



Statement of Conclusions of the Jubilee of Knowledge Workshop on Braiding Scientific and Indigenous Knowledge in Support of Current Youth and Future Generations in Our Common Home

30 October 2025



This conference gathered scientists, social scientists, Indigenous knowledge holders, educators, and youth from many regions of the world. Together we examined how braiding scientific and Indigenous knowledge can advance integral human development and societal transformation, especially through education for climate resilience. Our common reference point throughout the dialogue was the MAST framework – Mitigation, Adaptation, and Societal Transformation – as a holistic method for climate resilience.

1. Protecting the freedom required for braiding knowledge systems

Braiding scientific and Indigenous knowledge requires intellectual freedom, respect for diverse sources of wisdom, and protection of those who produce knowledge in different ways. These freedoms are increasingly under pressure around the world. As noted in our June statement, resilience requires resistance to these threats. Safeguarding scientific inquiry and Indigenous cultural expression is fundamental to any authentic partnership.

2. Conceptual clarity and shared understanding

Our discussions were guided by theory, philosophy, faith traditions, and conceptual clarity. We recognized the need for more precise definitions of local and Indigenous knowledge systems to improve dialogue and collaboration. The workshop surfaced many actionable pathways – grounded both in IK and contemporary sciences – that can serve people and planet in the Anthropocene.

3. Addressing structural inequalities between knowledge communities

Braiding traditions cannot succeed without acknowledging the deep asymmetries between scientific institutions and Indigenous communities. Humility is required from the scientific world, as is a concrete commitment to strengthening the capacities of Indigenous Peoples. This includes equitable access to the best scientific tools, laboratories, and research infrastructures – necessitating new, justice-oriented science policies.

4. The MAST framework as shared ground

The MAST concept provides a common framework for integrating IK and scientific expertise. Our deliberations emphasized that the world is currently underinvesting in mitigation, adaptation, and social transformation alike. Adaptation – particularly for the health, nutrition, and safety of the most vulnerable – remains severely underfunded. Investment in science and knowledge is also insufficient, and must rise substantially to meet the scale of crises.

5. Recognizing resilience without romanticizing suffering

While the scientific community greatly admires the resilience of Indigenous communities, it must never overlook the suffering that has often accompanied it. Local and regional climate summits should expand the inclusion of Indigenous leaders, ensuring that their perspectives shape solutions rather than simply inform them.

6. Youth as protagonists of transformation

Young people are not passive recipients of decisions made by older generations; they are already protagonists of societal transformation. Youth must be engaged as co-creators, not only learners. Education for climate resilience must therefore equip youth with three pillars of agency:

- scientific understanding of climate systems and solutions;
- ethical formation, rooted in solidarity and responsibility;
- community-rooted wisdom, including Indigenous knowledge systems that teach reciprocity with nature.

7. Higher education and emerging sciences

Advanced college and university education has a crucial role in exploring how emerging scientific breakthroughs – across disciplines – can contribute to braiding. The right to science includes the right of all peoples to benefit from new knowledge and technologies. Our institutions must take this responsibility more seriously.

8. Addressing emerging issues and opportunities across disciplines

The conference highlighted several cross-cutting areas in which IK and scientific knowledge can be braided for societal transformation:

(1) Societal Transformation

Ethical, scientific, religious, Indigenous, philosophical, and evolutionary perspectives offer complementary insights. Opportunities are emerging at the intersection of ancestral wisdom and artificial intelligence, which must be ethically guided and inclusive.

(2) Adaptation and Resilience

Braiding Indigenous and scientific knowledge can strengthen responses to habitat change, biodiversity loss, and resource pressures. Both knowledge systems contribute essential tools for local and regional resilience.

(3) Connecting Basic Science to the Issues of Braiding

Digitization of Indigenous languages will soon allow modern AI systems to learn from a greater diversity of linguistic and cultural traditions. This creates opportunities for preservation and empowerment – but also new risks of cultural extraction and exploitation. Ethical cooperation between scientists and Indigenous communities is imperative. Quantum sensing may complement Indigenous experiential knowledge, expanding capabilities in environmental and health monitoring.

(4) Earth Sciences, Food and Water Systems

Earth sciences increasingly rely on satellite data, open global datasets, climate models, and regional adaptation research. Indigenous Peoples must have full access to these resources – and representation in leadership roles within such programs. Food loss and waste can be reduced through scientific advances and behavioral transformation. Innovations in plant science and climate-adaptive agronomy must be accessible to all. Nature-based solutions need accelerated implementation.

(5) Health and Trauma

Climate-related stresses – including heat, floods, and deteriorating air quality – pose major health burdens. Neuroscience sheds light on the impacts of climate trauma, potentially extending across generations through epigenetics. Indigenous knowledge offers valuable insights into community-based healing and trauma resilience.

Closing Call: Educational Renewal for Our Common Home

Education emerged as a central theme across all sessions. We identified key priorities:

- **Climate literacy for all**, integrating both scientific and Indigenous knowledge.
- **Teacher training** that equips educators to teach climate resilience holistically.
- **Student empowerment**, enabling youth to speak, lead, and innovate in a time of crisis.
- **Whole-curriculum transformation** toward sustainability, systems thinking, and cultural understanding.
- **Community-engaged learning**, where students learn from local ecosystems, Indigenous traditions, and lived experiences.
- **Intergenerational learning**, connecting elders, scientists, teachers, and youth as co-educators.

These educational pathways form the backbone of societal transformation.

We call for an **Educational Renewal** that draws upon *all* sources of human knowledge – scientific, Indigenous, philosophical, ethical, and spiritual. This renewal should shape curricula at all levels, from primary school to university, and empower learners to become agents of climate resilience and social transformation.

The **Jubilee of Knowledge** renews our shared commitment to weave together: faith and reason, tradition and innovation, youth and experience, Indigenous knowledge and scientific discovery – all in service of people and planet, and for the flourishing of present and future generations in our common home.

List of participants

Prof. Sr. Helen Alford

President

The Pontifical Academy of Social Sciences

United Kingdom

Prof. Dr. Joachim Von Braun

President

The Pontifical Academy of Sciences

Germany

Prof. Edward De Robertis

Distinguished Research Professor

University of California, Los Angeles

PAS Academician

United States of America

Dr. Josep Garì

Head of Climate, Forests and Land

UNDP

Switzerland

H.E. Cardinal Peter K.A. Turkson

Chancellor

The Pontifical Academies of Sciences and Social
Sciences
Vatican City

Ms. Jennifer Gross

Founder & President
Blue Chip Foundation
United States of America

Msgr. Dario E. Viganò

Vice Chancellor

The Pontifical Academies of Sciences and Social
Sciences
Vatican City

Ms. Ananya Gupta

High School Student
University of California Los Angeles (UCLA)
United States of America

Prof. Vanderlei S. Bagnato

Professor

USP-Brazil/TAMU-USA
PAS Academician
Brazil

Prof. Mohamed Hassan

President

Sudanese National Academy of Sciences
PAS Academician
Sudan

Prof. Gustavo Beliz

Technological Innovation

Law, Economic and Social Development,
Technology and Innovation
PASS Academician
Argentina

Mr. Ludolphe Hessou

Student

Collège Paul-Verlaine
Malzéville
France

Ms. Audrey Borr

Trainer, Project Coordinator

University of Lorraine / House for Science
(France)
Luxembourg

Archbp. Dr. Antje Jackelén

Archbishop emerita / Senior Advisor
Church of Sweden / Lund University
Sweden

Prof. Chien-Jen Chen

Distinguished Professor

PAS Academician
Taiwan

Mr. Sanjib Kumar Chaudhary

Author

Global Voices
Nepal

Prof. Christina Christie

Wasserman Dean of the School of Education and
Information Studies at UCLA
United States of America

Dr. Georgia Ann Lazo

Associate Dean UCLA Partnership Schools
University of California Los Angeles UCLA
United States of America

Dr. Agnes Leina

Executive Director

Prof. Carola Suárez-Orozco

Professor in Residence

Il'aramatak Community Concerns
Kenya

Prof. Pierre Léna

Professor Emeritus
Observatoire et Université de Paris
PAS Academician
France

Mr. Jose Manuel Sauna Mamatacan

Lider en el proceso de comunicación de saberes
ancestrales

Mexico

Dr. Ora Marek-Martinez

Associate Vice-President/ CO-Principal
Investigator
Northern Arizona University/ Center for Braiding
Indigenous Knowledges and Science
United States of America

Prof. Michela Massimi

Professor of Philosophy of Science
University of Edinburgh
United Kingdom

Dr. Juergen Mittelstrass

Professor
University of Konstanz
PAS Academician
Germany

Ms. Victoria Moebus

Professor
Geffen Academy at UCLA
United States of America

Mr. Calisto Ochieng

Manager, Strategic Partnerships and Fundraising
World Organization of the Scout Movement
Kenya

Ms. Noelani Ogasawara

Professor
School of Education and Information Studies at
UCLA

Harvard Graduate School of Education
United States of America

Dr. Marcelo Suárez-Orozco

Chancellor
University of Massachusetts Boston
PASS Academician
United States of America

Amb. Hindou Oumarou Ibrahim

President
AFPAT
United States of America

Fr. Michał Paluch OP

Full Professor
Pontifical University of St. Thomas Aquinas
"Angelicum"
Italy

Prof. Ulrich Pöschl

Director
Max Planck Institute for Chemistry
Germany

Prof. Veerabhadran Ramanathan

Distinguished Research Professor
University of California at San Diego
PAS Academician
United States of America

Mr. Carlos Emiliano Bautista Reyes

Geffen Academy at UCLA
High School Student
United States of America

Mr. Stanley Kimaren Ole Riamit

Executive Director
Indigenous Livelihoods Enhancement Partners
(ILEPA)
Kenya

Ms. Nithya Ramanathan

Witness
United States of America

United States of America

Prof. Claudia Robles

Director
Innovation in Science Education (INNOVEC)
Mexico

Dr. Maria Dolores Sánchez Galera

Senior Research Advisor
Dicastery for Integral Human Development
Vatican City

Prof. Hans Joachim Schellnhuber

Director General
International Institute for Applied Systems
Analysis (IIASA)
PAS Academician
Austria

Dr. Vian Sharif

Founder & President
Nature Alpha
United Kingdom

Prof. Wolf Singer

Distinguished Physiology Professor and
Researcher
PAS Academician
Germany

Prof. Fr. Aldo Skoda

Director
Scalabrini International Migration Institute
Italy

Prof. Ester Innocent Tissian

Associate Research Professor
Institute of Traditional Medicine
Muhimbili University of Health and Allied
Sciences
Tanzania

Prof. Cecilia Tortajada

Professor
University of Glasgow
PAS Academician
United Kingdom

Prof. Octaviana Valenzuela Trujillo

Professor Emeritus
Northern Arizona University
United States of America

Prof. Ewine van Dishoeck

Professor and Researcher
Leiden University
PAS Academician
The Netherlands