



Sciencewise Theory of Change for Strategic Planning

2014 - 2015

April 2014

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1. Introduction

At the request of the Sciencewise Steering Group, a new approach to planning and evaluation was developed during 2013 for the Sciencewise programme, based on the Theory of Change method. This approach ensures clear practical links are made between activities and impacts.

A major programme of activities was undertaken from May 2013 to April 2014, culminating in an agreed business plan for Sciencewise activity for 2014 - 2015. This paper summarises this process and its results; a summary chart of the resulting framework is provided as an annex.

2. The Theory of Change approach

The Theory of Change (ToC) approach provides a formal, well-accepted and widely used step-by-step method for organisations and programmes to work out exactly what change they want to achieve, and then how to achieve and evaluate that change - the result is a practical 'theory' of change, a plan of action and an evaluation framework. ToC methods are often used for complex programmes with multiple goals and numerous strands of work¹, which is particularly relevant to Sciencewise.

The ToC method has four special qualities that distinguish it from other strategic planning processes:

- **ToC works backwards from goals to activities.** The method starts by agreeing the goals (the change wanted) and then identifying what activities are needed to achieve those goals. Strategic planning is often done the other way round (starting with activities with little clarity about how those will achieve the specific goals).
- **ToC is participatory.** Drawing on their knowledge and experience, those involved in designing and delivering the programme discuss and agree the goals of the programme, what activities are needed to achieve those goals, and how the programme as a whole should be evaluated - for Sciencewise this means the team, the Steering Group and the Citizen Group.
- **ToC prompts understanding of assumptions.** Very often decisions are made on the basis of unexamined assumptions about what will achieve goals. The ToC process is designed to uncover these assumptions so they are discussed and addressed.
- **ToC integrates planning for action and for evaluation.** The process clarifies why each activity is being done, and what it is expected to achieve, so that it can be more easily and effectively evaluated.

The aim of the whole approach is that, at the end of the ToC process, there is a clear practical plan for action and evaluation that everyone involved understands and supports.

ToC processes are often linked to the development of a logical framework - Logical Framework analysis is "a tool to help designers of projects think logically about what the project is trying to achieve (the purpose), what things the project needs to do / produce to bring that about (the outputs) and what needs to be done to produce those outputs (the activities)"². To some extent, the Theory of Change approach was originally designed to build on the Logical Framework model.

The Sciencewise planning activities drew on both these methods (ToC and the Logical Framework), and considered context, inputs, outputs, outcomes and longer term impacts.

¹ Connell, James P. and Kubisch, Anne C. (1996) *Applying a Theory of Change Approach to the Evaluation of Comprehensive Community Initiatives. Progress, prospects and problems.* Aspen Institute, New York.

² DFID (1997) *Guidelines on Humanitarian Assistance.*

3. Using ToC for strategic planning in Sciencewise

The strategic planning exercise for Sciencewise was not starting with a blank sheet of paper. An overall objective for 2012 - 2015 had been agreed with BIS as the basis for the three years of funding, with more detailed annual plans then agreed. The ToC process started from that objective, which is:

To improve policy making involving science and technology across Government by increasing the effectiveness with which public dialogue is used, and encouraging its wider use where appropriate.

For Sciencewise, the ToC process was intended as a mid-term review in 2013 (half way through the three years of funding) as a core element of the Sciencewise programme evaluation. The aim of the process was to enable those involved to clarify and articulate clear long term and interim goals for the programme based on their experience of what had worked well to date, and to identify the activities most likely to achieve those goals most effectively for the final year of funding of the three year programme (2014 - 2015).

Significant work was undertaken throughout Sciencewise. It began in February 2013, when the Sciencewise Steering Group suggested that a ToC framework should be developed; in May 2013, initial proposals for the programme evaluation, including the use of a ToC approach for that and for strategic planning, were put to the Steering Group and welcomed. Detailed planning for the ToC process then took place.

On 2 October 2013, a ToC workshop was held involving 12 people representing the Sciencewise Programme Board, Management Team, Dialogue and Engagement Specialists, Steering Group and Citizen Group. The workshop was independently facilitated by contractors with expertise in developing ToC approaches. The results of this workshop were written up and considered by the regular meeting of all Dialogue and Engagement Specialists (DESSs) on 15 October. That paper was then re-drafted again (using DES input) and discussed at the Sciencewise Citizen Group and Steering Group meetings on 24 October. The results of those discussions were then considered by the Sciencewise Management Team and Programme Board and a revised version of the paper was produced for consideration by the whole Sciencewise team (23 people) at a full day team meeting run by independent facilitators on 17 December 2014. This event was designed to prioritise the wide range of activities identified to date through the planning process.

The results from the Sciencewise team day fed directly into strategic planning for the following year, including a detailed analysis of how each priority identified at the team day was (or was not) reflected in the Sciencewise business plan for 2014 - 2015, which was then agreed for implementation from April 2014. Annex A summarises the process.

This was a resource intensive process and not without difficulties. However, it resulted in a strategic plan for Sciencewise that was built on a thorough review and analysis of practice in the programme to date, directly involving those who were most knowledgeable about all the detailed activities undertaken. This ensured that plans for the programme were practical, focused and realistic. It also helped build buy-in to the plans for the coming year (and longer term) from all those responsible for the activities throughout the programme. Finally, the whole Theory of Change and strategic planning process undertaken enabled Sciencewise to demonstrate another approach to participatory decision making, contributing to its goal of improving policy making involving science and technology through dialogue.

This paper provides a final version of the conclusions from the discussions throughout the process.

4. The changing context for Sciencewise work

The Sciencewise ToC workshop discussions in October 2013 identified a timeline for the development of Sciencewise to date. The purpose of this timeline was to build understanding of the circumstances within which Sciencewise was set up and the key issues the programme was set up to address, and to examine whether these still remained. The workshop also identified any relevant new elements of the current context in which the programme is working.

4.1 Timeline for Sciencewise development. The key points from the history of Sciencewise development are as follows³:

- **1950s-1970s.** Growth of public participation in public policy programmes, especially at local level but also on international scale; birth of community, civic and citizen science.
- **1980s-1990s.** Growth of interest in science communication and public understanding of science (PUS), based on a deficit model of public engagement (Bodmer report 1985), focused on aiming to increase information given to the public so they would understand, trust and value what scientists do. Wolfenden report (1995) argued for these skills to be built into universities' activities.
- **2000.** Jenkin report suggested that there was now a 'mood for dialogue' and that although the public was largely positive about science, scientists needed to listen to and learn from the questions that members of the public were asking. This report argued that dialogue should become embedded in policy making and in science. The drivers for this new 'mood' are usually seen to be related to public hostility to biotechnology in general, and genetic engineering in particular (e.g. around GM). At this point PUS became PEST - public engagement in science and technology.
- **2004.** Sciencewise established, to encourage good practice in public engagement on science and technology.
- **2005.** The Government's Council for Science and Technology (CST) report recommended to Government that public dialogue activities should be more effectively embedded into policy making structures and processes. The CST called for an explicit framework for the use of public dialogue to inform science and technology related policies and *"a change in culture where dialogue is seen as a normal part of government's policy development processes on science and technology related issues"*.
- **2006 - 2008 / 2012.** Sciencewise undertook a scoping study to explore what was needed to achieve the goals set out by the CST. Agreement was reached in December 2006 to fund the Sciencewise Expert Resource Centre for public dialogue in science and innovation, which was then launched in May 2008 and ran until 2012.
- **2012 - 2015.** The current Sciencewise programme, funded by BIS for the three years, has an overall agreed objective as follows (the latter part of the objective is shown in square brackets as that wording is not always spelt out):

To improve policy making involving science and technology across Government by increasing the effectiveness with which public dialogue is used, and encouraging its wider use where appropriate [to ensure public views are considered as part of the evidence base].

In summary, Sciencewise grew from a mix of circumstances including the need to address growing public concerns about new scientific developments and technologies, shifts in thinking about science governance, developments in participatory practice, the expectations of citizens and central Government policy goals.

³ Full description of these factors is provided in *Evaluation of Sciencewise-ERC*, by Diane Warburton, May 2011 (pp 20-23)

4.2 Current contextual factors. The ToC workshop and subsequent discussions have identified more recent relevant contextual factors (problems and opportunities) which were considered likely to affect Sciencewise plans and activities now and in future:

i) Policy context

- Government priorities (from 2013) of Open Policy Making and Civil Service reform are potentially opening up policy making to a wider range of players (citizens, businesses, politicians). Open data is putting information about government spending, service delivery and outcome in the hands of citizens and a range of other actors, at least in theory.
- Science and technology remain major Government priorities, including as part of the economic growth agenda, but is not matched by an interest in understanding public concerns at an early stage.
- Austerity has created uncertainty and squeeze on public spending resulting in limited funding for projects and very limited capacity among civil servants to experiment with new approaches to policy making. Austerity also means that Government requires more rigorous and robust evidence for policy decisions (including of public attitudes).
- Localisation is a new policy driver through initiatives including Local Enterprise Partnerships, Catapult centres etc.
- Some traditional sources of policy advice have disappeared (e.g. bonfire of the quangos), which often had their own mechanisms for public participation.
- Funding cuts to civil society bodies has reduced their role in policy development, and in acting as representatives for and conduits to particular interest groups.
- There are few specific examples of situations where public dialogue *could* have worked well to avoid trouble.
- Government has given mixed messages on their commitment to the democratic value of involving the public.
- The policy making ecosystem has become very complex. Issues such as climate change, the growth agenda etc. are complex, interrelated and - as a consequence - cross traditional governmental, departmental and disciplinary boundaries.
- Ongoing debates continue in public bodies on the role of evidence and the contribution of public dialogue to that evidence base.

ii) Capacity and skills

- There is a lack of skills or knowledge about public dialogue (and what it can deliver) in Government to enable civil servants to commission and evaluate public dialogue effectively.
- Civil servants often lack confidence in the commissioning and use of public dialogue.
- There is a limited pool of knowledgeable, skilled and experienced contractors to deliver public dialogue well.
- There is a lack of understanding of the need, and lack of skills, to integrate the public voice with wider stakeholder engagement to address complex problems.
- Experience of public dialogue is transformative; those who have been through a public dialogue project become convinced of its value and can advocate effectively.
- Written evidence about the value of public dialogue is insufficient; person to person evidence and advocacy are much more powerful, using written evidence as needed.
- There are no structural or career incentives for civil servants to undertake public dialogue: it remains a largely unrewarded activity.
- There is a lack of support for public dialogue at senior levels in Government; support is mainly at low to middle levels of officials.
- Tight time frames limit the scope for innovation and scale in public dialogue.
- There is increased investment in social research within Government.

iii) Other related factors

- The digital revolution raises the potential for and challenges of the networked public's role in policy making, making it easier to hear the public voice, but harder to understand it. The focus on digital technologies as the basis for much engagement in policy making provides new opportunities and challenges for public dialogue.
- Publics are more critical of politicians and Government (following expenses scandal etc). Research shows significant public interest in being involved, but they don't feel they will make any difference to decisions.
- Stakeholder views are gaining strength with Government, especially from business (leading some policy development), while the citizen voice remains marginalised.
- Government still fears public opposition: including potential opposition to innovation in science and technology.

In summary, many of the same problems remain that influenced the establishment of Sciencewise in the first place. There has also been growing public criticism of Government and politicians, and continued lack of understanding and acceptance within public bodies of the value of including public voices in decision making, as well as lack of expertise and incentives in working effectively with the public - while some new policy developments (such as shifts towards open policy and transparency) provide new opportunities to tackle these issues.

5. Values underpinning Sciencewise goals

An essential element of the Theory of Change approach to planning and evaluation is to make explicit the assumptions that underpin priorities and activities. The ToC workshop participants identified a range of normative, substantive and instrumental reasons⁴ why they felt public dialogue is important to policy making involving science and technology. It is these rationales that underpin the later identification of the goals, inputs, outputs and outcomes of Sciencewise.

Normative reasons for public dialogue:

- Societal relevance: to check that science policy is in line with the societal priorities
- Democratic oversight: to help underpin democratic policy making; strengthen democratic oversight of Government; to meet the democratic imperative of enabling citizens to be involved and have a say on the things that affect their lives
- Public voice: to make the public voice heard in policy making
- Inclusivity: to ensure sensitivity in policy making to different values and perspectives

Substantive reasons for public dialogue:

- Better / improved / more robust / 'smarter' policy: by bringing to bear and sharing multiple perspectives; developing policy aligned with public thinking; opening up to alternative perspectives, values, principles and voices; including public thoughts and addressing public questions
- Better decisions: through better informed policy making (by including evidence of public views)
- Richer evidence: by getting beyond opinions and attitudes to public values and motivations
- Shifting policy making practices: embedding the practice and mindset of openness / dialogue / engagement in government

Instrumental reasons for public dialogue:

- Managing risk: policies with fewer surprises; by better understanding of existing and potential public positions

⁴ There are numerous definitions of normative, substantive and instrumental rationales and imperatives for public engagement including Stirling, A. (2012) 'Opening Up the Politics of Knowledge and Power' in *Bioscience*. PLoS Biol 10(1). London School of Economics, London.

6. Sciencewise goals and objectives

The objective for the current three year Sciencewise programme (2012 - 2015) remains as agreed with BIS as the basis for funding. Based on the discussions in the ToC process about the changing context, participants clarified thinking around the longer term goal for the work Sciencewise is doing, and the interim goals that are considered essential to enable Sciencewise to achieve its current objective (as well as working towards the longer term goal). These are all outlined below.

Long term goal / vision for Sciencewise:

All decision making involving science and technology takes public voices into account, at the right time and in the right way, and is better, more effective and fairer as a result.

Overall Sciencewise objective for 2012 - 2015:

To improve policy making involving science and technology across Government by increasing the effectiveness with which public dialogue is used, and encouraging its wider use where appropriate.

Interim goal for Sciencewise - 1:

EFFECTIVE ADVOCACY

Creating acceptability for the place and value of public dialogue (by decision makers and by public participants)

Interim goal for Sciencewise - 2:

STRUCTURAL AND CULTURAL CHANGE

Creating the structures and systems needed to support the use of public dialogue (by developing official guidance, incentives, rewards and skills)

Interim goal for Sciencewise - 3:

CREATING EVIDENCE

Demonstrating effective dialogue processes (by delivering and evaluating projects to provide evidence and learning)

7. Planning to achieve the goals and objectives

Working backwards from these longer term, current and interim goals, a set of outcomes, outputs, activities and inputs was developed (in the workshop and in subsequent discussions) that would be needed to achieve the agreed goals, as shown in the following three tables. This listing is the 'long list' of activities and outcomes that were seen to be valuable. This list was then prioritised at the Sciencewise Team Day and in the subsequent development and drafting of the detailed business plan for 2014 - 2015 which was implemented from 1 April 2014.

A one page summary of the key goals and activities is given in Annex B.

Interim goals	Outcomes / impacts (medium term)	Outputs (products, events etc)	Activities	Inputs (resources)
<p>Interim goal 1: EFFECTIVE ADVOCACY</p> <p>Creating acceptability for the place and value of public dialogue</p> <p>(by decision makers and by public participants)</p> <p>Note: PD = public dialogue; SW = Sciencewise; Comms = communications; Depts = Government Departments</p>	<ul style="list-style-type: none"> Senior decision makers targeted advocate PD Decision makers no longer fear talking with and listening to the public 	<ul style="list-style-type: none"> One-to-one meetings between senior SW personnel and senior decision makers Champions network 	<ul style="list-style-type: none"> High level networking by Sciencewise team to promote knowledge and understanding of PD Develop enhanced advocacy role for senior SW people (e.g. Steering Group, PB) Identify champions among alumnae of PD projects, and other senior people in Govt 	<p>Campaigning and leadership skills (e.g. a SW Director)</p>
	<ul style="list-style-type: none"> Staff targeted in public bodies excited about the value and potential of PD 	<p>Materials and events that demonstrate the value of PD including stories of personal experience, change achieved, policy improved</p>	<ul style="list-style-type: none"> Events to demonstrate / explain how dialogue has added value Stimulate debate by publishing conversation openers and curiosity creators (rather than 'thought leadership') 	<ul style="list-style-type: none"> Evidence of value added from past SW projects Comms strategy to clarify purposes, priority audiences (e.g. MPs, political parties, science comms and others) and dissemination techniques
	<ul style="list-style-type: none"> Strategic approach to PD developed within priority departments and other bodies Departmental commitment to strategic programme of activities including learning 	<ul style="list-style-type: none"> High level customer management strategies developed with specific Govt depts Cross-departmental learning events and materials Beacons of good practice where PD done especially well 	<ul style="list-style-type: none"> Strategic systematic approach to working with public bodies to decide what is needed in their dept / agency; piloted in 3 depts: Cabinet Office (open policy), DECC, Defra Cross-departmental learning package developed Policy briefings 	<ul style="list-style-type: none"> Personnel time and skills in building relationships and account management Identify priority target public bodies Identify bodies that have done PD especially well
	<p>Decision makers targeted understand where PD fits into range of options for hearing public voices</p>	<p>Maps and other guidance on how and where PD fits in to engagement and decision making</p>	<p>Research and development of maps showing where PD fits in</p>	<p>Analysis of where and how PD fits into the public engagement landscape</p>
	<p>Decision makers targeted understand that PD helps address intractable problems</p>	<p>Materials produced, disseminated and publicised that demonstrate how PD can work as well as 'nudge' in addressing intractable problems</p>	<p>Materials and presentations developed to demonstrate how PD can work as well as the concept of 'nudge' in addressing intractable problems</p>	<p>Research into how 'nudge' unit was developed, and what materials and activities the unit has undertaken</p>
	<p>Past participants act as formal and informal advocates for PD</p>	<ul style="list-style-type: none"> Briefings for past participants on the impacts of the projects, that can also be used for other purposes Stories from past participants about the value to them of PD 	<ul style="list-style-type: none"> Collect contact details from public participants for SW databases Increase scale and depth of links with past participants, including on the project they were involved in and other SW developments 	<ul style="list-style-type: none"> Contact details obtained from all public participants in PD projects funded by SW Contact is maintained with those involved in projects so that new impacts can be identified over time
	<p>SW and British Science Association websites used extensively by interested parties</p>	<p>Up to date, useful websites established and updated</p>	<p>Development and maintenance of websites, including regular updating</p>	<p>Websites to act as bases for disseminating materials</p>
	<p>Maximum use of materials from projects and other activities</p>	<p>Bulletins, newsletter, blogs, twitter etc on SW materials and experience</p>	<p>Updating and alert mechanisms to promote existing materials</p>	<p>Continuous review of use of materials already produced</p>

Interim goals	Outcomes / impacts (medium term)	Outputs (products, events etc)	Activities	Inputs (resources)
<p>Interim goal 2: STRUCTURAL AND CULTURAL CHANGE</p> <p>Creating the structures and systems needed to support the use of public dialogue</p> <p>(by developing official guidance, incentives, rewards and skills)</p>	Greater understanding and willingness to support further use of PD	Decision makers and others more able and willing to support and encourage the use of PD in decision making	Focus support and guidance more explicitly on capacity building for decision makers etc	Additional resources and revised guidance on the advice and support provided by SW
	Decision makers can commission PD themselves (without SW help or funding)	Package of materials available for decision makers to use to commission their own PD	<ul style="list-style-type: none"> Review activities and develop good practice guidance on commissioning PD Develop strategy to disseminate and use guidance 	Evidence from SW projects on good practice in commissioning PD
	PD projects commissioned and set up more easily and quickly, with minimal bureaucracy	Protocol established with Govt's Shared Service Centre (responsible for procurement) to enable quick and easy procurement of relevant contractors for PD	<ul style="list-style-type: none"> Negotiate procurement arrangements with SSC, including providing lists of experienced contractors alongside access via Contracts Finder Review good practice in design, delivery and evaluation in SW projects to develop lists of contractors 	Lists of contractors experienced and having demonstrated good practice in designing, delivering and evaluating PD
	PD recognised in official Govt guidance as a valuable option for public engagement in policy making	Guidance, regulation, rewards and incentives created within formal guidance on policy and decision making	<ul style="list-style-type: none"> Work with civil service professions to identify how to recognise and reward PD work as part of open policy guidance Strategic activity to influence official Govt guidance 	Knowledge of how decision making guidance is developed and agreed (e.g. HMT Green Book), and of which guidance is currently in place
	PD built into decision making processes	High level Govt concordat on the role of PD	Work with Govt to negotiate role and content of concordat on role of PD, building on Guiding Principles	Senior personnel time and access to key contacts within Govt
	An improved pool of contractors that can be commissioned to deliver and evaluate PD (wider, deeper, more innovative)	<ul style="list-style-type: none"> Lists of contractors that can be given as recommendations to bodies commissioning dialogue Contractors that have a better understanding of the needs and goals of SW 	<ul style="list-style-type: none"> Work with contractors to share learning and opportunities within SW, including guidance on new thinking from SW (including publications) that need to be taken into account in new projects Consider feasibility of recommending contractors 	Time and resources to work with delivery and evaluation contractors, and willingness of contractors to engage beyond paid work on PD projects
	Effective Steering Group and Citizen Group for Sciencewise that play a major role in SW activities and can influence wider structural change	Greater commitment and support from SW Steering Group and Citizen Group members in promoting wider structural change	Continue to develop SW Steering Group and Citizen Group membership in terms of new members and the role of members in achieving SW goals	Time and skills for developing effective governance and senior support
	Range of allies and partners who can support the achievement of SW goals	Greater leverage of resources and support	Work with others to achieve goals more effectively where interests coincide and overlap to maximise benefits to all parties	Identification of potential partners with overlapping goals and interests (e.g. Cabinet Office, What Works centres)

Interim goals	Outcomes / impacts (medium term)	Outputs (products, events etc)	Activities	Inputs (resources)
<p>Interim goal 3:</p> <p>CREATING EVIDENCE</p> <p>Demonstrating effective dialogue processes (by delivering and evaluating projects to provide evidence and learning)</p>	<ul style="list-style-type: none"> • New, high quality examples of PD in practice that influence decisions and those involved • More decision makers and others in public bodies have direct experience of PD in practice 	<ul style="list-style-type: none"> • PD projects completed to high standards of design and delivery, and accountability for public funding • Project reports, materials used etc published for use by others 	<ul style="list-style-type: none"> • High level networking to identify new project opportunities (PB and DESs) • PD projects initiated, designed and delivered • High quality support and guidance from SW DESs on procurement, design and delivery of PD projects • Funding negotiated, monitored and reported • Projects with people who have not done PD before 	<ul style="list-style-type: none"> • Funding from SW for the design and delivery of PD projects (50%) • Systems of monitoring and accountability for public funding • DESs with appropriate skills and experience to provide support and guidance
	<ul style="list-style-type: none"> • Evidence of the value and place of PD that can be used to support and encourage its use • More decision makers and others in public bodies have direct experience of evaluations of PD in practice 	<ul style="list-style-type: none"> • Independent evaluation reports completed on every PD project funded by SW • Case studies produced drawing on evaluation and project reports • Evidence of the impacts and learning from PD projects funded by SW, and of what works well and less well in those projects 	<ul style="list-style-type: none"> • Independent evaluations commissioned and managed to ensure relevant data obtained on impacts, learning and good practice in projects and the SW programme overall • High quality support and guidance from SW on procurement, design and delivery of evaluations of PD projects • Effective sharing and use of evaluation findings (e.g. more meta analysis of project evaluations) • Follow-up evaluation contact with all PD projects funded by SW to pick up longer term impacts and learning 	<ul style="list-style-type: none"> • Funding for evaluations of PD projects and the SW programme to be commissioned and delivered • Appropriate skills and experience to provide support and guidance on evaluation • Funding for delivery dependent on independent evaluations being commissioned
	<ul style="list-style-type: none"> • Continued development of the field of PD to support and encourage its use 	<ul style="list-style-type: none"> • Good practice guidance produced, distributed and publicised • Greater opportunities for wider learning and development provided • Learning networks, group meetings and other activities to reflect on and share learning (e.g. DES group meetings, Community of Practice) 	<ul style="list-style-type: none"> • Identify and share lessons from PD projects with SW and more widely • Develop good practice guidance, drawing on experience from PD projects funded by SW (e.g. on working with specialists, stakeholder engagement) • Appropriate methods developed to effectively reflect on and share learning • Learning disseminated to decision makers, contractors and others on good practice in PD 	<p>Lessons from practice, and wider organisational and individual learning, identified from work on PD projects funded by SW</p>

Interim goal 3 :	Outcomes / impacts (medium term)	Outputs (products, events etc)	Activities	Inputs (resources)
<p>CREATING EVIDENCE (continued)</p>	<p>Those responsible for commissioning, designing and delivering PD have access to a wide range of examples of methods and good practice</p>	<p>Guidance on a wide range of robust dialogue approaches from practice produced and disseminated</p>	<p>Review of SW projects to identify full range of public dialogue methods already used</p>	<p>Understanding of full range of public dialogue methods currently used</p>
	<p>Experience of commissioning spread across a wide range of Govt depts and other public bodies</p>	<p>More joint projects across departmental teams within Govt and across relevant research and other bodies</p>	<p>Work with wide range of decision makers to develop projects that cross conventional boundaries</p>	<p>Topics for projects, related to specific decisions, that cross departmental and organisational boundaries</p>
	<p>Greater value from projects funded and/or supported by SW by being able to demonstrate real impacts on decision and those involved</p>	<p>Detailed information about the processes and impacts of projects</p>	<p>Work to maximise the impacts of projects, on decisions and on those involved, by extending DES support beyond the design and delivery of PD events into work on the dissemination and use of dialogue results</p>	<p>DES team have the skills, resources and motivation to maximise the impacts of dialogue projects</p>
	<p>Continued development of innovative methodologies for public dialogue</p>	<p>Projects run more smoothly and effectively, with more innovation</p>	<ul style="list-style-type: none"> • Review SW internal processes to minimise lead times where possible and appropriate • DESs and SW generally ensure commissioning bodies recognise the need for innovation in PD methodologies in Invitations to Tender (ITTs), and increase ITT lead times and project timescales where possible and appropriate (e.g. ensuring policy targets not missed) • DESs and SW generally supports contractors who are willing and able to develop innovative methodologies for PD 	<p>DES team recognise need for more time for planning and delivering high quality and innovative PD - innovation may be in terms of methods (e.g. digital), the first time of doing PD for the contractor or decision making body, a new consortium of contractors, a new policy area or topic, or improved quality based on new good practice</p>
	<ul style="list-style-type: none"> • Projects galvanise interest in PD • Projects completed that succeed in tackling difficult issues 	<ul style="list-style-type: none"> • Social intelligence briefings produced, distributed and publicised • Policy analysis briefings produced, distributed and publicised • Gaps in current knowledge about public views, and past public engagement, identified 	<ul style="list-style-type: none"> • Identify opportunities for projects that are high profile, contentious and topical • Develop new social intelligence briefings covering existing knowledge about public views on contentious and topical issues • Update social intelligence briefings where needed • Develop policy analysis briefings on contentious and topical issues 	<p>Monitor topical issues and forthcoming controversial decisions</p>

8. Evaluating impacts and success

During 2014, an independent evaluation of Sciencewise will be commissioned which further examines the extent to which the Sciencewise programme has achieved the objective and interim goals, among other issues to be further defined. This paper will provide an input to that exercise as well as remaining a reference point during 2014 for the continuing work of the Sciencewise programme.

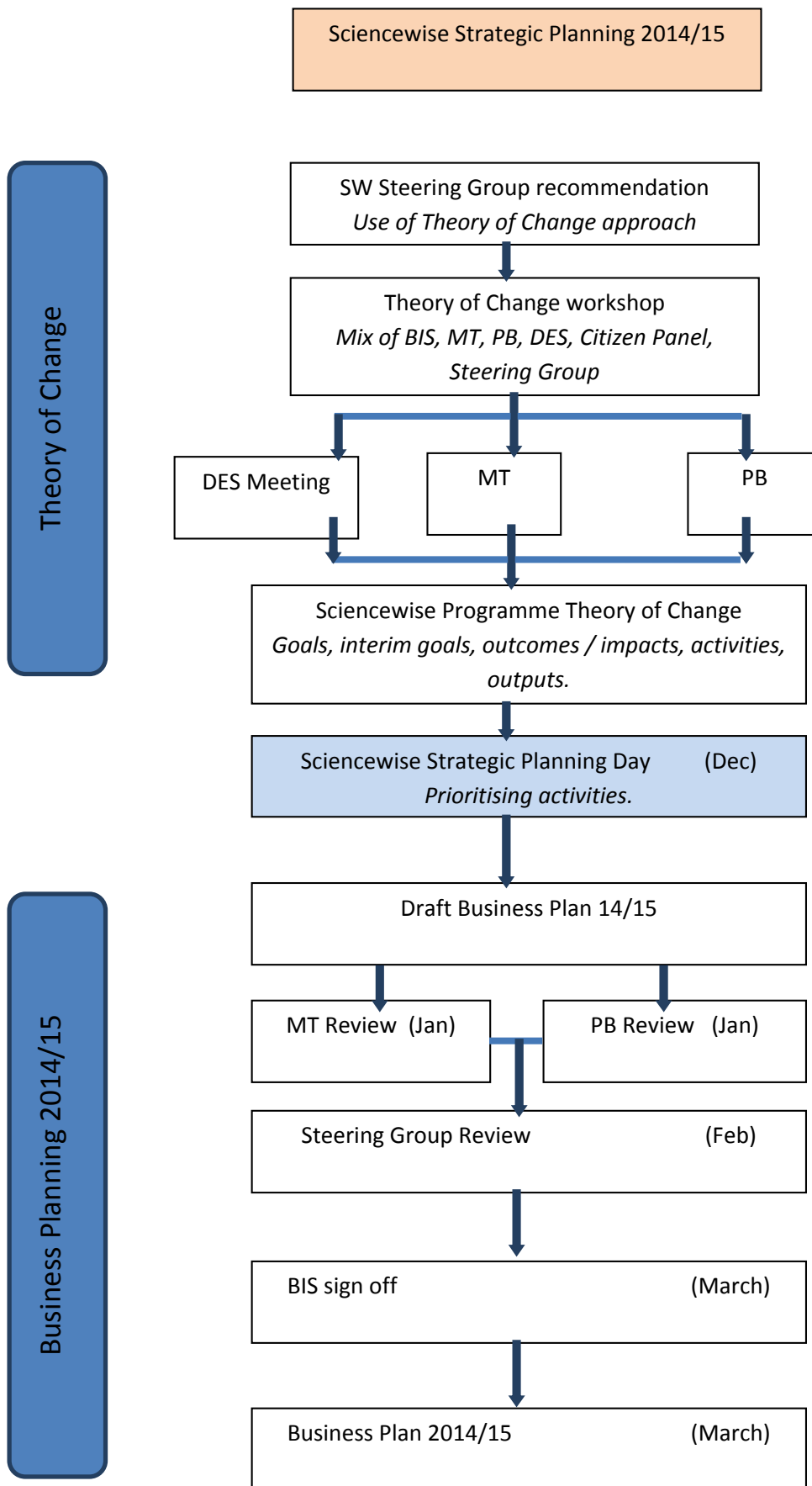
A range of potential indicators for measuring the success of the Sciencewise programme overall were identified at various stages of the ToC and planning process. These remain work in progress and will be developed further as part of the brief for the independent evaluation of Sciencewise.

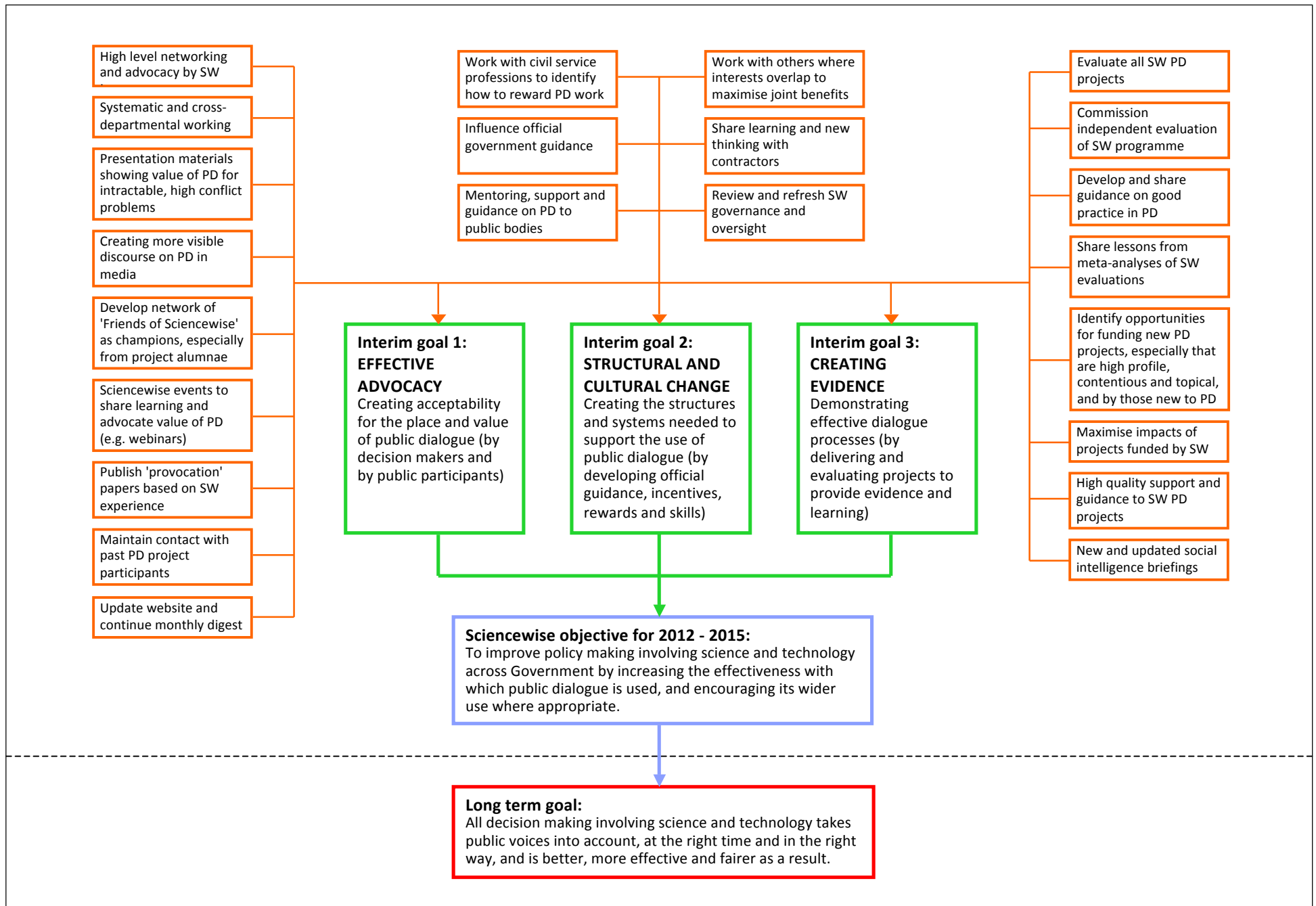
In the meantime, some of the indicators that were seen to be valuable during the ToC and strategic planning process included seeking evidence that:

- Public dialogue has been used in and has influenced policy decisions
- Public dialogue has been accepted as part of policy making processes (e.g. in formal Government guidance documents)
- Public dialogue projects galvanise interest and change
- There are more examples of good public dialogue evaluated and publicised
- Senior people working in public policy recommend public dialogue (e.g. media analysis, surveys)
- Select committees asking how the public voice has been reflected as part of their scrutiny of Government policy making and decisions
- Public dialogue is accepted as valid evidence in decision making
- Politicians and public officials have sufficient knowledge to know when to use public dialogue
- Changes to the content of formal policy guidance to include references to public dialogue (e.g. Green Book, Open Policy Making)
- There are clear incentives for policy makers to use public dialogue (e.g. experience recognised positively in performance assessments etc)
- There is a larger pool of people who have experienced public dialogue first hand and are willing to advocate its use in Government
- Procurement systems for commissioning public dialogue are simplified
- Work with others to achieve goals more effectively where interests coincide and overlap to maximise benefits to all parties
- Public dialogue is used to consider policy on complex, contentious, inter-departmental issues
- There are more people and organisations (in public, private and voluntary sectors) skilled and able to design and deliver public dialogue
- The Sciencewise programme is seen as a centre of knowledge and expertise on public dialogue on policy involving science and technology.

Diane Warburton
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April 2014

Annex A. Summary of links between Sciencewise Theory of Change and Strategic Planning





Theory of Change framework for Sciencewise 2014