

## Research for Impact: Steps towards user relevance of climate research



Andy Dougill (@AndyDougill)

Professor of Environmental Sustainability, SEE Leeds

Philip Antwi-Agyei (@pantwiagyei)

Senior Lecturer, Environmental Science, KNUST

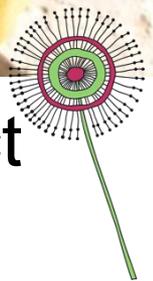
# Research for Official Development Assistance with lasting impact



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**Fast Track Impact**

Training by researchers for researchers



# What is impact?

# What is impact?

**benefit**

What is impact?

**Who benefits?**

# What is impact?

The **good** that  
**researchers** do  
**in the world**

# What is impact?

The **good** that  
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Long-term impacts:

- Economic
- Environmental
- Social
- Health/wellbeing
- Cultural

Identify shorter-term, intermediate impacts that are impacts in themselves but could also be stepping-stones to the longer-term impacts above. Name impact types or examples...

# Capacity building

Understanding and awareness

Policy

Attitudinal

Other forms of decision-making and behaviour change impacts

Health and wellbeing

Economic

Cultural

Other social

Environmental

Type of impact	Definition
<b>Understanding and awareness</b>	People understand an issue better than they did before, based on your research
<b>Attitudinal</b>	A change in attitudes, typically of a group of people who share similar views, towards a new attitude that brings them or others benefits
<b>Economic</b>	Monetary benefits arising from research, either in terms of money saved, costs avoided or increases in turnover, profit, funding or benefits to groups of people or the environment measured in monetary terms
<b>Environmental</b>	Benefits from research to genetic diversity, species or habitat conservation, and ecosystems, including the benefits that humans derive from a healthy environment
<b>Health and well-being</b>	Research that leads to better outcomes for the health of individuals, social groups or public health, including saving lives and improving people's quality of life, and wider benefits for the well-being of individuals or social groups, including both physical and social aspects such as emotional, psychological and economic well-being, and measures of life satisfaction
<b>Policy</b>	The contribution that research makes to new or amended laws, regulations or other policy mechanisms that enable them to meet a defined need or objective that delivers public benefit. Crucial to this definition is the fact that you are assessing the extent to which your research made a contribution, recognising that it is likely to be one of many factors influencing policy. It also goes beyond simply influencing policy, to enabling those policies to deliver

	public benefits. If the policy intervention would have had the same impact without the elements based on your research, can you really claim to have had impact? Arguing for the significance of your contribution is therefore an essential part of demonstrating that your research achieved policy impacts.
<b>Other forms of decision-making and behaviour change impacts</b>	Whether directly or indirectly (via changes in understanding/awareness and attitudes), research can inform a wide range of individual, group and organisational behaviours and decisions leading to impacts that go beyond the economy, environment, health and well-being or policy.
<b>Cultural</b>	Changes in the prevailing values, attitudes, beliefs, discourse and patterns of behaviour, whether explicit (e.g. codified in rules or law) or implicit (e.g. rules of thumb or accepted practices) in organisations, social groups or society that deliver benefits to the members of those groups or those they interact with
<b>Other social</b>	Benefits to specific social groups or society not covered by other types of impact, including, for example, access to education or improvements in human rights
<b>Capacity or preparedness</b>	Research that leads to new or enhanced capacity (physical, financial, natural, human resources or social capital and connectivity) that is likely to lead to future benefits, or that makes individuals, groups or organisations more prepared and better able to cope with changes that might otherwise impact negatively on them

# My Trans-disciplinary Journey



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- PhD “*Soil Hydrochemistry & Rangeland Environmental Change in the Kalahari, Botswana*” (Dougill *et al.*, 1998; 1999) & follow-on studies (e.g. Reed *et al.*, 2007; 2008)
- Kalahari studies integrating ecological, soil & social science to ensure **scientific advances, social empowerment & policy-relevance** (Dougill *et al.*, 2010) & economic valuation (Favretto *et al.*, 2014; 2016)
- ESRC & DFID Projects in S. Africa, Namibia, Botswana, Malawi, Swaziland, Nepal, Zambia, DRC, Zimbabwe & Mozambique (Stringer *et al.*, 2014). **Participatory Environmental Assessment & Management**
- Collaborative working with UK Met Office & **PhD alumni** on NERC/DFID Future Climate for Africa programme in Malawi (Vincent *et al.*, 2017)
- Co-I on **GCRF AFRICAP** (Malawi Country Co-ordinator) & Africa-SWIFT (Strand Leader) – both large **capacity-building** programme grants



# Early / Mid-career Groundings



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- In my 'early career' stage I worked on a range of DFID-funded projects in Southern Africa & in Nepal with emphasis on integration of environmental assessments with livelihood approaches with aim of empowering rural communities in environmental monitoring & understanding
- Developed local assessment protocols for nutrient budget appraisals in mixed farming systems (Dougill *et al.*, 2002), hill systems (Dougill *et al.*, 2001) & rangelands (Twyman *et al.*, 2001; Reed & Dougill, 2002; 2010)
- International PhD students diversified geographical & political profile

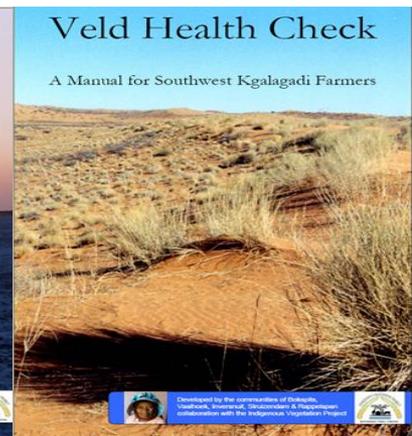
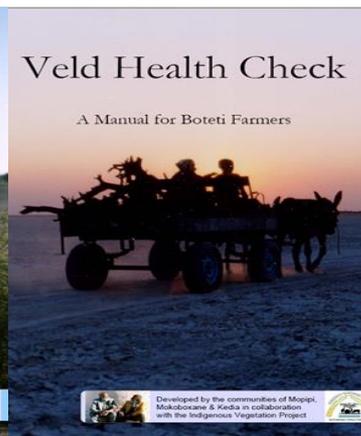


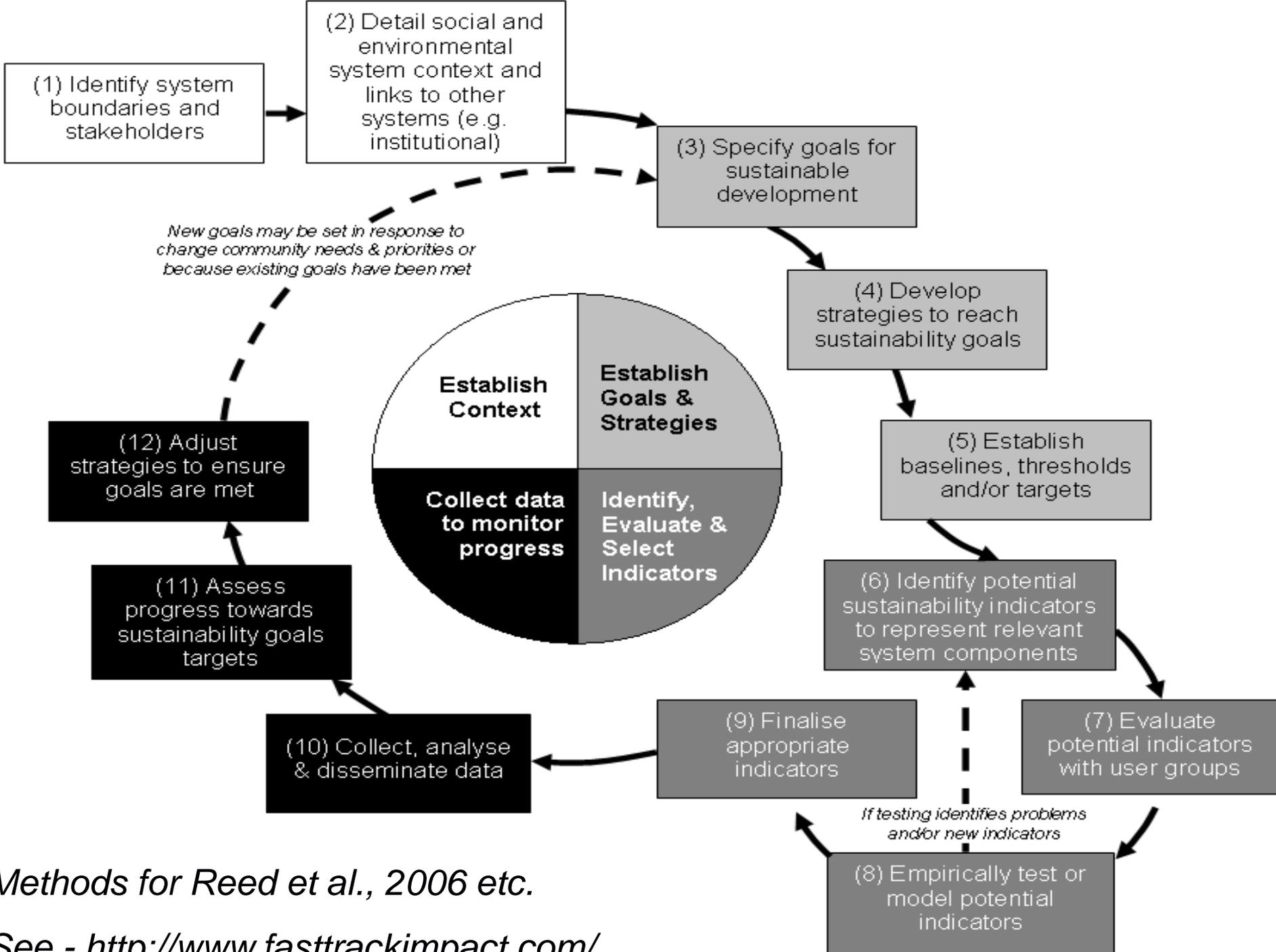
# Inter-disciplinary Impacts



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- Developed new conceptual methods guide for undertaking participatory environmental assessments as part of adaptive management (Reed *et al.*, 2006; Fraser *et al.*, 2006)
- Applied to Kalahari rangelands (Reed *et al.*, 2008; Reed & Dougill, 2010) & methods formed basis of 5 years of funded work (> £1m) on UK uplands (Dougill *et al.*, 2006 ....) “*Learning from the South*”
- Guided new UNCCD policy development & national policy across Southern Africa (Stringer *et al.*, 2007; 14...)
- Scale-up by assessing links to quantitative analyses (e.g. monetary values of ecosystem services, regional mapping studies = high IF outputs)





Methods for Reed et al., 2006 etc.

See - <http://www.fasttrackimpact.com/>

# Ghana Farming System Applications

Greatest impact when there is co-production of climate knowledge with end-users (communities)

Blending scientific and local agro ecological and traditional knowledge for effective climate adaptation

Developed innovative multi-scale approaches for assessing drought sensitivity in dryland farming systems (Antwi-Agyei et al., 2012; Antwi-Agyei et al., 2014).



# Ghana Farming Systems – Future Collaborations

- Mainstreaming climate information for building resilience in agricultural systems in Ghana
- Adaptation critical in addressing the threats of climate change
- Yet, lack of effective communication of climate information hampering agricultural production.
- Integrating participatory qualitative approaches with quantitative methods
- Resilience can be built in agricultural systems in northern Ghana
- Mainstreaming climate information service essential in ***national, regional and district level plans*** for sustainable development



## Part 3: Tools and techniques



## Chapter 14

### Prioritising stakeholders and publics for engagement

I explained the importance of systematically representing the needs and interests of relevant publics and stakeholders in the 'represent' principle (Chapter 5). To enact this, the second step to implement these principles involves doing a publics/stakeholder analysis. This chapter explains how to do this.

For me, the power of a publics/stakeholder analysis is its ability to enable you to prioritise who you engage with first. If you have time, you can use this tool to derive long, comprehensive lists of all the publics and/or stakeholders who should in theory be interested in or benefit from your research. In my experience, such lists just intimidate me, as I know I will never have time to reach out to everyone that has been identified. Instead, use this tool to empower you to take strategic first steps towards engaging with the publics and stakeholders that are most important to you. Whether you have time to reach out to three or thirty contacts, you know that you contacted the most important groups when you run out of time to contact anyone else.

The two most common ways I prioritise using this analysis is to focus on the hard-to-reach groups first, or to reach out to knowledge brokers who can short-cut me to relationships with key people from across multiple social and professional networks (see the 'engage' principle in Chapter 6). You may want to prioritise those with greatest power to facilitate or block your impact, or you may prefer to prioritise marginalised groups. You make the choice based on your own preferences, and use this to take a strategic approach to who you engage with first. If you have limited time and are being approached by many different organisations, you can use this approach to justify putting off engagement with certain groups, or sending them to your social media feeds or newsletter, so you have time to reach out to your priority groups, and don't get side-tracked by constantly reacting to those who shout loudest.

# Three questions

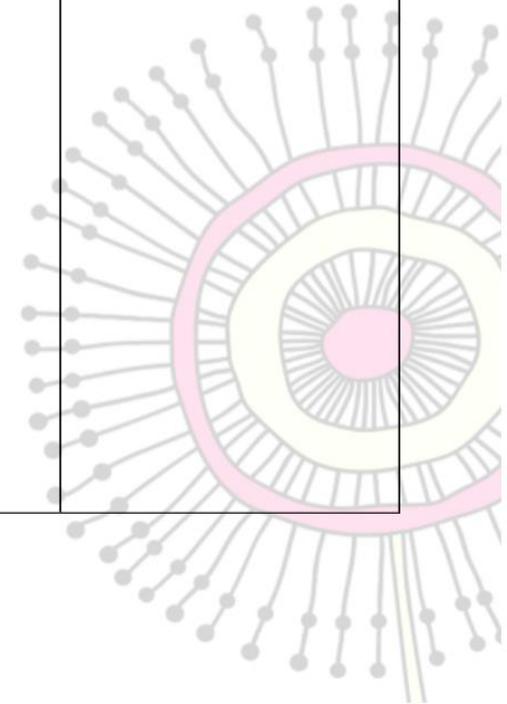
1. Who is interested?
2. Who has influence (to facilitate or block impact)?
3. Who is impacted?

To what extent are they interested, influential and likely to benefit?

Why?

# Stakeholder and Public Analysis Template

Name of organization, group or segment of the public	Likely interest in your research  H/M/L	What aspects of your research are they likely to be interested in? Identify key messages linked directly to your research for this group	What level of influence might they have on your capacity to generate impact and/or what level of benefit might they derive from the research?  H/M/L	Comments on level of influence and/or likely benefit (e.g. times or contexts in which they have more/less influence over the outcomes of your research, ways they might block or facilitate your research or impact, types of benefit they might derive from the research)	If influence is high but interest is low, how might you motivate greater interest and engagement with the research?



# Partnership building template

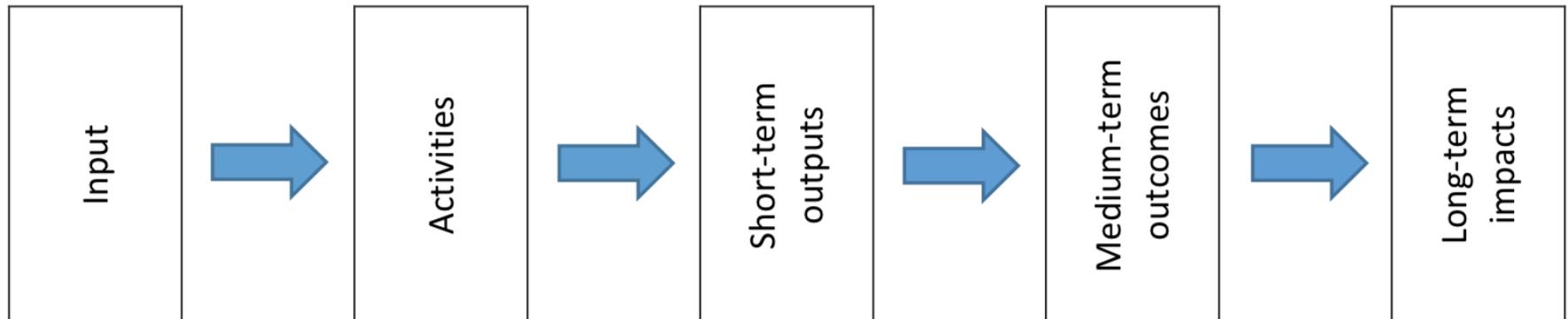
Name of organization or group	Likely interest in the project  H/M/L	What aspects of the research are they likely to be interested in?	Influence and benefit. For stakeholders and partners: what level of influence might they have on our capacity to conduct the research and/or generate impact? For publics: what level of benefit might they derive from the research? H/M/L	Comments on level of influence and/or likely benefit (e.g. contexts in which they have more/less influence over the outcomes of your research, ways they might block or facilitate the research or impact, types of benefit they might derive from the research)	Is interest low but influence and/or benefit high (i.e. might they be hard-to-reach)?  Y/N  If yes, what could we do to overcome barriers to engagement?	Only answer these questions if this is a partner:  * Why should this organization be prioritized as a partner?  * How strong/longstanding is your relationship with them?	Who is responsible for contact?



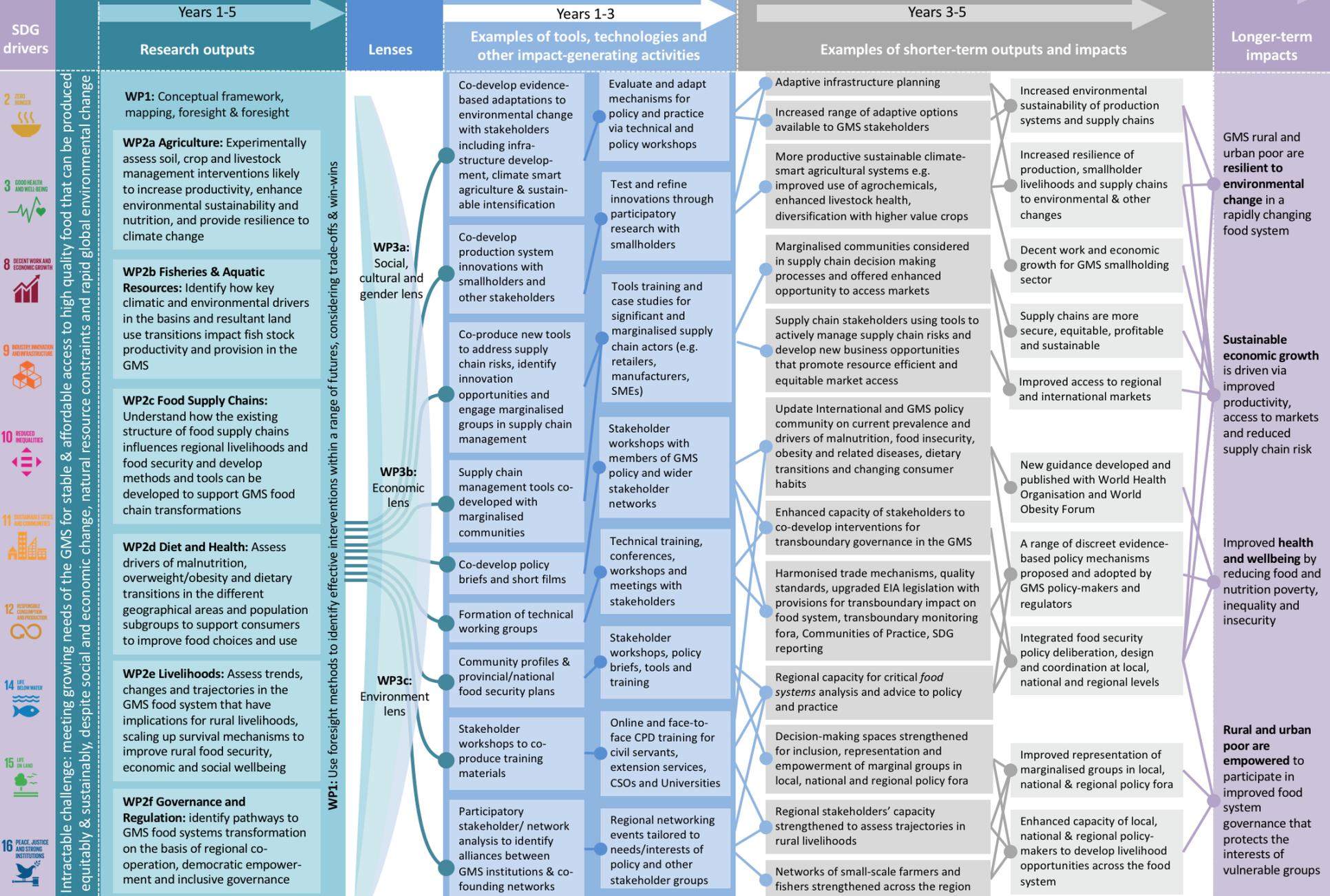
For more information about identifying partners, see:  
<http://www.ukcdr.org.uk/resources/finding-and-building-effective-partnerships>

# Theory of Change

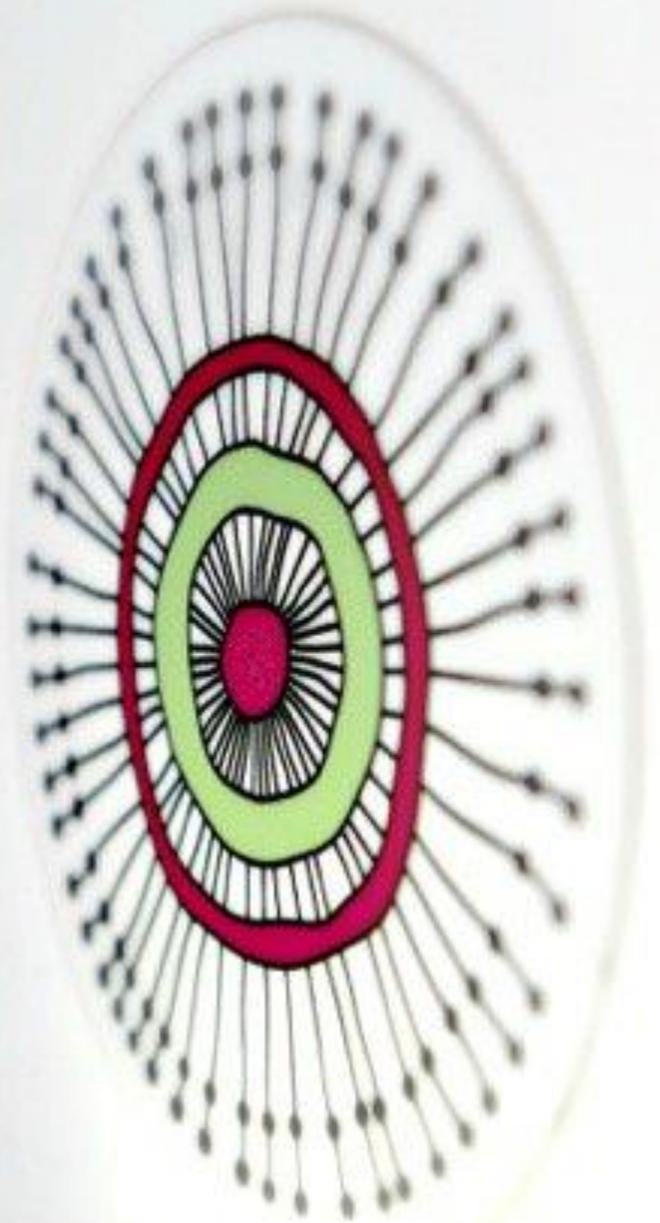
- Visual map of causal links that take you from the research to impact



# Transforming Greater Mekong Food Systems

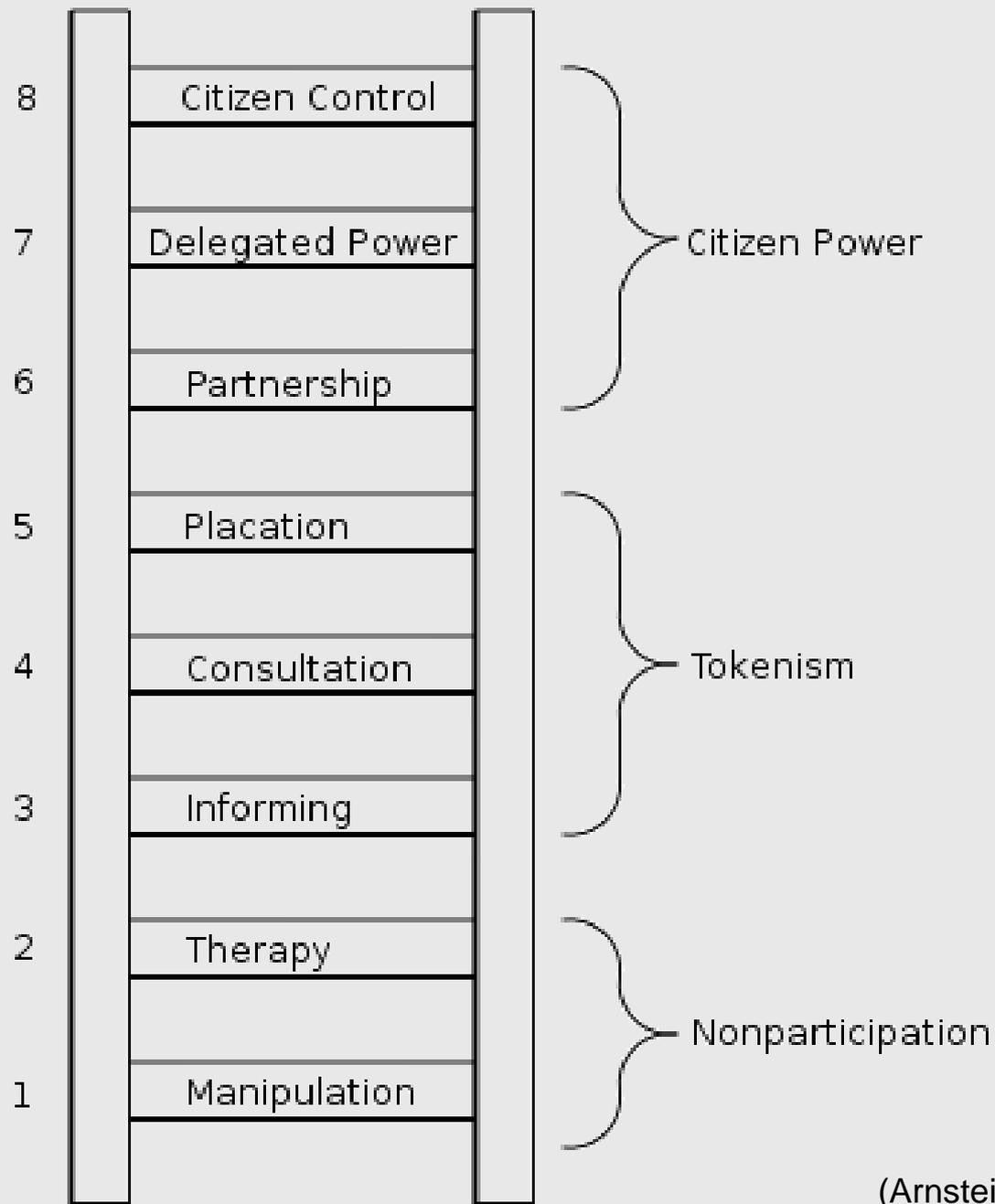


Co-produced  
research:  
what makes  
engagement work?



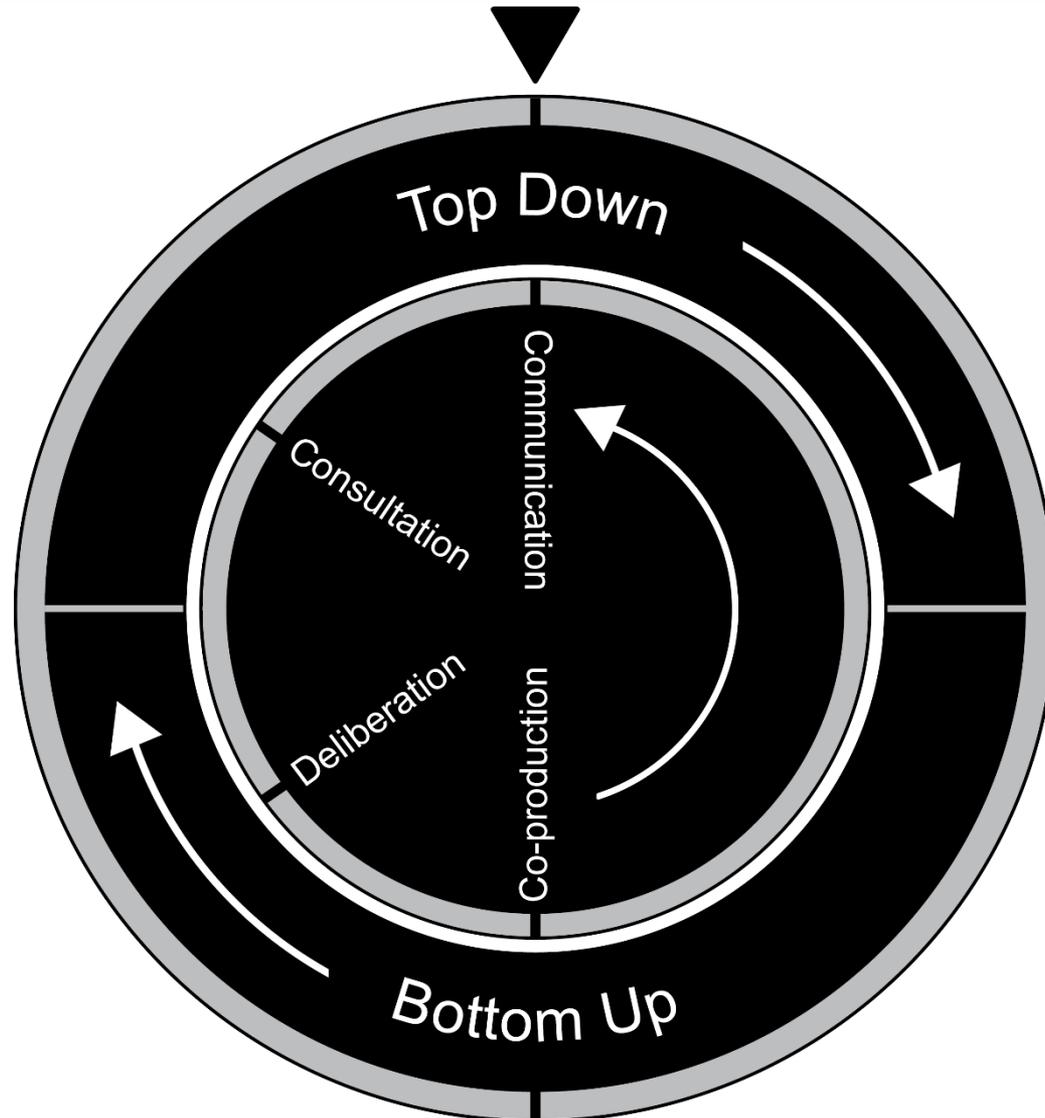


Empathy

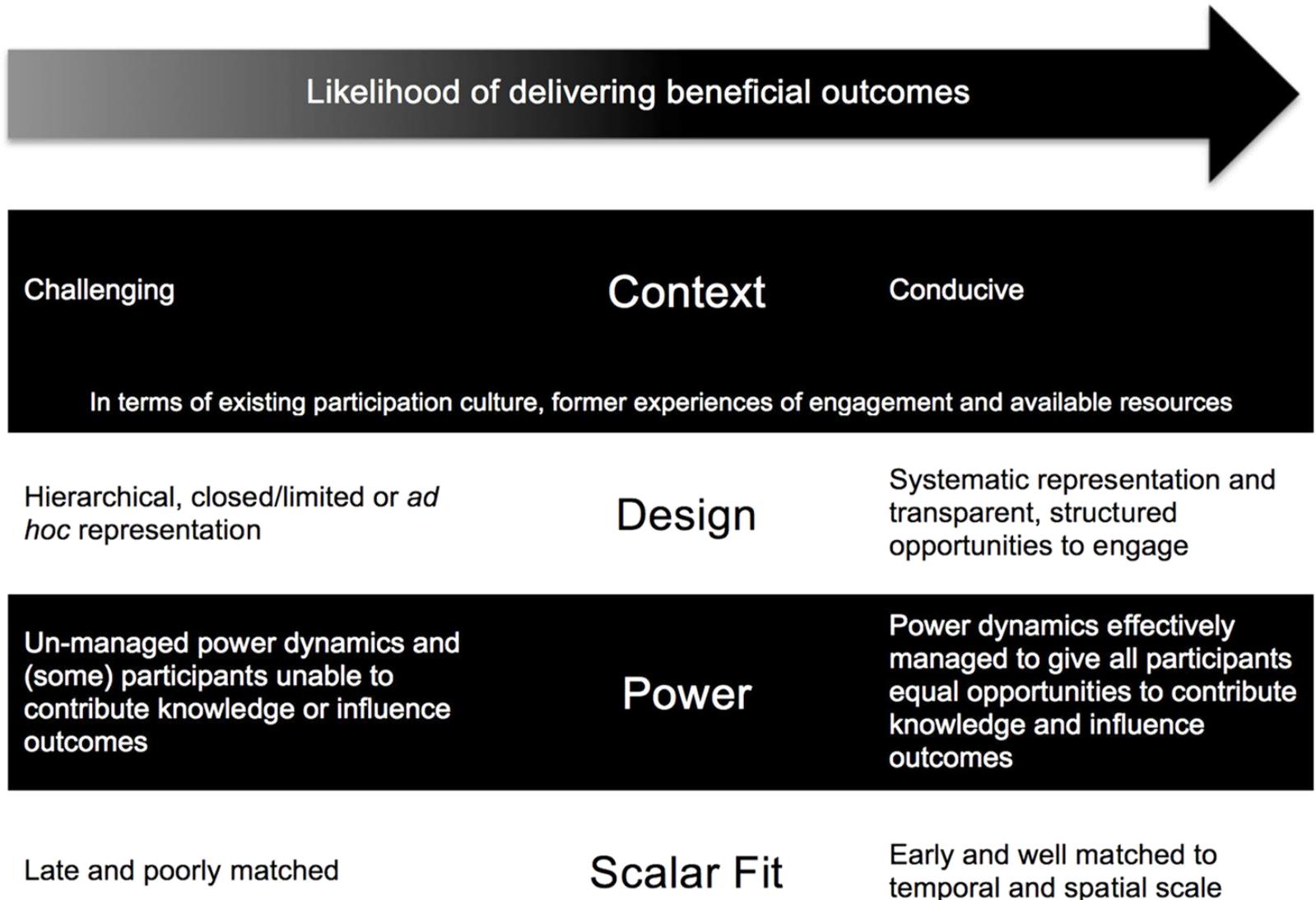


(Arnstein, 1969)

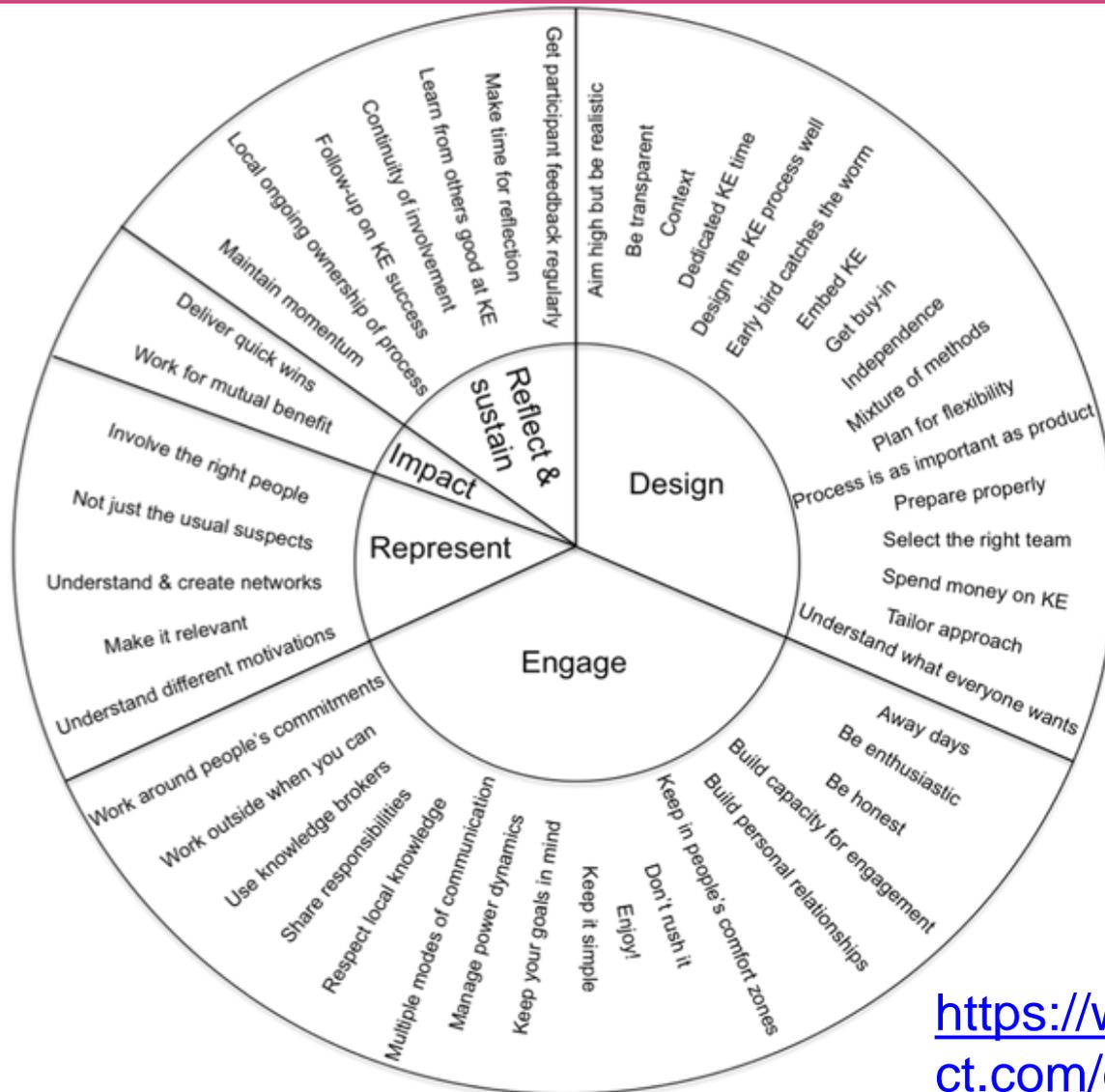
# Types of engagement



# What makes engagement work?



# 5 Steps to Research Impact



<https://www.fasttrackimpact.com/our-approach>

- Academic partners (colleagues, PhD networks etc.) provide vital links to national committees & pioneer projects nationally & support of their academic development has multiple benefits!
- NGOs & consultancies often key in co-ordinating multi-stakeholder partnerships essential for changing practices – *learn from positive stories!*
- Boundary organisations & advocacy centres key allies in ensuring regular two-way communications with policy-makers & practitioners.  
View this as **co-learning NOT just research uptake**
- National Met Service partners key advocates as trusted voices



# Climate Information & Long-term Planning

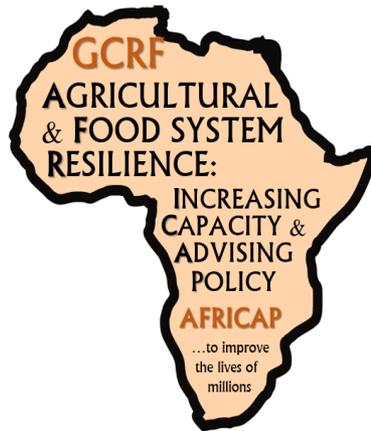


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NATURE CLIMATE CHANGE | COMMENTARY

## Ensuring climate information guides long-term development

Lindsey Jones, Andrew Dougill, Richard G. Jones, Anna Steynor, Paul Watkiss, Cheikh Kane, Bettina Koelle, Wilfran Moufouma-Okia, Jon Padgham, Nicola Ranger, Jean-Pierre Roux, Pablo Suarez, Thomas Tanner & Katharine Vincent



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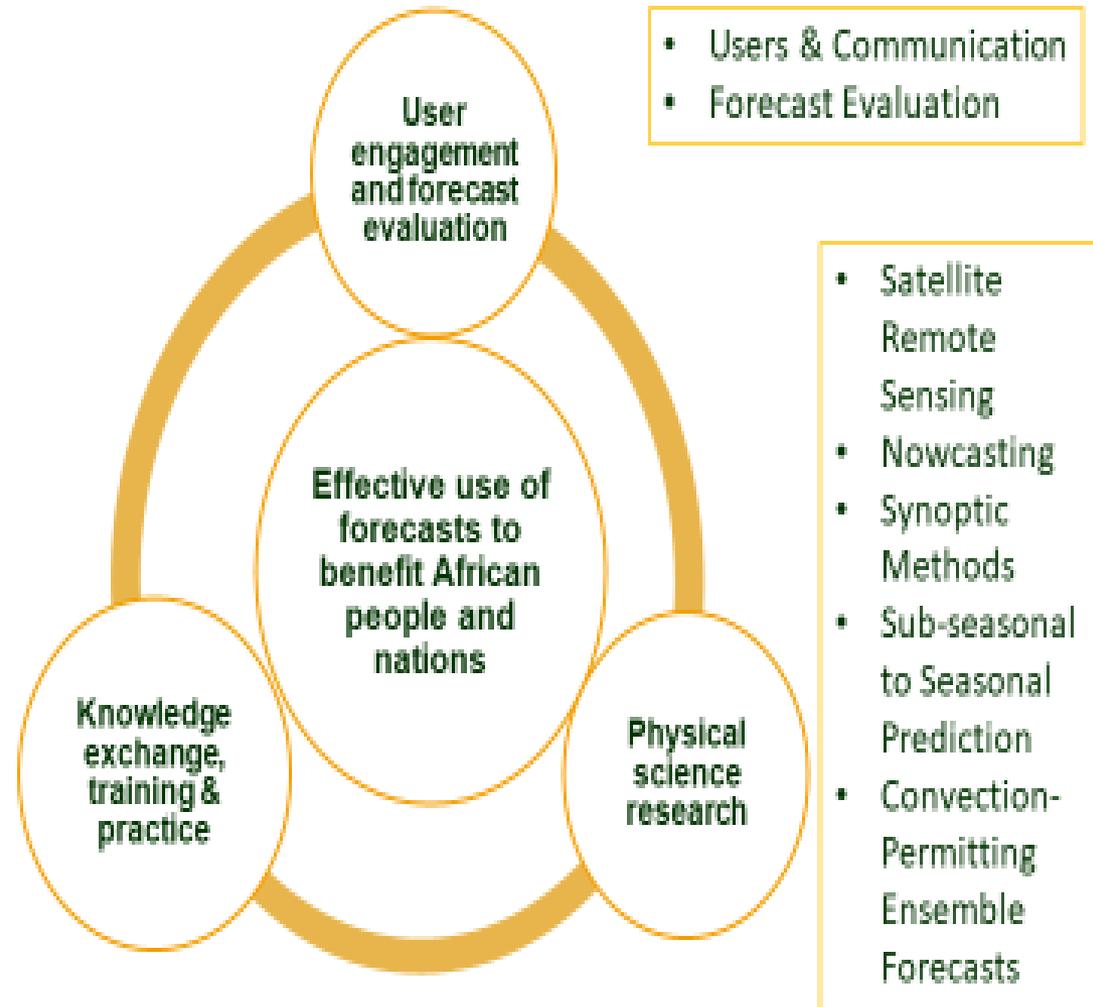
## Programme Aims

- I. Significant **improvements in weather forecasts in Africa**, and the tropics, from hourly to seasonal timescales.
- II. Build capability among UK and African partners to **improve, maintain and evaluate** operational tropical forecasts in future.
- III. Develop African capacity for **sustained training of forecasters**.

- Operational Training & University Programmes
- Weather Forecast Testbeds



## SWIFT Delivery: Three Strands



Improved weather info and hazard warnings from hours to a season, reaching into many sectors of society and addressing the SDGs



Industry; power generation



NGOs

Addressing Poverty, Hunger, Health, Economic development, Climate resilience...



Public



Aviation



Fishermen



Farmers



SMS alerts

Slide on Philip's AAS plans?



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- **Team-working & network building** (both academic & to policy / practice) are the vital ingredients to success whatever your disciplinary background
- Willingness to **move beyond disciplinary & geographical comfort zones** shows flexibility that employers are looking for (& often pays dividends!)
  - *Be Opportunistic & take Risks!*
- Build & tell your **Story of Impact** (“*Why should I care about your research?*”) rather than rely on journal impact factor (key to peer review, pathway to impact & interview ability)
- Use partnership-building & pump-priming funds in a strategic way to broaden network & nurture advocates
  - *Little can go a long way! & go back to follow up on (or even repeat!) past research*
- **Team-teaching & cross-disciplinary PhD supervisions (& friendships!)** can provide long-lasting (often hidden) benefits