RESCUE Stakeholders Conference – Thematic Session
'Research and Education'
Chair: Patrick Monfray; Rapporteur: Richard Langlais

Ensure the relevance and quality of the contents / issues related to '**Research and Education**' in the draft RESCUE report, through active participation of all present in the session.

The discussion should, focus on **the clarity and coherence of the Recommendations**. (p.6)

Comments on each chapter are welcome in the light of the recommendations discussed in the group:
• the relevance and adequacy of the arguments;
• any missing or incomplete points;

Present the session summary during the plenary session on 16th May, late afternoon (10 minutes).

'Research and Education'
1. *'Recommendations'*

	IMPORTANCE / COHERENCE	CLARITY / CONFIDENCE	FEASIBILITY / DESIRABILITY	COMMENTS / SUGGESTIONS
A 1	"a grand statement"	*Differentiate* as natural sciences, social sciences and humanities " . . . towards critical re-thinking of sustainability governance and agency/agents" . . . This also applies to A5 That knowledge creation is also bottom-up		Sustainability: questionable, therefore sustainability and transformative change governance -Define more clearly the object and understanding of the "sustainability governance," ie governance of what, at what level, where, etc? Suggestion, "across all scales, from local to global"

	IMPORTANCE / COHERENCE	CLARITY / CONFIDENCE	FEASIBILITY / DESIRABILITY	COMMENTS / SUGGESTIONS
A 2	Requires communication among disciplines	"Balance"? What is meant by that? Is it about financing? Is it true that humanities are cheaper? Is there a reaction from natural sciences?	Organize a radical effort to achieve the balance between supprt for humanities, natural and human/social sciences, so that there is participation within GC research.	"and humanities" Clarify what is meant by "redress" and instead "to achieve a balance" or "to support the roles of natural and human/social sciences within GC research" How about "reconfigure"? Balance also implies legitimacy

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3				A3 can be a way to get to A2. Let's look at the internal hierarchy within the 7 recommendations.

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4	Human drivers, a reference to "human drivers" is important, this from a natural scientist.	"Curiosity" was seen as unclear by some; clarified by emphasizing the curiosity as being "bottom-up," individual-driven (rather than as the idea of curiosa) Make it clear that there is diversity of approaches, ie regional, locally, culturally etc to avoid an over-focus on "global" Not just case studies, but explicit about developing methodological tools that also have a more general applicability		A4 and A5 have different emphases in terms of the emphases in drivers of research So both need for individuals with strong curiosity, but also the need for strong disciplines for organizing research . . . a synergy between top-down and bottom-up, ie between A4 and A5 Make explicit the value of "the past," of the historical perspective

	IMPORTANCE / COHERENCE	CLARITY / CONFIDENCE	FEASIBILITY / DESIRABILITY	COMMENTS / SUGGESTIONS
5		" . . . towards critical re-thinking of sustainability governance and agency/agents" . . . This also applies to A5 That knowledge creation is also bottom-up, to put the emphasis clearly on the social/individual involvement		There are similarities with A1, which might lead to some re-thinking. A5 might be part of the method of achieving A1. Maybe leads to restructuring of recommendations.

	IMPORTANCE / COHERENCE	CLARITY / CONFIDENCE	FEASIBILITY / DESIRABILITY	COMMENTS / SUGGESTIONS
6 **7**		"regions" is limited as a term, different concepts of knowledge, tradition, capacity, class etc, are needed. Suggest, "to increase the capacity of stakeholders" rather than regions. Is network the only option?		

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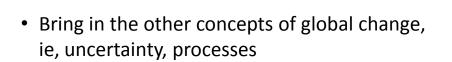2. **Other comments**

The use, or inclusion of, the term "humanities" seems, perhaps, patronizing; it should be made explicit that there is equality, or equal-standing between the "cultures" of knowledge creation. One could have examples. Eg., value of historical studies . . .

B3 is mentioned as a good method for A2
This kind of comment is representative of need for a different hierarchy in the recommendations.

- A4 and A5, need for common questions for different disciplines
- Civil society term?
-Balance between risk, and all other considerations
-- A6, it is not necessarily so that all disciplines requires new methodologies

There is already a lot of networking activity, so how to capitalize on what's already going on . . . Methodological tools that are understood across the funding agencies, but the agencies should have more shared methodological approaches, which they are able to use as common matrixes for apportioning funding.

- Bring in the other concepts of global change, ie, uncertainty, processes

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- <u>INSTITUTIONAL CHANGE</u>

- B, A stronger political case should be made for the importance of the social sciences and the humanities, since we probably don't need more "diversity" of knowledge, as argued in the diagram on page 22, although the diagram does show complexity of that diversity

- Networking is perhaps more necessary for the long-term, than the short-term

- Map of the network, or chart of the knowledge available, of who is doing what, to be accessed by policy makers. Is this more the case in social sciences and humanities than in natural sciences? This is a tool . . .

- What is the network for? Different networks have different characteristics. A useful catalyst for organizing is the gaps that are shown by the development of new questions.