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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** | **Methodology** | **Lead Trainer** |
|  | *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] | Presentation |  |
|  | 1. Introductions: Interview Your Neighbor [45 min]
 | Group Activity |  |
|  | 1. Training Overview Part 1 - Goal, Objectives, Outcomes, Needs Assessment Results, Training Design, Pre-training and Follow-up Components, Adult Learning [30 min]
 | Presentation |  |
|  | 1. Training Overview Part 2 – Logistics, Agenda, Participants Guide, Group Agreements, Expectations, Hopes and Fears [20 min]
 | Presentation and Group Activity |  |
|  | 1. Review pre-test results [15 min]
 | Presentation |  |
|  | 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]
 | Interactive Presentations and Group Activity |  |
|  | 1. Barriers and facilitators [25 min]
 | Group Discussion |  |
|  | 1. The context of policy making [30 min]
 | Interactive Presentation  |  |
|  | 1. Steps in policy development [25 min]
 | Interactive Presentation |  |
|  | 1. Policy windows and reaching policymakers in the right way and at the right time [30 min]
 | Interactive Presentation and Facilitated Discussion |  |
|  | LUNCH |  |  |
|  | 1. Defining and developing the policy question [25 min]
 | Presentation, Facilitated Discussion, and Case Study |  |
|  | 1. *Practical Application Exercise 1: Participants refine their policy questions [15 min]*
 | Practical Application Exercise |  |
|  | 1. *Participants share policy questions and receive feedback [45 min]*
 | Participants Interactive Presentation |  |
|  | 1. Session reflection and evaluation [15 min]
 | Reflection |  |
|  | 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]
 | Interactive Discussion |  |
|  | * 1. Where do you get evidence?

 [10 min] | Brainstorm, Interactive Presentation |  |
|  | * 1. Top sources of evidence [10 min]
 | Interactive Presentation |  |
|  | * 1. The search strategy: steps, terms, Boolean & Google tips

 [60 min] | Brainstorm, Interactive Presentation, Case Study |  |
|  | TEA/COFFEE BREAK |  |  |
|  | *Practical Application Exercise 2: Sourcing evidence for your policy question [1 hour 10 min]* | Practical Application Exercise |  |
|  | * 1. Assessing source credibility [15 min]
 | Presentation |  |
|  | * 1. Session reflection and evaluation [15 min]
 | Reflection |  |
|  | 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] | Presentation and Gallery Walk |  |
|  | B. Types of evidence [15 min] | Interactive Presentation |  |
|  | C. Critical thinking discussion [15 min] | Group Discussion |  |
|  | D. Assessing the strength of evidence [35 min] | Interactive Presentation and Group Discussion |  |
|  | TEA/COFFEE BREAK |  |  |
|  | *Practical Application Exercise 3: Appraising your evidence [1 hour]* | Practical Application Exercise |  |
|  | Facilitators provide feedback [40 min] | One-on-One Coaching |  |
|  | 1. Session reflection and evaluation [15 min]
 | Reflection |  |
|  | 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 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] | Interactive Discussion |  |
|  | A. Determining usability [15 min] | Interactive Discussion |  |
|  | *Group activity on applicability and transferability [30 min]* | Group Activity |  |
|  | B. Synthesizing evidence: what is it and steps review [45 min] | Interactive Presentation and Group Brainstorm |  |
|  | TEA/COFFEE BREAK |  |  |
|  | *Practical Application Exercise 4: Participants review research documents & write synthesis of key findings from the research documents [2 hours 30 min]* | Practical Application Exercise |  |
|  | LUNCH |  |  |
|  | Participants continue to review documents & write their syntheses as they receive individualized feedback from facilitators [1 hour] | One-on-One Coaching |  |
|  | C. Writing actionable recommendations [15 min] | Interactive Presentation |  |
|  | *Practical Application Exercise 5: Writing actionable recommendations [30 min]* | Practical Application Exercise |  |
|  | TEA/COFFEE BREAK |  |  |
|  | Participants present their key findings and actionable recommendations and receive feedback from participants [1 hour 15 min] | Participants Interactive Presentations |  |
|  | END OF DAY 3 |  |  |
| **DAY 4**  |  |  |
|  | Recap of Day 3 [15 min] | Interactive Discussion |  |
|  | D. Writing Policy Briefs – Introduction, function and structure [25 min] | Interactive Presentation and Brainstorming |  |
|  | Art & Craft of policy briefs [25 min] | Video Presentation |  |
|  | Critiquing policy briefs [25 min] | Group Activity |  |
|  | TEA/COFFEE BREAK |  |  |
|  | *Practical Application Exercise 6: Developing your policy brief [2 hours 30 min]* | Practical Application Exercise |  |
|  | LUNCH & GROUP PHOTO |  |  |
|  | Participants continue working on their Policy Briefs and receive individualized feedback on their drafts [40 min] | One-on-One Coaching |  |
|  | E. Writing an Elevator Pitch [15 min] | Interactive Presentation and Brainstorming |  |
|  | *Practical Application Exercise 7: Participants develop an elevator pitch based on their draft Policy Brief [30 min]* | Practical Application Exercise |  |
|  | TEA/COFFEE BREAK |  |  |
|  | Group Activity: role play elevator pitch and receive feedback [40 min] | Role Play |  |
|  | F. Tips on PowerPoint and presentations [5 min] | Presentation |  |
|  | Session reflection and evaluation [15 min] | Reflection |  |
|  | END OF DAY 4 |  |  |
|  | GROUP DINNER |  |  |
| **DAY 5** |  |  |
| **3 hours 25 min** | Recap of Day 4 [15 min] | Interactive Discussion |  |
| **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] | Group Brainstorm and Discussion |  |
|  | B. Developing Communication Strategy [45 min] | Interactive Presentation |  |
|  | TEA/COFFEE BREAK |  |  |
|  | *Practical Application Exercise 8: Participants develop communications objective, analyze audiences, [45 min]* | Practical Application Exercise |  |
|  | *Practical Application Exercise 9: Participants brainstorm activities, & identify M&E indicators, [45 min]* | Practical Application Exercise |  |
|  | Session reflection and evaluation [15 min] | Reflection |  |
| **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*
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|  | A. Take-Aways from the training [30 min] | Group Activity |  |
|  | B. Group review of training objectives and expectations [15 min] | Group Activity |  |
|  | C. Follow-Up Process and Participant Follow-Up Contract [25 min] | Presentation and contracting |  |
|  | D. Training evaluation [15 min] | Evaluation |  |
|  | E. Post-test [20 min] | Test |  |
|  | LUNCH |  |  |
|  | F. Closing Ceremony  |  |  |
|  | Participants give elevator pitches to officials presiding over closing ceremony [50 min] | Group Activity |  |
|  | Officials’ closing remarks [30 min] | Presentation |  |
|  | DEPARTURE |  |  |