'Horizon 2020, SwafS and RRI: Next Steps with Citizens?'

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'Mainstreaming RRI in Horizon 2020 and ERA'
Summary

I. 'Recontextualising' SwafS and RRI

II. What can we do together?
'Recontextualising' SwafS and RRI

The World is changing fast...

- USA,
- Turkey,
- Middle-east,
- Africa,
- China,
- North-Korea,
- ...

'Recontextualising' SwafS and RRI

Europe and European societies are changing...

- UK,
- J.C. Juncker's White Paper on the Future of Europe,
- 'Multi-speed Europe',
- Member States and populism
- ...
'Recontextualising' SwafS and RRI

Science is changing...

• E.g. ICT dual uses,
• Carlos Moedas' 3 Os strategy
• ...
'Recontextualising' SwafS and RRI

Are WE changing (enough or at all?) to cope with the induced changes in the relation between science and society?

- SwafS EC services,
- NCPs,
- ...

Rome Declaration on RRI – 21.11.2014

Responsible Research and Innovation (RRI) is the on-going process of aligning research and innovation to the values, needs and expectations of society.
Summary

I. 'Recontextualising' SwafS and RRI

II. What can we do together?
What can we do together?

Our means for change:

- Analytical capacities,
- Funding capacities,
- Policy capacities,
- …
What can we do together?

Taking stock of past S&S activities:

- 'FP7 Ex-Post evaluation' study,
- 'Stock Taking & Meta-Analysis' study (23/03/17),
- 'CSOs participation in FPs' study,
- 'Monitoring RRI evolution and benefits' study.
What can we do together?

Running Horizon 2020 activities:

- 2017 call for proposals,
- Preparing WP18-20.
What can we do together?

Preparing post-Horizon 2020 activities:

- SwafS/RRI Interim Evaluation,
- KPIs for Monitoring and Impact Assessments.
What can we do together?

(Re)discovering citizens:

- USA/Mexico
- Europe/Africa and Middle-East
- UK

- J.C. Juncker's White Paper
- C. Moedas 3 Os strategy

Walls and Fences

Dialogues and Co-creation
What can we do together?

Reaching out to citizens:

- SwafS,
- RRI,
- Citizen science under the 3 Os strategy.
EC inviting citizen in science

A good range of experiences:

A few projects funded 'upstream' (Meeting of Minds, VOICES, CIMULACT, DITOs,...)

SOSCIENTIZE: Green and White papers

Other EC experience: DG RTD-I, DG CNECT, DG JRC, DG ENV, COST,...
Calls SWAFS WP 2016-17
Citizens in Science

SwafS-01-2016: Participatory research and innovation via Science Shops

... SwafS-10-2017: Putting Open Science into action

... SwafS-13-2017: Integrating Society in Science and Innovation – An approach to co-creation
Responsible Research and Innovation in Horizon 2020

Public Engagement (e.g. Citizen Science)

- Gender Equality
- Science Education
- Ethics, integrity

Open Access to publication and data
Research Integrity

"It doesn't matter that you never got caught!"
Why RI matters?

Research integrity is the basis of the trust society has in science. It guarantees the quality of the research outcome. **There is no excellence when there is no integrity.**

The Concept of Integrity in Horizon 2020

In Horizon 2020 context, **research integrity** is defined as the **conduct of researchers** and research institutions **that ensures** that research is designed, proposed, performed and reported in a manner compatible with the **highest ethical and professional standards**.

**Research misconduct** can be consequently defined as **breaches of research integrity; the main elements being any form of plagiarism** (e.g. textual, content, self-plagiarism), **data falsification and fabrication, unjustifiable double funding, unreported conflicts of interest and misrepresentation of credentials**.
Ethics and Research Integrity in Horizon 2020

The European Code of Conduct for Research Integrity – ALLEA Code:

The new code of research integrity is referred in the article 34 of the Horizon 2020 Grant Agreement

TRUST and Reputation

It takes 20 years to build a reputation and five minutes to ruin it. If you think about that, you will do things differently.

Warren Buffett
Self regulation revisited

Start with acknowledging the problem

Address the conditions

...carrier, fame, financial gains, respect, self promotion, job security, political agenda

...funders, publishers, policy priorities – push for high impact and innovative research

...metrics and altmetrics

Follow the work on open science at:

http://ec.europa.eu/research/openscience/index.cfm?pg=home
SwafS Science Education calls

**Swafs Rationale** – “...to ensure more responsible science and to enable the development of policies more relevant to citizens”.

**Objective** – For smart, sustainable and inclusive growth, we need to have a Scientific (and Technological) Literate European society... We need to make Science Education and careers attractive and encourage citizens and notably young people, to engage in science through formal and informal science education and promote the diffusion of science-based activities through appropriate channels...

**Activities target:** a plurality of actors...

**Expected Outcome** – to improve science-literacy, citizens’ responsibility and access to scientific careers; to develop scientific citizenship; to further enhance active participation and focus on science, research and innovation with relevance to everyday life and society’s values, needs and expectations...

**Science Education** contributes to the full realisation of the European Research Area (ERA)...

HORIZON 2020
**SwafS-11-2017**

**Science education outside the classroom (RIA action)**

**Challenge** - Science education outside the classroom i.e. informal science education, and the effects of non-educational activities, are not well explored. Acquiring and evaluating knowledge, often with the help of the Internet, is happening in reality, and should be recognised for what it contributes in terms of more sophisticated consumers and scientific citizenship. Consideration on what is available and what is being learnt would be useful to understand how science education outside the classroom influences today's citizens.

**Scope** – The available knowledge on science education outside the classroom and its impact on citizens need to be analysed, taking into account possible gender and geographical differences. Action should specify if type of learning complements the classroom or succeeds where the classroom might have failed. Consideration should consider impact outside schools, possible accreditation and quality.

**Expected Impact – Short term:** Proposals to identify good practices in terms of science education outside the classroom and consider the impact this information has on formal and informal science education for students and citizens. **Medium term:** results to help EU better understand effects of science education outside classroom and increase range of innovative products to reflect societal needs. **Long term:** possible accreditation of results.
Science with and for Society (SWAFS)
Beneficiaries / Actors:

- Schools, Universities, and other Higher Education establishments
- R&I funding and performing organisations
- Civil Society Organisations (CSOs)/(NGO's)/ 3rd Sector organisations
- Business/Industry
- Policy-makers (all levels)
- Professors, researchers, teachers, students and pupils
- Science museums and science centres, . . .
Definitions on formal, non-formal and informal learning and Open Schooling...

**Formal learning** – learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner’s point of view. It typically leads to validation and certification.

**Non-formal learning** – learning which is embedded in planned activities not always explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contains an important learning element. Non-formal learning is intentional from the learner’s point of view. It can take place in museums, science camps/ clubs etc.

**Informal learning** – learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is mostly unintentional from the learner’s perspective.

**Open Schooling** – institutions that promote partnerships with families and the local community, with a view to engaging them in the teaching and learning processes but also to promote education as part of local community development.
Aim:
Contribute to implement the ERA objectives through Gender Equality Plans (GEPs) in Research Performing Organisations (RPOs) and Research Funding Organisations (RFOs)

GEPs in RPOs and RFOs shall:
- Conduct an impact assessment / audit of procedures and practices in order to identify gender bias at organisation level;
- Implement innovative strategies to address gender bias
- Set targets, monitor progress via indicators at organisation level
Support to Research Organisations to implement gender equality plans

RFOs and/or RPOs shall be at a starting stage in setting up GEPs; allocation of resources focused on implementing GEPs

The proposal shall include a first assessment of gender issues in each partner organisations

RFOs and/or RPOs shall situate GEPs in relation with national provisions on GE in research

Partners shall ensure support form their highest management level

The proposal shall include a methodology for impartially assessing progress made – specific partner or sub-contracter
European community of Practice to support institutional change

Scope:
Research and practitioners centres
Sharing experience between more and less advanced institutions
Development of specific tools; mentoring, training, fora....

The proposals shall undertake an assessment of the needs of the less advanced institutions and countries

Expected Impact:
Increase gender expertise across Europe
Increased engagement on institutional change
Resources and expertise on gender issues

GenPORT
On-line community of practitioners for sharing knowledge and inspire collaboration
www.genderportal.eu

Gender Toolkit
http://www.yellowwindow.be/genderinresearch/

Cost Action GenderSTE
http://www.genderste.eu
Open Science: key areas

1. Reward systems
2. Measuring quality and impact: Altmetrics
3. The future of scholarly communication
4. FAIR open data
5. Open Science Cloud
6. Research integrity
7. Citizen science (RTD-B7)
8. Open education and skills
These citizen Science projects have received funding from the European Union’s Horizon 2020 research and innovation programme and the 7th Framework Programme.
Citizen science across the EC...

Recent and upcoming activities:

15/12/2016 'Workshop - Citizen Science for environmental policies' (DG ENV)

24/01/2017 Inter-services meeting on citizen science

08/02/2017 'Workshop - Citizen Science and Open Data: a model for Invasive Alien Species in Europe' (COST/DG JRC)
Citizen science across the EC...

Recent and upcoming activities:

16/02/2017 meeting of the Citizen science Working Group of the Open Science Policy Platform

20-21/03/2017 Open Science Policy Platform meeting, Berlin
What can we do together?

A call for action:

Let's give citizens a key to the lab so they can co-create the Europe they want!
Usefull Links SWAFS and RRI

Youth and Young Scientists Survey: to express the views on the future of the European Research and Innovation beyond 2020! This initiative “Preparing the Future” is a first of kind of survey destined specifically to the Youth and Young Scientists, click https://ec.europa.eu/eusurvey/runner/YouthYoungScientistConsultation2017

RRI Tools: https://www.rri-tools.eu/
NCP Academy Training on RRI & Ethics in Horizon 2020
Berlin, 4.4.2017

Thank you for your attention!

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