USING SCIENCE DIPLOMACY
FOR ADDRESSING GLOBAL CHALLENGES

S4D4C Training Material for Workshops on Science Diplomacy

Careers in Science Diplomacy Roundtable

Background	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. 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).
Licence	 S4D4C Training Material by S4D4C Horizon 2020 project 770342 is licensed under a Creative Commons Attribution 4.0 International License.
Details on the attribution	Basically, you are free to share and adapt for any purpose with attribution (more information about the licence is provided at the end of the document). Creator: S4D4C (Horizon 2020 project 770342). *Lorenzo Melchor, PhD* *Fundación Española para la Ciencia y la Tecnología (FECYT)* www.s4d4c.eu www.fecyt.es We are happy if you drop us a line when re-using the materials to learn about their dissemination: contact@s4d4c.eu.
Short description	A roundtable bringing together different professionals working in Science Diplomacy to share their expertise and career backgrounds, highlighting skills and career transition motives or stages

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 770342.

Learning objectives	The roundtable aims: • To showcase the variety of professional profiles working in Science Diplomacy • To provide an understanding of the basic skills required to work in Science Diplomacy • To provide life and professional experience from science diplomats to explain their motivation to switching/adapting their career in science/research, international relations or management into Science Diplomacy
Material type	☐ presentation ☒ method ☐ simulation game ☐ exercise ☐ other: _____.
Overall content category (if adequate and applicable)	☐ What is Science Diplomacy? ☐ Who are the Science Diplomacy stakeholders? ☐ How does the European Union practice Science Diplomacy? ☐ Which thematic and regional approaches of Science Diplomacy do exist? ☒ What set of skills do I need to be a good science diplomat? ☐ Which are good examples where Science Diplomacy has proven to be successful?
Target groups (1)	☐ Mainly for scientists ☐ Mainly for diplomats ☒ For any of the groups
Target groups (2)	☐ Mainly for beginners in Science Diplomacy ☐ Mainly for trainees with basic understanding of Science Diplomacy ☐ Mainly for advanced science diplomats ☒ For any of the groups
Group size	☐ For individual learners ☐ For small groups (up to 20) ☐ For large groups (between 20 and 100) ☒ For any group size
Duration	45-60 min
Level of interactivity	☐ high ☒ medium ☐ low
Preparation and material needed	• Roundtable with panellists • Microphone • Powerpoint slides (if required)
Recommended use case and guidance for the trainer	The chairperson and organiser should plan this roundtable making sure she chooses different professional profiles to illustrate the variety of careers in Science Diplomacy. Some examples are listed below: - An active scientist/researcher who has worked in Science Diplomacy as an adviser or as a science counsellor at an embassy for a period of time - A professional with a background in the field of sciences

	and/or research working full time in Science Diplomacy as a science attaché, science adviser, science policy officer, science international affairs officer, etc. - A career diplomat specialised in Science Diplomacy posts - A professional with a background in the field of International Relations working in Government, International Organisations, NGOs or think tanks in the field of Science Diplomacy It would be important to have professionals working in different institutions: governments, embassies, scientific research centres and/or universities, international organisations, NGOs, think tanks or even multinational private corporations, consulting firms or freelancers. The session should be interactive to have a lively debate among practitioners as well as participation from the audience. The chairperson should give 5 min to each professional to outline their career steps, and then chair a debate around different questions: • Why are you working in the field of Science Diplomacy? • Why did you stop working in research? (if applicable) • Could you explain your daily tasks at work? • What challenges have you encountered in your day-to-day job? And in your career transition? • What skills are required to work in Science Diplomacy? • What would you recommend anyone wanting to work in Science Diplomacy? Each panellist can make use of a powerpoint presentation to explain their careers, but this could extend their presentations beyond the allocated time limit. It can be done when the session is 90 minutes long at least and when ensuring time control. This activity could be inserted within an extended on-site training as well as used independently. However, a basic understanding of what is Science Diplomacy is needed. You should take into consideration your public. This activity targets especially young professionals. It may turn challenging if the public is not interested in the topic (either because it does not target the right audience or because the speakers lack the required skills) The size of the room has to be selected depending on the number of expected participants and attendees. No particular training material is needed, however, if presentations are done, a computer, screen and pointer are needed. If the room is large, a microphone would be necessary, plus additional microphones so audience questions can be heard by all.
Further resources and links	*Not applicable*

Evaluation and assessment	*Not applicable*

Outline

1. How to select the participants?

Participants to the panel discussion should be selected on the basis of their background and their view, role or need for Science Diplomacy.

Ideally the panel should be composed both by scientists and policy makers/diplomats or UN representatives. It is possible to include business people from a multinational company as a powerful stakeholder (and possibly also lobbyists), in order to show how Science Diplomacy could be a common ground seen from different perspectives.

We would recommend a panel not larger than 5 people.

2. Background knowledge

The global landscape of science is changing. Scientific research is increasingly international as is the development of Big Science, which is the concentration of budgets and staff researchers on very large-scale experimental equipments. Also, many challenges the international community has to face are science-related and technology-driven. These global issues relate to human health (access to water and food resources, protection against diseases, especially infectious ones...), security concerns (fight against the proliferation of weapons of mass destruction, security of energy supply, security of digital information networks...) or the quality of the environment (preserving biodiversity, combating the negative effects of climate change or ocean pollution...). These challenges affect the future of mankind and no country can hope to tackle them alone. They contribute to an increased globalisation of science and a renewal of diplomatic activity.

The diplomatic landscape is also changing. Adding to the usual care of state-to-state relations (bilateral diplomacy) is the involvement of national diplomacy in issues that affect several countries at once, or the community of nations as a whole. With the rise of the United Nations system we face today a sort of multilateral diplomacy made of international organisations and international conferences. There is also an increasing role played by non-state actors, from non-governmental organisations acting on behalf of civil society to multinational companies representing the business community. Diplomacy todays goes beyond political issues and is extended to economy, energy and environment (among other), making the diplomat a person that is able to communicate.

Dealing with Science Diplomacy instead means turning the spotlight onto situations and periods in history when diplomacy is the normal mode of

communication between states, when the choice of dialogue and cooperation prevails over weapons. More diffuse and perhaps less spectacular than in a war context, the relationship between science and foreign policy during peace times gains in richness and complexity what it seems to lose in intensity.

3. Main topics

The main topics would be the possible career path for scientists moving away from the lab and/or for policy makers and/or institutes working in international affairs and cooperation.

From a scientist perspective, this could entail:

- The scientist wishing to contribute more to 'problem solving' and offering his/her contribution to policy making;
- The challenges in scientific cooperation and daily collaboration in the field;
- The scientist facing the need to communicate scientific results/advice

From a policy maker/diplomat/international affair officer, this could entail:

- The policy maker willing/needing to foster the communication with scientists;
- The diplomat working in an international organisation;
- The business person working in a multicultural environment.

4. How to involve the audience in the discussion?

The panel discussion should be followed by a Questions and Answers session. Young professionals should find this session particularly interesting for possible career perspectives.

Annex – Details on the License

Attribution 4.0 International (CC BY 4.0) – see
https://creativecommons.org/licenses/by/4.0/

You are free to:

- Share — copy and redistribute the material in any medium or format
- Adapt — remix, transform, and build upon the material
- for any purpose, even commercially.

This license is acceptable for Free Cultural Works.
The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:

- Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

Notices:

- You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation.

No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material.