

VAKA
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MODULE 1

INTRODUCTION TO EVIDENCE-INFORMED POLICY MAKING



This trainer manual forms part of the VakaYiko Evidence-Informed Policy Making Toolkit. The Toolkit aims to support skills development and practical processes for evidence-informed policy making in public institutions in developing countries. It consists of a training course, a series of practical handbooks, and a range of informational and promotional materials.

This is the first in a four-part series of guidance notes for trainers. The complete Toolkit can be found on the INASP website here:

www.inasp.info/vytoolkit



Duration	Approx. 2 days [605–850 mins]
Aim	To introduce learners to the concept of evidence-informed policy making (EIPM), and reflect on the role of evidence in the policy-making process and learners' contribution to this.
Rationale	In this module, learners are encouraged to reflect on their own experiences and how EIPM concepts and processes are applied or not in their workplace.
Learning objectives	<p>By the end of the module, learners will be able to:</p> <ul style="list-style-type: none"> • clarify key concepts related to evidence and its use in policy making; • explain how policy processes unfold in complex environments with multiple competing interests and identify their own role within this process; • explain how research evidence informs policy making and what its benefits are; • identify challenges of using evidence, with the aim of overcoming them.
Key learning points	<ul style="list-style-type: none"> • The policy process is complex, multifactorial and non-linear, involving multiple stakeholders with different interests. No matter how small one's role in the civil service, all contribute to policy making. • EIPM considers different types of evidence from a broad range of sources as part of a process that also takes into account other factors such as political realities and public debates. • We identify four main types of evidence used in policy: citizen evidence, data, research evidence and practice-informed evidence. Effective EIPM should combine these different types. • Research evidence is a crucial part of the spectrum of evidence and has unique values which complement the other types of evidence. Understanding the range of factors affecting the use of research evidence makes us better positioned to exploit opportunities to use evidence and address challenges.
Establish links	Needs assessment and/or sensitization workshop/course application process.
Workshop pre-requisites	<ul style="list-style-type: none"> • Learners bring a policy document (memo, brief, report, case study, fact sheet etc.) that they have recently prepared in their work and can adapt and improve throughout the course. • Learners bring their own institutional guidelines or policies that govern how they write policy briefs, reports etc.
Resources	<ul style="list-style-type: none"> • Projector and laptop for PowerPoint (PPT) presentation. • Flipchart paper and different-coloured pens. • Sticking tape. • Small cards ('exit cards') and pads of two different-coloured sticky notes.

TOPIC 1 p.18	THE POLICY-DEVELOPMENT PROCESS	[185–265 MINS]
	ACTIVITIES:	
	M1-T1-A1 What learners know and want to know (the 'What Table')	[20–25 mins]
	M1-T1-A2 What is policy?	[25–40 mins]
	M1-T1-A3 What is the policy/decision-making process like?	[40–50 mins]
	M1-T1-A4 [Optional] External speaker presentation on the policy making process	[60–90 mins]
	M1-T1-A5 Written reflection on a policy process	[25–40 mins]
	M1-T1-A6 What learners have learnt and how they will apply it (the 'What Table')	[5–10 mins]
	M1-T1-A7 Introduction to action plans	[15–20 mins]
	HANDOUTS:	
	M1-T1-H1 Reflection on a policy process	
	M1-T1-H2 Action plan template	
TOPIC 2 p.23	WHAT IS EVIDENCE, AND WHAT IS EIPM?	[135–185 MINS]
	ACTIVITIES:	
	M1-T2-A1 What is evidence?	[20–30 mins]
	M1-T2-A2 Case studies	[40–45 mins]
	M1-T2-A3 What specific decisions can evidence help with?	[15–20 mins]
	M1-T2-A4 [Optional] External speaker presentation on the value of evidence	[60–90 mins]
	M1-T1-A5 What learners have learnt and how they will apply it (the 'What Table')	[5–10 mins]
	Optional Videos	
	HANDOUTS:	
	M1-T2-H1 What is evidence?	
	M1-T2-H2 Case studies	

TOPIC 3 p.27	TYPES OF EVIDENCE	[75–95 MINS]
	ACTIVITIES:	
	M1-T3-A1 Case studies [10–15 mins]	
	M1-T3-A2 Types of evidence – scenarios [50–60 mins]	
	M1-T3-A3 Types of evidence – policy documents [15–20 mins]	
	M1-T1-A4 What learners have learnt and how they will apply it (the ‘What Table’) [5–10 mins]	
	HANDOUTS:	
	M1-T2-H2 Case studies	
	M1-T3-H1a Scenarios – parliament	
	M1-T3-H1b Scenarios – civil servants	
TOPIC 4 p.31	RESEARCH EVIDENCE IN POLICY MAKING	[210–285 MINS]
	ACTIVITIES:	
	M1-T4-A1 How do you feel about research? [10–15 mins]	
	M1-T4-A2 Which research projects have influenced you? [5–10 mins]	
	M1-T4-A3 Benefits of using research evidence (part 1) [45–60 mins]	
	M1-T4-A4 Benefits of using research evidence (part 2) [40–50 mins]	
	M1-T4-A5 Challenges that hinder and factors that encourage the use of research evidence in policy making [50–60 mins]	
	M1-T4-A7 [Optional] External speaker presentation on the value of research [60–90 mins]	
	M1-T1-A8 What learners have learnt and how they will apply it (the ‘What Table’) [5–10 mins]	
	Optional Videos	
	HANDOUTS:	
	M1-T4-H1 Benefits research evidence (1)	
	M1-T4-H2 Benefits research evidence (2)	
Action plan and review activities (trainer to build in)	<ul style="list-style-type: none"> • Reflection on action plans (to be carried out at flashpoints suggested throughout the course) [5–10 mins] • Exit cards (to be carried out at the end of each day) [5–10 mins] • Review of Module 1 (to be carried out at the end of the Module 1) [10–15 mins] 	

Further reading

Africa Evidence Network

An online network of people (researchers, NGOs, government) with an interest in producing evidence and using it in policy making:

www.africaevidencenetwork.org

Bridging Research and Policy: Insights from 50 Case Studies

This paper gathers insights from EIPM processes all over the world and includes a useful summary of examples of EIPM at the end:

www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/180.pdf

Duncan Green on the **politics of results and evidence**:

www.oxfamblogs.org/fp2p/icymi-best-of-this-summer-book-reviews-the-politics-of-evidence

Evidence Based Policy in Development Network (EBPDN)

A global network of people who work in think tanks, NGOs, and policy research institutes from around the world.

Free to join: www.partnerplatform.org/ebpdn

Knowledge Sector Initiative

Insights on EIPM in Indonesia:

www.ksi-indonesia.org/index.php/publications/2015/08/10/14/diagnostic-studies-on-the-knowledge-sector.html

Louise Shaxson shares insights from her experience working on EIPM with the UK Department for Environment, Food and Rural Affairs: www.alliance4usefulevidence.org/persistence-pays-lessons-from-a-uk-department-on-evidence-informed-policy-making-2

A **reading list on EIPM** from Research to Action:

www.researchtoaction.org/2015/09/building-capacity-around-demand-eipm-resource-list

TOPIC 1

THE POLICY-DEVELOPMENT PROCESS

MODULE 1 LEARNING OBJECTIVES RELEVANT TO TOPIC 1

By the end of this topic learners will be able to:

- Clarify key concepts related to evidence and its use in policy making i.e. policy
- Explain how policy processes unfold in complex environments with multiple competing interests and identify their own role within this process

READ & REFLECT



WHAT IS POLICY?

Based on International Livestock Research Institute, 1995: Section 1.3.

The word 'policy' is difficult to define and has many different meanings. Webster's dictionary offers the following definitions:

- A definite course or method of action selected (by government, institution, group or individual) from among alternatives and in the light of given conditions to guide and, usually, to determine present and future decisions.
- A specific decision or set of decisions designed to carry out such a course of action.
- Such a specific decision or set of decisions together with the related actions designed to implement them.
- A projected programme consisting of desired objectives and the means to achieve them.

We use the following working definition of policy:

“A policy is a principle or a course of action adopted by an institution or individual. Policies may either aim to maintain the status quo or bring about change.”

MacDonald, 2005: 21.



LIVESTOCK POLICIES IN SUB-SAHARAN AFRICA

In sub-Saharan Africa, livestock policy may mean either a **complete package of decisions covering all aspects** of the livestock subsector, or a **particular set of decisions dealing with a single aspect**. Examples of the former are the Livestock Policy of Tanzania and the National Livestock Development Policy of Kenya. Examples of the latter are:

- Livestock-related land-tenure policies, such as the Tribal Grazing Land Policy of Botswana, or the policies and related laws covering grazing reserves in Nigeria or group ranches in Kenya.
- Pricing policies, such as those embodied in the purchase prices established by the Cold Storage Commission in Zimbabwe or the Meat Commission in Kenya.
- Disease-control policies, as for foot-and-mouth disease in Botswana, Zimbabwe and Kenya.

Source: ILRI, 1995.

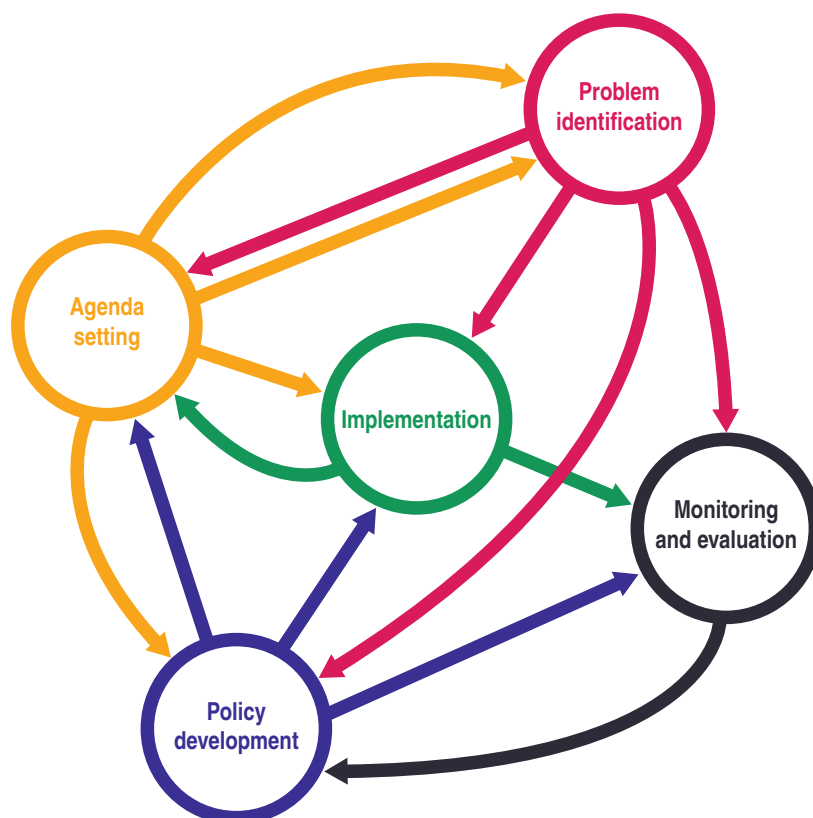
FIGURE 1
THE POLICY-DEVELOPMENT PROCESS IN THEORY



While most policy processes involve sequential stages **from agenda setting through decision-making to implementation and evaluation**, some stages take a very long time, and sometimes several stages occur simultaneously. For example, three steps of the process – agenda setting, policy formulation and decision-making – might happen simultaneously, and some steps such as consultation or monitoring may be skipped entirely. The political, social and economic contexts surrounding policy making mean that, in practice, it rarely happens according to a formal cycle.

The policy process can be defined as **complex, multifactorial and nonlinear** (Davies, 2005a).

FIGURE 2
THE POLICY-DEVELOPMENT PROCESS IN PRACTICE



WHO IS INVOLVED IN THE POLICY PROCESS?

A very broad range of stakeholders are involved in the policy-making process, both formally and informally. Different parts of government are involved at different stages. For example, the cabinet would usually focus more on decision-making and agenda setting, while parliament would focus on scrutinizing the government's decisions and building legislative frameworks. Civil servants play a key role in the policy-making process, as they support decision-makers in policy formulation as well as implementing the policies they establish.

International and regional frameworks such as the European Union, United Nations and African Union, and specific initiatives such as those on climate (Rio+20) and gender (Beijing Platform for Action) also affect policy.

Other stakeholders such as the private sector, NGOs, donors, multilateral organizations, think tanks and the media influence policy development in many different ways. Some of this influence may come through formal consultative channels, but many channels of influence are unpredictable, informal and difficult to map.

Each of these different actors is pursuing their own agenda, and attempting to influence other stakeholders as well as the government. Evidence is one of the tools used by stakeholders throughout the policy-making process. Each of the stakeholders, including the government, produces and uses different types of evidence at multiple points throughout the policy-making process.

FIGURE 3
STAKEHOLDERS IN THE POLICY DEVELOPMENT PROCESS



REFLECTION POINT

In your experience, how is evidence used in policy-making processes within your sector?

KEY LEARNING POINT

The policy-development process is complex, multifactorial and non-linear, involving multiple stakeholders with different interests, who all produce and use evidence as a tool for influence throughout the process. No matter how small one's role in the civil service, all civil servants contribute to policy making.

RECOMMENDED ACTIVITIES

PREPARATION



- Write the module learning objectives on a flipchart and leave them displayed throughout so that they can be referred to at the start of each topic.
- Write up the policy definition (possible course definition) on flipchart paper ready for activity **M1-T1-A2**.
- Write up task instructions for activity **M1-T1-A3** on a flipchart.
- For optional activity **M1-T1-A4**, invite a senior policymaker or stakeholder to talk to the group about the policy-making process in the country. It is important that the speaker is **prepared carefully in advance** so that they use the same terminology and draw on content relevant to this topic.
- Print out handout **M1-T1-H1. Reflection on a policy process**, one per learner, for activity **M1-T1-A5**.
- Print out for each learner the template in **M1-T1-H2. Action plan template for Introduction to action plans**.
- Write up questions for review activity **Exit cards** on a flipchart and label exit cards (three per learner).

M1-T1-A1.

WHAT LEARNERS KNOW AND WANT TO KNOW (THE 'WHAT TABLE')

[20–25 minutes]

1. Draw a four-column table on the flipchart. Label the first column "What do I know about EIPM?", the second column "What do I want to know about EIPM?", the third column "What have I learnt about EIPM?" and the fourth column "How will I apply what I have learnt at my workplace?".
2. Ask each learner to do the same on an A4 sheet of paper and to fill out the first and the second columns: "What do I know about EIPM?" and "What do I want to know about EIPM?"
3. Ask two or three learners to share what they know and want to know about EIPM and refer them to the topics graphic on the PPT slide in annex M1ppt. Introduction and concepts – slide 3.
4. Tell learners that they will individually check their learning at the end of each topic of this module and will note down in the third column "What have I learnt about EIPM?" and the fourth column "How will I apply what I have learnt at my workplace?".

M1-T1-A2.

WHAT IS POLICY?

[25–40 minutes]

1. Explain that the word 'policy' can have many different meanings, so as a group we are going to agree on a common working definition which will be adopted for the rest of the course.
2. Put learners into groups of four or five and ask them to discuss the question "What is policy?" and agree on one definition, which they will write down on flipchart paper and display on the wall.
3. Ask the learners (in the same groups) to walk around the room, read the different definitions and put a star (on behalf of their group, not individually) next to their favourite definition and be prepared to explain their reasons why.
4. Ask each group to briefly share the definition they selected and their reasons why.
5. If necessary, reveal the policy definition on the pre-prepared flipchart, as an alternative definition and/or if there is no consensus on one favourite definition.

M1-T1-A3.

WHAT IS THE POLICY/DECISION-MAKING PROCESS LIKE?

[40–50 minutes]

1. Explain that the first step of the policy process is to acknowledge how decisions (policies) are made in learners' ministries, sectors or countries.
2. In groups of four (organized by the same sectors, ministries or country), ask learners to:
 - draw a diagram of the steps that policy/decision-making processes follow in their ministry or country; and
 - include the range of different stakeholders involved in the processes.
3. Ask each group to display their diagrams on the walls and present their work; the other groups are invited to comment and ask questions.
4. Invite learners to discuss in their groups where each of them would place themselves in their diagrams of the policy-making process.
5. Introduce and discuss the diagram of the policy cycle on the PPT slide 4 in annex **M1ppt. Introduction and concepts**.
6. Ask learners if there are any similarities/differences between the diagram on the slide and their own diagrams.

RECOMMENDED ACTIVITIES CONTINUED

M1-T1-A4. [OPTIONAL]**EXTERNAL SPEAKER
PRESENTATION ON POLICY-
MAKING PROCESS****[60–90 minutes]**

1. An invited senior policymaker or stakeholder makes a presentation to the group about the policy-making process in the country.
2. In advance of the presentation, inform the learners of the title of the presentation and ask each learner to write down one question they would like answered in the presentation.
3. After the presentation, open the floor to the learners to ask the senior policymaker any of their questions that have been left unanswered.

**M1-T1-A5.
WRITTEN REFLECTION ON
A POLICY PROCESS****[25–40 minutes]**

1. Hand out the questions in **M1-T1-H1**. **Reflection on a policy process** to each learner, introduce the task and inform the learners that they have the opportunity for individual written feedback if they so wish. For those interested in receiving written feedback, ask the learners to hand in or email their written task at the end of the day's sessions.
2. Learners read the Read & Reflect section and write down or type their answers to the five questions in the handout.

M1-T1-A6.**WHAT LEARNERS HAVE LEARNT
AND HOW THEY WILL APPLY IT
(THE 'WHAT TABLE')****[5–10 minutes]**

1. Ask each learner to make notes in the third and the fourth columns: "What have I learnt", and "How will I apply it?"
2. Tell the learners that they will be invited to share some of their reflections in small groups at the beginning of the following day.

**M1-T1-A7.
INTRODUCTION TO
ACTION PLANS****[15–20 minutes]**

1. Introduce the action plan and template using the slides in annex **M1ppt. Action plans** and handing out the template in **M1-T1-H2. Action plan template**.
2. Explain to learners that they will be gradually building the content of their action plans throughout the course and that short action-planning sessions will be included at flashpoints throughout the course (the trainer can decide at which points or follow the suggested flashpoints in the toolkit). These sessions will give them the opportunity to make notes in their notebooks (rather than the template itself) under the key headings – i.e. challenges and/or ideas to support the use of evidence in policy making and to address the challenges identified.
3. Explain that a longer action-planning session will be built in at the end of the course for learners to reflect on and consolidate their notes then transfer them into the formal action plan. There will also be time in this session to review their plans with the trainer and their peers.

EXIT CARDS**[5–10 minutes]**

1. Carry out this activity at the end of each day.
2. Hand out the pre-prepared exit cards (three per learner) and ask each learner to write answers to the following three questions:
 - A. What helped you learn today?
 - B. What questions of clarification do you have/areas you are unclear on from the sessions covered today?
 - C. What comments or suggestions do you have for the trainers?
3. Gather the completed cards from the learners and explain that their comments will be reviewed after today's sessions and that there will be a short summary and response at the beginning of the following day's sessions.

TOPIC 2

WHAT IS EVIDENCE, AND WHAT IS EVIDENCE- INFORMED POLICY MAKING?

MODULE 1 LEARNING OBJECTIVES RELEVANT TO TOPIC 2

By the end of this topic learners will be able to:

- Clarify key concepts related to evidence and its use in policy making (i.e. evidence and EIPM)

READ & REFLECT



We have seen in Topic 1 that evidence is entangled in the complex and multifactorial policy-making process at multiple points. Evidence is produced by many different stakeholders who use it as a tool to shape their arguments.

Because of this, what we conceive of as evidence is framed by ideas, concepts and narratives, and its interpretation is not neutral. But within this web of competing interests and narratives is valuable evidence that can help to design and implement effective policies. The politicization of the policy landscape, the proliferation of evidence available and the many competing stakeholders, mean that it is important to have a systematic process for gathering, appraising and using evidence.

WHAT IS EVIDENCE FOR POLICY MAKING?

“Evidence for policy making is any information that helps policymakers make decisions and get results that are concrete, manageable and achievable.”

Shaxson, 2005.

Each of the stakeholders in the policy process has their own ideas of what evidence is, and uses their evidence as a tool to shape arguments in the policy-making process.

Policymakers' evidence	Researchers' evidence
Colloquial (narrative)	Scientific
Highly contextual	Generalizable
Policy relevant	Contribution to knowledge
Clear message or response	Caveats and qualifications
Timely	Takes as much time as needed

WHAT IS EVIDENCE-INFORMED POLICY MAKING?

'Evidence-based policy' is a term that came to prominence in the 1990s and was used in particular by health sector organizations such as the World Health Organization.

More recently, and especially in the context of discussions about the use of evidence in different sectors, there has been growing recognition of the fact that evidence is only one of a number of important factors which influence policy making. The expression 'evidence-informed policy' takes this into account. It also points to a more nuanced picture of evidence use, whereby different kinds of research with different points of view all feed into the policy-development process. This is in contrast to the idea of basing decisions on one piece of research or the concept of 'policy influence', which usually looks at once piece of research trying to make its way into policy.

While we recognize that governments may use many different forms of words to describe the use of evidence in policy making, the stimulation of informed debate and support of knowledge-based societies, we use the following definition of evidence-informed policy:

“Evidence-informed policy is that which has considered a broad range of research evidence; evidence from citizens and other stakeholders; and evidence from practice and policy implementation, as part of a process that considers other factors such as political realities and current public debates. We do not see it as a policy that is exclusively based on research, or as being based on one set of findings. We accept that in some cases, research evidence may be considered and rejected; if rejection was based on understanding of the insights that the research offered then we would still consider any resulting policy to be evidence-informed.”

Newman, Fisher and Shaxson, 2012.

“Good governance is the positive exercise of authority. It is characterized by citizen transformation and participation in governance, control of corruption, political stability, and respect for the rule of law, government effectiveness, regulatory quality and **effective knowledge management.**”

Uganda Vision 2040, 2013.

“Against the realisation that weak institutions undermine national development efforts, the government’s Transformation Agenda will aim to strengthen state institutions responsible for development planning and economic management as well as develop efficient mechanisms for citizens’ engagement in the development process. **Evidence-based public policy making** and enhancing development communication will form a major part of these initiatives.”

Ghana Shared Growth and Development Agenda II: 23.

WHY EIPM?

EIPM helps policymakers and providers of services make decisions that are informed by the best available evidence from research and evaluation and other sources. This includes decisions about:

- the nature, size and dynamics of the problem at hand, including its causes and who is most affected by it;
- policy options that might be considered to address the problem;
- effective and ineffective interventions to solve the problem;
- the likely positive and negative consequences of the proposed policy option;
- the intended and unintended consequences of the proposed policy option;
- effective and ineffective modes of delivery and implementation;
- how long the policy will have to run before positive results will be achieved;
- the resources that will be required to implement the policy;
- the costs and benefits of the proposed policy, and on whom these costs and benefits will fall; and
- the sustainability of the policy economically, socially and environmentally.



REFLECTION POINT

What other factors aside from evidence influence policy making in your country?



KEY LEARNING POINT

Evidence-informed policy making considers different types of evidence from a broad range of sources, as part of a process that also considers factors such as political realities and public debates.

RECOMMENDED ACTIVITIES

PREPARATION



- Print out **M1-T2-H1**.
What is evidence? so that there are enough for one handout per group for activity **M1-T2-A1**.
- Print out handout **M1-T2-H2**.
Case studies so that there are enough to hand out, one or two per group, for activity **M1-T2-A2** as well as enough for each learner to take away with them after activity **M1-T3-A1**.
- For *optional* activity **M1-T2-A4**, invite a speaker (ideally from the National Planning Authority or a body responsible for national development plans) to talk to the group on the value of evidence in reaching national development goals. It is important that the speaker is **prepared carefully in advance** so that they use the same terminology and draws on content relevant to this topic.
- Retrieve flipchart paper with questions for review activity **Exit cards** and label exit cards (three per learner).

M1-T2-A1.

WHAT IS EVIDENCE?

[20–30 minutes]

1. Organize learners into groups of four people.
2. Explain to learners that each group has to decide whether two statements written about evidence are true or not and explain why, using real life examples from their own experience/observations as much as possible. Distribute the handout in annex **M1-T2-H1**.
What is evidence?, one per group.
3. Encourage a debate more widely between the groups, asking learners to use real-life examples to back up their points where relevant.
4. Pull out key points from the discussion and conclude that statements in both paragraphs are true in different circumstances.

M1-T2-A2.

CASE STUDIES

[40–45 minutes]



1. Pose the question 'What is evidence-informed policy making?' to the group and invite two to three learners to explain what they understand by the term. Display the definition of EIPM on the PPT slide 8 in annex **M1ppt. Introduction and concepts**. Briefly introduce the definition and explain the difference between evidence-informed and evidence-based policy. Invite any questions of clarification from the group.
2. Put learners into groups of four or three and introduce the task (see handout in annex **M1-T2-H2. Case studies**).
3. Hand out the case studies (one or two handouts per group) and ask each group to be ready to present their answers to the wider group.
4. Invite the groups to briefly share their answers (case study by case study against the longer EIPM definition in the handout). If necessary, help the group to reach consensus and fill any gaps in reasoning.



OPTIONAL VIDEOS

Bridging research and policy making in Indonesia:
www.youtube.com/watch?v=G9llheCvV-c

Challenges and opportunities for evidence-informed policy making in Ghana:
www.youtube.com/watch?v=XjoASxEgNu8

Challenges and opportunities for evidence-informed policy making in Zimbabwe:
www.youtube.com/watch?v=eCPd25kkXL4

Finding a meeting point between policymakers and researchers in Nigeria:
www.youtube.com/watch?v=jpaf-swSp9g

Louise Shaxson: What is Evidence-Informed Policy Making?: www.youtube.com/watch?t=104&v=LJuA6ukpmtc

RECOMMENDED ACTIVITIES CONTINUED

M1-T2-A3. WHAT SPECIFIC DECISIONS CAN EVIDENCE HELP WITH?



[15–20 minutes]

1. Ask each learner to consider and make notes on what specific decisions they think evidence can help with when revising and/or creating a new policy. Ask one to two learners for some brief examples to check their understanding of the task.
2. Once learners have reflected on the task, ask them to pair up and discuss their ideas/ specific decisions with their partner.
3. In plenary, ask each pair to present one or two of their specific decisions (make sure each pair shares new decisions and doesn't simply repeat ones that have already been said), and write them on a flipchart.
4. Display PPT slide 7 in annex **M1ppt. Introduction and concepts** and ask the learners to briefly identify any new decisions they had not thought of and/or any decisions they had identified but were not listed in the PPT.

M1-T2-A4. [OPTIONAL] EXTERNAL SPEAKER PRESENTATION ON VALUE OF EVIDENCE



[60–90 minutes]

1. An invited speaker (ideally from the National Planning Authority or a body responsible for national development plans) presents to the group on the value of evidence in reaching national development goals.
2. In advance of the presentation, inform the learners of the title of the presentation and ask each learner to write down one question they would like answered in the presentation.
3. After the presentation, open the floor to the learners to ask the senior policymaker any of their questions that have been left unanswered.

M1-T2-A5. WHAT LEARNERS HAVE LEARNT AND HOW THEY WILL APPLY IT (THE 'WHAT TABLE')

[5–10 minutes]

1. Ask each learner to make notes in the third and the fourth columns: What have I learnt, and how will I apply it?
2. Tell the learners that they will be invited to share some of their reflections in small groups at the beginning of the following day.

EXIT CARDS



[5–10 minutes]

1. Carry out this activity at the end of each day.
2. Hand out the pre-prepared exit cards (three per learner) and ask each learner to write answers to the following three questions:
 - A. What helped you learn today?
 - B. What questions of clarification do you have/ areas you are unclear on from the sessions covered today?
 - C. What comments or suggestions do you have for the trainers?
3. Gather the completed cards from the learners and explain that their comments will be reviewed after today's sessions and that there will be a short summary and response at the beginning of the following day's sessions.

TOPIC 3

TYPES OF EVIDENCE

MODULE 1 LEARNING OBJECTIVES RELEVANT TO TOPIC 3

By the end of this topic learners will be able to:

- Clarify key concepts related to evidence and its use in policy making (i.e. different types of evidence)

READ & REFLECT



TYPES OF EVIDENCE

Material in this topic has been informed by Jones, Jones, Shaxson and Walker, 2013.

There are multiple types of evidence used for policy making, produced by different stakeholders, and there are many ways to conceptualize these. The following model divides evidence into four categories, which are interlinked and are often used simultaneously.

1. **Data.** This is information collected to be examined, considered and used to help decision-making (Cambridge English Dictionaries, 1990). Data is factual information only, without context. Many different stakeholders in the policy-making process produce different kinds of data, and there are complex debates about the process of gathering data and how to ensure quality.
 - a. **Qualitative data** describes the nature of answers (evidence) in terms of their verbal, written or other descriptive natures. It asks 'who, which, what, when, where and why?' For example, a feedback form using open-ended written answers would produce qualitative data.
 - b. **Quantitative data** is expressed in various measures and indices, and its description and analysis is done by means of statistical methods. It answers 'how many', 'to what extent' or 'how much' questions. For example, a feedback form using tick boxes would produce quantitative data.

FIGURE 4
TYPES OF EVIDENCE



2. **Research evidence.** For the purposes of our approach, we understand research evidence to be that which is **produced through a formal, comprehensive and rigorous process that uses primary and secondary literature and adheres to accepted principles of quality.** Research evidence varies according to sector (social science research is different from natural science research) but has some key common principles, including literature review, methodological rigour, a very specific question or topic, objective treatment of evidence and triangulation of results. Research papers usually combine other kinds of evidence such as data, citizen evidence and practice-informed evidence to build a deep understanding of an issue and explain context and causality. Within this definition, we include peer-reviewed academic work as well as research papers by think tanks, multilaterals and NGOs and evaluations.
3. **Practice-informed evidence is knowledge gained from experience of implementing policy and practice.** Often highly tacit in nature, it is held by individuals and organizations with long histories of tackling an issue, and has its roots in work experience and an understanding of what works and what does not in specific contexts. This type of evidence can be found in formal processes such as programme documents, monitoring and evaluation data, and formal evaluations. It can also be found in informal spaces such as in meetings, stakeholder consultations or roundtables. It is held and produced by all stakeholders involved in the policy process.
4. **Citizen (or participatory) evidence is held by citizens, both individually and collectively, drawing on their daily lives.** It is knowledge of a **place, a culture, people and their challenges**, gained through direct experience. It can be difficult for outsiders to access without considerable sensitivity, but is often brokered through representatives, such as civil society organizations or cultural or religious groups. Citizen evidence may be expressed through the democratic process itself, as well as via stakeholder consultations, social audits and community mapping or monitoring exercises. Too often, however, the actual influence of people's expressed voice is minimal or tokenistic, as some actors hold the power to frame and even marginalize it.

Each of the types of evidence has its own value and complements the others, but evidence-informed policy making would not use any of them in isolation. An over-reliance on research can lead to technocratic policy making with little citizen involvement or practical experience taken into account; citizen evidence may need to be balanced with technical research to prevent more populist approaches to policy making; and policies based solely on what has been shown to be effective may be slow to innovate (Jones, Jones, Shaxson and Walker, 2013). The result of a successful combination of research and participation is an **evidence-informed policy**.

EVIDENCE USE IN GHANA'S PARLIAMENT

"Parliament is an information intensive and information demanding institution. Therefore, acquiring, organizing, managing, distributing and preserving information is fundamental to its constitutional mandate. Parliament creates and requires information from many external sources including the government, the judiciary, civil society, experts, the media, academicians, international organizations and other legislative bodies and citizens.

To ensure that both parliament and the citizens are properly informed in today's fast evolving environment it is increasingly important to have a comprehensive approach to identifying, managing, and providing access to critical resources."

Joyce Adliene Bamford-Addo, Speaker of the Parliament of Ghana, quoted in GINKS Parliament Review



KEY LEARNING POINT

We identify four main types of evidence used in policy: citizen evidence, data, research evidence and practice-informed evidence. Effective evidence-informed policy-making should combine these different types.



REFLECTION POINT

Which kinds of evidence do you think are most used in policy making, in your experience?

Which are used least often? Why?

RECOMMENDED ACTIVITIES

PREPARATION



- Retrieve the print-outs of annex **M1-T2-H2. Case studies** for activity **M1-T3-A1** and for learners to take away with them.
- Print out the appropriate handout for the learner group in **M1-T3-H1a. Scenarios – parliament** OR in annex **M1-T3-H1b. Scenarios – civil servants**.
- Ask learners at the start of the topic to retrieve the policy-related documents they were asked to bring in before the workshop – for example, a memo, brief, report, case study or fact sheet – ready for activity **M1-T3-A3**.
- Retrieve flipchart paper with questions for review activity **Exit cards** and label exit cards (three per learner).

M1-T3-A1.

CASE STUDIES

[10–15 minutes]



1. Hand out the case studies in annex **M1-T2-H2. Case studies** to each learner and ask them in pairs or groups of three to re-read the case studies and discuss what types of evidence are being used in each case study.
2. Invite the group to briefly share their answers (case study by case study). If necessary, help the group to reach consensus and fill any gaps in reasoning.
3. Based on these examples, introduce and discuss the different types of evidence on PPT slide 6 in annex **M1ppt. Introduction and concepts**, drawing on the Read & Reflect section.

M1-T3-A2.

TYPES OF EVIDENCE – SCENARIOS

[50–60 minutes]

1. Select the appropriate scenario sheet for the learner group: **M1-T3-H1a. Scenarios – parliament** OR **M1-T3-H1b. Scenarios – civil servants**.
2. Put learners into groups of three or four people and assign each group one of the four short scenarios (1, 2, 3 or 4) listed. If possible, have a minimum of two different groups working on the same scenario.
3. Hand out the appropriate scenario sheet, one per learner, and then introduce the task. Highlight the importance of providing concrete and context-specific examples in column 1 (provide an example where possible) and allow learners the option of using the internet if they so wish. Inform learners that they will need to be ready to present their answers eventually to the wider group.
4. Once each group has completed the table for their scenario, ask them to join the other group working on the same scenario, to share their answers and to prepare one flipchart with their final agreed table to present back to the wider group.
5. Once the groups have prepared their flipcharts, ask each group to share the scenario and present their tables to plenary. Invite any questions/additional suggestions from the wider group.
6. In conclusion, refer the learners to the definition of EIPM in their handout **M1-T2-H2. Case studies** and ask them to identify which key elements of the definition were highlighted in this topic.

RECOMMENDED ACTIVITIES CONTINUED

M1-T3-A3.

TYPES OF EVIDENCE – POLICY DOCUMENTS

[15–20 minutes]

1. In pairs or groups of three, ask learners to retrieve the policy-related documents they have brought from work (e.g. memo, brief, report, case study, fact sheet).
2. Ask the learners to:
 - identify what kinds of evidence have been used in the policy documents; and
 - suggest additional concrete and context-specific types of evidence which might be missing.
3. In plenary, ask the learners for a show of hands on how many people used each of the four types of evidence. Next ask learners for a show of hands on how many people used three of the four types of evidence. Ask one or two people for some of the context-specific suggestions for additional types of evidence. Continue this exercise for two of the four and then one of the four types of evidence. Acknowledge the suggestions for additional types of evidence made by the group.

M1-T3-A4

WHAT LEARNERS HAVE LEARNT AND HOW THEY WILL APPLY IT (THE ‘WHAT TABLE’)

[5–10 minutes]

1. Ask each learner to make notes in the third and the fourth columns: “What have I learnt”, and “How will I apply it?”
2. Tell the learners that they will be invited to share some of their reflections in small groups at the beginning of the following day.

EXIT CARDS



[5–10 minutes]

1. Carry out this activity at the end of each day.
2. Hand out the pre-prepared exit cards (three per learner) and ask each learner to write answers to the following three questions:
 - A. What helped you learn today?
 - B. What questions of clarification do you have/areas you are unclear on from the sessions covered today?
 - C. What comments or suggestions do you have for the trainers?
3. Gather the completed cards from the learners and explain that their comments will be reviewed after today’s sessions and that there will be a short summary and response at the beginning of the following day’s sessions.

TOPIC 4

RESEARCH EVIDENCE IN POLICY MAKING

MODULE 1 LEARNING OBJECTIVES RELEVANT TO TOPIC 4

By the end of this topic learners will be able to:

- Explain how research evidence informs policy making and what its benefits are
- Identify challenges of using research evidence, with the aim of overcoming them

READ & REFLECT



WHAT IS RESEARCH EVIDENCE?

We understand research evidence to be that which is **produced through a formal, comprehensive and rigorous process that uses primary and secondary literature and adheres to accepted principles of quality**. Research evidence varies according to sector (social science research is different from natural science research) but does have some key common principles, including literature review, methodological rigour, a very specific question or topic, objective treatment of evidence and triangulation of results. Research papers usually combine other kinds of evidence such as data, citizen evidence and practice-informed evidence to build a deep understanding of an issue and explain context and causality. Within this definition, we include peer-reviewed academic work as well as research papers by think tanks, multilaterals and NGOs and evaluations.

We focus on how to use the best research evidence available at the time that it is needed and in the time available.

Research evidence may be lacking, incomplete, imperfect and even contradictory. But policymakers still need to make decisions, and they need the best support possible (Lavis, Oxman, Lewin and Fretheim, 2009).

It is important to distinguish between the **process** of doing research, and **research evidence**. The **process** of doing research may involve a desk review of documents, site visits, surveys or focus groups. The term '**research evidence**' refers to the final product of this research activity, and synthesizes the primary and secondary information gathered in a rigorous and formal written output.

WHAT ARE THE BENEFITS OF RESEARCH EVIDENCE?

Based on Shaxson (2005), Newman, Fisher and Shaxson (2012).

- It is methodologically robust and follows accepted international principles of rigorous enquiry.
- It rigorously, scientifically tests what we think we know and challenges perceptions.
- It has inbuilt quality controls to strengthen objectivity and reduce bias.
- It builds on existing knowledge by first looking at what we already know, then identifying a gap and building on it, unlike other forms of evidence which risk 're-inventing the wheel'.
- It answers the 'how' and the 'why' questions in more depth than other forms of evidence – establishing and distinguishing between correlation and causality.
- It systematically interprets and analyses data and other forms of evidence.
- It combines other kinds of evidence into a synthesized picture on a specific question.

'This is what science, research, technology and innovation should do: meet the people at the point of their greatest need.'

President Uhuru Kenyatta of Kenya (DFID, 2014)

DEFORESTATION IN GUINEA

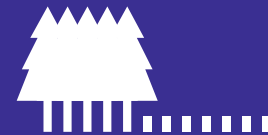
"Parts of Guinea feature patches of dense, semi-deciduous forest, which orthodox thinking has tended to view as relics of previously more extensive forest cover. The belief that this situation has resulted from farmers destroying vegetation has been dominant since the 1890s, and has been used to justify repressive measures against the inhabitants' land-use practices.

Fairhead and Leach (1996) looked at the historical evidence in relation to Kissidougou prefecture, particularly air photographs and more recently satellite pictures, from 1952 to 1992. They found that 'in many zones, the areas of forest and savanna vegetation have remained remarkably stable during the 40 year period which today's policymakers consider to have been the most degrading. Where changes are discernible these predominantly involve increases in forest area'. Landscape descriptions and maps from earlier periods 'clearly falsify assertions of a more generalized forest cover'.

The researchers further collected oral information from local inhabitants, who described how village forest islands are usually formed through human settlement and management. Observation of more recent settlements confirmed this. People value the forest islands around their villages for a variety of reasons, and habitually do a number of positive things to encourage their development.

Fairhead and Leach suggest that, rather than being half-empty, the landscape should be seen as half-full. This challenges the notion, which they trace to colonial times, of African farmers as ignorant and careless of their environment. It also challenges current policy towards farmers."

Laws, Harper, Jones and Marcus, 2013: 29 -30.



FACTORS INVOLVED IN THE USE OF RESEARCH EVIDENCE IN THE PUBLIC SECTOR

The table on page 33 outlines some of the systemic, organizational and individual factors affecting the use of evidence in the public sector. Depending on the context, these factors may present opportunities or challenges.

"You can have the best evidence in the world, but if you put it through poor processes you won't get good evidence-informed policy making."

Louise Shaxson
<http://bit.ly/1P6Sm3s>



SYSTEMIC LEVEL

These factors are related to a certain context or environment

Factors	Enabling/constraining elements
Communication between researchers and policymakers	Researchers and policymakers often ‘speak different languages’, and have different purposes, timescales and conceptualizations of research. As the main focus of most research papers is on the design of the study and the results, many facts that most interest policymakers – such as context, implementation details and costs – are not covered in sufficient detail for policymakers to draw conclusions for their own use.
Political system	A pluralist political system favours the creation of an open market of ideas and an intense competition among the different types of knowledge, as well as a high level of scrutiny of the government. A centralized system can create a narrower market of ideas with less space for research to challenge and scrutinize policy positions and power structures. Whatever the political system, policy making is an inherently political process. Ulterior political motives, politicians’ self-interests, conflicting interests and incentives all affect whether evidence is used and if so, which evidence.
Citizens’ demand for the use of evidence	Incentives to support decisions with information weaken if citizens do not demand that their political leaders justify the decisions they make. These demands may be expressed through public consultations or via civil society groups.
Other stakeholders	Donors, international and national organizations, lobbyists/pressure groups, the private sector and research institutes all influence the use of evidence in policy making. Their relationships with decision-makers and the level of power they have to influence decision-making affects the degree to which evidence is incorporated in the public policy processes.
Habit and tradition in government	In civil service, parliament and government, there are often habitual and traditional ways of doing things. When it is asked why things are done in a certain way, the answer is “because we have always done them that way”. This gives preference to the existing frameworks to understand policy problems and can therefore favour evidence confirming the efficiency of current practices.
Timing	The unpredictable time span in which policy decisions are commonly made complicates the use of evidence in policy making. The urgency to reach a decision often hinders the possibility of resorting to new sources of information, but can also provide sudden windows of opportunity for use of evidence.
Changes in administration	Changes in administration, whether at national, sub-national or local level, can result in the new government dismissing the information produced by their predecessors. Changes can also present opportunities: the new administration may take more interest in information generation and use.
Planning	Formalized planning can limit the use of evidence in the implications of the evidence point to alterations in direction or implementation. But planning may also encourage the use of evidence (e.g. evaluations) in shaping interventions to address long-standing issues. During unplanned emergencies, such as the 2013-2015 West African Ebola epidemic, the modus operandi of government changes: some say that this is when there is no time to use evidence; you have to be a decision-maker, use judgement and expertise (Davies, 2005b). However, this need to make decisions quickly can also present opportunities for evidence use. For example, during the Ebola emergency, previously obscure anthropological research suddenly came to the fore in informing health workers’ understanding of cultural burial rites.
Sector	There are some areas of public policy that, due to their nature, are exposed to a higher use of information. This is the case in the health sector, for example, where having research on the effects of certain medications or interventions is important for defining policies. Decisions on other policy areas may be more subject to ideological, value-related considerations.
Quality of information or data	Sometimes information, whether provided by academic institutions or the state itself, is outdated or incomplete. On issues where there is incomplete or no data, policymakers will not be able to design evidence-informed interventions.

Source for pages 33-35: based on Echt and Weyrauch (2015), Leicester (1999), Dhaliwal and Tulloch (2011), Liveranni et al. (2013), Levitt (2013) and Davies (2005b).

ORGANIZATIONAL LEVEL

These are factors that can affect the use of evidence within a specific institution.

Factors	Enabling/constraining elements
Organizational culture	There are agencies that, due to tradition, the will of politicians involved or personnel characteristics, have developed a higher preference for processes that allow for more efficient information management – from its creation to its use, including its processing and communication. Hierarchies and cultures within organizations create more or less space for sharing and applying information.
Resources	Not all organizations have resources and budgetary processes that enable them to conduct/commission research projects and systematize information. This includes IT resources such as the availability of adequately maintained computers and sufficient bandwidth, statistical analysis software, storage systems etc.
Library and information services	Many government institutions do not have a library on the premises. Libraries may be under-resourced and may not have access to academic journals due to a lack of resources for subscriptions, and a lack of awareness about free, discounted or open-access resources available to them. In many cases government researchers focus primarily on online desk research, which affects the type of sources they consult and the information they use.
Knowledge management processes	The storage and circulation of information within and between institutions may not be systematic or effective. There are often delays requesting information from line ministries or statistics agencies, as well as complications when sharing information within departments. Many departments have challenges with systematizing and storing their own information and records (for instance, many areas of the State have not computerized their information), which makes it even more difficult for others to access it. And, in some cases, organizations actively conceal information for fear of it being used to assess their performance (common when talking about monitoring and assessment systems).
Turnover rate	Evidence use is influenced by the high turnover rates of civil service personnel, which public agencies are often exposed to. This can lead to the loss of valuable information, but can also be an opportunity for innovation and the flow of new ideas.

INDIVIDUAL LEVEL

Individual knowledge, skills and attitudes play a key role in the use of evidence.

Factors	Enabling/constraining elements
Leadership	Top-ranking officials, or those in a leadership position within their agencies, have significant influence over the demand for the use of evidence in policy design and monitoring.
Attitudes to research	Many officials, when consulting research sources, tend to prefer certain institutions or researchers due to their own background/experience, political leanings or other factors. Officials may have an attitude of suspicion and mistrust towards information and ideas coming from sources external to the public system.
Knowledge about research and how to access it	As officials are often under time pressure, many will refer to sources and types of research they already know, to quickly gather the necessary information. Many civil servants are discouraged by the cost of subscriptions to academic journals and are not aware of the many free or open-access resources available to them.
Skills in evaluating research evidence	It requires technical expertise, time and effort to manage conflicting evidence of different quality from a range of contexts, identifying the best evidence for a particular policy problem and applying it to that context, all within a typically very tight timeframe.
Skills in communicating research	Analysts' and researchers' skills in clearly and effectively communicating research to policymakers are an important factor in the use of evidence. If policymakers feel that the information reaching them is not relevant, too detailed or not detailed enough, they will be less likely to engage with it.
IT skills	IT skills affect the user's ability to find and apply evidence. This can include skills in searching different types of search engines and databases, storing and systematizing documents, using statistical analysis software and navigating library IT systems.
Professional experience and expertise	Like any organization, governments and the civil service are staffed by people who have professional expertise and experience in specific areas. This affects whether evidence is used (for example, in some cases experience may be seen to trump evidence) and also what evidence is used.
Personal judgement	This is what politics and good decision-making are about, and skills of good judgement are developed over time. Individual judgement is shaped by personal experience, ideology, beliefs and a host of other factors. All of these affect the use of evidence.



KEY LEARNING POINT

Research evidence is a crucial part of the spectrum of evidence and has unique values which complement the other types of evidence. Understanding the range of factors affecting the use of research evidence makes us better positioned to exploit opportunities for using evidence and to address challenges.



REFLECTION POINT

Shaxson highlights the role of processes in EIPM. What processes does evidence go through in your department?

RECOMMENDED ACTIVITIES

PREPARATION



- Print out for each learner **M1-T4-H1. Benefits of using research evidence (1)** for activity **M1-T4-A4**.
- Print out **M1-T4-H2. Benefits of using research evidence (2)**, so that there are enough for one per pair, for activity **M1-T4-A5**.
- For *optional* activity **M1-T4-A7**, invite a researcher to talk to the group on a piece of research s/he is doing and why s/he believes it can be useful for policymakers. It is important that the speaker is **prepared carefully in advance** so that s/he uses the same terminology and draws on content relevant to this topic.
- Retrieve flipchart paper with questions for review activity **Exit cards** and label exit cards (three per learner).

M1-T4-A1. [OPTIONAL]

HOW DO YOU FEEL ABOUT RESEARCH?

[10–15 minutes]

1. Organize the training room so that learners can sit in a circle in front, rather than behind desks.
2. Invite each learner to write down in their notebooks the feelings, ideas and images that emerge when they think about 'research'. Encourage them to be as honest as possible!
3. Invite each learner, with the person sitting next to them, to share their feelings, ideas and images and to discuss the following questions:
 - What do these feelings, ideas and images mean for you in thinking about how you will use the learning from this course or the manual?
 - Where do they come from, and what do you think are the reasons for this?
4. In plenary, invite learners to share any insights or conclusions which came out of their discussions and/or personal reflection.
5. Finally, ask what feelings, ideas and images come to mind when they hear the words 'enquiry' and/or 'investigation'. Invite them to consider how those feelings, ideas and images are different from or similar to what emerged when they thought about research.

M1-T4-A2.

WHICH RESEARCH PROJECTS HAVE INFLUENCED YOU?

[10–15 minutes]

1. Explain to learners that they are now going to reflect on their experiences of research within their work or life more broadly.
2. Invite each learner to answer the following two questions in their notebooks: "What specific research projects have had an influence on you, and why?" Explain to learners that they can include areas outside their immediate professional concerns and think about research that has influenced choices they make in their own life. Then they can move on to think about why this research has been able to influence them.
3. Give the learners two or three minutes to write their responses in their notebooks and then invite them to discuss their responses with the person sitting next to them.
4. In plenary, give learners the option, if they wish, to hand in their responses to the trainer to review and respond to by email or with a written note.

M1-T4-A3.

BENEFITS OF USING RESEARCH EVIDENCE (PART 1)

[45–60 minutes]

1. Organize the learners into groups of three or four, with at least one member in the group who has a research background.
2. Distribute to each learner the case study in **M1-T4-H1. Benefits of using research evidence (1)** describing the role of research in the prevention of HIV/AIDS in Zimbabwe.
3. Invite the groups to read and discuss the case study, then answer the two questions on the handout.
4. Invite each group to present their answers in plenary (make sure groups share new factors and challenges and don't simply repeat what has already been said).

RECOMMENDED ACTIVITIES CONTINUED

M1-T4-A4.

BENEFITS OF USING RESEARCH EVIDENCE (PART 2)

[40–50 minutes]

1. Put learners into pairs and distribute the handout **M1-T4-H2. Benefits of using research evidence (2)**.
2. Ask each pair to come up with at least three questions for each problem.
3. Invite two or three pairs to present their questions in plenary and discuss them with the group.
4. Display slide 9 of **M1ppt. Introduction and concepts** containing four unique values of research evidence. Discuss these with the learners, highlighting any not already covered through the discussion and providing examples and clarification of key terms where necessary.

M1-T4-A5.

CHALLENGES THAT HINDER AND FACTORS THAT ENCOURAGE THE USE OF RESEARCH EVIDENCE IN POLICY MAKING

[50–60 minutes]

1. Acknowledge that there are many factors that can encourage as well as discourage the process of using research evidence in policy making.
2. Post three sheets of flipchart paper on the walls, one for each level (systemic, organizational and individual), and ask each learner to write on two different-coloured post-it notes or pieces of paper:
 - a minimum of three challenges for using research evidence at each level (one point per post-it note); and
 - a minimum of three enabling factors for using evidence at each level (one point per post-it note).
3. Ask learners to stick each post-it note on the flipchart it belongs to and share their ideas.
4. Go through each flipchart (from systemic to individual), summarizing what was said, clustering post-its (challenges and enabling factors could be clustered around different factors e.g. organizational culture), joining these ideas with ideas that people missed, and linking them to each flipchart.
5. Highlight the factors that learners have identified through the challenges and enabling factors they have noted down on post-it notes. Draw on the table in the Read & Reflect section to fill gaps. If there are more challenges than enabling factors, highlight that in the right circumstances they can flip to become enabling factors. Provide an example, such as degree of leadership buy-in (no buy-in to full buy-in).
6. In conclusion, focus in on the individual level and highlight that many of them can be addressed and in turn used to change or at least influence factors at the organizational and, in time, systemic level.

REFLECTION ON ACTION PLANS

[5–10 minutes]



1. Display the slides again, if helpful as a reminder, in annex **M1ppt. Action plans**.
2. Invite learners to reflect on what has been covered in the course so far and write down notes under the key headings – i.e. challenges and ideas to support the use of evidence in policy making and to address the challenges identified.
3. Note that a longer session will be built in at the end of the course for learners to transfer their notes to the formal action plan. There will also be time to review their plans with the trainer and their peers.

RECOMMENDED ACTIVITIES CONTINUED

M1-T4-A7. [OPTIONAL]

EXTERNAL SPEAKER
PRESENTATION ON VALUE OF
RESEARCH

[60–90 minutes]

1. An invited researcher makes a presentation to the group on a piece of research they are doing and why they believe it can be useful for policymakers.
2. In advance of the presentation, inform the learners of the title of the presentation and ask each learner to write down one question they would like answered in the presentation.
3. After the presentation, open the floor to the learners to ask the researcher any of their questions that have been left unanswered.



OPTIONAL VIDEOS

Researchers meet policymakers to discuss GMOs in Kenya: www.scidev.net/sub-saharan-africa/gm/multimedia/embrace-gmos.html

The Multidimensional Poverty Index:
www.youtube.com/watch?t=80&v=yEULKXlOkFw

Can a free bike help girls' education in northern India?: www.youtube.com/watch?v=6nG63lSt_Ek

and follow-up here: www.youtube.com/watch?v=_4bJtCWnL2I

How science can not only predict, but mitigate the effects of, natural disasters: www.youtube.com/watch?v=cDdlaZzgWDo

M1-T4-A8.

WHAT LEARNERS HAVE LEARNT
AND HOW THEY WILL APPLY IT
(THE 'WHAT TABLE')

[5–10 minutes]

1. Ask each learner to make notes in the third and the fourth columns: "What have I learnt", and "How will I apply it?"
2. Tell the learners that they will be invited to share some of their reflections in small groups at the beginning of the following day.

REVIEW OF MODULE 1

[10–15 minutes]

EXIT CARDS



[5–10 minutes]

1. Carry out this activity at the end of each day.
2. Hand out the pre-prepared exit cards (three per learner) and ask each learner to write answers to the following three questions:
 - A. What helped you learn today?
 - B. What questions of clarification do you have/ areas you are unclear on from the sessions covered today?
 - C. What comments or suggestions do you have for the trainers?
3. Gather the completed cards from the learners and explain that their comments will be reviewed after today's sessions and that there will be a short summary and response at the beginning of the following day's sessions.

FURTHER READING

Africa Evidence Network

An online network of people (researchers, NGOs, government) with an interest in producing evidence and using it in policy making:

www.africaevidencenetwork.org

Bridging Research and Policy: Insights from 50 Case Studies

This paper gathers insights from EIPM processes all over the world and includes a useful summary of examples of EIPM at the end: www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/180.pdf

Case Study: Online course promotes the use of knowledge and evidence in policy:

www.inasp.info/en/publications/details/198/

Case Study: Kenyan round tables support cross-sectoral climate-change work:

www.inasp.info/en/publications/details/199/

Case Study: Improving capacity for evidence-informed education policy in the Philippines:

www.inasp.info/en/publications/details/200/

Duncan Green on the **politics of results and evidence**: www.oxfamblogs.org/fp2p/icymi-best-of-this-summer-book-reviews-the-politics-of-evidence

Evidence Based Policy in Development Network (EBPDN)

A global network of people who work in think tanks, NGOs, and policy research institutes from around the world. Free to join:

www.partnerplatform.org/ebpdn

Knowledge into policy: Going beyond

'Context matters' (2016), Politics & Ideas.

www.politicsandideas.org/contextmatters

Knowledge Sector Initiative

Insights on EIPM in Indonesia:

www.ksi-indonesia.org/index.php/publications/2015/08/10/14/diagnostic-studies-on-the-knowledge-sector.html

Louise Shaxson shares insights from her experience working on EIPM with the UK Department for Environment, Food and Rural Affairs: www.alliance4usefulevidence.org/persistence-pays-lessons-from-a-uk-department-on-evidence-informed-policy-making-2

A reading list on EIPM from Research to Action: www.researchtoaction.org/2015/09/building-capacity-around-demand-eipm-resource-list

GLOSSARY

Citizen evidence

knowledge of a place, a culture, people and their challenges, gained through direct experience.

Correlation

the association between two variables such that when one changes, the other changes too. Correlation does not prove causality.

Causality

a causal relationship between two or more factors in which one factor directly explains the other.

Data

information collected to be examined, considered and used to help decision-making.

Evidence-informed policy

'that which has considered a broad range of research evidence; evidence from citizens and other stakeholders; and evidence from practice and policy implementation, as part of a process that considers other factors such as political realities and current public debates' (Newman, Fisher and Shaxson, 2012).

Narratives

a representation of a particular situation or process in such a way as to reflect or conform to an overarching set of aims or values. For example, a coalition carefully constructed narrative about its sensitivity to recession victims (Oxford Dictionaries, 2014).

Policy

'a principle or a course of action adopted by an institution or individual. Policies may either aim to maintain the status quo or bring about change' (United Nations, 2005: 21).

Practice-informed evidence

knowledge gained from experience of implementing policy and practice.

Systematic review

an evaluation and synthesis of the results of the best available research on a specific question. Procedures are explicitly defined in advance, studies included are screened for quality, and the process is formally peer reviewed in order to ensure that the exercise is transparent and can be replicated (The Campbell Collaboration).

Tokenistic

the practice of making only a symbolic effort to do a particular thing, especially by recruiting a small number of people from under-represented groups to give the appearance of sexual or racial equality within a workforce. For example, the use of female supporting characters is mere tokenism (Oxford Dictionaries, 2014).

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