



european
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conference

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Horizon Talks- 2nd session: Thursday 9th May, 4:00 – 5:30 pm

- ❖ Humanity centered engagement to foster knowledge for development

Eveline Wendl-Vogt

Keywords: Sustainable Development Goals, Agenda Knowledge for Development, Digital Humanities

The Agenda 2030 is “a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom.”[1]

Knowledge is at the heart of achieving the Agenda of the UN and the Sustainable Development Goals. Since knowledge is not given to anybody or any institution alone, the advancement of local knowledge ecosystems with global linkages becomes a major focus of developmental efforts.

The global Knowledge for Development Partnership (www.k4dp.org) has formulated the Agenda Knowledge for Development [2] in a global multistakeholder-effort in 2017. It includes 14 Knowledge Development Goals, which are meant to be universal.

The implementation of this Agenda or other strategies towards fostering knowledge societies as well as the challenges and opportunities in its implementation and the role of (Digital) Humanities is discussed in this presentation on a certain example.

The Horizon talk aims to introduce into humanity centered innovation by

- * Introducing Agenda 2030, Sustainable Development Goals and Knowledge for Development Agenda

- * Introducing movement towards an ADHO working group “Knowledge for Development” and enable participation

- * Learning about the mission and work processes of a Digital Humanities research group focusing on Knowledge for Development

- * Getting known the work of exploration space and facilitate connection

- * Fostering understanding how knowledge design could be applied in Digital Humanities to facilitate Humanity Centered Innovation on a given example

The example taken into account is a Humanities driven Challenge which was presented in the framework of a Challenge based Humanitarian Hackathon. The Hackathon takes place since 2013. It was the first time, a Humanities driven Challenge was accepted. Based on this example,

which is a case study in the CHIST-ERA project PROVIDEDH, the role of Humanities/Science in an social innovation driven process is opened for critical discussion.

[1]<https://k4dp.files.wordpress.com/2018/09/agenda-knowledge-for-development3rdedition.pdf>

[2] <https://sustainabledevelopment.un.org/post2015/transformingourworld>

❖ Free bright conversations

Manuel Ballatore

Keywords: Sustainable Development Goals, Science Communication

The UN Agenda 2030 and the 17 SDGs represent a clear frame to see at our complex world and toward a desirable future. Scicomm is essential to boost sustainability debate in our society. This format aims to engage people in smart discussion about relevant topics related to the 17 SDGs: let's talk about sustainability. "Free bright conversations" can take place in well crowded events (e.g. festival) or in strategic places (library, market...), we are looking for partners who can join our project and organize "Free bright conversations" in their institutions throughout Europe with a research purpose

❖ Diversifying collaborations in research and innovation

Luisa Barbosa-Gómez & Gema Revuelta

Keywords: Global challenges, Social labs, RiConfigure, public engagement

Humanity faces complex global challenges related with science and technology. And complex means that such problems cannot be defined clearly, and that their solution does not fall within the responsibility and expertise of one single organization. This is a call to include overlooked actors in order to let innovative solutions flourish. It is a cry out to establish new constellations to find the best solutions. At "Reconfiguring Research and Innovation Constellations (RiConfigure)" we aim to respond to such call.

The project borrows the idea of social labs to engage actors from all societal sectors -academia, industry, public sector and, importantly, civil society- to address complex problems related to renewable energy, urban transportation, climate adaptation, smart factories and infectious diseases. We think that including diverse voices in the dynamic process gives resilience and representativeness, leading to more holistic solutions.

❖ Pairing Scheme: Politics meets Research

Jean-Paul Bertemes

Keywords: Luxembourg Parliament, Engaging politicians

How to strengthen the exchange between researchers and politicians? And how to allow them to get a better understanding of each other's working environment? The Luxembourg National Research Fund (FNR) tackled this challenge by organising its „Pairing Scheme - Politics meets Research“, in collaboration with the Luxembourg Parliament, in 2016/17.

The concept: Teams consisting of 1 researcher and 1 Member of Parliament (MP) were formed. Over the course of half a year, MPs and researchers visited each other's work place and started to engage with one another. The organizers expected around 6-10 teams. However, 17 teams were formed - in a parliament with only 60 seats.

The foundation for mutual understanding of their work has been built. A second edition of the Pairing Scheme takes place in 2019 and plans are currently discussed to deepen the collaboration between scientists and politicians in Luxembourg. What will be the next steps?

- ❖ How can we create enabling spaces for research that informs or facilitates governance innovation?

Magriet Cruywagen

Keywords: Public policy, Enabling spaces, Markus F. Peschl, Thomas Fundneider, C. Otto Scharmer, Hertie School of Governance

In 2018 I conducted an initial exploratory investigation of how public policy and governance schools can create enabling spaces for research that facilitates innovation in governance. The study draws on the enabling spaces concept, developed by Markus F. Peschl and Thomas Fundneider, as well as C. Otto Scharmer's Theory U. The Hertie School of Governance in Berlin is studied as a proxy for public policy and governance schools. Interviews were conducted with researchers at the school about their research process and the ways they relate to policymakers and practitioners. The study finds that the establishment of enabling spaces in public policy and governance schools can support collaborative knowledge creation. Relationships or linkages with policymakers, decision makers and practitioners are identified as an essential factor in the mobilisation of knowledge generated within public policy and governance schools. I propose presenting the key findings from this study in a Horizon Talk.