



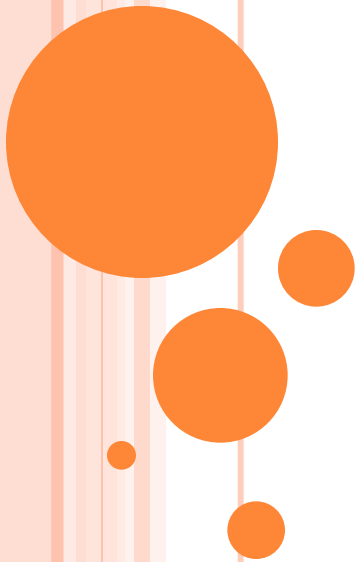
**FAMILY RESEARCH, POLICY &
PRACTICE
- THE BRITISH EXPERIENCE**

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8 October, 2010

“ABOUT FAMILIES” PROJECT

Gathering evidence . Informing action



ABOUT THE PROJECT

- Helping voluntary and public sectors to meet the changing needs of families by developing services fit for the 21st century
- Main focus : parenting issues
- Emphasis on inclusion of disability issues in the parenting agenda
- March 2010 – March 2013



WHO ?

- Partners:
 - Centre for Research on Families and Relationships (CRFR)
 - Parenting across Scotland (consisted of 8 NGOs)
- Project team : project manager, development officer, management team
- Funded by the Big Lottery



KNOWLEDGE EXCHANGE

- **Provide evidence** to inform service development
- **Interface** between academic research and the public and voluntary sectors
- **Link knowledge** from disabled people, parents, practitioners and research
- **Provide clear routes** for service development



How ?

- Create an **Evidence-to-action Cycle** for five parenting and disability topics :
 - Identify topics using monitoring and evaluation data
 - Check relevance with partners and service users
 - Gather & synthesize evidence (academic research with e.g. user feedback)
 - Publish briefings of findings
 - Develop action plan informed by findings - with multi-agency forums of voluntary and public sector agencies
 - Implement action plan
 - Review



EVIDENCE REVIEW PROCESS

- Refining the Research Question
 - Draft research question, search parameters, literature review
- Retrieving the Information
 - Draft bibliography, retrieve articles, user feedback
- Synthesizing the Information
 - Synthesize academic literature, draft themes/framework
- Interpreting the Information
 - Draft key findings & reflections, sense making



EXAMPLE: PARENTING TEENAGERS

- Subject of 30% of calls to Parentline in February 2009
- Highlighted by Capability Scotland's 1 in 4 poll

Research focus: behaviour and relationship issues

- Parentline calls data Oct 09 – Mar 10:
 - 27% Family Relationships
 - 27% Behaviour / Discipline
- Prevalence of information relating to policy areas (e.g. substance misuse, sexual health)



REFLECTION

- Knowledge transfer is linear?
- Research comes after policy?
- Different agendas?
- Practitioner's role?



THANK YOU!!

