



Going beyond what works in climate: Science and data for decision-making and being future-fit.

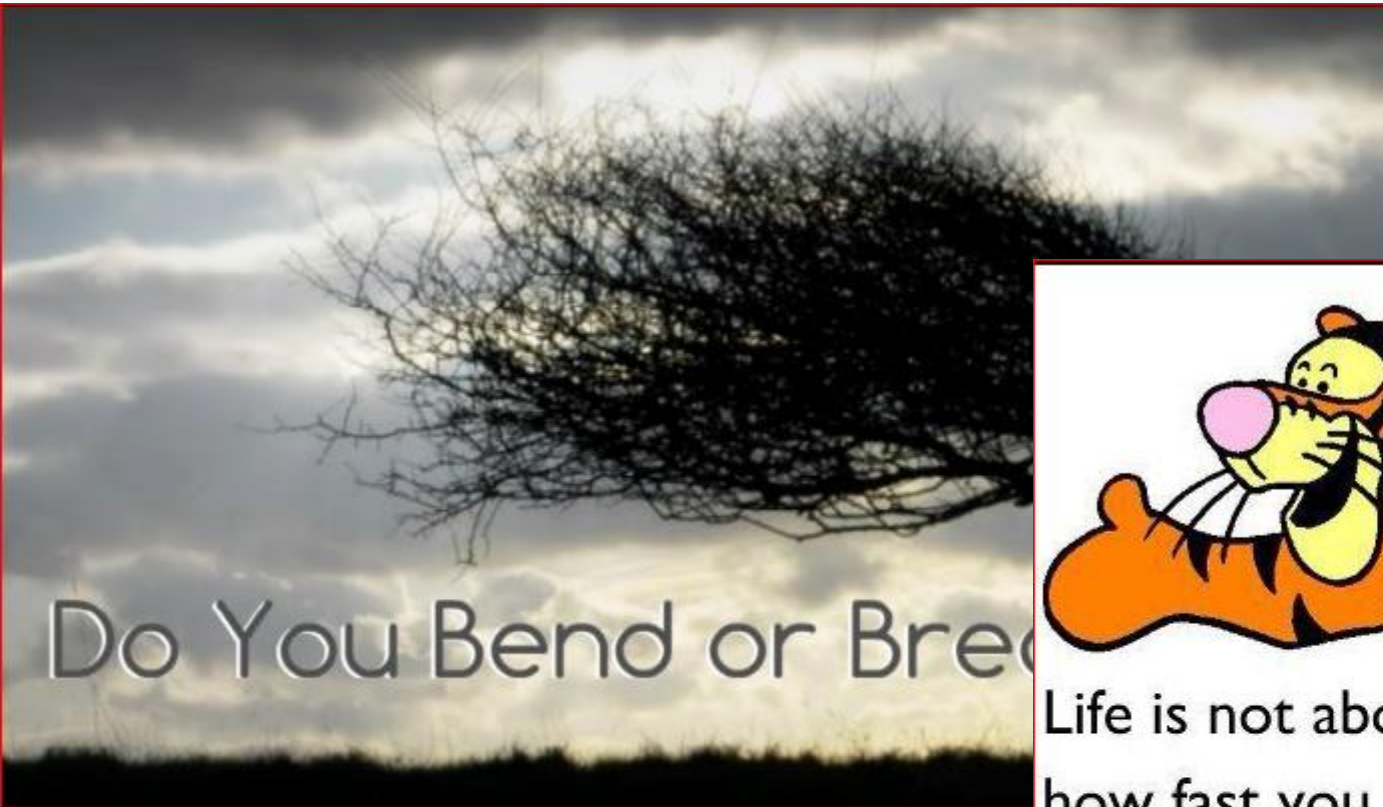
Dr Jo Puri

Director

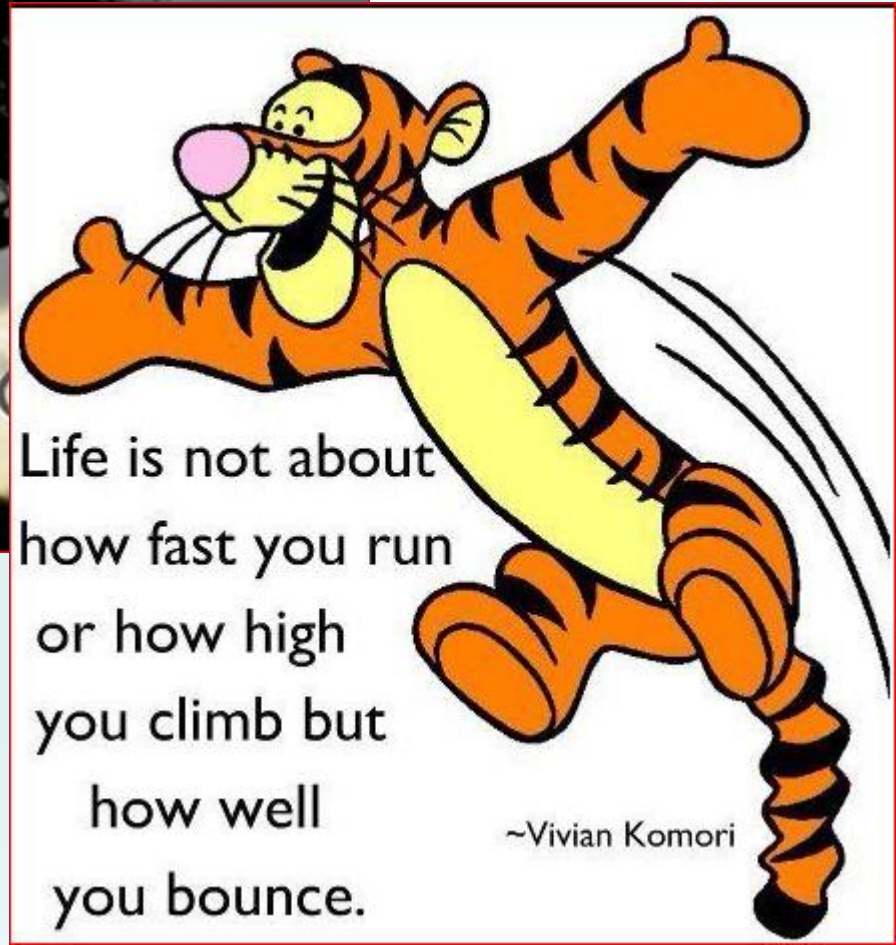
Strategy and Knowledge Department
Environment, Climate, Gender, Social Inclusion
and Nutrition Division

02/06/2021

What is resilience?

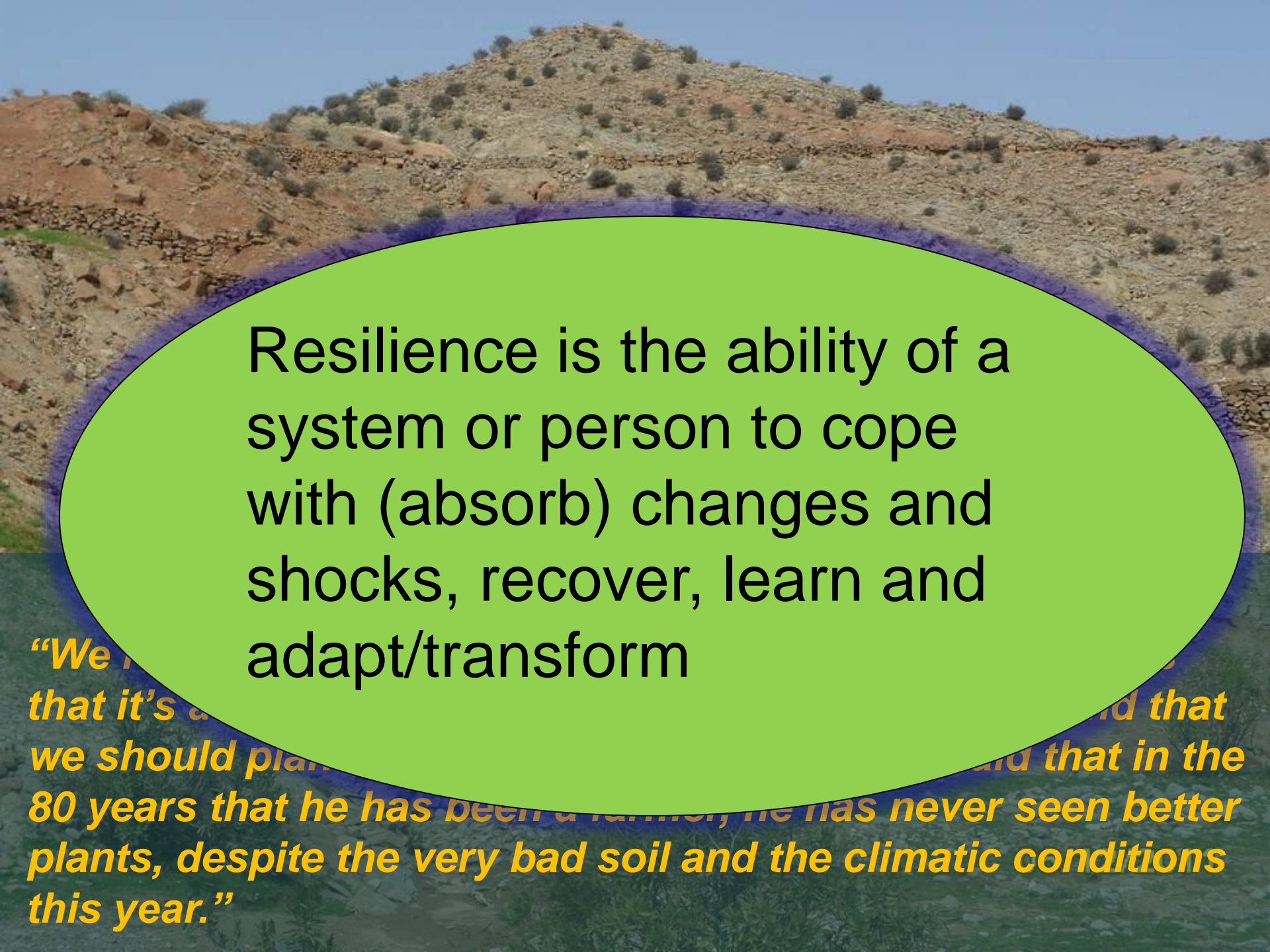


Do You Bend or Break



Life is not about
how fast you run
or how high
you climb but
how well
you bounce.

~Vivian Komori



Resilience is the ability of a system or person to cope with (absorb) changes and shocks, recover, learn and adapt/transform

*“We...
that it’s a...
we should plan...
aid that in the
80 years that he has been a farmer, he has never seen better
plants, despite the very bad soil and the climatic conditions
this year.”*

Resilience framework

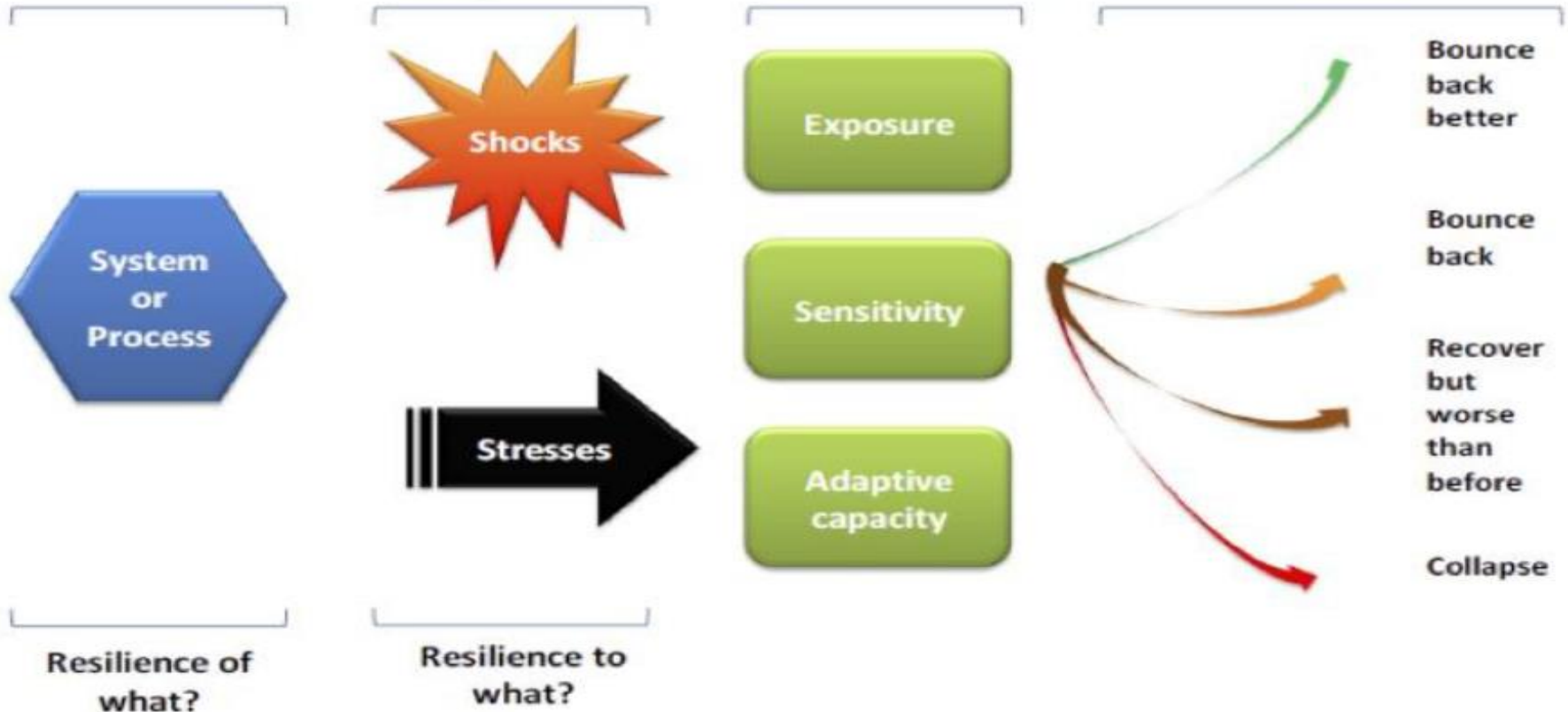
The four elements of a resilience framework

1. Context
e.g. social group,
region, institution.

2. Disturbance
e.g. natural
hazard, conflict,
insecurity, food
shortage, high fuel
prices.

**3. Capacity
to deal with
disturbance**

**4. Reaction to
disturbance**
e.g. Survive, cope,
recover, learn,
transform.

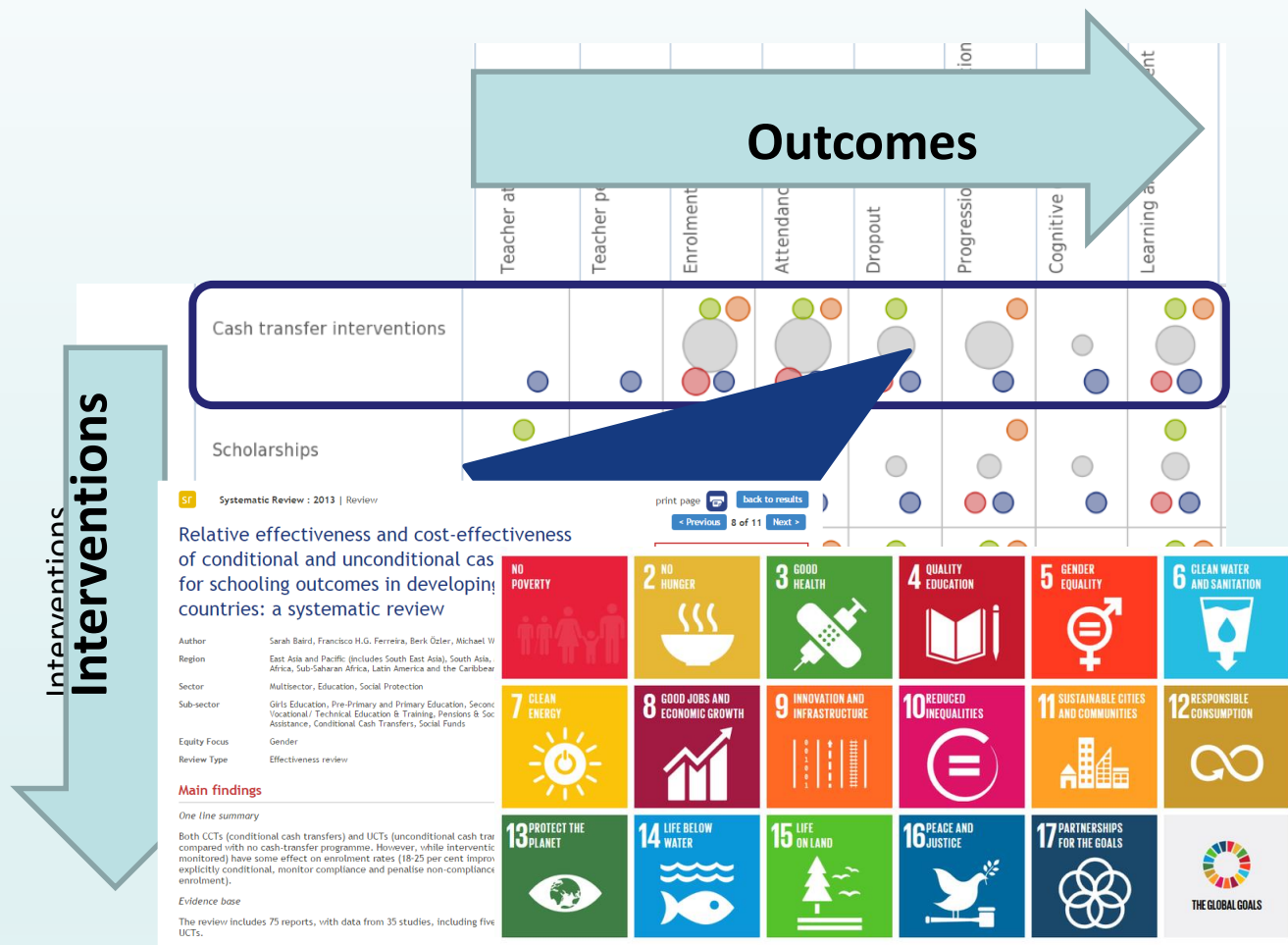


What do we know? And how can we do better with science?

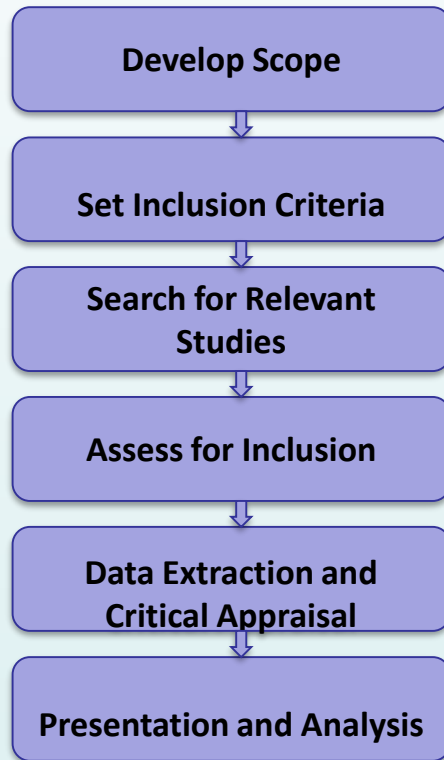
1. Know what you know (and what you don't)
2. Set up measurement systems and test.
3. Scale (and test again).

1. Know what you know (and what you don't.)

EGMs: Supporting evidence-informed policy making



Evidence gap maps – Knowing what we know



Intervention/Outcomes	Knowledge and behavior change				Environmental			
	Knowledge	Behavior change and adoption	Climate Change Mitigation/Adaptation	Population/species diversity	Supporting services	Provisioning services (raw materials)	Regulating services (carbon sequestration, GHG emission)	Afforestation, reforestation/restoration
Capacity Building								
Education and Awareness Campaigns	●	●						
Training communities	●							
Technology								
Decentralized forest management		●	●					
PES		●						

Click on a Bubble to see links to the studies

Evidence Gap Maps

Evidence gap maps are an important tool for evidence-informed policies and strategic research prioritisation.

Evidence gap maps (EGMs) condense what we know about what works in particular development sectors or thematic areas.

EGMs provide thematic overviews of evidence from systematic reviews and impact evaluations structured around a framework of interventions and outcomes of relevance to a particular sector. They provide a synthesis map of the volume of impact evaluations and quality of existing systematic reviews.

EGMs are useful to policymakers and development practitioners looking for evidence to inform policies and programmes. For donors and researchers, these maps can help identify areas where there is an urgent need for more rigorous research evidence.

IEG has recently developed a new interactive and dynamic online platform which allows users to explore the evidence included in a particular EGM, with links to user-friendly summaries of all studies.

To know more about evidence gap maps and how to conduct them, click [here](#).

To get some tips on how to navigate our new dynamic evidence gap map platform, download the [EGM](#) how to use evidence gap map document (22K, 7 MB).

Youth and transferable skills Evidence Gap Map

The purpose of this evidence gap map is to provide easy access to the best available evidence on the outcomes of transferable skills programming for youth in low and middle income countries and to identify where there are important gaps in the evidence base.

Transferable skills, often referred to as soft, non-cognitive or life skills, provide youth with the tools and confidence to succeed in terms of employment, health and personal well-being.

[Request](#) [View Map](#)

Evidence for Peacebuilding Evidence Gap Map

The purpose of the evidence map is to provide easy access to the best available evidence on the outcomes of peacebuilding interventions in conflict affected settings in low and middle income countries. Interventions were mapped in the thematic areas including legitimate demands, security, economic livelihoods and services.

[Request](#) [View Map](#)

Question of the Evidence Gap Map

What is the state of the evidence base regarding the ability of adaptation interventions to help people in low to middle income countries adapt to the impacts of climate change?

POPULATION	INTERVENTION	COMPARATOR	OUTCOME
Human individuals, groups, communities, institutions, systems and economic sectors (water, transport, infrastructure, agriculture, forestry, etc...) in low to middle income countries.	Those that aim to adjust, reduce, stop or make use of the benefits of an impact from a direct change in climate or a climatic hazard.	No adaptation intervention, different levels of intervention or comparison of different interventions.	Human adaptation to climate change, variability, extremes or other natural hazards that could be linked to climate.

Study type and Filters

Study type

- *Studies supported on quantitative or mixed-methods evidence* : systematic review, Correlation analyses and impact evaluations.

Filters

- Countries: *low to middle income based on OECD*
- Languages: *english, french, spanish and german*
- Publication years: *2007-2018*
- Publication type: *only peer-review articles & grey literature*

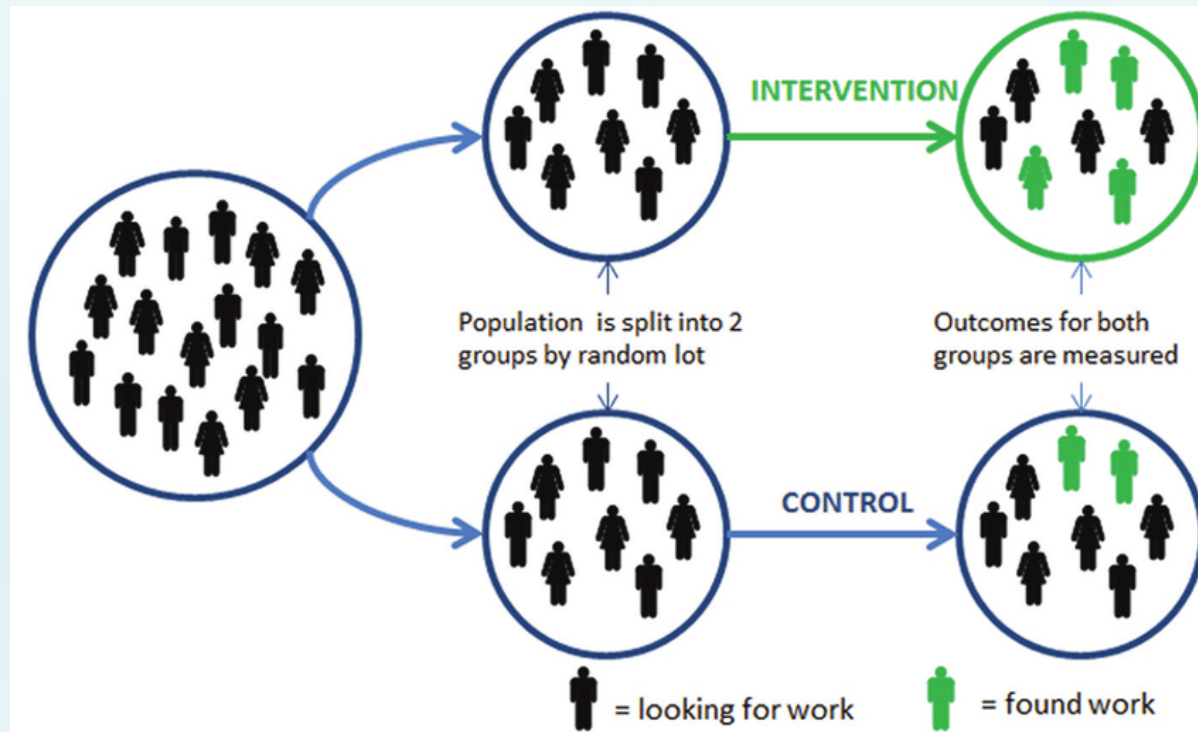
Gapmap

Climate change adaptation		Uptake	Shocks and stressors		Adaptive capacity		Enabling environment		
SECTORS	INTERVENTION/OUTCOMES	Adoption	Decreased Exposure	Decreased Impacts/Risks	Social benefits	Economic benefits		Socioeconomic systems	Institutional systems
	Example specific outcomes indicators		Population affected by extreme weather events	Proactive and reactive risk management; climate related illness; deaths; food security	Skills acquired, access, awareness	Livelihood diversification, productivity gains, access	Environmental systems	Social capital enhanced, overall poverty measurements	Policy changes, regulations approved, institutional reform
Water	Nature-Based Options				1	3	3		
	Built Infrastructure / Structural	1	1	11	2	9	3	2	
	Technological Options			1		1	1		
	Informational/ Educational	2		3		1	1		
	Institutional/ Planning/ Policy/ Laws/ Regulations	1		3	1	2			
	Financial/ Market Mechanisms	1		1			2		
Social/Behavioural	1		1		1	1	1		
Land-use and Built Environment	Nature-Based Options	1	14	4	1	3	2	1	
	Built Infrastructure / Structural	3	4	4		5	3	1	
	Technological Options			1			3		
	Informational/ Educational	3		4	1		3		
	Institutional/ Planning/ Policy/ Laws/ Regulations	2	3	2	1	4	4	2	2
	Financial/ Market Mechanisms	2		2	1		2		
Social/Behavioural	1	1	5	3	2	2	1		
Forestry, Fishing and Agriculture	Nature-Based Options	3	2	29	2	105	34	8	
	Built Infrastructure / Structural	1		5	1	9	1		
	Technological Options	7	2	19	2	101	16	6	
	Informational/ Educational	77	1	8	9	19	5	5	
	Institutional/ Planning/ Policy/ Laws/ Regulations	14		3	1	5		3	
	Financial/ Market Mechanisms	44	2	6	4	15	4	6	
Social/Behavioural	36		5	3	19	4	3		
Society, Economy and Health	Nature-Based Options	1		3	1				
	Built Infrastructure / Structural	1		9		3			
	Technological Options			8				1	
	Informational/ Educational	9	3	11	8	2		1	
	Institutional/ Planning/ Policy/ Laws/ Regulations	2	1	14		4		2	2
	Financial/ Market Mechanisms	5	1	26	1	14	1	5	1
Social/Behavioural	13	2	25	5	17	1	6	3	

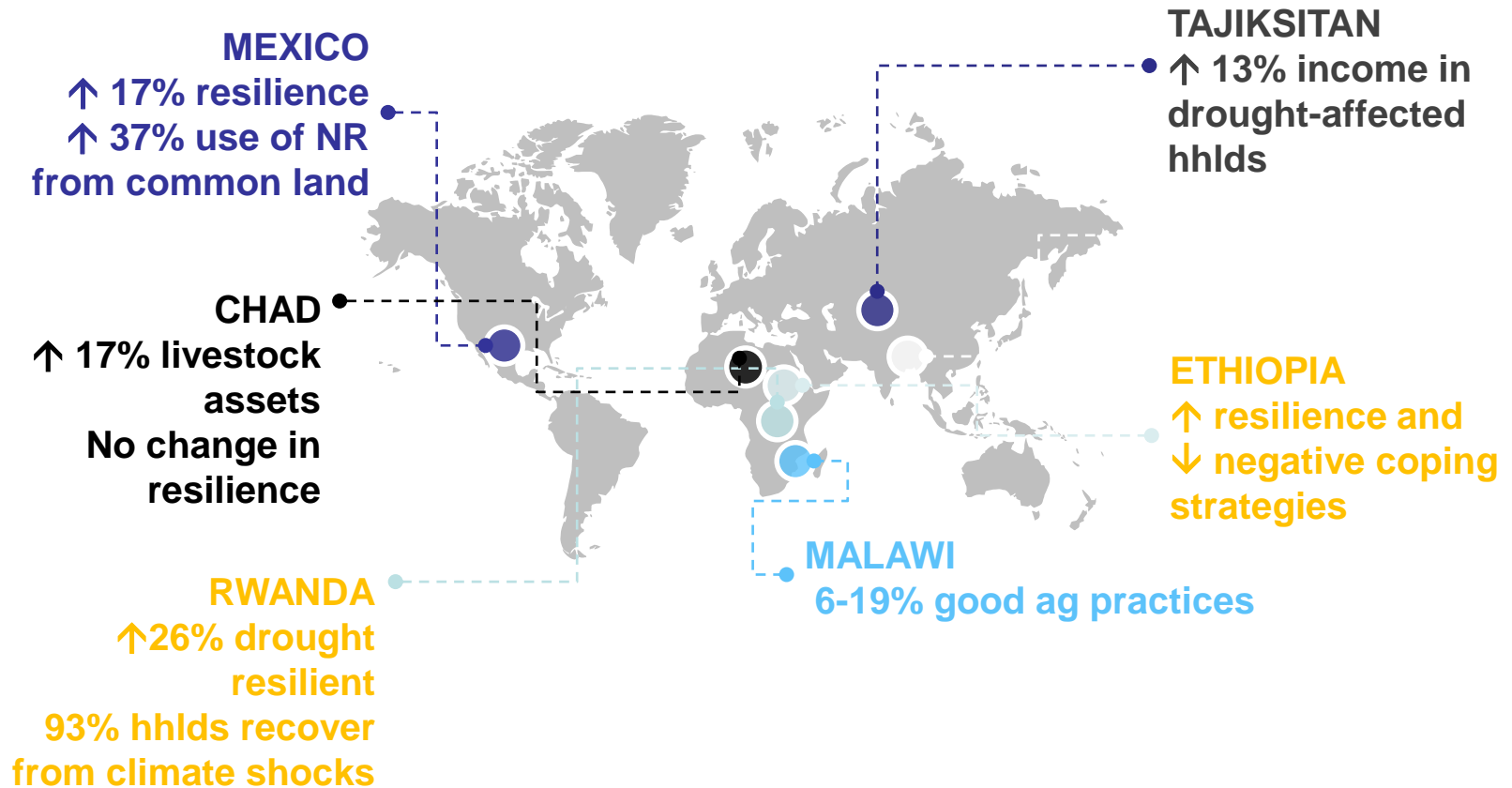
2. For what you don't know, set up measurement systems. Then test.

Assessing resilience interventions

- Being a “plumber”: How should resilience interventions be delivered?
 - Implementation and
 - Behavioral science.



Zooming into impact assessments

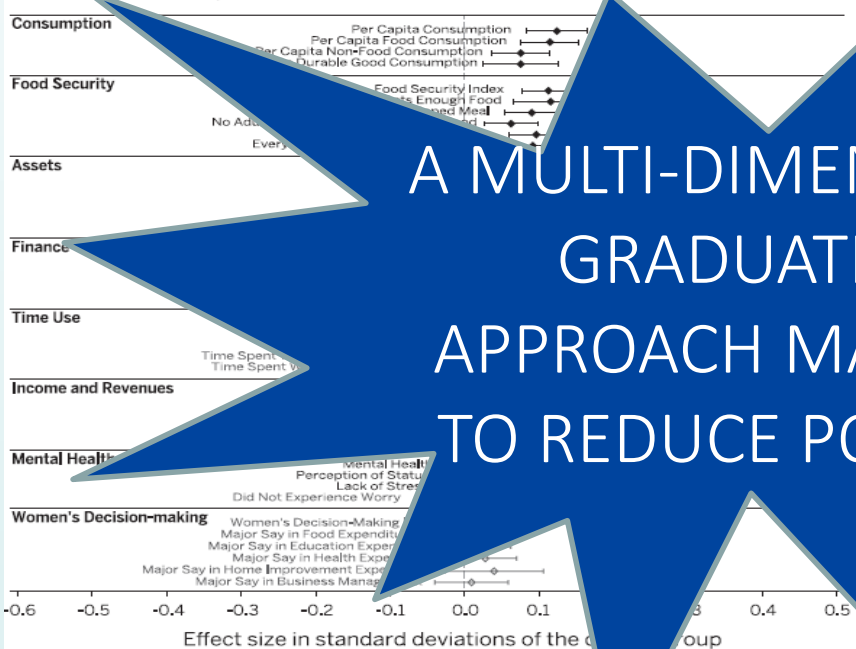


3. Scale (and test again).

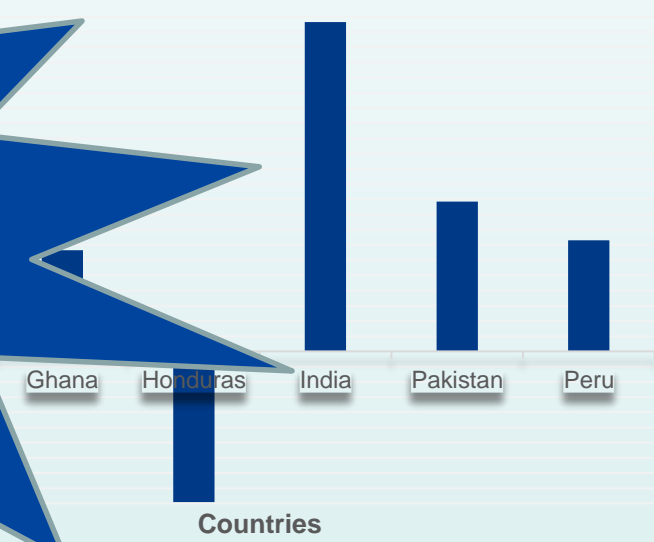
Graduating from ultra-poverty.

Pooled average intent-to-treat effects, endline 2 at a glance

This figure summarizes the average treatment effects in each country for the 10 primary outcomes. All treatment effects are presented as standardized z-score indices and 95% confidence intervals.



Total benefits/total costs ratio Increase in asset value in year 3



A MULTI-DIMENSIONAL GRADUATION APPROACH MAY HELP TO REDUCE POVERTY.

Conclusions

1. Know what you know (and what you don't)
2. Set up measurement systems and test.
3. Scale (and test again).

Importantly,

- We know less than we think about what works.
- We know even lesser about HOW and LAST MILES.
- This is where science should go.

Thank you

