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Competences for Policymaking

Competence Frameworks for Policymakers and Researchers working on Public Policy

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Executive summary

Policymaking has been changing with unprecedented speed in recent years, characterised by rapid technological development, climate change, geopolitical crises, and important changes in society and in citizens' expectations. These changes require policymakers to be increasingly forward-looking, innovative, and able to think in systemic and holistic terms.

The twin crises of the covid-19 pandemic and the Russia-Ukraine war have reinforced these requirements for policymaking, along with the need to constantly and rapidly adjust and rethink. Complex issues like the green and digital transitions require policymaking teams to anticipate, explore and address policy challenges in an evidence-informed way that is also supported by citizens and stakeholders.

Policymaking is one of the most demanding professions in the world. Not only does it require effective processes and institutions, but also people with the right policy-specific and cross-cutting competences (a combination of attitudes, knowledge and skills).

While the policy cycle perspective on policymaking remains highly relevant, cross-cutting competences are needed at all stages to deliver effective, innovative and evidence-informed policies. Equally, a specific set of competences is needed by researchers working at the science-policy interface to achieve policy impact. Both policymakers (evidence users) and researchers (evidence providers) need these complementary competences to support evidence-informed policymaking ecosystems and to reinforce trust in both democracy and science. This two-pronged approach to competence development is therefore needed to build and sustain the bridge between policy and science.

For the first time, these competences have been mapped and unpacked in detail across four levels of proficiency in the 'Innovative Policymaking' (targeting policymakers) and 'Science for Policy' (targeting researchers) competence frameworks.

While developed for the learning and collaboration programmes of the European Commission, the EU Policymaking Hub and the Joint Research Centre's initiative to advance evidence-informed policymaking, the two frameworks are generic in nature. This makes them relevant and applicable to policymakers and researchers at the international, national or local level. As reference tools, they can serve a wide range of purposes, including curricula review, the design of professional training programmes, (self-)assessment or reflection, policy development, certification schemes, professional development plans, career progression pathways, monitoring and evaluation.

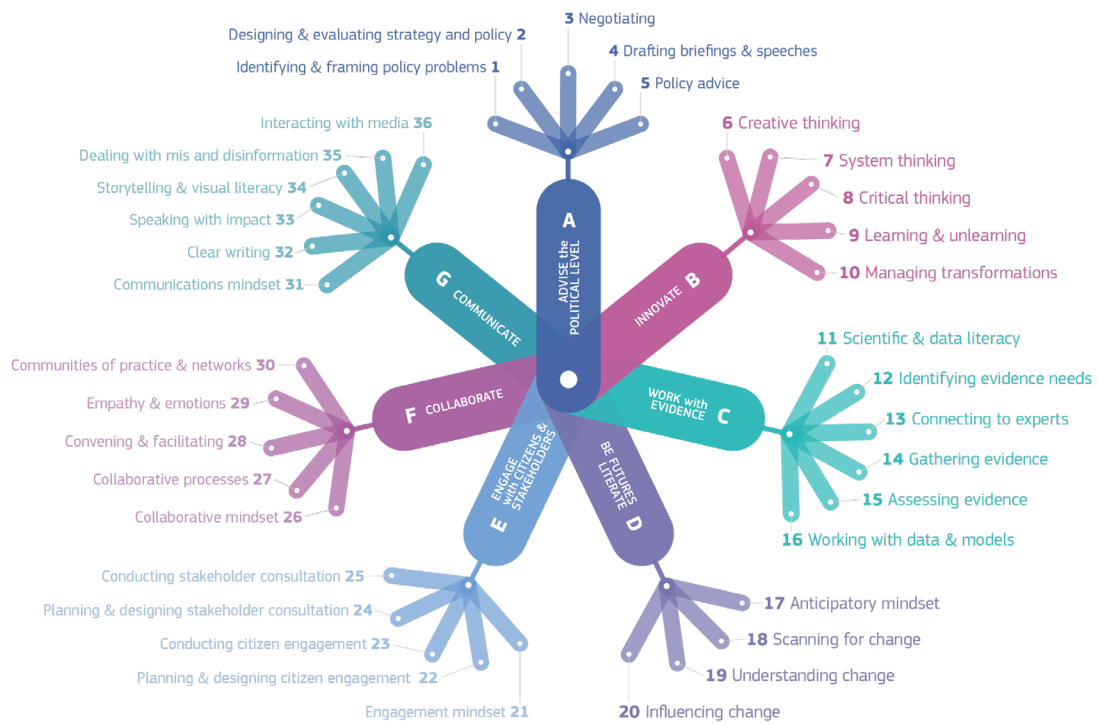
By setting out skills, knowledge and attitudes across four levels of proficiency for each competence, the frameworks provide a future oriented perspective for both professions and are a point of reference for mapping learning offers that can increase the capacities of policymakers and researchers.

They propose a shared definition of competences for 'Innovative Policymaking' and 'Science for Policy'. They provide a common ground for learners and guidance to learning and development (L&D) professionals. Developed through a mixed-methods approach, the ambition of each competence framework is to become the point of reference for initiatives aiming to foster 'Innovative Policymaking' capacities among policymakers and 'Science for Policy' capacities among researchers. They are designed to support education and training programmes, irrespective of the learning setting (formal, non-formal or informal).

The frameworks are organised in competence clusters, outlining four levels of progression for each competence: Foundational, Intermediate, Advanced and Expert. Each competence is also described by attitudes, skills, knowledge and understanding expected per level.

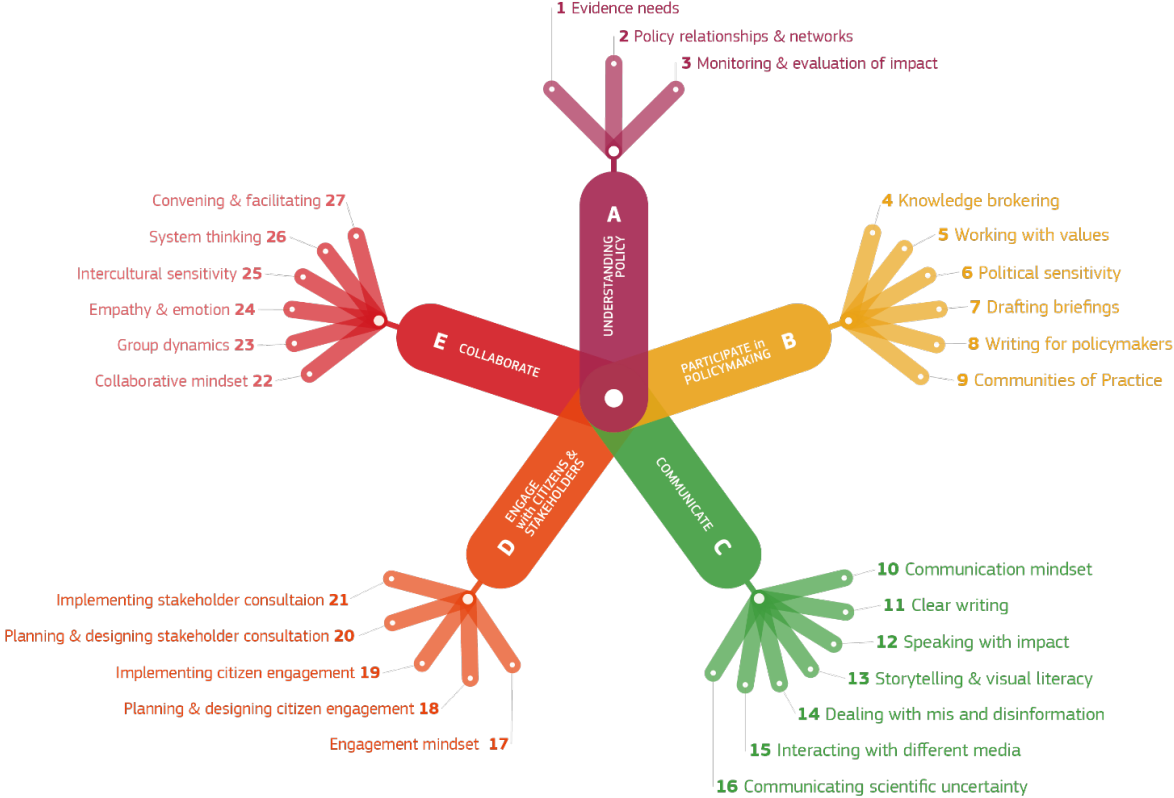
The '**Innovative Policymaking**' competence framework consists of a total of 36 competences divided into 7 clusters of competences: Advise the political level, Innovate, Work with evidence, Be futures literate, Engage with citizens and stakeholders, Collaborate, and Communicate, all enabling innovative policymaking.

Figure 1. Clusters and competences of the 'Innovative Policymaking' competence framework



The **'Science for Policy'** competence framework consists of 27 competences divided into 5 clusters: Understanding policy, Participating in policymaking, Communication, Engage with citizens and stakeholders, and Collaborate.

Figure 2. Clusters and competences of the 'Science for Policy' Competence Framework



While the two competence frameworks differ in terms of profession and scope, they are in many ways complementary. This complementarity reflects the competences needed by both evidence users (policymakers) and evidence providers (researchers) to interact and deliver effective evidence- informed policymaking.

1 Introduction

1.1 The policy context

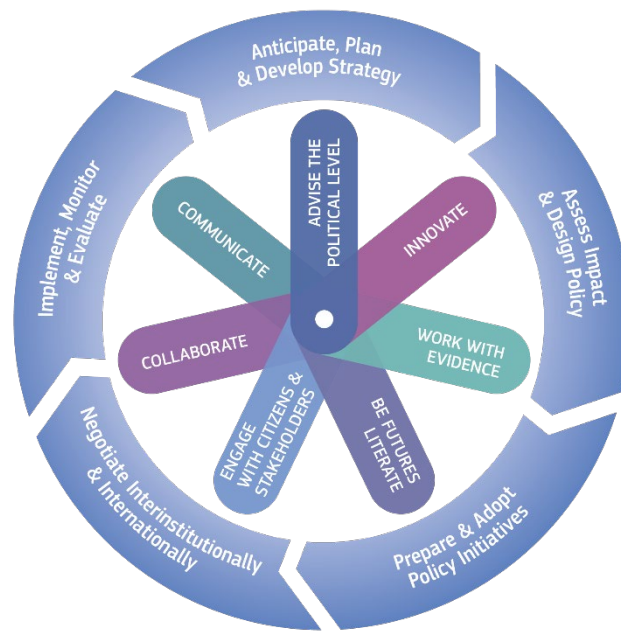
Policymaking has been changing at an unprecedented speed and depth in recent years, characterised by the green and digital transformations, increasing geopolitical challenges, and fundamental changes in society and in citizens' expectations. The twin crises of the Covid-19 pandemic and the Russia-Ukraine war underline this rapid evolution, making evidence-informed policymaking a very complex and demanding task.

These changes influencing policymaking require not only effective processes and institutions. They also require the right people with the right competences (defined in this report as a set of attitudes, skills, knowledge and understanding). The competences need to be both policy-specific and cross-cutting and should reinforce trust in democratic institutions and science. Complex issues like the green and digital transitions require policymaking teams to anticipate, understand and tackle policy challenges informed by the best available evidence and supported by citizens and other stakeholders.

Understanding this need, the European Commission has developed a learning and development programme, the EU Policymaking Hub, to further improve EU policymaking by developing the competences needed for innovative and effective policymaking.

These new competences build – and continue to rely heavily - on traditional policymaking activities and related skills, such as agenda setting, policy design, impact assessment, policy adoption, implementation, monitoring and evaluation. But to manage the ever more complex policy processes, further specific, cross-cutting competences need to be developed including competences to best support the political level in policy design, evaluation and decision-making, engaging with citizen and consulting with stakeholders, explaining and communicating policies, working with evidence and researchers providing evidence, and collaborating across policies. In addition to this, competences, such as futures literacy, the capacity to anticipate and influence change, or the need to think in a more creative and systemic way, as well as using the latest, innovative policymaking and digital tools and methods have become crucial. An important characteristic of these new, transversal competences is that they are required at all stages of the policy process. Figure 3 illustrates this link between the traditional elements of the policy cycle and the cross-cutting, 'transversal' competence areas in the centre.

Figure 3. EU Policymaking Cycle and Competences for ‘Innovative Policymaking’



As a counterpart to policymakers (who are the evidence users), the research community (who is the provider of scientific evidence) also needs to increase its capacity to effectively work with policymakers and contribute to evidence-informed policymaking. This means ensuring that the best available evidence is provided and understood in good time for them to be considered by policymakers. These competences are crucial for researchers and research organisations to have a greater impact on policies and to address the constant gap between the supply of, and demand for, policy relevant research.

A two-pronged approach to competence development is therefore needed to build and sustain the bridge between science and policy.

To give guidance on the concrete competences behind the policymaking activities, the European Commission, led by the Joint Research Centre, developed two competence frameworks. The first is designed to guide policymaking organisations on the relevant competences for innovative, effective and evidence-informed policymaking, it is meant to support the EU Policymaking Hub as well as governments at national or regional level. The second framework aims at research organisations working at the science-policy interface, who are contributing to policymaking with evidence and advice.

1.2 The aims and objectives of the competence frameworks

To capture relevant competences for both policymaking and science for policy, as well as actionable insights for learning and development purposes, the JRC has set out to co-create competence frameworks that aim to identify excellence in policymaking and in science for policy both for Europe and the world.

The frameworks offer a comprehensive overview of competences. The purpose of providing a detailed description of each competence for attitude, skills, knowledge and understanding, as well as a progressive learning path through levels, is two-fold; firstly, to develop useful career guidance instruments, secondly to help mainstream innovative approaches to policymaking and science for policy. To make such descriptions more user-friendly, an interactive visualisation helps explore these competences.

L&D professionals can compare the competence frameworks with existing capacity building offers to identify gaps, use the descriptions to design new learning paths, career development plans. Further implementation options include enriching the frameworks with new or improved competence descriptors as well as learning outcomes and developing a self and team assessment tool to enable guidance to individuals and teams. While these frameworks were designed in the context of the policymaking challenges of the European Commission,

their content is equally applicable to other government levels or science for policy organisations. In the medium term, a synchronisation with the ESCO framework (European Skills, Competences, Qualifications and Occupations) could also be pursued.

The work on the competence frameworks has therefore focused on:

- Identifying the key components of ‘Innovative Policymaking’ and ‘Science for Policy’ competences;
- Describing these components to establish a shared conceptual model that all actors in the fields of ‘Innovative Policymaking’ or ‘Science for Policy’ can refer to;
- Developing learning outcomes to propose what European policymakers or researchers should know, understand and be able to do to demonstrate proficiency in ‘Science for Policy’ or ‘Innovative Policymaking’ competences.

1.3 Methodology

For the ‘Innovative Policymaking’ competence framework, the JRC built on the work of the EU Policymaking Hub initiative, a European Commission programme aiming to equip policymakers with policymaking-relevant skills. This competence framework relies in particular on cross-cutting competence areas in addition to the more traditional competences around the policymaking cycle. A co-creation process, led and facilitated by the JRC and involving subject-matter experts and practitioners from the European Commission resulted in a first description of the competences in the areas identified. This approach was complemented with wider involvement of internal and external stakeholders. The two competence frameworks capitalise on the research carried out by the JRC in the field of lifelong learning, adopting the same approach to competence description, progression models and levels of proficiency as for other European competence frameworks developed by the Commission, such as DigComp, EntreComp, LifeComp and GreenComp.

For the ‘Science for Policy’ competence framework, the JRC, analysed the literature on policymaking, evidence synthesis, psychology, science advice, collaboration, communication, and citizen and stakeholder capacity building programmes, to identify the key competences for ‘Science for Policy’. The JRC then convened 40 leading experts – from EU institutions and member states, New Zealand and Canada – for a participatory workshop. The aim was to reach a consensus on essential competences. The conceptual model was the subject of a peer-reviewed publication (Topp et al., 2018).

Advanced drafts of both competence frameworks were reviewed by a group of six L&D experts (four external and two internal ones) with the aim of ensuring consistency in the learning paths across the two frameworks, incorporating best practices from similar L&D models, to make the learning outcome statements as operational and measureable as possible, and fit to inform new career guidance instruments.

Both competence frameworks have been further discussed at Commission internal participatory workshops involving each more than 150 participants from different research and policy domains as well as from the L&D community.

1.4 Limitations

Although co-created with subject-matter experts and reviewed by L&D experts, the frameworks have not yet been fully tested in real-world settings. A next step will be to test the competence frameworks in practice, by implementing and evaluating each in a specific context and, if necessary, to adapt and refine the descriptors according to the feedback from practitioners and end-users.

1.5 Structure of the report

Following this introduction, Chapter 2 introduces the ‘Science for Policy’ and ‘Innovative Policymaking’ conceptual models, namely the competence clusters, competences and descriptors. Chapter 3 provides the reader with the progression models that underpins the development of different levels of proficiency in competences for ‘Science for Policy’ and/or ‘Innovative Policymaking’ and the key principles and characteristics of learning outcomes.

The full frameworks, including the complete list of learning outcomes on the four levels of proficiency in each progression model are provided as an Appendix to this report.

2 Competences

The frameworks are organised in competence clusters, outlining four levels of progression for each competence: Foundational, Intermediate, Advanced and Expert. Each competence is also described by attitudes, skills, knowledge and understanding expected per level. A detailed description of structure and function of the competence frameworks is provided in section 3 of this report.

The scoping, definition, selection and grouping of competences was not a scientific exercise but an attempt to engage with the complexity and integrated nature of underlying processes. It is the result of an iterative process, a balancing act between describing competences in a way that corresponds to the professional reality and vision for a profession whilst ensuring clarity and tangibility. Instead of 'just' focusing on skills and knowledge, emphasis was also put on describing the attitudes and mind-sets necessary to perform well. The frameworks thus address not only the WHAT but also the HOW. Clusters and competences in each framework interlock and contribute to the development of the others, hence the metaphor of the snowflake.

Each set of cross-cutting competences is relevant for professionals working in policymaking or science for policy. However, it is not the intention of this work that the individual professional is required to build capacity across all competences and up to the highest level to perform well. Rather, these collections of competences are meant to provide insights, guidance and a sense of how to progress also to teams, e.g., units, project teams, directorates etc., comprising different roles within the profession of policymaking and science for policy.

The structure of the conceptual frameworks does not indicate what mix or level of competence is needed to develop a career in any particular role within those professions. Figures 1 and 2 provide an overview of the 'Innovative Policymaking' and 'Science for Policy' conceptual frameworks, showing how the competences have been broken down into their constituent parts within the frameworks. Competences are numbered for ease of reference – the order in which they are presented does not imply a sequence in the acquisition process or a hierarchy: no one element comes first, and none of them is overall more important than the others.

2.1 Competences for 'Innovative Policymaking'

The public sector more generally and policymaking institutions like the European Commission in particular, need to continuously seek and deploy new and innovative approaches to policymaking. This requires policymaking institutions, teams and individuals to invest in the development of competences that enable collective intelligence, innovative policymaking and ensure both 'output' and 'throughput' legitimacy to reinforce trustworthiness in democratic systems. The EU Policymaking Hub is the professional development programme of the European Commission targeted at developing such policymaking competences.

The EU Policymaking Hub programme supports the vision expressed by European Commission President von der Leyen in her political guidelines to mainstream the concepts of anticipation, strategic foresight and other modern techniques of policymaking. It emphasises the need to cooperate and collaborate, to strengthen the culture of evidence-informed policymaking, and to design policies centred around citizens' needs. Thereby, it contributes to the overall modernisation of the Commission.

To facilitate the policymaking competence development, the European Commission developed a framework for innovative policymaking competences. In addition to the traditional focus of policymaking competence development centred on the activities structured around the policy cycle, namely policy planning, policy design and impact assessment, policy implementation and policy evaluation phases, the ability to tackle global, interconnected, and complex societal challenges also requires a collective set of cross-cutting competences and a further developed vision of policymaking that is more future oriented and attuned to engage with the complexity of policy challenges and transformation processes (figure 3).

The framework for 'Innovative Policymaking' describes this set of competences organised in seven cross-cutting clusters that are necessary throughout the policy cycle. The framework captures and unpacks competences in the clusters: Advise the political level, Innovate, Work with evidence, Be futures literate, Engage with citizens and stakeholders, Collaborate, and Communicate, enabling innovative policymaking.

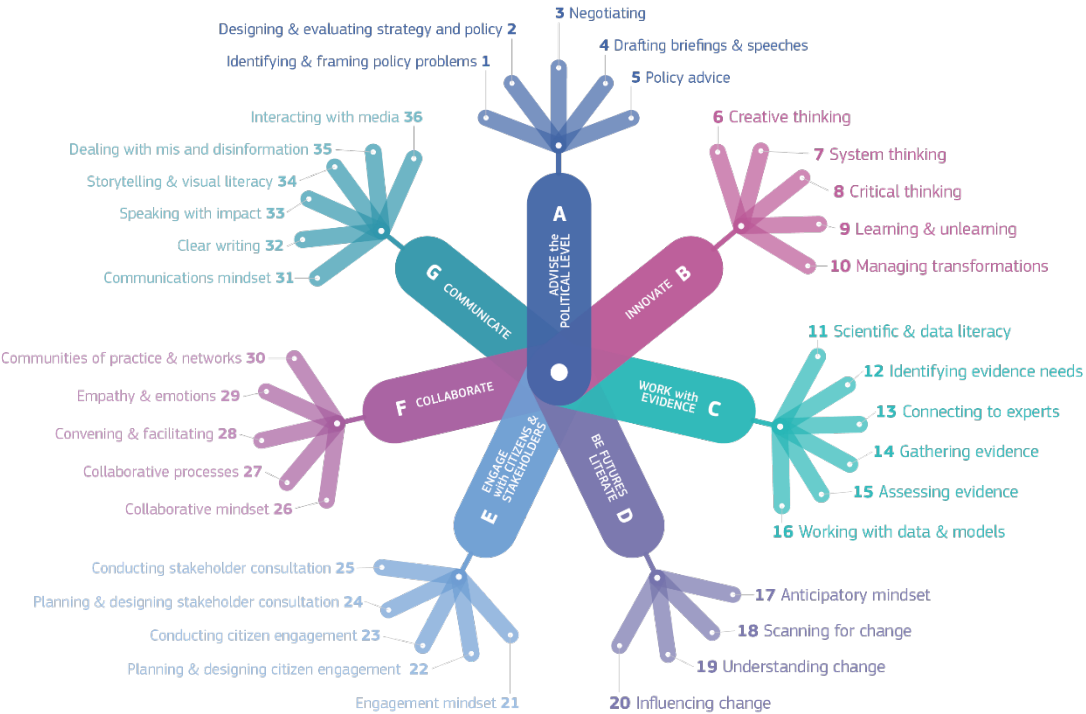
A future oriented perspective for innovative policymaking is set out by the competences contained in each of these clusters. It builds on the idea that complex issues like the green and digital transitions require policymaking teams to anticipate, understand and tackle the policy challenges in a way that is supported by citizens and other stakeholders. Policy problems need to be explored considering a diversity of perspectives, best available scientific evidence and other types of knowledge before policy options can be designed. Achieving

the desired impact requires policymakers to not just excel in conceptual work, but also to manage transformation processes and deliver results.

Within and beyond organisational boundaries, being able to collaborate, ensuring diversity of perspective, critical thinking, (un-)learning, cultivating creativity and trust are key competences to build into collective intelligence. From the start, citizens and stakeholders need to be engaged via processes of deliberation, co-creation, and consultation, ensuring not just legitimacy but also quality of policies. This requires policymaking teams to not only build capacity in drafting clearly and speaking in public but also to develop narratives and know how to handle mis and disinformation. Policymakers also need to build skill in advising the political level and addressing the political dimension of their work, e.g., to effectively advise politicians, drafting briefings and speeches, or negotiating.

The framework describes the level of competence expected and desired from a generalist policymaker's perspective and not from a professional working in a specialised role, e.g. a knowledge broker, a data analyst or modelling specialist, a citizen engagement or foresight expert. The seven clusters constitute a collective set of competences that are relevant for policymaking and the different roles within the profession, e.g., a unit or team composed by team members with different roles. Innovative policymaking is a team sport; therefore, the competences should be compared to a teams' collective set of competences. While all competences are relevant for the profession of policymaking it seems reasonable to assume that depending on context (e.g., individual strengths, weaknesses and ambitions, project phase and thematic area) more emphasis may be put on certain competences than on others.

Figure 4. [Clusters and competences of the 'Innovative Policymaking' concept model](#)



A detailed description of each competence can be found in Annex 1.

2.2 Competences for ‘Science for Policy’

The JRC is at the centre of the ‘science-policy interface’, embedded inside the Commission, and drawing on around 2000 research staff to produce knowledge supporting most policy fields. Yet, it faces the same problem experienced by academic researchers: there is often a major gap between the supply of, and demand for, policy-relevant research. This problem is not solved simply by employing researchers and policymakers in the same organisation or locating them in the same building. Rather, the gap relates primarily to key differences in the practices, expectations, incentives, language, and rules of researchers and policymakers. Operating at the interface between science and policy should be seen as a new profession requiring a distinct new set of complementary competences.

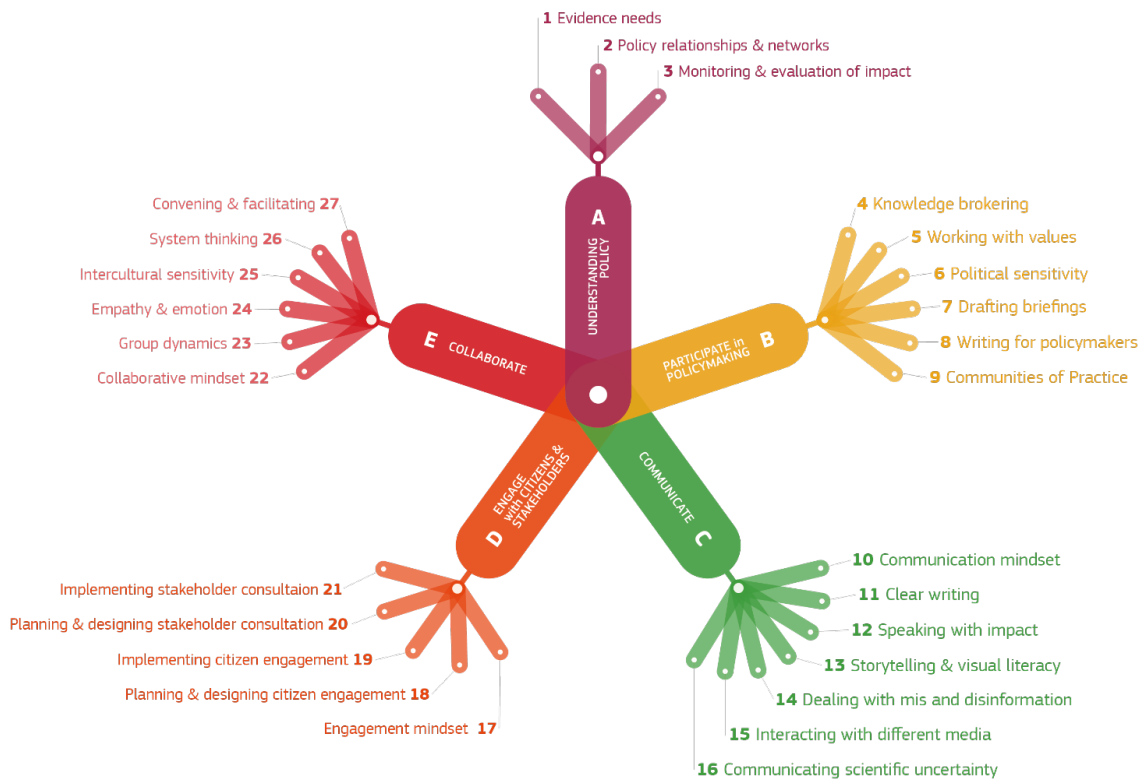
To that end, the ‘Science for Policy’ professionalisation programme was created by the JRC in 2017 to maximise the value and impact of research in the EU policy process.

Competences for ‘Science for Policy’ are about ensuring that the best available evidence are provided and understood in good time for them to be relevant to policymakers throughout the policy cycle. This requires the development of strong research synthesis skills to distil the best available evidence down to a few pertinent facts. It requires community management competences to effectively harness the “wisdom of crowds” to identify the salient and reliable information and draw relevant expertise from different disciplines. Stronger systems-thinking competences and the ability to integrate different disciplines are also essential. Likewise, stronger citizen engagement and communication competences, notably when it comes to making use of framing, visualisation, narratives and deliberative instruments are important. Finally, better political intelligence and listening competences are vital, so that researchers can identify when exactly to present the key facts but also “make sense” of the science, as the meaning and policy consequences will come equally from the political debate as from the science.

Primary research competences (e.g. research methods, academic writing) and subject matter expertise (e.g. nuclear safety or fiscal policy modelling) are beyond the scope of this framework. The competence framework is based on the assumption that the organisation already possesses these.

The ‘Science for Policy’ competence framework outlines the collective set of competences (skills, knowledge and attitudes) desired for research organisations working at the science-policy interface. It consists of five competence clusters. Each of these clusters are made up of three to seven competences, which, together constitute the building blocks of competences for science for policy. Figure 5 provides an overview of the ‘Science for Policy’ conceptual model, showing how the competences for ‘Science for Policy’ have been broken down into their constituent parts within the framework. There are no core competences and enabling competences in the ‘Science for Policy’ conceptualisation. Depending on the context of take-up, it is reasonable to expect that more emphasis may be put on some of the competences and less on others, or that competences are streamlined to mirror a process created to foster learning through on-the-job experiences. In other words, the ‘Science for Policy’ competence framework can be seen as a starting point for the interpretation of the competences for ‘Science for Policy’, which over time will be further elaborated and refined to address the particular needs of specific target groups.

Figure 5. [Clusters and competences of the ‘Science for Policy’ concept model](#)



A detailed description of each competence can be found in Annex 2.

2.3 Link between the two frameworks

While the two competence frameworks differ in terms of profession and scope, they are in many ways complementary and in some ways overlapping. Policymakers are those who use evidence, while researchers are those who provide it. And they need to work closely together during this process.

This aspect is particularly apparent on the competence clusters 'understanding policy' and 'participating in policymaking' in the 'Science for Policy' competence framework, and in the 'working with evidence' cluster in the 'Innovative Policymaking' competence framework. This complementarity is reflecting the competences needed by both evidence providers and evidence users to interact and realise effective evidence-informed policymaking. This aims to strengthen the bridge between science and policy, and to facilitate the mutual understanding and collaboration between both groups.

Competences in collaboration, communication as well as citizen and stakeholder engagement are relevant for both professional areas and thus featured in both frameworks. The text is closely aligned, with modification, where adequate, since the underlying vision, rational and context in these clusters largely apply to both policymaking and science for policy.

3 The Competence Frameworks

This chapter presents the progression models of the two competence frameworks and the key characteristics of the learning outcomes that these are based on. The 'Innovative policymaking' framework has 7 competence clusters, 36 competences and 350 learning outcomes (See Appendix I), whereas the 'Science for Policy' framework consists of 5 competence clusters, 27 competences and 214 learning outcomes (See Appendix II). In the review of the two frameworks, stakeholders (from inside the European Commission) and learning and development experts (i) found them very comprehensive and wide-ranging tools, (ii) acknowledge that they reflect the complexity of the two competences; and (iii) consider that they can be used as a reference guide for several purposes. Having competence frameworks that are both comprehensive and wide-ranging allows for bespoke customisations. It also allows initiatives that tackle 'Science for Policy' or 'Innovative policymaking' as a competence to be compared, facilitating a common understanding of the professions of 'innovative policymaking' and 'Science for Policy'.

Figure 6. Overview of the 'Innovative Policymaking' Competence Framework

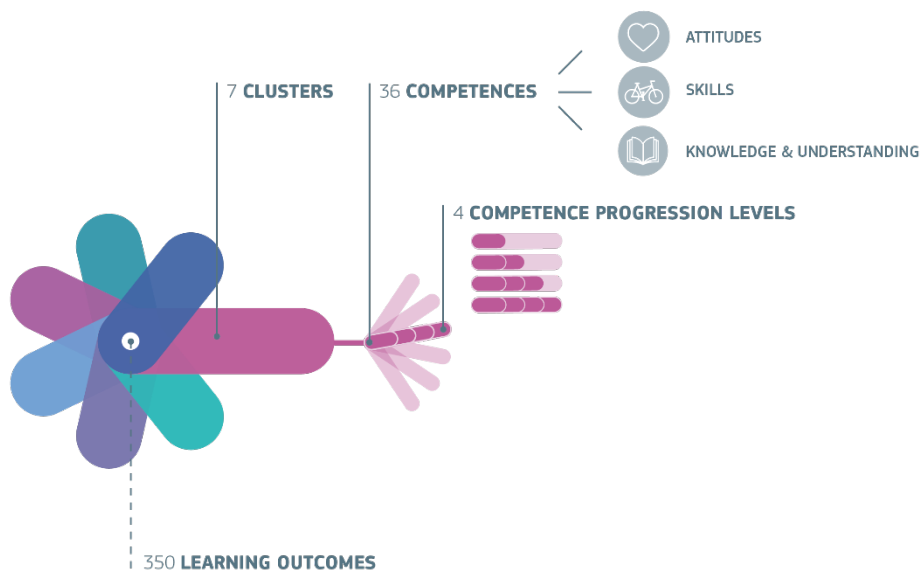
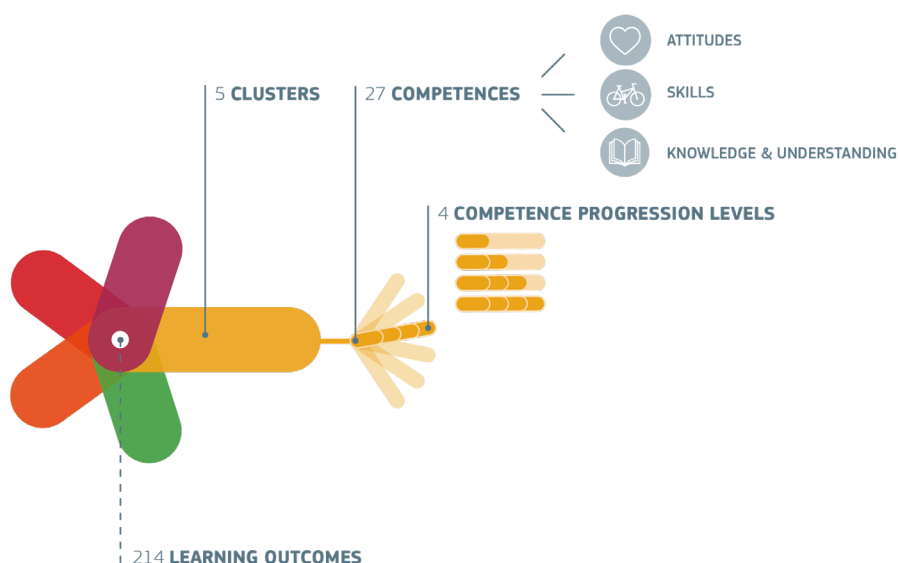


Figure 7. Overview of the ‘Science for Policy’ Competence Framework



The comprehensiveness of each of the two competence frameworks is one of their main assets. It is important to stress that each of them is a collective set of competences, meaning that for none of them will all learners or users be developing, let alone mastering, all the competences to the highest level of proficiency. It is rather intended, that policymaking institutions, e.g., the European Commission, and organisations working at the science-policy interface, e.g., the Joint Research Centre, collectively as an institution possess the competences. Likewise, it is important to stress that institutions, intermediaries and initiative developers who are willing to adopt the ‘Science for Policy’ or ‘Innovative Policymaking’ competence framework as a reference framework, adapt it to their own purposes and to the needs of their intended target audience. Consequently, the two competence frameworks should be considered as a starting point, which needs to be tailored to the context before implementation. They are to be a resource and inspiration, not an end in themselves.

3.1 Progression Models

The competences for ‘Innovative Policymaking’ and the ‘Science for Policy’ are developed through actions by individuals, e.g., policymakers, researchers, or collective entities, to contribute to the implementation of evidence-informed policymaking.

The progression whether in ‘Innovative Policymaking’ or ‘Science for Policy’ is made up of two aspects:

1. Developing increasing autonomy and responsibility in evidence-informed policymaking
2. Developing the capacity to support evidence-informed policymaking from simple and predictable contexts up to complex, constantly changing environments.

The ‘Innovative Policymaking and ‘Science for Policy’ progression models do not lay down a linear sequence of steps that every policymaker or researcher must take to become proficient in either domain. Instead, they show the boundaries of individual and collective ‘Innovative Policymaking’ and ‘Science for Policy’ competences that can be pushed forward, to achieve more and more impact in evidence-informed policymaking.

The progression models provide a reference for the development of proficiency starting from contributing to evidence-informed policymaking through external support, up to transformative contributions. They consist of four main levels: Foundational, Intermediate, Advanced and Expert. At foundational level, the contribution is created with external support or lead. At intermediate level, the contribution is created with increasing autonomy. At advanced level, responsibility to transform ideas into action is developed. At Expert level, the evidence-informed policymaking contribution has considerable impact in its reference domain.

These proficiency levels provide a way for the user, e.g., researcher or policymaker, to look at the learning outcomes. For example, looking at competence 6. “Writing for policymakers” (part of cluster B “Participating in policymaking” of the ‘Science for Policy’ competence framework, the learning outcome on first proficiency level (foundational) is: *contributes to and is aware of written science-for-policy outputs cited or used by policymakers within/outside the administration*. The notion of quality, e.g., an output that has been cited or used by policymakers, is deliberately added, as learners should not see it as a ‘box-ticking’ exercise describing what they have done, but rather what they have done so well that it has been used by the intended target group; it has had an impact. On the intermediate level, the learner has built more independence and is the penholder of the science-for-policy output. On the advanced level, the learner has gained enough experience to guide and support others drafting science-for-policy outputs. At the expert level, the learner is initiating science-for-policy outputs that transform the policy debate by, for example, changing the framing, the narrative or the actors invited to participate. Thus, on this learning path, the learner goes from contributing, to being the penholder, to guiding others, to drafting science-for-policy outputs that change the way policy problems are perceived by policymakers.

The competence frameworks aim to be comprehensive and to offer a tool that can be adapted to different needs. They are not prescriptive, and they do not suggest that all learners should acquire the highest level of proficiency in the competences, or that they should reach the same proficiency across all competences. For example, one could imagine designing an innovative policymaking learning experience targeted at the policymakers working on the Green Deal across directorates in the European Commission. In the programme one could, for example, aim at an advanced level of proficiency in competences like “System thinking”, “Scientific & data literacy”, “Conducting stakeholder consultation” and “Clear writing”. At the same time, one could aim to achieve an intermediate level of competence in “collaborative processes”. One could consider it important to provide the policymakers working on the Green Deal with the skills to choose collaboration formats, methods and spaces in function of the purpose, but not guiding others to collaborate better by creating more opportunities, better spaces and tools.

Building capacity to support evidence-informed policymaking can take many shapes and forms. The progression models do not refer to any specific setting, especially not to formal education settings. By focusing on the development of competences through the contribution to evidence-informed policymaking, the progression models break down the boundaries between education, work and civic engagement. In this respect, the progression models are transversal to formal, non-formal and informal learning contexts.

3.2 Learning outcomes

Learning outcomes are statements of what a learner knows, understands and can do after completion of learning (Cedefop, 2009). These statements can be designed and used for educational planning and curriculum development or for different types of accountabilities such as legal or professional accountability (Prøits, 2010).

It is difficult to express learning on ‘Innovative Policymaking’ and ‘Science for Policy’ in pre-defined statements of learning outcomes, since they can take many shapes and forms depending on the context the learning is taking place in. Nevertheless, learning outcome statements are essential to make the competence frameworks actionable. The learning outcomes are formulated as observable behaviours. They have been developed as references for different purposes. They could be used in the formal education and training sector for curricula design, as in the schools of public administration. In a non-formal learning context, they could be used to inspire the creation of programmes which aim to build capacities for evidence-informed policymaking within existing organisations. They could also be used to guide the definition of experiential learning that foster effective learning on ‘Science for Policy’ and ‘Innovative Policymaking’ beyond the walls of a training room, e.g. through specific assignments, targeted job shadowing, competence-oriented coaching and mentoring programmes.

Although the vast majority of learning outcomes addresses the capacity of the individual learner this does not mean that ‘Science for Policy’ or ‘Innovative Policymaking’ competences only refer to the capacity of individuals. On the contrary, the subject of ‘Science for Policy’ or ‘Innovative Policymaking’ learning and behaviour can be a group, like a project team or an organisation.

The learning outcomes for both competence frameworks are presented in the appendix. Though comprehensive, the list of learning outcomes is not exhaustive as it aims to suggest transversal applicability across learning contexts and sectors of application.

4 How to work with the competence frameworks?

Both frameworks can deliver immediate benefit by providing systematic, comprehensive overviews of the competences for each profession, thus increasing clarity for individuals, teams and organisations. The frameworks serve as a reference and vision to inspire innovation in competence development in the field of policymaking and science for policy. To this end, the interactive visualisations that have been developed for both frameworks allow users to conveniently explore competences at different levels of granularity depending on their needs.

Secondly, both frameworks can serve as a reference database for L&D initiatives and professionals to select and use learning outcomes and competence descriptors to identify gaps in learning catalogues, inspire innovation in other competence frameworks or to align them and conceptualise new learning solutions. Inversely the frameworks can serve as databases to be updated with new insights and in function of the evolution of the underlying professions.

Thirdly, organisations can design self and team assessment instruments (e.g., surveys) based on the competence descriptors and learning outcomes per proficiency level to support professional development efforts, e.g., by linking the framework or assessment results to a learning catalogue or providing tailored learning recommendations to increase or refresh proficiency on competences.

While both frameworks are meant to be applied in the context of the European Commission, they are applicable to other governance organisations, e.g., at national or regional level. To ensure long-term value added and validity, these frameworks have been set up in a modular way, customisable to specific contexts, and easily adaptable to reflect latest insights and the evolution of the professions over time. Lastly, we hope that the vision and innovative approaches expressed and unpacked across competences will inspire further innovation in policymaking and science for policy processes and structures at different levels of governance and across the science for policy ecosystem.

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List of abbreviations and definitions

Attitudes	Attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations.
Competence	Competences are defined as a combination of knowledge & understanding, skills, and attitudes.
Formal learning	Learning that occurs in an organised and structured environment, such as in an education or training institution, or on the job, and is explicitly designated as learning. Formal learning is intentional and typically leads to certification.
Informal learning	Learning that results from daily activities related to work, family or leisure. It is not organised or structured and, in most cases, unintentional from the learner's perspective.
Knowledge and understanding	Knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject.
Learning outcomes	Learning outcomes are statements of what a learner knows, understands and is able to do after completion of learning.
L&D	Learning and Development
Non formal learning	Learning that is embedded in planned activities not explicitly designated as learning, but which contains an important learning experience. Non-formal learning is intentional and typically does not lead to certification.
Skills	Skills are defined as the ability and capacity to carry out the processes and use the existing knowledge to achieve results.

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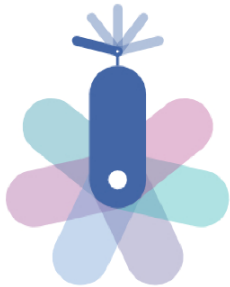
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Annex 1. Competence Framework for 'Innovative Policymaking'

1. IDENTIFYING & FRAMING POLICY PROBLEMS



ATTITUDES

- Is willing to engage with policy issues with a positive, holistic and sustainability-oriented mindset.
- Is convinced of the importance of citizens' and stakeholder needs, interests, values and feedback to define policy problems.



SKILLS

- Is seeking to define policy problems based best available evidence and diversity of perspective.
- Can identify a policy problem, validate and analyse it.
- Can use multi-disciplinary evidence, data, innovative methods i.e. deliberative, foresight etc. to systematically define and analyse policy problems.
- Can reconcile evidence and value orientations when defining and framing policy problems.



KNOWLEDGE AND UNDERSTANDING

- Understands existing relevant policy issues in the field.
- Knows and understands methods and tools i.e. horizon scanning, to systematically explore policy issues.

FOUNDATIONAL



- Keeps track of salient policy issues in one's policy area and public discourse on them.
- Can express how policy initiatives relate to stakeholder and citizen interests, needs, and values the administration's overall political priorities.
- Can distinguish between symptoms and underlying causes in a problem statement and infer, scale, drivers, citizen and stakeholder groups affected and involved from an established problem statement, as well as the likelihood that a problem will persist.

INTERMEDIATE



- Can identify a policy problem and ensures that the initial framing is evidence informed drawing upon multi-disciplinary research, citizen, and stakeholder inputs, as well as other types of knowledge.
- Contributes to better understanding a policy problem through inquiry ("is this really the problem that needs to be addressed?"), applying i.e., anticipatory and foresight approaches and design methods.
- Can analyse underlying policy problems, estimating scale, identify cause(s)/ drivers, who is affected and involved as well as the likelihood that a problem persists.

ADVANCED



- Identifies important new problems before they have been framed and widely discussed. Drafts coherent problem statements and narratives.
- Identifies important new evidence or viewpoints of previously unknown policy relevance when considering values trade-offs involved in the policy question.
- Supports colleagues in framing policy problems using a holistic, evidence informed and opportunity focused perspective.

EXPERT



- Has transformed the understanding/framing of a policy problem and narrative by explaining the underlying issues through different "value-lenses" of citizens and stakeholders, enlightening their inherent and societal trade-offs, and competing political framings.
- Has effectively reconciled evidence and value orientations.
- Has influenced or framed a policy problem and narrative in such a persuasive way that it became a reference point and dominant narrative in the policy debate.

CLUSTER A. ADVISE THE POLITICAL LEVEL
2. DESIGNING & EVALUATING POLICY

V1.0



ATTITUDES

- Recognises the purpose and importance of effective and evidence informed policy design and evaluation.
- Approaches policy design and evaluation with a holistic perspective, mindful of its footprint and sustainability.
- Is open minded about innovative policy design, impact assessment and evaluation methodologies.



SKILLS

- Can establish a sound, evidence informed intervention logic.
- Can design policy options fit to sustainably address a policy issue, applying best available evidence and data as well as latest design methods.
- Can plan, design, and execute an evaluation of a policy intervention.



KNOWLEDGE AND UNDERSTANDING

- Knows and understands the Institution's political and policy priorities.
- Knows common principles, processes, and methods for good policy design, evaluation and the specificities of one' policy area.
- Is familiar with the most common, effective and innovative policy design tools and methods e.g. design thinking, co-creation, foresight, behavioural insights.

FOUNDATIONAL



- Can understand the intervention logic of a policy measure commonly used in one's area of policy as well as how it does or does not tie in with the institution's political priorities, citizen's and stakeholders' interests and needs.
- Can contribute to the design and evaluation (including fitness-check) of a policy.

INTERMEDIATE



- Can analyse a policy problem, identify credible potential policy options, and establish a simple intervention logic.
- Can contribute to the design of policy options ensuring they are evidence informed, aligned with the institution's political priorities, citizens' and stakeholders' interests and values i.e. by linking the design to a co-created scenario or a vision for a policy area.
- Can, as part of a team, plan, design and execute evaluation or fitness-check of a policy.

ADVANCED



- Can establish an evidence informed intervention logic and policy design for a complex policy issue.
- Can identify possible unexpected consequences of policy options or spill over effects.
- Has designed policy interventions that measurably and sustainably addressed a complex policy issue in alignment with the Institutions' political priorities as well as citizen' and stakeholders' interests and needs.
- Can lead or coordinate the planning, design and execution of an evaluation or fitness-check.

EXPERT



- Has played a key role in designing a transformative evidence informed policy on a complex issue, which measurably and sustainably achieved the expected impact, to the extent feasible, addressing citizens' and stakeholders' interests and needs.
- Has coordinated the evaluation or fitness-check of a complex legislative package or policy initiative.

3. NEGOTIATING



ATTITUDES

- Demonstrates awareness for each sides' interests and concerns.
- Demonstrates adaptability and flexibility.
- Demonstrates empathy and diplomatic skills.
- Demonstrates assertiveness in a respectful way.



SKILLS

- Can develop and implement a negotiation strategy for a policy initiative.
- Can ensure an effective communication at the negotiation table and outside.
- Can analyse risk and create mitigation measures.
- Can create, convey and rebut arguments.



KNOWLEDGE AND UNDERSTANDING

- Understands the decision-making processes relevant for the context of negotiation.
- Knows and understands the environment in which the negotiations take place.
- Understands the scope of the negotiation mandate.

FOUNDATIONAL



- Can contribute effectively to the work of a negotiation team by understanding the mandate, aligning with the negotiation strategy asking questions, collecting, and structuring information etc.
- Can analyse, understand, and develop simple arguments taking into account best available evidence and relevant information.
- Can understand all sides' position and demonstrates diplomatic skill, empathy, and active listening.

INTERMEDIATE



- Can contribute to drafting a negotiation strategy (i.e. identifying stakes and stakeholders, setting objectives, and creating a clear vision and scenarios, etc.).
- Can defend a contested argument in a negotiation process supported by evidence or rebut an argument not supported by appropriate evidence.
- Can identify the interests underlying the positions of the parties and use them to steer the negotiation process (based on the approach of principled negotiation by Ury and Fisher).

ADVANCED



- Has led or coordinated drafting, implementing, and adapting a negotiation strategy that is integrated and aligned with one's mandate and the institutions policy and political priorities.
- Masters effective convincing techniques and can intervene at any stage of the negotiation process, incl. leveraging solutions away from the negotiation table.
- Is fully sensitive and able to grasp different cultural, political, and social environments; anticipates the risks, possible challenges, builds coalitions and sustainable relationships.

EXPERT



- Has demonstrated to effectively lead complex and sensitive negotiations and realise desired outcomes.
- Has demonstrated ability to lead and continuously adapt a negotiation strategy in view of changing parameters like unforeseen events, newly emerging evidence.
- Has been recognised by stakeholders for addressing their interests and concerns effectively.

4. DRAFTING BRIEFINGS & SPEECHES



ATTITUDES

- Recognises the importance of tailoring briefings and speeches to the intended recipient and its political implications.



SKILLS

- Asks targeted and pertinent questions to clarify expectations, needs and intentions of addressees.
- Can prepare briefings and speeches using e.g. storytelling, framing, metaphors, visualisation on complex policy issues in a clear, strategic and succinct way.
- Uses scientific evidence and other types of knowledge in the most accurate way.



KNOWLEDGE AND UNDERSTANDING

- Has an overview of political reporting techniques suitable to different styles of documents.

FOUNDATIONAL



- Is familiar with the preferred style for and guidance on briefings and speeches within the organisation and of the briefings' addressee or speaker and follows the instructions and input documents.
- Strives to write briefings and speeches that are clear, structured and consistent. Addresses the who, what and why in a briefing and focuses on key messages, being strategic and less descriptive on content.
- Reaches out and collects feedback timely, to improve a briefing or a speech.

INTERMEDIATE



- Has been contributing to a complex policy briefing or speech that was accepted as excellent, fit-for-purpose e.g. by a senior management member, or at the political level.
- Demonstrates to integrate constructive feedback and improve a briefing or a speech.

ADVANCED



- Has been a leader "chef-de-file" for complex briefings or speech used in e.g. inter-institutional meetings, international events/ meetings, negotiations, political/public debates.
- Demonstrates to provide constructive feedback on briefings on speeches in a respectful way that increases quality.

EXPERT



- Has been a leader "chef-de-file" for briefings or speeches that have been quoted in the media or has influenced viewpoints across hierarchies or beyond organisational boundaries in the policy debate.

5. POLICY ADVICE



ATTITUDES

- Recognises the importance of understanding the role, context, expectations and need of the addressee and communicating in different ways to different audiences.
- Seeks to invest in building trust.



SKILLS

- Can articulate policy impacts in a comprehensive and clear way and how to advise and influence the right people with tailored communication.
- Can communicate evidence accurately.
- Can respectfully speak "truth to power", demonstrating diplomatic competence and courage.



KNOWLEDGE AND UNDERSTANDING

- Has an overview of different communication techniques and knows for when which to use.
- Understands the way politics and politicians work.

FOUNDATIONAL



- Breaks down and communicates complex policy issues focusing on addressees' needs.
- Avoids jargon, and is honest about risks, assumptions, limitations with regards to evidence and policy options.
- Positions work or advice visibly and in a timely way, expressing where and how it could add value to policy.

INTERMEDIATE



- Provides evidence -informed policy advice, both written and oral to personal briefings, debates or collaborative processes in a succinct way, fit to be taken up in legislative or accompanying documents or to be cited at a management or political level.
- Articulates the implications of policy options i.e. evidence, trade-offs, spill over effects, limitations and uncertainties, comprehensively and accurately.
- Speaks "truth to power" addressing inconvenient aspects i.e., misrepresentation of evidence or options, without appearing resistant to the preferred political course of action.

ADVANCED



- Provide advice regularly and consistently to decision makers in the policy-process, also at short notice, that enables taking sound decisions even when evidence is incomplete.
- Efficiently positions important evidence that has only emerged late in the policy process i.e. by creating a persuasive narrative that clearly expressed its pivotal impact.

EXPERT



- Is considered one of the top experts in one's field, qualified to provide high-quality advice on technical and political aspects, trade-offs, called upon in situations of e.g. high uncertainty and complexity, crisis, or public controversy.
- Has consistently provided policy advice to senior management or political leadership described as empowering e.g., in political debate providing effective options evidence, messages or rebuttals.
- Consistently speaks "truth to power", in a constructive, politically sensitive manner that safeguards the accurate representation of facts and policy impact, even at the risk of professional detriment.

CLUSTER B. INNOVATE
6. CREATIVE THINKING

V1.0



ATTITUDES

- Has a curious mindset, listens openly with a 'tell me more' attitude and contributes with "what if..." approaches.
- Cultivates curiosity and creativity by getting interested and involved in different fields and themes.



SKILLS

- Can generate, express and test ideas and solutions for their relevance and added value. Can practice divergent thinking.
- Can identify innovative ideas and creative solutions.
- Can transfer ideas from one context into another.



KNOWLEDGE AND UNDERSTANDING

- Knows different approaches to (collective) ideation and inquiry.
- Understands the difference between an idea and a solution.
- Understands the difference between "creative generative" mindset and "evaluative pragmatic" mindset.

FOUNDATIONAL



- Can identify, express, and seize new ideas and opportunities.
- Can identify and understand other's promising ideas and creative solutions.
- Seeks diversity of perspective on a policy file from the start by e.g. ideation with others or reaching out to experts.

INTERMEDIATE



- Can generate, express and test ideas and alternative solutions e.g., by prototyping to simulate the potential value created.
- Asks expansive questions that enable others to enrich their perspective and understanding of a policy issue.
- Explores others' ideas or perceptions on a policy issue with genuine curiosity.
- Seeks perspective from different policy areas and from outside the policy or public sector context.

ADVANCED



- Can combine one's competences and specific knowledge to create novel value adding ideas.
- Can transfer knowledge, ideas and solutions across very different contexts and thematic areas.
- Uses different styles of inquiry when one is stuck in one's thinking and need to broaden one's perspective.
- Triggers curiosity and openness in others, i.e. by making policy challenges accessible, so that curiosity becomes "contagious".

EXPERT



- Has designed or established tools and methods that keep generating new value adding ideas and opportunities over time.
- Bridges differences by understanding one's own and others' inquiry styles.
- Has experience in establishing processes and applying methods to tap into a collective's creativity e.g., via. idea co-creation, deliberation at scale with citizens and stakeholders.

CLUSTER B. INNOVATE
7. SYSTEMS THINKING

V1.0



ATTITUDES

- Believes that there are no silver-bullet solutions to complex problems.
- Approaches policy problems with a holistic, inclusive and sustainability-oriented mindset.
- Seeks to understand how one's own work and objectives interacts with and impacts other projects or policy issues.



SKILLS

- Can grasp the main components and interactions of a system.
- Can create effective representations of complicated and complex systems.
- Can identify and weigh trade-offs and interact with systems towards a desirable, sustainable outcome.



KNOWLEDGE AND UNDERSTANDING

- Can distinguish between different types of systems.
- Knows that every human action has environmental, social, cultural, and economic impacts.
- Understands the diversity of drivers in policy and political processes.

FOUNDATIONAL



- Can recognise when a policy challenge is complicated and when it is complex and knows why this distinction matters.
- Can differentiate between natural, technological, and human systems. Recognises the role of narratives in human systems.
- Is aware that many other drivers than facts and logic influence political decision-making, such as interdependencies, psycho-social, economic, and political context, values, identities and beliefs.

INTERMEDIATE



- Can read the main components of a relatively clear, specific system. Can identify properties of components and key interactions.
- Can work with experts to identify and validate boundaries and constraints, roles, values, identities and monitor key narratives etc. in an evolving policy context.
- Knows how to represent or how to commission a representation of a system. Can set indicators to monitor the evolution of a system.

ADVANCED



- Can read and act on complicated systems, analysing how the system and its elements interact with policy objectives or measures.
- Has experience managing boundaries and constraints, roles, narratives etc. to reach the optimal (final or desired) state of a system.
- Can create a representation of complicated policy system, incl. subsystems. Can monitor change and emerging properties of a system.

EXPERT



- Can read and act on complex systems and systems of systems i.e identifying and leveraging synergies between high-level policy initiatives.
- Has been recognised to effectively engage with complex policy systems towards the optimal (final or desired) state.
- Enables others to appreciate and engage with complex policy challenges by facilitating collective and integrated sense making.

CLUSTER B. INNOVATE
8. CRITICAL THINKING

V1.0



ATTITUDES

- Is humble and curious to listen to other points of view and engages with other systems of thought.
- Recognises the impact of cognitive biases and tries to mitigate it.
- Is vigilant with regards to mis and disinformation and unsubstantiated propositions.



SKILLS

- Can cope with different inquiry styles, concede to stronger arguments, and accepts diverse opinions.
- Can structure one's thoughts clearly and scrutinise it to spot and mitigate biased thinking.
- Can pose challenging and critical questions.
- Can facilitate constructive discussions.



KNOWLEDGE AND UNDERSTANDING

- Understands how thinking is influenced by cognitive biases.
- Understands the importance of self-inquiry.

FOUNDATIONAL



- Practices "intellectual humility" acknowledging the limitations of one's knowledge and expertise; seeks and includes perspective that does not confirm one's own, mindful of the interests and values of others.
- Examines and evaluates any proposition presented, by default, including testing reasoning, evidence and information i.e. for robustness, credibility.
- Shows willingness to challenge and if proven wrong, abandon one's own ideas and thoughts in face of conflicting evidence and new data.

INTERMEDIATE



- Takes steps to identify and document the assumptions, risks, ambiguities, and uncertainties pertaining to one's work in a transparent manner.
- Takes measures and minimise the effect of biased thinking and behaviour like cognitive dissonance, identity bias, (un-)attentional bias, confirmation bias, myside bias.

ADVANCED



- Selects and applies methods and approaches i.e., 'Red teaming,' 'simulations & prototyping', participatory processes etc. to ensure critical thinking in policy projects, increase diversity of perspective and minimised bias.
- Enables others to think critically and minimise common group bias like group think, personal biases, like myside bias, identity bias.

EXPERT



- Cultivates a team environment in which critical thinking is a group norm and part of standard procedures, also across hierarchies.
- Ensures that capacities and processes for critical thinking are applied throughout the policy cycle.

9. LEARNING AND UNLEARNING



ATTITUDES

- Recognises that knowledge is always partial, and the human understanding and science are continuously evolving.
- Believes that learning is an un-going lifelong process and not a status to reach.
- Believes that (un-)learning processes should be part of the organisational culture.
- Strives to grow with formal and informal (un-)learning.



SKILLS

- Can provide honest and constructive feedback.
- Can exploit peer-to-peer learning opportunities to capture and retain tacit knowledge and share learnings.



KNOWLEDGE AND UNDERSTANDING

- Understands the importance to reflect, learn as well as (un-)learn from experiences to improve projections and judgement.

FOUNDATIONAL



- Seeks to learn through experience, takes advantage of capacity building offers and keeps a learning diary.
- Scans and keeps track of failures that have created learning or led to valuable achievements and reflects on the appropriateness of approaches chosen.
- Approaches challenges as (self-) improvement, growth and learning opportunities.

INTERMEDIATE



- Is willing to (un-)learn from experience via 'safe-to-fail experiments', prototyping, peer2peer learning etc. and other experiential learning formats.
- Reflects on failures (own and other people's) analysing the suitability of the approaches adopted and one's capacity to respond rather than focusing on cause and effect.
- Judges if and how one has achieved goals, to evaluate one's own performance and learn from it.

ADVANCED



- Takes the team or the organisation to a higher level of performance, by creating space, opportunities, and processes for reflection and collective (un-) learning from achievements and failures.
- Facilitates reflection and learning from complex policy initiatives on achievements and temporary failures as things develop.
- Is a catalyst of synergies, competence networks and peer learning. Is a trusted adviser helping others reflect by providing honest and constructive feedback.

EXPERT



- Makes key contributions to establishing or improving the administrations' capacity for collective learning and long-term memory i.e. by implementing knowledge strategies, learning across policy areas or establishing an evidence base for a policy initiative.
- Transforms the administration's culture towards one of continuous, ritualised (un) learning.

10. MANAGING TRANSFORMATIONS



ATTITUDES

- Recognises that policymaking is about shaping transformation towards a desirable, sustainable outcome for citizens.
- Recognises that innovative and sustainable policymaking requires anticipation, integration, and impact.
- Embraces change & uncertainty as inevitable parts of responding to and implementing change.
- Demonstrates resilience in the face of uncertainty, stress, and setbacks.



SKILLS

- Can transform policy challenges into opportunities, action, and practical results.
- Can adapt one's actions to changing circumstances and emerging evidence.
- Can construct, articulate and put across a message in a compelling way to engage others in change.



KNOWLEDGE AND UNDERSTANDING

- Understands and recognises diverse sources of uncertainty.
- Understands that the impact of policy change in transformation processes is often long-term.
- Is familiar with innovative methods, tools and innovation ecosystems in one's area of policy.

FOUNDATIONAL



- Demonstrates initiative, agency, agility, and creativity in response to emerging policy priorities.
- Is aware of the impact that policy or change in policy has on society, environment, culture, and economy.
- Is familiar with the established theory of change in one's policy area and can link it to concrete actions.

INTERMEDIATE



- Demonstrates proactiveness and anticipation in shaping change and can adapt one's actions to changing circumstances and emerging evidence.
- Can establish an evidence informed theory of change, identifying which elements in a system must be changed to realise a policy-objective or transformation-goal.
- Contributes to designing and implementing concrete policy action that leads to tangible results.

ADVANCED



- Demonstrates strategic thinking, vision, and creativity in managing transformation processes i.e., complex, and interconnected policy files.
- Can build a compelling narrative that sparks a mind-set shift, stimulates acceptance of change, or mobilises others to proactively engage with transformation processes.
- Has facilitated advances on a policy file in a way that is recognised as highly impactful towards transforming a system/ policy area.

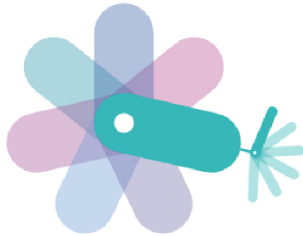
EXPERT



- Is recognised as a 'change agent', a key facilitator of policy innovation in one's policy area.
- Has advanced strategic policy goals on a major transformation challenge by combining latest evidence, innovative methods, tools and delivering results.
- Has been recognised for transforming the practice of policymaking i.e., by establishing innovative methods, instruments, evidence etc.

CLUSTER C. WORK WITH EVIDENCE
11. SCIENTIFIC AND DATA LITERACY

V1.0



ATTITUDES

- Is open to be proved wrong and have key assumptions overturned.
- Believes that evidence informed policy making is central to democracy and good governance.
- Acknowledges scientific (un-)certainty, ambiguities, and assumptions.



SKILLS

- Can identify and distinguish scientific evidence and data from other types of knowledge and information.
- Infers the main argument(s), conclusion(s) and assumptions from academic papers.
- Can distinguish correlation from causation; integrates evidence from a diversity of disciplines, sources and activities for policymaking.



KNOWLEDGE AND UNDERSTANDING

- Knows basic scientific principles and the terminology in a policy area; can distinguish academic and other types of sources.
- Knows basic statistical concepts.

FOUNDATIONAL



- Understands basic scientific principles like hypothesis, theory, peer review, replicability, and the terminology in one's policy area.
- Makes accurate distinctions between sources of scientific evidence (such as academic peer reviewed articles, meta-analysis) and other types of knowledge and information.
- Is familiar with basic statistical concepts (i.e. confidence intervals, median vs. mean, significance, and variance, sampling, control group, etc.) and can distinguish correlation from causation.

INTERMEDIATE



- Can contextualise scientific findings and data vis-à-vis a policy issue and is knowledgeable about the most important scientific findings and gaps in relation to one's policy area.
- Is at ease inferring the main argument(s), conclusion(s) and assumptions from academic literature.
- Can make accurate, informed statements about scientific (un-)certainty, ambiguities, and assumptions.

ADVANCED



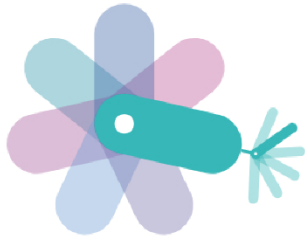
- Can build in-depth, cross-disciplinary expertise on the most policy relevant research in one's area and can point to gaps, contradictions, and controversies in and between disciplines that mostly go unnoticed.
- Has a conceptual understanding about the "weight of evidence" and has contributed, in a transparent manner, to integrating evidence from a diversity of sources and activities such as foresight, modelling, design thinking.

EXPERT



- Has a track-record of articulating well-founded perspectives on the interplay of science and policy, expressed in policy documents and debates.
- Can effectively present policy perspectives to the scientific community, informing their understanding of the policy context.
- Conveys the implications and uncertainties of scientific findings or model-based evidence in laymen's terms to a political or non-expert audience.

12. IDENTIFYING EVIDENCE NEEDS



ATTITUDES

- Checks own biases and remains open to forming a policy decision considering all sorts of evidence, not only evidence corroborating previous positions.
- Seeks to be inclusive when considering which scientific disciplines, perspectives or types of knowledge might carry relevance for addressing a policy issue.



SKILLS

- Can identify main questions and values trade-offs in a policy issue and infers the need for scientific or other types of evidence to illuminate these.
- Can identify what disciplines' or stakeholders' perspectives need to be considered.
- Can produce an analysis of evidence needs and gaps to inform further action.



KNOWLEDGE AND UNDERSTANDING

- Knows strategies for identifying evidence needs and exploring the policy context.

FOUNDATIONAL



- Can, with guidance, engage with a policy at different stages (problem definition, design, evaluation) and identify the main questions that carry a need for scientific evidence and other types of knowledge i.e. values, interests.
- Can identify major/ obvious evidence gaps and reaches out to knowledge brokers and experts to verify these gaps.

INTERMEDIATE



- Can produce, with the help of knowledge brokers, an analysis of the evidence-needs analysis to inform further action to address these needs, e.g. "call for evidence" for a policy initiative.
- Can clearly articulate evidence needs and ask pertinent questions to scientists and other knowledge providers to verify these needs and evidence gaps.

ADVANCED



- Can coordinate or supervise, in collaboration with experts, the inquiry and exploration of a policy problem or a policy to be evaluated, to identify evidence needs and contribute to a knowledge strategy.
- Liaises with experts continuously throughout the policy process to monitor the evidence landscape, emerging needs and gaps both from a policy and science perspective.

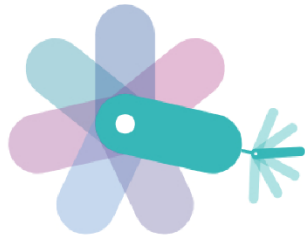
EXPERT



- Can supervise the planning and implementation of knowledge strategies for new or ongoing policy initiatives, ensuring a 360-degree exploration and inclusion of relevant perspectives.
- Anticipates evidence needs in emerging policy scenarios or in fast paced policy debates.

CLUSTER C. WORK WITH EVIDENCE
13. CONNECTING TO EXPERTS

V1.0



ATTITUDES

- Believes in the importance of building diverse networks to gather and triangulate evidence findings.
- Recognises the scientific community as a vital partner in policymaking.
- Recognises the value of promoting, in own circles and beyond, the consideration of evidence as the base of the policy process.



SKILLS

- Can map key expertise in the field of work and ensures diversity of perspective.
- Can convene knowledge brokers and create opportunities for interdisciplinary exchange.
- Can collaborate with experts and manage expectations with regards to access and mandate in a transparent and ethical way.



KNOWLEDGE AND UNDERSTANDING

- Knows the key stakeholders in the relevant area of work inside and outside the administration.
- Shares information and knowledge with colleagues and the wider community concerned by the policy area.

FOUNDATIONAL



- Maps the key stakeholders, experts and networks in the relevant area of work inside and outside the administration.
- Follows the conversation, publications and media contributions of experts, policy influencers and key stakeholders in the relevant policy area to catch the pulse of the debate and understand recent political developments.

INTERMEDIATE



- Interacts regularly with knowledge brokers and experts and invests in building both formal and informal networks that may be activated in case of need.
- Helps colleagues to stay informed about issues affecting their work by regularly sharing evidence, expertise, speeches, and other policy insights.

ADVANCED



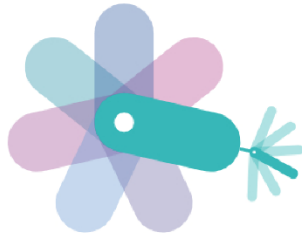
- Convenes knowledge brokers and creates opportunities for interdisciplinary exchange.
- Shares state of the art evidence including learnings from policy evaluations.

EXPERT



- Is recognised by colleagues and stakeholders as one of the leading experts in the policy field.
- Has access to and can influence high-level politicians, academics and thought leaders through direct contact and even at short notice.

14. GATHERING EVIDENCE



ATTITUDES

- Considers evidence in its context and demonstrates vigilance in ensuring that evidence collected or commissioned is diverse in perspective.
- Values transparency in dealing with evidence.



SKILLS

- Can operate search queries on scientific databases with accuracy.
- Can establish a cost-benefit analysis for procuring evidence.
- Can collaborate with experts from diverse disciplines and backgrounds to gather or procure evidence.
- Can gather scientific evidence and data from state of the art and scientifically sound sources.



KNOWLEDGE AND UNDERSTANDING

- Knows the relevant sources to address evidence needs.
- Knows how to plan and carry out a systematic search for evidence.
- Knows how to launch a 'call for evidence' to procure knowledge for policy.

FOUNDATIONAL



- Can access library and archival services as well as other public repositories to draw upon synthesised, readily available evidence on a policy topic (such as research and evaluation reports, impact assessments, case studies, grey literature) before considering procurement.
- Can use search queries on scientific databases with accuracy, to identify peer reviewed articles with pertinent content.
- Can take advantage of latest information technology gathering scientific evidence, data and other types of knowledge.

INTERMEDIATE



- Can contribute as part of a teams to a call for evidence or a cost-benefit analysis, addressing access to, timeframe and cost of evidence procurement.
- Can carry out systematic searches for evidence and data to establish a more holistic perspective on the state of the evidence on a policy issue.
- Can make an informed judgment about which scientific disciplines and expert communities to involve.

ADVANCED



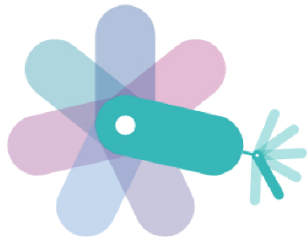
- Can execute or coordinate an evidence procurement process i.e. "call for evidence" for a complex policy file or a policy initiative.
- Ensures that evidence collected or commissioned is fit for purpose, diverse in perspective and leveraging different types of knowledge including scientific evidence, citizens' and stakeholders' input, institutional memory, etc.

EXPERT



- Has commissioned or extracted scientific evidence that had a pivotal impact on the policy measures developed or decision taken, particularly in circumstances in which shifting political priorities and debates create ad-hoc, new evidence needs.

15. ASSESSING EVIDENCE



ATTITUDES

- Is aware of personal biases and assumptions; is attentive to limitations, ambiguities, and uncertainties.
- Believes in the value of feedback and appraisal to enrich the evidence informed approach.



SKILLS

- Collaborates with knowledge brokers and experts to assess the applicability, validity and reliability of evidence.
- Can assess the state of knowledge on a policy issue, weigh and integrate scientific evidence and other types of knowledge in policy formulation.
- Can leverage information technologies to evaluate and utilise scientific evidence, data and other types of knowledge.



KNOWLEDGE AND UNDERSTANDING

- Understands the need to assess the reliability of evidence and data sources.

FOUNDATIONAL



- Involves in-house and external knowledge brokers and experts to scrutinise the quality and pertinence of scientific evidence, data, and other types of information.
- Seeks to rely on multiple sources and corrects overapplication of and over-reliance on a single piece of evidence or data.
- Is open to change a policy orientation when faced with evidence that refutes the soundness of previous positions.

INTERMEDIATE



- Evaluates and draws conclusions, with experts and stakeholders, about robustness, coherence, trustworthiness, policy relevance, and context sensitivity of evidence, data, and other types of knowledge.
- Prompts appraisals that openly lay out scientific consensus or debate, limitations, primary assumptions, ambiguities, and uncertainties, by analysing methodologies, sample size, control group, replicability issues, (vested) interests and values, disciplinary or personal biases.
- Can understand and act upon policy implications of scientific evidence e.g. in advising decision makers, policy design & evaluation etc.

ADVANCED



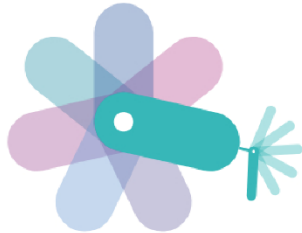
- Supervises the process of scrutinising, interpreting, and weighing the diversity of scientific evidence and other types of knowledge on a policy initiative in a way that ensures that rigor and transparency is applied.
- Can identify and evaluate evidence emerging through in-depth expert scrutiny during the policy process or political debate, and identify flawed, contradicting or contested evidence.
- Can work with experts to bridge inferential evidence gaps transparently and conclusively on a policy issue.

EXPERT



- Can incorporate a variety of evidence types and supervise the scrutiny and appraisal process of evidence related to a major policy initiative spanning several policy areas.
- Has uncovered major flaws that led to a review or retraction of research or reconsidering the application of a piece of evidence for policymaking.

16. WORKING WITH DATA & MODELS



ATTITUDES

- Believes in value of modelling as support to decision making.
- Applies critical thinking when working with modelling outputs and assumptions.
- Makes non-sensitive data easily accessible by default e.g., for research and not out of contest.



SKILLS

- Can identify salient aspects of the models to address policy issues.
- Can validate models against experimental evidence.
- Can identify loopholes and criticalities in models.
- Can work with uncertainty related to model outputs.



KNOWLEDGE AND UNDERSTANDING

- Understands numerical modelling, its limitations, and ingrained uncertainties.
- Knows predictive techniques.
- Understands legal and ethical issues associated with the use of data.

FOUNDATIONAL



- Identifies and asks key questions about model-based evidence and data regarding its salience (ability to address policy issues), legitimacy (inclusive process involving all stakeholders) and credibility (uncertainty, sensitivity, peer review, assumptions, and coherency with similar studies).
- Collaborates with knowledge brokers and experts to make sense of and integrate model-based evidence in policy.
- Seeks to include findable, accessible, interoperable, and reusable (FAIR) evidence in data sets.

INTERMEDIATE



- Draws on multiple models to "triangulate" model-based evidence for policy, where possible.
- Draws upon model-based evidence for projections, assessing or choosing among policy options.
- Has experience in navigating and using modelling inventories and knowledge management platforms.

ADVANCED



- Runs models to interrogate data on interdisciplinary policy problems, understand patterns, predict or retrodict, estimate impacts of different policy options.
- Incorporates and communicates model-based evidence in a transparent, trustworthy, and effective way.

EXPERT



- Is a recognised expert in commissioning and using innovative, fit for purpose models in one's policy area, allowing for full scrutiny and future reuse.

17. ANTICIPATORY MINDSET



ATTITUDES

- Recognises the need of policy action in view of changes that are occurring, about to occur or desired.



SKILLS

- Can connect observed changes to own policymaking work and act accordingly.



KNOWLEDGE AND UNDERSTANDING

- Knows the link between observed changes and the factors driving them.

FOUNDATIONAL



- Understands that policy action might be needed in view of changes that are occurring or about to occur.

INTERMEDIATE



- Can make sense of the observed changes, understands what drives them and their likely short-term consequences.

ADVANCED



- Can connect the observed changes to own policymaking work and can plan adaptative action.

EXPERT



- Can understand the range of possible consequences of the observed changes and implement adaptative actions accordingly.

18. SCANNING FOR CHANGE



ATTITUDES

- Is curious, observing and open towards new things happening.



SKILLS

- Can keep track and monitor changes within a policy domain to identify trends and make use of the information.



KNOWLEDGE AND UNDERSTANDING

- Knows different types of trends and is familiar with policy monitoring and analysis tools.

FOUNDATIONAL



- Is curious, observing and open towards new things happening.
- Keeps track of what is happening (e.g. reading broadly, visiting trade fairs and exhibitions, following start-ups, talking with experts, etc.)

INTERMEDIATE



- Can identify emerging signs of new, signals of change or trends.
- Uses a simple system to monitor changes within a particular area of interest or policy domain (e.g. European Media Monitor, Google alert, etc.)

ADVANCED



- Participates in a scanning system related to their topic and can make sense of the scans and identify relevant trends.
- Can make use of this information in own policymaking work, possibly with close colleagues. (e.g. horizon scanning system, sense-making session, etc.)

EXPERT



- Understands the different types and levels of trends, in the different domains, and the possible cross-implications they might have.
- Is familiar with tools to go further with the analysis to indicate possible policy consequences (e.g. futures wheel, meaning-making sessions, etc.)

CLUSTER D. BE FUTURES LITERATE
19. UNDERSTANDING CHANGE

V1.0



ATTITUDES

- Is aware of the interaction of multiple policies and drivers within a system.



SKILLS

- Can identify significant drivers within a policy area and envision future scenarios to test possible impacts of policy proposals.



KNOWLEDGE AND UNDERSTANDING

- Knows trends and methods to simulate their possible long-term effects within a systemic approach.

FOUNDATIONAL



- Can describe a system and its drivers of change.
- Is familiar with trends and their possible long-term effects. (e.g. STEEP factors, Megatrend implication assessment, structural analysis, etc.)

INTERMEDIATE



- Is aware of the different possible directions that drivers of change can take.
- Can identify which drivers are the most significant for the policy area of interest and which influence each might have over the long term. (e.g. "what if?" cards, futures wheel, etc.)

ADVANCED



- Can envision diverse complex futures. Understands the different types of uncertainty affecting the drivers of change.
- Develops a good systemic understanding of the policy area.
- Can engage in structured collective exercises to bring broader expertise and imagine various potential futures in which the policy area could exist. (e.g. reference scenarios, scenario building, etc.)

EXPERT



- Can use complex scenarios to stress-test policy proposals and imagine how concurrent developments might affect each other. Can create (qualitative and/or quantitative) simulation models.
- Understands the dynamic interactions of multiple policies and drivers in shaping various futures; knows how to use scenarios. (e.g. ex ante impact assessment, weighing of policy options, wind tunnelling, etc.)

CLUSTER D. BE FUTURES LITERATE
20. INFLUENCING CHANGE

V1.0



ATTITUDES

- Acknowledges different perspectives and values around the topic and understands long-term consequences of possible futures.



SKILLS

- Can imagine and think long-term, and use scenarios to design and adjust a vision towards robust future perspectives shared by the stakeholders.
- Can conceptualise steps towards a vision, identify the actions and engage with stakeholders to co-create a roadmap to implement the actions.



KNOWLEDGE AND UNDERSTANDING

- Knows policymaking and the roles, agency and agendas of relevant stakeholders.

FOUNDATIONAL



- Understands what a long-term vision is. Is aware of different perspectives and values existing around the topic. Has a sense for logical sequence of actions and reactions.
- Expects change and understands the capacity of policy to chart a long-term course towards the future. (e.g. Thing of the Future, Sarkar-game, Better Regulation Toolbox, etc.)

INTERMEDIATE



- Understands the diverse (positive and negative) long-term consequences of possible futures.
- Understands the roles, agency and agendas of relevant stakeholders, can use scenarios to inform the policy reflection.
- Can imagine steps towards the vision. (e.g. #OurFutures database, Scenario Exploration system, Causal Layered Analysis, back casting, etc.)

ADVANCED



- Has a clear perspective of when to anticipate or adjust the vision and of what future policy steps could look like.
- Can build a common future perspective together. Is able to engage with all relevant parties, has credibility with them and can co-create roadmaps or pathways towards the vision.
- Can "sell" a vision. (e.g. visioning, road mapping, policy-driven co-creation workshops, etc.)

EXPERT



- Makes sure the future perspective is robust (realistic, resilient and coherent with other policies and values) and shared among the stakeholders.
- Can identify possible regulatory needs early.
- Can bring roadmaps into the policy process to implement the actions needed to achieve the policy objectives. (e.g. Next Generation Assessment, stakeholder engagement, policy-driven co-creation workshops, etc.)

21. ENGAGEMENT MINDSET



ATTITUDES

- Recognises the purpose and value of citizen and stakeholder engagement, co-creation, and deliberative practices, as well as their expected contribution to policy e.g., data, ideas, opinions.
- Recognises citizens as legitimate participants in shaping policy.



SKILLS

- Can identify and integrate differing values and perspectives.



KNOWLEDGE AND UNDERSTANDING

- Knows and understands the rules on ethics, code of conduct, integrity and data protection in one's organisation.

FOUNDATIONAL



- Recognises citizens and stakeholders as knowledge-holders for their different abilities to enrich policy with new and diverse perspectives, ideas, concerns and, scientific and technical knowledge.

INTERMEDIATE



- Seeks to be inclusive and transparent and understands how best to engage with citizens' clusters and categories of stakeholders in each specific context.

ADVANCED



- Advocates for citizen engagement activities to be integrated at specific stages of the policy cycle.
- Advocates for engaging with otherwise underrepresented and/or marginalised citizen' clusters and categories of stakeholders, including persons with disabilities.

EXPERT



- Demonstrates and has been recognised for engaging with citizens and categories of stakeholders in an inclusive, transparent and effective manner.

22. PLANNING AND DESIGNING CITIZEN ENGAGEMENT



ATTITUDES

- Recognises the importance of thoughtfully planning and designing a CE strategy.



SKILLS

- Can anticipate issues that often occur in CE processes and projects.



KNOWLEDGE AND UNDERSTANDING

- Knows how to design an effective CE strategy in accordance with formal requirements and serving the purpose.

FOUNDATIONAL



- Can define the scope and objectives of citizen engagement, as well as its intended contribution to policy i.e., extending the knowledge base, reducing social polarisation over a controversial policy issue.
- Designs the criteria for recruiting participants according to the objective of the CE process.
- Can distinguish between all major preparatory work phases and methodological approaches to implement CE activities.

INTERMEDIATE



- Has a working grasp of the design of CE "cycle" and the types of engagement that are relevant for different stages of the policy process.
- Can plan and calibrate the level of ambition of CE activities with practical constraints linked to budget availability, feasibility, and policy commitment.
- Can identify and have access to the right experts and organisations that involve and engage the intended target group.

ADVANCED



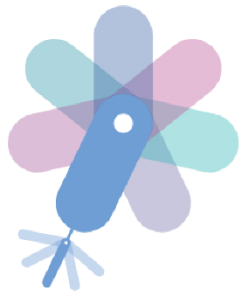
- Plans and sets up engagement processes i.e., developing an engagement strategy, addressing i.e. the number of events, partnerships, sampling of participants, duration, venue, agenda, expert information to participants, and local moderation team(s) both online and in physical events.

EXPERT



- Has served as reference point for other policymakers in the unit/directorate for planning and designing CE.
- Has extensive practice in planning CE and deliberative processes at scale that have been implemented at scale.

23. CONDUCTING CITIZEN ENGAGEMENT



ATTITUDES

- Is open to diversity of views and values.
- Is open to convey any conclusion from CE activities in a clear and transparent way.



SKILLS

- Can manage and coordinate CE processes.
- Can build bridges in multistakeholder processes.



KNOWLEDGE AND UNDERSTANDING

- Knows the principles and methodologies supporting the implementation of the CE process.
- Knows the different evaluation and reporting methods and criteria specific to the CE methodology chosen.

FOUNDATIONAL



- Contributes to running a CE activity e.g. co-facilitating conversations; synthesising inputs, drafting reports.
- Seeks to ingrate a diversity of views, debates, and possible disagreements between participants.
- Knows where to get help from, especially for politically sensitive issues (e.g. communication with media, stakeholders mapping and involvement, reporting etc.)

INTERMEDIATE



- Confidently manages a CE activity for a policy initiative, including adapting methodological choices to new, unexpected circumstances.
- Clearly communicates the intent of the CE process, as well as its scope, stages and how results will be utilised and by whom.
- Designs and executes reporting of a CE process in a manner regarded as clear and transparent.
- Articulates the inputs received from CE into knowledge for policy.

ADVANCED



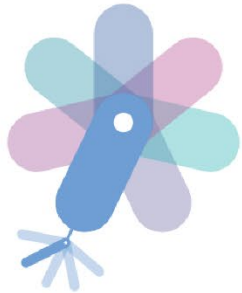
- Supervises at different stages of implementation CE activities and advises others on CE.
- Translates outputs of CE activities e.g. into actionable advice to policymakers, concrete policy options etc. according to the expectations raised with participants.
- Communicates credibly to the larger public, including to stakeholders and media, about CE process and its outcomes.

EXPERT



- Has extensive practice in coordinating and managing CE reconciling policy objectives and citizen values and expectations.
- Has piloted methodological designs for CE resulting in new ways to inform/enrich policy development.

24. PLANNING AND DESIGNING STAKEHOLDER CONSULTATION



ATTITUDES

- Recognises the importance of thoughtfully planning and designing a stakeholder consultation strategy.



SKILLS

- Can anticipate issues that often occur in stakeholder consulting processes and projects.



KNOWLEDGE AND UNDERSTANDING

- Knows how to design an effective stakeholder consultation strategy in accordance with formal requirements and serving the purpose.

FOUNDATIONAL



- Can distinguish categories of stakeholders with high influence and interest vs. other categories of stakeholders with low impact and high interest.
- Can identify the scope and objectives of the stakeholder consultation.
- Has a working grasp of the design of the stakeholder consultation process and the types of consultation that are appropriate and/or mandatory to each specific context.

INTERMEDIATE



- Can contribute to the drafting of the stakeholder consultation strategy, which sets the scope and objectives, aligns them with the stage(s) of the policy cycle, maps the stakeholders, determines consultation methods and ensures data protection and accessibility.
- Can confidently draft (online) questionnaires in plain and user-friendly language (online).

ADVANCED



- Has been the penholder for drafting a stakeholder consultation strategy regarded as successful in gathering stakeholder perspectives.
- Can mitigate the impact of bias and potential stakeholder 'regulatory capture' of the most influential and interested stakeholders.

EXPERT



- Has served as reference point for other policymakers in the unit/directorate for planning and designing of stakeholder consultations.
- Has extensive practice in planning stakeholder consultations for highly political and cross-cutting policy files.

CLUSTER E. ENGAGE WITH CITIZENS AND STAKEHOLDERS
25. CONDUCTING STAKEHOLDER CONSULTATION

V1.0



ATTITUDES

- Is open to diversity of views and values mutual respect.



SKILLS

- Can manage and coordinate stakeholder consultation processes.
- Can build bridges in multistakeholder processes.



KNOWLEDGE AND UNDERSTANDING

- Knows the principles and methodologies supporting the implementation of stakeholder consultation processes.

FOUNDATIONAL



- Contributes to running a stakeholder consultation (online public/targeted consultations, seminars, workshops, interviews, sampling, e.g. co-facilitating conversations; synthesising inputs, drafting reports).
- Seeks to ingrate a diversity of views, debates, and possible disagreements between stakeholders.
- Is mindful of the importance of adequate awareness-raising, publicity and understands how to adapt communication channels to the needs of all target audiences.

INTERMEDIATE



- Can confidently facilitate seminars, interviews, panels of stakeholders.
- Raises awareness and clearly communicates the intent of the stakeholder process, as well as its scope, stages and how results will be utilised and by whom.
- Contributes to analysing the contributions of the stakeholder engagement, clearly communicating the scope of participation or the outcome, while being mindful of potential "campaigns" and how to address them.

ADVANCED



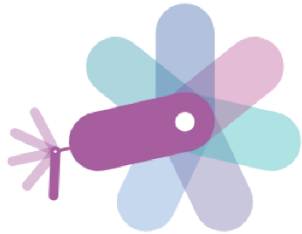
- Confidently manages a stakeholder consultation for a policy initiative, capturing a diversity of evidence and opinions.
- Supervises at different stages of the consultation process and advises others.
- Can confidently lead seminars, interviews, panels of stakeholders and facilitate the discussion among the institutions and stakeholders.

EXPERT



- Has effectively managed stakeholder engagement on highly polarised policy issues, in which all relevant stakeholder groups felt heard.
- Has piloted methodological designs for stakeholder resulting in new ways to inform/enrich policy development.

26. COLLABORATIVE MINDSET



ATTITUDES

- Believes in the need for systemic thinking for holistic policymaking.
- Strives to achieve synergies and partnerships for mutual benefit, constructive relationships and sharing.
- Is sensitive to diversity and seeks to include different cultures and values in their worldview.



SKILLS

- Deals constructively with interpersonal conflicts.
- Can develop mutually beneficial relationships based on trustworthiness.
- Can identify and integrate differing values and perspectives.



KNOWLEDGE AND UNDERSTANDING

- Knows and understands different types of collaborative interactions i.e., collaboration, co-operation, co-ordination, network.
- Knows how group dynamics influence collaboration and have an overview of inclusive hosting techniques.
- Understands the importance of cultural sensitivity in policy implementation.

FOUNDATIONAL



- Seeks collaboration, builds trustful relationships and takes responsibility for the results by default.
- Displays behaviour and attitude that can be described as open-minded, empathic, curious, and appreciative of diverging perspectives and evidence.

INTERMEDIATE



- Seeks mutual gains in relationships and demonstrates a non-defensive presence in collaboration.
- Shows willingness to deal with interpersonal conflicts in a constructive, trustworthy way.
- Seeks to understand the unique way one thinks, learns, and communicates; learns and un-learns with others constantly.

ADVANCED



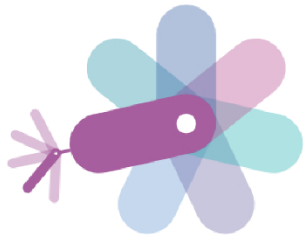
- Demonstrates and has been recognised for having a "mind-share" mindset i.e., uses influence with others to connect, leads as a host, leverages differences as a resource, "the more we share, the more we have".
- Asks what can be possible, considers value to be created and carried by exchange of ideas and connections.

EXPERT



- Understands one's own and others' feelings, fears, intentions, and patterns of behaviours, increasing the awareness of conditions that maximise how one's and other people's thinking is affected by various kinds of input.

27. COLLABORATIVE PROCESSES



ATTITUDES

- Recognises the importance of cultivating a collaborative culture, identifying and developing collaborative opportunities to benefit from collective intelligence.
- Approaches collaborative processes thoughtfully with regards to design and implementation.



SKILLS

- Can devise a collaborative strategy in function of purpose and type of cooperative activity.
- Can initiate and manage collaborative processes that leverage diversity, digital technology, and knowledge towards collective intelligence.



KNOWLEDGE AND UNDERSTANDING

- Knows how to select and/or develop the appropriate collaborative format for the purpose and participants.
- Knows what digital solutions best facilitate collaboration and how to apply them.

FOUNDATIONAL



- Understands the importance of approaching collaborative processes in function of their purpose and their contribution to the organisations' goals.
- Is familiar with available IT tools for collaboration and used them to share relevant information and knowledge without needing to be prompted.
- Ensures continuity, integration, and follow-up with regards to outputs.

INTERMEDIATE



- Contributes to organising participatory processes across teams and projects also in interdisciplinary and intercultural settings.
- Selects and applies collaboration formats, methods, spaces, in function of purpose, to support collaborative processes marked by trust and psychological safety.
- Uses techniques to mitigate adverse group dynamics and biases like group think e.g., by inviting and considering opposing views.

ADVANCED



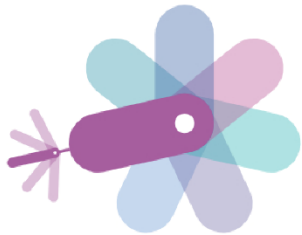
- Leads by example inspiring others to collaborate better by being trustworthy, creating more opportunities, better spaces and tools that can be deployed rapidly.
- Runs collaborative processes and leverages technology in a way that enables and benefits from systems thinking and collective intelligence.

EXPERT



- Plans and leads collaborative processes, marked by complexity and political sensitivity, enabling and benefitting from systems thinking and collective intelligence.
- Is recognised for cultivating a practice and culture of collaboration and trust in the team or projects that increases policy impact.

28. CONVENING & FACILITATING



ATTITUDES

- Believes in a culture of trust, reconciliation, compromise, and consensus.



SKILLS

- Can apply discussion, debating and negotiation techniques, in pursuit of mutual understanding and agreement.
- Can select and deploy digital tools to facilitate collaboration.



KNOWLEDGE AND UNDERSTANDING

- Knows different facilitation types, tools, techniques and methods, and knows when they suit different purposes.

FOUNDATIONAL



- Understands the philosophies and goals of different types of facilitation and knows how to run (online) meetings in an effective way, deploying suitable software tools, techniques and methods.
- Knows how to trigger discussion and guides participants. Gets to the outputs and ensures their integration of outputs from previous steps and execution of follow-ups.
- Understands that it is the conveners' responsibility to ensure that everyone participates and shares divergent views openly.

INTERMEDIATE



- Facilitates face-to-face and online meetings, using different formats and methods (e.g., moderation, hosting, chairing, negotiation, etc.) depending on the collaboration format and purpose.
- Has experience in convening and facilitating policy debates or discussions and using deliberative means to improve the understanding of stakeholders involved.

ADVANCED



- Has extensive practice in facilitating panel debates at large-scale conferences and workshops.
- Has a track record of successfully addressing and reconciling interests and perspectives, facilitating the design of effective policy solutions.
- Applies techniques to gauge and cultivate a group's emotional self-awareness, synthesise inputs and seeks to establish group norms broadly supported within the group.

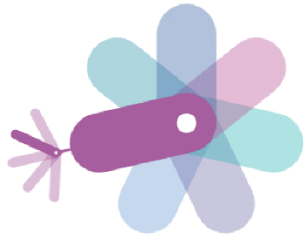
EXPERT



- Has experience in facilitating value-laden, highly political collaboration and negotiation processes such as the coordination or adoption of legislative files or major policy initiatives.
- Drives innovation on facilitation and collaboration in policymaking.

CLUSTER F. COLLABORATE
29. EMPATHY & EMOTION

V1.0



ATTITUDES

- Strives towards a non-judgemental mindset informed by emotions, attitudes, values and behaviours.
- Recognises and embraces diversity with regards to e.g., identity cognition.



SKILLS

- Cultivates own and other's emotional capacities, to facilitate cooperation and trust.
- Contributes to the emotional intelligence of the organisation.



KNOWLEDGE AND UNDERSTANDING

- Understands the role of emotions, personal values and group norms in cognitive processes, collaboration and decision-making.

FOUNDATIONAL



- Shows empathy, not judgment towards others. Commits to uphold a non-defensive attitude towards others even in disagreement.
- Recognises the role of one's own emotions, attitudes, values and behaviours in influencing other people's attitudes and behaviours.
- Understands that one's culture is just one among many others and accepts cultural differences (e.g., values), although not necessarily agreeing with them.

INTERMEDIATE



- Proactively explores one's own values landscape as well as learns about the values landscape of others.
- Demonstrates behaviour that leverages emotions to enhance cognitive processes and decision making.
- Has an expanded worldview and demonstrates empathy towards others' cultures and values orientations.

ADVANCED



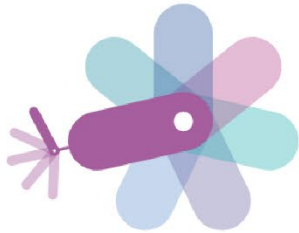
- Helps colleagues to explore, express and expand their empathy and emotional capacities, including values empathy, e.g., by learning about the diversity of values in the population.
- Demonstrates an integration of different cultural worldviews in one's own, with none being central.

EXPERT



- Has designed effective and widely accepted policies, having applied values and emotional empathy towards citizens and stakeholders.

30. COMMUNITIES OF PRACTICE & NETWORKS



ATTITUDES

- Recognises the importance of knowledge sharing and collective intelligence to the benefit of the quality of policymaking.



SKILLS

- Can strengthen the cohesion of a community of practice by instilling trust, a sense of purpose, a sense of community and interaction between its members.
- Can leverage digital technology to cultivate and steward communities and networks.



KNOWLEDGE AND UNDERSTANDING

- Has an understanding of social/group dynamics and techniques to manage a community of practice.
- Knows what digital solutions are best suited to engage with a network or community and how to use them.

FOUNDATIONAL



- Contributes to the work of a community or network related to one's policy field and explores communities of practice one could contribute to or learn from.

INTERMEDIATE



- Is at ease interacting with members of a community or network and connecting (new) members.

ADVANCED



- Convenes the community or network on a regular basis and facilitates the development of a common sense of purpose in a community, followed by a greater sense of trust and a connection between members.

EXPERT



- Cultivates the emotional intelligence of one's organisation.
- Performs the role of a catalyst for a community or network, ensuring connections, creating boundary spanning, interaction opportunities and regularly linking achievements to the organisation's goals.

31. COMMUNICATION MINDSET



ATTITUDES

- Recognises that a communication strategy is an important part of adopting successful policies.
- Recognises that communication of policy is integral to their role.
- Recognises the importance of consulting communication experts in the local communication unit or Spokespersons' Service.
- Recognises the value of listening to politicians, policymakers, stakeholders and citizens groups in the media to catch the pulse of a debate in their policy area.



SKILLS

- Can develop and use a communication strategy to communicate effectively i.e. a policy initiative, at the negotiation table or outside.
- Can analyse communication actions using metrics and performance indicators.



KNOWLEDGE AND UNDERSTANDING

- Understands the rules and methods of effective communication.
- Knows how and why communication strategies are important for policy work.
- Knows when to involve communication experts and how to brief them.

FOUNDATIONAL



- Recognises the challenges of raising public awareness of policy work, and the role of the media and social media in doing so.
- Knows the basics about communication strategies, and why awareness of this is important in policymaking.
- Is aware of one's responsibilities to the local communication unit, press team Spokespersons' Service as well as the key role of the organisations' representations.

INTERMEDIATE



- Seeks to communicate in an inclusive and transparent manner.
- Understands the importance of proper timing, content, format and choice of communications channel of an announcement about a policy project/finding for maximum impact and liaises with the local communication unit for advice.
- Understands that the media landscape and media consumption patterns of various target audiences are changing and must be borne in mind when communicating on policy initiatives.

ADVANCED



- Encourages communication with otherwise underrepresented, marginalised and/or underserved parties (e.g. policymakers, citizens, stakeholders) in the policy process.
- Analyses key metrics and performance indicators used by communication experts to assess the effectiveness and optimise communication impact of communication actions in policy.

EXPERT



- Demonstrates and has been recognised for communicating in an inclusive, transparent and effective manner.

CLUSTER G. COMMUNICATE
32. CLEAR WRITING

V1.0



ATTITUDES

- Recognizes the importance of engagement and clear messages when communicating online and offline.
- Is open to adapting the writing style according to different communication channels and target audiences.



SKILLS

- Can effectively communicate in writing, both online and offline, and develop strategies to support outreach and engagement with different audiences.



KNOWLEDGE AND UNDERSTANDING

- Knows the differences between communicating online and offline.
- Knows which tools and methods to use to analyse popularity, spread and engagement of a message.
- Is familiar with the different social media platforms, their audience profiles and one's own use of them for professional needs.

FOUNDATIONAL



- Knows how to write and tailor messages for different audiences and has a basic understanding of the most effective style to use depending on one's audience, media format and channel of communication.
- Avoids jargon where possible and knows well the Institution's style and clear writing guides.
- Pays attention to the implications that language and culture have on what is communicated.

INTERMEDIATE



- Reliably drafts effective key messages.
- Identifies the most appropriate target audiences. If needed, consults the local communication unit for advice on the choices of best communication channels and format/media to reach them.
- Can write useful contributions to political reporting outputs (e.g. briefings and speeches) in the policy area concerned.

ADVANCED



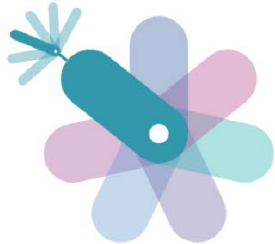
- Is aware of how search engines deal with online content, and therefore pays close attention to the importance of good titles.
- Is aware of online user behaviour and its implications for written content.
- Can write engaging contributions to opinion pieces and editorials for online or offline publications in the policy area concerned.

EXPERT



- Consistently writes good content for the audio-visual and written media, producing texts, which have demonstrated very high user engagement.
- Knows what constitutes a good press release and can prepare useful drafts in the policy area concerned for use by the Spokespersons' Service.

33. SPEAKING WITH IMPACT



ATTITUDES

- Understands the importance of listening with attention and speaking with intention and to foster audience engagement.
- Appreciates and values the contributions of a non-expert audience.



SKILLS

- Can deliver key messages clearly, engagingly, and calmly to a wide variety of audiences.
- Can handle difficult situations in a discussion/ debate/ presentation.



KNOWLEDGE AND UNDERSTANDING

- Knows essential public speaking techniques and strategies for handling critical questions.
- Is familiar with TED or Pecha Kucha style talks, blogs, podcasts, exhibitions or citizen dialogues.

FOUNDATIONAL



- Identifies and delivers key messages clearly, while keeping nerves under control.
- Listens with attention and speaks with intention. Knows the principles and approaches to effective rebuttal.
- Knows the basics of non-expert argumentation and the differences between expert and non-expert arguments.

INTERMEDIATE



- Supports oral delivery with clear and effective visual supports.
- Applies techniques to "Stand the ground" when under attack in a debate or public discussion.
- Knows how to present the value of policies and the evidence they are based on, to a non-policy audience.

ADVANCED



- Uses narratives and storytelling to foster audience engagement.
- Effectively handles Q&A, critical audiences, heckling and technical breakdowns.
- Is invited as keynote/panellist to key public events organised on a policy issue.

EXPERT



- Listens intently and uses the narratives and opinions of others to meaningfully bridge to one's own key messages.
- Is leading debates/discussions with a non-scientific audience that transforms the policy debate, i.e. transforms the framing, the narrative and/or the actors invited to participate.

34. STORYTELLING & VISUAL LITERACY



ATTITUDES

- Has the habit of expressing concepts using visual images and linguistic metaphors to achieve optimal understanding of complex topics.
- Sees and recognises patterns and similarities, taking inspiration from different, unrelated fields bridging new concepts with the familiar.
- Can decide when it is appropriate to use storytelling.



SKILLS

- Sources, adapts and uses images to support thinking, reasoning and conversation to present information visually.
- Uses language to tell stories to explain the relevance of policy work in the most effective and accurate way.
- Can identify and leverage the narrative power of one's work for communication purposes.
- Can select appropriate information and data to visualise and work with a graphic designer to create powerful visualisations.



KNOWLEDGE AND UNDERSTANDING

- Understands the importance of visual communication - using image and language - to gain insight in complexity, to capture attention, reinforce knowledge and increase audience response and engagement.
- Knows the principles, techniques and methods of visual presentation.

FOUNDATIONAL



- Can construct meaning from visual images.
- Can use basic metaphors to explain concepts in relation to daily work.
- Can create concept maps, simple charts and graphs.
- Can explain to a graphic designer the kind of data visualisation desired.

INTERMEDIATE



- Uses metaphors to convey complex issues and express abstract ideas to create shared mental images.
- Can use sequences of images to create meaning and develop a visual language.
- Can interpret pictures, graphs, and charts well and recognises patterns easily.
- Can identify the most suitable type of visualisation and select appropriate data, knowing what to leave out/what to include.

ADVANCED



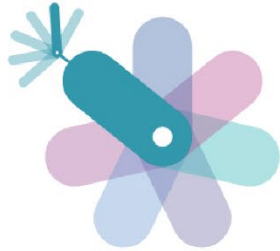
- Breaks down complex concepts and succinctly communicate these using image and narrative.
- Provides visual evidence to back up their decisions, interpretations, and opinions.
- Develops an understanding of the social impact of visual and metaphoric images in different cultural contexts.

EXPERT



- Synthesises and visualises concepts and relationships in real time for e.g., during a presentation or conference.
- Helps groups come to consensus and see the bigger picture more quickly through a shared visual representation of the issue.
- Demonstrates and has been recognised for actively engaging an audience using evocative, empathetic storytelling.

35. DEALING WITH MIS AND DISINFORMATION



ATTITUDES

- Acknowledges that mis and disinformation have the potential to cause substantial harm to individuals and society.
- Recognises that successful debunking rests on the communicator's credibility and that they should be on stand-by to support.



SKILLS

- Helps protect people against being misinformed by assisting in making them resilient against misinformation before it is encountered.
- Helps protect people against being misinformed by helping to debunk after people have been exposed to mis and disinformation.



KNOWLEDGE AND UNDERSTANDING

- Knows that people continue to rely on inaccurate information memory and reasoning even after a credible correction has been presented.

FOUNDATIONAL



- Is aware of mis and disinformation strategies relating to specific policy dossiers.
- Can critically evaluate information to reduce the likelihood of taking in inaccurate information and become more discerning in sharing behaviour.
- Understands that in order to debunk misinformation, communicators need to lead with the fact, warn about the myth, explain the fallacy and then repeat the truth again.

INTERMEDIATE



- Provides professional communicators with detailed refutations, clearly explaining why the information is false and what is true instead.
- Avoids scientific jargon or complex, technical language.
- Encourages others to critically evaluate information and be more discerning in their information sharing behaviour.
- Recognises that if a myth is not spreading widely, debunking may draw undue attention.

ADVANCED



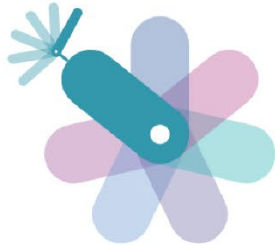
- Assists with the preparation of "Inoculation strategies" that pre-empt misinformation by explaining misleading or manipulative argumentation strategies.
- Recognises that debunking necessarily means repeating untruths and responding within a frame created by someone else and that this can have unintended consequences.

EXPERT



- Advises professional communicators on which users, experts, and algorithms (e.g., recommending related articles that contain a correction) could be effective in reducing community misperceptions when responding to misinformation online about the policy dossier.

36. INTERACTING WITH DIFFERENT MEDIA



ATTITUDES

- Recognises importance of not overstepping rules and procedures, when conveying a message to the media.



SKILLS

- Can deal with journalists' requests for written material and live or recorded interviews.



KNOWLEDGE AND UNDERSTANDING

- Knows about the role of the Spokespersons' Service and "mandated staff" who regularly interact with the media.
- Knows about which procedures to follow when representing the administration in specific policy areas.

FOUNDATIONAL



- Understands the concept of who represents and speaks on behalf of one's organisation and how to deal with initial press enquiries.
- Is familiar with the pitfalls and traps set by journalists in their quest for a "story".

INTERMEDIATE



- Knows the principles to apply when being interviewed on television, radio or for YouTube or other social media channels.
- Follows the given procedure when granted permission to represent the administration in the media in the policy area.

ADVANCED



- Efficiently deals with journalists when selected to represent the organisation in the media in the policy area.
- Can develop a media plan with communication experts from the local communication unit or an external PR consultant.

EXPERT



- Can handle tricky media situations and convey a message in different media outlets, such as radio, television, written media and web communication.

Annex 2. ‘Science for Policy’ Competence Framework

1. EVIDENCE NEEDS



ATTITUDES

- Remains open-minded when considering the intersection between own research and policy context.
- Uses prospective thinking to anticipate evidence needs.
- Is open to listening to policymakers to support bridging the academic and policy cultures and structures.



SKILLS

- Identifies main questions in a policy challenge and infers or corroborates the need for scientific evidence.
- Produces analysis of evidence-needs and relates these to own research field.
- Can design and implement a knowledge strategy for a policy field.



KNOWLEDGE AND UNDERSTANDING

- Is familiar with all aspect related to 'calls for evidence'.
- Knows about strategies for identifying evidence needs when exploring the policy context.

FOUNDATIONAL



- Is familiar with strategic policy documents of relevant policy fields.
- Identifies the relevant policy priorities and legislative proposals and understands how they link to own work.

INTERMEDIATE



- Can clearly explain how their research area contributes directly to the administrations' policy priorities and proposals.
- Can follow and contribute to the design and implementation of a knowledge strategy for a policy field.
- Negotiates time and space with policymakers to better understand their evidence needs in relation to the policy priorities and legislative proposals.

ADVANCED



- Can design and implement a knowledge strategy for a policy field assessing evidence needs, clearly defining gaps and, when necessary, identify scientific evidence of previously unknown policy relevance.
- Embraces new developments in policy priorities by consistently considering the purpose of the investigation and the research results.

EXPERT



- Demonstrates the ability to anticipate and assess evidence needs in view of emerging policy challenges and/or fast-paced issues and debates.
- Persuades policy counterparts to think ahead about their evidence needs.

2. POLICY RELATIONSHIPS & NETWORKS



ATTITUDES

- Believes in the importance of building policy relationships and networks to deepen the understanding of issues.
- Fosters a culture of openness to sharing ideas and learning.



SKILLS

- Can map key expertise in the field of work.
- Is able to convene knowledge brokers and create opportunities for interdisciplinary exchange.



KNOWLEDGE AND UNDERSTANDING

- Knows the key stakeholders in the relevant area of work inside the administration.
- Shares information and knowledge with colleagues and the wider community concerned by the policy area.

FOUNDATIONAL



- Maps the key stakeholders in their area of work inside the administrations.

INTERMEDIATE



- Interacts regularly with knowledge brokers, policymakers and researchers and invests in building both formal and informal networks that may be harnessed in case of need.

ADVANCED



- Convenes knowledge brokers and colleagues to provide a safe space for interdisciplinary exchange and cultivates an informal expert network that continuously exchanges with the administration between disciplines.
- Shares state of the art expertise and evidence, and examples of success and failure of evidence-informed policy measures.

EXPERT



- Is consulted as one of the world-leading experts in own field, within and beyond own personal network (e.g., by highest level of governance, academia or media).
- Is consulted by leading experts in science, senior policy officials and high-level politicians and granted direct contact, including at short notice.

3. MONITORING & EVALUATION OF IMPACT



ATTITUDES

- Leads by example to instil and nurture a better use of evidence in policymaking.



SKILLS

- Can monitor and evaluate their work appropriately and knows when to apply corrective measures.
- Can use the intelligence gathered from the ongoing monitoring and evaluation process to facilitate a better use of evidence in policymaking.



KNOWLEDGE AND UNDERSTANDING

- Is knowledgeable about key performance indicators.
- Knows about methodologies for monitoring and evaluation of impact of evidence on the policy making process.

FOUNDATIONAL



- Develops key performance indicators (qualitative and quantitative) to monitor the use and citation of their work in the policymaking process.
- Leads by example to instil and nurture a policy impact-driven culture in the organisation.

INTERMEDIATE



- Deploys key performance indicators (qualitative and quantitative) to monitor the use and citation of their work in the policy making process.
- Identifies and initiates corrective measures in response to the results of ongoing monitoring of the use and citation of their work in the policy making process.

ADVANCED



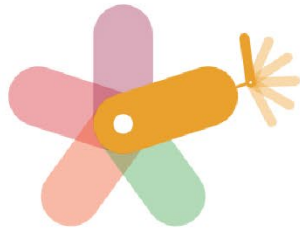
- Facilitates a better use of evidence in policy making processes through the intelligence gathered from monitoring and evaluation of impact of evidence on the policy making process.

EXPERT



- Can frame and measure what good outcomes of the improved use of evidence look like.

4. KNOWLEDGE BROKERING



ATTITUDES

- Understands the importance of providing (synthesised) evidence that is robust, timely and relevant for policymakers.



SKILLS

- Can feed (synthesised) knowledge from research findings back to policymakers and is able to prepare options for policymakers.



KNOWLEDGE AND UNDERSTANDING

- Is aware of the functions of a knowledge broker.

FOUNDATIONAL



- Is aware of the theory of knowledge brokering, including different approaches to knowledge brokering.

INTERMEDIATE



- Proposes policy implications and fit-for-purpose policy options from the evidence (the 'so what' of different evidence claims), by using their policy intelligence.

ADVANCED



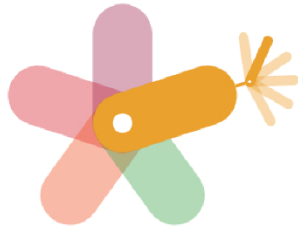
- Influences policies by presenting compelling evidence of challenges or reframing of existing challenges.

EXPERT



- Influences government political priorities by presenting compelling evidence of challenges or reframing of existing challenges.
- Is called upon as knowledge broker in crisis/urgent situations.

5. WORKING WITH VALUES



ATTITUDES

- Recognises the importance of the inclusion of diverse values in contributing to better policies



SKILLS

- Can help policymakers to distinguish between evidence, values and interests, and their impact on evidence to inform policy options.



KNOWLEDGE AND UNDERSTANDING

- Knows the dominant values in their area of research and their impact on the policymaking process.

FOUNDATIONAL



- Is aware of and can identify the dominant values that are in play in their area of research.

INTERMEDIATE



- Is aware of own values and how they might influence one's research choices or conclusions and warns about these possible caveats.
- Effectively helps policymakers distinguish between debates about facts and debates about values.

ADVANCED



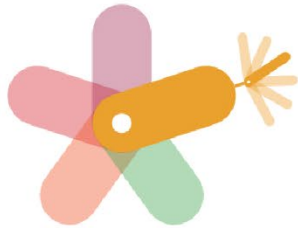
- Is proficient at brokering knowledge to policymakers highlighting the impact of values on the debate about evidence and the trade-offs between values connected to policy options in decision-making.
- Avoids own values blindspots and bias by openly communicating about them and highlighting alternative interpretations.

EXPERT



- Transparently and comprehensibly explains the impact of various values on evidence, its interpretation and scientific conclusions.
- Clearly lays out what this could mean for the effects of various policy options, their framing and the trade-offs between the values they represent.
- Overcomes own values blindspots and bias by taking various values perspectives whenever presenting evidence, its interpretation or conclusions.

6. POLITICAL SENSITIVITY



ATTITUDES

- Is aware of politically sensitive topics around their research area.



SKILLS

- Can anticipate, handle and communicate politically sensitive topics in line with the administration's policy.
- Can facilitate evidence-informed discussion on politically sensitive topics around their research area at highest political level.



KNOWLEDGE AND UNDERSTANDING

- Is familiar with political and public debates surrounding their research area.

FOUNDATIONAL



- Can identify political and public debates surrounding their research area.

INTERMEDIATE



- Can identify if an issue related to their research is likely to become politically sensitive.

ADVANCED



- Can handle politically sensitive topics around their research area and communicate on them in line with the administration's policy.

EXPERT



- Has facilitated and contributed to evidence-informed discussions on politically sensitive topics around their research area at the highest political level, still being perceived as honest broker.

7. DRAFTING BRIEFINGS



ATTITUDES

- Values the role, context and need of the briefings' addressee and acknowledges the importance of writing briefings that are fit for that purpose.



SKILLS

- Can prepare briefings on complex policy issues in a clear, strategic and succinct way.
- Uses scientific evidence in the most accurate and understandable way to prepare high-quality briefings for decision makers.



KNOWLEDGE AND UNDERSTANDING

- Knows the role, context and need of the briefings' addressee.
- Chooses the right briefing style to convey complex scientific aspects and enrich as such the addressee's understanding about policy and political implications.

FOUNDATIONAL



- Prepares briefings that convey evidence in an accurate way, that are in compliance with the preferred style within the organisation or of the briefings' addressee.
- Understands the role, context and need of the person being briefed and writes briefings that are fit for that purpose.

INTERMEDIATE



- Provides key evidence, both written and oral to personal briefings, tailored to the needs of the addressee, in an accessible manner, that are taken up and used in negotiations, political debate, legislation and decision-making.

ADVANCED



- Can prepare briefings that convey complex, ambiguous or uncertain scientific evidence, making it accessible as well as enriching the addressee's understanding about policy and political implications (e.g. likely political reception, potential controversy, etc.) of the underlying issue.

EXPERT



- Can prepare briefings that transform the framing, narrative or understanding of key decision-makers or the policy outcome.

8. WRITING FOR POLICYMAKERS



ATTITUDES

- Recognises the importance of written science-for-policy outputs for policymakers.



SKILLS

- Can contribute and draft science-for-policy outputs.
- Is able to initiate the process of effective science-for-policy outputs.



KNOWLEDGE AND UNDERSTANDING

- Is aware of the different elements that must be covered in a written science-for-policy output for policymakers.

FOUNDATIONAL



- Contributes to and is aware of written science-for-policy outputs cited or used by policymakers within/outside the administration.

INTERMEDIATE



- Writes, as the penholder, science-for-policy outputs cited or used by policymakers within/outside the administration.

ADVANCED



- Advises and supports colleagues writing science-for-policy outputs cited or used by policymakers within/outside the administration.

EXPERT



- Initiates science-for-policy outputs that transform the policy debate, i.e. transform the framing, the narrative, the actors invited to participate and the policy outcomes.

9. COMMUNITIES OF PRACTICE AND NETWORKS



ATTITUDES

- Recognises the importance of knowledge sharing and collective intelligence to the benefit of the quality of science for policy.



SKILLS

- Can strengthen the cohesion of a community of practice by instilling trust, a sense of purpose, a sense of community and interaction between its members.
- Can leverage digital technology to cultivate and manage communities and networks.



KNOWLEDGE AND UNDERSTANDING

- Has an understanding of social/group dynamics and techniques to manage a community of practice.
- Knows what digital solutions are best suited to engage with a network or community and how to use them.

FOUNDATIONAL



- Contributes to the work of a community or network related to their research area and explores communities of practice one could contribute to or learn from.

INTERMEDIATE



- Is at ease interacting with members of a community of network and connecting (new) members.

ADVANCED



- Convenes the community or network on a regular basis and facilitates the development of a common sense of purpose, followed by a greater sense of trust and a connection between members.

EXPERT



- Performs the role of a catalyst for a community or network, ensuring connections, creating boundary-spanning interaction opportunities and regularly linking achievements to the organisation's goals.
- Attracts the leading scholars and policymakers to community or network events.

10. COMMUNICATION MINDSET



ATTITUDES

- Recognises that communication of the science is integral to their role and reflects on the narrative power of their work.
- Recognises the importance of consulting communication experts in the local communication unit or Spokespersons' Service, when to involve them, and how to brief them effectively.
- Recognises the value of listening to politicians, policymakers, stakeholders and citizens groups in the media to catch the pulse of a debate in their policy area.



SKILLS

- Can develop and use a communication strategy effectively, at the negotiation table or outside.
- Can analyse communication actions using metrics and performance indicators.



KNOWLEDGE AND UNDERSTANDING

- Understands the rules and methods of effective communication.
- Knows how and why communication strategies are important for science-for-policy work.
- Knows when to involve communication experts and how to brief them.

FOUNDATIONAL



- Recognises the challenges of raising public awareness of research work, and the role of the media and social media in doing so.
- Knows the basics about communication strategies, and why awareness of this is important in science-for policy.
- Is aware of one's responsibilities to the local communication unit, press team Spokespersons' Service as well as the key role of the organisations' representations.

INTERMEDIATE



- Seeks to communicate in an inclusive and transparent manner.
- Understands the importance of proper timing, content, format and choice of communications channel for an announcement about a research project/finding for maximum impact and liaises with the local communication unit for advice.
- Understands that the media landscape and media consumption patterns of various target audiences are changing and must be borne in mind when communicating on research projects.

ADVANCED



- Encourages communication with otherwise underrepresented, marginalised and/or underserved parties (e.g. policymakers, citizens, stakeholders) in the science-for-policy process.
- Analyses key metrics and performance indicators used by communication experts to assess the effectiveness and optimise impact of communication actions in science-for-policy.

EXPERT



- Demonstrates and has been recognised for communicating in an inclusive, transparent and effective manner.

11. CLEAR WRITING



ATTITUDES

- Recognizes the importance of engagement and clear messages when communicating online and offline.
- Is open to adapting the writing style according to different communication channels and target audiences.



SKILLS

- Can effectively communicate in writing, both online and offline, and develop strategies to support outreach and engagement with different audiences.



KNOWLEDGE AND UNDERSTANDING

- Knows the differences between communicating online and offline.
- Knows which tools and methods to use to analyse popularity, spread and engagement of a message.
- Is familiar with the different social media platforms, their audience profiles and one's own use of them for professional needs.

FOUNDATIONAL



- Knows how to write and tailor messages for different audiences and has a basic understanding of the most effective style to use depending on ones' audience, media format and channel of communication.
- Avoids jargon where possible, knows well the Institution's style and clear writing guide.
- Pays attention to the implications that language and culture have on what is communicated.

INTERMEDIATE



- Reliably drafts effective key messages.
- Identifies the most appropriate target audiences. If needed, consults the local communication unit for advice on the choices of best communication channels and format/media to reach them.

ADVANCED



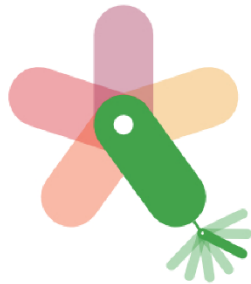
- Is aware of how search engines deal with online content, and therefore pays close attention to the importance of good titles.
- Is aware of online user behaviour and its implications for written content.
- Can write engaging contributions to opinion pieces and editorials for online or offline publications in their policy area.

EXPERT



- Consistently writes good content for the audio-visual and written media, producing texts, which have demonstrated very high user engagement.
- Knows what constitutes a good press release and can prepare useful drafts in their policy area for use by the Spokespersons' Service.

12. SPEAKING WITH IMPACT



ATTITUDES

- Understands the importance of listening with attention and speaking with intention and to foster audience engagement.
- Appreciates and values the contributions of a non-scientific audience.



SKILLS

- Can deliver key messages clearly and calmly to a wide variety of audiences.
- Can handle difficult situations in a discussion/debate/presentation.



KNOWLEDGE AND UNDERSTANDING

- Knows essential public speaking techniques and strategies for handling critical questions.
- Is familiar with TED or Pecha Kucha style talks, blogs, podcasts, exhibitions or citizen dialogues.

FOUNDATIONAL



- Identifies and delivers key messages clearly, while keeping nerves under control.
- Listens with attention and speaks with intention. Knows the principles and approaches to effective rebuttal.
- Knows the basics of non-scientific argumentation and the differences between scientific and non-scientific arguments.

INTERMEDIATE



- Supports oral delivery with clear and effective visual supports.
- Applies techniques to "Stand the ground" when under attack in a debate or public discussion.
- Knows how to present the value of policies and the evidence they are based on, to a non-scientific audience

ADVANCED



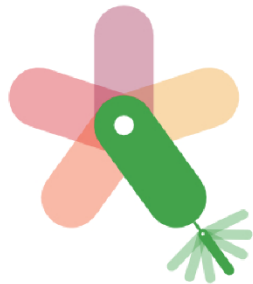
- Uses narratives and storytelling to foster audience engagement.
- Effectively handles Q&A, critical audiences, heckling and technical breakdowns.
- Is invited as keynote/panellist to key public events organised in their policy area.

EXPERT



- Listens intently and uses the narratives and opinions of others to meaningfully bridge to one's own key messages.
- Is leading debates/discussions with a non-scientific audience that transforms the policy debate, i.e. transforms the framing, the narrative and/or the actors invited to participate.

13. STORYTELLING & VISUAL LITERACY



ATTITUDES

- Has the habit of expressing concepts using visual images and linguistic metaphors to achieve optimal understanding of complex topics.
- Sees and recognises patterns and similarities, taking inspiration from different, unrelated fields bridging new concepts with familiar ones.
- Can decide when it is appropriate to use storytelling.



SKILLS

- Sources, adapts and uses images to support thinking, reasoning and conversation to present information visually.
- Uses language to tell stories to explain the relevance of science-for-policy work in the most effective and accurate way.
- Can identify and leverage the narrative power of one's work for communication purposes.



KNOWLEDGE AND UNDERSTANDING

- Understands the importance of visual communication - using image and language - to gain insight in complexity, to capture attention, reinforce knowledge and increase audience response and engagement.
- Knows the principles, techniques and methods of visual presentation.

FOUNDATIONAL



- Can construct meaning from visual images.
- Can use basic metaphors to explain concepts in relation to daily work.
- Can create concept maps, simple charts and graphs.
- Can explain to a graphic designer the kind of data visualisation desired.

INTERMEDIATE



- Uses metaphors to convey complex issues and express abstract ideas to create shared mental images.
- Can use sequences of images to create meaning and develop a visual language.
- Can interpret pictures, graphs, and charts well and recognises patterns easily.
- Can identify the most suitable type of visualisation and select appropriate data, knowing what to leave out/what to include.

ADVANCED



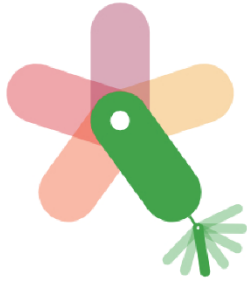
- Breaks down complex concepts and succinctly communicate these using image and narrative.
- Provides visual evidence to back up their decisions, interpretations, and opinions.
- Develops an understanding of the social impact of visual and metaphoric images in different cultural contexts.

EXPERT



- Synthesises and visualises concepts and relationships in real time e.g., during a presentation or conference.
- Helps groups come to consensus and see the bigger picture more quickly through a shared visual representation of the issue.
- Demonstrates and has been recognised for actively engaging an audience using evocative, empathetic storytelling.

14. DEALING WITH MIS AND DISINFORMATION



ATTITUDES

- Acknowledges that mis and disinformation have the potential to cause substantial harm to individuals and society.
- Recognises that successful debunking rests on the communicator's credibility and that they should be on stand-by to support.



SKILLS

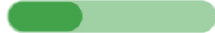
- Helps protect people against being misinformed by assisting in making them resilient against misinformation before it is encountered.
- Helps protect people against being misinformed by helping to debunk after people have been exposed to mis and disinformation.



KNOWLEDGE AND UNDERSTANDING

- Knows that people continue to rely on inaccurate information memory and reasoning even after a credible correction has been presented.
- Knows that repeated information is more likely to be judged true than novel information because it has become more familiar.

FOUNDATIONAL



- Is aware of mis and disinformation strategies relating to specific science-for-policy dossiers.
- Can critically evaluate information to reduce the likelihood of taking in inaccurate information and become more discerning in sharing behaviour.
- Understands that to debunk misinformation, communicators need to lead with the fact, warn about the myth, explain the fallacy and then repeat the truth again.

INTERMEDIATE



- Provides professional communicators with detailed refutations, clearly explaining why the information is false and what is true instead. Avoids scientific jargon or complex, technical language.
- Encourages others to critically evaluate information and be more discerning in their information sharing behaviour.
- Recognises that if a myth is not spreading widely, debunking may draw undue attention.

ADVANCED



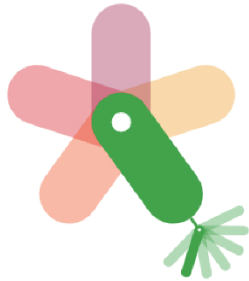
- Assists with the preparation of "Inoculation strategies" that pre-empt misinformation by explaining misleading or manipulative argumentation strategies.
- Recognises that debunking necessarily means repeating untruths and responding within a frame created by someone else and that this can have unintended consequences.

EXPERT



- Advises professional communicators on which users, experts, and algorithms (e.g., recommending related articles that contain a correction) could be effective in reducing community misperceptions when responding to misinformation online about the policy dossier

15. INTERACTING WITH DIFFERENT MEDIA



ATTITUDES

- Recognises importance of not overstepping rules and procedures, when conveying a message to the media.



SKILLS

- Can deal with journalists' requests for written material and live or recorded interviews.



KNOWLEDGE AND UNDERSTANDING

- Knows about the role of the Spokespersons' Service and "mandated staff" who regularly interact with the media.
- Knows about which procedures to follow when representing the administration in specific policy areas.

FOUNDATIONAL



- Understands the concept of who represents and speaks on behalf of one's organisation and how to deal with initial press enquiries.
- Is familiar with the pitfalls and traps set by journalists in their quest for a "story".

INTERMEDIATE



- Knows the principles to apply when being interviewed on television, radio or for YouTube or other social media channels.
- Follows the given procedure when granted permission to represent the administration in the media in the policy area.

ADVANCED



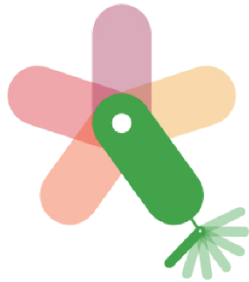
- Efficiently deals with journalists when selected to represent the organisation in the media in the policy area.
- Can develop a media plan with communication experts from the local communication unit or an external PR consultant.

EXPERT



- Can handle tricky media situations and convey a message in different media outlets, such as radio, television, written media and web communication.

16. COMMUNICATING SCIENTIFIC UNCERTAINTY



ATTITUDES

- Recognises the importance of being humble when communicating on uncertainties, and values making non-scientific audiences understand the complexity in decision-making.



SKILLS

- Can apply strategies for closing the gap between people's intuition and the scientific evidence, while addressing uncertainties related to the policy area.



KNOWLEDGE AND UNDERSTANDING

- Knows how to design and collaboratively develop communication approaches to address uncertainties related to the policy area, as perceived by non-scientific audiences.

FOUNDATIONAL



- Can appraise uncertainties related to their research through the lens of non-scientific audiences, i.e. defining the characteristics of the uncertainty, who the uncertainty is likely to affect and what the likely perception of it will be.
- Can use analogies from 'everyday life' to obtain buy-in from non-scientific audiences that uncertainties are everywhere, not only in science.

INTERMEDIATE



- Can design a communication strategy (developed collaboratively and containing three main elements: risk appraisal, situational analysis and source analysis) addressing the uncertainties related to their research as perceived by non-scientific audiences.

ADVANCED



- Can successfully implement a communication strategy addressing the uncertainties related to the policy area, as perceived by non-scientific audiences.
- Can clearly parse and communicate the distinction between policy uncertainty and scientific uncertainty.
- Can successfully apply strategies for closing the gap between people's intuitions and the scientific evidence.

EXPERT



- Has established a culture in the team, which is committed and equipped to communicate on uncertainty following the principles and strategies agreed upon.
- Is considered one of the top experts in their field, qualified to provide advice on technical and political aspects, trade-offs on a policy file, called upon in situations of e.g. high uncertainty and complexity, crises or public controversy.

17. ENGAGEMENT MINDSET



ATTITUDES

- Recognises the purpose and value of citizens engagement, co-creation and deliberative practices, as well as their expected contribution to research, e.g. data, ideas and opinions.
- Recognises citizens as legitimate participants in science for policy.



SKILLS

- Can identify and integrate differing values and perspectives.



KNOWLEDGE AND UNDERSTANDING

- Knows and understands the rules on ethics, code of conduct, scientific integrity and data protection in one's organisation.

FOUNDATIONAL



- Recognises citizens and stakeholders as knowledge-holders for their different abilities to enrich research with new and diverse perspectives, ideas, concerns, and scientific and technical knowledge base.

INTERMEDIATE



- Seeks to be inclusive and transparent and understands how best to engage with citizens' clusters and categories of stakeholders in each specific context.

ADVANCED



- Encourages citizens and stakeholder engagement activities to be integrated at specific stages of the research cycle.
- Encourages engaging otherwise underrepresented and/or marginalised citizens' clusters and categories of stakeholders in the research process.

EXPERT



- Demonstrates and has been recognised for engaging with citizens' clusters and categories of stakeholders in an inclusive, transparent and effective manner.

18. PLANNING & DESIGNING CITIZEN ENGAGEMENT



ATTITUDES

- Recognises the importance of thoughtfully planning and designing a CE strategy.



SKILLS

- Can anticipate issues that often occur in CE processes and projects.



KNOWLEDGE AND UNDERSTANDING

- Knows how to design an effective CE strategy in accordance with formal requirements, if any, and serving the purpose.

FOUNDATIONAL



- Can define the scope and objectives of CE, as well as its intended contribution to research i.e., extending the knowledge base, reducing social polarisation over a controversial policy issue.
- Design the criteria for recruiting participants according to the objective of the CE process.
- Can distinguish between all major preparatory work phases and methodological approaches to implement CE activities.

INTERMEDIATE



- Has a working grasp of the design of the "CE cycle" and the types of engagements that are relevant for different stages of the research process.
- Can plan and calibrate the level of ambition of CE activities with practical constraints linked to budget availability, feasibility, and research commitment
- Can identify and have access to the right experts and organisations that involve and engage the intended target group.

ADVANCED



- Plans and sets up engagement processes i.e., developing an engagement strategy, addressing the number of events, partnerships, sampling of participants, duration, venue, agenda, expert information to participants, and local moderation team(s) both online and in physical events.

EXPERT



- Has served as reference point for other researchers in their unit / directorate for planning and designing citizen engagement.
- Has extensive experience in planning and designing CE and deliberative processes that have been implemented at scale.

19. CONDUCTING CITIZEN ENGAGEMENT



ATTITUDES

- Is open to diversity of views and values.
- Is open to convey any conclusion from CE activities in a clear and transparent way.



SKILLS

- Can manage and coordinate a CE process
- Can build bridges in multi stakeholder processes.



KNOWLEDGE AND UNDERSTANDING

- Knows the principles and methodologies supporting the implementation of the CE process.
- Knows the different evaluation and reporting methods and criteria specific to the CE methodology chosen.

FOUNDATIONAL



- Contributes to running a CE exercise e.g. by co-facilitating conversations; synthesising inputs, drafting reports.
- Seeks to integrate a diversity of views, debates, and possible disagreements between participants.
- Knows where to get help from, especially for politically sensitive issues (e.g. communication with media, stakeholders mapping and involvement, etc.)
- Can distinguish categories of stakeholders with high impact and interest vs. other categories of stakeholders with low impact and high interest.

INTERMEDIATE



- Confidently manages a CE activity for a research project, including adapting methodological choices to new, unexpected circumstances.
- Clearly communicates the intent of the CE process, as well as its scope, stages and how results will be utilised and by whom.
- Articulates the inputs received from CE into knowledge for policy.

ADVANCED



- Supervises, at different stages of the implementation process, CE activities and advises others on citizen engagement.
- Communicates credibly to the larger public including to stakeholders and media about CE processes and its outcomes.

EXPERT



- Has extensive practice in managing CE at scale that led to research projects that effectively reconcile research objectives and citizen values and needs.
- Has piloted methodological designs for CE resulting in new ways to inform/enrich policy development.

20. PLANNING & DESIGNING STAKEHOLDER CONSULTATION



ATTITUDES

- Recognises the importance of thoughtfully planning and designing a stakeholder consultation strategy.



SKILLS

- Can anticipate issues that often occur in stakeholder consultation processes and projects.



KNOWLEDGE AND UNDERSTANDING

- Knows how to design an effective stakeholder consultation strategy in accordance with formal requirements, if any, and serving the purpose.

FOUNDATIONAL



- Can identify the scope and objectives of stakeholder consultation.
- Has a working grasp of the design of the stakeholder consultation process and the types of consultations that are appropriate and/or mandatory to each specific research project.

INTERMEDIATE



- Can contribute to drafting of the stakeholder consultation strategy, which sets the scope and objectives and aligns them with the stage(s) of the research cycle, maps the stakeholders, determines appropriate consultation methods and ensures data protection and accessibility.
- Can confidently draft (online) questionnaires in plain and userfriendly language.

ADVANCED



- Is penholder for drafting the stakeholder consultation strategy.
- Can mitigate the impact of bias and the potential stakeholder 'regulatory capture' of the most influential and interested stakeholders.

EXPERT



- Has served as reference point for other researchers in their unit / directorate for planning and designing stakeholder consultations.
- Has extensive experience in planning and designing stakeholder consultations for issues where scientific evidence is highly contested.

CLUSTER D. ENGAGE WITH CITIZENS & STAKEHOLDERS
21. CONDUCTING STAKEHOLDER CONSULTATION

V1.0



ATTITUDES

- Is open to diversity of views and values.



SKILLS

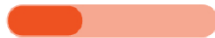
- Is able to manage and coordinate stakeholder consultations



KNOWLEDGE AND UNDERSTANDING

- Knows the principles and methodologies supporting the implementation of stakeholder consultations.

FOUNDATIONAL



- Contributes to running a stakeholder consultation (online public/targeted consultations, seminars, workshops, interviews, sampling, e.g. co-facilitating conversations; synthesising inputs, drafting reports.
- Seeks to integrate a diversity of views, debates, and possible disagreements between stakeholders.
- Is mindful of the importance of adequate awareness-raising, publicity and understands how to adapt communication channels to the needs of all target audiences.

INTERMEDIATE



- Can confidently facilitate seminars, interviews, and panels of stakeholders.
- Raises awareness and clearly communicates the intent of the stakeholder process, as well as its scope, stages and how results will be utilised and by whom.
- Contributes to analysing the contributions of the stakeholder engagement, clearly communicating the scope of participation and the outcomes, while being mindful of potential 'campaigns' and how to address them.

ADVANCED



- Confidently manages a stakeholder consultation for a research project, capturing a diversity of evidence and opinions.
- Supervises, at different stages of the consultation, and advises others.
- Can confidently lead seminars, interviews, panels of stakeholders and facilitate the discussion among the institutions and stakeholders.

EXPERT



- Has effectively managed stakeholder consultations on issues with highly contested evidence, and involving multiple scientific disciplines, in which all relevant categories of stakeholders felt heard.
- Has piloted methodological designs for stakeholder consultation resulting in new ways to inform/enrich policy development.

22. COLLABORATIVE MINDSET



ATTITUDES

- Believes in the need for systemic thinking for holistic and sustainable policymaking
- Strives to achieve synergies and partnerships for mutual benefit, constructive relationships and sharing.
- Is sensitive to diversity and seeks to include different cultures and values in their worldview.



SKILLS

- Deals constructively with interpersonal conflicts.
- Can develop mutually beneficial relationships based on trustworthiness.
- Can identify and integrate differing values and perspectives.



KNOWLEDGE AND UNDERSTANDING

- Knows and understands different types of collaborative interactions. i.e. collaboration, co-operation, co-ordination, network.
- Knows how group dynamics influence collaboration and have an overview of inclusive hosting techniques.
- Understands the importance of cultural sensitivity in policy implementation.

FOUNDATIONAL



- Seeks collaboration, builds trustful relationships and takes responsibility for the results by default.
- Displays behaviour and attitude that can be described as open-minded, empathic, curious, and appreciative of diverging perspectives and evidence.

INTERMEDIATE



- Seeks mutual gains in relationships and demonstrates a non-defensive presence in collaboration.
- Shows willingness to deal with interpersonal conflicts in a constructive and trustworthy way.
- Seeks to understand the unique way one thinks, learns, and communicates; learns and un-learns with others constantly.

ADVANCED



- Demonstrates and has been recognised for having a "mind-share" mindset i.e., uses influence with others to connect, leads as a host, leverages differences as a resource, "the more we share, the more we have".
- Asks what can be possible, considers value to be created and carried by exchange of ideas and connections.

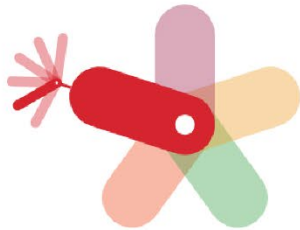
EXPERT



- Understands one's own and others' feelings, fears, intentions, and patterns of behaviours, increasing the awareness of conditions that maximise how one's and other people's thinking is affected by various kinds of input.

CLUSTER E. COLLABORATE
23. GROUP DYNAMICS

V1.0



ATTITUDES

- Values active listening to others.
- Is open to and tolerates the contributions of others.
- Allows effective interactions among interlocutors.



SKILLS

- Knows how to communicate clearly by using verbal and non-verbal communication.
- Knows how to handle conflict situations and non-assertive behaviours.
- Can coach colleagues on effective communication.



KNOWLEDGE AND UNDERSTANDING

- Knows the rules of effective discussion and communication.
- Is familiar with facilitation of interactions/discussions as well as conflict management techniques.

FOUNDATIONAL



- Demonstrates ability to listen to other people's ideas without showing prejudice.
- Understands and avoids behaviours, which may prevent an effective interaction.

INTERMEDIATE



- Identifies causes of a conflict.
- Helps their interlocutors in expressing their ideas and needs, so to minimise the risk of unclear or incomplete communication.

ADVANCED



- Uses non-verbal communication to facilitate interaction among their interlocutors.
- Supports colleagues in dealing with non-assertive behaviours, possibly disrupting the value-creating activities of individuals or teams.

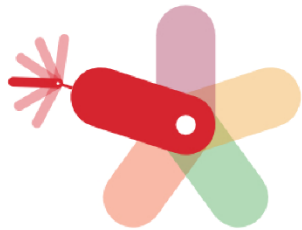
EXPERT



- Can shape group norms that ensure the transformative capacity of the organisation.

CLUSTER E. COLLABORATE
24. EMPATHY & EMOTION

V1.0



ATTITUDES

- Strives towards a non-judgemental mindset informed by emotions, attitudes, values and behaviours.
- Recognises and embraces diversity concerning e.g. identity cognition.



SKILLS

- Cultivates own and other's emotional capacities, to facilitate cooperation and trust.
- Contributes to the emotional intelligence of the organisation.



KNOWLEDGE AND UNDERSTANDING

- Understands the role of emotions, personal values and group norms in cognitive processes, collaboration and decision-making.

FOUNDATIONAL



- Shows empathy, not judgement, towards others.
- Commits to uphold a non-defensive attitude towards others even in disagreement.
- Recognises the role of their emotions, attitudes and behaviours in influencing other people's attitudes and behaviours.

INTERMEDIATE



- Proactively explores one's own values landscape as well as learns about the values landscape of others.
- Demonstrates behaviour that leverages emotions to enhance cognitive processes and decision making.

ADVANCED



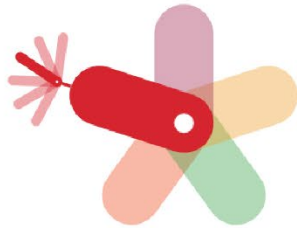
- Helps colleagues to explore, express and expand their empathy and emotional capacities, including values empathy, e.g., by learning about the diversity of values in the population.
- Applies techniques to gauge and cultivate a group's emotional self-awareness and seeks to establish group norms broadly supported within the group.

EXPERT



- Has had significant impact on establishing and applying empathy for values towards citizens and other stakeholders in the research process.
- Cultivates the emotional intelligence of one's organisation.

25. INTERCULTURAL SENSITIVITY



ATTITUDES

- Is sensitive to and seeks to include different cultures and values in one's world view.



SKILLS

- Can identify and integrate differing values and views.



KNOWLEDGE AND UNDERSTANDING

- Understands the importance of cultural sensitivity in research.

FOUNDATIONAL



- Understands that one's culture is just one among many others and accepts cultural, e.g. values, differences, although not necessarily agreeing with them.

INTERMEDIATE



- Has an expanded worldview and has expressed empathy towards others' cultures and values orientation.

ADVANCED



- Demonstrates an integration of different cultural worldviews in one's own, with none being central.

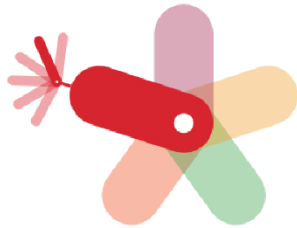
EXPERT



- Increases the effectiveness, acceptance and legitimacy of decisions in research by acting upon their intercultural sensitivity and evidence about values orientation.

CLUSTER E. COLLABORATE
26. SYSTEMS THINKING

V1.0



ATTITUDES

- Believes that there are no silver-bullet solutions to complex problems.
- Approaches complex policy problems with a holistic, inclusive and sustainability-oriented mind-set.
- Seeks to understand how one's own work and objectives interact with and impact other projects and policy issues.



SKILLS

- Can grasp the main components and interactions of a system.
- Can create effective representations of complicated and complex systems.
- Can identify and weigh trade-offs and interact with systems towards a desirable sustainable outcome.



KNOWLEDGE AND UNDERSTANDING

- Can distinguish between different types of systems
- Knows that every human action has environmental, social, cultural and economic impacts.
- Understands the diversity of drivers at the science-policy interface.

FOUNDATIONAL



- Can recognise when a policy challenge is complicated and when it is complex and knows why this distinction matters.
- Can differentiate between natural, technological, and human systems. Recognises the role of narratives in human systems.
- Is aware that many other drivers than facts and logic influence political decision-making, such as interdependencies, psycho-social, economic, and political context, values, identities and beliefs.

INTERMEDIATE



- Can read the main components of a relatively clear, specific system. Can identify properties of components and key interactions.
- Can work with experts to identify and validate boundaries and constraints, roles, values, identities and monitor key narratives etc. in an evolving policy context.
- Knows how to represent or how to commission a representation of a system. Can set indicators to monitor the evolution of a system.

ADVANCED



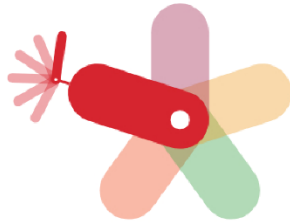
- Can read and act on complicated systems, analysing how the system and its elements interact with policy objectives or measures.
- Has experience managing boundaries and constraints, roles, narratives etc.to reach the optimal (final or desired) state of a system.
- Can create a representation of complicated policy system, incl. subsystems. Can monitor change and emerging properties of a system.

EXPERT



- Can read and act on complex systems and systems of systems i.e identifying and leveraging synergies between high-level policy initiatives.
- Has been recognised to effectively engage with complex policy systems towards the optimal (final or desired) state.
- Enables others to appreciate and engage with complex policy challenges by facilitating collective and integrated sense making.

27. CONVENING & FACILITATING



ATTITUDES

- Believes in a culture of trust, reconciliation, compromise and consensus.



SKILLS

- Can apply discussion, debating and negotiation techniques, in pursue of mutual understanding and agreement.
- Can select and deploy digital tools to facilitate collaboration.



KNOWLEDGE AND UNDERSTANDING

- Knows different facilitation types, tools, techniques and methods, and when they suit different purposes.

FOUNDATIONAL



- Understands the philosophies and goals behind different types of facilitation and knows how to run (online) meetings in an effective way, deploying the most suitable software tools, techniques and methods.
- Knows how to trigger discussion and guides participants. Gets to the outputs and ensures the integration of outputs from previous steps and execution of follow-ups.
- Understands that it is the conveners' responsibility to ensure that everyone participates and shares divergent views openly.

INTERMEDIATE



- facilitates face-to-face and online meetings (with participation of scientists and policymakers) using different formats and methods (e.g. moderation, hosting, chairing, negotiation, etc.) depending on the collaboration format and purpose.
- Has experience in covering and facilitating debates in their own research field and using deliberative means to improve the understanding of stakeholders involved.

ADVANCED



- Has extensive practice in facilitating panel debates at large-scale conferences and workshops.
- Has a track record of successfully addressing and reconciling interests and perspectives, facilitating the design of evidence-informed policy options.
- Applies techniques to gauge and cultivate a group's emotional self-awareness, synthesise inputs and seeks to establish group norms broadly supported within the group.

EXPERT



- Has experience in facilitating highly political collaboration and negotiation processes involving policymakers and researchers from different disciplines.
- Drives innovation on facilitation and collaboration at the science-policy interface.

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