

*Tuesday late morning session Track C, Tuesday, Sep 23 2025, 11:30-13:00*

*Location: Seminar 5*

**Session: Trust in Science**

**Chair: Anni Sairio**

OR-14

**Use of participatory techniques and roleplay for research integrity training: addressing complex situations and power dynamics**

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Among the recommendations aiming at improving research integrity culture and practices within research-performing organisations (RPOs), there is a general consensus that research integrity (RI) trainings tailored to a diversity of disciplines and career stages should be provided to research staff and students alike.

In France, several laws articulating RI obligations for both RPOs and PhD students have been implemented since 2016. These obligations include that of providing training (for RPOs) and undergoing training (for PhD students). While these laws have improved basic knowledge of RI principles among PhD students, the lack of a similar obligation of RI training for PhD supervisors has created a situation of inequity between these two populations. This, in turn, tends to add to pre-existing tensions caused by power dynamics and as a result, both students and supervisors experience difficulties in implementing the principles of RI in their daily activities and struggle to find a common ground between their respective perceptions and practices. This is even more true in cases of cross-borders supervisions, since perceptions and practices of RI may be variable depending on the cultural background.

CIRAD is a research organisation working in the field of agricultural development with countries of the global South, where cross-border PhD supervision (most of which involves Low- or Middle-Income Countries of the global South) represents more than half of the total number of PhDs supervised. RI training is not always available or accessible to foreign students enrolled in Doctoral Schools based in the global South, which generates an additional situation of inequity among PhD students.

Both as a trainer in scientific writing and as a research integrity officer, I have successfully used participatory techniques and roleplay in order to provide RI training to CIRAD staff (research and support), foreign partners and PhD students (French and foreign), both in France and abroad. I will discuss how these methods have proved beneficial for illustrating seemingly abstract notions and giving life to complex situations resulting from the interplay between RI principles and interpersonal relationships. I will also show how their implementation may improve both the dialogue between different type of actors and their attitude with respect to RI dilemmas.