

8th

Evaluation
Conference
in Prague

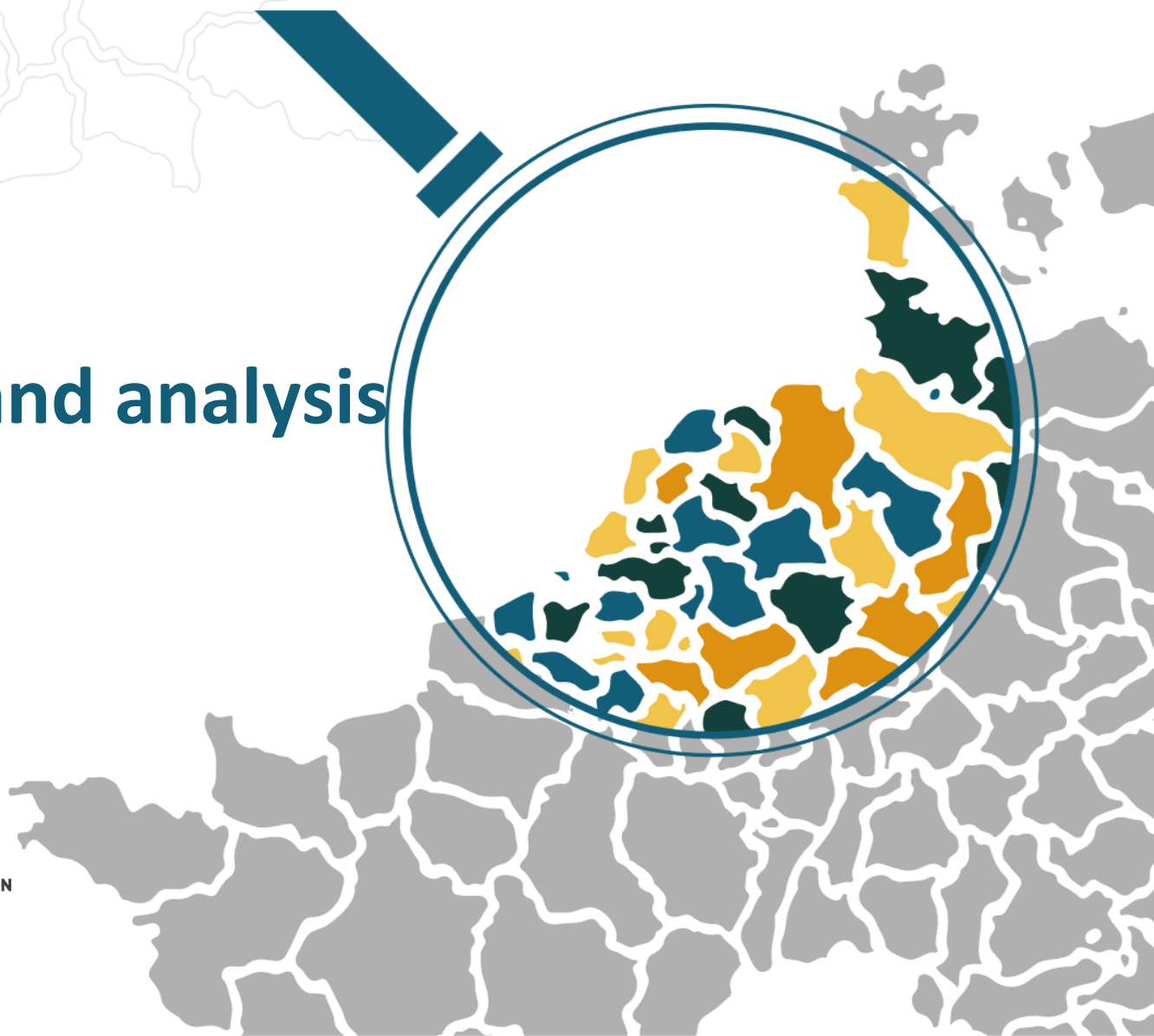
PANK: Making evidence and analysis work in practice

Alexandre Reznikow

České priority / Czech priorities



MINISTRY
OF REGIONAL
DEVELOPMENT CZ





Introduction

Aim of the project

- Identify barriers in evidence-use / uptake
- Test interventions to increase both the quality and uptake of evidence in policy making

The project is funded by the Technological Agency of the Czech Republic (TA ČR) - running from 4/21 to 7/23

Theories, concepts and hypotheses

- A “gap between two worlds”?
- A supply / demand mismatch?
- An organisational issue? psychological factors?
- A lack of skills & capacities?

What we build on

Barriers to evidence-use

A systematic review of barriers to and facilitators of the use of evidence by policymakers

[Kathryn Oliver](#) , [Simon Innvar](#), [Theo Lorenc](#), [Jenny Woodman](#) & [James Thomas](#)

Policy analytical capacity: The supply and demand for policy analysis in government

[M. Howlett](#) 

Pages 173-182 | Published online: 03 Mar 2017

Recommendations



Building Capacity for Evidence-Informed Policy-Making

Lessons from Country Experiences

The Aqua Book:

guidance on producing quality analysis for government

What works



**USING
EVIDENCE**
What works?

The Science of Using Science

Researching the Use of Research Evidence in Decision-Making

Laurenz Langer, Janice Tripney, David Gough

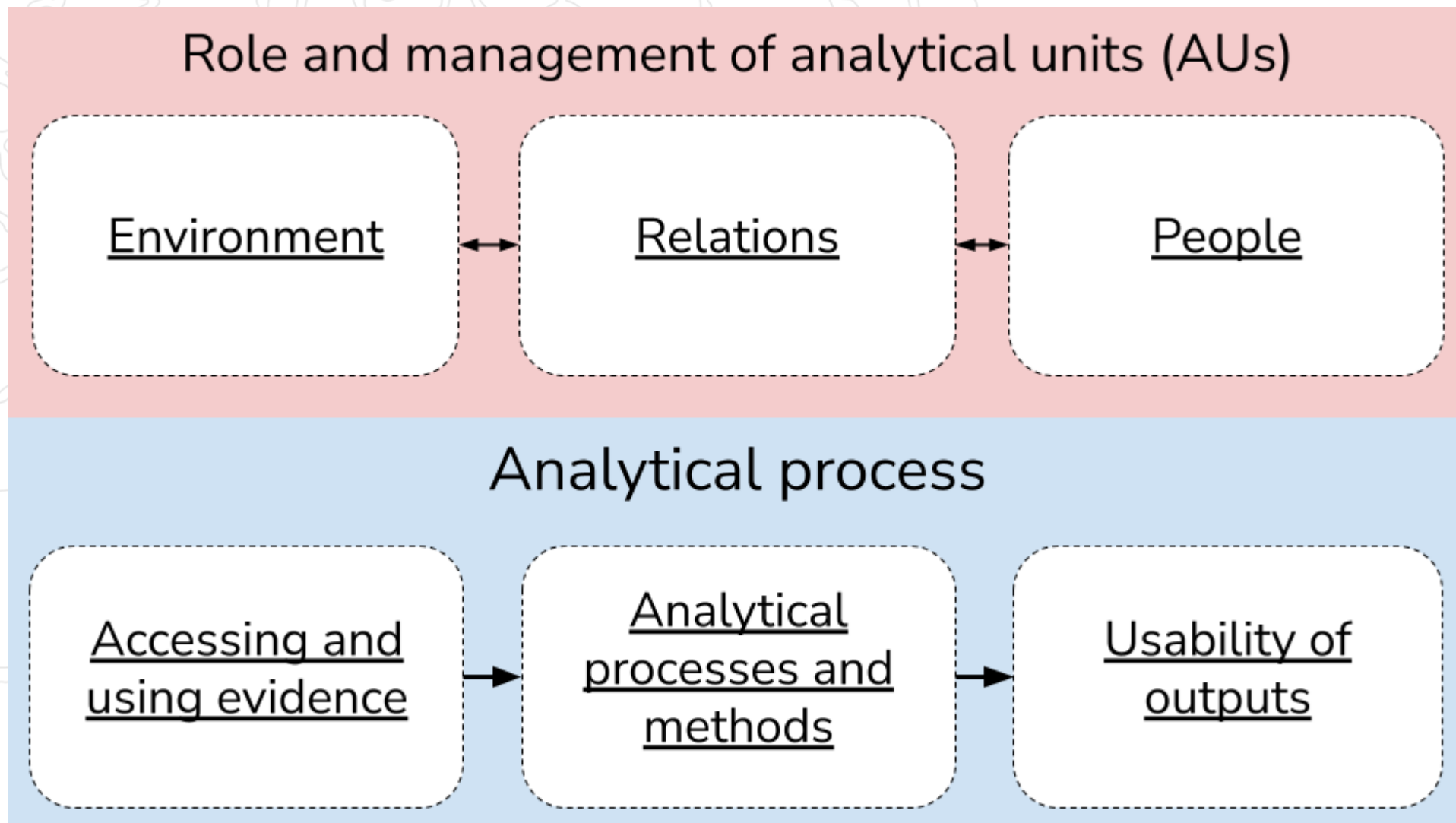
EPPI-Centre
Social Science Research Unit
UCL Institute of Education
University College London

Results for All Global Landscape Review

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Conceptual framework - barriers to evidence-use



A stylized world map with thin grey outlines of continents is visible in the background, partially obscured by a dark teal horizontal band.

Partners

We are working with

6 analytical units
across 5 ministries
1 central agency

Various degrees of
analytical functions



Defining “analytical units”

- No formal definition of “analytical units” / analysts
- Knowledge delivery is one of the inputs into Strategic planning and Operations
- Knowledge delivery is also an interface with the external world (academia, media, advocacy etc.)

Improving knowledge: where to intervene?

- EIDM capacity building can't happen in isolation from Strat/Ops
- It's crucial to better distinguish and build capacities on
 - » **system / institutional level** (science advisors, legislation, atd)
 - » **organisation level** (leadership, motivation, commitment to use evidence and buy-in by key decision makers)
 - » **team level** (team management, communication, knowledge management, commitment to spend time on analytical capacity building since it pays off in the long-term)
 - » **individual level** (technical skills for EIDM, soft skills like communication with users/stakeholders, public presentations, visualisation tools)

A faint, light gray outline map of Europe serves as the background for the slide. The map is centered and covers most of the frame, with the title text overlaid on a dark blue horizontal band across the middle.

What we know so far PANK diagnostics

PANK Diagnostics - Role & Management of analytical units

- Short-term planning
- Fuzzy research needs definition
- Difficulties in hiring / retaining skilled staff
- Ill-defined competencies and roles
- Lack of quality assurance skills (decision makers)
- Time pressures and ad hoc tasks

PANK Diagnostics - Accessing and using evidence

- Data sharing and reutilisation
- Identification of relevant sources & critical assessment of transferable knowledge
- Mapping and access to relevant expertise & reliance on in-house expertise

PANK Diagnostics - Analytical processes and methods

- Lack of technical capabilities / skills
- Low emphasis on soft skills and soft system methods (stakeholder management, expert knowledge elicitation & facilitation, communication)
- Lack of feedback and learning processes (knowledge management, quality assurance)

PANK Diagnostics - Usability of outputs

- Irrelevance or bad timing of knowledge delivery
- Tailoring communication to various audiences
- Communication and data visualization
- Content design, UX and infographic design
- Formats: lack of exec. summaries, academic writing, visual styles



How we are trying to help PANK Interventions

PANK Interventions - Main logic

- Capacity-Opportunity-Motivation -> Behaviour
- Not training but guiding
- Needs-tailored
- Active learning
- Incremental learning

PANK Intervention - Role & Management of analytical units

Commissioning research

- Issue: lack of usability for decision makers (timing & relevance)
- Interventions
 - » interview protocols for needs assessment
 - » processes for research questions definition
 - » mutual information and systematisation (habits & common vocabulary)

PANK Intervention - Accessing and using evidence

Defining problems and designing policy

- Issue: finding and assessing relevant evidence
- Interventions
 - » policy design process management
 - » collective reasoning about evidence
 - » routines for evidence gathering

PANK Intervention - Analytical processes and methods

Applying Mixed Methods approaches

- Issue: research design and quantitative methods
- Interventions
 - » explicit study design choices and transparent methodology
 - » skills in quantitative methods
 - » data visualisation and results communication

Pank Intervention - Usability of outputs

Communicating to broad audiences

- Issue: Complex policy field with various groups of stakeholders
- Interventions:
 - » stakeholder and user mapping
 - » data visualisation and sharing
 - » content and information design, UX research

Pank Intervention - Usability of outputs

Gather evidence from the field on R&I

- Issue: low usability and impact of major report
- Interventions
 - » stakeholder and user mapping
 - » user needs assessment
 - » communication of intent & results (infographics, data visualisation)

A faint, light gray outline map of Europe and Africa is visible in the background, spanning the top and bottom of the slide. The top half of the slide is white, and the bottom half is white, with a dark teal horizontal band across the middle.

So what and now what

Main takeaways from interventions

- Diagnostic tools are essential to understand teams' needs and prioritise interventions
 - » Diagnostics are interventions in themselves
- Interventions should be tailored to concrete needs and applied in real-world settings
 - » Complicates standardisation and evaluation

How we contribute to knowledge about EIDM

Empirical knowledge on underappreciated team level

- » Broad definition of “analysis”
- » Management
- » Interpersonal skills & processes: not just technical skills
- » Training not a silver bullet - active & incremental learning on concrete tasks + co-learning
- » Psychological resistance (change & risk aversion)

PANK - Expected outputs

- Survey of analytical units
- Reflections on interventions and “what worked”
- Toolkits / manuals / checklists for broader use by public servants
- Summary of diagnostics and system-level recommendations



Thank you for your attention

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Cohesion Fund
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