

UNIVERSITETET I BERGEN

Det psykologiske fakultet

How can research influence policy?

Advocacy experiences from clinical, research, governmental and non-governmental contexts



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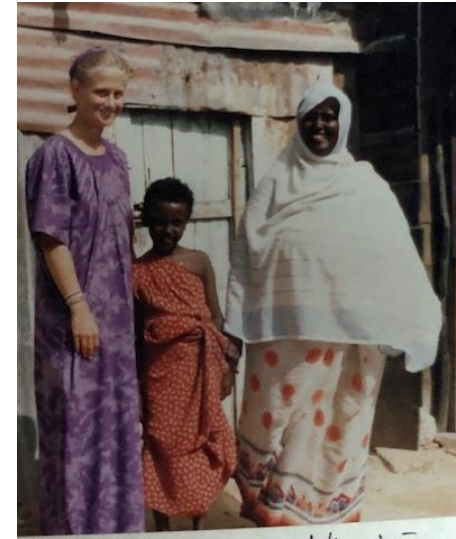
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My places at (around) the table

- Aid worker & Clinician
- Academic
- Bureaucrat
- Diplomat
- Board member and volunteer



The topics

- *Education*
 - *Mental health*
 - *Sexual violence*
 - *Early childhood development*
 - *Psychology*
 - *Refugees*
- Mainly in the context of global development*

INTERNATIONAL RELATIONS, NORWAY, VIETNAM

Norway supports Vietnam's emergency mental health training program

by Wachiraporn Janrut • July 31, 2013 • 0 Comments



Norway supports Vietnam's first Mental Health and Psychosocial Support in Emergencies Training Program in cooperation with the Asian Disaster Preparedness Center.



What is the question?

Opportunities

Ways of working

Barriers

Success and failure

Learning from others



You lose some, you draw some..



You lose some, you draw some..



What is the question? I

- **We say:** How can we get research into policymaking?
- **What we mean is:** How can researchers influence policymakers?
- **What we need to know is:** How are policymakers influenced?

“Researchers produce and exchange scientific knowledge but need help in transforming that into practical knowledge”

- <https://www.nihr.ac.uk/documents/how-researchers-can-influence-policy-and-practice/21343>



What's the question II?



- How to use research evidence (knowledge) to inform policy processes? What type of research?
- How to translate research into policy?
- How to translate research into practice?

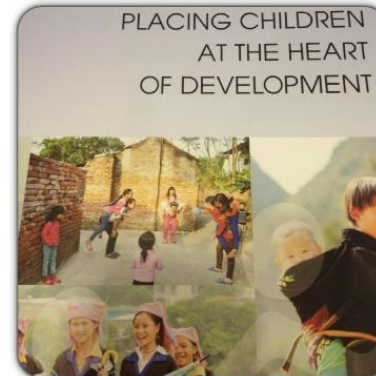
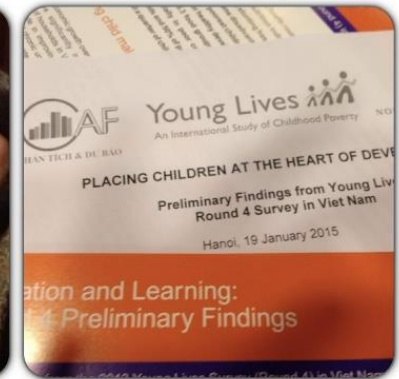
- Many and different questions
- Many and different contexts
- Many and different ways and answers

The young Lives experience

- A 2-year study identified challenges and opportunities in the area of child poverty and child protection.
- Two case studies: Orphanhood in Ethiopia and children's work in India

Crivello, G., & Murray, H. (2012).

<https://www.younglives.org.uk/content/ensuring-research-impacts-policy-and-practice-%E2%80%93-challenges>



How are policymakers influenced? How are decisions made?

- Where do they get information?
- Trusted sources and personal contacts
- Thinking slow and thinking fast...
- Inside versus outside track



Global INSights Initiative (GINI)

The World Bank launched the Global Insights Initiative (GINI). GINI puts conclusions from the 2015 World Development Report into practice. [Read More »](#)

MIND, SOCIETY, AND BEHAVIOR



Understanding policymaking, policy contexts and processes

- Political circumstances often more important than research evidence
- Timing
- Who sets research agenda?
- Context and relevance
- Politically sensitive issues
- Not just the 'end product' and dissemination: communication at different stages
- Targeted dissemination
- Engaging research users is crucial
- Resources for supporting research uptake



(Porter 2010; ODI 2009; Crivello & Murray, 2012).



Outside track

Target many people

Dissimination: from articles, policy briefs, webinars, conferences...

Use public messaging and campaigning

Traditional and social media

<https://www.nihr.ac.uk/documents/how-researchers-can-influence-policy-and-practice/21343>



Ragnhild Dybdahl

Admin 6 d · 🌐

Norge støtter Verdens Helseorganisasjons Spesialinitiativ for psykisk helse. Hvordan går det egentlig? Sammen med forskningsgruppen for GMH inviterer nettverket til webinar med informasjon og muligheter for diskusjon og samarbeid. Velkommen!

... See more

Speakers:
Global Mental Health
webinar
15 June 2021

Alison Schafer (PhD ClinPsych) is a WHO Technical Officer leading the WHO Special Initiative for Mental Health, on behalf of the Director of WHO's Department of Mental Health and Substance Use. Alison has worked in the global humanitarian and development sector for nearly 20 years and in this capacity has been supporting mental health and psychosocial support programs and services since 2007.

Kedar Marahatta is a National Professional Officer at WHO Country Office Nepal and has been supporting the Government of Nepal in strengthening the national mental health systems through legal and policy reforms; partner coordination, resource mobilisation and integrating MH interventions at different policies, plans and programs. Prior to joining WHO, he served as a faculty in Department of Psychiatry at Patan Academy of Health Sciences, Lalitpur Nepal. Dr Kedar has specialised in Psychiatry and he has published various scientific papers in mental health and substance use.

Marianne Monclair: Senior Adviser, Team leader NCD, Global Health Section (Norad) since 2013 senior adviser Norwegian Development Cooperation Agency (Norad) and currently the team leader for the NCD portfolio. She has been posted to the Norwegian Embassy in Malawi with responsibility for health sector support program and in South Sudan as counsellor for Humanitarian Affairs. Prior to joining Norad, Monclair worked for the Red Cross with numerous postings in development, conflict and emergency settings in different positions including the IFRC head quarter in Geneva.

Chair: Ragnhild Dybdahl (PhD ClinPsych) is associate professor of global mental health at Center for Crisis Psychology, University of Bergen, and associate professor of psychology at Oslo Metropolitan University. Currently coordinating of Norwegian GMH research group. Former clinician, aid worker and diplomat with experience from Somalia, Bosnia, Guatemala, Vietnam, Sudan and Nigeria.



Policy briefs?



Home

How to write a policy brief



- <https://www.cmi.no/guide/policy-brief>
- <https://www.idrc.ca/en/how-write-policy-brief>



Inside track

- Collaborative
- Direct interaction with policymakers
- Formal negotiations & meetings
- Targeted communication
- Informal face-to-face meetings



Lessons

- Sharing learning is essential
- Perspectives of lived experience
- Inclusion of children's perspectives and participation in this process
- Research quality
- Ethics
- Genuine interest
- Value based



Nordic Journal of Comparative and International Education (NJCIE)



NJCIE 2018, Vol. 2(4), 70–79

<http://doi.org/10.7577/njcie.2685>

Using knowledge from one area in another

Undervisning og veiledning ved studentopphold i utviklingsland: utfordringer og muligheter

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Abstract

We reflect on our experiences supervising students from Norwegian universities when they have internships or do research projects in vulnerable contexts or low- and middle income countries (LMIC). Such stays may provide great opportunities for learning and for engaging in global action for sustainable development. However, there are also a number of challenges, including; unpredictability; poor governance and lack of available welfare structures; safety and security risks; as well as inequality and power differences. We discuss the necessary preparation and supervision of students. Major questions are when, where and how to engage. Lessons learnt from international development cooperation appear useful, including relevance of activity, effectiveness and, efficiency, and sustainability. The choice of site and activity emerges as a primary concern; in particular partnerships and partner assessment. The role and responsibility of the university and the hosts in developing countries are central. Based on these reflections and our experiences, we propose a checklist to be used in selecting sites and assessing student projects suitability.

Keywords: student exchange; internationalization; supervision; teacher education

Using the place where you are, but mind your role!



Networks and relationships

- People matter
- Break down the silos
- Collaboration
- Sharing



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