the impact of PAL data

Caroline Dyer  University of Leeds
Ben Alcott  University of Cambridge
Seema is a little girl. Her mother gave her a book. It had lots of stories and nice pictures. Seema reads it every morning on her way to school. She learned many words. Her teacher was very happy. The teacher gave Seema another book. It had more stories. She showed it to all her friends.
Across rural India, only 48% of grade 5 students can read this text

Seema is a little girl. Her mother gave her a book. It had lots of stories and nice pictures. Seema reads it every morning on her way to school. She learned many words. Her teacher was very happy. The teacher gave Seema another book. It had more stories. She showed it to all her friends.

Source: Annual Status of Education Report 2016
सावन का महीना था। आसमान में बहुत काले-काले बादल छाए थे। ठंडी-ठंडी हवा चल रही थी। मुझे झूला झूलने का मन किया। बड़े भेया एक मोटी सी रस्सी लेकर बाहर आए। भेया ने रस्सी को पेड़ से लटकाकर झूला बनाया। सब ने मिलकर खुब झूला झूला। बाकी बच्चे भी आकर मजे से झूलने लगे। झूलते-झूलते रात हो गई।

पाठ के लिए सही पढ़ाई को लागू करें।

www.asercentre.org देखें, ई-मेल: contact@asercentre.org
Rural Pakistan

Rural Pakistan

Rural Pakistan

Welcome to Reading Week in a Lakhon mein Ek village

1. Come let us discuss with people how they can do Reading Week.

2. In each locality, ask children to make small groups. Request a parent or someone else to give children materials every day. Children can use simple paragraphs for learning to read.

3. Children can help each other to read.

4. Together children can do group tasks and activities.

5. Children can also use phones for games and activities.
children who are: In school
children who are: In school, but ‘overage’ Out of

children who are:

1. In school but ‘overage’
2. Out-of-school
children who are:

1. In school but ‘overage’
2. Out-of-school
children who are:
1. In school but ‘overage’
2. Out-of-school
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लल्ल भूल चेहरे तेल किला, मोर जूता माँका।

अब/आज के लिए: कहाँ एक और फिर नहीं होगा, काम से जुड़ा ही होगा।
Data sharing for open innovation in community-based rehabilitation

Dr Lena Jaspersen & Dr Samit Chakrabarty

An Impact Acceleration Project funded by the Economic and Social Research Council Through the Leeds Social Science Institute.
Overview

Background

Project idea

Method

Emerging outcomes

Plans for follow-up

Leeds University Business School
The Challenge

- People with Disabilities: 15% of the world population
  - 80% in LMICs, majority in rural areas
- It is society which disables impaired people
- Resource constraints: human resources and technology
- Availability of appropriate services and technologies is reversely related to health need
Community-based rehabilitation (CBR)

Strategy for general community development that provides rehabilitation, poverty reduction, equalisation of opportunities, and social inclusion for all people with disabilities.

People with disabilities and their advocates make decisions about the services they need to enhance participation in all aspects of their daily lives.

CBR is delivered at the local level, primarily through local resources.
CBR: A holistic perspective

World Bank framework

HEALTH
- Promotion
- Prevention
- Medical care
- Rehabilitation
- Assistive devices

EDUCATION
- Early childhood
- Primary
- Secondary and higher
- Non-formal
- Lifelong learning

LIVELIHOOD
- Skills development
- Self-employment
- Wage employment
- Financial services
- Social protection

SOCIAL
- Personal assistance
- Relationships, marriage and family
- Culture and arts
- Recreation, leisure and sports
- Justice

EMPOWERMENT
- Advocacy and communication
- Community mobilization
- Political participation
- Self-help groups
- Disabled people’s organizations
Community-based rehabilitation (CBR)

- CBR works (clinical outcomes and quality of life) BUT degree varies ☰ understanding of best practice needed
- Not available to everyone – and lack of related services
- Lack of data makes it difficult to improve services in India
- Growing interest in ‘affordable’ assistive devices – disconnect academia, industry, government and third sector
- ‘Lead-user’ and user-led development in NGOs
Project background – Research at Leeds

- Ongoing research at Leeds in rehabilitative medicine, biomedical sciences and medical technology. Lack of social science involvement and experience of working in low-resource settings

- GCRF scoping trip to India and China. List of challenges and unmet needs – emphasis on lack of available data and information access

- Research opportunity: open and collaborative innovation involving NGOs
Project Idea

1. Develop Open CBR Initiative co-create appropriate collaborative strategy

2. Understand data on CBR already being collected to inform the development of a repository

3. Introduce design thinking methods to facilitate the development of new design challenges and related briefings

4. Use briefings for follow-up proposals and design thinking hackathon events in India and at Leeds
Partners

1. Birla Institute of Technology & Science, Goa, India
2. Mobility India, Bengaluru, India
3. Association of People with Disability (APD), Bengaluru, India
4. Regional Institute of Medical Sciences, Imphal, India
5. Indian Association of Cerebral Palsy, India
6. Siddha Development Research and Consultancy (SDRC) Pvt Ltd., Bhubaneswar, India
7. Asha Bhavan Centre, Howrah, West Bengal, India
8. PSG College, PSG Sons and Charities, Coimbatore
1. Series of online meetings ☐ detailed survey with follow-up interviews
2. Workshop in Goa in late September
3. Follow-up and report
4. Compilation of data samples & collection tools
5. Second workshop ☐ CBR data, MOU, follow-up proposals
6. Design thinking hackathons in Leeds and Goa
Collaborative Innovation Framework

1. Agree on meaning of innovation
2. Determine overarching goal
3. Set area/scope of innovation
4. Articulate process and mode of governance
5. Allocate/identify resources
6. Action plan
7. Positive communication (internally and externally)
## Emerging priorities

### Unmet needs and priorities

<table>
<thead>
<tr>
<th>Activities in homes</th>
<th>Under-served Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve mobility through new transport options and specialised equipment</td>
<td>Strengthening the early identification and intervention program</td>
</tr>
<tr>
<td>Understand perception issues on disability through Knowledge, Attitude and Practice studies</td>
<td>Inclusive infrastructure, access audit of public buildings</td>
</tr>
<tr>
<td>Linkages with appropriate rehabilitation services and grass root community and local health governance</td>
<td>And many more!</td>
</tr>
</tbody>
</table>
## Data

### Data
- Demographical data
- Community-level information
- Household-level data incl. family details & benefits
- Service-recipient data including health records
- Contacts & volunteers
- Programme evaluations
- Training and events

### Collection Method
- Interviews
- Questionnaires
- Medical records
- Various assessment tools
- Images & videos
- Structured field notes
- Participatory methods

### Data format/storage
- Handwritten records in folders
- Handbook in community
- Typed records/ hard copies
- Typed records/ digital documents
- MIS software
- Specialist packages such as Goonjan
- Mobile applications + cloud storage

### Questions
- Data on unmet needs?
- Data protection and ethics?
- Quality of data?
- Digitalisation?
- Repository?
- New tool?
# Ethics

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
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</thead>
<tbody>
<tr>
<td>Informed Consent</td>
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<td>3</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>3</td>
<td></td>
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<tr>
<td>Anonymity (Data)</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td></td>
<td>1</td>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Privacy and Confidentiality</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>3</td>
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<tr>
<td>Data Protection</td>
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<tr>
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<td>8</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Design Thinking

- Design thinking uses elements from the designer's toolkit like empathy and experimentation to arrive at innovative solutions.

- Design Thinking is an iterative process in which we seek to understand a user, challenge assumptions, and redefine problems in an attempt to identify alternative strategies and solutions that might not be instantly apparent with our initial level of understanding.

- It is a way of thinking and working as well as a collection of hands-on methods.
Design Thinking Process

Tony Morgan, RAEng Visiting Professor in Innovation & IBM Executive Architect and Innovation Leader

Leeds University Business School
Design Thinking Workshop

- Small groups ↔ members of different organisations
- Identified via shared interest in a CBR priority
- Exercises: focus on scenario, user, problem definition from the perspective of the user (empathy), ideation and project selection
- Identification of ‘Big Ideas’ but not enough time to complete briefing
- Mixed follow-up
Emerging Outcomes

- Partnership building
- Foundations of collaborative innovation strategy to be adopted in follow-up workshop (MOU)
- Data and ethics – sensitisation and follow-up
- Short-term priorities and long-term goals are identified
- Mid-term report
- Shift from data repository to data collection tool?
- Design briefings for follow-up project?
Immediate Priorities (top 6)

- Creation of a new data collection tool and joint CBR database for comparative research (across India, baseline data)
- Development of a new CBR assessment tool that aims at the discovery of unmet needs as well as the assessment of known conditions and associated challenges.
- Ensure ethical practices when collecting, storing and analysing data on CBR
- Supporting front-line services - and in particular doctors - with information/training how to support people with disabilities and their families.
- Study identifying unmet needs across a wide range of disabilities.
- Make it easier for people with disability and their family members to access information and support.
Next Steps

- Hackathon in Leeds
- Second workshop and hackathon in Goa
- Follow-up proposals
- Final report
- MOU
Leeds OpenCBR Hackathon 22-25 February
We need your help!

Hacking is about creative problem solving. Our Open CBR Hacks will provide an opportunity for students to develop novel solutions for addressing unmet rehabilitation needs

• Recruitment of six inter-disciplinary teams of students (3rd year, PGR/PGT)
• Expert mentors and facilitators
• Panel for the final presentation session
Thank you
Building collaborations to support sustainable day-care for under 5-year olds in disadvantaged communities in Jharkhand, India

Dr Mahua Das (PI)
Dr Helen Elsey (Co-PI)
Public Health Resource Network
Background

- Lack of safe, stimulating and health promoting environments for children under 5 years hinders their physical, social and cognitive development (ECD)
- Improving ECD not only impacts on children, but when incorporated into day care provision, can improve educational attainment for girls
- Developing and evaluating the impacts of ECD programmes within childcare or health programmes needs to assess a range of social, health, educational and economic impacts
Objectives of the project:

- To build collaborations with the local NGO’s implementing the crèche intervention in the four states.
- Explore the potential of secondary data, analyse and produce outputs such as policy briefs and academic papers to accentuate their impact for a sustainable scale-up.
- Share experiences, best practice and document approaches to ECD in different low middle income countries (example India) and within high income countries (UK).
Why do we need Crèche?

Why are children under 3 years more prone to malnutrition?

- Can not feed themselves and no one to feed them
- Lack of knowledge of caregivers
- Extreme poverty, lack of purchasing capacity of parents

- Malnutrition contributes to 50% of infant and child deaths in India
- Vicious cycle of infection, disease, malnutrition continues
- Irreversible damage occur before the age of 3 years
- Long-term impact – reduces cognitive development, learning ability and work capacity

PHRN, 2018
Why do we need Crèche?
• Crèche” intervention funded by TATA trusts, India is a multi-strategy intervention affecting 3,200 children and 20,000 women in 7 blocks of four states (mostly tribal) Jharkhand, Odisha, Chhattisgarh and Bihar.

• Action Against Malnutrition (AAM) – a model which offers comprehensive care to children below three years of age through day-care facilities – a village level intervention.

• A collaborative effort by PHRN, CINI, Ekjut, Chaupal, IDEA.
Workshop in Ranchi
Role of communities in the intervention
Role of communities in the intervention

Enthusiastic engagement and involvement of the community

• Identification of crèche sites
• Selection of crèche workers
• Encouraging mothers to send their children to crèches
• Crèche committee, which includes mothers and other village members, oversees and
  • monitors the crèche functions
• Support of mothers and community members for crèche operations
Role of communities in the intervention

Decentralized management:
- Contributing basic materials & amenities like saree, toys
- Purchasing essentials
- Overall maintenance of crèche
- Suggesting menu
- Prompt feedback on food materials ensuring quality
- Support for smooth functioning of the crèches
Role of communities in the intervention

• Use of PLAs opening the crèches some of the organizations conducted Gram-Sabhas while others used forums - enhance community ownership

• Community is mobilized to attend regular meetings that are conducted on issues of malnutrition, child care, child health and related issues

• **Reaches out to over 20,000 women through its PLA activities**

• monitored at the community level, ensuring all services are effectively provided
Role of communities in the intervention

• Provide infrastructure support, where they have provided their labour to construct broken rooms to crèches, helped in building fences, and other support as required.
• Started Kitchen gardens in the crèche
• Mothers of crèche children and other villagers give green leafy and seasonal vegetables and other food items, that might be otherwise expensive to buy on a regular basis for crèche meals
Communities as support systems

- Provide firewood and fuel for the crèche kitchen
- Milks and eggs provided for severely nourished children
- Contributions by employees (clothes, shoes and blankets)
- An NGO in Thakurmunda block contributed 20 bed sheets
In a few crèches of Ratu Nagri block the mother’s groups have contributed money to use as a common pool and so far they have bought a pair of ducklings, poultry birds for mothers of all crèche children.

In another area, the crèche workers and the mothers have decided to keep two goats in the crèche. By doing this these women say they have found a sustainable way to provide protein based food for children and also have a source for livelihoods.
“Crèche workers are discussing with mothers on extra care protocols for under weight and severely under weight. This is an effort by this crèche to go beyond discussion on extra care at home also. They are intending to start ensuring eggs to the children at home. The logic behind doing so is that mother will get some extra income. This will help them to provide eggs/ increase feeding options at home. The children are getting eggs (twice a week) at crèche but difficult at home. By the end of March this ducklings will start laying eggs. We do not know what will happen. But we feel the desire of mothers and our crèche workers for the children. The best thing was they were not suggested by any one of us to do so. Actually we never expected that such things can happen through crèche without spending anything. This is their second contribution, first was on cloths and mats.”

BPO, Ratu Nagri (January 2014)
“Teen aged girl of Jaratoli went through a vocational training course on stitching / tailoring. She stitched frocks for the crèche children. Though they were not perfectly stitched and all were frocks. The crèche decided and the children wear them. As per the crèche worker they all looked very nice and in a uniform”

“Some of the mothers and teen aged girls have prepared THEKUA (sweet snack) for crèche children. The crèche workers were finding difficult to spare time for it.”

One crèche in Ratu Nagri block
• Growing trust of the community amongst field staff
• Field staff along with the support from frontline health workers encourages the community to avail government health facilities - increased access to health facilities across the blocks.
“Women attending meetings look happier and have found a forum to voice their issues, while those whose children attend crèches are happy to see their child get proper food and care. Elder siblings have gone back to schools, not having to look after the younger children any longer. Mothers of crèche children report that they can go to work without worrying about their children and thereby are able to supplement the family income.”

Crèche worker
Future plans:

- Arrange another trip to India to conduct a workshop on how women have benefitted from the crèche in their local area (conduct a workshop, look at records, notes and anecdotes).

- Conduct a day-long workshop in Leeds in March to share exchange and learn from each others our experiences on day-care (LLMICS and high income countries).

- Potential paper on the role of community engagement for day-care interventions in LLMICS.

- Apply for future funding to explore the potential of scale-up of the rural crèche intervention to urban slums in Jharkhand.
Thank You!
Exploring research partnerships with development NGOs to enhance student skill-building and future employability

ESRC International Development NGO Workshop
Dr. Lata Narayanaswamy
22 January 2019
Experiential Learning Theory (ELT)

ELT defines learning as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb, 1984: 41).
Pedagogically it makes sense, but I had a range of other reasons ...

• PRESSURE!
• Metrics and employability $\times \times$ versus rent and food $\checkmark \checkmark$
• Needs of NGO colleagues
• Demands of students
• Beyond goodwill ...
• Increasingly cash-strapped NGOs
• Mutual benefit?
  • Students
  • Academic staff
  • NGO partners
MA Global Development students

First try ...

• Ethics?

• Expenses X X

• Data analysis✓?
Challenges and pitfalls?

• Limited freedom to define the broad terms of the research
• Managing feedback and communication loops not just with supervisor but with external organisation
• Greater demands on your time over a longer period of time
• More diverse set of expectations
• More diverse writing outputs
How do I apply?

• Recruitment process
• Mid-term average of 65+
• CV
• Writing sample
• Personal statement (1-1½ pages)
  • Include a brief reflection on why you want to tackle your chosen question or theme and how you see your dissertation inquiry fitting in with the organisation’s broad objectives
• You can apply for up to 3 questions/themes
Leeds Institute of Teaching Excellence (LITE) Teaching Enhancement Project (2017-18)

• The project is designed to achieve two mutually beneficially outcomes:

• Students gain experience of development policy and practice whilst strengthening their capacity as researchers in ways that respond to real-world problems

• Development NGOs are able to draw on a pool of talent as part of a structured, supportive and enabling institutional process that can support the generation of rigorous, academic insights to variously fill research gaps, support new directions for their programming or underpin bids for future funding.

• Analysis of existing datasets

• Blue-skies thinking
Irise International works to support the education and empowerment of women and girls in the UK and East Africa.

Our goal is a world where no girl is held back by her period.

www.irise.org.uk
Students can start with Irise's data/documents and then potentially branch out more widely, giving students the scope to make the project their own.

Comparing attitudes and knowledge of menstruation and puberty between the UK and East Africa

Exploring innovative methods of capturing menstrual related school absenteeism and other related measures of school engagement

Exploring Irise/the sector’s understanding of gender equality/women’s empowerment

Exploring the sector’s understanding of innovation; what does an innovative project look like?
Research-into-Practice portfolio

- Executive Summary of the project that can be disseminated to the external partner and their non-academic networks, and where they can record their journey
- 1000-word dissemination plan to reflect on where they would disseminate the research, and how they envision the policy and practice implications of their analysis.
- They are also encouraged to agree other outputs, such as blogs or presentations, with the external partner.
Concerns?

- Relies heavily on my own contacts
- IP
- Scaling up?
- Success?
  
  
  - [http://www.irise.org.uk/blog/menstrual-taboos-across-the-globe](http://www.irise.org.uk/blog/menstrual-taboos-across-the-globe)
Towards a collaborative approach between practitioners and academics

Anne Tallontire,
(based on project with Arisbe Mendoza, Joy Justice, Jannik Kaiser, Harveen Kour, Jesse Hastings)

ESRC International Development NGO Workshop
Leeds Social Sciences Institute & The Centre for Global Development,
University of Leeds
22nd January 2019
Our collaboration

- Long academic interest (AT)
- PhD project – embedded in FI (JJ)

Impact Acceleration project (IAP)
- From a project about FI to one with FI
- Explicit co-production design

Milan Fair Trade International Symposium 2015

- “Learning Organisation”
- MEL strategy on academic engagement

Aim: “to contribute to building an understanding of how collaborative research, and specifically processes of co-production, between NGOs and academics can be achieved more effectively”
Why collaboration? Challenges of collaboration

• Why academic-NGO collaboration
  • Impact agenda
  • Different kinds of knowledge
  • Knowledge exchange
  • Policy drivers: donors and funders

• Challenges
  • Time
  • Institutions
  • Valuing knowledge
  • Experience often embedded need to generate institutional memory

Emerging literature on NGO-academic collaboration in development studies
## Typologies of NGO academic collaboration

<table>
<thead>
<tr>
<th>Model</th>
<th>Summary</th>
<th>Mode of collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert consultant model</td>
<td>NGO commissions academic who identifies and improves ‘capacity gaps’ in NGO; formal agreement; may be teacher-student relationship despite project being initiated by NGO</td>
<td>Limited collaboration</td>
</tr>
<tr>
<td>Expert trainer model</td>
<td>‘Focused on long-term interest’ and ‘sustainability’ rather than short-term benefit. Optimistic; shared interest and vision; interdependency; ‘normative rules’ of expected behaviour</td>
<td>Co-production</td>
</tr>
<tr>
<td>Joint-learning model</td>
<td>Academic researcher identifies and documents best practices for sharing and replicating by similar organisations or NGOs</td>
<td>Dialogic and mutually supportive relationship; collaboration likely to be informal and/or broad</td>
</tr>
<tr>
<td>Best practice model</td>
<td>Aims at theory building, drawing on empirical evidence gathered from NGOs, or based on data or field access generated by NGO. Issue of extent to which the interests of the NGO coincide with academic</td>
<td>Arm’s length relationship.</td>
</tr>
</tbody>
</table>

Key phases of the Impact Acceleration Project

1. Needs assessment involving conversations about learning in Fairtrade system.
2. Academic involvement in Fairtrade International’s Learning Week
3. The development of training tools
4. Joint development of a paper that documented and reflected on our experience.

- Reflective practice (Raelin, 2002)
- ‘Design Web’ (Macnamara 2012) aimed to guide discussion about which might be appropriate actions to initiate and how to sustain momentum in line with the vision.
- Participatory tools, including visualisations
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Participatory tools, including visualisations...
Collaborative outputs

- A learning typology
- Relationship visualization,
- Best practices for engagement
- Training tools

Inputs into reflective dialogue
Towards companies, consumers and policy makers

To fuel dialogue about how fair trade works
To make the case for Fairtrade and 3rd party certification
To develop a more nuanced message of success and failure and help companies/consumers understand that

Towards producers and workers

To apply information to one’s work areas
To inform work with producers

Communicate

Prove

To show impact, gain leverage
To push companies to improve and show them how
To trigger shared responsibility
To reduce negative impacts

To understand our 2020 strategy and be accountable to it
To inform work with producers

Understand

Account

Improve

To get to the bottom of what we can do better
Academic-Fair Trade Relationships

From a Fairtrade International perspective

- Ignorant
- Aware
- Sharing information
- Reviewing
- Advising
- Shaping
- Supporting success
- Communicating
- Researching
- Partnership

From an academic researcher perspective

- Researching
- Partnerships
- Requesting letters of support for bid
- Requesting access for interviews
- Observation at arms length
- People doing related research, ignorant of the system
Best practices for engagement

(1) non-disclosure agreements, to enable Fairtrade colleagues to feel free to open up to express their experiences and reflections;

(2) regular Skype calls and face to face meetings helped in building trust;

(3) research agreement which set out roles and clarified expectations; and

(4) regular feedback, which allowed FI and Producer Networks to feel invested and able to inform learning tools development.

Fairtrade International Policy on Academic Engagement

Reflections on academic research and learning for impact,
https://medium.com/@fairtrade
Training tools

• Collaborative board game – role play and scenarios to internalise good practice
  • “Step into Their Shoes”
• Iterations for internal training in Fairtrade International
• Showcased at Fair Trade International Symposium

Our reflections on the collaboration

- Team members were ‘pracademics’
- More recognition of mutual constraints and need for understanding drivers and pressures
- Need for adaptive processes and open minds
- Challenges of moving towards longevity and sustainability at organisational level

- Joint Learning & Best Practice models cf Roper 2002
- Blend of optimism and realism cf Anikwe et al 2012
- Consideration of institutional context: helping & hindering
- Reflective practice
Conclusions

• A collaboration on the nature of collaboration
  • Importance of realism (and paperwork) as well as partnership
  • Reflective practice

• Fairtrade specific learning:
  • Recognising the global membership
  • Market stakeholders: differing informational needs; commercial risk
  • Key role played by FTO as mediator between researcher and producer
    • Fed into Scenarios for Step into Their Shoes

• Longevity and learning through outputs
  • Academic Engagement Policy
  • Aim to share “Step into Their Shoes” game through Creative Commons
  • Potential for collaborative PhD
Further info

• Justice et al (2018) Game play as a safe critical space for exploring research collaboration, SRI Briefing Note 17
  http://www.see.leeds.ac.uk/fileadmin/Documents/research/sri/briefingnotes/Justice_et_al._2018_SRI_Briefing_Note_No._17.pdf


• Tallontire et al, Paper to be submitted shortly to special issue of Food Chain, from the Fair Trade International Symposium (Portsmouth, June 2018)
Perspectives on Partnerships from “Share the Road”
African road fatalities

Over 5 million children by 2050
How the majority travels

![Mode share chart showing the percentage of people using different modes of transportation in various cities.](image-url)
Pedestrian zone

Nairobi
Policy Perspectives Shape Cities

- **Car-oriented city**
  - Road building
  - Car parking
  - Lower density
  - Decentralisation

- **Sustainable mobility city**
  - Public transport
  - Cycle networks
  - Roadspace reallocation

- **City of places**
  - Public realm
  - Street activities
  - Traffic restraint
  - ToD/mixed use developments
KEEP CALM AND DO YOUR RESEARCH
CO₂ savings: 166 kilotons
PM savings: -6 tons
NOₓ savings: 841 tons
Petrol savings: 2 258 Tj
Diesel savings: -41 Tj
Exposed to less air pollution 'on busy routes'

Public transport vehicles spend longer in toxic air, as road traffic

[Image of a car emitting smoke]
During a 4km commute into a city centre cyclists suffered the least exposure to air pollution.

Guardian graphic. Source: James Tate, University of Leeds
Practioners are scared of research
Researchers are scared of practioners
Thank you

Carly Koinange
Global Programme Lead
Share the Road Programme
UN Environment

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Data, Ethics and Partnerships
22 January 2019
University of Leeds

Jim Walker
jim.walker@walk21.com
The Global Street Design Guide examines achievable infrastructure changes, taking into account existing street design and project goals. These improvements allow cities to best utilize their public space, enhance existing places, and foster economic activity. These changes aid in promoting traffic safety and efficient movement of all modes of transport.
PARTNERSHIPS

Inspire governments, private businesses and NGO’s to collaborate on making cities more walkable to increase access to basic services, enhance road safety and public health, improve gender equality and ensure an accessible, equitable, sustainable transport system.
DATA

Mobility patterns; distribution of trip distances

- Long-distance trips: Distances more than 30 km (7%)
- Middle-range trips: Distances 5 to 30 km (30%)
- Short-distance trips: Walking & cycling, Distances up to 5 km (63%)

Perception of importance; allocated resources

- Distribution of …
  - financial resources and investments
  - staff in administrations
  - focus of available data
  - number of experts in the field
  - legislative powers
  - financial rewards / punishments for users

Daniel Sauter, Urban Mobility Research, Switzerland
### DATA - SAFETY

#### 2015

<table>
<thead>
<tr>
<th>RANK</th>
<th>LEADING CAUSE</th>
<th>% deaths</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ischaemic heart disease</td>
<td>13.2</td>
</tr>
<tr>
<td>2</td>
<td>Stroke</td>
<td>11.7</td>
</tr>
<tr>
<td>3</td>
<td>Lower respiratory infections</td>
<td>5.6</td>
</tr>
<tr>
<td>4</td>
<td>Chronic obstructive pulmonary disease</td>
<td>5.6</td>
</tr>
<tr>
<td>5</td>
<td>Diarrhoeal diseases</td>
<td>3.2</td>
</tr>
<tr>
<td>6</td>
<td>HIV/AIDS</td>
<td>2.9</td>
</tr>
<tr>
<td>7</td>
<td>Trachea, bronchus, lung cancers</td>
<td>2.9</td>
</tr>
<tr>
<td>8</td>
<td>Diabetes mellitus</td>
<td>2.7</td>
</tr>
<tr>
<td>9</td>
<td>Road traffic injury</td>
<td>2.5</td>
</tr>
<tr>
<td>10</td>
<td>Hypertensive heart disease</td>
<td>2.0</td>
</tr>
<tr>
<td>11</td>
<td>Preterm birth complications</td>
<td>2.0</td>
</tr>
<tr>
<td>12</td>
<td>Cirrhosis of the liver</td>
<td>1.8</td>
</tr>
<tr>
<td>13</td>
<td>Tuberculosis</td>
<td>1.5</td>
</tr>
<tr>
<td>14</td>
<td>Kidney diseases</td>
<td>1.5</td>
</tr>
<tr>
<td>15</td>
<td>Self-harm</td>
<td>1.5</td>
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<tr>
<td>16</td>
<td>Liver cancer</td>
<td>1.4</td>
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<tr>
<td>17</td>
<td>Stomach cancer</td>
<td>1.4</td>
</tr>
<tr>
<td>18</td>
<td>Birth asphyxia and birth trauma</td>
<td>1.3</td>
</tr>
<tr>
<td>19</td>
<td>Colon and rectum cancers</td>
<td>1.3</td>
</tr>
<tr>
<td>20</td>
<td>Falls</td>
<td>1.2</td>
</tr>
</tbody>
</table>

#### 2030

<table>
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<tr>
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<th>% deaths</th>
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<td>1.1</td>
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[https://roadsafety.piarc.org](https://roadsafety.piarc.org)
1.5 Billion Adults are insufficiently active (WHO)
The average amount of emissions of someone in the poorest 10 per cent of the global population is 60 times less than that of someone in the richest 10 per cent. 

T Gore, ‘Extreme Carbon Inequality, Oxfam, 2 Dec 2015, nin.tl/Oxfamoncarbon.
ETHICS - SAFETY

Population:
- High-income: 12%
- Middle-income: 18%
- Low-income: 70%

Road traffic deaths:
- High-income: 16%
- Middle-income: 10%
- Low-income: 74%

Registered motorized vehicles:
- High-income: 53%
- Middle-income: 46%
- Low-income: 1%

Footnote:
3 Population relates to 2013, see Explanatory Note 1. Registered vehicle data provided only for countries participating in the survey.

Website: https://roadsafety.piarc.org
ETHICS - HEALTH

POOR

RICH
Investment on road sector as percent of transportation investment increased from about 32% in 1974-75 to 89% in 2009-2010.

Private passenger cars in Dhaka account for only 5% of the total trips and about 25% of the vehicles but occupy 39% of the road space.

Percentage of households owning a car in selected countries in 2014, by country

https://www.unescap.org
Delivering the Sustainable Development Goals
SOCIALLY INCLUSIVE CITIES NETWORK

A future global research agenda

Ghazala Mir, Tolib Mirzoev, Saffron Karlsen, Bassey Ebenso, Winnie Mitullah, Upendra Bhojani, Doan Duong, Benjamin Uzochukwu, Steven Akoth, Felicia Onibon, Joyce Ogwezi, Sahil Warsi, Naila Dracup, Shahab Adris, Tom Chigbo, Gary Dymski
AGENDA SUMMARY

CONCEPTUAL UNDERPINNINGS
Social inclusion as a human right
Supported definitions and terminology
Multilevel drivers of exclusion

RESEARCH THEMES
- Achieving inclusion and the dynamics of change
- Multilevel, multiagency interventions
- Policy development and political context

RESEARCH METHODS
- Macro-meso-micro level contexts
- Empowering, representative, reflexive and inclusive
- Robust research designs
RESEARCH METHODS

Robust design

- Standardised methods
- Consistent and justified definitions
- Multilevel drivers mapped to components of inclusion initiatives
- Better evaluation: strengths/weaknesses and generalisability;
- Dynamics of change
- Specific attention to impact eg prospective and long-term follow-up
- Cost effectiveness.
RESEARCH METHODS

- **Inclusive, reflexive**
  - Linguistically and culturally-skilled
  - Research framing: priorities of communities, policy makers, service providers

- **Modelling inclusion**
  - Links to social networks in excluded communities
  - Greater accountability to minority ethnic and religious groups

- **Privileging excluded voices**
  - Addressing barriers to research inclusion
  - Long-term, reciprocal relationships

- **Representation at all stages**
  - Reflexive researchers
  - Coproduction
Project website:
https://medhealth.leeds.ac.uk/info/615/research/2381/socially_inclusiveCities

Further information:

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Shahab Adris: shahab.adris@mend.org.uk

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