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 2017, there were five sector CGs covering crime and justice, education, disability 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 2017, 144 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

The Campbell Collaboration has a lofty vision: ‘Better evidence for a better world’. We firmly believe that people’s lives could be better if decisions about social and economic policies were based on the best available evidence. We aim to support this by producing and promoting evidence syntheses relevant to the needs of policy makers and citizens.

2017 was an exciting year for us! We published 17 new systematic reviews (one of our most productive years ever!) on topics as diverse as ‘(The) Effectiveness of interventions to reduce homelessness’, ‘The effectiveness of contract farming for raising income of smallholder farmers in low- and middle-income countries’, ‘Sexual offender treatment for reducing recidivism among convicted sex offenders’ and ‘Late school start times for supporting the education, health and well-being of high school students’.

These reviews demonstrate the breadth of Campbell’s scope and suggest the potential impact of more evidence-informed decision-making in the social and economic sectors. We had a record number of new titles registered, suggesting that the review production ‘pipeline’ is strong. We also welcomed the Disability Coordinating Group into the Campbell family.

We have been increasing our global footprint. Campbell was one of the five evidence synthesis organisations that co-organised the Global Evidence Summit in Cape Town in September 2017 which brought together scientists, practitioners and policy makers from a diverse range of backgrounds to consider how evidence can improve lives globally.

We have also run training workshops engaging researchers and policy makers in three continents, and are building capacity for Campbell reviews in low- and middle-income countries.

Campbell UK and Ireland, our first national Campbell Centre, launched in July 2017. It will promote the work of Campbell and encourage greater production and use of Campbell reviews nationally.

Organisationally, we appointed Dr Vivian Welch as the first full-time Editor in Chief for the Campbell Library and she is working closely with the Coordinating Groups to enhance the experience of Campbell review authors, to develop new evidence synthesis products (look out for forthcoming evidence and gap maps as an example) and to ensure the quality and relevance of Campbell reviews.

We continue to face challenges, but I strongly believe that we will see 2017 as a key year in the rebuild of the Campbell Collaboration under the tireless leadership of our CEO, Howard White. However, none of this would be possible without the amazing work undertaken by our review authors, our Coordinating Groups and the Campbell secretariat. I would like to finish by thanking all of you for your efforts to make a better world.

Jeremy Grimshaw
Letter from the Editor in Chief

Joining the Campbell Collaboration as its first full-time Editor in Chief is a privilege for me. As a Campbell contributor since 2001, I am delighted to take up this leadership role during a period of immense growth. After meeting and listening to Campbell Board members, editors, authors and potential users, I plan to work on four priorities over the next year to support this growth.

First, we need to be nimble to keep up with rapid pace of change in systematic review technology and methods. In December 2017, we launched a series in the Campbell Library called “Campbell innovations”. This series aims to publish evidence syntheses that use methods which are new to Campbell. In 2017, we published our first evidence and gap map protocol here, with more coming in 2018.

In the future, we plan to include other new synthesis types, such as stand-alone qualitative evidence synthesis, and to promote methods working groups in new areas.

Second, we need to streamline editorial processes to improve internal processing time, while maintaining our rigorous peer review. I have initiated a series of active coaching and mentoring sessions to support recruitment, training and retention of new editors.

We are also implementing an information management system that was developed for Cochrane systematic reviews. This will facilitate automated action-oriented reminders and generate a common metric for all groups.

Third, we need to build our reputation for high-quality systematic reviews that are relevant for social policy. Our new model of training – which provides introductory title registration training, followed six months later with hands-on protocol and review completion workshops – is building our reputation amongst researchers.

We will also reach out to potential users of our reviews. This requires partnerships at all levels.

Lastly, we need to measure the value of these investments. We gauge our success not just by production of reviews (17 reviews in 2017), but also by their impact, which is more difficult to assess. We capture citation rate as an indicator of reach (our immediacy index is an average of 10 Google Scholar citations in 2017 for each of these 17 reviews, and our two-year citation rate is 25 Google Scholar citations per review).

We need to also measure demand for Campbell systematic reviews from decision-makers using policy impact stories. Only by reaching decision-makers will we realise our vision.

I look forward to working with all of you, Campbell contributors and decision-makers, on continuing this great progress towards our shared vision.

Vivian Welch
Letter from the Chief Executive Officer

I came to Campbell with two broad ambitions. To increase the scale of the Campbell Library and to increase the policy uptake of evidence in Campbell reviews. We are starting to make good progress on both of these fronts.

Campbell continues to grow. Forty percent of titles published in the Campbell Library have been published in the last two years. We expect that share to grow larger this year, showing a strong pipeline for future years. See my report on p.27.

I am particularly pleased by the success of our workshops in developing countries. They bring forth a range of exciting, policy relevant review questions with all-developing-country teams. This is the start of the long road toward having a strong developing country presence, and a broad network of researchers who are champions for Campbell: supporting the use of evidence from systematic reviews in their engagement with policy-makers and practitioners.

This success comes with challenges. Growing review production means growing demand for editorial resources. The recruitment of Vivian Welch as Campbell's first full-time Editor in Chief was an important milestone in 2017. Already Vivian has made great strides working with our Coordinating Groups to discuss ways to improve editorial efficiency and expand editorial capacity.

We also made progress with our commitment to expand the range of evidence synthesis products. We have been piloting evidence and gap maps, and we are working with UNICEF on a child welfare mega-map as a first product from the Global Pooled Fund for Child Welfare. I look forward to more innovations this year.

We have been building important relationships to increase use of Campbell evidence by policy-makers and practitioners. We have had discussions with some of the What Works Centres in the UK, and What Works Clearinghouses in the US.

We hope in time that many of these will be commissioning and using Campbell reviews as a basis for the evidence platforms they support. We also continued close engagement with the Nordic systematic review agencies.

In developing countries we have been engaged in various ways to build policy engagement. We are doing this through a twin-track approach of supporting local review production and contributing to the development of an international evidence architecture. We are also starting to establish direct contact with agencies in various countries and with evidence intermediaries.

This progress is very encouraging. It is made possible by the commitment and support of our Board, staff, members of the wider Campbell network, and funders. I hope they share with me in recognising the progress to date, but in particular how much work remains to be done.

Howard White
Campbell reviews published in 2017
The first ever Global Evidence Summit took place in Cape Town, South Africa in September 2017.

Cochrane, Campbell, the Guidelines International Network (G-I-N), the International Society for Evidence-based Health Care, and the Joanna Briggs Institute (JBI) joined forces to hold the premiere event in evidence-based policy.

More than 1,300 people from 75 countries attended. The theme of the summit was ‘Using evidence. Improving lives’. The event aimed to advance the use of research evidence in addressing some of the world’s most serious health and social challenges.

Campbell held a set of meetings for participants interested in the work of our Coordinating Groups, as well as special presentations on topics such as evidence mapping, making reviews relevant to policy and practice, and evidence synthesis of costs and economic components in systematic reviews.
The summit was also the occasion to announce several awards: the Leonard E. Gibbs Award for production of a rigorous systematic review on social welfare policy and practice; the Robert Boruch Award for distinctive contributions to research that informs public policy; the Frederick Mosteller Award for distinctive contributions to systematic reviewing and the John Westbrook Prize for contributions to knowledge translation.

GES 2017 was an excellent opportunity for Campbell to reach a global audience of funders, policymakers, researchers, activists and consumers. In addition to the Campbell-run meetings, Campbell participants were also involved in, or led, sessions about evidence for social and economic policy in Africa, implementation and knowledge translation frameworks in low- and middle-income countries, evidence-based education policy and practice, systematic reviews and evidence and gap maps.
People at Campbell

The Campbell Board of Directors

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

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

Campbell Centre for UK and Ireland

The formal launch of Campbell UK and Ireland took place on
7 June 2017 at Queen’s University Belfast (QUB).

Campbell UK and Ireland is hosted by QUB’s Centre for Evidence
and Social Innovation. Professor Paul Connolly, QUB’s Dean of
Research, Faculty of Arts, Humanities and Social Sciences, is the
director of the new centre. The deputy director is Sarah Miller.

Campbell UK and Ireland works 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.

Website: http://www.qub.ac.uk/research-centres/CampbellUKIreland/
Blog: http://meta-evidence.co.uk/

Follow the UK and Ireland Centre on Twitter: @Campbell_UKIRL
Staff

Howard White  
Chief Executive Officer

Vivian Welch  
Editor in Chief

Audrey Portes  
Project and Administration Manager

Ashrita Saran  
Evidence Synthesis Specialist

Chui Hsia Yong  
Managing Editor,  
Communications and Outreach Manager

Denny John  
Evidence Synthesis Specialist

Jatin Juneja  
Grants and Finance Manager

Tanya Kristiansen  
Communications and Web Manager

Yashika Kanojia  
Senior Programme Manager

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Ashrita Saran

*Evidence Synthesis Specialist*

I joined Campbell in December 2016. The major part of my work has been on evidence and gap maps (EGMs). I led the work on the mega-map on child welfare in low- and middle-income countries, and I am now also involved in other Campbell EGMs.

I am an epidemiologist by background, trained in systematic reviews. I have worked with Cochrane South-East Asia and at the Public Health Foundation of the Ministry of Health and Family Welfare in India.

As a researcher, performing secondary reviews and preparation of data-driven decision support tools, my work has involved strengthening the evidence base to aid informed decisionmaking about immunisation policy and programmes.

At Campbell, my aim is to build capacity on evidence synthesis through advocating the use of Campbell evidence products and promoting the work of Campbell, particularly in South Asia.
2017 marked an important year for the Education Coordinating Group. Sandra Jo Wilson, the longtime editor for ECG, has transitioned away from her role; she will be dearly missed, and we greatly appreciate her contributions to Campbell and the field.

We are excited to announce that Sarah Miller and Carlton Fong have stepped up as co-editors, while Sarah and Gary Ritter continue to serve as co-chairs.

Policy uptake

Maynard et al.’s (2017) review on mindfulness-based interventions in primary and secondary school was featured in a magazine blog for the American Psychological Association (APA), Psychology Today. The magazine itself has a readership over 3 million.

Dietrichson et al.’s (2017) systematic review, registered with Campbell, was one of the top 10 most read articles from the American Education Research Association.

Co-published in the Review of Educational Research, the review is entitled, “Academic interventions for elementary and middle school students with low socioeconomic status: a systematic review and meta-analysis.”

The ECG Twitter account @Campbell_Edu has over 200 followers now. We disseminate to various stakeholders when new reviews are published and promote their use in a variety of sectors.

Gary Ritter

Professor of Education Policy
University of Arkansas, USA

Co-chair of the Education Coordinating Group

I have served as Director of the Office for Education Policy, an entity I founded at the University of Arkansas in 2003, for 15 years. Through this Office, I have been lucky to work with decisionmakers and education leaders as they make important policy decisions; the goal of the Office for Education Policy is to gather research evidence and present it in a user-friendly way to aid policymakers in thoughtful decision-making.

As a researcher focused on doing applied research that might have an impact in the real world, I was thrilled to be invited to work with Campbell in 2010. While I am proud of the strides we have made, I am even more excited for the future of Campbell to increase our presence among policymakers across the globe. I have thoroughly enjoyed the opportunity to work alongside such talented and committed people; indeed, to become colleagues and friends with academics who have literally authored textbooks that I have used since Graduate School.

I would highly recommend that any young researcher become involved with Campbell if given the opportunity!
Highlights from the Education CG

In 2017, ECG published 10 titles, four protocols and seven systematic reviews. Two recent reviews stand out as important. The first of these was conducted by Maynard, Solis, Miller, and Brendel (2017) on mindfulness-based interventions for improving cognition, achievement, behavior, and socio-emotional functioning. Given the emergence of mindfulness and self-compassion in education over the last two decades, a systematic review on this topic was very timely.

From 44 randomised controlled trials and QED studies, the review findings provide some support for the use of school-based mindfulness interventions for some outcomes, such as cognitive and socioemotional outcomes, but do not provide overwhelming support of MBIs as being the panacea as some have advocated for academic and behavioral outcomes. Overall, the evidence from this review urges caution in the enthusiasm for, and widespread adoption of, school-based mindfulness interventions for children and youth.

The second ECG review to highlight explored the effectiveness ‘No Excuses’ charter schools for increasing math and literacy achievement (Krowka, Hadd, and Marx, 2017). The evidence from the 18 studies included in the review indicated that charter schools produced larger gains in maths and literacy achievement than their traditional public school counterparts. These effects were larger for maths and tended to increase over three years until they stabilised or returned to lower gains.

Plain language summaries of Campbell systematic reviews are available on our website.
The Disability Coordinating Group (DCG) was officially launched on 5 May 2017, after 10 years as a subgroup of the Education Coordinating Group. The DCG is busy working with author teams and other stakeholders to produce high-quality systematic reviews and to engage in knowledge translation and training activities.

**Highlights of two projects underway**

Judith Gross and colleagues seek to identify components of multi-faceted interventions provided in community settings that are effective in facilitating the participation of those with severe limitations (e.g., cognition, mobility). The results will inform policymakers on practical decisions about interventions, and the funding and services required to provide such interventions. The review also aims to help health and social work practitioners to understand and apply multi-faceted interventions in their daily work.

The second DCG review is about video-based interventions for improving pro-social skills and interactive behaviors in children with autism spectrum disorders. Ciara Keenan and colleagues will assess the effectiveness of these interventions and examine age, gender, and programme components as moderators. Possible interventions include video feedback, video modeling, video self-modeling, point-of-view modeling, video prompting, and computer-based video instruction.

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**Carlton J. Fong**

Assistant Professor  
Graduate Program in Developmental Education, Department of Curriculum and Instruction  
Texas State University, USA

*Editor of the Education Coordinating Group and Disability Coordinating Group*

Carlton completed his PhD and MA in Educational Psychology at The University of Texas at Austin and his BA in Cognitive Science from the University of California, Berkeley. He also finished a postdoctoral fellowship in higher education and teaching development. He examines the motivational, psychological, and instructional factors that influence success, achievement, and persistence of postsecondary students and adult learners, primarily using research synthesis and meta-analytic techniques.

Carlton’s involvement with systematic reviews began during his graduate training. Under the mentorship of John Westbrook, part of American Institutes for Research (formerly SEDL), he co-authored three Campbell systematic reviews on disability-related issues. He has completed a number of reviews published in Review of Educational Research, Educational Psychology Review, Journal of Applied Developmental Psychology, Research on Social Work Practice, Thinking Skills and Creativity, and Journal of Positive Psychology.
Updates on policy uptake

Co-hosted with the Center on Knowledge Translation for Disability and Rehabilitation Research (KTDRR), the DCG conducted a webcast in May 2017 to introduce the new Campbell coordinating group and to solicit interest in upcoming reviews and involvement as authors and peer reviewers.

As one of a three-part series of webcasts on the topic of equity and methods, Campbell’s Editor in Chief Vivian Welch presented a webcast on ways to fairly and equitably incorporate people with disabilities into systematic review planning.

DCG at the Global Evidence Summit 2017

Managing Editor Ann Williams Outlaw and Co-chair Oliver Wendt conducted the first DCG membership meeting at the Global Evidence Summit in Cape Town, South Africa in September 2017.

New members were recruited into the DCG and collaboration opportunities with the Cochrane Rehabilitation Group were explored.

An initial advisory board was established and later extended. The first meeting of the advisory board is planned for early spring 2018.

John Westbrook Memorial Fund

The John Westbrook Memorial Fund was established in honor of John Westbrook, a leading disability researcher who initiated the DCG.

The fund sponsors the John Westbrook Prize, an annual award to recognise outstanding contributions to knowledge translation, and the dissemination and implementation of evidence.

Donations are most appreciated and can be made at https://campbellcollaboration.org/donation.

From left to right: Cindy Cai (KTI/DCG) Ann Outlaw (DCG) Oliver Wendt (DCG) Kathleen Murphy (DCG) at GES 2017 in Cape Town, South Africa
Crime and Justice

The 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. The work of the CCJG focuses on synthesising high quality research evidence to inform criminal justice policies, to reduce crime, and to increase justice in society.

In 2017, the CCJG published six new systematic review titles, three review protocols, and one systematic review (see facing page).

Dissemination

As always, the CCJG was active in disseminating the work of the group during 2017. At the Stockholm Criminology Symposium in June, the CCJG presented a panel showcasing CCJG reviews on interventions to reduce disciplinary school exclusion and police initiated diversion for youth, as well as experiments on court and pre-court practices.

At the American Society of Criminology Annual meeting in November, the CCJG organised three panels on evidence-based crime policy, presenting research on topics including:

- pre-court diversion
- legitimacy in policing
- radicalisation and recruitment to terrorism
- children exposed to intimate partner violence
- disciplinary school exclusion
- red light cameras
- the measurement of offending.

Steering committee membership changes

The CCJG steering committee is a group of 24 experts in criminology and criminal justice who provide strategic guidance to the Co-chairs and editorial team.

In 2017, the steering committee reluctantly accepted the retirement of three long-standing members: founding CCJG Chair Professor David Farrington, former Co-chair Professor Martin Killias, and Dr Daniel Ortega.

Three new members were elected to join the committee: Izabela Zych (University of Cordoba), Jessica Asscher (Utrecht University and Amsterdam University), and Thomas Abt (Harvard University).

Terrorism and Security

During 2017, the group began the process of establishing a new Terrorism and Security Subgroup. Three new terrorism-related titles were registered, examining the social, economic, psychological and environmental risk factors that lead to radicalisation and recruitment to terrorism; counter-narratives for the prevention of violent radicalisation; and the psychosocial processes and intervention strategies behind Islamic de-radicalisation.

These newly registered titles highlight not only the need for evidence to understand the mechanisms of radicalisation, recruitment, and de-radicalisation, but also the CJCG and Campbell's methodological expansion beyond reviews of interventions to include scoping reviews and reviews of risk factors.
**Sexual offender treatment for reducing recidivism among convicted sex offenders**

Many countries have implemented sexual offender treatment programmes to reduce reoffending. This review summarised evidence from 27 impact evaluations, with a study pool of 4,939 treated and 5,448 untreated male sex offenders.

The review found that on average, there was a significant reduction in sexual recidivism rates (-26.3%) and general recidivism rates (-26.4%) in treated groups. This equates to a sexual recidivism rate of 10.1% for treated offenders, compared to 13.7% without treatment.

The results from the individual studies were very heterogeneous, that is, individual study features had a strong impact on the outcomes. The study found significant effects for treatment in the community and in forensic hospitals, but there is not yet sufficient evidence to draw conclusions regarding the effectiveness of sex offender treatment in prisons.

The review confirms that cognitive-behavioural programmes and multi-systemic approaches are more effective than other types of psychosocial interventions. The findings also suggest various conditions of success, such as: more individualisation instead of fully standardised group programmes; an advantage of treatment in the community or therapeutic settings instead of prisons; a focus on medium to high risk offenders; early treatment of young sexual offenders; and measures to ensure quality of implementation.

**Charlotte Gill**

Deputy Director, Center for Evidence-Based Crime Policy  
Assistant Professor, Department of Criminology, Law and Society  
George Mason University, USA

*Co-editor of the Crime and Justice Coordinating Group*

Charlotte received her PhD in Criminology from the University of Pennsylvania in 2010 and has an MPhil in Criminology and an MA in Law from Cambridge University. Her research focuses on community-based and place-based crime prevention; community policing; youth and school crime prevention; program evaluation; and research synthesis. Charlotte has over 10 years of experience in applied criminological research. She is a current Andrew Carnegie Fellow (2017-19) and oversees a $6 million research grant portfolio.

Charlotte has been involved with Campbell and the Crime and Justice Coordinating Group for almost 12 years. She was fortunate enough to land the role of Managing Editor for the CJCG through a graduate research assistantship at the University of Pennsylvania in 2006 and served in this role for eight years. In 2014 she was appointed as co-editor of the group (with David B. Wilson) and a member of the CJCG international Steering Committee. Since 2017 she has shared the editor role with Angela Higginson.
International Development

Follow Campbell International Development on Twitter: @IDCG_Campbell

“We are a learning organisation. That’s why we will continue to invest in robust monitoring, evaluation and learning systems to assess quality and effectiveness of our interventions and adapt according to what works.”

Hygiene and sanitation behaviour change
(De Buck et al 2017): The authors and the review funders – Water Supply and Sanitation Collaborative Council (WSSCC) and 3ie – facilitated a round table conference in Geneva to discuss the draft review findings. UNICEF, the WHO, Water and Sanitation for the Urban Poor were involved, as well as country programme managers from the Global Sanitation Fund.

The lead author, Emmy de Buck, also presented the review at a WSSCC institutional webinar.

Birte Snilstveit

I have a social science background, with a Masters in Political Economy of Development. I have worked on systematic reviews addressing international development questions for the best part of the last decade. As an editor, I provide feedback and technical guidance to our systematic review teams. Our authors have produced some excellent reviews and I am proud to be associated with this work. I have also led the development of the evidence and gap map approach.

I am excited to be part of Campbell for two reasons. Firstly, I strongly believe in our mission. Opportunities for social interventions to improve lives are missed because resources are spent on strategies that fail. Either because evidence is not available, or it is available but not used. The work of Campbell to address this ‘evidence availability and use gap’ is hugely important. Secondly, being part of the Campbell network has allowed me to connect with some really inspiring, talented and fun researchers and evidence advocates from across the world.

In 2017, IDCG published nine titles (including a co-listed publication bias review, by Manisha Gupta) six protocols and six reviews.

Most IDCG studies, particularly those funded by 3ie, draw on a 3ie stakeholder engagement and communication plan and a Campbell stakeholder advisory review group, to engage policy makers and practitioners in review design and dissemination.

Two examples of how IDCG and its authors engaged with decision-makers in promoting Campbell reviews:

Agriculture certification (Oya et al 2017): The authors and 3ie facilitated a discussion with Fairtrade, as described in its Evidence Matters blog, reported in Phillips (2017). Fairtrade said that the study helps “focus greater attention on challenging the market dynamics that still limit farmers’ and workers’ access to decent livelihoods in global value chains. It is of great relevance to us that the review did not find rural certification schemes to positively impact primary wages for workers engaged in certified production – winning progress towards living wages is a cornerstone of Fairtrade’s global strategy.”
Approaches to promote handwashing and sanitation behaviour change in low- and middle-income countries

**Intervention:** Improved sanitation and hygiene are known to reduce diarrhoea, a common cause of child death, but adoption remains a challenge. Approaches to promote behaviour change include community-based approaches, social marketing, health messaging and financial incentives like subsidies.

**Included studies:** This review studies the effectiveness of different approaches to promote handwashing and sanitation behaviour change, and the factors influencing implementation of these approaches. It includes 42 quantitative and 28 qualitative studies, with the majority of studies in South Asia and Sub-Saharan Africa.

**Results:** Community-based approaches which include a sanitation component can increase latrine use and handwashing at key times and help to reduce frequency of open defecation.

Social marketing showed an effect on sanitation outcomes when interventions combined handwashing and sanitation components. Using elements of psychosocial theory in a small-scale handwashing promotion or adding theory-based elements such as infrastructure promotion to an existing approach, seem promising for handwashing with soap.

None of the approaches described have consistent effects on behavioural factors such as knowledge, skills and attitude. Health messaging is not an effective means of improving sanitation and open defecation behaviours.

**Implications:** A combination of different promotional elements, suited to the context, is probably the most effective strategy. An important implication for research is that there is a need for a more uniform method of measuring and reporting on handwashing, latrine use, safe faeces disposal, and open defecation.

More studies on the use of incentives in community-based approaches are needed.

**Funder:** Water Supply and Sanitation Collaborative Council, Belgian Red Cross
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.

The group published four reviews, two protocols and registered four new titles in 2017.

In 2017, SWCG published an important review on ‘Mindfulness-based interventions for improving cognition, academic achievement, behavior and socio-emotional functioning of primary and secondary students’. The review is summarised on page 21.

Catriona Shatford

Engagement Manager
Office for Students, UK

*Managing Editor of the Social Welfare Coordinating Group*

I joined the Campbell Social Welfare Group as Managing Editor in October 2016. My background is varied – I work full-time in the higher education sector, managing the relationships between the UK government and individual universities and colleges, and have previously worked in the areas of student migration policy development, international student recruitment and partnerships, project management, teaching, and as Assistant Managing Editor of the Cochrane Common Mental Disorders Group.

My favourite thing about Campbell is the people! I enjoy working with others who are passionate about what they do and generous with their time. I am very excited about where this organisation is heading and feel fortunate to be part of the experience.
Mindfulness-based interventions in schools have positive effects on cognitive and socioemotional processes but do not improve behaviour and academic achievement

There has been a noticeable rise in the number of schools using mindfulness-based interventions (MBIs) across the globe. Given the growing evidence in support of mindfulness interventions for a number of conditions and outcomes with adults, MBIs are increasingly being adapted and used with youth and in schools.

While the amount of research on MBIs with youth is growing, there have been few attempts to synthesise effects of MBIs being used in schools, particularly for academic, cognitive and behavioral outcomes, which are important outcomes schools are interested in finding more effective ways of positively impacting.

Evidence from 35 randomised and quasi-experimental studies found mixed effects for MBIs with youth in school settings. Small, statistically significant positive effects were found for cognitive and socioemotional outcomes, but no significant effects were found for behavioural or academic outcomes. Despite the growing interest in using MBIs in schools to affect different types of outcomes that may be important in the school setting, youth may not benefit in the same ways or to the same extent as adults.

While not well studied, there may be some costs or adverse effects when implementing MBIs with youth in schools that should be better studied and weighed against the small to no effects of MBIs on the types of outcomes that could positively impact school success.

Although we were able to include a fair number of studies in this review, not all studies measured all of the outcomes of interest, thus not all outcomes have the same amount of evidence. Also, the authors found a high risk of bias present in the studies, thus they urge caution when interpreting findings and in the widespread adoption of MBIs in schools.
Knowledge Translation and Implementation

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.

In 2017, the KTI CG registered three new titles, published one protocol and had one systematic review under review (see facing page).

Evidence gap map project

In 2017, a team of researchers and students at the University of Melbourne conducted six evidence gap maps in child welfare. Six broad areas were included:

- Aboriginal children and families
- Out-of-home care
- High-risk young people
- Trauma-informed practice
- Children with disabilities and their families
- Family violence

While the review was required to line up with government needs and expectations, we were able to apply rigorous systematic review techniques, including a comprehensive search of the published English literature, double screening of titles and abstracts, and double screening of full texts.

Xinsheng “Cindy” Cai

Principal Researcher, American Institutes for Research

Co-chair and Associate Editor, Knowledge Translation and Implementation Coordinating Group

My work on systematic reviews began when I was conducting a large scale meta-analysis for my dissertation at Vanderbilt University, which findings were presented at one of the Campbell colloquia. Since then, as a What Works Clearinghouse (WWC) certified reviewer, I have authored and co-authored numerous WWC intervention reports, managed the development of the Adolescent Literacy Practice Guide for the Institute of Education Sciences (IES), US Department of Education, and provided methodological guidance to medical researchers who conduct systematic reviews.

As a researcher, I believe we have the responsibility to ensure our work is not only rigorous but also useful and relevant in order to make greater impact on policy and practice. The opportunities of managing knowledge translation projects in the past seven years have allowed me to conduct policy and practice relevant research, and translate research findings to improve people’s lives. It is a privilege and honor to serve as Co-chair of the KTI group and have the opportunity to work with talented colleagues at Campbell to accomplish its vision of better evidence for better world.
The reviews will be published on the Victoria Department of Health and Human Services websites. The EGMs will be used to guide commissioned research in NSW and Victoria.

**WHO guideline development**

The World Health Organisation (WHO) commissioned the Centre for Evidence and Implementation (CEI) together with six partner organisations from around the world to conduct 15 systematic reviews of literature on community health worker (CHW) training and working conditions. While these were not Campbell reviews, members of the KTI Coordinating Group, methods and Campbell screeners in India consulted, screened studies, and/or extracted data.

The project pursued two objectives:

1. To synthesise current best evidence on requirements for pre-service training for CHWs, including core competencies, literacy requirements, duration, form of delivery, the impact of certification, and the role of supervision;

2. To synthesise current best evidence on ideal employment conditions for CHWs. This includes their payment, promotion and engagement, and optimal population load. Reviews included the use of GRADE and CERQual to drive guideline recommendations.

In addition to the 15, a sixteenth systematic review will capture common topics, trends and tendencies across all the other systematic reviews.

**Do evidence summaries increase health policymakers’ use of evidence from systematic reviews?**

This KTI review aims to determine if evidence summaries increased health policymakers’ use of evidence. The review includes six randomised controlled studies with participants from Europe, North America, South America, Africa, and Asia.

Three types of evidence summaries were examined in the studies reviewed. These included policy briefs, evidence summaries, and summary of findings tables. The results show that evidence summaries help policymakers understand the systematic reviews better. However, there was no evidence that policymakers use summaries in decisionmaking.

The three types of evidence summaries did not differ significantly in knowledge, understanding, or beliefs or perceived credibility.

This review is planned for publication in 2018. It will be available from the Campbell online library:

https://campbellcollaboration.org/library
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 2017, the Methods Group continued to provide peer review of the methods proposed in Campbell protocols and the application of those methods in the final reviews.

In addition, a methods discussion paper was published: ‘Research synthesis and meta-analysis of Monte Carlo studies: the best of two worlds’.

Ariel M. Aloe
Faculty member, Educational Measurement and Statistics program and Assistant Director, Center for Advanced Studies in Measurement and Assessment (CASMA), University of Iowa, USA

Co-chair of the Methods Coordinating Group

Ariel was originally involved in Campbell from 2005 when he helped to develop training materials. He returned as the Co-chair of the Methods Group in 2014.

Ariel’s research interests include developing and evaluating methods to assess evidence, in particular systematic reviews and meta-analyses methodology. He has authored or co-authored over a dozen meta-analyses and methodological manuscripts.

At the University of Iowa, he teaches design of experiments, causal inference with observational data, and meta-analysis. He has also given meta-analysis courses and seminars nationally and internationally.

He serves on the editorial board of the Review of Educational Research and Research Synthesis Methodology. He has received financial support for his research from the Institute of Educational Science and the National Science Foundation.

Ariel is from Argentina and his favorite quote is “In (Ingram) Olkin we trust, everyone else bring your data and source code”.

Co-chair:
Ariel M. 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
Training

Co-chairs:
Jeffrey C. Valentine, University of Louisville and
Bernd Weiss, GESIS – Leibniz-Institute for the Social Sciences

In 2017, Campbell trainers held 18 workshops and training presentations. Topics covered in these meetings included systematic reviewing, meta-analysis, evidence and gap maps, economic evaluation and protocol development.

The workshops and presentations were led by Howard White, Bernd Weiss, Vivian Welch, Ashrita Saran, Denny John, Hugh Waddington and Julia Littell.

Thank you

Campbell thanks our generous and engaged donors for their contributions to our shared goal for “better evidence for a better world”.

As a non-profit research network, we welcome funding partners, donors and sponsors to support our activities. Please contact us (info@campbellcollaboration.org) to find out more.
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 2017 was US$ 1.70 million from various donors, service income and bank interest. Expenses for the same period were US$ 1.50 million, most of which were salaries and benefits, grants payments, professional fee and conference expenses.

### Income for 2016 and 2017

<table>
<thead>
<tr>
<th>Particulars</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>US$</td>
<td>Percent</td>
</tr>
<tr>
<td>The William and Flora Hewlett Foundation</td>
<td>400,000</td>
<td>28.4%</td>
</tr>
<tr>
<td>Norwegian Institute of Public Health</td>
<td>256,741</td>
<td>18.2%</td>
</tr>
<tr>
<td>Estate of John Dennis Westbrook</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Jacobs Foundation</td>
<td>22,500</td>
<td>1.6%</td>
</tr>
<tr>
<td>American Institutes for Research</td>
<td>484,000</td>
<td>34.4%</td>
</tr>
<tr>
<td>EMCDDA</td>
<td>5,171</td>
<td>0.4%</td>
</tr>
<tr>
<td>Conference income</td>
<td>238,439</td>
<td>16.9%</td>
</tr>
<tr>
<td>Unicef</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>CEDIL (via LSHTM)</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Others</td>
<td>618</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>1,407,468</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Expenditure for 2016 and 2017

<table>
<thead>
<tr>
<th>Particulars</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>US$</td>
<td>Percent</td>
</tr>
<tr>
<td>Professional fee</td>
<td>252,030</td>
<td>30.3%</td>
</tr>
<tr>
<td>Global Development Network services</td>
<td>42,550</td>
<td>5.1%</td>
</tr>
<tr>
<td>Consulting fee</td>
<td>169,329</td>
<td>20.4%</td>
</tr>
<tr>
<td>Audit and accounting</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Training and development</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>CGs and Editors</td>
<td>40,151</td>
<td>4.8%</td>
</tr>
<tr>
<td>CGs and Editors</td>
<td>40,151</td>
<td>4.8%</td>
</tr>
<tr>
<td>Grants</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Systematic review and methods grants</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Advocacy</td>
<td>210,414</td>
<td>25.3%</td>
</tr>
<tr>
<td>Workshops, meetings and conferences*</td>
<td>187,013</td>
<td>22.5%</td>
</tr>
<tr>
<td>IT support for website</td>
<td>23,402</td>
<td>2.8%</td>
</tr>
<tr>
<td><strong>Operational expenses</strong></td>
<td>368,286</td>
<td>44.3%</td>
</tr>
<tr>
<td>Salaries and benefits**</td>
<td>324,906</td>
<td>39.1%</td>
</tr>
<tr>
<td>Board honoraria</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Travel</td>
<td>30,731</td>
<td>3.7%</td>
</tr>
<tr>
<td>Equipment</td>
<td>1,397</td>
<td>0.2%</td>
</tr>
<tr>
<td>Office expenses</td>
<td>11,253</td>
<td>1.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>830,731</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Financial position (US$)

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>378,665</td>
<td>535,226</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>79,982</td>
<td>1,548</td>
</tr>
<tr>
<td>Other current assets</td>
<td>0</td>
<td>142</td>
</tr>
<tr>
<td>Promises to give</td>
<td>264,500</td>
<td>620,600</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td>723,147</td>
<td>1,157,516</td>
</tr>
</tbody>
</table>

Total assets during 2017 stand at US$ 1,157,516 which comprises cash and cash equivalents (US$ 535,226), prepaid expenses (US$ 1,548), other current assets (US$ 142) and grants receivable (US$ 620,600).

### Liabilities and net assets

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accrued expenses</td>
<td>0</td>
<td>122,097</td>
</tr>
<tr>
<td>Current liabilities</td>
<td>0</td>
<td>111,308</td>
</tr>
<tr>
<td><strong>Total current liabilities</strong></td>
<td>0</td>
<td>233,405</td>
</tr>
</tbody>
</table>

### Net assets

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>458,647</td>
<td>303,512</td>
</tr>
<tr>
<td>Temporary restricted</td>
<td>264,500</td>
<td>620,600</td>
</tr>
<tr>
<td><strong>Total net assets</strong></td>
<td>723,147</td>
<td>924,112</td>
</tr>
<tr>
<td><strong>Total liabilities and net assets</strong></td>
<td>723,147</td>
<td>1,157,516</td>
</tr>
</tbody>
</table>

Note: There were no accrued liabilities and grants payable recorded in previous years, but we signed grant contracts with the sub grantees in 2016 which are payable in 2017.

Notes:

* Conference expenses include the expenses incurred related to GES.
** Salaries include three staff members in Norway, five staff members in India and one staff member in Canada.
Selected highlights of the year

Report by Howard White, CEO

In 2017 we maintained historically high levels of production in our core business area of systematic review titles, protocols and reviews. The years 2016 and 2017 are two of the top three years for total publications. Particularly encouraging is the large number of titles published: over one-quarter of all titles ever published were published in 2016-17.

Seventeen reviews were published in 2017: six each from the Education and International Development groups, four from Social Welfare and one from Crime and Justice.

The full list of Campbell publications for 2017 are shown in the following pages of this annual report.

Campbell staff have been active in promoting Campbell at external events, making presentations reaching over 3,000 people in 2017. An important part of our external communications are workshops to support the production of reviews. We provided 17 such workshops during 2017, providing support to around 300 researchers, many of whom are now engaged in Campbell reviews.

Outreach is also provided by our growing social media presence. Twitter followers reached nearly 3,500 by the end of 2017. The strongest growth was in Facebook which were under 1,000 at the end of 2016 had reached 12,000 a year later.

Our expansion is also reflected in the establishment of the first new Coordinating Group since 2010, which was officially launched in 2017. This is the Disability Coordinating Group, which is supported by the American Institutes of Research.
Reviews published in 2017

“No Excuses” charter schools for increasing math and literacy achievement in primary and secondary education, Sarah Krowka, Alexandria Hadd, Robert Marx

12-Step programs for reducing abuse of illicit drugs, Martin Bog, Trine Filges, Lars Brännström, Anne-Marie Klint Jørgensen, Maja Karrman Fredriksson

Approaches to promote handwashing and sanitation behaviour change in low- and middle-income countries, Emmy De Buck, Hans Van Remoortel, Karin Hannes, Thashlin Govender, Selvan Naidoo, Bert Avau, Axel Vande veegeete, Alfred Musekiwa, Vittoria Lutje, Margaret Cargo, Hans-Joachim Mosler, Philippe Vandekerckhove, Taryn Young

Effect of early, brief computerized interventions on risky alcohol and cannabis use among young people, Geir Smedslund, Sabine Wollscheid, Lin Fang, Wendy Nilsen, Asbjørn Steiro, Lillebeth Larun

Effects of certification systems for agricultural commodity production on socio-economic outcomes of beneficiaries in low- and middle-income countries, Carlos Oya, Florian Schaefer, Dafni Skalidou, Catherine McCosker, Laurenz Langer

E-learning of evidence-based healthcare to increase EBHC competencies in healthcare professionals, Anke Rohwer, Nkengafac Villyen Motaze, Eva Rehfuess, Taryn Young

Interventions to improve labour market outcomes of youth: a systematic review of training, entrepreneurship promotion, employment services, mentoring, and subsidized employment interventions, Jochen Kluve, Susana Puerto, David Robalino, Jose Manuel Romero, Friederike Rother, Jonathan Stöterau, Felix Weidenkaff, Marc Witte

Later school start times for supporting the education, health and well-being of high school students, Robert Marx, Emily E. Tanner-Smith, Colleen M. Davison, Lee-Anne Ufholz, John Freeman, Ravi Shankar, Lisa Newton, Robert S Brown, Alyssa S. Parpia, Ioana Cozma, Shawn Hendrikx

Mindfulness-based stress reduction (MBSR) for improving health, quality of life, and social functioning in adults, Michael de Vibe, Arild Bjørndal, Sabina Fattah, Gunvor M. Dyrdal, Even Halland, Emily E. Tanner-Smith

Mindfulness-based interventions for improving academic achievement, behavior and socio-emotional functioning of primary and secondary students, Brandy R. Maynard, Michael Solis, Veronica Miller, Kristen E. Brendel

Preschool predictors of later reading comprehension ability, Hanne Næss Hjetland, Ellen Irén Brinchmann, Ronny Scherer, Monica Melby-Lervåg
Sexual offender treatment for reducing recidivism among convicted sex offenders, Martin Schmucker, Friedrich Loesel

The effectiveness and efficiency of cash-based approaches in emergencies, Shannon Doocy, Hannah Tappis

The effectiveness of contract farming for raising income of smallholder farmers in low- and middle-income countries, Giel Ton, Sam Desiere, Wytse Vellema, Sophia Weituschat, Marijke D’Haese

The relationship between teacher qualification and the quality of the early childhood care and learning environment, Matthew Manning, Susanne Garvis, Christopher Fleming, Gabriel T. W. Wong

The “Tools of the Mind” curriculum for improving self-regulation in early childhood, Alex Baron, Maria Evangelou, Lars-Erik Malmberg, G. J. Melendez-Torres

Vocational and business training to improve women’s labour market outcomes in low- and middle-income countries, Marjorie Chinen, Thomas de Hoop, Lorena Alcázar, María Balarin, Josh Sennett

Other publications

Discussion paper
Research synthesis and meta-analysis of Monte Carlo studies: the best of two worlds, Brandon LeBeau

Policy brief
The effects of sentencing policy on re-offending, Howard White
The Campbell Collaboration annual report

Titles published in 2017

Cognitive behavioural interventions for mild depression in adolescents, Gretchen Bjornstad, Luke Timmons, Shreya Sonthalia, Benjamin Rouse, Nick Axford

Counter-narratives for the prevention of violent radicalisation: a systematic review of targeted interventions, Sarah Carthy, Denis O’Hora, Kiran Sarma

Educator Professional Learning Communities (PLCs) for improving academic, social, and behavioral outcomes in K-12 schools, Michael S. Kelly, Whitney Key, Andrew Brake, Miguel Cortes, Susan Wardzala

Effectiveness and cost-effectiveness of population-based cervical cancer screening in low- and middle-income countries, Kanchan Mukherjee, Deepika Singh Saraf, Vijayluxmi Bose, Ashoo Grover, Akriti Chahar, Myron Anthony Godinho, Denny John

Factors associated with user engagement in online professional development courses, Jane Lee, Taren Sanders, Devan Antczak, Rhiannon Parker, Philip Parker, Chris Lonsdale

Family-focused prevention to improve cognitive, educational, and social-emotional development of immigrant children and adolescents, Louisa S. Arnold, Andreas Beelmann, Douglas Coatsworth

Incentives for climate mitigation in the land use sector: a systematic review of the effects of payment for environmental services (PES) on environmental and socio-economic outcomes in low- and middle-income countries, Birte Snilstveit, Jennifer Stevenson, Laurenz Langer, Joshua Polanin, Ian Shemilt, John Eyers, Paul J. Ferraro

Interventions that incorporate participation, inclusion, transparency and accountability (PITA) to improve development outcomes in low- and middle-income countries, Hugh Waddington, Jennifer Stevenson, Ada Sonnenfeld

Interventions to counter cognitive biases and thinking errors in the decision-making of healthcare professionals, Aron Shlonsky, Rebecca Featherston, My Linh Luong, Courtney Lewis, Frances Morrissey, Bridget Hamilton, Laura Downie, Adam Vogel, Karyn Galvin, Catherine Granger, Jason Wasiak

Interventions to improve mathematics achievement in primary school-aged children, Victoria Simms, Camilla Gilmore, Seaneen Sloan, Clare McKeaveney

Language-based interventions for improving linguistic outcomes in children with developmental disorders, Anders Nordahl-Hansen, Arne Lervag, Courtenay Frazier Norbury, Monica Melby-Lervag

Live, video, and photo eyewitness identification procedures, Ryan J. Fitzgerald, Eva Rubinová, Heather L. Price, Lorraine Hope, Tim Valentine

Mass deworming for improving health and cognition benefits of children in endemic helminth areas, Vivian A Welch, Michelle F Gaffey, Elizabeth Ghogomu, Paul Arora, Simon Cousens, Alomgir Hossain, Rehana A Salam, Peter Tugwell, Zulfiqar Bhutta, George A Wells

Mass deworming for soil-transmitted helminths and schistosomiasis among pregnant women, Rehana A Salam, Philippa Middleton, Maria Makrides, Vivian Welch, Michelle Gaffey, Simon Cousens, Zulfiqar Bhutta

Multifaceted interventions for supporting community participation among adults with disabilities, Judith M.S. Gross, Amalia Monroe-Gulick, Debbie Davidson-Gibbs, Chad Nye
Parenting programmes for reducing negative outcomes for incarcerated fathers and their families, Daragh Bradshaw, Katrina McLaughlin, Orla Muldoon

Psychosocial interventions for preventing PTSD in children exposed to war and conflict-related violence, Jennifer Hanratty, Laura Neeson, Tania Bosqui, Michael Duffy, Laura Dunne, Paul Connolly

Psychosocial processes and intervention strategies behind Islamic deradicalization, Cátia Moreira de Carvalho, Isabel Rocha Pinto, Luís Filipe Azevedo, Alexandre Guerreiro, Mariana Reis Barbosa, Marta Pinto

Publication bias in effectiveness studies of international development interventions: A review of evidence from systematic reviews, Manisha Gupta, Hugh Waddington, Jill Adona, Hannah R. Rothstein, Howard White

School-based physical activity interventions and wellbeing in children: a systematic review and intervention complexity assessment, Aideen Johnson, Paul Connolly, Mark A Tully

Single-track year-round education for improving academic achievement in US K-12 schools: results of a meta-analysis, Dan Fitzpatrick, Jason Burns

Strategies for scaling up the implementation of interventions in social welfare, Luke Wolfenden, Bianca Albers, Aron Shlonsky

Students’ experiences of flipped classrooms to improve learning outcome in undergraduate health professional students, Cho Naing, Dinesh Kumar Chellappan, Wong Shew Fung, Maxine A Whittaker

The effect of women’s empowerment strategies on adolescent girls’ nutritional status, Alison Y. Riddle, Abigail K. Ramage, Cynthia M. Kroeger, Vivian Welch, Carol Vlassoff, Zulfiqar Bhutta, Elizabeth Kristjansson, Monica Talgaard, George A. Wells

The effects of grouping students by academic attainment on educational outcomes in secondary schools, Paul Connolly, Nicole Craig, Sarah Miller, Louise Archer, Becky Francis, Jeremy Hodgen, Anna Mazenod, Becky Taylor, Antonina Tereshchenko

The effects of transport infrastructure and logistics interventions on women’s participation in formal labour markets in low- and middle-income countries, Manisha Gupta, Geetha Menon, Surekha Garimella, Shreya Jha

The impact of microfinance in developing countries: a systematic review of reviews, Maren Duvendack, Philip Mader

Video-based interventions for promoting positive social behaviour in children with autism spectrum disorders, Ciara Keenan, Allen Thurston, Karolina Urbanska

Voluntary work for maintaining the physical and mental health of older volunteers, Trine Filges, Henning B. Bach, Anu Siren, Kurt Mathiesen

What are the social, economic and psychological risk factors that lead to recruitment to organised crime groups?, Francesco Calderoni, Gian Maria Campedelli, Tommaso Comunale, Martina Marchesi, Alexander Kamprad

What are the social, economic, psychological and environmental risk factors that lead to radicalization and recruitment to terrorism?, Yael Litmanovitz, David Weisburd, Badi Hasisi, Michael Wolfowicz
Protocols published in 2017

21st century adaptive teaching and individualized learning operationalized as specific blends of student-centered instructional events, Robert M. Bernard, Eugene Borokhovski, Richard F. Schmid, David I. Waddington, David Pickup

Agronomic biofortification strategies to increase grain zinc concentrations for improved nutritional quality of wheat, maize and rice, Israel F. N. Domingos, Marcin Baranski, Carlo Leifert, Ismail Cakmak, Zed Rengel, Paul E. Bilsborrow, Gavin B. Stewart

Community-oriented policing to reduce crime, disorder and fear and increase legitimacy and citizen satisfaction with police, Charlotte Gill, David Weisburd, Cody Telep, Zoe Vitter, Trevor Bennett

Do evidence summaries increase health policymakers’ use of evidence from systematic reviews?, Jennifer Petkovic, Vivian Welch, Peter Tugwell

Education interventions for improving access and quality of education in low- and middle-income countries, Birte Snílstveit, Emma Gallagher, Daniel Phillips, Martina Vojtkova, John Eyers, Dafni Skaldiou, Jennifer Stevenson, Ami Bhavsar, Philip Davies

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

Effects of clinical supervision of mental health professionals on supervisee knowledge, skills, attitudes and behaviour, and client outcomes, Robert Allan, Alan McLuckie, Lillian Hoffecker

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

Red light camera interventions for reducing traffic violations and accidents, Ellen G. Cohn, Suman Kakar, Chloe Perkins, Rebecca Steinbach, Phil Edwards

The direct and indirect effects of school-based executive function interventions on children and adolescents’ executive function, academic, socialemotional, and behavioral outcomes, Saiying Steenbergen-Hu, Paula Olszewski-Kubilius, Eric Calvert

The effect of cash transfers on social solidarity, Martin Leites, Gustavo Pereira, Andres Rius, Gonzalo Salas, Andrea Vigorito

The effect of interventions for women's empowerment on children's health and education, Sebastian Vollmer, Sarah Khan, Le Thi Ngoc Tu, Atika Pasha, Soham Sahoo

The impacts of interventions for female economic empowerment at the community level on human development, Marcela Ibanez, Sarah Khan, Anna Minasyan, Soham Sahoo, Pooja Balasubramanian

Evidence and gap map

The impacts of agroforestry on agricultural productivity, ecosystem services, and human well-being in low- and middle-income countries: an evidence and gap map, Daniel C. Miller, Pablo J. Ordonez, Kathy Baylis, Karl Hughes, Pushpendra Rana
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