

The Inclusive Policymaking Toolkit for Climate Action

A guide for developing effective climate policy through engagement of citizens and experts.



Who might want to use the inclusive policymaking toolkit?

The **Inclusive Policymaking Toolkit** is an interactive toolkit that can help policymakers improve the policy making process on climate action, drawing from evidence (such as lived experience and scientific knowledge) in the process. The toolkit provides guidance on how to design, develop and implement a methodology that involves and engages scientists, researchers, civil society and citizens in shaping more effective and inclusive policy. It draws on lessons learned from climate pilots worldwide on the issue of low emission and climate resilient food systems. We understand evidence as holistic, encompassing scientific evidence generated through research; input from stakeholders; and insights from the lived experience of those affected by policy. This evidence can help support more effective and more inclusive policy.

An inclusive approach to policymaking effectively serves and engages all people; takes into account diverse lived experiences impacted by policy and

technical solutions; and ensures that institutions, policies, processes, and services are accessible, accountable and responsive to all members of society.

Whilst most policymaking involves a degree of consultation with stakeholders and the public on draft proposals, this toolkit shares learnings from deep engagement at *all* stages through the policymaking process, illustrating how policy can be shaped by a wide range of experiences and perspectives at different stages in their development.

We recognise that different policymakers work with different structures and systems in different international contexts, often with a range of resource and practical constraints, and using a range of consultation and engagement techniques. The guidance contained in this toolkit aims to enhance and complement the existing policy making process, through drawing from practical learnings and involving a range of actors early on in the policy making

process. This methodology was tested and refined through the Global Science Partnership pilots, with a focus on shaping and informing effective climate action worldwide – but has potential to be used in a range of different settings. The toolkit aims to support people who seek to enhance policymaking so that it is informed by robust scientific evidence and research, and a good understanding of citizens' perspectives.

The toolkit is also aimed at a broader ecosystem of **climate action practitioners** who are interested in how their policy and science research, in the field of climate or elsewhere, can be more inclusive. You may be a **scientist** interested in improving the effectiveness and inclusivity of science-based policy making. You may be part of a **research organisation or civil society organisation** advocating for evidence based policy making and open or inclusive policy making. It may be that you are part of an **advisory climate council and looking for ways to ensure your work is impactful.**



How to use the toolkit

Background and context:

The toolkit shares key learnings from three inclusive policymaking pilot studies in Colombia, Kenya and the Seychelles (see Appendix 4 for details on these projects). The project was funded by the UK Government as part of the legacy of its Presidency of COP26 and was delivered by a Global Science Partnership – the governments of Colombia (pilot), Italy, Jamaica, Kenya (pilot), The Seychelles (pilot) and UK.

For more information about the Global Science Partnership, please visit the project website: **globalsciencepartnership.com**

Structure of the toolkit:

- Why develop inclusive policymaking?
- The approach
- The six-stage process

The Six Stage Process:

1. Defining the policy question

Many policymakers begin with identifying and defining their policy challenge, and related policy questions. We illustrate how clear definition of the policy question help policymakers clarify the problem, identify the drivers, trends and patterns that might be contributing to the problem and identify the actors who need to be involved in addressing the problem.

2. Expert engagement

This section sets out how expert stakeholders can be involved in considering the policy question. These may be technical experts, scientists, researchers and civil society organisations who can bring in their scientific expertise or are already engaged in answering or addressing the challenge.

3. Focused research studies

This section explains the role of this focused and methodical research process, gathering secondary data from a variety of sources to address evidence gaps that are related to the policy question.

4. Citizen engagement

This section explains how stakeholders and policymakers can embed citizen engagement into the research process to address the policy question. It explores a range of creative and innovative approaches worldwide that can be deployed in helping policymakers and stakeholders understand the needs and interests of citizens.

5. Policy recommendations

This section explores how research, stakeholder engagement and citizen engagement can be combined to inform the policy question and challenges, and overall policymaking process. We draw from pilot studies of the Global Science Partnership to provide some examples.

6. Continuous learning and feedback

This section sets out how to ensure that the process is informed by learning and feedback to enable learning and continuous engagement.

Why develop inclusive policymaking?

Through our experience delivering pilots worldwide as part of the Global Science Partnership, we found that climate policy making can be more effective and impactful when **combining the expertise of policymakers, experts and citizens** at an early stage in its development, rather than through consulting on draft proposals.

This is because:

- When **policymakers** engage in discussion with the public and with experts, they can explore the complexity of climate issues from a broader perspective and develop ambitious policies that are also more feasible to implement.
- When **experts** are engaged in policymaking, evidence gaps can be identified and additional evidence produced, improving policy outcomes with evidence-based decision-making.

- When **citizens** are engaged in climate science, they are more empowered to influence the climate agenda which leads to more effective citizen ownership of climate action. When citizens are involved in policymaking, the resulting policies can account for challenges that may arise during implementation and are more likely to have support from citizens.

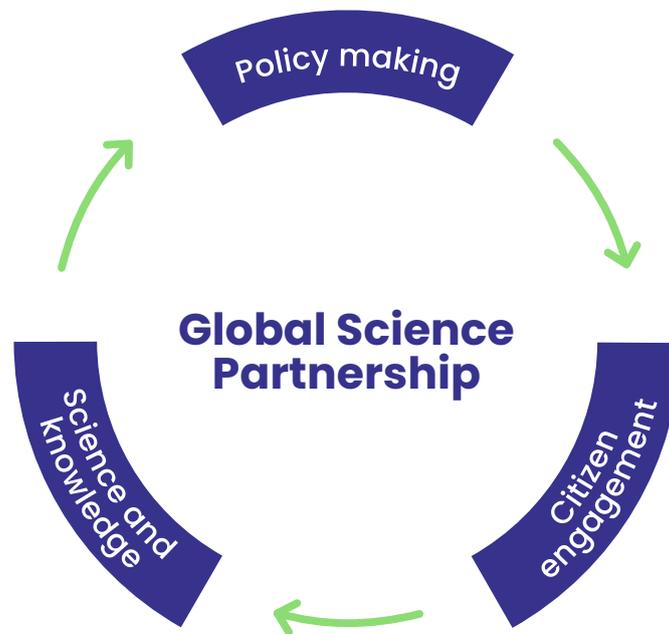
The lived experiences and local knowledge of citizens can greatly improve the effectiveness of policymaking if recognised as evidence by those making decisions. Policy options often face practical or social barriers to implementation and require societal and public buy in. By engaging citizens, policymakers can develop more effective and inclusive policies, giving them a much higher chance of successful implementation.

Below are a range of additional reasons for taking an inclusive approach to policymaking in the context of climate policy specifically.

- **Sustainable development:** Inclusive policymaking helps policymakers balance the short term with longer term solutions that balance growth, the climate and social foundations. By involving a diverse range of stakeholders, including environmentalists, scientists, economists, community leaders, and affected communities, policies can be designed to achieve a more sustainable and resilient future.
- **Improved effectiveness and quality of policymaking:** Inclusive policymaking allows for a more comprehensive analysis of various viewpoints, potential impacts, and alternative solutions. It encourages critical thinking, minimises blind spots, and reduces the risk of biased or discriminatory policies. The result is often higher quality decisions that better reflect the interests and values of the entire population.
- **Enhanced transparency and trust:** Inclusive policymaking fosters transparency, trust and legitimacy in the policy institution responsible for making decisions. When people feel that their voices are heard and that policies are designed that have considered their views, experiences and perspectives, they are more likely to trust and support those policies.
- **More equitable climate outcomes:** Inclusive policymaking has the potential to recognise and address the unequal impacts of climate change. By actively involving communities directly impacted by climate change, climate policies can be designed to reduce structural inequalities and, help to identify the impacts of climate policies and to address gaps in access to education, healthcare, employment, housing, and other essential services. Inclusive policymaking also allows for better representation of marginalised and under-represented groups, such as ethnic minorities, women, young people, farmers, Indigenous communities, LGBTQI people, people with disabilities, and others. This diversity leads to more informed and comprehensive policies that address the needs and concerns of all segments of society.

The Approach

Figure 1. The framework is underpinned by the value in engaging experts, citizens and policymakers



This toolkit sets out a **structured, six step approach for inclusive policymaking**, combining the identification of a policy question with stakeholder and science engagement, as well as citizen engagement. Together, science and stakeholder engagement and citizen engagement form a feedback loop that helps shape and inform policy making (as set out below). The six step process draws from the methodology developed to support pilots as part of the Global Science Partnership.

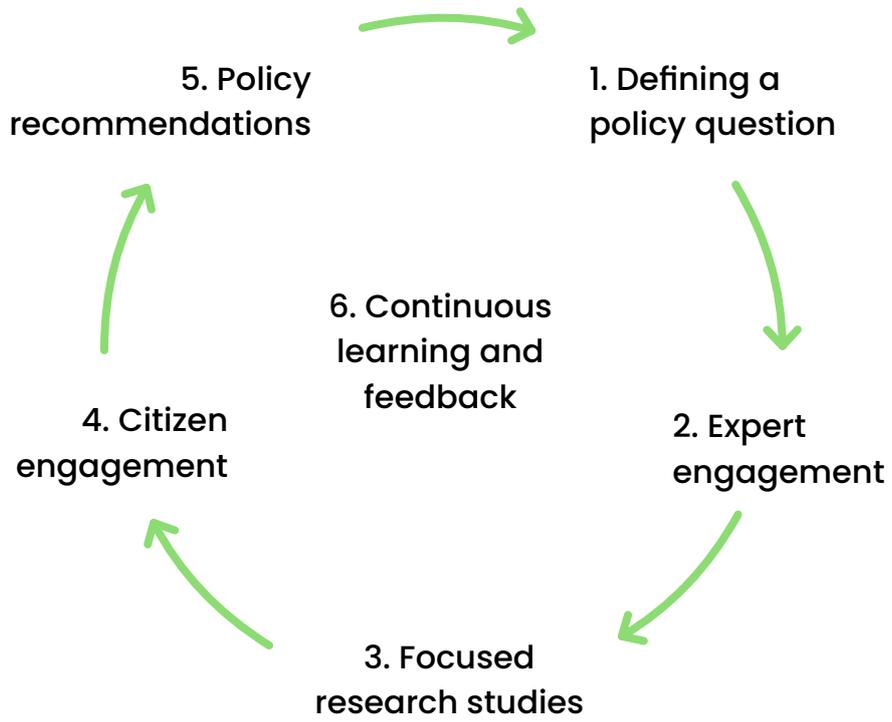
Alongside these six steps, through the pilot project experience, we found that **good governance** is central to the successful delivery of an inclusive policymaking

process. Some key aspects of this are:

- clarity about roles and responsibilities, and expectations
- clear feedback loops to inform the policies being developed
- robust governance structures including well-resourced teams, working groups with clear terms of reference and reporting/ accountability structures to underpin this work throughout.

Guidance on good governance is therefore embedded across all of our sections on page 9.

Figure 2. The six steps of the Global Science Partnership framework



A six-stage process

Stage 1: Defining a policy question

Define the policy challenge and related policy question:

The first stage is for the policymaker to identify **a policy challenge** that they are seeking to address.

This is to ensure that the evidence gathered, the engagement undertaken, and the recommendations developed are useful for that policymaker to apply to their decision-making; and ultimately can help shape and inform policymaking.

It may be that policymakers already have a well-defined policy challenge. Alternatively, the policy challenge may start out broad and those delivering on the research will be required to work closely with the policy makers to narrow it down. In this case, emphasis should be placed from the outset to make the policy question more specific, helping to define the scope, boundaries, and context for the research and citizen engagement.

Refine a subset of policy questions:

At this stage, the question might then also be refined into a **subset of questions**, which each explore different evidence gaps and challenges that the main policy question faces. Together these will guide the parameters of the research and engagement.

Resource the research and engagement:

At this stage it will be important to clearly identify the research team who have the mandate, resources and the ability to undertake the research and engagement which aim to answer the policy questions,

and tackle the policy challenge. We recommend a mixed methods team skilled at integrating policy, climate research and engagement expertise.

Below is an example of an initial policy question and related sub-questions, awaiting refinement and further development by experts:

Case study:

The Seychelles, initial policy question and sub-questions

Overall policy question:

- *What climate proof technologies can be adopted to build resilience in the Seychelles food production system?*

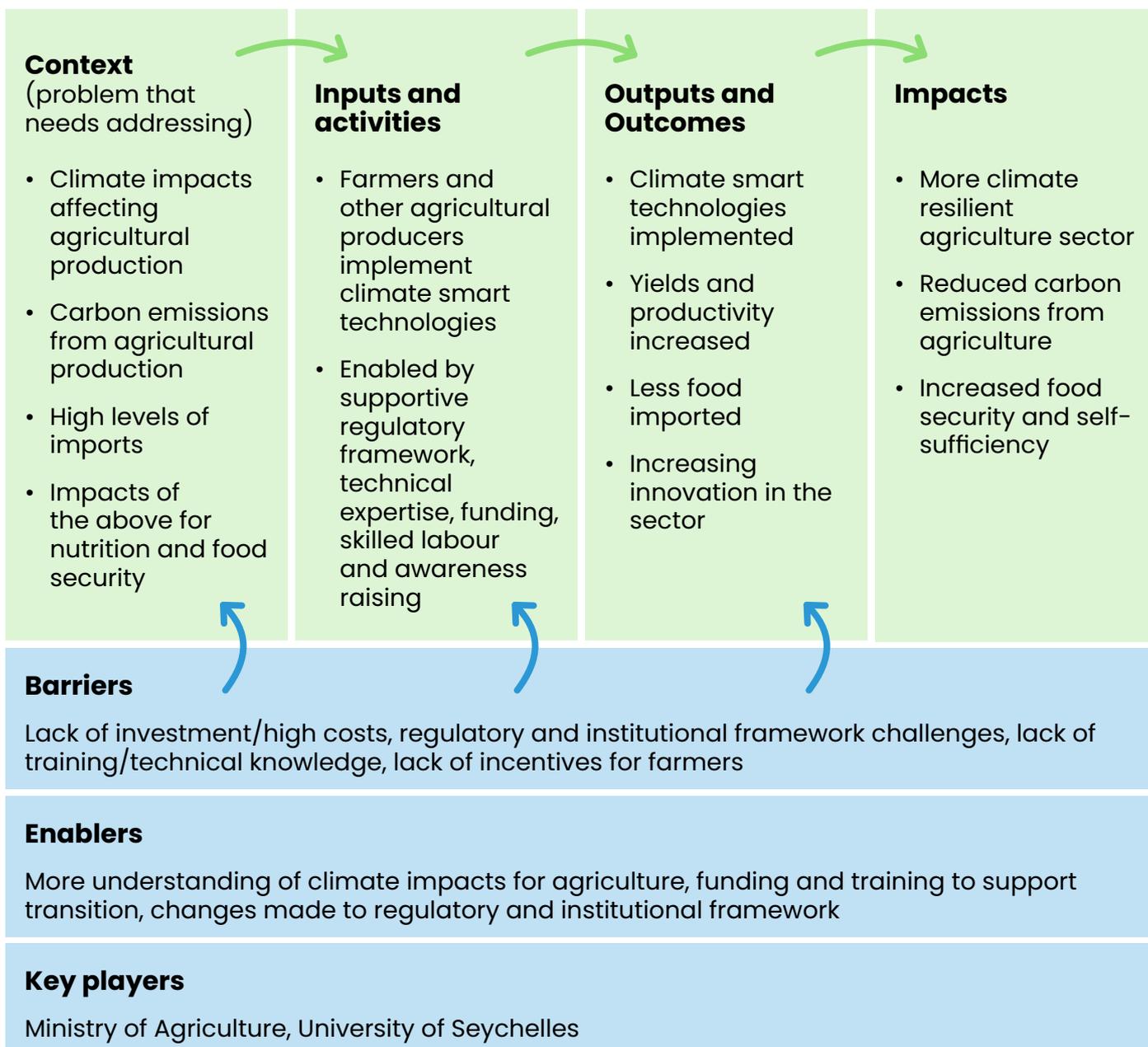
Policy sub questions:

- *Which climate-proof technology building resilience exists and should be scaled up?*
- *Which climate-proof technology building resilience exists in other SIDS and could apply to the Seychelles?*
- *What challenges have farmers faced in implementing technologies for resilience?*
- *Which support/incentive do they require to overcome the challenges?*

A Theory of Change is an approach often used in evaluation to identify the problem that needed to be addressed, the inputs and activities required to address the change and the desired outputs, outcomes and impact. However, developing a Theory of Change can also be a useful mechanism to help define the challenges that need to be addressed. Below is an example of the

Theory of Change used in the Seychelles pilot project to help identify policy recommendations related to identified barriers to the take up of climate smart technologies for climate resilient and low emissions food systems, potential enablers and the key actors that need to be involved in ensuring the enablers are realised.

Figure 3. Theory of change for increasing take-up of climate smart technologies



Stage 2: Expert engagement

Expert selection: Experts are key actors who have a range of professional expertise relevant to the policy question. This may include scientists, academics, civil society organisations, and some industry stakeholders who may have professional experience of barriers and opportunities for improvement within the policy area. If the issue is particularly complex or controversial, you may need to consider the representation of a wide range of different viewpoints on the group.

Establishment of an expert group: This can take the form of an advisory, expert, working, or oversight group with a clear terms of reference. This group will inform several key stages of the process, including refining the overarching policy question, identifying existing research helping to answer the policy process, and helping to shape the broader citizen and societal engagement process. Therefore, the experts need to be identified and engaged from the beginning. This could be a new group set

up for the specific purpose of working on the policy question, or an existing group if the challenge is a familiar one with established networks focused on it. By way of example, the Colombia pilot mobilised an existing network of working group members of the Mesa de Ganaderia Sostenible – a group dedicated to developing sustainable approaches to cattle farming, and engaged them to help answer the policy questions.

The process of expert engagement should be facilitated by the researchers involved in delivering the process, so that the experts are supported. These experts should be supported to participate through relevant resources and clear outlines of the requirements and timescales of the work, which should be well-defined and limited to ensure engagement throughout.



Develop a Terms of Reference: A clear terms of reference will need to be identified for this group. Some of the activities that the group might undertake should be clearly set out – for instance:

- Reviewing and refining the policy question
- Offering advice and steering research, feeding into focused research findings
- Informing the design of the citizen engagement
- Ensuring that the information that citizens receive is understandable, accurate, balanced
- Advising on, forming or ratifying recommendations for policy makers.

To ensure adequate and consistent participation the terms of reference should be clear on the boundaries for involvement. Some ways to do this may be:

- Explaining the policy question and purpose for the research clearly and concisely, so they know why their specific expertise is relevant and valuable.
- Clarifying the boundaries and parameters of their role (advisory/ decision making, offering strategic steer or input, or working group level)
- Estimating how many hours or days off their time would be needed and clarifying this in the terms of reference – for instance, what will be required of

them in relation to research input, as well as citizen engagement input?

- Attaching a simple outline of the timeline and project deliverables, centred around their involvement
- Clarifying whether or not they will be remunerated for their time or have expenses covered by the project budget

Refinement of the policy question:

Both the policymaker(s) and the group of experts should help refine the policy question. Policymakers need to make sure that is useful for the policy question they are grappling with. Experts need to make sure that the policy question is clear, understandable and reflects the issues at play.

They will need to develop a version of the policy question that can be conveyed clearly to citizens and broader stakeholders (which is a part of the process – if the question cannot be clearly communicated, then there is a risk that it is not the right articulation of the question).

On page 15 is an example of a refined policy question and sub questions. The policy question is disaggregated into component questions that can be answered by different types of research, while in parallel considering the questions that can be best answered by citizen engagement.

Case study:

The Seychelles, developed and refined Policy Question and sub questions

Overall policy question:

- *What climate smart technologies and practices are available to support an integrated approach to landscape management that addresses the interlinked challenges of food security and climate resilience?*

Research questions:

- *What climate smart technologies can be adopted to build resilience in the Seychelles food production system?*
- *Which climate smart technology building resilience exists and should be scaled up?*
- *Which climate smart technology building resilience exists in other Small Island Developing States and could apply to the Seychelles?*
- *What are the key enabling factors contributing to a successful implementation?*
- *What are the main barriers and challenges hindering a successful implementation?*

Comparing this to the example of the initial draft policy question (page 8), you can see several ways this was refined through collaboration with the experts in the Seychelles:

- **Amended terminology:** 'Climate proof' to 'Climate smart'. Broadened to include 'practices' as well as technologies.
- **Expanded scope** to look at climate

resilience and food security, given the specific challenges of being a Small Island Developing States (SIDS)

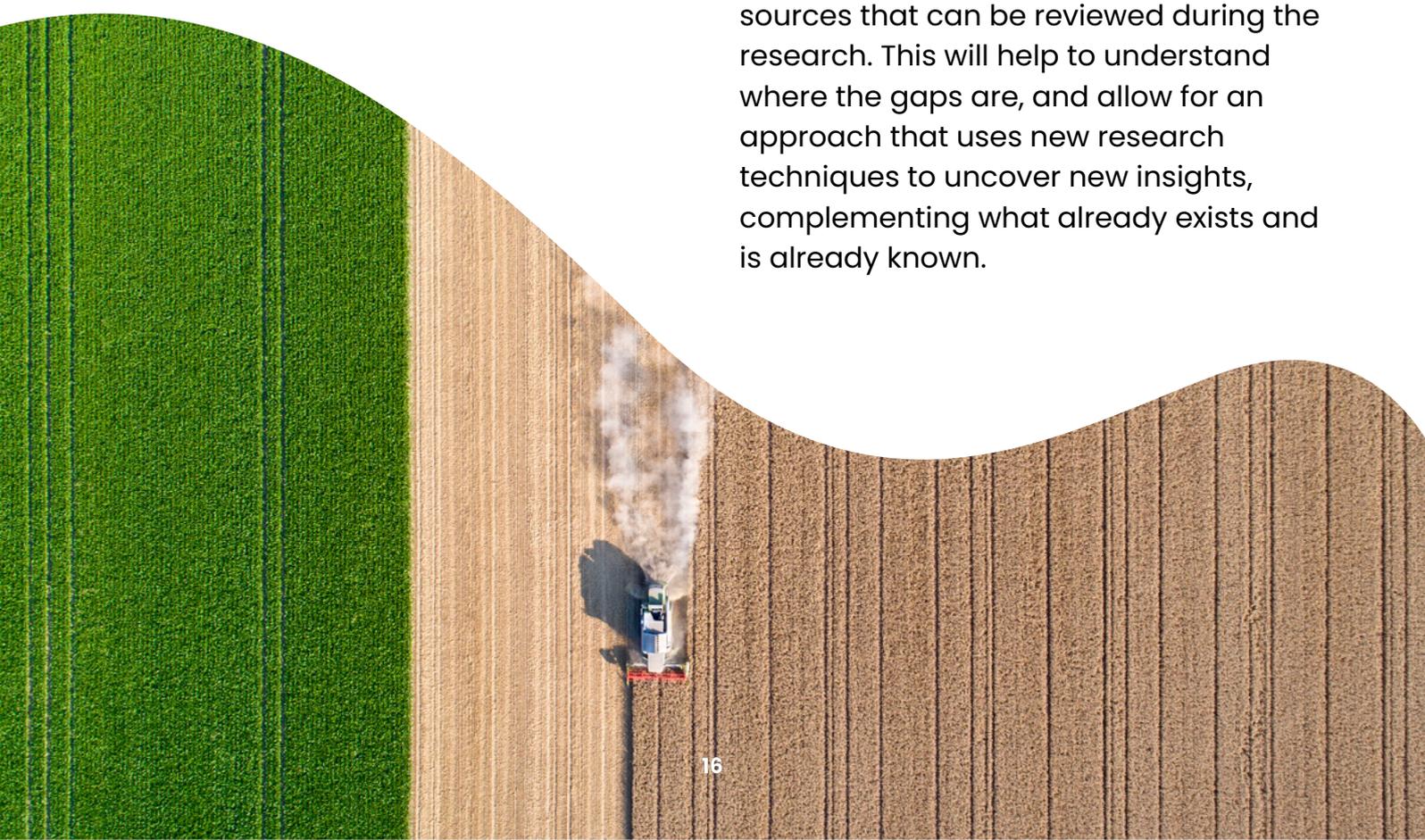
- **Defining climate smart technologies** as "Integrated approach to managing landscapes (cropland, livestock, agroforestry etc) that addresses the interlinked challenges of food security and climate change."
- **Focusing on crop production**

Stage 3: Focused research studies

Following input on the policy question and guidance from the expert engagement, researchers can follow a focused and methodical research process, gathering data from a variety of sources to address evidence gaps that are related to the policy question. The appropriate method will depend on a range of factors, including the type of question asked, the evidence available, whether previous studies have sought to answer the same or similar research question, and the project timeframe and budget. Beyond these factors, it is important to also consider the characteristics of evidence that the users require – for example, do they require findings that are context specific or replicable and statistically significant?

Throughout, the objective should be to deliver findings that are as accurate as possible within the limitations of the project. While statistically significant findings are crucial in some fields such as engineering or medicine, this type of data is often much more costly and limits the types of methodologies that can be employed. The need for greater statistical significance can also limit the nuance that policy projects can provide. For example, in some circumstances, it may be critical to provide an understanding of the local political context. This type of evidence may be best conveyed through interviews or focus groups/workshops.

When considering which research techniques to use, it would be advisable to ask the experts engaged in the project to direct to specific relevant evidence sources that can be reviewed during the research. This will help to understand where the gaps are, and allow for an approach that uses new research techniques to uncover new insights, complementing what already exists and is already known.



Techniques	Summary
Literature review (including rapid evidence review and systematic reviews)	<p>Literature reviews offer an effective way to filling knowledge gaps or supporting evidence with targeted research. This method gives the researcher an understanding of work that has already been conducted through the review of secondary evidence and helps to further define the scope of the research at hand.</p> <p>Input from a group of experts can guide decisions such as: which search terms to use, how far back in time should the review go (only reviewing evidence from the last 5 years, ten years, further back?), should it focus only on domestic examples or international ones, if there are an unmanageable amount of potential sources, how can they be prioritised?</p>
Expert interviews	<p>Expert interviews involve gathering insights and knowledge from specialised individuals, offering a subjective perspective. This method might be particularly appropriate where there is limited published literature available on the research question of interest. Care should be made on the selection of experts, including the sample size interviewed, and the questions asked as both can introduce bias since different experts may have different backgrounds, experiences, and viewpoints.</p>
Surveys	<p>Surveys use questionnaires to collect data from a large sample, helping to increase scalability and ease of analysis. Care should be made to design questions that target the relevant research questions and collect the necessary data for analysis. For example, open ended questions can help to gain insightful qualitative data but may be more difficult to analyse and compare while also being open to interpretation by the responder.</p>

For the pilot studies, literature reviews were undertaken. A two-stage approach was developed to collect the necessary evidence. This included first reviewing grey literature to understand an overview of the policy landscape and define key search terms. This was then followed up with a more detailed review of peer-reviewed literature to collate insights

that answered the research questions. It was necessary to methodically detail the collation of this evidence within a database to ensure the information could easily be compared and so the sources were recorded for future referencing. Below is an example from the Colombia case study of how the initial literature review was conducted, and presented:

Case study: Colombia literature review process outline

1. Search and review of local plans/policies/reports/studies

Some key documents reviewed included:

- National Framework of Reference for Sustainable Livestock Landscapes
- Sustainable chains in the face of a changing climate – Livestock in Colombia
- Resolution adopting the Public Policy for the Social Appropriation of Knowledge within the framework within the framework of Science, Technology and Innovation
- Stabilization and Reconversion of Bovine Livestock Landscapes
- High Nature Value Agriculture in Northern Highland AONBs
- Dairy silvopastoral farming in southern Colombia
- Intensive silvopastoral transitions in La Vieja, Colombia

Local documents provided understanding of Colombian context and implementation needs/priorities (e.g. knowledge sharing methods/tools)

Findings from review of local documents then guided a more targeted review of international literature, best practice, and case studies, specific to the agriculture sector and specific to the needs/concerns of Colombia



2. Search and review of sector-specific international literature and case studies

Key search terms included: “livestock landscape”, “sustainable management system practices”, “natural regeneration”, “sustainability”, “management system”, “latin america”, “agroforestry legal framework”, “community family farming”, “social appropriation of knowledge”, “knowledge transfer”

Colombia literature review process outline – continued

Documents reviewed

- An initial 35 documents were retrieved from literature searches and the project team’s knowledge of and experience with similar projects and reviews. These documents were reviewed and systemically logged in an Excel database. These documents ranged from scientific articles, blog posts, university research articles, and government publications.
- This list was shared with the working group, expert group, and partners, who proposed the addition of additional documents and case studies.
- Some further case studies were added following the citizen engagement – either because these case studies were highlighted during the citizen engagement, or because they were particularly relevant to issues raised during the citizen engagement. This enabled the citizen engagement to inform the desk-based review, and vice versa.
- Case studies were chosen based on their relevance to the following categories:

Information extracted with respect to the research questions

Geography of case study	Generation of knowledge in science, technology, and innovation in agriculture	Sustainable livestock management practices
<ul style="list-style-type: none"> • Tools and methodology for implementation sustainable livestock landscapes through knowledge transfer with respect to relevant geographic location – ideally case studies are in Colombia, or South America. • However, some examples from other geographies are included where these are particularly relevant. 	<ul style="list-style-type: none"> • Methods of knowledge transfer between experts and farmers • The role of government and public policy in the generation of knowledge to local communities 	<ul style="list-style-type: none"> • Mitigation and adaptation practices considering systems in place, government policies, and existing policies • Methods to improve livestock productivity in an environmentally-friendly manner • The wide-ranging benefits of protecting an environment

Research should begin before citizen engagement, so that early findings may inform the design of the engagement and provide information for the stimulus that citizens are presented with. However, once citizen engagement begins, the focused research should continue in parallel, continuing to gather and refine evidence sources that will ultimately inform the final recommendations.

To ensure this research is focused, key stakeholders should be able to signpost researchers towards specific challenges and potential solutions that may be useful to the evidence base, or that would be useful to explore with citizens.

Communicating focused research

clearly: In presenting the findings from focused research, it is important to ensure that the findings can be presented clearly and accessibly for use by a range of stakeholders and citizens.

On page 21 is an example of a snapshot of findings from the Seychelles pilot. It offers an accessible and informative assessment of climate smart agriculture technology. Sixteen technologies in total were presented in this format, therefore giving the user a clear and comparative output.

This format used to present the research results was agreed early on in research project with the experts in the Seychelles. A mock-up of one technology was prepared for comment and approval by the expert group. By ensuring that the users of the evidence had early sighting of the preliminary results, we were able align expectations regarding the type of evidence that would be generated and the format in which it would be presented in the final product. This was a critical step in ensuring that the research outputs were not only scientifically robust, but also responsive to the user's requirements and easily understood and useful in practical terms by decision-makers.



Case study: An example Seychelles research output, outlining one of the 16 technologies – ‘Climate information services’

Overview: Climate information services

Description: Offering smallholder farmers free climate information services warning them about possible risks such as unfavourable weather conditions, onset or offset of the dry season, high degree days, etc. E.g. ICAC IGAD Climate Prediction and Applications Centre

Climate hazards addressed: Non-specific, may apply to various depending on local context.

Cost profile: An information service for pests and disease prevention in the Santa Catarina state in Brazil, supported by 234 automatic data collection stations, costed more than US\$220K in 2018 (greatest investment being the development and maintenance of the software).

Environmental profile: Enhanced preparedness, risk management and resilience – e.g., atmospheric conditions that could lead to the development of pests and diseases, heatwaves, storms, etc.

Relevance to integrated landscape management: Some landscape benefits related to the better management of agricultural land.

Comparative impact rankings*



Key enabling factors contributing to a successful implementation

Technology/capacity: Installation and maintenance of data collection station, ICT infrastructure and software. Personnel, education and training required.

Economic and market structure: High infrastructural and operational costs.

Supply chain structure: Involvement of the ICT, R&D and media sectors to devise the support system and spread information

Stakeholder acceptance: The service's effectiveness strongly relies on the way information is communicated to the smallholders.

Main barriers and challenges hindering a successful implementation in the Seychelles or other SIDS

Technology/capacity: According to a 2018 World Bank study, the Department of ICT lacks critical skills in content and interaction design and product management.

Economic and market structure: Limited funds to build the infrastructure and support system.

Stakeholder acceptance: Unclear how smallholders would view a shift from traditional farming practices.

*a ranking method for comparing the 16 technologies researched.

Stage 4: Citizen engagement

Policymakers and stakeholders define the scope of citizen engagement, and researchers design the citizen engagement in alignment with the scope identified.

Through an assessment of the policy question, policymakers and stakeholders can consider who needs to be involved as part of the citizen engagement process, and most importantly, articulate for themselves **why citizen engagement matters** in informing the question and challenge.

What should be focus of the citizen engagement? Citizen engagement needs to be able to contribute towards answering the policy question – ideally on an issue that explores diverse perspectives, values, and norms. The question for citizen engagement can focus on how to balance trade-offs or difficult choices, on how citizens can help shape the vision of a local area, or on implementation of a specific set of policies – as well as the barriers to implementation and how they can be overcome.

How should citizen engagement take place? Considering the International Association for Public Participation's IAP2 engagement spectrum (below), the method should meet the criteria for 'Involve' as a minimum. This is because the citizen engagement on climate policy specifically needs to:

- Understand citizen views (ensuring a two-way interaction, giving opportunity for citizens to express their concerns and priorities)
- Engage ahead of time, so citizen views can shape solutions
- Engage a range of views, and create flexibility for nuanced and iterative views from citizens and a dialogue with stakeholders and policymakers

Figure 4. IAP2 Engagement spectrum, International Association for Public Participation

Increasing impact on the decision 

Public participation goal				
Inform	Consult	Involve	Collaborate	Empower
To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.

Promise to the public				
Inform	Consult	Involve	Collaborate	Empower
We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

During the pilot studies, we used **Deliberative Workshops** (which can sit between ‘collaborate’ and ‘empower’ on the IAP2 spectrum, above) to involve citizens on complex issues in the field of climate, specifically on challenges related to low emission food systems. The table in Appendix 2 sets out a range of other models to consider, recognising that **deliberative workshops** may not always be most appropriate, depending on the policy question and research question.

Deliberative workshops can be a highly suitable methodology given the complexity of the issues being deliberated, the desire to engage citizens on difficult policy choices and trade-offs, and the focus on the long-term future for the regions. Therefore, in this toolkit, we focus largely on the design and delivery of deliberative workshops, but the considerations below also apply to any form of citizen engagement beyond informing citizens (see Appendix 1 for links to further resources on citizen engagement).

Below are **the key questions to consider in designing citizen engagement:**

- **Format:** Online (broad geographical reach) or in-person (site based)?
- **Clarity about the question** the participants are answering and scope to meaningfully influence the issue
- **Scheduling and timing of the sessions** – ensuring that they take place at a time in the day and week that is accessible

- **Stimulus materials:** Developing appropriate resources, toolkits and materials to enable engagement
- **Location and venue:** If in-person – the space, logistics and accessibility of the venue to citizens is crucial to consider
- **Digital inclusion:** If online – Minimising barriers to inclusion, providing onboarding, equipment and technical support is key
- **Value and recognition:** Participant remuneration and acknowledgement of their contributions
- **Communication and closing the feedback loop:** reporting and analysis of key findings and transparency about findings by reporting the findings, and articulating some of the next steps taken as a result of the research and engagement.

Who should be involved? It is helpful to consider the people who might be affected or impacted (either directly or indirectly) by the issues at stake, or the people whose support and consent is required for policymakers to be able to progress the issue. This may mean that as well as providing their insight as citizens, the participants are also recruited so that they offer another specific insight, such as consumers or producers. In the Seychelles, the focus was on recruiting citizens who are farmers, small holders, grow their own food at home and agricultural students, due to the importance of involving the younger generation that will be living with the impacts of climate change into

the future. In Colombia, it was identified that participants should be livestock farmers, given the focus on developing sustainable livestock landscapes. Informed by conversations with the group of experts, researchers should be able to draw up a clear sample frame for engagement. Following the parameters established by policy and stakeholder groups, citizens will need to be recruited to a clear sample for the engagement. The research team should work closely **with trusted and identified community organisations** on the ground to recruit and remunerate the participants and clarify a sample for recruitment.

Sample size The size of the sample may depend on the target groups and the project budget. As a guideline we would suggest no fewer than 20 participants and no more than 150 to balance consideration of a diversity of views but also to ensure quality deliberation in smaller groups. In the pilot studies around 30 citizens from a diversity of backgrounds were engaged in each pilot country.

There are different approaches to sampling the citizens who will be engaged, and consideration should be given to which sampling methods suits the policy question best:

- **Representative sampling, sometimes through sortition or civic lottery:** A method for selecting a group of participants at random that are proportionally representative of the demographics of the population you are researching.
- **Purposive sampling:** A sample which has been chosen to include people who are most impacted by the issues at play – they might be directly impacted or involved in the subject matter.

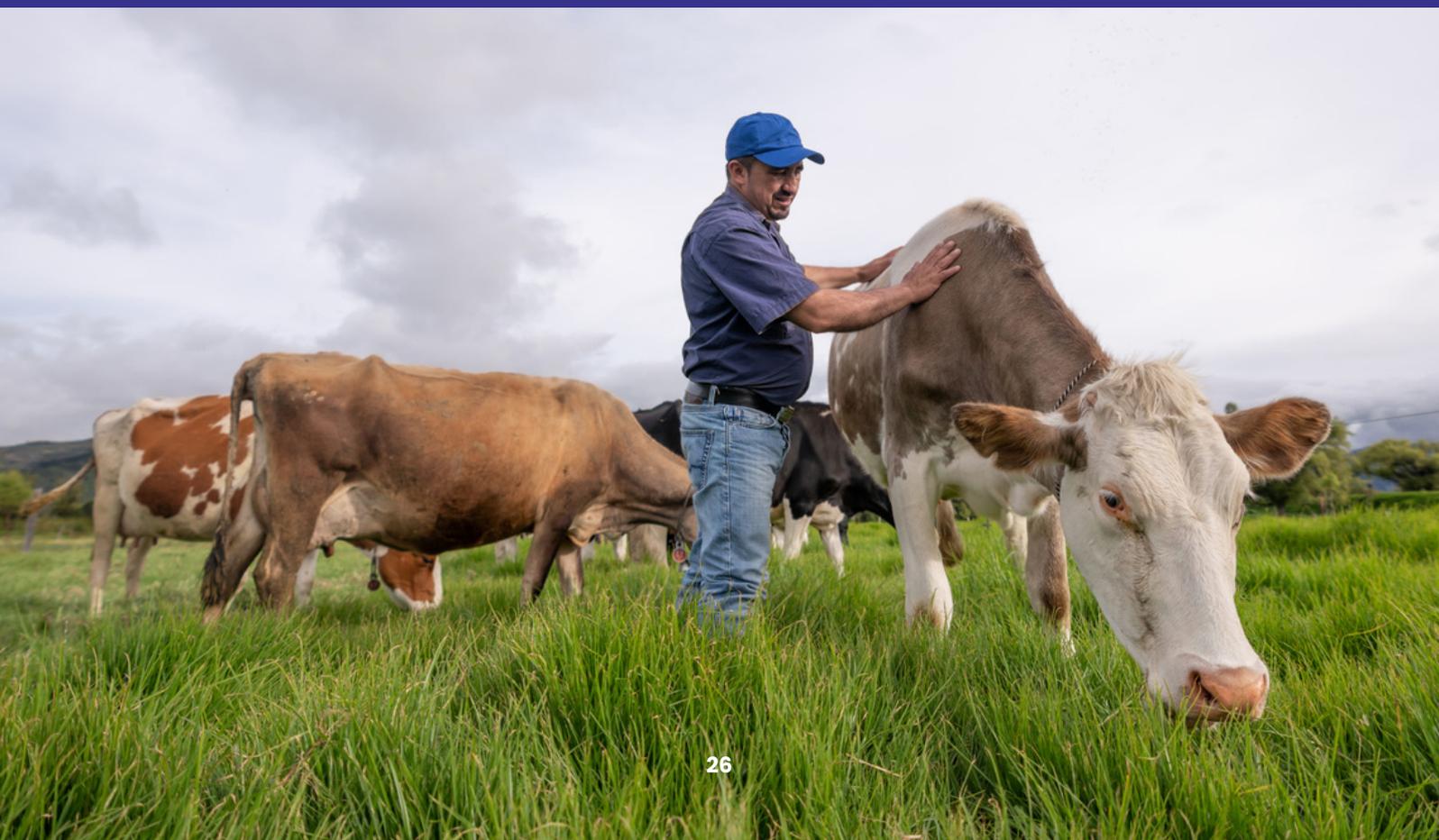
Purposive sampling is likely to be the most appropriate approach in most cases. For example, if focusing on agriculture or farming, it might be appropriate to speak to citizens who are involved in the farming community in some way, as they will have more insight as to how policy solutions would work in practice. This is because the citizen engagement must engage with appropriate groups and allows for the adequate representation of marginalised or directly affected communities, whose insight will be useful for informing the policy question. However, in other circumstances, policymakers may wish to test political acceptability more widely, in which case representative sampling may be more appropriate.

Pilot study sampling examples:

Colombia: This pilot study explored how policy can improve the sustainability of livestock farming through management systems. The participants needed to have some understanding and experience of livestock value chain, to identify challenges and propose solutions. Therefore, the sample consisted of 27 citizens, who were a mix of small and medium producers related to cattle activity, environmental managers and/or delegates of civil associations and community leaders. The recruitment of the participants was supported by the Agrosavia, a well respected organisation supporting farmers in the region of Meta.

The Seychelles: This pilot study explored climate-smart technologies that may be effective in improving the climate resilience of local agriculture, improving domestic food security. Agriculture in the Seychelles takes many forms, with a mix of farm workers and owners, and citizens who grow food themselves to sell or for their own consumption. The participants needed to know the challenges of growing food in the Seychelles, and the barriers that may affect potential solutions. Therefore, the sample consisted of 30 citizens, including farm workers, householders engaged in backyard farming, and students from the Institute of Agriculture and Horticulture.

(Please see the 'Pilot Case Studies' section of this toolkit for more information about these pilot studies)



Where should citizen engagement take place? Depending on the issue, citizen engagement can be conducted in-person where the subject matter is place-based (close to a relevant geographical area), or can be convened online. This will usually depend on the question and impacted communities identified. See Appendix 4.2 for an example of reasoning for location choice for citizen engagement in Colombia.

Figure 5. Summary of sampling approach in the Colombia pilot

30 inhabitants of the cattle landscapes of the Negro river basin	
Small and medium producers related to livestock activity	Community leaders, environmental managers, and delegates of civil associations
People who have and have not participated in projects related to sustainable livestock or in the Sustainable Livestock Roundtables	
Age diversity (all 18+)	
Gender diversity	

With farming and food systems issues, place-based was seen as valuable (as in Colombia and the Seychelles). However, there have been examples of online citizen engagement on climate where participants have had the necessary infrastructure, such as equipment and internet access for instance, in the UK, a public dialogue convened by the Government Office for Science selected 30 participants from across rural, market town and urban locations to deliberate on pathways towards net zero.

Developing a plan for the citizen engagement

The plan should be designed in advance, with clear questions and probes written into a discussion guide for moderators to use. This is crucial to ensure that the discussion with citizens, and resulting evidence is focused on the scope of the policy question, so that it is helpful for the recommendation forming.

When laying out the plan, you should consider:

- **What questions** would answer the research questions and policy question?
- **What evidence** from citizens is needed to help address the policy question?
- **What information or context** do the citizens need to be able to have helpful discussions?
- **How long is needed** for each question to be discussed amongst a group of citizens – so that they can hear from and respond to each other?

The citizen engagement must **provide enough time for participants to have meaningful conversations**, and to **digest new information given to them**. We recommend strongly that the workshops are reconvened, so that participants attend more than one session. This means they have time to process the information and consider their perspectives between workshops.

You can find detailed workshop plan examples for the pilot studies in Appendix 3.

Below is an example of the overall citizen engagement structure from Colombia:

Colombia citizen engagement structure example:

Discussion and reflection on what works and what does not work in the adoption of sustainable livestock farming will be encouraged in a group of 30 stakeholders of the cattle supply chain, who live in a livestock landscape of influence of the Sustainable Livestock Roundtable. For this purpose, a sequence of activities will be carried out for 4 consecutive days in the selected area. Policy makers and the community of practice have identified the Rio Negro (Black River) basin in the department of Meta, Colombia, for the study.

Day 1: Opening talk

Duration: 2 hours.

Objective: Welcome the participants, introduce the team, inform about the objectives of the study, provide the necessary instructions for the activities and collect initial impressions of the policy question.

Day 1–2–3: Learning environment through stations

Duration: 3 days in an open space.

Objective: The participants will be

introduced to basic concepts and related evidence from desk research through a set-up of learning stations arranged in an open room (it can be a school, the cultural center, the municipal library, etc.). They will be able to visit the room at any time they wish during 3 days. A facilitator from the Ipsos team will be present at all times to clarify doubts or guide the participants. Each station will have some different objectives of learning, contents and formats.

- Station 1: Video of the project and the Sustainable Livestock Roundtable (description, objectives, actors)
- Station 2: Infographic or podcast on climate change commitments (What are the climate change commitments?)
- Station 3: Infographic or podcast on the policy question (What is the role of livestock industry in meeting these commitments?)
- Station 4: Participants add notes to a wall and share voice messages (What do we need to change in our daily work to meet these commitments?)

Day 1–2–3: Guided autonomous work through video-diaries

Duration: 3 days

Objective: Based on their visit to learning environment and a topic guide send by the Ipsos team (WhatsApp), the participants should be a video-diary on their cell phone showing some of their daily tasks in livestock farming, identify some sustainable practices and some opportunities to implement them.

Day 4: Deliberation workshops

Duration: 3 hours

Objective: Through a deliberative methodology, participants will discuss the information they learned in the previous activities and build together proposals, solutions, commitments and recommendations oriented to the policy question.

Developing supporting stimulus for the citizen engagement:

The stimulus that you present to participants is very important. This may include slide-decks, printed materials, and videos. These are the tools to equip citizens with the factual information they need so that they can have an informed and meaningful discussion.

Examples of stimulus can include:

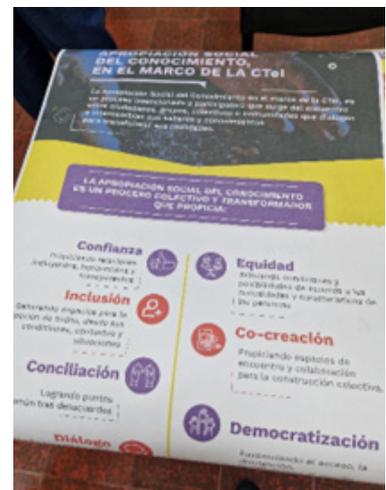
- Speaker talks and interactive Q&A
- Case studies and examples of how policies have been implemented before, or could be in the future

- Information about a region or geographical area
- Engaging material about the facts of an issue
- Personas – fictional people with different experiences who may be affected by the issue or question for participants to consider
- Videos introducing a complex topic and asking different questions

Example stimulus materials for the Colombia citizen engagement

The example stimulus materials below included videos on sustainable livestock landscapes, a podcast dialogue between two farmers in the region, as well as

numerous posters, presentations from specialists, and a model of the Agrosavia itself, and site visits across the site where the participants were situated – to help inform and shape the discussions and deliberations. The pictures below are illustrative of some of the stimulus materials developed to guide the pilot projects.



In this process, the stimulus should be informed by the early focused research findings and reviewed by the stakeholders already engaged. This is to ensure that the information is accurate, balanced, and is not missing any crucial context that participants need to be aware of when deliberating.

Reporting on the citizen engagement:

It is important that there is a clear, accessible and standalone report that reflects the findings and insights from the citizen engagement back to policymakers, stakeholders and citizens involved in the process. This helps address questions about methodology and

process, but also assists with the overall perspective of transparency and ensuring the integrity and independence of the findings from the deliberative process. The report should be clear on how the project was funded, summarise the key themes, address areas of consensus and disagreement, and detail the advice provided through the workshops in full. To ensure findings are engaged with widely, it is also helpful to prepare a summary slide deck that enables policymakers and stakeholders to engage effectively with the findings – see an example from the Colombia pilot below. Other methods for sharing the findings widely can include videos, blogs and social media content.

Case Study:

A summary report of citizen engagement findings from the Colombia pilot, provided to policymakers and experts.

Citizen engagement in Meta, Colombia – Minipublics



- From the beginning of the activities, the participants highlighted the **climate change effects that they have observed** in relation to their day-to-day activities on their farms.
- Many of the participants demonstrated knowledge and understanding of international commitments to climate change, as well as technical information on the role of **GHG emissions and livestock in the phenomenon**. Many others stated that they knew the information, but were not very clear about the concepts.
- One of the main concerns of the participants regarding the climate agenda is the **stigmatisation that the livestock sector has received in recent years** for its contributions to emissions at a national and global level. This has generated conflicts and reactions between the different parties involved, as well as resistance and distrust among producers towards the adaptation and mitigation actions they need to take.
- Participants noted that the responsibility for GH emissions in livestock ends up being attributed **only to the producer and other actors in the chain are excluded** (transport, benefit, slaughter, trade, intermediaries) as are other related sectors (agrochemicals, hydrocarbons, policy makers, etc.). **Neither are they offered enough institutional support, accompaniment, or information to undertake effective transition initiatives towards sustainable models.**
- Producer participants talked about building **networks of contacts and knowledge, networks of allies for each segment, and networks of producers with model sustainability practices or networks that integrate actions for mitigation and adaptation**. They also pointed out that it is common for meetings between actors (such as this type of event) not to result in concrete actions and that they are not used, for example, to identify the dimensions that need to be strengthened or bridges to find opportunities.
- They identify **little support from the public administration and other organisations to move towards sustainable models**, not only in terms of economic resources, but also in training, technical advice, tools (e.g. software), legal information, etc.

Stage 5: Policy recommendations

Understanding preferred reporting

format: Policymakers should refine how they would like to present or convey their evidence, the key audiences to whom the evidence will be conveyed as well as routes and strategies for ensuring that this evidence can help shape and inform decision-making.

Synthesis of the evidence: Once the evidence review, expert engagement and citizen engagement are completed, the next step is to synthesise evidence into a clear report (in a format identified as preferred) directly addressing the policy question. The purpose is to inform policymakers and guide them in their decision making.

Expert engagement on advice and recommendations: There is a role for the experts engaged at the outset in identifying and formulating specific recommendations based on the evidence presented in the report. If the experts involved have limited capacity, the recommendations could instead be drafted in the report, with experts ratifying and expanding on these.

Briefing policymakers: Once the recommendations have been refined and agreed, the policymakers should then be briefed on the key findings through a workshop to ensure that the findings behind them are clear and helpful for the policymaker.

Additional key considerations to be agreed with the policymaker and stakeholder include: Identifying other key audiences for the engagement – as well as how best to ensure the findings are accessible, and can be broadly disseminated.

Examples of key reports and associated communications materials can be reviewed on the Global Science Partnership website.

Stage 6: Continuous learning and feedback

Need for continuous learning: there is a clear role for continuous learning and feedback throughout the process, to identify successful approaches that can be replicated in the future, and improve on areas that have been less successful. This helps with quality assurance and improvement, creating a constructive culture in which policymakers, stakeholders and citizens, as well as researchers can learn throughout the course of the research and respond quickly to what they have learned.

Evaluation focuses on learning what works for whom, in what contexts – as well as the reasons for what worked and what did not. The mindset of continuous learning plays a key role in helping to develop more successful approaches and scale inclusive policymaking approaches more broadly. It is unlikely that a formal evaluation approach is required and a prescribed format is not recommended – given that different interventions will have different impacts in different social, economic and policymaking contexts.



Instead, a **continuous learning approach** is recommended where experience is reflected upon at various stages of the process, such as identifying the policy question, establishing the expert group, conducting the desk research, delivering the citizen engagement and developing the policy recommendations. This reflection can be conducted by those engaged involved in the process and may entail bringing in a third party as a critical friend to interview various stakeholders involved and identify how

well they consider policymaking has been conducted informed by the Global Science Partnership methodology, what lessons have been learned and how policymaking could be improved in the future.

Being clear on the expected outcomes is crucially important as continually reviewing progress towards these can facilitate learning. The expected outcomes from applying this methodology are set out below.

Figure 6. Global Science Partnership, target outcomes

