

OVERVIEW OF SESSIONS - [REGISTER HERE](#)

@ Living Knowledge Online Festival 2021

An overview of all video presentations will follow.

Time = CEST (Central European Summer Time = Amsterdam Time)



InSPIRES

The Sessions and Videos have been organized in themes. An overview of all video presentations will follow.

For every theme, we will organize an **open discussion session**, in which members of our international team will facilitate a discussion among participants on some important implications of the video presentations and live sessions within that theme. We hope this will give participants a chance to meet presenters of video presentations as well.

A: Diversity and Inclusion: Friday 2 July, 10.00-12.00

Hosted by Andrea Vargiu and colleagues (UNISS, Italy)

B: Education, Youth: Friday 2 July, 10.00-12.00.

Hosted by Emma McKenna (QUB, UK) and Réka Matolay (Corvinus Univ, Hungary)

C: Environment and Sustainability: Friday 2 July, 10.00-12.00.

Hosted by Marta Vallvé Òdena and Lèneke Pfeiffer (WUR, Netherlands)

D: Health and Well-being: Thursday 1 July, 13.00-15.00

Hosted by Rosina Malagrida (IrsiCaixa, Spain) and the INSPIRES-Team

G: General/Methodology: Thursday 1 July, 15.30-17.30

Hosted by Catherine Bates (TU Dublin, Ireland) and Norbert Steinhaus (WiLaBonn, Germany)

The [InSPIRES-project](#) is celebrating its successful project ending and is hosting a series of sessions throughout the Festival.

The Live Sessions Programme at a Glance

For simplicity, all sessions are organized in 2 hour time slots. Some sessions may however be shorter.

Video Presentations can be watched at your convenience.

An overview of the videos and their abstracts will be made available before the Festival.

With a “comment” function you can discuss those presentations.

		Monday 28 june	Tuesday 29 june	Wednesday 30 june	Thursday 1 july	Friday 2 july
		LIVE	LIVE	LIVE	LIVE	LIVE
10.00-12.00	health-diversity-inclusion			F063	DISCUSSION Inclusion	DISCUSSION-Inclusion
10.00-12.00	education-youth					DISCUSSION
10.00-12.00	environment-sustainability		F074		F065	DISCUSSION
10.00-12.00	methodology	F069	F100 INSPIRES	F072 INSPIRES	F101 INSPIRES	
13.00-15.00	Opening Session	F014				Closing Session (hosted by INSPIRES)
13.00-15.00	health-diversity-inclusion				DISCUSSION-Health	
13.00-15.00	education-youth		F062			
13.00-15.00	environment-sustainability		F017	F073		
13.00-15.00	methodology		F070 INSPIRES	F015 (in French)	F067	
15.30-17.30	health-diversity-inclusion	F068		F066	F010	F016 (in French)
15.30-17.30	education-youth					
15.30-17.30	environment-sustainability		F011	F012		
15.30-17.30	methodology	F071	F061	F064	DISCUSSION	
		Note: F071 from 16.30-18.00		Note: F012 from 17.00-18.30		

During the whole week there will be a **social space in Gather.Town**, where you can virtually ‘walk around’. This will be freely accessible to all participants.

It has both public spaces (where you can interact with everyone in your proximity) and private spaces (where you can privately speak to everyone in that space), “tables” to sit at with a few people and larger “meeting rooms”. You can meet old and new friends and colleagues here!

We will set up a system for you to **organize your own open space discussions**. Here, you can propose a topic, find interested participants, and set a time and place to meet in Gather.Town.

Monday 28 June

Theme	G: General
Abstract Nr	F069
Format	Workshop
Title	Science Shop 2.0: a role-game
Names	Franco Bagnoli (University of Florence, Italy) Giovanna Pacini (University of Florence, Italy) Andrea Vargiu (University of Sassari, Italy) Giovanna Grossi (University of Brescia, Italy) Matteo Serra (Bruno Kessler Foundation, Italy)
Institute	Fondazione Bruno Kessler
Time & Date	10.00-12.00, 28 June
Abstract	<p>Our purpose for this session is to introduce participants to the concept of science shop, experimenting a live-action role-playing game and a science café to help people to become confident with this methodology. A science shop ("shop" in the sense of "exhibition", they are more like "windows" or "counters") is a methodology by which universities and research centres can offer services to the population. Citizens can express requests and needs, and if these themes can give origin to a research, they are assigned to university students, always under the guidance of a researcher. The results are then returned to the population. The program of the workshop is the following: - We present a quick introduction to the science shop concept (5-10 minutes). -The participants will be divided into three (or more) groups, in "virtual" rooms. Each group assumes the role of an association/NSO and will be asked to develop a proposal. We shall help to formulate it, without the need of being particularly refined (15 minutes). - In the second phase the participants will play now the role of "experts", having the task of processing the request, for example seeing if it can concern other groups of people, if it is better to enlarge it and how to formulate the "question" in terms of one or more research paths for students. In order to do this, the participants</p>

are reshuffled in three other groups, completely different from the previous ones. The proposals are illustrated and assigned one to each group (20 minutes). - The last phase will be a "science café", in which the "refined" research proposals will be exposed, accompanied by the narration of our past projects (storytelling), and all the attendees will be invited to participate by asking questions, proposing ideas and so on (40-45 minutes).

Theme	G: General
Abstract Nr	F014
Format	Panel
Title	From theory to practice: community engagement and higher education
Names	Thomas Farnell (Institute for the Development of Education, Croatia) Bojana Čulum Ilić (University of Rijeka) Ninoslav Šćukanec Schmidt (Institute for the Development of Education, Croatia) Josep M. Vilalta (Catalan Association of Public Universities; Global University Network for Innovation, Spain)
Institute	Association of Public Universities of Catalonia
Time & Date	13.00-15.00, 28 June
Abstract	THIS SESSION WILL START WITH THE OPENING OF THE FESTIVAL



[AND A WELCOME ON BEHALF OF THE LIVING KNOWLEDGE NETWORK](#) by [HENK MULDER](#) and [NORBERT STEINHAUS](#), and [MARÍA JESÚS PINAZO](#) and [ANNE-SOPHIE GRESLE](#) of the [InSPIRES Consortium](#).

After this, the session will focus on community engagement and higher education and will combine a theoretical approach with the presentation of a Toolbox for higher education institutions as well as the experience of a university using this tool. The audience will leave

the session with a full overview from theory to practice on community engagement and higher education. The session will begin with a theoretical introduction on the issues of engagement, societal impact of higher education. The goal is to demystify some of the assumptions that are often made about university-community engagement, and which stand in the way of developing conceptually satisfying and empirically implementable approaches to understanding institutional performance. Once these notions have been discussed the next presentation will present the conclusions of the project 'TEFCE - Towards a European Framework for Community Engagement of Higher Education'. The TEFCE project is developing tools to help universities to better interact with their communities in order to address pressing social needs. Finally, the University of Rijeka will share their learning journey using the TEFCE Toolbox, targeting three key phases: (I) Collecting data (engaged practices), (II) Producing the report, and (III) External experts piloting visit. Focus will be on presenting outcomes, added-value(s) for the University of Rijeka, and potential impact of the piloting process at the university.

Theme	A: Diversity and Inclusion
Abstract Nr	F068
Format	Workshop (90 min)
Title	Citizen-led climate decisions: how to avoid fake participatory processes?
Names	Fabien Piasecki (Sciences Citoyennes) Glen Millot (Sciences Citoyennes)
Institute	Sciences Citoyennes
Time & Date	15.30-17.30, 28 June
Abstract	There are a number of demands for citizens' voice to be at the heart of policy-making through participatory procedures. However, were the key conditions for such a procedure to be really democratic and take into account the informed view of citizens?

To fight against the fake participative farces, Sciences Citoyennes and the Observatory of Participatory Practices within Research and Innovation have developed a detailed rigorous procedure that fosters informed expression of citizen opinions, based on multiple contradictory expertises - “Citizens’ Conventions”.

The Citizens’ Convention is a participatory procedure aiming at informing people about political decision processes on research and innovation issues. It combines three phases: a prior training (during which a drawn by lot group of 15 citizens are studying), an active intervention (during which these citizens are questioning) and a collective positioning (during which citizens are expressing an advice). This process can be declined at different geographical levels and on many controversial topics.

In 2017, Sciences Citoyennes and Global Health Advocates developed a proposal for the EU Commission to organise Citizen’s Conventions for designing the missions of the future Horizon Europe. In 2019, stakeholders from different background and countries gathered to react on how to adapt Citizen’s Convention at different territorial scales to tackle climate change in the Framework of the TeRRIFICA H2020 project.

Content and format: (The method will depend on the number of participants so that the format best fits the purpose.)

1/ Introducing the procedure and presenting the proposed “variants” (EU Commission, French Ministry of Research, TeRRIFICA proposals) (20’);

2/ Reacting on possible variants at different territorial levels: vote on key words and world café (40’);

3/ Discussing the feasibility/structure/next steps of a European Observatory of Participatory Practices (30’).

Potential audience and expected outcomes:

The workshop is expected to interest academics and NGOs (working on science, participation, democracy, empowerment...), unions representatives; Institutions representatives. Participants will have the opportunity to learn on and contribute to the development of a citizen-led procedure at European and other territorial levels and to participate launch a European Observatory of Participatory Practices to criticize and avoid fake participative processes.

There are a number of demands for citizens' voice to be at the heart of policy-making through participatory procedures. However, what are the key conditions for such a procedure to be really democratic and take into account the informed view of citizens?

Theme	G: General
Abstract Nr	F071
Format	Workshop
Title	Creating a Research Justice Community: reflecting on how to co-produce knowledge in Community Campus Partnerships
Names	Connie McGuire (Research Justice Shop University of California)
Institute	Research Justice Shop
Time & Date	16.30-18.00, 28 June
Abstract	In this interactive workshop, participants will: 1) learn about and reflect on and the principles of research justice, 2) share their experiences with others interested in research justice and community-based research, 3) articulate the collaborative nature of knowledge production in community based research within their field and/or research site, and 4) use scenarios to reflect on how to envision the co-production of knowledge between university or other technical partners and impacted communities in new and productive ways. Participants will use worksheets and scenarios provided by the facilitators, Drs. Lowerson Bredow and McGuire, to build skills through individual and collective reflection that can be applied to their specific projects. By inviting participants to reflect on co-production of knowledge, this workshop builds on the conference

theme, synergy. Engaging participants to (re)imagine or (re)visualize the potential synergies between university or technical experts and lay community members most impacted by social and environmental problems reveals working assumptions about community empowerment, expertise, and the possibilities of social transformation in both the university/technical and community settings. Drs. Lowerson-Bredow and McGuire co-direct the Research Justice Shop (<https://newkirkcenter.uci.edu/2021/03/11/welcome-to-the-community-based-research-initiative-for-research-justice/>) housed in the Newkirk Center for Science & Society at the University of California, Irvine. They a) train academics and practitioners in community-based research methods including through a year-long graduate student fellowship that includes a 9-part workshop series in research justice, b) design, implement, and evaluate community engagement efforts, community-based research projects, and community campus partnerships, and c) study community-campus partnerships and community-based research and pedagogy. They define community based research as a process of inquiry that promotes collaboration, challenges historical and on-going structural inequalities, disrupts extractive research practices, attends to relationships, centers those most impacted by social and environmental problems, and draws on anti-oppressive theories, methods, and movements to encode justice into knowledge production (Lowerson Bredow and McGuire 2019).

Tuesday 29 June

Theme	C: Environment & Sustainability
Abstract Nr	F074
Format	Panel
Title	Demonstrating the impacts of citizen science on policy: a storytelling approach
Names	Uta Wehn (IHE Delft Institute for Water Education, The Netherlands) Margaret Gold (Leiden University, The Netherlands) Martina Monego (Eastern Alps River Basins Hydrographic District, Italy) Mohammad Gharesifard (IHE Delft Institute for Water Education, The Netherlands)
Institute	IHE Delft Institute for Water Education; Leiden University; Eastern Alps River Basins Hydrographic District, Italy
Time & Date	10.00-12.00, 29 June
Abstract	Many Citizen Science (CS) projects aim to make positive contributions not only to science but also to environmental governance and policy. However, capturing these impacts is a challenge due to the mismatch between the often-short-term nature of CS projects due to standard funding structures, and the longer governance and policy making cycles. Furthermore, evaluation typically happens at the end of projects, when diminished resources and lack of adequate evidence to back up emerging stories mean sufficient proof to document impacts might be missing, with no remaining capacity to cover data gaps. The main objective of this panel discussion is to introduce and discuss the Citizen Science Impact Story Telling Approach (CSISTA) as an example of impact assessment approaches in the field of citizen science. This approach was developed by the WeObserve project's open Community of Practice on Capturing CS Impact. The discussion will include perspectives from panellists who have been involved in the development of the method, and panellists who have been involved

in the empirical application of the method for capturing impact stories of their citizen science initiatives. This interactive panel discussion will provide participants with plenty of opportunity to engage with the panellists. The session will be of interest to CS practitioners as well as those working on participatory mapping, Science Shops and community-based research.



InSPIRES

Theme	G: General
Abstract Nr	F100
Format	Workshop
Title	Our InSPIRES journey: from science shop models to an e-learning platform for effective cooperation between science and society
Names	EduardoUrias (Athena Institute, VU Amsterdam) Marjolein Zweekhorst (Athena Institute, VU Amsterdam)
Institute	InSPIRES
Time & Date	10.00-12.00, 29 June
Abstract	Collaboration between academia and society is part and parcel of science shops. But what if we aim to develop innovative science shop models which are more responsive to the civil society needs of vulnerable groups and strongly linked to principles and dimensions of RRI, open research, and community-based participatory research?. What competencies do we need in this case and how can support their development with science shop practitioners? This was one of the challenges addressed in the InSpires project, which led to the co-creation of an e-learning platform to support practitioners and researchers in building effective cooperation between science and society. In this workshop, we would like to take you along in our research journey and to discuss with you the content of the platform in order to assess how the platform would fit different contexts, and could further be strengthened. First, we describe the research that

resulted in this process-view of Science Shops and how it was enriched by the experience of several pilot projects conducted within the InSPIRES projects. Secondly, discuss how our experience within InSPIRES and of many other stakeholders who work on transdisciplinary approaches have taught us that translating this framework into practice can be challenging. Surprisingly (or not), there is not much information available on what kind of knowledge, skills, and attitudes are necessary for conducting such a science shop process. Third, we describe a Delphi study we conducted to identify the competencies deemed as important by science shop practitioners, and for whom they are most needed, and thus new training and learning materials are necessary. Finally, we introduce the e-learning platform we developed to inspire stakeholders willing to conduct approaches that integrate science and society analogous to the science processes we described (even if you do not call yourself a Science Shop!). The platform consists of X modules: Participatory Research; Context and complexity management; Communication, dissemination and advocacy; Reflexivity and ethics; and Monitoring and evaluation. We are very curious to explore the content of this platform together with you and to come up with new ideas and content to make it bigger and better. Setting: Welcome and Introduction (5 min) (Marjolein Zweekhorst) Presentation: A framework for Science Shop Processes and the experience in InSPIRES (10 min) (Eduardo Urias) Presentation: What competencies are needed for a Science Shop Process? (10 min) (Valentina Vodopivec) Presenting the InSPIRES E-Learning Platform (5 min) Exploration and discussion of the content with the audience (in Breakout room) (30 min)

Theme	B: Education, Youth
Abstract Nr	F062
Format	Workshop
Title	Exploring design and impact dimensions of engaged practices with

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the engagement CUBE.

Names Linde Moriau, Vrije Universiteit Brussel

Institute Vrije Universiteit Brussel

Time & Date 13.00-15.00, 29 June

Abstract Practices of campus-community engagement create hybrid learning environments where academic and extra-academic stakeholders, young and old, pre- and post-graduates are brought together to learn with, for and from each other. They offer concrete opportunities for shaping transformative learning ecologies, capable of generating benefits at individual, institutional and societal levels. At the same time it is stressed that not all approaches come to the same result, thereby highlighting the need for thoughtful design and delivery. In this workshop participants will explore dilemma's and paradoxes inherent to the desire of building inclusive campus-community partnerships and engagement initiatives by means of an immersive exercise. Barriers and enablers for shaping "diversity-rich and -sensitive practices of engagement" will be explored, building on a comprehensive framework for engaged campus-community strategies: the engagement CUBE. The CUBE was developed by a university-wide learning community set up at a Belgian university, to explore the potential of engaged campus-community initiatives for connecting more purposefully to both challenges and opportunities of its hometown, Brussels. The framework proposes three interwoven design dimensions and impact levels for engaged practices. A three-phased development path is brought forward, moving from a first phase targeted at personal transformation, through a second phase focusing on institutional transformation to a third phase targeted at societal transformation. The CUBE is to be used as a tool to facilitate dialogue among participants in engagement strategies, helping them explore and define key-characteristics of the activities they engage in and guiding them in taking targeted action as they move through the pitfalls and hurdles that they come across.

Theme	C: Environment & Sustainability
Abstract Nr	F017
Format	Workshop
Title	TeRRIFICA – A co-creative community approach for climate change adaptation
Names	Norbert Steinhaus (WILA Bonn, Germany) Pawel Churski (Adam Mickiewicz University, Poland) Joanna Morawska-Jancelewicz (Adam Mickiewicz University, Poland) Hannah Hoff (University of Vechta, Germany) Marco Rieckmann (University of Vechta, Germany) Glen Millot (Sciences Citoyennes, France) Kate Sposab (Association Education for Sustainable Development, Belarus) Inessa Zubrylina (Association Education for Sustainable Development, Belarus)
Institute	Bonn Science Shop
Time & Date	13.00-15.00, 29 June
Abstract	<p>The EU funded project TeRRIFICA (Territorial Responsible Research and Innovation Fostering Innovative Climate Action) with its network partners in six regions of Europe will seek for best practice and identify the approaches that are already in place to mitigate climate change and adapt to its effects. In a trans-disciplinary partnership, TeRRIFICA involves six European countries, bringing together three research institutions, three non-profit organisations, one public association of universities and one public institution for science promotion. The 6 pilot regions chosen compose a significant panorama of the future adaptability of the results, measures, actions, and recommendations. Each region or city has its own characteristics and features, contributing relevant aspects to the climate change adaptation landscape as a whole. The pilot regions are:</p> <p>Barcelona (ES); Brittany, Normandy and Pays de Loire (FR); South</p>

Oldenburg (districts Vechta and Cloppenburg) (DE); Poznań Agglomeration (PL); Minsk (BY); Belgrade (RS).

Climate and climate change are a perfect use case for the territorial aspects of RRI. Talking about climate change is talking about a common problem in different places or: climate change and its effects is connecting areas, making them a territory. There is no lack of information about climate change. What is lacking is: practice, putting competence for climate change adaptation on a broader basis, starting in pilot regions and cities. In five input presentations of 10-12 minutes the workshop will give an overview on TeRRIFICA's community approaches and co-creative activities set up in the six pilot regions and beyond. It will share first findings and experiences from its first year's multi-stakeholder engagement and co-creation activities. The following discussion with the audience shall explore similar approaches on climate change adaptation in the Science Shop community and discuss pathways and joint strategies for future involvement of citizens in climate change adaptation plans on how..

- to develop action plans on how climate change adaptation measures can be implemented with the involvement of diverse actors
- to transfer these measures to other regions
- to broaden the experience with various cooperation formats, which are suitable to awaken the interest in climate change adaptation in the different target groups.



InSPIRES

Theme	G: General
Abstract Nr	F070
Format	Workshop

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Title	LKN 2020- How complex are the challenges you are addressing? How do you tackle complexity?
Names	Eduardo Urias (VU Amsterdam, The Netherlands) Gerard Straver (Science Shop; Wageningen University & Research, The Netherlands) Lèneke Pfeiffer (Science Shop; Wageningen University & Research, The Netherlands) Marjolein Zweekhorst (VU Amsterdam, The Netherlands) Rosina Malagrida (Living Lab for Health; IrsiCaixa, Spain) Aina Estany (Living Lab for Health; IrsiCaixa, Spain)
Institute	IrsiCaixa (InSPIRES)
Time & Date	13.00-15.00, 29 June
Abstract	<p>Most of the challenges we are trying to address within the Living Knowledge community are complicated, but a high variety of them are also complex. This means that if we consult different stakeholders we perceive there is disagreement in the way the problem is defined and in the solutions to apply. Furthermore, sometimes the solutions may be at the edge between different fields of expertise (both academic and non-academic), and not a single research group detains all the knowledge and expertise required to address the problem. Not to mentioned that the power relation between stakeholder are rarely balanced, and conflict among them can be persistent. Under these circumstances, the level of uncertainty on how to proceed is high and we, Science Shop practitioners, cannot assure our participants that we will achieve the impact we might like. Those problems require the facilitation of multi-stakeholder ecosystems where complexity needs first to be grasped so that the problem can be better addressed. But, to what extent are Science Shops addressing the complexity of problems? What different approaches are being tackled to address them, in terms of level of engagement and diversity of stakeholders involved in different phases of the process? How are the different perspectives from a wide range of stakeholders considered in the process? How are the</p>

different types of knowledge and expertise integrated? How can “Responsible Research and Innovation” inspire us to improve our practices? In the InSPIRES project, which is funded within the Science with and for Society pillar of Horizon 2020, we developed a framework of science shop process that takes the complexity of the issue into account, and we are implementing some pilot projects. During this workshop, we will first briefly introduce this framework and summarise the work done within this EC funded project to categorise the different approaches of Science Shops according to the complexity of the challenges addressed. Pilot approaches to better tackle complexity will also be presented. Then, to enhance interaction and increase the value to participants, they will be invited to reflect on the level of complexity of the challenges they are addressing and they will be engaged in a mutual learning exercise on different approaches to address complexity. Finally, we will facilitate a multiple perspectives exercise to collectively explore different roles, related perspectives and levels of uncertainty within complex challenges and discuss the lessons learned.

Theme	C: Environment & Sustainability
Abstract Nr	F011
Format	Panel
Title	Visualizing changing communities with UN 2030 Goals + Green Map System
Names	Fumiyo Murayama (Laboratory of Regional Environmental Policy; School of Life and Environmental Sciences at Azabu University, Japan) Hannah Clinch (Tacit Tacit Design, Scotland) Wendy Brawer (Green Map System, USA)
Institute	Green Map System
Time & Date	15.30-17.30, 29 June
Abstract	At this panel, participants will learn about participatory Green Mapmaking. Featuring diverse community and classroom scenarios using the United Nations 2030 Goals (the SDGs) together with the

Green Map Icons, participants will draw attention to local progress toward sustainability, as well as challenges to wellbeing and cohesiveness. Featuring the work of Fumiyo Murayama, whose Azabu University Environmental Science students have been using the SDGs and Green Map tools in thought-provoking explorations over the last couple of years. Other examples from the Green Map network, including Hannah Clinch's work in Dunoon Scotland, Ulla Eikard's in Copenhagen Denmark, University of Victoria's Community Mapping /Critical Geography student work in Canada, and others will be presented. Wendy Brawer, the non-profit's founder, will present SDG projects from New York, and introduce the materials and visioning created to advance this methodology. All Green Maps are locally made and all utilize a set of 170 globally-recognized Green Map Icons. Recently, this iconography was matched to the SDGs to further illuminate the intersectionality's at the heart of the global quest for sustainable development. Together, session participants will explore unique local outcomes and utilize experiences, media, icon-making and place-making cases to spark new ideas for changing communities. As we look at how Green Map communities reinvest in their home place, we'll see how that reinvestment contributes both to awareness of the goals behind the SDGs and to other communities looking to increase their own sustainable development capacities. The session will provide an experience in context with overarching imperatives that creates both the spark and a view of the arc - that is progress toward inclusive participation in thriving, forward-leaning sustainable community development.

Theme	G: General
Abstract Nr	F061
Format	Panel
Title	Building a Global Consortium for Knowledge for Change
Names	Rajesh Tandon (PRIA; UNESCO; K4C)

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Niharika Kaul (PRIA)

Darren Brendan Lortan (Durban University of Technology; K4C)

Eileen Hoffer (University of Limerick; K4C)

Darshan Singh (Universiti Sains Malaysia; K4C)

Institute K4C

Time & Date 15.30-17.30, 29 June

Abstract The Knowledge for Change (K4C) Global Consortium is a strategy implemented by Dr. Budd Hall and Dr. Rajesh Tandon, Co-Chairs, UNESCO Chair in Community Based Research and Social Responsibility in Higher Education, to build capacities of students from universities as well as community practitioners to learn how to conduct participatory research, who eventually become hub 'mentors'. This process has created a global standard of curriculum and pedagogy to train the next generation of community based participatory researchers. The K4C Hub mentors are trained through the Mentor Training Program, a 21 week online and face to face course. This year the total mentors trained reaches 120 across 20 hubs in 13 countries. The hubs have been proactive in conducting CBPR in their regions through a variety of programs to achieve Sustainable Development Goals (SDGs) at the local level. In Malaysia the Universiti Sains Malaysia (USM) hub first created awareness about community based participatory research (CBPR) in Malaysia and identified scholars, practitioners and community members who could inculcate CBPR approach into their existing work with the community. Second, they brought together those identified to undergo a more focused interaction through workshop series. Finally, they implemented the hub curriculum design as part of teaching and learning processes at Universities, in co-partnership with community-based organisations. Similarly Durban University of Technology (DUT) and North-West University (NWS) hubs in South Africa offered workshops on CBPR to students in various programmes as well as to youth organizations, and designed short learning programs on higher education and community- university

engagement, amongst other endeavours. We invite you to our panel session 'Building a Global Consortium for Knowledge for Change', which brings together mentors from hubs in Malaysia, South Africa and Ireland to share their experiences of co-construction of research with communities. The session will explore how the hubs have used CBPR to enable communities to take action and achieve locally-prioritised SDGs. The session will also draw insights from the practice, values, and principles of CBPR that can help replicate successful community-university partnerships and what steps researchers can take to build a knowledge democracy. The session will be hosted by Dr Tandon, who is an internationally acclaimed leader and practitioner of participatory research and development. Join this session if you are interested in learning how research can contribute to sustainable change, and become part of a growing global coalition of next-generation academics, practitioners, and community stakeholders who are using community based participatory research to 'build back better'.

Wednesday 30 June

Theme	G: General
Abstract Nr	F063
Format	Workshop
Title	PARTICIPATORY ACTION LEARNING – a workshop on co-creating cohesion
Names	Frank Becker, Martine Legris, Guna Datava
Institute	KUBUS Science Shop TU Berlin, Boutique des Sciences Univ. Lille, Institute for Environmental Solutions in Cēsis
Time & Date	10.00-12.00, 30 June
Abstract	<p>Based on experiences of our ERASMUS+ project FIRE! we wanted to take initiative for exchange of knowledge and experiences on LK9. What we have learned in this project is how fruitful and inspiring it is to co-work for a longer period without a “Descriptions of Work” of funded (research) projects. We liked to share our project findings with you. But then this tiny little microbe appeared. The first weeks of involuntary home office were hard. It felt like car crash on the highway - nothing was “normal”! We don’t want to wait to meet you again till the next “face-to-face” LK conference. We want to start now with developing the future we want! Therefor we organize this interactive (starting) Work Shop with you right on the LK9 online Festival. Our thematic focus is Participatory Action Research – in practice and in theory. Our aim is to start co-working on a COST action or ERASMUS+ project.</p> <p>Participation, transdisciplinarity, etc. are much invoked in Europe: RRI, Citizen Science ... – it may feel like a fresh breeze sometimes. We want to link this fresh breeze to Bruno Latour's questions he put in an article at “Le Monde”: "Which suspended activities should not be resumed in your opinion?", "What measures do you recommend to ensure that people who will no longer be able to continue the activities that you want to see abolished are eased to transfer to other activities?", "Which suspended activities do you wish to</p>

resume?", "What measures do you recommend to help people acquiring capacity and instruments to develop this activity?". If "Let's restart business as usual quickly" is requested we think: "Above all, don't!"

Our aim is to organize dialogue with citizens and the “unheard voices” on this. Based on approaches of deep democracy, direct democracy or Citizen Assemblies? We enjoy learning from your / our everyday work and experiences, we want to create ongoing co-operation on Co-Creation and Participatory Action Research. On the other hand there is Fake News, decreasing Social Cohesion, Denying of Climate Change and dangerous Populism. What is the Link between our proposed initiative and these societal tensions? We feel responsible, societal cohesion is based on dialogue, integrity and mutual knowledge – values which Science Shops are pledged to. This is a call to action with a strong focus on Participatory Action Research.

In the proposed Development Work Shop we exchange our ideas, experiences and interests on social cohesion and start to plan our co-operation after it. **If you are willing to participate – please let us know before the festival starts: kubus@zewk.tu-berlin.de!**

So that we can prepare in detail:

What is our agenda?

How to organize meeting each other?

What can we share?

What do we want to harvest?

How can we collaborate?

How to move forward to shape Citizen Scientists?

How to make use of PAR to strengthen social cohesion?

The value for YOU is twofold:

- a) get to know partners for further in depth exchange of experiences
- b) become part of the endeavour for an ongoing initiative



InSPIRES

Theme	G: General
Abstract Nr	F072
Format	Workshop (90 min)
Title	Framing, Defining and Evaluating Science Shop projects.
Names	Rosina Malagrida, Living Lab for Health, IrsiCaixa, Spain; Marina Pino, Living Lab for Health, IrsiCaixa, Spain; Eduardo Urias, VU Amsterdam, Netherlands. Anne-Sophie Gresle, ISGlobal, Hospital Clínic, Barcelona, Spain; María Jesús Pinazo, ISGlobal, Hospital Clínic, Universitat de Barcelona, Barcelona, Spain
Institute	ISGlobal (InSPIRES)
Time & Date	10.00-12.00, 30 June
Abstract	<p>SUMMARY: The development of participatory research processes makes it necessary to reflect on two key components: the (joint) framing and definition of the issues based on the community needs and the commitment to guarantee its quality. Thus, we propose a double session in which in the first part we will collectively explore different approaches for the identification, prioritization and delineation of social demands as well as for their reformulation into research questions. Then, in the second part, we will discuss how to monitor and evaluate the research processes around five key dimensions of participatory research: Knowledge Democracy, Citizen-led Research, Participatory Dynamics, Integrity and Transformative change.</p> <p>FIRST PART: Different approaches to the collection of social demands and research questions in Science Shops</p> <p>The Science Shops processes start with the identification and (re)-</p>

formulation of social demands that arise from different stakeholders' needs, to next move into the prioritization and delineation of research questions. This is a strategic and key phase of the process. However, Science Shops may have different operational models that differ in the methodologies and diversity of stakeholders involved. This flexibility in the approaches used is necessary to better respond to the complexity of the challenge addressed. In this interactive workshop, the organizers will facilitate a reflection to collectively explore how the social demands can be identified, collected and selected, and how the prioritization and reformulation process of the research question takes place within different operational models of Science Shops. The reflection will be nurtured with the inputs of three InSPIRES' partners, and also with those of projects from the audience, in order to assure mutual learning among all the attendees.

SECOND PART: Evaluating participatory research project: Collective reflection and Presentation of the InSPIRES Impact Evaluation Methodology and online Tool

Informed by a comprehensive baseline research, the InSPIRES team confirmed that evaluation studies remained a pending task for many Science Shop structures. InSPIRES developed a simple and easy to implement impact evaluation methodology to overcome this situation. During the session, the methodology and online tool facilitating its implementation will be presented. The methodology captures indicators around five dimensions, through personalized questionnaires distributed in four different phases of the project, and allows the analysis and restitution of results in an automated way, which can be accessed through three visualization levels.

Theme	C: Environment & Sustainability
Abstract Nr	F073
Format	Workshop (90 min)

Living Knowledge Festival 2021 – Wednesday 30 June

Title	Co-designing an ecosystem for impactful and sustainable citizen observatories
Names	Margaret Gold (IHE Delft) Uta When (IHE Delft)
Institute	IHE Delft
Time & Date	13.00-15.00, 30 June
Abstract	Citizen Observatories (COs) are community-based environmental monitoring initiatives that involve individuals in data collection and sharing observations, typically via mobile phone or the web, and empower communities to monitor and report on the local environmental issues that concern them. The data gathered can enhance the understanding of environmental issues, inform environmental management decision making & policy making, and can even inspire behaviour change amongst the participants and communities engaged.

In this development workshop, we will build on the work of the recently concluded WeObserve project (<https://www.weobserve.eu/>) to tap into the collective intelligence of the crowd by inviting participants to share their experiences as stakeholders in the aims of citizen observatories (community member, participant, policy maker, CSO, researcher, educator, etc) in order to design the ideal ecosystem for citizen observatories, and produce a list of recommendations of the steps or support needed to bring this about.

The session will be structured as a virtual version of a world cafe session, with a plenary introduction (20 min.), breakout sessions dedicated to specific aspects of the CO ecosystem (2 x 20 min.), and a final plenary session with feedback from the tables and a wrap up indicating the next steps for the session outputs and opportunities for continued dialogue and involvement (20 min.).

Participants will be able to exchange experiences and learn from

similar initiatives in terms of obstacles encountered, ways in which different initiatives have overcome these and jointly pave the way for an enabling ecosystem of citizen observatories and similar innovative knowledge co-creation initiatives. Our desired outcome is to obtain insights into the required ecosystem for citizen observatories at the local, provincial and national levels, especially with respect to its functioning, gaps and needs for creating a (more) enabling environment.

Theme	G: General
Abstract Nr	F015
Format	Panel - in French, with English slides
Title	A network of francophone Science Shops to tackle societal challenges in different contexts
Names	Glen Millot (Sciences Citoyenne, France) Hichem Ben Hassine (Institut Pasteur de Tunis, Tunisia) Judicaël Alladatin (University of Parakou, Bénin) Mamane Abdou Oumarou (Science Shop, Niger) Dieyi Diouf (University Cheikh Anta Diop, Senegal)
Institute	Sciences Citoyenne France Institut Pasteur de Tunis, Tunisia University of Parakou Bénin Science Shop Niger University Cheikh Anta Diop, Senegal
Time & Date	13.00-15.00, 30 June
Abstract	The francophone science shop network was created in 2015. Since then, based in three continents and more than a dozen countries, it's continuously growing up and it has offered several opportunities for mutual learning and mentoring based on a diversity of experiences and models. From participatory action research to services provided by universities to communities and civil society organisations, the science shops gathered in this network share a common goal which is to offer answers to societal needs. This presentation will propose

an overview of these different models and ways to address issues that are brought to these structures. It will serve as an introduction to more detailed presentation of science shops from different countries. This presentation will delve into the experiences and contexts surrounding our Francophone science shops. Namely our platforms in Tunisia, Benin, Niger, and Senegal.

Theme	D: Health and Well-being
Abstract Nr	F066
Format	Workshop
Title	Evaluating for change: exploring the development of iterative multi-level evaluation frameworks for complex projects
Names	Dr Gemma Moore (UCL Institute for Environmental and Design, England) Lizzie Cain (Co-Production Collective; UCL Engagement, England)
Institute	University College London
Time & Date	15.30-17.30, 30 June
Abstract	<p>This interactive workshop will focus on developing multi-level evaluation frameworks for complex systems change projects. Taking two case studies at different stages of their development – Co-Production Collective, and Complex Urban Systems for Sustainability and Health (CUSSH) – it will explore the challenge of co-creating iterative evaluation frameworks with multiple stakeholders and three levels of evaluation:</p> <ul style="list-style-type: none">• Reporting and accountability• Reflection and learning• Theory and practice <p>The case studies will be used as a starting point for the session, but primarily it is a space for others working on similar projects to come together, share their experiences and gain insights applicable to their own work. We hope to bring together practitioners across sectors and settings to exchange ideas and learn together.</p> <p>https://www.ucl.ac.uk/complex-urban-systems/</p>

<https://www.coproductioncollective.co.uk/>

Theme	C: Environment & Sustainability
Abstract Nr	F012
Format	Discussion Panel/Round Table or Thematic Full Session
Title	Decolonize and Decarbonize! : Connecting Local and Global Land-Based Learning to Indigenous Resurgence and Climate Justice
Names	Maeve Lydon (Living Lab Project; University of Victoria, Canada); Nick Claxton, W̱SÁNEĆ/Canada- TSAWOUT Nation Chief and University of Victoria Child and Youth Care Professor; Deb Morrison, TETACES Climate Action Project/ University of Washington Scientist-Educator/ US Action for Climate Empowerment; Lyndsey Joseph, Lekwungen- Songhees Nation, Indigenous Education- teacher training student; Nick Stanger, Western Washington University Environmental Studies Professor; Judith Lyn Arney and Ashley Cooper, PEPAKEN HAUTW - Blossoming Place Restoration NGO
Institute	University of Victoria/Living Lab Project
Time & Date	17.00-18.30, 30 June
Abstract	<p>Around the world and especially in the past 'COVID' year social movements and innovations supporting environmental and social justice and well being have grown. Educational systems, schools and campuses, are being pushed and challenged especially by students and youth, NGOs, Indigenous and racialized communities, to reflect new locally-based and globally connected realities and to be more relevant, innovative and responsive. The Living Knowledge Network is a key space to connect and strengthen this pivotal 'action/ reflection and systems change ' space which weaves decolonization actions and frameworks with climate action and decarbonization. On the west coast of North America in Coast Salish Indigenous territory, a community - campus network Living Lab http://www.livinglabproject.ca supports and connects eco-cultural restoration, land-based learning / wholistic science/ STEM education to Indigenous rights and resurgence movements. This interactive</p>

presentation from Living Lab partners asks " How can land and place based / outdoor learning and environmental restoration contribute to educational transformation, community and ecosystem health and Indigenous resurgence? What can national and globally connected movements, networks (e.g. Living Knowledge) and institutional bodies (e.g higher education, governments and policy makers/ funders) do to increase support for this foundational, ground-healing/breaking work?

The presenters will share their experience and insights from community and educational settings and there will be time for discussion groups focused on climate change and Indigenous resurgence. The hope is to grow our networks and to explore more learning and action exchange between communities, campuses and continents.

Theme	G: General
Abstract Nr	F064
Format	Workshop
Title	Toward critical community engagement: creativity, challenges, and learning.
Names	Liz Jackson (Community Engaged Scholarship Institute; University of Guelph) Melissa Tanti (Community Engaged Scholarship Institute; University of Guelph)
Institute	Community Engaged Scholarship Institute, University of Guelph
Time & Date	15.30-17.30, 30 June
Abstract	Format: Workshop (60 minutes) Theme: Development of Method, Theory or Strategy How might our engagement work contribute to struggles for social justice? How might it inadvertently impede them? What can we do and learn in order to most effectively turn our work to action? In this session, Drs. Jackson and Tanti share their stories, their mistakes, and their learning as they design and support justice-oriented community engaged work. The session starts with stories

and ends with questions, shared and explored by the group. In our strategic plan, approved in 2018, CESI has made an explicit commitment to critical community engaged scholarship. Building on the scholarship of Cynthia Gordon da Cruz (2017, 2018), we define critical community engaged scholarship as, “a form of community-engaged scholarship that is informed by critical theory, including anti-racist and other anti-oppressive theories, asset-based understandings of community, and an explicit focus on and commitment to justice. Critical CES addresses public issues by drawing attention to the structural causes that underpin social and other issues, and by working to mobilize scholarship in ways that serve justice-seeking communities and initiatives. Critical CES supports university and community partnerships in producing knowledge that works to dismantle systemic sources of racial and social injustice. It also ensures equitable access to high impact educational practices.” In holding ourselves accountable to critical theory, understandings of – and commitment to challenging – systemic injustices, we hope to shift our thinking and our practices in order to best align ourselves and our work with ongoing struggles for social justice. We know that CE work sometimes inadvertently replicates power relationships, exclusions, and harmful practices; we aim to stay alert, informed, and learning in order to best contribute to social change. In this session, we share our critical orientation to CE work, share stories and examples of what this shift to CCES has looked like, focusing on challenges, mistakes, and learning. Participants will be invited to share their own perspectives, and will be led through some exercises to think through their own positions and possibilities, the ways in which their work is implicated in systems of injustice, and possible strategies to shift these tendencies. This is a lofty goal, and we are still early on in the messy stages – we invite conspirators, collaborators, and questioners to come dig into this important topic!

Thursday 1 July

Theme	C: Environment & Sustainability
Abstract Nr	F065
Format	Workshop
Title	EU-Citizen.Science - Co-creating a shared knowledge platform for Citizen Science
Names	Claudia Fabó Cartas (European Citizen Science Association) Margaret Gold (Citizen Science Lab)
Institute	European Citizen Science Association
Time & Date	10.00-12.00, 1 July

Abstract

The H2020-funded EU-Citizen.Science project is a collaboration with 23 partner institutions to build a knowledge hub and community platform for Citizen Science (CS), Public Participation in Scientific Research (PPSR) and Community-based Participatory Research (CBPR) in Europe, to

- Share useful resources such as guidelines, best practices, and training modules,
- Share information about activities, initiatives and projects across Europe,
- Support discussions and networking amongst the broader community, from experienced practitioners to those new to the field.

The application of CS, PPSR and CBPR approaches in practice can range from citizens asking the research question, through collaboratively designing the research approach, to delivering on the desired outcomes. What resources, training modules, conversations and community contacts do you find the most useful across the entire research project lifecycle, and what types of resources do you feel are still missing? The alpha version of the platform was launched in April 2020 and the first iterations in response to feedback have

been taken on board. Now we want to build this knowledge hub platform further together with YOU - shaping it and filling it with useful resources, insights and conversation.

In this workshop, we will first present you with a snapshot of the platform developments, and then together dive into:

1. **The Usability stuff:** *“that pink should be pinker, two clicks is too much to get there, why is the search button so small?”*. Let’s discuss the structural, visual and technical issues that make the platform easy and clear to use (or not).
2. **The Content stuff:** *“do you have a starters guide, a Dutch-language version, information on how to run a BioBlitz?”* Let’s discuss the resources, tools and information you would want to find on this Platform, and what great resources and projects you know about that we aren’t showcasing yet. We will show you how to use the platform (and test some functionalities!) so you can fill it in with resources that are useful to you.
3. **The Value-added:** *“I already have my reference journals, my favourite resources, and a good search engine - why do I need yet another place to go to for stuff?”* Let’s discuss the network value of sharing knowledge and experience across a range of related fields (PPSR, Science Shops, CBPR, Citizen Observatories, CS, etc.), how to curate good quality resources, and the kinds of community interactions that enable collaboration and innovation.



InSPIRES

Theme

G: General

Abstract Nr

F101

Living Knowledge Festival 2021 – Thursday 1 July

Format	Workshop/poster presentation with breakout groups
Title	Open Call for participatory research: Come and meet the awarded initiatives from Africa, South America and Europe
Names	David Monk (Gulu University), Panagiota Syropoulou (DRAXIS Environmental S.A.); Anselme Houessigbede and Augustin Gnanguenon (Boutique des sciences, Université de Parakou); Patricia Granja, (SIEDIES) and Ildikó Miklóssy (Sapientia University). Activity supported by Rosina Malagrida, Aina Estany and Marina Pino from the Living Lab for Health at IrsiCaixa (consortium members of the InSPIRES project).
Institute	InSPIRES
Time & Date	10.00-12.00, 1 July
Abstract	With the aim to spread out InSPIRES practices and implement further Science Shop projects out of the InSPIRES Consortium, 6 entities throughout the globe were selected through an Open Call to implement participatory research projects. The awarded projects have been implemented in Africa, South America and Europe and are focused on key societal challenges on health and environmental issues, giving special attention to gender parity and vulnerable groups (women, the elderly, adolescents, migrants and refugees). The awarded organisations are Gulu University – Uganda (topic: solid waste management), Boutique des Sciences de l'Université de Parakou – Bénin (topic: climate change), Facultad de Enfermería, Universidad Mayor de San Simón - Bolivia) and SIEDIES – Ecuador (topic: stigma and discrimination against people living with HIV), DRAXIS Environmental S.A – Greece (topic: air pollution), Kadıköy Municipality - Turkey (topic: social resilience in disaster management) and Sapientia Hungarian University of Transylvania – Romania (topic: public health aspects of fog and precipitation). If you want to know more about the selected projects, you can visit the InSPIRES website or the InSPIRES Open Platform. In this participatory and interactive session, participants divided in breakout rooms (3 projects in each breakout room with a duration of

45 minutes), will meet representatives from some of the awarded organisations who will briefly present their projects to share key insights and participatory methodologies applied in each phase of the research process. Next, participants will share similar or alternative processes and experiences. Before closing the activity, a plenary session will be held to summarize the discussions occurred in each breakout room and reflect on the level of engagement in the different phases of the research process. We encourage all participatory researchers to join this interactive session to learn about successful research projects with participatory methodologies in different phases of the research process and meet other researchers with similar interests. The website:

<https://inspiresproject.com/isgnews/inspires-open-call-results-six-participatory-research-projects-will-be-implemented/>

<https://app.inspiresproject.com/> --> InSPIRES Open Platform

Theme	G: General
Abstract Nr	F067
Format	Workshop
Title	The Role of the Living Knowledge Network in Horizon Europe
Names	Norbert Steinhaus (WILA Bonn , Germany) Eileen Martin (Queens University Belfast, North Ireland) Helen Garrison (Vetenskap & Allmänhet, Sweden) Anne Sophie Gresle (ISglobal, Spain) Stephanie Daimer (Fraunhofer ISI, Germany)
Institute	Bonn Science Shop
Time & Date	13.00-15.00, 1 July
Abstract	During Horizon 2020 Responsible Research and Innovation (RRI) was set up as an attempt to come to conceptual and practical ways to transform the R&I system. Science Shops since for decades serve as models to translate community engagement, RRI, participatory research and Open Science policies into practice. Through bridging

different scientific and social knowledge, Science Shops improved the quality, acceptance and sustainability of solutions for complex societal problems and become RRI best-practices in terms of established approaches of anticipation, reflection and deliberation in science with and for society. This workshop will start with 3 short input presentations of 5-10 minutes each on the state of the art of the Living Knowledge Network and how the EC supported the growth of public engagement with research (Norbert Steinhaus, coordinator Living Knowledge), the university background of the Science Shop movement, the latest new approaches to Science Shop work and from the path from SwafS to Citizen Science and Horizon Europe. focus on how we used EU support in the past/current, and we should keep that short to allow as much time as possible for discussion. The input phase will be followed by a Future Scenario to pick up the specific topic of “The Role of the Living Knowledge Network in Horizon Europe” to address and to work on first suggestions for concrete measures. The audience will split into 4 groups. The following structure will apply: The results will guide the future work of the LK contact point. Therefore, the contributions of the participants of the LK conference are valuable input.

Thematic discussions

D: Health and Well-being: Thursday 1 July, 13.00-15.00

Hosted by Rosina Malagrida (IrsiCaixa, Spain) and the INPSPIRES-Team

G: General/Methodology: Thursday 1 July, 15.30-17.30

Hosted by Catherine Bates (TU Dublin, Ireland) and Norbert Steinhaus (WiLaBonn, Germany)

Theme	D: Health and Well-being
Abstract Nr	F010
Format	Workshop
Title	Circles of Care and Courage during a Pandemic: A Living Lab Response
Names	Janis Timm-Bottos (Concordia University Montreal, Canada) Najmeh Khalili-Mahani (Concordia University Montreal, Canada) Mohammad Abdolreza Zadeh (Concordia Univ. Montreal, Canada) Carly McAskill (Concordia University Montreal, Canada)
Institute	Concordia University Montreal
Time & Date	15.30-17.30, 1 July
Abstract	<p>This presentation will report on the first two years of a provincial health grant which initially provided funding for a living lab for older adults located in a shopping mall in Montreal, Quebec, Canada. The intention of the storefront lab was to creatively explore the negative health and wellness ramifications of social isolation among older adults. This public health dilemma was planned to be considered through a trans-disciplinary lens by a group of university researchers from Concordia University's Centre for Research on Aging (engAGE), students, and community partners. We carefully chose a mall popular among older adults who had been gathering there for years to escape Canadian winters and summer heat in order to exercise, talk, and solve problems over cups of coffee shared with neighbours. With a treasure trove of potential community-defined evidence, we enthusiastically began our project, only to shut down two months later due to the global pandemic. Older adults, university researchers, students and community partners now join through ZOOM online activities, such as the Creative Science Shop, and other public practices that include online art hives (art/music/movement), a film club, a book club, "Postcards from the Kitchen" and digital literacy sessions. Gradually, in spite of continued health and safety measures preventing a return to the mall, new relationships have formed, and a new type of community is emerging</p>

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with an enhanced resiliency, diversity and a greater sense of preparedness for innovative research in response to future wicked problems. Please join us with a few materials at hand in a “workshop/studio atmosphere” to hear about the research, processes and challenges and to discuss a ready-for-action plan that has animated a specific type of community third space: a creative living lab, with and for older adults, intended for a mall storefront, but agile enough to shift online, phone, and through mail connections for the co-creation, design, production, and dissemination of university-community-based research.

Thematic Discussions

A: Diversity and Inclusion: Friday 2 July, 10.00-12.00

Hosted by Andrea Vargiu and colleagues (UNISS, Italy)

B: Education, Youth: Friday 2 July, 10.00-12.00.

Hosted by Emma McKenna (QUB, UK) and Réka Matolay (Corvinus Univ, Hungary)

C: Environment and Sustainability: Friday 2 July, 10.00-12.00.

Hosted by Marta Vallvé Òdena and Lèneke Pfeiffer (WUR, Netherlands)

Friday 2 July, 13.00-15.00

IN THE CLOSING SESSION WE WILL LOOK BACK AT THE FESTIVAL, the INSPIRES PROJECT, AND FORWARD TO THE FUTURE OF THE LIVING KNOWLEDGE NETWORK – AND THE 2022 CONFERENCE



The session is hosted by the InSPIRES Consortium, with support from the facilitators of the thematic discussions.

Theme	C: Environment & Sustainability
Abstract Nr	F016
Format	panel in French
Title	Collectively managing a multi-sites action-research project on climate change as experienced and told by elders: how to involve all stakeholders from eight francophone countries in the Global south and from Europe?
Email	judicael.alladatin@gmail.com
Names	Bouma Fernand Bationo (Université Joseph Ki-Zerbo, Burkina Faso) Judicaël Alladatin, (Université de Parakou, Parakou, Bénin) Léonie Tatou (Université de Ngaoundéré, Cameroun) Serge Lida (Université Félix-Houphouët Boigny, Côte d'Ivoire) Bi Vagbé Gethème Irié (Université Félix-Houphouët Boigny, Côte

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d'Ivoire)

Minata Traore (Université Nazi Boni, Burkina Faso)

Nestor Tamba Mara (Université Général Lansana Conté de Sonfonia, Guinée)

Wenceslas Mahoussi Université d'Abomey-Calavi, Bénin)

Tessy Djossè (Université d'Abomey-Calavi, Bénin)

Vijonet Demero (Université INUFOCAD, Haïti)

Aladji Madior Diop (Université Alioune Diop de Bambey, Sénégal)

Seyni Moumouni (IRSH, Université Abdou Moumouni de Niamey, Niger)

Hamissou Rhissa Achaffert (IRSH, Université Abdou Moumouni de Niamey, Niger)

Institute Université Laval - LIRAJ (InSPIRES)

Time & Date 15.30-17.30, 2 July

Abstract As part of SDG 13 (fighting climate change), the overall objective of the Yanayi action-research project (January-August 2020) is to build an international open database (audio, text, video and photo) on local knowledges related to climate change, collected in the form of stories from 400 elders, men and women, in 100 rural villages in Africa and Haiti by 100 students supervised by 10 science shops in eight countries, with the support of teachers and civil society organizations. The knowledges thus collected in local languages and in French will be transcribed, prepared and disseminated to generate either research data useful in the fight against climate change or educational or awareness-raising materials. With the financial support of InSPIRES and the Soha network as well as the technical support of Laval University, Canada, this project is led by the science shop of the University of Parakou in collaboration with nine other science shops in French-speaking Africa (Benin, Burkina Faso, Cameroon, Côte d'Ivoire, Guinea, Niger, Senegal) and Haiti. How did these shops, without financial resources and still very young, participate in the collective management of this project? What means did they use? Could other means of action or forms of participation

be tested and used? This workshop will allow representatives of the project's stakeholders, in particular the science shops, to exchange ideas and suggestions and work together to develop the basis for a reflection on collective project management, which could then be the subject of an article.