Communicating bodies of evidence: what works

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Transforming
Evidence
for policy and practice

We looked at

- **which organisations and initiatives** were actively promoting research-policy engagement

- **how**

- **to what effect**

513

organisations running ...

1922

research-policy engagement initiatives in over ...

41

countries worldwide

T.E.

What do research-policy engagement initiatives do?

How many?

Linear

1. Disseminating and communicating research — 349
2. Formal institutional requests for evidence — 173
3. Facilitating access to research — 238

760

Relational

4. Building decision-maker skills — 226
5. Building researcher skills — 225
6. Building professional partnerships — 245

696

Systems

7. Strategic leadership — 193
8. Rewarding impact — 52
9. Creating infrastructure and posts — 221

466

What works?

- Huge increase in activity and investment

- Initiatives tend not to draw on exist theory or empirical evidence

- Little evidence on what works, mor evaluation is necessary…

- As is (probably) more coordination and streamlining

A total of …
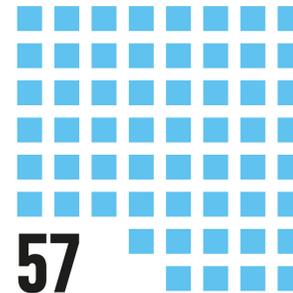
57 organisations have made evaluations of their work available in the public domain

That's only …

13% of organisations who have shared evaluations

Just under …

3% of the initiatives we found

T.E.

Working groups
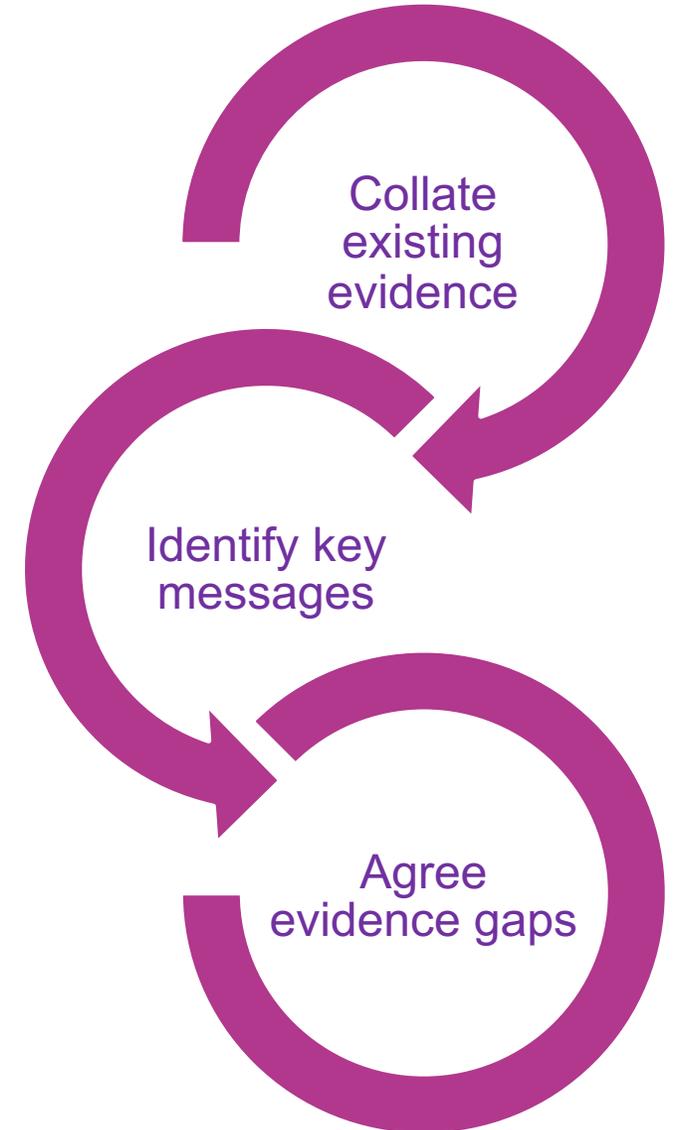
Engagement goals

Rebuilding communities
1. Vulnerable populations
2. Supporting services
3. Trust in public institutions
4. Crime prevention

Environment and place
5. Low carbon local economies
6. Land use
7. Future of work

Local to global
8. Local to national growth
9. Trade and Aid

Collate existing evidence

Identify key messages

Agree evidence gaps

T.E.

Areas of Research Interest	Type of Resource (e.g. report from roundtable, systematic review, peer-reviewed paper, etc). Please add as many as are relevant	Key Message(s): what are the key policy and practice implications? (
Example: Further research to develop an understanding of cyberbullying amongst UK children	Example: Cantone, E., Piras, A. P., Vellante, M., Preti, A., Daníelsdóttir, S., D'Aloja, E., ... & Bhugra, D. (2015). Interventions on bullying and cyberbullying in schools: A systematic review. Clinical practice and epidemiology in mental health: CP & EMH, 11(Suppl 1 M4), 58.	Example: Anti-bullying interventions focusing on behaviour are more effective when accompanied by family involvement and individual lessons. Bullying amongst males is more physical, and amongst females is more social (e.g. exclusion and smearing), so interventions should take this into account

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Evidence Gaps

Unanswered ARIs and other substantial evidence gaps	Proposed steps to address these gaps
Example: Further research to develop an understanding of cyberbullying amongst UK children	To fully address this, we proposed a collaborative research programme co-hosted by DfE and the Early Intervention Foundation, to seek the perspectives of children at risk of perpetrating or experiencing cyber-bulling. Details: (Timeline, scale, population, research design, collaborators and stakeholders)

Task and Finish groups timeline

Workshop 1
Learn about task and agree workplan

Workshop 2
Finalise Key Messages and Evidence Gaps

Optional: Stream meetings
Sharing learning and refining research agenda with policy and funding colleagues

Plenary - 3rd
What we learned, how we used it, and what next

2 July

July–Aug

September

November

Connect with our communities

Source evidence

Discuss key messages

Sharing and finalising reports with Lead CSAs

Meetings with CSA Theme Leads

ARI Areas of Research Interest

Impact?

- Creating and strengthening of relationships

- Opportunities for engagement with Early Career Researchers

- Influencing major funding initatives

- Influencing ARI refreshes

- Influencing Comprehensive Spending Review R&D Statements

- Wider government engagement

In summary

- Listening is at the heart of good communication

- Conversation is more important than a perfect product

- Communication leads to communities

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Thank you

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