'Types of change' aimed for through community and public engagement activities

The following table is a descriptive summary of community and public engagement activities from a selection of Wellcome Trust linked programmes and projects in low- and middle-income countries that came out of an email discussion in 2014.

The table includes the groups of stakeholders that different engagement activities work with, the types of change they are aiming for, and examples of this type of work among the programmes and projects.

The table is not systematic, complete, or definitive, and activities and understandings have moved on since 2014, but they illustrate the diversity and scope of engagement activities going on.

The table may be useful for situating discussions of art and engagement, even though many of the activities in the table do not necessarily make use of artistic process.

Engagement activities	Level/type of engagement (which groups of stakeholders?)	Types of change aimed for	Examples
COMMUNITY ENGAGEMENT			
Community Advisory Groups (CAGs) Additional activities to engage particular communities	Engagement with community affected by particular research or ongoing research activity	• CAGs are an effective mechanism for two-way dialogue between community members and researchers about research processes and priorities • Community better understands research and research process • Community is able to express an independent perspective on research • Community trusts that research institution will address any concerns raised • Community feels respected by research institution • Respectful dialogue and relationships between communities and researchers sustained over time	• KEMRI Community Representatives Network (Kenya) • TAK Province Border Ethics Advisory Board (Thailand) • Africa Centre Community Advisory Boards (South Africa)

Engagement activities	Level/type of engagement (which groups of stakeholders?)	Types of change aimed for	Examples
(Community dialogue meetings, 'Roadshows')		• CAGs enable diverse participation across gender, cultural, language, political, and religious differences (among others) • Researchers better understand the role and importance of community engagement • Research practice and policy is more responsive to community concerns and interests	
Community radio programmes on health	Engagement with radio listeners in local community settings and in 'radio listening clubs'	• Community radio is an effective medium for interactive dialogue on health research and health issues with the community and radio listening clubs	• Health Talk Radio (Malawi)
	Engagement with radio listeners from a wider public audience	• Community radio reaches a wide and diverse audience; it can involve a range of public contributions to its phone-in programmes and hosts dialogues on a range of relevant issues related to health and health research	
Local radio slots for questions and answers about research projects	Engagement with radio listeners who phone in	• Unanswered questions on health issues like HIV answered • Increased levels of hope about being able to address health issues • Radio listeners able to understand types of research studies • Increased awareness of available services and referrals for some callers	• Africa Centre for Population Health (South Africa)
Art co-creation projects – people from disadvantaged communities putting on art exhibitions	Engagement with disadvantaged communities	• Disadvantaged communities have skills and confidence to use artistic processes to speak about their lives and experiences relating to health • Disadvantaged communities able to highlight their priorities and needs around health • Community members get to know about the health issues that experts are researching and the experts' recommendations	• 'Dekha Undekha'/'Seen Unseen' (India)
	Engagement with public 'audience' of art exhibition	• A diverse audience is ready to attend the exhibition and listen/engage with the art and the issues it raises • The art produced is 'quality art' • Public audience perceptions of disadvantaged communities can change	

ENGAGING HEALTH SERVICE USERS			
'Beyond the Hospital' – using theatre, art and photography to stimulate dialogue between patients, carers, researchers, and hospital staff	Engagement with patients, carers, researchers, and hospital staff about factors hindering rehabilitation after treatment of central nervous system (CNS) infections	• Patients who have had CNS infections and their carers are able to articulate barriers to rehabilitation • Greater understanding by hospital staff and researchers of issues hindering rehabilitation • Greater awareness of rehabilitation resources available for patients, carers, and hospital staff • Accessible materials for training staff on rehabilitation • Greater understanding of value of research for hospital staff, NGOs, and disability organisations	• 'Beyond the Hospital', Oxford University Clinical Research Unit – OUCRU (Vietnam)
'Adherence Stories' – digital stories of personal experiences of adherence	Engagement with people attending clinics who view stories Use of stories in adherence education sessions	• Changes in knowledge, attitudes, and perceptions of antiretroviral drugs adherence in people attending primary care clinics • Adherence education sessions more effective due to use of digital stories • Changes in skills, confidence and advocacy in individuals producing their own stories	• 'Adherence Stories', Africa Centre for Population Health (South Africa)
ENGAGING RESEARCH PARTICIPANTS			
Feedback from research participants and potential research participants	Engagement with potential research participants about reasons to participate/not participate and about understandings of research	• Potential research participants aware of their right to participate/not participate and the potential benefits of participating • Some misconceptions about research among potential participants are addressed by researchers • Researchers have greater understanding of participants' reasons for participating or not participating in research	• Africa Centre for Population Health (South Africa)

Engagement activities	Level/type of engagement (which groups of stakeholders?)	Types of change aimed for	Examples
SCHOOLS AND UNIVERSITIES ENGAGEMENT			
Schools engagement programme	Engagement with school students	• Students show greater interest in health research and science education • Students have higher educational aspirations • Households where students live show a greater awareness and understanding of scientific research • Schools engagement programme is responsive and able to adapt to changing context and circumstances	• Schools engagement programme (Kenya)
	Facilitating links between students and researchers	• Researchers show more positive attitudes to community and community engagement processes	
	Schools science road shows in Vietnam Events at annual youth science festivals in Vietnam	• Students show greater interest in science and health research • Students better understand scientific process • Researchers and university student volunteers are given the opportunity to interact with and better understand the community	• OUCRU (Vietnam)
Science theatre for school children	Engagement with school children, teachers, and carers Shows filmed and shown on TV for a wider national audience	• Young people hear science and health messages in a memorable and engaging manner (through entertaining theatre) • Young people introduced to scientific concepts • Researchers can be involved by developing scripts and attending shows to meet young people	• OUCRU (Vietnam)

University student engagement programme	University students are involved in the schools programme and are also introduced to OUCRU	• University students have the opportunity to develop knowledge and skills by teaching school children • University students are introduced to OUCRU health research and gain a better understanding of scientific process	• OUCRU (Vietnam)
Science cafés in universities and for young doctors	Engagement with people who attend monthly science cafés in local science universities	• Students are introduced to new scientific subjects in a fun way to encourage an interest in science • Students are encouraged to debate and develop critical thinking • Researchers gain experience presenting their work in a concise and engaging manner •	• OUCRU (Vietnam)
Science page in a weekly children's magazine	People who read and contribute to weekly articles about science in a national magazine for young people (12-16 year olds)	• Young people are exposed to science in engaging and fun articles • Young people are encouraged to write to contributors with questions, thereby building links with scientists • Young people are encouraged to have scientific careers • Scientists are trained and gain experience of writing for a lay audience	• OUCRU (Vietnam)
ENGAGEMENT 'INTERMEDIARIES'			
Training media personnel to write about science	Science and health journalists trained to better represent science to the public	• Journalists are able to clearly present science in ways that are accessible and engaging • Journalists are able to clearly present science in ways that are accurate • Journalists build links and trust with health workers	• OUCRU (Vietnam)
Researchers trained in communication skills	Support researchers to better communicate research with public and media	• Researchers are able to clearly present their work in ways that are accessible and engaging • Researchers have effective links with journalists and media	• OUCRU Training for scientists to write for young people (Vietnam) • OUCRU (Vietnam)

Engagement activities	Level/type of engagement (which groups of stakeholders?)	Types of change aimed for	Examples
Training frontline health workers (HW) in communication and management of emotions	Frontline health workers trained in communication skills and management of emotions (e.g. on the job participatory process-based training, Kilifi)	• Improving HW-patient communication and management of emotions to support service provision, facilitate uptake of services, improve job satisfaction for nurses, and strengthen professional relationships at work (between peers, supervisors and students, research HW and Ministry of Health HW). • Where research and health care are provided alongside each other, strengthen capacity of HW to explain the differences between these to patients and participants	• OUCRU (Vietnam) • KEMRI-Wellcome Trust Research Programme (Kenya) • SNEHA (Society for Nutrition, Education and Health Action) (India)
Interface staff training (Fieldworkers, drivers)	Communication skills training for staff working in the community	• Enhanced awareness of need for good relations between research institution and community • Staff able to confidently talk to community about roles of research institution including specific studies	• KEMRI Community Engagement Programme (Kenya) • SNEHA (India)
Training of NGOs on research processes and on TB research Training Community Health Workers (HW) on research processes and on TB research	Working with NGOs to improve their understanding and use of research Working with Community HW to improve their understanding of research	• NGOs are better able to use scientific research to inform their own work and to develop and assess community responses to TB • NGOs are able to draw on an established network of trained researchers in their work on TB and health • Community HW are more able to understand scientific research	• Tamil Nadu – building research skills (India)
LOCAL AUTHORITY INTERMEDIARIES			
Engagement with local and district government forums – e.g., LAC and DAC forums in South Africa	A variety of policy stakeholders and government departments get update on research findings	• Local and district municipality aware of findings from completed and on-going studies • Improved collaboration between Community Engagement Unit and local governance bodies, e.g., for improved HIV pandemic response	• Africa Centre for Population Health, (South Africa) • SNEHA (India)

PUBLIC ENGAGEMENT			
Art and photography/video installation: Temporary public photo booth in Kilifi town to 'pose as a scientist'	Engagement of local residents and scientists in Kilifi and wider public in Nairobi and London.	• Researchers gain new insights into public perceptions of science • De-mystifying science for the public • Enjoyment as a facilitator of these processes • Promoting positive relationships between scientists and the public/community	• KEMRI-Wellcome Trust Research Programme – Art in Global Health project (Kenya)
Art and Science event	An evening of public lectures from scientists and artists	• Exposure for scientists and artists to another form of examination and creativity • The public were invited into OUCRU; gain a better understanding of how the institute works	• OUCRU (Vietnam)
Science Cafés for the public	Short fun events for the public	• The public are introduced to new scientific subjects in a fun manner to encourage an interest in science • Members of the public are encouraged to debate scientific topics and develop critical thinking	• Wellcome Trust-Mahidol University-Oxford Tropical Medicine Research Programme (Thailand)