

Day 3 & 4

Module 4

SYNTHESIZING EVIDENCE

OVERVIEW

★ MODULE OBJECTIVES

At the end of this module participants will:

- 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

🕒 TIME

15 hours

ACTIVITIES

- A. Usability of evidence - Opening & Quick points [15 min]
 - Small group activity to generate questions about applicability [30 min]
- B. Synthesizing evidence: what is it and steps review - Quick point and group brainstorm [45 min]
 - Practical Application Exercise 4: Synthesizing evidence [2 hours 30 min]
 - Participants receive individualised feedback on syntheses [1 hour]
- C. Writing actionable recommendations [15 min]
 - Practical Application exercise 5: Writing actionable recommendations [30 min]
 - Participants present their key findings and actionable recommendations & receive feedback [1 hour 15 min]
- D. Writing Policy Briefs – Introduction, function and structure [25 min]
 - Watch & discuss a video on art & craft of policy briefs [25 min]
 - Small group work: Describe the fundamentals of policy briefs [25 min]

- Practical Application Exercise 6: Writing a Policy Brief [2 hours 30 min]
- Participants receive individual feedback on Policy Briefs [40 min]
- E. Writing an Elevator Pitch – group brainstorm and quick points [15 min]
 - Practical Application Exercise 7: Writing an Elevator Pitch [30 min]
 - Role play: Delivering an Elevator Pitch [20 min]
 - Participants revise their Elevator Pitch [20 min]
- F. Tips on preparing effective Powerpoint presentations, charts and graphs – Quick points [5 min]
- G. Closing reflection and module evaluation [15 min]

✂**MATERIALS**

- Examples of policy briefs
- Case study for writing recommendations
- Recommendations Template
- At least 3 facilitators are needed to review and provide comments to learners overnight on their syntheses and recommendations.

Module 4

ACTIVITY A: USABILITY = APPLICABLE AND TRANSFERABLE

ACTIVITY OBJECTIVES

At the end of this activity participants will:

- Know key characteristics for assessing 'usability' of evidence

TIME

45 min

ACTIVITIES

- A. Opening and interactive presentation: Usability questions = applicable and transferable? [15]
- B. Small group activity to generate questions about applicability [30 min]

MATERIALS

Module 4 PowerPoint
Handouts

STEPS

Start by orienting participants to the module generally: synthesizing evidence. We will cover: interpreting the applicability, summarizing and synthesizing evidence, writing recommendations, policy briefs, and “elevator pitches”.

Explain that we are now ready to explore what we **do** with evidence we have accessed and appraised.

Note that the first part of this module is devoted to deciding if evidence is useful in our situation and the second part is very practical and focused around writing synthesis documents.

Note to Facilitator: You may want to acknowledge that the act of synthesizing evidence is one way to use and apply evidence.

Synthesizing is an indicator of use, so participants may see overlap with the next module on Applying Evidence.

A. Interactive Presentation: Interpreting evidence for applicability and transferability [5 min]

1. Ask participants for their experience or actions when deciding if a particular piece of evidence is useable to them and their situation. **Note to Facilitator:** You may want to draw the link between this point on determining usability of evidence to the previous module on appraising evidence, where we determined type and strength of evidence.
2. Use slide and explain that there are two major considerations to address when determining how to use specific evidence within a particular institution or geography: **Applicability and Transferability.**
 1. **Applicability** refers to the feasibility of an innovation in a particular setting. In other words, is it possible to implement it in your country or organization? Another word for this is feasibility.
 2. **Transferability** refers to the generalizability of an innovation. In other words, is the innovation relevant to your context, and is it likely to generate the same type of impact in your setting as it did where it was tested? Other words for this are generalizability and replicability.
3. Sum up by noting that we will be exploring these considerations in the following activities.

B. Small group activity to generate questions about applicability [30 min]

1. Refer participants to the scientific paper handout in their guide (Module 4 Handout1-Scientific Paper on *An Evaluation of a Community-based food supplementation for people living with HIV in Ghana*)
2. Have participants count off into 4 small groups. Before they separate into small groups, review as a whole group the instructions below. Ask if clarifications are needed.
3. Have small groups assemble, and assign roles (scribe, time keeper, etc.) and take 20 minutes to assess using the table below (Assessment of Applicability & Transferability) the applicability of the recommendations in the scientific paper to their country context.
4. Have the groups report back and compare their answers

Assessment of Applicability & Transferability

Construct	Factors	Questions to Ask
Applicability (feasibility)	Political acceptability or leverage	<ul style="list-style-type: none"> • Will the intervention be allowed or supported in current political climate? • Will there be public relations benefit for local government? • Will this program enhance the stature of the organization? • Will the public and target groups accept and support the intervention in its current format?
	Social acceptability	<ul style="list-style-type: none"> • Will the target population be interested in the intervention? Is it ethical?
	Available essential resources (personnel and financial)	<ul style="list-style-type: none"> • Who/what is available/essential for the local implementation? • Are they adequately trained? If not, is training available and affordable? • What is needed to tailor the intervention locally? • What are the full costs (supplies, systems, space requirements for staff, training, technology/administrative supports) per unit of expected outcome? • Are the incremental health benefits worth the costs of the intervention?
	Organizational expertise and capacity	<ul style="list-style-type: none"> • Is the current strategic plan/operational plan in alignment with the intervention to be offered? • Does this intervention fit with its mission and local priorities? • Does it conform to existing legislation or regulations (either local or provincial?) Does it overlap with existing programs or is it symbiotic?) • Any organizational barriers/structural issues or approval processes to be addressed? • Is the organization motivated (learning organization)?
Transferability (generalizability)	Magnitude of health issue in local setting	<ul style="list-style-type: none"> • Does the need exist? • What is the baseline prevalence of the health issue locally? • What is the difference in prevalence of the health issue (risk status) between study and local settings?
	Magnitude of the “reach” and cost effectiveness of the intervention above	<ul style="list-style-type: none"> • Will the intervention broadly “cover” the target population?
	Target population characteristics	<ul style="list-style-type: none"> • Are they comparable to the study population? • Will any difference in characteristics (ethnicity, socio-demographic variables, number of persons affected) impact intervention effectiveness locally?

-Source: Ciliska, D. (2007). *Tool for Assessing Applicability and Transferability of Evidence*. http://www.nccmt.ca/pubs/A&T_Tool_FINAL_English_Oct_07.pdf

Module 4

ACTIVITY B: SYNTHESIZING EVIDENCE: WHAT IS IT AND STEPS REVIEW

ACTIVITY OBJECTIVES

At the end of this activity participants will:

- Define evidence synthesis and describe steps in synthesizing

TIME

3 hours 15 min

ACTIVITIES

1. Interactive presentation and group brainstorm on synthesizing evidence [45 min]
2. Practical Application Exercise on synthesizing evidence [2 hours 30 min]

MATERIALS

- Chart paper
- Markers
- Module 4 PowerPoint

STEPS

Start off by asking who among the group routinely synthesizes evidence?; have they written any of these types of synthesis products (recommendation, brief, elevator pitch) before? Anyone currently writing one or has an example? Ask them for some examples for the type of products they create and for what purpose. Ask them their process, that is, how do they go about the task?

Look for opportunities to utilize the expertise and real-life examples of those with experience.

Explain that we are now creating products based on the evidence we have deemed applicable. The next activities have a very practical and specific focus: writing. We'll look at writing recommendations, policy briefs, and "elevator speeches". Before we get there, we need to synthesize what we have found.

A. Synthesizing evidence: what is it and steps - interactive presentation [15 min]

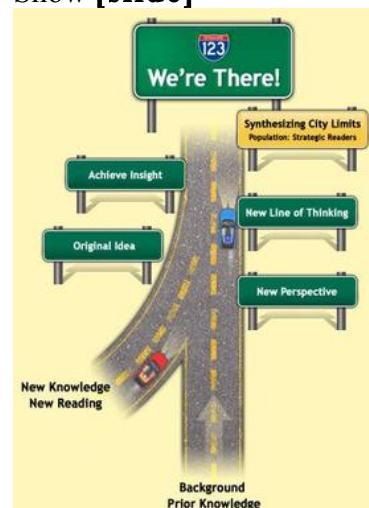
1. Show **[slide]** Synthesis – what is it
2. Ask group for their definitions of synthesis.
3. Compare and contrast with definitions provided.
 - “Synthesis is the process of ordering, recalling, retelling, and recreating into a coherent whole” (Zimmermann and Hutchins, 2003) **[slide]**
 - Synthesizing material in sources brings information together in new ways and helps you to interpret it for yourself and your audience. A synthesis can consolidate summaries of several sources and point out their relationships. It enables you to provide background, explore causes and effects, contrast explanations, or consolidate support for your thesis. **[slide]**
4. Ask the group to state in their own words why it is important to synthesize evidence. Ensure these points are covered:

By using multiple sources you can:

- Provide more than one opinion
- Validate other sources
- Validate your research
- Defend your research
- Increase your understanding

5. Synthesis – How to do it

Show **[slide]**



Source: Bumgarner, S., (2016). *Synthesizing*. http://www.ohioorc.org/adlit/strategy/strategy_each.aspx?id=000002

6. Ask participants to name in their own words the first steps involved in synthesising evidence. Answers should include some of the steps/tips below, which are in the Participant's Guide.

7. Facilitator can capture ideas on chart paper and review with the steps below.
8. Review slide contents: Steps for Synthesizing evidence
 1. **Identify.** Identify the role of a synthesis in your writing as well as the kind of information readers will need.
 2. **Read.** Gather and read your sources, preparing a summary of each. Find the important ideas in all pieces of evidence.
 3. **Focus.** Decide on the purpose of your synthesis, and draft a summary of your conclusions about how the sources relate. Summarize before you synthesize.
 4. **Think** about what you know about these important ideas. Can you add something the authors have not mentioned? What are your own ideas about the information? What observations can you make about this information?
 5. **Arrange.** Select a sequence for the sources in your synthesis. Think about how you can rearrange or reorganize the information in a new way.
 6. **Write.** Draft your synthesis, combining your summaries of the sources with your conclusions about their relationships. Combine them in one summary.
 7. **Visualize.** Diagrams are especially helpful tools for synthesizing data. By visually representing relationships you are seeing, you can communicate many concepts on one page.
 8. **Revise.** Rewrite so that your synthesis is easy to read and readers can easily identify the sources of the various ideas.
 9. **Document.** Indicate clearly the sources for your synthesis using a standard style of documentation.

- Source: Southwestern Illinois College (no date). *Success Center Tips for Summarizing, Paraphrasing, and Synthesizing*. <http://www.swic.edu/sw-content.aspx?id=14306>

9. Point out that the process is not necessarily linear and that some may synthesize while they are reading.
10. Ask participants for any comments, questions about the steps. Any additions?

Tips for presenting evidence –Compelling And Concise syntheses

1. Explain that before we move to developing summary syntheses from the evidence found for answering your policy questions, we want to point out some tips on presenting evidence and writing compelling syntheses of research findings.
2. Use slides and cover tips for writing compelling syntheses.
3. Recap The 5Cs for effective summaries
 - 1) Clear
 - 2) Compelling
 - 3) Credible
 - 4) Coherent
 - 5) Concise
4. Point out the advice for simplifying complex evidence; complement quantitative and qualitative evidence (use facts and stories); keep it short and simple

Example of simplifying:

58% of people in your country cannot afford maize flour	OR	Nearly 6 in ten people in your country cannot afford maize flour
There exist a positive correlation between the level of education and the number of times a woman attends antenatal care clinics, the correlation is especially significant for women who have attained secondary school education and above	OR	Education helps improve the health of mothers; women with secondary school education or higher are more like to seek care during pregnancy than women with lower levels of education

5. Suggest adhering to 3 main messages: The problem, Supporting evidence, Recommendation
6. Show slide and discuss the differences between summarizing and synthesizing.

Summary	Synthesis
Basic reading technique.	Advanced reading technique.
Pulls together information in order to highlight the important points.	You pull together information not only to highlight the important points, but also to draw your own conclusions.
Re-iterates the information.	Combines and contrasts information from different sources.

Shows what the original authors wrote.	Not only reflects your knowledge about what the original authors wrote, but also creates something new out of two or more pieces of writing.
Addresses one set of information (e.g. article, chapter, document) at a time. Each source remains distinct.	Combines parts and elements from a variety of sources into one unified entity.
Presents a cursory overview.	Focuses on both main ideas and details.
Demonstrates an understanding of the overall meaning.	Achieves new insight.

-Source: Eaton, S. (2010). *Reading strategies: Differences between summarizing and synthesizing*. <https://drsaraheaton.wordpress.com/2010/09/29/reading-strategies-differneces-between-summarizing-and-synthesizing/>

Plagiarism, quotes, paraphrasing, and citing

7. Explain that there are several ways to present evidence from multiple sources. Besides synthesis as text in the body of your paper, you can also use a quote or paraphrase. Sometimes you might include graphs, charts, or tables; excerpts from an interview; or photographs or illustrations with accompanying captions.
8. Review the slide content and ensure that participants understand the terms.
9. Point out that plagiarism is illegal and an indicator of low professionalism and ethics. **Note to Facilitator:** You may not need to spend much time on this concept. It is included because early trainings revealed some participants misunderstood how copying text is not acceptable.

Tips for quotes and paraphrasing

When you quote, you are reproducing another writer's words exactly as they appear on the page. Here are some tips to help you decide when to use quotations:

10. Quote if you can't say it any better and the author's words are particularly brilliant, witty, edgy, distinctive, a good illustration of a point you're making, or otherwise interesting.
11. Quote if you are using a particularly authoritative source and you need the author's expertise to back up your point.
12. Quote if you are analyzing diction, tone, or a writer's use of a specific word or phrase.
13. Quote if you are taking a position that relies on the reader understanding exactly what another writer says about the topic.

When might you want to paraphrase?

When you paraphrase, you take a specific section of a text and put it into your own words. Putting it into your own words doesn't mean just changing or rearranging a few of the author's words: to paraphrase well and avoid plagiarism, try setting your source aside and restating the sentence or paragraph you have just read, as though you were describing it to another person. Paraphrasing is different than summary because a paraphrase focuses on a particular, fairly short bit of text (like a phrase, sentence, or paragraph).

14. Paraphrase when you want to introduce a writer's position, but his or her original words aren't special enough to quote.
15. Paraphrase when you are supporting a particular point and need to draw on a certain place in a text that supports your point—for example, when one paragraph in a source is especially relevant.
16. Paraphrase when you want to present a writer's view on a topic that differs from your position or that of another writer; you can then refute writer's specific points in your own words after you paraphrase.
17. Paraphrase when you want to comment on a particular example that another writer uses.
18. Paraphrase when you need to present information that's unlikely to be questioned.

Citations

19. When in doubt, cite. Use the style and standards set by your institution, professional field, or recipient.
20. Indicate when you are paraphrasing someone else's text by citing your source correctly, just as you would with a quotation.

B. Practical Application Exercise 4: Synthesizing evidence of key findings from difference sources into brief summaries [2 hours 30 min]

1. Refer participants to locate Module 4 Worksheet on Synthesizing evidence and writing actionable recommendations.

Note to facilitator: This worksheet covers both Practical Application Exercise 4 and 5.

2. Explain that participants will review and provide a critical summary of key findings, implications and recommendations from the research documents they appraised. This exercise builds on the exercise done after the previous module on Appraising research evidence, during which participants assessed the strength of the research evidence they found for answering their research question.
3. Go round with other facilitators to review participants' progress on

reviewing and synthesizing evidence and provide critical feedback to each participant.

4. After all participants have received feedback, transition to next topic/activity by noting that we will now move into refining our recommendations from the synthesis exercise into actionable recommendations.

Module 4

ACTIVITY C: WRITING ACTIONABLE RECOMMENDATIONS

ACTIVITY OBJECTIVES

At the end of this activity participants will:

- Describe what makes policy recommendations ‘actionable’

TIME

2 hours

ACTIVITIES

- A. Writing actionable recommendations – Interactive presentation [15 min]
- B. Practical Application Exercise 5: Writing actionable recommendations [30 min]
- C. Participant presentation of findings and actionable recommendations to whole group & feedback [1 hour 15 min]

MATERIALS

- Module 4 PowerPoint
- Computers

STEPS

A. Writing actionable recommendations – Interactive presentation [15 min]

1. Ask volunteers to define a policy recommendation.
2. Use a **slide** to review the definition and examples of a policy recommendation (below).

A policy recommendation is simply written policy advice prepared for some group or individual that has the authority to make decisions, whether that is a Cabinet, council, committee or other body. Policy recommendations are in many ways the chief

product of the on-going work of government managers to create and administer public policy.

Examples of policy recommendations:

- As a global public health recommendation, infants should be exclusively breastfed for the first six months of life to achieve optimal growth, development and health.
 - Require hospitals to establish representative Pharmacy and Therapeutics Committees with defined responsibilities for monitoring and promoting quality use of medicines.
 - WHO's 2012 task sharing recommendations to allow:
 - clinical officers to provide tubal ligation and vasectomy services
 - auxiliary midwives to offer implants and IUDs in the context of targeted supervision and monitoring and evaluation
 - Community health workers to provide injectables in the context of targeted supervision.
3. Use slide and make the points about needing to fully understand all the possible options before making recommendations. Cover these points:
 - a. When making specific recommendations, you should know what the current situation is – what is working and not working – as well as the evidence for other policy options and recommendations in addition to yours.
 - b. This type of analysis can improve the recommendations you propose and give them credibility.
 - c. It also allows you to effectively respond to counter-arguments or competing recommendations.
 4. Refer participants to the ODI Handout on '*How to Write a Policy Recommendation*' in their Participant's Guide. If there is time use this handout to discuss with participants the tips in writing actionable policy recommendations.

B. Practical Application Exercise 5: Writing actionable recommendations [30 min]

1. Based on the summary of key findings and implications you developed in the previous exercise, develop 3-5 policy recommendations for tackling your policy question/issue

C. Presentation of key findings and recommendations to whole group & feedback [1 hour 15 min]

1. Each participant presents their key findings (from the synthesis exercise) and 3-5 recommendations and receive feedback from the group.

Module 4

ACTIVITY D: WRITING POLICY BRIEFS

ACTIVITY OBJECTIVES

At the end of this module participants will:

- Know functions and key elements of a policy brief
- Demonstrate evidence synthesis and draft a policy brief on their issue

TIME

4 hours 20 min

ACTIVITIES

1. Introduction to policy briefs: Function and elements [25 min]
2. Video and discussion on writing policy briefs [25 min]
3. Small group work: Participants critique two policy briefs [25 min]
4. Practical Application Exercise 6: Write a draft policy brief [2 hours 30 min]
5. Participants receive individual feedback on their draft policy briefs [40 min]

MATERIALS

- Module 4 PowerPoint
- Video file
- Projection equipment
- Computers
- Handouts

 **STEPS**

A. Introduction to Policy Briefs: Function and elements [25 min]

1. Ask participants to share what they know about policy briefs – and for what is included in a policy brief and sometimes how they are used. Ask them what a policy brief is not. Compare and contrast with the definition below:

Policy briefs are concise, stand-alone documents focussing on a particular issue requiring policy attention. They can be particularly effective in bridging the research and policy divide.
[slide]

Typical policy briefs have four main functions to:

1. Explain and convey the urgency of the issue;
2. Present policy recommendations or implications on the issue;
3. Provide evidence to support the reasoning behind those recommendations;
4. Point the reader to additional resources on the issue.

[slide]

2. Make the point that policy briefs remain an important research product for use by policymakers. Also, note that in the SECURE Health needs assessment exercise, many technical staff within MoH and parliament indicated that they require skills in developing policy briefs to be able to take up evidence and present it to senior policymakers.
3. Review the objectives of the module.
4. Make the point that although this module will focus on equipping participants with skills in developing policy briefs, this support will continue well after the end of the training through the SECURE Health program's training follow-up program for 12 months, during which participants will be supported to complete their policy briefs and share these with senior officials in MoH and parliament.

What do policymakers want to see in a Policy Brief?

1. Use slides and ask participants what they believe policymakers want to have in a policy brief?
2. Compare and contrast with guidance below/on **slide**. What policymakers want from evidence briefs
 1. A short, visually appealing document that is concise, quick to read and easy to understand.
 2. Content that is immediately useful and relevant to operational

work.

3. A visual or diagram mapping the evidence. These can take many forms, but the most helpful diagrams summarise the evidence for and against particular interventions, and indicate the quality of this evidence.
4. A clear, accessible key messages section.
5. References – with hyperlinks where possible – to allow readers to follow up information and access sources of evidence.
6. Details about the evidence context – which countries and regions do particular findings relate to?"

- Source: UKAID (2013). *Research Uptake Guidance: A guide for DFID-funded research programmes.* https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/200088/Research_uptake_guidance.pdf

Structure of Policy Briefs

3. Ask participants to comment on both the format/structure of a policy brief and the content.
4. Write answers on chart paper or compare and contrast with the list below. Note that this information is in their Participant's Guide for reference later.
5. Use **slides** and refer participants to the Handout (*Module 4 Handout – Key elements of you policy brief*) to review the content and structure of a policy brief with participants.
6. Engage in a discussion on the features of a policy brief and the content of each subsection of a policy brief.
7. Point out that in addition, a policy brief may contain the following:
 - Boxes and sidebars
 - Tables
 - Graphics
 - Photographs
 - Authors
 - Acknowledgements
 - Publication details
 - References
8. Note that there is more good material on writing a policy brief from the organization, Research to Action:
<http://www.researchtoaction.org/howto/policy-briefs-2/>

Writing a Policy Brief

1. Make the point that: you will need to plan both the content and format of your brief. Generally, policy briefs are four pages in length (around 2,200 words, including references and tables).

2. Refer participants to the ODI Handout on '*How to Write a Policy Brief*' in their Participant's Guide.
3. Use this Handout to discuss the steps in developing a policy brief.

B. Video on the Art and Craft of Policy Briefs [25]

1. Introduce the video. The Women's and Children's Health Policy Center (WCHPC) at the Johns Hopkins Bloomberg School of Public Health has developed a video that we found useful in highlighting key points to bear in mind as you write your policy brief. Watch the video, the '*Art and Craft of Policy Briefs: Translating science and engaging stakeholders*' at: http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/video
2. After watching the video, ask participants to share some of the key messages from the video on writing policy briefs.

C. Small group work: Critiquing Policy Briefs [20 min]

1. Share instructions and then split into four (4) groups.
2. Hand out or refer participants to the handout in their Participant's Guide, *Key Elements of your Policy Brief (Module 4 Handout – Key elements of you policy brief)*, which outlines the structure and components of a policy brief and includes the table below.
3. Explain that this handout will be used as a checklist for participants to assess the sample policy briefs provided for critique in groups. It will also be used to guide the development of their own policy brief during the practical exercise activity.
4. In groups, hand each group a sample policy brief and ask them to spend ten (10) minutes critiquing the sample brief. Copies of the sample briefs are only available in the Facilitator's Guide, and they include:
 - Investments in Family Planning will Stimulate Socio-Economic Development in Africa (AFIDEP Policy Brief)
 - Food Security (FAO Policy Brief)
 - Facilitating Fertility Decline to Maximise on the Window of Opportunity (NCPD Policy Brief)
 - Sexuality Education: What is its Impact (UNFPA/WHO Policy Brief)

There is also a handout critiquing these briefs for your guidance in

providing feedback to the groups on each of the policy briefs (i.e., *Handout: Critique of Sample Policy Briefs*). This handout is, however, not posted on the online platform to avoid learners accessing this, which would defeat the purpose of this exercise. Please request for this handout prior to the training workshop from the developers of this curriculum on (eipmcourse@afidep.org, +254-20-203-9510/434-3116/434-3117).

Note to facilitator: If there is only one facilitator, then s/he should walk around during the ten minutes to follow (and guide where necessary) the arguments of participants. If there are more than one facilitator, then each facilitator should join a group and follow their discussions as well as provide guidance where necessary.

5. At the end of the ten minutes, have each group present a three-minute (3) summary of their assessment of the brief. As each group presents, the facilitator should provide feedback on their assessment based on the handout (noted above) as well as on his or her own prior assessment of the briefs guided by the Handout 4, *Key Elements of your Policy Brief*.

-Sources: -Global Debate & Public Policy Challenge (no date). *Writing Guidelines: Policy Brief*. <http://gdppc.idebate.org/content/writing-guidelines-policy-brief>

-CBMS Network Coordinating Team (no date) *Guidelines for Writing a Policy Brief*. https://www.pep-net.org/sites/pep-net.org/files/typo3doc/pdf/CBMS_country_proj_profiles/Philippines/CBMS_forms/Guidelines_for_Writing_a_Policy_Brief.pdf

D. Practical Application Exercise 6:

Part 1: Write a draft policy brief [2 hours 30 min]

1. Make the point that this exercise is building onto the earlier exercises on writing summary syntheses of findings and actionable recommendations. Thus, participants use these their 'products' from these exercises to start drafting their policy briefs.
2. Acknowledge that policy briefs come in a wide variety of styles and that the policy briefs we have looked at as examples are final products. The work participants do in this training is clearly not final so when using a checklist like, Module 4 Handout 3 - Checklist for an Effective Policy Brief, some components can be ignored for now (e.g., graphics, white space, data presentation).
3. Participants write the first draft of their Policy Brief [2 hours 30 min]

Part 2: Participants receive individual feedback on their draft policy briefs [40 min]

1. Facilitators meet with each participant to review and discuss key sections of the participant's policy briefs and provide individualized feedback.

Module 4

ACTIVITY D: PREPARING AN ELEVATOR PITCH

ACTIVITY OBJECTIVES

At the end of this activity participants will:

- Use the 'elevator pitch' strategy to effectively deliver key messages about their policy issue

TIME

1 hours 25 min

ACTIVITIES

- A. Writing an elevator pitch – group brainstorm, interactive presentation and demonstration [15 min]
- B. Practical Application Exercise 7: Writing an Elevator Pitch [30 min]
- C. Role play: Delivering an Elevator Pitch in 2 groups [20 min]
- D. Participants revise their Elevator Pitch [20 min]

MATERIALS

- Module 4 PowerPoint
- Computers
- Handouts, worksheet

STEPS

A. Writing an elevator pitch – group brainstorm, interactive presentation, demonstration [15 min]

1. Pose the question 'what is an elevator pitch?' to participants to initiate some discussion around this. Ask if any participants have developed an elevator pitch before and if they can share their experiences with this.
2. Using slides, define an elevator pitch and cover these points:
 - An elevator pitch (or elevator speech) is a brief, persuasive speech that you use to spark interest in a policy issue you are concerned about. Elevator pitch is commonly used in the business and corporate world, but it can also be drawn upon by professionals in the public and NGO sector. A good elevator pitch should last no longer than a short elevator ride of 20-60 seconds, hence the name.

- Some may know this type of speech to be called “a pitch, snapshot or 1-minute message”.
 - An elevator pitch should be **interesting**, **memorable**, and **succinct**.
 - As you develop your elevator pitch, think about the audience – what is the hook that will get them interested in your issue:
 - What is it for your audience?
 - Why should they listen to you?
 - An elevator pitch should weave these within the pitch:
 - Have a ‘hook’
 - Should have passion
 - It should end with a request - of what you want from the audience (a meeting to discuss the issue in a bid more depth)
 - An important aspect of developing an effective elevator pitch is to practice, practice, practice!
3. Model the Evidence-Informed Policy Making Elevator Pitch
1. Participants will watch the facilitator deliver the SECURE Health’s elevator pitch on the importance of strengthening capacity for evidence use within the Ministry of Health.
 2. Note that we prepared an example elevator pitch using EIPM as the topic. They have this in their Participant’s Guide and can use it on the job to advocate for increased use of evidence in policy making.
 3. Model this to the group.

Example EIPM Elevator Pitch:

Problem:

Governments cannot create effective policies without accurate, high quality knowledge and information. Yet too often there are unfortunate gaps between what we know and what we do. In the real world, evidence often competes with many other considerations in policy making, including ideology, politics, personal experience, intuition, and special interests.

Solution:

So it’s very exciting that policymakers globally and in Africa are increasingly recognizing the importance of using evidence as part of their decision-making processes. In fact, a whole movement has grown out of this recognition, known as “evidence-informed policy making”. What this means is that policymakers are starting with a decision point,

and then considering how different forms of evidence can feed into eventually making the optimal choice, based on the best information available.

Relevance:

All sorts of policy decisions can be informed and therefore improved by using this approach, including revealing particular problems, identifying the most powerful solutions to those problems, and determining which approaches will have the highest impact from the investment. The advantages to using this evidence-informed approach are well documented, and hold a lot of potential for us in our own work.

The ask:

I wonder if you'd be interested in a longer conversation about what I'm learning about the skills used in this approach, like accessing, appraising, and synthesizing evidence?

4. Conclude with an important point to bear in mind when developing your elevator pitch based on your Policy Brief: Focus on 3 main messages:
 1. Problem
 2. Supporting evidence
 3. Recommendation

3. Practical Application Exercise 7:

Part 1: Developing an Elevator Pitch and Practice [30 min]

1. Based on your draft Policy Brief, develop an elevator pitch for one of your key primary audiences (e.g. Cabinet Secretary for Health, the Principal Secretary, the Director of Medical Services, the Speaker of Parliament, the Chair of the Parliamentary Health Committee, etc).
2. Refer participants to the worksheet in Participant's Guide on Elevator Pitch.

Part 2: Participants role play their draft elevator pitches [40 min]

1. Break participants into 2 groups. Have one person play a Minister and the other a policymaker or advocate.
2. Set up the role plays by asking participants to imagine: As you step into the elevator, you suddenly realize you are alone with the Minister of Health. This is your only opportunity to get his/her attention about your issue. You only have 60 seconds before the Minister will reach his/her stop and leave the elevator – can you convey your point in time?

3. Participants revise their elevator pitches based on the feedback received from group members and facilitators. [20 min]

Module 4

ACTIVITY F: EFFECTIVE PRESENTATIONS, CHARTS AND GRAPHS

ACTIVITY OBJECTIVES

At the end of this activity participants will:

- Identify tips for effective presentations

TIME

5 min

ACTIVITIES

- A. Tips for preparing effective presentations [2 min]
- B. Tips for using charts and graphs [2 min]

MATERIALS

- Module 4 PowerPoint

STEPS

Note to Facilitator: This presentation and set of slides was not used in training to-date due to time and competing priorities; however, we kept it in the curricula and created just two (2) slides with key point. There are additional slides in the "extra slides" section of PowerPoint deck. Decide if there is need or time to review these tips. Refer participants to read the tips in their guides.

A. Tips for Developing an Effective Powerpoint Presentation – and presenting [2 min]

1. Make the following points using slides
 - a. In three words the best advice is: Less is more
 - b. In a single word: Practice

2. Cover these points:
 - Keep the number of slides to a minimum
 - Limit the information on the slide to a single point or idea --- no more than 5 lines
 - Keep slides simple with plenty of open space
 - Use “powerful” titles that communicate the point of the slide
 - Use ‘power-points’ not sentences – one 1 line
 - Use visuals – graphics, pictures
 - Simplicity
 - Large readable type
 - Strong color contrast
 - Use slide master to create consistent slides

Tips for Delivering an Effective PowerPoint Presentation

- Practice
- Show up early your equipment works
- Test your presentation on the actual presentation computer – don’t assume it will work
- Don’t read the presentation – practice so that you can deliver from the ‘power-points’ without reading word by word
- One slide per minute
- Stay on time
- Turn your screen saver off
- Monitor your audience’s behavior
- Avoid moving the pointer unconsciously
- Ask your audience to hold questions till the end

Tips for conveying your message

- Appearance counts!
- Clarity & brevity
- Timeliness & timing
- Credibility & trustworthiness

B. Tips for using Charts and Graphs [2 min] [slides]

1. Begin by noting that we have identified visuals as an essential element in policy briefs, so we will have a few quick points on this topic.
2. Note that there is more helpful information in their Participant’s Guide and on the Internet. We do not have time to train on developing charts and graphs in this training (those can be multi-day trainings), but here are some tips for making the most of this type of graphic.
3. Show **[slides]** of examples of good and bad graphics and ask

the group to comment and decide which one is better and why.

C. Three simple design tips to help you make simpler charts:

1. TIP #1: Make friends with white space.

The human brain uses contrast to distinguish objects from one another. White space is one of the easiest, most elegant design tools that creates this contrast and increases the likelihood that your audience will grasp the point you're trying to make.

2. TIP #2: Don't just share data. MAKE MEANING!

It's common practice for charts to be labelled with a sentence that simply describes what data is being presented. What's the core point you're trying to make? What action do you want your audience to take as a result of seeing this data?

3. TIP #3: Serve bite-size pieces.

Nobody likes biting off more than they can chew.

-Source: Kagan, M. (2011). *3 Simple Design Tips to Make Charts That Don't Suck*. <http://blog.hubspot.com/blog/tabid/6307/bid/26244/3-Simple-Design-Tips-to-Make-Charts-That-Don-t-Suck.aspx>

Ultimately:

- Keep it simple – avoid complexity in graphs/charts
- Focus on key information – one message per chart/graph
- Have clear labels & legends
- Don't use a chart/graph if you don't have to

Module 4

ACTIVITY G: MODULE REFLECTION AND EVALUATION



TIME

15 min

ACTIVITIES

- A. Reflection Notebook
- B. Module Evaluation



MATERIALS

- Notebooks, paper, or Participant Guides for reflection notes
- Module objectives slide
- Evaluation form



STEPS

A. Reflection: Notebook

1. Explain that for this reflection activity, participants will take a few minutes to write down and track key points to remember, how their learning could be applied in their jobs, tasks or “to do’s” for later, and outstanding questions that need more attention.
2. Share that this activity can be 100% confidential if they choose – they do not need to share their notebooks or written reflections.
3. Have participants use blank pages in the Participants Guide, their own notebooks, or other blank pages to reflect and make notes on the module.

4. Explain that there is value in returning to one's written notes at a later point in time or after the workshop. Points and notes written in their own language may come in handy for: making a debrief at their workplaces; reminding themselves of tasks or priorities they want to continue exploring; or communicating to the facilitators where they need more help.
5. If needed, writing prompts might include the following. Create a slide for these or write on chart paper:
 - What did you learn that you can use in your work place?
 - What would you share in a debrief at your work place?
 - Are there sub-topics from that module you want to explore more?
 - What ideas did this module generate for you?
 - Are there tasks or “to-do’s” you want to follow up on later?
 - Are there topics or areas you want to clarify with the facilitator or group?

B. Module Evaluation

1. Ensure that the slide with the module objectives is shown or otherwise reviewed.
2. Hand out the evaluation forms and remind participants that their feedback is valued and will be used. The facilitators will review feedback daily. Their names on the forms are optional.