



EqUIP – EU-India Platform for Social Sciences and Humanities

Reflection Paper (D.3.2) on EqUIP Symposium

Sustainable Prosperity, Well-Being and Innovation

9–10 June 2016 Helsinki, Finland

Report prepared by the Academy of Finland



This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no 613236

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Executive summary

This is a report on the EqUIP symposium Sustainable Prosperity, Well-Being and Innovation, which was held in Helsinki, Finland, on 9–10 June 2016. The symposium was part of the EqUIP symposium series that aims at finding future research priorities of mutual interest to the EU and India in social sciences and the humanities. Another important objective of the symposium series is to facilitate networking.

The thematic areas of the symposium were defined by EqUIP member organisations in advance. The participants were selected and invited by the organiser, based on proposals submitted by EqUIP member organisations. The symposium gathered a total of 58 participants representing 45 different organisations from all over India and Europe. Of the academic participants, almost half were from India (46%) and half (49%) were women.

The symposium was organised in five sessions: a plenary session (Session 1), three working group sessions (Sessions 2–4) and a world café session (Session 5). The plenary session set the context of the symposium. The three working group sessions were targeted at finding future research priorities. The themes of the three working group sessions were 1) Education and Innovation, 2) Health, Well-being and Innovation, and 3) Sustainable Prosperity and Innovation. The world café session aimed at discussing the design of potential collaborative funding. It included three subject areas: innovation, capacity building and impact.

The symposium was chaired by Professor Kia Lindroos from the University of Jyväskylä. Professor Lindroos is also a member of the Research Council for Culture and Society at the Academy of Finland. Each discussion group was chaired by a selected participant and moderated by EqUIP staff members. The symposium sessions were recorded and web-streamed. All presentations and video recordings are available at www.aka.fi/equipsymposium.

Each topical working group and world café discussion group presented the results of their small group discussion. The results are gathered in this report by each group. The organisers have also made a synthesis of the results, compiling and summing up all proposed research priorities. The synthesis is based on the groups' discussions and presentations. The symposium produced eight coherent research priorities for future research collaboration:

Education and innovation

- Education for sustainable development
- Comparative research of institutional set-up of education and practices of pedagogy in the EU and India (incl. politics and ideology)
- Changing political economy of education

Health, well-being and innovation

- Health system responses to SDG target
- Social determinants of health and well being
- (Smart) health governance (national and global)

Sustainable prosperity and innovation:

- Political economy of innovation for sustainable prosperity and well-being
- Imagining (socio-economic and political) futures (two subthemes):
 - A) Resource conservation with social innovations for equal opportunities
 - B) Sustainable livelihoods, (social) innovation and design

Education, health and well-being are all broad themes including various elements. Research priorities of these themes are framed by many common elements, e.g. access, equality and quality issues, the role of the state as a service provider and changes to societies in our era. On the other hand, sustainable prosperity is a kind of holistic frame for all the other themes discussed in the symposium. Can there be sustainable prosperity without education, well-being and health? The report also adds perspectives to this discussion.

In the world café session participants discussed in three groups about a research funding scheme incorporating proposed research priorities and how to design a call including also three elements; innovation, capacity building and impact. The results were compiled into a collection of ideas from each table, always adding ideas from the previous table. Innovation group gave concrete proposals how to incorporate innovation aspect to call, capacity building group discussed the different levels of capacity building and its impact whereas impact group considered the different levels impact effects and how impact is made more visible. All above-mentioned research priorities and results of the world café sessions are discussed in more detail in this report.

The organisers would like to thank all participants for their valuable and important inputs to this symposium. EqUIP will use the results when designing a common research funding call and other future activities. More information on future calls and other activities is available on the EqUIP website www.equippproject.eu. The symposium presentations are available at www.aka.fi/equipsymposium.

Background of the symposium

This is a report on the EqUIP symposium *Sustainable Prosperity, Well-being and Innovation* that was organised in Helsinki, Finland, on 9–10 June 2016. The work to compile this report has been led by Siru Oksa (Science Adviser, Academy of Finland) with the help of input from Professor Kia Lindroos (University of Jyväskylä, council member of the Academy of Finland), Dr Liisa Savunen (Director, Academy of Finland), Dr Jacqui Karn (EqUIP coordinator, Senior European Policy Manager, Economic and Social Research Council ESRC, UK) and Melanie Knetsch (Head of Knowledge Exchange and Strategic Partnerships, Economic and Social Research Council ESRC, UK).

General objectives of EqUIP symposia

One of the main tasks of the EqUIP project is to organise five thematic symposia and a sixth final symposium. This series of symposia brings together European and Indian research collaborators working in common areas with the aim of establishing larger collaborative networks that could identify priorities and opportunities for future research collaboration (see Annex A for a short introduction to EqUIP and its symposium series). The symposium series provides opportunities to:

- stimulate the networking of existing collaborative projects in areas of mutual interest
- create new networks to identify and explore state-of-the-art research needs in a thematic area
- strengthen the production, use and communication of existing research findings to policy-makers and practitioners
- share experiences of the challenges of undertaking collaborative research between Europe and India, and of how these challenges can be overcome
- most importantly, to identify broad research priorities for possible future collaborative initiatives between research funders.

Scope of the symposium as defined in the Scoping Report

The EqUIP Scoping Report defines the theme of the symposium *Sustainable Prosperity, Well-being and Innovation* as follows:

Health, Sustainability, Education and Social Innovation are the main foci of this theme, but it is important to note the high level of cross linkages across these areas. Social innovation links to education and health. Gender, although not specifically mentioned in the priorities, was considered an important aspect to make explicit across this theme. Although broad, the group considered that the topics in this area have cohesion around applied research to address social challenges. This theme should look to the future and be solution-focused and it was noted that it had complementarity with Horizon 2020 Societal challenges.

In selecting ‘sustainable prosperity’ as part of the title, the group considered that this reflected a broader notion of inclusion and prosperity (beyond economic) across the areas highlighted in the priorities, the content of the actual priority has been moved to theme B. The term ‘well-being’ was selected to be inclusive and make explicit that physical and mental well-being (and representations of this) involves a range of economic, social, environmental and cultural factors. This is an area where the combined knowledge base in humanities and social sciences adds richness to the interaction with other disciplines.

In looking at health, the wording reflects inequalities and it was noted that there are some linkages with topic 8, “Inequality, social diversity and differences”, particularly in relation to inclusion and access issues such as in reproductive and child health. The link between social innovation and social

justice was also noted. The group recommended that health be strengthened to reflect well-being more strongly to increase the relevance of the humanities to this theme. It was also noted that there was a strong ethical dimension to this theme that could be made more explicit.

In developing this theme the group recommended that business engagement be a key consideration. It was also noted that business should not be the only partner particularly in the context of social innovation, which highlights the importance of linking to grassroots organisations. Innovation is also an important component of this theme (social innovation, design for social and business innovation) and so is reflected in the title. Work in the humanities and social sciences around innovation models, design methods and lifestyle are crucial here.

There was an extended conversation on the merits of conflating ‘well-being and sustainable prosperity’ and ‘inequalities, growth and place/space’ but the group recommended keeping these separate. It was felt that whilst there was overlap, the methods and approaches of the two themes would be different. ‘Inequalities...’ was more at a macro level, possibly involving more traditional methods, whilst ‘well-being...’ was sited more at the individual, intermediate level and would be more applied/solution-focused.

Partner priorities relevant to this theme:

Core:

- *Health and well-being*
- *A healthy everyday life for all*
- *Education – issues of access and equity*
- *Pressing societal challenges*
- *Social innovation*
- *Design for social and business innovation*

Related:

- *Sustainable prosperity*
- *Inequality, social diversity and differences¹*

Structure of the symposium

Professor Kia Lindroos from the University of Jyväskylä and of the Academy of Finland’s Research Council for Culture and Society acted as chair and academic lead of the symposium. She led the discussion and summarised the main outputs.

The symposium was organised in five main sessions (see Annex B for the full programme). The plenary session introduced the EqUIP project and the basic structure of the symposium and two keynote speakers set the context of the symposium. The next three sessions were devoted to topical group discussions. The final session in turn was a brainstorming session using the world café method.

The themes of the three topical group discussion sessions were 1) Education and Innovation, 2) Health, Well-being and Innovation, and 3) Sustainable Prosperity and Innovation. These sessions had several aims, serving to collect information on the following issues:

- What is the state of the art in research?
- How to identify world-class research and emerging research fields in EqUIP countries
- What are the means to share experiences of challenges and success stories of existing collaborative research projects between Europe and India?

¹ See <http://equipproject.eu/wp-content/uploads/2015/09/Equip-D2-1-Scoping-Report-on-Existing-Collaboration-and-Future-Interests-and-Opportunities.pdf>

- How to identify research priorities of mutual interest for possible future collaborative initiatives between India and Europe

At the beginning of each of these three sessions, two academic participants each gave a presentation that served as an introduction to the whole session. Discussion then continued in smaller groups. Four smaller discussion groups were set up in each topical session. The composition of the small working groups took into account both academic and administrative aspects and were designed to include representation from both India and Europe with due emphasis on gender balance. The chairs of the four smaller groups were changed for each topical session, and some of the participants were asked to move to another group to facilitate networking and provide a chance to work in various group compositions. A form with guiding questions (see Annex C) and initial research priorities collected from participants beforehand were given to the groups to facilitate discussion. Academic chairs led the discussion and EqUIP moderators helped each group to identify research priorities and elaborate on them.

The structure of the fifth session was different. During the fifth session participants were asked to take a step back from their academic and administrative roles so as to take a broader view on the design of some aspects of future research collaboration activities. The participants were divided into three different groups, which were then asked to think up certain aspects (innovation, capacity building, impact) related to a possible future funding programme for the research priorities discussed in the previous sessions.

A full programme complete with presentation titles and the speakers and chairs of each session can be found in Annex B. The PowerPoint presentations and video recordings of the symposium can be accessed via www.aka.fi/equipsymposium.

Symposium participants

The participants were invited by the Academy of Finland based on nominations provided by EqUIP member organisations. Strong efforts were made to secure representation from all EqUIP member countries and associate member organisations to ensure that the participants would represent both the humanities and social sciences and as far as possible the variety of research fields covered in the symposium, not forgetting the gender balance. However, the organisers were unable to get representatives from all EqUIP countries. The symposium gathered a total of 58 participants (see Annex D for the full list of participants.), representing 45 different organisations from all over India and Europe. Of the academic participants, almost half were from India (47%) and half (49%) were women. The session chairs and speakers were selected among the proposed participants in equal shares from India and Europe and in equal shares of men and women. All moderators were staff members from EqUIP member organisations.

Feedback from participants

At the end of the symposium, participants were asked to fill in a feedback form. The feedback revealed that 82% of respondents felt the symposium had met their expectations, with 27% saying it had completely met their expectations and 55% stating it had largely met them. A total of 18% felt that their expectations had been met partially. No-one selected the two lowest points of the scale. Most participants reported that their expectations had especially been met regarding networking possibilities, sharing research ideas in a multidisciplinary atmosphere, organisation of the symposium and furthering the symposium themes (clarity of concepts and possibility to influence the call). The most common point where the symposium did not fully meet the participants' expectations was related to time (they called for more time for discussion and for narrowing the themes). The participants also noted that it could have been useful to receive a bit more briefing and information before the actual symposium.

The participants were also asked to give an overall satisfaction rate for the symposium on a scale from 1 to 10, 10 being the highest. Of the respondents, 46% gave the highest overall rating of 9–10 and 32% gave an overall rating of 8. All overall ratings are shown in the table below. The participants were especially

satisfied with the format and method of the symposium, the heterogeneity and interdisciplinarity of the participants, the democratic, friendly and non-hierarchical communication among participants and the overall organisation of the symposium. Issues the participants were somewhat unsatisfied with were again mostly related to time. More time would have been needed to fine-tune of all the good ideas and to dig deeper into the research priorities. The participants also called for more briefing for chairs and for more information about EQUIP and its future actions.

The participants were also asked about the most important thing they took home from the symposium. The majority of answers were related to academic work and enthusiasm (new research ideas, new collaborators and connections, new methodologies, importance of multidisciplinary and knowledge exchange). Lots of comments (both positive and constructive) were also related to the importance of planning (briefing and selection of chairs, speakers and facilitators, communication, and planning the participatory and meaningful format and contents of the event).

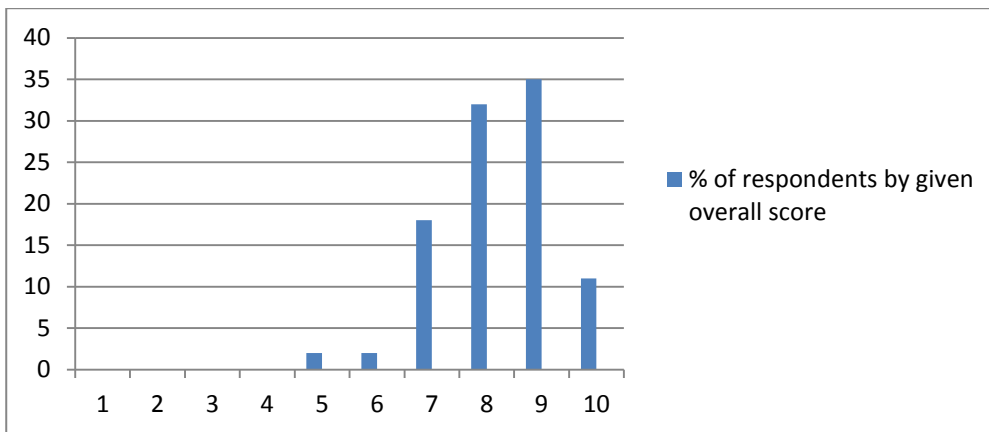


Table 1: Percentages (%) of overall scores given to the symposium on a scale from 1 to 10, 10 being the highest.

Plenary session

At the start of the plenary session, the chair of the symposium, Professor Kia Lindroos from the University of Jyväskylä and Member Secretary, Dr Upendra Choudhury from the Indian Council of Social Science Research (ICSSR) warmly welcomed the participants. Counsellor of Education Tiina Vihma-Purovaara from the Ministry of Education and Culture reflected shortly on Finland's perspectives on EU-India collaboration. Director Liisa Savunen and Science Adviser Siru Oksa from the Academy of Finland gave an introduction to the EqUIP project and introduced symposium objectives and working methods. The two keynote speakers, Professor Swati Shirwadkar from the University of Pune, India, and University Professor, Dr Josef Hochgerner from the Centre for Social Innovation (ZSI), Austria, framed the symposium theme with presentations linked to sustainable prosperity and innovations.

Professor Swati Shirwadkar has experience from both Europe and India and she reflected on the differences and similarities between India and EU countries in terms of how sustainable prosperity is seen and understood. Sustainable prosperity includes many factors, such as economy, polity, culture, technology and the environment as well as individual (e.g. aspiration, identity) and institutional factors. Sustainable prosperity does not mean the same thing for all people. The concept is framed by some similarities and differences between the continents; population diversity can be seen as a similarity whereas, for instance, access to basic recourses, education, health system and security, which are all usually easier and more widely available in the EU than in India, can be seen as difference. Framed by these factors, access to sustainable prosperity depends also on geosocial location, location in the social structure and governmental support structures. Collaborative initiatives and academic exchange programmes between academics, industry and NGOs would both have long-term positive effects as regards increasing secure, sustainable well-being leading towards higher prosperity.

Professor Josef Hochgerner introduced different innovation types and brought up ways in which we could embed innovations in EqUIP research funding themes. The core meaning of innovation is "going from knowledge to action". All innovations have social relevance and are embedded in social change, even if they are technological innovations. The basic definition of a business innovation is "new products, processes, organisational or marketing methods, which are successfully commercialised"² According to Hochgerner, social innovations are important because we cannot do everything with technology; instead, we have to cooperate intelligently in order to bring cultural evolution. The third concept Hochgerner brought up is frugal innovation, also known as "Jugaad" innovation. Jugaad is Hindi and captures the meaning of finding a low-cost solution to any problem in an intelligent way. Jugaad means thinking in a frugal way and being flexible, which in turn requires the innovator or entrepreneur to adapt quickly and intelligently to often unforeseen situations and uncertain circumstances.

Shirwadkar's and Hochgerner's presentations are available at www.aka.fi/equipsymposium.

² OECD/Eurostat 2005, with reference to Schumpeter 1911

Topical working group sessions

Education and Innovation (Topic 1)

The first working group session was *Topic 1: Education and Innovation*. The initial proposals for research priorities provided by participants before the symposium were used as background information and as a starting point for the group discussion. At the beginning of the session, Dr Indra Sengupta from German Historical Institute London gave insights from a historical perspective about education policy in India since the 19th century. She discussed ways in which education policy links to poverty reduction and policy for the poor between the state and private actors. The second lecture was given by Professor Heikki Lyytinen from the University of Jyväskylä. He discussed Graphogame, an innovative and child-friendly computer game, the main intention of which is to help children learn to read in their local language with the help of technology and the know-how of reading acquisition experts. After the presentations, the four groups started work to find research priorities of mutual interest to the EU and India. Below, we present the results of each group and provide a synthesis of the proposals.

Group 1

Group 1 was chaired by Professor Heikki Lyytinen from the University of Jyväskylä. The group listed four important areas under the theme Education and Innovation:

1. *Inclusive supporting of literacy acquisition in India*: developing digital STEM-based content for learning material and for learning methods for all schoolchildren and motivating children to learn. This approach represents cross-disciplinary research. The teaching method should be evidence-based, ensuring that the (digital) teaching method really works. Evidence-based methods and motivation are key concepts in efficient learning. Technological development has been an overreaching phenomenon in our world and we need to take the best advantage of it.

The group also wanted to stress that the importance of STEM-based education is not generally agreed among social scientists. An overemphasis on STEM fields can also cause problems, especially in India: weighting STEM too high might cause stress among young people. SSH researchers should also try to find other learning methods and alternative perspectives for education. The group also highlighted possible problems in transferring technology in a gender-neutral way and noted that literacy is a part of education.

2. *Intersection of education, well-being and prosperity*. Education is a way to realise aspirations of improved well-being. We should take a look at education transitions, moving away from differentiation between primary, secondary and higher education, and address the life paths of youth as they progress through schooling. Education transition is one line and the other is well-being, aspirations of resilience and determination. At the intersection of these two different lines, there is an area of which we understand very little in Europe and India.
3. *Social process behind access to education* and (un)equal access to education. The question is how to provide more equal opportunities for all children so that they can access education, especially in India. Education is a basic right and should be reachable for all. We need to give special attention to excluded and marginalised groups and especially stress their access to education.
4. *Quality of education*, cross-disciplinarity and education for knowledge generation, including comparison of the current standpoints between European countries and India.

Group 2

The group was chaired by Professor Doss Parimala, University of Delhi. The group listed three research priorities under the theme Education and Innovation and one priority overarching the call theme:

1. *Is the purpose of education being served for quality, up-to-date teacher education and employment? We need to enhance the quality of education, whatever the strategy. Updating the academic activities in EU-India collaboration is important. When talking about the quality of education, there is an obvious link also to teacher education. There are good experiences from teacher exchange programmes, but broader collaboration is needed. The group noted that there is a strong policy link in this proposal and that the key issue here is the collaboration between the continents. Also, when talking about the quality of education, the interaction between public and private sectors should be noted. If the private sector invests in education, the result is that we should be able to achieve our goals better and quicker. However, at the same time we have a policy that dictates that education be controlled by the public sector.*
2. *Is the process enabling equity and innovative approaches to learning? Equity issues are related to gender, children and minorities, and class. A larger comparative perspective between EU and India is needed. Collaboration strengthens the possibilities for increasing the quality of education. The importance and possibilities of SSH-related research should be emphasised.*
3. *Is there a role for transformation and innovation? How do we reach life-long learning? It is possible through good governance and with knowledge produced by comparative research. Implementation is also a key issue here. Without good implementation, there will be no impact. The intersectional set-up with collaboration between the continents is also of major importance.*

The group made the following proposal for a research call:

Title: *Comparative Research of Institutional Set-Up for Education in Europe and India*

Description: Equal access, education for sustainability, innovation in learning, employment, access and opportunities

Rationale: Importance to learn, good governance, quality of education, employability

State of the art: It is an evolving area and no country can claim to be world-class. This however raises the question as to how to design a call for something that is constantly evolving. The privatisation of education and the health sector is in the air in both continents.

Main actors: Researchers and students are the main actors here. It is to be noted that the European model cannot be directly transferred to India due to cultural differences. The role of humanities research should also be noted here.

Existing experiences: Sustainability is basically a new area, although some of the countries have had own research programmes related to sustainability.

Balance of SSH: There is a need to develop the call criteria to ensure a balance between SS and H.

Ethical and gender-related issues: Especially in India, there is a strong gender imbalance in access to education. However, there are also major cultural differences within India, as well as differences between rural and urban areas. A strategy that would provide more girls with access to education should be developed. Ethical guidelines for Indo-European research collaboration could be developed for the call.

Group 3

Group 3 was chaired by Dr Indra Sengupta from German Historical Institute London. The group proposed two research priorities. Both are related to the notion of the changing role of the state and to questions of political economy. Within both proposed research priorities, the group identified the key aspects that slightly narrow down the research questions. Using these conceptual categories, it should be easier to deal with empirical differences. The group's idea was to identify research questions. However, the questions should be left as open-ended as possible as the group saw this as a working process.

The proposed research priorities are as follows:

1. *Changing political economy of education; institutions, access, equity and quality*
2. *Politics, ideology and practice of pedagogies; curriculum and competencies in a comparative perspective*

Description/conceptual categories of the two research priorities:

- Marginalised groups; gender, class, caste, ethnicity, religion, migrants
- Geographies of educational disparity (rural vs urban, regions, etc.)
- Redefining the public and private and the role of the state in education (changing concept of education as a public good)
- Fragilities: strong, weak, fragile states (as principle actor regulating education and social welfare as a public good)
- Education for citizenship, education for employability

Group 4

Group 4 was chaired by Professor Jandhyala B. G. Tilak from the National University of Educational Planning and Administration. The group identified one major theme and three subthemes under the main theme.

The major theme is 1. *Education for Sustainable Development*. Here, sustainable development is understood as a comprehensive theme including growth, poverty reduction, inequalities, humanistic development and livelihoods, etc. The main issue is how education contributes to sustainable development at every level. Innovation and impact are seen as cross-cutting themes. The question is not only about policy implications, but also about policy implementation. Policy can be seen as functioning at governmental level but also at education and business levels. Funders also need to think how impact is involved in the call.

The identified subthemes under this main theme are as follows:

- *Access to education*: In terms of quantitative development and the size of the education system, more children have access to education and more education is provided. Access to education should be provided at all levels, from nursery schools to higher education. Also, adequacy of the education is mentioned here. The group also emphasises other aspects of education, such as historical experiences both in India and Europe (lessons learned, success stories). The role of traditional knowledge of community should also be discussed, as well as ways in which different ways of collaboration with the (traditional) community can improve access to education.
- *Quality of education*: Here, quality is seen as a broad concept. The holistic development of children is an important aspect of the quality of education. It includes not only cognitive aspects but also noncognitive aspects such as civic habits, spiritual values, skills and overall development. This is related to the quality of infrastructure and the quality of school facilities, and most importantly to the quality of teacher education, which affects the level of learning. Consequently, the group

thought that the confinement to cognitive discourse is not sufficient but that we should go much further and have a holistic understanding of the quality of education. Concentrating only on cognitive aspects creates severe competition, which may also give rise to problems and stress among students.

- *Equity in education*, including gender equality, equality between social groups (castes) and between people coming from different socio-economical backgrounds, between rural and urban areas: The question of equity does not only refer to the number of children accessing the education system but also to having access to high-quality education. Inequalities refer to children's learning levels and to inequalities with regard to the different dimensions mentioned. The group also raised the question of the role of the private sector especially within the context of the increasingly globalising marketing system in education sector. What should the state do as regards the role of the private sector and the privatisation of schools versus the role of the state?

Synthesis of proposed research priorities

The four groups brought to the table many common issues, though in somewhat differing forms. The larger overlapping themes were **access to education**, **quality of education** and **equality**. Other themes commonly mentioned in almost all presentations included the role of the public-private sector, the importance of teacher training, the need for innovative approaches, the impact of governance and politics, the need for a holistic view, the need to be conscious of cultural differences, and education as a means towards sustainability. Based on the group presentations and discussions, the following three main themes can be identified as common research priorities.

All three research priorities are framed by:

- *Access to education*. This includes issues such as the social process behind access to education (incl. factors affecting access – e.g. gender, living area, family socio-economic status), the massification of higher education, quantitative expansion, and access to quality education.
- *Quality of education*. Including innovative means for learning and education, holistic approaches and understanding; cognitive and noncognitive areas, holistic humanitarian education, from the civic to the spiritual (i.e. beyond numeracy), teachers, institutions and outcomes.
- *Equality issues* such as socio-economic status, marginalised groups (gender, class, ethnicity, religion, migrants, caste tribes), geographies of educational disparities (rural, urban, regions), private and public sectors and affordability of education.
- Cross cutting for *impact*: policies, implications and implementations (incl. government at national regional and local level, schools, business and third sector).

Theme I: Education for Sustainable Development

- The discussions around the first theme emphasised the intersection between education, well-being, prosperity and employment. The core idea is to bring forth a holistic view to the large issue of education.
- Education is also understood as a means for aspiration.
- Sustainable development is understood as a comprehensive theme including growth, poverty reduction, inequalities, humanistic development and livelihoods.
- Community-led development is highlighted as a form of informal and formal education; traditional wisdom and user-led knowledge.

Examples of potential focus areas:

- a) Teacher education – empowerment, methodology, connecting locally and with policies and policy-makers

- b) The social process behind access to education
- c) The role of the private and public sectors in education
- d) Innovative means for learning

Theme II: Comparative Research of Institutional Set-Up of Education and Practices of Pedagogy in EU and India (Incl. Politics and Ideology)

- The discussion around the second theme noted that the comparative research focuses on a comparison between current standpoints between Europe and India. The comparison of best practices should aim at learning from each other's practices and experiences. However, it is impossible to transfer EU models to India due to cultural differences.
- The comparative research could reflect on education for citizenship and for employability, maintaining a holistic view on education and (lifelong) learning.
- Other issues brought up were, for instance, public versus private, especially considering the role of the state in education. From a political perspective, the comparison should note the different forms of states, such as strong, weak and fragile states.
- Innovation in learning and teaching is one evolving area. There is a need to design a system to allow for flexibility and innovation.
- The humanities and social sciences need to address this.

Examples of potential focus areas:

- a) Is the purpose of education being served in teacher training, for example?
- b) Curriculum and competencies in a comparative context
- c) Is the process enabling? Equality between different groups and regions
- d) Is there a role for transformation or innovation in education?
- e) Governance issues, role of the state, role of public and private sectors, ideologies

Theme III: Changing Political Economy of Education

- The main issue in the third main theme was drafted as "What happens when the state retreats from what was traditionally its primary obligations and it is regarded as a public good?"

Examples of potential focus areas

- a) Who steps in, how are they doing it?
- b) How do you define education if it ceases to be a public good – what is education for?
- c) Marginalisation then takes on a new meaning (e.g. elites have always had greater access) as when the market steps in the scenario changes; need to understand the implications related to gender issues, class and caste, ethnicity, immigrant groups, tribal groups.
- d) How privatisation of education affects geographically

Health, Well-Being and Innovation (Topic 2)

The second working group session was entitled *Health, Well-Being and Innovation*. The initial proposals for research priorities were used as background information and as a starting point for the discussion. To start the session, Professor Sanghmitra S. Acharya from Jawaharlal Nehru University spoke about health and well-being in India, exploring the connections between state policies and marginalised populations. In addition, Professor K. Srinath Reddy from the Public Health Foundation of India (PHFI) provided insights into ways to overcome health inequality on the way to achieving sustainability. The results of each group and a synthesis of the proposals are presented below.

Group 1

Group 1 was chaired by PHFI President, Professor K. Srinath Reddy. The group identified six research priorities in order of preference and, in addition, described more closely the first priority (mental health).

1. *Mental health across the life course* includes stigma, ageing, work-life balance across the life course. Here, it is a growing, poorly understood problem including determinants, transdisciplinary, questions around consent for care and how families deal with members with mental health challenges. Women are more susceptible to mental health issues and can be a specific focus and a good area across the EU and India. This subsection also includes mental health problems caused by increased substance abuse.
2. *Innovations in primary health services* includes the role of technology-enabled frontline workers, women's self-help groups, e-health and m-health in improving outreach, access and efficiency.
3. *Food safety and standards*, including food processing and regulation, comparing systems across countries.
4. *Health system responses to communicable and noncommunicable diseases (incl. obesity)*. This subsection includes questions such as where the health system has succeeded or failed and the need to ensure sharing of mutual learnings across countries.
5. *Access to knowledge* also means access to health information. What are the channels of diffusion? Democratisation of health.
6. *Smart health governance*. How do we provide good governance for health, both within the health sector and within health-related sectors? This includes multi-sectoral coordination, efficiency, corruption controls and technology for health management information systems including registers.

A closer description of the research priorities in mental health follows below. The theme brings India and Europe closer together with common and growing challenges that are relevant not only to health systems but to multiple social domains as well.

Rationale: This is a specific question relevant to all ages, both sexes and all countries.

State of the art: There is ongoing research, especially in India, in community-based health services for mental health, which is world-class and very well published, in the role of nonphysician care providers and in the area of de-stigmatisation. World-class research is also done in Europe.

Main actors: Europe and India both have leaders who can contribute.

Cooperation: There are collaborative projects going on, but they need to be expanded to new areas and scaled up.

Common challenge: This is a common challenge as all countries are facing increasing health and social challenges, and thus the theme has to be mutually tackled. Mutual learning is important and possible. For example, Europe can also learn from India's traditional nonpharmacological approaches to mental health.

Balance of SS/H: Mental health research is highly inter-/transdisciplinary, involving the humanities, social sciences and biomedical sciences, because mental health is influenced by so many determinants.

Ethical and gender issues: There are certainly ethical issues involved that need to be studied, such as consent for care, how mental health patients are treated in families, and employment issues of people who are marginally mentally ill. Women's vulnerability brings in a huge gender dimension (e.g. women are more vulnerable to mental illnesses, postpartum depression, broken homes, and domestic violence).

Group 2

Group 2 was chaired by Associate Professor Masa Filipovic from the University of Ljubljana. The group identified three priorities:

1. *A life-course approach to health and well-being*. There is a need to look at aspects of health and well-being using a life-course approach, including all stages from conception to old age with all aspects from nutrition to employments, etc. Innovative and interdisciplinary methods and approaches are needed as well as new methodologies for measuring well-being. The intersectionality of vulnerabilities means that one not only looks at an individual but also investigates vulnerable/minority groups/genders and those who are in an unequal position from a life-course perspective.
2. *A contextual approach* examines health and well-being through contextual research (social, economic, location, culture etc.). This approach not only looks at the individual level but also examines the society as a whole. This includes questions such as how positive attitudes in society to the future might affect the general level of well-being.
3. *Accessibility and implementation of healthcare* raises questions, for example, as to how accessible the healthcare system is or how inequalities and inaccessibility arise. This is related to the privatisation and commercialisation of healthcare, and it also raises ethical questions about the costs of healthcare and medicines, for instance. The implementation of the healthcare system is also important: Is it equal in all regions, and are the policies equal for all? How could healthcare be made more accessible? How could we utilise traditions, indigenous knowledge and medicines?

Group 3

Group 3 was chaired by Professor Sanghmitra S. Acharya from Jawaharlal Nehru University. The group identified four research priorities:

1. *The changing political economy of health across the EU and India*. Since the 1990s, many countries have transformed their health and economic policies, including changing norms, intersectionality and use of indigenous knowledge. What has happened in the political regime after the 1990s and how has it affected the health outcomes of different population groups (e.g. groups that have been excluded) and people from different regions? The aim here is to understand the changes that have taken place and how they have affected health, health conditions, health outcomes and health scenarios for different groups, and to create a 'status' report on the current situation in the EU and India, while also looking at possible lessons learned and experiences shared.

2. *Generating data on morbidity.* There is no consistent data on morbidity in India. The latest data is from the Health and Family Survey from 1992. Are there models or methods that enable organisations to undertake this? Data on morbidity would affect, for example, how we interpret research results and outcomes of development initiatives.
3. *Inclusive innovation for health technologies.* How can we ensure that new innovations influence the healthcare system and services? How can we see the connectedness that is happening to infuse e-health technologies? Can people be enabled to take care of their health via community mobilisation; can they become agents for taking care of themselves? Sharing of experiences and learning across countries is also important.
4. *Sanitation, hygiene and innovations.* The issue of sanitation is important. There is a need to look at both users and providers, as well as at the policy level. How do we enable and provide sanitation for all? Can the methods of service providers enable disease transfer?
5. *Constructing a longitudinal index of well-being:* bringing in certain indicators to collect information on various aspects of health education, housing, infrastructure, etc. through which we can understand well-being and which can be used for cross-country comparisons.

The group also noted the importance of sexual and child productive health (at least under items 1 and 5 above).

Group 4

Group 4 was chaired by Associate Professor Sidsel Roalkvam from the University of Oslo. The group identified one research priority and studied it more thoroughly.

1. *Locating health.* Why do we need to locate health? Growth does not necessarily bring equality and equity. The state has stepped back from its responsibilities – something is changing and we will need to face new topics. This is what should be captured and studied. Social scientists and humanists are good at studying changes, shifts and complexities.

Rationale: Why *locating health*? Health as a public good? Ethics, justice and rights. Who do people turn to? Which are the core social institutions?

Is health a public good and, if it is, where should it be located and who will take the responsibility for it? If health is understood as a public good, it will help set up ethics, human rights and justice. Now, it seems that health has become dislocated. People in welfare states used to think of health as a core social institution. The healthcare system has been a pillar of the welfare state. It was a benevolent site of the welfare state, absolutely important for state building, peacekeeping, etc. However, some of this has been lost in our era; citizens no longer view the healthcare system as a core institution and they no longer know who to turn to to claim rights and ask for help.

Another reason for locating health differently than before is that state has outsourced its responsibilities. A great number of health policies are crafted at the global level. There are many good reasons for this, but it also affects nation states, which are losing their responsibilities. The aim of Group 4 within this research priority is to find out how we can make some particular entity clearly responsible for health and the social determinants of health.

Specific issues:

Levels:

- 1) *Global*: health policies, trade, food systems and access to medicines, occupational health hazards (gender). The social or political determinants of health are crafted on many levels. National governments have to deal with all kinds of global/trade agreements. This directly affects, for instance, access to medicines, food control/food systems (healthy food, obesity) and occupational health. Who takes responsibility for occupational accidents or for the health and working conditions of workers? We need to look critically at what is going on in the global system, at both the positive and negative sides.
- 2) *National*: social determinants, national health systems – outsourcing of health. States have stepped back from their responsibilities for producing the healthcare system – they need to take back some responsibilities related to social determinants and national health systems. This should be studied: how and why the change has occurred, and where we are now.
- 3) *Local*: community, cultural resources, political impact, health impact (mental health, emerging diseases). The impact (of the social and political determinants of health) is visible at the local level. All levels can be studied, but the research needs to be linked to the local level.

Aspects:

- Social embeddedness of healthcare practices, such as the medicalisation of health
- Rights and access: Who is the recipient? How can the states be brought back in?
- Social determinants
- Importance of mental health
- Institutional impact analysis, healthcare delivery sector. Would health be more protected if it was a public good?
- Effects of globalisation: marketisation, health tourism

Researchers should take a critical look at medical systems and practices. Culture can serve as a resource for better health but, on the other hand, cultural contexts and cultural conflicts in particular can challenge studies of health promotion. The right and access to healthcare are critical points for research, also at the community and family levels. What also needs to be studied is, for instance, institutional impact, new effects of globalisation (health tourism, marketisation), and the driving forces/variety of forces that are driving epidemics and making the world vulnerable. Studies of the social determinants and social embeddedness of healthcare practices bring social sciences and the humanities nicely together.

Synthesis of proposed research priorities

Health and well-being is a very vast theme covering many research areas. It can be studied from very different angles. The four working groups proposed altogether **15 research priorities**. With so many themes, both broad and more narrow, we discussed with all four chairs of this topical session after the group presentations. We aimed to cluster the ideas rationally and narrow down the number of proposed research priorities. There were a lot of common aspects in the proposals of the groups, such as issues related to access, governance, efficiency, technology as an enabler, innovation related to healthcare and technologies, privatisation of healthcare, holistic/life-course approach and a need to find the status quo – where we stand now. The groups also mentioned country comparisons, which would facilitate learning and finding best practices. The discussion with the chairs aimed at forming clusters of the proposed research priorities and at forming larger priorities of mutual interest to the EU and India, including all important issues and aspects that arose during the groups' presentations. This eventually resulted in three research priorities derived from the proposals of the four groups.

All three research priorities are framed by the following issues:

- A life-course approach
- A holistic approach to health and well-being
- Equity, equality, quality and access
- A bi-directional relationship between health and development

Theme 1: Health System Responses to Sustainable Development Goal (SDG) Targets

- Focus on systems and institutions
- Innovation in primary health services
- Health system responses to communicable and noncommunicable diseases, obesity and mental health
- Inclusive innovation for health technologies
- Accessibility and implementation, including innovation and innovative methods (leave no one behind)

Theme 2: Social Determinants of Health and Well-Being

- Contextual approach to health and well-being: social, economic, location and culture
- Conceptualising measurements of well-being
- Sanitation, hygiene and innovations
- Food safety and standards
- Occupational safety

Theme 3 (Smart) Health Governance (National and Global)

- Changing political economy across the EU and India
- Health management information systems
- Data generation on morbidity
- Well-being index
- (Equal) access to knowledge and services

Sustainable Prosperity and Innovation (Topic 3)

The third working group session was *Sustainable Prosperity and Innovation*. The initial proposals for research priorities were used as background information and as a starting point for the discussion. Dr Anilkumar Dave, representing both GTC and T2i, came straight from the UN Headquarters in New York from the first annual Multi-Stakeholder Forum on Science, Technology and Innovation for the Sustainable Development Goals (STI Forum). He gave a fresh report from the forum. Dr Carolina Escobar-Tello from Loughborough Design School of Loughborough University talked about design projects for sustainability, holistic sustainable design and how it links to social innovation and systemic thinking. After the presentations, the four groups started their work to find research priorities of mutual interest to the EU and India within the topic. The results of each group and a synthesis of the proposals are presented below.

Group 1

Group 1 was chaired by Director, Vice Chancellor Mahendra Dev Suryadevara from Indira Gandhi Institute of Development Research. The group identified one overarching topic with five research priorities:

1. *Imagining Socio, Economic and Political Futures*: The role of the state, institutions and governance in managing global determinants. The headline includes five priority areas:

- Agriculture, food systems and environment

Agriculture is an important sector, since nearly 50% of India's population (especially women) is dependent on agriculture. Environmental degradation can lead to low agricultural development. Sustainable agriculture (livestock, deforestation). Efficiency of water use is significant also in agriculture. Attention should also be paid to certain ways of economic and social upgrading that include issues of decent work agendas, income and social security. Ways need to be thought up so that people can stay in the countryside and have a sustainable life.

- Growth of cities, rural-urban continuum

In accordance with urban expansion and population growth, planning of safe cities, reducing inequalities, rural-urban migration and water issues are examples of issues that should be taken in consideration. Design planning for sustainable prosperity is also an issue. This is connected to questions such as how to handle migration, tackle crime, promote social cohesion, etc. innovative design is needed to address urban growth.

- Quality of employment and livelihood

The quality of employment is important for sustainable prosperity. Unemployment rates are not very high in India but working people earning low wages is a problem. How do we improve the quality of employment (very low salaries, no social security, working conditions)? Social security and social protection are also important issues.

- Social inclusion/social cohesion

This includes locals vs migrants, inequality-related conflicts, displacement and identity-related conflicts. How do we provide social cohesion to minority populations and to society at large?

- Energy management

The energy management issue includes clean energy, a low-carbon development strategy that is implemented by the EU and an aim for India to adopt a similar strategy. This inclines towards social/societal transition. Human incentive, the human drive to change the way in which we live in order to harness energy. Motivation and capacity to change – what is needed to adopt this new lifestyle? This is a major issue for social sciences and the humanities.

Group 2

Group 2 was chaired by Dr Anilkumar Dave from GTC/T2i. The group had a many-sided discussion with different opinions but ended up drawing a common conclusion with introductory and final statements and two research priorities:

Introduction:

Sustainable prosperity takes into account the needs of the present and future generations with reference to material and spiritual needs, in an inclusive way, using sustainable pathways to prosperity for all. The main keywords include equal opportunities and livelihoods, mediation, peace, redistributive policies, happiness, and commitment to the future.

1. *Resource conservation with social innovation for equal opportunities*

- Right to equitable access; (re)distributive approach
- Resource management and community participation (starting from best practices)
- Innovative use of resources
- Sustainable production and consumption of resources
- Policies embedding the SSH point of view (without duplicating existing programmes)
- Mediation as a method

2. *Sustainable livelihoods*

- Dignity, satisfaction of basic needs of material and cultural needs
- Well-being and happiness
- Attention to vulnerable groups
- Ethics and human rights (e.g. freedom of speech)
- Meaningful (gainful) employment, job security and nondiscrimination in the labour market
- Corporate social responsibility philanthropy, business ethics
- Innovation (here very much instrumental, like technology)

Closing remarks:

Interdependence and interconnectivity are the building blocks of an overall holistic view of sustainable prosperity actions and must thus be included in new indicators and metrics such as (as a first instance) the happiness index. Such new ways of measuring prosperity must put first the intangible KPIs (key performance indicator) and then the tangible ones (conceptualising and measuring).

Group 3

Group 3 was chaired by Dr Carolina Escobar-Tello from Loughborough Design School of Loughborough University. The group found a common overarching theme and three research priorities under the main theme. The group had a lively discussion and did not reach total unanimity in all concepts and issues.

1. *Political economy of innovation for sustainable well-being*

- Exploring alternative/counter strategies/movements

Definition of terms is important. What does exploring movements actually mean? Is it about challenging the status quo? Is it about societal structures, dominant forces or initiatives that rule the current world? What kind of social innovation exists? What designs are upcoming? Are the designs sustainable or prosperous; what drives them and what are the barriers? How can we map these initiatives today? The understanding of what sustainability really is mainly depends on which discipline you come from. For whom are we designing, for whom are the innovations? Do they serve big dominant players/uncommercial growth, business – and by whom? Does it come from people/the grassroots level or from dominant players? Exploring the present dominant actors in markets. How do they use innovations for their interests?

- Innovation and social fabric interface

Impact of technology on family (structure and dynamics). It is also important to further examine the role technology plays in our lives, since it is embedded and has a lot of impact in our societal fabrics. How is the technological impact in life changing the local knowledge and cultural heritage of society? Innovations and social changes should be led by people for people. Will this bring us to more prosperous fabrics and, if yes, how?

- Holistic well-being of children, for future societies

What is holistic well-being? Should we be talking about elderly/vulnerable groups as well? Do we still use labels? Or should we talk about ecological models of relationality and society as a whole? What kinds of indicators are there to measure holistic well-being; do they even exist? What would be the stimulators and activities to increase the happiness of these groups? Resilience in young communities. Interrelations between/across actors and players → ecological model on relationality.

Group 4

Group 4 was chaired by Professor Kusum Jain from the University of Rajasthan. The group discussed three themes:

1. *Understanding sustainable prosperity, innovation and impact*

- holistic approach/spiritual/mental/cosmos
- upscaling
- vulnerable groups/spaces
- evaluation/indicators/tools
- unanticipated impacts
- perceptions
- time perspective

We will need to understand the terms prosperity and innovation, which are the two key terms. How can sustainable prosperity be measured? Through these terms we can understand sustainable prosperity. A holistic approach is needed. Here, prosperity does not mean individual prosperity or economical prosperity. In the Indian tradition, the individual has five dimensions of personality: physical, vital, mental, intellectual and spiritual. All these dimensions need to be taken into account in order to have a holistic approach to prosperity. It affects and includes the whole cosmos. Technology is not value-free. When talking about

innovations, we must evaluate and be aware of its purpose, impact and consequences. Who are excluded – people, cultures, countries? Economy is also part of sustainable prosperity. The well-being issue also includes demands, such as to plan cities as safe places for everyone, and this planning also includes working public transportation. Collaboration between India and the EU is needed here. On the other hand, how far can innovations go? For example, GMOs, negative perceptions of innovations and negative impacts? Related policies, laws and regulations?

2. *How to make the innovations accessible and equally available*

- methods, user participation
- frugal approach
- tool for social inclusion and economic development

The group considered this to be the most important. Innovations should be accessible, low-cost and frugal. Users should be engaged. With early-stage user engagement, the innovations will be more useful and more widely used (e.g. Jaipur foot, self-made solar panels for solar energy, cheap water cleaning technology). We should concentrate on innovations for normal citizens to bridge the class gap. Equal distribution of resources, innovations accessible to all: How can existing innovations be made accessible to all? Only then we can reach happiness. Quality of working life; income differences; understanding the cultures behind these issues. Working with SMEs and collaboration between social sciences and the humanities is needed, and understanding what is already happening.

3. *Innovation actors*

- legal (local, global)
- policy challenges
- business
- communities
- IPRs
- commercialisation

Here, the discussion is about innovations for vulnerable groups. A legal framework is needed to implement the innovations. We need to be clear about who the actors are. Technology should narrow the social gap between the poor and the rich. IPRs should not prevent innovations to be used by all (e.g. brand/generic name medicine). To gain real sustainable prosperity, we need a holistic approach and should also consider the needs of those in the lowest social classes. We should not only understand the actors but also work with them to reach sustainable prosperity.

Synthesis of proposed research priorities

The topic of the third working group session was perhaps the one considered to be the most intangible topic. It thus took more time for groups to start their discussions and to identify concrete research priorities. The third theme overlaps with the first two themes. The main question here is: Can there be sustainable prosperity without education, well-being and health? Sustainable prosperity is a kind of holistic frame for all issues discussed in the symposium. There was a common understanding reached that we first need to define the concepts and build scales and indicators for measuring sustainable prosperity and well-being. Innovations have a major role in bringing solutions and options for a more sustainable future for all. The question is: What is innovated and for whom and by whom? Whose interests does each innovation serve? In addition, there was a common understanding that the environment, both the built and the natural environment, use of natural resources, urban planning and how we build societies are extremely important aspects for sustainable prosperity.

Theme 1 Political Economy of Innovation for Sustainable Prosperity and Well-Being

This research priority starts from the basics: defining terms, inventing indicators and ways to measure sustainable prosperity, defining actors, thinking of impact and accessibility issues.

This includes:

Definitions

- Definition of terms: What is holistic well-being? What is sustainable prosperity?
- Evaluation/indicators/tools; new indicators and metrics such as the happiness index; indicators to measure holistic well-being; key performance indicators (KPIs)
- Understanding sustainable prosperity, innovation and impact
- Status quo, what innovations exist; perceptions (also negative perceptions) of innovations; innovation and social fabric interface; upscaling
- Exploring alternative/counter strategies/movements
- Holistic approach/spiritual/mental/cosmos
- Considering vulnerable groups/spaces, time perspective

Impact

- Impact of technology, also unanticipated or negative impact impacts
- Technology is not value-free. Who are excluded – people, cultures, countries? Consider also the needs of those in the lowest social classes, empowering people. Technology should narrow the gap between the poor and the rich.
- For whom are we designing, for whom are the innovations? Do they serve big dominant players/uncommercial growth, business – and by whom? Does it come from people/the grassroots level or from dominant players? Exploring the present dominant actors in markets. How do they use innovations for their interests?
- Are the designs sustainable or prosperous, what drives them and what are the barriers?
- How can innovations be used more widely?

Accessibility

- How can existing innovations be made accessible and equally available for all?
- Equal distribution of resources and possibilities (e.g. possibility to buy brand/generic name medicines)
- Methods, user engagement, understanding underlying cultures
- Tool for social inclusion and economic development, frugal approach, low-cost innovations
- Holistic well-being for future societies as a target
- Working with SMEs

Actors

- Legal (local, global)
- Who are the actors whose interests innovations promote?
- Working with the actors
- Policy challenges
- Business, commercialisation
- Communities
- IPRs should not prevent innovations to be used by all
- Holistic approach

Theme 2 Imagining (Socio-Economic and Political) Futures (two subthemes)

Cross-cutting elements for both subthemes:

- Role of the state, institutions and governance in managing global determinants
- (Social) innovation and design
- Equal opportunities for all
- Reducing inequalities
- Holistic view

A) Resource Conservation with Social Innovations for Equal Opportunities

- Agriculture, food systems and environment
- Energy management, human motivation and capacity to change
- Resource management and community participation (starting from best practices)
- Innovative use of resources
- Sustainable production and consumption of resources
- Policies embedding the SSH point of view (without duplicating existing programmes)
- Right to equitable access, (re)distributive approach

B) Sustainable Livelihoods, (Social) Innovation and Design

- Economic and social upgrading (decent work agenda, income, social security)
- Quality of employment, meaningful (gainful) employment, job security and nondiscrimination in the labour market
- Quality of livelihood
- Well-being and happiness, dignity, satisfaction of basic needs of material and cultural needs
- Social inclusion/social cohesion, including migration, inequality-related conflicts, displacement, identity-related conflicts
- Social security and social protection
- Growth of cities, rural-urban continuum, planning, safe cities, possibilities for sustainable life in the countryside and in cities, innovative design to address urban growth
- Attention to vulnerable groups, giving them a voice
- Ethics and human rights (e.g. freedom of speech)
- Corporate social responsibility, philanthropy and business ethics

World Café Session: Funding Design for Collaboration

The last session of the symposium *Sustainable Prosperity, Well-Being and Innovation* was conducted using the World Café method³, a method that aims at productive group discussion on a certain matter. The session participants were asked to imagine a research funding scheme incorporating the research priorities discussed in the previous sessions. They were asked to think of how to develop a research funding programme and, in addition, to design a call including the three elements of innovation, capacity building and impact. After the discussion, the results were compiled into a collection of ideas from each table, always adding ideas from the previous table. The headlines and questions of the three groups as well as the results of the world café session are presented below.

Innovation group

Table 1. The **innovation group** discussed the following questions:

The proposed research programme should make room for different kinds of innovations. How can these be taken into account when writing the call texts for the discussed research priorities? The research programme should also be solution-focused and future-oriented. How could this be taken into account when writing the call texts for the discussed research priorities?

Results

The group was led by University Professor Josef Hochgerner from the Centre for Social Innovation ZSI. The group's proposal is structured into four categories and explained here with examples:

1. *Funding principles*: Funders should earmark some funds for innovation aspects. The best proposals should enhance people's well-being, prosperity, happiness and quality of life. Multidisciplinary proposals that aim at resolving real and common problems for the EU and India. Funding agencies need to be flexible with funding designs and implementation. Social innovations with people, technology involvement with users, consulting stakeholders, experimentation as methodology.
2. *Work accomplishment*: Researchers should use different approaches, such as inter-, multi- and cross-disciplinary approaches and approach collaboration; participatory and problem-solving approaches; networking across borders, nations and disciplines; and involvement of stakeholders. Research collaboration should have social relevance. Funding proposals should contain suggestions for practical usability. The proposed projects should be theoretically and scientifically solid and have practical outcomes/impact. Looking at and learning from best practices in both continents.
3. *Quality criteria*: This includes the question of *how to evaluate projects*? *Evaluation aspects include* originality, added value of collaboration, structural sustainability, innovative content of teaching and research profile, reasonable funding, action plan, compliance with programme objectives, outcomes and impact of research, policy influence/impact, inclusiveness in addressing excluded/marginalised groups, social relevance, unconventional research beyond orthodoxies, no mainstream, and need analysis. Distinction between loose talk on innovations and sound proposals.

³ See www.theworldcafe.com/key-concepts-resources/world-cafe-method.

Doable, but not at cost of originality or ambition. *How to select evaluators?* Suggestions include multidisciplinary evaluation teams, experts who have successfully promoted innovations, specialists with broad views of methods.

4. *Observations on outcomes and impact:* Producing knowledge that can be used. Sound key performance indicators. The criterium for funding is feasibility, but, on the other hand, innovations and innovative research contain uncertainties and risks. How do we balance this? The results should survive throughout the project's lifecycle, evaluation on processes results, replicable research. Bottom-up-led experiments/explorations are needed. Impact on policies and policy relevance is also expected. What is the expected impact on specific outcomes and sustainable development? Measuring value of research as a main criteria; monetary value of outcomes. It should be taken into account that funders might have unrealistic expectations about project outcomes, especially as regards those related to innovations. Needs and expectations of the target user must be given a priority. Innovations should be aimed at benefiting the most deprived groups of society. Innovations should focus on using and generating renewable energy and resources.

Capacity building group

Table 2. The **capacity building group** discussed the following questions:

How could consortia promote capacity building? What kinds of activities might be needed to ensure consortia work effectively together and develop networks? How could early-career researchers be engaged and how could their careers be developed or promoted? How can capacity building be taken into account when writing the call text?

Results

The group was led by Professor Shankar Das from Tata Institute of Social Sciences. The group found three levels of capacity building with many common aspects at all levels.

Capacity building is a process. The World Bank has been working with capacity building in low- and middle-income countries. It has not been only about the capacity of professionals but also about the capacity of the community through community participation. The results have been very encouraging for many poor countries (e.g. micro-loan system). The task of this group was to concentrate more on researcher and consortia capacity building, on how consortia could help researchers and research sites with the capacity building process. Capacity building is a very important area and cannot be undermined by high- or low-income countries.

The group addressed three different dimensions of capacity building:

1. *Individual level:* personal capacity building of the researchers/teachers
2. *Organisational level:* capacity building at the organisational or research institutional level, organisations joining the consortia, groups and subgroups working on the same project and implementing the results, having cross-dialogue throughout the process and learning from this exercise
3. *State level:* State-driven research, where is it? It is need-based, state-sponsored, state-driven and related to certain research agendas.

Capacity can be upscaled in any of these levels. Networking is a must and EqUIP is a very important platform enhancing that. The platform could utilise a multidisciplinary approach to research and also a

multisectoral approach. Helping young researchers was considered to be an important aspect, both at the PhD and at the postdoctoral level. The time frame for their funding should be sufficient (4–6 years), thus enabling good consolidated research work. Young researchers should have the opportunity to study in two different countries with two different mentors. This would increase capacity in both countries. Some of the learning and exchange could be delivered through cost-effective e-learning platforms, virtual classrooms/skype, etc., not forgetting the actual exchange (for scholars and young teachers). Also, need-based workshops on specific areas could help capacity building (e.g. how to really write a proposal, how to write a literature review, how to sell the research idea, and how to do a data analysis through different mechanisms).

Additional notes: Innovation hubs used by the ICT sector could also be an option. Culture-specific definition, redefining and redefining the issues of well-being, sustainable prosperity and innovations. How should we value culture and tradition or engage local people in the research projects? Identification of cross-cutting global issues/SDG goals, technology transfer, lifelong learning. How do we translate technology language and research findings understandably for local people? How do we encourage public-private partnerships? Dissemination of research results also to non-experts and policy-makers.

Impact group

Table 3. The **impact group** had the following questions and suggestions:

Collect ideas on ways to strengthen the production, use and communications of existing research findings to policy-makers and practitioners. Collect ideas on new or effective ways to share research findings and results to different audiences (academic, non-academic, decision-makers, end-users, etc.) in Europe and India. Is there something special we need to take into account already when designing the call?

Results

The group was led by Dr Minha Rajput-Ray from the Global Centre for Nutrition and Health. A definition of impact was given from a funder's perspective, focusing on "what difference the research has made" as a broad definition. The group started with definitions:

1. *Education*: learning rather than teaching. When we look at teaching, we look at progress – teaching with new innovative methods. Integrating research findings with classroom learning and teaching.
2. *Policy* (= translation into practice): Policy has to ensure that it is going to be realistic and doable, and it needs to ensure that all segments of society, both horizontal and vertical, are addressed.
3. *Practice*: Policy leads to cultural and local practices. There is a need to be clear with aims at all levels, grassroots, horizontal and vertical. Funders need to be clear on what it is they want. Funders' aims and objectives may clash with political aims and objectives. We need to be aware of socio-economic issues in specific geographical areas. Relevant engagement and partnership come under the clear aims.

Most importantly, what is the use of doing all this if we do not communicate? We need communication in all possible forms. Research results need to be communicated without bias. We need to communicate with ourselves, with our colleagues, with our stakeholders and the users of our results, and we need to do it in a positive manner. That all will translate into the impact of results. And who will put all this together? Leaders and leadership are key factors here. Results need to be disseminated in the most ethical and appropriate manner possible. Researchers will disseminate data (capturing, measurement and mapping) and findings. What are we going to do with all these data? We need to scale up the ideas coming from the grassroots level to the national, international and global levels.

Annexes:

Annex A: Short introduction to EqUIP

The EU-India Platform for the Social Sciences and Humanities (EqUIP) brings together research funding and support organisations in Europe and India in order to develop a stronger strategic partnership for multilateral research collaboration. Europe and India have strong historical links, but their research collaboration relationships are relatively new. EqUIP links and builds on successful partner relationships developed at the European level, using the NORFACE and HERA European Research Area Networks (ERANETs) as a basis for expanding interactions with India. As in those networks, the EqUIP platform supports social sciences and humanities research funding agencies across Europe and India in building stronger strategic partnerships, increasing opportunities for networking and dialogue among researchers and exploring ways of working to enable future joint research programming. In particular, EqUIP identifies current barriers and challenges to effective research cooperation and searches for opportunities and priorities for future research collaboration by organising EqUIP symposia.

Symposium series

One of the main tasks of EqUIP is to organise a series of symposia. The themes of the five symposia are defined in the Scoping Report⁴, based on a total of 38 research priorities and strategic areas identified and described by EqUIP partner organisations. With the assistance of several academic experts, these 38 ideas have been organised into five broad thematic symposia themes. Altogether six academic symposia will be organised as part of the EqUIP project activities, one for each of the five themes, with an additional end symposium that will gather together results from the five symposia to develop these themes further and widen academic networks.

Table 1. EqUIP symposium themes

Symposium theme	Date and place
Inequalities, Growth and Place/Space	19–20 October 2015, India
Digital Archives and Databases as a Source of Mutual Knowledge	5–6 May 2016, Italy
Sustainable Prosperity, Well-Being and Innovation	9–10 June 2016, Finland
Social Transformations, Cultural Expressions, Cross-Cultural Connections and Dialogue	28–29 June 2016, India
Power Structures, Conflict Resolution and Social Justice	13–14 October 2016, India
End symposium	25–26 October 2016, Slovenia

The aim of the EqUIP symposium series is to facilitate expert discussions to gain a full and nuanced view within these broad themes and to develop expert recommendations for EqUIP partners concerning priority areas for future research collaboration. In addition, the symposia aim at creating opportunities for networking between experts in the social sciences and humanities from across Europe and India. Experts from relevant disciplines, from both Europe and India, nominated by EqUIP partners, are invited to each event to discuss the opportunities and challenges in each thematic area, exploring the potential added value in addressing these societal challenges through a distinctly Indo-European research agenda, and thereby to identify needs and priorities for future research collaboration to be considered going forward by EqUIP partners. Read more about EqUIP at www.equiproject.eu.

⁴ See <http://equiproject.eu/wp-content/uploads/2015/09/EquiP-D2-1-Scoping-Report-on-Existing-Collaboration-and-Future-Interests-and-Opportunities.pdf>.

Annex B: Programme of the symposium

ALL PRESENTATIONS ARE AVAILABLE AT www.aka.fi/equipsymposium.



EqUIP Symposium

Sustainable Prosperity, Well-Being and Innovation

9–10 June 2016, Helsinki, Finland

Wednesday 8 June

Time	Content	Duration
Arrival of participants		
19.00–21.00	Welcome event, wine and snacks Hotel Paasitorni Room: Paasin kellari Address: Paasivuorenkatu 5	2 hours

Thursday 9 June

Time	Content	Duration	
8.30–9.00	<i>Registration and welcome coffee</i> Academy of Finland Room: Conference Hall Address: Hakaniemenranta 6	30 min	
Chair of the symposium: Professor Kia Lindroos , member of Research Council for Culture and Society, Academy of Finland			
Session 1: Plenary Session			
9.00–9.10	Welcome	Chair, Prof. Kia Lindroos	10
9.10–9.20	Welcome on behalf of ICSSR	Dr. Upendra Choudhury , Member Secretary, the Indian Council of Social Science Research ICSSR	10
9.20–9.30	EU-India collaboration: Perspectives to EU-Indian Collaboration from the Ministry of Education and Culture	Counsellor of Education, Tiina Vihma-Purovaara , Ministry of Education and Culture	10
9.30–9.40	Introduction to EqUIP and Symposium objectives	Director Liisa Savunen Director of the Culture and Society Research Unit, EqUIP Steering Committee member	10
9.40–10.00	Context settings: Sustainable Prosperity: Well-being in Indian and European Context: Aspects, Gaps & Efforts of Collaborative Solution	Prof. Swati Shirwadkar , University of Pune	20

10.00–10.20	Context settings: Different Innovation Types. How can innovations be embedded in our Symposium discussions?	Univ. Prof. Dr Josef Hochgerner , Centre for Social Innovation ZSI	20
10.20–10.30	Introduction to working group approach and split into groups (4 groups)	Science Adviser Siru Oksa , Academy of Finland	10
Session 2: Working group session of Education and Innovation (Topic 1)			
10.30–10.45	Poverty Reduction and Policy for the Poor between the State and Private Actors: Education Policy in India since the Nineteenth Century	Dr Indra Sengupta , German Historical Institute London	15
10.45–11.00	Graphogame: In search of Inclusive Literacy Learning for All	Prof. Heikki Lyytinen , University of Jyväskylä	15
11.00–12.30	Group work: Discussion in 4 working groups	(4 groups, everybody participates) Chairs: Doss Parimala Heikki Lyytinen Indra Sengupta Jandhyala B. G. Tilak	90
12.30–13.15	<i>Lunch</i>		45
13.15–14.00	Presenting the results of working group discussions of Topic 1	One from each group, 10 minutes per group	45
14.00–14.30	Plenary discussion		30
14.30–15.00	<i>Coffee</i>		30
Session 3: Working group session of Health, Well-Being and Innovation (Topic 2)			
15.00–15.15	Health and Well-being in India- Exploring the Connections between State Policies and Marginalised Populations	Prof. Sanghmitra S. Acharya , Jawaharlal Nehru University	15
15.15–15.30	Overcoming Health Inequality to Achieve Sustainability	Prof. K. Srinath Reddy , Public Health Foundation of India (PHFI)	15
15.30–17.00	Group work: Discussion in 4 working groups	(4 groups, everybody participates) Chairs: Masa Filipovic Hrast K. Srinath Reddy Sanghmitra S. Acharya Sidsel Roalkvam	90
17.00–17.45	Presenting the results of working group discussions of Topic 2	One from each group, 10 minutes per group	45
17.45–18.15	Plenary discussion		30
18.15	Wrap-up and closing		Chair, Prof. Kia Lindroos
19.00	<i>Dinner</i> Restaurant Meripaviljonki Address: Säästöpankinranta 3		

Friday 10 June

Time	Content	Duration
8.30–9.00	<i>Coffee</i> Academy of Finland	30

	Room: Conference Hall Address: Hakaniemenranta 6		
Session 4: Working group session of Sustainable Prosperity and Innovation (Topic 3)			
9.00–9.15	UN Sustainable Development Goals and Innovation: Report from the Multi-stakeholder Forum	Dr. Anilkumar Dave , GTC – T2i	15
9.15–9.30	Holistic Sustainable Design, Social Innovation and Systemic Thinking	Dr Carolina Escobar-Tello , Loughborough Design school, Loughborough University	15
9.30–11.00	Group work: Discussion in 4 working groups	(4 groups, everybody participates) Chairs: Anilkumar Dave Carolina Escobar-Tello Kusum Jain Mahendra Dev	90
11.00–11.45	Presenting the results of working group discussions of Topic 3	One from each group, 10 minutes per group	45
11.45–12.15	Plenary Discussion		30
12.15–13.00	<i>Lunch</i>		45
Session 5: World Café session			
13.00–14.00	Widening our perspectives: Funding Design for Collaboration Themes: innovation, capacity building, impact	Brainstorming session using world café format Chairs: Josef Hochgerner Minha Rajput-Ray Shankar Das	60
14.00–14.30	Summary and Closing Remarks	Chair, Professor Kia Lindroos	30
14.30	<i>Coffee</i>		

Annex C: Guiding questions for topical working groups

RESEARCH PRIORITIES

The group is asked to propose three research priorities to EqUIP under each topic 1/2/3.

Title of the research priority:

Description of the research priority:

Additional questions:

Rationale for research priority and why it is important:

Does it address a specific issue?

State of the art in research related to the priority:

Can you identify world class level research areas related to the proposed research priority? What research areas and in which countries?

The main actors in Europe and India:

Comments on existing research capacities and research resources in this area. Are there enough researchers working on this issue for a call for proposals? If EqUIP opens a call for this research priority, what types of actors can be involved and what kinds of partnerships are required? Only research organisations/universities, or also others (end-users, civil society, NGOs, companies...)?

Existing or emerging cooperation:

Are there any projects in this area already? Is it a new issue? Are there any learned lessons regarding challenges or success stories of previous/ongoing collaborative research projects?

Why this is a common challenge and what are the opportunities:

Is it relevant to both Europe and India? What are the mutual benefits? Can it lead to long-term cooperation? Are there any other types of benefits?

Balance of SS/H

This is a platform for the social sciences and humanities. The headline of this symposium could be seen as more focused on social sciences research. How can the balance between the social sciences and humanities be taken into account when writing the call text for this research priority?

Ethical and gender aspects

Are there any specific ethical issues/aspects that should be taken into account in this research priority? Are there any specific gender aspects that should be taken into account in this research priority? How should ethical and gender considerations be taken into account in the call text for this research priority?

Annex D: List of participants

Participants in the EqUIP symposium Sustainable Prosperity, Well-Being and Innovation, 9–10 June 2016, Helsinki

First name	Surname	Organisation	Country
Sanghmitra S.	Acharya	Jawaharlal Nehru University (JNU)	India
Ghulam	Bhat	Central University of Kashmir Ministry of Human Resource Development	India
Siddheswar	Bhatt	Indian Council of Philosophical Research	India
Fernando	Cardoso de Sousa	Instituto Superior D. Afonso III	Portugal
Upendra	Choudhury	Indian Council for Social Science Research (ICSSR)	India
Jessica	Collier	Arts and Humanities Research Council (AHRC)	UK
Shankar	Das	Tata Institute of Social Sciences	India
Anilkumar	Dave	GTC - T2i	Italy/India
Amaresh	Dubey	Jawaharlal Nehru University	India
Gaia	di Luzio	DLR Project Management Agency	Germany
Carolina	Escobar-Tello	Loughborough Design School Loughborough University	UK
Masa	Filipovic Hrast	University of Ljubljana	Slovenia
Kaisa	Granqvist	Centre for Social Innovation	Austria
Kristiina	Helansuo	Academy of Finland	Finland
Josef	Hochgerner	Centre for Social Innovation	Austria
Kusum	Jain	University of Rajasthan	India
David	Johnson	University of Oxford	UK
Nita	Khandekar	Indian Institute Of Horticultural Research	India
Melanie	Knetsch	Economic and Social Research Council (ESRC)	UK
Veera	Launis	Academy of Finland	Finland
Eila	Lindfors	University of Turku	Finland
Kia	Lindroos	University of Jyväskylä	Finland
Inês	Lourenço	Centre for Research in Anthropology (CRIA)	Portugal
Heikki	Lyytinen	University of Jyväskylä	Finland
Päivi	Marjanen	Turku University	Finland
Reena	Marwah	Indian Council for Social Science Research (ICSSR)	India
Ram Kumar	Mishra	Institute of Public Enterprise	India
Saradindu	Mukherji	Indian Council of Historical Research	India
Deborah	Nadal	Ca' Foscari University Venice	Italy
Sean	Nolan	Economic and Social Research Council (ESRC)	UK
Siru	Oksa	Academy of Finland	Finland
Christopher	Palmberg	The Finnish Funding Agency for Innovation (TEKES)	Finland
Doss	Parimala	University of Delhi	India
Aseem	Prakash	Tata Institute of Social Sciences	India
Ville	Päivänsalo	University of Helsinki	Finland
Saraswati	Raju	Jawaharlal Nehru University	India
Minha	Rajput-Ray	University of Cambridge, Need for Nutrition Education/ Innovation Programme (NNEdPro)	UK
Gopinath	Ravindran	Jamia Millia Islamia University	India

K. Srinath	Reddy	Public Health Foundation of India	India
Sidsel	Roalkvam	Centre for Development and the Environment	Norway
Jaana	Roos	Academy of Finland	Finland
Liisa	Savunen	Academy of Finland	Finland
Christoph	Scherrer	University of Kassel	Germany
Emanuela	Scridel	BRICS Committee - EURISPES (APRE)	Italy
Indra	Sengupta	German Historical Institute London	UK
Geeny George	Shaju	Research Councils UK (RCUK) India	India
Alakh N.	Sharma	Institute for Human Development (IHD)	India
Ashok	Sharma	Embassy of India	India
Swati	Shirwadkar	S.P. University of Pune	India
Manju	Singh	University Grants Commission	India
Sujata	Sriram	Tata Institute of Social Sciences	India
Mahendra Dev	Suryadevara	Indira Gandhi Institute of Development Research	India
Sirpa	Tenhunen	University of Jyväskylä	Finland
Jandhyala	Tilak	National University of Educational Planning & Administration	India
Tiina	Vihma-Purovaara	Ministry of Education and Culture	Finland
Sarah	White	University of Bath	UK
Gonçalo	Zagalo Pereira	Fundação para a Ciência e a Tecnologia (FCT)	Portugal
Igor	Žagar Žnidaršič	Educational Research Institute	Slovenia

Please see the full research profiles of the participants at www.aka.fi/globalassets/equip-research-profiles.pdf.