

Young Academies Science Advice Structure (YASAS)

– engaging EMCRs in science for policy

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SAPEA

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YASAS

SAPEA
Science Advice for Policy by European Academies

What YASAS brings to SAPEA



YASAS

Young Academies Science Advice Structure

- Engaging EMCRs in it science advice activities
 - Strategy
 - Report on hurdles for EMCRs (survey data)
- Strengthening the network of EMCRs



YASAS was founded in 2020 by 14 young academies

...and we keep growing!

Presently: 19 young academies

**Estonian Young
Academy of Sciences**
Eesti noorte teaduste akadeemia
Member since 2020

**German Young
Akademie**
Die Junge Akademie
Member since 2020

**Global Young
Academy**
GYA
Member since 2020

**Hungarian Young
Academy**
Fiatal Kutatók Akadémiája
Member since 2020

Polish Young Academy
Akademia Młodych Uczonych
Member since 2020

**Romanian Young
Academy**
Member since 2020

**Spanish Young
Academy**
Academia Joven de España
Member since 2020

Swiss Young Academy
Die Junge Akademie Schweiz
Member since 2024

**The Young Academy
of Belgium**
De Jonge Academie
Member since 2020

**The Young Academy
of Netherlands**
De Jonge Akademie
Member since 2020

UK Young Academy
Member since 2024

**Young Academy of
Europe**
YAE
Member since 2020

**Young Academy
Finland**
Nuorten Tiedeakatemia
Member since 2020

**Young Academy of
Denmark**
Det Unge Akademi
Member since 2020

**Young Academy of the
Lithuanian Academy
of Sciences**
LMA Jaunoji akademija

**Young Academy of
Sweden**
Sveriges unga akademi
Member since 2020

**Young Academy of
Scotland**
Member since 2020

**Young Academy of
Norway**
Akademiet for yngre forskere
Member since 2020



Akademiet for yngre forskere
The Young Academy of Norway



SVERIGES
UNGA
AKADEMI

Young Academies



First: Die Junge Akademie 2000
→ **New!** UK / Ireland / YATSI / ARB Collegium ...

Members

~5 year membership
Full-time staff is limited



Exemplary in:

Gender: ~50% (SAPEA survey)
Fields: all research disciplines, industry, 'professionals'. → **ECPs? ECI?**
Transdisciplinary collaboration: Academy projects
Champions in EDI



EMCRs– hurdles for E(M)CRs

Literature review conducted by Cardiff University on behalf of SAPEA

1. Unsupportive **research practices and culture**
2. Counterproductive **career expectations and evaluation**
3. Lack of **skills development** and training
4. Low **incentives** for public engagement and open research
5. Lack of **science-policy interface**
6. Low level of **networking**, cooperation, and coordination

Additionally, in the SAPEA Strategy for EMCR engagement:

7. Institutionalised biases
8. Young academics' related limitations to engagement

Your opinion:

What form of recognition do you need?

Share your opinion!

type it in the chat 

Report on hurdles: preliminary survey results

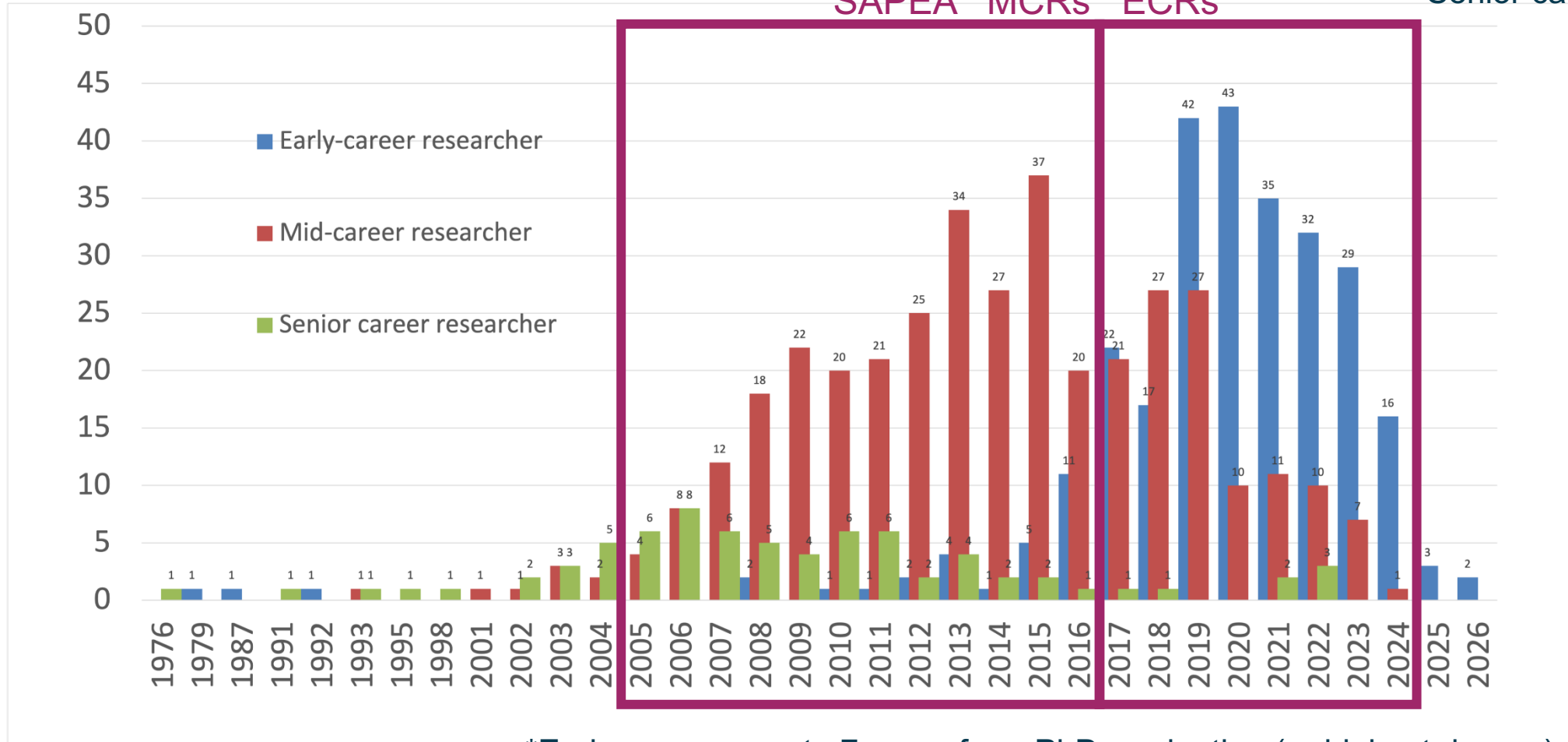
Total researchers 722

Early-career ECR 38%

Mid-career MCR 52%

Senior career SCR 10%

SAPEA MCRs ECRs



*Early-career = up to 7 years from PhD graduation (or highest degree)

Mid-career = 8 to 19 years from PhD graduation (or highest degree)

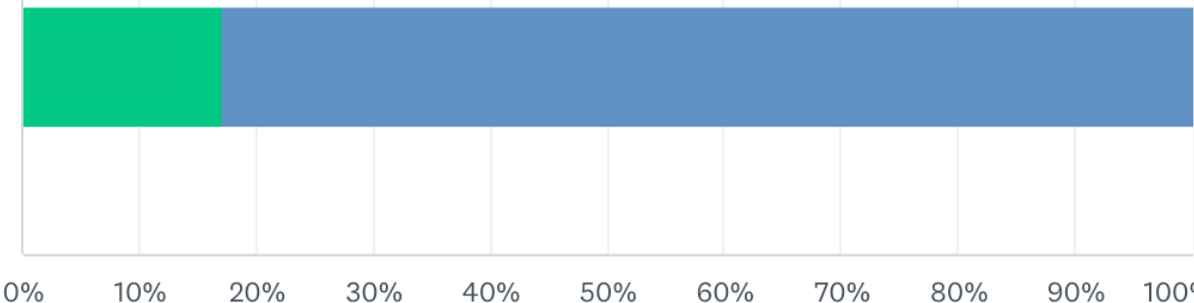
Experience in science for policy

Yes No

Have you ever been **involved in providing high-level** science advice for policy?
(answers: 408)

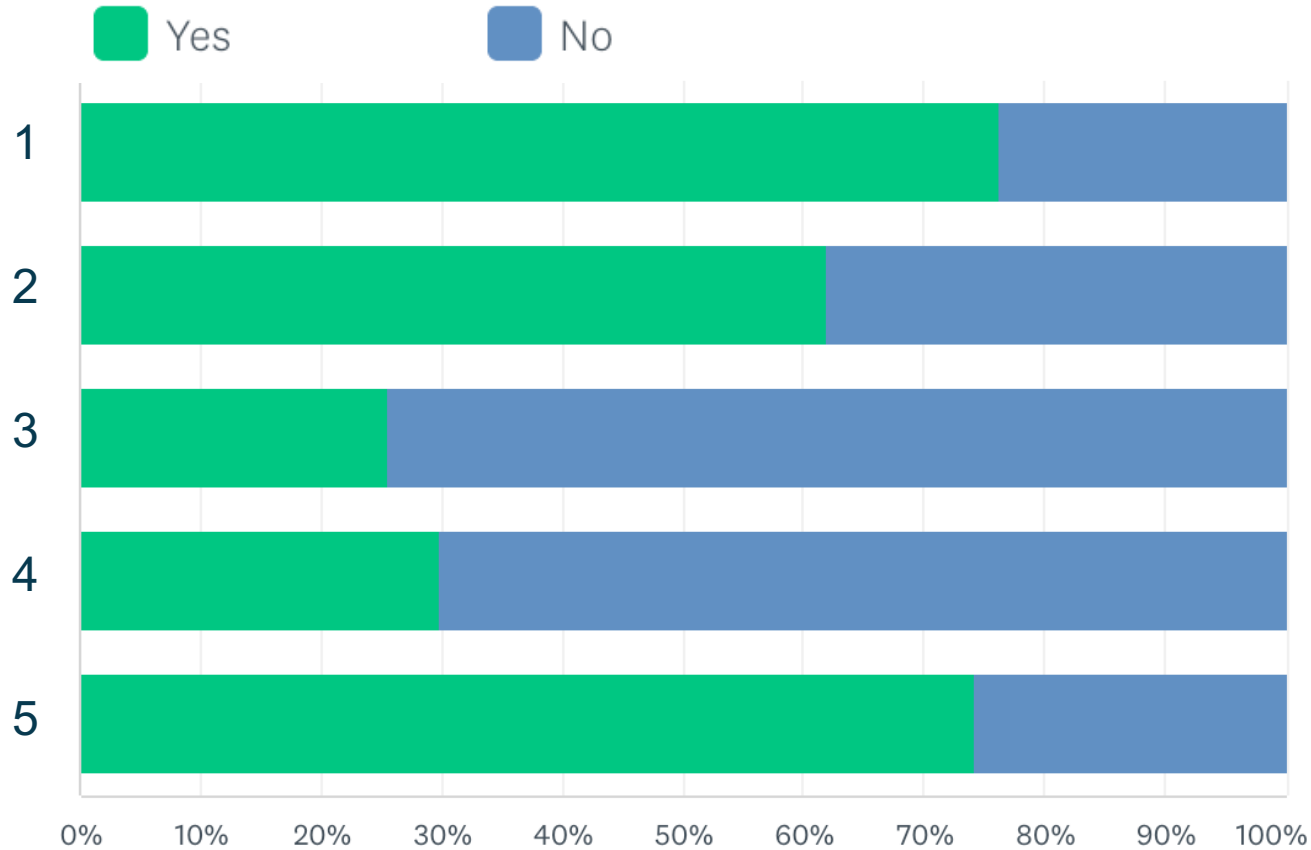


Have you ever **received formal training** to deliver science evidence and/or advice for policy?
(answers: 467)



Your current situation

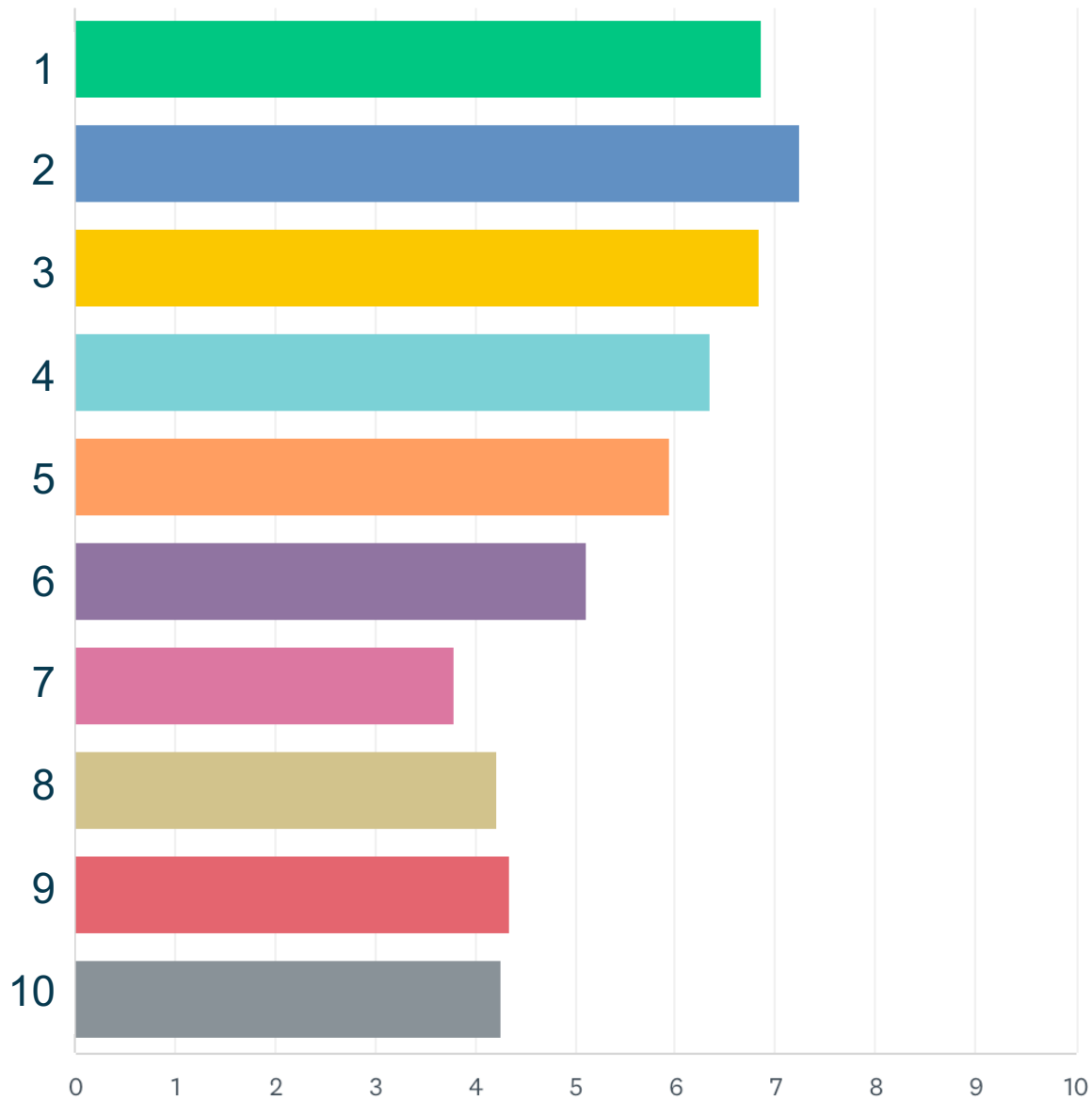
(Respondents: 546)



1. I can think of an example where science was used by policy-makers
2. I can think of 1 channel I can approach to contribute to science for policy
3. I receive enough support from my workplace to carry out activities in science-advice for policy (eg. training opportunities)
4. The training I have received makes me feel competent to advice or communicate science to policy-makers
5. I am interested in getting involved with science for policy

(questions shortened here for brevity)

Rank - What would help you engage in Sci4Pol?



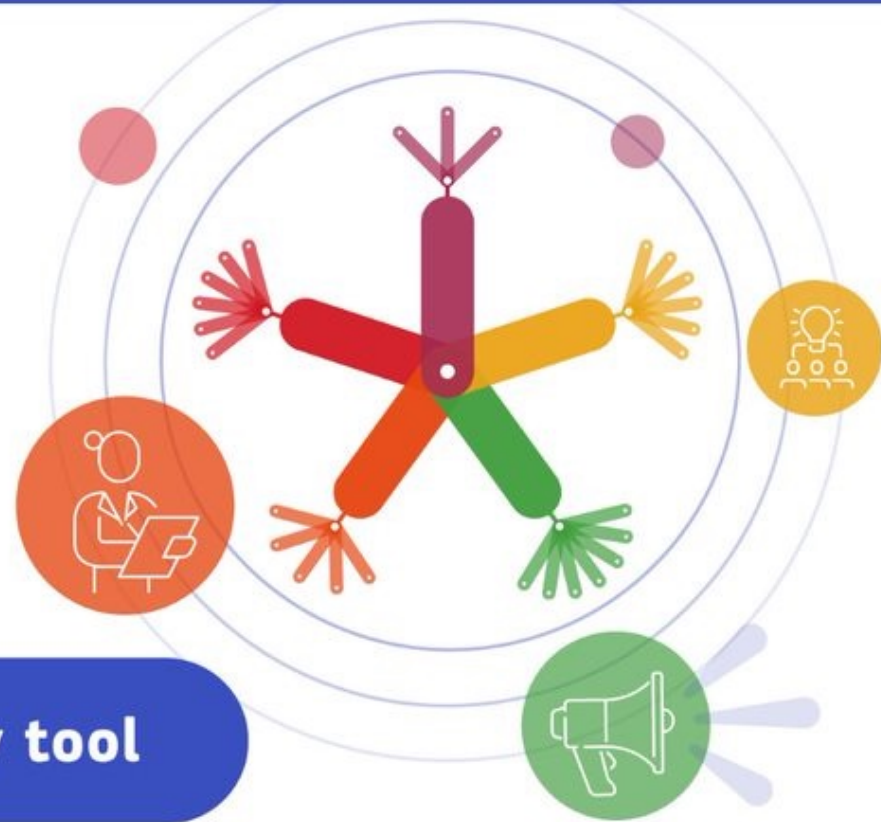
(Respondents : 438)

- 1. Good job security**
- 2. Credit for this work in my career assessment**
- 3. Access to training**
- Better understanding of how my research is relevant to a policy-maker
- Better understanding of how policy-making works
- Better understanding of current policy topics (national/EU/international)
- To receive support or encouragement from my peers
- To receive support or encouragement from my boss/supervisor
- To include this activity as part of my job description
- To have concrete examples of how my field of research has contributed to informing policy

Researchers

Which skills and
knowledge for greater
impact of your science?

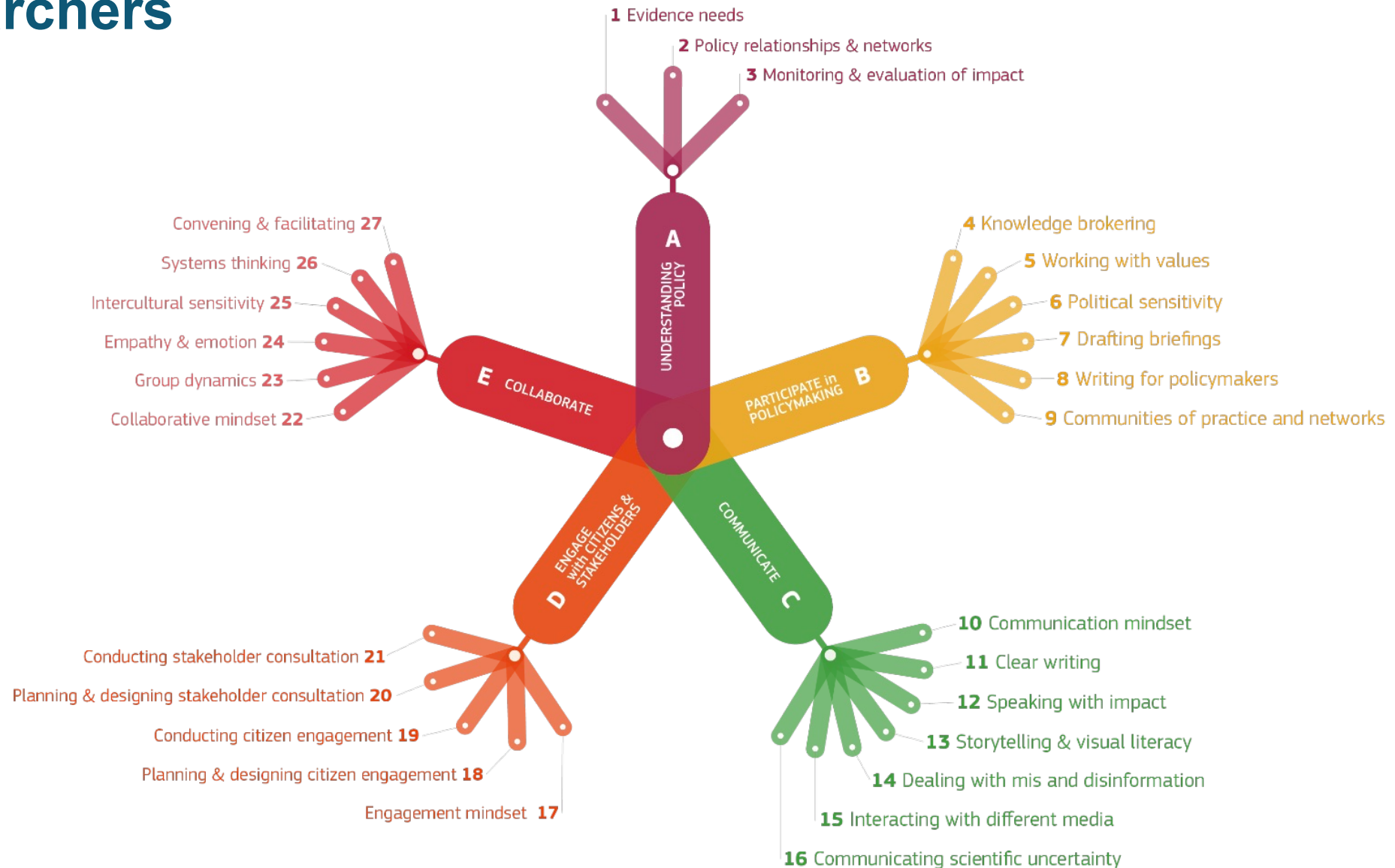
Smart4Policy tool



#Science4Policy Competences

<https://smart-for-policy.ec.europa.eu/>

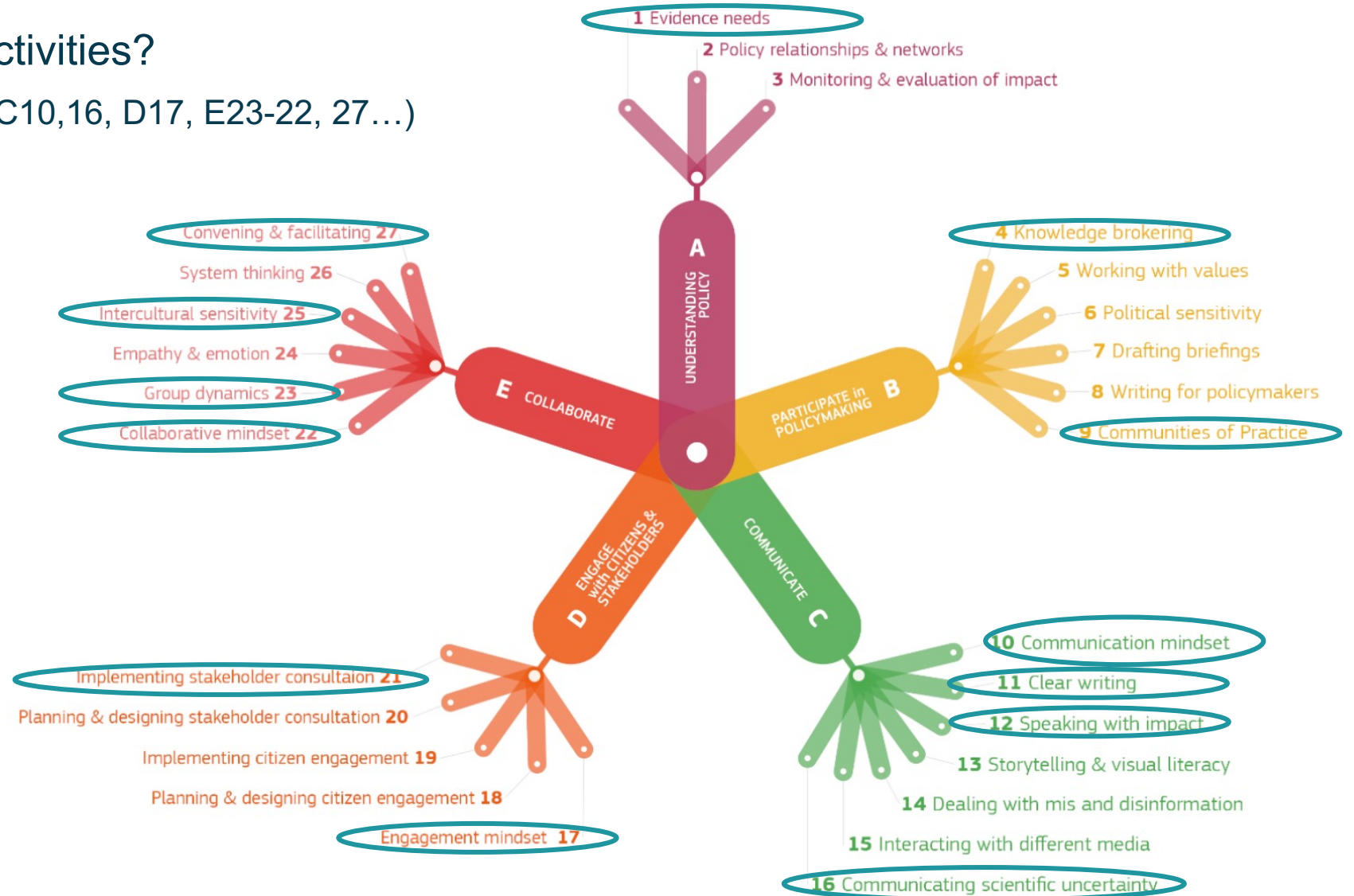
JRC's Competence Framework 'Science for Policy' for researchers



Identifying competencies acquired/required in SAPEA activities

Identify for each SAPEA activities?

- working groups (A1, B4, C10,16, D17, E23-22, 27...)
- expert workshops
- outreach events



How can we offer you recognition for these activities?

- For career development (grants, promotions..)
- Career change (building your CV, discovering new opportunities)
- Other?

Extra slides

(added after webinar for information purposes)



Science Advice Mechanism (SAM) podcast

<https://scientificadvice.eu/podcast/>



EuroScience Open Forum (ESOF)

Relevant forum on science societal impact

<https://www.esof.eu/esof2024>

2. What is Science Diplomacy?	
<input checked="" type="checkbox"/> 2.1 Science Diplomacy – Introduction to the Module	Expand
1 Topic	
<input type="checkbox"/> 2.2 The Worlds of Science and Diplomacy	Expand
2 Topics	
<input checked="" type="checkbox"/> 2.3 Science Diplomacy in the World Today	Expand
8 Topics	
<input checked="" type="checkbox"/> 2.4 What Kind of Science Diplomats Are There?	Expand
5 Topics	
<input checked="" type="checkbox"/> 2.5 Question Time	Expand
1 Topic 1 Quiz	
3. Who Are the Science Diplomacy Stakeholders?	

European Science Diplomacy Online Course

<https://www.s4d4c.eu/european-science-diplomacy-online-course/>