



Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
Associação para o Desenvolvimento da Educação em África

ADEA WGEMPS
Working Group on Education Management and Policy Support

**ICQN (Peace Education & Mathematics and Science Education) &
Zimbabwe Ministry of Primary and Secondary Education**

TRAINING ON DEVELOPMENT OF POLICY BRIEFS
Harare, Zimbabwe: 20th – 24th April, 2015

DRAFT AGENDA

Overall objective:

To strengthen the capacity of staff from the Zimbabwe Ministry of Primary and Secondary Education and the Inter-Country Quality Nodes (ICQNs) on Peace Education & Mathematics and Science Education in Policy Brief Development.

Rationale:

Policy makers have no time to study voluminous academic and research material, which are mostly of a technical nature. Due to their shortness and easy-to-read nature, policy briefs are therefore effective in bringing important research issues to the attention of policy actors, thereby increasing the likelihood of the issues to be acted upon, either through developing new policies or improving on existing ones. A policy brief is "a concise summary of a particular issue, the policy options to deal with it, and some recommendations on the best option. It is aimed at government policy makers and others who are interested in formulating or influencing policy" (FAO). It explains and conveys the urgency of a topical issue, presenting evidence-supported policy recommendations or implications around the issue.

For researchers, policy briefs present important research findings in a short and appealing way, making it easy to engage in rich and fruitful repeat consultations with policy actors. They, thus, help to bridge the gap between research and policy (academic specialists and stakeholders with less knowledge). According to Talbot & Talbot (2014), policy actors use existing relationships with academics half of the time when commencing to research an issue. A well-written policy brief is evidence of a deep awareness of the impact of research – an increasingly important aspect of fund mobilization. Policy briefs also have a snowball effect: they have the potential to reach large audiences through different networks because of their condensed format.

Another common practice is where middle and lower level managers and technical officers analyze a host of material and provide summarized briefs to their superiors and other policy-level decision makers. It is therefore imperative that the managers and technical staff have adequate skills and expertise to articulate the salient issues and recommendations that can assist the leadership make informed decisions. One of ADEA's key mandates is to build the capacity of staff in government Ministries in charge of education and training; this is in addition to providing backstopping support to other ADEA professional components (Working Groups, Inter-Country Quality Nodes or ICQNs and Task Forces).

It is against this background that ADEA's Working Group on Education Management and Policy Support is organizing a five-day training workshop on how to write education policy briefs. The training is targeting staff from the Association's two ICQNs (Peace Education and Mathematics and Science Education) and Zimbabwe's Ministry of Primary and Secondary Education, in addition to representatives from the African Union and Kenya's National Commission for UNESCO.

Overall Purpose:

To train participants in advocacy and in particular the skill of writing policy briefs on key education issues related to their areas of work.

Specific objectives:

1. To develop participants understanding of how to take a key education issue and develop a coherent analysis and argument that advocates a set of actions or recommendations – the basis of a policy brief.
2. To improve participants persuasive writing skills, including grammatical standards, developing a coherent story line, and their ability to synthesize research to support the advocated position.
3. To use social media as an advocacy and information sharing tool.

Expected outputs:

1. Improved appreciation of the importance of using good writing skills for quality documents.
2. A measurable ability to effectively produce synthesized material.
3. A draft policy brief is developed based on each participant's area of work.
4. Participants know how to create social media tools to reach their target group

DAY ONE (20TH APRIL 2015):

Day 1: To set the scene and appreciate the role of policy briefs and other forms of media to advance a policy position.

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| 8.00 – 8.30 | Registration (CC) |
| 08.30 – 9.00 | Introduction to using advocacy tools (AA/SB) |
| 9.00 – 10.00 | Social Media (SD) |
| 10.00 -10.15 | HEALTH BREAK |
| 10.15 – 13.00 | Exercise on social media (SB/SD) |

Day 1: To refine participants' basic writing skills (KP)

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| 14.00-15.00 | Introduction/refresher on basic writing rules and guidelines |
| 15.00 - 15.45 | Exercise to test participants' writing skills |
| 15.45 - 16.00 | HEALTH BREAK |
| 16.00 - 16.45 | Second writing exercise and quiz on material covered |
| 16.45 - 17.00 | Recap, homework & End of Day One |

DAY TWO (21ST APRIL 2015):

Day 2: To develop skills in persuasive writing (KP)

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| 08.30 - 09.30 | Review of homework exercise |
| 09.30 - 10.30 | Introduce the language of persuasive writing |
| 10.30 – 11.00 | HEALTH BREAK |
| 11.00 – 13.00 | Practice: Analyzing the tools used in persuasive language and demonstrating an understanding of these tools |

Day 2: To develop skills in the policy brief development process

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| 14.00-15.00 | Developing an argument for a policy brief – mapping the scope of the challenge, identifying evidence and likely advocated actions (AA) |
| 15.00 - 15.30 | Participants work on developing their argument in groups (AA/SB) |
| 15.30 - 15.45 | HEALTH BREAK |
| 15.45 - 16.45 | Participants present their argument (SB/CM) |
| 16.45 – 17.00 | Recap |

DAY THREE (22ND APRIL 2015):

Day 3: To develop skills in writing executive summaries (KP)

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| 08.30 - 09.30 | Presentation: Developing and writing an executive summary |
| 09.30 - 10.30 | Practice: Writing practice summaries based on sample material. Introduce the criteria for assessing their summaries |
| 10.30 – 11.00 | HEALTH BREAK |

11.00 – 13.00 Practice: Writing practice summaries based on sample material. Peer assessment of these summaries

Day 3: To entrench participants' practical appreciation of the policy brief development process and impart skills in policy brief development targeting participants' area of work

14.00-15.00 Policy Brief Development: planning and writing an effective policy brief (AA)
15.00-15.45 Exercise: Developing policy briefs based on individual participants' material (SB)
15.45 - 16.00 HEALTH BREAK
16.00 - 17.00 Exercise: Developing policy briefs based on individual participants' material (CM/BM)
17.00 Recap, homework and End of the Day 3 (AA)

DAY FOUR (23RD APRIL 2015):

Day 4: To impart skills in policy brief development targeting participants' area of work and assess the effectiveness of these policy briefs

08.30 – 9.00 Critique indicators for peers to review each other's work (AA)
9.00 -10.30 Review process by participants (BM)
10.30 – 10.45 HEALTH BREAK
10.45 – 13.00 Presentations (AA/SB)

Day 4: To impart skills in policy brief development targeting participants' area of work

14.00-15.45 Participants revise their briefs in the light of the critiques (CM)
15.45 - 16.00 HEALTH BREAK
16.00 - 16.45 Finalization of individual participant's policy briefs (BM)
17.15 End of the Day 4

DAY FIVE (25TH APRIL 2015)

Day 5: To finalize the policy brief training

08.30 - 09.30 Feedback and wrap up on advocacy tools (SB)
09.30 - 10.30 Presentation and discussion of individual participant's policy briefs (AA/CM)
10.30 – 10.45 HEALTH BREAK
11.00 – 12.00 Presentation and discussion of individual participant's policy briefs (SB/BM)
12.00 – 12.45 Wrap up of policy brief development training (AA)
12.45 – 14.00 Evaluation, closure & lunch (CM)

END OF WORKSHOP