



# 5 ways

**your work on ecosystem services  
can make a bigger impact**

What is the  
impact of  
research on  
ecosystem  
services?

# What is the impact of research on ecosystem services?

- Random sample: 20 out of 66 case studies including phrase “ecosystem services”
- A measure of *researchers’ perceptions* of the impacts of their research that had most significance and reach

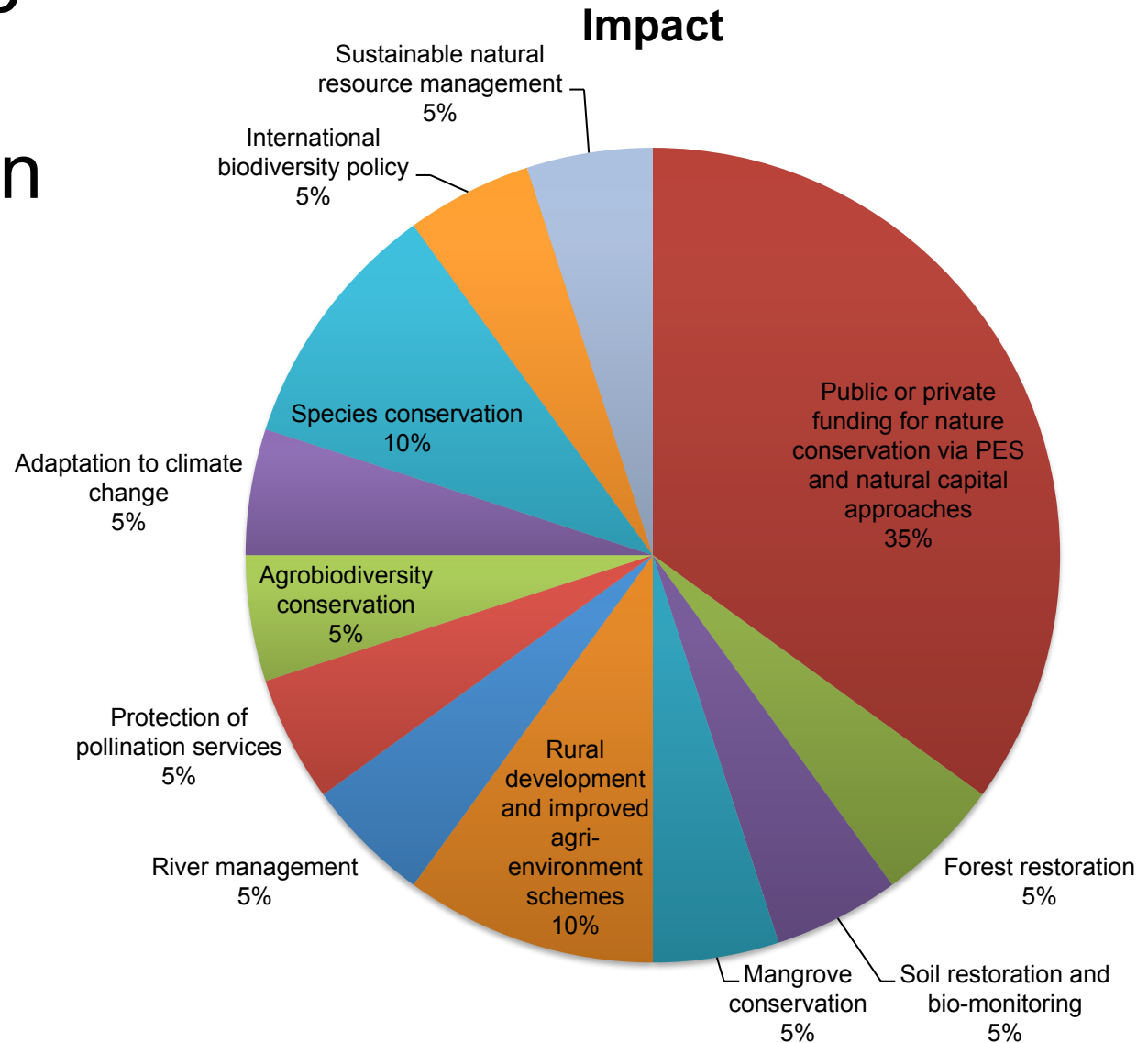
The screenshot shows the REF2014 Impact Case Studies website. The header includes the REF2014 logo and navigation links. The main section is titled "Search REF Impact Case Studies" and includes a search bar and a "Search" button. Below the search bar, there is a link to "Learn about advanced search options and read our Terms of Use".

The "Browse the index" section is visible, showing a table of institutions categorized by region. The table has columns for "Submitting Institution", "Unit of Assessment", "Summary Impact Type", "Research Subject Area", "Impact UK Location", and "Impact Global Location". The "Submitting Institution" column is expanded, showing a list of institutions and their corresponding counts.

| Submitting Institution                  | Unit of Assessment | Summary Impact Type | Research Subject Area | Impact UK Location | Impact Global Location |
|---|--------------------|---------------------|-----------------------|--------------------|------------------------|
| <strong>Submitting Institution</strong> |                    |                     |                       |                    |                        |
| Type institution name                   |                    |                     |                       |                    |                        |
| <strong>East</strong> (430)             |                    |                     |                       |                    |                        |
| Anglia Ruskin University                | (10)               |                     |                       |                    |                        |
| University of Bedfordshire              | (14)               |                     |                       |                    |                        |
| University of Cambridge                 | (177)              |                     |                       |                    |                        |
| Coventry University                     | (18)               |                     |                       |                    |                        |
| University of East Anglia               | (64)               |                     |                       |                    |                        |
| University of Essex                     | (48)               |                     |                       |                    |                        |
| University of Hertfordshire             | (30)               |                     |                       |                    |                        |
| <strong>East Midlands</strong> (430)    |                    |                     |                       |                    |                        |
| Bolton Graduate Institute               | (8)                |                     |                       |                    |                        |
| De Montfort University                  | (10)               |                     |                       |                    |                        |
| University of Derby                     | (11)               |                     |                       |                    |                        |
| University of Leicester                 | (66)               |                     |                       |                    |                        |
| University of Lincoln                   | (18)               |                     |                       |                    |                        |
| Loughborough University                 | (71)               |                     |                       |                    |                        |
| University of Northampton               | (17)               |                     |                       |                    |                        |

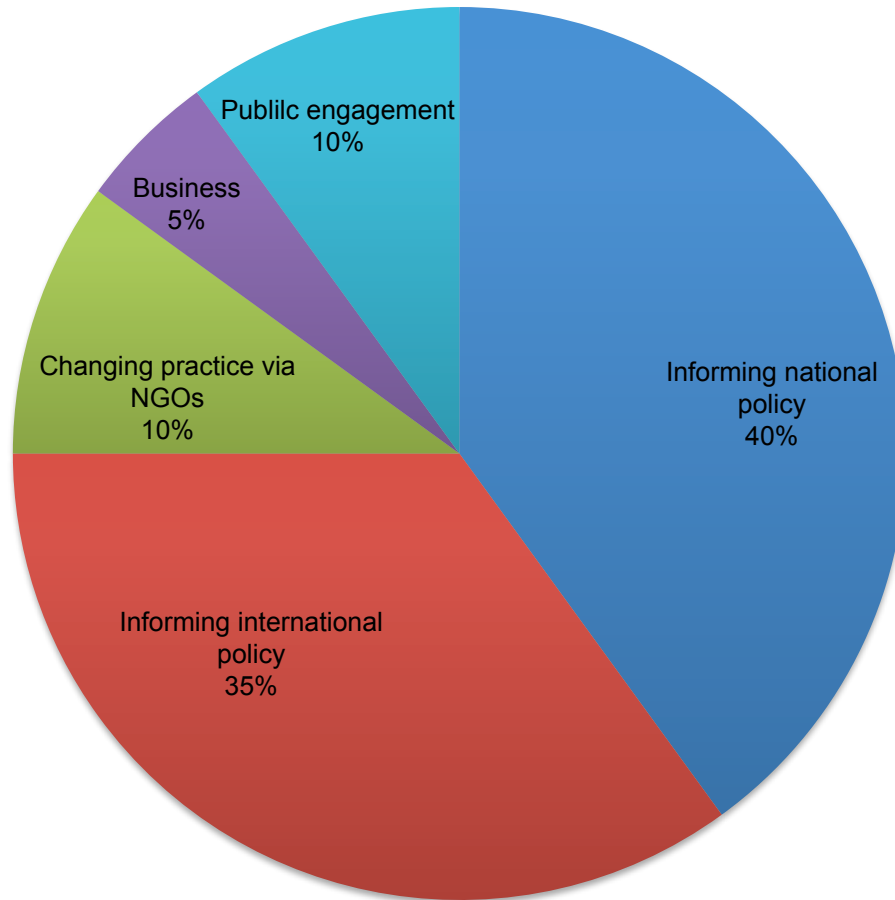
impact.ref.ac.uk

# What is the impact of research on ecosystem services?

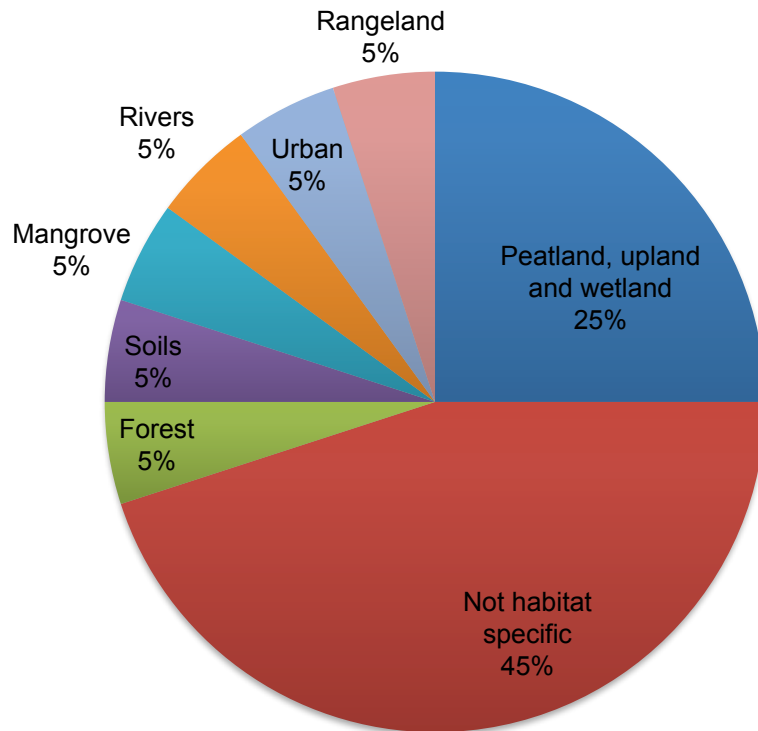


# How did they do this?

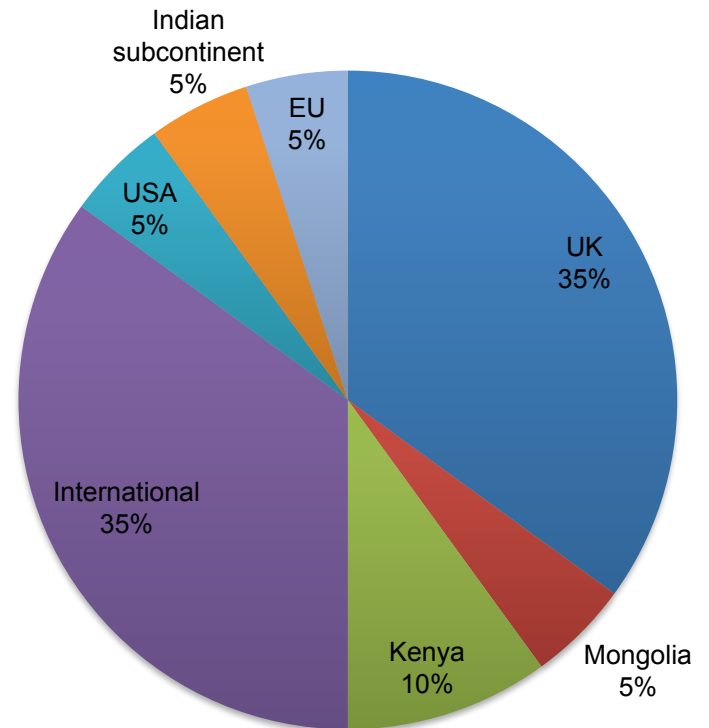
## Primary pathway to impact



## Habitat



## Location



# How do you make an impact?



# How do you make an impact?





To have an impact, you need to be great at knowledge exchange



An emotional metaphor:

What happens when you walk through  
London smiling at people with a sign that  
reads “smile”





Based on empirical findings:

- Analysis of interviews with 32 researchers and stakeholders across 13 environmental management projects
- Social network analysis & interviews tracing how >70 research findings were communicated via social networks and put into policy/practice
- Analysis of 53 interviews & questionnaires with land degradation projects across 13 countries
- Meta-analysis work by Jens Newig et al.
- Latest research evidence from literature







Contents lists available at ScienceDirect

## Journal of Environmental Management

journal homepage: [www.elsevier.com/locate/jenvman](http://www.elsevier.com/locate/jenvman)



### Five principles for the practice of knowledge exchange in environmental management



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#### ABSTRACT

This paper outlines five principles for effective practice of knowledge exchange, which when applied, have the potential to significantly enhance the impact of environmental management research, policy and practice. The paper is based on an empirical analysis of interviews with 32 researchers and stakeholders across 13 environmental management research projects, each of which included elements of knowledge co-creation and sharing in their design. The projects focused on a range of upland and catchment management issues across the UK, and included Research Council, Government and NGO funded projects. Preliminary findings were discussed with knowledge exchange professionals and academic experts to ensure the emerging principles were as broadly applicable as possible across multiple disciplines. The principles suggest that: knowledge exchange needs to be designed into research; the needs of likely research users and other stakeholders should be systematically represented in the research where possible; and long-term relationships must be built on trust and two-way dialogue between researchers and stakeholders in order to ensure effective co-generation of new knowledge. We found that the delivery of tangible benefits early on in the research process helps to ensure continued motivation and engagement of likely research users. Knowledge exchange is a flexible process that must be monitored, reflected on and continuously refined, and where possible, steps should be taken to ensure a legacy of ongoing knowledge exchange beyond initial research funding. The principles have been used to inform the design of knowledge exchange and stakeholder engagement guidelines for two international research programmes. They are able to assist researchers, decision-makers and other stakeholders working in contrasting environmental management settings to work together to co-produce new knowledge, and more effectively share and apply existing knowledge to manage environmental change.

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# 5 Principles

# 1 Design

*Know the impacts you want to achieve and  
design impact into ecosystem services  
work from the start*





# 1 Design

- Set impact and knowledge exchange goals from the outset
- Co-develop a detailed impact plan
- Build in flexibility to your plans so they can respond to changing needs and priorities
- Find skilled people (and where possible financial resources) to support your impact



## 2 Represent

*Systematically represent the needs and priorities of those who will use work on ecosystem services*



## 2 Represent

- Systematically identify those likely to be interested in, use or benefit from the work
- Identify other stakeholders who could help or block you, or who might be disadvantaged
- Revisit who you're working with as your context and stakeholder needs change
- Find ways of becoming embedded in the research projects you care about
- Consider ethical implications of engaging at different stages of the research cycle



# 3 Engage

*Build long-term, two-way, trusting relationships with those who will use ecosystem services work and co-generate new knowledge together*



# 3 Engage

- Work with knowledge brokers and professional facilitators
- Understand what will motivate different people to get actively involved
  - Future funding & new business opportunities
  - New solutions to old problems
  - Increasing credibility and influence
  - Intrinsic motives: curiosity & effecting change
- Work together to interpret findings and co-design communication products



## 4 Early impact

*Deliver tangible results as soon as possible  
to keep everyone engaged*



# 4 Impact

- Identify quick wins where tangible impacts can be delivered as early as possible in the research process
  - Regular briefings/updates
  - Early publication of literature reviews
  - Co-ordinate milestone timings between research, policy teams & other stakeholders to match decision-maker needs



## 5 Reflect & Sustain

*Keep track of what works, so you can improve your knowledge exchange, and continue nurturing relationships and generating impacts in the long-term*





# 5 Reflect & Sustain

- Track and reflect on both knowledge exchange and impacts
- Learn from peers and share good practice
- Identify what knowledge exchange needs to continue after projects end and consider how to generate long-term impacts



1 Design



2 Represent



3 Engage



4 Early impact



5 Reflect &  
sustain



# Our Pathway to Impact



**Sustainable Uplands**  
*Learning to manage future change*

- £1M RELU/LWEC & ESRC funded project helping people anticipate and adapt to future change across UK uplands since 2005
- Almost £1M co-funding from research users
- Interdisciplinary team of 25 people from 5 Universities & 2 NGOs
- Led to launch of UK Peatland Code by UK Government in 2015





# Design



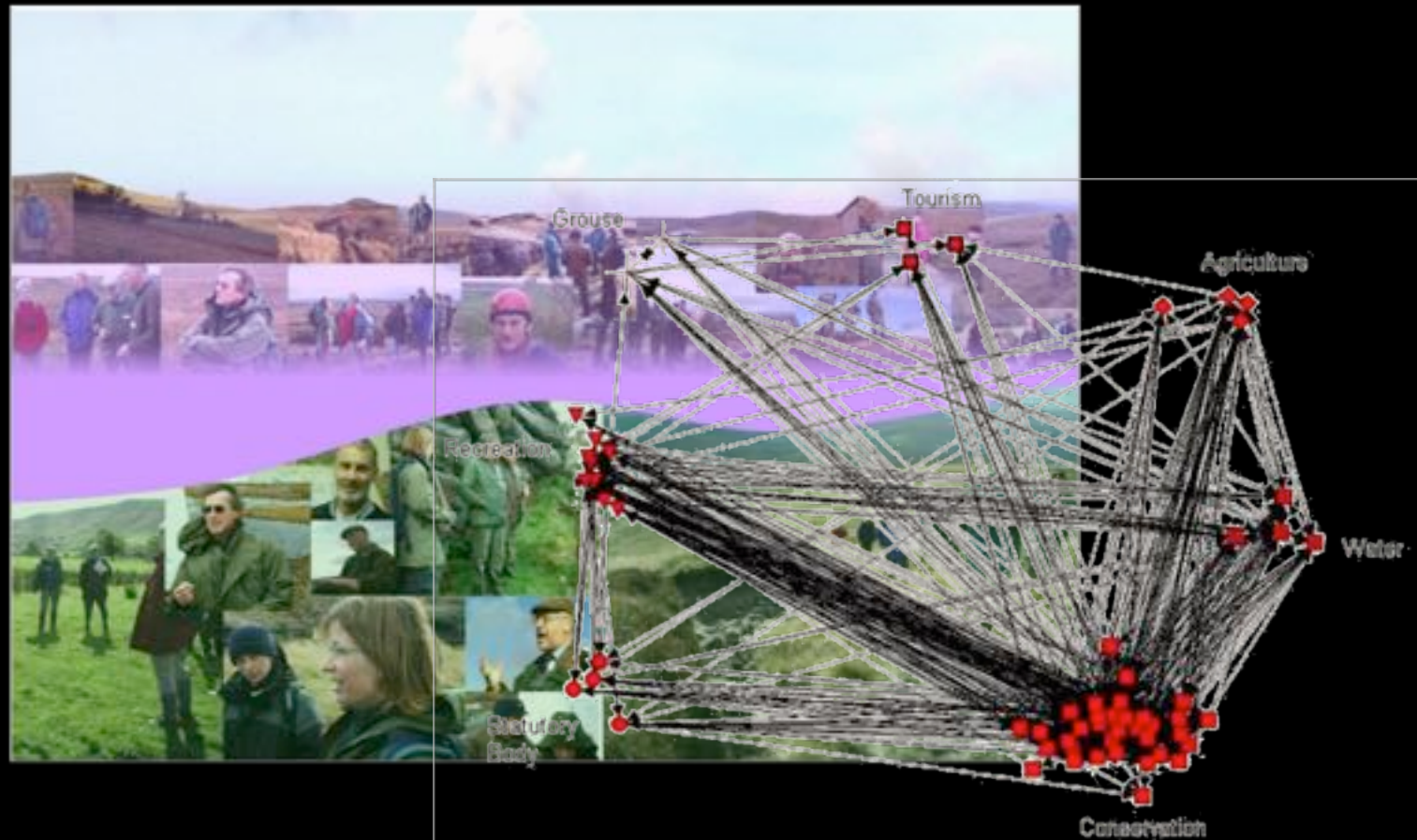


# Represent



Stakeholders...

e.g. farming, utilities companies, tourism etc.





A man and a woman are working on a large wall covered with many colorful sticky notes. The man, on the left, is wearing a dark jacket and is pointing at a note. The woman, on the right, is wearing a dark top and glasses, and is looking at a note. The wall is covered with numerous sticky notes of various colors (yellow, orange, green, pink, blue) with handwritten text in Arabic. The notes are organized into a grid-like structure, suggesting a collaborative brainstorming or project planning session.



- Multi-stakeholder response to controversial policy consultation
- You Tube and DVDs
- Articles in professional journals/magazines
- Newsletters
- Project website

# Impact





# Engage



- Policy briefs
- Presentations to policy makers, policy advisors and practitioner groups
- DEFRA placement
- Consultancy contracts

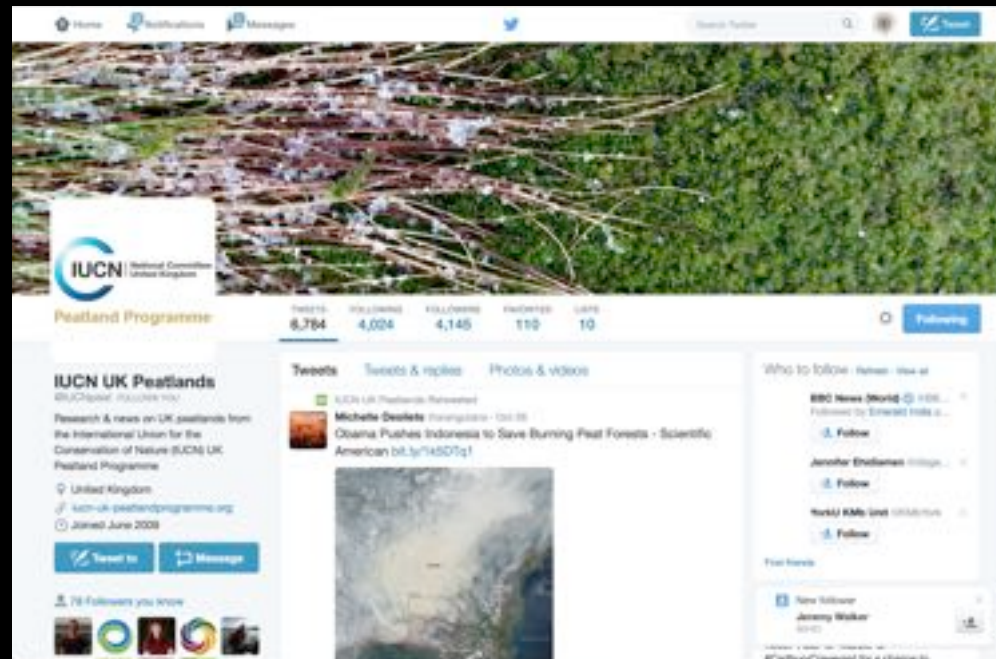


# Engage



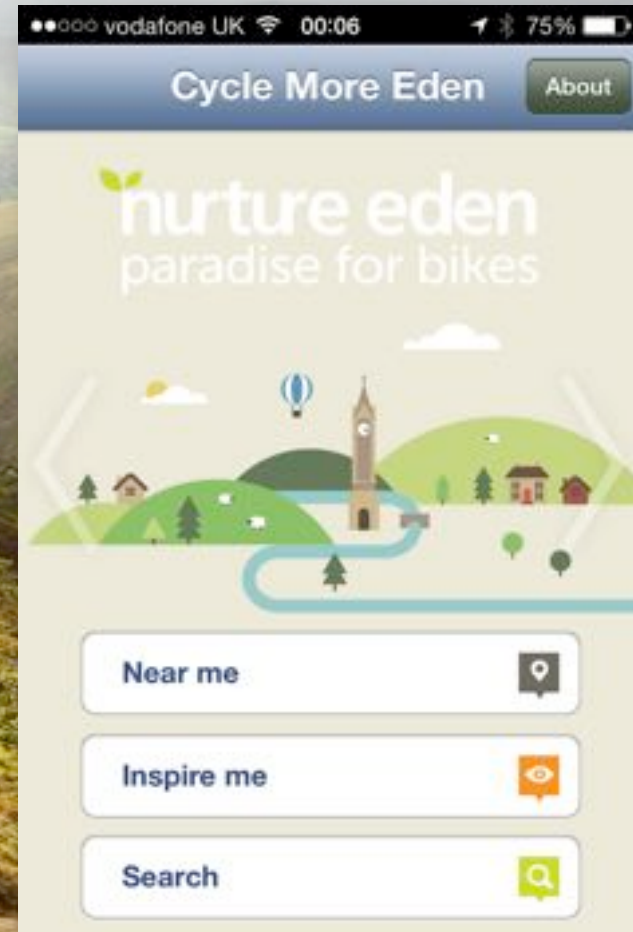
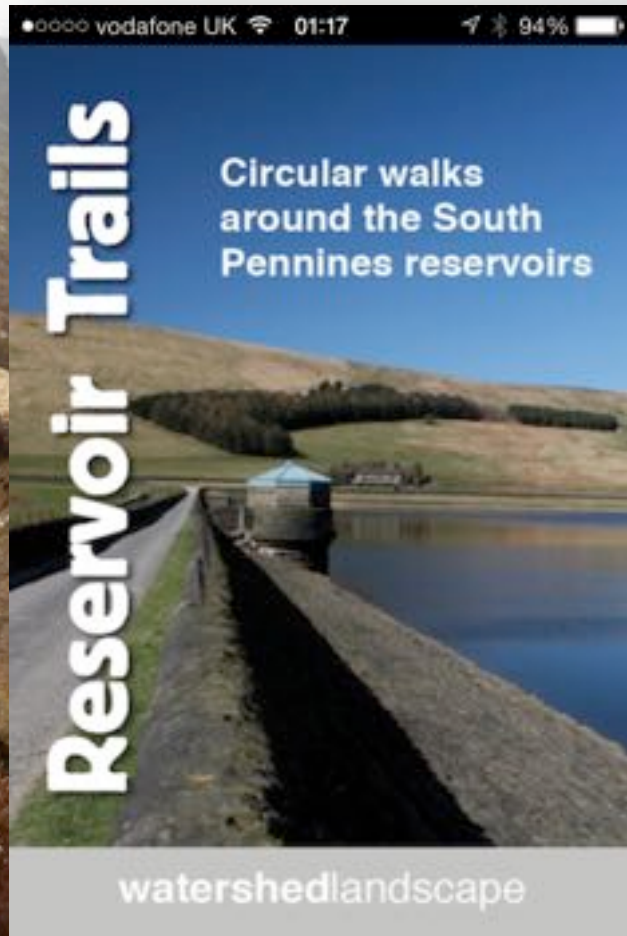
## Public engagement:

- Twitter (4000 followers) [www.twitter.com/IUCNpeat](http://www.twitter.com/IUCNpeat)
- Schools resources





# Engage





## Arts:

- Music video
- Jazz composition
- Fairytale told by storyteller and made into book
- Conceptual art by Dalziel & Scullion





## HELP PROTECT OUR VULNERABLE PEATLANDS



AND THE SPECIES THAT  
DEPEND ON THEM



## TAKE PROF. REED'S PEAT-FREE PLEDGE!

supporters



VIVIENNE



SIMON KING,



STEPHEN MOSS



HELEN



GORDON



MARIAN SPAIN

"I PLEDGE TO HELP CONSERVE OUR FRAGILE PEAT BOGS AND THE  
ANIMALS THAT DEPEND ON THEM BY ONLY EVER BUYING PEAT FREE  
COMPOST FOR MY GARDEN, WINDOW BOXES AND POTS."

Name \*

First Name

Last Name

Email Address

Please include if you'd like to be updated on the campaign progress.

Pledge

Twitter 1,761

Like Share

361 people like this. Be the first of your friends.

Pledge count

892

Add the Twibbon!



# Engage



Wellington LA21 and 48 others follow  
**IUCN Committee UK** @IUCNCommitteeUK - Oct 26  
Gleamer on Radio Scotland this morning on #peatfreepledge  
bbc.co.uk/programmes/b04... (01:45:00) #IUCNpeat14

→ BBC

20/10/2014, Good Morning Scotland - BBC Radio Scotland  
By BBC @BBC

The nation's morning news programme, presented by Gary Robertson and Gillian Mailes.

View on web

**Mark Reed** @gleamer - Oct 2  
Proud to dig #peatfree. Join us and take the #peatfreepledge today:  
mayaproject.org/peat-free-pled...

Dr Anna Evelyn, grown in wales, Project Mays and Mark Reed

**Climate Revolution** @climate\_rev - Oct 21  
RT @projectmays: R @gleamer: Filming w/ @NicolaMcAlley & @STVNews on Culloden Moor for #IUCNpeat14 #peatfreepledge

Peatlands store  
**4 TIMES MORE**

**CARBON THAN FORESTS**

and we only have 6000 ha left

**choose #peatfree compost**

[www.MANPROJECT.ORG/PEAT-FREE-PLEDGE](http://www.MANPROJECT.ORG/PEAT-FREE-PLEDGE)

Engage



**EVERY MONTH**

gardeners in the UK use enough peat to fill

**69**

Olympic swimming pools

**Take the #peatfree pledge**

[www.MANPROJECT.ORG/PEAT-FREE-PLEDGE](http://www.MANPROJECT.ORG/PEAT-FREE-PLEDGE)

we are using peat

**200x**

faster than it can form

**Take the #peatfree pledge**

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# Reflect & sustain



## Anaylsing our impact...

# Reflect & sustain

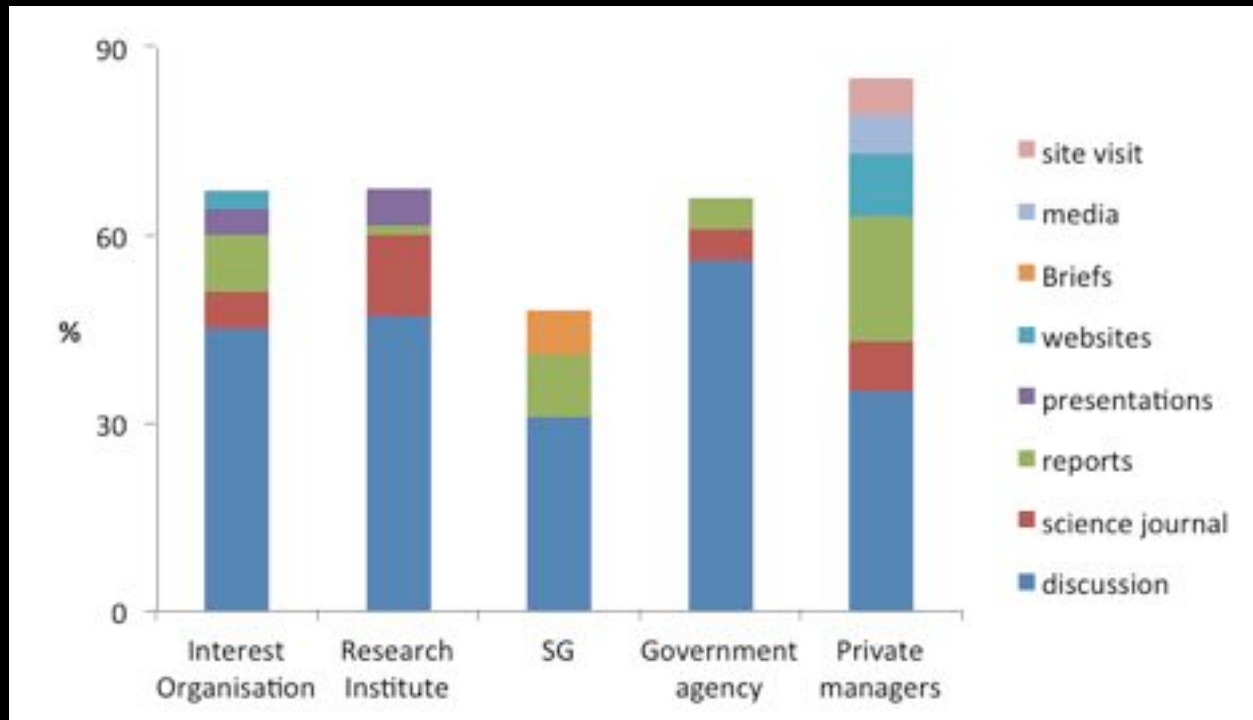


- Mapped who communicates with who about upland research in Scotland
- Traced how >70 research findings were communicated from peer-to-peer, and how they reached policy & practice (or not)



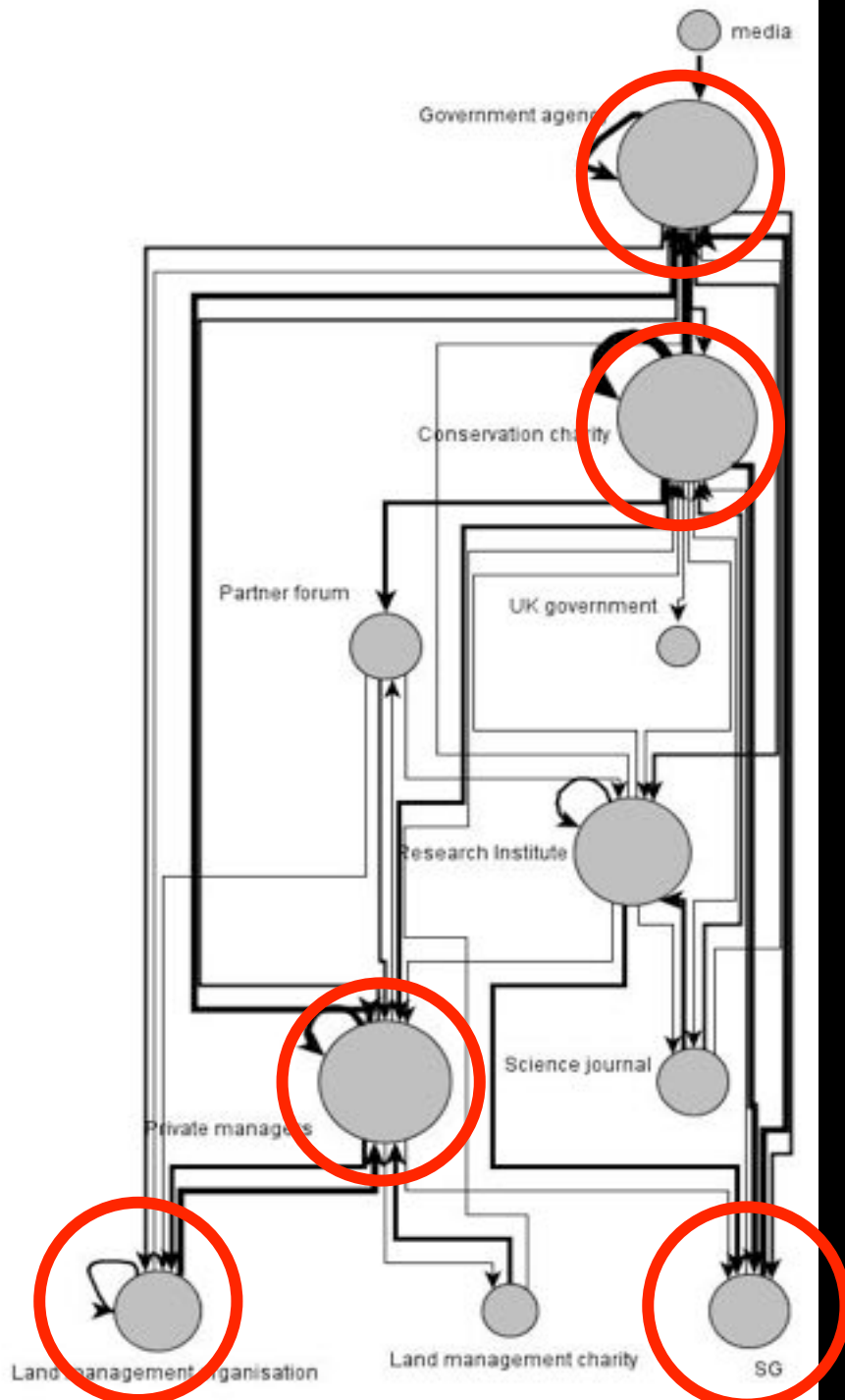


# Reflect & sustain



- Majority of knowledge exchange takes place through face-to-face interaction with trusted contacts

# Reflect & sustain



- But who are these trusted contacts?

Reflect & sustain



**PEATLAND  
CODE**





1 Design



2 Represent



3 Engage



4 Early impact



5 Reflect &  
sustain



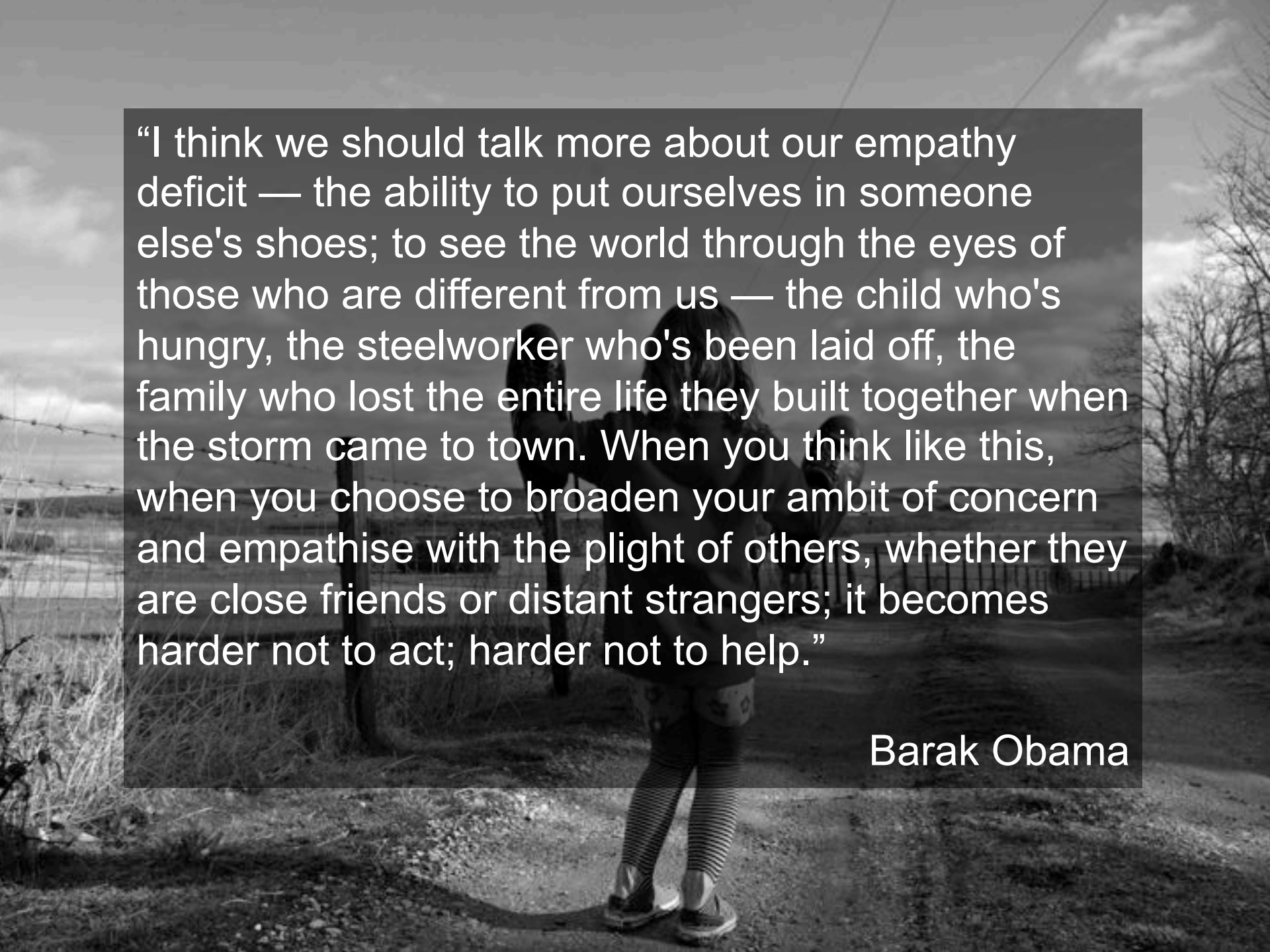


# Conclusion

# Empathy







“I think we should talk more about our empathy deficit — the ability to put ourselves in someone else's shoes; to see the world through the eyes of those who are different from us — the child who's hungry, the steelworker who's been laid off, the family who lost the entire life they built together when the storm came to town. When you think like this, when you choose to broaden your ambit of concern and empathise with the plight of others, whether they are close friends or distant strangers; it becomes harder not to act; harder not to help.”

Barak Obama







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# Fast Track Impact

Training by researchers for researchers

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