

Testimonials **MONSOON SCHOOL**

LEIBNIZ RESEARCH NETWORK KNOWLEDGE FOR SUSTAINABLE DEVELOPMENT; LFN SUSTAIN

LEIBNIZ CENTRE FOR TROPICAL MARINE RESEARCH (ZMT)



Transdisciplinary Joint Visions Collaboration MEANINGFUL

Leibniz Centre for Tropical Marine Research (ZMT)

Tropical coastal ecosystems are highly productive habitats with high ecological and economic importance. The Leibniz Centre for Tropical Marine Research (ZMT), established in 1991, is dedicated to these ecosystems, and the understanding of the influences which alter and threaten them. Through its activities in research, training and consulting, ZMT aims to contribute towards their protection and sustainable use.

Generating impact in complex natural resource contexts: co-design and development of transdisciplinary research projects in a Global North/South perspective

This 1.5 week course targeted early career scientists, from doctoral candidates in their final phase to post-docs, working in the context of natural resources and in collaborative projects among the Global North and South who are interested in transdisciplinary approaches, co-design of research, and achieving or increasing societal impact of their work. Organized in the frame of the Leibniz Research Network “Knowledge for Sustainable Development”, the course involved international experts from academia and practice as lecturers, and allowed participants to develop a thorough understanding of theoretical concepts, methods, and practical application, while directly applying the material in case studies of their own choice. The course covered the basic concepts, rationales, challenges and methods to address them, ranging from transdisciplinarity and project co-design to

the complexities of agreeing on goals and joint visions in the context of collaborations among a range of stakeholders and actors from diverse backgrounds, equitable research collaborations in a Global South setting and between actors of the Global North and Global South, strategically planning for achieving societal impact, and generating outputs that are meaningful to a range of stakeholders. The latter part included an overview of different measures of quality and impact in a transdisciplinary context and training in effective science communication to non-academic audiences.

Baker Matovu

Ph.D. Visiting Scholar, Global Future Environmental Leader

BSc. Natural Resources Management, Teaching and Research Assistant

Obed Manu

Solomon Sebulbia

Conservation biologist pursuing a Ph.D. in political ecology

Lawyer, Master of Sustainability Law L.L.M., Bachelor of Arts

Evelyne Schittger

Xochitl Elías

Bachelor's in Biology and Master's in Marine Biology, pursuing a Ph.D.

Organisers Monsoon School

**Sebastian Ferse
Achim Schlüter
Rebecca Lahl**

Esther Fondo

Research Scientist (Fisheries)

Artist from Hamburg

Cornelia Krönert

Media designer and student

Lana Wesemann

About the case study: Blue Economy and Women's Empowerment

The project focuses on identifying vulnerabilities of marginalized communities; especially women in coastal zones and developing synergies that promote holistic empowerment and sustainable welfare advancement and inclusion of women in the Blue Economy sectors; especially marine fishing and tourism.

Through this project, I hope to develop a framework to guide decision-making related to the socioeconomic and political inclusion of women as well as use systems analysis, modeling, and mapping to identify externalities and synergies in the coastal human-environmental system that can be used to promote resilience to environment-anthropogenic stressors and shocks and develop sustainable solutions to reduce such vulnerabilities.

The focus of this research is the global South; especially coastal India in Kerala. This specific case has been chosen since myriad literature increasingly anecdote that ecosystems functions, goods, and services in coastal India are

increasingly being threatened in the Anthropocene era-catastrophically affecting human-ecosystems interactions and feedback mechanisms that if not urgently addressed will affect sustainable livelihoods, development, and environmental resources availability. For instance, climate change effects are threatening coastal fishing and populations; yet global frameworks to address environmental refugees are non-existent. In the fisheries sector, IUU fishing and local imbalances in fisheries access is increasingly leading to loss of livelihoods and natural resource conflicts irrespective of the numerous fisheries policies; all of which require the sharing of situational and specific area-based data, information, mapping, and designing of new community engagement, resilience and adaptation pathways, and experiences to create participatory and feasible innovations and leverage points for both human and ecosystem welfare.

Benefits

Benefits

ONE OF THE PRACTICAL BENEFITS THAT I GAINED FROM THE SCHOOL WAS THE ABILITY TO INTEGRATE INTERDISCIPLINARY RESEARCH AND METHODS INTO LOCAL SCENARIOS; ESPECIALLY THOSE FACING ENVIRONMENTAL SHOCKS SUCH AS CLIMATE CHANGE. I OBTAINED THIS INSIGHT THROUGH THE DIFFERENT VIEWPOINTS BROUGHT TO THE FORE BY THE VARIOUS SPEAKERS AND THE INTERACTIVE SESSIONS THAT WE CONDUCTED DURING GROUP DISCUSSIONS. THIS SIGNIFICANTLY RHYMES WITH MY RESEARCH FOCUS AND PLAN WHERE I HOPE TO INTEGRATE PARTICIPATORY RESEARCH SERVICES AND SCHOLARLY LITERATURE FROM SECONDARY SOURCES TO IDENTIFY VULNERABILITIES IN THE BLUE ECONOMY THAT PERPETUATE DISEMPOWERMENT. THIS WILL HELP ME IN THE MAPPING OF SYSTEM DYNAMICS AND IDENTIFYING OF SUSTAINABLE SCENARIOS FOR EMPOWERMENT.

 **This will help me.** 

About the participant

Solomon Sebuliba is a conservation biologist pursuing a Ph.D. in political ecology at the Alfred Wegener Institute and the Helmholtz Institute for Functional Marine Biology at the University of Oldenburg, Germany. He has worked as a researcher, consultant, or coordinator on several projects with multiple international teams in various academic, governmental and non-governmental institutions. His main tasks include; research expeditions, habitat characterizations, environmental and social impact assessments for strategic oil development and planning, updating ecological baseline data, socio-economic data, and management plans, and analyzing the role of institutions in the face of social, environmental, and political changes. In this way, he has covered several topics, from conservation, natural resource management, and social justice to colonialism, biopolitics, and the UN Sustainable Development Goals. He continues research at the intersection of science, society, and policy. His doctoral research examines the role of knowledge production and representation, law, technology, and power in defining and regulating global commons. He also analyzes biodiversity perspectives in areas within and beyond national jurisdiction (ABNJ) from different contexts and by various stakeholders to understand and mediate tensions and synergies. He is actively involved in recent UN negotiations (both as an analyst and observer) on biodiversity conservation in the high seas.

Benefits

Benefits

THE SUMMER SCHOOL HELPED ME NETWORK AND LEARN ABOUT STAKEHOLDERS' PERSPECTIVES ON MARINE SPACES AND THEIR COAST-TO-COAST MANAGEMENT CONCEPTS. I DEEPENED MY KNOWLEDGE OF HOW TO SET UP INTERDISCIPLINARY PROJECTS AND HOW TO COLLABORATE ACROSS BORDERS AND DISCIPLINES. BESIDES THESE, I MADE FRIENDS, LEARNT ABOUT OTHER CULTURES DURING GROUP MEETINGS AND BREAKS AND OF COURSE GOT CREDIT POINTS FOR IT!



The summer school helped me network.



Xochitl Édua Elías Ilosvay

Xochitl Elías

Bachelor's in Biology and Master's in Marine Biology, pursuing a Ph.D. at Future Oceans Lab
University of Vigo in Spain

About the participant

My name is Xochitl Elías, I come from El Salvador and have a Bachelor's in Biology and Master's in Marine Biology. As a passionate nature and ocean lover, I was drawn to protecting the environment from a very early age. For this reason, I focused my studies on marine ecology and conservation. As I dug deeper into the topic, I realized that managing the mangrove forests, coral reefs, and seagrass meadows was not enough but that it was necessary to understand and transform human behavior.

Currently, I am doing my Ph.D. at Future Oceans Lab at the University of Vigo in Spain where I use the social-ecological and resilience lens to understand small-scale fishers' responses to ongoing climate change impacts. One of the case studies I am working on in my thesis is the small-scale fisheries (SSF) on the Pacific coast of Nayarit, México. Located in the

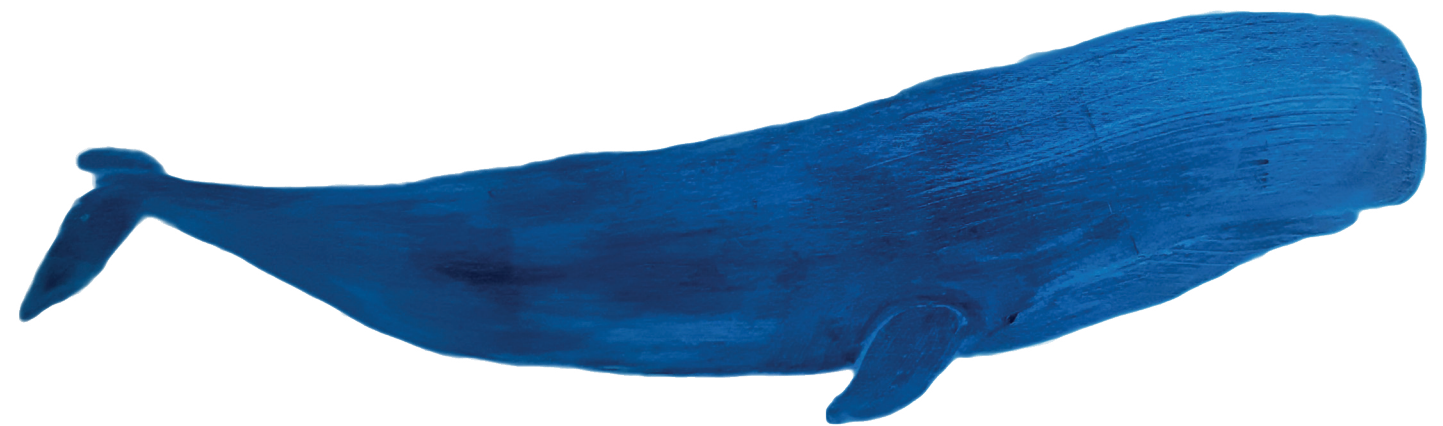
Southern Gulf of California, the fishers in Nayarit are located in a so-called climate change hotspot, meaning that they are currently experiencing the effects of climate change at a faster pace than most regions in the world.

Most local fishers in Nayarit completely depend on fishing for their livelihood. However, they are currently struggling to maintain this livelihood due to a drastic reduction in their catch volumes in the last decade. The current complex economic and social problems arising from this appear to be exacerbated by the present fisheries management regime that heightens fish catch misinformation, stark power relations, inequality, and marginalization.

During my two visits in August-November 2021 and June 2022, we identified the adaptations and adaptive capacity domains driving and/or preventing climate change adaptations through obser-

vations, informal conversations, semi-structured surveys, and workshops. We are conducting this project in cooperation with the local national fisheries research institute and fisheries cooperatives/leaders. In addition to the current adaptive measures conducted by the fishers, new suggestions were generated together with the local fishers that could help them cope

with the current and future threats of climate change. Our goal is to generate inclusive and participative adaptation pathways that can ensure the livelihood of the coastal communities in a climate-resilient and sustainable way.



Benefits

Benefits

AS I AM STARTING TO NAVIGATE THE WORLD OF SOCIAL SCIENCES, I AM FACED WITH NEW CHALLENGES THAT ARISE FROM THE COMPLEX ECONOMIC AND SOCIAL CONTEXT IN WHICH THE RESOURCE USERS (E.G. LOCAL FISHERS) ARE IMMERSED. THE ROAD TO TRANSDISCIPLINARY SCIENCE CAN BE MESSY, OVERWHELMING, AND CHALLENGING, AND HAVING THE RIGHT TOOLS TO NAVIGATE IT IS ESSENTIAL TO ENSURE THE EXPECTED OUTCOME OF THE TRANSDISCIPLINARY PROJECT, AVOID UNWANTED RESULTS AND OR CON-

SEQUENCES FOR THE COMMUNITIES THE RESEARCHERS ARE WORKING WITH, AND THE FULFILLMENT OF THE TRANSDISCIPLINARY RESEARCHERS.

FIRSTLY, THE MONSOON SCHOOL PROVIDED ME WITH A GENERAL OVERVIEW OF THE TYPES OF TRANSDISCIPLINARY APPROACHES AND KNOWLEDGE USED IN THIS KIND OF RESEARCH. IT HELPED ME TO UNDERSTAND THAT THE ROLE OF THE RESEARCHER VARIES AMONG DIFFERENT PROJECTS AND EVEN ALONG

THE STAGES OF A TRANSDISCIPLINARY PROJECT. DURING THE MONSOON SCHOOL, WE ALSO CAME INTO CONTACT WITH DIVERSE TOOLS AND APPROACHES THAT ALLOWED ME TO SEE A SEQUENCE OF STEPS AND CRUCIAL ELEMENTS THAT NEED TO BE CONSIDERED THROUGHOUT THE PLANNING AND DEVELOPMENT PROCESS OF A TRANSDISCIPLINARY PROJECT.

ONE OF THE MOST SURPRISING THINGS I BECAME AWARE OF WAS THE DIFFERENCE BETWEEN OUTCOMES AND THE IMPACT OF A PROJECT AND HOW THEY CAN BE EMBEDDED IN THE RESEARCHERS' INTRINSIC MOTIVATION. THAT WAY I LEARNED THAT THE DEVELOPMENT OF A TRANSDISCIPLINARY PROJECT

ALSO LARGELY INVOLVES CRITICAL SELF-REFLECTION AND DEVELOPMENT AND HOW THIS IS CLOSELY RELATED TO THE SOCIETAL IMPACT THAT RESEARCHERS AIM AT HAVING. ADDITIONALLY, COMING FROM THE GLOBAL SOUTH, I HIGHLY APPRECIATED HOW THE MONSOON SCHOOL HIGHLIGHTED THE IMPORTANCE OF CONSIDERING EQUITY, POWER RELATIONS, AND INCLUSION IN THESE TYPES OF PROJECTS, PARTICULARLY IN PROJECTS INCLUDING PARTIES BELONGING TO THE GLOBAL NORTH AND SOUTH.

OVERALL, THE MONSOON SCHOOL FACILITATED A SPACE FOR KNOWLEDGE AND EXPERIENCE SHARING AMONG PEOPLE ACROSS DIFFERENT REGIONS, CULTURES, AND GENE-

RATIONS. IT ALLOWED ME, AS AN EARLY CAREER RESEARCHER, TO BUILD MORE CONFIDENCE TO CONDUCT THIS KIND OF RESEARCH AND TO BUILD A REPERTOIRE OF TOOLS AND MATERIALS THAT I CAN ACCESS WHEN IN NEED. BY THE END, THE MONSOON SCHOOL ALSO ALLOWED ME TO BUILD STRONG CONNECTIONS WITH THE OTHER PARTICIPANTS, THUS, BUILDING UP A NETWORK OF TRANSDISCIPLINARY RESEARCHERS WORLDWIDE.

About the project

Assessing the contribution of small scale fisheries (SSF) towards the UN 2030 Sustainable Development Goals (SDGs) in Kenya. Using some attributes from the FAO guidelines for SSF and SDG targets related to SSF we engage stakeholders in SSF in the coastal fisheries to provide information that can help assess the contribution of SSF to SDGs. The infor-

mation gathered can help provide gaps in research, information for policy and management recommendations in Kenya's SSF.

Benefits

Benefits

I WAS ABLE TO LEARN ABOUT TRANS DISCIPLINARY RESEARCH. WHILE CONTRIBUTING TO THE WORKING GROUP I GAINED FURTHER EXPERIENCE AND SKILLS DURING THE DISCUSSIONS. I WAS ABLE TO IMPROVE MY PRESENTATIONS AND COMMUNICATION. THE SHARING OF INFORMATION WITHIN AND OUT OF THE GROUP WAS VERY HELPFUL. I MET NEW PROFESSIONALS AND NETWORKED. I LEARNED ABOUT STAKEHOLDER ANALYSIS THE 3 IS AND THE IMPACT WAS VERY USEFUL AND WILL ASSIST ME IN MY PROJECT.



It was very useful.



Benefits

Benefits

MY NAME IS MANU OBED ALEGYISU, CURRENTLY A RESEARCH AND TEACHING ASSISTANT AT THE KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY. I STUDIED BSC. NATURAL RESOURCES MANAGEMENT WITH SPECIALTY IN AGROFORESTRY.

I HAD THE OPPORTUNITY TO PARTICIPATE IN THE MONSOON SCHOOL ORGANIZED BY THE LEIBNIZ CENTRE FOR MARINE RESEARCH (ZMT) IN COLLABORATION WITH THE LEIBNIZ RESEARCH NETWORK. IT WAS A GREAT

EXPOSURE FOR ME IN TERMS OF THE NETWORK I BUILT AND THE KNOWLEDGE ACQUIRED.

DURING THE 1.5-WEEK SUMMER SCHOOL, I LEARNT HOW TO DEVELOP A TRANSDISCIPLINARY RESEARCH PROJECT PLAN WITH PARTICULAR EMPHASIS ON SOCIETAL IMPACT.

WITH A DIVERSE COHORT, I EXCHANGED WITH OTHER PARTICIPANTS FROM SEVERAL ACADEMIC BACKGROUND AND CULTURE.

THROUGH THE ABOVE EXPERIENCE, I HAVE ACQUIRED KNOWLEDGE ON CONDUCTING QUALITY RESEARCH IN TRANSDISCIPLINARY CONTEXT AND GENERATING IMPACTFUL OUTCOMES. I BELIEVE SUCH TRAININGS ARE KEY IN HARNESSING IDEAS FOR SUSTAINABLE DEVELOPMENT. I LOOK FORWARD TO PARTICIPATING IN MORE OF SUCH TRAININGS. THANK YOU.

 Thank you. 



Benefits

Benefits



Friendly,
highly engaged,
constructive
and
open-minded working atmosphere.



PERSONAL CONTACTS, SCIENTIFIC EXCHANGE AND PRACTICAL COOPERATION ON INTERNATIONAL SCALE WITH SCHOLARS OF THREE GENERATIONS FROM ALL OVER THE WORLD. GENEROUS, DILIGENT, DIDACTIC PREPARATION BY DIRECTORS, CHIEF MANAGERS AND EXECUTIVES OF MONSOON-SCHOOL FOR EVERY PARTICIPANT TO PRESENT CENTRAL CHARACTERISTICS AND RESEARCH QUESTIONS OF THEIR INDIVIDUAL RESEARCH AND OF THEIR SCIENTIFIC PROJECTS. HIGH QUALITY TECHNICAL SETTING, GENEROUS ENGAGEMENT IN MODERATION AND SUPPORT DURING MONSOON-SCHOOL FROM START UNTIL TODAY. WELL-STRUCTURED THRILLING AND CHALLENGING TRAINING UNITS, AT THE SAME TIME CREATIVE, INTENSE, EFFICIENT AND FUN. FRIENDLY, HIGHLY ENGAGED, CONSTRUCTIVE AND OPEN-MINDED WORKING ATMOSPHERE. FAIR, DEMOCRATIC, CREATIVE PROCEEDING TO HAVE PARTICIPANTS FORM GROUPS OF HIGH DIVERSITY TO START EFFICIENT TRAINING RIGHT FROM THE BEGINNING. EXPERTS OF HIGH EXPERIENCE AND EXPERTISE WERE MANAGING RICH, CREATIVE TECHNIQUES AND METHODOLOGIES THE PARTICIPANTS PRACTICALLY INDULGED IN AND ADOPTED FOR THEIR PROJECTS. GENEROSITY AND ENTHUSIASM FOR RESEARCH ARE MAIN CHARACTERISTICS OF MONSOON-SCHOOL; THEY SPREAD TO PARTICIPANTS WHO EXPRESS THEIR ESTIMATION AND GRATITUDE TO ALL WHO ENABLED MONSOON-SCHOOL CAME INTO BEING

Cornelia Krönert

Cornelia Krönert

Artist
Germany

About the artist

Born in Hamburg, Conny started studying art history and archeology at the University of Hamburg, then switched to design and developed under August Ohm, Klaus Frank, Marianne Weingärtner and Dirk von Bodisco. She graduated as a qualified designer in 1980 and since then she works as a freelance graphic de-

signer alongside being mother to three children.

Since 1990 she offers painting courses for children and adults and works as a freelance artist. From 1994-1998 Conny learned spiritual training and is now also a REIKI teacher.

Since 2004 she owns a studio in Ammersbek, Germany.

The picture



Hüter der Meere - Acryl auf Leinwand 120x160 cm - © Cornelia Krönert

KEEPER OF THE SEAS. WEIGHTLESS GLIDING IN THE ENDLESS OCEAN. SAFETY
IN THE DEPTHS OF THE BLUE. TRUSTING APPEARANCE IN THE PLASTIC GAR-
BAGE. GENTLE EYE. POWERFUL KNOWLEDGE. FLAPPING OF THE CAUDAL FIN.
ASTONISHMENT AT THE INDIFFERENCE. MOURNING UNTIL DEATH.

About the person

Lana is self employed and sometimes an employee in the media industry. Furthermore she is a student and an animal fanatic. She likes to change careers often, just like Mattel's Barbie or the typical millennial.



The capacity to learn is a gift.

The ability to learn is a skill.

The willingness to learn is a choice.



Brian Herbert

Benefits

Benefits

THIS IS THE FIRST JOB AFTER GIVING BIRTH TO A CHILD. I AM VERY THANKFUL FOR THE CHANCE TO CREATE SOMETHING CREATIVE FOR A GOOD PURPOSE AND GETTING PAYED FAIR FOR DOING SO. IT MAKES THE START BACK TO A WORKLIFE EASIER. WORKING IN THE MEDIA INDUSTRIE OFTEN COMES WITH THE LOSS OF THE OWN MORALITY AND GETTING PAYED BADLY. IT IS HARD TO FIND A JOB IN WHICH MORALITY AND THE PAYED PRICE ARE IN A WELL BALANCED SITUATION.



Our thanks extends to the organisers Dr. Sebastian Ferse, Prof. Dr. Achim Schlüter, Rebecca Lahl, the many lecturers and the supporting organisations of the monsoon school.

