



2. Enhancing evidence transferability



Assessing the extent to which existing evidence is applicable to issues encountered in specific contexts is a key challenge faced by policymakers in using evidence for decision-making. Strong evidence that an intervention worked in one context is not a guarantee that it will work somewhere else. A wide range of inescapable variations in context and implementation can influence the effectiveness of any intervention design.

CEDIL projects

To address this challenge, CEDIL is exploring methods of using evaluation and evidence synthesis in the development of 'middle-range theories'. While traditional impact evaluations and systematic reviews can provide evidence on whether interventions had an effect, a middle-range theory uses evidence to describe why and how interventions generated the outcomes that were observed. As such, they should provide a much

more useful tool for deciding whether and how an intervention should be implemented, as policymakers can assess whether their context has the necessary conditions and whether intervention processes can be implemented in the way that is needed to ensure effectiveness.

As an example, a [team](#) from Innovations for Poverty Action will collect data for a seven-year follow-up to three youth skills programmes implemented in Uganda. Through a combination of methods, including machine learning, the project will identify how different skills curricula influenced the economic opportunities for youth. Another [project](#), consisting of a collaboration between the Universities of North Carolina, Malawi, Ghana and Zambia, combines several sources of secondary data to understand how cash transfers influence psychological states and household behavioural responses. The research should provide better insights into the circumstances in which cash transfers can enable households to graduate out of poverty.

The evidence synthesis projects will find innovative ways to allow evidence to inform our understanding of how types of interventions work, not just whether or not they do. For example, the Education Endowment Foundation will lead a [project](#) to expand its Teaching and Learning Toolkit to include data from education interventions in Cameroon, Chad, Nigeria and Niger. Evidence will be analysed to understand why the effectiveness of intervention types varies between contexts.

Another [evidence synthesis project](#) will use novel Bayesian methods to identify the relevant importance of different components of Teaching at the Right Level programmes, a popular type of education intervention. A third [synthesis project](#), led by the London School of Hygiene and Tropical Medicine, will deploy several systematic synthesis methods to develop a generalisable theory of how interventions generate demand for contraception among adolescents in low- and middle-income countries.

See below the CEDIL funded projects under this programme of work:

Completed and Closed Projects

Making predictions of programme success more reliable

Governance within forcibly displaced communities: evidence from Rohingya refugee camps

Language transitioning research synthesis

Syrian business development and regional trade in a humanitarian setting

[Privacy & Cookies Policy](#)

Understanding factors that influence Teaching at the Right Level's effectiveness and generalisability: a Bayesian evidence synthesis

A mixed-method synthesis to develop a mid-range theory for interventions aiming to generate demand for contraception among adolescents

Catalysing responsive and inclusive governance: developing theory and methods for evaluating government training on citizen engagement

Scaling social accountability for health: leveraging public policies and programmes

Using meta-analysis to explore the transferability of education mid-range theories to Cameroon, Chad, Nigeria and Niger

Putting the theory of change to work: Process-Outcome Integration with Theory

Structural estimation of spatial spillover effects of cash transfers

An empirically driven theory of poverty reduction

Machine learning methods to uncover

mechanisms underlying
the impacts of two long-
term evaluations of youth
skills training
programmes in Uganda
(7-year follow-up)

◀ Funded projects

[Edit](#)

3. Increasing evidence use ▶

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[Home](#) | [CEDIL-funded projects](#) | [Programme of work 2: Enhancing evidence transferability](#) |

[A mixed-method synthesis to develop a mid-range theory for interventions aiming to generate demand for contraception among adolescents](#)

A Mixed-Method Synthesis To Develop A Mid-Range Theory For Interventions Aiming To Generate Demand For Contraception Among Adolescents

Programme of work

Enhancing evidence transferability

Principal investigator(s)

Helen Burchett

Host institution

London School of Hygiene & Tropical Medicine

Other institutions

International Centre for Reproductive Health, Mozambique
EPPI-Centre, University College London

Dates	January 2020 to June 2021 (TBC)
Project type	Evidence synthesis
Country/ies	Low- and middle-income countries
Research question	<p>This study will use a novel means of bringing different types of research together to develop a theory about how to increase adolescents' demand for contraceptives in low- and middle-income countries. It will address the following research questions:</p> <ol style="list-style-type: none">1. What types of interventions aimed at generating contraceptive demand among adolescents in LMICs have been evaluated?2. What theories underpin existing interventions aimed at generating contraceptive demand among adolescents?3. What characteristics of the interventions, their implementation and contexts may facilitate or hinder their success?4. What mid-range theory could explain how adolescent contraceptive demand interventions work? <p>As part of the project, it will also examine these questions:</p> <ol style="list-style-type: none">1. How useful could integrative review methods be for building middle-range theory in development?2. What study types are most helpful for this theory-building process?

Research design

First, the study team will conduct a systematic search of the literature.

Second, they will extract data that will include information such as the study design, location, population targeted and intervention characteristics. This will allow them to identify which studies will be included in each synthesis.

Third, the team will carry out a narrative synthesis of evidence on existing interventions to develop a map of the types of interventions that have been evaluated.

Fourth, the team will carry out a thematic synthesis of qualitative studies on adolescent, provider and other stakeholder views (e.g. experiences of adolescent family planning demand generation interventions) to explore which characteristics of interventions, their implementation and contexts may affect their success.

Finally, test whether our mid-range theory can be successfully applied to explain how evaluated interventions work.

Data source

The study will draw on evidence databases and extract data from included studies.

Policy relevance

The mid-range theory developed on contraceptive demand generation will be useful to policymakers, implementers and funders to maximise the effectiveness of interventions in this area.

Project Outputs

- CEDIL research design paper: Upstream interventions aiming to encourage adolescents' use of contraception in low- and middle-income countries: A rationale and protocol for a mixed-methods synthesis to develop a mid-range theory
- Blog: "But HOW does it work?" Innovating family planning interventions
- CEDIL Syntheses Working Paper 5: Structural interventions aiming to enable adolescent use of contraception in low- and middle-income countries
- CEDIL Evidence Brief 3: Structural interventions to enable adolescent contraceptive use in low and middle income countries: What has been evaluated and how should future interventions be developed?
- Journal paper: Burchett, H. E. D., D. Kneale, S. Griffin, M., de Melo, J. J. Picardo and R. S. French (2022) 'Which structural interventions for adolescent contraceptive use have been evaluated in low- and middle-income countries?', International Journal of Environmental Research and Public Health, 19(18), 11715, <https://doi.org/10.3390/ijerph191811715>
- Journal paper: Burchett, H. E. D., S. Griffin, M. de Melo, J. J. Picardo, D. Kneale and R. S. French (2022) 'Structural interventions to enable adolescent contraceptive use in LMICs: a mid-range theory to support intervention development and evaluation', International Journal of Environmental Research and Public Health, 19(21), 14414; <https://doi.org/10.3390/ijerph192114414>
- Webinar: Economic empowerment, school participation and changing social norms: How can we best develop structural interventions to enable adolescent contraceptive use in LMICs
- Blog post (CEDIL blog): How can structural interventions enable adolescent contraceptive use in low- and middle-income countries?
- Blog post (MARCH blog): How can structural interventions enable adolescent contraceptive use in low- and middle-income countries?

An Empirically Driven Theory Of Poverty Reduction

Programme of work	Enhancing evidence transferability
Principal investigator(s)	Sudhanshu Handa
Host institution	Carolina Population Center, University of North Carolina at Chapel Hill
Other institutions	Centre for Social Research, University of Malawi School of Education and Leadership, University of Ghana Department of Agricultural Economics and Extension, University of Zambia

Dates	January 2020 to January 2022 (TBC)
Project type	Secondary data analysis
Country/ies	Malawi, Ghana, Zambia
Research question	This study will develop a middle-range theory of economic growth to understand how cash transfers (an external liquidity injection) affect psychological states and household behavioural responses to produce different effects among households with different characteristics.
Research design	<p>The study will use recent developments in machine learning to identify groups of households with different treatment effects.</p> <p>Using household consumption as the key outcome, machine-learning tools will identify the key subset from a very large set of pre-treatment variables that enables some households to realise large gains in consumption. The specific actions of this set of households will then be analysed to understand what they did to achieve those large gains in consumption.</p>
Data source	The study will draw on secondary data from impact evaluations of the four countries' national unconditional cash transfer programmes merged with a large set of secondary variables on the microenvironment (i.e. market access, climate, topology and land cover).
Policy relevance	The results will provide insights on which households are candidates to graduate out of poverty, and the pathways for doing so. It will help inform the design and targeting of future cash transfer programmes.
Project Outputs	<ul style="list-style-type: none">• CEDIL Design Paper 6: An Empirically-driven Theory of Poverty Reduction• Using machine learning to understand who benefits the most from an intervention – blog post• CEDIL Research Project Paper 4: An empirically driven theory of poverty reduction

[Home](#) | [CEDIL-funded projects](#) | [Programme of work 2: Enhancing evidence transferability](#) | [Catalysing responsive and inclusive governance: developing theory and methods for evaluating government training on citizen engagement](#)

This project is no longer supported by CEDIL due to UK aid cuts during COVID-19.

Catalysing Responsive And Inclusive Governance: Developing Theory And Methods For Evaluating Government Training On Citizen Engagement

Programme of work Enhancing evidence transferability

Principal investigator(s) Ryan Sheely

Host institution	Mercy Corps Europe
Other institutions	Harvard Kennedy School
Dates	January 2020 to December 2020 (TBC)
Project type	Exploratory project
Country/ies	Myanmar and Jordan
Research question	This is an exploratory study that focuses on identifying the assumptions and causal mechanisms in a specific type of intervention: training for government officials on community engagement.
Research design	The study will draw on: <ol style="list-style-type: none">1. Systematic reviews of evidence;2. Theory-building case studies of the Myanmar and Jordan programmes;3. Mini-case studies of other government training interventions;4. Piloting intervention variations and measurement tools; and5. Cross-country reflection and learning workshops.
Data source	The study will draw on case studies of similar government training programmes that Mercy Corps implements.
Policy relevance	The study will provide insights on whether and how capacity building of government officials can promote a conversation about locally relevant needs and interests. It can help decision-makers identify the types of training programmes that are likely to shape behaviours and outcomes related to governance.

Project Outputs

- CEDIL Design Paper 10: Catalysing responsive and inclusive governance: Using process tracing to build a middle-range theory of governance training interventions

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How can evaluations go beyond traditional outcome measurement to explore underlying behaviors & drivers of impact?

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Governance Within Forcibly Displaced Communities: Evidence From Rohingya Refugee Camps

Programme of work Enhancing evidence transferability

Principal investigator(s) Imran Matin

Host institution	BRAC Institute of Governance and Development
Other institutions	Harvard University
Dates	May 2020 to April 2021 (TBC)
Project type	Exploratory project
Country/ies	Bangladesh
Research question	<p>This project is centred on local governance and service delivery in the context of forcibly displaced populations. It will focus on institutions – both formal and informal – which govern the distribution of aid among Rohingya households in refugee camps in Cox’s Bazar, Bangladesh. In this setting of scarce resources, valuable work opportunities and other benefits must often be allocated to only a minority of the population.</p> <p>The study will examine the following questions:</p> <ol style="list-style-type: none">1. How do newly formed communities choose the rules by which they make allocative decisions, select and monitor their leaders, and resolve disputes?2. How do these informal institutions interact with formal systems for service delivery and camp management put in place by humanitarian actors?
Research design	The research will combine household survey data over 200 blocks with administrative data generated by non-governmental organisations (NGOs) working in the camps. Machine learning algorithms will be used to analyse variation across blocks and predict the quality of governance. The research will also focus on the development of appropriate measurement tools for sensitive questions.
Data source	Primary collected qualitative household survey data and administrative data from NGOs

Policy relevance

Developing a better understanding of the current forms of community leadership and collective action within the Rohingya camp communities is a key first step to understanding what kinds of reforms could prove effective. Knowledge generated by the project could directly inform the design of future interventions and their evaluation.

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Language Transitioning Research Synthesis

Programme of work	Enhancing evidence transferability
Principal investigator(s)	Pooja Nakamura
Host institution	American Institutes for Research
Other institutions	University of Addis Ababa
Dates	February 2020 to June 2021

Project type	Evidence synthesis
Country/ies	Low- and middle-income countries
Research question	This systematic review will synthesise the available evidence on language transitioning from a series of novel angles – including linguistics, psychology, political science and economics –to provide a holistic picture of the role of language in the learning crisis.
Research design	The study uses the systematic review method to examine the role of language of instruction policies on literacy outcomes in multilingual educational contexts in low- and middle-income countries (LMICs).
Data source	Electronic databases and websites.
Policy relevance	Given the widespread multilingualism in LMICs, this systematic review will be helpful for decision-makers to inform language-transitioning policies. The documented strong link between language and political affiliation, safety and security, identity, social economic mobility and educational outcomes implies that parents and community leaders are also highly invested in what languages are taught to their children. Given that language and education policy decisions impact teacher placement, teacher resource allocation and material development in critical ways, this study will also be highly relevant to teachers and teacher-training institutes.
Project Outputs	<ul style="list-style-type: none"> • CEDIL Design Paper 12: Language of Instruction in Schools in LMICs: A Systematic Review • Webinar: Language of Instruction Transitioning in Low-and- Middle Income Countries: An Evidence Synthesis • Blog post: Teaching children in the language they understand best improves their reading skills • Protocol: Language of instruction in schools in low- and middle-income countries: A systematic review • Evidence Brief: Language of instruction in schools in LMICs: A systematic review

[Home](#) | [CEDIL-funded projects](#) | [Programme of work 2: Enhancing evidence transferability](#) |
Machine learning methods to uncover mechanisms underlying the impacts of two long-term evaluations of youth skills training programmes in Uganda (7-year follow-up)

Machine Learning Methods To Uncover Mechanisms Underlying The Impacts Of Two Long-Term Evaluations Of Youth Skills Training Programmes In Uganda (7-Year Follow-Up)

Programme of work Enhancing evidence transferability

Principal investigator(s) Paul Gertler

Host institution Educate!/UC Berkeley

Other institutions

Innovations for Poverty Action Kenya
University of California, Berkeley
World Bank
University of California, Los Angeles
Educate! Uganda

Dates

February 2020 to January 2023 (TBC)

Country/ies

Uganda

Research question

This study aims to shed light on the underlying mechanisms and components through which two innovative youth skills development and entrepreneurship interventions in Uganda operate. This will be done through collecting data in a 7-year follow-up to assess and compare the long-term impacts of three youth skills curricula that feature different combinations of soft and hard skills; namely, SEED-hard (25% focus on soft skills), SEED-soft (75% focus on soft skills) and Educate! (approximately 90% soft skills).

Research design

Follow-up instruments will be designed to shed light on the underlying mechanisms and components through which these interventions operate and yield impacts. Machine learning methods (i.e. regression trees) and causal mediation analysis will be combined to study how the programmes shape skills, how these are differentially rewarded in the labour market and their social spillovers (e.g. risky behaviours, partnership quality and intimate partner violence). This innovative methodology will go beyond the 'effect of a cause' (i.e. the treatment effect) and investigate the 'cause of the effect' (i.e. the channels through which the effect on final outcomes is manifested).

Data source

The study will involve 7-year follow-up data collection on two youth skills-development and entrepreneurship interventions in Uganda, which were both evaluated at scale as randomised controlled trials.

Policy relevance

This study aims to inform the debate on the optimal combination of soft and hard skills in the design of entrepreneurship training programmes. It will help develop a better understanding of which skills and underlying mechanisms are important for the development of entrepreneurship in communities.

Project Outputs

- Design paper: Machine learning methods to uncover mechanisms underlying the impacts of two long-term evaluations of youth skills training programs in Uganda (8-year follow up)
- Working paper: Making Entrepreneurs: Returns to Training Youth in Hard Versus Soft Business Skills (Presented at Online BREAD conference on the economics of Africa (July 7th-9th 2021) – hosted by the International Growth Centre and co-organized with the African Economic Research Consortium, the African School of Economics, and the Global Poverty Research Lab at Northwestern University)
- Presentation: Making Entrepreneurs: Effect of Training Youth in Business Skills on Enterprise and Employment Creation (Presentation in USC Economics Department, Fall 2021 Development Seminar (September 29th))
- Research Project Paper 10 – Empowering Women: Teaching Leadership Skills to Youth in Uganda
- Research Project Paper 11 – Making Entrepreneurs: The Return to Training Youth in Hard versus Soft Business Skills

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Making Predictions Of Programme Success More Reliable

Programme of work	Enhancing evidence transferability
Principal investigator(s)	Nancy Cartwright
Host institution	Durham University
Project type	Conceptual paper
Country/ies	Not applicable

Research question

This paper develops an approach to middle-range theory named causal process tracing theory of change. It will show how this approach can aid in making more reliable local predictions of development interventions.

Research design

The paper will outline the steps for building theories of change informed by concepts of middle-range theory.

Data source

Not applicable

Policy relevance

This paper will provide a new method for the transferability of theories of change across settings. The greater use of middle-range theory in evaluation has the potential to increase the transferability of evaluation findings and improve the design of future programmes and evaluations.

Project Outputs

Cartwright, N., Charlton, L., Juden, M., Munslow, T. & Williams, R.B. 2020. *Making predictions of programme success more reliable*. CEDIL Methods Working Paper. Oxford: CEDIL

Cartwright, N. 2020. *Using middle-level theory to improve programme and evaluation design*. CEDIL Methods Brief. Oxford: CEDIL

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Putting The Theory Of Change To Work: Process-Outcome Integration With Theory

Programme of work	Enhancing evidence transferability
Principal investigator(s)	Calum Davey
Host institution	London School of Hygiene and Tropical Medicine (LSHTM)

Other institutions	University KwaZulu-Natal University College London Columbia University University British Columbia
Dates	January 2020 to December 2022
Project type	Secondary data analysis
Country/ies	Uganda, Bangladesh, Nepal, Pakistan
Research question	The project seeks to improve methods to better integrate evidence related to the process and outcomes of interventions. It will develop a novel interdisciplinary method, Process-Outcome Integration with Theory (POInT).
Research design	1. The study will use case studies to apply POInT to make inferences about the theory of change, describing how interventions work and in which contexts. POInT employs a Bayesian framework to generate a formal, systematic method for assessing the validity of theories of change that can draw on various types of evidence. The case studies will cover disability-inclusive poverty graduation, disability-inclusive youth training and CEDIL-funded evaluations. The outputs will be more accurate and precise estimates of average intervention effects, learning about mechanisms using all of the data and improved generalisable knowledge.
Data source	Work with other LSHTM Department for International Development-funded teams for workshops, workshops with implementers and evaluators from universities.
Policy relevance	This project will help evaluations glean value from evaluations, and produce evidence that better informs policy. Broader learning will inform evaluation practice in the sector.

Project Outputs

- CEDIL Design Paper: POInT Research Design Paper, CEDIL Design Paper 3
- CEDIL Research Project Paper 5: Process Outcome Integration with Theory (POInT): academic report
- Blog post: Turning a theory of change into a Bayesian model : an example from an agricultural intervention
- Blog post: Formalising theories of change as Bayesian causal models and eliciting expert priors over model parameters
- CEDIL conference 2023 presentation by Matt Juden from the project team

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How can evaluations go beyond traditional outcome measurement to explore underlying behaviors & drivers of impact?

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Scaling Social Accountability For Health: Leveraging Public Policies And Programmes

Programme of work Enhancing evidence transferability

Principal investigator(s) Suzanne Cant

Host institution World Vision UK

Other institutions	University of Cape Town The World Bank Santa Catarina State University, Udesc Politeia Research Group
Dates	January 2020 to May 2020 (TBC)
Project type	Exploratory project
Country/ies	Indonesia and Afghanistan
Research question	<p>This study will develop a middle-range theory focusing on the causal mechanisms and contextual conditions through which social accountability interventions, that are complementary to public sector interventions, may contribute to:</p> <ol style="list-style-type: none">1. Behavioural and relationships changes, e.g. multi-stakeholder collaboration and/or co-production of services and accountability;2. Operational change, by strengthening health delivery systems; and3. Institutional change, by scaling of programmatic participation for health policymaking.
Research design	<p>The study seeks to build a mid-level theoretical framework on the development value addition of social accountability as it is embedded in health sector programmes and policies at scale, focusing on its function (what) and its mechanisms (how).</p> <p>The study will use an inductive–deductive approach to theory building. It will develop concepts and explore relationships among them, drawing on research, evaluations, monitoring and evaluation, and the team’s tacit knowledge. Process tracing will be the principal research method.</p>
Data source	It will draw on comparative case studies of social accountability programmes in Afghanistan and Indonesia, as well as broader evidence base related to the social accountability programmes from World Vision and the World Bank.

Policy relevance

A strengthened middle-range theoretical framework will provide policymakers with the capacity to make more evidence-based decisions about the implementation of social accountability interventions, particularly in relation to efforts to scale up these interventions.

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Structural Estimation Of Spatial Spillover Effects Of Cash Transfers

Programme of work Enhancing evidence transferability

Principal investigator(s) Douglas Gollin

Host institution University of Oxford

Other institutions	Institute of Anthropology, Gender and African Studies, University of Nairobi
Dates	June 2020 to December 2021
Project type	Secondary data analysis
Country/ies	Kenya, Uganda, Lesotho, Tanzania
Research question	This evaluation will examine the causal spillover effects experienced by non-recipients of cash transfer programmes in rural, developing country contexts. It will do this by developing and applying middle-range theory to address a method gap for the estimation of spillover effects in the presence of partial economic integration of local markets.
Research design	The study will model and estimate the extent of economic integration of local markets and how this affects variation in spillover effects over space and across different groups of non-recipients. It will use structural model-ling to estimate the general equilibrium effects within a network.
Data source	The data falls into three categories: <ol style="list-style-type: none"> 1. Secondary quantitative data from the Aspirations Project, a recently completed randomised controlled trial of GiveDirectly's unconditional cash transfer program in Western Kenya; 2. Primary qualitative data to be collected in Kenya; and 3. Publicly available, fully anonymised secondary data from impact evaluations in other settings and countries.
Policy relevance	The study will enable decision-makers to make better-informed policy choices based on an understanding of the causal impact of cash transfer programmes on people other than direct recipients.

[Home](#) | [CEDIL-funded projects](#) | [Programme of work 2: Enhancing evidence transferability](#) | [Syrian business development and regional trade in a humanitarian setting](#)

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Syrian Business Development And Regional Trade In A Humanitarian Setting

Programme of work Enhancing evidence transferability

Principal investigator(s) Ceren Baysan

Host institution University of Essex

Other institutions

Harvard Business School
HSBC Business School at Peking University

Dates

February 2020 to January 2021

Project type

Exploratory project

Country/ies

Turkey, Syria

Research question

This project will explore the dynamics of the economics system of small and medium-sized enterprises (SMEs) that has developed in Syria and Turkey as a result of the conflict. Specifically it will ask:

1. What are the magnitudes of search and contracting frictions faced by Syrian-owned SMEs within the domestic market in Turkey and in the region? How does this vary by sector and by regions that are under different forces occupying Syria? Is price dispersion of basic consumer goods in Syria greater between areas occupied by different forces or are markets integrated irrespective of dynamics between factions?
2. What is the pass through of price shocks, which can be triggered by changes in the immediate geopolitical environment or incidents of conflict, both between regions in Syria and from Syria to businesses in Turkey?

Research design

The study team will carry out qualitative work to document the process for census data collection in Turkey and Syria and use each census to select a random sample of SMEs and retailers. They will analyse the panel data to provide a comprehensive and descriptive analysis of the domestic and regional markets.

They will use the data to parameterise the trade cost function and combine it with conflict data from the Armed Conflict Location and Event Data Project (ACLED) to estimate the effect of conflict in Syria on trade costs.

Data source

The study will use primary and secondary data.

Primary data:

1. Census in Gaziantep, Turkey of SMEs of wholesalers and retailers;
2. Census to identify markets, retailers, and consumers in Syria;
3. Panel survey (a detailed baseline survey and then a smaller survey every six weeks) with Syrian-owned SMEs in Turkey;
4. Panel survey to collect information of consumer prices by region and every six weeks within Syria; and
5. Tracking of changes in the geopolitical climate that may affect consumer markets and trade.

Secondary data:

1. ACLED data on conflict within Syria;
2. Turkish Statistical Institute's monthly consumer goods price data; and
3. Syrian Economic Forum's baseline data on 1,400 SMEs in Gaziantep Turkey.

Policy relevance

The study findings can be useful to policymakers to inform the design and evaluation of future interventions to promote economic development and reconstruction policies in war-affected settings. Practitioners will gain a better understanding of the existing commercial networks in Syria that can be leveraged and bolstered in the reconstruction process. It will shed light on the barriers to and opportunities for formalisation of Syrian-owned SMEs.

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[Home](#) | [CEDIL-funded projects](#) | [Programme of work 2: Enhancing evidence transferability](#) | [Understanding factors that influence Teaching at the Right Level's effectiveness and generalisability: a Bayesian evidence synthesis](#)

Understanding Factors That Influence Teaching At The Right Level's Effectiveness And Generalisability: A Bayesian Evidence Synthesis

Programme of work Enhancing evidence transferability

Principal investigator(s) Noam Angrist

Host institution Young Love Organization

Other institutions London School of Economics

Dates	February 2020 to July 2021
Project type	Evidence synthesis
Country/ies	All the countries where the Teaching at the Right Level (TaRL) intervention has been rolled out.
Research question	This study is a systematic assessment of which programme components and contextual factors are most decisive for the success of TaRL, a remedial education intervention to improve learning.
Research design	This project will employ a Bayesian hierarchical approach to synthesise the evidence. This approach will assess generalisability across settings and unpack the relative importance of the differing features of the TaRL programmes and study contexts. The analysis will estimate the average treatment effect across all studies and the variance across contexts.
Data source	The study will draw on raw data from existing trials of TaRL interventions
Policy relevance	<p>This study will:</p> <ol style="list-style-type: none">1. Advance knowledge on what works to improve learning outcomes;2. Develop methodology to synthesise and understand complex interventions through middle-range theory; and3. Test an innovative combination of methods to inform generalizability that can be applied to future interventions. <p>Study findings can inform efforts to scale up TaRL in several countries.</p>

Project Outputs

- CEDIL syntheses working paper: The role of implementation in generalisability: A synthesis of evidence on targeted educational instruction and a new randomised trial
- CEDIL evidence brief: Translating effective education approaches, such as targeted instruction, across contexts
- CEDIL conference 2022: Maintaining Learning During the Pandemic

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How can evaluations go beyond traditional outcome measurement to explore underlying behaviors & drivers of impact?


[Home](#) | [CEDIL-funded projects](#) | [Programme of work 2: Enhancing evidence transferability](#) |
Using meta-analysis to explore the transferability of education mid-range theories to Cameroon, Chad, Nigeria and Niger

Using Meta-Analysis To Explore The Transferability Of Education Mid-Range Theories To Cameroon, Chad, Nigeria And Niger

Programme of work	Enhancing evidence transferability
Principal investigator(s)	Jonathan Kay
Host institution	Education Endowment Foundation (EEF)
Other institutions	Durham University eBASE

Dates	February 2020 to July 2021
Project type	Evidence synthesis
Country/ies	Cameroon, Chad, Niger and Nigeria.
Research question	This project will expand the EEF's existing evidence synthesis project to include education evidence from low- and middle-income countries through a partnership with eBASE, an evidence organisation based in Cameroon but working across Cameroon, Chad, Niger and Nigeria.
Research design	Meta-regression analysis will be used to explore variation in impact for theories such as meta-cognition, tracking and small-group tuition. Once the analysis of contextual variation has been established, a living evidence portal will display the efficacy of different approaches in Cameroon, Chad, Niger and Nigeria.
Data source	<p>The study will disaggregate the meta-analyses currently summarised in the Teaching and Learning Toolkit and create a database that includes data extracted from each individual study.</p> <p>Each study will have data extracted for around 100 variables, including details on study design, population, intervention and outcome.</p> <p>This data will then be used to create 35 living systematic reviews, which will form the basis of a new toolkit. The data will allow for greater understanding of the factors that cause variation in impact.</p> <p>All data will then be added to the central EEF database for meta-analyses.</p>
Policy relevance	<p>This project will produce a live evidence portal that will summarise the best available pedagogical approaches in a way that is accessible to teachers and school leaders. The resources on the portal will be translated into French for Francophone regions in the target countries.</p> <p>Policymakers and other decision-makers will also have access to the portal for making reasoned decisions on central government planning for curricula and funded interventions. Researchers will be able to use the portal to identify gaps in the evidence base for future studies.</p>

Project Outputs

- CEDIL Design Paper 14: Using meta-analysis to explore the transferability of education mid-range theories to Cameroon, Chad, Nigeria and Niger (S-144): research design paper 
- Blog: Building evidence infrastructure is a global good
- Presentation to FCDO on 14 February 2022: Recontextualising the Teaching and Learning Toolkit to the Chad Basin For CEDIL
- Research Project Paper 2: Using meta-analysis to explore the transferability of education mid-range theories to Cameroon, Chad, Nigeria and Niger: Final academic report – Evidence synthesis
- Evidence and gap map
- Teaching and Learning Toolkit: An accessible summary of education evidence

« 2. Enhancing evidence transferability



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