

**Grand
challenge 6:
Europe in a
changing world
- inclusive,
innovative and
reflective
societies**

Empowering diversity in communities

GRAND CHALLENGES :

C6. Europe in a Changing World – inclusive, innovative and reflective societies

CHALLENGE

Equality in diversity: in principle, all people are equal. Still, it is important to find ways to make equality real in the daily life. Our societies undergo socio-cultural changes connected to migration, globalization, democracy crisis, that we can either study and act upon or neglect and remain unprepared. Diversity should be seen as a potential rather than a drawback.

Moreover, there is potential to improve the implementation of existing policies that tackle these changes on national and European level. There is a need to develop new models and innovative approaches for social inclusion.



SCOPE

Research should investigate approaches for empowering diversity in communities by creating better models for understanding the relation between societal conditions and readiness for social inclusion taking into account differences across cultures. There is a need to search for successful models of empowering diversity in communities from abroad and examine their transferability into local policies and educational activities. Research should also investigate the compatibility between legal and social norms. In processes of empowerment for diversity, models of collaborative conflict resolution should be explored.

EXPECTED IMPACT

- Improvement of communities and diversities integration, better communication and awareness
- Better understanding of barriers and enablers for social inclusion
- More tolerant and vibrant communities
- Stronger social cohesion
- Greater equality of rights for all groups of society
- Behavioural change in attitudes from tolerance to acceptance
- Behavioural change in mindset from stereotyped to complex
- Create communities of practice

Online
consultation
rating



COMMUNITY BUILDING

15 Empowering diversity in communities

Research topic :

Empowering diversity in communities

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Grand Challenge :

6: Europe in a changing world - inclusive, innovative and reflective societies

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Create communities of practice

Online consultation rating: average importance: 3,85/5

Countries prioritising this research area: Slovakia

CITIZENS' VISIONS

[HRV] **Vision 3:** The preservation of human health and nature for the generation XYZ

"These communities will be examples of sustainable oasis based on truth and acceptance of the people's diversity."

[IRE] **Vision 2:** Expression of quality

"People have become more politically engaged in comparison to today, differences have become embraced and attitudes towards minorities have also changed."

[FR] **Vision 1:** Sociability over technology

"Respect will be a core value. Respect of laicity, of human being, of differences and of religions."

[DE] **Vision 6:** The future of work

"Complete equality of men and women at work + inclusion"

[DE] **Vision 5:** Dream school 2050

"In 35 years' time, even more cultures will interact in Germany than is the case today and we hope that our children are taught to be tolerant and open to others and can experience this first hand every day in the community."

[BEL] **Vision 1:** Foundations for respect, equality, diversity through education

"Our vision of 2050 is : the childhood education will allow us to reach an ideal of respect, an awareness to sustainable development, a better wealth distribution and an openness to social mix because diversity and interactions bring richness."

Evidence-based community building

GRAND CHALLENGES :

C6. Europe in a changing world - inclusive, innovative and reflective societies

CHALLENGE

Evidence based policy making often involves tapping into knowledge and evidence across various sources. Yet, there is a lot to do for overcoming the challenge of clientelism in society (that is at the basis of arbitrary and self-interested decision-making). Also, there is a need for finding the relation between the citizen contribution (problem detection) and the expert contribution (application of the solution). Moreover, the current educational system does not foster critical and analytical thinking, so citizens have a hard time understanding evidence for the purpose of policy making. There is also the challenge of strengthening the citizens' trust in science, institutions and the policies that are meant to serve the community. In building communities, we need to empower citizens to access and consult data and evidence while accepting space for their own value based judgement.



SCOPE

Research should focus on creating models for evidence based policy across multiple science sectors and creating more informed mindsets among citizens and policy makers. There is a need to study and develop evidence based intervention programs for reducing prejudices within and between communities. There is a need to explore models of participatory processes for collective agenda setting based on different and specific citizens needs and environments. This requires theoretical and empirical research on how communities can be transformed by knowledge, including:

- Introducing steps for change of mind-sets in the society, involving citizens in decision-making
- Empowering citizens through accessible informational campaigns and digital tools
- Grounding decisions in research and data
- Specifying the relation between citizens' and experts' contributions

EXPECTED IMPACT

Online
consultation
rating



- Ability to justify public policies, their sustainability and possibilities for implementation
- Empowered society capable of vision development
- Involvement of stakeholders in the analysis and policy decision-making based on substantial data using methods and tools for policy impact evaluation
- Reduced power of politicians to make decisions for the entire community on their own
- Reduced bias that is generated by disinformation
- Useful and meaningful data for citizens and communities that can be used in real life

16 Evidence-based community building

Research topic:
Evidence-based community building

Grand Challenges :

6: Europe in a changing world - inclusive, innovative and reflective societies

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Reduced bias that is generated by disinformation
Useful and meaningful data for citizens and communities that can be used in real life

Online consultation rating: average importance: 3,7/5

Countries where this is seen as priority: Croatia

CITIZENS' VISIONS

[PORT] Vision 5: We build the future now

"People/citizens will have more voice and weight in decision making"

[ITA] Vision 4: A school beyond times - a new education model

"The sense of belonging to the community is strong and it is a common feeling among citizens"

[IRE] Vision 2: Expression of quality

"People more politically engaged"

[UK] Vision 6: Citizen empowerment

"All services should be community led"

[CZE] Vision 5: Open Civil Society.

"Make useful information instead of information ballast".

Policy recommendations on community building

1. Include European Parliament representatives in establishing/creating the scope of the research
2. Regarding "Evidence based community building": inter-governmental or inter-DG consultation and working group on evidence based policy

3. Regarding "Empowering diversity in communities", perhaps there is no need for drafting a research topic, but establishing a Coordination and Support Program for community building
4. Participatory processes in creating policies related to community building
5. Invest in and stimulate more research in community building based on:
 - interdisciplinary and multisector approach
 - new models of evidence gathering and assessment,
 - bottom-up approach:
 1. engage citizens to create a real picture of their needs, interests and wishes
 2. inform citizens about the results of implemented research and results to measure the impact it has on their lives
 3. digital empowerment (raise digital literacy)
 4. transparency
 5. social inclusion principles and best practices
 6. participatory decision making process.
6. Make user friendly data accessible and easy to understand to the citizens about research and science achievements

Empowered Citizens

GRAND CHALLENGES :

C6. Europe in a changing world - inclusive, innovative and reflective societies

C7. Secure societies - protecting freedom and security of Europe and its citizens



CHALLENGE

Disenfranchised communities, citizens, and NGOs lack awareness of and access to essential services. Moreover, digital tools cannot be applied as a slave on gaping social wounds. The lack of clear channels for meaningful citizen participation furthers the feelings of disempowerment and the distrust of governing bodies. Hampered by asymmetrical knowledge, and seemingly opaque governing process, the dream of achieving an inclusive and reflective European society seems further away than ever.

SCOPE

Understanding the dynamics and challenges of citizen empowerment and participation in a diverse, digital society and exploring, in empirical and/or experimental ways, how citizens could play an active part in designing, producing or running public services as well as democratic processes. The methods and tools, which are developed, should ensure that everyone (society in its diversity) has the capabilities and is motivated to take part in the process; all types of knowledge should be defined and included equally in the participatory processes. The research should take into account how this redesign can improve both the inclusiveness and the outcomes of public services and democratic processes. The research should also explore what are the requirements for participation to be successful, and what are the different impacts of the different participatory methods applied.

EXPECTED IMPACT

Online
consultation
rating ★★

- Increasing collective responsibility and awareness; for citizens to start to understand their individual responsibility and opportunity for impact
- Finding ways, tools, and techniques to systematize the public participation and transparency of decision making. Citizens will learn about institutions, the decision making process, and the scales of decisions (learning by doing). There is reciprocity in these processes. Everyone involved (institutions, stakeholders, scientists...) will learn from each other
- Promoting new modes of citizen engagement to reduce corruption, increase transparency, and further good governance
- Respecting and treating all types of knowledge and know-how equally
- Engaging citizens in participatory processes in all stages of their lives
- Creating forums for citizen and policy maker dialogues to foster social cohesion and trust in governing institutions. Developing a simple and effective platform to collect and safely communicate data, train involved actors, and target community initiatives

PARTICIPATORY GOVERNANCE

17 Empowered citizens

Research topic :
Empowered Citizens

3.d

Grand Challenges :

6: Europe in a changing world - inclusive, innovative and reflective societies

7: Secure societies - protecting freedom and security of Europe and its citizens

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Respecting and treating all types of knowledge and know-how equally.
Engaging citizens in participatory processes in all stages of their lives.
Creating forums for citizen and policy maker dialogues to foster social cohesion and trust in governing institutions. Developing a simple and effective platform to collect and safely communicate data, train involved actors, and target community initiatives.

Online consultation rating: average importance: 4,00/5

Nations prioritizing this research area: Croatia, Malta, France, Italy, Belgium

CITIZENS' VISIONS

[LAT] **Vision 3:** Responsible lifestyle.

"Each citizen's personal responsibility in decision making"

[DK] **Vision 2:** A democratic society with REAL equal opportunities.

"Education in democratic culture in elementary school."

[...]"Agnes participated in a lot of debates through social media. She eagerly used her freedom of speech within the "responsibility of speech."

[PORT] **Vision 5:** We build the future now.

"I participate every day in the construction of my future, my family and my community, in a similar way as is my participation in CIMULACT today. Individual freedom to choose and participate in continuing education and training, politics and citizenship is paramount, as is the study of fundamental rights."

[UK] **Vision 6:** Citizen empowerment.

"All services should be community-led, geared towards maximum empowerment of groups and individuals, where all feel they have choices and access, and they are listened to."

[UK] **Vision 4:** Untitled.

"- Citizens decide on spending priorities (e.g. taxes, referendum, participatory budgets)

- WIDENING PUBLIC DEBATE/VOTING MECHANISMS – organising more workshops like this, electronic referendum, public debates including more political parties, groups of interest."

[SWE] **Vision 2:** Education – A Standardised education system in the EU.

"Project work, as well as virtual classes and lessons over national borders are a reality."

[CHE] **Vision 5:** Together for one world.

"An attractive educational system (...) promoting the transfer of knowledge."

[PORT] **Vsion 3:** E.U. – We are
“A responsible society with an aware, active, deliberative and cooperative
(public) participation”

Meaningful research for community

GRAND CHALLENGES :

C6. Europe in a Changing World – inclusive, innovative and reflective societies



SCOPE

Research should explore:

- Ways for research to be evaluated, selected and prioritized according to its ability to contribute to sustainable development and potential beneficial impact to the community
- Better understanding of publicly vs. privately funded research for securing broad perspectives in research
- Ways of building on open access and open science

CHALLENGE

Currently there is no direct relation on how publicly funded research and innovation “gives back” to community. Academic research can be far away from everyday reality. There is a need for framework conditions for linking research, innovation and development projects closer to the potential benefit of the community.

The challenge requires:

- Democratisation of research funding (i.e. larger participation and better research assessment)
- A more transparent research process (evaluation, feedback, use of money, spin offs, and impact)
- Increasing research legitimacy (e.g. considering long term cost-benefit analysis and contributing to community's social and intellectual capacity-building)
- The general public should receive accessible information about the research process and impacts of research results

EXPECTED IMPACT

- Higher relevance of research through better contact with the grassroots
- Better returns for tax payers
- A deeper sense of engagement in research among citizens
- Results of important research would be put into use faster and more efficiently without private or economic interests
- There are also concerns that important research might struggle to prove its relevance in early stages of maturity and be rejected and that basic research would be very difficult to finance

Online
consultation
rating ★

18 Meaningful research for community

Research topic :
Meaningful research for community

9.d

Grand Challenges:

6: Europe in a changing world - inclusive, innovative and reflective societies

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Better understanding of publicly vs. privately funded research for securing broader perspectives in research.

Ways of building on open access and open science.

EXPECTED IMPACT

Higher relevance of research through better contact with the fundamental needs bottom-up perspectives in research institutions.

Better returns for tax payers.

Citizens will actively take part at any stage of the research process (from idea generation to implementation of results).

Results of research would be put into use faster and more efficiently for the benefit of citizens, or the one of businesses

The concern that research might struggle to prove its relevance in early stages will vanish

Online consultation rating: average importance 3.74

Nations where this was seen as priority: Norway - 4th priority.

CITIZENS' VISIONS

[SVK] **Vision 4:** Futurofarma and Space Tourism

"Combining science with nature in a rational way from which both side effects"

"People will live a quality life because of the support for research and development, improved access to its results and better cooperation of the involved actors"

[SVK] **Vision 2:** Technology for better health

"People will live a quality life because of the support for research and development, improved access to its results and better cooperation of the involved actors"

[ROU] **Vision 3:** Back to (our) roots

"Technology will develop in harmony with the environment and individuals' needs"

[CHE] **Vision 5:** Together for one world

"[...] Funding of the research for the development of environmentally friendly technologies and working models that must be designed keeping human needs in mind"

[GR] **Vision 5:** Man in the center of education and attempts of development

"The development of the society, technology and our economy must be done in a manner beneficial to mankind. There should be no development that harms humanity or the environment. We need to respect and utilize every places' benefits."

Policy recommendations for participatory governance

1. The research programme should **acknowledge communities (both physical and virtual) as a means for solving issues arising from the changes happening in society** (e.g. new job market).
2. To have **more citizens, scientists, decision-makers working in articulation on projects** (design, implementation, solutions...at all stages).
3. To **consider for every project if it is relevant to involve or not citizens**, at which scales, at any or all steps.
4. To **define all the (conceptual) requirements for participation to be successful:** political, practical, theoretical, social (basic needs fulfilled)

5. Develop the **awareness of the existence and effects of participation to decision makers**.
6. To **explore, experiment and evaluate participation processes** at various scales, publics and different subjects.
7. Experiment **participation processes at every step of the life** (the people integrate these processes and are more likely to reproduce them)
8. **Participation should be mandatory in the education curriculum** (schools, universities) and for adults and elderly. Anyone that experimented, lived it, will know how to do it, and will do it naturally.
9. One policy to be supported would deal with a **collection and dissemination of best practices models for sharing the responsibilities of empowering citizens for life choice management** (between governments, businesses, communities and individuals itself) It would be a "civitas-network" dedicated to this topic (see www.civitas.eu).
10. **Define the different types of knowledge for research and respect all of them** in order to give an equivalent voice to all the citizens and their knowledge. Research is not just for scientists. These types of knowledge include economic, technical, social, etc.

Debating alternative economic models

GRAND CHALLENGES :

- C6. Europe in a Changing World – inclusive, innovative and reflective societies
- C8. New economic models



CHALLENGE

The “for profit” economy does not answer to societal needs. There are concerns about the increasing poverty and income gap, social exclusion, and degradation of social values in the member states. (New) alternative economic models are existing and/or emerging around the world. They are based upon diverse social values instead of monetary values, and include different kinds of drivers (gift, exchange, rent, sharing...). Those new models may have potential to help sustain the current European social welfare standards and ensure social cohesion. Multifactors in the member states and on European level do not have the complete overview of content, advantages / disadvantages and potentials of these models. To make a robust policy strategy development it is important to have

an overview and a common knowledge base.

SCOPE

There is an absolute necessity for a Europe-wide dialogue about these alternative economic models that exist and are emerging world-wide.

Method: Community Support Actions should design a multi-actor approach (scientists, policy makers, businesses, citizens, civil society organisations) to foster a dialogue about experiences with available alternative models, with the aim of:

- Exploring, assessing, benchmarking and evaluating alternative economic models to build a common knowledge base
- Dissemination to and engagement of all relevant stakeholders in co-creation activities
- Integrating and adapting models for regional / local context
- Developing strategies for policy implementation

EXPECTED IMPACT

- Relevant actors have a common overview of available and emerging alternative economic models
- Policy makers and other relevant actors are able to implement strategies to implement the alternative models in their specific situation
- More diversity of alternative economic models in Europe. This might lead to an increased societal resilience
- Formation of new networks, systems, connections and cooperation that can address the societal needs
- A new challenge is added on Horizon 2020 – Challenge 8 – new economic models

Online
consultation
rating ★★

SOCIAL ECONOMY

19 Debating alternative economic models

Research topic :
Debating alternative economic models

Grand Challenges :

6: Europe in a changing world - inclusive, innovative and reflective societies

8: *New economic models*

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This research topic was created at the pan European conference from two other research topics. No information on the online rating and prioritization are available.

CITIZENS' VISIONS

[HRV] Vision 1: New age

"Prosperity, mutual respect, equality, solidarity and equal opportunities for all these are the goals that will be achieved by the "Man of the new era". A different system created by the man of the new era will have the following values: modesty, global solidarity, empathy."

[UK] Vision 1: The 2020 Economy 22

"The most important difference is what constitutes a successful economy. We want as much value to be placed on the positive impact companies have on the economy as financial growth [...]

Economic development and growth that benefit the many and not the few, within a framework of sustainability and equality of wealth and opportunity, underpinned by the principles of trade justice and accountability and transparency."

[LUX] Vision 5: From Zombies to communities/Coexisting in solidarity and working for the well-being of all citizens

"Our vision 'From Zombies to communities' foresees that in 2050 the following will exist:

- an unconditional basic income for each citizen
- a new local/regional monetary system without interest and banks of "well-being" for a local economy"

[UK] Vision 1: The 2020 Economy

"The measures of success today require dogmatic and ruthless pursuit of profit based on short-term production and consumption at the expense of human rights and individual security and happiness. The 2020 economy requires mass redistribution of power and decision-making to democratic bodies and representatives for the common good. The most important difference is what constitutes a successful economy. We want as much value to be placed on the positive impact companies have on the economy as financial growth."

[...]

Draft Deliverable 2.2 – Social needs based research programme scenarios – set of research topics based on European citizens' needs

“Economic development and growth that benefit the many and not the few, within a framework of sustainability and equality of wealth and opportunity, underpinned by the principles of trade justice and accountability and transparency.”

[PORT] Vision 2: Cooperation

“In 2050, our society is based on cooperative values and in a systemic vision of the reality. There is now an unconditional basic income to ensure the basic needs of citizens (in terms of food, health care, housing, education and training). Citizens actively participate in governance, thus guaranteeing sound management of resources (material and immaterial). Moreover, the interests of people and of the planet are placed above economic-financial interests.”

Fostering equal opportunities in the digital era

GRAND CHALLENGES :

C6. Europe in a Changing World – inclusive, innovative and reflective societies



CHALLENGE

The on-going digitalization of every-day life is predominated by big players/platforms, and a new generation of Internet provide great opportunities, but also threats to equal conditions for all. We must ensure that new digital technologies do not oppress individuals and create inequality. For this, it is important to ensure equal access to infrastructure cheap or even free devices and services, information (such as online learning resources), and tools (including the AI-based systems). Digital consumers can be empowered and become digital producers themselves.

SCOPE

Research should explore ways to implement a fully distributed information and communication system model. The next generation Internet should be a digital architecture for an information and communication system that covers everybody in an equal way. Every node of the net has similar possibilities and opportunities.

Better understand inequalities and access in the next digital era (driven by Internet of Things, virtual reality, use of natural language in men-machine interaction etc), define them in terms of human rights and minimum skills required for ensuring equal opportunities. Finding ways of avoiding the monopolisation of the key capabilities of the new digital era, including of the data on various human behaviour used for training artificial intelligence.

EXPECTED IMPACT

Online
consultation
rating



- Access to digital technologies will be equal and universal for all EU citizens (“basic right of being connected” – including the right to disconnect freely)
- Digital empowerment becomes an important driver for bridging economic, social and generational gaps
- A change in culture of digital education (related to the way data is collected and used)
- Citizens have access to open learning resources, courses

20 Fostering equal opportunities in the digital era

Research topic:

Fostering equal opportunities in the digital era

Grand Challenges :

C6. Europe in a Changing World – inclusive, innovative and reflective societies

C7. Secure Societies – protecting freedom and security of Europe and its citizens

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- Digital empowerment becomes an important driver for bridging economic, social and generational gaps.
- A change in culture of digital education (related to the way data is collected and used)
- Citizens have access to open learning resources, courses.

Online consultation rating: average importance: 3,67/5

Countries where this is priority: Cyprus (4), Lithuania (5).

CITIZENS' VISIONS

[FIN] Vision 1: VALUES - immateriality and minimalism

"Information belongs to all: data communication is a basic right and data/interfaces open to citizens."

[CHE] Vision 3: Harmony between the social and the global

"Online education, shared values / ethics - Pacifism, solidarity, mutual aid"

[CYP] Vision 2: A just society oriented towards human rights

"A society where justice is prevailed and is oriented on the basis of human rights. A society that provides equal opportunities for all EU citizens, as well as direct access to a secure health and education system."

[MAL] Vision 4: Technology at society's service

"In 2050, all members of society have equal access to quality education and opportunities to engage and contribute equitably to fair-decision making and all other processes that affect their lives. Family units in their various forms are accepted and supported to ensure that each individual is embedded in a nurturing social system."

[CYP] Vision 3: Human rights

"The vision is referred to better living conditions, to equal access to issues that we take for granted, such as health, education and retirement. Also, the right opportunities have to be provided to younger people in order to have a proper job school counselling in order to ensure proper career perspectives."

[SWE] Vision 1: Equality between women and men

"That all parents shall have the possibility to a fair division of parental leave"

[GR] Vision 1: Humanity - Environment – Justice Schools fully equipped with the latest technology.

For example, all schools shall have digital libraries and the ability to host video conference for remote learning.

Policy recommendation on social economy

1. It is important to **keep safe market conditions** to secure confidence in the economy. In a period where new models are emerging at fast pace, it is important to make research on them. The research agenda should also target misuse of some alternative economic models (eg. Local/digital currencies: the risks, the beneficiaries, the risks of abuse and their impact, etc.).
2. It is proposed that **more programs include intercontinental exchanges**, because social economy is a global theme (for instance flagship programs); it can be interesting to have the “external” vision and expertise on Europe, and to benchmark Europe with other continents.
3. Fund **research that investigates how to integrate social economy with the “normal” economy**, with the aim to create a significant number of new jobs. It will contribute to the emergence of an economic model more open to society and to a more resilient economic paradigm.
4. **Create more local/ regional/ national / international networks to connect citizens engaged in communities of practice for the development/improvement/learning, developing synergies, etc. of (new/alternative) business models/economic models.** These virtual and real networks will be connected to research communities in order to bring collective intelligence based on collective awareness and sharing experience. Governments and research programmes on different levels can support the development of these networks (financially, physically, virtually, etc.).
5. There is a need for **coupling social economy, start-ups and social innovation, in order to boost the emergence of the new economic paradigm.** Research could address the question of how to stimulate start-ups having a positive influence on the common good/that make use of/introduce alternative economic models (financial support, setting rules for micro-credits, resources for micro credits, tax policy, developing incubators etc.).

CITIZENS' VISIONS

[FIN] **Vision 1:** VALUES - immateriality and minimalism

“Information belongs to all: data communication is a basic right and data/interfaces open to citizens.”

[MAL] **Vision 4:** Technology at society's service

“In 2050, all members of society have equal access to quality education and opportunities to engage and contribute equitably to fair-decision making and all other processes that affect their lives. Family units in their various forms are accepted and supported to ensure that each individual is embedded in a nurturing social system.”

[GR] **Vision 1:** Humanity - Environment – Justice

Schools fully equipped with the latest technology. For example, all schools shall have digital libraries and the ability to host video conference for remote learning.

Policy recommendation on technologies at the service of humanity

1. Co-creation of technologies useful for community

Extending the scope of “entrepreneurial discovery process” used for smart specialisation. New types of entrepreneurial discovery workshops may involve citizens and scientists for co-creation of new technologies useful for the community.

2. Testing the acceptance of certain technologies

Creating virtual and real spaces in which emerging technologies (in phase of idea) are presented in real life contexts, and citizens can express their opinions.

3. Testing technologies in real environments

Communities entering the experiment programmes receive 1 million Euros for any purpose, if 10,000 persons accept being part of the programme for testing the new technologies (e.g. a new form of media platform).

Educational ecosystem as a driver of social innovation and local development

GRAND CHALLENGES :

C6. Europe in a Changing World – inclusive, innovative and reflective societies



CHALLENGE

Generally, the educational system lacks leadership models and well prepared teachers, technical support as well as motivated pupils. The critical and creative thinking in children is not stimulated and there is not a close enough connection to the surrounding societies. The system needs to adopt personalized approaches to empower people, to be adapted to the social needs and to ensure access to different educational levels in different geographical regions. Stakeholders should be more involved since schools play an active role in the local communities. There is a need for a culture of continuous learning (re-learning, adaptation, etc.) and therefore the educational system should work as “hubs” to reconnect educational agents.

SCOPE

Research should investigate how systematic learning could be used as driver for local innovation and development. Traditional schools should be supplemented or modified to become multi-thematic hubs, dedicated to education and collaboration among citizens of all ages. Every hub should be as integrated as possible with the human context and material culture. Thereby they should promote values and foster cooperation among learning agents (schools, families, territorial stakeholders, communities, technology, environment, etc.), to satisfy individual and community needs and expectations (including personalized and practical education), promote cohesion and inclusion, and support capacity building and the increase of social capital.

EXPECTED IMPACT

- Reduced school drop-outs
- Improved personalised education
- Much more engaging education for young people
- No shortage of specialists in certain fields
- Schools and kindergartens equipped with modern technology
- Teachers are motivated, well-prepared for their work, adequately paid and everyone respects them
- Well-educated people with critical and creative thinking build free and peaceful societies
- All education institutions form a single network
- Classes are held also in other organizations, not only in schools
- Teachers actively involve field professionals in classes and use innovative programmes/teaching applications
- Contribution to implementation of Global sustainable development goals (particularly SDG 4 and 7), taking into consideration all three aspects of sustainability (economic, societal and environmental)
- Proposals/solutions on how to develop and implement multi-thematic hubs and how to connect different forms of education (formal, non-formal, informal)
- Proposals on how to develop evidence based educational programmes fitted to national needs
- Innovative programmes for teacher's education

EDUCATION (FOR SUSTAINABILITY)

21 Educational ecosystem as a driver of social innovation and local development

Research topic:

Educational ecosystem as a driver of social innovation and local development # 7.a

Grand Challenges :

6: Europe in a changing world - inclusive, innovative and reflective societies

CHALLENGE

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- Innovative programmes for teacher's education

Online consultation rating: avg. importance: 4.1/5

Nations prioritizing this research area: Bulgaria, Luxembourg, Lithuania

CITIZENS' VISIONS

[ITA] **Vision 4:** A school beyond times - a new education model

"In 2050 the traditional schools will be replaced by multi-thematic hubs dedicated to education and collaboration among citizens of all ages. Every hub is as integrated as possible with the human context (...) Every hub consists of pavilions for specific subjects (...)"

[HUN] **Vision 5:** Education in the world of transforming work

"Education today does not only happen within the confine of school rooms, but also at external venues such as, for example, demonstration sites, visitor centres, organic farms, waste management plants etc. "

[IRE] **Vision 3:** Relationships with one another and the environment

"Children will be educated in a well-rounded manner i.e. educated in trades/environment/etc. a holistic approach."

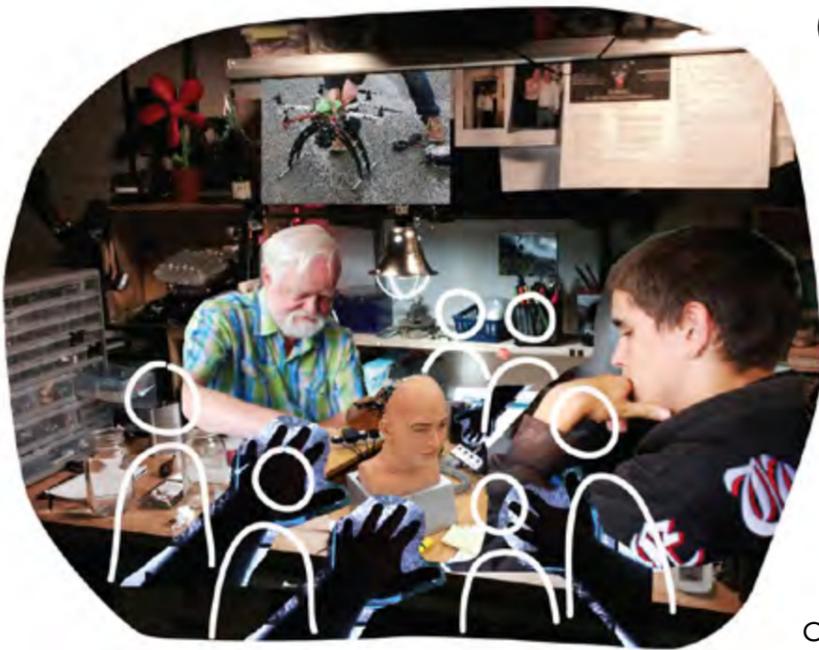
[SVK] **Vision 1:** Popularization of Science and Technology

"There are many centers of scientific information around the country. The general public is regularly involved in scientific activities and research. The quality of science education at kindergartens, primary and secondary schools improved considerably."

Design thinking & doing and life skills for all

GRAND CHALLENGES :

C7. Europe in a changing world - inclusive, innovative and reflective societies



CHALLENGE

There is not enough design thinking & doing and creative co-creation approaches in schools. How do we design learning activities, settings and processes to foster the acquisition of design thinking & doing and life skills? How to integrate these settings and processes in the curricula and, simultaneously, rethink limitations of existing curricula? A lack of focus on how to support self-directed and informal learning can be observed. How do we foster educating creators of 'content' and not only consumers of 'content'. There is a need to focus on the design process instead of focusing on end-results. Only one teacher per class is not enough to achieve differentiated teaching and answer the needs of all children in class. The rigid silos of academic fields and funneled [non-bridgeable] educational tracks, leaving no

room for flexibility. Current curricula are conservative and linear: not "à la carte". The tension between historically fundamental subjects and an updated common curricular core at European level which reflects societal needs is challenging.

SCOPE

The research should investigate the power of design inquiry, thinking & doing/ as a mean to foster creativity and innovation and boost learners' abilities to think "out of the box" (set and solve the so called wicked or "ill-defined" problems). By adopting a system's approach (systemic) in studying the scaling up and potentialities of design thinking & doing from individual to communities' organizations (learning ecosystem). The research should identify good practices and methods in developing creativity. Also, the development of concrete approaches and tools in order to enable teachers and schools to implement design thinking and doing as a core educational process. The research should develop methods of diagnostics of students' talents (indicating tools, stages in development of psychological knowledge, evaluation of effectiveness of changes introduced) in order to spot and encourage particular skills and inclinations.

Also, an evaluation of the implementation of design thinking & doing at every stage of the educational process and analysis of impact of the changes achieved.

EXPECTED IMPACT

Online
consultation
rating ★★

- Design thinking & doing-based education is seen as a key issue in tackling Grand Challenges and Sustainable Development Goals.
- Creative citizens (from kindergarten kids to senior citizens) who are open, courageous, full of self-esteem, free from inhibitions, ready to take action and responsibility.
- Capacity for collective action and solution finding at community level.
- Improved innovation action of the European social, environmental and economic spheres.
- The wellbeing of society is improved by the innovative approached to sustainable development.
- Job creation raises because people realise what they are good at, new professions and research centres emerge
- The society is happy because people are fulfilled at work, mentally healthy, and less frustrated.

22 Design thinking and doing and life skills for all

Research topic:

Design thinking & doing and life skills for all

Grand Challenges :

7: Europe in a changing world - inclusive, innovative and reflective societies

CHALLENGE

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Online consultation rating: 3,99/5

Countries where this is priority: Italy, Poland

CITIZENS' VISIONS

[LIT] Vision 1: Freedom to Create – Responsibility. Sustainable Future

“ Education (practical, unlimited, experiential)”

[CYP] Vision 6: Future Experiential School

“Development of an experiential school without closed structures.”

[LUX] Vision 6: I am satisfied with what I am doing! (Do what you love, love what you do!)

“Skills evaluation: as a student, I study at my own pace; I am being encouraged to try / to experiment.”

[ITA] Vision 4: A school beyond times - a new education model

“The education of the child is continued and structured in order to strengthen his real aptitudes.”

[ESP] Vision 2: Small changes are powerful

“There will be more teachers training and restructuring of the educational content.”

[EST] Vision 4: A united world

“Work and school: personal satisfaction. Learn to do what you love and you shall be rewarded for the created value”

[SWE] Vision 6: An expanded view of human competencies

“In our vision people are assessed on the basis of their talents and abilities, rather than just their documented knowledge (for example school grades). The school system is adapted to the individual; for instance it is possible that each person learns at their own pace and that studies can be done from home, through e-training, etc.”

[PL] Vision 5: I've Got Talent

“The premise of our vision of the future is the conviction that everyone has talents/aptitude worth discovering, appreciating and developing. On this, an education system of the future should be based. Training programmes will be personalized in accordance with the results of the analysis of pupils' aptitudes and interests. Creating and promoting skills and talents will be correlated with the needs of the economy.”

[NL] Vision 6: Education is the foundation of civilisation

“The training college for teachers has become a must and is better equipped to the new developments in the future. Education is not only focussed on knowledge and on economic thinking but also on art, culture, science of nutrition, appropriate social behaviour (good manners), ethics, sport, values and norms, environment and multiculturalism.”

Learning for society

GRAND CHALLENGES :

C1. Health, demographic change and wellbeing

C6. Europe in a Changing World – inclusive, innovative and reflective societies

C7. Secure societies - protecting freedom and security of Europe and its citizens



CHALLENGE

A more sustainable economy and ways of living, that promotes well-being, require a more balanced position between the common good and the individual good. For this shift to occur, citizens need to be educated in a life-long process, on the balance between personal fulfilment and the benefits of collective goals. Society needs to move from “I” to “we”, building motivation and trust for change. We are too individualist, which exacerbates social problems.

Society needs to re-think the community's political integration (participation in the collective

framework and in the global dialogue), reflecting upon the social and economic cohesion in diversity. Freedom needs to be redefined. There is a need to look for interests, responsibilities and habits of people and define their fundamental needs.

SCOPE

Research should explore the following aspects:

- Educational leverages to the sense of community and common good/progress
- Promoting collective intelligence (working together, consultation and co-creation)
- Facilitate the transformation of “education into action” and development of a new civic sense
- Promoting by education the intergenerational connections for the constant rethinking and sharing of values and priorities
- Ways to acknowledge the community's problems and understanding the community/ies culture/s
- Ways to provide holistic educational lifelong learning opportunities capable of empowering people to take charge of their continuous learning and development

EXPECTED IMPACT

- Developing a sense of community and understanding of mutual dependencies and the effects of one's choices to others' lives
- Social cohesion: respect for human rights in order to be able to protect one's own and not hurt those of others, especially the rights of minority groups
- More collective thinking, citizen participation, and achieving common goals
- Promote innovative needs that allow to take risk and fail
- Contribution to SDG's (Global Sustainable development goals) and in particular in SDG4 and SDG7

23 Learning for society

Research topic :
Learning for society

11.a

Grand Challenges:

1: Health, demographic change and wellbeing

6: Europe in a changing world - inclusive, innovative and reflective societies

7: Secure societies - protecting freedom and security of Europe and its citizens

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- Promote innovative needs that allow to take risk and fail
- Contribution to SDG`s (Global Sustainable development goals) and in particular in SDG4 and SDG7

Online consultation rating: average importance: 3.79/5

Countries where this is a priority: Malta: 2nd priority, Portugal: 2nd priority, Italy: 4th priority, Luxembourg: 5th priority, Portugal: 7th priority

CITIZENS' VISIONS

[PORT] Vision 4: Culture with all for development

"In 2050 we do not concentrate on productivity (which means ultimately aiming at profit) but on everybody's individual happiness index. That will feed the happiness of the collective. Education is the main vehicle for the realization of this vision (...) All citizens have enough time to develop quality human relations and maximize their capacities (...) Social recognition is based on each person's contribution to society instead of material wealth."

[DE] Vision 1: Sustainability implemented

"• Economy serves the people, not people serving the economy
• Growth is not the main motivation/indicator for economic success (post-growth society)
• Orientation towards common good (community economy)
• Technological progress does not automatically result in more production, but the time obtained can also be used elsewhere (8 hour day may no longer be necessary)"

[FRA] Vision 2: Collective Project

"Society in general will exit from overproduction and thus from overconsumption. Waste and polluting products are reduced to a minimum. Basic equipment and needs (housing, food, energy, and security) will be ensured for everyone thanks to a better repartition of wealth. Proximity solidarity is more active and developed. The absence of patents on living things, and the free availability of seeds as open source allow self-sufficiency and knowledge transmissions between generations."

[ITA] Vision 4: A school beyond times - a new education model

"Every hub is as integrated as possible with the urban context, meaning that it is easily reachable with public transportation, surrounded by a green area with cycling paths and zero impact on the environment (solar panels, recycling bins etc.)"

Policy recommendations on education

1. EU should implement some overarching policies including a research on effect of national control over education

Education systems seem to be pretty behind society challenges and changes. One of the reasons is countries have strong control over national education system as a way to perpetuate the current political orientation. Therefore there is a need of input by the Commission the common backbone for educational systems in Europe to **align in terms of values basic skills, values, for example, inclusiveness, co-creation, cooperation, solidarity, tolerance and user/community centred approach.**

Research would focus on why education is not seen and implemented as a strategic topic. What are the external and internal reasons for immobility in education?

It is innovation because it may offer mutual inspiration for national governments to adapting best practices to the local situation. There is a danger of standardisation of education systems.

2. Make comprehensive research on education for sustainable development and for social innovation.

Raise evidence how education and learning can facilitate achieving sustainable development and foster social innovation (new ways of solving old problems).

The citizen-based transversal policy proposals

- A transversal recommendation is to **take CIMULACT results into consideration into the preparation of research topics** and next European Framework Program. It will increase the connection with the citizen based societal needs, and will enrich the decision making process (diversity, legitimacy).
- There is a call for more connection between EU-funded research projects and societal needs. This call implies the prescription at a much broader scale than it is today for **more transdisciplinarity, part of it being the inclusion of the input from citizens. Define the different types of knowledge for research and respect all of them.** These types of knowledge include economic, technical, social, etc.)

- It is stated that **methods and indicators for evaluating and measuring the value of research contributions to societal challenges** need to be developed (similarly to having scientific publications in academic research). Presently, societal challenge does not have a 'currency' - for example, the currency of academic research is publications in papers and impact factors, or that of technological innovation is registered patents. One example for such currency could be that all research projects should provide proof for tackling a given number of SDGs.
- It is recommended that **any research institution, especially those publically funded, has to promote and systematize citizen feedback on their programmes, topics and projects** on a regular basis (yearly). This would be valid as well at national level. This recommendation aims at enriching the research and innovation with information and input not used so far.
- **Citizens should play an advisory position to research planning.** This could be realized in various ways: citizen advisory panels or citizens as members of advisory panels to all research projects to comment on the usefulness and practicality of the project for society as well as assist in the communication of research results to society in general; assessment of impact on society;
Use **citizens as a source of information for research**, like in CIMULACT; Develop and implement participatory research methods; Give an equivalent voice to all the citizens. Research is not just for scientists. It needs a lot of convincing in some research communities.
- **Increase participatory practices in the field of policies and research.**
Three main concerns are on the table:
 1. To share a robust methodological framework
 2. To incentivise the decision makers and researchers to include participatory practices with citizens in the process
 3. To increase citizens' capacities
- **Participation methods need to be adapted to specific contexts.** Participation should always be contextualized (a method won't work in every context, or will produce different results in different contexts). It is recommended to define the (conceptual) requirements for participation to be successful: political, practical, theoretical, social (basic needs fulfilled).
- Experimentation is a key for decision-makers and policy officers to discover and get interested to develop the practices. In order to enhance the practice, **develop the awareness of the existence and effects of participation to decision makers**, and explore, experiment and evaluate participation processes at various scales, publics on different subjects. Experiment participation processes at every step of the life (once practiced these practices, citizens are more likely to reproduce them).
- **Participation should be mandatory in the education curriculum** (schools, universities) and for adults and elderly. By being experienced by a growing number of citizens, it will become a common practice. (benchmark: curriculum on citizenship in the UK).

- **Increase involvement of CSOs in research projects.** Presently, the involvement of CSOs in research projects is rather low, around 3%. Several obstacles and/or challenges need to be overcome:
 - a. The current competitive bidding in research projects is not suited to the increased involvement of CSOs.
 - b. The current administrative requirements are often too strict and/or too complex for CSOs to comply with.
 - c. There is a tension between the increased involvement of CSOs and performing high quality research. This is due to a variety of factors:
 - d. There is a big difference between how CSOs and scientists work, and because of this both are scared of working with the other.
 - e. Both scientists and CSOs need to be trained to work together.
 - f. Good practice needs to be collected and disseminated.

- **The word “learning” should be in every sector / in every call** (i.e. what is the education content in each call). We think that offered learning content should be incorporated in every sector and area of activity therefore included in every call for projects. Learning is a transversal issue where ones who write proposal should ask how educational content could solve a problem. Educational content can create bigger impact in research field as well as how this content can be embedded in real life.