HERA Knowledge Exchange Guide

This guide introduces the concept of Knowledge Exchange and explains how to incorporate it into your proposal. It contains examples, top tips and links to other resources, including case studies highlighting instances of successful collaboration with non-academic partners and audiences. Knowledge Exchange is the terminology used by HERA, but this approach is also known as valorisation, knowledge utilisation or knowledge mobilisation.

What is Knowledge Exchange?

Knowledge Exchange (KE) is a **two way** process which brings together academic staff, users of research and wider groups and communities to exchange ideas, evidence and expertise. It is a process of working collaboratively, and is most effective when these relationships are established at the very start of the project idea. Knowledge Exchange activities are a crucial dimension to any proposed research project.

In addition to the networking that takes place among academic partners and broader dissemination activities aimed at wider academic audiences, projects are also expected to develop links with stakeholders outside the academy in order to maximise the societal benefit of the research.

Our funded HERA projects have an impressive list of collaborators including policy makers, festivals and venues, military regiments, religious institutions, artist organisations and performing arts practitioners, heritage sites and historic buildings, activist groups, academic bodies and societies, legal and financial institutions, professional societies, public sector institutions, broadcasters, museums, galleries as well as voluntary and community groups, and charitable organisations.

Collaborations should be meaningful for all partners involved and enable joint learning throughout the duration of the project and beyond. Public engagement activities may also be included to promote a wide understanding of the nature and impact of the call.

Why is HERA encouraging Knowledge Exchange?

HERA aims to fund research with impact. We want the research we fund to be excellent and we want the researchers to maximise both the research and societal impact of their work. Humanities research is hugely relevant to policies and practices today – by encouraging knowledge exchange HERA aims to maximise the impact of the research we fund. Equally the feedback we have from projects who successfully integrate non-academic associate partners into their research projects right from the beginning is that this really adds value to the their research, and the partners also have increased benefit.

Impact can be defined as 'the demonstrable contribution of research to changes that bring benefits to the economy, society, culture, public policy or services, health, the environment or quality of life'.

Knowledge Exchange activities can help to increase the impact of research. It is important that 'impact' is not confused with 'dissemination'. Simply publicising or sharing research outputs does not count as impact. Instead, impact needs to demonstrate that research outputs have directly resulted in change of some kind.

Impact in this respect is broadly conceived to include:

- Academic impact: The demonstrable contribution that research makes to academic advances, across and within disciplines, including significant advances in understanding, methods, theory and application

- Economic and societal impacts: The demonstrable contribution that research makes to society and the economy. Economic and societal impacts reflect diverse ways in which research-related knowledge and skills benefit individuals, organisations and nations by, for example:
    - fostering global economic performance
    - increasing the effectiveness of public services and policy
    - enhancing quality of life, health and creative output.

How do I consider Knowledge Exchange at application stage?

It is recognised that you will not know the outcome of your research at proposal stage. However, a Knowledge Exchange perspective should be included in your application, and we encourage you to explore, from the outset and throughout the life of your project and beyond, **who could potentially benefit from the research and what you can do to help make this happen**.

Proposals should therefore include specific plans for collaboration and Knowledge Exchange, demonstrating potential audiences, how these activities will add significant value to the research, and how your Knowledge Exchange activities will be monitored and evaluated throughout and beyond the project.

When including Knowledge Exchange in your proposal, we recommend it should:

- be project-specific and not generalised
- be flexible and focus on potential outcomes.

Researchers are encouraged to:

- identify and actively engage relevant users of research and stakeholders at appropriate stages
- articulate a clear understanding of the context and needs of users and consider ways for the proposed research to meet these needs or impact upon understandings of these needs
- outline the planning and management of associated activities including timing, personnel, skills, budget, deliverables and feasibility
- think about how you will evaluate the success of your Knowledge Exchange activities.

How do I do Knowledge Exchange?

Knowledge Exchange is often associated with activities which can be planned and costed; from seminars and workshops to placements and collaborative research. However, good KE is as much about approach, mindset, personal qualities and researcher mission. Successful HERA projects are truly collaborative both across researchers, and with associated partners.

Fundamentally you need to identify the purpose of any Knowledge Exchange activities, what impacts do you wish to have, where and why? Your potential partners and audiences will have different needs, tailoring your activities to take account of these is the best approach.

If you are starting out, you will be trying to attract interest, support and possible collaboration. You will want to tell people succinctly what your research is about and why it may be useful to them. At a later stage, when you come to share your results, you will again need to think about your various stakeholders – and the key messages that will be of interest to them. Think about the non-academic point of view.

It is extremely important that all partners in collaborative activities are really clear on expectations and involvement. Everyone comes with assumptions and different ways of working – for example the timescales in academia are very different to those in SMEs. If you are thinking about an exhibition, many museums and galleries, schedule these years in advance. If you are planning to access collections, effective partner engagement can hugely benefit opening up collections to researchers and greater support in identifying things that may be of interest. These collaborative conversations are vital to successful Knowledge Exchange and therefore active inclusion of non-academic associate partners from the preparation phase of the project is encouraged.

Tips on doing Knowledge Exchange http://www.esrc.ac.uk/research/impact-toolkit/tips-for-doing-knowledge-exchange/

Above all Knowledge Exchange is meant to be flexible – if you are successful, HERA recognises that new opportunities will present themselves during your project and specific activities may change but by encouraging this thinking from the start it maximises the potential impact of the research we fund.

Resources

Note: The majority of these are aimed at national audiences, therefore references to funding schemes etc. do not apply but they contain useful information on the general principles of Knowledge Exchange and partnership working.

- How to work in partnership in the arts and humanities includes benefits to academics and partners, how to approach collaboration and top tips covering different sectors (AHRC, UK)
- Impact toolkit (ESRC, UK). Although specifically aimed at Social Sciences, this toolkit has lots of information on Knowledge Exchange and Impact – it covers stakeholder analysis, building networks, evaluating your activities as well as basic principles
- These guidelines from the Social Science and Humanities Research Council (SSHRC) of Canada give a good overview of Knowledge Mobilization as they call it there
- Interested in working with policy makers? This short guide '10 things to know about how to influence policy with research' from the Overseas Development Institute is a good start
- The team behind the HERA-funded CinBA project (Creativity and Innovation in the Bronze Age) undertook an impact analysis of their project. A comprehensive report, it covers what they did and their learning around impact on research, pedagogy, research practice, policy, commercial, personal experience, continuous professional development, and creative practice. Ten key learning points are listed on page 65, and provide a nice reflection on the experience of being part of a HERA project.
- This guide from Innovation Exchange Amsterdam has some useful information on process and lessons on valorisation
- HERA, New Opportunities for Research Funding Agency Co-operation in Europe (NORFACE) and the Trans-Atlantic Platform (T-AP) ran a joint workshop on Knowledge Exchange and Valorisation. Although aimed at funders, the report covers feedback from academics on working with non-academic partners (pp. 5–6) and also differences in terminology around co-production/co-design (pp. 11–13) that may be helpful.

Case Studies

These case studies highlight some HERA projects working with non-academic partners and/or outputs aimed at non-academic audiences. The case studies cover specific examples and do not cover all the activities of the funded projects.

- Artic Encounters: Contemporary Travel/Writing in the European high north (ENCARC)
- Cultural Encounters in Intervention Against Violence (CEINAV)
- Transnational Radio Encounters. Mediations of Nationality, Identity and Community through Radio (TRE)

Summary

Do:
- Consider Knowledge Exchange at an early stage, and embed it firmly within the project proposal
- Use the list of resources provided in this guide to fully understand the purpose of Knowledge Exchange
- Look at examples of successful projects to appreciate the full potential of Knowledge Exchange opportunities
- Think carefully and creatively about the sort of partners who might be able to contribute to – and benefit from – the project's specific research questions
- Approach potential partners as soon as possible to scope their enthusiasm for the project, explore their needs and the aims of your proposed project.

Don't:
- Confuse 'impact' with 'dissemination'
- Consider Knowledge Exchange a 'bolt on' aspect to your project
- Assume non-academic partners cannot meaningfully contribute to your research
- Leave Knowledge Exchange elements to the end of your project
- Stop looking for Knowledge Exchange opportunities during the lifetime of the project.

ENCARC (Artic Encounters: Contemporary Travel/Writing in the European high north)

The Arctic remains one of the world's most richly imagined regions, but also one of its most poorly understood. Yet in an ever more connected and globalised world, the Arctic is becoming an increasingly accessible and popular tourist destination. Addressing HERA's Cultural Encounters call, the Arctic Encounters project explored the important role played by cultural tourism in fashioning twenty-first-century understandings of the European Arctic from a humanities perspective.

Involving eleven researchers from four countries – Denmark, Iceland, Norway and the UK – Arctic Encounters demonstrates the benefits of bringing a transnational research perspective to complex and sensitive international issues. In the case of Arctic Encounters, this allowed the project teams to investigate recent developments in the Arctic's tourism industries, and to critically assess the different kinds of cultural encounters that these have produced over time. Working with industry partners the team investigated several areas of growth, resulting in a number of tangible results. As well as prompting a discussion in the Norwegian parliament about the need to strengthen regulations regarding whale watching tours, the project also inspired a major international conference in Iceland focussing on Northern Lights tourism, and led to input into the design of a planned new Icefjord Centre in Ilulissat, Greenland. Collaborations with the British 'slow travel' company Inntravel and the national tour operator Visit Greenland to see what the parameters might be for expanding community-based tourism in Greenland were unanticipated at the start of the project developed into very effective partnerships.

Drawing on the international composition of the research teams and collaborating partners allowed Arctic Encounters to ask questions and find answers to problems that would have been impossible for a project embedded in a single country. As well as showing how shifting perceptions of the Arctic have been framed in both verbal and visual terms through travel writing and films, it successfully engaged with industry and policy makers to have a real impact on how Artic tourism will be developed in coming years.

Working with associated partners is unsurprisingly a two-way process. It's no good wading in with a ready-made plan; much better is to sit down with prospective partners face-to-face and find out what really interests them. It's unlikely that the interests will fully match, so flexibility is needed. Not all partnerships will work, but it's quite likely that others will be formed during the course of a longer project and new collaborative opportunities should be seized upon. My own experience has been that the partners you end up with are not necessarily the same (or at least all the same) ones that you started with, so flexibility is needed on the part of the sponsoring agency as well. Happily, flexibility was shown on all sides, which for me was one of the great pleasures of working with HERA.
Professor Graham Huggan (University of Leeds, UK)

http://arcticencounters.net/

Cultural Encounters in Intervention Against Violence (CEINAV)

Despite increased recognition of the issues, domestic violence, trafficking, child abuse and neglect still remain major problems within European society, and are further complicated by the impact of global migration. Funded under HERA's 'Cultural Encounters' call, 'Cultural Encounters in Intervention Against Violence' (CEINAV) provides a broad, transnational perspective on innovative ways to understand and address these problems. In particular, the project's concluding publication 'Transnational Foundations for Ethical Practice in Interventions Against Violence Against Women and Child Abuse' offers both policy makers and practitioners a thorough and systematic review of ethical theories and their relevance to the challenges of intervention.

Through a focus on the fundamental rights of women and of children to safety from violence the project considered both national legal and institutional cultures as they affect practices of intervention. This was undertaken within an appreciation of the growing diversity within European countries, where symbolic boundaries of cultural belonging can define social exclusion and inclusion. Four countries – Germany, Portugal, Slovenia and the United Kingdom – were studied, and differing institutional structures and traditions of law, policing, and social welfare intervention were contextualized in the history of colonialism, democracy, migration, and diversity. In so doing the research outputs offer the ethical foundations for respectful and responsible intervention, drawing on a synthesis of the understanding gained across four countries and three specific categories of violence.

A further output from the research is 'Experiences of Intervention Against Violence', an anthology of stories highlighting the voices of women and young people who have experienced intervention, and the selective and creative contribution of the research teams. Available as both print and open access online editions the book allows practitioners, trainers, and teachers to freely download stories they can use within their own work environments. These stories convey key elements of the intervention experience in all their diversity, but with an underlying consistency of focus.

As well as the written outputs, three films emerged from CEINAV's research. 'Everything I told them' is a documentary incorporating statements of professionals, stories of survivors and input of the CEINAV partners; 'Sendas/Paths' is an animated film showcasing the one of the project's artist-researcher's own experience of working in a project on intervention against violence in Portugal; whilst 'Cultural Encounters in Intervention against violence – Creative Dialogue' documents the CEINAV creative dialogue with intervention practionners.

Through its innovative transnational approach that wove together perspectives from visual art, narrative art, philosophical theory and empirical findings, CEINAV successfully explored the encounters between national cultures, as well as the cultural encounters within countries, when intervention systems respond to victims belonging to, or associated with minorities. The results of this research not only help illuminate a pressing and difficult problem blighting European society, but offers creative solutions and approaches that policy makers and practitioners can draw upon to tackle these issues.

> *I think the key to successful cooperation with associate partners who are facing, on a practical level, the issues you are researching is the spirit of give and take from the outset: Not only sharing your ideas and impressions but also listening to theirs during the whole research process. It requires planning for opportunities where this can take place, and also being available to contribute your knowledge to their concerns, including being a speaker at events they may host. A main achievement of the project was bringing together and interweaving these different perspectives, this enabled CEINAV to reach overarching conclusions on ethical intervention that resonated with the experience of practitioners 'on the ground.*
> **Prof. em. Dr. Carol Hagemann-White (University of Osnabrück, DL)**
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> *The cooperation between institutions from different countries and cultures, and also within each country, between professionals from different areas of intervention (security forces, courts, health system…) was very important because it enriched the project providing multiple perspectives and inputs. The main gains are the knowledge and reflection about these issues. From a professional and curricular point of view the participation in this project was an enriching experience. As a director of a support center for DV victims, this project gave me the possibility to rethink and improve the functioning of the center.*
> **Dr.Ilda Afonso (União de Mulheres Alternativa e Resposta –UMAR)**

http://ceinav-jrp.blogspot.co.uk/

Transnational Radio Encounters. Mediations of Nationality, Identity and Community through Radio (TRE)

Led by Professor Per Jauert from Aarhus Universitet in Denmark, Transnational Radio Encounters (TRE) demonstrates the positive research benefits that can flow from research collaboration with non-scholarly partners. To better understands how radio – as a medium that easily transgresses national borders – has fostered trans-national encounters, the TRE team worked closely with seven national radio broadcasters and media organisation to gain a deeper understanding of the multiple layers of complexities surrounding local, regional, national and transnational radio. The results of this collaboration underlined how, even in ostensibly national or local settings, radio is characterized by intricate transnational processes of production and programming, as well as transnational cultures of listening and identity formation.

Amongst the project's key outputs is Radio.Garden (http://radio.garden) and online website that superimposes links to live radio feeds onto a map of the globe. Launched in 2016 to enthusiastic media acclaim, the site received half a million hits on its first day and continues to offer a popular gateway to the wealth of international radio stations that are flourishing around the world. As well as providing a user friendly and graphic representation of international radio for the general public, Radio.Garden has proved itself a popular resource for teachers in schools and universities, and for community radio stations seeking networking and archiving opportunities.

In parallel with Radio.Garden, TRE also established a 'Transnational Radio Knowledge Platform' (TRKP) providing a systematic, open-access archive that allows users to access and search relevant data sets and metadata generated by the TRE project. Capable of storing large amounts of audio, video, image, text and multimedia files in a range of technical formats, the TRKP allows users to attach annotations to audio files displayed in a timeline that can then be shared with other users. In so doing the Platform enables international researchers to collectively enhance knowledge and analytic insight on large amounts of audio data.

Within the community of radio studies scholars, TRE has been successful in bringing a transnational agenda to the forefront of radio research. Beyond academy, the project has demonstrated the value of scholars collaborating with the radio industry, working with radio and audio production creative practitioners, radio institutions and archives to explore a range of contemporary and historical issues relating to the way that radio operates – and is perceived – on a global scale. In this way Transnational Radio Encounters stands as a clear example of the benefits that transnational scholarly research can offer when it fully engages with industry partners.

http://www.transnationalradio.org/