

Conclusions and Future Steps: Evidence-based Knowledge Transfer?

**Implementation, Scaling Up and Sustainability: Continuing
Discussion on Evidence-Based Policy Research in Education
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Building bridges

Between whom?

- Researchers, policy-makers, practitioners
– issue of homogeneity
- Role of researchers
- Role of civil society



ESRC bridges

- Strategic partnerships with
 - government departments and devolved administration
 - Engagement with regional development agencies
 - LARCI (Local Authority Research Councils Initiative)

- Collaborative funding scheme

- Science in Society strategy: informed citizens, improve public debate
 - Annual Debates
 - Importance of quantitative skills beyond the sciences

- ? Engagement with practitioner community



Knowledge to action - How to present evidence

■ Consensus or convincing evidence?

- Needs improved methods or consensus about these (triangulation, causal connections, etc)
- Capacity building in all communities

■ New evidence or using existing evidence

- People as key facilitators

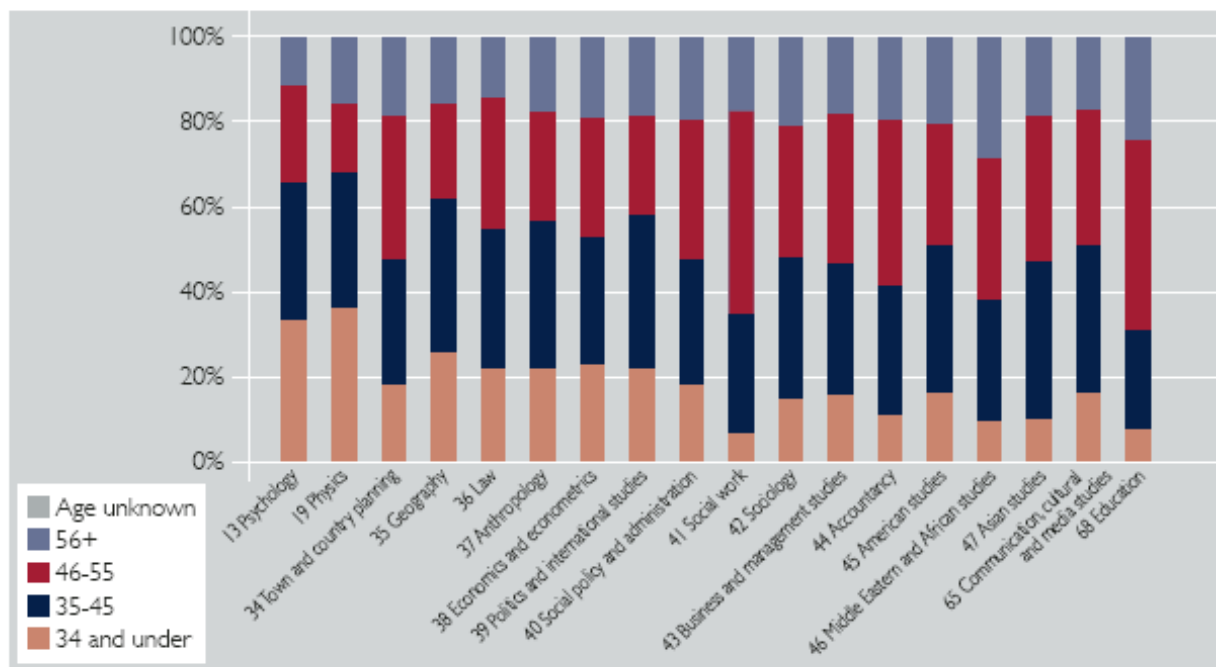


ESRC evidence into action

■ Capacity building

– Research community in Education: Practice-based, Ageing

Figure 3.2 HESA Staff Record by UoA 2003/2004: Age Bands



ESRC evidence into action

- Capacity Building
 - Training for researchers, e.g. Getting Research into Practice (GRIP)
 - Research Methods (comparative, mixed methods, Festival)
- People exchange
 - Collaborative studentships
 - Placement scheme with concordat partners (new!)
- Evidence
 - Access - portal, policy briefings, facts & figures
 - Synthesis - TLRP commentaries
 - Data - National Data Forum
 - Context - international bilateral agreements for joint research
 - Impact grants (new!)

? Impact, sustainability and coherence

? Synthesis - at what level and what cost



Value-added of programmes over a series of projects?

- What is a programme?
 - key characteristics?
 - scale?
- Are there other modes of grouping projects together?
 - Networks?
- Which elements of 'programmes' maximise their impact and provide added value?
 - Visibility
 - Coherence
 - Synthesis



Targeted initiative Scottish demography

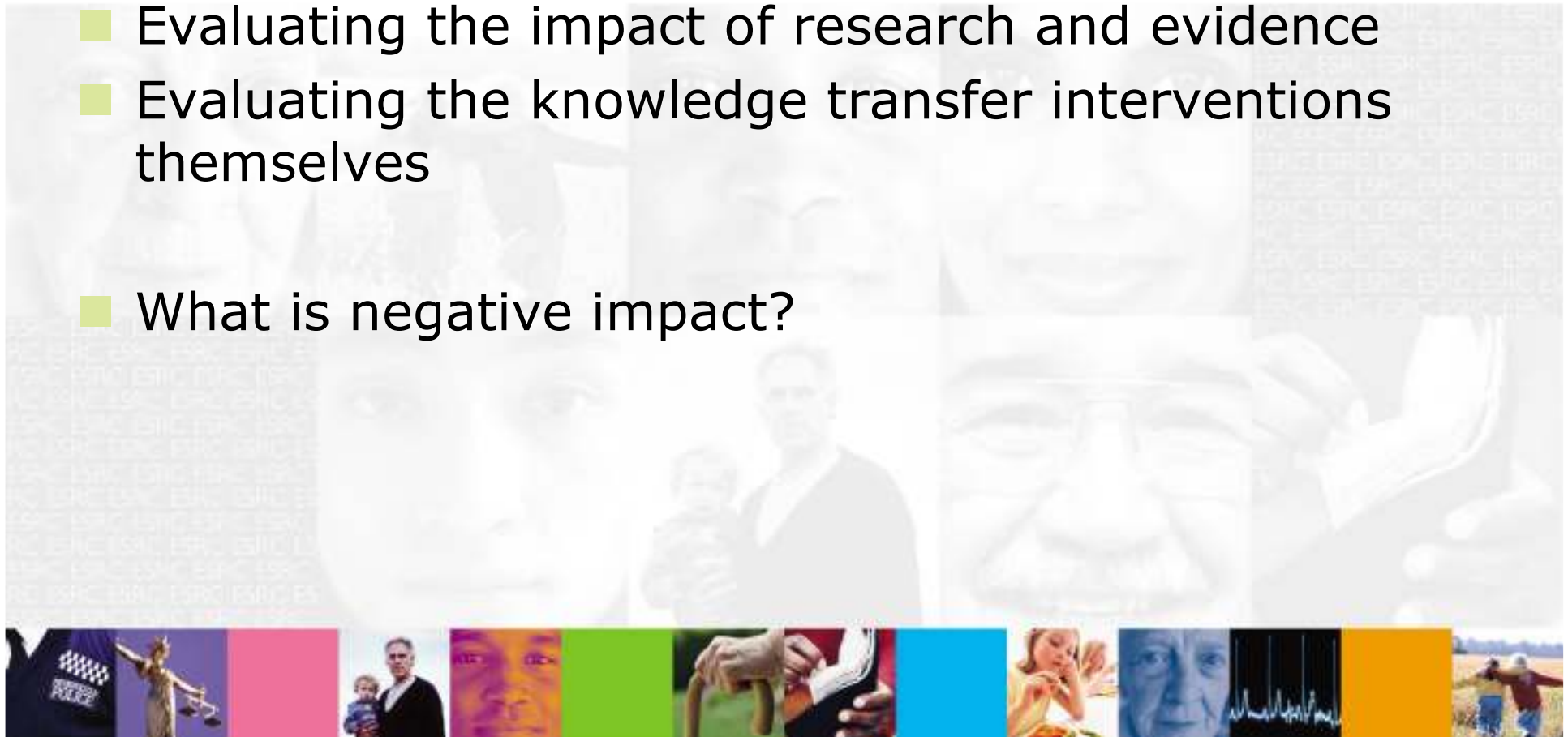
- Joint initiative Scottish Executive and ESRC
- Issue identified as part of annual review meetings
- Workshop to present existing evidence and identify gaps
- 6 research projects funded to fill in gaps providing new evidence

? Coordination



Evaluating impact, effectiveness and sustainability

- Evaluating policy interventions
- Evaluating the impact of research and evidence
- Evaluating the knowledge transfer interventions themselves
- What is negative impact?



ESRC impact assessment

- Of programmes and projects – from start to finish:
 - Proposals, communication plans, annual reports, KPI's, end of award peer and user review
- Impact reviews:
 - 9-12 months (estimate: 50% response rate)
 - Case studies of high impact
- Long term reviews:
 - 5+ years after completion of programmes
 - 2 projects testing methodologies such as pay back framework
 - Next round of projects: starting from user/policy perspective

? How do we draw the lessons together



Brokerage agencies

- Dissemination and translation
- Networks
- How close to the research?
 - Can you commission and be independent of the research?
- Broker chains



ESRC brokerage

- Central contact point for policy makers and practitioners
- Evidence and outputs collection, translation and dissemination
- Research brokers
 - Media fellows for programmes
 - Thematic brokers – Public services broker
 - User community brokers – knowledge transfers brokers with RDA's

- ? Where can ESRC add value
- ? How should we 'use' other brokers



Finally...

? Culture change

