

Understanding government, politics, and policymaking

20 November 2023

Katie Thorpe & Gavin Freeguard
Institute for Government



Welcome and introductions



The Institute for Government

IfG ACADEMY



- Independent, non-partisan think tank
- Mission: *to make UK government more effective*
- Established 2009
- Based in Westminster, London
- 50 staff
- Main funder is Gatsby Charitable Foundation

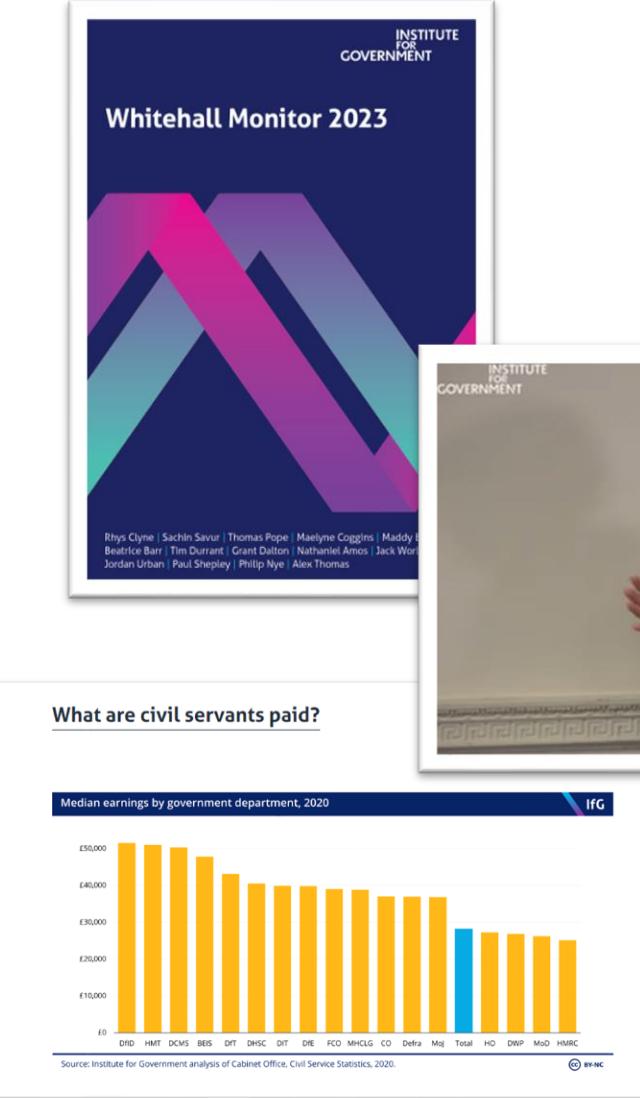
IfG work programmes 2023

IfG ACADEMY

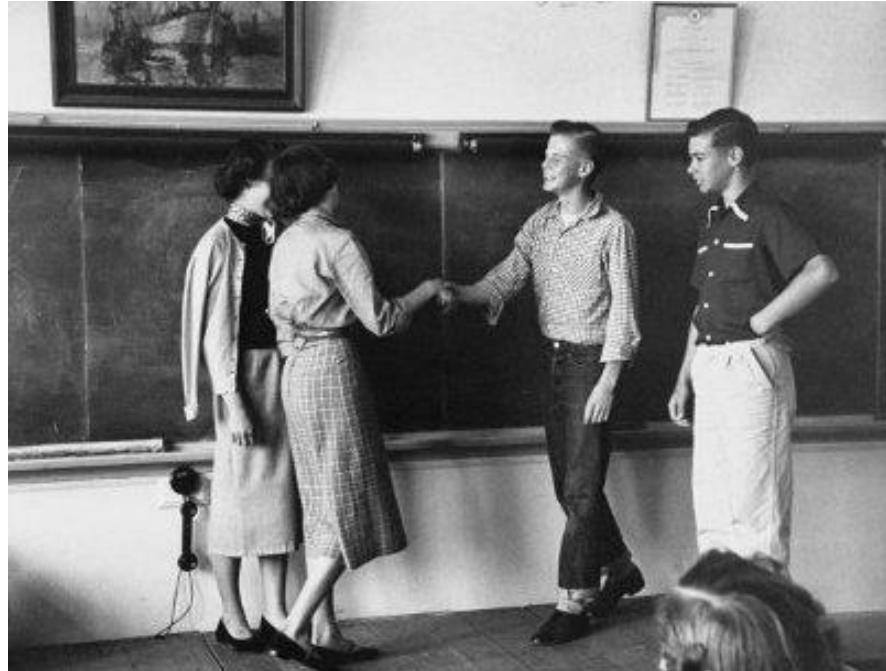
Ministers	Civil service	Parliament and constitution	Policy making	Public services	Public finances	Public bodies
						
Brexit	Devolution	Procurement	Data	Regulation	Net zero	IfG Academy
						

Our work

- Reports
- Explainers
- Media
- Podcast
- Private roundtables
- Public events
- Workshops



IfG ACADEMY



In your small groups:

- What is your research about and which aspects would be of interest to policy makers?
- What would you most like to get from the workshop?
- If you were prime minister for the day, what would you do?

Objectives

IfG ACADEMY

	How do we translate research into things for policymakers	
Some policy ideas	How to create value	How research eg on LLMs is being discussed in the public sphere (and get more informed discussion)
Introduction to government	How to write briefing notes in the right way to communicate with policymakers	How to work with government
How to communicate with policymakers	How government works - and different audiences	Get an overview of how things really work
Communication element	Understand the levers to pull so research is useful - not academic void	

Agenda for today

IfG ACADEMY

Time	Session
10.00-10.30	Welcome and introductions
10.30-11.45	The landscape of UK government
11.45-12.00	BREAK
12.00-12.45	Evidence and policy making
12.45-13.45	LUNCH
13.45-14.45	Routes to engagement
14.45-15.00	BREAK
15.00-16.15	Writing for policy audiences
16.15- 16.30	Wrap-up and close

The landscape of UK government



Levels of government

IfG ACADEMY

Central Government



HM Government

Devolved
governments



The Scottish
Government

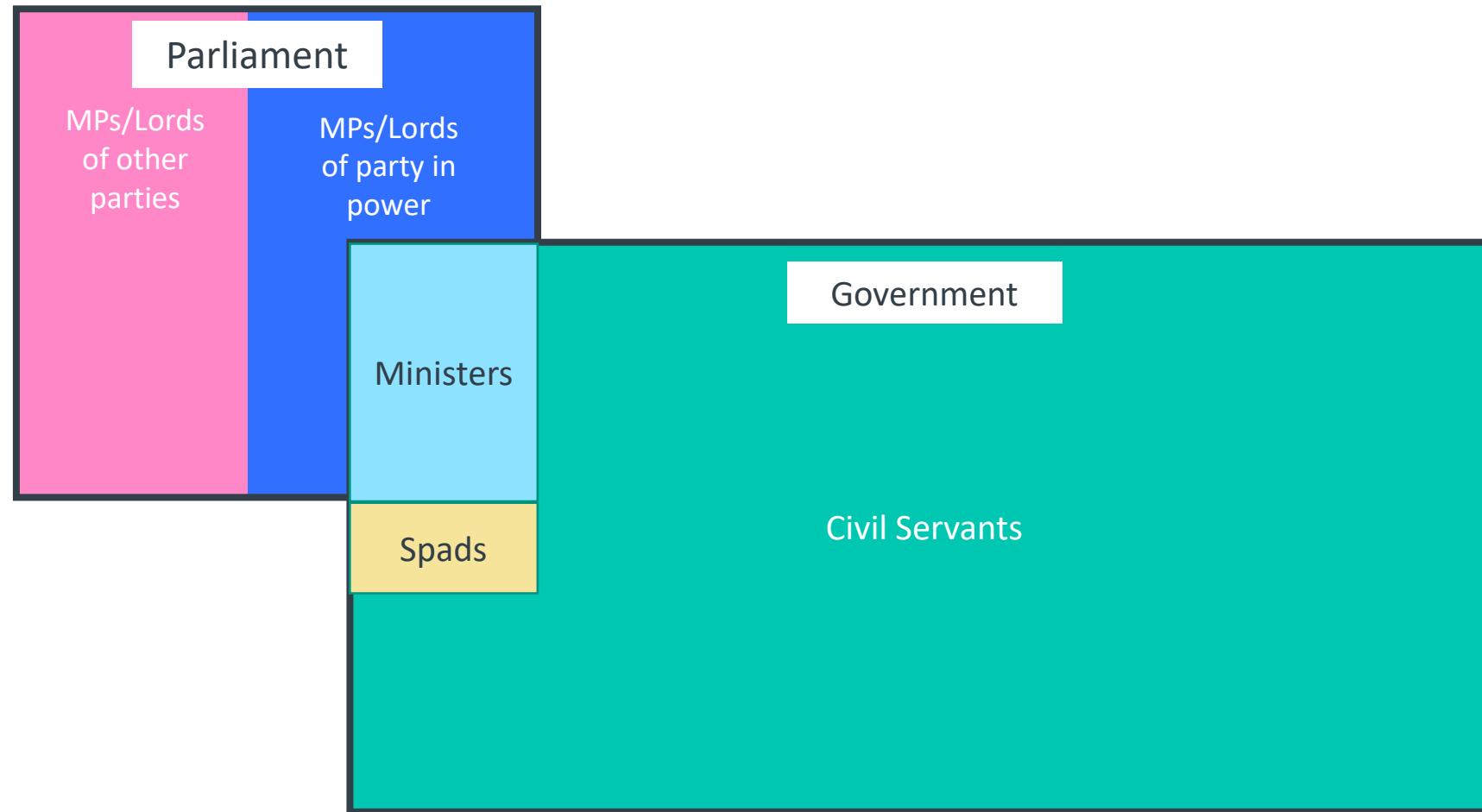
Metro mayors

GMCA GREATER
MANCHESTER
COMBINED
AUTHORITY

Local government

The logo for Worcestershire County Council, featuring a crest with a lion and unicorn flanking a shield, with the words "worcestershire county council" in a serif font below it.

Central government



Westminster: Parliament has three main roles

IfG ACADEMY

1. Consider and amend laws

- Scrutinise govt bills
- Make decisions by voting (divisions)
- Bills must be approved in both houses



2. Forum for debate

- Formal discussion of particular proposal

3. Hold government to account

- Questions
- Select committees

Parliament – Commons and Lords

IfG ACADEMY



Members: 650

Number of seats: 427

Elected every 5 years

Plain, green

Has primacy over Lords – in a fight, the Commons wins



Members: About 800

Number of seats: About 400

Appointed by the King on the advice of the PM

Fancy, red

Does detailed scrutiny, less overtly political



Whitehall: politicians

IfG ACADEMY



Government is led by the Prime Minister – the leader of the party which can command a majority in the House of Commons

There is a cabinet of ? senior members of government - plus ? more who attend meetings

- There are ? government ministers in total
 - Cabinet ministers
 - Ministers of state
 - Parliamentary Under Secretaries
- And ? Special advisers (SpAds)



*this number fluctuates

Whitehall: politicians

IfG ACADEMY



Government is led by the Prime Minister – the leader of the party which can command a majority in the House of Commons

There is a cabinet of 23* senior members of government - plus 8* more who attend meetings

- There are 126* government ministers in total
 - Cabinet ministers
 - Ministers of state
 - Parliamentary Under Secretaries
- And 100+ Special advisers (SpAds)



*this number fluctuates

SpAds can get a bad rap...

IfG ACADEMY



...But play a very important (though ill-defined) role in government

IfG ACADEMY

Special advisers are **political appointees** who help ministers navigate government.

- Give party political advice and support
- Contribute to policy planning – act as link between minister and civil servants
- Liaise with the party and outside interest groups
- Brief journalists
- General plotting and scheming

- Nearly half of SpAds work for No. 10
- Others work for cabinet ministers (usually max. 2)

Whitehall: civil servants

IfG ACADEMY

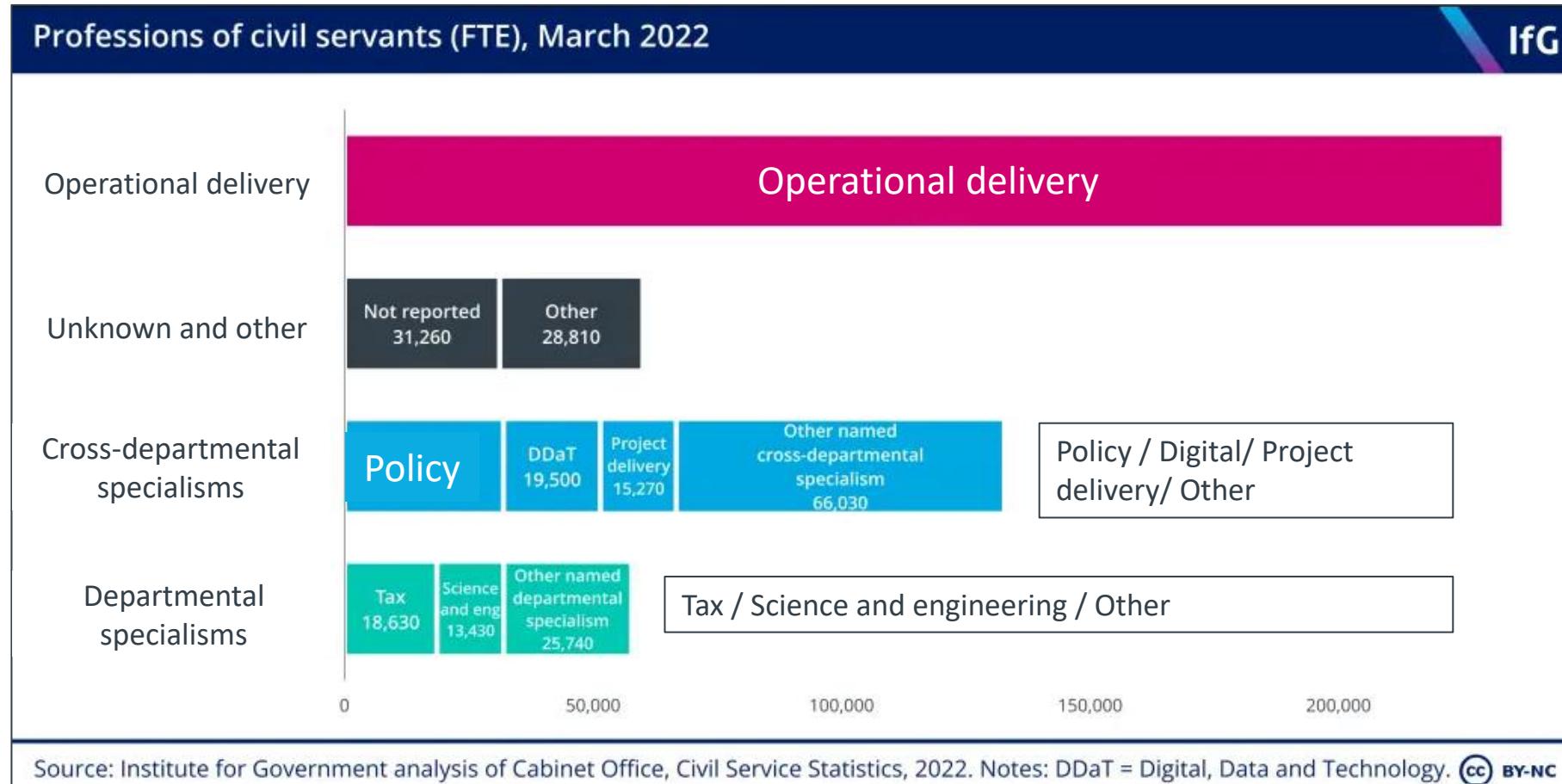
- Politically neutral – implement programme of elected government
- Departmental structure
- Each department varies in terms of staff numbers, budgets, pay structures, culture
- Complex landscape of public bodies that are linked to departments



- About 480,000 civil servants in total
- Approx. 32,000 of these describe themselves as “policy making”

Most civil servants work in operational delivery

IfG ACADEMY



How many government departments can you name?

IfG ACADEMY



Bonus points for the newest ones...

DEFRA
BEIS
HMRC

MI5

Pensions

DSIT

Department for Leveling Up,
Housing and Communities
FCA

NICE

Media and sports



Business

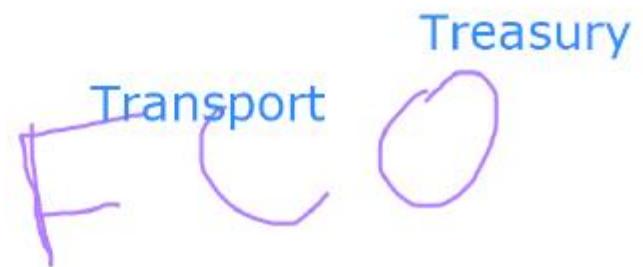
Dstl?

Brexit?

Maritime
DSIT

HMRC

Department for Education



DHSC

Immigration Health

MOD

Levelling Up
Transport

DBT

FCDO

There are 17 major government departments

IfG ACADEMY

“The Centre”



Cabinet Office



HM Treasury

More policy, less delivery



Department for
Energy Security
& Net Zero



Department
for Culture
Media & Sport



Department
for Environment
Food & Rural Affairs



Department
of Health &
Social Care



Department for
Science, Innovation
& Technology



Department for
Levelling Up,
Housing & Communities



Department
for Transport



Department for
Business & Trade



Foreign, Commonwealth
& Development Office



Ministry
of Justice



Home Office



Department
for Work &
Pensions



Ministry
of Defence

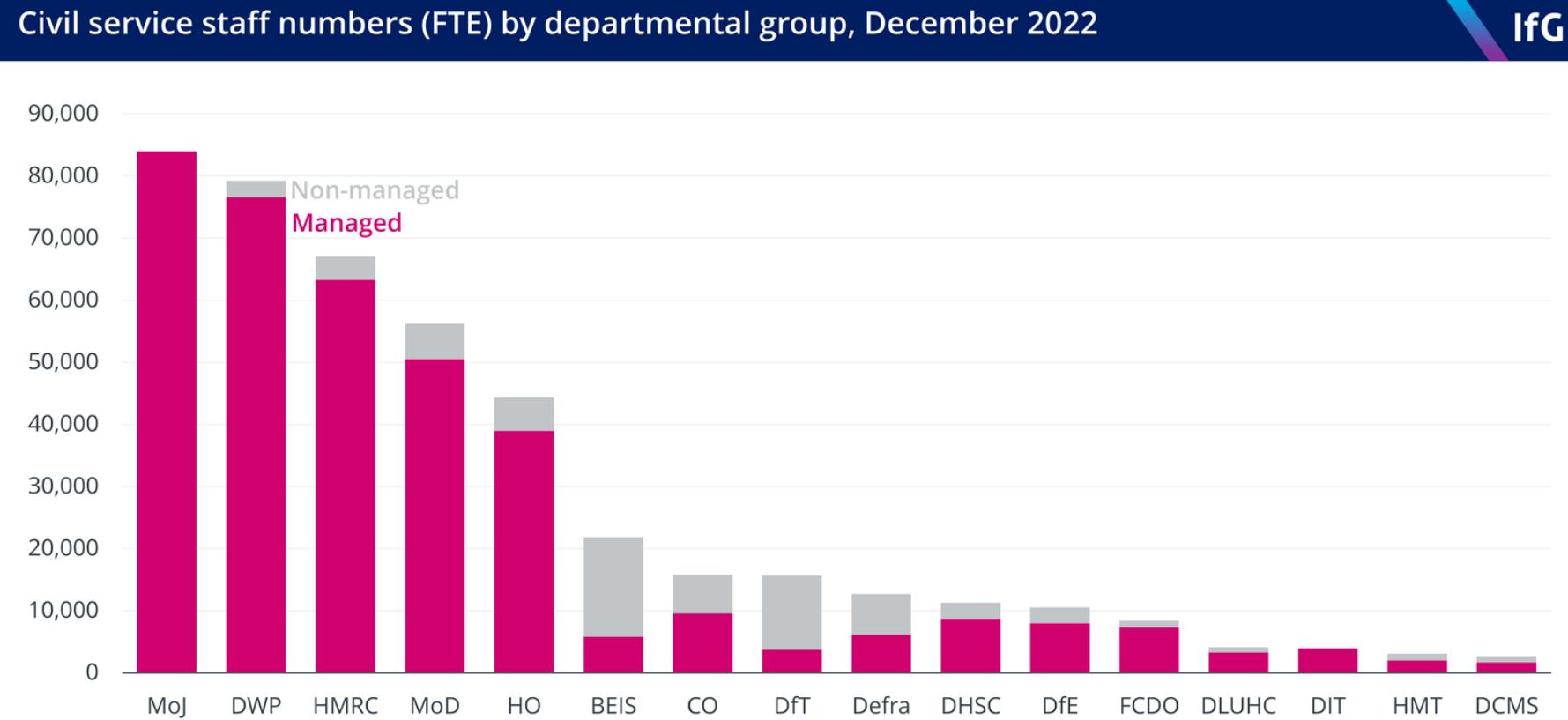


Department
for Education

“Delivery departments”

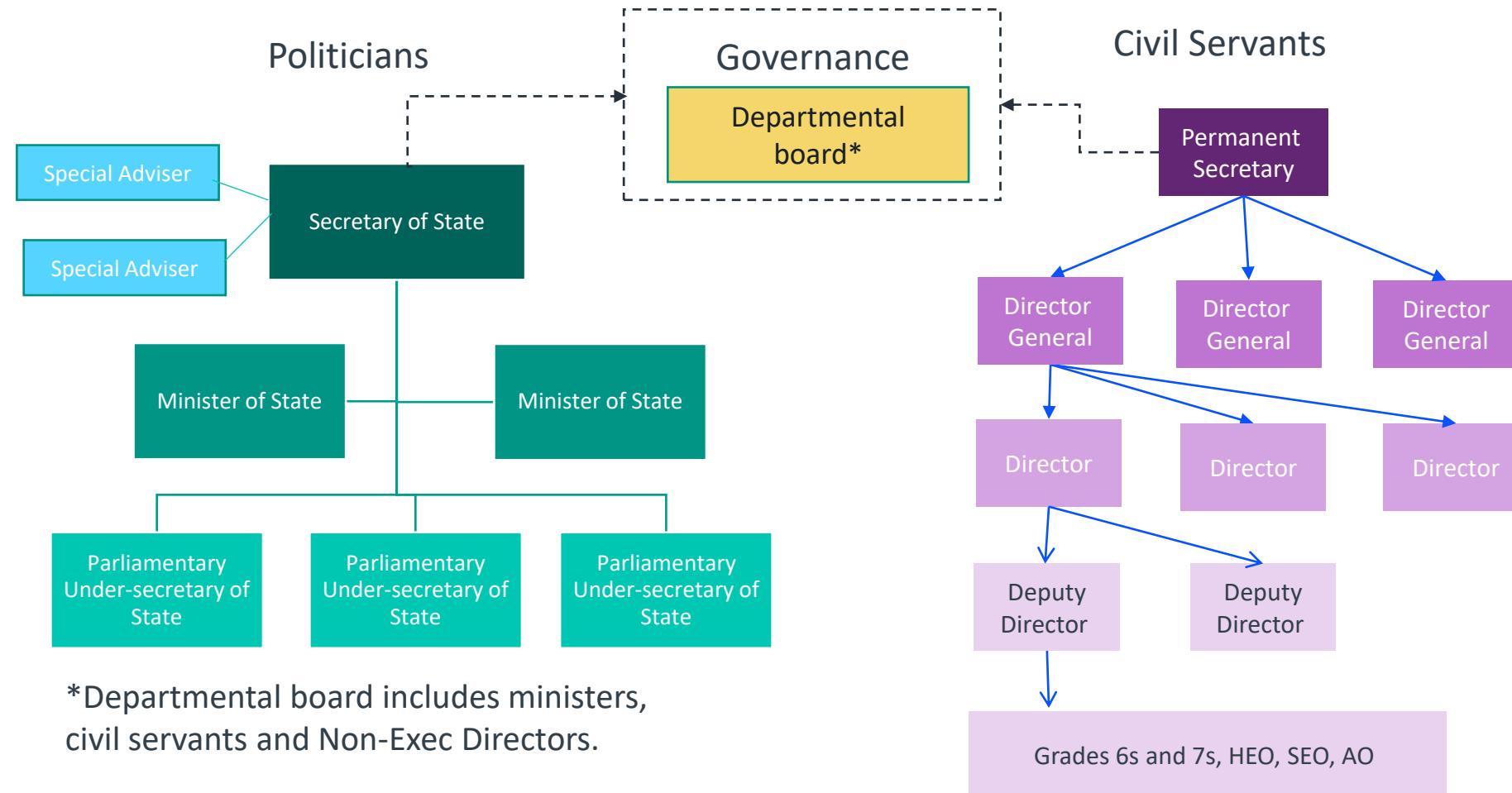
The function drives the number of staff

IfG ACADEMY



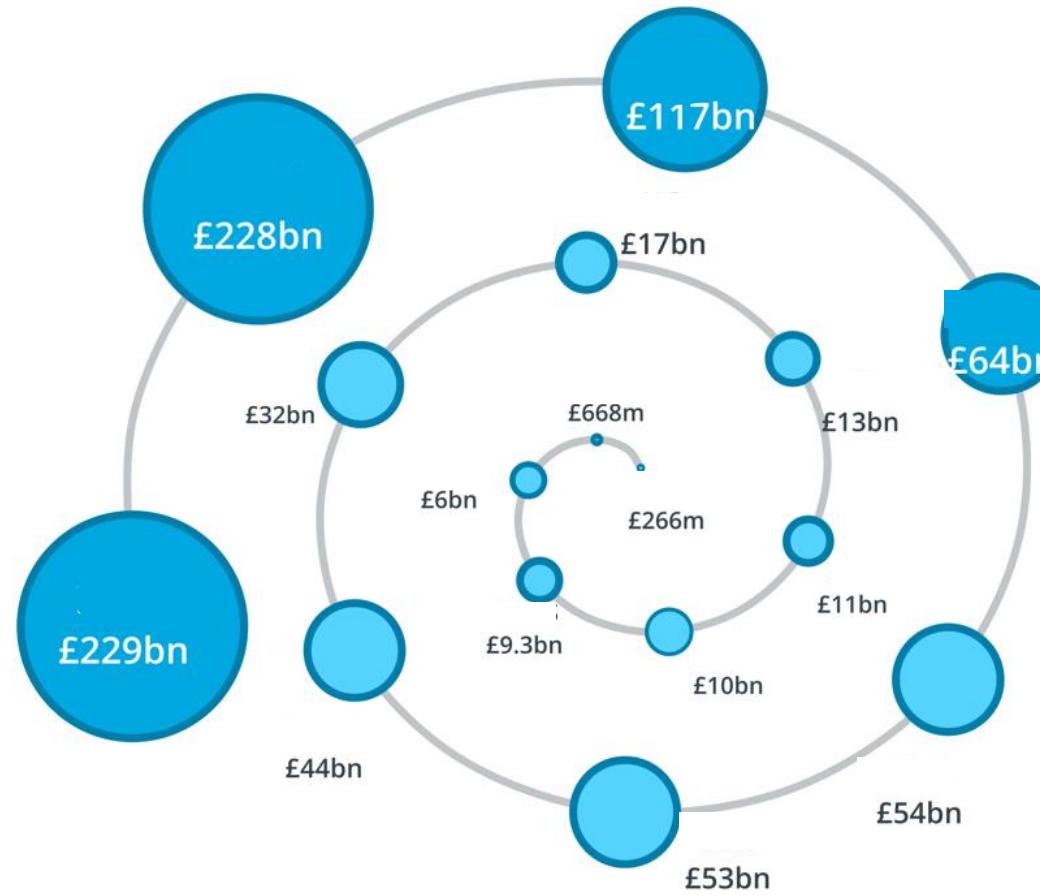
Source: Institute for Government analysis of ONS, Public Sector Employment Data (Table 9), Q4 2022

Inside a department



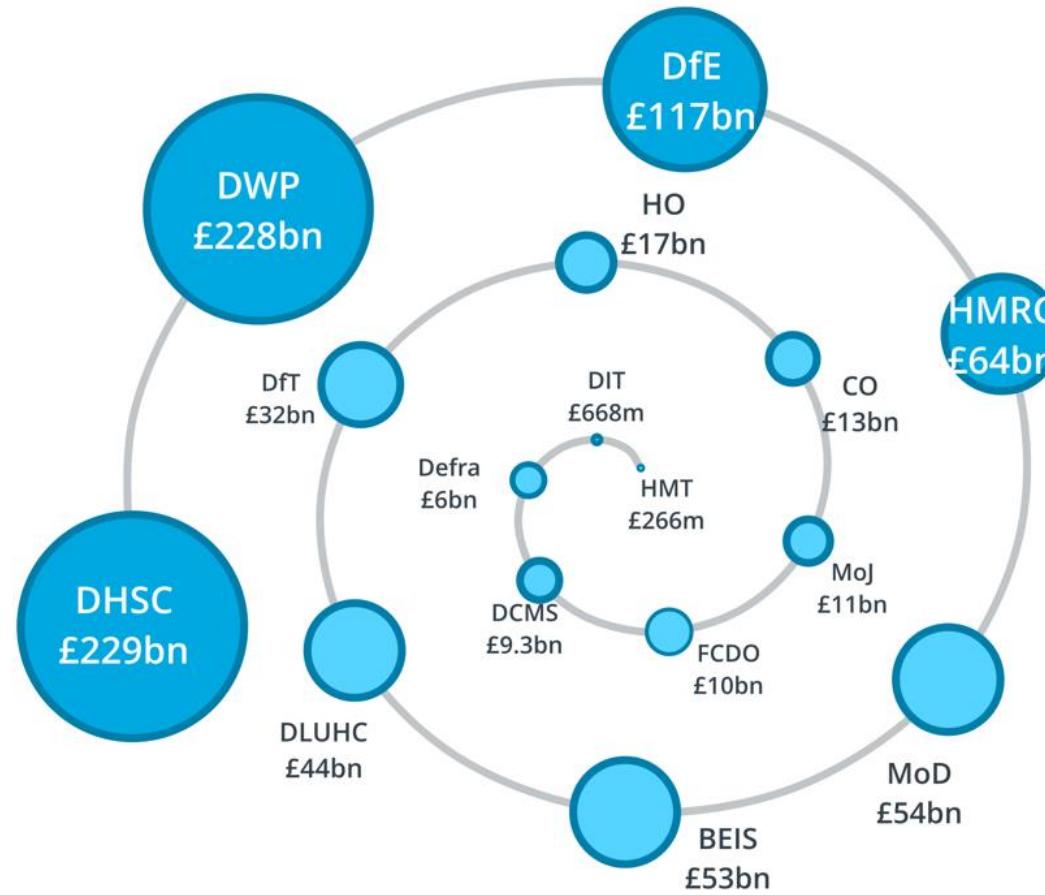
Expenditure also varies greatly

Total managed expenditure (TME) by department, 2021/22 (planned)



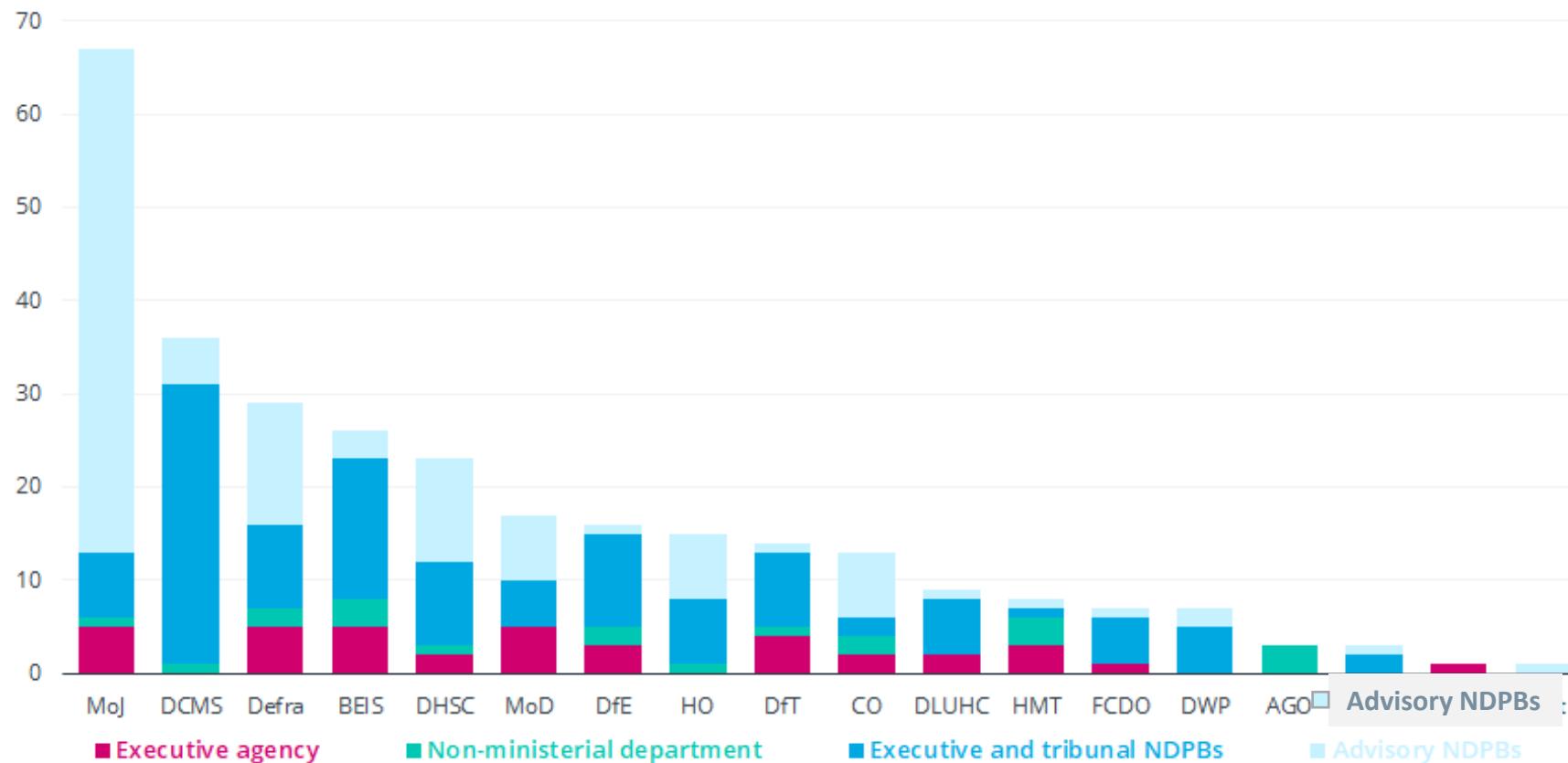
Expenditure also varies greatly

Total managed expenditure (TME) by department, 2021/22 (planned)



An extra layer of complexity comes from the landscape of public bodies...

Number and type of public bodies by department

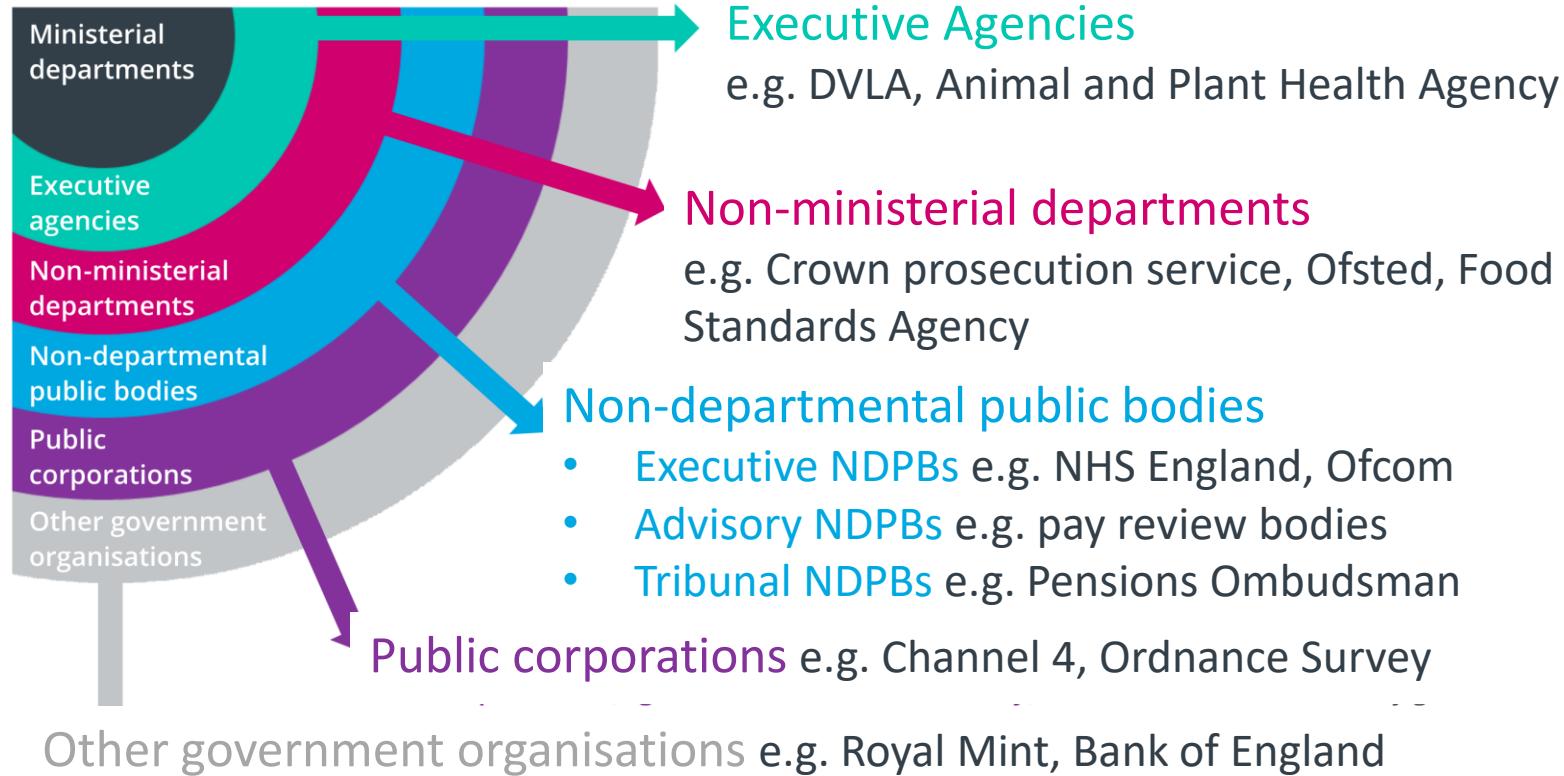


...a term which covers many different types of organisation

IfG ACADEMY

Types of public body (adapted from Cabinet Office classifications)

IfG



How many public bodies associated with AI and data can you think of?

IfG ACADEMY



How many public bodies associated with AI and data can you think of?

IfG ACADEMY



Department for
Digital, Culture
Media & Sport

Centre for
Data Ethics
and Innovation



Office for
Artificial
Intelligence

AI Council



Department for
Business, Energy
& Industrial Strategy



Government
Office for Science



AI Council



Cabinet Office



Central Digital
& Data Office



Government
Digital Service



Government
Shared Services



10DS



Office for
National Statistics



Data Science
Campus



Office for
Statistics Regulation



Government Analysis Function



Biometrics and Surveillance Camera Commissioner

The NHS AI Lab

Accelerating the safe adoption of artificial
intelligence in health and care



Department
of Health &
Social Care



HM Treasury

How many public bodies associated with AI and data can you think of?

IfG ACADEMY



Department for
Science, Innovation,
& Technology

Centre for
Data Ethics
and Innovation



Office for
Artificial
Intelligence

AI Council

Ofcom

Advanced
Research
+ Invention
Agency

ARIA



Cabinet Office



Government
Office for Science



Government
Digital Service



Government
Shared Services



10DS



Office for
National Statistics



**Data Science
Campus**



Office for
Statistics Regulation



Government Analysis Function



Department
for Culture
Media & Sport



Biometrics and Surveillance Camera Commissioner

The NHS AI Lab

Accelerating the safe adoption of artificial
intelligence in health and care



Department
of Health &
Social Care



HM Treasury



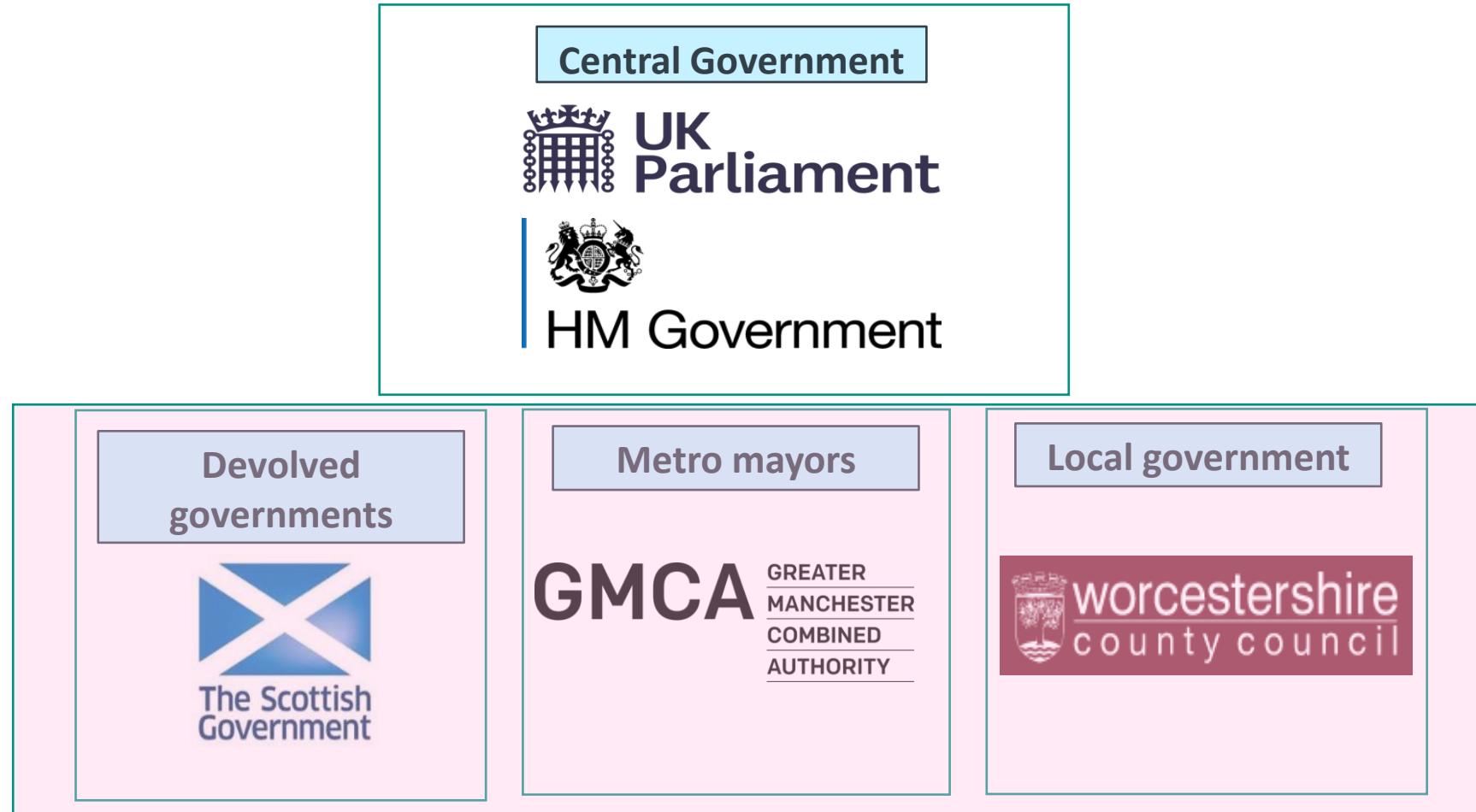
CMA
Competition & Markets Authority

Department for
Business & Trade

Devolved and local government

Levels of government

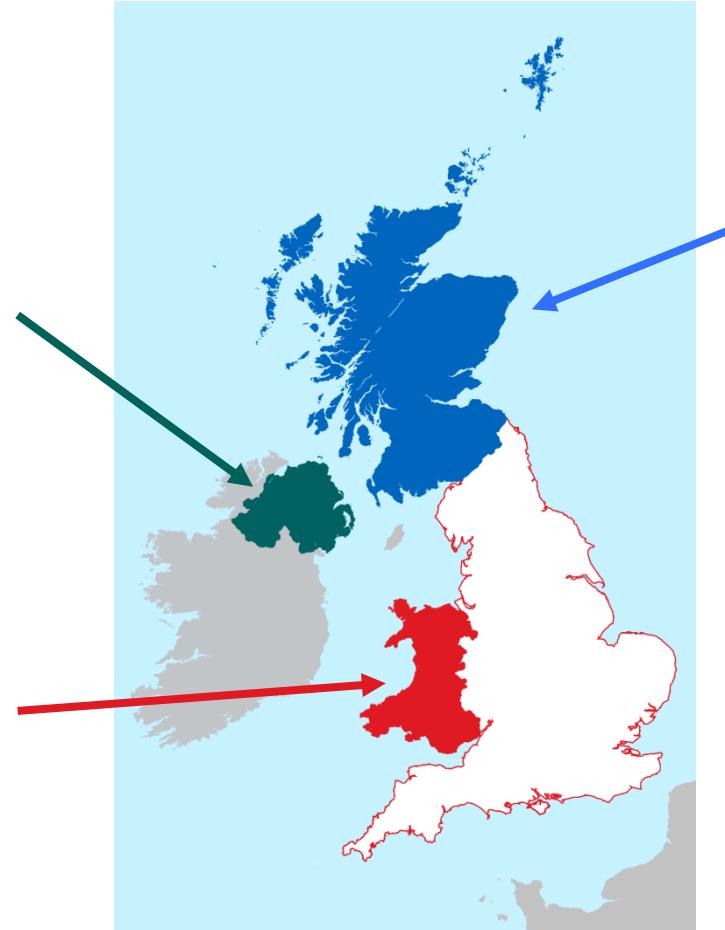
IfG ACADEMY



Initial devolution settlements were different in each country – and have evolved since

Northern Ireland: Good Friday power-sharing agreement passed in 1998.

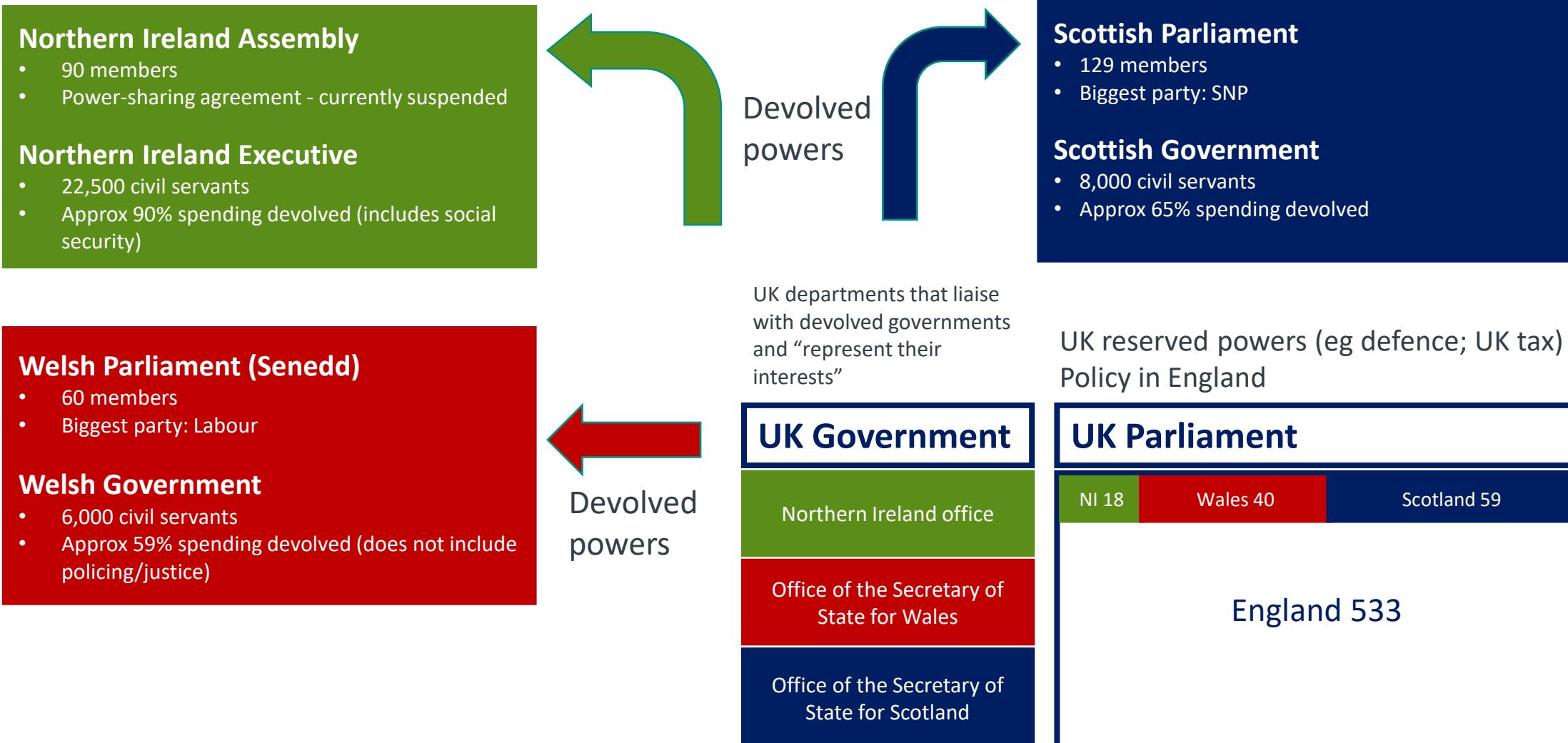
Wales: Acts passed in 1998 and 2006. Referendum held in 2011, after which full lawmaking powers gained by Welsh Assembly.



Scotland: Acts in 1998 and 2012. 55% voted “no” to independence referendum in 2014 but more powers were devolved in 2016.

How do UK and devolved governments connect?

IfG ACADEMY



Which policy areas are most devolved?

IfG ACADEMY

Figure 1 Percentage of UK government departments' spending responsibility that is devolved

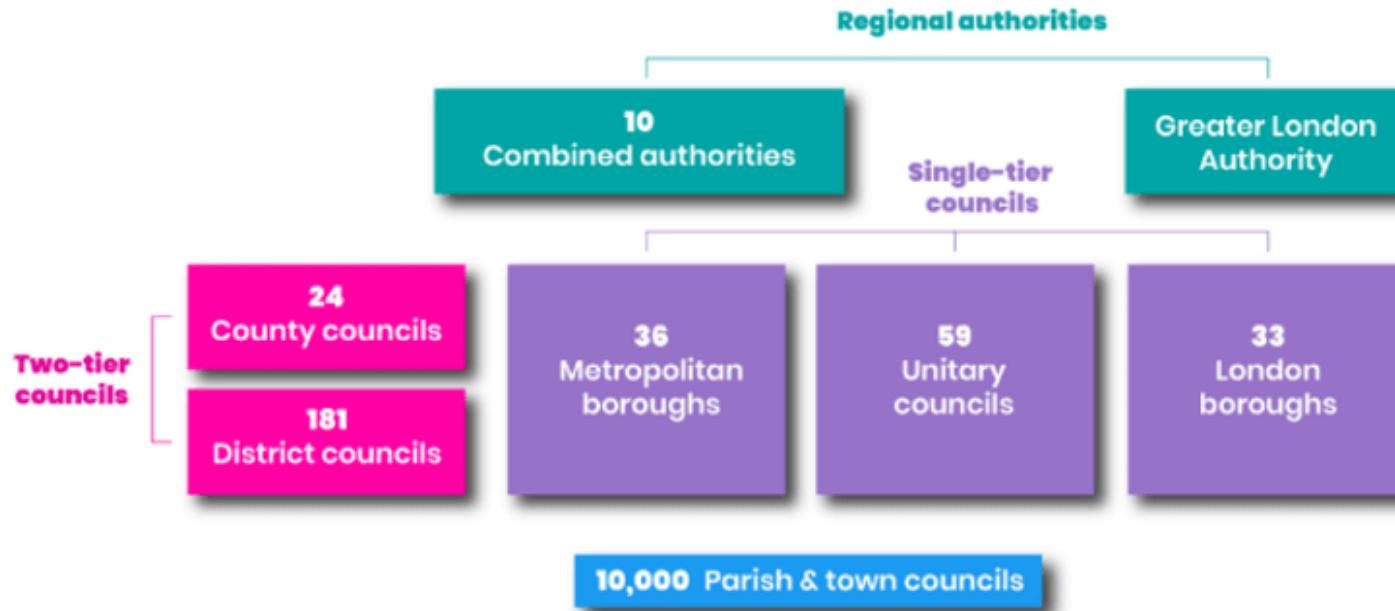
Department	Scotland	Wales	Northern Ireland
Education	100%	100%	100%
Housing, Communities and Local Government	100%	100%	100%
Health and Social Care	100%	100%	100%
Environment, Food and Rural Affairs	97%	97%	97%
Transport	92%	37%	95%
Digital, Culture, Media, and Sport	68%	68%	70%
Justice	100%	1%	100%
Home Office	74%	2%	74%
Work and Pensions	20%	0%	98%
Business, Energy and Industrial Strategy	7%	7%	7%
HMRC	4%	4%	3%
HM Treasury	0%	0%	0%
Cabinet Office	0%	0%	0%
Defence	0%	0%	0%
Foreign, Commonwealth and Development Office	0%	0%	0%
International Trade	0%	0%	0%

As at 25 November 2020

Local government has a variety of structures

IfG ACADEMY

English local government structures



This diagram represents the key local government structures in England.

Local government: who does what?

IfG ACADEMY

County
councils

- Education
- Transport
- Highways
- Heritage
- Social care
- Libraries
- Trading standards
- Waste management

District,
borough and
city councils

- Housing
- Planning applications
- Licensing
- Council tax collection
- Rubbish collection

Metropolitan
boroughs

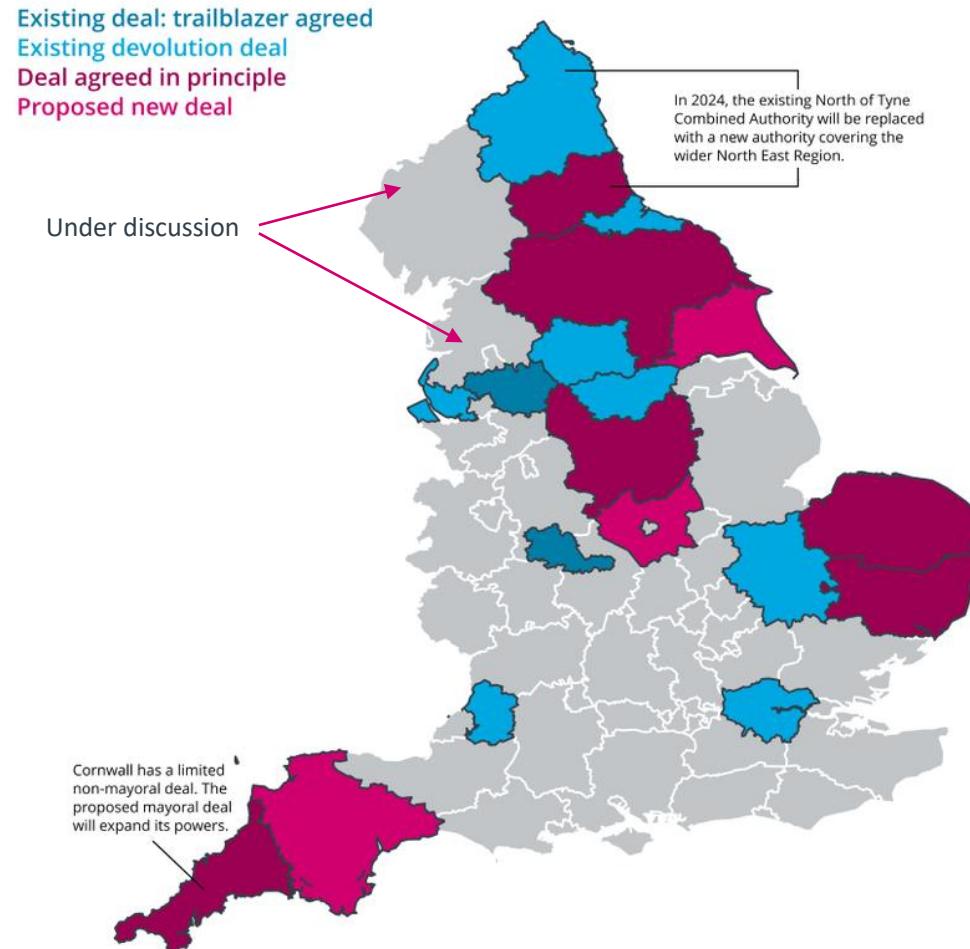
Unitary councils

London
boroughs

In England, some additional powers are devolved to combined authorities

English Devolution has gained renewed momentum under the levelling up agenda:

- In 2022 six new deals were agreed in principle
- In January 2023 four more deals were proposed
- In March 2023 two “trailblazer deals” were agreed with Manchester and West Midlands



Headed by directly elected “Metro” mayors

IfG ACADEMY

Sadiq Khan



Andy Street



Ben Houchen



Andy Burnham



Oliver Coppard



Tracy Brabin



Dan Norris



Nik Johnson



Steve Rotherham



Jamie Driscoll



The wider landscape of policy making

Many others are involved in policy making

IfG ACADEMY

Influencers

Decision makers

Implementers

Central government



HM Government

Devolved administrations



The Scottish Government

Metro mayors



Local government

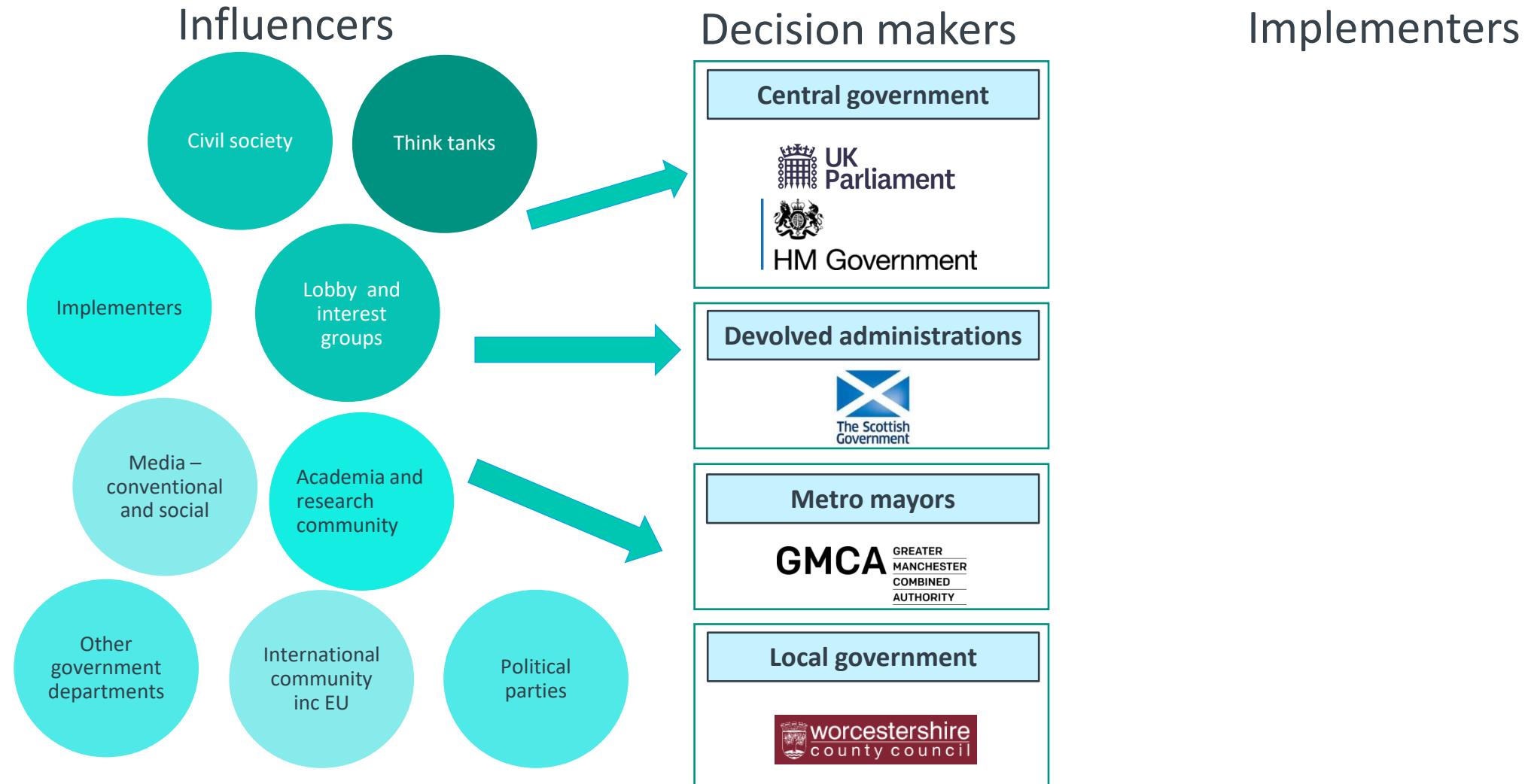


Who are the people or organisations that influence policy makers?

IfG ACADEMY

		Funders	
Russia	Learned societies and national academies	Oligarchs in general	
The public	Emma Karoune	think tanks	Alan Turing Institute
Other politicians	international governments	Lobbyists	
charities	Universities	Media	Newspapers
Universities (planning and regional development, innovation)	Industry powerful and wealthy individuals		NGOs
ATI!	Souses and friends of the policy makers	White millionaires	Researchers
	Stories in the news	Civil society	

Many others are involved in policy making



Who are the people or organisations that implement policies?

IfG ACADEMY

Public sector workers?

Professional associations

Think Tanks

civil servants

Public bodies like NHS

Regulators

Tendered bidders

Street level bureaucrats

Businesses

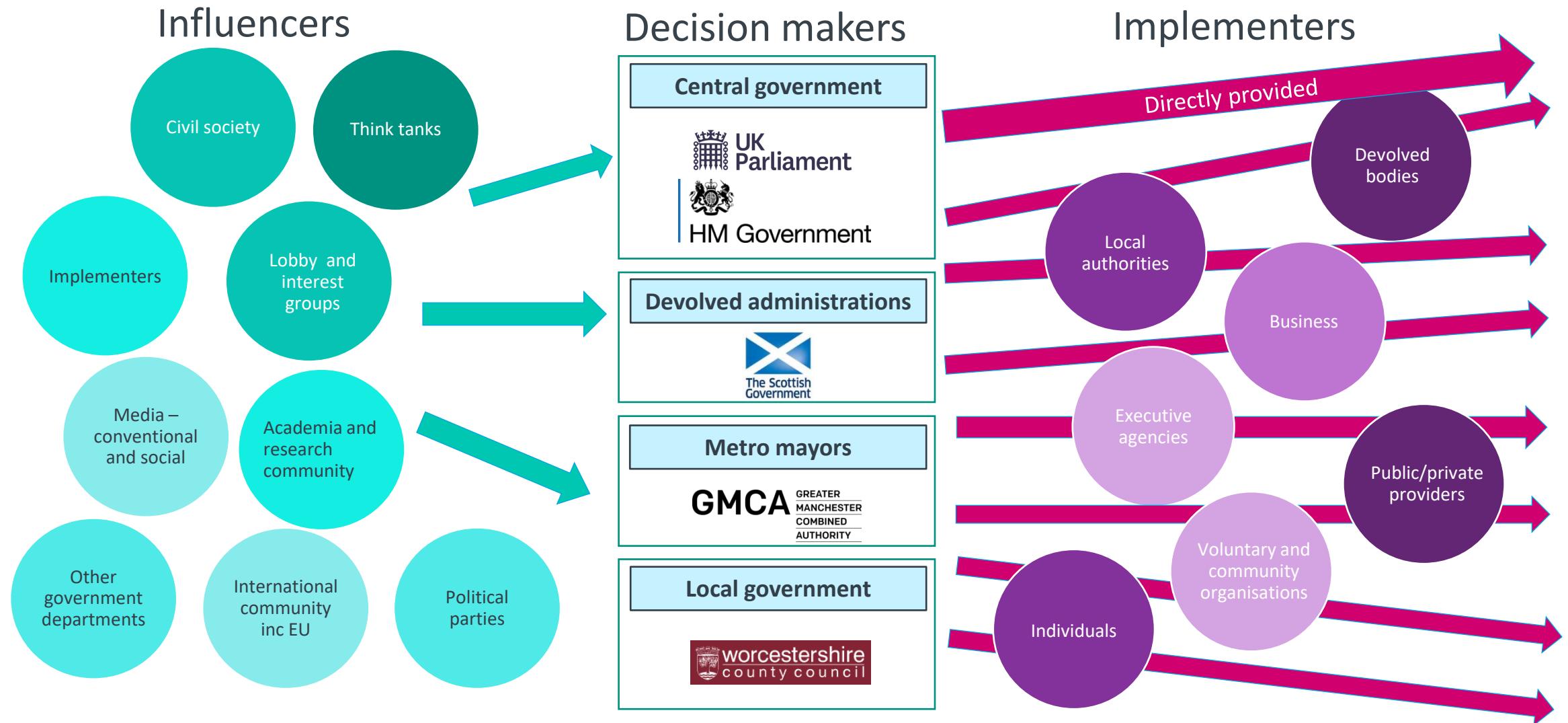
Inspectors

Councils?

Local government

Privatised Contractors

Many others are involved in policy making



What does this mean for you?

IfG ACADEMY

- Work out which level of government is best to engage with
 - Who makes the decisions about what to do?
 - Who is crafting the policy?
 - Which are the most accessible routes to engagement?
- Consider the whole policy making process – from ideas to implementation
 - Who do the policy makers listen to?
 - Who is most influential in how policies are implemented?



What faces policy makers in 2023/4?



What faces policy makers in 2023/4

IfG ACADEMY

Short-term challenges

Poor state of public finances

Cost of living crisis

Managing Brexit

Public services facing
big post-Covid pressures

Planning for election

Geo-political instability

Long-term challenges

Net Zero and climate crisis

Low economic productivity

Managing Brexit

Structural inequalities –
“levelling up”

Geo-political instability

Managing global risks –
pandemics, climate, AI

Public services are facing big pressures

Service performance ratings, October 2023



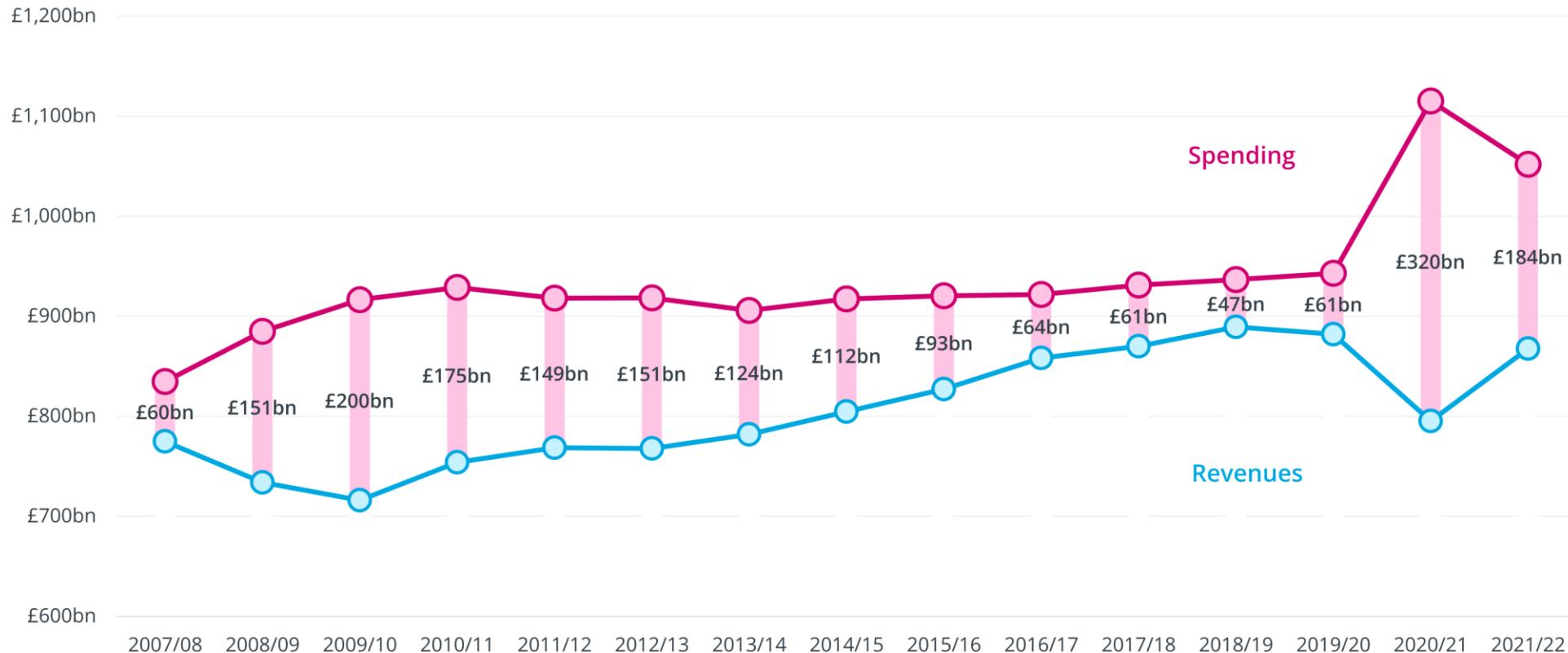
Service	Performance on the eve of pandemic vs 2009/10		Funding adequate to	
	Performance now vs on the eve of pandemic		Return to pre-pandemic performance levels by the end of 2024/25	Maintain performance levels between the end of 2024/25 and 2027/28
General practice	↓ Much worse	↘ Worse	No	Yes
Hospitals	↓ Much worse	↓ Much worse	Maybe	Yes
Adult social care	↓ Much worse	↘ Worse	No	Maybe
Children's social care	↘ Worse	→ About the same	Yes	Maybe
Neighbourhood services	↘ Worse	↘ Worse	No	Maybe
Schools	↗ Better	↘ Worse	No	Maybe
Police	↘ Worse	↘ Worse	Yes	No
Criminal courts	↘ Worse	↓ Much worse	No	No
Prisons	↓ Much worse	↘ Worse	No	No

Public finances have been hammered nationally...

IfG ACADEMY

Government spending and revenues, 2007/08–2021/22 (2020/21 prices)

IfG



Source: Institute for Government analysis of Office for Budget Responsibility, Public Finances Databank, November 2021

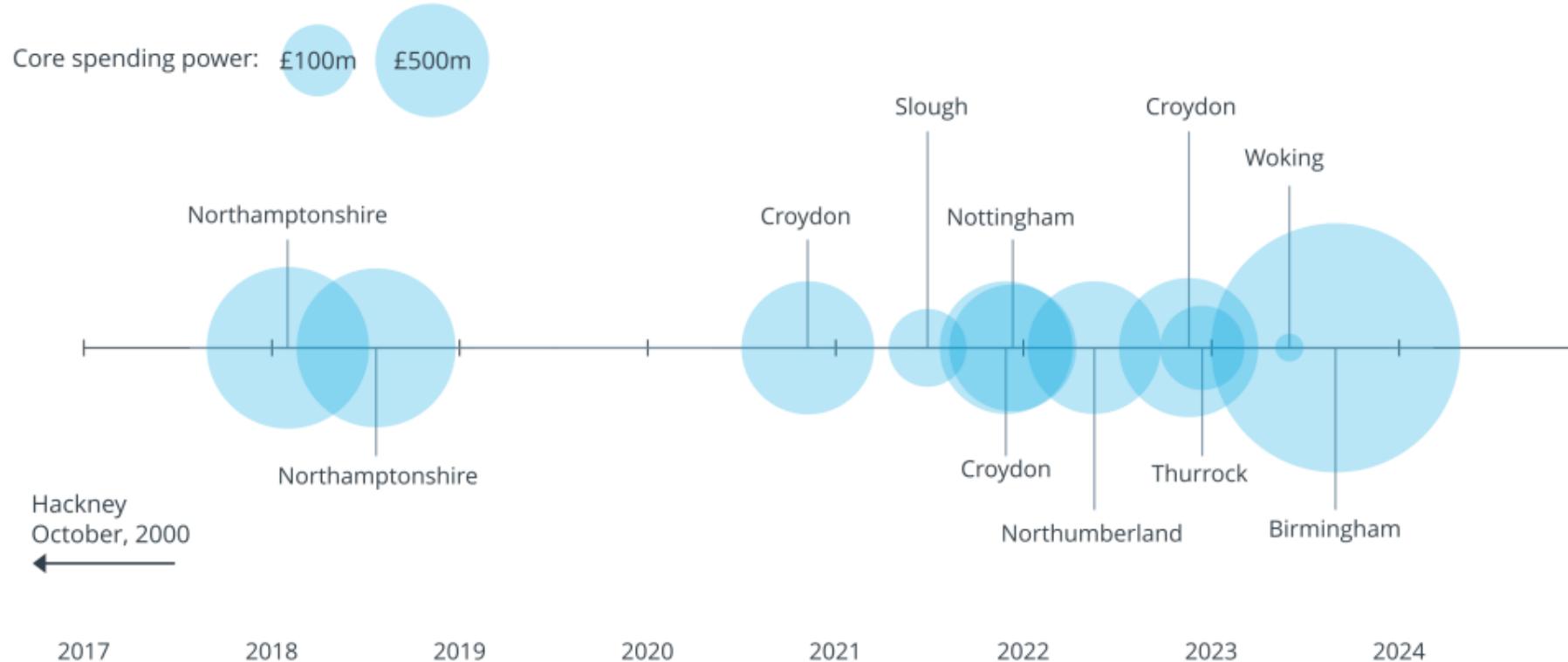


...And local government faces huge pressure

IfG ACADEMY

Section 114 notices, 2017–2024, as at 5 September 2023 (2023/24 prices),

IfG

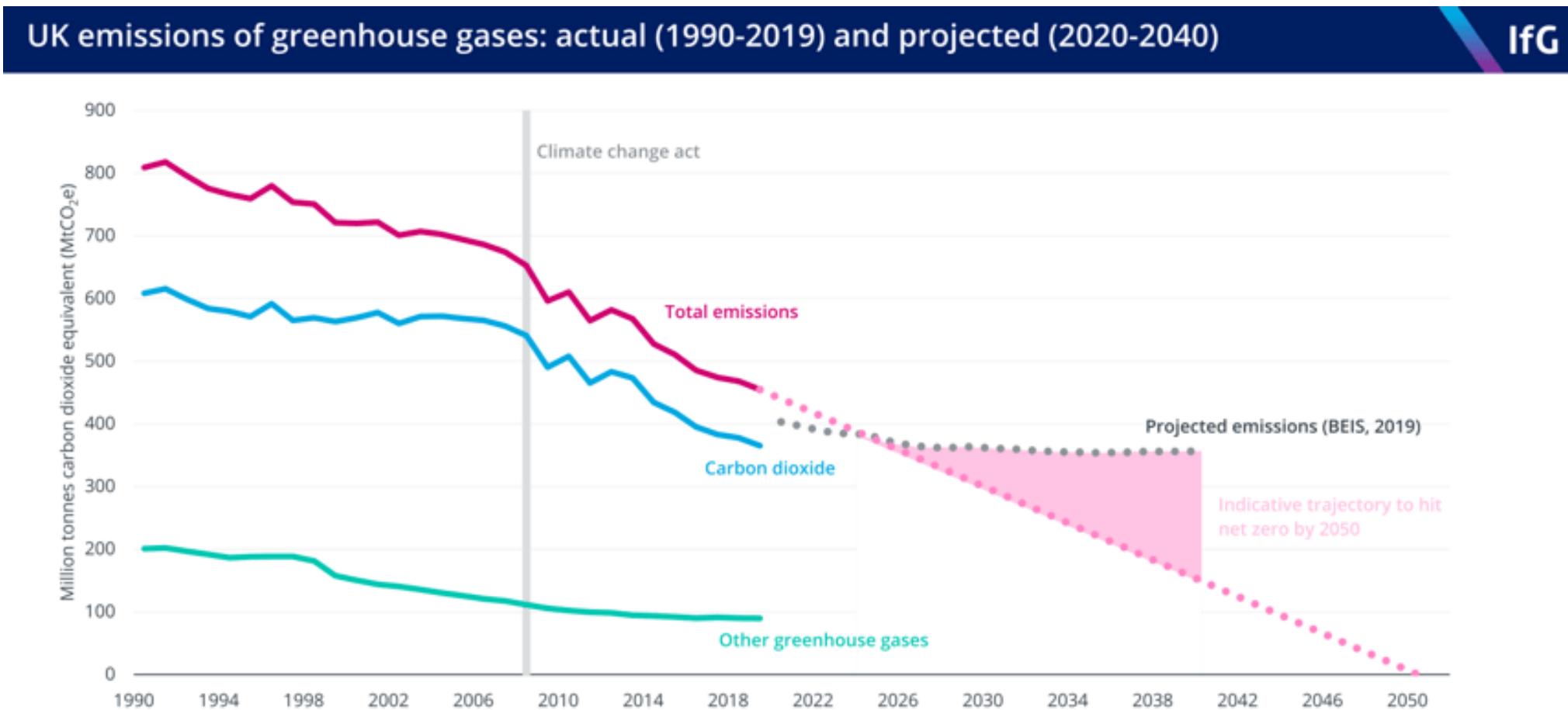


Source: Institute for Government analysis of various sources including local authority press releases and media reports. Notes: Section 114 notices for Nottingham and Northumberland were issued as a result of unlawful expenditure, as opposed to being unable to balance their budget.



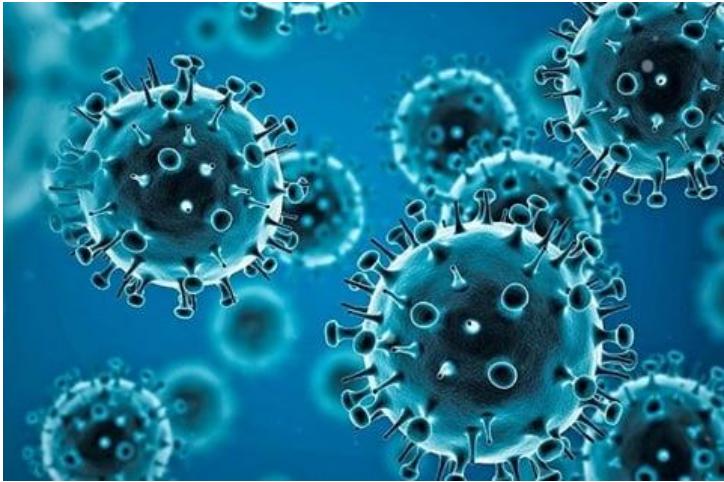
Net Zero is the defining policy challenge of the future

IfG ACADEMY



Policymakers must also continue to react to events

IfG ACADEMY



What do you think has happened to civil service numbers over the last decade or so?

IfG ACADEMY

Civil service staff numbers (FTE), March 2009 to June 2023

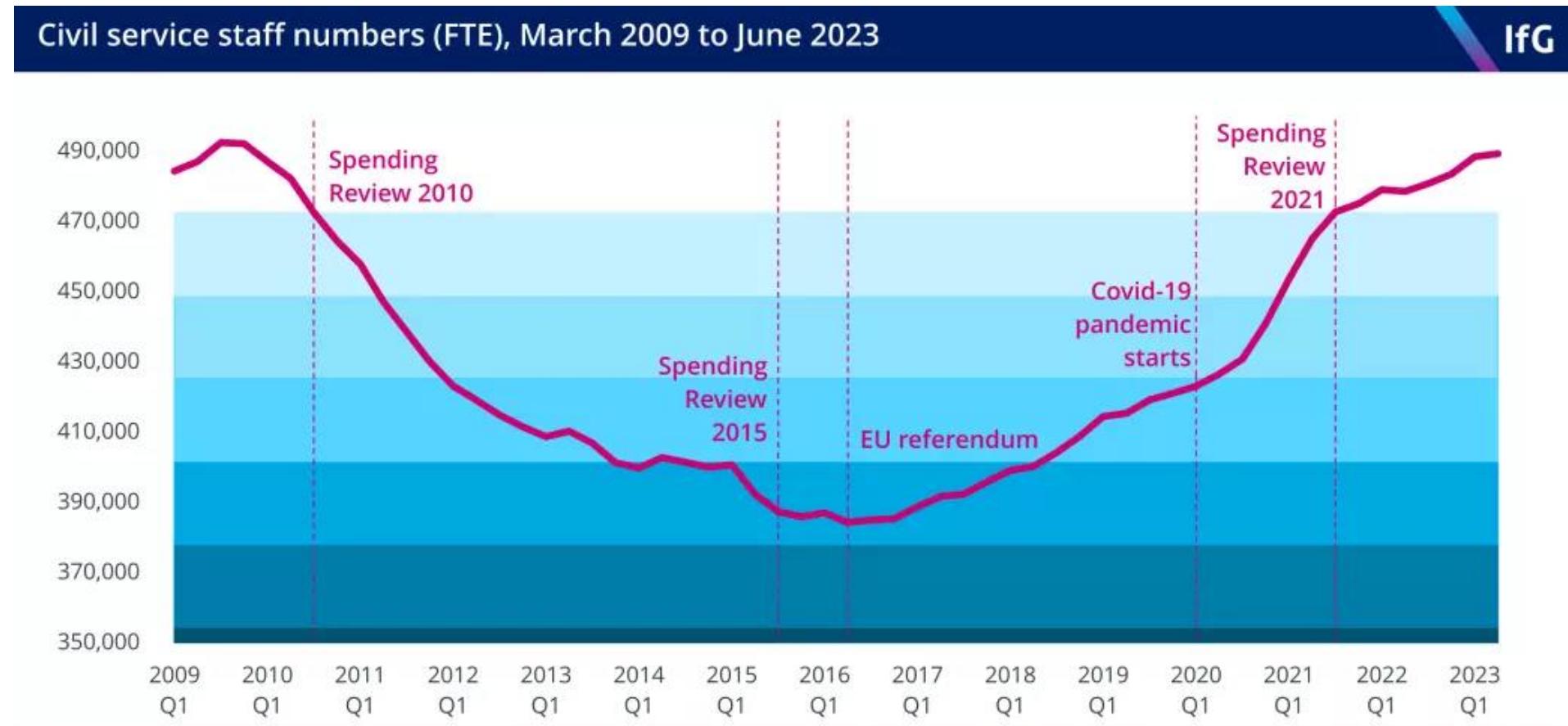
IfG



Source: Institute for Government analysis of ONS, Public Sector Employment Data (Table 9), Q1 2009 to Q2 2023.



The civil service has lost institutional memory



Source: Institute for Government analysis of ONS, Public Sector Employment Data (Table 9), Q1 2009 to Q2 2023.



Turnover among civil servants remains high

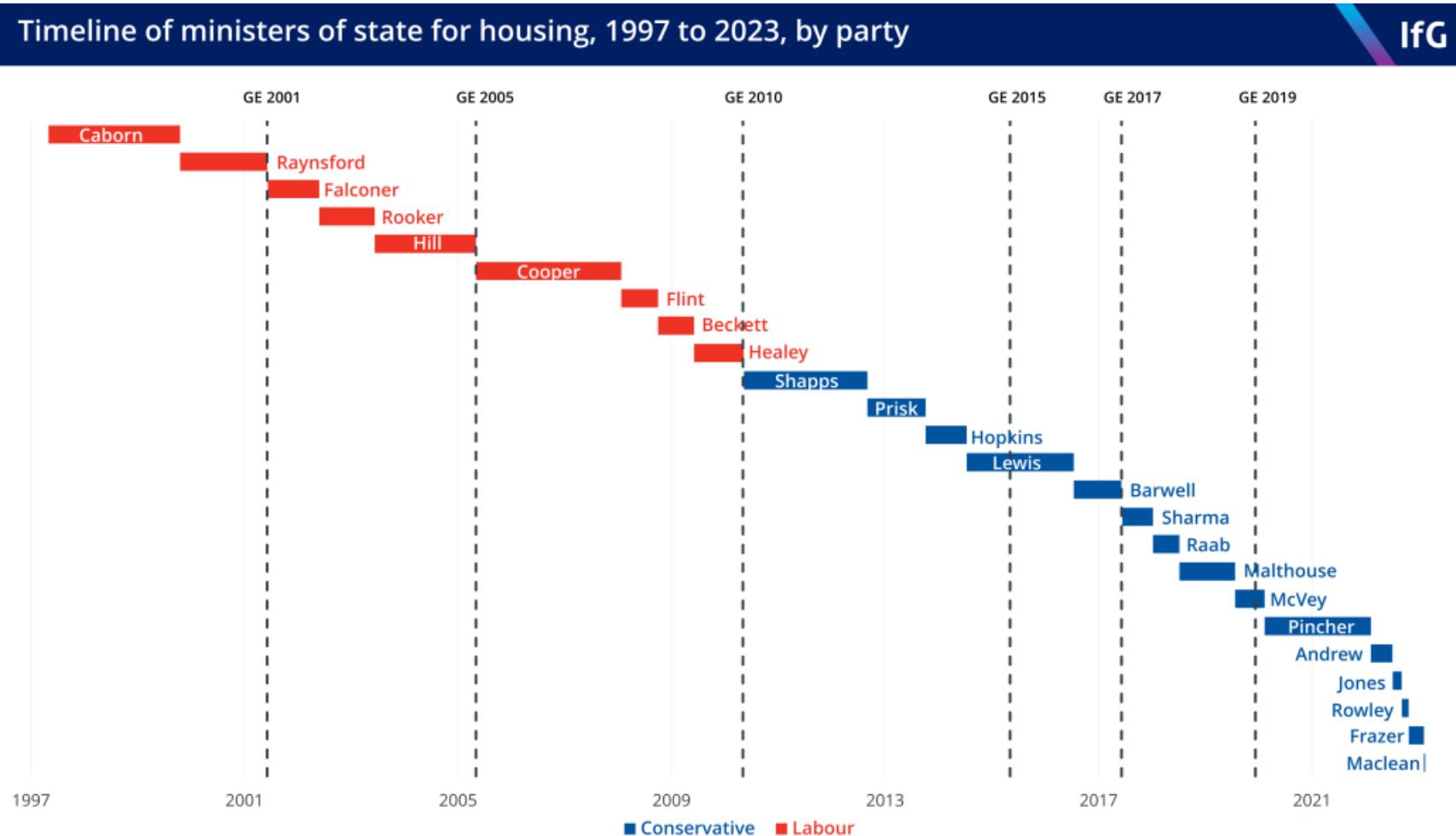
IfG ACADEMY



Political instability has led to ministerial turnover

IfG ACADEMY

Timeline of ministers of state for housing, 1997 to 2023, by party



Source: Institute for Government analysis of IfG ministers database and Butler and Butler's *British Political Facts*.



What does this mean for policy making and policy influencing?

- Everyone is tired
- Lack of experience and institutional memory
- Political instability means less focus on the long-term
- Diversifying evidence sources is lower priority

BUT

- Upheaval provides opportunities for change
- Policymakers need to hear from external experts

Evidence and policy making



Policies can be strategic or reactive*

IfG ACADEMY

	Strategic	Reactive
Initiated by	Manifesto commitment (eg points-based immigration system); systemic problems (eg social care); international treaties (eg net zero)	Events (eg Covid); campaigns (eg free school meals);
Inputs	Parliament; scientific/technical advice; political advice; civil service; stakeholder consultation; external research	Parliament; scientific/technical advice; political advice; civil service.
Process	Produce formal documents such as green/white papers; public consultation; time for debate in parliament; ongoing scrutiny; primary legislation	Assemble policy rapidly; limited consultation; use of secondary legislation if possible
Outputs	Policy change – eg academisation of schools; Climate Change Act; Minimum wage Supported by: legislation; funding; new institutions; regulation; policy guidelines; implementation advice; broad communications plan	Policy change – eg help to buy; A-level “mutant algorithm” exam fiasco Supported by: evolving policy guidelines; limited funding; existing capacity; narrow communications plan

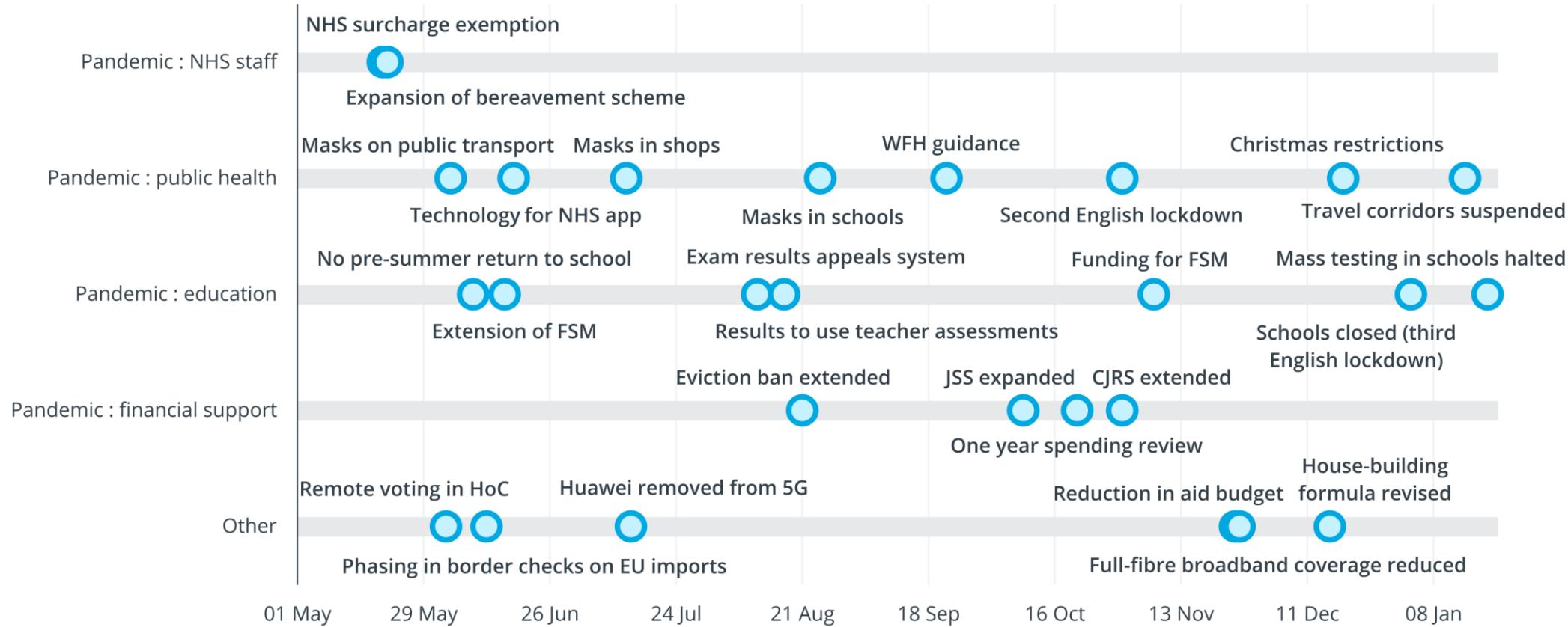
*Or both, or a mixture, or somewhere in between...

But policy isn't always... robust

IfG ACADEMY

UK government policy U-turns, May 2020 to January 2021

IfG

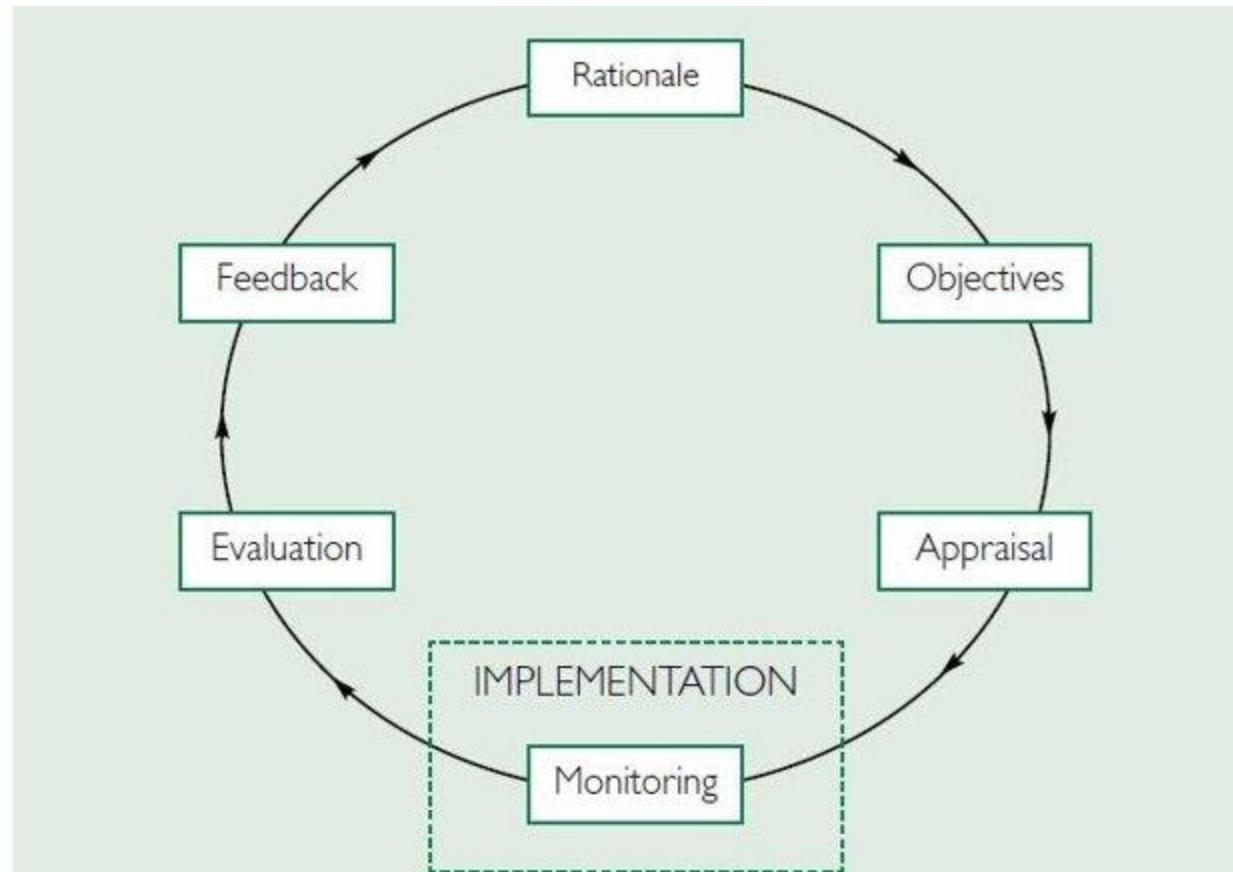


CJRS: Coronavirus Job Retention Scheme FSM: Free School Meals HoC: House of Commons JSS: Job Support Scheme WFH: Working from home
Source: Institute for Government analysis of gov.uk and news outlets.



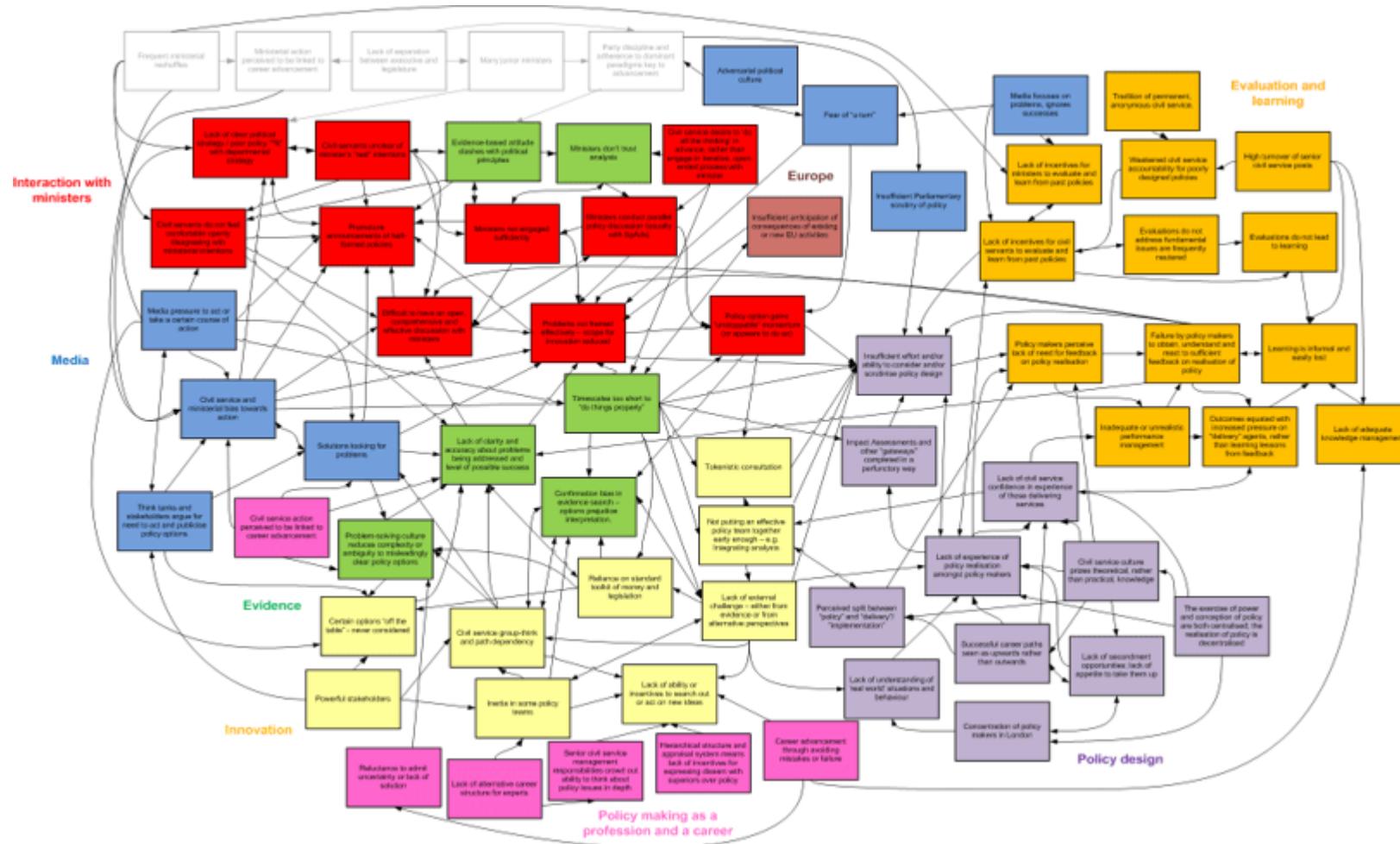
The standard model is of an idealised “cycle”

IfG ACADEMY



The “real world” of policy making looks more like this

IfG ACADEMY



Why isn't policy based purely on evidence?

IfG ACADEMY

- The constraints on policy makers
- The different cultures of academia and policy makers
- Institutional barriers

We've looked at where policy ideas come from

IfG ACADEMY

- Manifestos
 - Think tanks
 - Media
 - Constituents
 - Pressure groups
 - Business lobbies
 - International obligations
 - Academic research
 - Civil servants
-

But policy makers work under many constraints

Politicians	Unclear who to listen to Different priorities (money vs wellbeing, for getting re-elected) Daily Mail Ideals/Beliefs Populism	Civil servants	evidence not visible Workload Low moral Access to expertise Hierarchy employment stability
Both	Time Resources Credibility	Public opinion Human throughput budget constraints	Evidence not actionable (they don't know what to do with it)

Policy makers work under many constraints

IfG ACADEMY

Politicians

Political constraints

- Fit government narrative
- Voter impact
- Priority
- Speed of results (electoral cycle)

Personal power

- Personal clout
- Ability to persuade colleagues/PM backing

Parliamentary constraints

- Securing space in the legislative programme
- Parliamentary arithmetic

Civil servants

Resource pressures

- Knowledge
- Capability and capacity
- Implementation

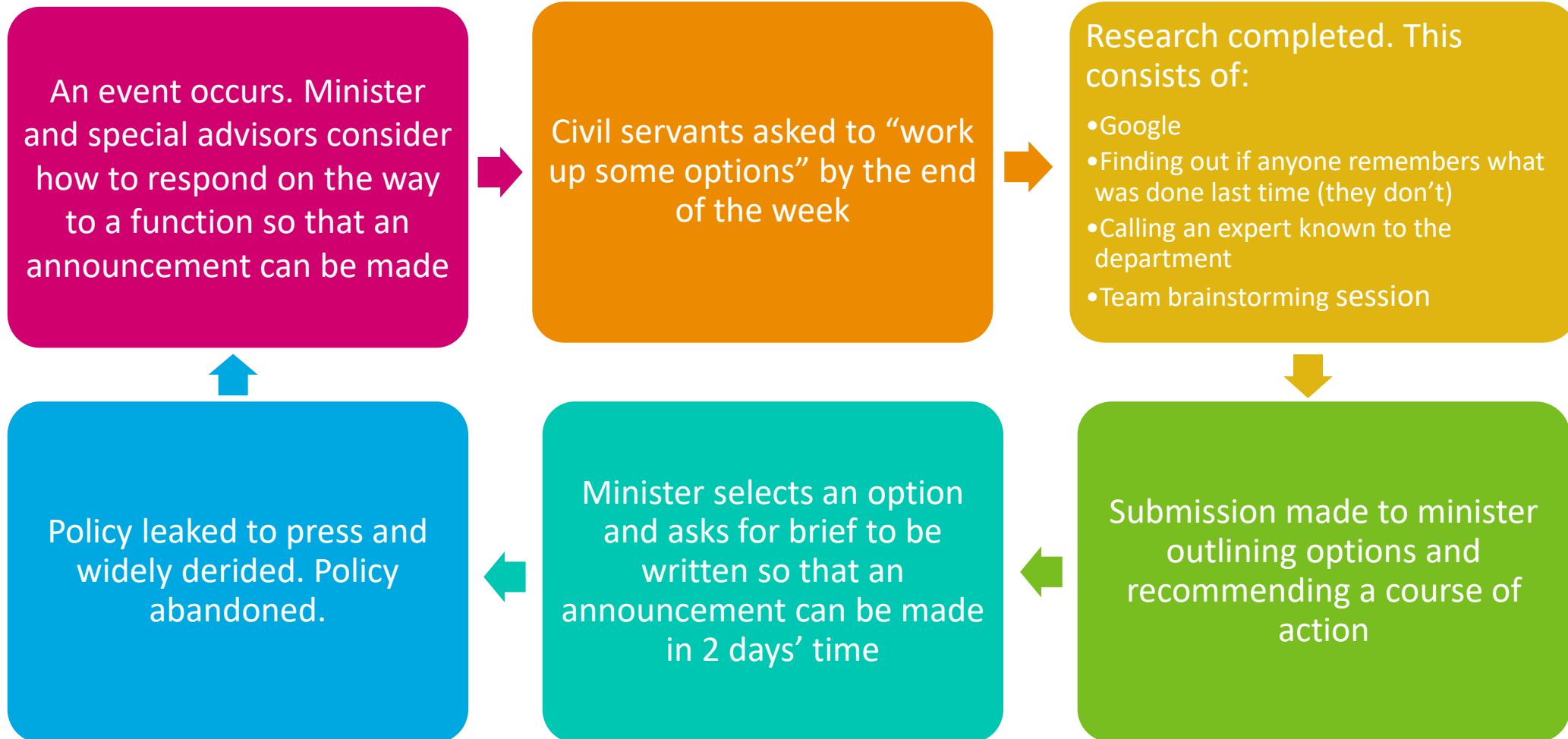
Both

Time

Budget

External events

Which sometimes leads to this...



Why isn't policy based purely on evidence?

IfG ACADEMY

- The constraints on policy makers
- **The different cultures of academia and policy makers**
- Institutional barriers

How do the cultures of academia and government differ?

Government

Rapid evidence assessments versus

Short-term/immediate outputs

Decision making

Lack of openness

More likely to be mistreated by the media if it goes wrong

Narrative driven very much in the public eye

more risk averse

Politically driven on what focus can be

Lots of generalists

Emma Karoune

Academia

Different sorts of outputs wanted

Criticism is encouraged

Outputs slower

Outputs attributed to the named individual

Some disciplines v. novelty driven

Rigour on terminology

Less focus on budget/finance

(Wrongly) less focus on impact capture

Correctness over speed

Competitive and lack of transparency

IfG ACADEMY

Desire to show off intelligence and complexity of ideas - hard to translate/be understood

Less public-facing focussed more specialised audience

Driven by personal interests rather than national interests

Competitive and lack of transparency

How do the cultures of academia and government differ?

IfG ACADEMY

Area	Government	Academia
Aim	Policy output	Knowledge creation
Career incentives	Breadth of experience	Depth of specialism
Timescales	Short-term, responsive	Long-term, funding-driven
Mode of communication	Memo, briefing, report	Journal article, monograph
Style	Simplify, persuade	Explain, contextualise, caveat
Conclusions	Concrete recommendations	“More research is needed...”

Why isn't policy based purely on evidence?

IfG ACADEMY

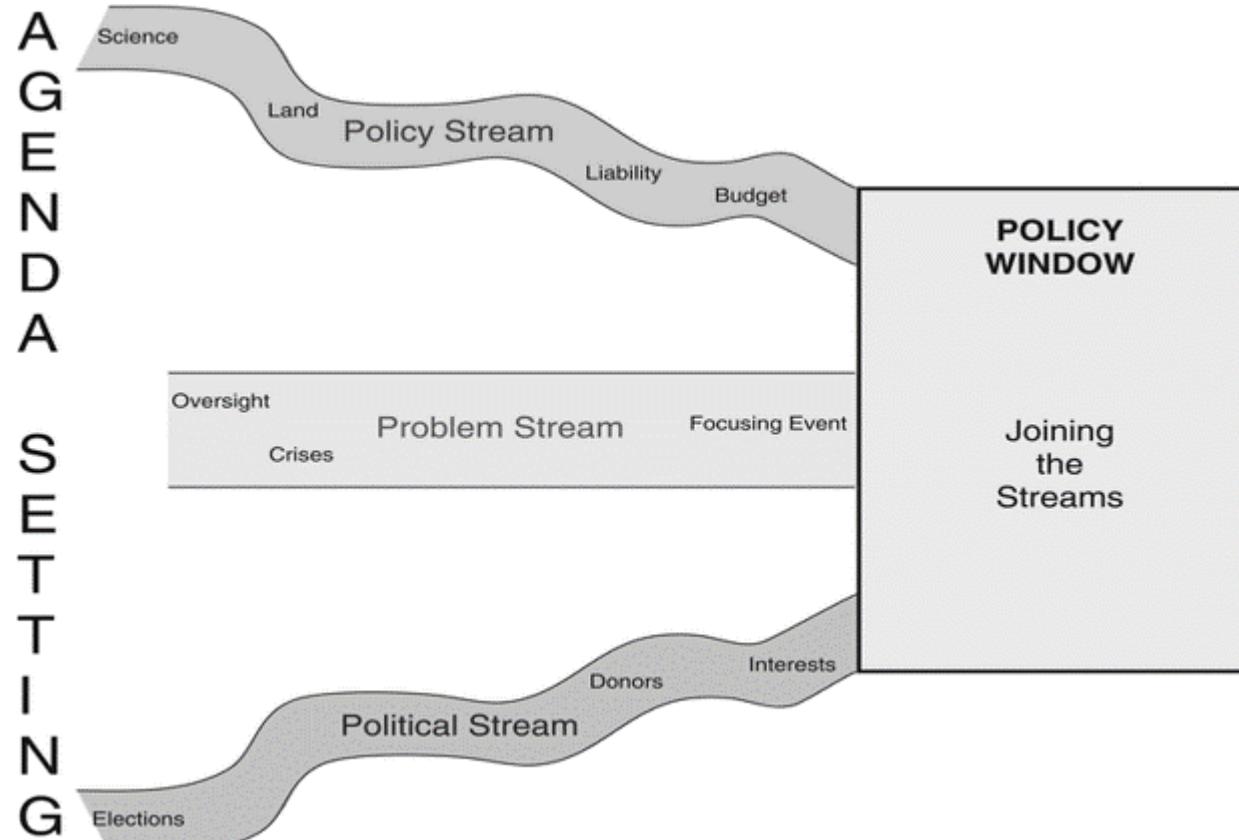
- The constraints on policy makers
- The different cultures of academia and policy makers
- **Institutional barriers**

- Lack of shared networks between experts and policy makers
 - High staff turnover
 - Generalist model means lack of deep expertise and contacts
- Poor institutional memory
- Unclear responsibility for how evidence is used and accessed

So...how can external research and evidence influence policy?

Multiple streams framework

IfG ACADEMY



See Kingdon (1995)

Policy stream

IfG ACADEMY

Who influences policy in your area of interest?

- Are there recognised experts or public figures who could promote your ideas?
- Are there special interest groups and think tanks?
- Do you have links into populations and communities affected by policies?



JRF JOSEPH
ROWNTREE
FOUNDATION

 the
trussell
trust
Stop UK Hunger



Problem stream

IfG ACADEMY

Is there a “problem” which people believe requires attention?



What focusing events could there be?



What is the political context?

- Who are the relevant politicians? Their political fortunes matter
- What are the dominant narratives?
- What could motivate politicians to turn ideas into policy?

Maximising influence

IfG ACADEMY

Think about how the Multiple Streams Framework applies to your area of work.

- What challenges and opportunities are there?
- What should your next steps be?

Problem stream	<ul style="list-style-type: none">• Is there a problem which people believe requires attention?• What focusing events could there be?
Political stream	<ul style="list-style-type: none">• Who are the relevant politicians?• What are the dominant narratives?• What could motivate politicians to turn ideas into policy?
Policy stream	<ul style="list-style-type: none">• Who influences policy in your area of interest?<ul style="list-style-type: none">• Are there recognised experts or public figures• Are there special interest groups and think tanks?• Do you have links into populations and communities affected by policies?

LUNCH



Routes to engagement



1. Parliament
2. Civil service
3. Intermediary organisations
4. Devolved and local government

Parliament



Parliament: opportunities to engage

IfG ACADEMY

1. Hold government to account

- Select committees



What are select committees?

IfG ACADEMY

House of Commons



Committee for each government department e.g. **Home Affairs, Defence**

Cross-departmental committees e.g. **Public Accounts, Environmental Audit**

On data and AI:

- Science, Innovation and Technology
- PACAC
- PAC

House of Lords



Ad hoc or thematic committees, e.g. **Science and Technology**

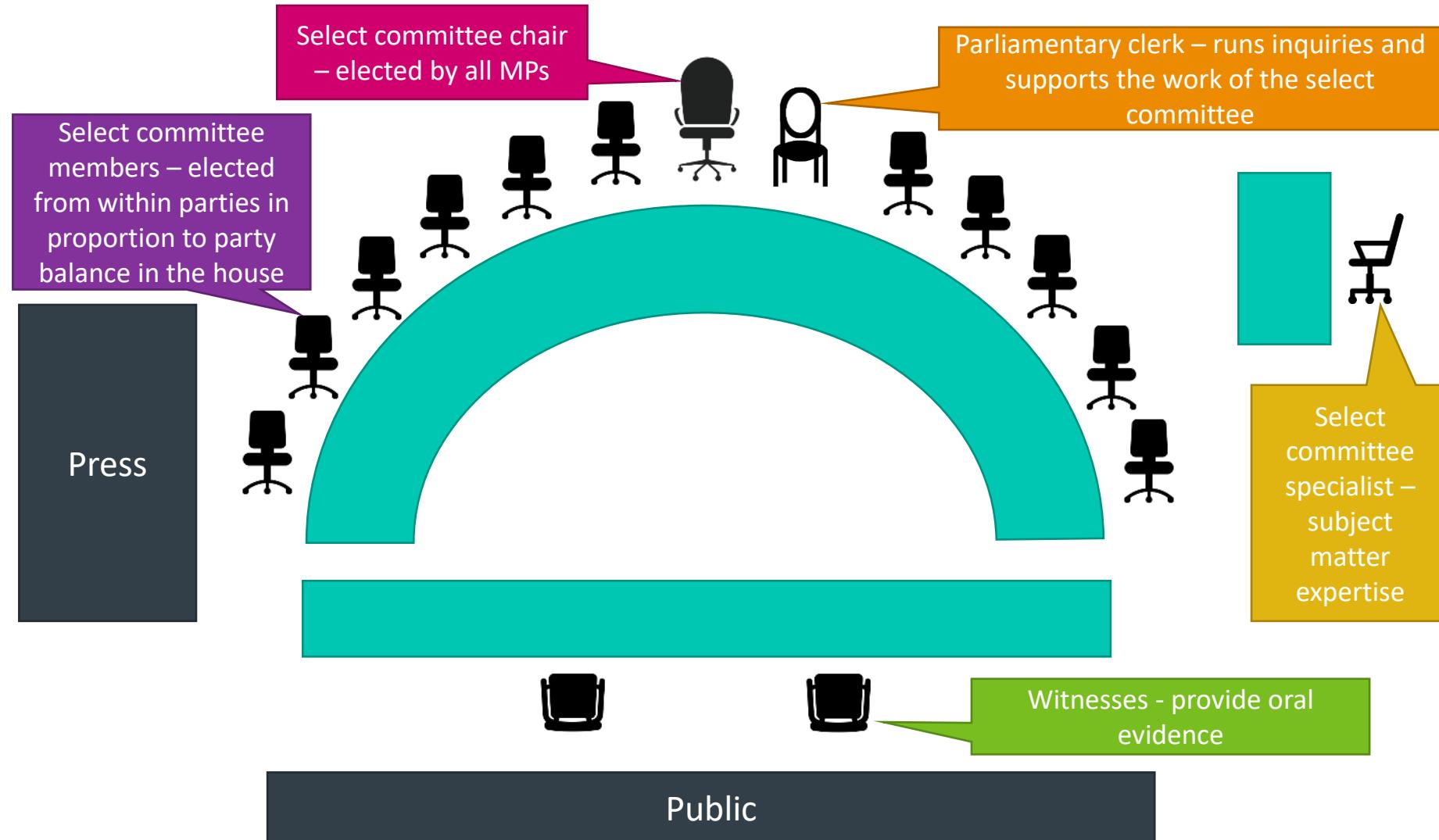
On data and AI:

- Science and Technology
- AI in Weapon Systems
- Communications and Digital

Select committees:

- proceed by launching inquiries into particular topics
- have the power to gather written and oral evidence
- expect Government to reply to recommendations within 60 days

How do select committees work?



Select committees proceed by launching inquiries

1. Decides a subject to investigate

2. Issues “call for evidence” asking for views in writing

3. Holds public meetings to hear oral evidence

4. Meets in private to discuss evidence

5. Drafts and agrees a report

6. Government gives a response

Thematic policy hubs and thematic research leads

Aim: find best available evidence to feed into committees, libraries and POST

Currently three TRLs:

- Climate and Environment
- International Affairs and Defence
- Parliament, Public Administration and Constitution

Initiatives to engage with academia

IfG ACADEMY

Select Committee Areas of Research Interest

Contribute your expertise

View the latest ARIs and register your interest to contribute



Select Committee Area of Research Interest: Artificial Intelligence in Weapon Systems

Tuesday, 07 March, 2023

Registration for this ARI has now closed. Academics share their research and insights with the House of Lords Committee on Artificial Intelligence (AI) in Weapon Systems

[Select Committee Area of Research Interest](#)

How to engage with select committees

IfG ACADEMY

- Register your expertise on Areas of Research Interest
- Identify and follow the committees whose agendas are most closely relevant (monitor websites, sign up for alerts, Twitter/X) and/or subscribe to the UPEN newsletter
- Look out for calls for evidence— put in a written submission
- Build a relationship with the staff of your most relevant committee
- Remember committee staff don't always have detailed knowledge about the area of inquiry
- Consider watching some oral evidence sessions

Find an inquiry

Includes other committee work such as pre-appointment and non-inquiry hearings, and legislative scrutiny

Help using the search

Name or keyword(s)	Date from	Date until	Select session
<input type="text"/>	<input type="text"/> dd/mm/yyyy	<input type="text"/> dd/mm/yyyy	<input type="button" value="Select session"/>
Sort by	Status	Show inquiries that are accepting	
<input type="button" value="Date opened (newest first)"/>	<input checked="" type="radio"/> Any <input type="radio"/> Current <input type="radio"/> Closed	<input type="checkbox"/> Written evidence	<input type="checkbox"/> Petitions

Parliament: opportunities to engage

IfG ACADEMY

1. Hold government to account

- Select committees

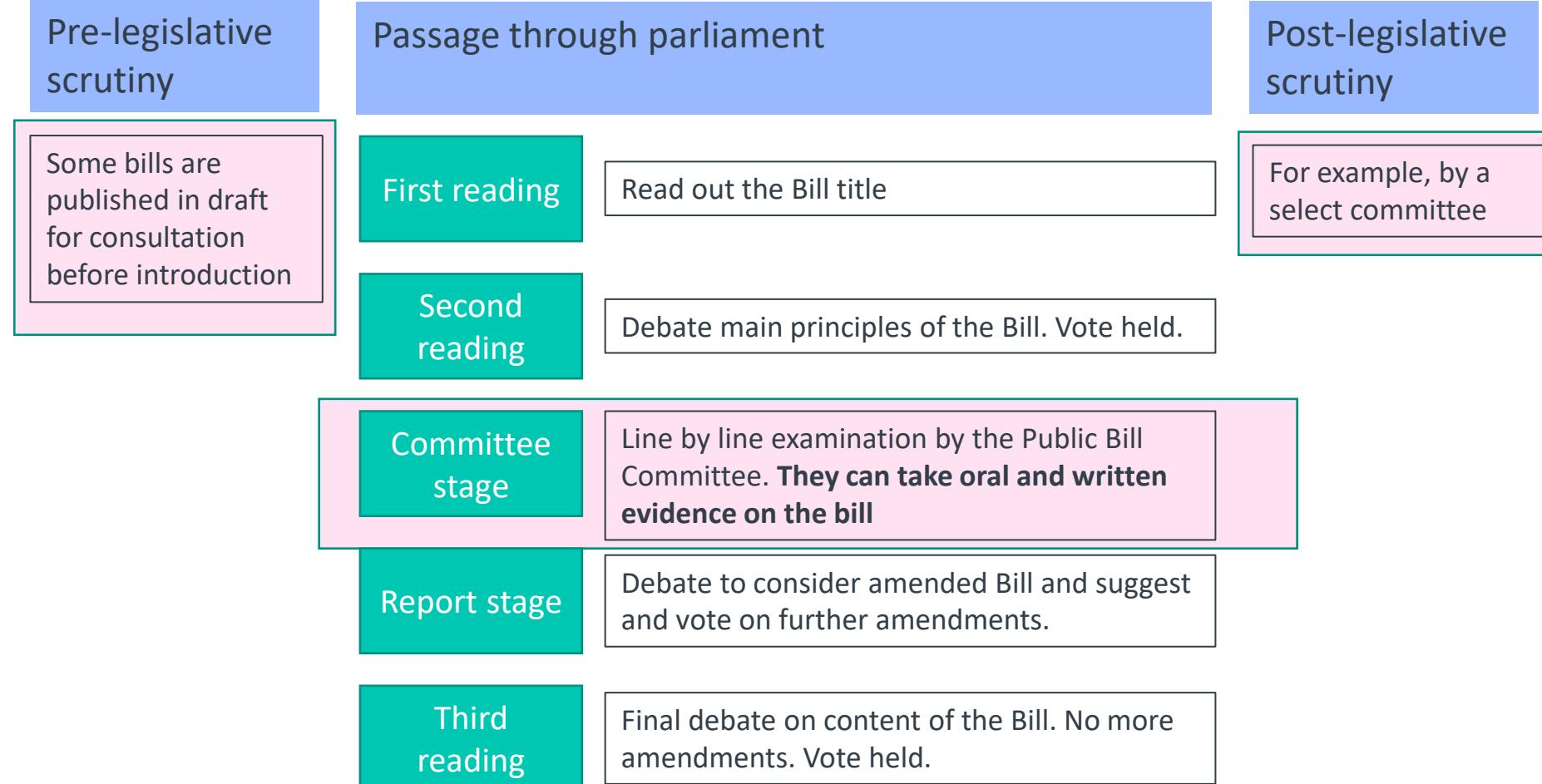


2. Consider and amend laws

- Pre-legislative scrutiny;
- Written evidence on Bills
- Post-legislative scrutiny

Consultation during passage of a bill

IfG ACADEMY



Current and upcoming legislation

IfG ACADEMY

Data Protection and Digital Information Bill

A B I L L

TO

Make provision for the regulation of the processing of information relating to identified or identifiable living individuals; to make provision about services consisting of the use of information to ascertain and verify facts about individuals; to make provision about access to customer data and business data; to make provision about privacy and electronic communications; to make provision about services for the provision of electronic signatures, electronic seals and other trust services; to make provision about the disclosure of information to improve public service delivery; to make provision for the implementation of agreements on sharing information for law enforcement purposes; to make provision about the keeping and maintenance of registers of births and deaths; to make provision about information standards for health and social care; to establish the Information Commission; to make provision about oversight of biometric data; and for connected purposes.

- Automated Vehicles Bill
- Investigatory Powers (Amendment) Bill

Digital Markets, Competition and Consumers Bill

FROM POLITICO PRO

Rishi Sunak performs delicate balancing act in Big Tech lobbying battle

The UK has caved in to some of Big Tech's demands on its landmark competition bill but not its key ask.

Online Safety Act



Parliament: opportunities to engage

IfG ACADEMY

1. Hold government to account

- Select committees



2. Consider and amend laws

- Pre-legislative scrutiny;
- Written evidence on Bills
- Post-legislative scrutiny

3. Forum for debate

- Formal discussion of particular proposal

All Party Parliamentary Groups

IfG ACADEMY

Which of the following APPGs are real?

- a. Bingo
- b. Brass rubbing
- c. Cats
- d. Croquet
- e. Decorative fireplace industry
- f. Flags and heraldry
- g. Holy See
- h. Orienteering
- i. Pigeon Racing
- j. Polo
- k. Virtual Reality
- l. Wine and spirits
- m. Wood Panel Industry
- n. Zumba

All Party Parliamentary Groups

IfG ACADEMY

Which of the following APPGs are real?

- a. Bingo
- b. Brass rubbing
- c. Cats
- d. Croquet
- e. Decorative fireplace industry
- f. Flags and heraldry
- g. Holy See
- h. Orienteering
- i. Pigeon racing
- j. Polo
- k. Virtual Reality
- l. Wine and spirits
- m. Wood panel industry
- n. Zumba

These ones are all real:

- Artificial Intelligence
- Cyber Security
- Data Analytics
- Data Poverty
- Digital Identity
- Digital Regulation and Responsibility
- Digital Skills
- Financial Technology
- Future of Work
- Media Literacy
- Metaverse and Web 3.0
- Online Safety on Social Media
- Open Banking and Payments
- Self-Driving Vehicles
- Technology and National Security

APPG calls for evidence on silicosis risk reduction

11 February, 2022

APPG Report

Improving Silicosis
Outcomes in the UK



The civil service



Different routes departments use to engage academics

IfG ACADEMY

- Informal engagement – networks
- Areas of Research Interest
- Secondments
- Commissioned research
- Advisory committees
- Policy reviews
- Research and evidence centres

INSTITUTE
FOR
GOVERNMENT

How government can work
with academia



Tom Sasse | Catherine Haddon

'Areas of Research Interest' tell academia what departments want to know more about

IfG ACADEMY

The screenshot shows the GOV.UK website interface. At the top, there's a dark header with the 'GOV.UK' logo, a search bar, and a navigation menu with links like 'Departments', 'Worldwide', 'How government works', 'Get involved', 'Policies', 'Publications', 'Consultations', 'Statistics', and 'Announcements'. Below the header, the page title is 'Areas of Research Interest' under a 'Collection' heading. The main content area contains a paragraph about Areas of Research Interest (ARI) and their purpose. It also includes a note about publication date (28 June 2017), last update (5 February 2018), and authors (Government Office for Science and Cabinet Office). On the right side, there's a 'Related content' sidebar with links to 'Policy' and 'Research and development'.

A vertical list of government department ARI reports:

- Ministry of Justice: areas of research interest 2020**
14 December 2020 | Research and analysis
- DIT areas of research interest**
8 September 2020 | Research and analysis
- FCO areas of research interest (ARI) 2020: coronavirus (COVID-19) update**
2 June 2020 | Research and analysis
- BEIS areas of research interest: interim update 2020**
3 February 2020 | Research and analysis
- Home Office: areas of research interest**
6 June 2019 | Research and analysis
- DfT areas of research interest**
13 May 2019 | Research and analysis

Open Innovation Team

IfG ACADEMY

- Brokering secondments for PhD students/ECRs
- Creating an Economic Policy Network to advise Treasury and other departments
- Running policy conferences with universities and departments
- Some secondments may be advertised separately by department





Open Innovation Team
@openinnovteam
Award-winning @CabinetOfficeUK team helping deepen collaboration between officials and academics. Check out our blog for more details.
openinnovation.blog.gov.uk
Joined January 2018

[Tweet to Open Innovation Team](#)

Advisory Committees

IfG ACADEMY

Scientific Advisory Group for Emergencies (SAGE)

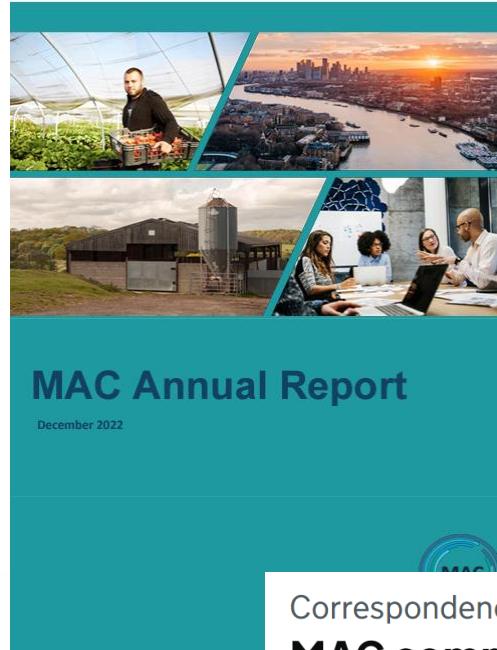


Fortieth SAGE meeting on Covid-19, 4th June 2020
Held via Zoom

Summary

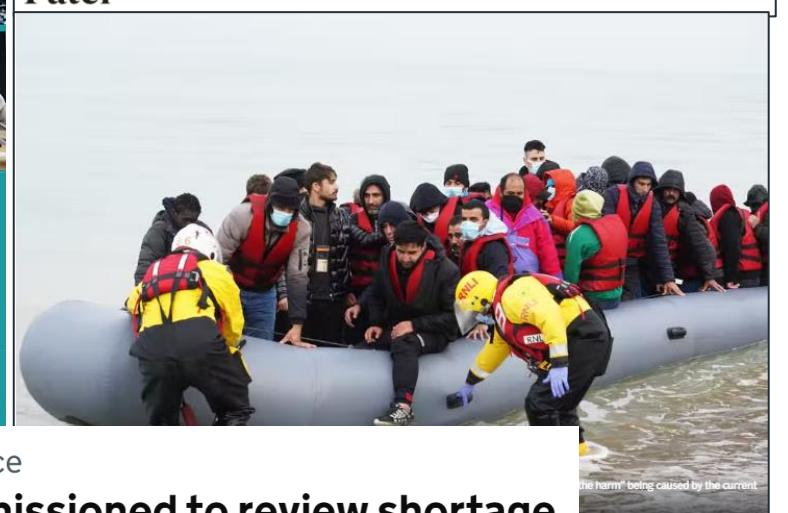
1. SAGE highlighted the importance of cluster tracing – including location tracing, understanding of environmental factors and backwards contact tracing – to the TTI programme.
2. There is an increased risk from Covid-19 to BAME groups, which should be urgently investigated through social science research and biomedical research, and mitigated by policy makers.

Migration Advisory Committee



Correspondence

MAC commissioned to review shortage occupation list



the harm* being caused by the current

Policy reviews

IfG ACADEMY

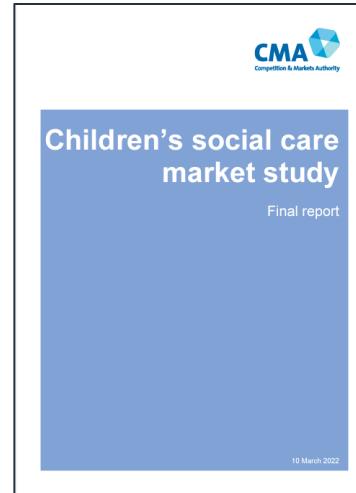
Engagement and participation work

Call for advice

Call for evidence



The independent review of children's social care



Stable Homes, Built on Love: Implementation Strategy and Consultation

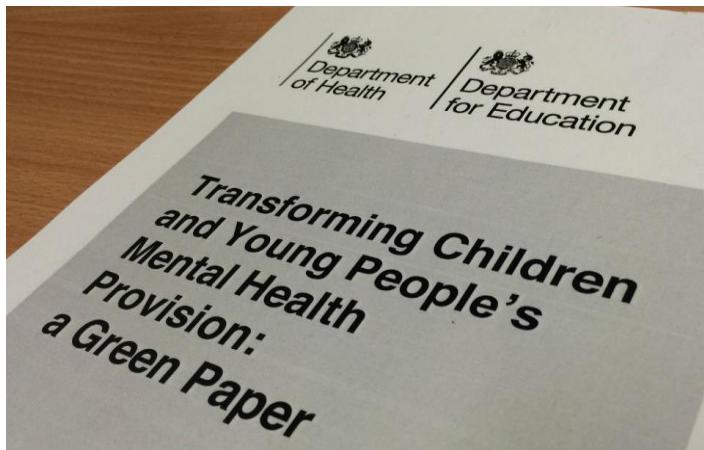
Children's Social Care Reform 2023

February 2023

Consultation papers

IfG ACADEMY

Green papers



- Proposals for policy
- Usually at a relatively early stage

White papers



A pro-innovation approach
to AI regulation

March 2023

- Proposals for future legislation
- Often published alongside a draft Bill
- More common

How this helps you

IfG ACADEMY

- There are a range of initiatives that you can benefit from if you know they are there
- ARIs tell you what departments are interested in, but are also a ‘way in’
- There are teams in Whitehall working on getting academic expertise where it is needed in government
- Analysts focus more on building networks and knowing what research is out there; policy makers engage in more ‘ad hoc’ ways
- Civil servants are enthusiastic about finding evidence when it is accessible

Intermediary organisations



Consider engaging with intermediaries

IfG ACADEMY

- Research and Evidence Centres
- Think tanks
- Non-Governmental Organisations (NGOs)
- Lobbying groups
- Businesses
- Social enterprises

Evidence centres

IfG ACADEMY



Landscape of think tanks

IfG ACADEMY

Left-leaning



FABIAN
SOCIETY

'Technocratic'/centrist/
non-Political

INSTITUTE
FOR
GOVERNMENT



Resolution
Foundation



The King's Fund

The
Health
Foundation

nuffield trust

JRF
JOSEPH
ROUNTREE
FOUNDATION

Right-leaning



ONWARD >

CSJ
The Centre for
Social Justice

Landscape of think tanks

IfG ACADEMY

Left-leaning



'Technocratic'/centrist/
non-Political



Right-leaning



Other important organisations

IfG ACADEMY



CONNECTED
BY DATA



BIG
BROTHER
WATCH



Reset.



THE ROYAL SOCIETY

THE CENTRE FOR PUBLIC DATA



How do intermediary organisations engage with academics?

IfG ACADEMY

- Commission research
- Partner for bids
- Send out ‘calls for evidence’
- Convene networking events
- Invite guest speakers
- Invite guest blogs
- Have meetings
- Manage knowledge – research and policy newsletter

Organisations will mostly engage with people whose work speaks directly to the problems they are trying to solve.

1. Make sure you really know what they do

- Read the website
- Get newsletters
- Follow staff on twitter

2. Go to webinars/events

3. When making contact

- Email a specific person, and just one at a time
- Sent a very brief outline of your work – and how it relates to theirs
- Send links to relevant papers (with a one/two line summary)

4. Reply to emails – even if you can't answer the question – to keep the relationship going.

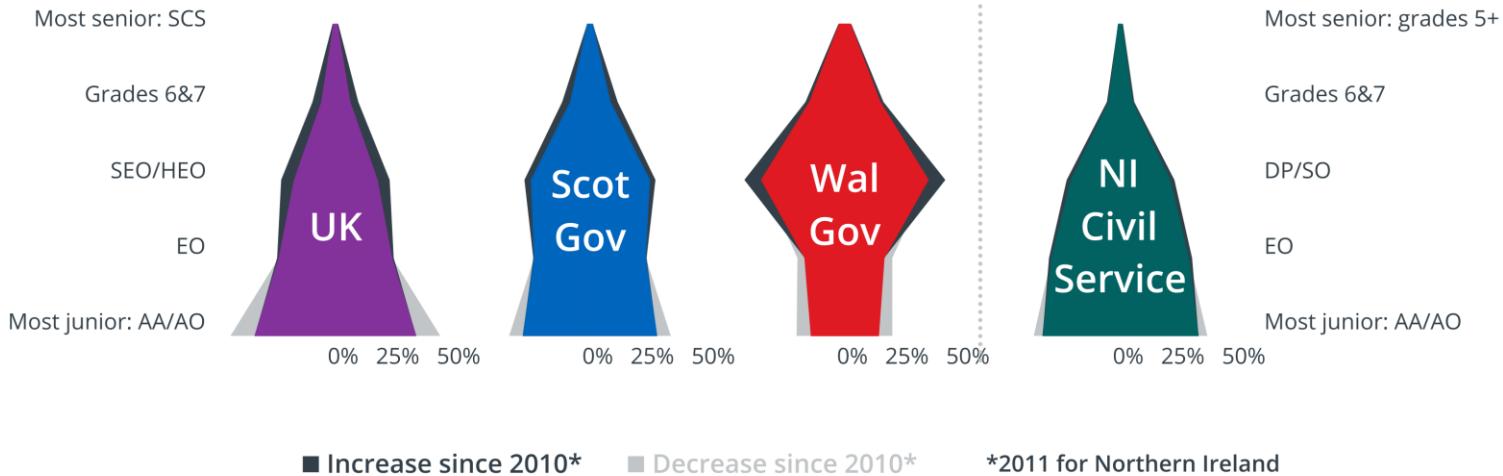
Devolved and local government



Each devolved government is different

IfG ACADEMY

Percentage of civil servants at each grade in the UK and devolved civil service, 2018 (headcount) 



Total civil servants:

- Scotland – 6,170 (and 11,000 in agencies)
- Wales – 5,100
- N.I. – 21,300

Source: Institute for Government analysis of Office for National Statistics, Annual Civil Service Employment Survey, 2010 to 2018; and Northern Ireland Statistics and Research Agency, Employment in the Northern Ireland Civil Service, 2011 to 2019. 

Note: AA/AO = administrative assistant/administrative officer, EO = executive officer, DP/SO = deputy principal/staff officer, SEO/HEO = senior executive officer/higher executive officer, SCS = senior civil servant.

Why engage with devolved government?

IfG ACADEMY

- If you live or work in one!
- Smaller and more accessible
- Motivated to innovate

Scottish Government consultations

Find and take part in consultations that interest or impact you. You can also view published responses and analysis.

Find consultations

[Search for consultations >](#)

Stay updated

[Join our mailing list >](#)



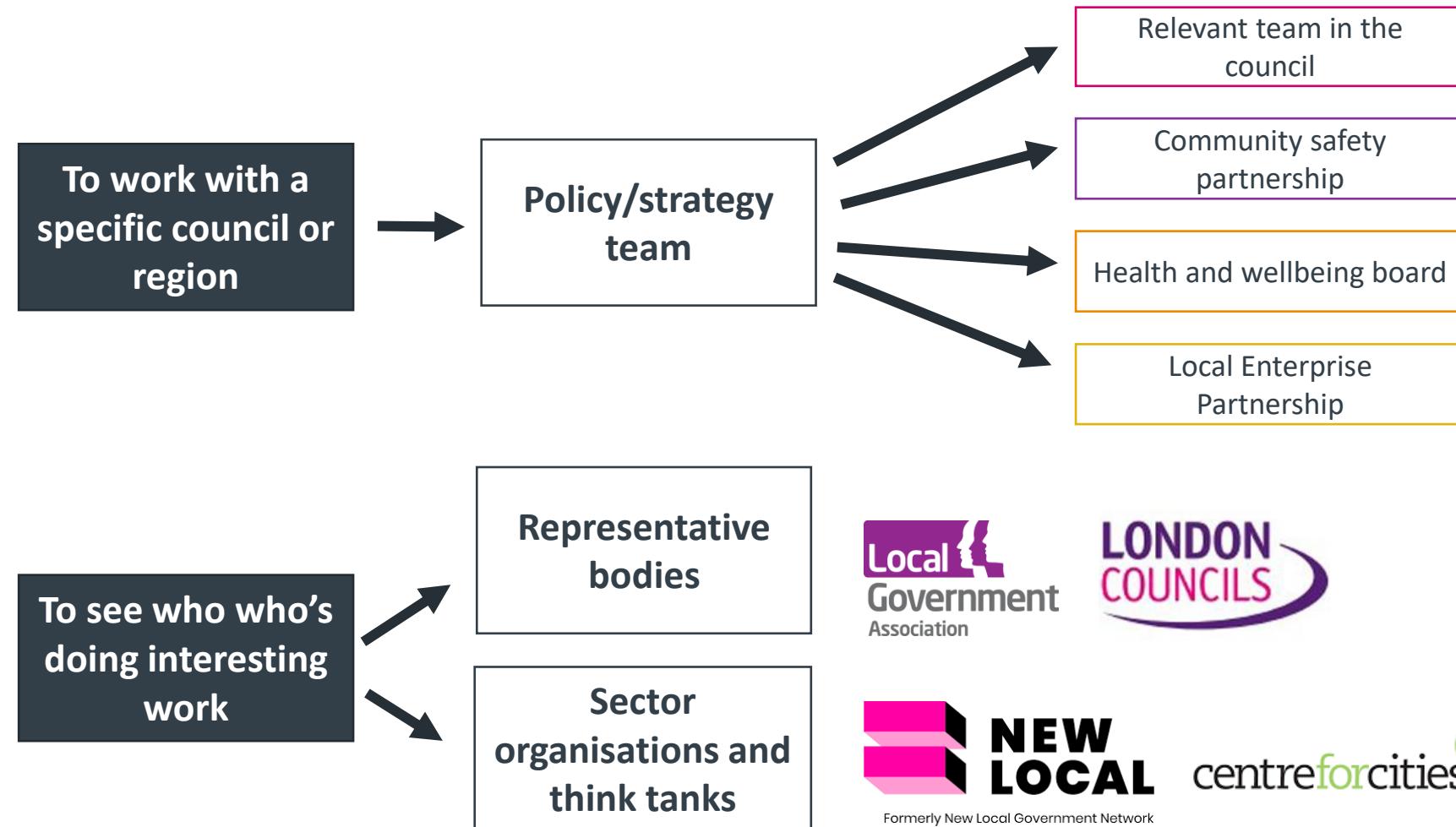
Research and Information Service (RaISe)

But REMEMBER:

- The politics is still vital – and may be unfamiliar

Local government - who do you contact?

IfG ACADEMY



How to engage

IfG ACADEMY

- Demonstrate how work will benefit the council/community
- Work on an area of mutual policy interest
- Plan partnerships around practical outputs
- Clear need for independent evaluations of policy trials

Policy areas of current interest

IfG ACADEMY

- Preventative public service reform
- Inclusive growth and place shaping
- Citizen participation
- Decentralisation and devolution
- Local response to the climate crisis

Writing for policy makers



Different policy audiences



Which policy audiences could you be writing for?

IfG ACADEMY

- Politicians
- Civil servants/local government officers
- Intermediary organisations, eg think tanks/NGOs/evidence centres
- Practitioners

For your selected group, think about what you should consider when writing for them.

1. What are the audience's characteristics? Consider
 - a. How much do they know about the topic?
 - b. How interested are they likely to be?
 - c. What are they motivated by?
 - d. What else are they thinking about?
2. What should you think about in terms of format/framing/language/tone?
3. Be prepared to report back on your discussions.

Policy audiences (your answers)

Audience	Characteristics	Considerations
Politicians	<ul style="list-style-type: none"> • Are they technical experts or not – assume not. Interest? • What are their voters interested in? • Researchers' characteristics also important – not likely to be technical experts 	<ul style="list-style-type: none"> • Motivation – public benefit or economic growth? • Electoral considerations – and post-politics career? • Want interesting way to share what they know – sell • Choosing the right politician with interest/expertise, or does it go against their interests • Are we offering problems – or solutions? • Respond to: cheap and easy; constituents; people – how it will impact/stories
Civil servants	<ul style="list-style-type: none"> • Varied in terms of knowledge – some expert, some not, don't assume expertise. Chief data scientist versus junior staff member; different departments – will depend • Generalist nature – though good at upskilling themselves • Interested in applications – different outcomes to academics • Motivated by getting the job done – task in short timeframe • Political/geopolitical landscape • Get this done before budget has gone 	<ul style="list-style-type: none"> • Short, simplified in terms of technical language (linking out to more information) • Case studies, applied examples • Framing so they can sell to politicians • If not from technical area, use language appropriately – accessible • May be speaking to someone with deep domain expertise but not technical expertise • Getting to the point – soundbites • If disagreeing/critical, do so respectfully
Intermediary organisations (NGO, Think tank)	<ul style="list-style-type: none"> • Deep expertise or if area of focus is in another field ('It depends') • Greater detail – may be looking for more practical outputs, how to represent civil society • Priority to influence policy, maintain reputation as experts • Some thinktakers like a lot of theoretical detail 	<ul style="list-style-type: none"> • Topics align with institutional strategy • Stay up to date with aligning with government policy
Practitioner (magistrate, probation officer)	<ul style="list-style-type: none"> • Likely to know a lot about a specific area in a lot of detail – on implementation/operational side, how it relates to reality • Input/output focused • Motivated by delivery efficiency, impact on stakeholders, delivering a great service • => resistant to change – aware of challenges/practicalities on the ground 	<ul style="list-style-type: none"> • Specific area of field, how policy impacts them and their stakeholders • Use specific terminology, not having to explain things from blank page – show your expertise • Output focused • Provide opportunity for hem to input • Less interested in political/partisan narratives • Groups of practitioners?

Policy audiences (our answers)

IfG ACADEMY

Audience	Characteristics	Considerations
Politicians	<ul style="list-style-type: none">Not usually expert, but varied interestsFocused on politics – national and local issuesNeed to show their impact	<ul style="list-style-type: none">Keep language clear and simpleFormat so easy to readUse stories, individual testimonyDemonstrate benefits to them/constituentsInclude recommendations
Civil servants	<ul style="list-style-type: none">Generalists are bright but non-expert (and often new)Analysts have more expertise but less listened toTime very limitedWork to political priorities	<ul style="list-style-type: none">Be VERY succinctFocus on findings, backed up with numbers and/or quotesProvide documents that will be of direct benefit – eg frameworksBe prepared to work to their timetable
Intermediary organisations (NGO, Think tank)	<ul style="list-style-type: none">Actively seek out evidence (where relevant to remit)Hold strong networksMay be pushing a specific agenda/interest	<ul style="list-style-type: none">Make sure you know exactly what they doSend brief outline of work and how it relates to theirsRemember your academic resource and credibility is valuable to them
Practitioner (magistrate, probation officer)	<ul style="list-style-type: none">Time very limitedFocused on needs of service usersNeed to see relevance	<ul style="list-style-type: none">Focus on how research can benefit them/their service-usersEnlist someone with experience of their jobProvide clear explanations and next stepsProvide resources to train othersCreate practical tools such as checklists

Formats for writing for policy makers



What formats are used by policy makers?

IfG ACADEMY

- Submissions of evidence
 - Select committees
 - Policy reviews and consultations

Call for Evidence

Financial Education: Terms of reference

Written submissions are invited on the following:

- What should we be teaching young people about money? What should financial education include and are there any aspects missing from the current provision?
- Where should financial education sit within the National Curriculum between the ages of 11 and 16? To what extent does its current position within the curriculum limit the amount of delivery time it receives? Should financial education form part of a core subject, such as mathematics?
- What steps should be taken to support teachers and schools in their delivery of financial education?
- Should the provision of financial education in schools be extended beyond key stages three and four. Is there scope for it to be embedded more extensively at primary-school level?
- The Government has outlined proposals to ensure that all students study some form of maths up until the age of 18 – should financial education be included in these plans and, if so, how?
- Examples of best practice in teaching financial education are welcomed.

Closed consultation

AI regulation: a pro-innovation approach – policy proposals

Consultation description

The [AI regulation white paper](#) sets out the government's proposals for implementing a proportionate, future-proof and pro-innovation framework for regulating AI.

In the consultation, we're seeking feedback on the proposals, including:

1. our revised cross-sectoral principles, including safety and transparency
2. a statutory duty requiring regulators to have due regard to the cross-sectoral principles
3. new central functions that focus on coherence across the regulatory landscape, cross-sectoral risk, and monitoring and evaluation
4. additional education and awareness support for consumers, businesses, and regulators
5. the allocation of legal responsibility for AI throughout the value chain
6. approaches to the regulation of foundation models
7. an AI regulatory sandbox

We're also inviting feedback on the related impact assessment.

We welcome views from businesses, investors, regulators, academics, consumer groups and trade associations, but the consultation is open to anyone who has an interest.

**What do you think would make a submission or
consultation response most helpful to a policymaker?**

What makes a written response most useful?

IfG ACADEMY

Be succinct with a summary

Include interesting examples

Reference your evidence clearly

Different perspective?

Be selective in the questions you answer



What formats are used by policy makers?

IfG ACADEMY

- Submissions of evidence
 - Select committees
 - Policy reviews and consultations
- Policy notes and policy briefs
 - POST
 - Funders (eg ADR, ESRC)
 - Universities

POSTnote – four pages long, reviews current research, based on interviews with experts and stakeholders.

POSTbriefs – more flexible format, shorter timescales, summarises available research literature

Academics can contribute to POSTnotes by:

- Suggesting a topic
- Getting interviewed as a stakeholder
- Reviewing a POSTnote

Information on the process, how to contribute, and tips on writing policy briefings are all on the POST website

Data science skills in the UK workforce



Overview

- Across the UK workforce, there is increasing demand for specialist data skills (including skills for artificial intelligence), which have the potential to bring economic and social benefits.
- Evidence suggests that availability of people with specialist data skills in the UK is insufficient to meet demand. A 2021 study found that in the UK, the supply of data scientists from universities was unlikely to exceed 10,000 per year, yet there were potentially at least 178,000 unfilled data specialist roles.
- Research finds that certain groups (such as women, those from minority ethnic backgrounds and people with disabilities) are underrepresented in the data workforce. A lack of workforce diversity has the potential to amplify existing inequalities and prejudices.
- Efforts to reduce the skills gap can be hindered by the inconsistent definition of data skills, organisational culture, the availability of specialist primary and secondary school teachers, and barriers to people moving between sectors.
- Initiatives to increase the number of people with data skills include degree conversion courses, doctoral training centres for PhD students, online up-skilling platforms, apprenticeships, and visas to attract international talent.
- A 2022 inquiry by the Lords Science and Technology Committee found that there was a mismatch between the scale of the UK's STEM skills gap and the solutions posed by the Government.



DATA INSIGHTS

Investigating the effects of class composition and class size on pupils' attainment in Scottish primary schools.

Author: Markus Gehrsitz | markus.gehrsitz@strath.ac.uk
Date: April 2021
DOI: <http://dx.doi.org/10.7488/era/871>

OVERVIEW

Composite classes (also known as “multi-grade classes”) combine pupils from adjacent years into a single classroom. This classroom structure is widespread yet understudied. Quirks in the Scottish institutional structure allow us to clearly identify the causal effect of composite classes on pupils’ attainment. We also study the effects of class size which is an alternative policy lever that has been shown to affect attainment.

Generational attitudes to facial recognition: How retailers and policymakers should approach the use of developing facial recognition technology



The use of facial recognition technology is becoming increasingly widespread. The technology, based on live or recorded CCTV footage, uses algorithms to recognise individuals' gender, age, emotions and skin type. The use of facial recognition for national security is well known, but it is increasingly being used for commercial purposes, using data from public and private spaces (e.g. shops) to track the behaviour of customers. So far, limited laws exist for this use of data. With the rapid technological development and usage, laws and rules are needed.

Briefing 124: January 2023

[Generational attitudes to facial recognition \(PDF, 117kB\)](#)

Contact the researchers

Eleonora Pantano

Senior Lecturer in Marketing
University of Bristol
e.pantano@bristol.ac.uk

Davit Marikyan

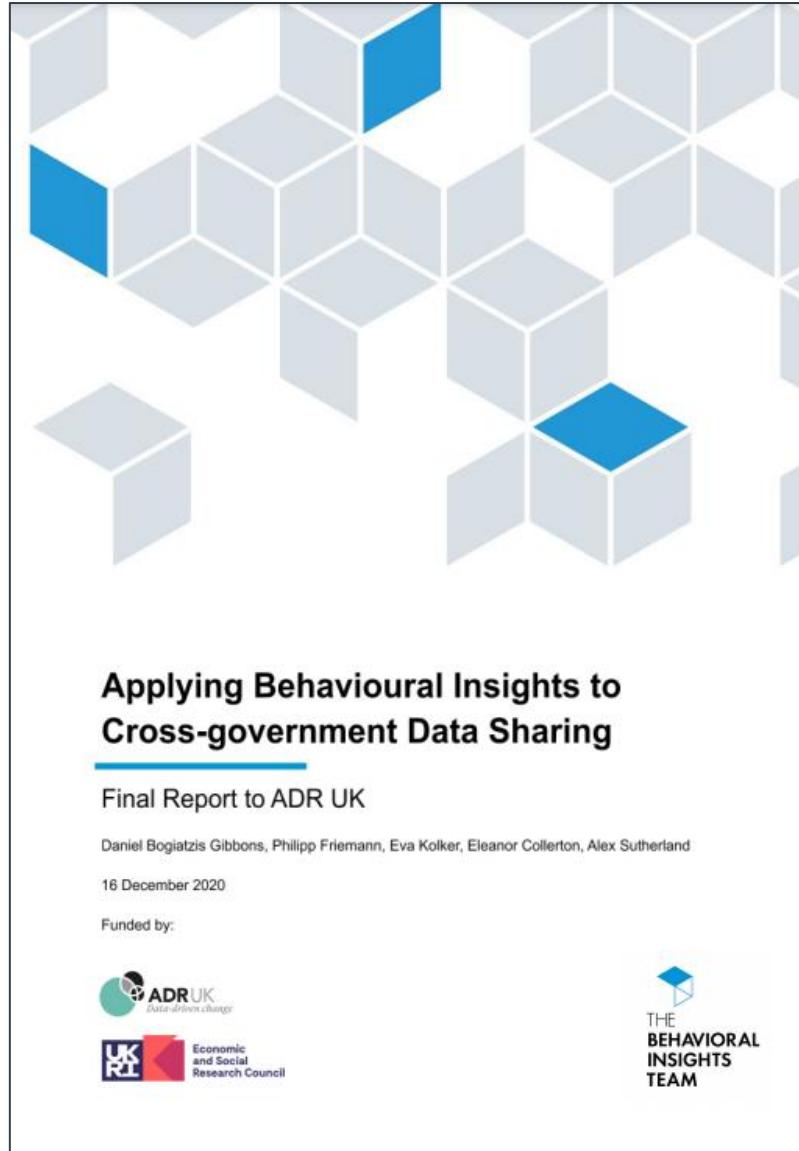
Lecturer in Marketing
University of Bristol
davit.marikyan@bristol.ac.uk

Virginia Vannucci

Lecturer in Marketing
University of Bologna
v.vannucci@unibo.it

What formats are used by policy makers?

- Submissions of evidence
 - Select committees
 - Policy reviews and consultations
- Policy notes and policy briefs
 - POST
 - Funders – eg ADR, ESRC
 - Universities
- Reports
- Newsletters
- Policy resources



Policy resources



FOOD LADDERS

A MULTI-SCALED APPROACH TO EVERYDAY FOOD SECURITY AND COMMUNITY RESILIENCE

Finding innovative interventions for building food secure communities

Food Ladders is a novel, evidenced-based approach for creating household and community resilience by capitalising on the capacity of food to bring people together. Food Ladders is not like existing household food insecurity approaches that focus on the lack of good food within households and then feeds that gap. Instead, Food Ladders activates food and its related practices progressively to reduce local vulnerability to food insecurity and its knock-on effects.

Specifically Food Ladders advocates for:

- Mobilising the more than nutrient, calorie and commercial aspects of food, such as its capacity to bring people together to foster shared understanding and collaboration;
- Creating safe and inclusive spaces for experimentation and interaction with food;
- Using a positive language of empowerment around food;
- Building place-specific levels of support that enable the recognition and enhancement of locally based assets to create transformations in communities.

What is the Food Ladders approach?

Food Ladders are community scale interventions aimed at building local food security and resilience from the bottom up. They are developed for low-income communities to address the wider effects that poverty has on health, well-being, and community resilience. However, all communities can benefit from Food Ladders. The approach is not intended to replace national level campaigns, but instead complements those campaigns and may even foster locally based actions. Food Ladders works with the specificities of places to enable three levels of intervention. These include:

- Catching:** This first rung provides a starting point for those who are in crisis. Such interventions might include emergency food aid, mental health support, access to social services, etc. Catching enables the ability to cope with a shock, whether that be the loss of a job, an unexpected large payment, debt, longer-term illness or recurring breakdowns.
- Capacity-building to enable social innovation.** This second level supports those not currently in crisis, but who may be struggling to afford or have access to good food. Activities include training programmes, shared cooking and eating activities, food pantries, children's holiday clubs, and voucher schemes. Done in a more structured way, these interventions are not unique to Food Ladders; however, Food Ladders makes accessible choices that relieve the stresses that can often go with low incomes, expand skills, and enable the recognition of personal and local assets. These interventions connect people together by creating networks of trust and reciprocity through shared activity around food. This sort of intervention enables people and communities to be more resilient by expanding their pool of assets.
- Self-regarding community change:** This third rung supports communities to realise goals through self-organised projects that capitalise on local assets. Projects meet the community needs as identified by the community themselves. Examples include food co-operatives, food hubs, and community cooking knowledge that provides employment, community cooking that looks to activism, cooperative food growing, and food procurement that increases the local availability of good food, regular social cooking and eating activities to overcome loneliness, cross social divides and create intergenerational knowledge transfer.

What can help develop local community organisational capacity to be able to see where they fit into the ladder and then support developments that ensure there are people working across the ladder in local places.

Local authorities and local food networks can develop Food Ladders by doing the following:

- Map services and community organisations to identify support deserts at each level.
- Identify food partners and other organisations to support local activities.
- Act as a connecting agent helping to facilitate monitoring networks across communities to share good practice.
- Participate in national networks of communities seeking to achieve similar goals (e.g., the Incredible Edible network and/or Sustainable Food Cities) and pass learning on to communities.
- Identify and make available existing infrastructure such as council owned land and buildings that can be used as community food spaces.
- Review existing processes and policies to understand where they might be creating barriers to community self-organisation and success and make appropriate changes.



What can the food industry do?

In the simplest terms, the food industry can provide surplus food either directly or in collaboration with surplus food redistributors to community groups. This can be done through food donation or other activities, such as giving people in the choir and supporting community organisations to access the food and understand how it can produce the best social good. A key support intervention. Retailers may also be able to provide space and know how to communities to help them achieve their goals, as well as financial resources and donations. Food surplus networks can support connectivity and learning across their networks of food using organisations by providing insight on good practice and skills development alongside access to general funds.

The research behind the Food Ladders approach:

Food Ladders was developed through a series of research projects funded by the ESRC, MRC, and the Nuffield Foundation. This interdisciplinary work is in collaboration with a wide range of partners, including local authorities, local industry actors, retail outlets, and community organisations across the UK, which enabled a better understanding of what is working in communities and where different levels of resources and challenges are situated. A special mention goes to Gary Stott (Community Shop and Incredible Edible) and Samantha Siddle (ECC), Roger Sudding (Dorset Council/Metropolitan Council), and the teams at Greater Manchester Poverty Action and FoodShareUK.

If you would like to know more about Food Ladders please contact:

Dr. Megan Blake, University of Sheffield
m.blake@sheffield.ac.uk
www.GiveFoodForCity.org

Structure and tone



ATTENTION

INTEREST

DESIRE

ACTION

Craft for language and tone

IfG ACADEMY

How should you craft language and tone when writing for policy makers?

Craft for language and tone

IfG ACADEMY

How should you craft language and tone when writing for policy makers?

- Restrict jargon
- Short, clear, easy to read sentences
- Respect their existing knowledge (but don't over-estimate it!)
- Assume their good intention
- Acknowledge their constraints

Getting it right...

- *What impact is climate change having on the ocean? What are the effects of ocean acidification now and in the future? How important is meeting the goals set out in the 2015 Paris Agreement on climate change for marine biodiversity?*

Climate change affects virtually all aspects of the marine environment. The sea has absorbed 93% of the heat trapped by greenhouse gases since the onset of the industrial revolution. This is increasing stress to most marine ecosystems, notably the polar regions and tropics. Coral reefs will not survive this century without meeting the Paris Agreement commitments in full. Sea level rise is now likely to be in excess of 100cm by the year 2100 and will continue rising through the 22nd century regardless of whether or not the Paris Agreement is implemented in full.

However, there are ways that we can increase resilience of ocean ecosystems to climate change impacts, reducing the adverse societal consequences of climate change at the same time. One very important step is to create marine protected areas that are strongly or fully protected from exploitation and damage. I explain this below.

MARINE BIOINVASIONS

Synopsis: A recent ‘horizon scanning’ exercise identified 16 invasive alien species (IAS) in Cyprus coastal waters considered to pose a potential threat. Many intentionally and unintentionally marine species introduced to the Levantine Basin, Mediterranean Sea, have been documented to displace or reduce native species, alter community structure and food webs, change ecosystem functioning and the consequent provision of goods and services. Once established, they are unlikely to be contained or controlled and their impacts are irreversible. The major vectors are vessels, culture, trade, and the Suez Canal. The management ineffectiveness of marine protected areas under high bioinvasion load is highlighted and the impact of rising temperatures on marine bioinvasions is considered. Management options, as well as policy, legislation and regulatory actions are briefly introduced.

In groups, review the policy briefs provided.

- What do they do well in terms of structure, language and tone?
- What could be improved?
- How would you rank them?

Be prepared to report back on your discussion.

Learning review and wrap-up



What are your key takeaways from today?

IfG ACADEMY

Design this for every project

Can be difficult to track impact

'Policymaker' doesn't just
mean MPs

Might be better to approach
intermediary

Thank you

 www.instituteforgovernment.org.uk



 @ifg_academy

 ifgacademy@instituteforgovernment.org.uk

