政策研究大学院大学
NATIONAL GRADUATE INSTITUTE FOR POLICY STUDIES
GRIPS

SciREX Center

GiST
政策研究大学院大学

SCIREX OPEN FORUM
6TH SESSION

Changing Science, Technology and Innovation Policy Ecosystem and Human Resources Development

From international perspective

February 5th , 2021

18:00-19:30

Venue: Online

Today’s speakers & program

登壇者 / Speakers

Susana Borrás

Professor of Innovation and Governance
Copenhagen Business School, Denmark

Victor Mulas

Team Lead of Tokyo Development Learning Center (TDLC),
The World Bank

司会 / Moderator

飯塚 倫子 / Michiko Iizuka

教授 / Professor
政策研究大学院大学 / National Graduate Institute for Policy Studies

- Introduction (10 min)
- Presentations from speakers (20 minx2)
- Discussion between speakers (20min)
- Questions from the audience (15min)
- Closing (5min)

Short description on SciREX Center

- SciREX is a government funded program that focuses on research and education for establishing evidence-based science policies.
- **The Aim is to facilitate co-evolution between public policy and research on STI, “science for policy”**
- The program was established in JFY2011 and has been funded by the Ministry of Education, Culture, Sports, Science and Technology (MEXT).
- The SciREX Center coordinate all the SciREX activities among the 5 core centers (6 universities) and 3 related public research centers.
- SciREX provides [**TRAINING**], conducts **[RESEARCH**], collects and analyzes data [**OUTCOME & RESOURCES**], and maintains and develops [**NETWORKS**]
- The Center is located at the National Graduate Institute for Policy Studies (GRIPS).

Topic of this session

What sort of skills and capacities are needed for ‘Science for Policy’ in changing context?

Current realities of ST&I policy making and implementation

- Global challenges and local implementation
- Fast technological change
- Fast diffusion of technology
- Large disparities in uptakes of technology
- Transdisciplinary nature of science, technology and innovation
- Involving diverse stakeholders (local, global government, community, citizen)
- Increasing complexity

Goals of this session

- **Identify what sort of skills, capacities and functions are needed for policy making and effective implementation in current context**
- **Understand external experiences on capacity building for STI policy**

Discussion points

What kind of capabilities are needed in STI policy to deal with transformative realities?

How can we identify these capacities? (WHAT ARE THEY?)

How can the capabilities be built/to be complemented with and by whom? (HOW and WHO)

What sort of capacity building/training are effective and needed? (HOW TO OPERATIONALIZE?)

About the follow-up survey on SciREX activities

- Survey aim: As a part of overall review of the 10 years of SciREX center activities
- Population: 525 (former and current students (245), professors, researchers & experts (169) , advisors (16) policy makers (95 only from MEXT); There are some duplications.
- Methods: Internet survey, in English and Japanese
- Response rate:45%
- Survey period: Nov 2nd, 2020-Nov. 30th, 2020

Detailed discussion- Next Open Forum on 12th, Feb

Knowledge, Capabilities, and Human Resources called for exercising “Science for Policy”: Typical Answers

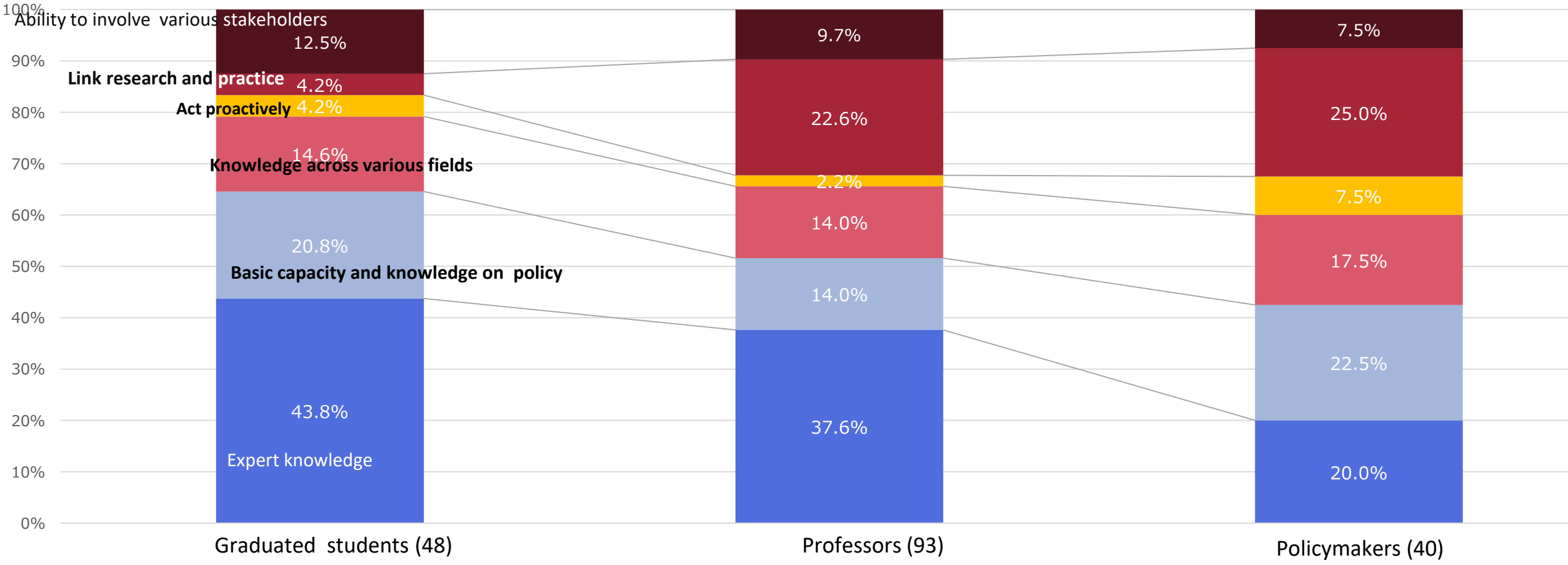
Many replied “expertise,” “ability to connect research and practice,” and ”basic capacities for policymaking” are essential. Especially called for are **those who can deal with various fields and people related to policymaking.**

Capabilities		Details
Expert knowledge	64	• Able to make policy analyses with own expertise even including non-expert fields • Highly specialized expertise, and able to overview the whole, and even able to view beyond expert fields • Knowledge about statistics and econometrics in implementing EBPM • Able to understand, to some extent, researchers’ analyses and proposals
Link research and practice	3	• Both knowledge of Theory (science) and Reality (practice) • Able to talk about evidence-based policymaking • Ability to coordinate policies to be applied to society • Able to connect literacies of expertise in science, technology and innovation fields
Basic capacities and knowledge for policy	32	• Ability to wrap-up own thoughts in one page • Able to multifacetedly analyze the causes based on various theories • Had basic social science training • Ability to analyze the current status and establish policies (projects)
Knowledge across various fields	27	• Able to communicate across various fields • Ability to understand expertise of each field and accept the approaches in other fields • Had training for having a birds-eye view beyond expert fields, businesses, and academic fields • Interested in society as a whole and able to find out social issues, willing to solve them, and prepared with sufficient knowledge to do so
Ability to involve various stakeholders	18	• Abilities to manage, wrap-up, and plan throughout projects • Able to involve various stakeholders, reach agreements, and show results • Ability to think on both political and scientific sides and draw results • Able to co-work with a variety of people and reach agreements
Act proactively	7	• Tenacity to persuade policymaking and related people • Able to be flexible to listen to various opinions, select them, and act • Able to view research work as own matter or business

A Chart from the follow-up survey

Capabilities and Human Resources Needed to Advance “Science for policy”

- To advance “Science for policy”, students (former & current) selected more expert knowledge, while professors selected linking research with practice and policymakers selected linking research and practice as well as taking initiatives and being able to gain knowledge across various fields.
- Images of capabilities and human resources vary depending on individuals.



※”No answers” are not reflected on this chart.