

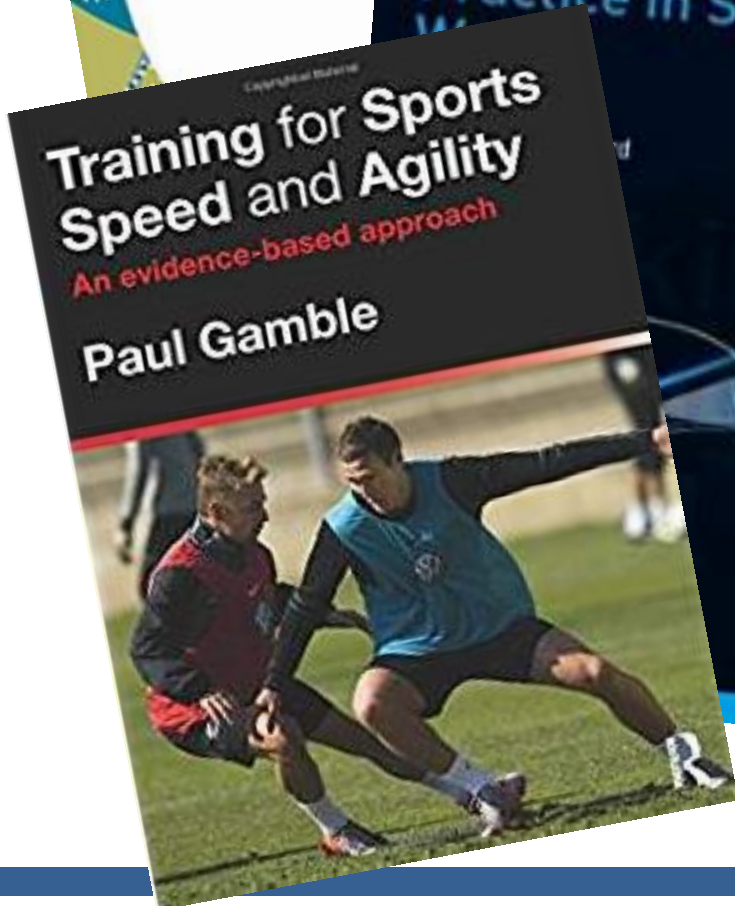
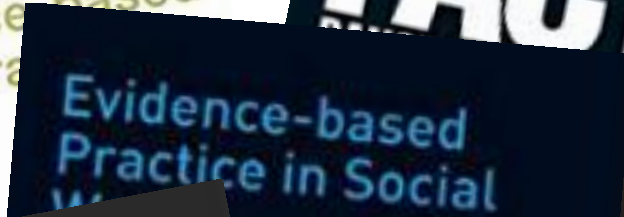
Leveraging Evidence for Effective Development Policy

Howard White
Campbell Collaboration

3D Seminar Series, Goettingen, June 2020



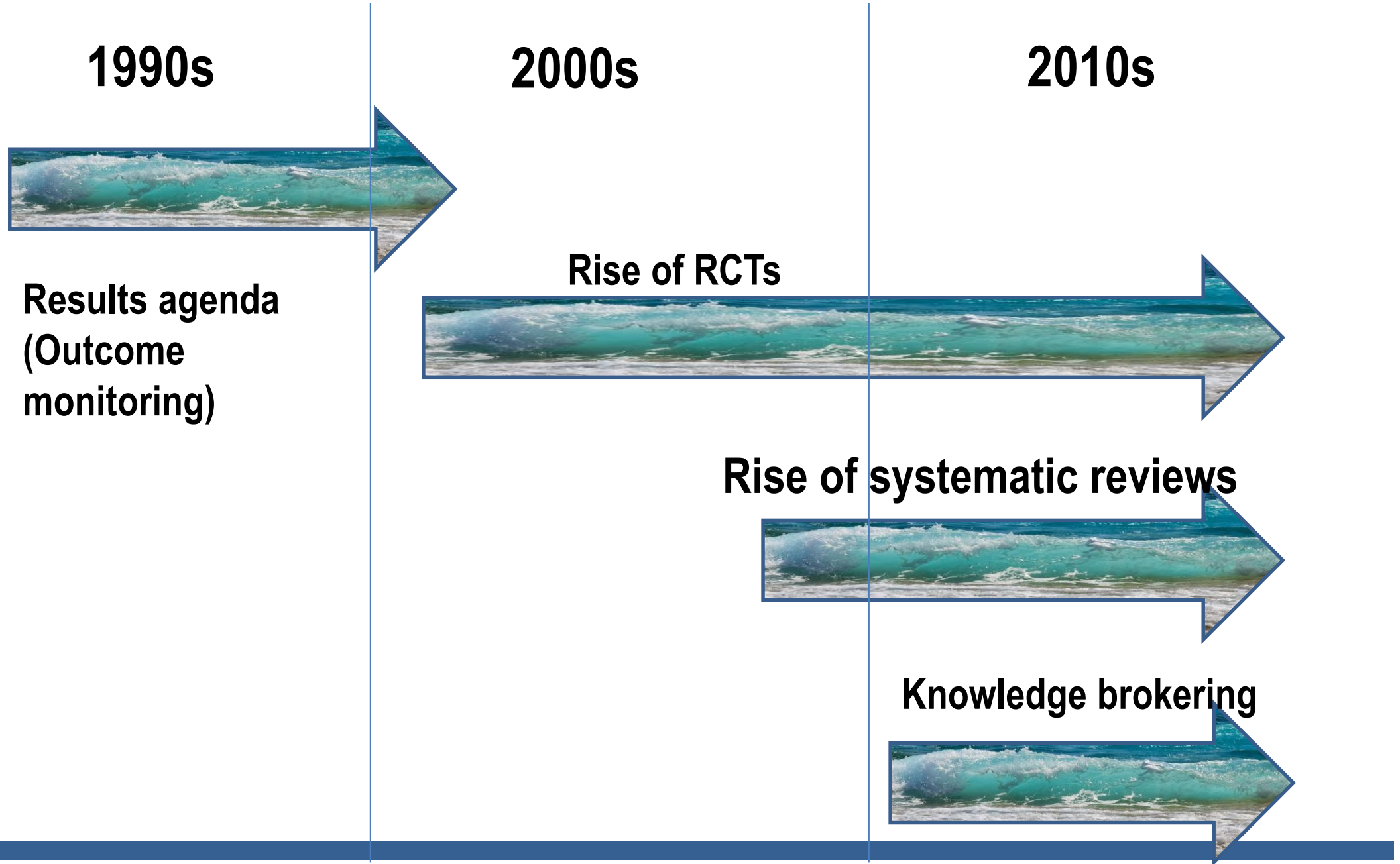
Language of evidence spreading to all sectors



The four waves of the evidence revolution



Wave four: knowledge brokering



Wave one: New public management and the results agenda

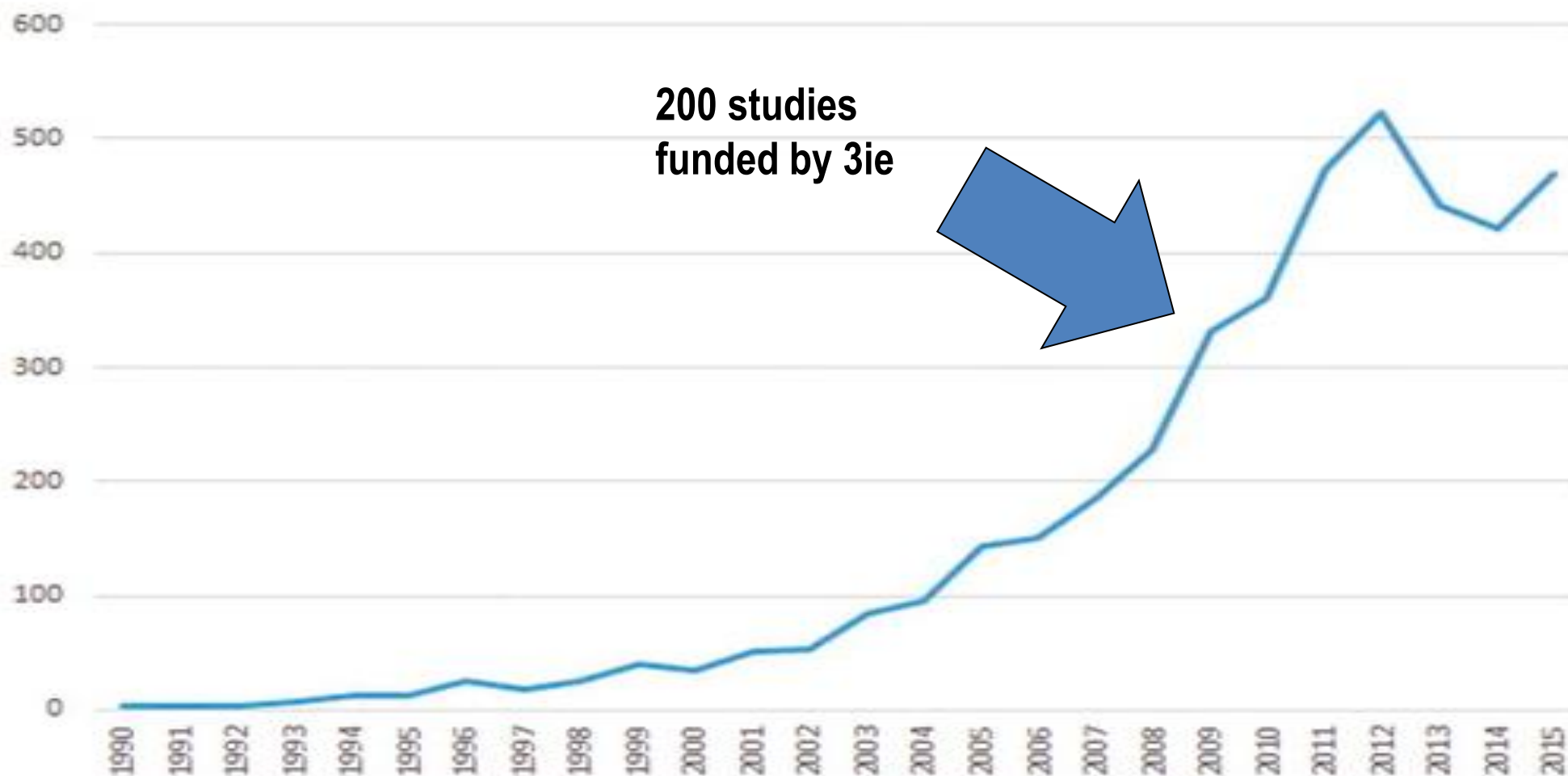
- Origins US, UK, Australia, Canada and New Zealand
- Adopted Clinton and Blair governments
- Shifted focus from monitoring inputs (how much money we spend)...



- to outcomes (long-term unemployed returned to work, families lifted out of poverty, women empowered etc.)
- IDTs, MDGs, SDGs



Wave two: Impact evaluations in 3ie database by year of publication



Source: Shayda Mae Sabet & Annette N. Brown (2018) Is impact evaluation still on the rise?
The new trends in 2010–2015, *Journal of Development Effectiveness*, 10:3, 291-304

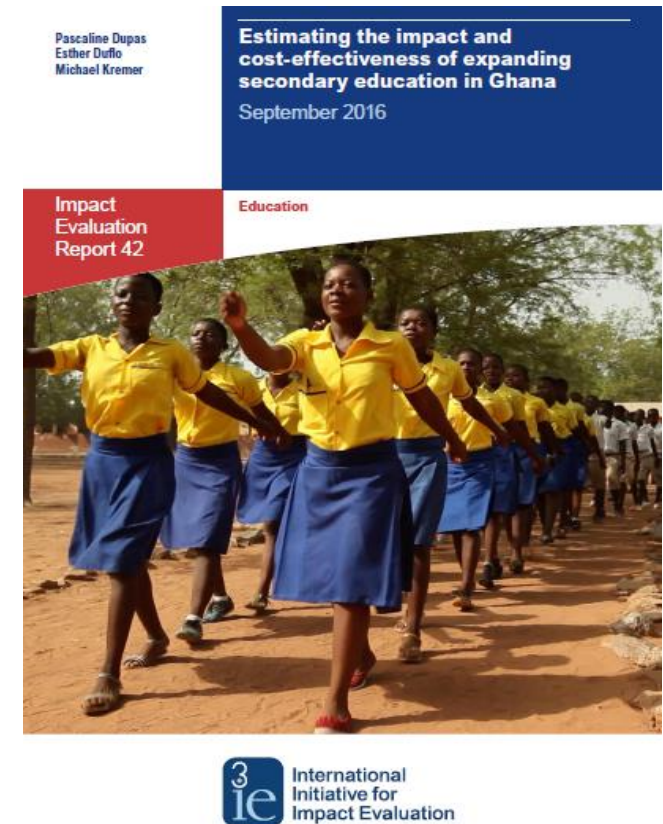
RCT of removing secondary fees: 2000 students admitted SHS but not enrolled; 680 given four year scholarship.

Removing fees for secondary education:

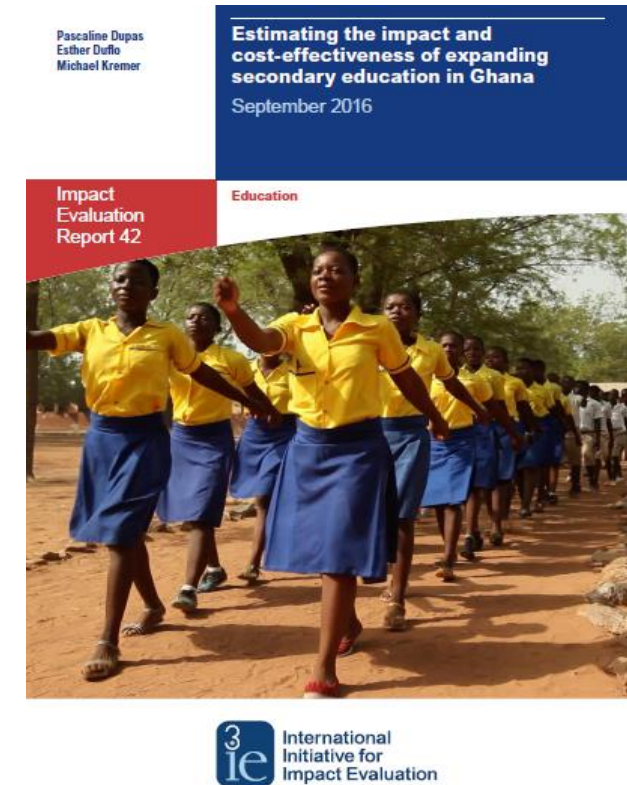
- Large effect on enrolment
- Significant but small effect on test scores females only
- Reduced sexual activity and more likely to practice safe sex
- Fewer unwanted pregnancies

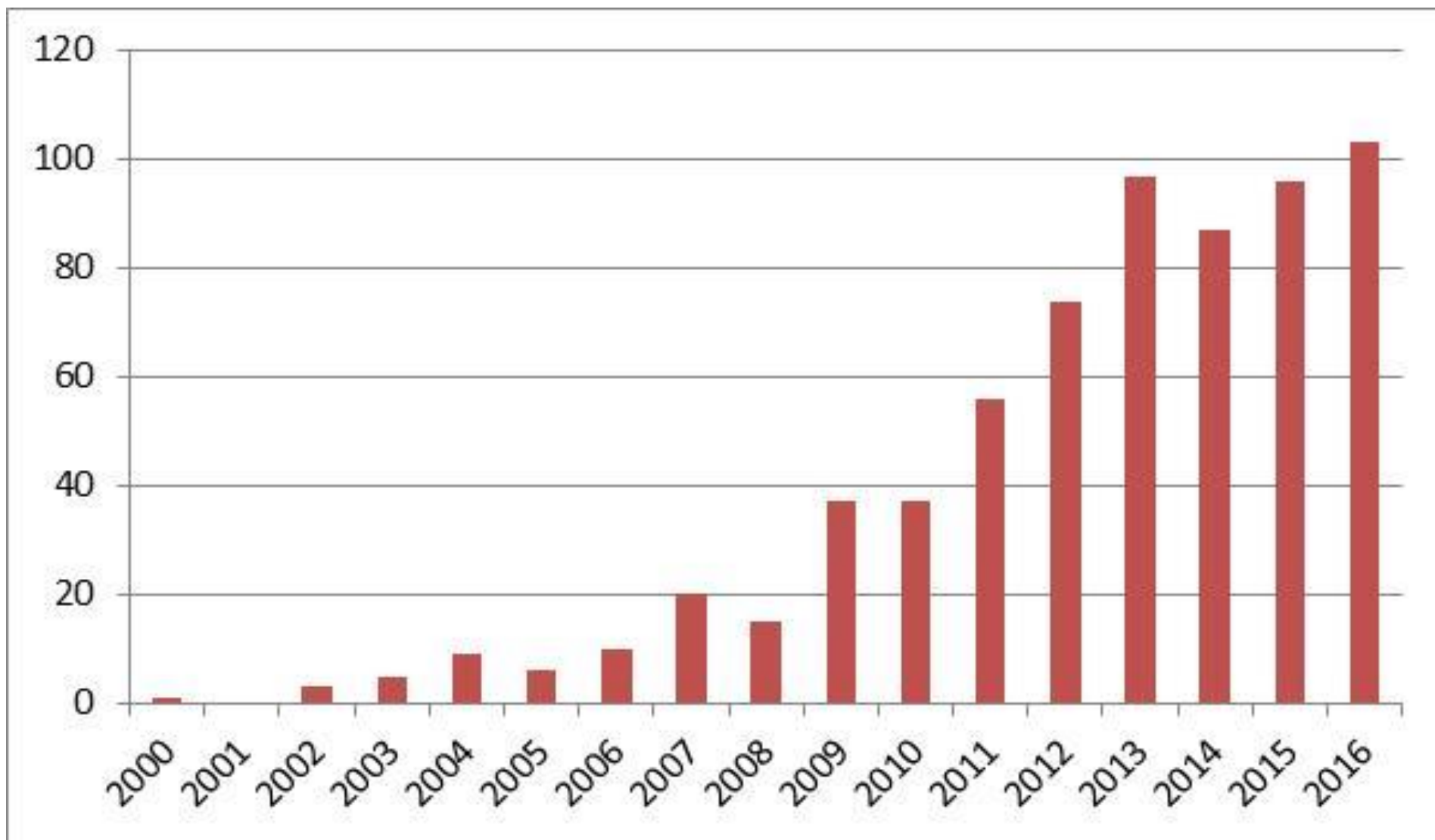
Source: Estimating the impact and cost-effectiveness of expanding access to secondary education in Ghana

<https://www.3ieimpact.org/evidence-hub/publications/impact-evaluations/estimating-impact-and-cost-effectiveness-expanding>



- Scholarship raised enrolment from 50% (in control) to 75%
 - 25% still did not attend so fees not the only constraint
 - 50% went without scholarship (but many delayed a year), so means testing might be considered
- Social benefit of reduced fertility justifies subsidy
- But impact on learning outcomes low – quality issues to be addressed





Source: 3ie database



The evidence shortfall

	RCTs	Systematic reviews
Education	1,017	~ 1,000
Social welfare	740	~ 1,000
Health	>1.5 milion	38,000

Prevalence data identify priorities & target group

Proposed programme

Formative research

The evidence-driven project cycle

Synthesize evidence across all studies

Consult evidence base to inform design

Formative evaluation in local context

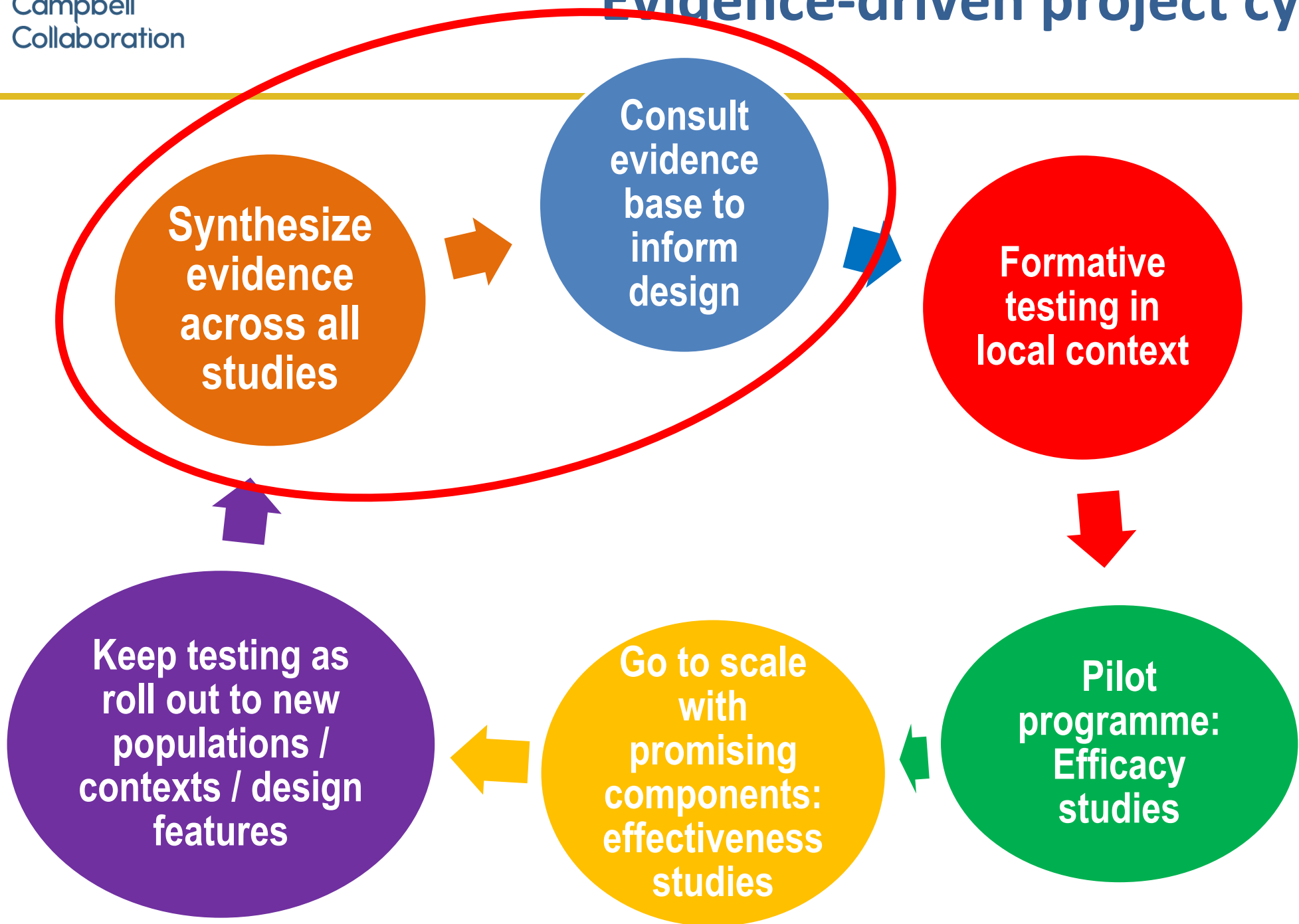
Keep testing as roll out to new populations / contexts / design features

Go to scale with promising components: effectiveness studies

Pilot programme: Efficacy studies

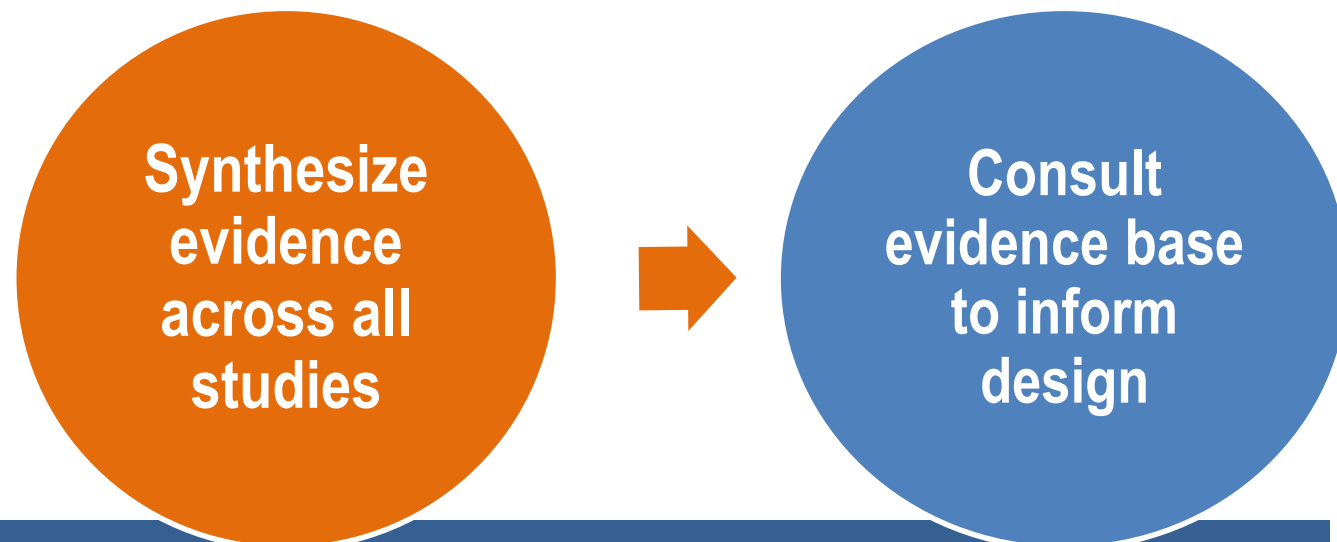


Evidence-driven project cycle



Wave four: knowledge brokering

- Customized direct interaction (*the Nordic model*)
- Building knowledge brokering platforms (*the What Works model*)



Customized direct interaction: the Nordic model

- Core funding to government research agencies to produce systematic reviews
- Priorities agreed through annual consultation exercise
- Evidence used for funding decisions and guidelines

 folkehelseinstituttet

**VIDEN
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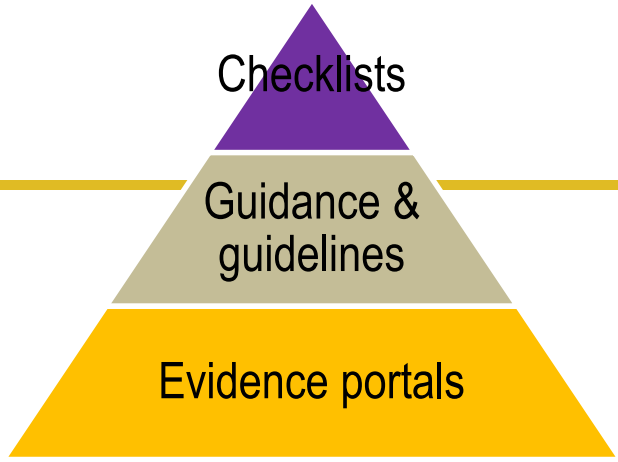
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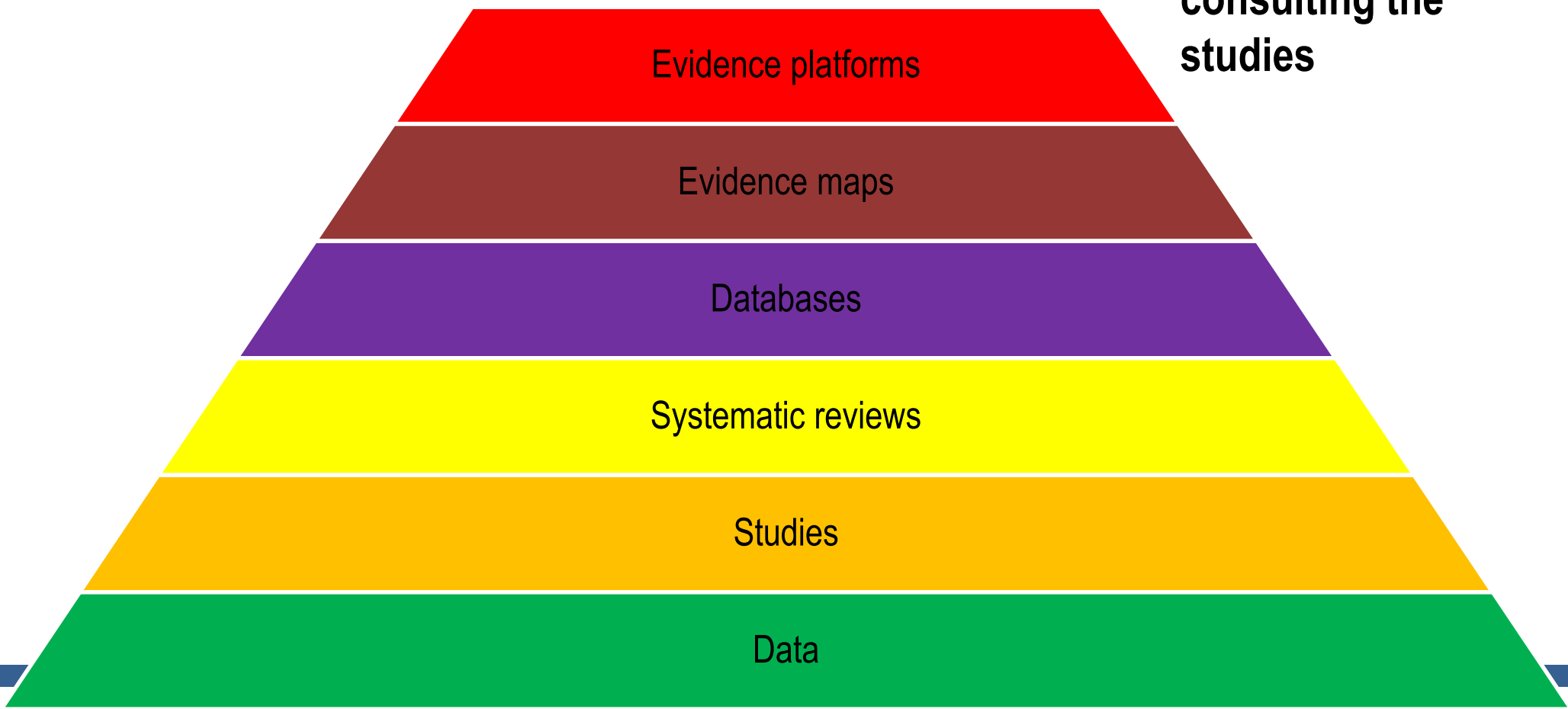
- Knowledge Centre for Education (Norway)



- Example: school dropouts



These evidence products inform decision-making without consulting the studies



Evidence-based medicine is based on systematic reviews

The World Health Organization (WHO) follows a guideline development process, described in detail in the **WHO Handbook for Guideline Development (2nd edition)**, overseen by the Guidelines Review Committee (GRC) established by the Director-General in 2007. The WHO Guidelines Review Committee ensures that WHO guidelines are of a high methodological quality, developed using a transparent and explicit process, and are **informed on high quality systematic reviews** of the evidence using state-of-the art systematic search strategies, synthesis, quality assessments and methods.

Teaching and Learning Toolkit

An accessible summary of the international evidence on teaching 5-16 year-olds

An
evidence
portal

Filter Toolkit

Toolkit Strand ▾

Cost ▾

Evidence Strength ▾

Impact (months) ▾

Filter results by keywords



Cost



Evidence



Months Impact

Arts participation

Low impact for low cost, based on moderate evidence.



+2

Aspiration interventions

Very low or no impact for moderate cost, based on very limited evidence.
















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Behaviour interventions

Teaching and Learning Toolkit

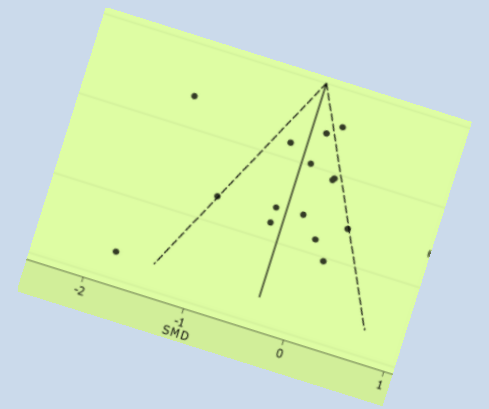
An accessible summary of the international evidence on teaching 5-16 year-olds

Filter Toolkit	Toolkit Strand ^	Cost v	Evidence Strength ^	Impact (months) v
<p>Filter results by keywords</p> <hr/> <p>£ </p> <p>Cost</p> <p></p> <p>Evidence</p> <p> +1</p> <p>Months Impact</p> <p>Reset </p>	<h2>Feedback</h2> <p>High impact for very low cost, based on moderate evidence.</p>			
	<h2>Metacognition and self-regulation</h2> <p>High impact for very low cost, based on extensive evidence.</p>			
	<h2>Reading comprehension strategies</h2> <p>High impact for very low cost, based on extensive evidence.</p>			

Teaching and Learning Toolkit

An accessible summary of the international evidence on teaching 5-16 year-olds

Filter Toolkit	Toolkit Strand ^	Cost ^	Evidence Strength ^	Impact (months) ^
<p>Filter results by keywords</p> <hr/> <p>£ <input type="range"/></p> <p>Cost</p> <p>🔒 <input type="range"/></p> <p>Evidence</p> <p>+1 <input type="range"/></p> <p>Months Impact</p> <p>Reset</p>	<h2>Repeating a year</h2> <p>Negative impact for very high cost, based on moderate evidence.</p>	<p>£ £ £ £ £</p>	<p>🔒 🔒 🔒 🔒 🔒</p>	<p>-4</p>
	<h2>Setting or streaming</h2> <p>Negative impact for very low cost, based on moderate evidence.</p>	<p>£ £ £ £ £</p>	<p>🔒 🔒 🔒 🔒 🔒</p>	<p>-1</p>
	<h2>Block scheduling</h2> <p>Very low or no impact for very low cost, based on limited evidence.</p>	<p>£ £ £ £ £</p>	<p>🔒 🔒 🔒 🔒 🔒</p>	<p>0</p>



Join the evidence revolution

$$\hat{\tau}^2 = \frac{Q_{res} - (n + k)}{\sum_i \{1 / \sigma_i^2 (1 - h_i)\}}$$



Building the evidence architecture

Demand generation

Use of evidence workshops

Evidence needs
assessment

Evidence-based
budgeting

Awards

Checklists

Guidance &
guidelines

Evidence portals

Evidence maps

Databases

Systematic reviews

Studies

Data

Where do you fit in?



Supply of evidence and evidence products

Thank you

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