
Policy engagement:

Review of best practices in conducting policy-engaged research

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Introduction

About our mission and purpose

PEP mission

To strengthen locally-based capacity / expertise in developing countries for

HIGH-QUALITY AND **POLICY-ENGAGED** research

Ultimate goal of PEP research = **to inform development**



PEP Grant Plus program = a DUAL support system

Supporting research – to achieve scientific and technical quality

- Training, mentorship, study visits, peer-review, etc.

Supporting policy engagement – to increase chances of research uptake

Challenging (vs scientific/technical support):

- No clear set of rules, no « magic bullet » - just some guiding principles
- Much more « context-dependent »
 - PEP supports up to 65 projects/year in over 30 countries – a lot of contexts!!
- Not your vocation!!



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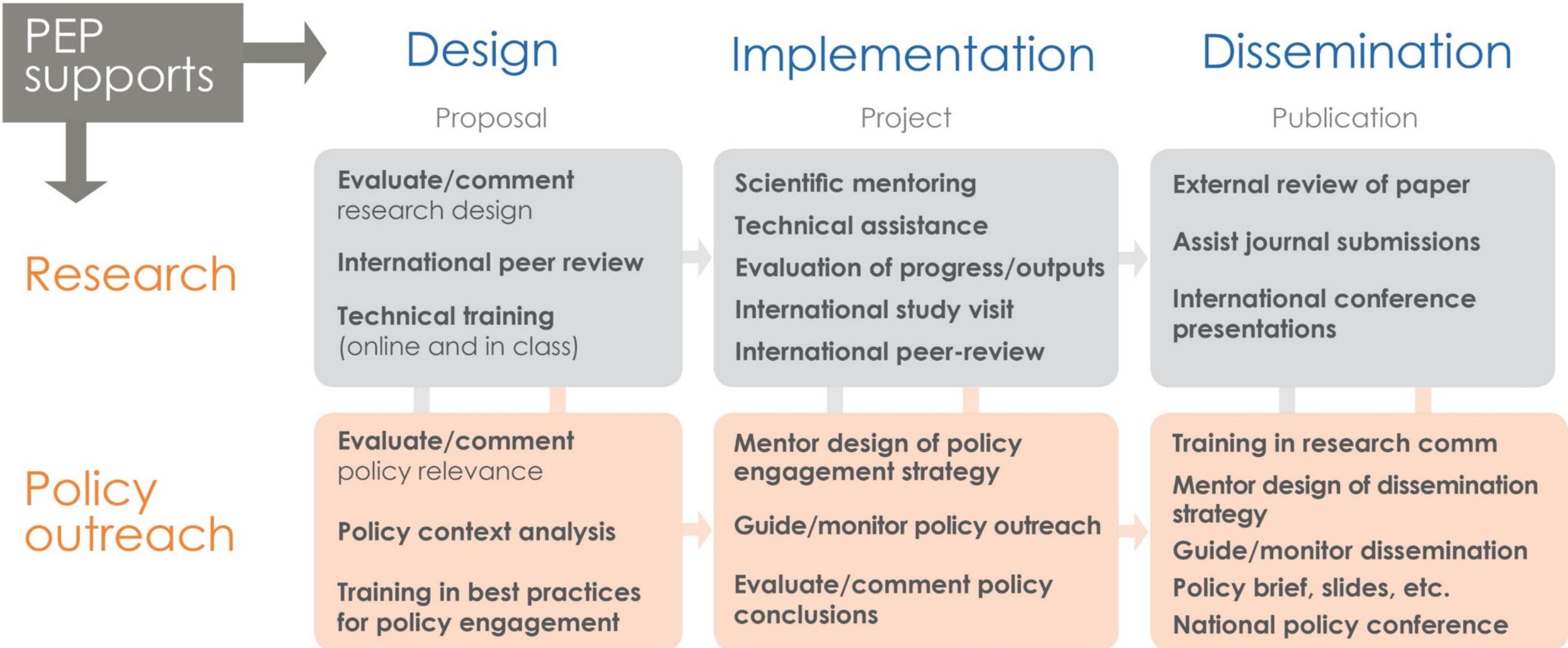
But necessary:

- Donors require
- Responsibility: Why do research if not to inform..



Introduction

PEP Grant Plus support program



Introduction

What is policy-engaged research?

1. **RELEVANT, or useful, to existing policy needs**

- Hence the requirement, at the [proposal stage](#), to identify and consult potential users
 - understand their needs (and constraints)
 - confirm their interest in resulting evidence

2. **COMMUNICATED to policy**

- [During and after research](#)
- Make sure to keep potential users
 - engaged in discussion
 - informed of, and interested in, project's progress and results



Introduction

Why is this useful to you?

- Perspective** Understanding contexts and needs = better orientation of research
- Capacity** New skills in policy-responsiveness and communication (with non-academics)
- Exposure** Increased visibility and acknowledgement of your research AND expertise, i.e. **build reputation as field experts**
- Often result in new career opportunities, research funding or consultancy
- Contacts** Extend your network to include several potential research users, for now or later, and people who can promote you



Introduction

Policy engagement: why is this useful to you?

PAGE I – impact

1 in 3

projects results in
**findings taken up to
influence policy**

Another **20%** have elicited
**official statements that findings
will be used for policymaking**



1 in 3

papers gets
**published in a
peer-reviewed journal**

Incl. **50% in high-impact factor
journals** (as high as 95% rejection
rates) and **50% from projects led in LIC**



Introduction

Policy engagement: why is this useful to you?

PAGE I – impact

55% findings reported in national news media

95% teams discuss findings in person with decision-makers

69% teams engage policy stakeholders in dissemination of findings

75% teams receive new funding/contracts to pursue related research

PEP-PAGE publications, since 2015

52 policy briefs

- 35,000+ downloads

81 working papers

- 72,000+ downloads

Also

12,000+ followers receive the PEP talk (quarterly newsletter)



Supporting policy engagement - how do we do it?

1. **Workshops** – to review best practices and important concepts for:
 - Policy engagement – PROPOSAL stage
 - Research communication – FINAL REPORT stage
2. **Policy context analysis (PCA)** - foundation of your policy engagement strategy
 - To help understand the policy needs and identify key stakeholders
 - From proposal to interim report stage, followed by dissemination strategy
3. **Advisory support** – by PEP Policy Outreach Committee (POC) mentors



Policy Outreach Committee - mentors

Composed of experts in policy advocacy/advisory, based in regions/countries of PAGE projects

Mandate:

- Provide guidance and advisory to help teams design effective policy engagement and dissemination strategies

Created in 2016 to address two main issues:

- Specificity of country/local contexts – institutions, structures and constraints
- **Weakness of policy conclusions/messages in PEP research**



Proposal – after selection

- Written evaluation (+ comments) of your [policy context analysis](#)
- Meeting (Skype or in person) to discuss stakeholder analysis, priority targets and [engagement strategy](#)
 - We strongly advise that ALL team members participate in the meeting

After interim report

- Meeting to discuss [progress](#) of engagement, as well as policy implications of preliminary findings (if any)

After final report / results

- Written evaluation (+ comment) of your paper's conclusions regarding policy implications of research findings
- Meeting to help design “[policy messages](#)” and [dissemination strategy](#)



Next steps – if/after project is selected

- Before 1st payment can be released, you must:
 - Review your policy context analysis (PCA)
 - Fill your 1st technical report – 2 forms: capacity building, consultations
- We will assign a policy outreach mentor, and send him your PCA to evaluate
- Mentor will contact you to schedule a meeting to discuss your policy engagement strategy



Workshop contents

I – Policy context analysis (PCA)

- Objectives
- Context and timing
- Issue analysis & policy question(s)
- Stakeholder analysis & targeting

Coffee break

II – PEP reporting requirements - MEL

- Why?
- How? Examples
- Calendar

Lunch break



Workshop contents

III – Engaging targets

- How to reach targets
- Plan, prepare and document your consultations
- Assimilate inputs into research

IV – Communicate research with non-academics (a preview)

- Prepare your policy proposal
- Policy messaging
- PEP communication tools – what do we expect from grant recipients

V – Conference/PEP forum



Developing your PEP project's

POLICY CONTEXT ANALYSIS

PCA



Why is this required by PEP now?

For a truly “policy-oriented” research

- Understand clearly why and how your research can be useful for policy

The foundation of your policy engagement strategy

- Identify the right targets to maximize chances of research uptake

*“... thinking what the outcomes should be,
and then putting together the steps.”*

PEP’s ultimate objective is to provide an evidence base for policy...



Policy context analysis

Overview - example

Topic	Subtopic	Question	Policy Context	Key informants
Educational quality	Teacher career	How has the labour market of teachers evolved in the last decade? To what extent do the mechanisms of promotion support the development of long term careers?	The teachers' union is promoting a new law for teacher's salaries and ranking.	Teacher union representatives Members of the legislative Ministry of Education
	Education budget	How efficient is the allocation of the educational budget? What rules can be used to decentralize the national budget to the provinces?	There is a decentralization process in place for services such as education.	Finance Ministry Planning Secretary Local governments

Policy context analysis

Your policy context analysis is meant to help you understand and contextualize:

- Socioeconomic background/context of research issue
- Related policy initiatives – past, current and/or envisaged (lessons learned & trends)



Current knowledge gaps and needs (of evidence) for policy

- Who's involved - stakeholders and potential research users
 - And from past policy – who WAS involved (can become champions)



Policy context analysis

Why?

In the end, to be useful/credible, **your “policy proposal” will have to be..**

- Actionable, realistic, concrete, time-bound, cost-effective
- Comparable to other scenarios

Which means that, from the beginning (research design), **you have to be aware of :**

- Policy needs, constraints, history, calendar, budget (i.e. your PCA)
- The different positions and options envisaged in the related policy processes



Policy context analysis

Main sources to inform your PCA:

- Literature review
 - Broad understanding of the topic and localized application of existing research
 - Previous/related papers may have done this kind of analysis (or part of it)
- Media:
 - Policies are usually covered/analyzed in media (sufficient)
 - Also inform on related public perception/debate
- **Consultation or analysis of stakeholders**



Policy context analysis

Understand the **context and timing**
of your research for policymaking



“Political will” is measurable by identifying:

- Key decision makers, stakeholders, and the incentives for them to act
- Their constituencies
- The potential cost (political mainly)
- Constraints (individual, by sector, etc.)
- Some events signal a potential commitment



Measuring “political will” is vital to:

- Securing consensus
- Mobilizing critical support
- Not alienating crucial clients



Timing of policy process

- **Agenda setting:**
 - Awareness of and priority given to an issue or problem.
- **Policy formulation:**
 - Options and strategies are constructed.
 - Level of rationality of decisions? Evidence-based?
- **Decision-making:**
 - Decisions are made about alternatives.
- **Policy implementation**
- **Policy evaluation / revision**



Influencing the policy process

- **Dimension 1:** key macro-political issues

- (i) Extent of democracy/political freedom
- (ii) Extent of academic freedom
- (iii) Extent of media freedom
- (iv) Extent of development commitment of ruling elite (especially to the poorest)
- (v) Extent of culture of evidence use
- (vi) Extent civil society groups have an input into the making of policy
- (vii) Extent of political volatility
- (viii) Extent of conflict or insecurity



Influencing the policy process

- **Dimension 2:** Specific policy issues

- (i) Stage of the policy process
 - Agenda setting
 - Formulation
 - Implementation
 - Monitoring and evaluation
- (ii) Extent of policymaker demand
- (iii) Extent of policymaker consensus
- (iv) Extent there is a 'climate of rationality'
- (v) Strength of special interests for or against
- (vi) Extent of openness in decision making on this issue
- (vii) Importance of issue to society



Influencing the policy process

- **Dimension 3: Policy implementation**

- (i) Extent of transparency
- (ii) Extent of accountability
- (iii) Extent of contestation in implementation
- (iv) Extent of flexibility in implementation
- (v) Extent of corruption
- (vi) Extent bureaucrats have capacity to understand research
- (vii) Institutional incentives to encourage research utilisation
- (viii) Institutional mechanisms to draw in evidence in implementation
- (ix) Feasibility of new approach
- (x) Legitimacy of new approach



Influencing the policy process

- **Dimension 4:** Decisive moments in the policy process

- (i) Character of the policy processes regarding the issue:
 - Routine – repeats previous decisions
 - Incremental – deals selectively with small issues as they arise
 - Fundamental – opportunity to re-think approaches to policy domains
 - Emergent – new policy issues
- (ii) To what extent is the policy process (and thus opportunities to influence it) predictable?
- (iii) Is the budget process predictable?
- (iv) Is there a policy window?
- (v) To what extent is there a sense of policy crisis?



Influencing the policy process

- **Dimension 5:** The way policymakers think

- (i) Extent policy objectives are clear
- (ii) Extent cause-effect relationships are clear
- (iii) Extent of openness to new evidence
- (iv) Capacity to process information
- (v) Extent policymakers in this area are motivated by
 - Public interests
 - Personal interests
 - Special interests
- (ii) What convinces policymakers?
 - Recognition from own experience
 - Scenarios, stories and arguments
 - Moral and ethical values
 - Empirical data
 - Ideology, personal interests are crucial (evidence doesn't matter)



Policy context analysis

Context and timing

*“Policy process is characterized by uncertainty, ambiguity and complexity; **and so** individual policy actors neither have perfect information about problems and alternatives, nor perfect computational abilities”*



Policy context analysis

Context and timing

Tool: Force Field Analysis



Policy context analysis

Issue analysis

Define your policy-related goal(s) and question(s)



Must determine your “policy-oriented goal(s)”,

- identify and keep in mind the expected use(s) of findings to guide / inform your research AND engagement strategy

In the end, a good “policy-related goal” should be clear on:

- **What needs to change** (or be informed)
- **Why** is this important
- **Who** could be affected (political economy – who benefits, who opposes)

And this objective should inform the formulation of your project’s **POLICY QUESTION**

Your policy question should be..

- **Consistent:**
 - Must relate directly to your policy-related goal
- **Realistic:**
 - The question should not go beyond the scope of your expected findings
- **A question:**
 - Keep it “open” to any outcomes - don’t anticipate findings in your question
- **Clear and simple:**
 - Avoid crowding your question with too many concepts.
 - If necessary, divide into sub-questions
- **Interesting**
 - Catchy, raise interest



The policy question: It's about policy!

- **Example**

- A government introduces austerity measures following a high fiscal deficit – measures include reducing public sector wages.
- Significantly more women work in the public sector than men.
 - i.e. this measure may violate the country's gender equality law.
- The same year, the government had introduced a gender equality strategy to
 - increase gender equality through equal opportunity policies
 - address the gender pay gap.



The policy question: It's about policy!

- **Policy question(s)**

- The answer(s) will provide concrete policy recommendation(s)
 - *Are the austerity measures working against the country's gender equality policy?*
 - *If so, what can be done within the context of austerity?*

- **Research question(s)**

- The answers will provide an assessment of the situation, which can be used to answer policy question
 - *What impact do the austerity measures have on the gender pay gap?*
 - *What are the key factors that influence the gender pay gap?*



Exercise 1

Policy question vs research question

Mix of 6 questions:

which ones are policy questions, and which ones are research questions?



Exercise 1

Policy questions

2. Are microcredit schemes a useful tool for improving the wellbeing of poor communities?
4. Are there other features that could improve the effectiveness of microcredit schemes?
5. Who should be targeted for the microcredit schemes to have the greatest impact?

Research questions

1. What is the impact of microcredit participation on the wellbeing of the borrower?
3. Does use of credit differ by gender and, if so, how?
6. How does the impact of microcredit participation vary across demographic groups?



Exercise 2

Propose a better formulation of the following policy question

What strategies could be used to develop the MSE sector and help reduce unemployment and poverty, both generally and specifically among vulnerable groups such as women and youth?

Possible solution

Is the development of the MSE sector a good strategy to reduce unemployment and poverty in the country?

- If so, what are the most effective strategies to develop the sector?
- Can such strategies be targeted at vulnerable groups, such as women and youth?



Your policy question should be..

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Policy context analysis

Stakeholder analysis

- Who needs to know what about the research?
- What are their positions and interests?
- How should the research be presented and framed?



A few guiding questions:

1. Who are the key stakeholders?
2. Who are the experts?
3. What links and networks exist between them?
4. What roles do they play? Are they intermediaries between research and policy?
5. Whose evidence and research do they communicate?
6. Which individuals or institutions have significant power to influence policy?
7. Are these policy actors and networks legitimate? Do they have a constituency among the poor?



Types of stakeholders

- Decision maker
 - **Government**
- Analyst
 - **Think tanks, government**
- Advisor and Advocacy groups
 - **Interest groups, academics, special government entities**
 - **NGO, civil society groups**



Policy context analysis

Stakeholder analysis

Stakeholder analysis/matrix

High power 5-10		10 – Office of Prime Minister 9 - Ministry/institution in charge of policy 8 – Policy evaluation unit 7 – 6 -	
0-5 Low power		5 – World Bank country office 4 – Private sector 3 - NGO concerned with issue 2 – Civil society group 1 – Media	
	Opposed 0-3	Neutral 4-6	In favor 7-10

4 categories in the standard model, 6 in the PEP model



Identify your priority targets

High power 5-10	Don't alienate Consult	Keep satisfied Inform, sensitize	Manage closely Engage Consult
0-5 Low power		Monitor Raise interest, sensitize If organized, can be powerful	Keep informed
	Opposed 0-3	Neutral 4-6	In favor 7-10

High-power = priority? Not necessarily....



Targeting - direct vs indirect users

Direct: Can use evidence to inform/affect policy decisions/change (e.g. authorities in charge, or overseeing bodies)

Indirect: Will use evidence to try to influence views of decision-makers (e.g. advisory, advocacy, or opposition)

If direct users are unreachable, or not receptive, then **indirect users may become priority targets.**

Another good (some may say “more effective”) strategy can be to focus on “**professional civil servants**” (longevity), rather than political actors.



Identify the priority targets of your PEP project's engagement strategy

- The best strategy/targeting depends on specific context

PEP does not expect direct contact with Ministers, but...

a strategy must be defended/justified:

- Why choose civil servants vs political actors? Indirect vs direct users?
Advocates vs advisors?
- Timing? Political turn over? Specific interests at play?
Relative power of influence of a particular "advocacy group?"



PEP Monitoring and Evaluation (M&E)

Requirements and tools



- **Why?**

- Donald Trump, Brexit, and the idea of value for money
- Competing for funding – must demonstrate impact

- **The endgame for PEP?**

- Capacity building and impact
- By reporting the most compelling story based on your research and experience
 - Important elements of a compelling story:
 - Improvement
 - Engagement
 - Change



PEP's M&E

- **Monitoring**: tracking of **your** progress through the technical report
- **Evaluation**: qualitative and quantitative
 - On donor's request, PEP is now using a **new self-evaluation system**
 - A series of indicators derived from lessons learned through the monitoring and evaluation system of PAGE I, linked to a "scoring/rating system"
 - Measuring each project's outcomes in terms of research quality, capacity building and policy outreach
 - To evaluate PEP's performance in supporting the achievement of these outcomes



PEP's M&E

- **And learning...**

- An opportunity for us to continually learn from the experience and multiplicity of contexts of PEP researchers/projects



PEP's M&E tool: **Technical report** (on PEP intranet)

- To track progress and impact of the non-research aspects of your projects, including policy engagement
 - A coordinating tool: Helps plan and make sense of the engagement and dissemination process



First thing first :

- **PEP intranet : demonstration**
- The PEP profile – essential to benefit from PEP networking capacity
 - Almost 15 000 registered members on the PEP website
 - Over 10 000 subscriber to the mailing list
 - Supported by partners (IDRC, UKAID, local institutions around the world)
- **Keep your profile up to date !**
- **Use the PEP bio guide !**
- **Your PEP profile** – linked in all PEP communications online (website, newsletter, social media), which benefit from a large audience



Six technical report forms

- Capacity building
- Consultation
- Impact
- Dissemination
- National conference
- International conference



How to fill your **PEP Technical Report**

(live demonstration by Manual Paradis)



Requirements and tools

Calendar of technical reports

Each grant payment is conditional to satisfactory outputs, incl. technical report

Technical report FORMS	Grant 1	Grant 2	Grant 3	Grant 4 (WP/PB)	Grant 5 (Nat conf)	Grant 6 (Int'l conf)
Capacity building	1 st	Update	Update	Update	Update	Update
Consultation	1 st	Update	Update	Update	Update	Update
Dissemination		(if any)	1 st	Update	Update	Update
Impact			(if any)	1 st	Update	Update

Corresponding milestones: Proposal, Interim report, Final report, WP/PB,

If you apply for national and/or international **conference grants**, you will also be required to **update** the technical report, as well as to submit an **ex-post conference report**

Projects with **data collection** (longer duration) have more grant payments, and thus **more updates** to provide



POLICY ENGAGEMENT

Engage with your target audiences



Engaging your targets

How to reach your targets? No magic bullet...

What we've learned at PEP:

- **Find champion(s)** – who will introduce/advocate for you with your targets
- **Media** can also help, but you should
 - Keep informed of the public perception/debate
 - Contact when momentum
- **Learn from others' experiences** in your country - take advantage of PEP
 - Your POC mentor
 - Previous PEP projects/grantees



Engaging your targets

3 main steps

- **Step 1: Identify** (stakeholder analysis)
- **Step 2: Develop strategy**
- **Step 3: Prepare**



Engaging your targets

Develop strategy (with your POC mentor)

To consider:

- appropriate channels to engage,
- possible opposition (negative reaction, attempts to block..)
- risk of transfer of “ownership”

Different levels of engagement: How much do you want to engage?

- Inform/advise, consult, involve, collaborate, empower (co-production).. ?
 - The deeper you engage, the more you increase chances of uptake, but also the more you concede control over research decisions



Engaging your targets

Develop strategy

Select appropriate method to engage, according to level of engagement

Level of engagement	Related methods
Inform	policy brief, fact sheets, websites
Consult	survey, interviews and/or meetings, etc (to get inputs/feedback)
Involve	workshops (deliberative), periodic meetings, exchanges, seek support in future dissemination
Collaborate & empower	propose partnership, joint planning and co-production

Both the level and method of engagement may vary and depend on timing and stage of research cycle



Engaging your targets

Prepare your consultations

- **Consider logistics/organization/costs for in-person meetings:**
 - Venue, resources, responsibilities
- **Prepare for exchanges/meetings:**
 - Prepare key questions in advance
 - Remember to LISTEN - stay open for inputs and different views
 - Develop strategies for dealing with different potential responses/views and priorities.
 - Present what you have to offer, but do not prescribe “your way” as “the only way”
 - Follow best practices for communicating research with non-academics



Engaging your targets

Manage your consultations

- **Document:** keep detailed records and “artifacts” of your interactions with stakeholders
 - Email exchanges
 - Meetings:
 - presentations,
 - list of attendees,
 - minutes or attendance notes + review comments and approvals,
 - emails to key absentees
- **Analyse and make best use of stakeholder’s inputs in your research work**
- **Provide them with periodic status reports** – maintain engagement/interest



Communicating policy-oriented research



Research communication

Studies by ODI (from surveys of policy actors) **show that:**

- 65% of policy makers point to **the lack of dissemination of research findings** to explain poor research uptake
- 79% of respondents point to the **policy brief as an essential tool** to disseminate findings
- 50% of **policy actors use existing relationships** to learn about new issues.
- On average, policy actors spend 45 minutes reviewing a policy brief



Policy-oriented research

Use the policy inputs from initial consultations to adjust your research questions & objectives

While conducting research, never lose sight of the expected uses of your findings for policy

- Present and discuss your preliminary findings with key users, before finalizing research

Always keep in mind that, in the end, your findings should allow you to formulate clear policy messages

- Try formulating these at interim stage, and discuss them with your POC mentor to ensure best end result (in final paper)



Communicating research

The key to success: **your policy message(s)**

No matter how effective your engagement strategy will be,
to be successful you need to **communicate effective policy messages**

1st condition of effective an policy message:

- **Stems from a clear policy question** and understanding of the policy context

Other key features:

- Clear (straight to the point) and concise - less is better!!
- Useful, actionable and time-bound
- **Cost-effective** – i.e. compared with other scenarios



Communicating research

The key to success: **your policy message(s)**

Consider the **cost-benefit analysis** - A necessary tool for decision-making

- **What is the COST of the intervention, change, or even the status quo, that you advise**

In terms of:

- Resources/budget - WHERE SHOULD THE MONEY COME FROM?
- Option value, incl. political risks - versus benefits and/or alternatives

Present different scenarios – or make clear that you are aware of the other “options”

For this, you need to be informed BEFORE, from the onset of research



Key questions to ask yourself

- Who is your audience?
 1. National policymaker
 2. Advocacy group
 3. Regional newspaper
- What is important to them?
 1. Improving education outcomes
 2. Ensuring children have a good childhood, and education/future
 3. New stories affecting local people
- What do you want (and can reasonably expect) them to do about it?
 1. Inform national policy
 2. Put pressure on policymakers and offer support to stakeholders
 3. Raise awareness of the issue

3 examples



Things to consider

- **Not everyone needs to know everything**
 - Too much information dilutes your message
 - Be strategic
 - Scientific method (e.g. instrumental variables) only for academic audiences
 - Media focus on new information
- **Structure** – where to start?
 - Which aspect of study/findings/recommendations is most interesting to target audience?



Communicating research

Adapting your message

Abstract (academic audience)

Aim

Data In this study we analyze the impact of domestic and market child labor on learning using Prova Brazil census data from 2007 and 2011. To do that, we created a large panel

dataset with students in 5th and 9th Grades. To measure the impact of children working in

Method the labor market and/or in their households on Portuguese and Mathematics test scores, we estimated fixed effect models. An instrumental variable approach, proposed by

Lewbel, was applied to the models to control for the endogeneity of child labor. **Results** Possible attrition bias was taken into account through inverse probability weights. Results show that

the work performed by children either in the household, or in the labor market was detrimental to their academic performance, with working only in the labor market

showing the largest impact for both girls and boys, followed by working both in the market and inside the house, and by working in the house alone.



Communicating research

Adapting your message

For a policymaker e.g. official at Ministry of Education

Aim (policymaker)

To improve education outcomes, including literacy rates and years of education, and to bring Brazil in line with **Policy** (change) can countries in these respects, efforts need to be made to reduce the number of hours that a **How + Reasoning** whether in the labor market or at home. Extending the school day would encourage additional time spent in education and reduce the time children spend on household chores or in work. Increasing social assistance programs, such as the Bolsa Familia, can provide important sources of income for poor families while being conditional on children's attendance at school.



Communicating research

Adapting your message

For advocacy group e.g. child protection NGO

Issue

Work, whether at home or in the labor market, is detrimental to children's academic performance – and their future. Although working at home is less detrimental to school performance than working in the labor market, domestic work also has a negative effect on children's education outcomes and can lead to students dropping out of school. Parents need to be made aware so that they encourage their children to focus on school. Families currently relying on the children to bring in additional income should be referred to social assistance programs, such as the Bolsa Familia, which can provide financial aid, provided the children attend school.



Communicating research

Adapting your message

For media e.g. regional newspaper

Issue

Too many hours spent helping **Source** (regional interest) children's school performance, according to a new study by researchers at the University of Sao Paulo. Time spent on domestic chores is usually not included in child work statistics as it is considered necessary for teaching children household responsibilities.

How **New info + simple stats** the impact of child labor on school performance found that for each hour of chores (per day), the students' test **Direct quote** (personal) much as 2.4%. Ana Kassouf, the lead researcher on the study, said: "As academic performance decreases, students become less engaged in their education and more likely to drop out."



For PEP - international policy research organization

- Audience
 - PEP network is mainly analysts and researchers
 - But PEP also has particular interest in attracting funders (of research)
(policy outreach is done by YOU, not PEP)
- PEP dissemination tools/channels
 - **PEP policy brief** – now must include infographics!
 - **PEP forum** - to be discussed in 2019
 - PEP website & social media
 - PEP newsletter



PEP policy brief: A starting point

- Tool for PEP
- Modify to your needs
 - In your language
 - Adapt content
- **Create new tool(s)** – how to best reach your audience?
 - Policy note
 - Website or blog post
 - Video (presentation)
 - Poster/flyer with infographics

More details next year

but ask us for help at any time!



Questions, comments, suggestions?

We are aware that you are best judge of your own constraints, country, situation

PEP is global and must thus work with a great variety of contexts – so speak in general/generic terms.

We try to learn from other/specialized international organizations, as well as from your experiences (technical reports).

Over to you!

- What are your policy contexts – macro or specific issues that may present obstacles to policy engagement?
- Examples or suggestions on how to reach targets?
- Some have experience of PEP national policy conferences, what can you say about it?



Thank you !

This research was carried out by (insert institutions, partners, etc.)

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Supported by:



IDRC | CRDI

International Development Research Centre
Centre de recherches pour le développement international

Canada 



UKaid
from the British people

