

# Linking Knowledge and Action in SANREM



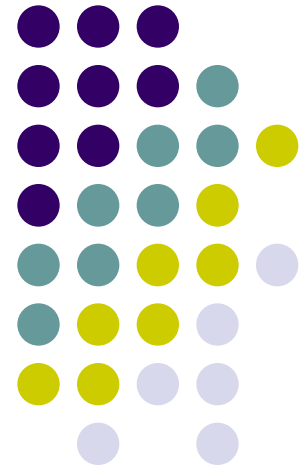
**SANREM CRSP**

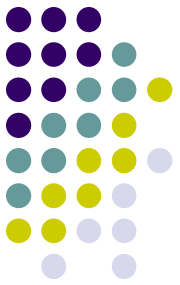


**USAID**  
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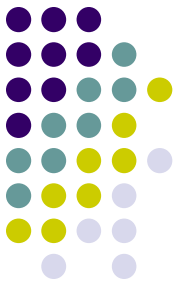
26<sup>th</sup> May, 2008





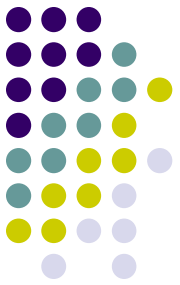
## Motivation

- Gap between knowledge generation and interventions/practices → enhance decision making, benefits
- Need effective ways of linking research to action and promoting the uptake of evidence-based interventions
- Understand of how, why and when evidence informs policy and action
- Policy impact: SANREM TOP framework



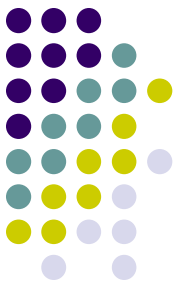
# Strategies for linking knowledge to action

- Participation, integration, negotiation and learning
- Improving access to more information
- Supporting marginalized stakeholders who are excluded
- Strengthening the skills and capacities for accountable management and governance
- Alliance building
- Role of individual leaders
  
- Limits:
  - Political context
  - Nature of the evidence: salient, credible, legitimate



## Our questions

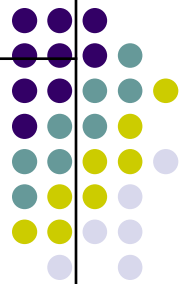
- What strategies have the SANREM research projects used to try and link their research to policy makers and resource users? Have those strategies been effective?
- What can be done to improve the knowledge-action link? What insights for sequencing, timing and delivery of their knowledge to action strategies ?

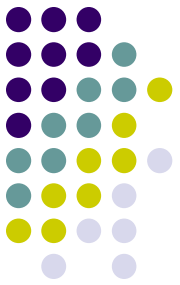


## Questions-2

- Who are the participants/actors in the research-action arena? Who is included/excluded and why?
- Do participants in the research-action arena value research, for what purposes? How do they envisage it may help or hinder them in their daily work?
- What factors influence learning by participants in the resource action arena? What factors influence their actions and priorities?
- How have resource users and policy makers used research findings from these projects in their daily lives and strategic planning. What institutional and other constraints have they faced?
- Under what conditions can successful knowledge-action efforts be promoted?

Thematic area	Sites	Knowledge-action strategies
Watershed management	Ecuador & Bolivia	<p>Dialogue and participation eg:</p> <ul style="list-style-type: none"> <li>▪ Participatory appraisals to identify livelihood strategies, key constraints, and concerns and aspirations</li> <li>▪ Participatory selection of alternative technologies for mitigating key constraints</li> <li>▪ Adaptive management approach to watershed management</li> <li>▪ Training and engagement of stakeholders in participatory research</li> <li>▪ Cross-country exchanges</li> </ul>
Climate change adaptation	Bolivia & Peru	<ul style="list-style-type: none"> <li>▪ Building/strengthening advocacy coalitions around climate information</li> <li>▪ Participatory mapping of land use cover, change and vulnerability</li> <li>▪ Farmer participation in research groups</li> <li>▪ Field days</li> <li>▪ Training of farmers and researchers</li> </ul>
Agroforestry	Philippines Indonesia Vietnam	<ul style="list-style-type: none"> <li>▪ Farmer selection of crops for propagation</li> <li>▪ Farmer participation in research and field testing of different vegetable and root crops varieties on home gardens</li> <li>▪ Farmer evaluation of the performance of the crops under field testing</li> <li>▪ Farmer training on new technologies</li> <li>▪ Workshops</li> <li>▪ Environmental leadership training for local scientists</li> <li>▪ Development of practitioner guides and manuals</li> <li>▪ Supporting extension</li> <li>▪ Model farmers concept</li> </ul>
Decentralization	Kenya & Uganda,	<ul style="list-style-type: none"> <li>• National policy advisory committee in identifying research priorities/questions, identification of sites, evaluating research, and reporting</li> <li>• Participatory research with key actors</li> <li>• Policy roundtables at local, regional and national levels</li> <li>• Training and capacity building at multiple levels</li> <li>• Cross-country exchanges in both regions</li> <li>• Resource and recourse diagrams</li> </ul>

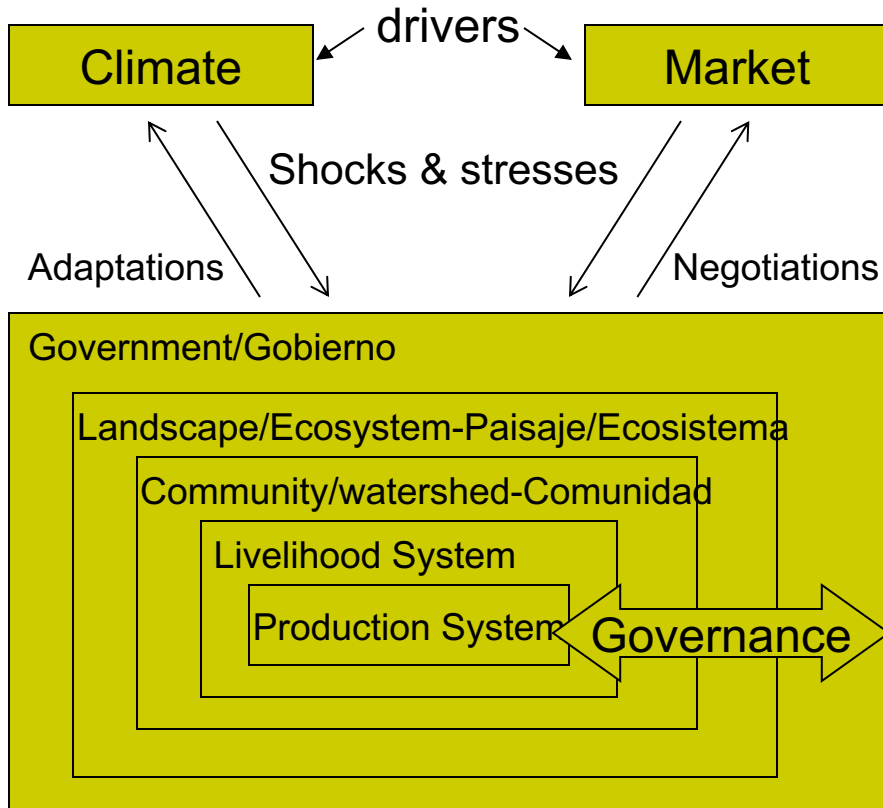




# Adapting to Change in the Andean Highlands

- Advocacy coalitions and Participatory research
- Identify which mechanisms (approaches, methods, activities) allow for the new information to lead to action
- Assess and facilitate processes that lead to action (implementation of knowledge) at the community and linkages with other instances of govt.

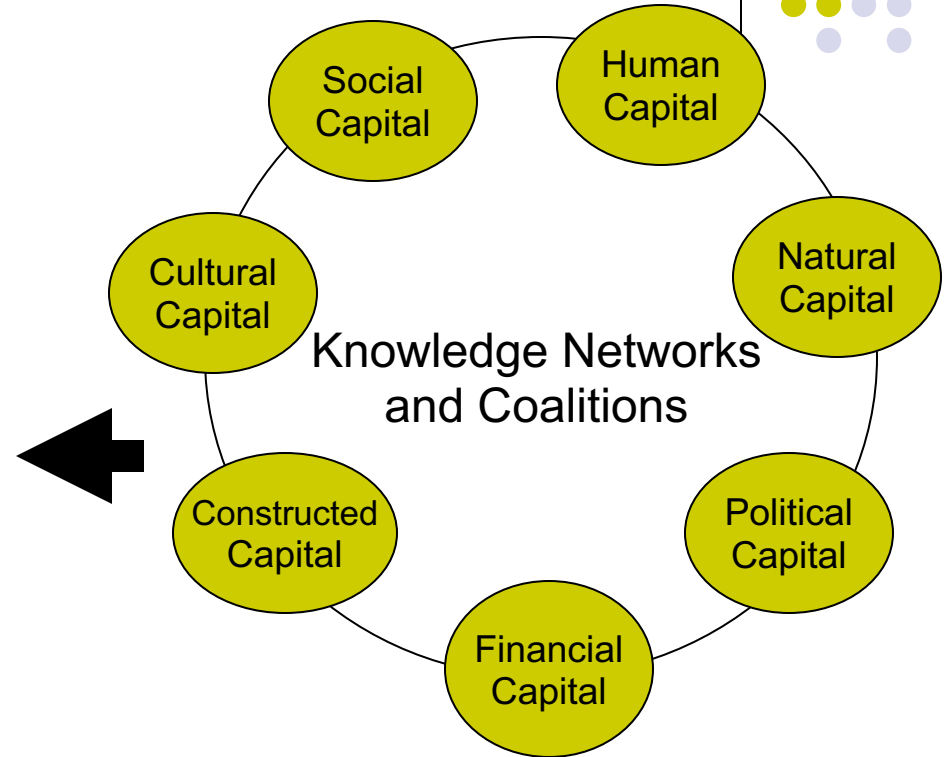
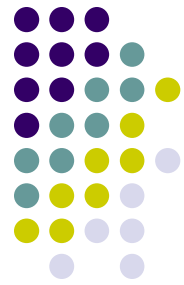
# Structure/ Estructuras



## Hypotheses on the current state and its drivers

Pests	Local Climate
Soils	Local Markets
Biodiversity	Livelihoods

# Agency/ Capacidad de Actuar - Negociación

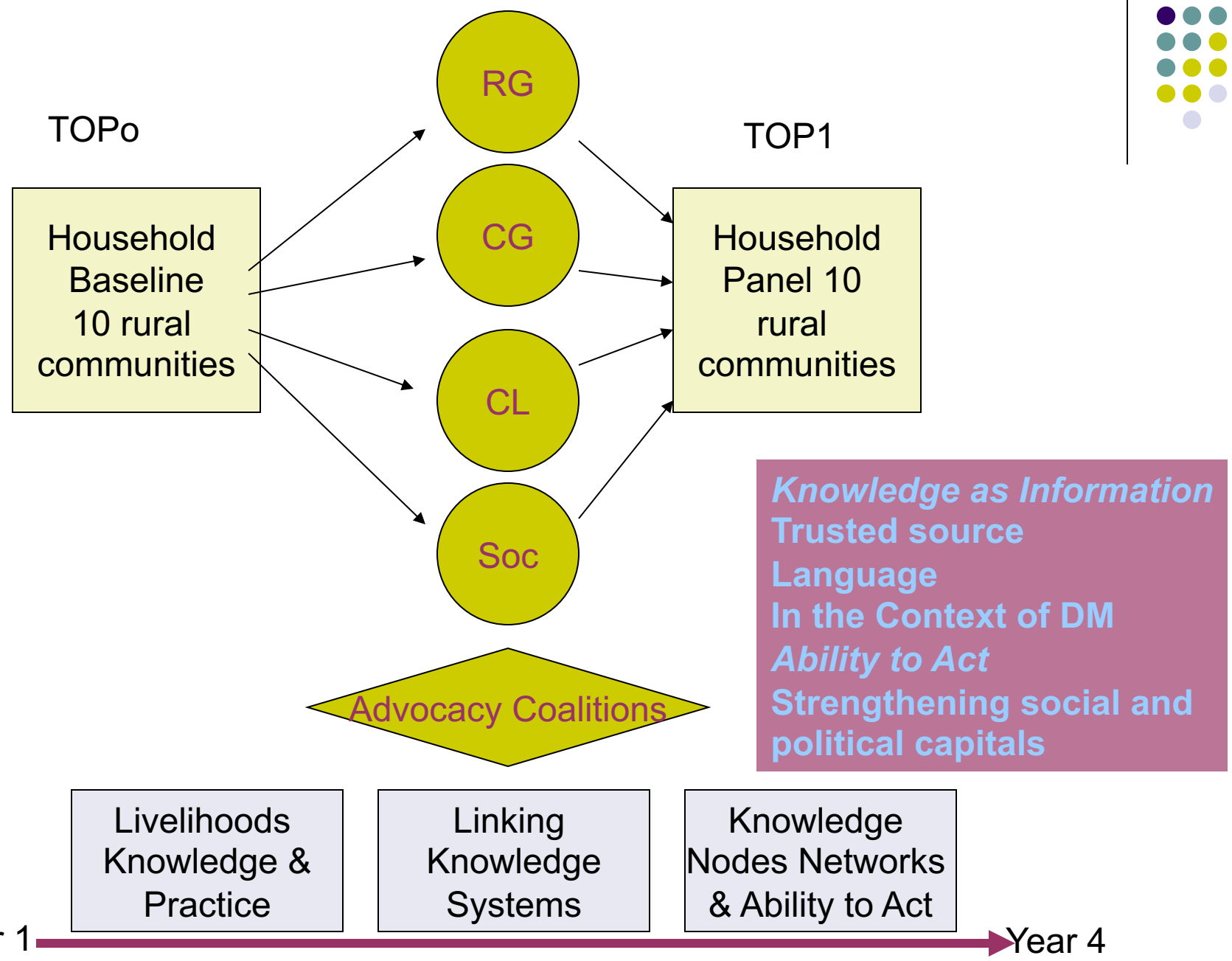
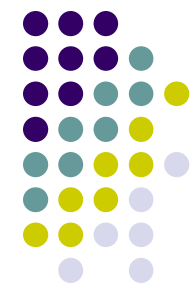


## Transformative Hypotheses

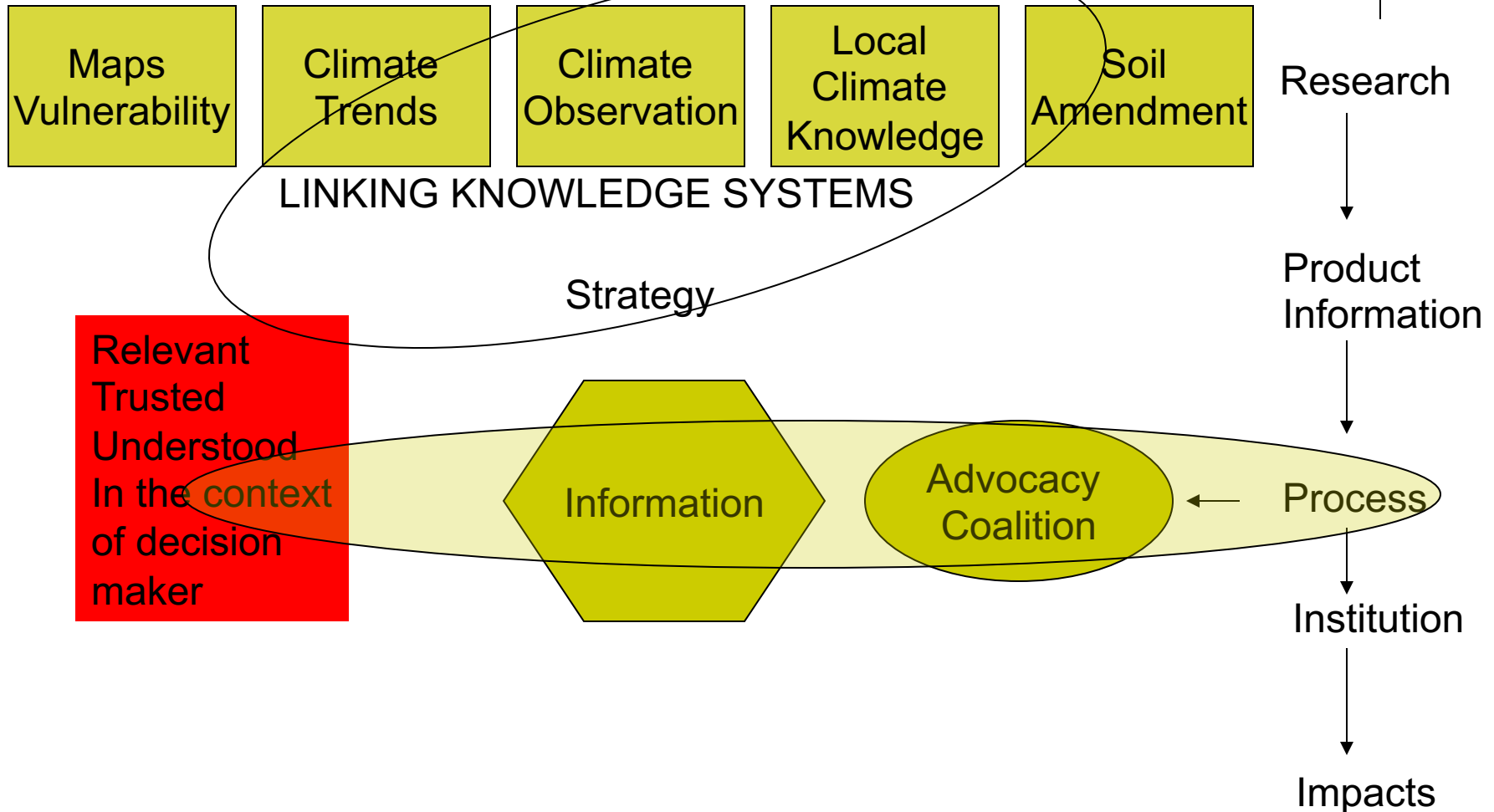
Bridging knowledge systems for change  
 Building coalitions to implement change  
 Risk and dread and ability to act

Secondary research is used to fill in the gaps in primary research as needed for each site.



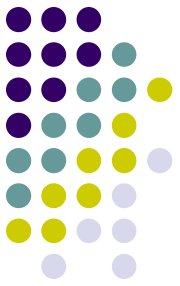


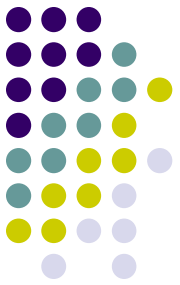
# Example of LTRA 4 Product – Impact – Example on Climate



# Advocacy Coalitions (AC)

- ✓ Support participatory and inclusive bottom-up approach that helps organizations increase their capacities to form alliances and examine different negotiation scenarios.
- ✓ Agency
- ✓ Highlights of work done with AC:
  - ✓ In the community of Apopata, Peru
  - ✓ Training in Bolivia
- ✓ Themes:
  - ✓ K2A with Markets
  - ✓ K2A Climate Adaptation





## Adapting...2

### Achievements:

- Established 10 community groups in the study sites
- Developed knowledge sharing mechanisms
- Will develop a survey instrument for evaluating these mechanism (July-August)
- Bolivian team trained in advocacy coalitions in November
- Began formal collaboration with Bolivia's National Climate Change program and feeding into it lessons on adaptation and vulnerability to climate change



## Adapting...3

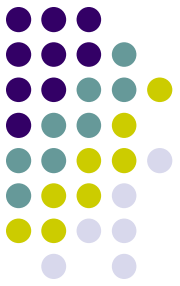
Learned so far:

- There is interest in the Climate Change Program in collaborating
- Training in advocacy coalition is a process, and have developed a plan. We also have to develop evaluation approaches for this, that are consistent with all the project evaluation.
- Our comparative advantage areas are knowledge generated or shared through the project and how this changes knowledge, attitudes and practice through community groups.

Concerns:

- Funding flow
- Cordination of multiple actors and activities

# Agroforestry and Sustainable Vegetable Production in Southeast Asian Watersheds



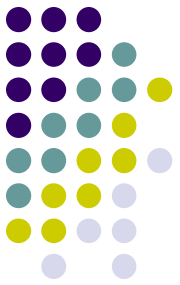
## Achievements

- Developed research design
- Begun initial interviews in Vietnam

## Early lessons:

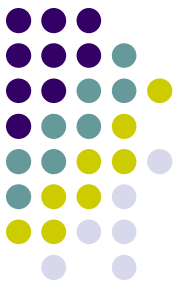
- Local government weak at developing appropriate actions and/or institutionalizing actions
- Timing important
- Longer-term presence and technical facilitation necessary
- Politics need better understanding

# Agroforestry...



## Concerns:

- Project timeline; funds arrived late (March/April)
- Attribution—longest running SANREM project



## Decentralization Reforms and Property Rights

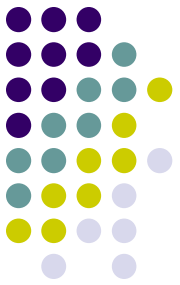
National advisory council of practitioners, researchers,

- Research design, research, intermediate findings,
- Policy round tables for policy makers and other stakeholders.
- Exchange meetings and trainings

Forest user groups

- Research-data gathering, focus group discussions
- Monitoring techniques
- Strategic actions
- Policy roundtables with local level officials and practitioners
  
- Resource and recourse diagrams





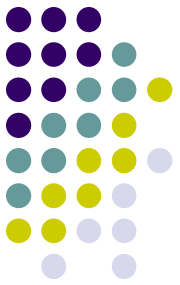
# Decentralization...

## Achievements

- 6 forest areas in Uganda and 6 in Kenya:
  - Participatory research
  - Training workshops
  - Policy roundtables in all 6 sites
  - Resource and recourse diagrams
- Survey developed—Makerere University and KEFRI

## Next steps:

- Administer survey
- National policy roundtables
- National exchange meetings (July, Kampala)



## Overall concern

### Framework for synthesis

- IAD framework: actors, resources/knowledge, institutional and organizational settings, strategies/mechanisms, outcomes
- TOP framework: evaluation of practices, skills and capabilities that have been influenced by knowledge generated