FoTRRIS

Fostering a Transition towards Responsible Research and Innovation Systems

Responsible research and innovation applied to human rights and higher education

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FoTRRIS aims at

Creating and implementing **knowledge arenas**
to support knowledge actors to **collectively** set **research agendas**
that respond effectively, efficiently and in **societally robust** ways
to **local manifestations of global challenges**

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FoTRRIS co-RRI process

- **Co-definition** of what is conceived to be a 'solution' to a 'challenge' (e.g. resource scarcities)
- **Co-analysing** the (causes and reasons) of/for the existence/persistence of the challenge
- **Co-selection** of relevant theoretical, technological and practical knowledge and relevant research questions
- **Co-design** of a research and innovation project

➔ ***Supported by web-based P2P tools***

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WP6 Management

T6.1 Project coordination

T6.2 Administrative, financial and legal management

T6.3 Monitoring of scientific activities and quality management

VITO

Concept design

WP1 Conceptualisation of co-RRI

T1.1 Review of RRI practices, barriers and potential levers
T1.2 Knowledge actors' perspectives on RRI
T1.3 Conceptual framework for co-RRI

IFZ

LGI

WP2 Design of a multi-actor experiment

T2.1 Design of a co-RRI web-based platform

T2.2 Implementation and deployment of co-RRI platform

T2.3 Design of local co-RRI knowledge arenas

T2.4 Business model for the knowledge arenas, and alternative funding and evaluation methods for RRI projects and solutions

T2.5 Refinement and calibration of co-RRI knolwedge arena and web-based platform

ESSRG

WP3 Test of the multi-actor experiment in the domain of resource scarcity

T3.1 Establishing transition-arenas

T3.2 Co-design of co-RRI project concepts

Experiment

T3.3 Evaluation and broadening the outreach of the multi-actor experiment

Recommendations and materials for co-RRI uptake

ERRIN

WP4 Policy recommendations and materials for fostering co-RRI uptake

T4.1 Future of co-RRI: Backcasting exercise and Advisory board

T4.2 Policy Recommendations

T4.3 Materials for fostering uptake of co-RRI

CESIE

WP5 Communication and Dissemination

T5.1 FoTRRIS website

T5.2 Data Management Plan

T5.3 Stakeholders involvement and communication and dissemination plan

UCM-GRASIA team for FoTRISS in Spain

- Prof. Juan Pavón (responsible at UCM)
  - UCM GRASIA responsible
- PhD Susana Bautista
  - Specialist on assistive technologies
- Ass. Prof. Rubén Fuentes & Samer Hassan
  - AI and SwEng
- Ass. Prof. Tamara Bueno & Liisa Hänninen, PhD Noelia Castillo
  - Communication and Gender issues
- Leticia Riaza & Luis López de Ayala
  - European Research Office

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Some of the questions we asked ourselves before joining the FoTRRIs Project…

- Are there any previous actions/processes carried out by our by our team that are **aligned with**, but **not yet called RRI**?
- Are these experiences contributing to creating networks in the move from **"science in and for society towards science for and with society"** (Andoni Ibarra, UPV, 2016)
- Are we dealing with issues that contribute (drop in the ocean like) to giving response to the **Grand Societal Challenges**?
- Sharing the vision **"from growth of GDP to growth in human wellbeing"?** (Marian Deblonde, Flemish Institute for Technological Research, 2016)
- Are we getting the **"right impacts"** ? (René von Schomberg, European Commission, 2016)

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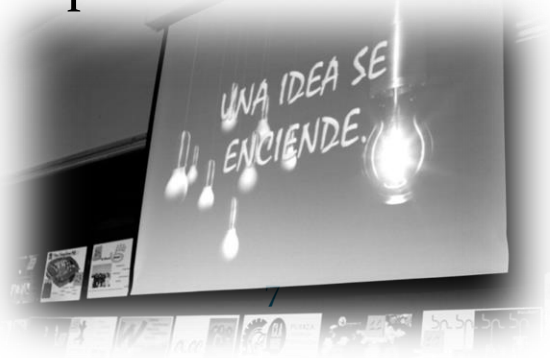
RRI applied to human rights and higher education at the Faculty of Communication Science

- **Educational innovation and quality improvement projects** and self designed methodology since 2005
- Cross-cutting (exploring potential for wider approaches), cross-cultural, cross-generational research and communication projects with non-profits
- **Process vision of RRI** in higher education
- **The challenge of double lever assessment:** from evaluating the embedded ethical principles of students to measuring the project impacts



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RRI Learning using the "Methodology of real social projects"

- Fosters innovative, interactive and responsible focus in research and communication processes
- **Glocal concerns**: human rights, social and environmental issues
- Consists in:
  - A) students designing real research and communications projects for **NGOs and international aid organizations (varied issues)**:
    - Advertising and fundraising campaigns, documentary films, caring days, conferences, expos, etc.
  - B) Projects for **self-confidence and self-employment of students**, e.g. design of start-ups, volunteering experiences, leadership in action
  - C) Diffusion of **human rights**, e.g.: documentary cinema workshops

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Validated learning strategies, but innovative focus

- Education in values and **action research** (Stringer, 2013):

  "Community is not a place, it is a state of mind"

- Based in validated teaching/learning strategies with long tradition: Experiential learning, learning by doing (Dewey, Kolb)
- **Collaborative learning** (Bruffee, 1999; Cabrera et al., 2000) and co-responsibility among diverse social actors… **towards co-RRI**:
- **Networks:** Lecturers, students, NGO officers, project beneficiaries, journalists and part of possible publics take part
- Social multiplying effects of the project in future communicators

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Snapshot of the latest “towards RRI” applications in communication teaching

- Peer to peer **drug prevention** campaigns for Madrid Community
- Campaigns and short films against **racism**
- **Green** brands workshop for environmental sustainability
- Corporate strategy for **disabled persons** care organization F. Magdalena
- UNHCR study and campaign for **refugee rights**
- Africa Conference, **empowering African youth and children** (Dec 2015)
- **Diffusion of human rights in Lima using cinema** (Feb 2016)

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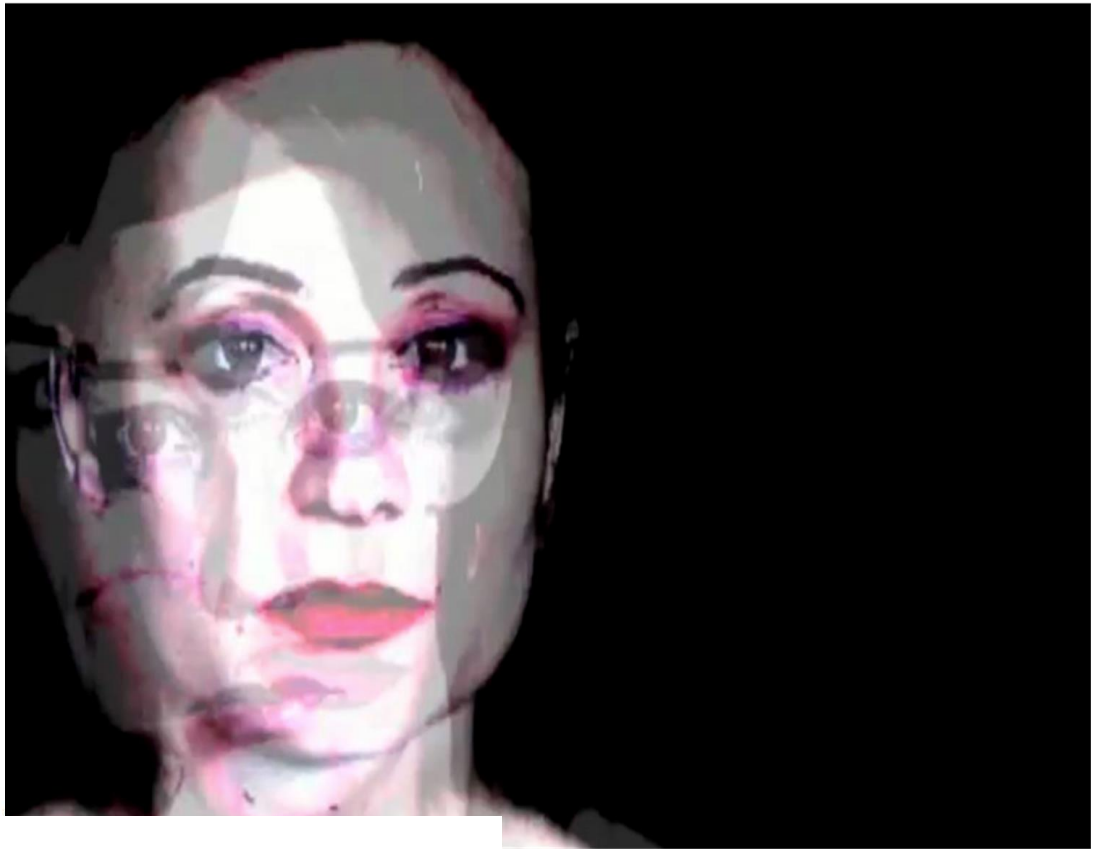
1. Diffusion of human rights with documentary cinema

“NO EXISTIMOS” (‘WE DON’T EXIST’)

Documentary from a Gender Perspective



Film director: Ana Solano.

Documentalists, interviewers, producers: Tamara Bueno, Ana Solano

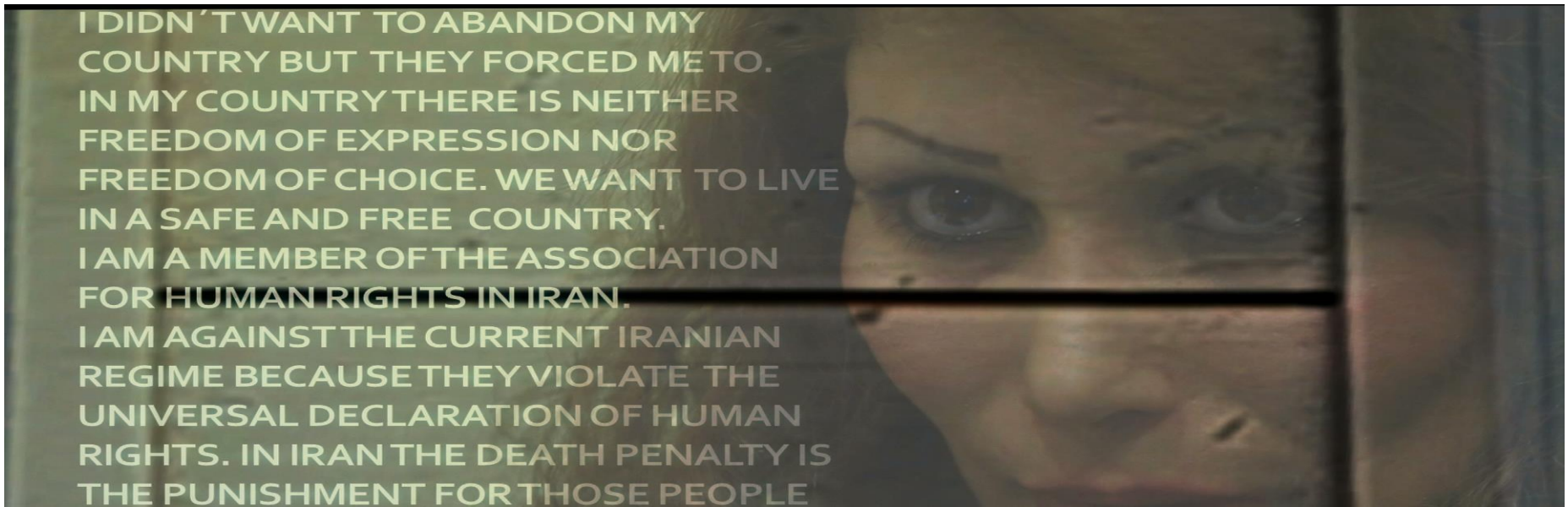
Displayed and selected in: **France** (Sorbonne, SCAM), **Spain** (Sala Berlanga, CINETECA, *Muestra de cine político de la AECI*D) and in more than **15 Latin American countries**.

Introduction

- Utility of the vanguard **documentary film** to express the reality of the **arduous roads followed by refugee women** **to** the impregnable Europe.
- To date, traditional cinema has been the main audio visual media to articulate the experiences of transit. Experimental cinema as an alternative reflection tool that avoid the **usual commercialization and distribution channels and that may contribute to a freer and more egalitarian society.** So, we use a different perspective related to the tools of experimental cinema.
- Relationship between **University and a real communicative action focused on public consciousness**. A student group from Faculty of Communication was involved in the previous research and in putting in practice the acquired knowledge by means of the diffusion of the topic in interactive media.

Research process

- A theoretical-social continuous about exiled and **refugee women in France and Spain**.
- **Trans-disciplinarity**: research participation of sociologists, communication experts, lawyers, judges and NGO managers.
- Main objective: delve into the **causes** of these problems from a **gender perspective.**
- Lack of similar audio visual work that describes in depth the **vulnerability of women refugees**.



Research conclusions

- **Mass media**: sensationalism, victimization, revelation of personal data. Virtually non-existent for national and regional newspapers.
- NGOs highlight the **special vulnerability of female refugees**: dependents, gender discrimination. Lack of statistical data distinguishing between men and women refugees.
- On most occasions, **women are not aware** of the gender violence they are suffering. Victims of human trafficking can also apply for asylum.

2. Diffusion of human rights with experimental cinema in Lima, Funded by Banco Santander

- Documental cinema and Human Rights research applied to the educational field (Universidad de San Marcos), to NGOs and to local population.
- Stages:
  - **Data collection, documentation of experiences** from Peruvian documentary cinema focused on social development and on diffusion of violations of human rights. Interviews with filmmakers and with leaders of the affected population sectors.
  - **Training:** Workshops in the educational field that promote the usage of experimental documentary film as a tool for social criticism and transformation.
  - **Sustainability of the project**: Diffusion of Peruvian films in academic conferences in Spain, as well as in film festivals. Exchange programs and implementation of the proposals from both countries.

Santander

Thank you for your attention!

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