

Evidence-Informed Policy-Making Training Sample Agenda

Night before training: Arrival, participants take the training pre-test

DAY 1

2 hours	Introduction
	<p><i>Learning Objectives</i></p> <ul style="list-style-type: none"> • <i>Introduce self and get to know others</i> • <i>Know the training goal, objectives, and components of the larger capacity building program</i> • <i>Be familiar with the training agenda, logistics, and materials</i> • <i>Share expectations, hopes and fears for the workshop and learn those from other participants</i> • <i>Identify group guidelines for creating a safe, comfortable, and effective learning environment for working together</i> • <i>Know results of the pre-test completed prior to training</i>
	A. Welcome [5 min] Opening Remarks – Ministry of Health, other officials [10 min]
	B. Introductions: Interview Your Neighbor [45 min]
	C. Training Overview Part 1 - Goal, Objectives, Outcomes, Needs Assessment Results, Training Design, Pre-training and Follow-up Components, Adult Learning [30 min]
	D. Training Overview Part 2 – Logistics, Agenda, Participants Guide, Group Agreements, Expectations, Hopes and Fears [20 min]
	E. Review pre-test results [15 min]
	TEA/COFFEE BREAK
4 hours 10 min	Module 1: Foundation of Policy-Making and Evidence Use
	<p><i>Learning Objectives</i></p> <ul style="list-style-type: none"> • <i>Define the terms and role of evidence in policy making</i> • <i>Describe the importance and value of evidence informed policy making</i> • <i>Identify barriers and facilitators of evidence informed decision-making.</i> • <i>Describe context and sources of information that influence policy making</i> • <i>List steps involved in making policy</i> • <i>Identify tactics for reaching policymakers in the right way and at the right time</i> • <i>Know and demonstrate how to draft a policy question</i>
	A. Introduction to evidence-informed policy making [40 min]
	B. Barriers and facilitators [25 min]
	C. The context of policy making [30 min]
	D. Steps in policy development [25 min]
	E. Policy windows and reaching policymakers in the right way and at the right time [30 min]
	LUNCH
	F. Defining and developing the policy question [25 min]

	G. <i>Practical Application Exercise 1: Participants refine their policy questions [15 min]</i>
	H. <i>Participants share policy questions and receive feedback [45 min]</i>
	I. <i>Session reflection and evaluation [15 min]</i>
	TEA/COFFEE BREAK & END OF DAY 1
DAY 2	
3 hours 15 min	Module 2: Accessing Evidence
	<p><i>Learning Objectives</i></p> <ul style="list-style-type: none"> • <i>Know tips for engaging with researchers for evidence</i> • <i>Identify relevant high-quality search engines/databases for conducting searches</i> • <i>Explain steps in a search strategy</i> • <i>Know Boolean search terms and tips for searching the internet</i> • <i>Identify search terms and relevant sources for searching for their policy question</i> • <i>Describe characteristics of quality sources of evidence</i> • <i>Demonstrate effective searching, assessment of sources, and development of components of their own search strategy</i>
	A. <i>Recap Day 1 [15 min]</i>
	B. <i>Where do you get evidence? [10 min]</i>
	C. <i>Top sources of evidence [10 min]</i>
	D. <i>The search strategy: steps, terms, Boolean & Google tips [60 min]</i>
	TEA/COFFEE BREAK
	<i>Practical Application Exercise 2: Sourcing evidence for your policy question [1 hour 10 min]</i>
	E. <i>Assessing source credibility [15 min]</i>
	F. <i>Session reflection and evaluation [15 min]</i>
	LUNCH
3 hours 30 min	Module 3: Appraising Evidence
	<p><i>Learning Objectives</i></p> <ul style="list-style-type: none"> • <i>Identify characteristics of basic research designs and methods</i> • <i>Describe the types of evidence generated from different designs</i> • <i>Know characteristics and questions to use for appraising the strength of a research paper/article – and a body of evidence.</i> • <i>Demonstrate assessing levels and measures of strength of evidence for their policy issue.</i> • <i>Describe how characteristics of critical thinking apply to assessing quality of evidence</i>
	A. <i>Research designs primer [55 min]</i>
	B. <i>Types of evidence [15 min]</i>

	C. Critical thinking discussion [15 min]
	D. Assessing the strength of evidence [35 min]
	TEA/COFFEE BREAK
	<i>Practical Application Exercise 3: Appraising your evidence [1 hour]</i>
	Facilitators provide feedback [40 min]
	E. Session reflection and evaluation [15 min]
	END OF DAY 2
DAY 3	
15 hours	Module 4: Synthesizing Evidence
	<p><i>Learning Objectives</i></p> <ul style="list-style-type: none"> • 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]
	<i>Group activity on applicability and transferability [30 min]</i>
	B. Synthesizing evidence: what is it and steps review [45 min]
	TEA/COFFEE BREAK
	<i>Practical Application Exercise 4: Participants review research documents & write synthesis of key findings from the research documents [2 hours 30 min]</i>
	LUNCH
	Participants continue to review documents & write their syntheses as they receive individualized feedback from facilitators [1 hour]
	C. Writing actionable recommendations [15 min]
	<i>Practical Application Exercise 5: Writing actionable recommendations [30 min]</i>
	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
	<i>Practical Application Exercise 6: Developing your policy brief [2 hours 30 min]</i>
	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]
	<i>Practical Application Exercise 7: Participants develop an elevator pitch based on their draft Policy Brief [30 min]</i>
	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
	<p><i>Learning Objectives</i></p> <ul style="list-style-type: none"> • <i>Identify indicators of evidence use</i> • <i>Know steps for developing a communication strategy</i> • <i>Describe objective, outcome, and audience for a communications strategy for their policy issue</i> • <i>Draft a communications strategy for their policy issue including messages, channels, and evaluation</i>
	A. Application: What does it look like? [30 min]
	B. Developing Communication Strategy [45 min]
	TEA/COFFEE BREAK
	<i>Practical Application Exercise 8: Participants develop communications objective, analyze audiences, [45 min]</i>
	<i>Practical Application Exercise 9: Participants brainstorm activities, & identify M&E indicators, [45 min]</i>
	Session reflection and evaluation [15 min]
3 hours	Wrap Up
	<p><i>Learning Objectives</i></p> <ul style="list-style-type: none"> • <i>Share and identify “take aways” from the training</i> • <i>Review objectives and expectations from the first day of training</i> • <i>Know about the Follow-Up component</i>

	<ul style="list-style-type: none"> • <i>Complete the Participant's Contract for follow-up</i> • <i>Give feedback on training</i> • <i>Take training post-test</i> • <i>Participate in closing statements, elevator pitches, and network</i>
	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
	F. Closing Ceremony
	Participants give elevator pitches to officials presiding over closing ceremony [50 min]
	Officials' closing remarks [30 min]
	DEPARTURE