



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

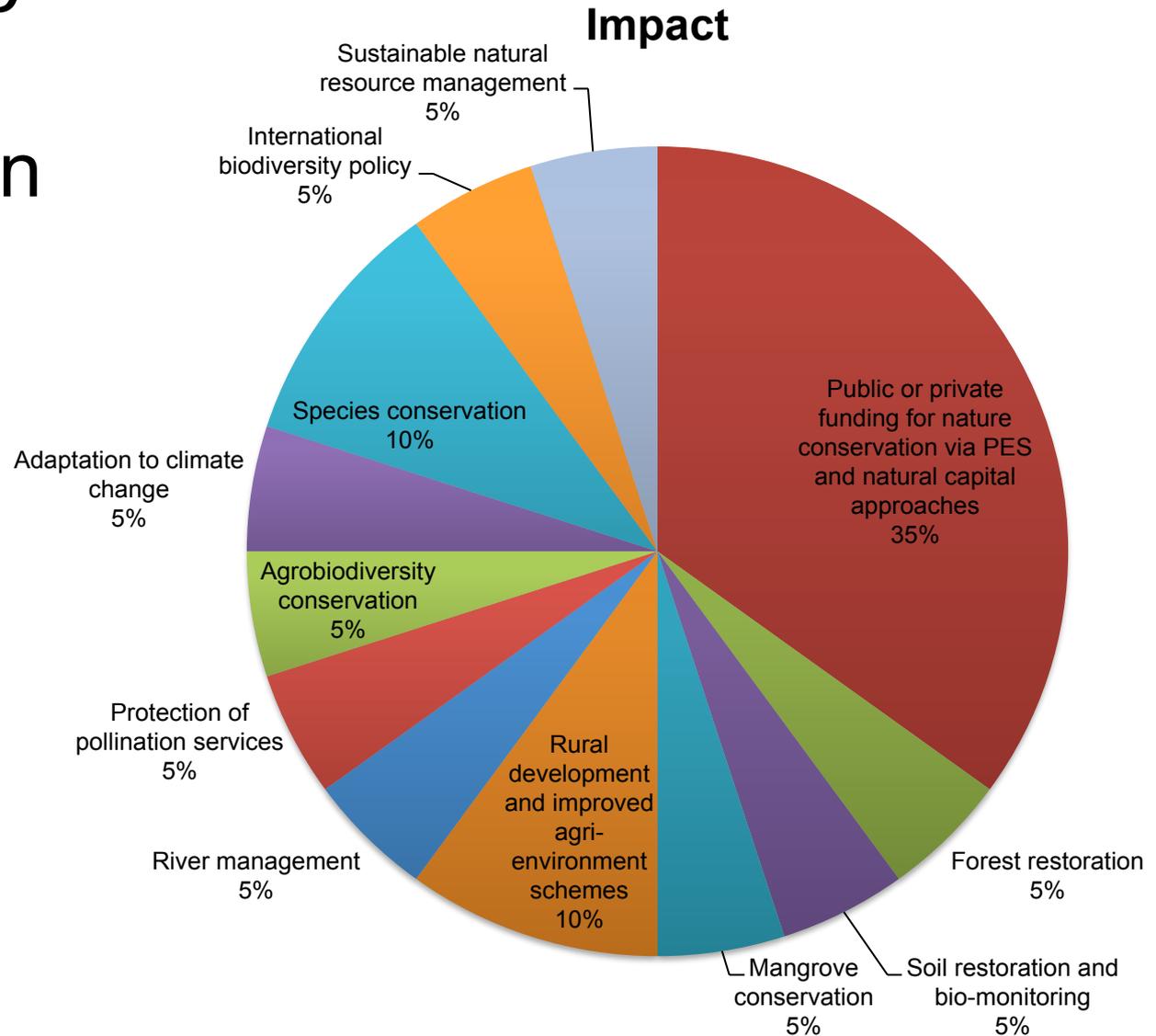
The screenshot shows the REF2014 Impact Case Studies website. At the top, there is a navigation bar with the REF2014 logo and links for 'About', 'How to search', 'FAQs', 'RSS', 'Terms of Use', and 'REF2014 Home'. Below this is a search section titled 'Search REF Impact Case Studies' with a search bar and a 'Search' button. A link to 'Learn about advanced search options and read our Terms of Use' is also present.

Below the search section is a 'Browse the index' section with tabs for 'Submitting Institution', 'Unit of Assessment', 'Summary Impact Type', 'Research Subject Area', 'Impact UK Location', and 'Impact Global Location'. The 'Submitting Institution' tab is selected, showing a table of institutions categorized by region.

East		East Midlands	
Anglia Ruskin University	(43)	Bolton Grosvenor University	(6)
University of Bedfordshire	(24)	De Montfort University	(10)
University of Cambridge	(277)	University of Derby	(71)
Coventry University	(2)	University of Leicester	(90)
University of East Anglia	(64)	University of Lincoln	(28)
University of Essex	(48)	Loughborough University	(71)
University of Hertfordshire	(30)	University of Northampton	(17)

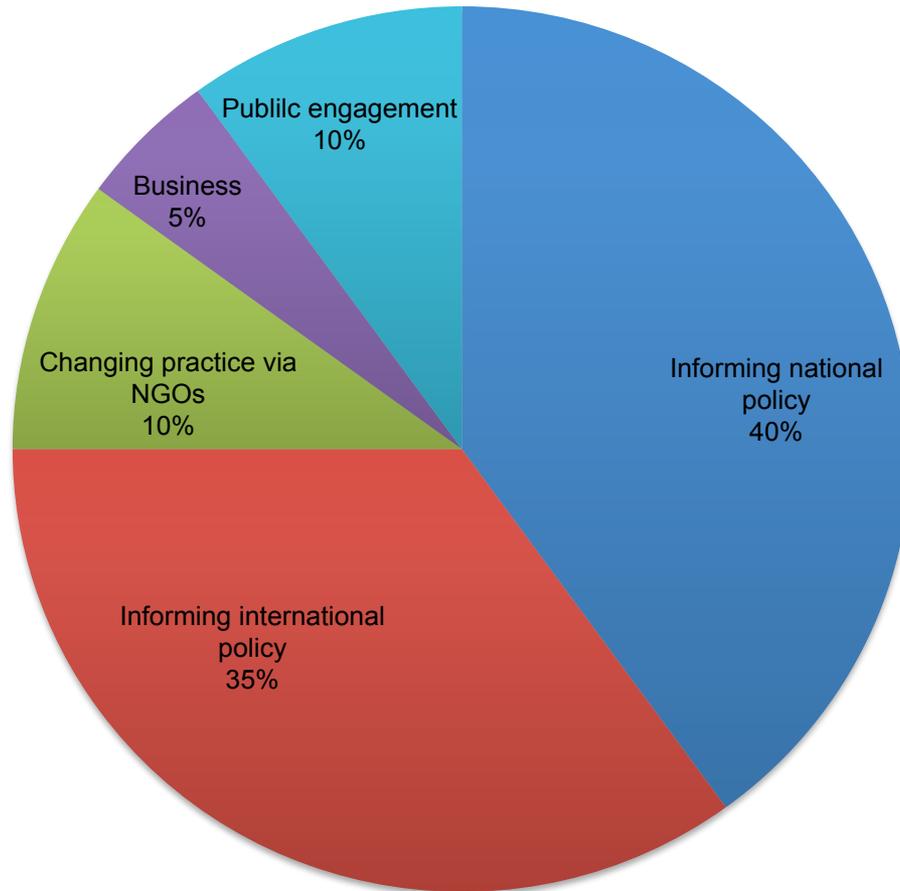
impact.ref.ac.uk

What is the impact of research on ecosystem services?

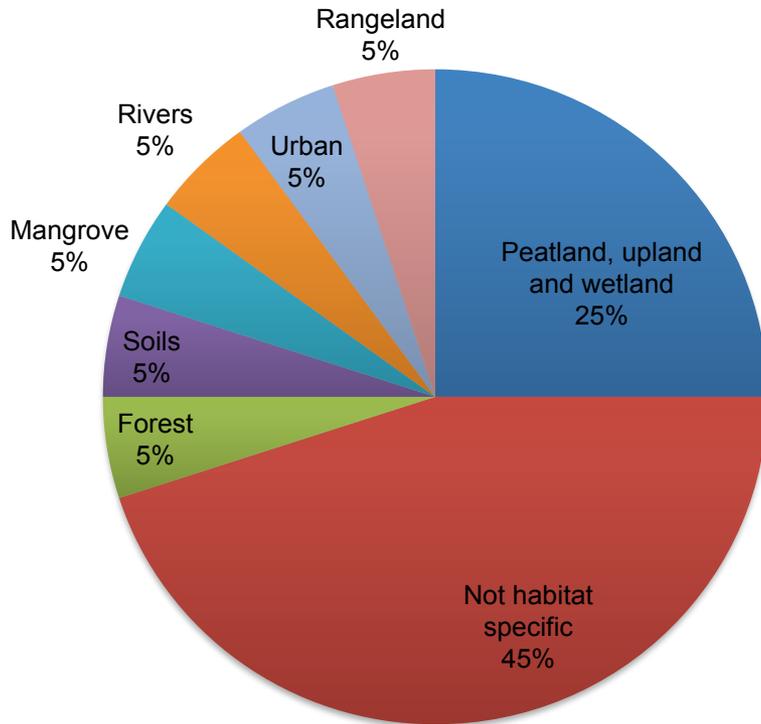


How did they do this?

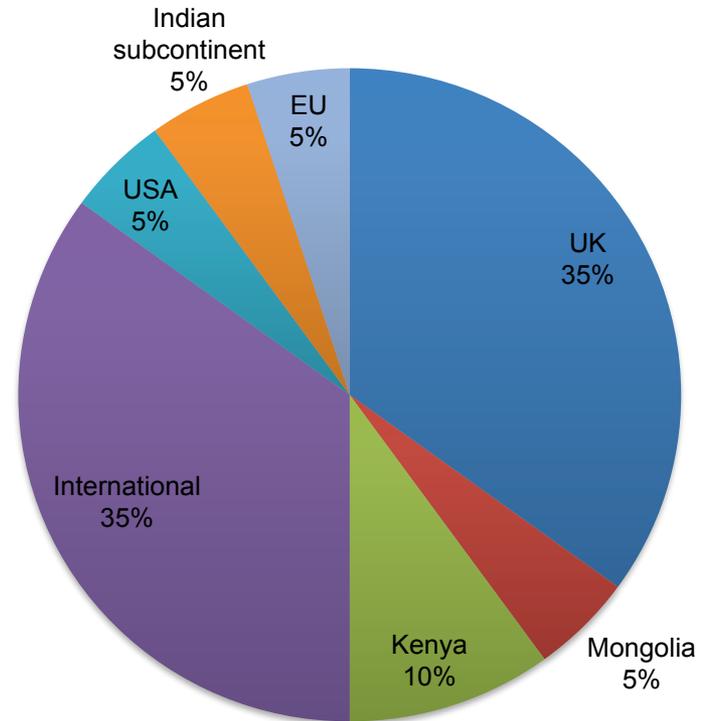
Primary pathway to impact



Habitat



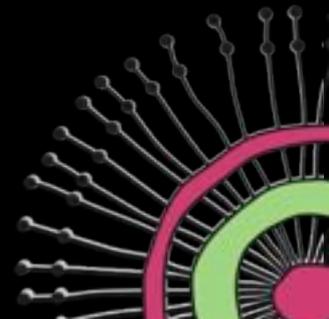
Location



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





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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



ustainable 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...

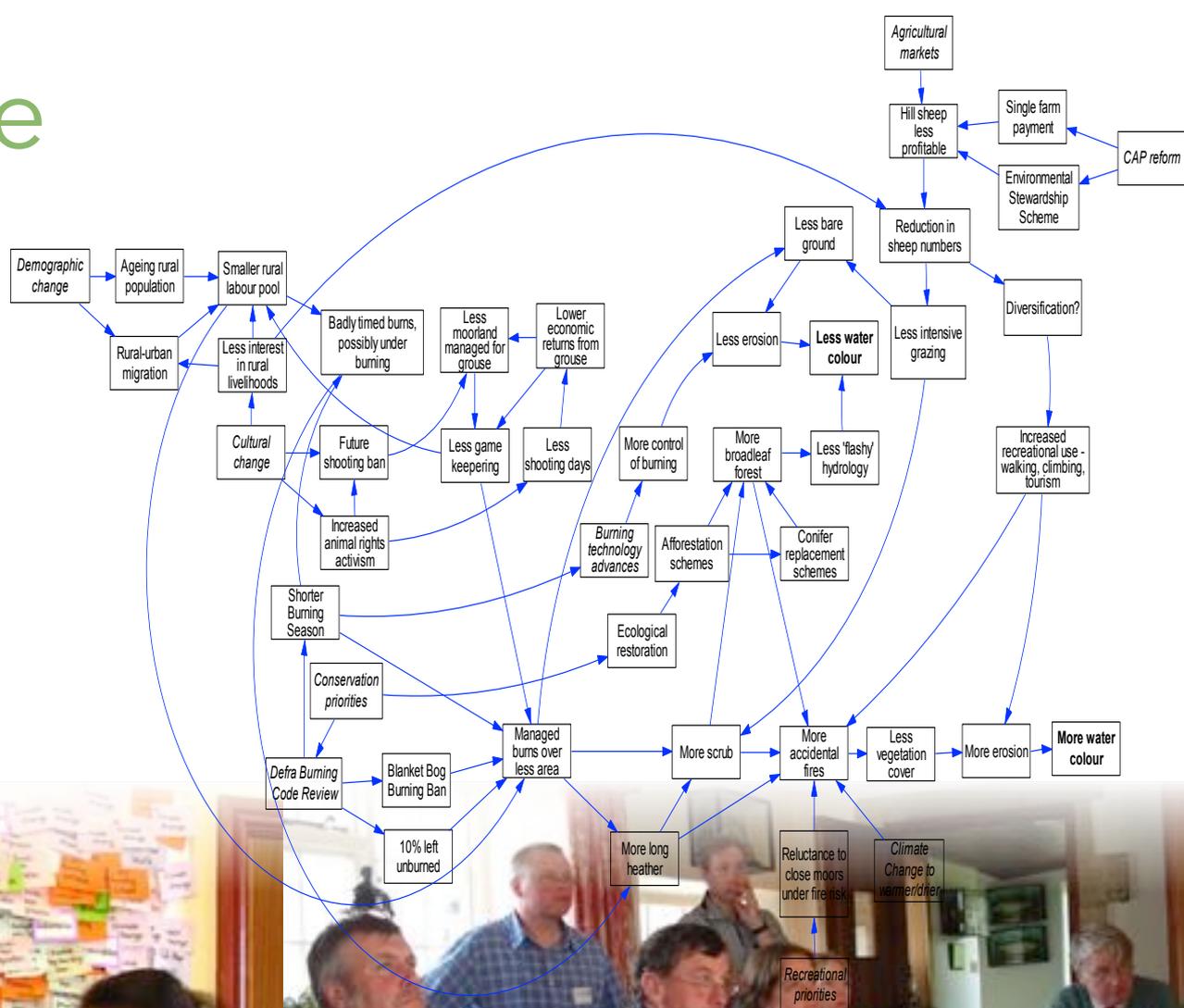
e.g. farming, utilities companies, tourism etc.





Engage

Knowledge
co-production
between
researchers
and
stakeholders



- 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
- Schools resources

NATIONAL PARKS
Britain's breathing spaces

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Learning about

What is a National Park?
Who looks after national parks?
Our challenges
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From classroom to park

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Fungi for us
Future Thinking
Good or bad for new forest games

More than Just a Bog

breathe easier

You are here: Home / Learning about / Teachers' area / Activity search / More than just a bog

Where?
This is an activity based on peatlands throughout the UK. It features case study material from southwest moorlands, the Peak District National Park and the Flow Country. However, you can use this resource in

Home | Notifications | Messages

IUCN International Union for the Conservation of Nature

Peatland Programme

TWEETS 6,764 | FOLLOWING 4,024 | FOLLOWERS 4,145 | FAVORITES 110 | LIKES 10

IUCN UK Peatlands
Research & news on UK peatlands from the International Union for the Conservation of Nature (IUCN) UK Peatland Programme

United Kingdom
iucn-uk-peatlandprogramme.org
Joined June 2008

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Michelle Dewleite (@michelledewleite) · Oct 25
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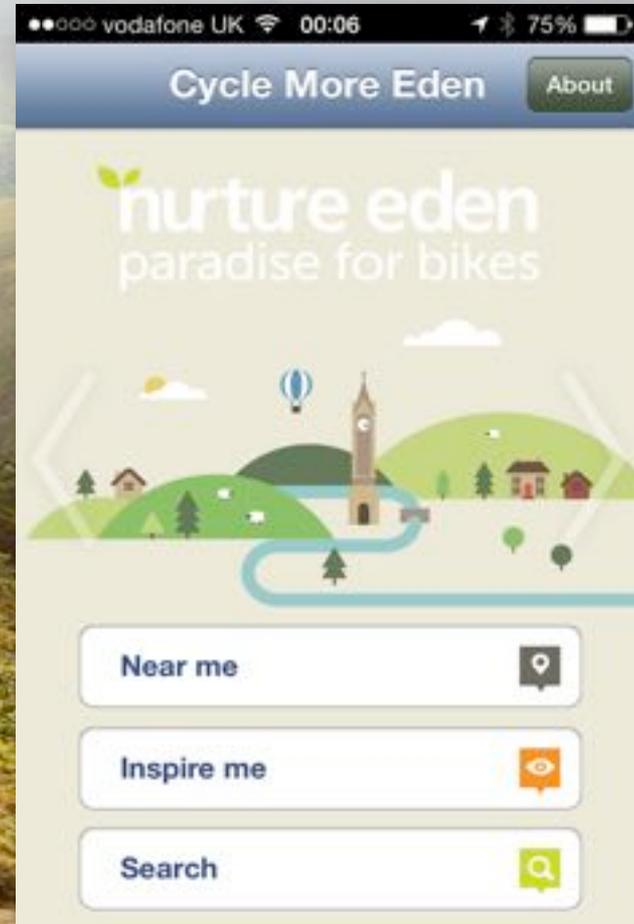
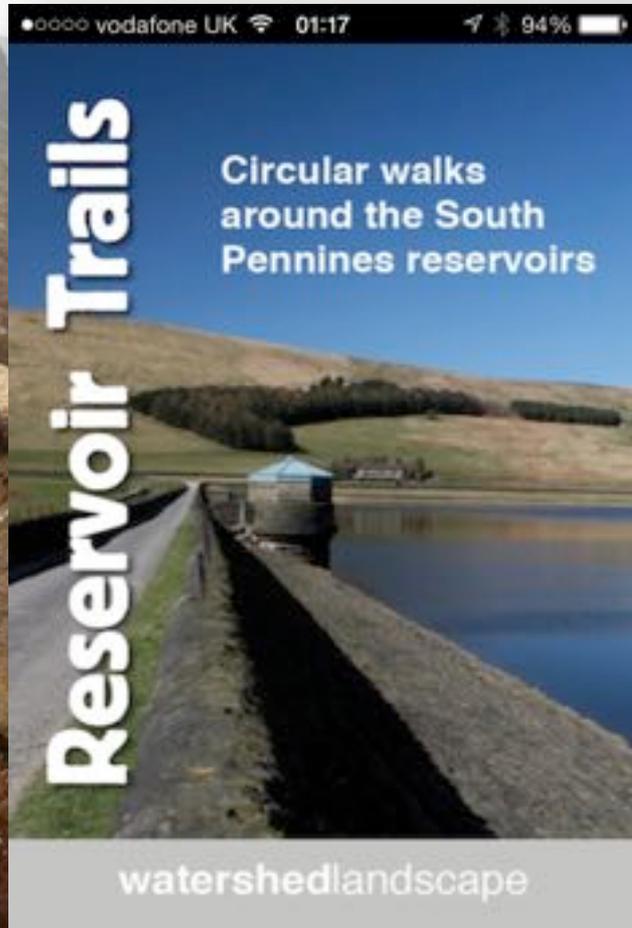
Who to follow

BBC News (World) (@BBCNewsWorld) · 1.1K followers
Followed by Edward Hall et al.

Another Endlessman (@AnotherEndlessman) · 11 followers
Follow

Neville KIM's Unit (@NevilleKIMsUnit) · 11 followers
Follow

Engage

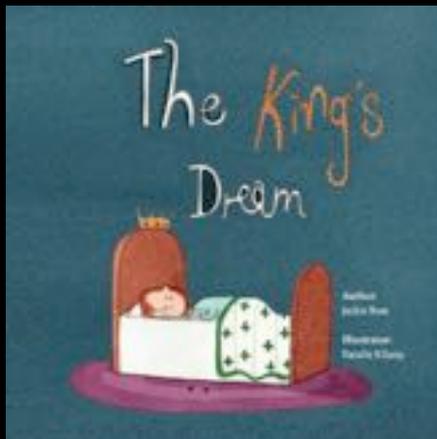


Engage



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 SEARLAN 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's progress.

Pledge count Add the Twibbon!

892

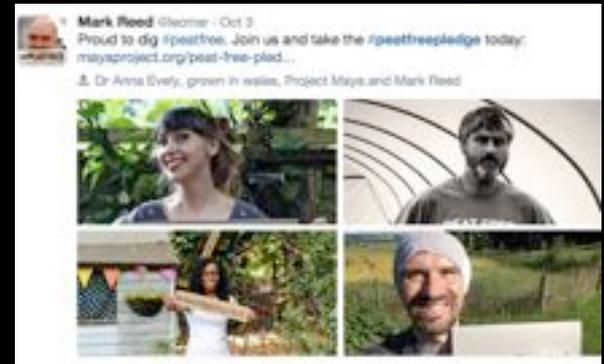


Pledge

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Engage



Peatlands store
4 TIMES MORE

CARBON THAN FORESTS

and we only have 6000 ha left

choose #peatfree compost

www.MANIPROJECT.ORG/PEAT-FREE-PLEDGE

Engage



EVERY MONTH

gardeners in the UK use enough peat to fill

69

Olympic swimming pools

Take the #peatfree pledge

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we are using peat

200x

faster than it can form

Take the #peatfree pledge

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Reflect & sustain



Anaylsing our impact...

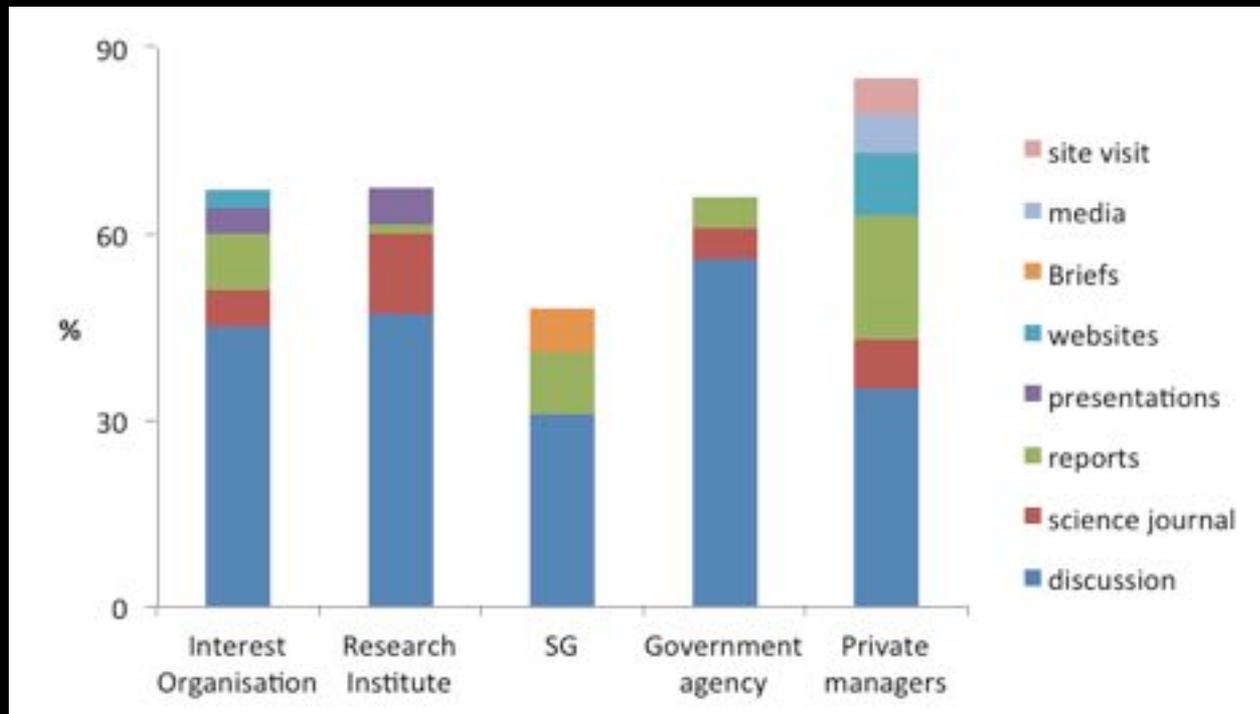
Reflect & sustain



- 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)

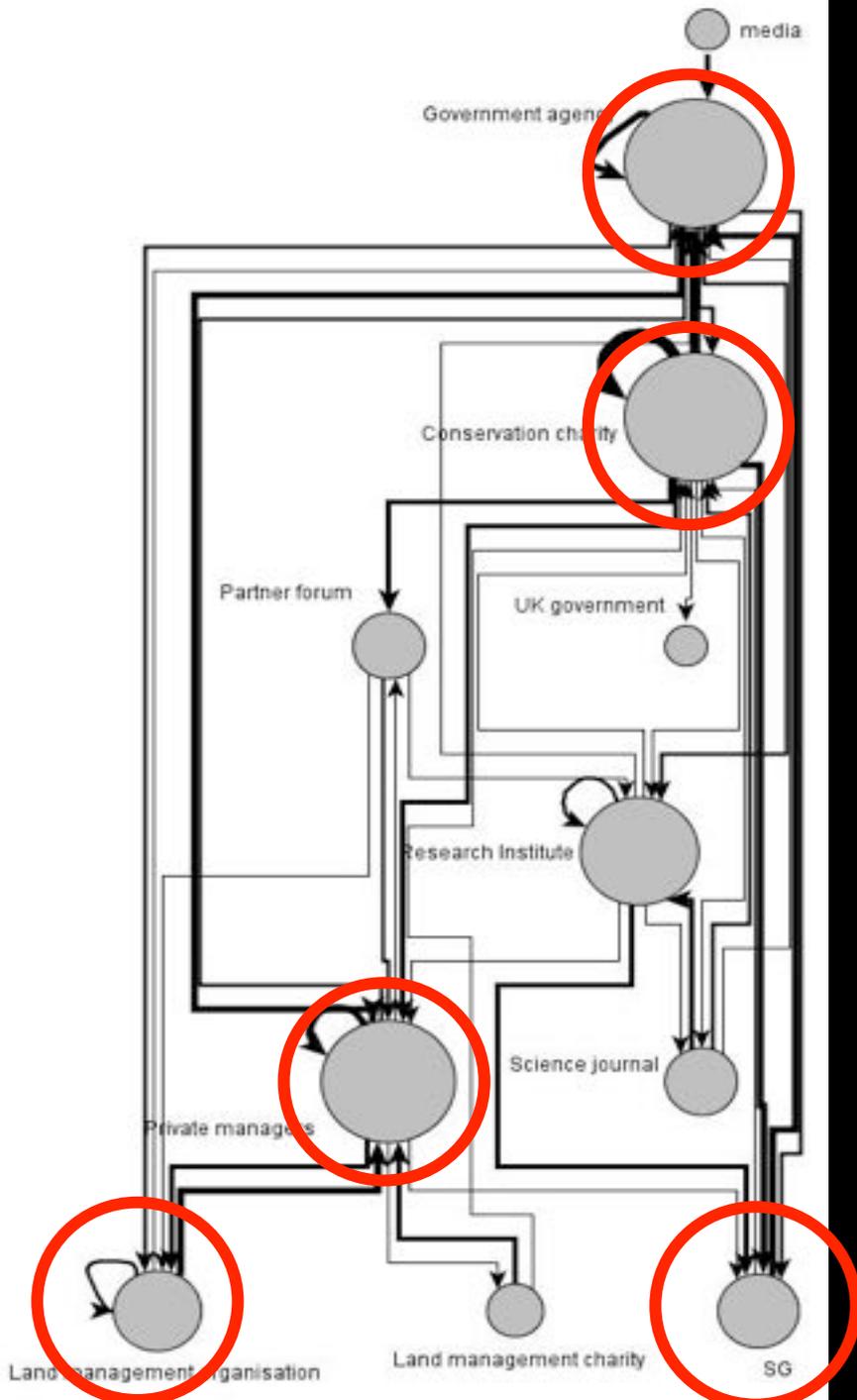


Reflect & sustain



- 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

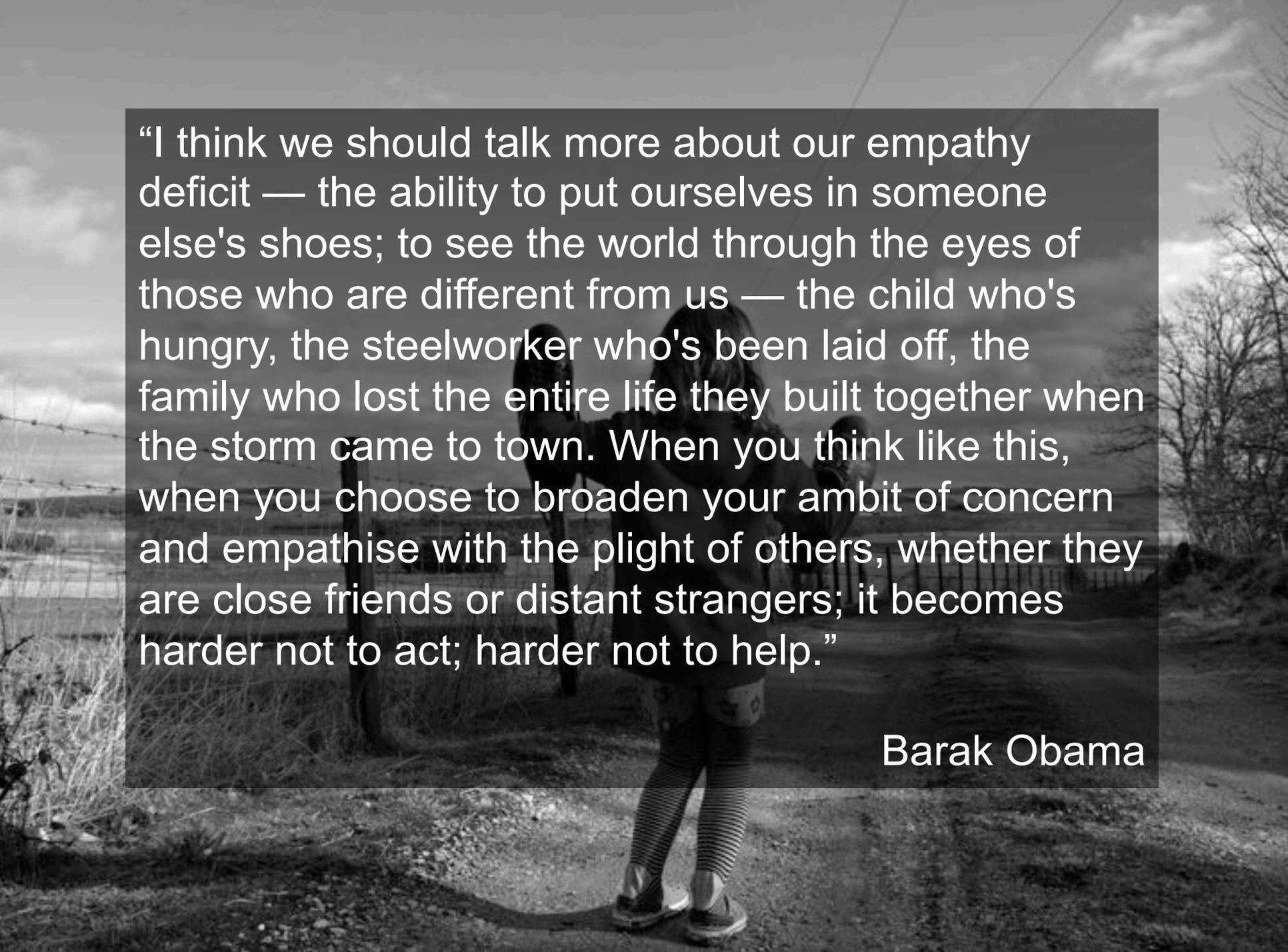




Conclusion

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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www.profmarkreed.com

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Fast Track Impact

Training by researchers for researchers

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Look inside ↴

The
**Research Impact
Handbook**



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This book will help you fast track the impact of your research, no matter what career stage or discipline you are in. Prof Reed's evidence-based, relational approach delivers significant, wide reaching and lasting impacts. The book is based on principles that emerged from a decade of research on the generation, sharing and application of knowledge, and has been used to train researchers around the world. Packed full of practical tips and case studies, this book will inspire

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Length: 293 pages ▾



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