ENHANCING COLLABORATION BETWEEN SOCIETAL STAKEHOLDERS FOR REDUCED INEQUALITIES

A. Author's name and affiliation with e-mail

Martina M. Keitsch, Department of Design, Norwegian University of Science and Technology, Norway, martina.keitsch@ntnu.no.

B. Synonyms (*if applicable*)

Partnerships for the SDGs, leave no one behind, localizing the SDGs

C. Definitions

Social inclusion: *The process by which societies combat poverty and social exclusion (United Nations 2010, p. 49) and "...a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they live"* (European Commission, 2005, p 10).

Participation: *Strategies and mechanisms that allow societal stakeholders to actively join and contribute to processes of decision-making, planning and implementation of projects and programs. It is generally assumed that it will lead to greater inclusion of marginalised groups* (Herrle and Novy 2012)*.*

Inequality: *The unfair situation in society when some people have more opportunities, money, etc. than other people (Cambridge dictionary, 2020). Social inequality concerns uneven access to resources, social goods, services and opportunities: "Social inequality is related to the concept of social stratification, in which society is hierarchically divided into sub-groups, based on class, race, gender, religion and/or political power. A highly stratified society is one in which there is minimal intra- and inter-generational social mobility"* (Caves, 2013, p.613).

Societal Collaborations for SDG10 (2051)

1. Policies and principles for SDG 10

This entry discusses the background, concepts and methods for collaboration between societal actors moving towards SDG 10: "Reduce inequalities within and among countries" with focus on Target 10.2: "Empower and promote the social, economic and political inclusion of all". The entry firstly introduces background policies and guiding principles for SDG10, and secondly analyses participatory approaches that aim to facilitate partnership building and inclusion through collaboration between societal actors including an overview of possibilities and limitations of these approaches. Section three presents SDG10 and target 10.2. implementations in different socio-cultural contexts illustrated with help of case studies. Conclusively, section 4 suggests a way ahead in form of transdisciplinary collaboration for partnership building and social inclusion. The goal of the entry is to encourage holistic thinking for sustainable societies, addressing both biophysical, technological, socio-cultural and economic circumstances and needs. Achieving the SDGs, it seems crucial to acknowledge both, the scientific and societal complexity of challenges in a setting where 'facts are uncertain, values in dispute, stakes are high and decisions urgent', and the necessity to engage all members of society in meeting these challenges.

Advancing the Sustainable Development Goals (SDGs) of the UN 2030 Agenda is warranted globally and national governments all over the world are launching SDG-based development strategies or aligning their existing policy

Template for Contributions to the Encyclopedia of the UN Sustainable Development Goals

Note: As a reference work, please avoid first-person usage in the writing of your contribution. Please refer to the Guidelines for Authors for more details.

---

plans with the proposed goals. Within in SDG framework, SDG 10 is described as a stand-alone goal, which should ensure that other goals and targets are met for all segments of society.

SDG 10 has a strong focus on inequality, relating to communities, gender and income. Disparities in educational status, access to health services and income inequality are progressively increasing (Pandey et. al 2020) with the richest 10 percent earning up to 40 percent of total global income. The poorest 10 percent earn only between 2 and 7 percent of total global income. In developing countries, inequality has increased by 11 percent including population growth (United Nations Development Program, Sustainable Development Goals Fund 2020.

Totally, SDG 10 is made up of 10 targets and 11 indicators. Targets 10.1.-10.3 address inequalities within countries, Target 10.5, 10.6, 10A, and 10B inequalities among countries. SDG10 is appraised as progressive in the recognition of inequality as a global issue and in addressing vertical and horizontal inequalities (MacNaughton 2020). Further, SDG 10 contribute to that issues of poverty, exclusion and inequalities are elevated on the international agenda, recognising both instrumental challenges and moral obligations that these issues imply. On the other hand, SDG 10 and its targets are also criticised for being too conservatively formulated, for lacking to address wealth inequality and for the inadequacy of the set benchmarks for SDG10 progress (Doidge & Kelly 2019).

Besides a conceptual review of SDG 10, this entry presents ways to practically employ the goal, and Target 10.2., in different socio-cultural settings. Realization efforts become yet more transparent, when connected with two other political guiding principles of the UN 2030 Agenda.
1. 'Localizing of the SDGs' (Global Taskforce of Local and Regional Governments, UNDP and UN Habitat 2016).
2. 'Leaving no one behind' (Summary for United Nations, Committee for Development Policy 2018).
While the UN 2030 Agenda refers to these principles several SDGs and targets, the philosophy grounding them is most prominently formulated in Statement 52: *"We the peoples" are the celebrated opening words of the Charter of the United Nations. It is "we the peoples" who are embarking today on the road to 2030. Our journey will involve Governments as well as parliaments, the United Nations system and other international institutions, local authorities, indigenous peoples, civil society, business and the private sector, the scientific and academic community — and all people. Millions have already engaged with, and will own, this Agenda. It is an Agenda of the people, by the people and for the people — and this, we believe, will ensure its success."* (Transforming our world: the 2030 Agenda for Sustainable Development, 2015)

The substantial significance of the principle 'Localizing of the SDGs' is reflected in national policies all over the world, launching SDG-based national development strategies or aligning existing plans with the proposed goals of the 2030 Agenda. The Global Taskforce of Local and Regional Governments, UNDP and UN Habitat remarks: *"Subnational governments should not be seen as mere implementers of the Agenda. Subnational governments are policy makers, catalysts of change and the level of government best placed to link the global goals with local communities." (2016, p.7).*

The Global Taskforce of Local and Regional Governments (2019) recommends making localization of the SDGs an essential part of all national strategies and illustrates how national and local-regional governments (LRGs) contribute to disaggravate inequalities with examples from London (UK), Barcelona (Spain), Stuttgart (Germany), Kenya, Namibia and Uruguay (The Global Taskforce of Local and Regional Governments, 2019, p.79).

Localizing the SDGs facilitates meaningful engagement of countries within the SDG program and political efforts towards localization have to recognize the importance of giving them local relevance. This implies at least to interconnected strategies, recognizing and including socio-cultural and contextual factors in policy development, and facilitating *all* citizens' participation as a critical lever for promoting the SDGs.

The principle: 'Leaving no one behind' (Summary for United Nations, Committee for Development Policy 2018) attempts to mitigate inequalities and discrimination and relates directly to SGD target 10.2. Target 10.2: "Empower and promote the social, economic and political inclusion of all".

In addition to policymakers, entrepreneurs and civil society must thus be included in the development agenda. 'Leaving no one behind' refers here to catalyzing the engagement of diverse regional and local stakeholders

Template for Contributions to the Encyclopedia of the UN Sustainable Development Goals

Note: As a reference work, please avoid first-person usage in the writing of your contribution. Please refer to the Guidelines for Authors for more details.

towards the SDGs. Refining the SDG agenda towards specific needs, values, interests and learning capacities of societal actors will contribute to intensify its contextual relevance. While the SDGs are global, their achievement will depend on peoples' ability and will to make them a part of their reality and daily life. Success depends to a great deal by putting the SDGs into practice.

The ambition to include 'all' is broadly aiming at social justice and equality. Internationally, inclusion is addressed by target 10.6. which ensures enhanced representation of least developed- and developing countries in global institutions. Target 10.2. refers to cultures where disparities are still deeply entrenched into the societal fabric and inequality exist across social identity groups such as castes, ethnicities, religion, gender, age and disability. Nationally, many population groups and individuals do not enjoy the benefits of SD policies and achievements. These groups and individuals are 'marginalized' and experience *exclusion* as part of their everyday in form of denial of access to resources, services and developmental opportunities that can expand their capabilities towards development and improved livelihood. Inequality and poverty are often especially pronounced in areas where these groups reside (Bennett 2008).

The central importance of the 'Leave no one behind' and 'Localizing the SDGs' principles within the Global Agenda implies the necessity to facilitate their application for a broad range of societal stakeholders. The following section will introduce participatory approaches for social inclusion as instruments for implementing SDG 10 with a special focus on local and marginalized groups.

2. Participatory approaches for partnership building

Participation is seen as a way of including various societal stakeholders and actors in the planning and implementing projects and political agendas. Stakeholders are individuals and groups, who have an interest in the situation and its development e.g. a solution or could potentially be affected by it. Societal stakeholders include national-, provincial- and local government, international bodies, research institutions and universities, public media and press, non-governmental organizations, companies, grassroot organizations, political activists, etc. (Stakeholder Analysis, Project Management, templates and advice, 2020).

Undertaking participation in development or planning by including stakeholders has many purposes, from discovering issues, searching for problem alternatives, educating the public and facilitating learning, discussing and deciding on a solution, measuring the public opinion, legitimizing public decisions, including stakeholders in development processes, maintaining social connections, and bridging conflict situations. Hickey and Mohan (Hickey and Mohan, 2004) estimate that participatory approaches entered mainstream political and social practices in the mid-1980s and that they have successively become important tools for good governance (see also, Cornwall and Brock, 2005). Nowadays, many governments and government agencies have embraced participatory approaches within the concept of 'citizen engagement'. The figure below from Olphert and Damodaran (Olphert and Damodaran, 2007) illustrates advantages of the citizen engagement.

Template for Contributions to the Encyclopedia of the UN Sustainable Development Goals

Note: As a reference work, please avoid first-person usage in the writing of your contribution. Please refer to the Guidelines for Authors for more details.
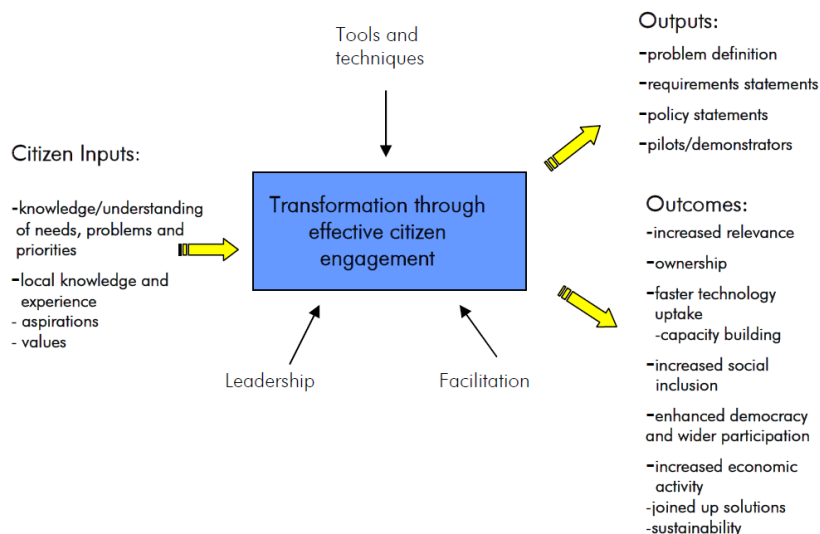
Figure 1: A Benefits Model of the Citizen Engagement Process (Olphert and Damodaran, 2007, p 495)

In the last 30 years several models to engage societal stakeholders such as: Citizen jury, Consensus conferences, The planning cell, Participatory Forum, Open innovation, Dialogue circle, and more recently Public choice framework, and 'Community action planning' have evolved (Watson 2014).

When aligned to Arnstein's ladder of participation (see figure 2 below) many of these models remain in the middle between the two extremes of the ladder: completely uninvolved and passive citizens at one end and active and engaged citizens at the other (Callahan 2007).
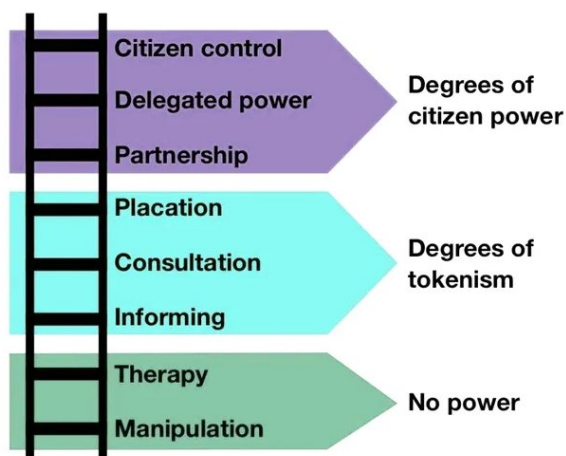

Figure 2: Arnstein's Ladder of Participation (Botea 2019)

Stakeholder involvement has gained more prominence in recent years and concepts for interaction between local governments and civil society have developed in various countries. A comparatively novel approach is 'co- design' also called 'co-creation' and more recently 'participatory design', these terms are also are used interchangeably. In this entry the term 'participatory design' to describe an approach towards stakeholder inclusion.

Template for Contributions to the Encyclopedia of the UN Sustainable Development Goals

Note: As a reference work, please avoid first-person usage in the writing of your contribution. Please refer to the Guidelines for Authors for more details.

Participatory design aims to identify and manage different stakeholders' interpretations, needs, and skills (Sanders & Stappers, 2008) for both implementation of policies on local levels, and planning, development and implementation of solutions to specific problems. It explicitly emphasizes social inclusion, regarding stakeholders as partners in the entire process, from problem definition to idea generation, information collection, solution suggestion, decision-making, specification, implementation and finally evaluation phase. Some authors claim that participatory design fosters political competence, increases interest in political processes, builds trust between societal actors and strengthens the belief to transform practice. Participatory design perceives stakeholders as experts of their experience (Visser et al., 2005) and is thus able to connect different types of knowledge thereby enabling co-production and generating partnerships among social actors. Opposed to a classical participation approaches and user-centred problem-solving processes, where experts are the organizers, conductors and creators, participatory design sees experts or professionals as facilitators providing tools that allow collaboration in a team (Sanders & Stappers, 2008).

The level of stakeholder inclusion in participatory design approaches varies theoretically as well as in practice. At the lowest level, stakeholders are involved in a mere pragmatic sense, they will report problems to experts and professionals, who will develop solutions, which are then tested by the stakeholders. At a middle level, inclusion is based on engagement e.g. in form of constructive suggestions in planning, development and implementation phases, but stakeholders are not part of the decision-making process (Mogstad, 2016). At the highest level, stakeholders become co-designers (E. B. N. Sanders & Stappers, 2008) and project facilitators will provide time, permission, space and tools for co-creation activities. At this level, the chance for stakeholders to experience that they are working on something that is personally important to them or their group, and that their contribution has an impact is relatively high.

In practice, participatory design faces the issue of whether stakeholders feel like they are part of a team or just being consulted randomly. According to Bowen et al. (2013) many project participants experience de facto being an advisor, rather than a participatory designer or innovator in a development- or problem solution process.

Meeting this issue, ownership in processes and projects, team cohesion, and experiences of relevance are seen vital conditions for high level participatory design by several authors (e.g Bowen, et al, 2011, Zamenopoulos & Alexiou, 2018): *"The politics of co-design is also shaped by the view of co-design as a practice that creates more meaningful and relevant futures for people that are engaged in the process, and as a result contributes to their social, economic and environmental sustainability and resilience. The underlying argument is that co-design enables people to take ownership of their environments, services or products and, therefore, creates stronger and more meaningful connections among people and these creations. In community design, this argument has its historical roots in approaching co-design as a tool for protecting local communities from large redevelopment and regeneration plans. In social design, this argument has its roots in approaching co-design as a socially responsible action. In this context, the participation of people in design is a key practice (and mindset) for developing more sustainable and socially responsible futures."* Zamenopoulos & Alexiou, K. 2018, p. 24).

Creating ownership is considered as a means in a participatory design process to mitigate this issue, especially when solutions or polices are to be implemented locally and have to be maintained by stakeholders over a longer period. Taking ownership relates to aspects such as interest, knowledge, competence, and decision-making autonomy, and to a certain degree of control of the project process and its outcomes (Johnson & Johnson, 2014). Early involvement of stakeholders in a development and/or problem-solving process can contribute to strengthen aspects of ownership. Any social inclusion project based on participatory design should initially inform participants about the project phases, their expected contribution, risks and gains (knowledge). Enhancing autonomy, participants should feel that they have a choice to join the project. If they cannot choose themselves, they should be given a rationale why they should. Skepticism at project start can be mitigated by illustrating successful collaboration examples from earlier projects.

Autonomy supportive participatory design includes stakeholders' perspectives and interpretations from the problem definition to the evaluation phase. It encourages discourse about alternatives, which can contribute to

Template for Contributions to the Encyclopedia of the UN Sustainable Development Goals

<u>Note:</u> As a reference work, please avoid first-person usage in the writing of your contribution. Please refer to the Guidelines for Authors for more details.

view that the project meets stakeholders' needs and values, and that it will have an impact which in turn increase interest and engagement to participate (Gagne & Deci, 2005). According to Gagne and Deci (2005) positive feedback and discursivity in the problem definition and ideation phase also increases competence and responsibility for contributing to a successful project accomplishment (Gagne & Deci, 2005).

Participatory design depends on teamwork, and effective teamwork requires both clear and relevant goals and cohesion (Johnson & Johnson, 2014). Goals motivate behaviour, provide a basis for resolving conflicts, and are prerequisites for assessment of solutions. Most of the collaborators should feel ownership to the goals, and they should contribute to pursue the success of the group. Cohesion is advanced through inclusion, acceptance, support and trust, while individuality is endorsed. This is especially relevant when heterogenous stakeholders and or marginalized groups or individuals are involved in the participatory design process. An important aspect for successful participatory design within this context is to acknowledge diversity in seemingly homogenous stakeholder groups. This goes for both local communities and marginalized groups, which tend to be seen as having particular characteristics which define them. Reaching an agreement on goals must anticipate that participants have divergent ambitions and motifs to join the project.

Further, project facilitators must establish different types of communication to co-ordinate individual perspectives and expectations and to integrate single performances in a common action plan. Participatory design tools that facilitate different types of communication are photos, narratives or small-scale prototypes produced in and for collaborative workshops (Sanders & Stappers, 2014). Blomkvist and Holmlid (2009) note that especially narratives play a significant role in the early stages of participatory design processes, e.g. illustrating different problem perspectives. Bowen claims that sharing stories additionally creates openness, builds trust and ownership, contributes to empathy and cohesion between stakeholders, and alleviates tensions (Bowen et al., 2013). According to Kargan and Duggan (2011) tools such as storytelling and narratives contribute here to flattening of existing hierarchies and levelling of power relationships. They empower participants, increase their visibility and contribute to confidence building. Equally important, they can provide enjoyable experiences and can emotionally touch and engage people. In settings with marginalized and/or local stakeholders, participatory design of prototypes and blueprints are excellent means for better communication, skills display and trust building among stakeholders (Keitsch, 2020). Applying narratives, storytelling, boundary objects and prototype participatory design underline the socio-cultural dimension of inclusion and emphasize development of capacities such as literacy, creativity, critical knowledge, empathy, and trust. Trust is built mutually, partly by letting go of the script, engage in authentic dialogues and let other part take charge. It requires values such as patience with each other, and acceptance for diverse views and cultural attitudes, which can be regarded are equally important conditions for trust building as acknowledging others' power, expertise and professionalism. Social inclusion can to a certain degree build on instrumentalized interactions to achieve a common short-term goal, yet long-term partnerships are not viable without trust and respect for each other (Keitsch, 2020).

Outcomes from participatory approaches and processes range from immaterial results such as agenda congruence, giving voice and articulation to citizen feelings and opinions, citizen feedback, the providing of information, legitimisation, trust building, building of partnerships, establishment of sustainable societies, knowledge generation etc to tangible results such products, services, buildings and infrastructure. Yet, whether participatory approaches reach outcomes and to which degree is often left to interpretation.

Some generic challenges for participatory process and their outcomes processes are:

1. Processes might be corrupted, and outcomes may become vulnerable due to power and domination issues.
2. Including marginalized individuals or groups in participatory processes can produce tokenism as mere symbolic attendance of these stakeholders in order to pretend diversity in the process and outcomes.
3. External stakeholders may impose limitations to deliberative decisions and actions.
4. Stakeholders my become disinterested in the participation process or disagree with outcomes.
5. Projects and processes may demand unrealistically high levels and efforts of stakeholder to participate.
6. Outcomes may result in initial successes but may be difficult to sustain over the long term. (e.g. Fung & Wright 2003).

The following section will present some cases of SDG 10 implementation in practice regarding the participatory approaches they applied and to the challenges above. The cases are government-driven projects and implemented on a local municipality or regional level, while theory, participatory approaches and funding are often provided by international stakeholders.

3. SDG 10 and Target 10.2. implementation in practice (900)
Participation for People with Disabilities in Life, Nieder-Olm, Rhineland-Palatinate
The municipality of Verbunds Geimeschaft (VG) Nieder-Olm, Germany, was the first community in Rhineland-Palatinate to draw up its own action plan in line with the UN Convention on the Rights of Persons with Disabilities in 2011. The first goal was to included persons with disabilities to participate in the life of the municipality and to raise awareness of their needs among all citizens. The municipality set up an advisory board in 2010 for persons with disabilities and the action plan in 2011. The municipality also applied to 'Aktion Mensch' a national voluntary organisation dedicated to promoting the rights of persons with disabilities, to be included in their 'inclusive municipalities' study as a model municipality. Outcomes of the plan and related strategies are local policies such as widening holidays offered to schoolchildren in order to include children with disabilities and tangible products and services such as a school lift, and full access for all to the town hall. The second goal was to raise citizens' awareness of the needs of persons with disabilities. Approaching this goal, meeting space for people with and without disabilities has been created and aware ness raising activities have been conducted. The municipality offered e.g. a workshop: 'Selbsterfahrungskurs Behinderung: Wie fühlt es sich an, mit einer Behinderung zu leben?' ('Experience Disability: How does it feel to be impaired' translation from author), where administrative employees could explore the town hall from a blind or wheel chair perspective. The municipality has pursued their goals from 2011 till today. The advisory board, which consists of eight residents with disabilities who live in the VG Nieder-Olm, as well as representatives of various institutions, groups and political parties seems to be engaged on a high participatory level promoting social inclusion of disabled people and is supported by other local and regional stakeholders such as businesses and other municipalities in the region.

The Sao Paulo community gardens
The 'Sao Paulo community gardens' project (Sao Paulo community gardens, 2020) started in 2003. The main project work is conducted by 'Cities without Hunger', an NGO founded in 2003. The first gardens were established in 2004, followed by the first partnership for financing the community gardens programme. Since 2010, 21 gardens have been established and 665 community beneficiaries. The Sao Paulo community gardens' project aims at decreasing malnutrition and increase the production of food in disadvantaged communities with high population density. The practical goal is to implement a farming centre and satellite agricultural sites to generate urban jobs and skill-building. The project searches for abandoned plots, contacts the owner for allowing to use the site as a garden, and takes soil samples. People or companies often agree to the project, the gardens ensure property value and deter informal settlers. The plot is then fenced in and restored, and crops and herbs that are rich in nutrients are cultivated for own use and sale. Additionally, 'Cities without hunger' provides resources for professional training and marketing products. Community meetings take place to inform and involve neighbourhood members in the project. The neighbourhood project is ongoing, and participating communities are encouraged to form a committee with stakeholders from public institutions, local organisations, inhabitants and beneficiaries. This committee selects families to participate in agricultural activities, coordinates work plans and arranges training. The project applies participatory management encouraging partaking in community issues. Participation in chat rooms, community decision making, and negotiation with local authorities provides opportunities for community members to participate in forming the principles and actions which increase social inclusion aiming at participatory governance (Sao Paulo community gardens, 2020). A feasible inclusion approach in the project is the participatory community educator method (Castelloe & Watson, 1999), which is low cost and

Template for Contributions to the Encyclopedia of the UN Sustainable Development Goals

Note: As a reference work, please avoid first-person usage in the writing of your contribution. Please refer to the Guidelines for Authors for more details.

contributes to develop capacity and resiliency in the communities. The participatory community educator method requires from trained community members to pass their technical and management knowledge and skills to newly involved team members and 'gardeners'. While the participatory processes seem to function well, the project faces challenges in terms of making the gardens independent from external stakeholders such as donors, landowners and private companies. Further, engagement of the inhabitants is crucial to increase awareness of opportunities in urban settings and empowerment to actively influence urban development.

Participation for Neighbourhood Improvement and Co-existence In Costa Rica
The project 'Participation for Neighbourhood Improvement and Co-existence' in Guararí, a precarious neighbourhood of Heredia, is ongoing since 2007. The national government of Costa Rica and UN-Habitat supports project initiatives with funding and know-how. A Participatory Forum was established in 2007 as intermediate instance between the Town Council of Heredia and private actors. The Forum consists of representatives from different neighbourhood organizations, the Municipal Board, the District Board, the Cantonal Union of Development Associations, the police force; and from experts of UN-Habitat Costa Rica. The Forum identified needs and develop a common vision. The aim was to include upgrading public space and building capacity amongst inhabitants. Women and youth should have a special role in creating new public spaces. While youth was de facto included in some activities, there is no evidence women's' representation or participation besides the last sentence of the case study description that the Municipal Department of Gender Issues shows interests regarding the participation process of women in Guararí. This suggest that until today a mere symbolic attendance to pretend gender equality and diversity in the process and outcomes has taken place. Tangible project outcomes were refurbishing roads, sidewalks, other public infrastructure and housing for 250 families. In April 2012, three new sub-projects selected by the Forum were prioritized: A multifunctional-complex for cultural, sports and educational activities, a permanent project for education and recreation for the youth, and a process to gain public land for new community-oriented constructions. The Forum also managed that community leaders participated in project goals formulation and management ensuring a long-term development. On the municipal level, a Commission on Neighborhood was formed, which contributes to the project's sustainability. Connecting stakeholders on local and national levels the Forum suggested an Urban Pact in 2012 which includes representatives of the community, the local government, national institutions as well as representatives of civil society and private sector.
A main challenge is the funding of the project. Equally challenging was to involve Guararí inhabitants to cooperate in the participative process since they were not convinced about the benefits of the project. This impeded among others the identification of main problems. Even if the Participative Forum turned out to be a positive experience for participating citizens the communication between the Forum and the rest of community was partly difficult. Only a limited number of citizens took part in the assemblies, and their decision-making power is limited as long as they are not close to representatives, who can influence developments. Mitigating these challenges, it is important to build up capacities among community leaders to access financial, technical, and human recourses by prioritizing interests, formulating projects, and negotiating them with authorities. Further communication to inform and consult residents through alternative ways about the changes in Guararí has been designed.

4. Way ahead - Transdisciplinary collaboration
SDG implementation is taking place on local levels, yet the SDGs are based global policies, and international agencies provide in many cases support and expertise for their execution. While global policies can for example reduce inequality through improved connectivity, consistency of strategies, possibilities for measuring results, and, to a certain degree, transferability of 'best practices', realizing the SDGs cannot be guided by a uniformed approach as e.g. Martens points out: *"…meaningful engagement with all sectors of society is a pre-requisite for democratic decision-making as well as providing invaluable and essential expertise in the identification of problems and solutions. Governments and the UN should continue to develop their commitments and capacities in*

Template for Contributions to the Encyclopedia of the UN Sustainable Development Goals

Note: As a reference work, please avoid first-person usage in the writing of your contribution. Please refer to the Guidelines for Authors for more details.

---

this area without relying on a one-size-fits-all approach. They should develop models which will allow all actors in society to make contributions and to protect against the influence of vested interests. …it is time for civil society to reclaim the public space -and for governments to put in place the necessary regulatory and global governance framework." (Martens 2020, p.218)

Considering the plurality of national contexts, policies and knowledge cultures that are dealing with implementing SDGs, transdisciplinarity (TD) is discussed as novel participatory approach to promote stakeholder governance based on mutual learning, reflexivity and social inclusion. Transdisciplinary projects are usually initiated by Higher Educational Institutions (Finnveden et al 2020) in collaboration with different societal stakeholders.

TD puts co-productive knowledge generation and -implementation in the forefront with at least four types of aspirations: '(a) to grasp the relevant complexity of a problem (b) to take into account the diversity of life-world and scientific perceptions of problems, (c) to link abstract and case-specific knowledge, and (d) to develop knowledge and practices that promote what is perceived to be the common good' (Pohl & Hirsch Hadorn, 2007). Transdisciplinary research promotes collaboration between academic research and practice, between different disciplines, and between different types of organizations. This is achieved by crossing the boundaries between different disciplines, and through engagement with different types of knowledge: scientific knowledge, lay knowledge and practitioners' experience. Transdisciplinary research bridges the traditional boundaries between disciplines and between academia and practice. The dynamic nature of TD participatory methods reflects the necessity of different stakeholders' inclusion in a planning and development process as well as the variations of the stakes during project execution. Transdisciplinary collaboration (TDC) systematizes stakes in order to provide democratic decision making and develops a project structure that allows dialogue, discourse and integration of knowledge achieved and generated. Besides generating relevant, useful knowledge for multifaceted SDG problem identifications, TDC can contribute to useable solutions, that can be readily taken up in a range of policy and practice contexts.

Stakeholder involvement increases both the relevance of academic research and the likelihood that it will shape the decisions, actions and capacities of these individuals and organizations. This is partly because the contingent societal judgements and values of more than just academic researchers and policy makers become an integral part of the project development process (Macnaghten and Chilvers 2012).

The involvement of public and non-academic experts in the research process increases the relevance of the research to them, widens the range of knowledge upon which the research draws (e.g. local and professional) and in so doing explores the values of non-academics and their perspectives about what is feasible, or not.

Local knowledge has often been uncritically rejected because it has been viewed as insufficiently objective and insufficiently rigorous in terms of methods and documentation (Yearley 2000). The commitment to involving stakeholders in the research and project development process seeks to mitigate this view, placing emphasis instead on the potential value of 'local' knowledge and the knowledges of a range of actors who may have other kinds of interests in a problem and its solution.

TDC grapples with similar challenges as other participatory projects, yet it has more tools to mitigate them. For example, misunderstandings between stakeholders are common in most projects. The enlarged focus of understanding of each other's position, values and skills, and the effort to increase respect for different positions can contribute to acceptance which in turn fosters engagement. As mentioned above the common design of tangible results related to solutions progresses, self-esteem and (self-)learning progression and is appreciated by both local- and academic stakeholders (Keitsch, 2020). This might also be the case because the pragmatic relevance of objects and/or products and services manifest shared goals, values, knowledge and skills (Keitsch 2020).

At project start stakeholders need updating on the background and knowledge of each other. This comprises facts as well an individuals' and group perspectives. Scientific 'truths' have to be presented in an understandable way and without academic rhetoric. Local stakeholders have to be honest about real conditions without exaggerating conditions to achieve support and collaboration. It is very important to achieve a common understanding on

Template for Contributions to the Encyclopedia of the UN Sustainable Development Goals

Note: As a reference work, please avoid first-person usage in the writing of your contribution. Please refer to the Guidelines for Authors for more details.

which solutions are desirable and applicable. This means among others to clarify local skills and knowledge, which is especially relevant in rural areas that are isolated in terms of technical support and existing economy (Keitsch & Gurung, 2019).

Normatively, initiating TDC, especially with marginalized groups implies profound respect for the practicalities in their life world and every-day business. This means practically involving e.g. rural female stakeholders, meetings have to be scheduled according to their agenda, for example early in the morning before, or in the evening, after field work. The inclusion of female stakeholders in stakeholder meetings is especially difficult because many are constantly occupied, either with field- or household work (Keitsch & Gurung, 2018).

Further, stakeholders are likely to come from diverse backgrounds with varying worldviews and perspectives (Lengwiler, 2006) and any participatory approach have to find ways to deal with disputes concerning values, prejudices and stereotypes of each other. From the author's experience, a main concern for social inclusion- and participatory approaches is to foster the development of mutual tolerance of diverse views. TDC projects can comprise a variety of values, conceptions and beliefs, and team members must accept that these values overlap only to a certain degree (see also Wickson et al 2006, 2014). Practical involvement of e.g. marginalized stakeholders or groups in commonly designing solutions increases acceptance. It can alter rigid hierarchy perceptions to a certain extend (Singh & Keitsc,h 2014) by fronting universal human qualities such as sincerity, authenticity and honesty. Displaying these qualities in behavior, attitudes, and interactions evokes respect in a community, despite one's gender, role or status. TDC projects comprise various roles, goals and responsibilities, partly assigned through structural circumstances, e.g. academics providing theory knowledge and methods, residents contributing with information and material resources, policymakers with strategies etc. TDC partners should be aware that besides worldviews, roles and authorities can contradict in a team. Giving reasons for choices should be mandatory in TDC communication and belongs to creating a discourse where all actors are treated alike, regardless their role, religion, gender, personal beliefs etc. and that the question of power is (heuristically) none of importance or where, as Habermas puts, that 'the unforced force of the better argument prevails' (Allen, 2012). Conclusively, the outcomes of a TDC project should be transparent and disseminated to several relevant audiences. Stakeholders in the TDC have responsibility to promote them within different channels, while dissemination may vary in form and type (Defila et al, 2014). Dissemination can also happen, when the former partners start working on different problems in the same context, reapplying practices that worked before and learning from former experiences and challenges (Keitsch, Gurung 2018). In this way, the generated transdisciplinary knowledge can be kept alive and dynamic, because those co-creating it are active and alert on dealing with new and comprehensive local sustainability opportunities.

In summary, SDG 10 addresses multi-faceted and multi-dimensional challenges of inequalities within and among countries. the instrumental part of SDG10 relates to among others to finance, technology and policy mechanisms and measurements, while the normative part concerns ethical values and principles. Jan Eliasson, United Nations Deputy Secretary-General pointed out to an UN Member States forum on 13 January 2016 (United Nations Social Development Network 2020) that universal inclusiveness is an ethical imperative of the SDG agenda:

"Fundamental principles that underpin the new goals are interdependence, universality and solidarity. They should be implemented by all segments of all societies, working together. No-one must be left behind. People who are hardest to reach should be given priority. This is the underlying moral code of the 2030 Agenda for Sustainable Development. This demonstrates the Agenda's profound ethical foundation." (United Nations Social Development Network 2020). Ultimately both parts are indispensable for coupling instrumental and technical discourses of what is possible to achieve and how, - with socio-cultural and ethical discourses of what is worth to achieve and why.

Cross-References (*if applicable*)

Urban-Rural Nexus and the Dynamics of Sustainability, Heritage, Conservation and Development

Template for Contributions to the Encyclopedia of the UN Sustainable Development Goals

---

References

Allen, A. (2012). The Unforced Force of the Better Argument: Reason and Power in Habermas' Political Theory', Constellations, Vol.19, No3.

Bennett, L. et.al (2008). Caste, Ethnic and Regional Identity in Nepal. USAID, Calverton, Maryland, USA: Macro International Inc. https://dhsprogram.com/pubs/pdf/FA58/FA58.pdf, Accessed 30 May 2020.

Blomkvist, J., & Holmlid, S. (2009). Exemplars in Service Design Conference Proceedings ServDes.2009; DeThinking Service; ReThinking Design; Oslo Norway 24-26 November 2009.

Botea, L. (2019), Authentic engagement and community voice. https://www.good-governance.org.uk/blog-post/community-engagement-and-voice/ Accessed 30 May 2020.

Bowen, S., Dearden, A., Wolstenholme, D., & Cobb, M. (2011). Different views: including others in participatory health service innovation. In J. Buur (Ed.), PINC 2011. Participatory innovation conference 2011, 13-15 January 2011, Sonderborg, Denmark (pp. 230-236). Sonderborg: University of Southern Denmark.

Bowen, S., McSeveny, K., Lockley, E., Wolstenholme, D., Cobb, M., & Dearden, A. (2013). How was it for you? Experiences of participatory design in the UK health service. CoDesign, 9(4), 230-246. doi:10.1080/15710882.2013.846384.

Callahan, K (2007) Citizen Participation: Models and Methods, International Journal of Public Administration 30(11):1179-1196 · September 2007.

Cambridge dictionary (2020). Meaning of inequality in English. https://dictionary.cambridge.org/dictionary/english/inequality Accessed 30 May 2020.

Castelloe, P, & Watson, T (1999) Participatory Education as a Community Practice Method, Journal of Community Practice, 6:1, 71-89, DOI: 10.1300/J125v06n01_06.

Caves, r. (2013). Encyclopedia of the City. Routledge

Cities without Hunger, https://cidadessemfome.org/en/ Accessed 10 July 2020.

Cornwall, A. & Brock, K. (2005). Beyond Buzzwords. "Poverty Reduction", "Participation" and "Empowerment" in Development Policy. United Nations Research Institute for Social Development.

Defila, R., Di Giulio, A. (2014). 'Integrating knowledge: Challenges raised by the "Inventory of Synthesis"', Futures 65, January 2014.

Doidge. M., Kelly. S, (2019), SDG 10: Reduce inequality within and among countries, in: The EU's Role in the Implementation of the SDGs in Asia Pacific. https://www.rmit.edu.au/about/schools-colleges/global-urban-and-social-studies/research/research-centres-and-groups/european-union-centre-of-excellence/projects/eu-role-implementation-sdgs-asiapacific Accessed 10 July 2020.

European Commission (2005), Report on social inclusion 2005: An analysis of the National Action Plans on Social Inclusion (2004-2006) submitted by the 10 new Member States. https://ec.europa.eu/employment_social/social_inclusion/docs/sec256printed_en.pdf Accessed 10 July 2020.

Finnveden, G., Newman, L., Verhoef, L. (2020). Sustainable Development and Higher Education: Acting with a Purpose. Reprinted from: Sustainability 2019, 11, 3831, doi:10.3390/su11143831

Fung, A. & Wright, E. (2003). Deepening Democracy. Institutional Innovations in Empowered Participatory Governance, London, Verso.

Funtowicz, S. Ravetz, J. (1993). Science for the post-normal age, Futures. 25 (7) (1993). pp. 739-755

Template for Contributions to the Encyclopedia of the UN Sustainable Development Goals

---

Gagne, M., & Deci, E. (2005). Self-determination theory and work motivation J. Organ. Behav. (Vol. 26, pp. 331-362).

Global Taskforce of Local and Regional Governments (2016) Roadmap for localizing the SDGs: Implementation and monitoring at subnational level. https://www.global-taskforce.org/sites/default/files/2017 06/bfe783_434174b8f26840149c1ed37d8febba6e.pdf Accessed 10 July 2020.

Global Taskforce of Local and Regional Governments (2019) Local and regional governments' report to the 2019 High-Level Political Forum (HLFP) towards the localization of the SDGs. https://www.uclg.org/sites/default/files/towards_the_localization_of_the_sdgs_0.pdf Accessed 10 July 2020.

Global Taskforce of Local and Regional Governments, UNDP and UN Habitat (2016), Roadmap for Localizing the SDGs: implementation and monitoring at subnational level. https://sustainabledevelopment.un.org/content/documents/commitments/818_11195_commitment_ROADMAP%20LOCALIZING%20SDGS.pdf Accessed 10 July 2020.

Herrle, P., & Novy, J. (2012). Social Inclusion – A "New" Paradigm for Urban Governance and Development Policy? A Literature-based Study on the Current State of the Debate. Working Paper. Eschborn: GIZ.

Hickey, S. And Mohan, G. (2004). Towards participation as transformation: critical themes and challenges. In Hickey, S. and Mohan, G. (eds), Participation: from Tyranny to Transformation? Zed Books, London and New York. pp.3-24. https://www.un.org/en/chronicle/article/goal-10-why-addressing-inequality-matters Accessed 10 July 2020.

Kargan C. & Duggan, K. (2011). Creating Community Cohesion: The Power of Using Innovative Methods to Facilitate Engagement and Genuine Partnership, Social Policy and Society. Volume 10, Issue 3 July 2011. pp. 393-404

Keitsch, M. (2020). Transdisciplinary Collaboration and Ethics, in: Keitsch, M. Vermeulen W. (eds), Aligning Diverse Practices of Transdisciplinary for Sustainability, Routledge Publisher, forthcoming November 2020, ISBN Hardback: 9780367189075 & eBook: 9780429199127.

Keitsch, M., Gurung, N. (2018) 'Transdisciplinary Collaboration in Renewable Energy Projects- A Case Study from Mustang, Nepal', The 4th International Conference on Renewable Energy Technology for Rural and Urban Development (RETRUD-18), Kathmandu Nepal, 29-31 October 2018.

Keitsch. M, Gurung N. (2019). 'Stakeholder Collaboration in Rural Settings. Part 1: Manual for Local Project Planning', Eigenwert Verlag, Trondheim, ISBN: 978-82-691749-2-2.

Lengwiler, M. (2006). Between charisma and heuristics: four styles of interdisciplinarity. Sci. Public Policy 33. Issue 6, Pages 423–434.

Macnaghten P and Chilvers J (2012). Governing risky technologies in: Kearnes M B, Klauser F R and Lane, S. eds. Critical risk research: practices, politics and ethics. Wiley-Blackwell, Chichester. Pages 99–124.

MacNaughton, G. (2020). Vertical inequalities: are the SDGs and human rights up to the challenges? In: Winkler, S. & Williams C. (eds) (2020) The Sustainable Development Goals and Human Rights: A Critical Early Review, Routledge.

Martens J. (2020) The Role of Public and Private Actors and Means in Implementing the SDGs: Reclaiming the Public Policy Space for Sustainable Development and Human Rights. In: Kaltenborn M., Krajewski M., Kuhn H. (eds) Sustainable Development Goals and Human Rights. Interdisciplinary Studies in Human Rights, vol 5. Springer, Cham.

Template for Contributions to the Encyclopedia of the UN Sustainable Development Goals

---

Mogstad, A. (2016) Co-creation in Public Service Innovation. https://www.ntnu.edu/documents/139799/1279149990/20+%20Article+Final_astridkm_fors%C3%B8k_2017-12-07-16-30-25%20_Design+Theory+Article+final.pdf/a166fc72-43f1-45d6-be37-2f2a04e54abe Accessed 13 July 2020.

Municipalities for Global Sustainability, Case Study SDG 10: Participation for People with Disabilities in Life, Nieder-Olm, Rhineland-Palatinate. https://skew.engagement-global.de/municipalities-for-global-sustainability.html Accessed 13 July 2020.

Olphert, W.& Damodaran, L. (2007). Citizen Participation and engagement in the Design of e-Government Services: The Missing Link in Effective ICT Design and Delivery, Journal of the Association for Information Systems 8(9).

Pandey, U., Chhabi K., Ayanore, M., Shalaby, (2020) SDG10 – Reduce Inequality Within and Among Countries H. Emerald Group Publishing, United Kingdom.

Participation for Neighborhood Improvement and Co-existence (2020), https://use.metropolis.org/case-studies/costa-rica-heredia-neighbourhood-improvement#casestudydetail Accessed 13 July 2020.

Pohl, C., & Hirsch Hadorn, G. (2007). Principles for designing transdisciplinary research (A. B. Zimmermann, Trans.): OEKOM, Munich.

Sanders, E. B. N., & Stappers, P. J. (2008). Co- creation and the new landscapes of design. CoDesign, 4(1), 5-18.

Sanders, E. B. N., & Stappers, P. J. (2014). Probes, toolkits and prototypes: three approaches to making in codesigning. CoDesign, 10(1).

Sao Paulo Community Gardens (2020). https://use.metropolis.org/case-studies/brasil-sao-paulo-community-gardens Accessed 13 July 2020.

Sao Paulo Community Gardens (2020). https://use.metropolis.org/case-studies/brasil-sao-paulo-community-gardens#casestudydetail Accessed 13 July 2020.

Singh, B., Keitsch, M., Cultural sustainability and the negotiation of public space - The case of Indrachowk Square, Kathmandu, Nepal, Journal of Sustainable Development, Vol. 7, No. 3, June 2014

Stakeholder Analysis, Project Management, templates and advice (2020). https://www.stakeholdermap.com/stakeholder-list.html Accessed 20 August 2020.

Summary for United Nations, Committee for Development Policy (2018). Leaving no one behind. https://sustainabledevelopment.un.org/content/documents/2754713_July_PM_2._Leaving_no_one_behind_Summary_from_UN_Committee_for_Development_Policy.pdf Accessed 13 July 2020.

United Nations (2010), Analysing and Measuring Social Inclusion in a Global Context. New York: United Nations. https://www.un.org/esa/socdev/publications/measuring-social-inclusion.pdf Accessed 26 May 2020.

United Nations Development Program (2020). Sustainable Development Goals Fund. https://www.sdgfund.org/goal-10-reduced-inequalities Accessed 26 May 2020.

United Nations Social Development Network 2020. https://unsdn.org/2016/01/15/no-one-left-behind-is-ethical-imperative-of-new-development-agenda-un-deputy-chief/ Accessed 26 May 2020.

United Nations, SDG 10, Target 10.6.. https://indicators.report/targets/10-6/ Accessed 26 May 2020.

Verbandsgemeinde Nieder-Olm, Beirat für Menschen mit Behinderungen (2020). https://www.vgniederolm.de/vg_niederolm/B%C3%BCrgerservice/Inklusion/Beirat%20f%C3%BCr%20Menschen%20mit%20Behinderungen/ Accessed 10 July 2020.

Template for Contributions to the Encyclopedia of the UN Sustainable Development Goals

---

Visser, F. S., Stappers, P. J., van der Lugt, R., & Sanders, E. B. N. (2005). Contextmapping: experiences from practice. CoDesign, 1(2), 119-149. doi:10.1080/15710880500135987.

Watson, V. (2014). The planned city sweeps the poor away...': Urban planning and 21st century urbanization, Progress in Planning 72 (2009) 151–193.

Wickson, F., Carew, A. L., & Russell, A. W. (2006) 'Transdisciplinary research: Characteristics, quandaries, and quality', Futures, 38(9). 1046-1059.

Yearley, S (2000). Making systematic sense of public discontents with expert knowledge: two analytical approaches and a case study. Public Understanding of Science. Volume 9. Issue 2. doi/10.1088/0963-6625/9/2/302.

Zamenopoulos, T. and Alexiou, K. (2018) 'Co-Design as Collaborative Research' in Facer, K and Dunleavy, K. (eds.) Connected Communities Foundation Series. Bristol: University of Bristol/ AHRC Connected Communities Programme, available at https://connected-communities.org/wp-content/uploads/2018/07/Co-Design_SP.pdf Accessed 26 May 2020.