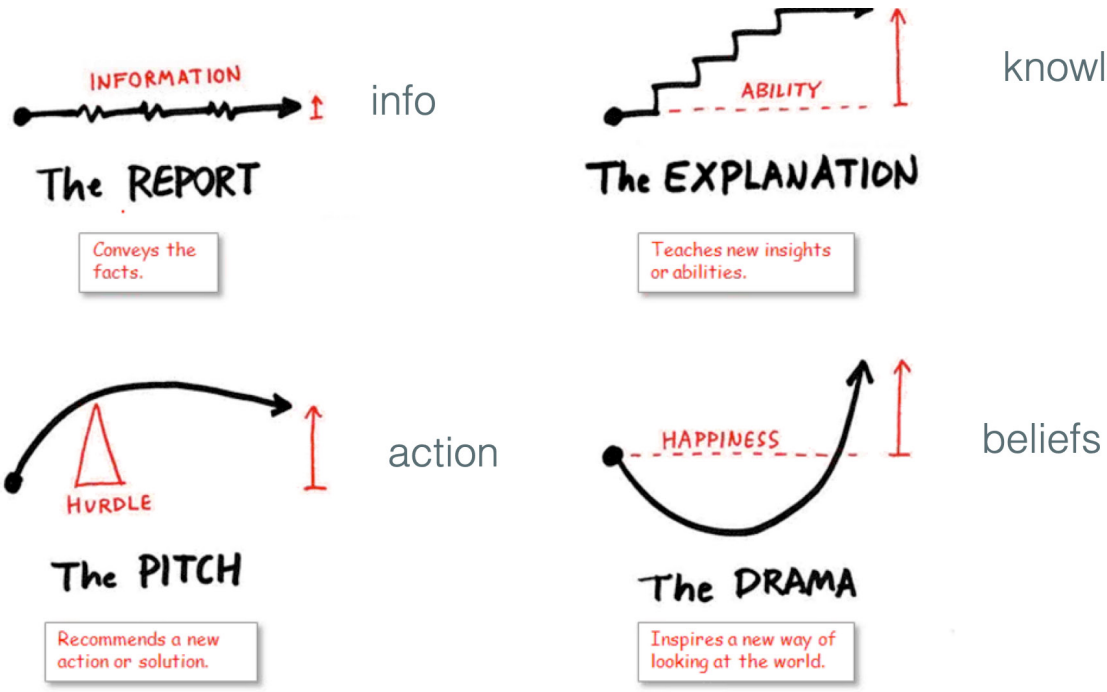
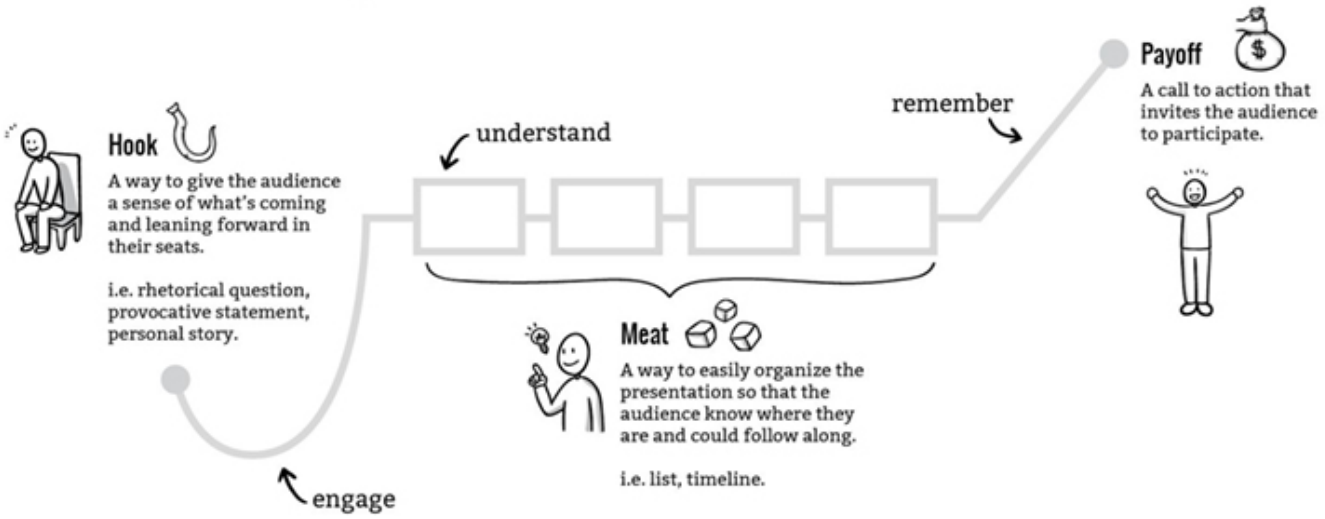


Image from: Dan Roam: Show and Tell : How Everybody Can Make Extraordinary Presentations

A POWERFUL STORY COMBINES DIFFERENT STORYLINES

- The **REPORT** format conveys the facts
- The **EXPLANATION** meanwhile, teaches new insights or abilities.
- The **PITCH** recommends a new action or solution.
- The **DRAMA** inspires a new belief or way of looking at the world.

HOOK, MEAT AND PAYOFF



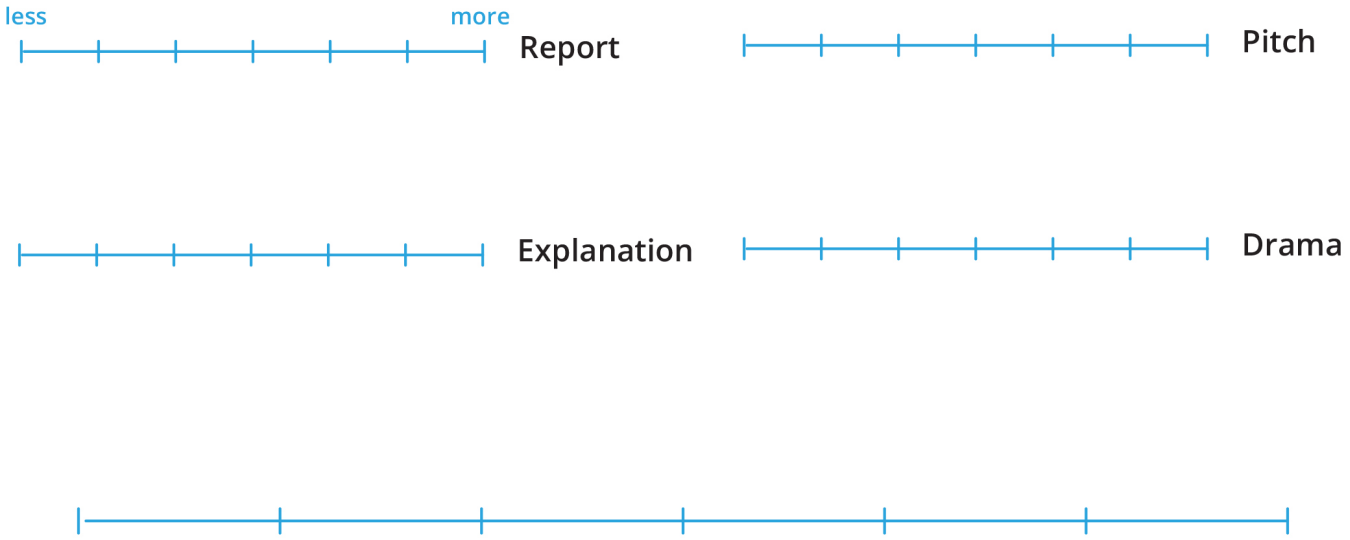
https://www.fassforward.com/post/use-these-story-structures-to-make-messages-people-talk-about

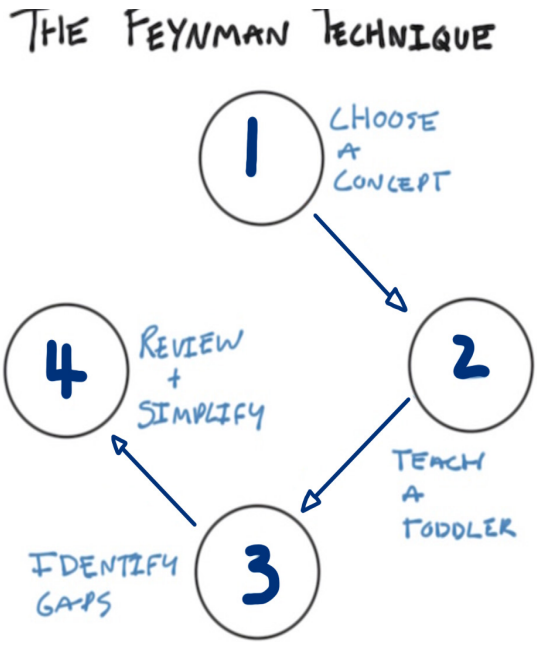
Exercise 3:

Back to work! The 4 types of story lines are mapped out below. Put a marker for each story line based on where your story telling should be. When you have completed that draw your story line in on the bottom line. This story line should combine different combinations.

HOW

Story Mixer





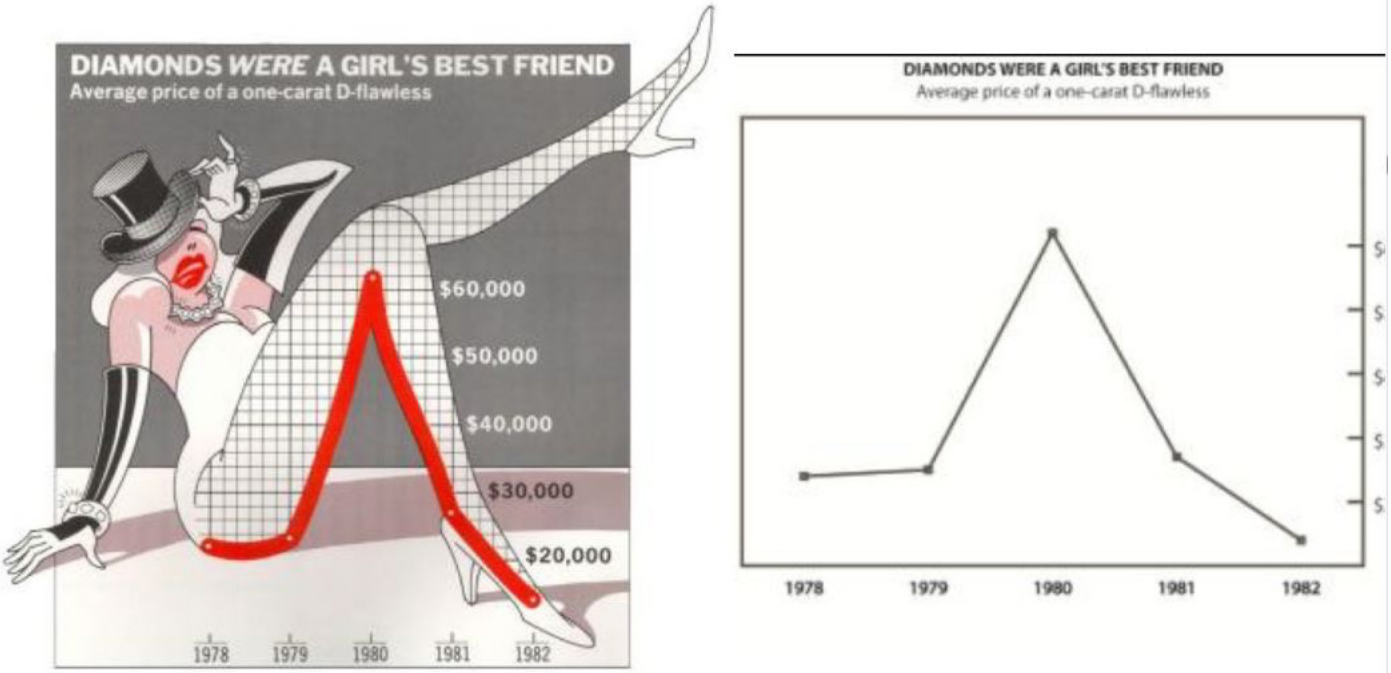
THE FEYNMAN TECHNIQUE

The Feynman Technique is a Mental Model named after Richard Feynman, a Nobel Prize Winning Physicist.

It is quite simple. First you identify what you want to talk about. Then explain it to a toddler or somebody who has no background on the subject. Keep on going until they don't understand anymore what you are saying. Stop and rework that part. Continue this process until you message is christal clear for somebody who is no expert at your subject

https://icanread.org/2017/04/try-the-feynman-technique/

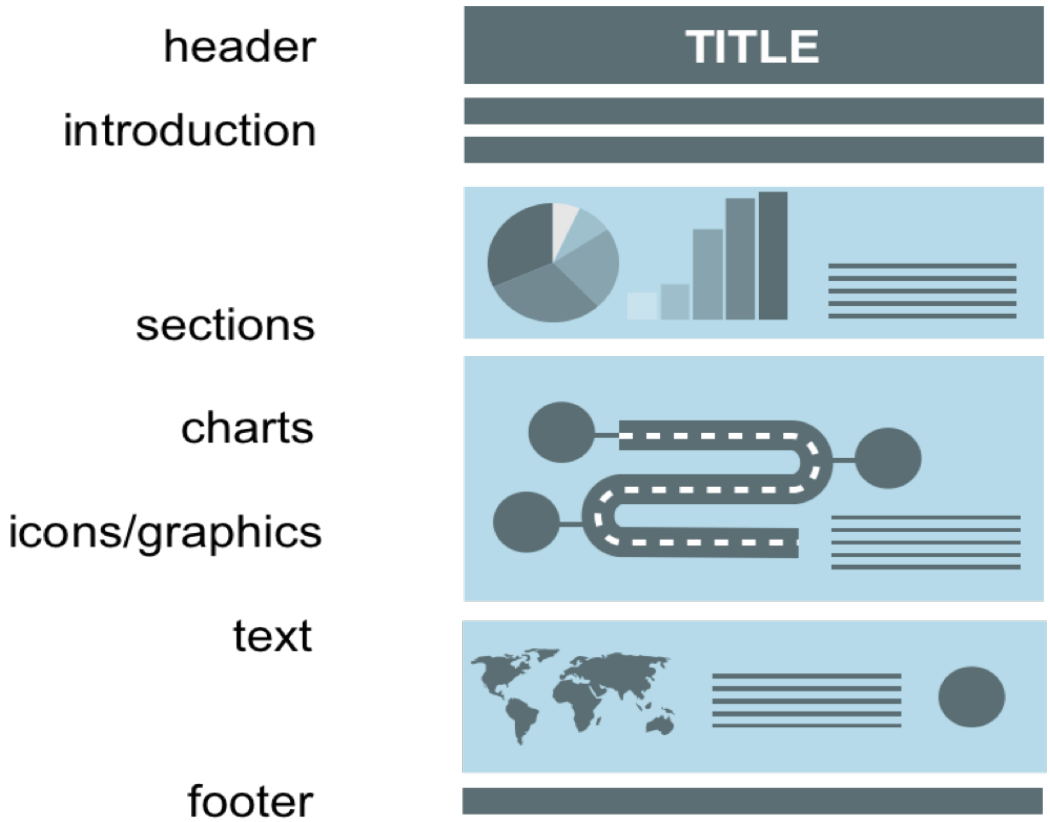
C. VISUALS

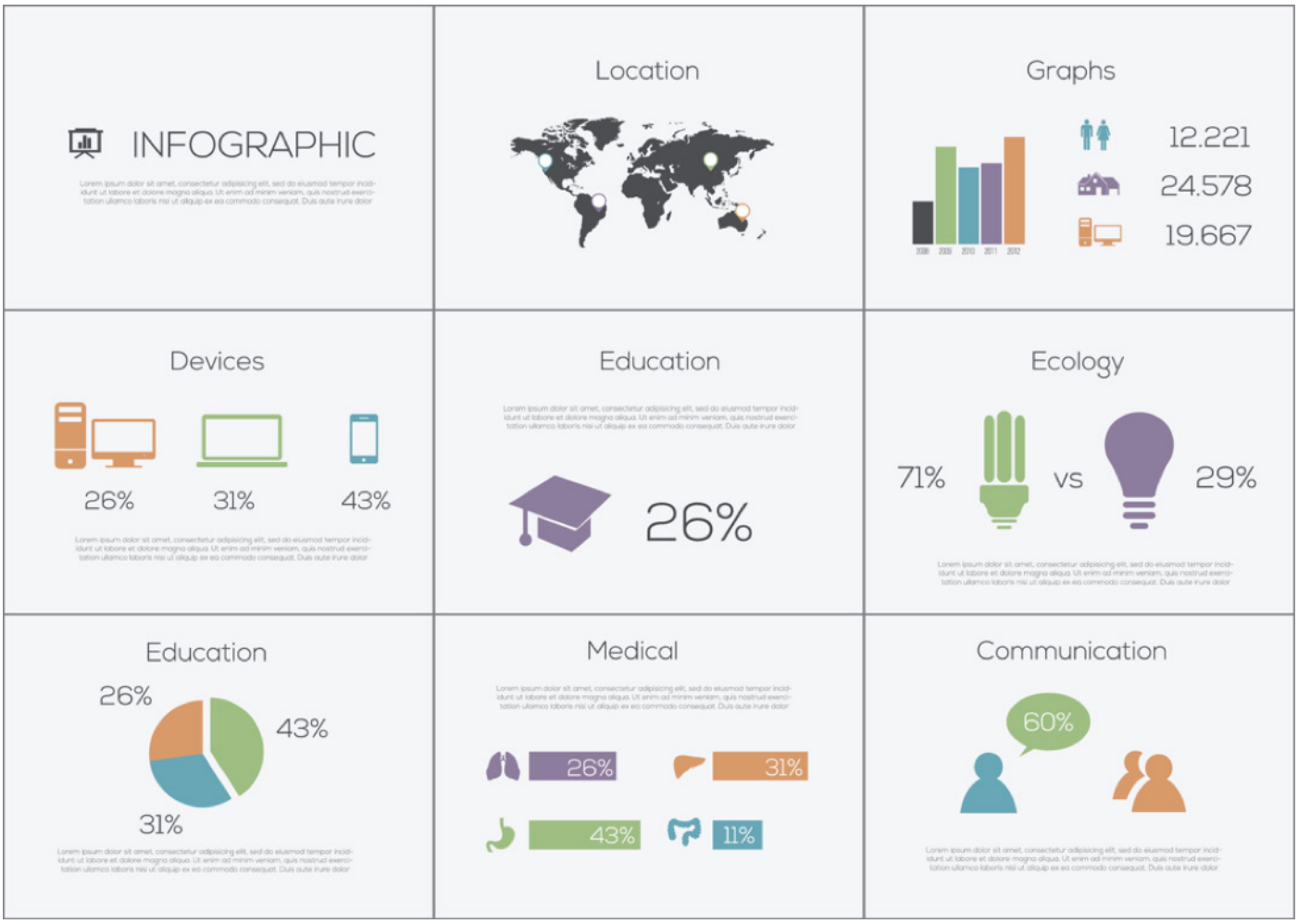


https://www.researchgate.net/publication/221517808_Useful_Junk_The_effects_of_visual_embellishment_on_comprehension_and_memorability_of_charts

Researchers at the University of Saskatchewan tested both charts to see which one is (1) easier to understand and (2) easier to remember, in the 2010 study Useful Junk? The Effects of Visual Embellishment on Comprehension and Memorability of Charts.

INFOGRAPHICS ELEMENTS





2 KEY MESSAGES

LESS is MORE

PRIORITIZE

3. CLEAR WRITING

Clear writing is a cross-cutting priority for the JRC; and an important topic for the von der Leyen Commission. This chapter has been prepared in close cooperation with the JRC Clear Writers' Network.

https://webgate.ec.europa.eu/connected/groups/jrc-writers-network

The JRC produces several types of strategic documents that target policymakers, including Science for Policy Briefs (SfPb), Science behind the Debate, Leaflets, Trends4EU, Executive Summaries, Briefings and Web news. For two of these, the SfPb and briefings please see further information below.

1. **SCIENCE FOR POLICY BRIEFS** (internal and/or external use), which are documents reflecting the "state-of-the-art scientific knowledge" for a given policy issue. They are short, concise documents written in a style making the messages easily accessible to a non-scientific community.

2. **BRIEFINGS** (internal JRC/EC document): The President, VP, Director Generals and senior managers of the Commission participate in a wide range of events and meet a great variety of people. These meeting are an opportunity for the Commission. Briefings help the senior EU officials to conduct these meetings and achieve the desired objectives.

Thus, the first one is something specific to the JRC, whereas the 2 is used by all services of the European Commission to prepare high-level officials for meetings.

The most recent version of the briefing templates are available on Connected on the JRC Briefings Hub space: *https://webgate.ec.europa.eu/connected/groups/jrc-briefings/content?filterID=contentstatus%5Bpublished%5D~category%5Bbriefing-templates%5D*

When writing a briefing:

Avoid jargon, empty phrases, obsolete words, management speak, needless repetition, wordy phrases and clauses….

Believe me, from all the sentences you write, you can probably chopp off at least a third. Try to remain as close as possible to the basic structure of a text. Most texts, when stripped of jargon and empty phrases, could be summarized in 50 words. The rest were just hollow words, empty sentences, with very little or no meaning. Do not use jargon when you have to write a policy brief or a press release. And if you need to use unfamiliar words or terms, please explain them.

Your reader is no expert. You can help them to understand you by giving specific examples of your findings.

KEY ELEMENTS OF A SCIENCE FOR POLICY BRIEF:

- Short, neutral summary of what is known about a particular issue or problem
- A vehicle for providing policy advice / designed to facilitate decision-making
- Evidence-based
- Contains 'news' and evidence + offers practical solutions/options/recommendations
- 2 pages long, 800 words max
- Easy to understand without specialised knowledge or additional reading

GOAL: TO PROMPT CHANGE

A BRIEF CAN CONTAIN:

- Graphs and tables, sometimes a photograph
- Bullet style text boxes
- A short list of references
- Contact info (expert, department, organisation).

MESSAGES YOU WANT TO CONVEY:

Awareness

- If policymakers are not aware that a problem exists, they will not do anything about it.

Importance

- Information about the scale of the problem. How big is it?
- How many people are affected? How are they being effected? Where are they?

ANALYSIS

- A discussion of the background, causes and effects of the problem. Why does the problem exist? Where does it come from? What are its effects?

OPTIONS

- What are the policy options for solving the problem?
- What are the strengths and weaknesses of each option? (Note: you may focus instead on just one recommendation).

RECOMMENDATIONS

- Evidence in favour of a particular option.
- Why is this option better than the others?
- Give evidence to show that that it will be effective (and cost effective).

European Commission

SCIENCE FOR POLICY BRIEFS

Main title of the brief [max 1 line]

[Guidelines for Layout, with checklist style questions marked in green

prepared by Anne-Mette Jensen-Foreman as course material for the JRC Clear Writers' Network training on Writing Concise Leaflets, version 19 Feb. 2019]

Font: EC Square Sans Pro

Headlines

- Eleifend tellus. Aenean leo ligula, porttitor eu, consequat vitae, eleifend ac, enim. [the problem?]
- Aliquam lorem ante, dapibus in, viverra quis, feugiat a, tellus. Phasellus viverra nulla ut metus varius laoreet. [current policy]
- Feugiat a, tellus. Phasellus viverra nulla ut metus varius laoreet. [Scientific findings (incl. JRC added value)]
- Donec quam felis, ultricies nec, pellentesque eu, pretium [Possible options]quis, sem.

Main title of the brief: 16pt-18pt, bold, color: #209BDE
Titles: 14pt-16pt, bold, color: #209BDE
Subtitles: 12pt-14pt, color: #209BDE
Main text: 9pt-11pt, color: # 000000
Numer of pages: 2 or 4 or 8 (for paper printing reasons)
Images: their number, position and size are free

Subtitle or category [max 1 line]

[Setting the scene]

- What's the (political not technical) problem at stake?
- Who's affected/interested? MS? International partners? Industry? Children? The elderly? Women? Men? How many? Where?
- Implications? Eg. Human lives, financially, climate....

- Why a problem for Europe/world?
- Why best solved at EU level?
- What's the Commission (read: policy DGs) doing about it?
- Key legislation/policy (existing + upcoming, unless sensitive Current EU policy and legislation
- IF relevant, international/national/regional policy & legislation
- Any gaps, disagreement, controversy?
- Draft EU legislation? (Note: sensitivity level!)
- Current JRC dialogue with policymakers on this topic
- Any added bonuses: e.g. better air quality measures result in greening of the economy/fulfilling Paris goals
- Anything else of relevance you can think of!

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IMAGE

Joint Research Centre

semper nisi. Aenean vulputate eleifend tellus. Aenean leo ligula, porttitor eu, consequat vitae, eleifend ac, enim. Aliquam lorem ante, dapibus in, viverra quis, feugiat a, tellus. Phasellus viverra nulla ut metus varius laoreet. Quisque rutrum. Aenean imperdiet. Etiam ultricies nisi vel augue. Curabitur ullamcorper ultricies nisi.

Subtitle or category
[**Main scientific findings, incl. JRC work**]

- Summarise state-of-the-art of science on this topic, in balanced and independent manner.
- (How's the JRC helping? Be clear about JRC's added value!)
- Outline weaknesses (limitations, uncertainty, challenges to prevailing view, strength of evidence, consensus, lack of independence etc.)
- What research is still needed in future?
- Example of phrasing: "To solve the problem of XXXXX, scientists working on yyyy developed/analysed/initiated/launched/compared/collected/modelled/ compiled// evaluated/ investigated/ ……..ZZZ.. Key findings were _____. (JRC experts [describe what they did]. This work was done in close collaboration with WWWW. This led to SSSSS . As an added bonus, QQQQQ.) It still needs to be clarified if ----------.

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IMAGE

Nullam nulla eros, ultricies sit amet, nonummy id, imperdiet feugiat, pede. Sed lectus. Donec mollis hendrerit risus. Phasellus nec sem in justo pellentesque facilisis. Etiam imperdiet imperdiet orci. Nunc nec neque. Phasellus leo dolor,

Subtitle or category
[**Conclusions/Policy Options**]

- Which policy options now can be proposed?
- If you can, quantify benefits and costs (e.g. *EU citizens would PPPPPPPP/ an estimated DDDD Euro's are saved each year/ the environment SSSSS, for a cost of EEEEE €..*)
- Would it solve the problem? Part of it? Cause new ?
- How might interested parties be react? (sensitivities)
- Possibly, a recommendation (within JRC's mandate)
- Potentially new best practice/standard to consider?
- Need to communicate this more widely? By whom?

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4. MEETING POLICY DG'S

While preparing for this training, we had the opportunity to meet the team from A2. In addition to be a friendly meeting full of insight, they were very clear about welcoming your expertise.

Time is essence for new initiatives:

The later you arrive in the process, the lower your chances are to have a potential impact. With tight deadlines, buy yourself time by providing some input. In some cases you may be able underlying that JRC possess expertise thanks to the methodologies or the models and that data will follow.

Interservices are NOT peer-review

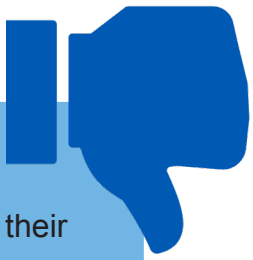
Therefore, please be supportive, be diplomatic, be empathic, be less direct, be constructive.You want to build bridges with other DGs not burning them.

- Be supportive
- Be diplomatic
- Be empathic
- Be less direct
- Be constructive

GOOD PITCH

- One clear message
- Starting with current situation
- Using concrete examples
- Giving empirical evidence
- Making good use of a visual presentation
- Offering a solution

BAD PITCH



- Not explicitly relating to their public
- Offering unrealistic solution
- Including a political message
- Not clarifying different policy options
- Not asking about needs for a follow-up

KEEP IN MIND

- Look for **COMMON GROUNDS** while addressing your audience
- **LIMIT THE AMOUNT** of issues
- Start with **CURRENT** situation
- Use concrete **EXAMPLES** in your presentation
- Give **EMPIRICAL INSIGHTS** into what is really going on in practice
- Make your presentation as **VISUAL** as possible
- Do not dump a problem, but come up with (realistic) **POLICY OPTIONS AND/OR RECOMMENDATIONS** (if evidence based)
- Be extra aware of safeguarding the **INDEPENDENCE OF YOUR INSTITUTE**. Do not make your message a political one.
- Get the **TIMING** right
- Ask about need for a **FOLLOW-UP**

SKILLS FRAMEWORK

European Commission

SKILLS FRAMEWORK: EVIDENCE-INFORMED POLICYMAKING

http://europa.eu/!RM33CX

Joint Research Centre

LOGBOOK

7.

DAY 1 - MORNING SESSION

- What are my main learning outcomes from this morning?
- Which questions do I still have after this morning?
- how/where can I use what I learned in my daily reality?

DAY 1 - AFTERNOON SESSION

- What are my main learning outcomes from this afternoon?
- Which questions do I still have after this afternoon?
- how/where can I use what I learned in my daily reality?

DAY 2 - MORNING SESSION

- What are my main learning outcomes from this morning?
- Which questions do I still have after this morning?
- how/where can I use what I learned in my daily reality?

DAY 2 - AFTERNOON SESSION

- What are my main learning outcomes from this afternoon?
- Which questions do I still have after this afternoon?
- how/where can I use what I learned in my daily reality?

OTHER REFLECTIONS

Footnotes

1 https://ec.europa.eu/jrc/sites/jrcsh/files/jrc-strategy-2030_en.pdf
2 http://rogerpielkejr.blogspot.com/2015/01/five-modes-of-science-engagement.html
3 https://ec.europa.eu/health/scientific_committees/
4 https://inis.iaea.org/collection/NCLCollectionStore/_Public/46/027/46027348.pdf
5 pp. 20-22 https://www.palgrave.com/gp/book/9781137517807
6 pp.108-109 http://eprints.lse.ac.uk/68604/1/Parkhurst_The%20Politics%20of%20Evidence.pdf
7 https://www.theguardian.com/science/2013/dec/02/scientists-policy-governments-science
8 https://salesbox.com/identify-lead-behavior/

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THANK YOU!