

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

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

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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.