About the Campbell Collaboration

“Modern nations should be ready for an experimental approach to social reform, an approach in which we try out new programs designed to cure specific social problems, in which we learn whether or not these programs are effective, and in which we retain, imitate, modify or discard them on the basis of apparent effectiveness on the multiple criteria available.”

Donald T. Campbell, Reforms as Experiments, 1969

Founded in 2000, the Campbell Collaboration is an international research network which publishes high quality systematic reviews of social and economic interventions around the world.

Campbell is a network of Coordinating Groups (CGs), supported by secretariat staff in Oslo, Norway and New Delhi, India.

As of the end of 2016, there were four sector CGs covering crime and justice, education, international development and social welfare. Two further CGs are responsible for methods, and knowledge transfer and implementation. The CGs are responsible for managing the editorial process for reviews registered with the Campbell Collaboration.

As of the end of 2016, 130 reviews have been published in the Campbell online library.

Campbell systematic reviews

Campbell reviews are produced through a three-stage process. An author team registers a title with one of Campbell’s CGs by submitting a title registration form, available on our website. The team then develops a protocol, which lays out the details of how the review will be conducted. Finally, the author team completes the systematic review.

At each stage, Campbell provides editorial feedback and other advice to the authors. The title, protocol and review documents are published in the Campbell online library.

Our vision

Campbell’s vision statement is ‘Better evidence for a better world’. We seek to bring about positive social change and to improve the quality of public and private services around the world.

We prepare, maintain and disseminate systematic reviews of research related to education, crime and justice, social welfare and international development.

We believe that a systematic and rigorous approach to research synthesis improves the knowledge base for decisions on policy and practice. Better-informed choices by policymakers, practitioners and members of the general public can lead to better outcomes.

The mission

Campbell’s mission is to promote positive social and economic change through the production and use of systematic reviews and other evidence synthesis for evidence-based policy and practice. In this way, we contribute to better-informed decisions and greater effectiveness for public and private services around the world.
Letter from the President of the Board

I have a strong personal attachment to Campbell. I was present at some of the early meetings which led to its foundation back in 2000. For this reason, I welcomed the chance to re-engage as President of the newly-constituted Board. I hope I can bring my experience from holding the comparable position in Cochrane to bear in assisting Campbell to grow on the global stage.

Campbell started 2016 by embracing bold governance reforms to make us a more outward-looking, transparent and accountable organisation. We also adopted a new strategy to increase the number of reviews, raise the profile of Campbell and increase the use of evidence from Campbell reviews to inform better policy and practice. These steps are the foundations for working toward our vision of ‘Better evidence for a better world’.

But there is much work needed to realise this vision. We need to build a sustainable institution to underpin our growing network of international researchers in order to deliver on the promise with which Campbell was started many years ago. We need more reviews, better reviews, faster reviews, and we need to get them in front of policy makers and practitioners.

Under Howard White, who took up the position of CEO in September 2015, a good start has been made. We have attracted a near record number of new title registrations, thanks in part to the new Campbell grants programme for reviews, supported by the American Institutes for Research (AIR). We have also benefitted from continued funding from the Jacobs Foundation.

The hugely successful What Works Global Summit (WWGS) raised Campbell’s profile. More than 700 people from over 30 countries attended the summit. Our role in organising WWGS has formed the basis for closer engagement with international bodies such as the OECD and European Commission, as well as giving us high-level exposure to national agencies in many countries.

But I come back to the need to deliver the goods. Campbell still needs to focus on building an efficient model for the production of reviews in a financially sustainable manner. That has to be a focus for the coming years. I hope, a year from now, to be writing of our initial successes in this area.

Jeremy Grimshaw
My first year at the helm of Campbell has been challenging, and many challenges remain. But we have achieved much.

It has been heartening to witness the commitment to reform across many parts of our network. And I have benefitted greatly from the support and advice of those with many more years’ experience of both Campbell and systematic reviews more generally. Whilst they are many, I would like to single out Julia Littell for her unwavering commitment to promoting Campbell and for being a constant source of good advice.

I am also grateful to the American Institutes of Research (AIR) for resuming their financial support for Campbell, and for new funding from the William and Flora Hewlett Foundation which has allowed us to sustain and grow our operations. And, of course, the continued commitment of the Norwegian government, which enabled us to survive lean times, continues to be appreciated.

And finally, I welcome and thank the new faces in the Oslo Secretariat – Audrey, Chui Hsia and Tanya – who have played key roles in a broad range of activities including the success of WWGS, the launch of the website, the growing number of plain language summaries, and the successful migration of the online library.

The main challenge remains to grow Campbell in a sustainable manner. We have made substantial progress towards the establishment of new groups, which should come to fruition in 2017. Although 2016 was a poor year for the numbers of reviews published, the pipeline is growing stronger.

In 2016, we made strides in re-establishing Campbell’s place as a leader in methods development for evidence synthesis. We made our first methods grants, supported by AIR, and expanded the methods section of the online library.

Also, we launched the UK and Ireland Campbell Centre, hosted by the Centre for Evidence and Social Innovation at Queen’s University Belfast.

Our most important task now is to sell what Campbell has to offer, so that we continue to grow the secretariat and our editorial teams. We have had many promising discussions in 2016. Let us hope that in 2017 some of them turn into new reviews, responding to a demand for high quality evidence.

Howard White
Campbell reviews published in 2016

Interventions for Promoting Reintegration and Reducing Harmful Behaviour and Lifestyles in Street-connected Children and Young People: A Systematic Review

Employment Interventions for Return to Work in Working Aged Adults Following Traumatic Brain Injury (TBI): A Systematic Review

The Impact of Business Support Services for Small and Medium Enterprises on Firm Performance in Low- and Middle-income Countries: A Systematic Review

Advocacy Interventions to Reduce or Eliminate Violence and Promote the Physical and Psychosocial Wellbeing of Women Who Experience Intimate Partner Abuse
Highlights of 2016

Co-organised with 3ie, Sense about Science and Queen’s University Belfast Centre for Evidence and Social Innovation

700 participants from 30 countries attended 150 presentations and 25 workshops

#WWGS2016

OECD Seminar, Paris


There were 70 participants, mostly governmental representatives and advisors from 30 countries, including Australia, Austria, Brazil, Canada, Chile, Colombia, Finland, France, Germany, Greece, Iceland, Ireland, Israel, Italy, Japan, South Korea, Latvia, Lithuania, Mexico, Morocco, The Netherlands, New Zealand, Norway, Poland, Portugal, Slovenia, South Africa, Spain, Sweden, UK, US and Romania.

A National Campbell Centre for the UK and Ireland

Hosted by the Centre for Evidence and Social Innovation at Queen’s University Belfast, the national centre, announced at WWGS 2016, provides a hub for supporting the production of Campbell reviews and promoting their use in the UK and Ireland.
Campbell’s activities were supported by these generous funding partners:

In 2016, Campbell was directly represented by staff in over 30 events giving presentations in 16 countries with over 2,000 people reached evenly divided into researchers and policy makers and practitioners.

**Titles, protocols, reviews published**

In 2016, we published 32 title registrations, 22 protocols and nine systematic reviews.

**Policy-friendly publications**

We also published:

- 30 plain language summaries
- three policy briefs
- a new website, especially targeted at researchers, policy makers and evidence intermediaries
People at Campbell

Howard White
Chief Executive Officer

Audrey Portes
Project and Administration Manager

Tanya Kristiansen
Communications and Web Manager

Chui Hsia Yong
Communications and Outreach Manager

Ashrita Saran
Evidence Synthesis Specialist

Denny John
Evidence Synthesis Specialist

Jatin Juneja
Grants and Finance Manager
(joined in January, 2017)

Thank you to the following volunteers and consultants who contributed to Campbell this year.

Consultants
Ada Chukwudozie
Manisha Gupta
Jill Adona

Volunteers
Alyaa Abdulkader
Nadeen Abu-Zeid

Some of the volunteers and staff at WWGS2016

From left to right: Ami Bhavsar, Audrey Portes, Paul Fenton, Joel Torres, Stella Tsoli, Ada Chukwudozie, Nina Jordan, Alex Sinclair, Adrian Santos, Anna Fox
Volunteers not in the picture: Ella Barber, Aaron Ford, Erika Nitsch, Harveen Ubhi, Yiannis Botetsios, Zehn Chen, Jennina Chitta, Barbara Pereira
Board members

Jeremy Grimshaw
President of the Board
Senior Scientist, Clinical Epidemiology Program, Ottawa Hospital Research Institute, Canada

Peter Neyroud
Board Member representing Coordinating Groups
Lecturer in Evidence-based Policing, Institute of Criminology, University of Cambridge, UK

Gunn Vist
Board member representing donors
Head of unit, Norwegian Institute of Public Health

Tanya Kristiansen
Communications and Web Manager

Upon joining the Campbell secretariat in Oslo, Norway in October 2015, I began work on Campbell’s identity, collaborating with colleagues to develop the messaging, logo and other graphic elements. Part of the process included developing the new Campbell website, launched in September 2016, and introducing the production of two-page plain language summaries (PLS).

I worked on the WWGS conference website and app, and currently and work on PL5es, the Campbell website, blog, videos, branding and other communications materials.

With a Masters from USC in Communication Management, I have worked in the field for over 30 years. My roles have included being a manager for marketing and communications teams, a web editor, an expressive arts therapist, and a producer and broadcast engineer for regional and national television productions.

Denny John
Evidence Synthesis Specialist

I have a background in public health and healthcare management. I have been involved in managing hospitals, community programs, research and consulting in India, Nepal, Bangladesh, and Africa, for over 12 years.

I am excited to be part of Campbell’s journey towards building capacity on evidence synthesis, advocating for evidence-based policy, and conducting reviews, especially among the policy, practice and research community in the South Asian region.

In the last four years, most of my work has been in the area of economic evaluation (cost, cost-effectiveness and social returns of investment analysis) in India, and Nigeria, including conducting economic and epidemiological modeling. My main work within Campbell involves working on costs, cost-effectiveness, and cost-benefit components in Campbell reviews.

David Myers
President and Chief Executive Officer, American Institutes for Research (AIR)

Paul Ronalds
CEO, Save the Children Australia

Sandy Oliver
Professor of Public Policy (Deputy Director, SSRU), University College London

Daniel Ortega
Director of Impact Evaluation and Policy Learning, CAF, Development Bank of Latin America
Crime and Justice

The Campbell Collaboration’s Crime and Justice Coordinating Group (CCJG) coordinates, facilitates, assists and encourages the production of high quality systematic reviews in the fields of criminology and criminal justice. These reviews of research on the effects of criminological and criminal justice interventions are developed to inform criminal justice policies, to reduce crime and increase justice in society.

The CCJG prepares systematic reviews on the effects of interventions aimed at the prevention, treatment or control of crime or delinquency. Such interventions are designed to improve the criminal justice system – in areas including forensics, police, courts, prison, probation, etc. – within both civil and criminal law.

In 2016, the CCJG published its 40th systematic review, examining the impact of juvenile curfews on criminal behaviour and victimisation. In addition, the CCJG registered six new systematic review titles, two of which were funded by the Jacobs Foundation and one which was funded by Campbell. These reviews will examine the impact of interventions on outcomes as diverse as the wellbeing of children exposed to intimate partner violence, parental legal and psychosocial outcomes, sexual assault, youth delinquency, alcohol-related violence and stalking.

The CCJG has been very active in dissemination during 2016, promoting the role of systematic reviews in informing policy and evidence-based practice in crime and justice. The CCJG organised conference panels at the Stockholm Criminology Symposium, the What Works Global Summit in London, and the American Society of Criminology annual meeting in New Orleans, to showcase the work of its members.

Two major compilations of CCJG reviews were also published during 2016:

- ‘What works in crime prevention and rehabilitation: Lessons from systematic reviews’ was released in April and edited by CCJG steering committee members David Weisburd, David P. Farrington, and CCJG co-editor Charlotte Gill. Published by Springer, this volume reviews the evidence created from over 15 years of crime and justice systematic reviews, across the lifecourse and across all stages of the criminal justice process, in areas such as developmental and social prevention, community interventions and policing.

- This year also saw the CCJG become even more accessible to researchers, policymakers and practitioners outside the English-speaking world, with the publication of a five-volume set of CCJG systematic reviews in Chinese, edited by CCJG steering committee member Jianhong Liu.

German translations of CCJG systematic reviews are also planned, to enable even wider dissemination and application of the results of evidence synthesis in crime and justice.
Juvenile curfew effects on criminal behaviour and victimisation

Almost three quarters of cities in the US have youth curfews – rules restricting young people below a certain age from being in public places during night time – with sanctions ranging from fines to community service and driving restrictions. Although youth curfews may seem like a common-sense way to reduce crime and victimisation, the evidence from this synthesis of 12 studies shows otherwise.

This systematic review concludes that general youth curfews either have no effect on crime and victimisation, or the effect is too small to be identified from the available research.

The review and its two-page plain language summary (pictured here) are available from the Campbell online library: www.campbellcollaboration.org/library.

Peter Neyroud CBE QPM

Lecturer in Evidence-based Policing
Institute of Criminology
University of Cambridge, UK

Co-chair of the Crime and Justice Coordinating Group and
Campbell Board member representing the Coordinating Groups

I started my involvement with Campbell as a funder. I was the Chief Constable and Chief Executive of the UK National Policing Improvement Agency and I was determined to develop the police understanding of the evidence about their effectiveness. I commissioned 10 systematic reviews, which have since been completed, and I joined the Crime and Justice Group.

Since then I have made the transition to academic research at Cambridge and I am now interested in developing and expanding the work of the Crime and Justice Group. I am working to set up a new Sub-group on Security and Counter Terrorism, alongside looking for opportunities to increase the number and impact of new and existing reviews.

In the last year, my role in Campbell has expanded with the setting up of the new Board on which I sit as the representative of the other Coordinating Groups.

It is clear to me that this is a very important moment for Campbell. In a world which has become awash with “false news” and “alternative facts”, Campbell is an international beacon of high quality research and systematically produced knowledge which can help to advance human progress in the 21st century.
The Education Coordinating Group (ECG) is an international network of scholars, policymakers, practitioners, funders, students and others who are interested in evidence-based practice and systematic reviews within the field of education.

Disciplines include but are not limited to:
- compulsory school-aged education
- special education
- adult/professional education
- early childhood education
- higher education; speech-language pathology
- disability
- mathematics
- literacy.

The core objectives of the ECG are to (1) produce up-to-date, critical and systematic reviews of intervention/instruction/remediation/treatment in education. These reviews will focus on substantive topics through the summary and analysis of high-quality research evidence provided by studies that use quality-controlled research methods such as randomised, quasi-experimental, and single subject designs and (2) establish a network of collaborators who want to undertake or contribute to the production of systematic reviews.

In 2016, ECG published 16 titles, 12 protocols and two completed reviews. ECG officers and members presented at the What Works Global Summit and the American Education Research Association (AERA).

Sarah Miller
Lecturer
Centre for Evidence and Social Innovation
Queen’s University Belfast, UK

Co-chair of the Education Coordinating Group

I have been involved with Campbell and the work of the Education Coordinating Group (ECG) since 2012 and was delighted to become co-chair of the ECG in 2015. For the last 15 years, my own research has involved the evaluation of school-based interventions through the use of randomised controlled trials. As a result, research synthesis using the rigorous methods that are supported and promoted by Campbell has been a natural evolution for me. The knowledge, support and training that I have received through Campbell have been indispensable in developing my skills in producing high-quality systematic reviews.

A very exciting new development for us has been the establishment of the first National Campbell Centre for the UK and Ireland which is hosted by the Centre for Evidence and Social Innovation (CESI), Queen’s University Belfast. This new and innovative centre will be led by Professor Paul Connolly as Director, supported by myself as Deputy Director. It will be the lead organisation across the UK and Ireland for systematic reviews and meta-analysis. It will seek to improve the effectiveness of public and private services nationally and internationally by supporting the production and use of Campbell systematic reviews.
Highlights from the Education CG

Two recent reviews from the ECG stand out. The first of these was conducted by Spier et al. (2016) on home- or community-based child literacy programmes in developing countries. Co-registered with the IDCG, this review explored the wide range of out-of-school programmes to improve children’s literacy skills.

Although the majority of included studies has limited evidence regarding their effectiveness, this review found that educational TV and radio, along with the involvement supporting community members, were effective. There are still research gaps in this field and a call for further research in a greater number of low- and middle-income countries.

The second ECG review to highlight explored the effectiveness of vocational rehabilitation for individuals with traumatic brain injury (Graham et al., 2016). The evidence from the three studies included in the review indicated that programmes improved employment overall from baseline to follow-up, but there was no differentiation between the programmes of interest and alternative methods.

Therefore, comparison programmes such as at-home training and supported employment appear equally effective. The results also shine a spotlight on the need for more randomised control trials in the disability and employment field that try to isolate intervention effects with a larger range of samples.

Plain language summaries of Campbell systematic reviews are available on our website.
International Development

The International Development Coordinating Group (IDCG) was established in 2011. It prepares, updates and disseminates systematic reviews of high policy relevance, focusing on social and economic development interventions in low- and middle-income countries.

The secretariat is hosted in the London office of the International Initiative for Impact Evaluation (3ie).

Review topics include:
- agriculture (e.g. land reform)
- anti-poverty programmes (e.g. conditional cash transfers)
- disability in development (e.g. community-based rehabilitation)
- environment (e.g. forest management)
- financial development (e.g. microfinance)
- gender (e.g. programmes for women’s empowerment)
- governance (e.g. community monitoring of public service delivery)
- humanitarian programmes (e.g. maternal and child health in conflict situations)
- infrastructure (e.g. water, sanitation, electrification)
- nutrition (e.g. programmes to reduce child stunting)
- private sector development (e.g. business support services)
- youth employment (e.g. vocational training)

IDCG is overseen by an advisory group from multilateral donors (the World Bank and United Nations Development Program), national government (the UK’s Department for International Development), non-governmental organisations (Results for Development Institute), and academics and professional evaluators from the international development reviews community.

IDCG has published 23 systematic reviews, of which four were published in 2016.

In 2016, IDCG officers engaged in and supported policy uptake of the systematic reviews. This included presentations and workshops at the What Works Global Summit, Evidence Week in London, and 3ie training workshops.

Co-chairs:
Peter Tugwell, Centre for Global Health University of Ottawa, Canada and Hugh Waddington, 3ie, UK

Editors:
Hugh Waddington and Birte Snilsveit, 3ie, UK

Managing Editor:
Stella Tsoli, International Initiative for Impact Evaluation (3ie), UK

Hugh Waddington
Senior Evaluation Specialist
3ie, UK

Co-chair and Editor of the International Development Coordinating Group

I am a development economist by training, with a background in government and research in Africa and Asia.

I was elected Co-chair of Campbell’s International Development Coordinating Group (IDCG) in 2014, following a period as founding editor since we established the Group in 2011. My main aim is to ensure our reviews are both rigorous and relevant. In practice this means that we support teams undertaking statistical meta-analysis and mixed-methods synthesis of quantitative and qualitative literature, many of which were commissioned by development agencies.

I am very proud of the reviews we have published and of our authors who publish work to the high levels of quality that Campbell requires.
This review evaluates the effects of mass deworming for soil-transmitted helminths and schistosomiasis on growth, educational achievement, cognition, school attendance, quality of life and adverse effects in children aged six months to 16 years in endemic helminth areas.

Infection by soil-transmitted helminths and schistosomiasis affect more than a third of the world’s population.

The authors of the review identify the need to invest in interventions to address basic determinants of worm infestations such as poverty, living conditions, sanitation and inequities.

Mass deworming for soil-transmitted helminths probably has little to no effect on weight, height, school attendance, cognition measured by short-term attention, or mortality. Also, mass deworming for schistosomiasis alone may slightly increase weight but probably has little to no effect on height and cognition. The findings of the review indicate little or no effect on most welfare outcomes.

Community monitoring interventions (CMIs) offer communities in lower- and middle-income countries the opportunity to participate in the monitoring of service delivery by providing feedback to address corruption, inefficient allocation of resources, access and quality of outcomes.

CMIs appear to improve outcomes more effectively when promoting direct contact between citizens and providers or politicians, and equipping citizens with tools to monitor the performance of providers and politicians.

The authors find that CMIs can reduce corruption and improve the use of health services. In some cases, there are positive effects on health and education outcomes. There are beneficial effects on education outcomes as measured by test scores though no significant effects are found on school enrolments or dropouts.

No improvement was found in health service waiting times or child mortality, but there is improvement in weight for age.
Social Welfare

Campbell’s Social Welfare Coordinating Group (SWCG) produces, maintains and disseminates systematic reviews in the fields of social care.

SWCG provides editorial services and technical support to authors of Campbell systematic reviews.

In 2016, SWCG published an important review on ‘Advocacy interventions to reduce or eliminate violence and promote the physical and psychosocial wellbeing of women who experience intimate partner abuse’. Findings from this review are summarised in on page 17.

The group also registered five new titles in 2016 (see pages 24-25).

Mairead Furlong

Researcher
Department of Psychology
Maynooth University, Ireland

Co-chair of the Social Welfare Coordinating Group

I first became acquainted with Campbell in 2009 when I undertook a systematic review of parenting programmes as part of my doctoral studies. Since then, I have been involved in four Campbell reviews and was honoured to be elected Co-chair in 2015.

Seven things I love about Campbell:

1. it is an international research network dedicated to evidence syntheses of social interventions
2. the reviews are recognised as high quality and trustworthy
3. it supports new and different synthesis methodologies for complex interventions
4. it works to advance the policy and practice impact of systematic reviews
5. the people are knowledgeable, vibrant, ambitious, welcoming and helpful to newcomers
6. great technical support is provided to review authors
7. Campbell summits are inspiring and great fun.

I would encourage everyone to conduct at least one Campbell review in their lifetime!
Limited evidence and limited effects of advocacy to reduce intimate partner violence

Partner abuse or domestic violence includes physical, emotional and sexual abuse; threats; withholding money; causing injury; and long lasting physical and emotional health problems. Active support by trained people, which is called ‘advocacy’, may help women make safety plans, deal with abuse, and access community resources.

Evidence from 13 studies suggests that intensive advocacy may improve everyday life for women in domestic violence shelters and refuges in the short term, and reduce physical abuse one to two years after the intervention.

There is no clear evidence that intensive advocacy reduces sexual, emotional, or overall abuse, or that it benefits women’s mental health.

It is unclear whether brief advocacy is effective, although it may provide short-term mental health benefits and reduce abuse, particularly in pregnant women and those suffering less severe abuse.

Several studies summarised in this review are potentially biased because of weak study designs. There was little consistency between studies, making it hard to combine their results. So it is not possible to be certain how much or which type of advocacy interventions benefit women.
Methods

The Campbell Methods Coordinating Group supports the production of Campbell systematic reviews by improving the methodology of research synthesis, and disseminating guidelines for state-of-the-art review methods.

During 2016, the Methods Group continued to provide peer review of the methods proposed in Campbell protocols and the application of those methods in the final review.

In addition, three Campbell Methods policy notes were published in 2016. These notes lay out Campbell policy on network meta-analysis, synthesising bivariate and partial effect sizes, and converting between effect sizes. The first Methods Discussion Paper was also published: ‘Effect sizes for single-case designs’.

Methods grants

In 2016 Campbell awarded its first methods grants. Three awards were made. These grants are supported by the American Institutes of Research.

Co-chair:
Ariel Aloe, University of Northern Iowa, USA

Editors:
Terri Pigott, Loyola University Chicago, USA and Ryan Williams, American Institutes for Research, USA

Managing Editor and Associate Editor:
Amy Dent, Harvard University, USA

Methods grants

In 2016 Campbell awarded its first methods grants. Three awards were made. These grants are supported by the American Institutes of Research.

Therese (Terri) D. Pigott

Dean and Professor of Research Methodology
School of Education at Loyola University Chicago, USA

Editor of the Methods Coordinating Group

Terri Pigott is the former co-Chair and current co-Editor of the Methods Group of the Campbell Collaboration. She has numerous publications on methods of meta-analysis, including work on handling missing data and computing power in meta-analysis. She is also interested in outcome reporting bias in education research, and its implications for systematic review. She has served on a number of editorial boards including Psychological Bulletin, Psychological Methods, the Journal of Research on Educational Effectiveness, Review of Educational Research and Research Synthesis Methods.

She is chair of the AERA SIG on Systematic Review and Meta-analysis, and a member of the Society for Research Synthesis Methodology (SRSM).
Campbell supported six training sessions in 2016.

Two free-standing trainings were held:

Bernd Weiss offered a one-day course on meta-analysis, with a short introduction to systematic reviews from Howard White.

The event was hosted by the Netherlands Institute for the Study of Crime and Law Enforcement (NSCR) at the Vrije Universiteit, Amsterdam in March.

In May, Michael Borenstein and Emily Tanner-Smith offered a two-day course in Washington, DC.

This was supported by AIR’s Center on Knowledge Translation for Disability and Rehabilitation Research (KTDRR).

Four Campbell-related workshops were held at the What Works Global Summit in London:

‘How do we know what works? Principles of evidence synthesis for implementation and impact’
– Julia Littell, Campbell Collaboration

‘How to perform and report a meta-analysis’
– Michael Borenstein, Biostat Inc., USA

‘Critical appraisal of impact evidence’
– Jeff Valentine, University of Louisville
– Hugh Waddington, International Initiative for Impact Evaluation

‘Better dissemination for better research’
– Chui Hsia Yong, Communications and Outreach Manager, Campbell Collaboration
– Radhika Menon, International Initiative for Impact Evaluation (3ie)
Knowledge Translation and Implementation

As a newly established group, the mission of the Knowledge Translation and Interpretation (KTI) Coordinating Group is to enhance the impact of Campbell systematic reviews on policy and practice, as well as, produce systematic reviews in the knowledge translation and implementation science.

Successful translation from research knowledge to impact requires many types of highly specialised communication and people skills to support the implementation of evidence-based practices with high fidelity. The KTI CG has assembled an international group of scholars, policymakers and knowledge brokers to serve on the advisory board to ensure the overall success of the KTI activities.

There are many ways to reach and engage researchers and users of research evidence. The KTI CG is currently working on these main activities:

- Collaborating with international evidence producing organisations (for example, Cochrane) and engaging a variety of users in producing and disseminating systematic reviews.

- Engaging support and processes for authors to develop systematic reviews in knowledge translation and implementation sciences.
- Supporting the production of user friendly summaries of systematic review findings.
- Facilitating events to bring together practitioners, policy makers, decision makers and other social services professionals with intermediary organisations that produce and/or use KTI focused systematic reviews.

Robyn Meldon

Executive Director, Centre for Evidence and Implementation (CEI)
Associate Professor, University of Melbourne, Australia

Co-chair of the Knowledge Translation and Implementation Coordinating Group

Robyn is an internationally recognised figure in the field of evidence synthesis and translation and implementation science. She has worked extensively with governments and non-government agencies to support the adoption, implementation and evaluation of effective approaches to working with children, families and their communities and advance evidence in practice.

Robyn was the Founding Chair of the 1st Biennial Australasian Implementation Conference (AIC) in 2012, which has since become a highly successful biennial event focusing on what it takes to achieve full and effective implementation of evidence in policy and practice. She still chairs these conferences.
KTI publications in progress in 2016

**Review**

*Strategies to improve the implementation of healthy eating, physical activity and obesity prevention policies, practices or programmes within childcare services*, co-registered with Cochrane.

This review seeks to determine which, if any, strategies promote these health behaviours in childcare settings. It identifies 10 trials, eight of them testing implementation strategies compared to usual practice and two comparing alternative control conditions.

Findings from the Cochrane review suggest that none of the interventions identified in the review resulted in improved implementation of all targeted policies or practices. However, most interventions reported improvement for at least one policy or practice.

Collectively, the findings provide weak and inconsistent evidence of the effectiveness of such strategies in improving the implementation of policies, practices and programmes, childcare service staff knowledge or attitudes, or improvements in child diet, physical activity or weight status.

The review highlights the need to better identify implementation terminology, to improve our capacity to measure the effect of implementation on outcomes.

**Protocols**

*Do evidence summaries increase health policy-makers’ use of evidence from systematic reviews?* uses a range of study designs to assess the effectiveness of evidence summaries on policymakers’ use of evidence. It will also identify individual components of summaries that are most effective for increasing the use of evidence.

*Strategies for scaling up the implementation of interventions in social welfare* is a KTI review being administered through the Social Welfare Coordinating Group and funded through the Campbell/AIR award.

The protocol will use a wide range of study designs to estimate the effectiveness of specific strategies used to increase the reach of potentially effective social services interventions.
The Campbell Collaboration is a 501(c) (3) nonprofit organisation registered with the Pennsylvania Department of State’s Bureau of Charitable Organizations. The accounts are prepared on accrual basis. The financial year runs from 1 January to 31 December.

Income for the year 2016 was US$1.40 million from various donors, conference income, service income and bank interest. Expenses for the same period were US$0.83 million, most of which were salaries and benefits, professional fees and conference expenses.

### Income for 2015 and 2016

Grants, conference fees, service income and others

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<td>Conference income</td>
<td>-</td>
<td>0.0%</td>
<td>238,439</td>
<td>16.9%</td>
</tr>
<tr>
<td>Queen’s University Belfast</td>
<td>5,375</td>
<td>0.7%</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Others</td>
<td>12</td>
<td>0.0%</td>
<td>618</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>758,140</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>1,407,468</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Notes: NOKC receives NOK 3.5 million per annum for the Campbell Secretariat.

### Expenditure for 2015 and 2016

<table>
<thead>
<tr>
<th>Particulars</th>
<th>2015</th>
<th>Percent</th>
<th>2016</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional fee</td>
<td>$283,191</td>
<td>44.0%</td>
<td>$252,030</td>
<td>30.3%</td>
</tr>
<tr>
<td>Global Development Network services</td>
<td>$12,000</td>
<td>1.9%</td>
<td>$42,550</td>
<td>5.1%</td>
</tr>
<tr>
<td>Consulting fee*</td>
<td>$126,365</td>
<td>19.6%</td>
<td>$169,329</td>
<td>20.4%</td>
</tr>
<tr>
<td>CGs and Editors**</td>
<td>$144,826</td>
<td>22.5%</td>
<td>$40,151</td>
<td>4.8%</td>
</tr>
<tr>
<td>Advocacy</td>
<td>$7,440</td>
<td>1.2%</td>
<td>$210,414</td>
<td>25.3%</td>
</tr>
<tr>
<td>Workshops, meetings and conferences***</td>
<td>$5,679</td>
<td>0.9%</td>
<td>$187,013</td>
<td>22.5%</td>
</tr>
<tr>
<td>IT support for website</td>
<td>$1,761</td>
<td>0.3%</td>
<td>$23,402</td>
<td>2.8%</td>
</tr>
<tr>
<td>Operational expenses</td>
<td>$335,292</td>
<td>54.9%</td>
<td>$368,286</td>
<td>44.3%</td>
</tr>
<tr>
<td>Salaries &amp; benefits****</td>
<td>$327,256</td>
<td>50.8%</td>
<td>$324,906</td>
<td>39.1%</td>
</tr>
<tr>
<td>Travel</td>
<td>$21,538</td>
<td>3.3%</td>
<td>$30,731</td>
<td>3.7%</td>
</tr>
<tr>
<td>Equipment</td>
<td>-</td>
<td>0.0%</td>
<td>$1,397</td>
<td>0.2%</td>
</tr>
<tr>
<td>Office expenses</td>
<td>$4,498</td>
<td>0.7%</td>
<td>$11,253</td>
<td>1.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$643,923</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>$830,731</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Notes:
* Consulting fee in 2016 also includes the payment made by GDN to Howard White from January 2016 to July 2016.
**The payment to CGs and Editors in 2015 includes their travel.
***Conference expenses include the expenses relating to WWGS.
****Salaries include three staff members in Oslo and four staff members in the Delhi office.

### Financial position (US$)

<table>
<thead>
<tr>
<th>Assets</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>146,439</td>
<td>378,665</td>
</tr>
<tr>
<td>Accounts receivable - GDN</td>
<td>0</td>
<td>80,012</td>
</tr>
<tr>
<td>Grants receivable</td>
<td>0</td>
<td>264,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>146,439</strong></td>
<td><strong>723,177</strong></td>
</tr>
</tbody>
</table>

The total assets during 2016 stand at US$723,177 which comprises Cash and cash equivalents (US$378,665), Accounts receivable (US$80,012) and Grants receivable (US$264,500).

<table>
<thead>
<tr>
<th>Liabilities &amp; Net assets</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accrued liabilities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grant payable</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
</tr>
</tbody>
</table>

Note: There are no accrued liabilities and grants payable recorded in previous years, but we have signed grant contract with sub-grantees in 2016 which will be payable in 2017 amounting to US$79,016.
Reviews published in 2016

The impacts of business support services for small and medium enterprises on firm performance in low- and middle-income countries, Caio Piza, Tulio Antonio Cravo, Linnet Taylor, Lauro Gonzalez, Isabel Musse, Isabela Furtado, Ana C. Sierra, Samer Abdelnour

Advocacy interventions to reduce or eliminate violence and promote the physical and psychosocial wellbeing of women who experience intimate partner abuse, Carol Rivas, Jean Ramsay, Laura Sadowski, Leslie Davidson, Danielle Dunne, Sandra Eldridge, Kelsey Hegarty, Angela Taft, Gene Feder

Juvenile curfew effects on criminal behavior and victimization, David B. Wilson, Charlotte Gill, Ajima Olaghere, Dave McClure

Parental, community, and familial support interventions to improve children's literacy in developing countries, Elizabeth Spier, Pia Britto, Terri Pigott, Eugene Roehlkapartain, Michael McCarthy, Yael Kidron, Mengli Song, Peter Scales, Dan Wagner, Julia Lane, Janis Glover

Interventions for promoting reintegration and reducing harmful behaviour and lifestyles in street-connected children and young people, Esther Cohen, Rosa Hossain, Jordi Pardo Pardo, Mirella Veras, Kabita Chakraborty, Holly Harris, Anne J. Martin

Employment interventions for return to work in working aged adults following traumatic brain injury, Carolyn Graham, Michael West, Jessica Bourdon, Katherine J. Inge

Deworming and adjuvant interventions for improving the developmental health and well-being of children in low- and middle-income countries, Vivian Andrea Welch, Shally Awasthi, Chisa Cumberbatch, Robert Fletcher, Jessie McGowan, Katelyn Merritt, Shari Krishnaratne, Salim Sohani, Peter Tugwell, George A. Wells

Community monitoring to curb corruption and increase efficiency in service delivery: evidence from low income communities, Ezequiel Molina, Laura Carella, Ana Pacheco, Guillermo Cruces, Leonardo Gasparini

The effects of school-based decision making on educational outcomes in low- and middle-income contexts, Roy Carr-Hill, Caine Rolleston, Rebecca Schendel
Titles published in 2016

Clinical supervision of psychotherapists, Robert Allan, Alan McLuckie, Lillian Hoffecker

Community-based early childhood programmes for improving developmental outcomes for children, Laura Dunne, Nicole Craig, Paul Connolly, Karen Winter

Community-led practical and/or social support interventions for adults living at home with palliative and end of life care needs, Kathleen McLoughlin, Mairead Furlong, Joanne Callinan, Emilio Herrera Molina, Sinead McGilloway, Jim Rhatigan

Early childhood education programs for improving the development and achievement of low-income children, Douglas J. Besharov, Douglas M. Call

Effective programs for social and emotional learning, Roisin Corcoran, Robert Slavin

Effects of bystander programs on the prevention of sexual assault among adolescents and college students, Heather Hensman Kettrey, Emily Tanner-Smith

Effects of trauma-informed approached in schools, Brandy R. Maynard, Anne Farina

Emergency department data sharing to reduce alcohol-related violence: the feasibility and effectiveness of community level interventions, Nicolas Droste, Peter G. Miller, Tim Baker

Family treatment drug courts for improving parental legal and psychosocial outcomes, Suzanna Fay-Ramirez, Elizabeth Eggins

First language-mediated strategies for improving linguistic proficiency and academic attainment for bilingual children aged 4-11 in non-bilingual schools, Hamish Chalmers

Inter-school collaborations for improving educational and social outcomes for children and young people, Paul Connolly, Jennifer Hanratty, Joanne Hughes, Christopher Chapman, Danielle Blaylock

Interventions designed to improve financial capability by improving financial behavior and financial access, Julie Birkenmaier, Brandy R Maynard

Interventions for anxiety in school-aged children with autism spectrum disorder, Petra Lietz, Julie Kos, Elizabeth O’Grady, Jenny Trevitt, Mirko Uljarevic

Interventions for reducing re-entry into foster care, Terry V. Shaw, Emily Smith Goering, Sarah Sweeney

Interventions to promote female economic empowerment in low-and middle-income countries: reforms to labor market, land, inheritance and participation of women in decision making, Marcela Ibanez, Sebastian Vollmer, Sarah Khan, Anna Minasyan, Soham Sahoo, Atika Pasha, Pooja Balasubramanian, Le Thi Ngoc Tu, Sebastian Straube, Tim Friede
Interventions to protect adults and adolescents from stalking: preventive and protective effects, Martin Killias, Giulia Mugellini, Giang Ly Isenring, Lorenz Biberstein

Language interventions for improving the L1 and L2 development of dual language learners in early education and care, Franziska Egert, Steffi Sachse, Katarina Groth

Manualized social emotional learning program for preventing violence in school-aged children: the Second Step Program, Gregory E. Moy, Brian Trainor, Amy Hughes, Thuy-Vy H. Phan, Terri Pigott

Music instruction for improving cognitive and social emotional development and academic achievement in school-aged children and youth, Gabrielle Chapman, Jan Morrison, Mark Lipsey


Parent-mediated interventions to foster early language and literacy skills in young children, Sandra Jo Wilson, Jennifer Norvell, Lauren Kissinger

Police-initiated diversion for youth to prevent future delinquent behavior, David B. Wilson, Iain Brennan, Ajima Olaghere, Catherine S. Kimbrell

Psychosocial, pharmacological, and legal interventions for improving the psychosocial outcomes of children with substance misusing parents, Elizabeth Eggins, Sharon Dawe, David B. Wilson

Recovery schools for improving well-being among students in recovery from substance use, Emily A. Hennessy, Emily Tanner-Smith, Andrew J. Finch, Nila Sathe, Shannon Potter

School-based education programmes for improving knowledge of back health, ergonomics and postural behaviour of secondary school children, Josette Bettany-Saltikov, Tracey Arnell, Paul van-Schaik, Robert McSherry, Iain Baird, Vicki Whittaker

School-based interventions for improving academic success for early primary school students with established and emerging special health care needs, Jon Quach, Meredith O’Connor, Janet Clinton, John Hattie, Alana Deery, Sharon Goldfeld

The promotion of well-being among children exposed to intimate partner violence, Natasha E. Latzman, Cecilia Casanueva, Julia Brinton, Valerie L. Forman-Hoffman

Universal school-based programmes for improving social and emotional outcomes in children aged 3-11 years, Paul Connolly, Sarah Miller, Jennifer Mooney, Seaneen Sloan, Jennifer Hanratty

*Titles that proceeded to protocol stage during 2016 are included under protocols, pp.26-27.*
Protocols published in 2016

Administrative reforms in the public sector and their impact on the level of corruption, Martin Killias, Giulia Mugellini, Giang Ly Isenring, Patrice Villettaz

Approaches to promote handwashing and sanitation behaviour change in low- and middle-income countries: a mixed method systematic review, Emmy De Buck, Karin Hannes, Hans Van Remoortel, Thashlin Govender, Axel Vande Veegaete, Alfred Musekiwa, Vittoria Lutje, Margaret Cargo, Hans-Joachim Mosler, Philippe Vandekerckhove, Taryn Young

Broken windows policing to reduce crime, Anthony A. Braga, Brandon C. Welsh

Collaborative testing for improving student learning outcomes and test-taking performance in higher education, Renée Cantwell, Jeanann Sousou, Yuri Jadotte, Jenny Pierce

Increased police patrol presence effects on crime and disorder, Cody Telep, David Weisburd, Sean Wire, David Farrington

Interventions to improve mathematical performance for children with mathematical learning difficulties, Mairead Furlong, Fergal McLoughlin, Sinead McGilloway, David Geary

Merit pay programs for improving teacher retention, teacher satisfaction, and student achievement in Primary and Secondary education, Gary Ritter, Julie Trivitt, Leesa Foreman, Corey DeAngelis, George Denny


‘No excuses’ charter schools for increasing math and literacy achievement in Primary and Secondary education, Sarah Krowka, Alexandria Hadd, Robert Marx

Peer-based interventions for reducing morbidity and mortality in HIV-infected women, Jennifer Petkovic, Marion Doull, Annette Ou2019Connor, Jessica Aweya, Manosila Yoganathan, Vivian Andrea Welch, George A. Wells, Peter Tugwell

Personal budgeting interventions to improve health and social care outcomes for people with a disability, Padraic Fleming, Mairead Furlong, Sinead McGilloway, Fiona Keoghe, Marian Hernon

Police training interventions to improve the democratic policing of protests, Yael Litmanovitz, Paul Montgomery, Raeli Bronstein
Provision of information and communications technology (ICT) for improving academic achievement and school engagement in students aged 4-18, Kristin Liabo, Antonia Simon, Janice Tripney, Kathy-Ann Daniel-Gittens, Alex Elwick

Saving promotion interventions for improving saving behaviour and reducing poverty in low- and middle-income countries: a systematic review and meta-analysis, Janina Isabel Steinert, Ani Movsisyan, Juliane Zenker, Ute Filipiak, Yulia Shenderovich

Targeted school-based interventions for improving reading and mathematics for students with or at-risk of academic difficulties in Grade 7 to 12, Jens Dietrichson, Martin Bøg, Trine Filges, Anne-Marie Klint Jørgensen

Targeted school-based interventions for improving reading and mathematics for students with or at-risk of academic difficulties in grades K to 6, Jens Dietrichson, Martin Bøg, Misja Eiberg, Trine Filges, Anne-Marie Klint Jørgensen

Teach for America (TFA) for improving math, language arts, and science achievement of primary and secondary students in the United States, Herb Turner, Robert Boruch, Mackson Ncube, Annette Turner

The effect of linguistic comprehension training on language and reading comprehension, Kristin Rogde, Åste Mjelve Hagen, Monica Melby-Lervåg, Arne Lervåg

The Tools of the Mind curriculum for improving self-regulation in early childhood, Alex Baron, Maria Evangelou, Lars-Erik Malmberg, Gerardo-Javier Melendez-Torres

Third-party policing for reducing crime and disorder, Lorraine Mazerolle, Angela Higginson, Elizabeth Eggins

Universal preschool- and school-based education programmes for reducing ethnic prejudice and promoting respect for diversity among children aged 3-11: a systematic review and meta-analysis, Ciara Keenan, Paul Connolly, Clifford Stevenson

Vocational and business training to increase women's participation in higher skilled, higher valued occupations in low- and middle-income countries, Marjorie Chinen, Thomas de Hoop, María Balarin, Lorena Alcázár
Methods, policies and guidelines

Effect sizes for single-case designs: Campbell discussion paper 1, Jeffrey C. Valentine, Emily E. Tanner-Smith, James E. Pustejovsky, T. S. Lau

Methodological expectations of Campbell Collaboration intervention reviews: Conduct standards

Methodological expectations of Campbell Collaboration intervention reviews: Reporting standards

Network meta-analysis: Campbell policy note 1

Synthesizing bivariate and partial effect sizes: Campbell policy note 2

Converting between effect sizes: Campbell policy note 3

How to write a plain language summary for a Campbell systematic review

Campbell Collaboration Systematic Reviews: Policies and Guidelines