


S4D4C Training Material for Workshops on Science Diplomacy

FIGURE "Science Diplomacy triangle of society, policy and science"

<p>Background</p>	<p>This training material is an output of the project S4D4C – Using science for/in diplomacy for addressing global challenges (www.s4d4c.eu). S4D4C has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 770342.</p> <p>The project S4D4C selected and developed training materials (presentations, methods, exercises, games, etc.) for trainings on Science Diplomacy for different target groups (mainly diplomats, scientists and science diplomats). These materials are open source under creative commons licences (see below for the applicable license).</p>
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<p>Details on the attribution</p>	<p>You are free to share and adapt for any purpose with attribution. Please provide the name of the creator(s) and attribution to the S4D4C project as well as a link to the project:</p> <p>Creator: <i>Tim Flink, Humboldt-Universität and German Center of Higher Education Research and Science Studies (DZHW);</i> https://www.s4d4c.eu/tim-flink/ <i>S4D4C (Horizon 2020 project 770342).</i> www.s4d4c.eu</p> <p>We are happy if you drop us a line when using these materials. This way we can keep track of their dissemination and maybe also update the material to account for issues arising: contact@s4d4c.eu</p>
<p>Short description</p>	<p>Figures describing key features of the emergence of science diplomacy</p>
<p>Learning objectives</p>	<p>The figures provided elaborate in a sociohistorical way that science diplomacy as a social phenomenon has slowly emerged from the increasing interplay of activities related to both areas, science and international relations.</p>



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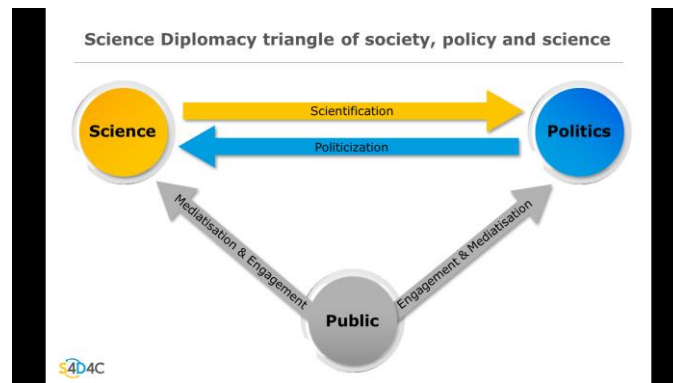
Material type	<input checked="" type="checkbox"/> presentation <input type="checkbox"/> method <input type="checkbox"/> simulation game <input type="checkbox"/> exercise <input checked="" type="checkbox"/> other: figure can also be used for scientific papers and on websites to illustrate the concept
Overall content category (if adequate and applicable)	<input checked="" type="checkbox"/> What is Science Diplomacy? <input type="checkbox"/> Who are the Science Diplomacy stakeholders? <input type="checkbox"/> How does the European Union practice Science Diplomacy? <input type="checkbox"/> Which thematic and regional approaches of Science Diplomacy do exist? <input type="checkbox"/> What set of skills do I need to be a good science diplomat? <input type="checkbox"/> Which are good examples where Science Diplomacy has proven to be successful?
Target groups (1)	<input type="checkbox"/> Mainly for scientists <input type="checkbox"/> Mainly for diplomats <input checked="" type="checkbox"/> For any of the groups
Target groups (2)	<input checked="" type="checkbox"/> Mainly for beginners in Science Diplomacy <input type="checkbox"/> Mainly for trainees with basic understanding of Science Diplomacy <input type="checkbox"/> Mainly for advanced science diplomats <input type="checkbox"/> For any of the groups
Group size	<input type="checkbox"/> For individual learners <input type="checkbox"/> For small groups (up to 20) <input type="checkbox"/> For large groups (between 20 and 100) <input checked="" type="checkbox"/> For any group size
Duration	Presenting the figure requires about 5-10 minutes.
Level of interactivity	<input type="checkbox"/> high <input type="checkbox"/> medium <input checked="" type="checkbox"/> low
Preparation and material needed	Presenting the figure requires the tools for any presentation, for example a computer, projector and a microphone for the trainer in case of an onsite training.
Recommended use case and guidance for the trainer	The figure is especially helpful to familiarize new SD actors with the subject matter and basic links between science and policy. It can serve as an introduction to further training materials from our collection. Please note that we provide further figures that go into different areas and explain shift of paradigms and science diplomacy perspectives.
Further resources and links	<p>S4D4C (2018): State-of-the-Art Report. (Link)</p> <p>Flink, Tim and Rüffin, Nicolas (2019): "The current state of the art of science diplomacy". In Canzler, W.; Kuhlmann, S.; Simon, D. and Stamm, Julia (eds.): Handbook on Science and Public Policy. Cheltenham: Edward Elgar, 104-121. (Link)</p> <p>Sucha, Vladimir and Sienkiewicz, Marta (2020): "Science for Policy Handbook". (Link)</p>

Evaluation and assessment

Please allow for some time for question and answers to ascertain that the figure is clear to the audience.

Guided Note:**Introduction**

In recent years, the term “science diplomacy” has gained increasing attention both within academia as well as the political sphere. Yet, the term neither constitutes a ready-made empirical object nor provides a clear-cut definition. Instead, it is the interplay between science and foreign policy and international relations that creates the notion of science diplomacy. The figure “Science Diplomacy triangle of society, policy and science” illustrates the increasingly blurred boundaries between the two spheres.



Preview of the training material – Figure “Science Diplomacy triangle of society, policy and science”

It thus provides both scientists and diplomats with a deeper understanding of the origins and gradual emergence of science diplomacy and thereby aims to help them grasping the relevant background of the concept’s remaining “fuzziness”.

Figure: “Science Diplomacy triangle of society, policy and science”

The global challenges of the 21st century – such as climate change, sustainable energy supply, food security or migration – do not stop at national borders. As a matter of fact, they can only be solved by both cross-border efforts at the international level and evidence-based policy making supported by science. Finding solutions to this increasingly complex web of global challenges hence requires an ever-closer collaboration of scientific and diplomatic actors. Accordingly, the “call for

science diplomacy is built both on the idea that the pressing challenges are global in nature (and therefore require global action) and that they have become more complex and therefore require international scientific endeavours and expertise” (S4D4C State of the Art-Report 2018: 16). As illustrated by this figure, this development has led to the politicisation of science as well as the scientification of politics whereas both have been corroborated by public media attendance and calls for public engagement.

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