



THE CAMPBELL COLLABORATION

What helps? What harms? Based on what evidence?

How do we find out what works – and then influence policy and practice?

Eamonn Noonan, CEO

EIPPEE conference

Oslo, 14 May 2014

Overview

1. The problem
2. The example of bullying
3. “Available responses”
4. Lessons



The Availability Cascade

- Something bad happens
- The media report on the story
- Public concern is aroused
- Lawmakers are pressured to respond
- Those who counsel prudence and reflection may be sidelined
- The most available responses are not necessarily the best documented

Reference: Daniel Kahneman, Thinking Fast and Slow

So how can we get a hearing for summarized research on effectiveness of interventions?



The advantage of a stronger knowledge base

- For the individual client: better service through better decisions
- For the practitioner: easier access to reliable and up to date information, as a supplement to professional judgment
- For policy makers: a better knowledge base to inform policy decisions
- For paymasters: more effective allocation of resources
- For society as a whole: better outcomes

Education interventions, like health interventions, have potential for harm as well as for good



Bring system and rigour to the process

- Formulate a specific research question
- Set the standard of acceptable evidence (inclusion criteria)
- Search for all the relevant evidence
- Critically assess the quality of the evidence
- Compile the findings of all the evidence meeting the pre-determined standard



The strengths of a systematic review

- The focus is on specific, comparable interventions
- More rigorous study designs give more reliable feedback on impact and causality
- A systematic review gives a stronger basis for generalisation than a single study
- Correlations between individual program characteristics and better outcomes can be examined

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Bullying in context: a cascade of bad outcomes

Alcoholism	abuse of a dependent child
Child abuse or neglect	risk that the child will bully others
Child abuse or neglect	greater risk of poor school achievement
Poor school achievement	higher risk of dropping out
Failure to complete school	lower incomes and reduced career opportunities
Low income	poorer housing standards
Poor housing	worse health
Troubled childhood	
<ul style="list-style-type: none">• inability to form healthy emotional attachments• greater risk of depression in adult life• Increased risk of substance abuse	
Substance abuse	delinquency
Delinquency	sentencing
Sentencing first offenders to jail	increased risk of reoffending



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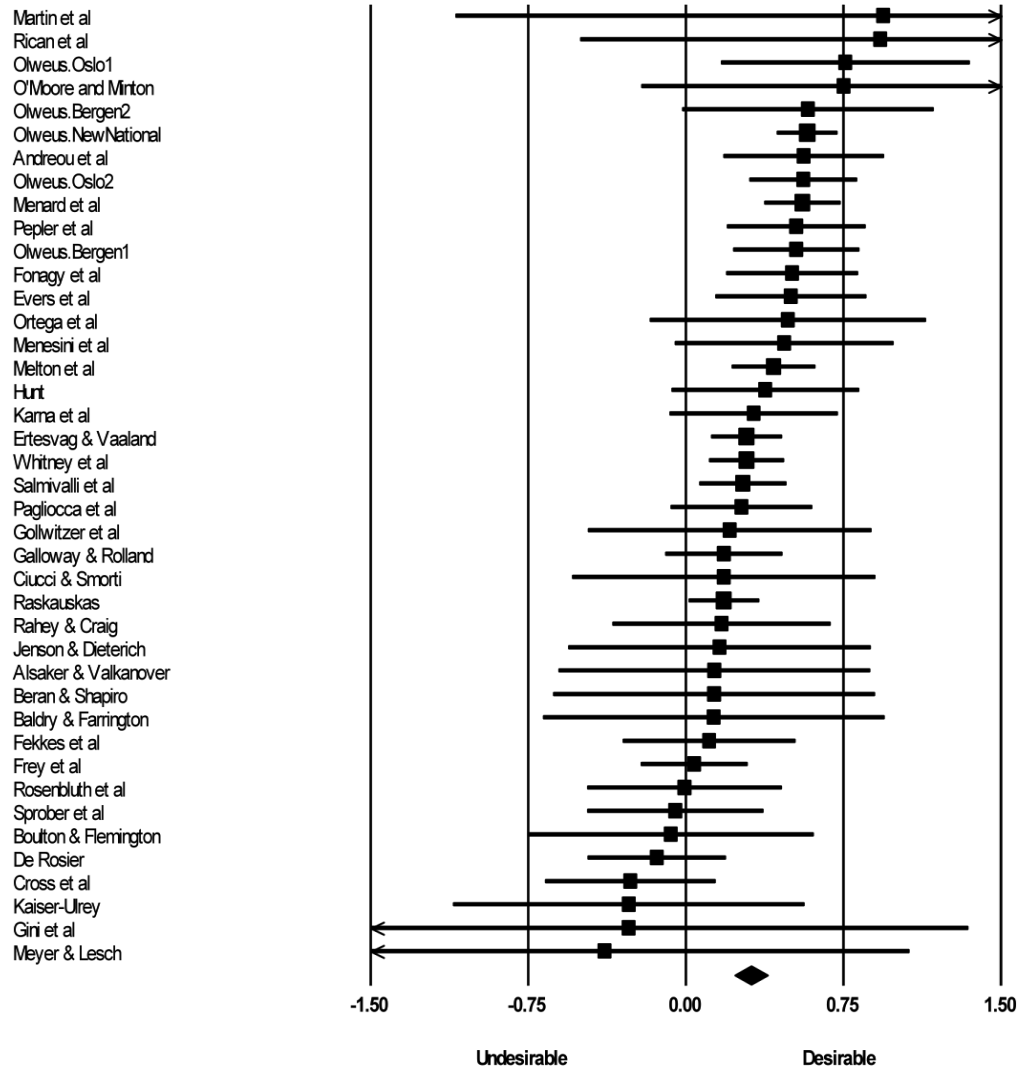
Anti-bullying programs in schools are often effective

- Programs to combat school bullying have rarely been evaluated
- School-based anti-bullying programs are generally effective in reducing bullying and victimization
- On average, bullying decreased by 20% – 23% and victimization decreased by 17% – 20%
- Program elements like parent training/meetings and disciplinary methods were associated with better outcomes. The duration and intensity of the program for teachers and children also had significant impact
- Involving peers in conflict resolution was associated with a significant increase in victimization
- The older the students are when the anti-bullying program is implemented, the better it works

Effect Size for Bullying (LOR)

Study name

Point estimate and 95% CI





Criticisms of the bullying review

- It included only 7.2% of articles on the subject
- Variations in effect size across study design and across national boundaries are not explained
- One cannot do a meta-analysis across different study designs
- The analysis of programme elements was inadequate
- The review ignored the social dynamics of bullying

Henningsen, Rabøl Hansen og Søndergaard

En kritisk kommentar til rapporten: 'School-Based Programs to Reduce Bullying and Victimization'
http://www.dpu.dk/fileadmin/www.dpu.dk/e-boeger/DL/Working_Papers/exbus_om_campbell.pdf

A systematic review as an audit of studies

- Surveyed 18 databases and 25 years' output of 35 scholarly journals
- Identified 622 potentially relevant
- Tested these against predefined criteria of quality and relevance
- Included 100% of the studies that met the criteria
- The real problem: not enough research speaks to effectiveness

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1. On system and rigour in evaluations and reviews
2. The Campbell Systematic Review on bullying and its reception
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Sweden

"The Agency for Education cannot recommend that any of the programmes included in this evaluation be adopted in their entirety."

Skoleverket, Vad Fungerar, 2011

Vad fungerar?

Resultat av utvärdering
av metoder mot mobbning



Norway

”In a systematic examination of research on the effects of school-based programmes to reduce bullying, it was shown that programmes involving peer group work were associated with an increase in bullying.”

Berit Lødding, Nils Vibe ”Hvis noen forteller om mobbing...” NIFU STEP Rapport 48/2010



«Hvis noen forteller om mobbing...»

Utdypende undersøkelse av funn i Elevundersøkelsen om mobbing, urettferdig behandling og diskriminering

Berit Lødding
Nils Vibe

Rapport 48/2010

NIFU





Impact



Utdanningsdirektoratet

Saksbehandlere: Sven Eirik Nilssen, Birgit Leirvik, Marie Svendsen

Vår dato:
21.06.2012
Deres dato:

Vår referanse:
2011/1954
Deres referanse:

Vurdering av støtte til antimobbe-program og læringsmiljøprogram

Utdanningsdirektoratet la i slutten av november ut en offentlig utlysning hvor eiere av læringsmiljø- og antimobbeprogrammer kunne søke om offentlig støtte til å implementere programmer og modeller. Søknadsfristen var 13. januar 2012.

Utløsningen gjaldt programmer og modeller som er beregnet for både grunnopplæringen og videregående opplæring. Programmene og modellene skal bidra til utvikling av et godt læringsmiljø og en reduksjon av mobbingen, uro eller atferdsproblemer i skolen.

Utløsningen presiserte at den statlige støtten ikke skulle brukes til utvikling, evaluering, forskning eller dokumentasjon av eiernes modeller og programmer, men implementering av modeller og programmer for skoler som trenger det.

Programmene og modellene skal være basert på anerkjent og aktuell kunnskap om læringsmiljøet i skolen og være tilpasset kunnskapsgrunnlaget for satsningen Bedre læringsmiljø.



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Steps to a stronger knowledge base for policy and practice in education, I

1. Invest in a light infrastructure – to harness the potential of expert networks
2. Embrace the idea of experimental sequences
3. Elaborate clear, strict criteria for research overviews
4. Invest in competence building in evaluation and synthesis



Light infrastructure – to harness the potential of expert networks

International collaboration offers

- Opportunity to get the right blend of competences
- Opportunity for division of labour
- Opportunity for a more complete evidence base
 - more effective allocation of resources
 - better outcomes



Continual monitoring

Advocate **experimental sequences** of reforms:

Reform A with Alternative B available to try next,
should an honest evaluation of A prove it worthless or harmful.

If you commit yourself in advance to the efficacy of the reform, then you cannot afford honest evaluation; favorably biased analyses are recommended.

Justify the reform on the basis of the importance of the problem, not the certainty of their answer

Commit to going on to other potential solutions if the one first tried fails.

Thus a hard-headed analysis of the reform is not a threat.

Reference: Donald Campbell, Reform and Experiment



Clear, strict criteria for research overviews

- Formulate a specific research question
- Set the standard of acceptable evidence (inclusion criteria)
- Search for all the relevant evidence
- Critically assess the quality of the evidence
- Compile the findings of all the evidence that meets the pre-defined standard

Invest in competence building

Campbell Collaboration training in Systematic Review methods:

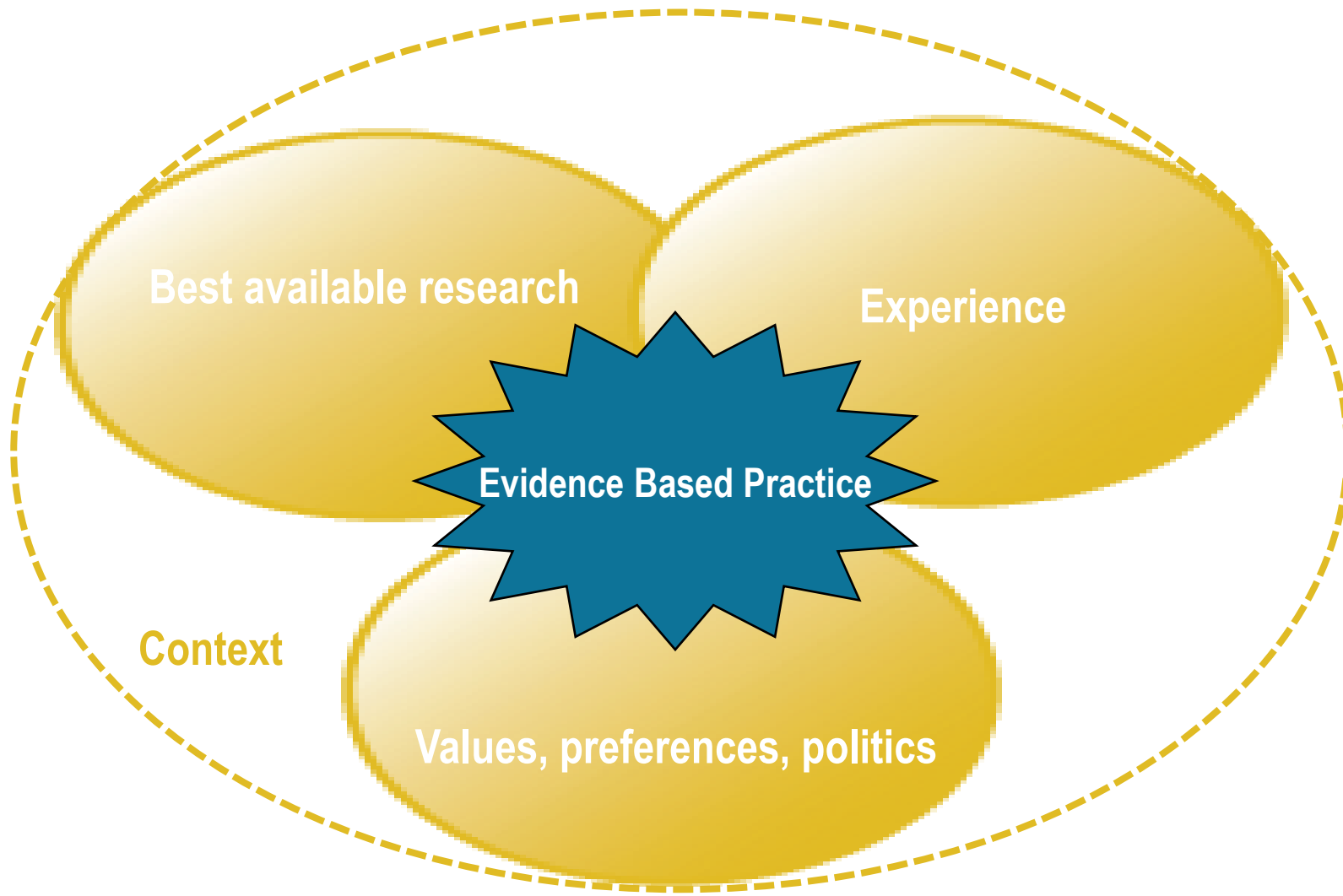
http://www.campbellcollaboration.org/resources/training/The_Introductory_Methods.php

http://www.campbellcollaboration.org/resources/training/advanced_methods.php



Steps to a stronger knowledge base for policy and practice in education, II

5. Identify and address knowledge gaps
6. Handle cross cutting, complex issues through a team approach
7. Organise knowledge - master the information tsunami
8. Accumulate knowledge – design studies to allow updating
9. Communicate knowledge for policy and practice





The Campbell Colloquium 2014

"Better Evidence for a Better World"

June 16-19, 2014, Queen's University Belfast, Northern Ireland



http://www.campbellcollaboration.org/next_colloquium/index.php



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What helps? What harms? Based on what evidence?

Education is not the filling of a pail, but the lighting of a fire.

William Butler Yeats

Twitter: @C2update

E-mail: info@c2admin.org

www.campbellcollaboration.org