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| **Evidence-Informed Policy-Making Training**  **Sample Agenda** | |
| Night before training: Arrival, participants take the training pre-test | |
| **DAY 1** | |
| **2 hours** | **Introduction** |
|  | *Learning Objectives*   * *Introduce self and get to know others* * *Know the training goal, objectives, and components of the larger capacity building program* * *Be familiar with the training agenda, logistics, and materials* * *Share expectations, hopes and fears for the workshop and learn those from other participants* * *Identify group guidelines for creating a safe, comfortable, and effective learning environment for working together* * *Know results of the pre-test completed prior to training* |
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|  | 1. Welcome [5 min]   Opening Remarks – Ministry of Health, other officials [10 min] |
|  | 1. Introductions: Interview Your Neighbor [45 min] |
|  | 1. Training Overview Part 1 - Goal, Objectives, Outcomes, Needs Assessment Results, Training Design, Pre-training and Follow-up Components, Adult Learning [30 min] |
|  | 1. Training Overview Part 2 – Logistics, Agenda, Participants Guide, Group Agreements, Expectations, Hopes and Fears [20 min] |
|  | 1. Review pre-test results [15 min] |
|  | TEA/COFFEE BREAK |
| **4 hours 10 min** | **Module 1: Foundation of Policy-Making and Evidence Use** |
|  | *Learning Objectives*   * *Define the terms and role of evidence in policy making* * *Describe the importance and value of evidence informed policy making* * *Identify barriers and facilitators of evidence informed decision-making.* * *Describe context and sources of information that influence policy making* * *List steps involved in making policy* * *Identify tactics for reaching policymakers in the right way and at the right time* * *Know and demonstrate how to draft a policy question* |
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|  | 1. Introduction to evidence-informed policy making [40 min] |
|  | 1. Barriers and facilitators [25 min] |
|  | 1. The context of policy making [30 min] |
|  | 1. Steps in policy development [25 min] |
|  | 1. Policy windows and reaching policymakers in the right way and at the right time [30 min] |
|  | LUNCH |
|  | 1. Defining and developing the policy question [25 min] |
|  | 1. *Practical Application Exercise 1: Participants refine their policy questions [15 min]* |
|  | 1. *Participants share policy questions and receive feedback [45 min]* |
|  | 1. Session reflection and evaluation [15 min] |
|  | TEA/COFFEE BREAK & END OF DAY 1 |
| **DAY 2** | |
| **3 hours 15 min** | **Module 2: Accessing Evidence** |
|  | *Learning Objectives*   * *Know tips for engaging with researchers for evidence* * *Identify relevant high-quality search engines/databases for conducting searches* * *Explain steps in a search strategy* * *Know Boolean search terms and tips for searching the internet* * *Identify search terms and relevant sources for searching for their policy question* * *Describe characteristics of quality sources of evidence* * *Demonstrate effective searching, assessment of sources, and development of components of their own search strategy* |
|  | * 1. Recap Day 1 [15 min] |
|  | * 1. Where do you get evidence?   [10 min] |
|  | * 1. Top sources of evidence [10 min] |
|  | * 1. The search strategy: steps, terms, Boolean & Google tips   [60 min] |
|  | TEA/COFFEE BREAK |
|  | *Practical Application Exercise 2: Sourcing evidence for your policy question [1 hour 10 min]* |
|  | * 1. Assessing source credibility [15 min] |
|  | * 1. Session reflection and evaluation [15 min] |
|  | LUNCH |
| **3 hours 30 min** | **Module 3: Appraising Evidence** |
|  | *Learning Objectives*   * *Identify characteristics of basic research designs and methods* * *Describe the types of evidence generated from different designs* * *Know characteristics and questions to use for appraising the strength of a research paper/article – and a body of evidence.* * *Demonstrate assessing levels and measures of strength of evidence for their policy issue.* * *Describe how characteristics of critical thinking apply to assessing quality of evidence* |
|  | A. Research designs primer [55 min] |
|  | B. Types of evidence [15 min] |
|  | C. Critical thinking discussion [15 min] |
|  | D. Assessing the strength of evidence [35 min] |
|  | TEA/COFFEE BREAK |
|  | *Practical Application Exercise 3: Appraising your evidence [1 hour]* |
|  | Facilitators provide feedback [40 min] |
|  | 1. Session reflection and evaluation [15 min] |
|  | END OF DAY 2 |
| **DAY 3** | |
| **15 hours** | **Module 4: Synthesizing Evidence** |
|  | *Learning Objectives*   * *Know key characteristics for assessing ‘usability’ of evidence* * *Define evidence synthesis and describe steps in synthesizing* * *Describe what makes policy recommendations ‘actionable’* * *Know functions and key elements of a policy brief* * *Demonstrate evidence synthesis and develop of recommendations and draft a policy brief on their issue* * *Use the ‘elevator pitch’ strategy to effectively deliver key messages about their policy issue* * *Identify tips for effective presentations* |
|  | Recap of Day 2 [15 min] |
|  | A. Determining usability [15 min] |
|  | *Group activity on applicability and transferability [30 min]* |
|  | B. Synthesizing evidence: what is it and steps review [45 min] |
|  | TEA/COFFEE BREAK |
|  | *Practical Application Exercise 4: Participants review research documents & write synthesis of key findings from the research documents [2 hours 30 min]* |
|  | LUNCH |
|  | Participants continue to review documents & write their syntheses as they receive individualized feedback from facilitators [1 hour] |
|  | C. Writing actionable recommendations [15 min] |
|  | *Practical Application Exercise 5: Writing actionable recommendations [30 min]* |
|  | TEA/COFFEE BREAK |
|  | Participants present their key findings and actionable recommendations and receive feedback from participants [1 hour 15 min] |
|  | END OF DAY 3 |
| **DAY 4** | |
|  | Recap of Day 3 [15 min] |
|  | D. Writing Policy Briefs – Introduction, function and structure [25 min] |
|  | Art & Craft of policy briefs [25 min] |
|  | Critiquing policy briefs [25 min] |
|  | TEA/COFFEE BREAK |
|  | *Practical Application Exercise 6: Developing your policy brief [2 hours 30 min]* |
|  | LUNCH & GROUP PHOTO |
|  | Participants continue working on their Policy Briefs and receive individualized feedback on their drafts [40 min] |
|  | E. Writing an Elevator Pitch [15 min] |
|  | *Practical Application Exercise 7: Participants develop an elevator pitch based on their draft Policy Brief [30 min]* |
|  | TEA/COFFEE BREAK |
|  | Group Activity: role play elevator pitch and receive feedback [40 min] |
|  | F. Tips on PowerPoint and presentations [5 min] |
|  | Session reflection and evaluation [15 min] |
|  | END OF DAY 4 |
|  | GROUP DINNER |
| **DAY 5** | |
|  | Recap of Day 4 [15 min] |
| **3 hours 25 min** | **Module 5: Applying Evidence in Policy-Making** |
|  | *Learning Objectives*   * *Identify indicators of evidence use* * *Know steps for developing a communication strategy* * *Describe objective, outcome, and audience for a communications strategy for their policy issue* * *Draft a communications strategy for their policy issue including messages, channels, and evaluation* |
|  | A. Application: What does it look like? [30 min] |
|  | B. Developing Communication Strategy [45 min] |
|  | TEA/COFFEE BREAK |
|  | *Practical Application Exercise 8: Participants develop communications objective, analyze audiences, [45 min]* |
|  | *Practical Application Exercise 9: Participants brainstorm activities, & identify M&E indicators, [45 min]* |
|  | Session reflection and evaluation [15 min] |
| **3 hours** | **Wrap Up** |
|  | *Learning Objectives*   * *Share and identify “take aways” from the training* * *Review objectives and expectations from the first day of training* * *Know about the Follow-Up component* * *Complete the Participant’s Contract for follow-up* * *Give feedback on training* * *Take training post-test* * *Participate in closing statements, elevator pitches, and network* |
|  | A. Take-Aways from the training [30 min] |
|  | B. Group review of training objectives and expectations [15 min] |
|  | C. Follow-Up Process and Participant Follow-Up Contract [25 min] |
|  | D. Training evaluation [15 min] |
|  | E. Post-test [20 min] |
|  | LUNCH |
|  | 1. Closing Ceremony |
|  | Participants give elevator pitches to officials presiding over closing ceremony [50 min] |
|  | Officials’ closing remarks [30 min] |
|  | DEPARTURE |