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What have we learned about research uptake and impact?

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How was research uptake integrated in CEDIL?

- ‘Increasing evidence use’ was a programme of work and featured in CEDIL’s research priorities
- In commissioning research projects, review criteria included potential for policy and practical relevance, and evidence of researchers’ collaboration with implementers and decision-makers
- Applicants expected to elaborate on the pathways to research impact



Making research uptake matter

Guidelines and a plan template shared on stakeholder engagement and evidence use – deliverable in the inception phase

- Context analysis
- Evidence use objectives
- Stakeholder mapping and analysis
- Risks
- Stakeholder engagement and communication plan
- Monitoring and measurement
- Learning



What did research teams do?

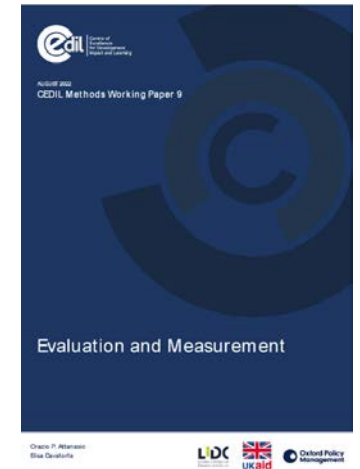
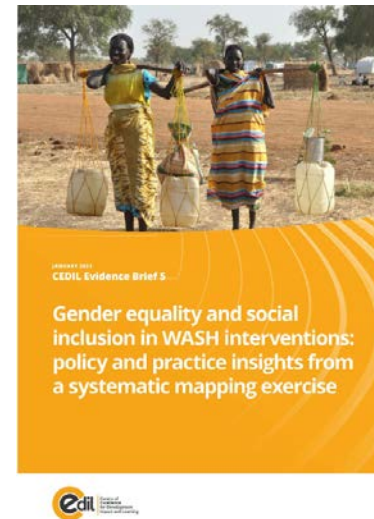
- Teams **dedicated up to 15 per cent of the budget** to stakeholder engagement and evidence use
- Most projects **engaged closely with stakeholders** in informal and formal ways through the life cycle
- A **range of research communication activities** and products: Journal articles, working papers, toolkits, portal, briefs, blogs, videos, newspaper articles, conference presentations, webinars, social media
- Some developed theories of change on research impact and several **monitored and measured evidence use**



CEDIL's outreach strategy

CEDIL had its own outreach strategy that focused on sharing learning, ensuring research outputs are accessible, convening conversations between researchers, implementers and policymakers

- 29 seminars and 27 webinars
- Annual conference
- CEDIL website
- 60+ papers and briefs, blogs, vlogs,
- Social media outreach



















































CEDIL stories of change: from evidence to impact

6 stories of change documented so far, selected three here:

Ebase and EEF toolkit: Findings from ‘meta-analysis to explore the transferability of education: mid-range theories to Cameroon, Chad, Nigeria and Niger’ have been used to inform the design of a pilot project on performance-based financing and another pilot evaluation of menstrual hygiene management in Cameroon

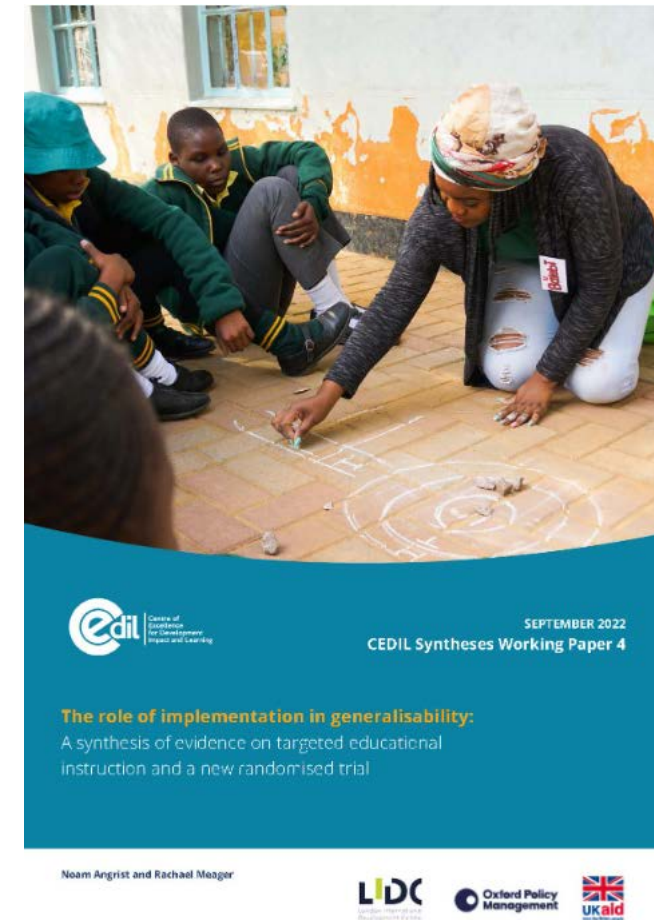
<https://ebaselearning.org/teaching-learning-toolkit>

Toolkit Strands 	Cost 	Evidence 	Impact 
Arts participation Moderate impact for low cost based on moderate evidence.	    	    	
Aspiration interventions Unclear impact for moderate cost based on insufficient evidence.	    	    	
Behaviour interventions Moderate impact for moderate cost based on limited evidence.	    	    	
Cash Transfers Low impact for moderate cost based on very limited evidence.	    	    	

From evidence to impact

The findings of **the evidence synthesis on teaching at the right level (TaRL)** has been used to inform the programme design and scale up of teaching at the TaRL in Botswana. It has also informed the discussions on programme implementation in Namibia and South Africa

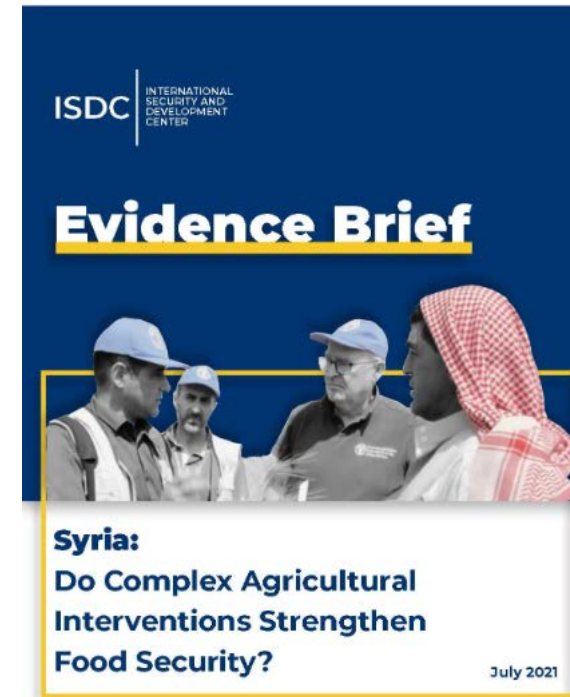
Angrist, N. and Meager, R. (2022). The role of implementation in generalisability: A synthesis of evidence on targeted educational instruction and a new randomised trial, CEDIL Syntheses Working Paper 4, CEDIL, Oxford. Available at <https://doi.org/10.51744/CSWP4>



From evidence to impact

Recommendations from the ‘Seeds for recovery project’ in Syria have been shared with FAO and have been incorporated in the FCDO-funded Building Local Resilience programme

Study led by Tilman Brück, Ghassan Baliki and colleagues



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Reflections on the stories of change

- Strong stakeholder engagement and communication through the life cycle of the project
- Significant capacity and strong track record in co-creation and building partnerships with decision-makers
- Support from CEDIL including the guidelines on stakeholder engagement and evidence use

What have we learned?

- Research programmes need a clear strategic approach on research uptake from the start
- In commissioning projects, signal the importance of research uptake and impact
- Programmes like CEDIL play an important role in convening conversations, supporting peer learning and contributing to advances in the field





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