Summary of Academy of Science Presidents' Meeting (APM)

<u>Date</u>: 16h50-18h50, 2 October, 2016

   held for the STS Forum 2016

<u>Venue</u>: Room 104, KICC

<u>Organizer</u>: Science Council of Japan (SCJ)

<u>Participants</u>: Presidents or Representatives from Science Academy or Scientific Organizations in Cuba, France, Germany, India, Indonesia, South Korea, Latvia, Pakistan, Poland, Slovensko, Sudan, Thailand, UK, USA and Japan. In total 16 participants attended.

<u>Co-chairs</u>: Professor Sakarindr Bhumiratana, President of Thai Academy of Science and Technology (TAST)

   Professor Takashi Onishi, SCJ President

<u>Theme</u>: "How can science academies promote social innovation?"

<u>Summary of discussion</u>:

At the meeting, the participants self-introduced by themselves, followed by a short presentation relating the theme of the meeting "Social Innovation."

The idea that "Social Innovation" is the source of development of human-being and a tool for attending social issues, was introduced. Also mentioned was that "Social innovation" is to decide where our societies could move forward.

All of the participants agreed that social innovation is a necessary tool for better application of science and technologies to the society.

In order for materializing the envisioned society, the following aspects, including roles of science academies, were indicated with the current situations, as follows:

1. Connection to governments:
    (1). Science academies are to provide scientific advices to governments, ministers, policy makers and other public stakeholders:
    - In some developed countries, science academies have been already established their status as scientific advisers to governments, ministers, policy makers and other public stakeholders. But mainly in developing countries, there are strong needs to draw much attention of governments to significance of sciences, technologies, and scientific innovations, as well as to importance of social innovation.

(2). Leverage governmental budgets for basic sciences and technologies:

- Several developing countries are facing to significant difficulties to well persuade and reasoning their governments that basic science and technologies are important for betterment of their societies. Therefore, in those countries, budgets to projects of basic science and technologies are still extremely insufficient.
- Even in developed countries, only few science academies were able to increase governmental budgets to their projects to basic science and technologies.

2. Support for scientific communities:

(1). Enhance collaboration among basic & pure sciences, humanities, life-sciences and engineers:

- Some science academies include in their structure social sciences and humanities, in addition to natural science and life-science.
- Most of science academies attended the meeting recognized importance of close collaboration among natural and life sciences, engineers, as well as social sciences and humanities.
- Some countries have experienced indications toward the opposite directions; such as governmental instructions to streamline and cutback in departments of social sciences and humanities in colleges and universities.

(2). Attend the issues relating post-doctoral scientists especially for their future carrier-pass:

- Some countries, science academies are further enriching their activities in order to attend the issues of unemployment of post-doctoral fellows by providing some excellent scientists their fellowships and/or some awards to them to increase their opportunities to get their employments.

(3). Help enhancing diversity of scientific communities:

- It was heighted at the meeting that enhancing diversity of scientific communities, such as enhancing numbers of young scientists, female scientists and scientists in developing countries, would be able to add various views and ideas for science and society. It seems current situations, this issue shall still be attended.

(4). Support scientific projects to be prioritized:
- It was indicated that science academies shall take their roles to support essential scientific projects to be prioritize in order for promoting social innovation appropriately. It seems current situations, this issue shall still be attended.

3. Enforce platform to support science and technologies:
   (1). Provide science education to all students, in order for improve science literacy and to promote education of teachers for appropriate and evidence-based science education to introduce science education in a curiosity-driven way:
   - Especially in developing countries, science education is to be highlighted to increase science literacy, in addition to the importance of nurturing excellent science teachers
   - In some countries, science academy provide some opportunities for school students to draw their interests in science and technologies.
   - It was noted that ITC takes supportive and indispensable roles for students in rural districts, areas and regions.

4. Connection between the general public and science academies:
   (1). Establish infrastructures for feedback benefits from innovation obtained from sciences and technologies to our societies:
   - Especially in developing countries, such infrastructures have not been fully established.

   (2). Include media and journalism to apply social innovation to our society properly:
   - In order for widely spreading benefits of science and technologies, as well as social innovation to the general public, outreach of science only by science academies has not yet been sufficient so far. Therefore, currently it is promoted to include media and journalism in many occasions in many countries.

   (3). Include the general public when applying social innovation:
   - It was indicated at the meeting that when applying social innovation to the general public, relevant stockholders, including governments and science academies, should be included in a further extent, as there were some examples that inclusion of the general public were not sufficient and brought unexpected results. [END]