

Recollection of Discussions and Recommendations/Next Steps

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Framing the Contribution of SuS to SD

- Productive discussions of relevance to the 2030 Agenda
- 2030: human rights based and transformative, but need to ensure policy coherence – SuS role there
- Four underlining themes:
 - role of ethics
 - intercultural dialogue for knowledge production (conceptual frameworks and methodologies but also need of appropriate narratives)
 - role of youth
 - role of UNESCO in relation to global governance of science

Supporting the Development of Sus Has A Clear Political Dimension

- Collaboration among Sectors
- Close collaboration of SC and SHS and increasingly ED
- Reality check
- Involve NatComs, Chairs
- ISPs

The Value-added of Future Work in this Area

- Connection with policy process
- Regional differentiation

A Focus on Education

- From inter to trans-disciplinarity
 - Need to break down barriers between academia and society
- Effective educational programmes and capacity building
- Networking and N/S cooperation
- Education much related to the cultural dimension – the cultural dimension of sustainability science
- Institutional ‘arenas’ (research, education, ...)
- Science as a tangible experience for students
- On (why) sustainability university, programmes, etc.
- SuS currently loosely framed until a new one is established

Co-design and Co-production

- Co-design, co-production
- Co-delivery

Sustainability a Normative Concept
– an international framework of principles

Not Starting from the Scratch

- Alliance for Global Sustainability (US, Europe, Asia)
- Network of networks, cultural and geographic diversity, involvement of multiple stakeholders (industry)
- But all of this does not mean that results become actionable knowledge, which is the goal
- Currently many SuS education programmes

Science and Society

- How to transpose from academia to government
- Science and society not just crossing disciplinary boundaries
- A role of science beyond a tool for competitiveness in the world market
- SuS helps us frame and articulate STI in context of contribution to society/sustainability

A Historical, Philosophical and Epistemological Approach to Science and Knowledge

- Historic examples of sustainability
 - Archaeological perspective on (demonstrated) adaptation
- Question of time scale
- Isolating humanities, leaving them with speculations, and natural sciences with data
- Is there a N and S science? Is there such a thing as gender driven science?
- Reaction against positivism – Rigor important but not same criteria as those positivism
- Everyone has the right to knowledge ‘power’
- Science a tool, one tool

The Case of Cities (and other systems)

- Role of technology in cities over-emphasized
- Cityscore (governance based, e.g. Boston; C-neutral Copenhagen (not only technology but based on public involvement; Stockholm too)
- Goal of sustainable planning and management is inclusiveness, and the link to resilience
- Conclusions: we look at SuS in cities mainly in terms of technology (ICTs, transportation, circular economy etc.) but: think of people!
- SIDS !

Emerging Principles

- Sustainability science has to address local peoples' needs
- Stakeholders other than scientists not just recipients of knowledge but real actors and partners
- Environmental conservation, social equity, economic feasibility
 - The importance of culture
- Inter-generational equity
- ESD principles
- Values and ethics, COMEST principles, CC principles

A Pragmatic Approach

- Open access to data and information
- Example of socio-ecological restoration after Great East Japan Earthquake
- Encourage collaboration in publications

Remaining Challenges

- Working across scales
 - To clarify the connections between local conditions and global consequences
- Anti-science, alienation
- Shifting conceptions related to science: science as a public good?
- Theoretical and methodological aspects to be met by evidence (case studies)
- Outline of guidelines
- Social policies for sustainability
- Evolution of social sciences so as to have sustainable structural change effects

Paradigm Shift

<ul style="list-style-type: none"> • Participatory action research 	<ul style="list-style-type: none"> • Relationship with resilience
<ul style="list-style-type: none"> • Democratization of science 	<ul style="list-style-type: none"> • Reintroduce tangibility and on top of that scientific implications of scientific knowledge •
<ul style="list-style-type: none"> • Public-private partnerships 	<ul style="list-style-type: none"> • Participatory approaches
<ul style="list-style-type: none"> • Public understanding and engagement 	<ul style="list-style-type: none"> • Precedents for analyzing problems in the context of GC science; what is different is that SuS asks the question: How people and ecosystems/Earth COULD interact in order to...
<ul style="list-style-type: none"> • Citizen science 	<ul style="list-style-type: none"> • Change trajectories is what this project is all about