


RESPUESTA EN CLIMA Y AMBIENTE PARA LA SALUD EN LAS AMÉRICAS

Redacción, valoración y evaluación de
propuestas transdisciplinarias para postulación a fondos

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 COLUMBIA
MAILMAN SCHOOL
OF PUBLIC HEALTH
GLOBAL CONSORTIUM
ON CLIMATE AND
HEALTH EDUCATION



Learning Objectives

- Explain the importance of including diverse actors in research with an emphasis on equity, diversity, and inclusion (EDI) including gender equity, racial and ethnic diversity, and intergenerational inclusion
- Describe how to integrate key facets of transdisciplinary research into grant writing
- Define the characteristics of a quality assessment framework for evaluating transdisciplinary research
- Draft a collaboration agreement template



Focal Areas

- Best practices to implement and pitfalls to avoid in stakeholder engagement processes using an EDI-focused lens
- Define the characteristics of a quality assessment framework for evaluating transdisciplinary research
- Draft a collaboration agreement template
- Describe how to integrate key facets of transdisciplinary research into grant writing



Equitable, Diverse, and Inclusive (EDI) Research

IAI's science agenda calls for the engagement of diverse stakeholders through transdisciplinary science across all stages of knowledge production, from research funding, design, implementation, and dissemination.

Reports have highlighted the historical and persistent inequalities and underrepresentation of specific groups in knowledge production and circulation in the Americas region.

Underrepresented groups include, but are not limited to, women, Indigenous Peoples, persons with disabilities, members of visible minority/racialized groups, and members of LGBTQ+ communities.

Gender, Equity, Diversity, and Inclusion Policy on IAI Scientific Projects and Capacity Building Activities

- English:
<https://www.iai.int/administrador/assets/images/ckfinder/files/EDI-IAI-CoP-30-9-en.pdf>
- Español:
https://www.iai.int/administrador/assets/images/ckfinder/files/EDI_IAI-CoP-30-9-es.pdf



UNESCO 2021 “Open Science”

Acknowledges that open science should not only foster enhanced sharing of scientific knowledge solely among scientific communities but also promote inclusion and exchange of scholarly knowledge from traditionally underrepresented or excluded groups (such as women, minorities, indigenous scholars, scholars from less-advantaged countries, and low-resource languages) and contribute to reducing inequalities in access to scientific development, infrastructures and capabilities among different countries and regions.



3 Pillars of Equity, Diversity, and Inclusion (EDI)

Intersectionality refers to structural marginalization and disadvantage at the intersection of gender with other social identities and stratifiers such as age, socioeconomic status, race, ethnicity, nationality, religion, disability, and ability, supported or exacerbated by/embedded in the colonial legacy of power relations

Equity refers to the removal of systemic barriers and biases; enabling all individuals to have equal opportunity to access and benefit. Researchers must develop a strong understanding of the systemic barriers faced by underrepresented groups, and put in place impactful measures to address these barriers.

Diversity represents differences in age, sex, sexual orientation, ability, disability, gender, gender identity, gender expression, marriage/civil partnership, pregnancy/maternity, race and ethnicity, place of origin, religion, immigrant or newcomer status.

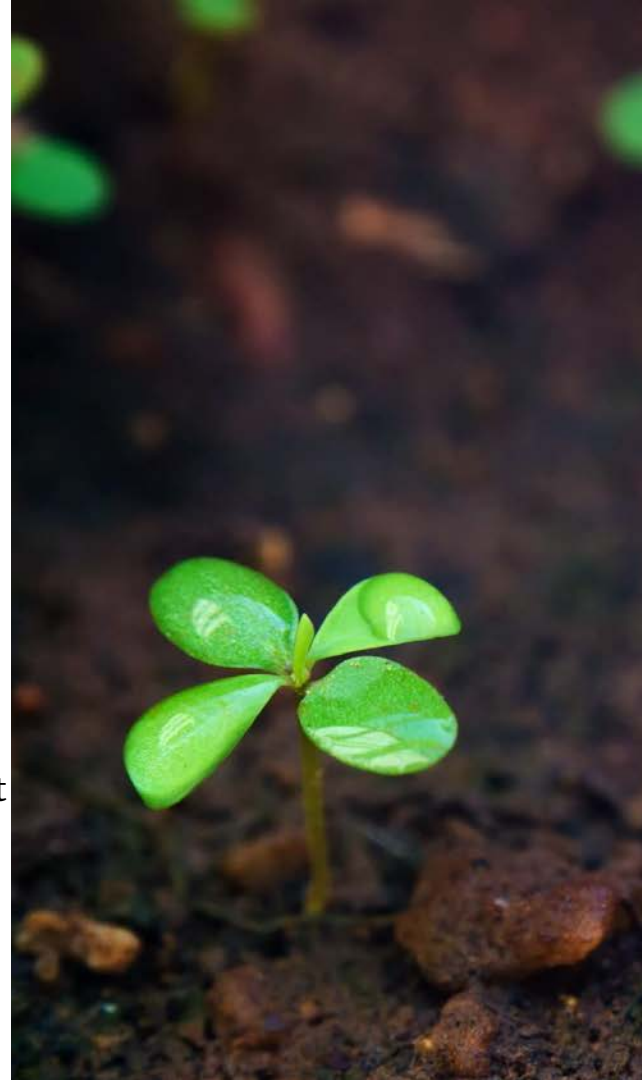
Inclusion is the practice of ensuring that all individuals are valued and respected for their contributions and are supported and integrated into all phases of the science and research process.

IAI's EDI Policy

- Mainstream EDI, including gender considerations in IAI science projects
 - Ex. Gender balance in team composition, but also in research leadership (PI, Co-PI roles)
- Facilitate the full and equitable participation of underrepresented groups in IAI science projects
- Support regional efforts to develop the highest quality science and improve the capacity of governments to develop public policy relevant to global change.

5 Objectives of IAI's EDI Policy

1. Promote EDI in science
2. Mainstream EDI in IAI activities
3. Reduce imbalances and biases in project selection and the development of science and capacity building programs
4. Establish an inclusive environment in scientific research
5. Increase regional capacities to improve EDI in the sciences



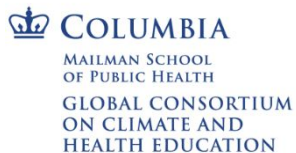
Best Practices for EDI in Research

- Teams need to be purposefully diverse
- Demographic diversity (race, gender, class, *etc.*) and cognitive diversity (differences in thoughts, insights, perspectives, frames of reference, thinking styles, *etc.*)
- Increasing diversity in existing teams or establishing new teams requires time and effort to reach new understandings and ways of working to ensure that no-one is marginalized or discounted, and to resolve miscommunications and disagreements.
- Empower underrepresented groups such as female, gender minorities, and ethnically diverse groups
- Recognize the role of intersectionality (intersecting identities: race, gender, socio-economic status, ethnicity, language) in research power dynamics, be careful not to reproduce marginalization
- Decentralize knowledge claims from academic realm for more inclusive and open science

Votación en Zoom

Which of the following is true about EDI in research?

- A. Historical and persistent inequalities and underrepresentation of specific groups in knowledge production exist in the America's region.
- B. IAI's science agenda calls for the engagement of diverse stakeholders across all stages of knowledge production, from research funding, design, implementation, and dissemination.
- C. Increasing diversity requires time and effort to reach new understandings and ways of working
- D. Intersectionality refers to structural marginalization and disadvantage at the intersection of gender with other social identities
- E. All of the Above



Communities of Practice Collaboratories (CPCs)

- Supports equitable collective learning, communication and knowledge integration using various configurations of research tools and information and communication technologies for knowledge sharing.
- Enables an iterative model of collaboration between team members working across different organizational sub-groups and at different phases of the project.
- *Collaboratories* model enhances communication and collaboration by providing a structure for integrating knowledge across disciplinary boundaries, geographic distance, diverse epistemologies, and distinct methodological approaches

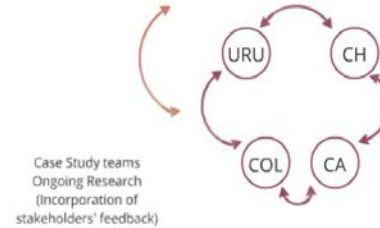


CPCs in Grant Development

1. CPCs structure and strengthen collaborative processes of knowledge co-production during the life-cycle of a TD research project
2. CPCs enable strong communication processes and support the co-design of research questions, methodologies for data collection and data analysis, and the identification of key, connecting themes relevant across cases involved in the study.
3. CPCs help intentionally re-think and re-negotiate power dynamics within collaborations to support diverse actors moving beyond token participation roles to take key leadership roles in shaping research design and making decisions regarding resource allocation



Core CPCs Knowledge Mobilization Forum 2020

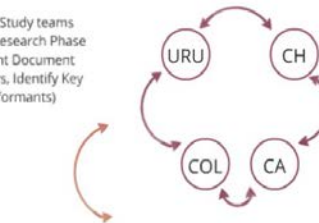


Case Study teams
Ongoing Research
(Incorporation of
stakeholders' feedback)



Core CPCs Kick Off Workshop 2019

Case Study teams
Initial Research Phase
(Extant Document
Reviews, Identify Key
informants)



Case Study teams
Ongoing Research
(Fieldwork and initial
analysis of data)



IAI SGP-HW Proposal Writing Workshop 2018

(TD problem framing, co-design and team building)

Core Research
CPCs
Supporting TD
and Social
Learning
Processes

CPCs in Action



- Community of practice collaboratory (CPC) workshop in Bogotá, Colombia, in February 2020
- CPC provided the collective space to support and guide social learning processes to foster the integration of different bodies of knowledge from diverse actors
- Knowledge integration across actors with diverse perspectives and value systems often presents a critical challenge to environmental governance at the local-scale



Invitación al taller:
"Escrituras de mi territorio"

En nombre de la Corporación Semillas de Agua y del equipo del proyecto "Incorporando sistemas de conocimiento local y tradicional: nuevas perspectivas para el manejo colaborativo de servicios ecosistémicos y transdisciplinarios" financiado por el Inter-American Institute, queremos extenderte la invitación al curso "Escrituras de mi territorio" con el propósito de apoyar la creación de textos escritos que evidencien las experiencias de los actores involucrados en los procesos que se articulan al Comité de Seguimiento en los municipios de Cajamarca, Ibagué y Rovira, principalmente.

FECHA	MUNICIPIO	LUGAR	HORARIO
8 al 12 de	Cajamarca	Oficina Semillas	8-45AM
Febrero	de Agua		12PM
14 al 19 de	Ibagué	Por confirmar	8-45AM
Febrero			12PM
22 al 26 de	Rovira	Por confirmar	8-45AM
Febrero			12PM

¿Cuándo será?

¿Cuáles serán mis beneficios?

- *Aprenderás técnicas básicas para redacción de textos.
- *Tendrás la oportunidad de publicar en un libro que hace parte de la Serie Estudios Ecológicos en Educación - Canadá o a través de otros medios de divulgación.
- *Tendrás tu certificado por asistencia y participación.

Para mayor información sobre el taller que será gratuito, puedes comunicarte con Gabriela de la gonzalezgonzalez@unl.edu.co

¿Cómo puedo inscribirme?

Escribenos tu propuesta de historia tomando como referencia las siguientes preguntas:

- ¿Cómo fue tu experiencia durante los conversatorios de acción ciudadana y qué aprendiste de estos procesos?
- ¿Cómo te has vinculado al Comité de Seguimiento y qué beneficios has percibido de este espacio de diálogo?
- ¿Cuáles han sido tus aportes a la conservación de los servicios ecosistémicos en tu municipio o en la cuenca?
- ¿Qué transformaciones has percibido durante el proceso?
- ¿Cuáles han sido tus retos en la defensa de tu territorio?
- ¿Qué reflexiones te surgen a partir de lo conversado en los Conversatorios de Acción Ciudadana y del Comité de Seguimiento?

Y envíanos tus datos: Nombre, Edad, Ciudad, Teléfono, Correo electrónico, Proceso al cual perteneces y cuántas veces asistes regularmente al Comité de Seguimiento.

A los correos: patio.ellana.veyes@gmail.com con copia a emcnetaj@unl.edu.co.

¿Quién desarrollará el taller?
Eliana Reyes
Psicóloga y Magister en Creación Literaria

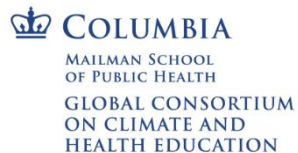
¿Cuántos cupos de inscripción hay?
Tenemos 10 cupos por municipio (Ibagué), no te quedes sin el tuyo



Votación en Zoom

Which of the following aspects of TD collaboration do you feel ready to integrate into your research design? (Choose up to 2)

- A. Integration of diverse worldviews and conceptual frameworks
- B. Co-production of knowledge with policy-makers and local communities
- C. Methodologies that enable data interoperability across diverse data types and sources
- D. Improved team conflict management strategies
- E. More equitable and inclusive research engagement and design



Teamwork in TD (JaWIC Case)



Creating shared vision and building trust by: Sharing info from past studies in the field and allowing farmers to share knowledge and experience and how they want us to assist them improving their practices. This allowed us to set clear objectives for the trainings that were delivered.



Including farmers in development of training material and encouraged active participation in field demonstration activities in an effort for them to fully appreciate that we have their best interest at heart.



Including Jamaica Agricultural Regulatory Authority (Coffee Regulator) and Fertilizer company in development of material to ensure that there was no fear of “competition” between organizations.

Also included funding agency in awards ceremony



Mentorship and Leadership development through Identification of team leaders within the farmer group to represent the community at events/conferences



Monitoring and Evaluation activity to assess progress and encourage continuous improvement of lessons learned. This also encouraged ongoing communication with farmers and stakeholders

Managing Conflict (JaWIC Case)

Identification of potential conflicts and how we managed them during project lifecycle:

- Discussed group dynamics in sensitisation sessions and concluded the following potential areas of conflict:
 - Between farming communities
 - Between farmers
 - Between Farmers and Regulatory authority
- How we managed conflict:
 - Segregate trainings by community
 - Encourage group work and discussions during training and community building on farms during demonstrations
 - Selected trainers they were familiar with

TD Policy Analysis (Case Study Example)

Análisis de políticas y TD



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Temas de hoy:

- Que es la política pública?
- Como se desarrolla la política pública?
- Análisis racional de políticas públicas
- Políticas públicas, problemas sencillos, y problemas complejos
- Modelos de desarrollo de políticas públicas y distintos roles del analista/asesor
- Ejemplo práctico: Whanganui East/Proceso de construcción de una estrategia de resiliencia comunitaria



Contact Information

Website: <https://www.transdisciplinaryresearch.com/>

Facebook: <https://www.facebook.com/tdresearchlab/>

Instagram: <https://www.instagram.com/tdresearchlab/>

Twitter:

- @tdresearchlab
- @JAWiCoffee
- @LHousePeters

