

ICF Transcription
Civic Engagement and Climate Change Mitigation:
Exploring Opportunities at the Intersection of Research,
Community Participation, and National Service

MELISSA: I'm Melissa Gouge, a Sociologist in the Office of Research and Evaluation at AmeriCorps. And today I warmly welcome you to our presentation, Civic and Engagement and Climate Change Mitigation: Exploring Opportunities at the Intersection of Research, Community Participation, and National Service. Not only do we at the Office of Research and Evaluation, but also our AmeriCorps programs dedicate funds and people power to solving these issues in different ways.

Under increasing conditions of climate change, our mission to improve lives, strengthen communities, and foster civic engagement through service and volunteering is increasingly important. More frequent and severe environmental disasters resulting from climate change need immediate attention and organized, inclusive community and policy level solutions. People, Power, Change represents but one opportunity we have for slowing, halting, or optimistically reversing the effects.

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In today's webinar you'll hear from Dr. Dana Fisher who will frame the topic within the literature and her own pressing research as she opens the presentation. In her brief framing she lays out the promise of civic engagement in the fight against the global climate crisis. She'll be followed by Office of Research and Evaluation research grantees at universities across the United States and in Puerto Rico.

Our office funded each of these institutions and their community partner organizations in 2018 to conduct at least three years of participatory research in the most collaborative sense, where community and university researchers collaborate to identify issues around climate change and disaster, develop research questions, develop data collection methods and analysis, and importantly, to come together to devise and implement research backed action plans to solve these issues.

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Whether organized or not, people can see the effects of climate change and other local issues. The participatory action research process helps to equip people with the tools of systematic research, organizing around this research to action process makes clearer the connections between the issues around them, collective solutions, and self-empowerment to demand systemic, institutional, and policy level changes to solve local issues, changes that are capable of rippling across communities that bubble up to greater institutional change. Civic engagement of a knowledgeable public will be crucial to halting climate change in our time.

Our presenters today from the University of Nevada, University of Puerto Rico at Humacao, Texas Southern University, and the University of Houston describe the local issues and the communities experiencing them, often those who are silenced, vulnerable, and most marginalized. Each of them tells a story of young people, elders, migrants, and disenfranchised folks, the people most impacted by climate change

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coming together to investigate community problems and to institute science based solutions to them. These stories of community participation, in particular of marginalized people, is but one example of climate justice in action.

After our grantees presentations you'll hear from Shane Dermanjian, an Analyst in our office who took his own experiences with climate change and decision to do something about it by joining AmeriCorps and serving for two years and has since made it his career to work at the intersection of research, community participation, and climate change.

Finally, you'll hear from another scholar and Office of Research and Evaluation staffer, Dr. Laura Hanson Schlachter, as she offers her reflections on the collective story of hope each of these folks present with a nod to building a world together that we can all enjoy.

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DANA: Hi, everybody. I'm Dana Fisher. I'm a Professor of Sociology and the Director of the Program for Society and the Environment at the University of Maryland. And I was asked to give some introductory remarks about environmental stewardship, conservation, climate, and social justice.

I want to start by thanking AmeriCorps and my colleagues, Mary, specifically, and Andrea for the invitation to speak. I thought we'd give a little bit of context to begin. I'm a sociologist. I study the formal and informal institutions of democracy, broadly defined. And I use a mixture of quantitative and qualitative methods in my research. I have extensive research experience studying specifically stewardship, activism, civil and political engagement, and decision making broadly in America, some of it internationally. And much of the work has focused specifically on looking at young Americans and youth based movements.

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So, even though I'm very much an empirically focused social scientist, I work very hard to communicate my findings beyond the ivory tower. I do a lot of work with the media, I've worked with and presented to foundations, civic groups, political campaigns as well as governmental institutions. And part of that is actually that I have been contributing to the Intergovernmental Panel on Climate Change for their most recent assessment review, my part is coming out in April. I'm part of Working Group Three and I specifically was asked to contribute as an author, a section specifically looking at civic activism and civic engagement and how it plays a role in climate. And a lot of the comments that I'm going to be making today build off of the work that I've been doing with the IPCC.

So, just as a little bit of background here. So, this is a definition of environmental stewardship that came out of collaboration and long-term work that I was doing with colleagues over at the U.S. Forest Service. This is part of a paper that we published in

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2007. And we basically define environmental stewardship as a collection of types of activities that people might do. Urban environmental stewards conserve, manage, monitor, advocate for or educate the public about the local environment.

And in much of my early work, which was in collaboration with folks over at USDA and the U.S. Forest Service, the focus was on re-greening efforts in cities. And we did extensive research in New York City, but also comparative research in Washington DC as well as in Philadelphia to look at how stewardship was taking place and how it was playing a role in re-greening efforts.

More recently we've expanded that work. And so, you'll see in the middle here this is a book that was written based on the research that we conducted in New York City and that is based on a case study specifically of the Million Trees Initiative, which planted a million trees in New York City. And the research was not about the planting of the million

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trees, because I'm a social scientist and I study stewardship, it was actually about the people who got involved and did the work of planting the trees and how that happened.

And when we do this kind of work there are a number of questions that we ask. I should just say, to take a step back before I talk about these questions though, that at the same time recently I've looked a lot at civic participation around climate activism and other types of climate engagement, and you see here a piece that I wrote for *Nature Climate Change* which was about the broader importance of Fridays for Future and the ways that participating in climate strikes are likely to have an effect on civic participation for the young people who participate, but also a piece that I wrote that builds on my contribution to the IPCC that talks specifically about climate activism and its effects. And I don't mean effects just in terms of civic effects, political effects, but I also talk about environmental effects there.

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So, here when we think broadly in terms of contextualizing thinking through environmental stewardship there are a number of questions that we want to ask with regard to what are the effects of stewardship. And I think it's really important to think about this in terms of scale because it's not just about the individuals who participate, but also the communities involved, those that are involved in partnering with the stewards themselves, but also the environment and how the environment is affected by the stewardship that is taking place.

So, a lot of the work that I've been doing more recently asks these four questions. You know, who is participating in environmental stewardship across the United States? Who doesn't participate? And if we can understand if there are systemic barriers to participation. And this is one of the questions that we can ask really by thinking through who is applying to participate, who is showing interest in participating versus who is participating. Are these

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types of activities related to other kinds of environmental and civic participation? Are they associated while people are working as stewards? Do they have lasting effects as we've seen in other research on environmental stewardship and other types of civic participation?

But, also how does the nature of the work in terms of the site type, the skill level, the organizational structure of the activity, and the partners involved relate to the nature of civic participation during but also after? I know many people in the government are really interested in these long-term effects in terms of effects on the individuals but the communities and the partner groups as well.

And finally, and I think that this is a really interesting question in terms of thinking about how does participating in environmental stewardship strengthen the roots of democracy? That was the focus of the book that we wrote but also more recent articles. And connected to that is thinking through

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how environmental stewardship has actual environmental effects in terms of specific ways that we think about environmental bads, but also environmental goods in terms of protecting environmental goods or contributing to environmental bads.

And this comes up a lot when we think about climate change and that's one of the things that I spent a lot of times thinking about with regard to the IPCC work because one of the questions that we have to ask ourselves is how does specific types of environmental stewardship around climate, how does it actually have effects on contributions to climate change in terms of emissions? And one of the big challenges here is that very little research actually tries to measure that. We have the capacity, but we haven't done it yet. And I talk at length in the piece that you see on the left part of your screen about what the challenges are there, but also about opportunities for thinking through that and starting to measure these outcomes in meaningful ways.

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Finally, before we get to the rest of the speakers, I just wanted to share some resources that are available. Many of them are available open source online. I also am happy to share PDFs. So, feel free to get in touch with me if you have questions. And I look forward to the rest of the presentations today. Thank you so much for coming.

MELISSA: Thank you, Doctors King and Pritzker. I'll now be handing this off to Dr. Vasquez-Rivera.

DENAE: Greetings. I am Dr. Denae King from Texas Southern University. And I along with my colleague, Dr. Suzanne Pritzker from the University of Houston will be presenting our findings from our project focused on experiences related to civic engagement following impacts of Hurricane Harvey. Next slide.

So two universities, The University of Houston and Texas Southern University came together to partner with four communities impacted by Hurricane Harvey.

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And we want to point out that where these communities are located on this image is actually where the communities are positioned in the city of Houston.

The communities include Near Northside,

Pleasantville, Westbury, and the Alief community.

These are four very diverse communities consisting of residents who are Hispanic-Latino, African American, White, and even a large immigrant population. Next slide.

So, in 2017, Hurricane Harvey, a category IV storm, hit Houston, Texas. It was considered a once in 1,000 years flood event that left us with 33 trillion gallons of rain, \$125 billion dollars in damage, 154,000 homes flooded, over a 100 people lost their lives during Hurricane Harvey, 75 Houston schools were closed due to damage caused, 175,000 voter registration card deliveries were affected because Hurricane Harvey hit in August and we were preparing for November elections, and unfortunately impacted communities are still working to recover to this day. Next slide.

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So, in 2019, we came together to work on a project focused on how Hurricane Harvey might have impacted the way community members experienced civic engagement. And you can see once again we were working with our four communities: Near Northside, Pleasantville, Westbury, and Alief.

So, this was a community-based participatory research project. We worked with the four communities. Our community partners identify residents who then served as co-researchers. So, there were 8 co-researchers, 2 per community. They worked alongside our university team to really develop a plan focused on conducting focus groups and interviews, and these were done in 5 languages including English, Spanish, Urdu, Chinese Mandarin, and Vietnamese. So, the co-researchers recruited their participants and then they were also trained by our university team to facilitate these interviews and focus groups. So 26 focus groups were conducted along with 14 interviews with key informants. And that led to a total of 190

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participants. The co-researchers worked with us closely to analyze the findings and also to develop recommendations that led to 12 thematic categories that really highlighted the challenges and opportunities as it relates to civic engagement. Next slide.

Next, my colleague Dr. Pritzker will share more findings from the project.

SUZANNE: So, thank you, Dr. King. So now I want to share some things, some findings from our study in the words of the participants themselves as we looked at the lived experience of civic engagement both ultimately as we asked these questions after Hurricane Harvey, we learned a lot about the experience of civic engagement before, during, and after Harvey.

So, building on that, as we engaged in intensive qualitative analysis of our focus group and interview data working with our co-researchers, the findings

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ultimately fell within sort of three big, big buckets of findings. We learned a lot about community member's perceptions of disaster prevention and preparation. And in the words of one of our participants, "We need to be prepared, because this isn't just a one- or two-time thing."

We learned a lot about community members' experiences with disaster response and short-term recovery as they talked about helping people who are affected by the disaster. And then we heard extensive amounts, extensive discussion around long-term disaster recovery. As Denae mentioned, we conducted this research two years after Harvey and residents were sharing with us, as we know some still are today, that Harvey has come and gone and we still have people who are hurting in the aftermath of it.

So I want to start by sharing with you two major themes that emerged around prevention and preparation. First, community members repeatedly talked about how Houston is not prepared for a

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hurricane or storm. They shared with us their feelings that infrastructure is not built to protect the public. They wanted government officials and other entities to stop building, to stop building in already existing flood zones and contributing, as they perceived it, to the problems of the disasters that are taking place and how they're impacted. And they felt deep, deep distrust in politicians for saying things that they were going to do to better protect and prevent disasters but then not following through.

Participants also talked extensively about the needs for detailed emergency planning and their feelings that those didn't exist. They wanted faster more direct ways to be prepared as a community, information for how to prevent disaster or the impacts of disaster, but they also wanted more supports in their community. They wanted places to go and plans ahead of time so not when the disaster hit, but beforehand to know where can I go, where can we go for safety and shelter. They felt like there was

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no planning around people who were disabled and elderly in their communities and wanted someone to come for them and for their neighbors and for there to be plans around this.

And they described also a lack of access to medical supplies and needing access as they were, left their homes, for example, not being able to access needed medical supplies and other things that they need. And wanting to see infrastructure that plans for our emergencies and for our disasters.

Community members spoke extensively around disaster response and short-term recovery in their experiences. So they shared a lot of their emotion, how heartbreaking the whole experience was to see the disaster hit their communities as these quotes that we're sharing are sort of sub-themes that emerged that we saw repeatedly in the data. And participants talked about their houses that flooded, seeing flooded houses, their own and those around them, and how sad that was. They spoke about their anxiety and

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all of the difficult feelings that they were struggling with in the immediate hit and aftermath of Harvey, but also just the challenges around not being able to get food, other resources directly to support them.

But, they also talked extensively about the feelings of support, the ways that participation was spontaneous, people jumped in to help each other. They came by, they said, 'Is there anything we can do?' This sort of uniting support, people coming in ways that many of them just really stood out. That people wanting to come and help and their own desires, even as they had been flooded themselves or impacted themselves, to want to go and help their neighbors, to go help elderly members of their communities.

As this help was happening, though, a theme that kept coming up was around coordination. That while there was a lot of help it didn't always feel coordinated, it often didn't feel coordinated. That they didn't

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know where to go. They had to go one place for food and another place for cleaning supplies and another place, and how do they go and where do they go? And they felt sort of knocked all over the place and unsure, and who was providing this and who was providing that? And that left some residents feeling like there really wasn't support. So, even though there was kind of this help going on, finding it, accessing it felt unsupported.

Also in the sort of response and recovery phase, community members talked about information. They talked about - For some community members they talked about ways they shared information. Those sort of extensive networks of passing information out that took place within their communities. And in some of the communities we partnered with the ways in which the internet was helpful, the ways in which, for example, Facebook groups that formed in the immediate aftermath of Harvey were helpful in sharing information.

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But, at the same time, we heard extensive frustration around needing help and not getting information. So while there was some sharing of information between each other, there was a lot of lack of being able to find information about whether it was resources, support, what's going on? And then particularly that this information was not available in languages other than English. We live in Houston. Houston is an extremely diverse city with people who speak many languages. We conducted our research, as Denae mentioned, in Spanish, in Urdu, in Vietnamese, and Mandarin and finding information in those languages, despite large communities that speak each of those languages, was very difficult.

And then in the aftermath as well people started wanting to apply for the resources they heard were going to be available and then weren't getting information on how to do so and were struggling with why am I not qualifying, why am I not getting these resources that the media, that my neighbors, that others are sharing with me that exist, but I'm not

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able to get that. So real challenges around
information emerged.

This connected I think with discussions around
leaders. Community members talked about really a
range of feeling around leaders. How useful response
is, feeling responsive, to ways in which they didn't
trust politicians at all and their employers as well.

And then finally, we heard a lot about long-term
recovery. Kind of building on the lack of trust
people experienced. These questions about where did
the money go? Money wasn't distributed fairly. We
don't trust what's happening. These feelings of
distrust around resource distribution were long
lasting. Some community members felt that Harvey
connected them, that it was a catalyst for the
community, and getting engaged in ways they never
have before, and yet people also talked about this
sort of feeling of being forgotten, things going back
to normal and sort of the urgency that had existed

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was gone and behind them even as the experiences of Harvey lingered.

And particularly here, several of the neighborhoods that we partnered with experienced repeated flooding. Harvey was not the only disaster that they experienced. And they talked about this sort of feeling of what do we do if there's flooding again? We're sort of abandoned. We're left behind. What do we do when this happens? And this feeling of just please don't flood us, let's not flood again. And then this sort of feeling of we've done this again, we're still suffering and we're still suffering, and it's continuing to go on, no more. How do we stop this? How do we better support our communities? Dr. King?

DENAE: And so, as we think about the importance of these repeated flooding experiences or these extreme weather events, we see that in 2015, the Houston community experienced the Memorial Day Flood, only to have flooding again in 2016, where we experienced the

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Tax Day Flood. Hurricane Harvey hit in 2017. And then in 2019, we experienced Tropical Storm Imelda and it just so happened our program officer was visiting that day and so she got to actually experience the stress and the trauma associated with trying to, one, respond to the flooding and figuring out how to navigate what to do following the flooding in terms of getting to your children and getting to your locations. And so, I think that was an interesting experience for her.

And then most recently in 2021, we experienced I guess our first real cold weather event where we had five to seven days without power and water in the Houston community that was caused by Winter Storm Uri. So these are repeated natural disasters in the Houston community that impacted communities have to continue to try to navigate through. Next slide, please.

So, we just want to kind of point out this quote that represents participant's perspectives across the four

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communities. And this participant said, "When it comes down, I'm standing in the dirt praying. It's all you can do. Lord, don't let this water come in. Jesus, not this time." And so, we just wanted to kind of highlight that this was a finding where all four communities, participants really resonated in terms of them feeling like the repeated natural disasters were happening quite consistently, and it's difficult to recover from those. Next slide.

And so, we worked with our co-researchers to come up with some recommendations based on the project findings. And the first one really relates to meaningful and sustainable disaster preparation with a focus on infrastructure. So really understanding how the city needs to prepare in terms of flood mitigation, flood prevention, and really working with communities to understand where flooding occurs specifically in their locations.

And then intentional planning to meet community member's needs. And so, one of the results of this

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project is that in several of those communities we're actually working on place based disaster plans to make sure that there's a plan in place for residents who live in these communities that experience recurring flooding that they're already aware of and they know how to implement themselves.

And then Dr. Pritzker pointed out this one related to accessible information as it relates to disaster preparedness and recovery. Really knowing where to get information from, who should share that information, and making sure the information is shared in multiple languages. And then the next one is focused on increased coordination across organizations. And those organizations could include community based organization, faith based institutions, it include government organizations, we're really working together to make sure that you're not working in silos and that everybody is clear about what they're working on and where residents can go as it relates to preparation and recovery.

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And then there's one related to the awareness of distrust. Specifically as we think about resource allocation and distribution and making sure that those are done equitably. And then the last one once again points out that we should really consider the community impacts from repeated natural disasters. We presented last week in one of those communities, the Pleasantville community, on the disaster plan for that area, and one of the residents pointed out that the importance of whatever we do with that plan that we include a mental health component because that community had been impacted so many times by natural disasters. And so, really thinking about how do you work with a community that has experienced such trauma.

And so, we thank you for joining our presentation today. And we look forward to sharing more and discussing it with you in the future. Thank you.

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MELISSA: Thank you, Doctors King and Pritzker. I'll now be
handing this off to Dr. Vasquez-Rivera.

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Spanish Translation:

Carlos:

Buenas tardes a todos y todas. Mi nombre es el Dr. Carlos Vázquez Rivera. Yo soy el investigador principal del proyecto INARO.

Primero que nada, quiero agradecer a todas las personas de la comunidad que participaron de esta investigación-acción participativa, al equipo de investigación comunitario, y definitivamente quiero agradecer a Mary y a Andrea, a Melissa que han hecho posible, que han tenido toda la intención y todo el interés y todo el apoyo para poder hacer realidad este proyecto, y llevarlo a su conclusión [¿?].

La tarde de hoy lo que estaremos presentando, precisamente, es los resultados de esta investigación-acción participativa que se ha llevado a cabo en la comunidad de Montones. Queda en Las Piedras. Es una zona rural en Puerto Rico. Y donde hemos estado trabajando el proyecto por aproximadamente tres años y medio.

English Translation:

Carlos:

Good afternoon, everyone. My name is Dr. Carlos Vázquez Rivera. I am the main researcher for the INARO project.

First of all, I want to thank all the people in the community that participated in this participative investigation-action, to the community research team, and definitely I want to thank Mary and Andrea, Melissa who have it made possible, who have had all the intention and all the interest and all the support to be able to make a reality of this project, and take it to its conclusion [¿?]

This afternoon what we are going to present, precisely, is the results of this participative research-action that has been carried out in the Montones community. It's in Las Piedras. It's a rural zone in Puerto Rico. And it is where we have been working with the project for approximately three and a half years.

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Spanish Translation:

Y lo que van a presenciar, de lo que vamos a estar hablando en este espacio de tiempo va a ser principalmente el plan de acción comunitario que hemos estado desarrollando para lidiar con situaciones de desastre socio-naturales.

La siguiente.

Esto es lo que venía aquí, es una vista parcial de Montones. El lema que ven ahí, es un lema que fue escogido por la comunidad. Se llama... o sea se lee como sigue 'Montones de voluntades, transforman realidades'.

Y ahí pueden ver parte del equipo que nos ha..., del equipo de investigación comunitario con el que hemos estado trabajando desde el día 1 de este proyecto, como mencioné, aproximadamente hace tres años y medio.

English Translation:

And what you will witness, what we are going to talk about during this period of time will be primarily the plan of community action that we have been developing to deal with situations of socio-natural disasters.

Next.

This is what is showing here, a partial view of Montones. The motto that you see here, is the motto that was chosen by the community. It's called... that is to say it reads as follows 'Lots of will transforms realities' (in Spanish rhymes).

And there you can see part of the team that has been supporting us, the community research team that we have been working with from the day one of this project, as I mentioned, approximately three and a half years ago.

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Spanish Translation:

Luz Sánchez Díaz que es una líder comunitaria, lo mismo que Alicia Montañez Cruz, y Jennifer Abreu Santana son las tres líderes que han estado consecuente, constantemente con nosotros.

La Dra. Grekchy Meléndez Hernández que ha sido la coordinadora de este proyecto. Nilda Cuadra de Jesús es una de varias estudiantes que hemos tenido a través del tiempo apoyando el proyecto. Y Jacquelinee Rojas Livia que es la que me acompaña aquí, que ha estado de voluntaria básicamente por la misma cantidad de tiempo. Ella es psicóloga social comunitaria y decidió unirse a estos esfuerzos como mencioné, en forma voluntaria.

La siguiente.

Así que lo que primero de lo queremos es hablarle un poco sobre los que es la IAP, que no es otra cosa que integrar, ir integrando la investigación, la acción y la participación.

English Translation:

Luz Sánchez Díaz is one of the community leaders, the same for Alicia Montañez Cruz, and Jennifer Santana, they are the three leaders that have been consequent, constantly with us.

Dr. Grekchy Meléndez Hernández, that has been the coordinator of this project. Nilda Cuadra de Jesús is one of several students that we have had across time supporting the project. And Jacquelinee Rojas Livia who is with us here, has been a volunteer basically for the same amount of time. She is a social community psychologist, and decided to join us in these efforts, as I mentioned, as a volunteer.

Next.

So, what we want to talk first is about a bit of what the IAP is, nothing but integrating investigation, action and participation.

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Spanish Translation:

¿Cómo hemos logrado esto?
Principalmente lo hemos logrado estableciendo unas preguntas que han sido validadas por la comunidad. Y son las que vienen a continuación.

Las dos preguntas que hemos estado fundamentalmente trabajando desde el día 1 son esas que están ahí.

¿Cuáles son las características comunitarias que inhiben o promueven el compromiso y la participación comunitaria?

Y, ¿cómo es la vinculación, o ha sido la vinculación comunitaria después de una experiencia de desastre socio-natural que empezó, por supuesto con... este proyecto empezó con el huracán María, atendándose a esa situación de desastre socio-natural del huracán María, que fue en el 2017.

Y luego, tuvimos que enfrentar en el 2020, enero del 2020 unos terremotos que afectaron el sur de la isla. Y por supuesto como todas y todos sabemos, todavía estamos enfrentando la pandemia del COVID 19.

English Translation:

How have we achieved this?
Mainly, we have achieved it establishing some questions that have been validated by the community. And they are as follows.

The two questions that we have been basically working with from day one, are these:

Which are the community characteristics that inhibit or promote community engagement and participation?

And, how is the connection, or what has been the community connection after an experience of socio-natural disaster that started, of course with... this project started with the Hurricane María, assisting with this situation of socio-natural disaster of Hurricane María, that was in 2017.

And after, we had to deal in 2020, January 2020, some earthquakes that impacted the south of the island. And of course, as all know, still we are dealing with the COVID 19 pandemic.

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Community Participation, and National Service

Spanish Translation:

Siguiente.

Para nosotros la IAP es un método de investigación que nos parece el más pertinente, uno de los más importantes, uno de los que contribuyen con más fuerza al desarrollo, precisamente, de este nuevo conocimiento, a la comprensión del trabajo que hacemos en las comunidades, y definitivamente a resolver problemas, resolver situaciones, resolver dilemas que se presentan en las comunidades.

Como parte del ejercicio y del equipo de investigación comunitaria en el 2019 estrenamos nuestra propia definición de lo que es, o fue, o lo que vamos entendiendo, lo que es la investigación-acción participativa.

English Translation:

Next.

For us IAP is a method of research that appears to be the most relevant, one of the most important, one of the ones that contributes with the most strength to the development, precisely, of this new knowledge, to the understanding of the work that we do in the communities, and definitively for resolving problems, resolving situations, resolving dilemmas that the communities are faced with.

As part of my practice and of the community research team in 2019 we used for the first time our own definition of what is, or was, or what our understanding is, about the participative research-action.

ICF Transcription
Civic Engagement and Climate Change Mitigation:
Exploring Opportunities at the Intersection of Research,
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Spanish Translation:

Y la definimos de esta forma:
es un método dirigido a
horizontalizar la investigación
refortaleciendo a las personas
involucradas para generar un
cambio sobre lo que se
investiga. Eso es lo que hemos
ido entendiendo hasta el día de
hoy como investigación-acción
participativa.

La siguiente.

Esos tres elementos que tiene
la IAP, la investigación-acción
participativa, precisamente,
son el elemento de
investigación, el elemento de
acción, y el elemento de
participación.

La constitución propia del
equipo de investigación
comunitaria fue un proceso
participativo, un proceso
democrático donde en una
asamblea comunitaria se
seleccionaron las tres personas
que mencioné al principio, Luz,
Jennifer y Alicia, y otros que
ya no están con nosotros, se
seleccionaron democráticamente.

English Translation:

And we define it in this
manner: it's a method to
horizontalize the research,
re-straightening who is
involved in order to generate
a change on what is being
investigated. That is what we
have been understanding until
today, as participative
research-action.

Next.

Those three elements that the
IAP has investigation-action-
participation, precisely, are
the element of research, the
element of action, and the
element of participation.

The constitution itself of the
community research team was a
participative process, a
democratic process where in
community assembly three
persons were selected, as I
mentioned at the beginning,
Luz, Jennifer and Alicia, and
others that are not with us
anymore. They were selected
democratically.

ICF Transcription
Civic Engagement and Climate Change Mitigation:
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Spanish Translation:

Así que ya desde el inicio mismo de la constitución del equipo de investigación comunitaria hemos puesto en funcionamiento lo que es la IAP.

Por supuesto, que diseñamos en ese proceso, dando un salto en todo el proceso histórico que llevamos de los tres años y medio que mencioné.

Se han desarrollado encuestas, se han desarrollado entrevistas, se han desarrollado grupos focales, en donde desde el diseño hasta la implementación y el análisis propiamente dicho han participado todos los que componen este equipo de investigación comunitaria.

English Translation:

So, from the same beginning of the constitution of the community research team, we have put into operation the IAP.

Of course, we designed it within that process, jump starting all the historic process that we had during the three years and a half that I mentioned.

Surveys were developed, interviews were developed, focus groups were developed, from the design up to the implementation, and in the actual analysis where all who constituted this community research team participated.

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Spanish Translation:

Así que no solo ellas y ellos han participado en el proceso del diseño, sino que también han ido y han hecho encuestas, han participado siendo las co-facilitadoras de los grupos focales y han desarrollado ellas mismas entrevistas, incluyendo el análisis una vez que hemos obtenido estos datos. Pues por supuesto, han sido analizados por todos y todas en el equipo, participando del proceso de codificación, participando del proceso de categorización.

Tan es así, que hoy, que no se ha podido concretar la participación de una de las líderes comunitarias por problemas técnicos. Ciertamente, hemos presentado en diversos foros comunitarios, universitarios, gubernamentales los resultados que van a ver en parte de esta investigación.

Lo que queremos decir con la IAP es precisamente que integra, integra esos tres elementos, los integra desde el principio hasta el final del proceso de esta investigación.

English Translation:

So, not only have they participated in the design process, also they have done interviews, they have participated by being the facilitators in the focus groups and they have developed interviews themselves, including the analysis, once the data was obtained. So, of course, the data has been analyzed by everyone on the team, participating in the codification process, and participating in the categorization process.

But today, it has been not possible to secure the participation of one of the community leaders due to technical issues. However, we have presented in diverse communities, universities, and government forums, the results that you are going to see as part of this investigation.

What we want to say with IAP is precisely that, it integrates, integrates those three elements, it integrates them from the beginning up to the end of the investigation process.

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Spanish Translation:

Los resultados, ¿qué es lo que conocemos hasta ahora?

Siguiente.

Justamente, esta es la parte de la que va a hablar un poco la líder comunitaria. Ciertamente han participado más de 200 personas. Eso quiero enfatizarlo, además del equipo de investigación comunitaria, han participado más de 200 personas a través de las entrevistas, de los grupos focales.

Las encuestas para el desarrollo de todo lo que estamos presentándoles aquí a ustedes. Eso es super importante, de nuevo integrando esos tres elementos.

¿Qué hemos aprendido en el proceso?

English Translation:

The results, what do we know so far?

Next.

Precisely, this is what the community leader is going to talk about. Certainly, more than 200 people have participated. That, I want to emphasize, besides the community research team, more than 200 people have participated across the interviews and focus groups.

The surveys resulted in the development of everything we are presenting today here to you. That is super important, again integrating those three elements.

What have we learned in the process?

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Spanish Translation:

Que, para esta particular zona geográfica rural, que se llama Montones, la noción misma de comunidad adquiere unas características especiales que hay saber, y que debimos haber aprendido, y aprendimos en el proceso a través de la investigación-acción participativa.

¿Cuáles son, han sido esos ingredientes clave en el proceso? Que, las comunidades están integradas por un grupo de personas, que la participación definitivamente es parte del proceso, que compartir es una actividad clave para que se siga fortaleciendo o refortaleciendo la comunidad. Que, la diversidad siempre va a estar presente. Que es un lugar, por supuesto, un territorio, ya vieron las fotos de un solo fragmento de esa zona, una zona hermosa, que es montañosa.

English Translation:

That, for this particular rural geographic area that is called Montones, the same notion of community acquires special characteristics that we had to know, that we had to have learned, and we learned this using the process through the participative investigation-action.

Which have been those key ingredients in the process? That, communities are integrated by a group of people, that the participation definitely is part of the process, that sharing is a key activity so that the community can keep straightening or re-straightening, That, diversity is always going to be present. That it is a place, of course, a territory - you have seen the pictures of only a fragment of the area, a beautiful area, that is, a mountainous area.

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Spanish Translation:

El sentido de pertenencia juega un papel importantísimo en el desarrollo de lo que es esa idea, o esa noción de comunidad. Y un poderoso sentido de unión que tienen ellos como seres humanos, y como vecinos, y como ciudadanos que comparten en esa zona.

Otros elementos que están ahí, pues por supuesto es ese... donde la gente misma se conoce, donde ocurren las comunicaciones cotidianas, donde se ve el interés por esos vecinos y vecinas, donde se hacen familia, se ayudan unos a otros, y donde es una forma de ver el mundo, que, en la visión de ellos, ahora mismo, esa visión de comunidad está bajo amenaza.

La amenaza principalmente de un pensamiento individualista, o un 'sálvese quien pueda', o un 'cada cual atiende sus propios problemas', y obviamente, ellos quieren también proteger, e ir reconstruyendo el proceso.

English Translation:

The sense of belonging plays a very important role in the development of what it is the idea, that notion of community. And a powerful sense of union that they have as human beings, as neighbors, and as citizens that share that region.

Other elements that are there, of course... where the people themselves know each other, where the everyday communications occur, where you can see the interest for those neighbors, where families are made, they help each other, and where it is a way of seeing the world, and that, in their vision, just now, that vision is under threat.

The threat is mainly of an individualist thinking, of a 'everyone for him/herself', or a 'everybody deal with their own problems', and obviously, they want also to protect, and re-straighten the process.

ICF Transcription
Civic Engagement and Climate Change Mitigation:
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Spanish Translation:

Como les mencioné, nosotros tuvimos unas preguntas de investigación. Sin embargo, las necesidades reales y cotidianas de las mismas personas nos llevaron a exceder esos objetivos como proyecto.

Y solo por mencionar algunas de las actividades que se llevaron a cabo porque vimos la necesidad de, claramente, durante nuestra estadía con la comunidad, es que se llevaron a cabo ferias comunitarias donde se trajeron organizaciones de base comunitaria, gubernamentales, que ofrecieran todo tipo de servicios para la comunidad.

Hubo al menos dos reparticiones de alimentos para toda la comunidad. Porque se organizaron con distintos [¿?], agencias de gobierno, comunidades, perdón, organizaciones, iglesias.

English Translation:

Like I mentioned, we had some research questions. However, the actual everyday needs of the same people led us to exceed those goals as a project.

Just to mention some of the activities that were carried out because we saw the need for them, clearly, during our stay with the community, is that we carried out community fairs where we brought community based, government organizations that offered all kind of services for the community.

There were two deliveries of food for the whole community. These were organized with different [¿?], government agencies, communities, sorry, organizations, and churches.

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Spanish Translation:

Hubo un proceso de vacunación, no solamente del COVID, sino de otras condiciones que también eran un requisito en la comunidad. Y se hizo todo un proceso muy participativo de cartografía social donde cada gente venía de cada sector y dibujaba su sector y nos ayudaba a identificar dónde estaban las casas, dónde estaban las personas que tenían problemas de movilidad, las personas encamadas, las personas que necesitaban más recursos para en que una situación como esta, de desastre socio-natural puedan entonces ser atendidas con prioridad.

Siguiente.

Aquí les dejo un poco a Jacquelinee para que comparta lo que hemos ido aprendiendo también como el proceso donde con el proceso de todas esas técnicas de investigación en la parte de participación.

Jacquelinee.

English Translation:

There was an immunization process, not only for COVID, but also for other conditions that were requirements in the community. And we did a whole process with high participation, of social cartography where each one came from each sector and drew their sector and they helped us to identify where the houses were, where the people with mobility problems were, the bedridden people, the people who needed more resources so that in a situation like this, of socio-natural disaster, were able to be taken care of with priority.

Next.

Here I leave you with Jacquelinee, to share what we have been learning about the process of all these research techniques in the participation part.

Jacquelinee.

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Spanish Translation:

Jacquelinee:

Muy buenas tardes. Sí voy a presentar esta segunda parte o segunda noción que fuimos explorando durante la investigación y es justamente la participación.

Fue muy valioso reconocer cómo la participación va teniendo diferentes formas y diferentes miradas. Particularmente, en la comunidad de Montones se fue identificando que la participación se puede definir o es un acto de voluntad que nos lleva justamente a sentirnos parte de algo, y cuidarnos entre sí.

También se tiene en cuenta que esta tiene diferentes o múltiples formas o niveles de participación. Es decir, que nos permite ver que hay diversos rostros de participación. Es decir, puede ser que alguien participe solo preparando el café. O alguien participe preparando los letreros o alguien participe haciendo la comida o la merienda. O sea, es decir, hay muchos rostros dentro las formas de participar.

English Translation:

Jacquelinee:

Good afternoon. Yes, I am going to present this second part of the notion that we were exploring during the investigation, and that is precisely the participation.

It was very valuable to recognize how the participation took different forms and different looks. Particularly, in the Montones community, we were identifying that participation can be defined as an act of will that takes us precisely to feel part of something, and take care of each other.

Also, we took into account that there are different and multiple forms or levels of participation. In other words, it allowed us to see that there are diverse faces of participation. So, it can be someone that participates only in preparing coffee. Or someone that participates preparing banners or someone that participates preparing food or snacks. So, there are many facets within the ways of participating.

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Spanish Translation:

Y por supuesto también, la comunidad en este sentido, para Montones, participar significa juntarse y socializar entre ellos. Son componentes entonces que nos van dando cuenta de cómo podemos promover la participación en esta comunidad específicamente.

Pero, ¿Qué requiere la participación? Para el grupo en Montones participar requiere que nos desconectemos de la tecnología, específicamente de los celulares, del teléfono celular.

Pero, también necesitamos que las personas prioricen la comunidad, partiendo, como dice Carlos, de repente dejar un poco el asunto de la individualidad y más bien reconocernos que somos parte de un espacio, que somos parte y formamos parte con las otras personas, y por lo tanto pues tener claro nuestro sentido de comunidad.

English Translation:

And of course, also, the community in this sense, for Montones, participating means getting together and socializing amongst themselves. They are components then that give an account of how we can promote the participation in this community, specifically.

But, what does the participation require? For the Montones group to participate requires that we disconnect from the technology, specifically the cell phones.

But, also, we need the people to prioritize the community, from, like Carlos says, perhaps leaving a bit the individuality issue, and instead recognizing that we are part of the space, that we are a part with the other people, and therefore, to be clear of our sense of community.

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Spanish Translation:

También, requiere que se puede reconocer las necesidades. Reconocer las necesidades no solo de cada persona, sino también las necesidades de sus vecinos. Poder reconocer qué le falta, cuáles son sus condiciones de vida, y entre ellos poder ejercer lazos de ayuda.

¿Cómo ven las personas que alguien participa?

La comunidad de Montones, pues, las personas nos dicen que alguien demuestra que está participando cuando asiste a las actividades, cuando tiene iniciativa por hacer algunas cosas, cuando cumple alguna función, ya sea, de repente de llevar algún documento al municipio o a las instancias del gobierno.

O, de repente, incluso de la función de cuidar el espacio donde nos vamos a reunir, que es el centro comunitario, entre otras funciones. Y también buscar soluciones. Es decir, no solamente identificar las necesidades, sino ver de qué manera estas se pueden atender.

English Translation:

Also, it requires that the needs be recognized. To recognize the needs not only of each person, but also the needs of their neighbors. To be able to recognize what is missing, which are their life conditions, and to establish bonds of help for each other.

How do the people see when someone participates?

In the Montones community, the people tell us that someone shows as participating when they attend activities, when they have initiative to do some things, when they carry out a role, perhaps by taking a document to the municipality or government agencies.

Or, perhaps, even taking care of the space where we are going to meet, the community center, among other activities. In other words, not only to identify the needs, but also to see how we can care for them.

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Spanish Translation:

¿Y qué nos permite la participación? Para el grupo de Montones, y para nosotros, pues, fuimos reconociendo que la participación nos permite lograr cambios, cambios sociales, y por supuesto, también nos permite hacernos familia. Poder reconocernos como un grupo y no reconocernos solo como individuos.

En esencia, pues esta forma de comprender la participación nos dio cuenta también de revalorar la participación en todas sus dimensiones, tanto en dimensiones personales, dimensiones sociales, pero, también la dimensión política.

Es un poco ampliar nuestra noción de ser y hacer, reconociéndonos como sujetos que se van construyendo en un proceso de acción, propiamente. Entonces, a la vez que participamos vamos generando ciertas subjetividades que nos van a permitir, también, acompañarnos o seguir estimulando esa compañía, entre todos con el apoyo mutuo.

English Translation:

And what allows us participate? For the Montones group, and for us, we were recognizing that participation allows us to achieve changes, social changes, and of course, also allows us to become family. Being able to recognize ourselves as a group and not only recognize ourselves as individuals.

In essence, this way of understanding participation gave us the ability also to reevaluate the participation in all its dimensions, both personal dimensions and social dimensions, but also the political dimension.

It's like widening our notion of being and doing, recognizing ourselves as subjects that are re-building themselves in the process of the action itself. So, at the same time that we participate, we generate certain subjectivities that are going to allow us, also, to accompany ourselves or to keep stimulating that company, between everybody with mutual support.

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Spanish Translation:

¿Qué la promueve o la limita?
Eso era alguna de las preguntas
que también se planteaba, y en
la comunidad se iba
respondiendo un poco.

¿Qué promueve la participación?
Pues, entre las cosas que nos
van indicando qué es lo que la
promueve es que existan
espacios para socializar. Es
decir, espacios que puedan dar
cuenta de actividades
deportivas, actividades
lúdicas, es decir, con juegos.
También, festejos, celebrar
cumpleaños, o fechas
importantes. También algunas
actividades que se hacen por
sector cuando se logran ciertas
cosas. Estos espacios para
socializar de alguna forma
promueven que la gente se
involucre más en estos procesos
participativos.

English Translation:

What promotes or limits this?
That was one question that was
also posed, and in the
community, it was somehow
responded to.

What promotes participation?
Among the things indicated is
that what promotes
participation is that there
are spaces to socialize. That
is to say, spaces that can
allow sport and ludic
activities. Also,
celebrations, to celebrate
birthdays, or important dates.
Also, some activities that are
implemented by sector when
certain things are achieved.
These spaces to socialize,
somehow, promote people to get
involved more in the
participative processes.

ICF Transcription
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Spanish Translation:

Pero, también otro elemento, muy importante a rescatar, es la confianza entre las personas. Es decir, que para participar yo necesito confiar. Y ciertamente, hemos encontrado que hay muchos elementos de confianza que se van dando en la comunidad, pero, la confianza es muy pobre, cuando se trata de la relación de confianza con las instancias del gobierno. Algo que tenemos que invitar a sentar bases para la confianza, para promover la participación.

Otro elemento que promueve la participación es el conocimiento de las necesidades comunitarias. Es decir, que las personas reconozcan, como decíamos en la definición de participación, que una persona reconozca cuáles son las necesidades de la comunidad, eso también lo motiva a poder involucrarse en este proceso, necesita que se le informe a través de diferentes medios de comunicación.

English Translation:

But, also another element, very important to reclaim, is the trust among people. That is to say that to participate, I need to trust. And certainly, we have found that there are many elements of trust that are gradually growing in the community, but the trust is very poor when it is about the relation with the government agencies. This is something that we have to set a base for trust, to promote participation.

Another element that promotes participation is the knowledge of the community needs. That is to say, that the people recognize, like we said in the definition of participation, that a person recognizes which are the needs of the community, that also motivates him/her to be involved in this process, he/she needs to be informed through the different means of communication.

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Spanish Translation:

Definitivamente, otro elemento son las visitas domiciliarias, es decir, necesitan volver a esos encuentros, de visitar al vecino, o visitar a alguien que se encuentre enfermo, o por diferentes motivos.

Y por supuesto, también se requiere que entre las personas se motiven, se animen, se inviten a participar de todos estos espacios, y todas estas actividades.

Y por supuesto, también se requiere refortalecer el sentido de pertenencia. El sentir que es un territorio que merece ser cuidado, que merece ser protegido y merece ser compartidos por todos de una manera colectiva.

English Translation:

Definitely, another element was the home visits, in other words, they need to go back to those encounters, to visiting neighbors, or visiting someone that is sick, or for other reasons.

And of course, also it is required that they motivate, they encourage and invite each other to participate in all those spaces, and all those activities.

And of course, also it is required to re-strengthen the sense of belonging. The sense that this is a land that deserves to be taken care of, that deserves to be protected, and deserves to be shared by everybody in a collective manner.

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Spanish Translation:

A la vez también se pudo identificar algunos aspectos que limitan más bien la participación. Entre esos elementos que limitan podemos identificar uno, la falta de transporte público. La zona no cuenta con transporte público que pueda facilitar justamente el hacer estas visitas, o poder dirigirse a los centros comunitarios.

Punto número dos es la falta de comunicación social. Es decir, hay algunas barreras de comunicación en el sentido por el uso excesivo del Facebook, específicamente algunos daban cuenta, o algunas otras redes a través del teléfono celular, pues que de alguna manera limitaban o acortaban la comunicación entre los vecinos.

Número tres, es las barreras intergeneracionales.

English Translation:

At the same time, also, there were identified some aspects that limit participation. Among those elements, we identified one, the lack of public transportation. The area does not have public transportation that could facilitate those visits, or to be able to go to the community centers.

Point number two, it's the lack of social communication. That is to say, there are some barriers of communication, in the sense that the excessive use of Facebook, specifically, some gave account of, or some other media through cell phones that limited or shortened the communication among neighbors.

Number three is the intergenerational barriers.

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Spanish Translation:

¿Qué quiere decir? Que hay unas diferencias entre los niños y los ancianos, por ejemplo, en la comunidad. Y las diferentes experiencias que tiene cada generación también se puede convertir en una barrera para que estos dos grupos se integren. Y puedan también compartir sus saberes, compartir sus experiencias y compartir también los conocimientos que van generando a partir de estos. Eso también se necesita atender porque puede... limita la participación de la comunidad.

Otro elemento, el cuarto, es el exceso de uso de teléfono y tecnologías que está relacionado con la falta de comunicación.

English Translation:

What does this mean? That there are differences between children and the elderly, for example, in the community. And the different experiences that each generation has, also, can become a barrier for those groups being able to integrate. And being able, also, to share their knowledge, share their experiences, and share, also, the knowledge that is being generated from those. That also needs attention because it can... limit the participation in the community.

Another element, the fourth, is the excess use of the telephone and technologies, that is related to the lack of communication.

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Spanish Translation:

Y el quinto, es las competencias entre vecinos. Es decir, hay una competencia constante entre quién tiene más o tiene la casa más grande, o la tiene más arreglada, o si tiene el carro último modelo. Entonces, esa visión de competencia entre los vecinos también es un elemento que limita la participación de la comunidad.

Y por supuesto, el último elemento es el individualismo. Es decir, es partir, como ya algo que ha mencionado Carlos, partir de la idea de que solo se trata de un asunto personal, que esto es algo que debo resolver yo solo, que en esto yo estoy solo. Necesitamos romper un poco con esa idea. Y más bien ver nuestro lado, cómo comprendernos como seres en relación, seres colectivos que se van dando y desarrollando justamente en procesos de socialización.

Vamos a continuar con la siguiente lámina. Creo que la continúa Carlos. Carlos no se te escucha.

English Translation:

And the fifth, is the competition among neighbors. That is to say, there is constant competition among who has more or has the biggest house, or has the best appointed one, or has the latest model car. So, that vision of competition among neighbors also is an element that limits the participation in the community.

And of course, the last element is the individualism. That is to say, it starts, like Carlos already mentioned, with the idea that only this is about a personal issue, that this is something that I have to solve by myself, that I am in this by myself. We need to break that idea down a bit. And instead to being able to see just our side, how to understand each other as beings in relationships, collective beings that develop precisely in the process of socialization.

We are going to continue with the next image. I believe that Carlos will continue. Carlos, we cannot hear you.

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Spanish Translation:

Carlos:

Estaba en mute.

Quiero enfatizar algo que ha mencionado Jacqui, que precisamente, en el caso de este proyecto, se inició bajo la perspectiva de la psicología social comunitaria. Que para nosotros es precisamente una forma de hacer psicología porque una de sus características es el respeto de los saberes de todas las personas que están involucradas, entiéndase, de la comunidad, los estudiantes. Y por supuesto, quienes componemos la parte universitaria.

En ese sentido, también partimos de una perspectiva social, que quiere decir precisamente eso, que comprendemos ya no... comprendemos que no trabajamos con individuos, sino que trabajamos con personas.

English Translation:

Carlos:

I was on mute.

I want to emphasize something that Jacqui mentioned, that in the case of this project, it was initiated under the perspective of the social community psychology. That for us is specifically a way of doing psychology where one the characteristics is the respect for the knowledge of all the people that are involved, meaning, of the community and the students. And of course, those of us that are part of the university.

In that sense, also, we share a social perspective, that means precisely that we understand that we no longer work with individuals, we work with people.

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Spanish Translation:

Y las personas son un conjunto de redes de relaciones que nos van conformando desde que nacemos. En ese sentido, vemos que es un espacio comunitario, porque ese espacio comunitario es donde confluye todos los otros niveles de los que habla la psicología social comunitaria, que además del personal, el grupal, el mismo comunitario, está lo organizacional y el institucional.

Ciertamente, eso nos hace partir de una idea de la psicología en otro nivel. El otro concepto con el que nosotros trabajamos mucho fue el... un concepto que hemos desarrollado aquí en Puerto Rico hace varios años, que se llama 'refortalecimiento'.

Es un concepto que comenzó precisamente con un debate relacionado con el modelo de empoderamiento o *empowerment* pero, también en un debate of el modelo de prevención.

English Translation:

And people are an ensemble of nets of relationships that gradually shape us since birth. In that sense, we see that it's a community space, because that community space is where converges all the other levels which the community social psychology talks about, that besides the personal, group and community levels, there are organizational and institutional levels.

Certainly, that leads us to have an idea of the psychology at another level. The other concept that we work with is much more than this... a concept that we developed here in Puerto Rico several years ago, that is called 're-straightening'.

It is a concept that began precisely with a debate related to the model of empowerment, but, also in a debate on the model of prevention.

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Spanish Translation:

En el caso del refortalecimiento, podríamos resumirlo diciendo que eso es una estrategia de transformación que busca precisamente transformar nuestras debilidades en fortalezas.

Pero, además que debemos enfocarnos principalmente en las fortalezas de esas personas, y las comunidades. Y para precisamente tratar de encarrillar este proyecto en esa dirección desarrollamos tres palabras.

O sea, trabajamos a la luz de tres palabras, que debíamos evitar en todo momento en el desarrollo de esta investigación-acción participativa. Esas palabras son, el paternalismo, el clientelismo, y el asistencialismo.

English Translation:

In the case of re-straightening, we could summarize it by saying that is a strategy of transformation that looks to precisely transform our weaknesses into strengths.

But also, that we have to focus mainly on the people and the communities. And precisely trying to orient this project in that direction, we developed three words.

That is to say, we work in the light of three words, that we had to avoid at all times during the development of this participative investigation-action. These words are paternalism, clientelism, and assistentialism.

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Spanish Translation:

El paternalismo es esa forma en la que nosotros nos vemos a las demás personas, como si fueran niños o niñas, desamparados, y actuamos en ese sentido, como si fuéramos sus padres, como si las otras personas fueran ignorantes en ese sentido, que no tuvieran los recursos para atender sus propios asuntos.

En el caso del asistencialismo, es tratar a las personas como si fueran criaturas incapaces también de resolver sus problemas, y tendemos a llevar a las personas de la mano sin soltarlas nunca para que puedan poder poner en práctica todo lo que sí saben. Porque usualmente se nublan detrás de aquellos que no saben.

Y el clientelismo, pues, usualmente es ver a las personas como si fueran eso mismo, clientes, por lo tanto, es como si uno vendiera un producto, como si uno vendiera un servicio, y que ahí primaría una actitud de mercancía en la relación que se establece con las otras personas.

English Translation:

Paternalism is a way in what we see the other people, like they were children, defenseless, and we act in that sense, like we were their parents, as if the other people were ignorant in that sense, that they do not have the resources to attend to their own problems.

In the case of assistentialism, it is to treat the people like they were incapable of resolving their own problems, and we tend to take those people by their hands without ever leaving them so that they can exercise everything that they do know. Because usually these get clouded over, behind those that do not know.

And clientelism usually is to see the people like they were that, clients, therefore, it is like we are selling a product, like we are selling a service, and from there prevails an attitude of merchandising in the relationship that we establish with others.

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Spanish Translation:

En ese sentido, el plan de acción comunitario que es la meta última de este proyecto que hemos logrado hacer, y estamos a punto de completarlo. Pues definitivamente, con la participación de esas más de 200 personas con las que trabajamos, y del equipo de investigación, que ya había mencionado, hemos construido este documento. Esto es un documento vivo.

Un documento que se ha ido reorganizando según las experiencias y los saberes que hemos ido ganando a través de la misma información que hemos obtenido a través de esas técnicas que ya describí. Pero también en conversaciones y diálogos según hemos ido presentando esto en distintos foros. La gente se nos ha acercado, y nos ha compartido también parte de sus saberes.

English Translation:

In that sense, the plan of community action is the last goal of this project that we have completed, and we are almost done. So, definitely, with the participation of more than 200 people that we worked with, and of the research team that I already mentioned, we have built this document. This is a living document.

A document that has been reorganized according the experiences and knowledge that we have gradually acquired, through the same information that we have obtained through the techniques that I already described. But also, in conversations and dialogs as we have been presenting this in different forums. People came to us, and they have shared with us part of their knowledge also.

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Spanish Translation:

Esto es un documento que considera, por supuesto, el pasado, el presente y el futuro, la historia que tiene la comunidad, la situación actual que están viviendo, y cómo la vamos a poder encarar más adelante.

Aquí en este mismo documento podemos ver de nuevo esas articulaciones entre comunidad, participación e investigación. Y como producto, que no lo van a poder ver aquí hoy, pero, ciertamente es un producto que vamos a poder devolver a la comunidad para que lo puedan utilizar, precisamente para lidiar con situaciones como las que ya hemos mencionado, de desastres socio-naturales como son los huracanes, como han sido los terremotos, y como sigue siendo la pandemia de COVID 19.

English Translation:

This is a document that considers, of course, the past, the present and the future, the history that the community has, the current situation that they are living in, and how we are going to be able to deal with it in the future.

Here, in this same document, we can see again these articulations between community, participation and investigation. And as a product that you are going to be able to see here today, but also it's a product that we are going to be able to give back to the community so that they can use it, precisely to deal with situations like the ones we already mentioned, of social-natural disasters like hurricanes, like earthquakes, and, as still is, the COVID 19 pandemics.

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Spanish Translation:

Ciertamente, nosotros pensamos que el nivel de desastre, por eso lo llamamos socio-natural, porque no es un desastre natural nada más, sino que la contribución del ser humano ha sido clave, precisamente, esto ya lo sabemos a través del cambio climático, en los efectos devastadores de la relación que tiene el ser humano con la naturaleza.

Si seguimos con esa actitud, de un antropocentrismo, pensando que el ser humano es el único centro de lo que ocurre en este planeta. Pues definitivamente nos hemos abocado a degradar cada vez más el ambiente, y esta falta de respeto a la naturaleza, sabiendo que nosotros somos parte integral de ella.

No somos más ni somos menos, somos una parte. En ese sentido, el plan, como van a poder ver tiene una serie de componentes que hemos ido estructurando a base de los resultados de la investigación.

La próxima.

English Translation:

Certainly, we think that the level of disaster - recall that we called it socio-natural, because it is not a natural disaster only, but that the contribution of human beings has been key, precisely, this we already know through the climate change, in the devastating effects of the relationship that human beings have with nature.

If we keep having this attitude, of anthropocentrism, thinking that the human being is the only center of what occurs on this planet, then definitely we have dedicated ourselves to increasingly degrading the environment, and showing the lack of respect for nature, knowing that we are an integral part of it.

We are part of this, no more nor less. In that sense, the plan, as you are going to see, has a series of components that we have structured based on the results of the investigation.

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Spanish Translation:

El plan de acción comunitario, nuestros primeros pasos, estuvieron de la mano de movilización, la organización, la comunicación y las acciones que son requeridas para que el plan vaya teniendo forma.

Por supuesto, en las cosas que hemos identificado a través de todas las técnicas que mencioné, ha sido la necesidad de reclutar más líderes puesto que las líderes que están no son suficientes para atender todo el escenario comunitario en donde están.

Esa ha sido una de las características que hemos ido trabajando en el reclutamiento de nuevos, y nuevas líderes. Aplicar lo que sabemos, sobre lo que limita y promueve la participación que acabó de describir Jacquelinee hace un ratito. Ponerlo en práctica ya que sabemos estas cosas, pues ya sabemos dónde tenemos que enfocar unas cosas y dónde debemos trabajar para superar eso que hace que la gente no pueda participar.

English Translation:

The plan of community action, our first steps, went hand in hand with the mobilization, the organization, the communication and the actions that are required for the plan to take shape.

Of course, within the things that we have identified through all these techniques that I mentioned, has been the need of enlist more leaders since the leaders that we have are not sufficient to attend to all the community scenarios where they are.

That has been one of the characteristics that we have been working on, the recruiting of new leaders. To apply what we know, about what limits and promotes the participation that Jacquelinee just described not long ago. To apply it, since we already know these things, we already know where we have to focus and where we have to work to overcome problems so that it increases participation.

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Spanish Translation:

Concientizar a las personas de que los desastres, lo que dije, son socio-naturales, o sea, que son, además, y seguirán siendo parte de nuestras vidas. O sea, que podamos desarrollar las estructuras emocionales, las estructuras cognoscitivas, las estructuras de la voluntad para poder seguir lidiando con estas situaciones.

Como saben la organización es clave en todo esto. O sea, hay que establecer, se determinó que hay que establecer unas brigadas de acción que puedan actuar de manera inmediata, sin que sea necesario esperar porque venga el gobierno, el local o el estatal, o el federal para atender unas situaciones que requieren de una acción inmediata. Y que esté lista la comunidad y personas en la comunidad, o las más, con experiencia ya sea que hayan adquirido a través de estos otros desastres socio-naturales, o por la formación que tengan como profesionales pueden desarrollar estas brigadas.

English Translation:

Make the people aware that disasters, as I said, are socio-natural, and that will keep being part of our lives. In other words, we can develop the emotional structures, the cognitive structures, the structures of will, to be able to keep dealing with these situations.

As you know, the organization is key in all of this. In other words, it was determined that there is the need of establishing brigades of action that can act immediately, without the need of waiting for local or state or federal government to come to attend to those situations that require immediate action. And the community and the people need to be ready, or most of them, with experience either because they have acquired it through of these other socio-natural disasters, or because of the training that they may receive as professionals that can develop these brigades.

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Spanish Translation:

Hay que desarrollar unos comités de emergencia por sectores. Solo para que tengan una idea, de lo se han identificado solo en ese barrio Montones veinticinco sectores culturales que definitivamente tienen que ser atendidos, y como describí, es una zona montañosa, lo que no es necesariamente de fácil acceso para todo el mundo.

Se requiere un vehículo de motor para poder transitar por esa zona o por supuesto caballos, o por supuesto cualquier otro vehículo que no requiera la fuerza del ser humano. Se estableció que desarrolláramos unas reuniones mensuales, que hemos tenido esas reuniones semanales, desde que empezó el proyecto INARO. Pero, en este caso reuniones semanales para darle una continuidad a todos los elementos que siguen componiendo este plan de acción comunitaria.

Y por supuesto, reclutar voluntarios y voluntarias en todos los sectores, como mencioné son veinticinco.

English Translation:

It is necessary to develop emergency committees by sector. So, you can have an idea of what it has been identified in the neighborhood of Montones, there are twenty-five cultural sectors that definitely have to be taken care of, and like I described, it's a mountainous region, where it is not necessarily easy to provide access for everybody.

There is required a motor vehicle to be able to travel around that region, or of course, horses, or any other vehicle that does not depend on human force. It was established that we had to develop monthly meetings, and even weekly meetings, from the beginning of the INARO project. In the case of weekly meetings, to give continuity to all the elements that are still comprising this plan of community action.

And of course, recruit volunteers in all the sectors, as I mentioned, they are twenty-five.

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Spanish Translation:

La comunicación es clave, también en ese sentido, las actividades de preparación son super importantes.

Para nosotros en Puerto Rico, la temporada de huracanes es algo que pasa todos los años. Por lo tanto, tenemos varios meses de preparación. Pero, para que precisamente durante la etapa de huracanes estemos listos y listas para atender cualquier situación. Difundir y revisar este mismo plan es parte del proceso. Crear diversos canales de comunicación, entiéndase los tradicionales como los tecnológicos. Es necesario que se desarrollen a través de lo que vamos haciendo.

English Translation:

Communication is key, also, in that sense - the preparation activities are super important.

For us, in Puerto Rico, the hurricane season is something that happens every year. Therefore, we have several months of preparation, so we can be ready during the hurricane season to attend any situation. Spreading and reviewing this same plan is part of the process. Creating diverse communication channels, that is to say, the traditional like technological, are necessary so that they are developed through what we are doing.

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Spanish Translation:

Y por supuesto, acciones continuas o acciones que van a requerir una acción permanente durante este proceso de implementación del plan como se había previsto, por supuesto. El recogido de la basura, el reciclaje, el desarrollo o actualización de un directorio de las organizaciones comunitarias, de base comunitaria, no gubernamentales. O aquellas organizaciones y agencias que tengan que ver con esto, de parte del gobierno local o estatal.

La constante identificación de las necesidades y los recursos que cada familia tiene, esto va cambiando. Quiere decir que las personas encamadas, las personas que se enferman, las personas que tienen problemas de movilidad van desarrollando estas condiciones a través del tiempo. Algunas empeoran, algunas ya no están con nosotros. Esto es algo que hay que actualizar constantemente.

English Translation:

And of course, continuing actions, or actions that are going to require a permanent basis during this process of implementation of the plan, as has been foreseen. For example, garbage collection, recycling, the development or updating the directory of community organizations, with a community base, not government. Or for those organizations and agencies that are related to this, from local or state government.

Constant identification of the needs and resources that each family has, this changes over time, such as the bedridden people, the people that get sick, the people that have mobility problems or develop those conditions over time. Some get worse, some are not with us anymore. This is something we have to constantly update.

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Spanish Translation:

Hay que identificar puntos de encuentro. Esto se refiere específicamente a lo que tiene que ver con los terremotos. Toda vez que no hay zonas identificadas como zonas de seguridad todavía ... para que en el caso de un terremoto que afecte Montones, pues la gente pueda moverse en esa dirección para estar lo más seguros posibles en una situación como esa.

Identificar personas con la mayor vulnerabilidad, es algo que ya mencionamos, integrar a las autoridades locales, también lo mencionamos.

Y por supuesto, mantener actualizado un censo sobre la realidad en la comunidad. Porque ustedes deben saber que nosotros que Puerto Rico en los últimos diez años hemos perdido cerca de 600 mil personas que se han mudado principalmente a los Estados Unidos.

La siguiente.

English Translation:

We have to identify points of encounter. This was referred to specifically in relation to the earthquakes. Sometimes there are still no identified areas like safety areas, for in case of an earthquake that could affect Montones, so that the people are able to move in that direction to be the safest in a situation like that.

Identify the most vulnerable people is something that we have already mentioned, including the local authorities - also we mentioned this.

And of course, to maintain an updated census about the reality in the community. You have to know that Puerto Rick in the last ten years has lost near 600 thousand people, who have moved mainly to the United States.

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Spanish Translation:

En el plan de acción también, y desde el punto de vista del refortalecimiento siempre estamos buscando qué es lo sí las comunidades tienen.

Y en estos momentos la comunidad cuenta con una escuela, que, aunque abandonada, se ha identificado como un potencial de recurso, para hacer un refugio, para hacer proyectos comunitarios, para que sea el mismo centro de acopio. O sea, los usos que se le puede dar a esta escuela que actualmente lleva cerca de dos o tres años abandonada. Esto es algo que la comunidad quisiera que se transformara en un lugar donde pueda servirle a la comunidad en diversos...

De la misma manera, el huracán María destruyó una cancha que era un símbolo de un punto de encuentro de la comunidad, y a la fecha sigue destruida. No se ha podido construir, pero, estamos trabajando precisamente con distintas organizaciones para lograr que eso se reestablezca.

Siguiente.

English Translation:

In the plan of action, also, and from the point of view of re-straightening, always we are on the search for what the communities do have.

At this time the community has a school that, though it's abandoned, has been identified as a potential resource to make a shelter, to do community projects, to be a center for stockpiling. That is to say, the uses that this school could be put to even though it currently has been for two or three years abandoned. This is something that the community would like to transform into a place that can serve the community in diverse ways...

In the same way, Hurricane María destroyed a field that was a point of encounter for the community, and up to this date is still unusable. It has not been possible to re-build, but we are working precisely with different organizations for this to be rebuilt.

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Spanish Translation:

Por supuesto, no le podemos presentar aquí el plan per se, con todos los detalles que contiene. Pero, está compuesto principalmente por estas secciones. O sea, la misma comunidad nos ha dado luz cuando le preguntábamos qué debía tener, cuáles eran esos ingredientes que debía tener este plan para que verdaderamente le fuera de utilidad a la comunidad.

Y estas fueron las secciones que nos plantearon para que tuviera el plan.

Un área de coordinación, de preparación, un área de aviso, una sección de avisos, de atención a los negocios, los medios de comunicación, refugios, evacuación, manejo de crisis y búsqueda.

Siguiente.

English Translation:

Of course, we cannot present here the plan per se, with all its details. But it is comprised mainly of these sections. That is to say, the same community that has shed light for us when we asked questions about what it should have, which were those ingredients that this plan should have, to really be of use for the community.

And these were the sections that they proposed for the plan to include.

A coordination area, a preparation and notification area, a section for advertisements, one for businesses, means of communication, shelters, evacuation, crisis management, and search center.

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Spanish Translation:

Y por supuesto, hay otros pasos que todavía están por llevarse a cabo. Una vez finalicemos el plan, el contenido del plan que se está desarrollando en un lenguaje, en un formato que les sea accesible a toda, o la inmensa mayoría de la comunidad, ese plan se le va a presentar a la comunidad. Y obtendremos una retroalimentación de la comunidad acerca de si lo que hemos recogido con toda la participación y con todos estos años de desarrollo, es lo que ellas y ellos entienden que debe ser ese plan.

Una vez tengamos esa retroalimentación, pues vamos entonces a revisarlo una vez más, como parte del trabajo del equipo de investigación comunitaria.

English Translation:

And of course, there are other steps that still need to be carried out. Once we finished with the plan, the contents of the plan that is being developed, in a language, in a format that is accessible to everybody, or the immense majority of the community, this plan will be presented to the community. And we will get feedback from the community about if we have included all the results of the participation and all these years of development, if it is what they understand the plan needs to be.

Once we have that feedback, we are then going to review it once more, as part of the work of the community research team.

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Spanish Translation:

Y una vez, entonces entendamos que hemos alcanzado ese documento vivo, orgánico, pues, entonces se les va a ser devuelto de distintas formas, principalmente se va a entregar copia de ese plan a toda la comunidad. También, se va a digitalizar y se va a hacer accesible a través de distintos medios para que ellos y ellas lo tengan y lo puedan utilizar durante todos estos procesos.

Y por supuesto, una vez que ya le hayamos entregado ese plan pues vamos a tratar de hacer ejercicios de cómo ese plan se va a hacer realidad en su implementación.

Pues, básicamente esa es nuestra presentación. Los dejamos nuevamente con lo que es el lema que desde el día 1 estuvo acompañándonos como parte del proyecto INARO, que es 'Montones de voluntades transforman realidades'. Ese fue el lema que construyó la misma comunidad en el 2019.

English Translation:

And once that we understood that we have achieved that live, organic document, then, it's going to be given back in different ways - mainly a copy of the plan is going to be delivered to the community. Also, it's going to be digitalized and made accessible through different means so they have it and they can use it during these processes.

And of course, once we have delivered that plan to them, we are going to try to practice how this plan is going to be implemented. it.

Basically, that is our presentation. We leave you again with the slogan from day 1 that was with us as part of the project INARO, and that is 'Lots of wills transform realities.' This was the motto that built the same community in 2019.

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Spanish Translation:

Así que muchas gracias por este espacio. Muchas gracias por la oportunidad. Y definitivamente, me reitero en las palabras con las que inicié. Agradecemos a Mary y Andrea, Melissa, a todo su equipo que han contribuido desde el día 1, han creído en el proyecto.

Definitivamente pensamos que tiene, que AmeriCorps tiene que seguir promoviendo este tipo de investigación-acción participativa, porque es uno de los métodos que más respuesta le va a dar sobre conocimientos que necesitamos, pero, también sobre acciones concretas que son necesarias para ayudar a nuestras comunidades.

Terminamos

English Translation:

So, thank you very much for this space. Thank you very much for the opportunity. And definitely, I repeat the words I started with. We thank Mary, Andrea and Melissa, and all the team that have contributed from day 1, that have believed in the project.

Definitely, we think that AmeriCorps has to keep promoting this type of participative investigation-action, because it is one of the methods that has the most results to allow us get the knowledge that we need, but, also about concrete actions that are needed to help our communities.

Finished.

MELISSA: Thank you so much, Dr. Vasquez Rivera. I'll be handing this off now to Dr. Willet.

JENNIFER: Hello, everyone. Welcome to our webinar:
Making the Invisible Visible - Addressing Climate
Injustice in Northern Nevada. My name is Jennifer and

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I am the Director of the Research for Change team here in Reno, Nevada. The community partner on this project is Jennifer Sims who works at Upward Bound, which is a program that supports high school students prepare for college and focuses on first gen students.

The other communities members on our team are high school students who attend Title I schools most of whom are connected to Upward Bound. Many of these students are now in college. They refer to themselves as the Youth Scientists and the project leaders on the study weren't Youth Scientists, but they graduated high school several years ago. The Youth Scientists and leaders live in neighborhoods in Northern Nevada that are most likely to be affected by climate injustice. So they can document these issues and think about community based solutions.

For our research we focused on documenting slow violence, which is a type of environmental injustice. Slow violence explicitly focuses on hidden

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environmental problems that happen to hidden people. This is in contrast to other environmental problems that everybody knows about and affects everyone in the community. A distinguishing factor of slow violence is that they tend to occur over time and accumulate rather than a single environmental disaster, but these accumulating problems create large issues and difficulties for the community.

Now an example of slow violence is climate change. So you can't really see the change in the atmosphere on a day to day basis, but we know that greenhouse gases are accumulating and causing big problems. We also know that climate change disproportionately affects vulnerable populations the most or hidden populations. So in many cases slow violence isn't publicized well, therefore the solution is to make it visible so we can work on solutions which is what our group has been doing.

We conducted our project in Northern Nevada in Reno, Sparks, and Sun Valley which are areas that are

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susceptible to slow violence because of both the environmental and social and economic factors in the area. We live in a fragile environment and wildfires and floods are common. Dumping is also common in many of our open areas. And we as a team think that there are not enough environmental protections or policies to support resilience.

Socioeconomically there are a lot of hidden populations. For example, in Sun Valley, a community we like to focus in, 45% of the community is people of color and there's an extremely high poverty rate. There are also not enough services for people in need to reduce vulnerability or to promote resilience. For example, services to clear dumping just aren't common in many communities and they aren't sufficient enough to deal with the problem at hand. In addition, we'd like to point out that housing affordability here is among the lowest in the nation which makes people more vulnerable because they are economically stressed.

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So knowing what slow violence is and knowing the local factors for slow violence, we focus on bringing slow violence issues to light and working on change efforts. So our research questions are what are the experiences of slow violence in Northern Nevada? And from the local viewpoint, how best can slow violence be resolved? We worked on a lot of issues related to this, but we're focusing on climate injustice today.

We use photovoice to document climate injustice. To do this the Youth Scientists took pictures of climate injustice in their neighborhoods. We then met as a group to go over the showed interview to think deeper about the issues and how people are seeing different types of issues or similar types of issues and thinking about how we can make change collectively. We also conducted several community surveys to get wider input at our events. And we used secondary resources to explore issues further.

So, in our first finding we'd like to show you what climate change looks like here and how it connects to

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injustice. So, we live in a dry environment, but floods in certain neighborhoods are really common during certain times of the year. So, you see here a lake that has flooded into an elementary school so the kids can no longer play in their playground among other issues. And this lake has also flooded a lot of houses in the area. Now a lot of issues are going on with these floods which are linked to changes in the climate. And other issues that are affecting this in some cases the area is a flood catchment area so it is intended to flood when needed to essentially protect the rest of the city.

However, people are still living in these areas and they have to deal with these floods, but there's no infrastructure around them to protect them or help them be more resilient. And as you can imagine, the people that live in these neighborhoods tend to be much lower income because people don't want to be flooded on a yearly basis. Additionally, this flooding has been linked to an increase in precipitation combined with increased development.

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So, as more areas are paved the rain cannot soak into the land which creates floods where the water can gather.

Another environmental issue that we frequently live with is wildfires. These wildfires are also increasing due to climate change. Now wildfires are dangerous for several reasons. The Youth Scientists often lived closer to the fires because they lived further out in the city. One Youth Scientist took the picture of the fire that you see from his house, it got very close to where he lived. Now the wildfires are also dangerous because of the smoke, like you see in the second picture.

Reno is having increasing numbers of hazardous air days due to the fires where people are advised not to go outside. In 2021, we had the worst air quality measures that we have ever had. Now while this affects everyone, people with health issues are much more dangerously impacted. The Youth Scientists have reported that some of their families have taken

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measures into their own hands because they are not supported enough in resilience efforts. And they have organized controlled burns to reduce fire risk. They believe that much more action by official channels is needed.

As we dug deeper it became clear to us that climate change is intersecting with other local issues which is our second major finding. Climate change is made worse with unjust infrastructure in some working class communities. There is not appropriate drainage system in Sun Valley, which is what you are seeing here, there are just ditches. Now a couple of things that are important to recognize. This is Sun Valley, the poorest area in Northern Nevada. The neighborhood also has the highest percentage of people of color. This neighborhood is also a flood catchment area so it frequently floods, much more than other areas.

And it needs very strong infrastructure to deal with all of these issues, yet it is comparably weak, there is no drainage system. So what happen is that the

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water doesn't always flow through the ditches and it then covers the road. People in cars can then easily fall into the ditch because they can't see where the ditch is. In addition, as you see, there are no sidewalks so kids and other pedestrians are just walking in the middle of the street so they don't fall into the ditch. There's also no streetlights, as you can see. This creates a dangerous situation where kids and other pedestrians have been hit by cars and killed because they were walking in the street to avoid the ditches.

Importantly, many neighborhoods in Northern Nevada do have appropriate infrastructure even though they are less affected by the flooding. This area simply does not have appropriate infrastructure. It's an injustice and it's making climate impacts much worse.

Another concern the Youth Scientists documented was the intersection across climate impacts and people who work outside who are often their family members. As you can see here, there's a man framing a house

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and behind him should be a very clear mountain, but it's obscured because this was during a hazardous air day. Most people were told not to go outside during these days and our area had declared an emergency when schools were cancelled, but people who work in these lower income jobs still had to go to work outside at great risk to themselves.

This connects to another issue. You can see that he's building a house. The Northern Nevada area is in a severe housing crisis and has been identified as one of the most unaffordable areas in the country because of high prices and low wages. So he's building a house to support the housing issues in our area, however, most of the housing that is built right now are luxury homes. So the houses that these workers are building and risking their health to do so during hazardous air days are far outside of their affordability. They cannot afford these houses.

So the Youth Scientists have been working a lot on other slow violence issues that we'd just like to

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highlight quickly. They worked a lot on dumping in their neighborhoods and lack of street lights. While these aren't climate issues they're negative impacts, raise vulnerability in their communities and also contribute to making their communities unhealthy which then make climate injustices also worse. Importantly, like we've been discussing, in other neighborhoods these issues are resolved. Dumping is removed and there are street lights.

In areas like Sun Valley, which are very low income, it can sit for months and the dumping invites more dumping. We've documented dumping sites over time and they just get bigger and bigger as the garbage accumulates. And like we briefly discussed about lack of street lights, this is creating a dangerous situation for pedestrians and this issue is near and dear to many of the Youth Scientist's hearts. Many of them know a high school student that was hit and killed on a dark street without street lights while she was walking to school. So they would really like

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to resolve these issues. And to stress, other neighborhoods have street lights.

In addition to photovoice, we conducted a Community Survey at many of our outreach events and most of our participants were from the same communities that the Youth Scientists lived in because we asked them [unclear] that they live in. And the Community Survey confirmed many of our photovoice findings. 70% of our Community Survey participants reported severe impacts from wildfires mostly that centered on their inability to go outside. So this affected their incomes because they couldn't go to work and their health, both because they were bothered by the smoke because they had an underlying condition and because they couldn't keep themselves healthy because they couldn't workout or exercise outside.

Respondents also reported a lot of concern with dumping. Most participants reported that they were seeing one new large dumping site at least once per week. They also said that they could see it sitting

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there for over six months and it's not being cleaned up. Again, this is unique to their neighborhoods, in other neighborhoods it's cleaned up much faster.

So we studied slow violence in-depth for our projects, but the Youth Scientists felt very strongly that slow violence wasn't always fitting their situation. So they had ideas on how to improve the theory. They really took issue with the assumption that these problems are hidden, they felt like they weren't. On one hand they felt like they were normalized because they were happening so often that people that lived in the communities just got used to them. On the other hand, they felt like they were being ignored by decision makers and people who could make these situations a lot better like through installing street lights. So they didn't think that they were hidden, they thought that they were more ignored.

They also felt like while slow violence often points to climate change as an example, like we've been

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saying that is not the end of the story, really the issue is slow violence plus other issues of vulnerability. So, climate change plus infrastructure needs, climate change plus lack of affordable housing, climate change plus lack of supports. So, we need to work on climate issues, but we also need to work on these other factors that can make their communities much more resilient.

So the Youth Scientists have been working really hard on creating change using their findings. They spent a lot of time building relationships with people and educating different groups. They presented to the communities several times, to teachers through their continuing education series, and to all of the librarians in the state. Among other successes with these presentations, we have heard that there have been other youth-led photovoice research to action groups forums and we're so excited that we supported that development.

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They also spoke about infrastructure needs with the governor's staff and spoke at the governor's listening tour with youth to promote driving COVID funding into their neighborhoods. They've really come to be seen as youth leaders within the community and people often ask them to speak at events. They also built strong coalitions to work on sidewalks with the sheriff's office, the school board, and local government officials. And we've pressured a lot of people to support sidewalk infrastructure in their neighborhoods and we can at least say that sidewalks are starting to be built in the area.

They also raised money and donations for homeless youth through partnering with a local restaurant, which is the picture that you see with the bowls. And they organized and distributed winter survival kits for local homeless populations, which you can see in this picture with Naji and his van. They often like to focus on the homeless population because the homeless people live in their neighborhoods and because they felt like they were most vulnerable to

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all of these issues that we discussed. So to summarize, all of these actions directly stem from their research. So we've been able to develop community identified problems, solutions, and actions.

Another thing that we did was we built a team to apply for a NCCC team. The local government suggested in Sun Valley that we have a NCCC team work on building a sidewalk that you see in this picture. This road goes to a school, so many kids often walk along the side of the road, which is what you can see happening here. Building the sidewalk would function as a pilot so we could show other organizations what NCCC could do in our communities. We built this team with Nevada volunteers, the Red Cross, Upward Bound, local churches, and other supporters. And we were awarded this team.

We also designed other activities for the NCCC team that integrated our findings, like supporting a community clean up day. However, the timeframe was at

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the beginning of COVID so the project was cancelled.

And we would love to get this team back into Reno and we're working with our NCCC partners to try to reestablish it.

So, in summary, climate injustice is affecting Reno communities. And as you saw, it impacted the communities with the fewest resources. It truly is an injustice. We need to resolve climate change certainly, but many of these other intersecting issues like lack of fair infrastructure can be resolved now and to support justice they should be prioritized. And we think the great thing about this is that AmeriCorps teams can support many of these issues.

So, on behalf of the Research for Change team, thank you so much for attending our webinar. Please feel free to reach out to us. I can say on behalf of the Youth Scientists they love when people contact them. So we look forward to continuing our discussions.

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MELISSA: Thank you so much. Dr. Willet. I'll hand this off now to Shane Dermanjian.

SHANE: Okay, hello. My name is Shane Dermanjian and I am a Research Assistant with AmeriCorps Office of Research and Evaluation. And I just want to quickly go over sort of what got me to start caring about climate change and the environment, and sort of what brought me to serving in AmeriCorps as a member, and all that combined what led me to wanting to work for AmeriCorps in the Research Department where I currently work.

So, a quick timeline, we could call it, of the pretty significant points in time that led me to this point. I would say it started with Superstorm Sandy hitting New Jersey in October of 2012. I'm from New Jersey. I've spent every summer of my life down the shore. So, seeing that destruction was pretty impactful on me. It really started to get me to care about this environmental disaster and disaster recovery. Not

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that I didn't care before, but just it was at the
forefront of course being from New Jersey.

And then started thinking about climate change
through some coursework I had while I was in college,
got me started thinking how all this is all
connected: disaster, environment, and climate change.
And then that kind of pushed me to wanting to serve
with AmeriCorps by first being in the environmental
stewardship program and then my second brought me
back home to New Jersey to do disaster recovery on
Sandy homes. And then from there I attended grad
school and wound up working at AmeriCorps as an
intern and here I am today.

So, thinking of Sandy, you know, it felt like I had
to do something. This was the community that I loved.
This picture, it's a famous picture of the
rollercoaster in Seaside Heights falling into the
ocean. I've been on that rollercoaster. I go to the
beach to this day, Seaside Heights, I live right by
it. So, I felt like I had to do something and then I

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didn't just because of the forces that be. Just the timing didn't work out for me. So I put it off, but I still had that desire to do something about it. And I know I wanted to do something with the environment just based off the coursework and that seemed to interest me.

So, that led me to Cape Cod for my first term where I did conservation activities, some environmental education, and also had some help in planning a lot of AmeriCorps flagship volunteer events up there. My second term brought me back home to New Jersey where I literally rebuilt homes with people for people who were still displaced five years after Sandy hit the coastline.

So, all that together it kind of made me think about how climate change would just make the need for everything I just did all the greater and just the destruction that I tended to be all the worse, right. So, just having that realization it kind of made me think, so, what are we going to do about it? How do

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we get more people exposed to environmental affairs?

Not exposed in a way that they have to have a hurricane happen to their community, but just how to get them to care more about this stuff.

And then, how do we prepare our communities for future disasters which are arguably going to be worse in the advent of climate change and sea level rise and what have you? And I think AmeriCorps is the answer to both of these questions or at least it is an answer to these questions. I'm not just paid to say that, I firmly believe it, I did it, I experienced it, right.

So, sort of all in all, having that exposure and then serving in these fields both just true environmental stewardship, working out in the field doing trail maintenance, sustainability, things like that versus sort of the backend of that which is what happens when the environment does what it does and wreaks havoc on us, you know, those two things together as well as an interest in public policy, answering that

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question of 'what are we going to do?' led me to wanting to work at AmeriCorps in research and sort of thinking about how we can get more people to care about this stuff.

And to me there's no better way than just serving, getting your hands dirty, and really becoming one planet that we call home. Yeah, so if you have any questions feel free to contact me. Thank you.

MELISSA: Thank you so much, Mr. Dermanjian. I'll be handing this off now to Dr. Hanson-Schlachter.

LAURA: Hello, everyone. My name is Laura Hanson Schlachter, and like Shane, I'm a Research Analyst in the AmeriCorps Office of Research and Evaluation. I'm delighted to have the opportunity to share just a few reflections on these thoughtful presentations about the links between civic engagement and climate change.

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First, thank you so much to all of our speakers for sharing your research and personal experiences.

Individually and collectively I think you've really lifted up some important insights about how research, community participation, and national service intersect in this arena.

As Dr. Fisher said in her opening remarks, scale should be front and center in this conversation. There are good reasons to believe that taking action on climate change affects not only the individuals engaging in the civic sphere, but also the partner organizations and the communities involved, not to mention the environment or what sociologist Mike Bell has called the biggest community of all. We need more research on these effects that builds on the work presented today.

From Texas to Puerto Rico, Nevada to New Jersey participatory research and national service have provided opportunities for individuals to come together and identify the impacts of climate change

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and then act collectively to actually do something about it whether that's leveraging findings from a photovoice project to build sidewalks and advocate for policy change or highlighting the crucial role that language justice plays in disaster preparedness. In my mind this kind of scholarship also strengthens the roots of democracy.

And as we think about the future of this work I see three big takeaways from these presentations. The first is that making a difference on climate change has ripple effects over time and space. Not everyone will have quite as inspiring a professional trajectory as Shane, but his story resonates with a growing body of evidence that people empowered to build climate solutions together will carry leadership skills and a sense of efficacy with them throughout their lives and wherever they go.

The second is that local level research around civic engagement and climate change is absolutely crucial. I love how the scholars who presented today set the

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table for youth and community members to share stories in their own words and created space for collective action to emerge organically. Leadership often means listening to local voices.

And finally, I'm struck by the constructive dimension of this work. In the original Latin construction means together build and this has been a big theme in my own research. So often when we think about climate activism what comes to mind is protests and petitions, the resistance to what we don't want. These presentations are a good reminder that civic engagement, especially when it comes to national service, is often about saying yes to what we do want. It's about building solutions together to secure our collective future.

Again, thank you so much to all of our presenters and to everyone listening in. Thank you for being with us today.

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MELISSA: Thank you so much, Dr. Hanson-Schlachter and all of the presenters today.

A big thank you to our listeners. We hope you've enjoyed today's webinar. This crucial intersection of civic participation, research in climate change should spark hope for grassroots and institutional change and large-scale systemic changes needing to solve this pressing problem that impacts all of us. As you have heard, time is of essence, but there's hope for us to slow, end, or reverse climate change. This is but one tool in our collective toolbox for literally holding back the waters of ecological disaster.

Sadly, we're out of time today. So I'll end with a hearty thanks to our presenters: Dr. Dana Fisher, Dr. Carlos Vasquez-Rivera, Dr. Jennifer Willet, Dr. Denae King, Dr. Suzanne Pritzker, Shane Dermanjian, and Dr. Laura-Hanson Schlachter for your exciting remarks and presentations. If you would like to follow up with us, or any of the presenters, we can be reached at

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evaluation@cns.gov or at the email addresses provided
by the presenters. If you did not catch their email
addresses, we would be happy to connect you.

Finally, we would like to extend an enormous thank
you to the team at ICF Next International who bring
the magic of this webinar to you. Thank you so much
for attending and have a wonderful rest of your day.

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