OECD Science, Technology and Industry Outlook
OECD Science, Technology and Innovation Outlook 2018
Adapting to Technological and Societal Disruption

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# **Corrigendum 1**

### Page 113:

figure 4.7

Corrections to Figure 4.7 OECD STI Outlook 2018 in chapter 4, "STI POLICIES FOR DELIVERING ON THE SUSTAINABLE DEVELOPMENT GOALS" (figure 4.7, p. 113):

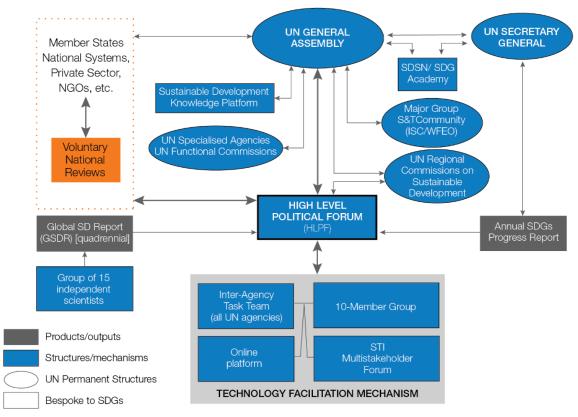
- 1. Under the Major Group S&T Community, "ICSU" and "ISSC" have now merged as the International Science Council (ISC)
- 2. In the bottom caption, a typo was introduced from the original figure ("shematic" should be "schematic")
- 3. The "group of 15 independent scientists" addition on the left of the figure should point to the GSDR, not the national box
- 4. Updated citation: "The InterAcademy Partnership, "Supporting the Sustainable Development Goals: A Guide for Merit-Based Academies", 2017, available at: www.interacademies.org/37864/IAP\_SDG\_Guide" and "Improving scientific input to global policymaking, with a focus on the UN Sustainable Development Goals" at <a href="https://www.interacademies.org/50429/SDGs\_Report">https://www.interacademies.org/50429/SDGs\_Report</a>.

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Corrigendum: OECD Science, Technology and Innovation Outlook 2018

Figure 4.7. STI inputs to the SDG process

Schematic illustration



Arrows reflect institutional links and inputs into different parts of the system but are not scalar or proportionate.

Sources: The InterAcademy Partnership, "Supporting the Sustainable Development Goals: A Guide for Merit-Based Academies", 2017, available at: <a href="www.interacademies.org/37864/IAP\_SDG\_Guide">www.interacademies.org/37864/IAP\_SDG\_Guide</a> and "Improving scientific input to global policymaking, with a focus on the UN Sustainable Development Goals" available at <a href="https://www.interacademies.org/50429/SDGs">https://www.interacademies.org/50429/SDGs</a> Report.

# **Corrigendum 2**

### Page 274:

#### Heading 3 to be added

## Correction is below in red:

At the level of the policy organisation, a mix of capabilities is required, including technical staff with specialised skills in data curation and stewardship, to manage the use of necessary standards and metadata. Policy analysts and decision-makers would find it useful to possess statistical skills, i.e. knowledge of key concepts and statistical software. Existing staff can accumulate some of these capabilities gradually, by upskilling through massive open online courses; this is a more cost-effective option than hiring expensive data scientists. In this way, DSIP initiatives could benefit from a process of cumulative organisational learning and deploy increasingly ambitious technologies.

## Private sector roles

The private sector plays an increasingly important role in DSIP systems. For example,...