FINAL REPORT

by

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"Social Science and Governance"

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**Netherlands Commission for
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**Management of Social
Transformations
Programme (MOST)**

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Introduction

Under the aegis of the United Nations Educational, Scientific and Cultural Organisation's (UNESCO) Programme on the Management of Social Transformations (MOST) an international conference on 'Social Science and Governance' has been organised in The Netherlands on 20 and 21 March 2000. The conference was a joint-co-operation of the Netherlands Commission for UNESCO, the MOST Programme and Utrecht University as well as the organisers of the different workshops.

A hundred participants from all regions of the world and from different disciplines took part. The conference has been funded by financial contributions of UNESCO, Utrecht University, the Netherlands' Ministry of Health, Welfare and Sports, and the organisers of the different workshops. Next to these were also the contributions in kind of the different organisers of conference and workshops.

The core theme of the conference was the (conditions determining the) processes of research-policy interaction. The aim of the conference was to bring together a wide audience of scientists, policy-makers and practitioners around clearly circumscribed workshop topics, engage participants in fruitful debate, and facilitate mutual understanding.

This endeavour had three major objectives :
I.   To highlight examples, through a series of workshop case studies, of where social science research has brought to bear on social policy ;
II.   To identify best practices in this area ;
III.   To suggest new research avenues to further understanding of knowledge use by practitioners and policy makers ;

The topics from the workshops were close to the themes of the UNESCO-MOST programme. MOST is a research programme, designed by UNESCO, to promote international comparative social science research. The overall long-term objective of MOST is to establish sustainable links between the scientific and policy communities and to emphasise the relevance of social science research for policy-formulation.

MOST operates in three high-priority research areas:
I.   Multi-cultural and multi-ethnic societies
II.   Cities as arenas of accelerated social transformations
III.   Coping locally and regionally with economic, technological and environmental transformations

The Conference started with a plenary session that provided the context and sets the stage for the actual work that took place in the workshops. In the seven workshops (see attached list) a limited number of case studies - three, maximum four - were dealt with in-depth, normally by more than one presentation of different persons involved, both from the research and the policy domain.

The closing plenary was a forward looking session, giving pragmatic directions for improving the linkage between research and policy.

The linkage between social science research and social policy

Apart from the introductory and closing speeches the plenary conference content was limited to the contributions of two keynote speakers, presentations of workshop conclusions and recommendations, and the animated discussions around both.

The first keynote was given by prof.dr. Carol Weiss, whose own research during the past 25 years can be considered a defining contribution to the study of research use, a field customarily known as knowledge utilisation. She was asked to set the stage for the conference as a whole as well as for the focussed workshops that constituted the body of the event by sketching the insights one can draw from that field of study.

The second keynote was given by prof.dr. Paul Schnabel, one of the major intermediaries within the Dutch social science-policy linkage system. His organisation, the Social and Cultural Planning Office of the Netherlands, is in the business of producing a constant stream of independent, politically relevant, evidence-based research reports to inform government policy and public debate. He sketched the particular conditions that need to be fulfilled for such an organisation to be able to function properly, and makes recommendations concerning the professional training of social scientists.

Short summaries of both keynotes are included in this report.

The core of the conference consisted of six workshops, open to all participants. These were constructed as mini-conferences around specific issue-arena's, bringing research and policy stakeholders around the table to discuss particular cases of research-policy interaction within that arena. In time, most of the workshops will produce separate reports, but all of them presented a couple of major conclusions and/or recommendations during the closing plenary. Most of these recommendations addressed the issue of research-policy linkage. Some were specific to the content of the workshop. The recommendations on improving research-policy linkage are included in this conference report.

Carol Weiss conducted a seventh workshop along somewhat different lines. Upon request of the UNESCO-MOST programme (sector for social and human sciences), she has devised a comparative case studies research programme on factors that improve the use of research in social policy. Her workshop brought prospective case study researchers around the table to discuss the research design. As the design is a beautiful illustration of the important facilitators for and obstacles to the use of research results in the policy arena, it is included in this report.

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1. Dirty your hands
"A physicist of the last century attending a current physics classroom discussion would not understand what was going on. An economist of the last century however, given a couple of minutes to orientate himself, would fully understand a discussion of economy students. Physics has always been a science with a strong involvement in practical issues. Economy, on the other hand, has always been an abstract science. Only if you dirty your hands and become involved with practical issues theoretical advancement is possible"
Comment of prof.dr. Yoginder K. Alagh, economist, member of Indian parliament

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What have we learned from 25 years of knowledge utilisation?

Mrs. Prof.dr. Carol Weiss (Harvard)

On the key terms:
"Knowledge" is best defined as consensually accepted information by the scientific community, involving research evidence.
"Utilisation" confers a very mechanistic image of the use made of research evidence.
Although studies looking into the use of research are customarily known as knowledge utilisation studies – henceforth called KU - they would better be labelled studies of research use

Is social science research used? The answer to this question depends upon the kind of "use" one has in mind.

There is not much "direct use" – utilisation proper so to speak - to be found. Federal banks use economic data to decide on raising or lowering their interest rates. A Government may decide to stop or continue particular programmes depending upon their evaluation. But usually research is only one of the many factors that influence policy. Use, in other words is most of the time influence rather than utilisation.

KU studies point towards four major kinds of use:
1. Instrumental use, the use expected by most scientists. It may be expected when:
    a. there is political consensus about policy goals;
    b. there is absence of information;
    c. capacity to implement is available;
    d. the scientific evidence is unambiguous.
2. Legitimation use: as a study bore out, the primary use of scientific evidence in the US Congress.
3. Conceptual use: ideas, theories, generalisations influence the political agenda, the political discourse, the framing of issues. It makes a lot of difference, for example, if street children are discussed in terms of delinquency, a lack of education, a lack of social services, or a lack of family stability.
4. Warning: social science indicators and data may be used to move items up the political agenda (especially in the US).

KU studies point towards the following characteristics of research as positively influencing its use by policy makers:
1. High methodological quality: policy does not want its critics to be able to shoot the study down;
2. Clear action implications: research that points towards something policy can change, providing directions for the next step to take;
3. Synthesising research (for example meta-analyses): as inconsistent results are always to be found, policy favours "one-handed" research that summarises the weight of the evidence;

4. Research in agreement with the policy agenda: even if it doesn't support the specific case, agreement with the current policy perspective and reasoning facilitates its use;
5. Well and widely disseminated: a necessity as average daily reading time of politicians is minimal (a study of US Congress members came up with 11 minutes per day…);
6. Action implications are low cost;
7. Action implications do not run into strong political or bureaucratic opposition;
8. Action implications can be handled by existing staff and/or institution(s);
9. Research with a capacity to challenge the status quo, puncture some myths, and suggest alternative policy perspectives. This often takes a while to be absorbed however - ten to fifteen years - and one shouldn't be discouraged if it is not picked up right away.

Why doesn't research have more direct influence?

The policy world does not run on principles of scientific rationality but on the rationality of our system to reconcile different societal interests, what we call politics. Research may present consequences of different directions, in itself it does not determine direction. Direction is determined by the contest in the policy-arena. Within this arena research is faced with obstacles that hinder its use, the so called four I's:

a. Interests, of bureaucrats, private business, or other parties involved;
b. Ideologies, the reigning beliefs and values;
c. Information, research being only one source among many; usually research information enters into a pre-existing policy frame;
d. Institutional forum: government organisations have a history, a culture or tradition, rules, a budget, etc. Some issues are simply off-limits, no matter what research evidence shows, others are dealt with in stereotypical or path-dependant way because of the policy history;

All of these four obstacles interact…..

On the other hand, supportive social conditions like strong social movements, may facilitate the use of particular research evidence within particular policy settings.

What are ways for scientists to improve the influence of their research?
1. Address issues that policy-makers care about (which is not to say that all social science research should be directed by the policy agenda!);
2. Look at facets or variables that policy can influence;
3. Realise that policy-issues may change during the study and be prepared to adapt the research to the changing nature of the policy debate;
4. Have intermediary linkages with the policy world, be it direct or indirect; contacts with research departments within policy settings or with think tanks, or being part of issue networks are examples of such linkages. In the US, the issue-arena of migration is populated by players from Congress, the government bureaucracy, the media, interest groups and academia. For social science to exert any influence it has to participate in this network;
5. Include policy-makers in the research process (difficult to make it actually happen!)
6. Do better quality research;
7. Use language that communicates;
8. Improve dissemination strategies;
   a. not only written material but workshops etc.
   b. in-person communication.
   c. develop long-term relationships.
   d. enter into a dialogue with the policy world (it may very well improve the interpretation of the results!)
   e. use new technologies like the www
9. Collaborate on pushing the idea of evidence-based or -informed policy. In medicine (US) and in educational policy (UK) the new tone of asking for the scientific evidence has taken root, but in most other fields the policy culture still needs a substantial change;
10. Have realistic expectations about what research can accomplish: researchers need more humility about their role in a democratic society.

Research and policy: a tale of two cities

Prof.dr. Paul Schnabel (Director Social and Cultural Planning Office of the Netherlands, The Hague)

If social science is to lead to better social policy one has to start with social policy as a base for determining the kind of social science clarification needed. The social science tree of clarification is manybranched, but most branches are not attended to during professional education. Research education concentrates on inculcating the standards of the scientific province of meaning, scientific quality and relevance, which are standards of accountability for the forum of professional peers. It does not train the researcher in the role of provider to other provinces of meaning, those of policy makers, politicians, journalists, interests groups, etc., audiences looking for practical relevance.

The social science tree of clarification
1. Description: what is the case?

2. Comparison: what is the standard?
3. Explanation: how and why does it happen?
   - causal
   - pattern recognition
4. Conceptualisation: how to make sense of it?
5. Evaluation: have we done the right things in the right way?
6. Forecasting: what may happen and what should we do?

What should get more attention in social science education to stimulate policy-relevant research?

1. Relevant techniques that presently need to be learned after finishing one's professional schooling should be made part of the standard research curriculum:
   a. meta-analysis;
   b. triangulation;
   c. programme evaluation;
2. Training in communication with public for a;
3. Familiarisation with particular (policy) sectors in a practical sense: what are its stakeholders, what is its legal and financial structure, etc.

The Dutch way of organising policy research: planning agencies

The Netherlands have several so-called planning agencies that provide the government and the public at large with policy oriented scientific evidence and science-informed advice. Rather than describe the work of any of these in detail the necessary preconditions for making the planning agencies viable and respected input providers to the Dutch policy debate are outlined:

1. Provide hard figures for "soft" policy issues;
2. Be autonomous is research and in reporting;
3. Combine quantitative and qualitative research expertise with specific sectoral expertise;
4. Uphold high scientific standards;
5. Make all reports immediately publicly available, using various media (publication, www);
6. Do not require preliminary departmental approval for entering the public debate;
7. Be independent from grants, project subsidies or commercial assignments;
8. Be politically oriented but not politically attached.

Workshop recommendations on research-policy linkage

The various workshop[1] recommendations on research-policy linkage presented during the concluding plenary can be ordered into a tree of interconnected statements. Most recommendations fall in line with the lessons drawn by Carol Weiss, or at least are recognisable as issues that KU studies have attended to. Nevertheless this conference *did* further the discussion about the various ways social science research and policy interact. It invited the usually "forgotten" stakeholders to the negotiation table without losing sight of the difficulties involved, and it confirmed the relational perspective as the most fruitful framework for furthering the linkage issue. The importance of these conclusions are underlined by the fact that the chair of the concluding session singled out two recommendations - the importance of including stakeholders into the dialogue between research and policy and the importance of long-term interactive relationship - as being universally applicable (having his doubts about the others: see box 4)

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4. An issue not addressed but in need of urgent attention
Prof. Yoginder Alagh, chair of the concluding plenary, pointed out that third world issues had not been addressed during the conference. As these are in fact global concerns this omission should be redressed in coming events around the research-policy relationship question. The issues at stake when discussing policy-research linkage are different in and for third world contexts. For one, because the effects of first world/third world or centre/periphery relations in the science arena on the production and distribution of knowledge about policy-relevant issues affect the role of science in its relationship with policy[2]. And also, in third world contexts the relationship between research and policy as such takes shapes very different from those in the first world. Automatically assuming that comparison across such vast differences is valid is dangerous. Third world contexts need separate attention.

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1. At the apex of the tree is the importance of defining the model of linkage as triangular, *including the stakeholder(s),* the target group(s) or the victim(s) of the policy concerned in the process (workshops 2,3,6).

This should be done with a keen awareness of the problem of representation: who really represents the stakeholder(s)? and shouldn't one allow for diversity?

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[1] Reference is made to the various workshops by way of the numbers below:
1. Welfare states and social policy: poverty and welfare/workfare policy (dr. Erik Snel & prof.dr. Godfried Engbersen)
2. Multicultural policies and modes of citizenship in European cities (prof.dr. Rinus Penninx)
3. Urban policy and social sustainability (dr. Ronald Van Kempen)
4. Setting the social sciences research agenda (mrs. dr. Lieteke van Vucht Tijssen)
5. Human rights and human security in an international perspective (mrs. dr. Berma Klein Goldewijk & prof.dr. Bas de Gaay Fortman)
6. Coping strategies in the absence of clear government policies, the circumpolar region (dr. Jochen Peters & prof.dr. Jarich Oosten)
7. Case studies on the use of knowledge and evaluation research in social policy (mrs. prof.dr. Carol Weiss and mrs. dr. Nadia Auriat)

[2] An issue studied by dr. Kirsten Foot in the anaysis of the development of the UNESCO-MOST Network for Ethnological Monitoring and Early Warning (EAWARN)

In workshop 2 this issue has been addressed in quite some detail and the box 6 draws on an introductory paper that set out a frame of reference for precisely this issue.

The relations between these three types of actors in a democratic society are regulated by a few, but important general rules. The first is that in this triangular relation the primacy of the politician in decision making is recognised; in liberal democracies we start from the basic rule that political decisions relating to governmental policies are taken ultimately by the chosen representatives of that political system.

This power and primacy of the politician, however, is at the same time seriously conditioned: democracy is not just the application of formal majority rules; the quality of democracy can best be measured by the extent to which the public debate is systematically used as an instrument to reach "consensus" or "compromise" among different interest groups. In our case this "quality rule of the game democracy" is all the more important, since in our domain of research and policies we focus heavily on the position of newcomers in large cities: groups that are often relatively small in numbers, groups that often have limited ways and means to express their interests effectively in the political system, and groups whose interest are not necessarily reflected in the political and institutional infrastructure of their new place of arrival, because that structure has been the outcome of the earlier political struggle of established groups in that particular society. Too early and too much application of the last resort of democracy - majority rule - may thus have perverse effects on minority groups; a danger which is all the more prominent, since we know that in the present situation of big cities significant immigration is the rule and will be the rule in the future.

This implies that one may expect from politicians that they should actively collect, scrutinise and weigh all relevant arguments before taking decisions, and that they should reconsider earlier decisions if new relevant arguments or data come forward. It means also that the politician can be asked to explain how he reached decisions. General public interest, responsibility for future developments, openness and public responsibility are thus important conditions for politician's primacy. Since the task of the civil servant is one which is derived from that of the politician, also civil servants in democratic societies have comparable, derived obligations.

It is from this conception of quality of democracy and governance and the role of public debate therein that the specific role of researchers and stakeholders - in this case representatives of the target groups of that policies: immigrants - can in principle be derived: scientists and immigrant organisations can contribute significantly to the quality of the public debate by delivering sound and adequate problem definitions, by collecting and publishing high quality information, by making clear what immigrants themselves are able and willing to contribute, but also by indicating possible unintended consequences of policies etc. Briefly: by bringing in ideas, analysis and facts. One could even say - and some political theorists do so - that researchers and stake holders as "responsible citizens" have an obligation to contribute to the quality of the public debate, just as politicians have the obligation to collect and weigh arguments before taking decisions.

These are in my opinion the basic premises of the game. And, of course, to play the game on such premises a great number of more concrete rules can be established…. The most general one is that each of the actors should stick to the tasks attributed to him/her according to these basic premises. And - of course - we should not expect that such a democratic interplay is without tensions: the rules and tools of the game of good democratic decision making and good governance exactly aim at overcoming such tensions. My adagio is that it is better for a really democratic society to have some form of communication and co-operation including all the tension that go with it, than having no communication and co-operation at all - and thus covering such tensions until these will surface anyway, then often violently.

2. Having defined the arena as triangular, the next level of the tree contains two branches, one of which can be called *the common ground* between the relationship partners: kinds of research that are both directly policy relevant as well as adding to the social science knowledge bank (workshop 1)

    a.   good evaluation research;
    b.   longitudinal trend studies;
    c.   development of sound social indicators based on solid realistic concepts;
    d.   implementation studies;
        -      is there a gap between policy on paper and its implementation in practice?
        -      are there unintended consequences or perverse effects?

Obviously, common ground is not limited to these kinds of research!

A technique combining many elements of the sketched common ground are social experiment programmes. Box 7 describes the case of a Canadian programme in the field of social security.

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7. A Canadian social experiment on strategies to make work pay
dr. John Greenwood, executive director Social Research & demonstration Corporation, Ottawa (taken from workshop 1 case study paper *Policy research and social policy development: an illustration from Canada*).

[Welfare policy] involves making a trade-off between putting money into hands of poor families versus encouraging self-sufficiency through work….[there is an] increasingly prevalent view that welfare has become part of the problem, not part of the solution.…As in many other countries, the principle preoccupation in seeking to reform welfare policy in Canada has been how to design a new social safety net around work - i.e.,…"work-based" welfare reform initiatives….

In 1991, the Canadian federal employment department…encouraged the creation of a non-profit social policy research organisation specifically to conduct a large-scale, long-term social experiment. At that time, a few senior government officials had a policy interest in examining a work-conditioned income guarantee as a way of both fighting poverty and of encouraging more employment among welfare recipients… Linking the income transfer to employment could both increase work efforts and raise incomes…
Because any financial incentive programme was potentially very expensive, the prevailing view was that it should be carefully tested first. In addition, since the policy was bound to be controversial, its backers wanted a "state-of-the-art". The goal was to produce results that would be irrefutable; discussions could then focus on the policy implications of the project's findings, rather than on questions concerning evaluation methodology. Consequently, the decision was taken to use a random assignment evaluation design - widely regarded as the most reliable way to measure program impacts…
Finally, as the project got underway, it was decided that in order to more fully exploit the opportunity afforded by the experiment, it should not only address the basic policy questions concerning the use of a financial incentive. It should also try to assess the incremental impact of offering the incentive in combination with employment services and try to learn something about the potential for such programs to produce an entry effect.

Eventually this resulted in a very ambitious project, which became known as the Self-sufficiency Project (SSP) - a project with a budget of $70 million, that would enrol almost 9,000 single parents in receipt of welfare payments in two provinces and randomly assign them to three separate research samples, and that ultimately will last ten years before the scheduled research is complete. The organisation that was set up to design, operate and evaluate this experiment is the Social Research and Demonstration Corporation. SRDC was established as a not-for-profit corporation at arms-length from government, but receiving government funds to conduct the experiment….

After four years of implementation activity, SSP began to produce results. And while the research is still continuing, the employment results achieved so far are among the largest of any welfare-to-work program that has been rigorously evaluated… In Canada, one province has already implemented an earnings supplement program, even though final results from SSP are not in yet… Not unreasonably, there were concerns over the applicability of SSP's results to a different type of client operating within the context of a different type of transfer program. Consequently, a second social experiment was initiated - Earnings Supplement Program. ESP tested a different type of financial incentive with two groups of applicants for unemployment insurance benefits. It enrolled more than 11,000 participants at nine locations across the country. The results of this second experiment showed that that program had either no impact…or a small and short-lived impact on labour market behaviour…In the face of these "negative" findings, no [alternative] earnings supplementation programs have so far been developed….

Hope, intuition and political expediency all continue to play a larger role in the development of new policies and programs than do research findings… However, our experience does demonstrate that research can play an influential role in the development of policy. Why did it occur in this instance? There are, I think, a number of factors that were important.

First, there were influential "champions" - a few key individuals in senior positions who had an interest in a particular issue and were willing to support a major research initiative to explore it. Second, the issue was somewhat controversial… Many client advocacy organisations were firmly of the view that this type of intervention could not be helpful… Third, a new source of funds for research had been established, funds that were earmarked specifically for rigorously conducted policy-relevant research. Research projects did not face competition from other uses in accessing funds from this source, nor was it necessary to divert funds from program budgets to finance research… Fourth, an institution was set up, arms-length from government with a mandate to conduct long-term policy research on issues that would be identified from time to time by government.

3. The other branch of the tree turned up as being of central importance in four of the six workshops (1,2,3,6), the need for *a relationship of mutual trust and shared responsibility* between researchers, policy officials and stakeholders, what anthropologists would call "balanced reciprocity". It can be looked upon as an essential precondition for the fruitful exploitation of whatever common ground the partners share. Mutual recognition of each other's different roles and interests was deemed essential as well as collaborating on a common agenda from the start. Rules and tools for the development of such a common agenda are thus asked for, implying for example
   a. using a common and understandable language;
   b. establishing common priorities;
   c. including all relevant real interests into the design of both research and policy;

With this strong emphasis on the importance of relationship the conference supported the central tenet of the publication handed out to all participants of the conference[3]: that the linkage issue is best defined as a relational problem. For illustrations of this thesis we refer to the publication.

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[3] Cross, M., Henke, R., Oberknezev, P. & Pouliasi, K. (2000). Building bridges. Towards effective means of linking scientific research and public policy. Utrecht: AWSB/Ercomer; also at www.ercomer.org

4. The next level of the tree also contains two branches, both consisting of *factors that promote long term interactive relationships*. One branch for factors to be taken care of by the *research side* (workshops 1,3,4):

 a. good timing of the presentation of results, using understandable language and choosing accessible media like newspapers or TV-programs;
 b. the synthesis and translation of fundamental research results into policy and common sense terms;
 c. willingness to take pressing policy problems and/or public needs as the starting point for research questions;
 d. willingness to cross-disciplinary boundaries, also between the social sciences and the natural and other sciences, if the problem at hand asks of such transversality.

5. And one branch for a *factor that promotes long term interactive relationships* that is to be taken care of by the *policy side* (workshops 1,5): the willingness to accept the conceptual and warning role for social science, although that may mean the undermining of social myths and of the current policies based upon these myths. Workshop 5 even went as far as stating that: "linkages may be tricky where social science research would be seen as just instrumental, legitimising and/or conceptualising in its use for social policy. Linkages are only to be supported from a social sciences perspective when there is space for critical action-oriented research".

6. The last level of the tree contains a recommendation that stimulates the development of the factors described above at both the research side and the policy side: *move persons* between research, policy and sector (see keynote Schnabel) settings to familiarise them with the particular perspectives and problems, interests and languages by which these arenas are characterised. Surely a strong facilitator of mutual understanding.

The above described recommendations and are hierarchically summarised in figure 1
(see Annex 1).

A design for comparative case studies (workshop 7)

The design considers four main categories of characteristics that promote and/or block research use in the policy arena:
1. Characteristics of the research and the researchers who conduct it;
2. Characteristics of modes of dissemination or linkage between researchers and the policy arena;
3. Characteristics of potential user groups;
4. Characteristics of the political domain that the research enters;

The plan for case studies involves a conceptual framework, based on these main categories, and prescribes exploration of the following characteristics and features of the individual cases:

The initiation of the study
Who initiated it? For what reasons? For what purposes? Did the initiators evince concern for the application of results of the research to practical action? Was there a formal proposal or Request for Proposals? How was the research performer chosen? Who funded the study?

Review of the proposal for the study
Who judged its merits? Were there conflicting opinions about the worth of the study? Was the expected usefulness of results a criterion for approval? Did reviewers consider the methodological quality of the proposed study? Did they consider the academic reputation of the researcher(s) and/or their organisation?

The researcher(s)
What was their reputation as researchers? What was the reputation of their research organisation? Had they done research of this kind before? What was their disciplinary affiliation?

Conduct of the study
How long did the study take? How many people worked on it, in what capacities? Were stakeholders, including policy makers, involved in the conduct of the study during its course? Did the research have an explicit theoretical basis? What research methods were used? How were data collected? How were the data analysed? Did the methodology adhere to sound technical principles? What kind(s) of report(s) were written?

Findings
What did the findings show? Did they provide clear direction for action? Were the implications of the research a need to make changes in current policy or programming? Big changes or small changes? Did the findings run counter to established policy or agency interest? Would implementation of the findings be expensive in financial terms? Would implementation of findings require changes in agency structure or standard operating procedures?

Dissemination of results
How were results of the research communicated to research audiences? to policy making audiences? Did the researchers speak at conferences, or training sessions for professionals, or in public forums? Did researchers attempt to reach policy makers with their findings? Was there a "research champion"

outside of the research team who publicised the findings? Did the media report any of the findings? Did other "intermediaries," such as think tanks or interest groups, communicate the findings to policy audiences?

Political context
What was the history of the issue-arena, e.g. decentralisation of educational administration, privatisation of day care provision? Had the topic been debated before? Were there clear supporters and opponents of the direction that the research supported? Were divisions between supporters and opponents long-standing and firm? Did the issue-arena respect research evidence? What other research findings, if any, were in currency? What other information was being supplied to decision-makers? What groups were lobbying decision-makers in support of which causes? Did any of the lobbying interests use research findings in making their case? Was their time pressure for reaching a decision? Were decision-makers facing a crisis in which existing solutions were unworkable?

Prospective users
Who were the most appropriate users of the research? What positions do they hold? What is their disciplinary background? How long have they worked in the issue-arena? Did they learn of the findings of the research? Through what channels? If they heard about findings, did they believe them? Did they believe that the findings were relevant to their issues and the conditions they faced? Did they interpret the findings fairly, or did they misinterpret or distort the findings?

Utilisation
Did decision-makers, in fact, use the findings to reconsider what they were doing or planning to do? Did they make changes? If so, were they big changes or small changes? Which findings were ignored? How much time elapsed before they implemented changes related to the research? What factors promoted consideration of the research? What factors inhibited consideration of the findings? How satisfied were decision-makers with the extent to which the research served their needs?
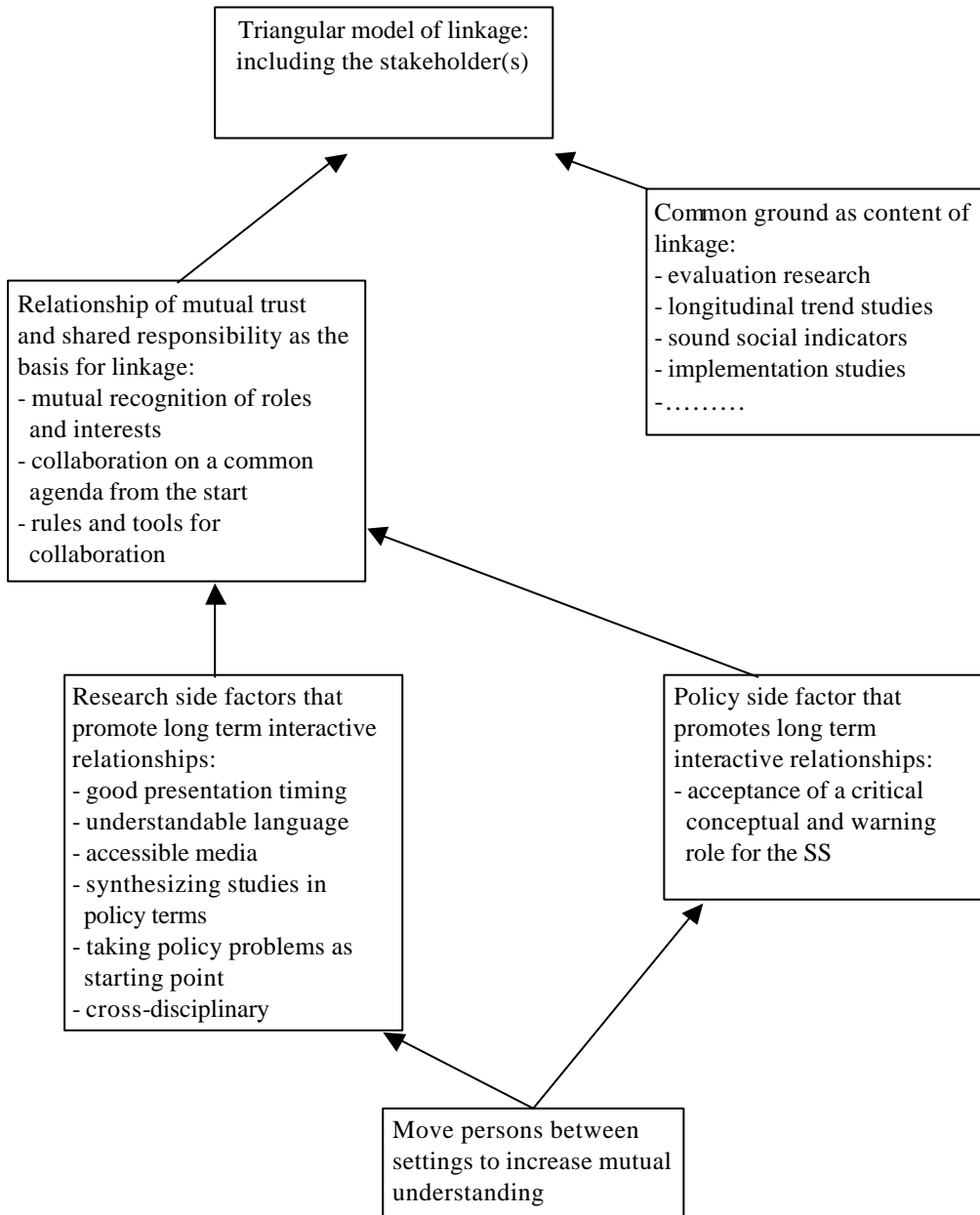

Suggestions for further study
1. A cross-national study on institutional arrangements to link research and policy (workshop 7);
2. A cross-national study on social scientists in government (workshop 7);
3. A cross-national study on various forms of decision-making (workshop 4).

Annex 1

Figure 1: Workshop recommendations on research-policy linkage

Triangular model of linkage:
including the stakeholder(s)

Common ground as content of
linkage:
- evaluation research
- longitudinal trend studies
- sound social indicators
- implementation studies
-………

Relationship of mutual trust
and shared responsibility as the
basis for linkage:
- mutual recognition of roles
  and interests
- collaboration on a common
  agenda from the start
- rules and tools for
  collaboration

Research side factors that
promote long term interactive
relationships:
- good presentation timing
- understandable language
- accessible media
- synthesizing studies in
  policy terms
- taking policy problems as
  starting point
- cross-disciplinary

Policy side factor that
promotes long term
interactive relationships:
- acceptance of a critical
  conceptual and warning
  role for the SS

Move persons between
settings to increase mutual
understanding

Annex 2

Workshops:

1. Welfare states and social policy: poverty and welfare/workfare policy
Dr. Erik Snel and Prof.Dr. Godfried Engbersen

2. Multicultural policies and modes of citizenship in European cities
Prof.Dr. Rinus Penninx

3. Urban policy and social sustainability
Dr. Ronald Van Kempen

4. Setting the social sciences research agenda
Mrs. Dr. Lieteke van Vucht Tijssen

5. Human rights and human security in an international perspective
Mrs Dr. Berma Klein Goldewijk and prof.dr. Bas de Gaay Fortman

6. Coping strategies in the absence of clear government policies, the circumpolar region
Dr. Jochen Peters and Prof.Dr. Jarich Oosten

7. Case studies on the use of knowledge and evaluation research in social policy
Mrs. Prof.Dr. Carol Weiss and Mrs. Dr. Nadia Auriat

Annex 3

Social Science and Governance
The linkage between social science research and social policy

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Location: Woudschoten Conferentiecentrum, Woudenbergseweg 54, Zeist

Programme

Monday 20 March 2000

10.00	Plenary session, chair Mrs. Dr. L. van Vucht Tijssen
	Opening Prof. Dr. P. de Meijer, chairman of the Netherlands Commission of UNESCO
	Introduction by Mrs. Dr. F. Fournier, Assistant Director-General for Social and Human Sciences of UNESCO
10.45	Keynote speech by: Mrs. Prof. Dr. C. Weiss (Harvard): *What have we learned from 25 years of knowledge utilisation studies?*
12.30	*Lunch*
14.00-17.45	Parallel Workshops

Tuesday 21 March 2000

9.00-12.15	Parallel Workshops
12.15-13.30	*Lunch*
14.00	Plenary session, chair Prof.Dr. Y. Alagh
14.15	Keynote Speech by: Prof. Dr. P. Schnabel (Social and Cultural Planning Office of the Netherlands): *Research and policy, a tale of two cities*
15.00-15.45	Dr. A. Kazancigil: *The Way Forward*
16.00	Closure