



Ministerie van Infrastructuur
en Waterstaat



Research at the service of policy:

What does policy need to know,
to **know** what to **do**?

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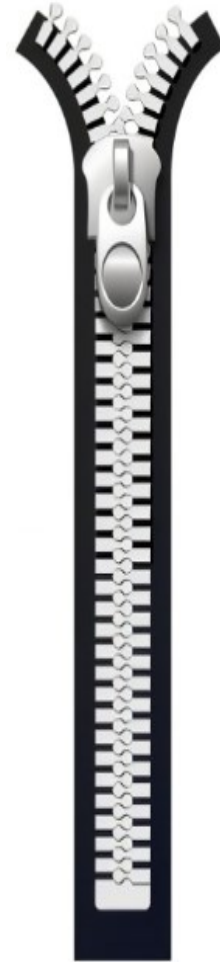
KiM research



Person traffic and transport, goods transport, aspects such as climate effects, congestion, modelling, data analysis; not so much road safety, however, as in The Netherlands, we have SWOV



Zippering research and policy making.



Policy questions:

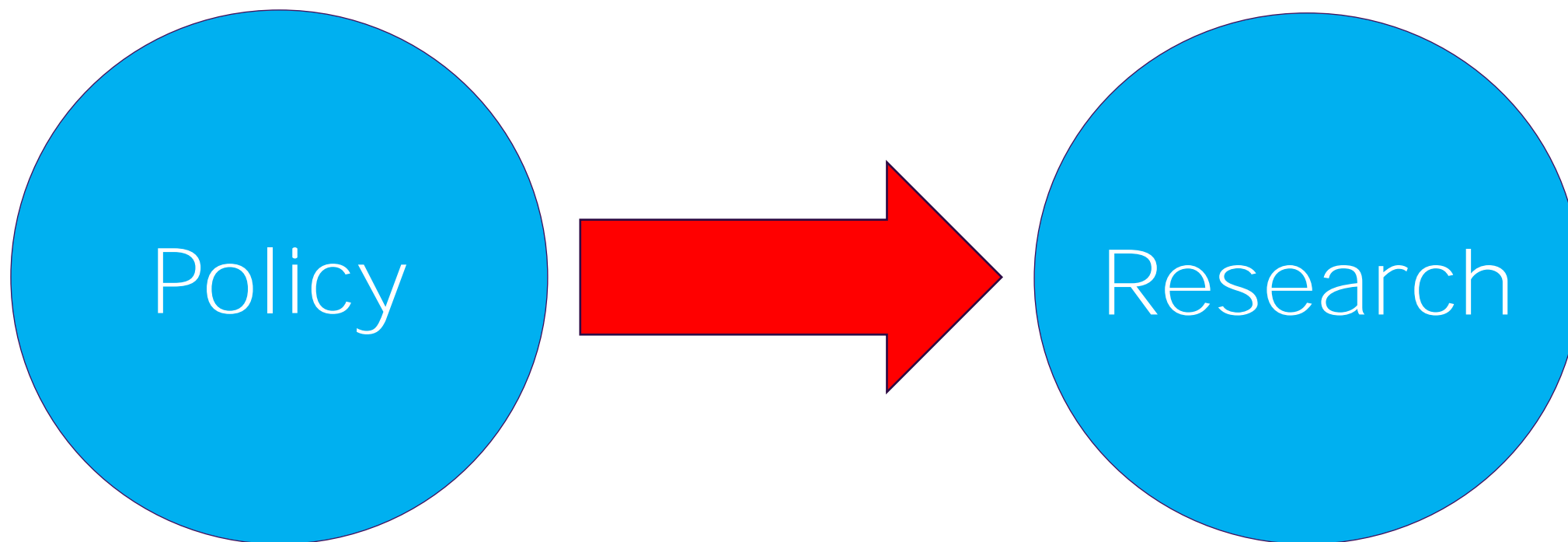
What should I do?

= > Research questions:

What do I need to know,
to know what to do?

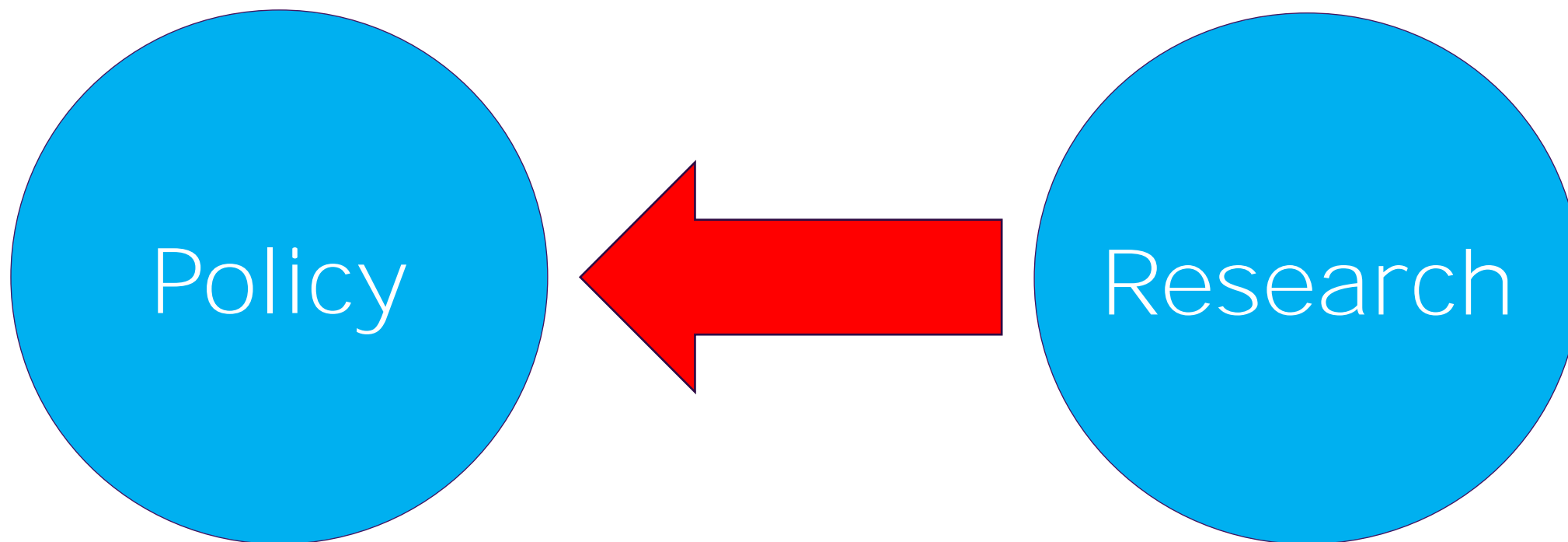


Who should have priority?



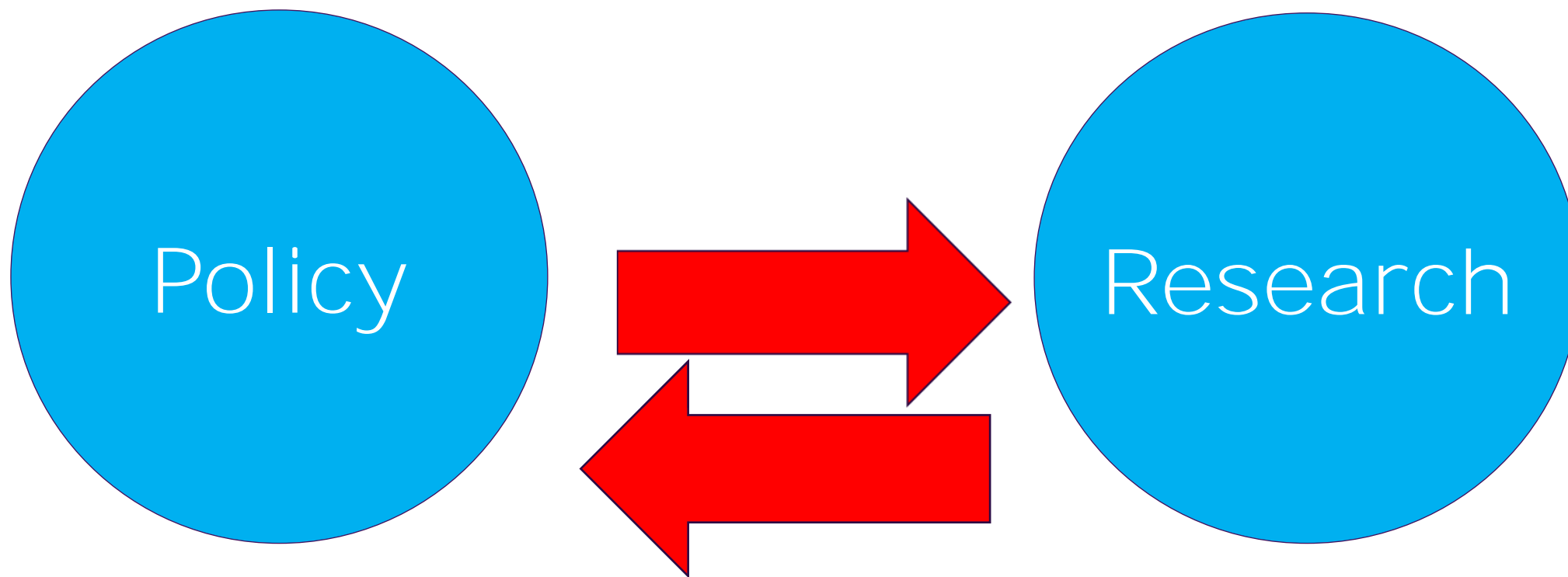


Who should have priority?



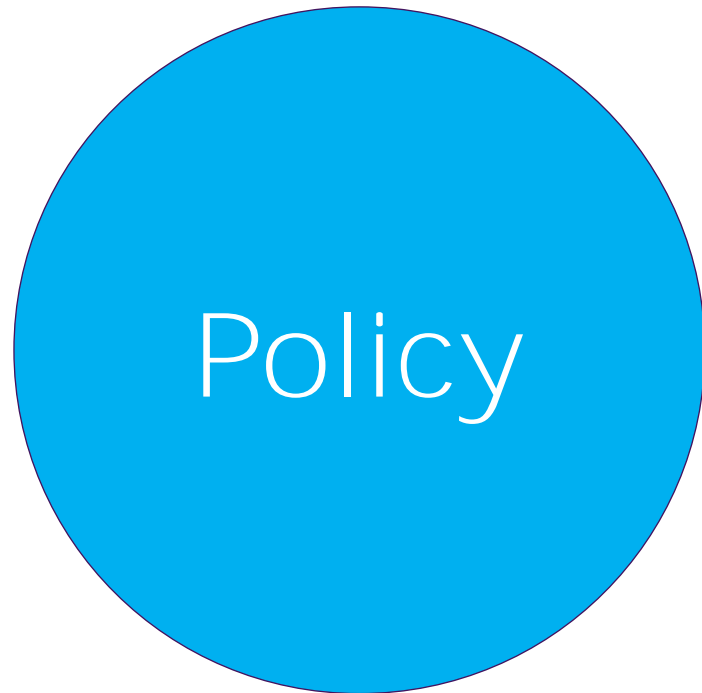


Who should have priority?.





Who should have priority?.





Research or no research?

- › Policy questions regard: “what to do” ?
- › Research is about “what to know to know what to do”
- › Effective research is about “need to know”, not about “nice to know”
- › Effective research is more about **today’s needs** than about **future needs**.
- › Regularly research is indeed needed, eg to inventorize and find the policy options, or to estimate the consequences of alternatives. But not always!
- › More often than not, the research was already done, while policy makers are not aware of available knowledge. This happens very often. At KiM, in those cases we provide Knowledge at the Table (KaT).
- › Actually about half **KiM’s** staff time is spent on KaT and half on research. We sit “**on the lap**” of **policy** colleagues, to help them sort out what they need to know to know what to do.



What **does** “zipping research and **policy**” look like?

- › Zipping starts at the beginning, by asking policy makers what they are up to, what their options are, what they need to know to know what to do.
- › Their questions may lead to research, or to KaT, or to renewed discussions when, after some thinking or preliminary research, it becomes clear that the questions are difficult to research, or if the likely result will not generate policy action perspective.
- › This process is not self-explaining. Sometimes the policy question should NOT lead to research as asked for, because the questions are based on a misperception of the problem.
- › Remember: the zipping process goes all the way up from research question to publication, with regular contacts and discussions about preliminary results or changes in the political context.



Example from KiM

- › Policy question: why **don't** people buy second hand Electric Vehicles (**EV's**) more often than they do?
 1. Are **EV's** too expensive?
 2. Do they fear a deteriorated battery?
- › Can you use your panel to ask people, such that we can develop policy measures to change their behaviour.

- › We **didn't** start outright to do this research because first, we needed to know what the problem was. Can you guess why?








Example from the ITF Working group on implementing the Safe System Approach in LMIC.

- › This working group aims at giving practical guidelines for LMIC to help them improve the road safety in their country, region, district.
- › We took an approach from two sides:
 - › 1. What exactly is a safe system, in principle?
 - › 2. What do these LMIC projects, cases, attempts to improve road safety, look like?

We developed a framework, a matrix with descriptions of what a safe system might look like in each cell of the matrix. We now want to experience if it can be used in safe system pilot projects.



The safe system framework

	Road-safety pillar					
Key component	Road-safety management	Safe roads	Safe vehicles	Safe speeds	Safe road-user behaviour	Post-crash care
 1. Establish institutional governance						
 2. Share responsibility						
 3. Strengthen all pillars*						
 4. Prevent exposure to large forces						
 5. Support safe road-user behaviour						

For each cell:
three levels of
implementation:

- Emerging
- Advanced
- Mature



Location of the Safe System Pilots.

Co-operation with WB, ADB,
IRAP, WRI, GlobalINCAP, FIA
Foundation, ETSC, ChildSafe...





Challenges to zip HIC research efforts with LIC experience:

- › The current version of the framework is not capable to cover **situations of “zero” level of safe system**
- › The “emerging” level is already a difficult step for “zero safety countries”.
- › **We need to document how to go from “zero” to “emerging”.** And the challenge is how this should be done. We need to base this on experience, not on HIC theories.
- › Many pilots are very local; difficult to assess the institutional governance components of the framework.



Lets take a look at **today's** ICTCT program

- › For each entry in the program we might want to ask ourselves:
 1. Can we imagine that this research will be used in practice sometime? Personally, I expect that the answer will always be yes (we are not idiots). But more importantly:
 2. By whom?
 3. When?
 4. How?
- › The more blurred the picture, the more likely it is that the motivation to do the research actually comes from our curiosity and our love for research



Examples from ICTCT 1

- › Research on automated vehicles. Will they be safe?
- › As a physicist, I am absolutely delighted about this research, using Virtual Reality, test sites and other sophisticated methods.
- › Recently, I read a brilliant international **report on “Preparing Transport Infrastructure for Automated Vehicles”**. Its first recommendation was:
- › Policy makers should develop new skills and competences.
- › What will policymakers think, and do, if they read this? What is their perspective of action?
- › And I wonder what research would have been done if we asked first **what *policy* needs to know, to know what to do?**



Examples from ICTCT 2

- › Properties of unsafe cycling behaviour: highly sophisticated, very interesting research. My question: Who will put this new knowledge into practice? Will we change roads, bicycles? What could be a next step research preparing these results for policy? With whom to talk?
- › The safety performance of bus priority route configurations: potentially very applicable knowledge! Were policy options discussed with the ministry? The same holds for research on light-rail crashes.
- › Researching crashes gathered in the Audi Accident Research Unit could also be an excellent example, provided that Audi (or any car manufacturer) has specific plans to improve the safety of their vehicle.



Examples from ICTCT 3

- > Many papers describe interesting ways to select regions, situations or roads susceptible to crashes and suitable for improvements. My only question would be if a dialogue was had, or will be had, with those in charge to act.
- > Of course, assessments of the effectiveness of measures are helpful to establish these measures (to prevent them from being undone). Especially when this is considered relevant by policy makers!
- > I have also encountered some excellent contributions where I had no clue about the applicability of the results in actual policy making. **I'll** leave it to all authors to think about their research and options to zip next step research with policy. You may reconsider what to do if current research result are mainly the starting point of more research.



Summary in bullets

- › Policy decides what needs to be done
- › Research decides how to research what needs to be known.
- › Together they decide what needs to be known to know what to do
- › Researchers should take the lead
- › This requires intimate contact and high quality dialogue
- › Feel invited to find a policy colleague to ask what she wants to do.
- › Discuss together what she needs to know to know what to do.
- › Bend your research toward finding the answers. Or just give the answers when the research was already done.
- › If you have time left, think about improving road safety in LMIC