



# HISTORY & POLICY

Connecting historians, policymakers and the media

[www.historyandpolicy.org](http://www.historyandpolicy.org)

## **Policy Engagement Training for Historians and Social Scientists**

**March 22<sup>nd</sup> 2016**



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#PETSS



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## Welcome



**Paul Lay**  
Editor, History Today



@HistoryPolicy  
#PETSS



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**SESSION 1:**

## War and Terrorism: Managing Fear



**Sir John Chilcot**  
Former Civil Servant



**Secunder Kermani**  
BBC Newsnight



**Prof. Edgar Jones**  
KCL





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**SESSION 2:**

## Case Studies of engagement



**Dr. Catherine Haddon**  
Institute for Government



**Dr. Andrew Blick**  
Kings College London



**Dr. Lucy Delap**  
University of Cambridge



# Historicising 'historical' Child Sexual Abuse

- Collaborative project: Prof Louise Jackson (Edinburgh) and Dr Adrian Bingham (Sheffield)
- ESRC 'urgency' grant, Sept 2014-Sept 2015
- Creation of a database of press reports on child sexual abuse cases in the courts, 1918-1990



# Impact

- Participation in NHS and Department of Health Investigations into Matters Relating to Jimmy Savile 2013
  - ‘History & Policy provided invaluable insight into the parameters of acceptable behaviour, societal norms and the culture of the NHS in the ‘60s, ‘70s and ‘80s that was shared with investigators at Broadmoor, Leeds General Infirmary and Stoke Mandeville hospitals. This common understanding helped all three organisations avoid hindsight bias and added significantly to the rigour, thoroughness and fairness of their investigation reports.’*



# Ongoing impact

- Media presentations of research, including *History Today*, Radio 4 Today Programme, Channel 5 news
- Further work with ongoing inquiry into child sexual abuse:

“It was a really useful and informative seminar. The speakers covered a wide range of issues and put contemporary child protection in historic context very effectively. As a lawyer currently investigating improvements to child protection, the seminar provided an invaluable perspective that will inform my work in the future.”
- Feedback gathered at the event showed that 69% of attendees would welcome further historical discussion of the topic; Delap, Jackson and Bingham have been invited to present further findings at another seminar in 2016.





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**SESSION 3:**

## An introduction to “Action Planning”



**Dr. Andrew Blick**  
Kings College London



**Dr. Lucy Delap**  
University of Cambridge



**Billy Davis**  
History & Policy





# Action plan for policy influence

- **Aim:** to use history about X to shape current policy on Y (your vision/ambition)
- Policy Context
- Key messages
- SMART objectives
- Activities (to achieve the objectives)
- Audience
- Monitoring & evaluation (what does success look like?)



# Example 1:

## **Aim:**

**To bring historians' research to the notice of policy makers to inform their development of the 'Big Society' policy agenda in central government.**



## Example 2:

### **Aim:**

To bring historical and internationally comparative perspectives on migration, health and well-being to the notice of charities and other non-government organisations working with migrants in Britain. In doing so, to enhance their capacity to influence government policy on health and immigration and to challenge common and damaging assumptions about migrants and refugees in Britain today.



## Policy Context: Why should your audience listen to you?

- In 2013 the Irish government put the licence to run the Irish National Lottery up for sale, aiming to raise €405 million. This was the effective privatisation of the National Lottery, run by the semi-state body An Post [the Post Office] since 1987. The decision followed in the tradition of the sell-off of state assets since the 1990s, including Telecom Eireann and Aer Lingus and plans to sell Bórd Gáis [Gas Company].
- The sale of previous state assets, especially Telecom Eireann and Aer Lingus, has had a mixed record. Share prices in the former quickly lost value and it was eventually bought by a private equity company.



# Key messages – Clear & succinct

- The concept that gardens and other designed landscapes can help in both the recovery from illness and **promote good health** have a long history in Britain, going back to at least the use of Medieval monastery gardens as a therapeutic space.
- There is a current policy interest in the concept of **‘well-being’** and how that can be achieved. It has been identified that green spaces can play a vital role in this in terms of promoting good mental health, reducing obesity and encouraging exercise.
- People in the past included gardens within settings such as hospitals, factories, and town planning as an integral part of their design. One of the functions of these spaces was to **improve the health** amongst those working and living near them, as places to grow food and take part in physical activities.
- Understanding the historic background of existing green spaces is also important for **future planning and development**. They are an important part of our **heritage** as well as being an important space for current and future activities.



# What are SMART objectives?

- Specific
- Measurable
- Achievable
- Relevant
- Time-Bound



# S for SPECIFIC

- Clearly state what your intentions are in your Action Plan
- Goals are unambiguous
- Aim to answer the “Five W’s”:
  - ✓ Why?
  - ✓ What?
  - ✓ Who?
  - ✓ When?
  - ✓ Where?



# M for MEASURABLE

- Good action plans give concrete timelines for achieving goals
- Setting measurable goals will allow you to monitor progress & impact
- Indicators should be quantifiable (e.g. “How much?”)





## A for ACHIEVABLE

- Helps you identify which goals are more important to you
- Achievable goals may be challenging, but not extreme
- Acknowledge your strengths and your weaknesses
- Set realistic expectations – not everything in policy is necessarily tangible.



# R for RELEVANT

- Helps you to choose the goals that matter
- How will each point of your action plan help achieve your final goal?
- Example questions:
  - Is this activity worthwhile?
  - Am I speaking to the right person?
  - How does what I'm doing fit in with the current policy debate?



# T for TIME-BOUND

- Time management:
  - How long will this task take?
  - When should certain events take place?
  - What other deadlines do I have?
- Timely
  - Is my research relevant to a current policy situation?
  - When is the right time to engage?  
(Consultations, Events, Newsworthiness)



*“We cannot expect busy policy-makers to lend an ear simply because historians have now decided they need to know. Important variables are timing, language, speaking to the right people... and fitting the political agenda.”*



**Prof. Virginia Berridge**

**‘Public or Policy Understanding of History?’  
*Social History of Medicine*, vol.16 no. 3, 2003**



# SMART Objectives

- To write a Voluntary Action History Society blog about my research to appear during Student Volunteering Week 2014 (26 Feb-1 March 2014), backed up by social media campaign to increase coverage of the blog, success to be measured by number of hits, retweets.
- To organise a knowledge exchange event on the wider social value of universities in the UK and the place of students in that work in Universities Week 2014 (a celebration run by run by [Universities UK](#) with [Research Councils UK](#), the [Higher Education Funding Council for England](#) and the [National Coordinating Centre for Public Engagement](#), 9-15 June 2014). To take the form of an illustrated public talk with Q&A, aimed at interested members of the public, academic colleagues, students etc. Collect data on number of attendees, and collect feedback from those attending.
- To write a H&P opinion piece/policy paper and/or Guardian Higher Education Network blog post on the wider social value of universities in the UK and contributions of students to social change, ideally to be published in Universities Week, 9-15 June 2014, and backed up by social media campaign to increase coverage of the paper – success to be measured by number of webpage hits on the paper, retweets etc. Possible spin off article for Times Higher Education if one could be placed?



# Activities

- Meet with Fair Trade organization leaders at their offices in Autumn 2014
- Ask for follow-up from the initial meeting to build on plans
- Be available for questions and consultation
- Publicize the connections and discussions through *History & Policy*; *History Today*; social media
- Media piece with Fair Trade NGO partner for Fair Trade fortnight 2015



# Audiences

- Civil servants working in the Cabinet Office on the Big Society policy agenda
- Think tanks and other academics researching/communicating about the Big Society
- Relevant specialist media to reach policy makers in this field



# Monitoring and Evaluation

- Success must be demonstrable
- Your engagement strategy needs to be reviewed periodically, taking account of feedback
- Evaluation may proceed in several stages
- Meticulous record keeping is essential





# M&E Example

- Evaluate seminars using feedback forms, to be filled in by audience on the day and returned to H&P for analysis;
- Seek informal verbal/written feedback direct from Cabinet Office contact after seminar 1, to inform design/format of any subsequent events;
- Make notes during events of discussion between historians and civil servants, to record evidence of how history is received;
- Engage in web-based and media monitoring to evaluate impact of H&P web outputs in the wider public world eg searching for authors' names, key terms, web links etc.





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- **Deadline for Action Plans: 10<sup>th</sup> April**
  - **Action Plan Clinic: 11<sup>th</sup> April**
  - **Next Workshop: 25<sup>th</sup> April**
- **Please fill out your feedback forms before leaving**

