AgMIP

The Agricultural Model Intercomparison and Improvement Project

Guidelines for Engaging Stakeholders in Integrated Model Efforts

VERSION 2.1

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Photos by Shari Lifson and Alex Ruane

1. Overview

Stakeholders and AgMIP scientists discuss what stakeholders would like to see from research at an AgMIP workshop in Zimbabwe.

This handbook provides guidelines for effective stakeholder engagement in integrated model assessment research projects. These valuable approaches for transforming scientific research from theory into action will help researchers translate the scientific approach of using integrated economic, crop, and climate models into policy outcomes.

AgMIP guidelines to stakeholder engagement were developed through the experiences and lessons learned from AgMIP Regional Research Teams (RRTs) engagement with communities across the globe. AgMIP's Stakeholder Unit focuses on developing the capacity of RRTs to meaningfully engage with stakeholders throughout their research projects to increase the utility of AgMIP research. This approach encourages scientist-stakeholder engagement to extend beyond data-collection or messaged delivery activities, and emphasizes iterative interactions that enables research to be regularly refined. This not only improved research quality and confidence in results, as AgMIP RRTs found, but also assisted scientists in developing strong and lasting relationships with key decision makers in particular regions.

Stakeholder engagement can strongly contribute to integrated model assessments by improving research relevance and usefulness and can be incorporated into multiple aspects of the research process. AgMIP experiences included engagement in 1) verifying that models reflected current reality, 2) developing plausible future scenarios, 3) ensuring the relevance of models to decision makers at various levels, and 4) building bridges between scientists and decision makers for long term collaboration.

Stakeholder engagement enables scientists to translate science into action

Effective stakeholder engagement requires the development of strong relationships and buy-in from stakeholders. Local level stakeholder engagement contributes to the verity of integrated models of complex farming systems developed by the research team. Verifying that the models reflect current reality is extremely important at the local level, and also is critical in persuading higher level decision-making buy-in. AgMIP RRTs have reported that government level decision makers ask specifically for farm level engagement, as it is a prerequisite for inclusion of any policy process results.

The guidelines help researchers in integrated model assessment projects engage with stakeholders by sharing successful stakeholder engagement traits. Incorporating local expert engagement in the design and articulation of future scenarios creates plausible pathways recognizable by today's policy makers. These exchanges often result in rich engagement with experts for scenario development and open avenues of exploration beyond what the research originally set out to do.

While sharing methodologies and results help ensure findings are acceptable and useful, research teams will also find that "sharing" methodologies, method components, and results are building blocks for better research team integration and function, better farming system design, more plausible scenario development, and identification of relevant policy processes and platforms.

A willingness to engage stakeholders – even without new results or findings – can greatly benefit research in the long run. Developing confidence to keep conversations with stakeholders going to ensure the long-term importance of strategic partnerships greatly improves the opportunity to get relevant science to key decision makers. Solidifying relationships with relevant stakeholders is built upon trust and a now-common understanding of the challenges both decision-maker and scientists face in improving planning for future climate change. The improved practice increases the likelihood that stakeholders will continue to access products and team expertise.

An open mind, a willingness to be flexible, and sincere preparation are needed for stakeholder engagement to actively improve both the research outputs as well as stakeholder needs. The most flexible AgMIP RRTs are arguably the most successful teams in terms of research outputs, as their responsiveness to emerging stakeholder demands and unanticipated invitations allowed for trust to grow and research to further strengthen.

While each research team will find engagement varies from stakeholder to stakeholder and from team to team, the following pages help provide guidelines in how to most effectively approach stakeholder engagement. The guidebook begins by recognizing that each group may view the purpose of engagement differently, followed by preliminary information on planning a stakeholder meeting or event. Then the practice of engagement and the iterative process for the co-production of knowledge with stakeholders is introduced. Understanding why engagement is iterative offers a strong foundation for this approach. AgMIP's Stakeholder Unit (SU) is introduced to emphasize the impact of RRTs to engagement with regional stakeholders on modeling research methods. Tips are then provided for improving stakeholder engagement via a 5 step guide that will help the research team prepare for engagement. Finally, recommendations are provided for how to best advance engagement purposes and prioritize stakeholder needs.

To adequately prepare for stakeholder meeting/events, the guidebook offers insights into planning, execution, reflection tools, and team debriefs. These insights help provide a basis for which to ensure engagement will be effective and efficient. Documentation is stressed throughout these guidelines, especially in the report outline.

Developing a plan and mapping out the engagement for the entire research project will ultimately improve stakeholder engagement both during the project and in future collaborations. This document will help achieve that.

"Engagement is a continuous process. We got feedback that we put back into our process. Agreement is not always the end goal."
AgMIP Scientist, Pakistan team, Nairobi, February 2017

2. The Purpose(s) of Engagement in AgMIP

THE MANY PURPOSES OF STAKEHOLDER ENGAGEMENT IN AGMIP (as perceived by teams) Identified by AgMIP participants at the regional meeting in Zimbabwe, June, 2016 in response to the question: ***What are the reasons for engagement in AgMIP?***		
To understand needs	Understand conditions and perceptions of RAPS	To develop adaptation strategies
To produce a product	Internet Exploder	To increase awareness of AgMIP and climate change
To ameliorate current product	Explore adaptation opportunities	Propagate
Learn and educate	Share information and match ideas	Funding
Share	Contextualize research	Contextualize research
Build consensus	Ensure effective use of outputs	Ensure effective use of outputs
Get feedback	Data collection and data validation	Data collection and validation
It is a request from the donor	Bridge gaps	Buy-in for agreement
Needs assessment	Improve scientific output	Improve decision making
Reflection of applicability	Improve livelihoods and reduce poverty	Spread knowledge
To influence policy	Share information	To understand smallholder view of future world
To improve communication	Understand conditions and perceptions of RAPS	Explore adaptation opportunities
To explore research questions	"Internet Exploder"	Share information and match ideas
Improve scientific output	Improve livelihoods and reduce poverty	Bridge gaps
Share information	Convince	Simplify results
Increase confidence	Spread knowledge	Spread knowledge
Data collection and validation	Convince	

A table of AgMIP perspectives of stakeholder engagement. Below, AgMIP Scientists from West Africa (left) and Pakistan (Right) speak with a Senegalese Stakeholder during an AgMIP workshop

Engagement in AgMIP can occur around the following main purposes

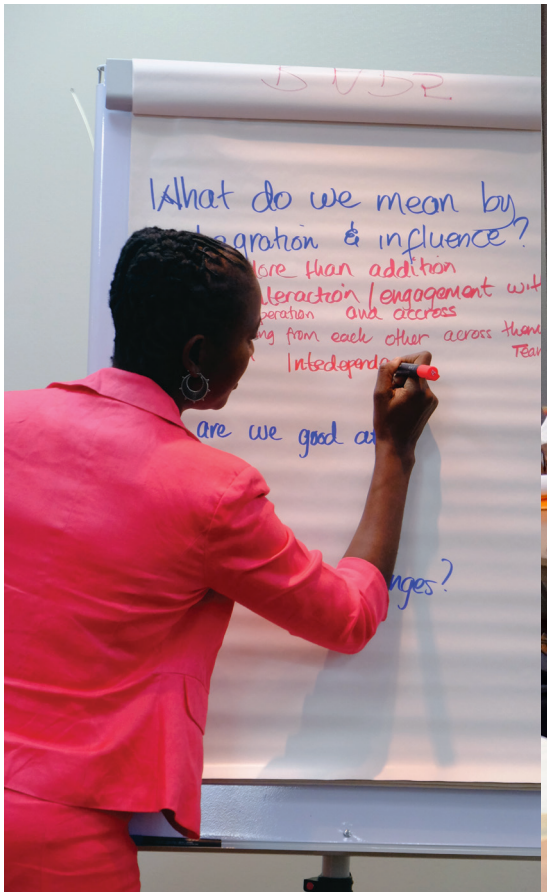
- Seeking inputs for Adaptation Packages and Representative Agricultural Pathways (RAPs) (data collection to enhance contextual relevance of modeling efforts)
- Communicating AgMIP Phase II Results (for co-interpretation, validation, discovery and learning)
- Refining key messages for the development of the decision support systems
- Managing partnerships (for project visibility and to link outputs or components and methodology with relevant decision & policy processes and entry points; to connect AgMIP Teams to new collaboration partner opportunities beyond AgMIP)
- Periodic reporting to home agencies

3. Planning a Stakeholder Meeting/Event

Prior to meeting with stakeholders, collaborative RRT planning provides an opportunity to build a shared understanding about the purpose for engagement and to clarify roles and expectations for specific contributions of each team member. Discuss the following 10 questions as a group:

1. What outcomes do we expect from this meeting/event?
2. What technical information do we want to share with stakeholders and why?
3. What kind of feedback or input from them are we hoping for and what will we do with it?
4. What objectives can we develop that will combine the previous 3 points? (Define a clear purpose for engagement)
5. What combination of activities (discussion groups, pair-work, brainstorming, powerpoint presentations, etc.) should be used to help meet the above objectives?
6. What is the best agenda or structure for this session?
7. How are we going to document these activities and outcomes and share them (within the team, for leadership, with other RRTs, with the donor, etc.)?
8. What are the roles for the stakeholder liaison, PI, and other modelers? Who will take notes?
9. How will this meeting improve the quality of our science?
10. How will this meeting improve the degree of ownership that stakeholders have of the AgMIP products—getting them used in decision making? What sort of follow up do we envision with these participants?
11. How will we evaluate this event?

Left: Brainstorming for Stakeholder Engagement
Right: Discussions on Stakeholder Engagement

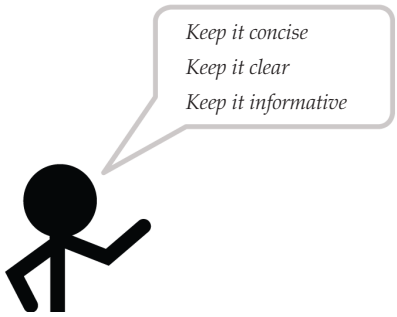


Left: Methods to presenting information
Right: AgMIP Scientsts and Stakeholder (right) discuss what information is most relevant and needed

Tips on AgMIP PowerPoint Presentations

When preparing your PowerPoint Presentation, consider your answer to Question #2, *what technical information do you want to share and why,* in planning a stakeholder meeting/event. This answer can help guide the preparation of PowerPoint presentations.

- Consider reducing the number of slides! How much time will you have to present? Does this include time for discussion? Be selective about what you include in the presentation, knowing that you cannot convey every aspect of the project (nor should you try). ***What information is essential?***
  - Insert Background information in reference slides that are "hidden" at the end of the presentation to review if stakeholders ask for more details.
  - If you are meeting a stakeholder group for a second or third time, include a slide that reminds the audience of previous events and associated outcomes (history of engagement slide).
  - Will the audience benefit from a slide that illustrates the AgMIP methodology (sequence of modeling)? How can this be simplified?
  - If you are hoping for specific feedback, include a slide with questions directed to the audience.



- Appropriately match content level to the stakeholder audience being targeted. Do not expect everyone to be an expert (avoid jargon and acronyms like GHGs, SSPs, RCPs). Do not underestimate your audience either!
- Encourage all team members to review the PowerPoint presentation well in advance of the meeting to ensure that information is being communicated as clearly as possible.
- Consider providing a one-page handout (include contact information and web links)

4. Knowledge Co-Production through Iterative Engagement: Doing WITH vs. doing TO stakeholders

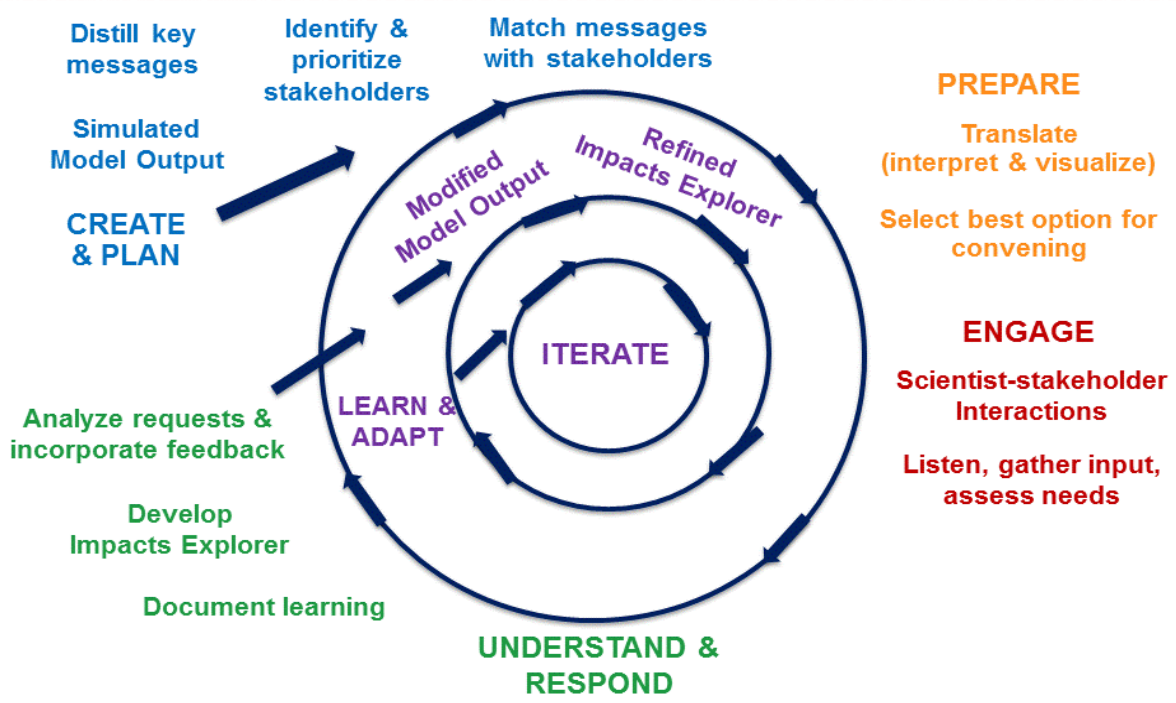


Figure 1. Process diagram of stakeholder engagement in AgMIP Phase II

When researchers and decision makers co-produce scientific evidence they engage early and often around research questions, methods, scale, and time frames to ensure that the supply and demand sides of the process speak to each other. True knowledge co-production requires that scientists move beyond interactions designed to coerce, educate, inform or consult stakeholders.

In such a scenario, stakeholder needs assessment is on-going and iterative, which suggests building upon or within existing partnerships and networks. Existing relationships between researchers and decision makers offer excellent entry points for linking evidence to decision making processes. Designing for iteration demands team foresight and associated step-by-step planning, as well as adaptively managing the engagement process. Teams that adopt a "learning-by-doing" approach will optimize success. Figure 1 illustrates the approach to stakeholder engagement that was adopted in Phase II of AgMIP. Teams were encouraged to move through the following steps, learning iteratively over time Step 1: Create and plan, Step 2: Prepare for convening, Step 3: Engage, Step 4: Understand and respond, Step 5: Learn and adapt, Step 6: Repeat & refine

The practice of stakeholder engagement includes the ability to:

- Identify potential stakeholder decision contexts and policy platforms
- Prioritize target audiences
- Leverage partnerships to optimize entry points
- Articulate the specific purpose of engagement
- Establish mechanisms for team planning, resource allocation, documentation & learning
- Interact with stakeholders to link research goals with stakeholder interests
- Frame and visualize research results according to stakeholder decision contexts
- Refine key messages collaboratively with stakeholders and tailor results for specific audiences
- Adapt research directions to maximize relevance to stakeholders
- Develop information briefs that feature team innovations and successes

5. Tips for improving stakeholder engagement toward knowledge co-production

The following list of "TIPS" was gleaned from insights during AgMIP Phase II.

1. **Reflect on Motivation**
   - Why engage stakeholders? If the answer is for better data, then stop.
   - Do we understand the costs associated with co-development? How willing are we to pay those costs?
   - Revisit the following concepts:
     i. Power
     ii. Partnerships
     iii. Incentives
     iv. Attribution
2. Define exactly **what is meant by co-development** and by whom? Where would the approach to co-development fall on this scale?
   - Coercing
   - Educating
   - Informing
   - Consulting
   - Engaging
   - Co-design
   - Co-production
3. Define **the primary target audience** for the investment in RIA protocols and plan for delivering to THAT audience. Change goal posts only in mutually agreed upon ways.
   - Other modelers
   - IPCC
   - Regional bodies engaged in climate change planning and response
   - National bodies engaged in climate change planning and response
   - Sub-national bodies engaged in climate change planning and response
   - Implementing agencies
   - The donor
4. **Build engagement (and learning) functionality** into the multi-disciplinary modeling team
   - Hire a stakeholder liaison or catalyze latent capacity within the team (Consider key skillsets and network embeddedness. Functions including managing facilitation, documentation, coordination, and relationships)
   - Emphasize teamwork: clarify within-team roles and develop mechanisms to foster integration and learning
   - Learn-by-doing: Prioritize regular exchanges across disciplines for on-going reflection
5. **Identify and come to grips with the trade-offs** associated with inviting others into the scientific process
   - How far are we willing to go to meet others' needs?
   - How to prioritize feedback and response?
   - Whose comments, needs, requests matter most and how to negotiate them?

Prior to bringing in partners, collaborative leadership planning provides an opportunity to build a shared understanding about the purpose for engagement and to clarify the roles and expectations for specific contributions of each partner and team member.

Stakeholders participate in AgMIP South India meeting

Discuss the following questions BEFORE proposal development, budgeting and activity allocation.

- **Beliefs & Attitudes:** What personal beliefs about power and collaboration toward outcomes do we have? Co-development means bringing others in at the outset; are we ready and willing to do that?
- **Goals & Expectations:** Is our goal a product or a relationship? What outcomes do we expect from this project/process of co-development? How flexible are our modeling systems? How will we respond when the demands of stakeholders fall outside project goals?
    - Plan a process of negotiating outcomes with potential co-developers.
- **Audiences:** Who would, could, or should be engaged and for what; what incentives are there for others to engage with us? What decision contexts and policy platforms can we access? What aspects of the project resonate with stakeholder interests?
- **Outcomes:** What networks and relationships do we want to develop from this process and why? What is our timeframe? Are we committed beyond the project funding cycle?
- **Feedback:** What kind of feedback or input are we hoping for and what will we do with it?
- **Purpose:** What objectives can we develop that will combine the previous 4 points? (Define a clear purpose for engagement—when, where and why is it co-development?)
- **Purposeful Design:** What type of scientist-stakeholder interactions are most appropriate considering the purpose of engagement? Who should be in the room during each event/interaction? What kinds of activities will allow for cross-boundary dialog and knowledge exchange? What pre-work is needed among modelers?
- **Documentation & Sharing:** How are we going to document these activities and outcomes and share them (within the team, for leadership, with other modelers, with the donor, etc.)?
- **Roles:** What are the roles for various role players and who will take responsibility for highlighting and managing new areas of focus: facilitation, documentation, coordination, relationship management?
- **Ownership:** How will this project improve the degree of ownership that OTHERS have of the research products—getting them used in decision making? What sort of follow up do we envision with these participants?
- **Improved Research:** How will this project improve the quality of our science? (How will we track our own adaptation?)
- **Track Change:** How will we evaluate this undertaking?

6. Background on the AgMIP Stakeholder Unit (SU)

Goals of the SU

The Stakeholder Unit (SU) has been created within AgMIP in order to increase the utility and relevance of the project's science outputs. As set out in the SU Outcome Logic Model, the unit's vision of the future is that AgMIP contributes to evidence based decision making at continent, region, country and local levels by generating more relevant and robust projections of climate impacts on agricultural systems—of use to decision makers. AgMIP's Stakeholder Unit has enhanced the willingness and ability of leadership and teams to plan and implement projects with users' needs and frame of reference at the forefront--scientists build models that generate outputs or results of use to stakeholders.

The SU has designed four main pathways to achieving anticipated outcomes:

1. Capacitate a cohort of scientists who are willing and able to engage decision makers in meaningful ways to increase the relevance of their models to climate/crop/livestock decisions.
2. Develop capacity of all AgMIP project members to build users into the research design and development processes. SU activities contribute to models that are well integrated, coherent, inter-dependent. SU helps change the way models are planned, developed and rolled out -- with particular attention to relevance and context—contributing to their success.
3. Document best practice for building the capacity of researchers to: understand importance of stakeholder engagement; engage next users and end users of scientific research products from inception, and document stakeholder feedback to be incorporated into the research process.
4. Contribute to early generation AgMIP Impact Explorer (and possibly other tools) whose legacy is still relevant to climate change adaptation decision making.

The SU has established a number of principles that guide its on-going work:

- *Sustainability — building a foundation*
- *Engagement — on-going communications for building trust and relationships*
- *Partnerships — essential for getting to outcomes*
- *Transparency — informed decisions to meet needs*
- *Inclusivity — all team members must contribute*

Stakeholder Liaisons: A vision for expanding capacity in AgMIP

Stakeholder Liaison (SL) Role:

The role of the SL is to develop interactive spaces that help build meaningful relationships among scientists and stakeholders so that AgMIP results and their applications can be translated effectively and explored collaboratively. SLs will work equally as closely with RRT scientists (information supply side) and stakeholders (information demand side). Although the SL will work with AgMIP teams to translate research findings, they are not tasked with being science messengers. Neither are they expected to convince audiences that climate change is real or that AgMIP modeling and research results are useful for decision making. During Phase II SLs are responsible for collecting specific feedback from stakeholders related to their needs and requests for new types of research outputs. SLs will document how the design of scientist-stakeholder interaction processes affects dialog and outcomes. Furthermore, SLs will explore how modeling changes in response to stakeholder input.

Emphasis will be placed on collecting success stories and instances of failure (non-use of information) as well suggestions for future climate research development, packaging and roll-out.

Rationale

AgMIP researchers are focused on building better models. DIFID, the funder of AGMIP Phase II, is focused on guiding rural development through relevant science. In order for these two agendas (AGMIP's & DIFID's) to meet synergistically they must be linked intentionally. Phase 1 of AgMIP in SSA and SA was focused on establishing and demonstrating a multi-model, multi-scenario framework for regional integrated assessment of climate change impacts which required a great deal of technical expertise. Phase 2 will emphasize stakeholder engagement so that we can inform our work to best meet stakeholder needs. During this critical moment as the project transitions from Phase I to Phase II, AGMIP teams will reorient modeling efforts to create products that stakeholders can use and they will explore the utility of their research results with a wide range of decision makers. Considering this modified focus, AGMIP teams will be expected to perform new functions. Doing different things with the models (vs. improving them technically) requires different skills. Furthermore, Phase II activities will demand time for sufficient follow-up with stakeholder partners. Therefore, each RRT is expected to hire an expert or catalyze latent expertise within current team so that one member is responsible for the stakeholder engagement job functions described below.

SL Official Job Description/ Function

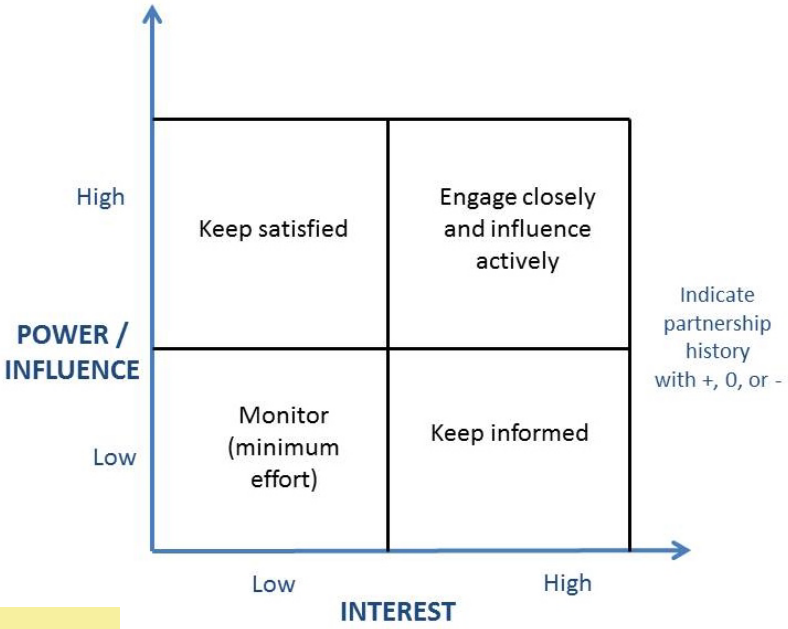
(distributed to Teams in 2014 to guide hiring of new SL) Coordinate team efforts so that applications of AgMIP's regional integrated assessment framework and methods answer questions of relevance to adaptation decision makers. The new stakeholder specialist will help prepare country teams for stakeholder-driven research and will work closely with the PI or an identified team expert liaison to initiate and conduct project outreach activities. All team members will facilitate the integration of this new member and will contribute to a successful stakeholder engagement process.

Characteristics of a stakeholder specialist

- Ability and willingness to transcend hierarchies and sectors. This person is comfortable interacting with others from fields to boardrooms. They are able to expand potential stakeholder pools beyond "the usual suspects" with particular attention to gender, age, resources/societal position.
- Well-networked externally (with cross-sectorial legitimacy). This person either has existing direct access to stakeholders or knows who to call. They need to be familiar with regional and national brokers and be able to take advantage of connections they already have.
- Drive for outreach and relationship building (often requiring cold calling and persistent follow-up)
- Talents as a generalist & integrator are more important than technical expertise in any particular field. Ability to integrate results and connect disciplinary silos.
- Communication and interpersonal skills (includes the ability to listen). Conversion & conveyance (translation of user needs (to scientists) and of complex science topics (to stakeholders)
- Willingness and ability to engage in an ongoing reflective process, documentation of lessons learned, and sharing results with team and broader AGMIP community
- Familiarity with AgMIP project and outputs would be a bonus (know team members and language of project).

7. Stakeholder Prioritization: The Interest Influence Grid Activity

In June 2016, teams were asked to arrange stakeholders from Phase I on an influence/interest grid (by name & function) and to prioritize 3 key audiences for Phase II. They were asked to reflect on how to frame key messages from Phase I with different target audiences. Participants agreed that this activity should account for RRTs history with stakeholders. We suggest adding a +, - or 0 on the grid activity to signify the degree to which RRT has worked with stakeholder before (in addition to influence and interest).



Stakeholder prioritization ensures engagement is effective and targets the right audience

Recognize that this grid is a snapshot and that these systems are dynamic – individuals and institutions are constantly changing. A quick version of this analysis could be done periodically as results emerge—to assess how stakeholder interest changes as findings and messages mature. At the end of Phase II, it might be valuable to conduct another similar exercise with each team to determine a focus for Phase III, IV, V…

8. Needs Assessment as an On-Going Process

Conventional project designs tend to situate "needs assessments" as an initial stage of projects with the goal of orienting activities. However, in reality, as partnerships mature over time, new needs emerge and novel ideas or opportunities reveal themselves. We view needs assessments as iterative and expansive as opposed to the one-time snapshot approach. Therefore, it becomes important to manage expectations during the course of project cycles with a view to long-term knowledge co-production. Teams can benefit from providing stakeholders with explicit feedback regarding the possibility of satisfying their needs. The South India team has innovated a mechanism for managing expectations by categorizing evolving stakeholder needs according to requests that are:

1. already being investigated in AgMIP Phase II
2. could be incorporated into Phase II modeling
3. are critical elements to build into a Phase III project and
4. will never be assessed using AgMIP methodologies, but could be met through other channels.

Consider inventorying stakeholder needs according to these four categories as part of your team's engagement documentation.

9. Meeting/Event Listening and Reflection Tool

The following issues can have significant impacts on the success of engagement activities. Pay attention to them in order to enhance your listening and maximize your observation during the meeting. Review these questions prior to any stakeholder event and reflect back upon them when your team meets to debrief. Lessons learned should be documented, shared throughout the team and incorporated into planning the next event.

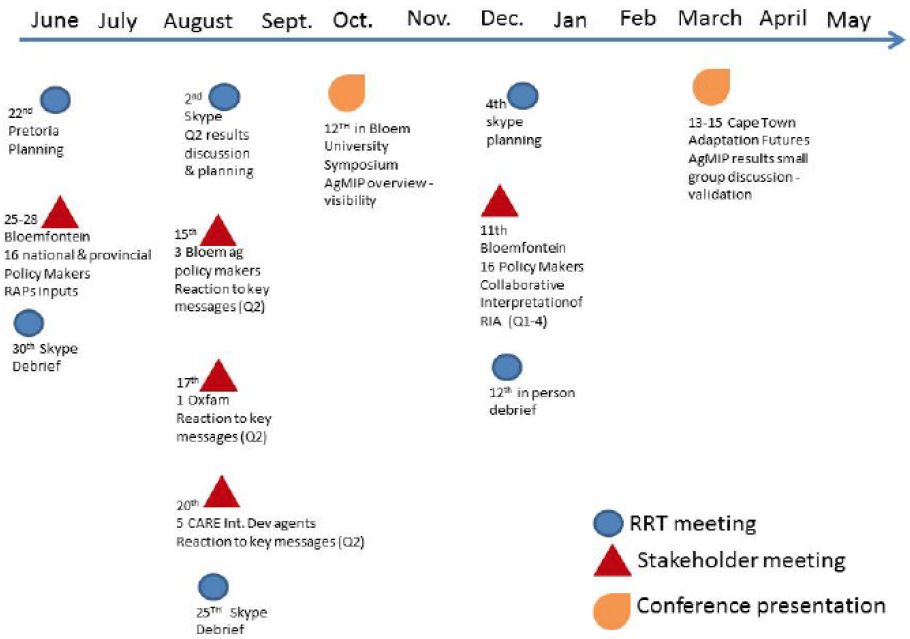
- **PURPOSE/OBJECTIVES:** What are you engaging for? What are the objectives of the event/meeting?
- **PARTICIPATION:** Who attends the meeting? Were the right people in the room, considering what the team hoped to achieve? Pay attention to body language. Who dominates the discussions? Who is not heard?
- **FACILITATION:** Who did you engage or select as a designated facilitator? Watch and listen with eyes and ears toward opportunities (missed and captured) to enhance engagement through facilitation. How does the process work? What could have been different? (Agenda design, use of time, attention to introductions, format of presentations, visualization of results, management of discussion and stakeholder feedback, note taking, logistics, etc.).
- **SCIENCE TRANSLATION, INTERPRETATION & EMERGING THEMES:** How are presentations received? Are there any challenges with misinterpretations or misunderstandings? What raises concerns or creates confusion? Which aspects of AgMIP stimulate the most discussion? Is anything missing from discussion?
- **STAKEHOLDER NEEDS & FEEDBACK:** How familiar are stakeholders with the AgMIP project and results? What needs and interests do stakeholders express? What insights do stakeholders offer about a) inputs for adaptation packages or RAPs; b) AgMIP results /key messages? What questions do stakeholders ask? In which ways can stakeholder feedback inform AgMIP research and future modeling activities? Which contextual aspects (even if they cannot be included in models) deserve attention?
- **OUTCOMES**: To what extent are the objectives met? What do stakeholders get out of the meeting? What does the AgMIP team achieve? What kinds of follow up/next steps are suggested?
- **POLICY/DECISION ARENA:** Do you gain insights on the policy environment? What key mandates, and institutions, policies (or decisions) do stakeholders discuss? What are current sources of climate, agricultural and economic projection information? What new entry points/ potential partnerships or opportunities emerge from the meeting?
- **PARTNERSHIP HISTORY:** What is the engagement history among stakeholders and AgMIP scientists? Considering a team timeline, where in the engagement process does this meeting fit? How does it build on previous meetings? How do previous interactions influence the meeting process and outcomes?

Amy Sullivan (L) and stakeholder (R) discuss research

10. Planning a Meeting vs. Developing (and Documenting) Engagement Strategy

Instead of planning individual events in isolation, consider stakeholder engagement as a series of meetings and interactions. Develop a long-term strategy so that each activity builds on the previous one. A timeline is a useful visualization tool to summarize engagement over time as shown in the example below.

A timeline is a useful visualization tool to summarize engagement over time



A table can also be used to record all meetings, including information, such as:

Date & Location	Purpose	Stakeholder Type & Representation	Highlights/Key insights / Quotes & Follow up
22nd June, Pretoria	RAPS planning meeting	RRT Economic modelers, SL and PI = 5 people	Discussed RAPS elicitation process and seating logistics. Reorganized presentation outline. Identified need to invite Mr. Nduna from previous engagement. Find a copy of state action plan for climate change.
25-29th June, Bloemfontein	Inputs for RAPS	16 university experts (3 hydrologists, 1 demographer, 2 economists, 2 agronomists, 3 soil scientists, 1 plant pathologist…	Heavy rain and flooding limited engagement. Electricity not working so no power points. Completed matrix for all but 3 indicators using printed copies. One-on-one interviews suggested. Contact Mr Sly and Dr Djbouti…
Etc.			

11. Stakeholder Mapping

Stakeholder Mapping (mandates):

Given the objectives of the stakeholder engagement, what is the institutional and/or organizational milieu within which the information fits? A thorough understanding of the context of decision making, vis-à-vis the information available must include a picture of the relevant institutions with mandates related to the key messages. Map the range of stakeholders who have a stake in this information. This hierarchy or web can help pinpoint where best to intervene and where best to engage for outcomes and eventual impact with the information that you have.

Prioritization – Specific Stakeholder ID:

Match making exercise where the supply (project outputs) and demand (stakeholder needs) are brought together. This step is guided by the previous steps and begins bringing together the best available information with those most likely interested in it for use in planning and delivery. This might be built upon networks and strategic partnerships of those who have accompanied the process (contributing to RAPs for example) this far or may be new or different groups who have not yet engaged with AgMIP RRTs.

12. RRT Emerging Insights

Elicitation & Dialog in AgMIP: Questions to catalyze climate conversations

The CIWARA team used these questions successfully to stimulate dialog with stakeholders in a panel (Dakar, Senegal, Feb 2016) about climate change, agriculture and the value of visioning the future. Try them!

1. Please introduce yourselves, and explain in 3 minutes how your work relates to, or integrates adaptation to climate change
2. So… what do you think about what you've seen from AgMIP? Like? Dislike? Surprised? More of the same?
3. Is climate changing in this region? Are you experiencing it right now?
4. What are the key climate risks that you have to deal with in your everyday practice? What do you do about these – how do you manage?
5. Where do you normally go to get information about climate change impacts? What do you like about your sources? Don't like? What are you missing, that you would like to get?
6. In 2050, what will [Senegalese] children eat for breakfast? What do they eat now? Where will they get their 2050 breakfast from? What will be the most popular protein source in the Dakar markets in 2050? The most fashionable? In 2050, where will the average citizen work? On farm? Off farm? Will s/he commute? How?
7. In your work and institution, how do you (your colleagues) do fore-sighting? What mechanisms, strengths, weaknesses?
8. Do you think [Senegalese] / African policy instruments / processes for CCA are in touch with local priorities? If yes, how can science leverage them? If not, how can science assist? What are the best conduits?
9. Is current science effective at informing [Senegalese] policy makers for climate change adaptation? If yes, can you give specific examples of successful interactions and influence? If not, how could that be improved?
10. Where do you see adaptation taking place: primarily within systems (e.g. change in agronomic practices) or between systems (e.g. change in livelihood strategies)?
11. Have you been involved in the COP21 (preparation and/or attendance)? What repercussions do you foresee on your own work /work planning? Particular areas of excitement or concern?

Assessing & Improving Key Messages *with* Stakeholders

The CLIPS team developed a survey for stakeholders to assess and refine Phase 1 messages. Consider adapting and using these in your work.

WRITE KEY MESSAGE HERE
(climate, crop, economic)

Based on your experience does this message make sense/seem true to you? (circle yes/no)

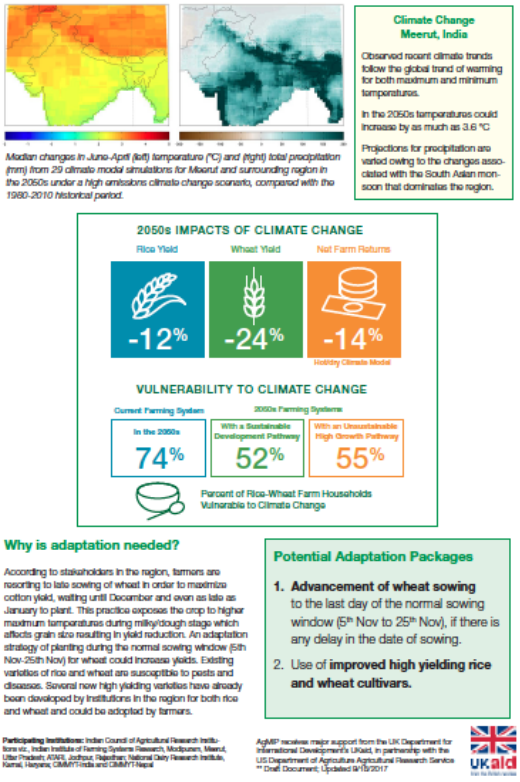
Please tell us why -- elaborate. If yes or if no, add on the discussion. Say you've seen this in action. Or say you've seen the opposite in action. Or do you believe it is only true for this area.... etc

- What questions arise for you now that you know this?
- How would you use this message?
- What would you do differently now if you were to incorporate this into your work?
- Who do you think needs to know this result and why?
- Is this your first time interacting with AgMIP scientists? Y/N
- If no, how have you been engaged prior to today?
- Type of Participant (mark with X)
- Government departments
- Research and University
- NGO Staff district level
- NGO staff Pprovidncial level
- Add others here

13. Policy Briefs, Fact Sheets & Impacts Explorer: Tailoring materials for different Audiences

KEY points to consider:

1. Matching audience and content or content and audience
2. Best medium for messages
3. Stand alone or series?
4. Organizational/institutional publications or blogs (CCAFS, ICRISAT, IWMI, GWP, etc)



The back side of a sample InfoBrief presenting AgMIP research to stakeholders in a palatable way

14. The Team "Debrief"

Stakeholders engaging with scientists at on-farm meeting

Shortly after the stakeholder event or meeting, teams are encouraged to "debrief." Debriefing is a powerful and simple tool. A debrief is a reflective discussion on what happened and why, as well as what was learned and its importance. A team debrief is essentially a structured learning process that can help align thinking and reveal key insights. Findings will help teams identify specific implications for future work.

Guiding Questions

1. What happened?
2. What did you notice? (Observations) What surprised you?
3. How did you feel before, during and after the event?
4. What are some key insights?
5. What was missing? What did not happen?
6. Considering what we set out to do: What went as expected and what turned out differently?
7. Were the goals clear to the audience? Were the presentations appropriate? Were instructions clear?
8. Could we have taken a different approach to achieve our goals more effectively and efficiently?
9. What type of follow-up seems most important?
10. What are some implications of this event for future work?

A debrief is a reflective discussion on what happened and why, as well as what was learned and its importance

When debriefing, keep in mind the following:

- **Facilitation of the debriefing:** You need somebody to keep people on track or you will get stuck answering question one or two. Give different team members the opportunity to practice facilitating the team debrief.
- **Participation in the debriefing:** Make sure all team members get a chance to offer input into the discussion. (Round Robbin works well to initiate discussions.)
- **Motivation:** A debrief is not the same as an evaluation. It should not be dreaded, overly critical or taken personally. Keep it brief and interesting! The list of questions above is not to serve as a check-off list, but rather to gently guide and promote meaningful reflection.
- **Documentation:** Reflections from each team member will be slightly different. Diversity matters! Take notes and consider adding insights to the event report.

15. Event Report Outline

Remember, "If it is not documented – it never happened!"

Documentation

Documenting detailed stakeholder feedback is a critical component of engagement. An event report should contain the following components:

1. Meeting Purpose & Specific Objectives
2. Location, Date, Duration etc.
3. Audience Description (Numbers of participants by stakeholder groups represented, history of interactions with the group - previous meetings)
4. Activities, Discussions and Presentations
5. Photos
6. Outcomes from # 4 - Include "***quotes***" from participants and a summary of key findings
7. Conclusions & Follow up – List action items (and deadlines) for next steps
8. Evaluation – need not be complex but should reflect participant assessment of the event
9. Appendices
   - List of participants, institutions, contact information, etc.
   - Agenda

Left: farmers meet to discuss their practices with scientists
Right: Wendy-Lin Bartels and stakeholders discuss methods to presenting information

The value of keeping track of engagement

Consider why you are writing these event reports. Who is the event report for? Reports are valuable for many reasons, including:

- accountability (to comply with contractual obligations)
- to store valuable information that the RRT can reference later (an institutional memory of engagement)
- to share progress with others and track change over time
- to plan follow-up activities
- to stimulate team discussion and learning
- to share with stakeholders for their own records in gratitude of their time commitment

Caution: Document stakeholder feedback accurately!

- Although summaries of stakeholder input are valuable, they reflect the note-taker's own filtering process and personal biases. Therefore, we recommend that you document direct quotations (write the exact words people use, not your own interpretation). List all the questions that emerge.
- Make sure you have a good note-taker! (… not the same person as the facilitator!). Ask for permission when taking notes and indicate how that information will be used.

back cover