# RAPIT

## A toolkit for policy practitioners in knowledge hubs

The Research, Advocacy And Policy Influencing Toolkit

## Disclaimer

# Foreword

The Research, Advocacy and Policy Influencing Toolkit (RAPIT) is a product of PERL's efforts to support policy communities and knowledge hubs to identify solutions to fundamental challenges in evidence and research dissemination.

Although the capability across policy institutions vary, experience has shown that the lack of strategic dissemination plans and inadequate capacity to communicate findings have restricted circulation of knowledge products by many institutions and policy think tanks, including knowledge hubs.

This continues to impact the quality of advocacy being carried out to policy makers at various levels and contributes to the impression that research or studies to support evidence-based policy making around governance and service delivery issues are inadequate. Consequently, policies are made without recourse to evidence generated from research studies, even though it is established that the quality of evidence underpins policy outturns.

In an effort to address identified challenges, PERL's regional hub teams embarked on capacity strengthening for knowledge hubs in the South East and South West regions of Nigeria. This toolkit emanates from materials developed to support policy think tanks and knowledge hubs in these regions in conducting and communicating evidence-based research findings to policy actors. It will serve as a means to share these resources to enable others facing similar challenges across Nigeria and beyond, to improve the quality and quantity of evidence used in advocating for better policies.

The RAPIT toolkit provides practical tips and identifies resources to aid knowledge hubs and research think tanks in improving their strategies to influence the policy making process. It will come in handy for building the skills and capabilities of researchers and policy practitioners to develop, analyse, communicate and monitor public policies. The toolkit will also expectedly contribute to strengthening institutional structures, capacity and processes guiding policy work in Knowledge Hubs, Research Institutions and policy analysis units.

I strongly encourage policy practitioners working to improve service delivery through advocacy and stakeholder engagement to read and apply the tips outlined in this three-part toolkit to deliver better results.

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National Programme Manager,
PERL – Accountable, Responsive and Capable Government

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## Part III



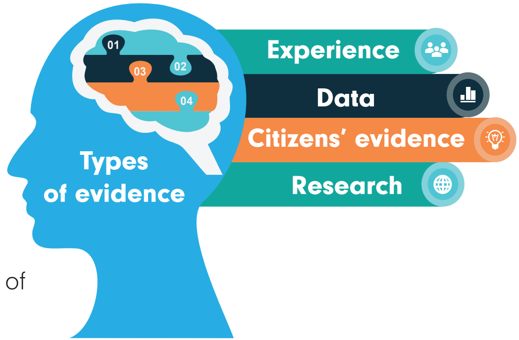
## Annexes

# Acronyms And Definitions

| | |
|---|---|
| CoPs | Community of Practice |
| CSOs | Civil Society Organisations |
| DFID | Department for International Development |
| FBOs | Faith Based Organizations |
| HR | Human Resources |
| KH | Knowledge Hubs |
| KM | Knowledge Management |
| KPIs | Key Performance Indicators |
| MTEF | Medium Term Expenditure Framework |
| PERL | Partnership to Engage, Reform and Learn |
| RAPIT | Research, Advocacy and Policy Influencing Toolkit |
| SE | South East |
| SW | South West |

# Part I

# 1. Introduction




As part of its continued support to trigger service delivery improvements through sharing lessons and evidence of successful reforms across states, the Partnership to Engage, Reform and Learn (PERL) has been supporting Knowledge Hubs[1], specifically within the South East (SE) and South West (SW) regions of Nigeria. The purpose of the support to these knowledge hubs has been to explicitly produce knowledge for use in evidence-based policy and advocacy, particularly on issues of governance and public policy.

In working to improve the way evidence feeds into policy, the PERL programme has always maintained an overview at strengthening the way researchers, knowledge hubs and policy research institutes develop and communicate their research and try to improve their strategies to influence policy. Strengthening evidence-informed policy making entails working with 'demand' side actors, while improving the policy-making process and strengthening policymakers' capacity to decide which evidence is useful, when and for what policy purpose.

One of the key elements of this approach focuses on improving knowledge of a range of different types of evidence, not only research, but also data, citizen evidence and experience.

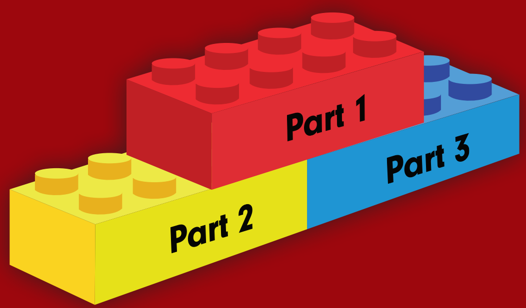
By combining them, knowledge hubs can create a robust evidence base for use in policy development to provide better services for citizens. Annex 5 of this toolkit contains tips on how to facilitate a group to create evidence for a policy or research.

PERL interventions in the regions have focused largely on enhancing the necessary skills necessary for effective research to enhance the evidence base, analysing the research, and packaging and communicating information to those who need to make quick and important policy decisions.

This toolkit is intended for use by policy practitioner and stakeholders interested in public policy processes, using a well thought out and methodical process that involves broad sectors of society.

[1] *Knowledge hubs are institutions that have the capacity to capture, package, and share broad or very sector-specific experience with domestic and international partners in order to accelerate reform processes. (CEF as a knowledge hub - http://knowledgehub.cef-see.org/?page_id=155)*

# The toolkit is comprised of three parts:




**Part I** introduces the toolkit as a guide as well as a capacity development tool, provides an overview of public policy concepts, and deepens understanding of what knowledge hubs are. Part I then concludes with a look at the relationship between knowledge hubs and the entire public policy process.

**Part II** looks at key elements (including good practice tips) that those working in knowledge hubs should grasp in order to be able to create, store, disseminate and apply knowledge. The proper application of this knowledge should result in the production of policy documents that capture the needs and hopes of citizens or ideas of individuals in a manner that will contribute towards assisting government in developing robust governance processes that ensure improved service delivery.

**Part III** is a "how to guide" - a learning section on how to develop policy briefs, case studies, and how to use knowledge management to enhance the production and dissemination of policy documents as well as research material. It addresses the issue of communication, more importantly how to communicate effectively by understanding the target audience in question. This section also highlights key policy platforms and where the concepts described in this toolkit can be applied. Finally, this section explains the various tools, mainly from a Knowledge Management perspective, that can greatly enhance abilities of policy practitioners and researchers in the pursuit of effective policy development through improved packaging and dissemination.

## 1.1 Why a toolkit?

The aim of this resource toolkit titled the Research, Advocacy and Policy Influencing Toolkit (RAPIT) is primarily to build researchers as well as policy practitioners' skills and knowledge for evidence-informed policy making. Another objective of the toolkit is to assist the reader to fine tune the ability to obtain, appraise and convey evidence.

The toolkit takes an interdisciplinary approach combining policy analysis, information literacy, research skills and knowledge management and communication techniques. It's goal is to contribute to strengthening the capacity of institutional structures and processes guiding policy development, in particular Knowledge Hubs, Research Institutions and policy analysis units.

The primary target groups are staff working in government policy units, researchers at the Knowledge Hubs (SW/SE) as well as the PERL team who are or want to be change agents or change managers.

## 1.2 The Research, Advocacy and Policy Influencing Toolkit (RAPIT) is for...

The toolkit is designed for broad based consultation with the goal of gathering evidence that will assist in guiding policy and public approval that ensures effective policy implementation.

The anticipated target audience for the toolkit is generally:

- Researchers at a think tank or policy analysis unit.
- Either the policy-maker or researcher whose goal is to obtain feedback from the public on a specific issue of interest.
- Policy practitioners or researchers whose goal it is to inform the policy-maker of public opinion about an issue.
- Researchers at a think tank or policy analysis unit.

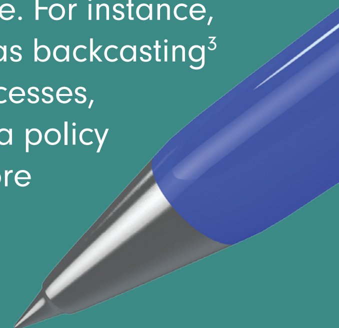
The Toolkit is intended for policy makers and researchers who are new to the environment of public policy formulation as well as institutions such as the Knowledge Hubs in the South Eastern region of Nigeria, that PERL has been working with over the last couple of years. The intent of the toolkit is to essentially provide tools in enhancing policy formulation as well as knowledge of outcomes, successes, challenges, and the lessons learned. The absence of exemplars and detailed best practice approaches forces the policy-maker or practitioner to reinvent the wheel, often using untested mechanisms[2].

The toolkit is also intended for the experienced policy makers who may use the methods available in this toolkit to gather public opinion and consent. While the tools in this toolkit are non-prescriptive and do not in any way suggest a definitive set of tools, they do offer a collection of adaptable tools and approaches that enables the policy-maker or practitioner to leverage upon the stakeholder's availability and acquire stakeholders' willingness to participate in the policy process.

[2] *www.iisd.org Ben Akoh Bjørnar Egede-Nissen Heather Creech. [online] Available at: https://www.iisd.org/pdf/2012/iisd_toolkit_internet_public_policy.pdf*

## 1.3 Important Advice for the Policy Practitioner

"Constant learning" is an influential idea that should drive approach endeavors, stressing that the policy specialist must be set up to be receptive and consistently learning from the procedure. For instance, by using a technique such as backcasting[3] and related modelling processes, these techniques can help a policy practitioner in getting a more specific perspective on the policy framework being referred to. The policy expert or specialist must be eager to apply the exercises learned so as to always adjust the procedure to the evolving scene.



[3] *Backcasting is a planning method that starts with defining a desirable future and then works backwards to identify policies and programs that will connect that specified future to the present.*

# 2. Public Policy Concepts

## 2.1 What is a Policy

The word 'policy' is difficult to define and has many different meanings. Some of the definitions of policy include:

- 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[4].
- A specific decision or set of decisions designed to carry out such a course of action.
- 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.

## 2.2 What is Public Policy?

Public policy is best described as what governments do, why they do it, and what difference it can make in response to economic and social challenges. Governments, regulators, legislatures and other official institutions at national and international levels create policies in the pursuit of enhancing public welfare, improving safety, protecting civil rights and innumerable other objectives that are—in their interpretation—in the interest of society, consistent and over a period of time.

Today, government decisions affect all aspects of our lives. Everyone has a stake in the public policies enacted by federal, state, and local governments.

A good policy offers the following elements: it provides public value; it is backed by legitimate support (derives its authority and legitimacy from the people – offers a sense of 'us') and can be powered by operational capability (or capability for implementation) to ensure delivery.

[4] *IT policies and strategies - Stages of Policy Making (https://www.coursehero.com/file/24290882/IT-policies-and-strategiesppt/)*

Many citizens and groups try to influence public policy through the political process by supporting candidates and political parties. That's a good way to make a positive impact, but not the best way.

Effective public policy develops when learning monitored by the general public is exchanged successfully to governments and when public policy alternatives thusly are tried by means of progressing information exchange among governments and partners, paving the way to the arrival of approach and pursued by continuous policy review; this is the work of knowledge hubs. Their responsibility is to overcome any issues between the Government and Society, by delivering proof based research that ends up becoming public policy.

## 2.3 Why is Public Policy Important?

Public policies are a reflection of government intent. Policy is the foundation for governance. To govern there must be a set of guidelines. Policies provide those guidelines. Policies enable the public to measure the achievements of the government. The creation of public policies enables the public to scrutinise and hold government responsible for promises made through these documents.


The era of 'government knows best' and of government being the principal expert in charge of tackling issues are coming to an end. Limited resources and expanding interdependency around service delivery require governments to work with citizens to improve performance and deliver more efficient public goods and services. The significance of proof based approach making has been approved in the fields of science and innovation, where developments and revelations straightforwardly impact the manner by which policy is molded. This is common in fields where a tangible product is the end result of a process that can then take shape as a policy outcome, e.g. mainstreaming a newly discovered vaccine[5].

[5] *https://core.ac.uk/download/pdf/156621341.pdf*

Public Policies play a key role in setting the direction of travel that government intends to use to solve public service delivery issues. Policies also allow citizens to measure government effectiveness, to contribute responsibly to a policy, and to celebrate achievements. Finally, well designed, inclusive policies, help to effectively respond to citizens' needs.

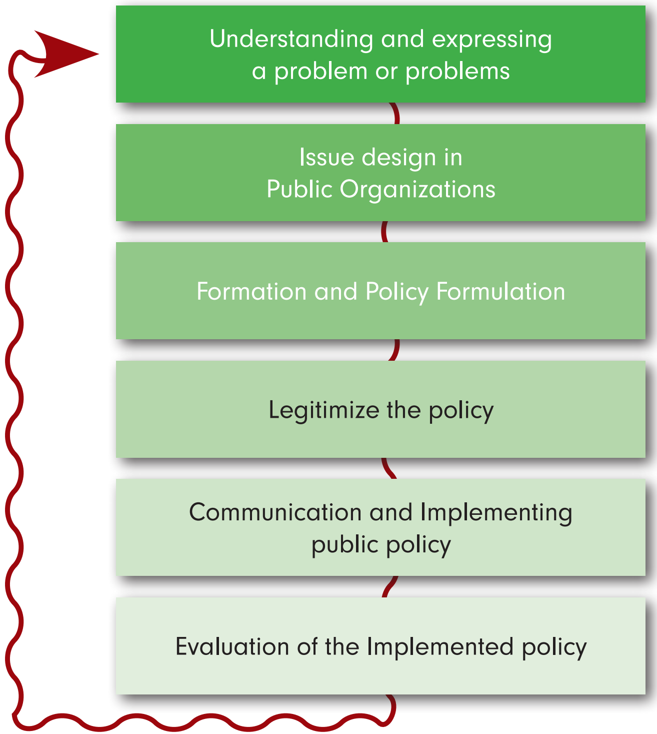



*Figure 1: Different stages in developing public policy (Source Alvani 2010)*

# 3. The Role Of Knowledge Hubs In The Public Policy Process

## 3.1 Why Knowledge Hubs?

Knowledge hubs are institutions that have the capacity to capture, package, and share broad or very sector-specific experience with domestic and international partners in order to accelerate reform processes[6].

In a broader perspective, the added value of a knowledge hub platform and its expected impacts can be summarized as follows:

- Facilitate knowledge integration and transmission;
- Knowledge hubs create a critical mass in a particular area via a network of specialists (academics/scientists/professionals) and policymakers with additional expertise, sharing research facilities;
- Building capacity and training new researchers and policymakers;
- Make joint research efforts and provide long term financial support to achieve more important results;
- Providing knowledge in policymaking, anticipating scientific and technological needs and providing effective scientific support for specific policy and policy decision making[7];
- Enable access and data sharing;
- Facilitate proactive study and sharing of information in particular disciplines of standardized and innovative measure;
- Allow long - term and large - scale basic research, tools and methods for profitability;
- Improve communication and policy document visibility.

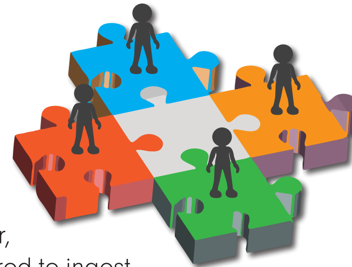
[6] *CEF as a knowledge hub – CEF Knowledge Hub. (http://knowledgehub.cef-see.org/?page_id=155)*
[7] *https://www.jpi-oceans.eu/knowledge-hubs-0*

## 3.2 The Dynamics (Roles and Relationships) between Knowledge Hubs, Public Policy and Government

The development of public policy is better informed when a policy network, incorporating interactions between government and various policy actors, underpins it. Good public policy emerges when knowledge possessed by the society is transferred effectively to governments and when public policy options, in turn, are tested via on-going knowledge transfer between governments and stakeholders, leading up to the release of a policy and followed by on-going policy review.

Furthermore, any policy outcome can only be as good as the information and analysis that is fed into this process. Such information and analysis includes facts, values and ideas, which, when put together, provide guidance for a plan of action. Thus, good policy must be founded on a strong, useful knowledge base, which in terms of public policy can be defined as well-researched and analysed information leading to the complete understanding of a particular issue.

This is why evidence-based policy and stakeholder engagement is becoming increasingly important for governments. Public policy is thus no longer a linear sequence of actions that can be invoked to address policy problems.



A challenge regularly experienced in some knowledge hubs is the momentary spotlight on policy issues, which prevents the capacity to be innovative and to stay adaptable and free. Moreover, the idea of having the space required to ingest essential data and learning is regularly invalidated by narrowly-defined research in organizations, due to the need to respond to specific research demands in order to secure funds for the organization. Such restricted approaches kill off the notion of objective research and the ability of knowledge hubs' capacity to dissect developing long haul issues.

> *This is why evidence-based policy and stakeholder engagement is becoming increasingly important for governments. Public policy is no longer a linear sequence of actions that can be invoked to address policy problems*

# Part II

# 4. The Research, Advocacy And Policy Influencing Toolkit (RAPIT): Developing Skills Of Policy Practitioners

## 4.1 Create, Store & Share Knowledge for Policy Influence

Storytelling and narrative are the most powerful form of communication, because stories have been used to teach and lead people since humans first developed the capacity for language.

Story telling comes in various modes such as:

- Policy Briefs
- Case Studies
- Dissemination Reports
- Infographics
- Data Visualisation


If you want research to stimulate real and substantive change and inspire action, then storytelling needs to be part of your toolkit. You can use it to influence thought leaders and decision makers, and to make available information and data for public consumption. The shape and delivery of stories has changed dramatically in the 21st century digital era, where reports, studies and papers now share the stage with messages of 280 characters or less and images that can disappear within seconds of being opened after they are opened. Although technological advances have led to innovative ways of reaching audiences, it has come at a price - competing for space to share information, capture attention and engage.

The first question to answer as a researcher or policy advisor is:
what is the aim of my research paper?

The aim of a research paper can vary from changing a policy perspective to raising awareness around an issue (e.g. Benefits of Vaccines). The focus of the research will determine which policy actors to target. Figuring out whom or what to aim will influence everything from your choice of language to potential policy preferences.

The second question to address is:
what does a policy actor want from a research paper?

Policy actors are only interested in solutions that are relevant to a policy problem. A research paper needs to clearly and succinctly present the evidence to proposed solutions to a problem that specific individuals are interested in. It is important that whatever solutions are being presented are realistic and feasible within the context of the situation, as well as being cost effective. It is critical to understand what a particular policy actor is interested in; this can be achieved by envisioning what policy options they would prefer. This will assist in writing a more credible research paper. A good aim for any research paper is to pass the 'breakfast test'. A research paper should be read and understood in the length of time it takes to drink a coffee over breakfast.

Work through the three-stage grid, in Table 1 from left to right. This will help you to decide upon specific policy actors to target and the best way to navigate your chosen policy area[8].

[8] *How To plan, write and communicate an effective Policy Brief. https://www.researchtoaction.org/wp-content/uploads/2014/10/PBWeekLauraFCfinal.pdf*

## Table 1

| | What you need to know | What you need to do | How to do it |
|---|---|---|---|
| **The Policy Context** | What level of application your recommendations have | Pick a policy level: Local/National/ Regional/Private | Ask yourself who will be affected by the policy change |
| | How policy is made within the chosen issue area | Understand the policy process, the key players and timelines | Research similar examples, explore the policy process from start to finish |
| | Who has power to change or influence policy If there is a problem with the current policy/demand for change | Know the powerful policy actors and how to contact them | Map out the key players. Look for missing links/ connections you can use or create |
| | | Pinpoint the gaps in current policy, look for windows of opportunity | Read through current policy on the issue |

**Table 2**

| | What you need to know | What you need to do | How to do it |
|---|---|---|---|
| **Knowledge Landscape** | If there are competing narratives | Establish why your policy option is different and better | Identify alternate proposals from research institutions or policy makers |
| | If there are obstacles to the uptake of your recommendations | Identify cultural practices or widely held views that may oppose your recommendations | List reasons the public, groups or business may reject your proposals |
| | Why the issue is particularly pertinent | Establish credibility, timeliness and legitimacy | Search the news, policy committees and current government reviews |
| **Networks and Links** | Locate similar campaigns or recommendations around the policy issue | Work through existing networks. Learn from successful actors | Build partnerships and use informal contacts |

*Source: How To plan, write and communicate an effective Policy Brief*

## 4.2 Research, Advocacy and Policy Product: Policy Brief

**WHAT?**

Policy briefs are concise, factual and simply written documents prepared for non-professionals. The main purpose is to "succinctly evaluate policy options regarding a specific issue, for a specific policy-maker audience". Policy Makers need to make practical decisions under time-constraints, so the brief should provide evidence and actionable recommendations[9]. See Annex 1 for the Guide to Writing a Policy Brief.

**WHY?**

Policy briefs are favourites for political actors in terms of communication. Development and developed country policy actors use policy briefs as a "key tool". Policy briefs are the first step to establish a good reputation and recur with policy-makers, presenting important research findings and a researcher's background in a short and attractive fashion. Writing a policy brief demonstrates the extent to which research impact is becoming more and more needed in securing awards and awareness. Writing a policy brief can, most importantly, make a difference to policy.

**WHO?**

A Policy brief is written for a range of policy actors. The precise purposes of a policy brief and their application, for example, at local or national, regional and private levels, depends on the purpose of the specific policy brief and the level of its application[10]. To ensure that it is read, it is crucial to find the right policy actor to target. Individuals who make or change public legislation are national policy actors. Examples include: national parliamentarians, local politicians, heads of state and officials.

[9] *Guidelines for Writing a Policy Brief - PEP-NET. 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*

[10] *How To plan, write and communicate an effective Policy Brief. https://www.researchtoaction.org/wp-content/uploads/2014/10/PBWeekLauraFCfinal.pdf*

## HOW?

Political analysts and researchers are usually involved in different types of activities and, as such, have no luxury to read comprehensive scholarly papers; the majority of practitioners will use only 30 - 60 minutes to review a policy brief.

Policy briefs are therefore a useful way of transmitting basic research to practitioners, as they can be read in a short time. Providing effective absorption of research results improves the probability that research is examined and monitored.

Policy briefs have the potential to reach large groups of readers internally or externally in an organization through different communication methods. Investigations demonstrated that policymakers will provide employees with a policy brief should they consider it important. This snowball impact is conceivable in view of the fact that the research findings are made open and transferable in an organisation, when an approach brief is directed at an extended cycle of beneficiaries.


## WHEN?

A good time to embark on writing a policy brief would be soon after a research has been published, basically to capitalize on the interest it is generating. Policy briefs can also be written after initial findings are substantiated, to key policy actors.

## 4.2.1 Practice Tip 1: When writing a Policy Brief

Ensure that the policy brief is easy to read, this is a cardinal rule that should always be obeyed. Make sure it has structure, without it, it becomes confusing to the reader. Put down all you need to convey on the first page. Structure is important to get right. Policy briefs can vary in length depending on the discipline and content. However, ensure the brief does not exceed 4 pages (See Annexes 1, 5 & 6 for a guide on writing policy briefs).

*The format of a policy brief should be logical and easy to follow.*

*It should include:*

- **Title** - Keep it informative, short and snappy.

- **Executive Summary** - Summing up the whole brief, in two or three phrases. To attract the attention of policy actors to read, use recognizable buzz words and highlight the relevance of research to policies.

- **Introduction/Summary of the Problem** - Explain the issues of the policy and why it is important or current. Contextualize the research.

- **Methods, Approaches and Results/Body** - Present the conclusions of the research / project to a non - specialist in an accessible way. Explain the methodology used to achieve the results, for example a synthesis of existing literature / research or new research. A political actor wants strong results that others can repeat or confirm.

- **Conclusions** - Strengthen the key policy brief to draw out analysis. Note that the executive summary does not just repeat where typical findings are contained in the brief.

- **Policy Recommendations** - Try and create only one policy recommendation that is feasible. If you make more than one recommendation, clearly differentiate by using bullet points, for example. Try to keep to a maximum of three points.

- **References and Suggested Sources** – Use references sparingly and suggest some additional sources to give the policy issue background or detail at the end.

- **Acknowledgements, Author Details and Disclaimers** – Detail any funding, note the current positions of the author and contact details used for the research. A disclaimer may be necessary when the policy brief is produced by an institution[11].

## Tips on language use and framing your message:

- Be brief and very clear;
- Use active language (not passive);
- Emphasize the advantages that your recommendations will have for the system, for policymakers and more generally, e.g. economically or environmentally;
- Prepare questions that the reader may have during the briefing. For instance, why should I continue to read this? What is the relevance of this? How did these findings and recommendations come about (Aldous-Grant 2012);
- Do not present evidence in a way that is contrary to the beliefs of the political players chosen.

## Tips for styling a policy brief:

- Use your Communications Department/Team within your institution. Ask for a template;
- Headings should be bold and eye catching. If you are writing on behalf of a well-regarded institution, the letterhead should emphasize this. Seek opinions from well-regarded institutions who are more likely to be acted upon (Jones & Walsh 2008: 5);
- Break up the text into short paragraphs. Use boxes, subheadings and bullet points as long as the text still makes sense. Consider diagrams and tables to save on words;
- Put important points in bold or italics but do not overuse them or the brief will appear cluttered and confusing.

[11] *How To plan, write and communicate an effective Policy Brief. https://www.researchtoaction.org/wp-content/uploads/2014/10/PBWeekLauraFCfinal.pdf*

## 4.2.2 Practice Tip 2: How to get your Policy Brief Out There

Have you ever heard a policy brief referred to as a stand-alone document? This does not mean that all effort should stop after the brief has been written. Targeted distribution of the policy brief is the difference between it being read or unread[12].

Follow up the strategy brief. Individual contact with a policy practitioner can have a positive impact , particularly because of policy practitioners' dependence on casual contacts for counsel.

***Be cautious when selecting policy actors for distribution. The Dos and Don'ts to keep in mind are:***

- ✔ Do send it in paper form as well as via email.
- ✖ Always research where (Department or Company) you are sending your policy brief to and always address it to a specific individual.
- ✖ Don't send it to unrelated or very senior policy actors who are unlikely to read it.

[12] *How To plan, write and communicate an effective Policy ... https://studylib.net/doc/18220443/how-to-plan-write-and-communicate-an-effective-policy-br...*

## 4.2.3 Practice Tip 3: Practical tips on engaging with policy practitioners

- Make telephone calls to policy practitioners inquiring if they would need additional resources or research reports after reading the policy brief;
- If they are not the most important policy practitioners, inquire if they can send it to the most appropriate person;
- Send out invitations to seminars where you can clarify sticking or discuss issues further with them;
- Apply your initiative and look for opportunities to work with policy practitioners directly;
- Conduct public seminars designed for policy practitioners;
- Look at the proposition of pairing up with a politician;
- Search for potential opportunities such as policy placements for researchers;
- Carry copies of your policy brief when you attend events and seminars and distribute those at these events;
- Capitalize on popularity of the public policy and media coverage - media and the public are very crucial tools when policies are being made;
- Study previous similar campaigns and see what you can learn from them.

## 4.3 Research, Advocacy and Policy Product: Dissemination Report

**WHAT?**

A dissemination report is the last phase of a research process and it is used to communicate findings of a research paper to the appropriate audience. Research reports or presentations should be disseminated to other policy practitioners, policymakers and identified key stakeholders. Dissemination reports tend to be very thorough and as in-depth as possible.

**WHEN?**

Think of when dissemination is most appropriate. Identify and plan critical times, consider external influences and take advantage of existing opportunities, such as forthcoming conferences. Build momentum through the entire life cycle of the project; for example, consider timings for the sharing of finding[13].

**WHO?**

Pinpoint your target audience(s) so that you have an idea on who to lobby to take up the findings of the research, e.g. policy practitioners, government officials, CSOs, FBOs as well as members of the general public. Contemplate those you think will benefit from applying your findings. Get a sense of where your target audience looks for/receives information.

Study what motivates your audience and the challenges they may be facing. It is critical to ensure that you feedback findings to your audience/participants, academicians and policy practitioners. This is an opportunity to tap into those who can provide a powerful voice when disseminating the research itself.

[13] *How to disseminate your research - NIHR. https://www.nihr.ac.uk/funding-and-support/documents/funding-for-research-studies/manage-my-study/How-to-disseminate-your-research/dissemination-guidance.pdf*

# Practice Tip 4: Writing a Dissemination Report

The report must be in the official language. In countries where English is the official language, an Arial font and single spacing is suggested. Make sure your text is completely justified – flush to the left and flush to the right. No further blank lines should be placed between paragraphs[14].

Below are the general guidelines on how to create your dissemination report. If you feel that there is extra information to add, then please do so.

Below is an example of a dissemination report targeting academic institutions.

| Section | Notes |
|---|---|
| **Introduction** | Please provide the following information:<br>• Description of your institution and the reason why it became involved in the project.<br>• Description of the dissemination strategy used.<br>• Background information on the region where the dissemination takes place. This should be a qualitative description of the situation.<br>• What strategy did you decide to adopt for this dissemination project? Can you attach any planning documents which were produced? Note that these can be sent in your own language, and attached as an annex to the report.<br>• What materials did you use for dissemination purposes? (e.g. PowerPoint présentations; leaflets; brochures etc.). |
| **Dissemination contents** | • Please provide a description of what was disseminated.<br>• Please specify if the contents were intangible (e.g. information about the project's objectives and in-progress results; the methodology used; the didactical approach; the strengths and weak points of the project; the level of innovation of the project, etc.) or tangible (e.g. the website; the training course; etc.). |

[14] *HOW TO WRITE THE DISSEMINATION REPORT - pixel-online.org. https://jcn.pixel-online.org/info/download/meeting/01/WS%200C9%20%20Dissemination%20 Report%20Guidelines%20NEW.doc*

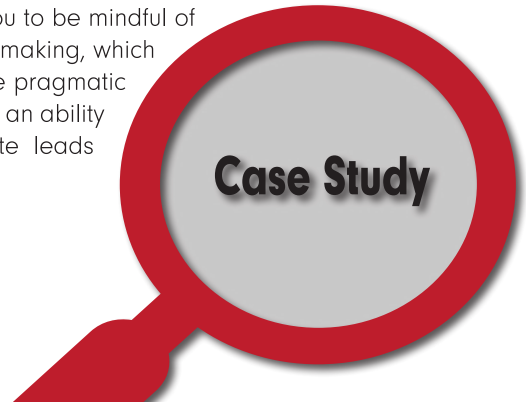
| | |
|---|---|
| **Geographic Coverage** | • Please identify the regions where dissemination events have been organised, as well as the number of events.<br>• Please provide a description of each region, indicating factors such as how many schools/ institutes there are and of what type? How many were contacted in the region and how many replied or took part in the project? |
| **Target Group Coverage** | • In this section, please describe the target group(s) for the dissemination report.<br>• Please classify the type of people who received information (e.g. students, teachers, school directors, adult learners, trainers, public policy makers, general public, etc.). You should also be able to cite figures. |
| **Timing** | • Please provide information about the time when or where the dissemination activities will be carried out. Please specify the overall period dedicated to dissemination and the dates of the events organised. |
| **Type of dissemination event used** | • Please describe the type of events (e.g. conference; teachers' meeting; meeting with policy makers; articles; etc.), and the total number of people disseminated to. Then use these statistics to construct a qualitative report on the types of event that you used. Try to give a description of which events you thought worked the best (and why). |
| **Outcomes of the dissemination activity** | • For each event please specify the outcome reached. (e.g. new teachers participating in the project). |
| **Evaluation of Dissemination** | • Please evaluate the dissemination activity carried out both considering quantitative and qualitative results. |
| **Best-practice examples of dissemination** | • Identify your 'best' dissemination events which you feel are innovative or could provide a good example for other partners and projects, please write a specific description of this occurrence. |

## 4.4 Research, Advocacy and Policy Product: Case Study

A question that you should ask yourself is "Why and when is a Case Study appropriate?"

**WHAT?**

Case study research in public policy is a qualitative research method that is used to enhance our understanding of the policy-making process. Preparing a case study for policy purposes requires you to be mindful of the context of policy making, which might call for a more pragmatic use of language and an ability to generate concrete leads for policy making.




**WHEN?**

Case studies are used when you are trying to tell a unique or interesting story. Case studies should be used to provide reason and understanding to supplementary data (such as result data), providing a more complete picture of what transpired in the program and why.

## 4.4.1 What are the Advantages and Limitations of a Case Study?

The unique selling point of a case study is essentially full of detailed information than rather what is available through other means, such as surveys. Case studies naturally allow for the presentation of data collected during the course of the research, the data collected from a variety of methods (i.e. surveys, interviews, document review, and observation) to provide the complete story. Below are a number of limitations and pitfalls which are described below:

- Can be lengthy: Case studies are usually long, mainly because they provide detailed information about the case in narrative form. The challenge here is it is difficult to sustain the interest of the reader if it is too long. The trick is to provide robust information in a manner that can be assimilated swiftly.

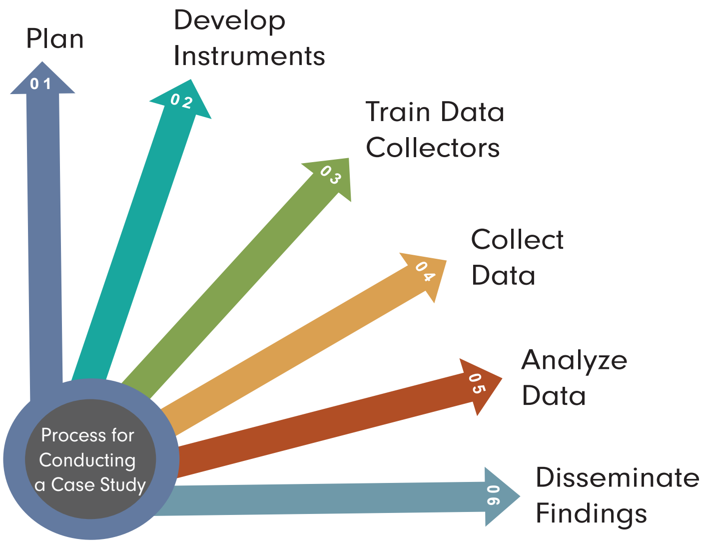
- Case studies lack rigour: case studies have been considered to be less rigorous than surveys or other methods in the fields of evaluation and research. The reasons for this are that qualitative research is generally still regarded as unscientific by some and, in many instances, case study researchers have not been systematic in their data collection or have allowed partiality in their findings. In case studies, all those involved should use care to be systematic in their data collection, and take steps to ensure validity and reliability.

- Not generalizable: one common complaint about case studies is that it is difficult to generalize from case to case. However, case studies are also prone to overgeneralization, which comes from the selection of some examples and without evidence that they are typical or representative of the population. Yin, a leading researcher, advises case study analysts to generalize results to theories, as a scientist generalizes from experimental results to theories[15].

[15] *Preparing a Case Study: A Guide for Designing and .... https://www.dmeforpeace.org/resource/preparing-a-case-study-a-guide-for-designing-and-conducting-a-case-study-for-evaluation-input/*

## 4.4.2 What is the Process for Conducting a Case Study

The process of conducting case studies follows the following general process for other research: planning, collecting data, analysing data and disseminating results. More detailed steps are given below:




### 1. Plan

- Ascertain stakeholders who will be included;
- For case study topics, create brainstorming sessions based on types of cases and identify and list why they are unique or of interest;
- Classify what information is needed and from whom (see "What are Potential Sources of Information?" and "What are the Elements of a Case Study?");
- Classify any documents needed for review;
- Catalogue stakeholders to be interviewed or surveyed (national, facility, and beneficiary levels) and determine sample if necessary;
- Ensure research will follow international and national ethical standards, including review by ethical research committees.

## 2. Develop Instruments

Develop interview/survey protocols and rules for managing and carrying out an interview/ survey. These are the guidelines followed to ensure consistency between interviews/surveys and thus enhance the reliability of the results.

The protocol should be provided with the following:

- What to say to the people / respondents when the interview / survey is established;
- What to tell people / respondents when the interview / survey begins (ensure the respondent's informed consent);
- What to say at the end of the interview to interviewees;
- What to do during the interview (example: take notes, audiotape, or both);
- What to do after the interview (example: note filling, audiotape clarity verification, summarize key information, provide written results for each);
- Develop an interview / questionnaire that lists and gives informed consent from the questions or issues that need to be explored. Please note that for each group of stakeholders you probably need interview guides / questionnaires, as the questions may differ;
- Translate local language guides and test translation where needed. If necessary.

## 3. Train Data Collectors

- Identify data collectors and train them (if required).

## 4. Collect Data

- Collect all relevant documents;
- Introduce interviews / surveys with interested parties (be assured that the aim of the interviewer is explained by why the stakeholder has been selected and how much time has been expected);
- Explain the purpose of the interview, the choice of stakeholder, the expected length of time, whether and how the information shall be kept confidential and the use of a note - taker / audio recorder;
- Conduct an interview / survey if the interviewee / respondent has approved.

## 5. Analyze Data

- Review all documents concerned;
- Any data interview / survey review.

## 6. Disseminate Findings

- Writing report (See "tips for practice: writing the Case Study";
- Request feedback;
- Review;
- Share report.

## 4.4.3 Practice Tips 5: Writing a Case Study

There are no specific elements required for case studies, the elements of each are different depending on the selection case or story, the data collected and the purpose (e.g. to show the best case versus the typical one). Case studies, however, typically describe a program or intervention to solve a specific problem[16] (see Annex 3).

Therefore, we provide you with the following elements and examples:

1. The Problem:
   i) Clarify the problem
   ii) Describe why the problem is important
   iii) In what way was the problem identified?
   iv) How was the process for identifying the problem effective?

2. Steps taken to address the problem

3. Results

4. How were the challenges met

5. Beyond Results

6. Lessons Learned

[15] *Case Study about Chick-fil-A | Academic Science Writings. https://academicsciencewritings.com/73132-2/*

## 4.5 Research, Advocacy and Policy Products: Infographics

How can you get the attention of your target audience quickly and effectively in an ever-extending web of information available on the Internet? One way of achieving this is by using informative infographics that attract attention. This highly effective instrument provides data and analysis in a way that helps your audience to easily digest and understand information[17].

**WHAT?**

Infographics are a combination of graphics, texts and data. They are a visually compelling media that enables senders to present complex information that tells a story or turns dry information into an enchanting graphic. Ideally, a computer graphic can be shared through social media.

**WHEN?**

1. It grabs your attention: As individuals, we rely on visuals and a very much planned and alluring graphic takes advantage of the optic nerve that drives the cerebrum. Basically, infographics are unquestionably more fun than writing plain messages.
2. It demonstrates expertise: Infographics utilize tables, diagrams, outlines, and other data. This visual portrayal of broad research indicates topic mastery and can ensure believability.
3. It makes complex data increasingly understandable: Compelling infographics pass on bunches of information and data in a moderately little space. They extricate the most fundamental raw numbers and convey them pertinently.
4. Brand value is enhanced: information graphics go further than telling people about your brand. They are a meaningful demonstration of your value and knowledge. Therefore, it is important to support your defined brand identity and to have a business logo, website address or other contact information[18].
5. Infographics allow you to reach an enormous number of people by sharing your substances. This can take place within a 24 - 72 hour time frame.

Infographics

are a combination of graphics, texts and data

[17] *Six Reasons Why Infographics Are Important to Your Content .... http://www.tradepressservices.com/infographics-content-marketing/*
[18] *Six Reasons Why Infographics Are Important to Your Content .... http://www.tradepressservices.com/infographics-content-marketing/*

## Practice Tip 6: Creating Infographics

Start with an audience in mind. One problem a lot of people have is trying to design an infographic with everyone in mind.

## To create infographics:

***Step 1: Simply identify an appropriate infographics app / software;***

***Step 2: Once you have chosen a suitable app, log in and select a theme / template / sample infographics from the app.***

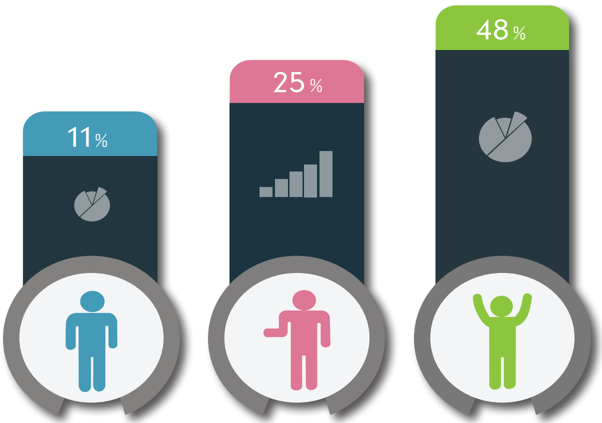
***Examples of infographics apps are:***

| | |
|---|---|
| *Infogram:* | *https://infogram.com/* |
| *Piktochart:* | *http://piktochart.com/* |
| *Canva:* | *https://www.canva.com/* |
| *Slidegeeks:* | *https://www.slidegeeks.com/* |

***Step 3: Edit your content using available data.***

***Step 4: Insert data visualization elements such as — images, charts, and maps.***

***Step 5: Save and export.***



***Examples of software/apps to develop an infographic from scratch include:***

| | |
|---|---|
| *PowerPoint / Word* | *For smart art, charts and illustrations* |
| *Google Sheet* | *For charts and maps - https://drive.google.com* |
| *Inspiration* | *For complex flow charts - http://www.inspiration.com* |
| *Excel* | *For charts and maps* |
| *Adobe Illustrator / Corel Draw* | *For custom illustrations, charts, diagrams, shapes, etc.* |

See Annex 4 for Sample Infographics Templates

## 4.6 Research, Advocacy and Policy Products: Data Mining and Visualisation

It is anticipated that this year alone, worldwide IP traffic will achieve 1.1 Zettabytes, which is identical to 1 billion Gigabytes. We are subjected to a bigger amount of information than we can investigate, however, getting it before the ideal audience who can make sense out of it is the challenge of the period of Big Data that we entered a long time ago.

For a number of years, Big Data has been proclaimed as the guardian angel to alarming organizations, doing something amazing within the public sector. The general public has likewise been utilizing data to change the manner through which policies are made.


Data mining refers to the process of extracting patterns from data often with the use of algorithms. It involves methods from statistics and database systems. It is an interdisciplinary subfield of computer science. Its overall goal is to extract knowledge in an understandable structure for further use. Data mining is the analysis step of the "knowledge discovery in databases" process. The term data mining is a misnomer, because the goal is the extraction of patterns and knowledge from data, not the extraction of data - as the name implies.

Data mining is not particularly new — statisticians and researchers have used manual approaches to review data and provide analysis, insight and projections for many years. Changes in data mining techniques, however, have enabled organizations to start answering detailed questions faster and with more ease. Data mining enables researchers to link certain data questions together and graduate from answering "What was the total number of voters in Anambra in 2017?" to "What is likely to happen to voting numbers in Awka during the next election and why?"

## 4.6.1 The Goal of Data Mining

The two primary goals of data mining are prediction and description.

1.
Prediction
involves using variables or fields in the database to predict unknown or future values of other variables of interest[19].

2.
Description
focuses on finding human-interpretable patterns describing the data[20].

The goals of prediction and description are achieved by using the following variance data mining tasks:

1. Classification is to learn a function that maps a data item to an existing classroom.
2. Regression is a function that maps a data item and tries to determine the strength of the relationship between the variable (usually referred to as Y) and a number of variables.
3. Clustering is a common descriptive task, where a finite number of categories or clusters are identified to describe the data[21]. The task of probability density estimation, which consists of data techniques to estimate the multi varying probability density function of all the variables / fields in the database, is closely related to clustering. The summary includes methods for finding a compact description for a subset of data.
4. Dependency Modelling involves finding a model that describes significant dependencies between variables. Dependency models exist at two levels:
    - The structural level of the model specifies (often graphically) which variables are locally dependent on each other, and
    - The quantitative level of the model specifies the strengths of the dependence using a certain numerical scale.
5. Change and Deviation Detection focuses on the discovery of the most significant changes in data from previously measured values[22].

[19] *IT policies and strategies.ppt - Stages of Policy Making .... https://www.coursehero.com/file/24290882/IT-policies-and-strategiesppt/*
[20] *IT policies and strategies.ppt - Stages of Policy Making .... https://www.coursehero.com/file/24290882/IT-policies-and-strategiesppt/*
[21] *IT policies and strategies.ppt - Stages of Policy Making .... https://www.coursehero.com/file/24290882/IT-policies-and-strategiesppt/*
[22] *KDD Process/Primary Tasks of Data Mining. http://www2.cs.uregina.ca/~dbd/cs831/notes/kdd/2_tasks.html*

## Application of Data Mining

- Research Analysis
- Education
- Fraud Detection and Lie Detection
- Criminal Investigation
- Corporate Surveillance
- Future Healthcare
- Manufacturing Engineering
- Customer Relationship Management (CRM)
- Financial Banking

## 4.6.2 Data Mining Methods

- Decision Trees and Rules: a tool that uses tree-like graphs of decisions and their possible consequences, outcomes, costs and utility. Decision trees are commonly used in operations research, specifically in decision analysis, to help identify a strategy most likely to reach a goal[23]
- Nonlinear Regression and Classification Methods
- Example-based Methods
- Probabilistic Graphical Dependency Models
- Relational Learning Models

[23] *Decision tree - Wikipedia. https://en.wikipedia.org/wiki/Decision_tree*

# Questions to ask within your organizations:

**01**

Do you practice Data Mining?

Why do you analyse?

**02**

How does the process of mining data occur in your organization?

How does the process of analysis occur in your organization?

**03**

What are the activities that take place when mining data?

What are the activities that take place during analysis?

**04**

What tools/technology do you use for data mining in your organization?

What tools/technology do you use for analysis in your organization?

**05**

In your organization, who participates in data mining and how are roles allocated?

In your organization, who participates in analysis and how are roles allocated?

**06**

How often do you practice data mining?

How often do you analyze information/data?

**07**

What are the challenges to data mining that exist in your organization?

What are the challenges to analysis that exist in your organization?

**08**

Who oversees data mining in your organization?

Who oversees analysis in your organization?

**09**

What concrete next step can you take to improve data mining in your organization?

What concrete next step can you take to improve analysis in your organization?

## 4.6.3 Practice Tip 7: On Data Mining and Data Visualisation

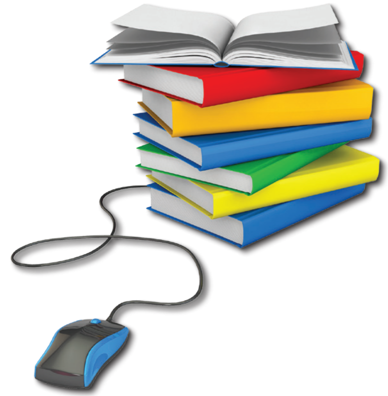
### Data Mining:

- Identify your schemes prudently
- Gather considerable data from various sources
- Make sure a clean sampling approach strategy is adopted
- Perform a 'throwaway modelling'
- Ensure a holdout sample is adopted

### Data Visualisation:

- Use a single colour to represent the same type of data
- Watch out for positive and negative numbers
- Make sure there is sufficient contrast between colours
- Avoid patterns
- Select colours appropriately
- Don't use more than six colours in a single layout

# 5. ROLE OF KNOWLEDGE MANAGEMENT AND ITS IMPORTANCE



## What is KM?

| | |
|---|---|
| Results-oriented definition | "To have the right knowledge at the right place, at the right time in the right format". |
| Process-oriented definition | "The systematic management of the process through which knowledge is identified, created, gathered, shared and applied". |
| Technology oriented | "Business intelligence + collaboration + search engines + intelligent agents". |

## 5.1 Knowledge Management in Policy Development Processes

If knowledge is what one knows, then Knowledge Management (KM) is expeditiously getting what you know to the person who needs to know it.

**WHAT?**

Knowledge management is the art of capturing lessons learnt from initiatives that have been done, usually in the past, and how they have been achieved within a particular context and institutional setting. It allows us to understand what worked well and why and what did not work well and why. It also addresses how knowledge can be maximised through the transfer and reproduction of knowledge.

**WHY?**

Knowledge management enables individuals to become innovate through the sharing of knowledge, coupled with cultural changes that affect institutions as well as meet the ever changing business environment. With faster access to information and resources across the organization, knowledge workers can act quickly.

A major aspect of Knowledge Hubs is that they should be institutions that have the capacity to capture, package, and share broad or very sector-specific experiences with domestic and international partners in order to develop public policies.

**WHEN?**

Knowledge Hubs are institutions that have the capacity to capture, package, and share broad or very sector-specific experience with domestic and international partners in order to accelerate reform processes.

Knowledge Hubs develop and disseminate policies which are then transferred between government and stakeholders. If done effectively, the result is a policy that can have profound impact on the lives of stakeholders. For this to happen, a strategic Knowledge Management approach must be at the center of the KM process. Hence, the role of Knowledge Management is critical to institutions whose main objectives are to produce good policies.

As institutions, Knowledge Hubs bridge the gap between the government and the stakeholders to become institutions that mainly share not only with the general public and government, but also with other institutions to ensure that knowledge reaches everyone and everything in society.

Do you have a KM strategy in your Institution? If so, think about how it feeds into your research and policy activities.

## 5.1.1 Types of Knowledge Management

Knowledge is intangible, dynamic, and difficult to measure, but without it no organization can survive[24]. Knowledge hubs, like other organizations, produce two types of knowledge:

1. **Tacit:** or unarticulated knowledge is more personal, experiential, context specific, and hard to formalize; is difficult to communicate or share with others; and is generally in the heads of individuals and teams[25]. Tacit knowledge is undocumented and is often only grasped by interaction (local realities, cultural contexts, know how).

Tacit knowledge can be diffused and managed through:

- Mentoring/ Coaching
- After action reviews
- Communities of Practice
- Sharing meetings
- Strategic planning sessions
- Leveraging social media platforms – Skype, twitter, Instagram, etc.
- Collaboration

2. **Explicit:** explicit knowledge is written down and codified. Managing explicit knowledge is done by collating information and insights to help evaluate the reasons for successes and failures in the project. Tools to document knowledge include:

- Work plans, concept notes, terms of reference, scopes of work
- Reports
- Technical briefs
- Meeting notes
- Knowledge summaries
- Partner updates
- Case studies, lessons learnt, success stories, result papers

[25] *Knowledge Management & Strategic Communications Guide and .... http://www.sparc-nigeria.com/RC/files/KM-Toolkit/files/1_KM_&_Strategic_Communications_Guide_&_Toolkit.pdf*

[26] *Models of KM Life Cycle – Putra Zaman. https://zamanputra.wordpress.com/2016/06/08/models-of-km-life-cycle/*

## 5.1.2 Translating knowledge into policy and action

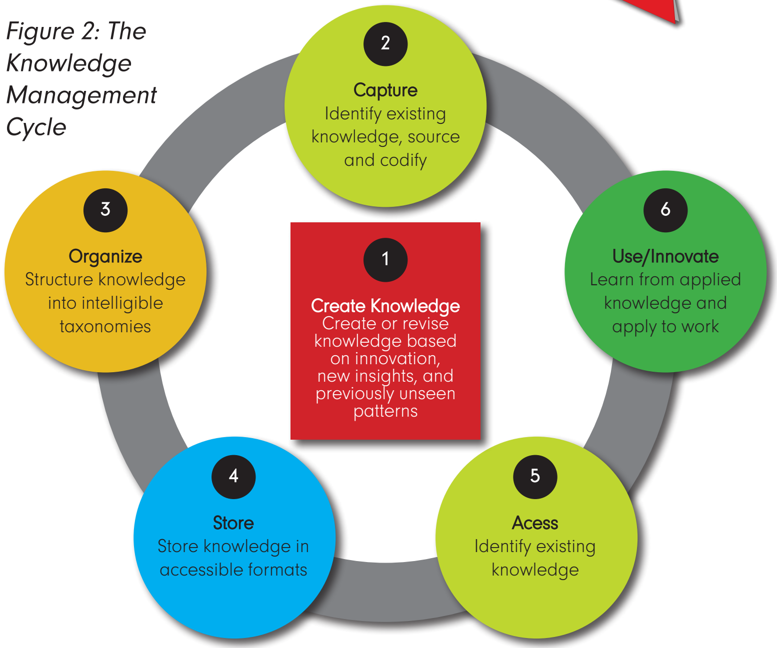
The first question to answer is: How do you transfer knowledge effectively into policy?

As researchers within a Knowledge Hub, it is critical that not only your institution but you as individuals understand the process of the KM management cycle, as this will enable you to become better at not only researching but being able to communicate both internally and externally your research material.

- *The Knowledge Management Cycle*

Knowledge Management Cycle is a process of transforming information into knowledge within an institution. It explains how knowledge is captured, processed, and distributed in an organization such as a Knowledge Hub[26].

*Figure 2: The Knowledge Management Cycle*




[26] *Models of KM Life Cycle – Putra Zaman. https://zamanputra.wordpress.com/2016/06/08/models-of-km-life-cycle/*

Knowledge Hubs should have an adopted KM framework that provides a methodology with which the institution's activities can be strengthened by utilising the current knowledge assets. The framework will, and should, indicate the four knowledge management strategic components, which will support the Knowledge Hubs to manage knowledge processes and embed learning in all research activities and policy development processes.

## • *Knowledge Creation and Capture*

Organizational knowledge is created by people through their daily work activities and general life experiences. This knowledge can be retained by individuals by documenting the information on paper or in a computer system, or simply by remembering it.

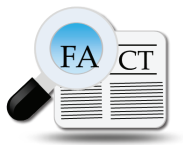
At least 80% of knowledge that individuals possess can be classified as "tacit" knowledge. This is knowledge that has been acquired through learning and interacting with people and experiences and is not codified. It mainly consist of people's viewpoints, beliefs and know-how, and includes practical crafts and skills. For example, knowing how to swim is tacit knowledge that isn't easily documented on paper.

Often, people are not aware of the tacit knowledge they possess or how it can be of value to others. This is because  tacit knowledge is usually formed by personal experiences, observation or practical training by an instructor or mentor. This type of knowledge is valuable, because it provides insight about people, places, ideas, and experiences that can be useful to the organization. Tacit knowledge has to be actively sought in order to be shared because gathering it doesn't generally form part of the day-to-day business activities of the association. Providing a range of opportunities for staff to meet to share their experiences can help to draw out some of their tacit knowledge.

## • *Knowledge sharing*

Knowledge sharing is a very important aspect of KM, because when knowledge is shared and used, it enables progress to be made in a given area or field of expertise. Knowledge sharing places value and importance on learning from the practices of colleagues and peers. It rests on the assumption that if we pool our individual knowledge and experience so that it becomes collective knowledge, we will be able to move forward more quickly and effectively in our work[27].

In fact, the practice of sharing knowledge to teach and learn from others has been going on for millennia, through both oral and written traditions, and Africa has a valuable tradition of oral knowledge exchange that still exists in many areas, especially in rural locations.




[27] *Knowledge Management & Strategic Communications Guide and .... http://www.sparc-nigeria.com/RC/files/KM-Toolkit/files/1_KM_&_Strategic_Communications_Guide_&_Toolkit.pdf*

## • *Knowledge Storage*

Once information on results and lessons learned are documented, it will be important to organize this information to make it easily available to the right people. Knowledge Hubs should have adequate storage facilities either on shared drives which can only be accessed while connected to the office internet network or on computer networks. In most organisations, there are a series of drives used for the storage of information. These are often divided into the following categories:

- A corporate-wide shared drive, containing documents relevant to the whole organisation;
- A branch, or group shared drive, containing documents relevant to a single organisational unit;
- A personal drive, containing documents relevant only to individuals.

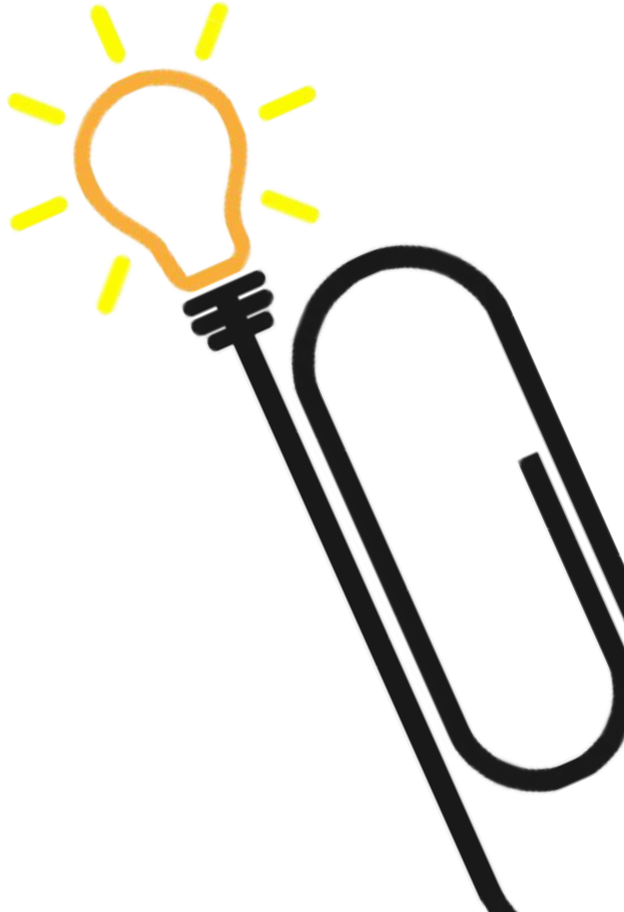
It is important to distinguish clear and satisfactory use policies for each of the three classification of shared drives (as stated above). Suitable practices in overseeing electronic records ought to be started in both the client workspace and the corporate space; a great amount of work in both case centers on the individual.

- Knowledge Hubs ought to warehouse an information system which, in addition to other things, tracks status of the research; regardless of whether it is accomplishing the result, on track or gone off track. The system also holds records acquired through an examination framework to evaluate how well research and approaches are seen to be lined up with the general result of the objectives.

## • *Knowledge implementation or applications*

Once knowledge has been gathered and shared, it is possible to apply it in practice on an on-going basis or in new situations, as appropriate. This is the stage in which progress is made and innovation takes place. And the process starts all over again. See Figure 2 for an illustration of the KM cycle.

KM succeeds fully when it is woven into the fabric of an organization and becomes intrinsic to an organization's processes. It involves getting the right information to the right people at the right time, and helping people create and share knowledge and act in ways that will measurably improve individual and organizational performance.



## 5.1.3 The Importance of fostering a KM culture

**A question to ask, is why is culture important and what role does it play in determining the level of success of a knowledge hub?**

Culture is important because it shapes assumptions about what knowledge is worth exchanging. It defines relationships between individual and organizational knowledge and creates the context for social interaction that determines how knowledge will be shared in particular situations.

The KM Culture shapes the processes by which new knowledge is created, legitimated, and distributed in organizations. Lack of technology does not prevent KM activity – it just means that KM activity must be accomplished in different ways[28].

This helps determine what mental models will support and inhibit the desired change. It also helps identify important stories and rituals that carry meaning and need to be sustained or intentionally re-created.

[28] *Organizational culture and Knowledge management .... https://www.slideserve.com/skah/organizational-culture-and-knowledge-management*

**How do Leaders Shape Culture?**

- How they react to situations;
- How they allocate resources;
- Role modelling, teaching, and coaching;
- Communicating values and beliefs;
- Rewarding or punishing;
- How they select and integrate newcomers.

## Moving from Silos to Collaborations

- Many organizations are organized functionally, and thus, silos emerge as people consider the function as their territory;
- Collaboration can take place across functional areas when people understand that functions are only areas of expertise - thus their primary responsibility is to share their expertise, not protect their territory[29];
- Without the benefit of a culture that recognizes, encourages, and rewards KM activities, consistent performance of KM activities will not occur;
- Interaction and collaboration among employees is important when attempting to transmit tacit knowledge between individuals to convert tacit knowledge into explicit knowledge, thereby transforming it from the individual to the organizational level[30].

[29] *Creating Collaborative Cultures - SlideShare. https://www.slideshare.net/ICO-Consulting/creating-collaborative-cultures*
[30] *An Integrative Literature Review of Knowledge Sharing .... https://files.eric.ed.gov/fulltext/ED504775.pdf*

## 5.2 Effective Knowledge Dissemination and Collaboration

### 5.2.1 How to collaborate effectively with other knowledge hubs

A key question to ask is why should you collaborate and how do you go about it?

**What is collaboration?**

Collaboration is a recursive process where two or more people or organizations work together toward an intersection of common goals by sharing knowledge, learning and building consensus.

Collaboration isn't new, it has been around for many years. It is all about two or more people working together to create something or achieve a goal. It involves changing technology and culture. For example, early men collaborated in settlements to tackle common enemies or for economic and social reasons.

An age old corporate maxim says, "Our strength is in our people." Cliché? Certainly. But today's concept should see the new life when knowledge management systems merge with collaborative and social technologies to create a new category of business tool: knowledge share technology[31].

## Who to collaborate with?

- Turn 'stakeholders' or 'the public' into collaborative partners
- Build collaboration into your project methodology - collaborate regularly with your project team
- Collaborate with your peers (people who do the same thing as you) - invite other expert perspectives
- Consider wildcard collaborators from outside your field, think tangentially (what other kind of person might have a useful perspective?)

## Why Collaborate?

- Team building & Morale
- Communication
- Cross disciplinary skills
- Cross disciplinary insight
- More heads/eyes/perspectives
- Team & stakeholder buy in
- Fun
- Source of information[32]

[31] *Knowledge Management and Collaboration Create Knowledge .... http://www.baselinemag.com/c/a/Business-Intelligence/Knowledge-Management-and-Collaboration-Create-Knowledge-Sharing-513230*

[32] *https://www.slideshare.net/leisa/collaboration-techniques-that-really-work-presentation/25-making_brainstorming_work_the_right Slide 25*

## When to collaborate?

- At the beginning of a project
- Regularly (not JUST at the beginning!)
- When you're stuck (troubleshooting/ problem solving) - narrow focus
- When you're looking for inspiration - broad focus

## When to collaborate?

- People feel defenceless against the system
- Unfortunately, due to fear people rather avoid such activities and resort to self-protection
- Knowledge is seen as a tool of power and has been known to maintain status or positions
- Building relationships is not a priority

## Conditions for Collaborations

- Value and trust are very important to people who want to collaborate
- Providing knowledge and support networks is seen as a key factor in developing a relationship
- It is important for collaboration to encourage thinking outside the box in a strategic manner
- Collaboration should encourage the opportunity for creative dialogue; informal or formal in order to be innovative
- Lessons are learned from the solving of problems, mistakes and success

## Establishing Cultures of Collaboration

- Starts with understanding the complexity of the current state
- Draws forth inspiration and commitment through visioning
- Combines all aspects of the organization's work
- Specifically manages change
- Entails collaborative leadership

## Collaborative Platforms

| | |
|---|---|
| Slack | Zoom |
| Skype | Email |
| WhatsApp | E-dialogue |
| Telegram | Research gate |
| Mendeley | Microsoft Team |
| Share my Screen | Facebook Workplace |

## *How do you collaborate individually?*

Collaborating is something we do either tacitly or explicitly, whether it is within your organization or outside your organization, the process should be fairly straight forward.

- Get everyone on the same page;
- Set expectations;
- Use tech tools;
- Be open about everything;
- Hold effective team meetings.

## 5.2.2 How to Disseminate Knowledge and Information effectively

A question you need to begin considering is what are the most effective ways of disseminating research materials, policy briefs/ case studies and dissemination reports?

### *Why Disseminate?*

There are usually good reasons why an institution would be interested in disseminating information. These reasons are not necessarily independent of one another but can, nonetheless, be categorised to emphasise the motivation of an institution. The reasons are usually the following:

- Judgment
- Awareness
- Response
- Collaboration
- Influence
- Policy Change

### *Who are your Audiences – Researchers and Funders?*

- Different people look for, and use different types of information. By tailoring your research output to the way your target audience finds and absorbs information, you can make sure that they learn about your work and use it successfully.
- Other researchers look for research reports, journal articles, book chapters and conference papers, especially if these are available electronically and free of charge.
- Funders find research reports, especially ones with clear, brief summaries, most useful.

## Tips

### *Audiences – Policy makers, Citizens, Press*

- Policymakers find Policy briefs and report summaries most helpful;
- Communities like personal presentations, case studies and video clips (under 5 mins) to learn about your work and its results;
- Journalists like brief summaries, position papers, short film and images.

### *Types of Dissemination Channels*

In the event that you need your work to influence policy, it is essential that it keeps on being relevant over a period of time. In the days of DigiTech, conventional strategies for sharing information are never again as successful as they use to be. Distributing a solitary report is probably not going to be the best method to accomplish your influencing goal. In this manner, you ought to likewise distribute diary articles on various components of your results, make introductions at gatherings, and contribute parts to books.

The most financially savvy approach is to utilize instruments via web-based networking media to disperse your findings.

Below is a table with various dissemination platforms divided into traditional and modern applications. Without a shadow of a doubt, the best approach for dissemination is through social media.

| Traditional | Modern |
|---|---|
| • Workshops | • Social Media: |
| • Seminars | • Twitter |
| • Town Hall Meetings | • Facebook |
| • Radio/TV | • Instagram |
| • Publications | • Linkedin |
| • Libraries | • You Tube |
| | • Web |
| | • On-line Libraries |
| | • Webinars |
| | • Slack |

The Internet is an often-overlooked tool that can help your recommendations travel to wider audiences. You should start by building an online presence through the following methodologies:

- Uploading your policy brief to your institution's or organization's website;
- You can also bolster your online presence by writing blogs about the research findings/recommendations;
- Showcasing your briefs via Instagram, twitter or other social media platforms.

Social media over the past decade is being seen as an effective platform for sourcing new expertise. Recently, policy practitioners have been advised that they should widen their networks of informal contacts within academia through such platforms. Developing an online persona, with the help of social media is a strategic way in creating your profile as a respected expert by widening your accessibility to policy practitioners.

Research suggests that, in general, institutions such as universities, demonstrate under-utilisation of social media and online communications which could help them to fullfil their potential. The findings suggest that building a 'web presence' will become ever more important in bridging the gap between research and policy[33].

[33] *How To plan, write and communicate an effective Policy Brief. https://www.researchtoaction.org/wp-content/uploads/2014/10/PBWeekLauraFCfinal.pdf*

## 5.2.3 Using Social Media for Policy Dissemination

Social media channels are effective two-way communication platforms for listening, informing, educating, and empowering people about policy issues, and can also be used to collect research data. Social media enhances the speed at which communication is sent and received during public policy development processes. It allows for a better understanding of public perceptions of issues, and makes it easier for users to participate and engage.


**Wide Reach:** Social media has become an integral part of the policy development process. The consumption of information via the use of social media is increasing at a phenomenal rate, currently there are about 1.49 billion active users[34], with Facebook being the first social media site to exceed one billion registered accounts[35], Twitter currently has about 366 million monthly active users as of December 2017[36].

**Strengthened listening capacity:** A distinctive characteristic of social media is that it allows knowledge hubs to pay attention and gather feedback in current-time. Engaging with social media provides a unique resource to gather insights into the perceptions, attitudes and knowledge of users. Knowledge Hubs can use social media to identify what people are saying, for example about governance or social topics, competing advice and counter-arguments. Knowledge hubs can identify gaps in messaging and misinformation that may need correction. Finally, they are in a position to get better understanding of what really matters to people. Listening activities help ensure that the messages disseminated align with your target audience needs. It will also enable your institution to measure, if messages are reaching the intended target groups, and how these are being received. This alignment can help demonstrate that a policy being developed is paying attention to the citizens and helps to build credibility. Knowledge Hubs can also see how they are being perceived.

**Create new opportunities for interaction with users:** Knowledge Hubs should ensure that they use social media to facilitate direct and real-time interaction with and between followers, organisations, experts and leaders; for example by hosting Twitter or Facebook chats as scheduled events. These events provide useful platforms for disseminating information on relevant topics and are opportunities for users to interact and respond to each other's queries and concerns (see Annex 7).

**Organisations benefit from user-generated content:** Knowledge Hubs can use social media to encourage users to share stories, pictures, videos, news, observations, etc. User-generated content can be particularly effective for Knowledge Hubs that have limited resources for the development of large-scale social media content.

[34] *https://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/*
[35] *https://www.statista.com/statistics/272014/global-social-networks-ranked-by-number-of-users/*
[36] *https://www.statista.com/statistics/282087/number-of-monthly-active-twitter-users/*

## 5.2.4 Practice Tip 8: Crafting an integrated social media strategy

### Assessing and integrating with your organisation's current social media capability

A social media strategy needs to be part of a broader communication plan, ensuring that it will be involved in activities such as corporate communication, risk analysis, or planning and implementing responses. It is important to access the institutional activity and interest first, to get a clearer sense of the structure and vision of the institution.

By doing this, the institution will be able to identify internal stakeholders or departments that you may need to involve. This can be done by instituting one-on-one meetings, or brief workshops, where you have the opportunity to discover whom you will work with and how you will engage with them during the process of developing a social media plan. Develop the following guideline questions that need to be answered in order to give you that overall picture:

- Does the institution have any social media policies and guidelines in existence?
- Do staff of the institution already use social media, and if so, what platforms, tools, etc. do they use?
- Is there a demand for training programmes and/or would they like further training to understand how social media can deliver benefits amongst the staff?
- Do departments within the institution have any resources that could support the development or deployment of a social media strategy, e.g. interested or knowledgeable individuals?
- How would different stakeholders like to be involved in a) social media strategy development and b) social media deployment and review?
- Are there any other enabling issues or barriers to be aware of, e.g. supportive or conflicting policies, strategies, legislation?
- How are social media strategies currently being used to tackle policy debate topics?
- Are social media strategies currently included in planning policy processes?

Such an exercise will help you assess both enabling and obstructing factors related to the current interest. It will also identify those capabilities and capacities in your organisation that can help to deliver a social media strategy. In particular, it should help identify the social media assets and needs of internal stakeholders. The results of such assessments can be used to help shape your strategy development processes. Such assessments can also be used on an ongoing basis to further develop your social media strategy over time.

## 5.2.5 The five stages of developing a social media strategy

This guide builds on a number of systematic approaches to develop integrated social media strategies

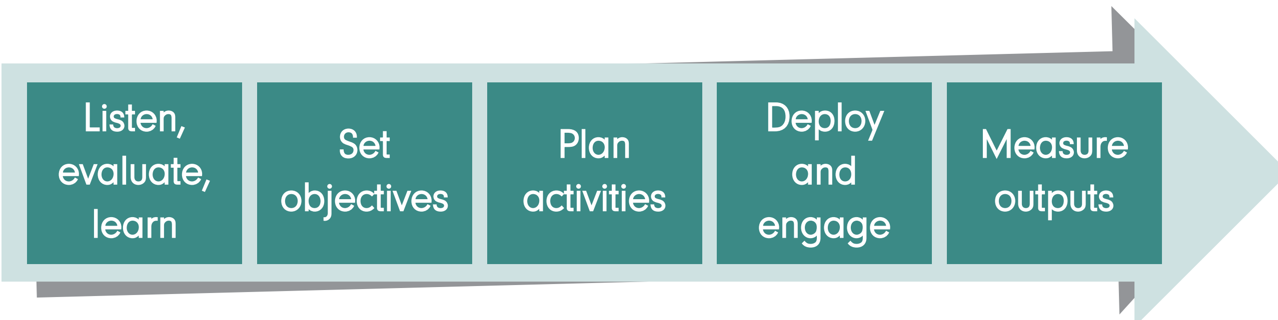



*Figure 3: Five steps of social media strategy development*

## Step 1: Listen, evaluate, and learn – gathering insights

One of the distinct characteristics about social media is that it enables rapid, real-time and inexpensive two-way communication between organisations and audiences. Social media can therefore be used not only to disseminate information but also to gather intelligence.

You can use social media as a research tool to find out what information is already being shared and to identify conversation topics and people. There are many tools available, such as Tweet deck, Hoot suite, Radian6, Engagor that can assist in social media listening activities.

Listening to conversations on social media you will be able to identify what people are saying about policy issues as well as topics of interest. This will help you to identify gaps in messaging and understand what people care about, which in turn will help you to plan your content and align your messages with your audience. You can also follow current debates on policy related issues. The ability to listen and respond appropriately will demonstrate that your Knowledge Hub pays attention, which will help build credibility and trust.

## Step 2: Set goals and objectives

Knowledge Hubs should define the goals and objectives for their social media strategy based on their organizational goals and the information gathered through listening. When designing a social media strategy, we recommend setting very broad organisational goals, such as disseminating public or policy activities, reaching out to a broader audience, making information more visible, informing people about the risks of poor policies or policies that do not benefit them as citizens, establishing the presence of the organisation in several channels to improve authority, and promoting the exchange of information.

## Step 3: Plan activities

To identify your objectives, you should develop a plan of activities:

- What should be included in the social media policy?
- Who will carry out the activities?
- How will the staff be trained?
- Which social media platforms should be used?
- How will the content be managed?

## Step 4: Deploy and Engage

If you are new to social media, try to develop your activities step by step. Gradually building up your social media presence gives your organisation the opportunity to assess what works well and what doesn't (Lessons Learned) and how things can be done better. Once this has become clear, you can scale up activities.

Communicate/share your plans for social media activities with everybody in the organisation who could potentially be involved in supporting these activities; this is an opportunity to raise awareness within the organisation about social media. Get people interested, motivated and active, build contacts and networks. This will help to ensure that those posting on social media are in line with the agreed strategy. A planned activity, for example, might include sharing key messages with designated target audiences or publishing a certain number of messages at specific times during the day. There are tools which let you post at predetermined times, for example Tweet Deck. (https://tweetdeck.twitter.com). Automatically posting messages after hours are not recommended – unless you have people on standby that can respond to the latest messages received via social media.

## Step 5: Measure outputs

Measuring success against objectives is important; it not only allows a direct comparison against objectives but also gives the opportunity to refine the social media strategy by, for example, considering what has worked and what didn't. Continually evaluating the strategy helps identify weaker areas, which need to be addressed and strengthened. As part of the planning process, schedule regular strategy reviews with support from internal stakeholders.

## Tips on Using Social Media

- Be open, honest, flexible and adaptable;
- Understand the limitations of the channels you want to use;
- Be prepared for the unexpected;
- Know your audience;
- Budget your time;
- Keeping things simple (text and images) can be very effective;
- Produce and share information that people actually want;
- Expect intense scrutiny on social media;
- Ask for help when you need it, e.g. from other policy practitioners and communication professionals;
- Evaluate – how are people processing the information.


# Part III

# 6. ADAPTATION OF TOOLS FOR ENRICHING PUBLIC POLICY

Why the adaptation of the following platforms/tools is critical in enriching the Public Policy dialogue through a Knowledge Hub perspective

## 6.1 Collaborative Tools

### 6.1.1 Communities of Practice (CoPs)

CoPs are networks of people who share a common interest in a specific area of knowledge (e.g. policy influence) and are willing to work and learn together over a period of time to develop and share their knowledge.

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|---|---|
| Advantages | • Provide an effective platform for developing, sharing and managing specialist knowledge.<br>• Enable a more informal structure for communicating across departmental lines and reporting to departments.<br>• This approach allows for flexibility than the old fashioned structural components.<br>• Create opportunities for innovation to thrive due to addressing problems and opportunities.<br>• Provide a platform for cultural change  (creating a knowledge sharing culture).<br>• Are largely self-organizing.<br>• Provide benefits for members within the individual community, such as: access to expert help, access to knowledge and tackle issues relating to work challenges.<br>• Increased access to expert help to expand horizons, gain knowledge and seek help in addressing work challenges.<br>• Fostering a greater sense of professional commitment and enhance members' professional reputation. |

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| Keep In Mind | The success of communities of practice has to do with ensuring that the participants have support and direction from within the community, basically from their peers; however it is important to note that the structure has to be very informal so as to allow individuals to feel free to share their experiences in a way that benefits the community. The challenge is to reach a balance between control and informality.<br><br>In ensuring a successful outcome of communities of practice, it requires a two-pronged approach, namely focusing on developing the practice and developing the community. The structure of the communities of practice should ensure that certain activities be explicitly recognized, namely: leader (or coordinator), facilitators, and knowledge managers. Training for these roles should be considered. |
| Implementation | When establishing a community of practice, it is recommended that the community begins with a face to face event, so that members can meet each other and agree on their goals.<br><br>**Check if there is an existing CoP in policy influence issues that you can join before creating a new one. If you don't find anyone in that particular issue, go ahead and create it!**<br>1. **Defining the scope - for example, policy influence**<br>The participants of every community of practice act as the centre of knowledge that can be either based around a particular issue of policy influence or on some specific problems or opportunities.<br>2. **Finding participants**<br>It is essential to identify those who can contribute meaningfully to the community. Identify those who are subject experts, and possible coordinators, facilitators, as well as knowledge managers. It is crucial also to define how the membership will operate.<br>3. **Clarifying the purpose and terms of reference**<br>It is essential to be specific at the outset as to what issues the community will be addressing, what are the needs, challenges or problems being faced by this particular set of individuals. How will the community address these issues? What form of the structure will the community establish? Will there be funding on a regular basis to keep the community afloat? |

## 6.1.2 Mind Maps

Mind Maps is a graphics technique that is used to improve learning and articulate leaning processes more effectively. It is unique in its approach and far different from the usual traditional approach of note, in that it focuses on how the brain functions. The process engages the brain in a much more profound manner partly because of its analytical and artistic approach.  It is more of a visual thinking tool that assists in structuring information more effectively. The methodology is used to improve simple tasks, such as writing a memo or soliciting and sharing perspectives on a complex project to ensure that the process of implementation is smooth.

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| **Advantages** | • Captures the natural flow of ideas.<br>• May be used individually or by groups. |
| **Keep In Mind** | Think fast. The brain works best in five to seven-minute bursts; so capture that explosion of ideas as rapidly as possible. Keywords, symbols, and images provide a mental shorthand to help you record ideas as quickly as possible, otherwise your mind will get in it and you won't be able to generate good ideas. |
| **Implementation** | Mind mapping is a visual tool that that starts with a word or image that symbolizes what you want to think about placed in the centre of the page (our mind automatically focuses on the centre).<br><br>**1.** Let imagination flow. This is just a mental process that stimulates new ideas and connections. Start with an open, creative attitude.<br>**2.** Free association. As thoughts develop, you should produce a couple of word descriptions of the ideas on lines branching from the central focus. You should ensure your ideas expand outward into branches and sub-branches. |

3. Break boundaries. Breakthrough the mentality that says you have to write on white paper with black ink or pencil. The larger the paper, the more ideas you'll have. Use different colours and styles.
4. Don't conclude. Ensure that you record everything that comes to mind, even if it is unrelated. If you are brainstorming and a random idea comes up, write it down.
5. Keep moving. Keep your hands moving. If ideas become infrequent then slow down, draw empty lines, and watch your brain automatically find ideas to put on them. Stand up and mind map on a flip chart to generate even more energy.
6. Allow organization. Where you see relationships and links instantly, you can add sub-branches to the main idea. Sometimes you don't, so you connect the ideas to the central focus. Remember the first requirement is to get the ideas out of your head and onto the paper.

# 6.2 Knowledge Capturing and Storage Tools

## 6.2.1 Internal Handbook

A handbook describes the internal processes and policies and should not include information that might change. Staff can also learn about their rights and responsibilities and the organizational culture.

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| Advantages | • It is a pivotal tool to generate and consolidate an organizational culture because it sets processes and policies that build a work culture.<br>• It can help to improve relations between the staff and the organization and also to socialize knowledge about policy influence. |
| Keep In Mind | Should be of easy access to anyone who has to implement a policy influence plan. Would recommend having it both printed and in electronic format on the intranet or e-library. Having rules written down helps enforce transparency within the organization and homogenize external communication. |
| Keep In Mind | Some items that may be included in the public policy influence section are:<br>• Principles regarding relationship with politicians (hierarchy, level of government, power, issue, etc.)<br>• Principles regarding a relationship with the media<br>• Means that the organizations use to communicate with politicians<br>• Registration and contact management<br>• Procedures for a contract with government policy<br>• Tools for influencing public policy decision-making<br>• Tools for building a communications plan |

## 6.2.2 Directory of Policy Influence Experts

In addition to an internal staff directory, it may be advantageous to have a directory of Knowledge Hubs in Nigeria and international organizations with a list of members that work on public policy influence. This directory could include the following information: first and last name, organization, and position, an area of expertise in policy influence, experience, and contact information. This tool could be shared through a community of practice. This type of information allows for tighter links by opening the door to joint projects and for access to information about the experience of other organizations.

## 6.2.3 Exit Interviews

Exit Interviews provide an opportunity for learning, capturing and storing know how between the manager and member of staff who is leaving, and also provides an opportunity to gather tacit knowledge. Exit interviews are designed to minimize the loss of useful knowledge through staff turnover and ease the learning curve of new staff. Exit interviews, therefore, should not just be seen as an informal interview between exiting staff and management.

| | |
|---|---|
| **Advantages** | • The person that leaves the organization has the chance to review and reflect on their role, giving an insight as to what lessons have been leant during this period.<br>• The institution does not lose vital knowledge about policy influence when staff depart.<br>• The knowledge gained from exit interviews can assist the incoming staff and hence reduce the learning curve drastically.<br>• Exit interviews tend to be relatively quick and inexpensive and usually result in the staff leaving having a favourable view of the institution.<br>• If conducted properly, exit interviews can be rewarding for both parties.<br>• The institution has the opportunity to retain tacit knowledge from the departing member of staff about policy influence, and this knowledge is then made available to other members of the organization. |

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| **Keep In Mind** | Obtain feedback from departing staff regarding their time in the institution. It is essential that the institution ask the staff leaving for their inputs on how the organization can benefit from their knowledge, experience, and contacts, before they leave.<br><br>While HR will coordinate the whole process of the exit interview, it should be noted that a relevant peer could conduct the interview as long as they are appropriately skilled or have been trained by the institution adequately.<br><br>If possible, there should be a live handover, where the successor meets with the leaver.<br><br>Usually, it will be difficult to interview those that have been let go, or made redundant, however, if it is possible to get feedback from them it should be done.<br><br>There is a real need to be clear about how the knowledge gathered will be used; the interview's objective is to collect knowledge that will actually be used. |
| **Implementation** | 1. There are various ways in which exit interviews can be carried out, for instance, face-to-face, using a written questionnaire, over the telephone, or via the Internet using an exit interview management system.<br>2. It is essential to think through the information you would like to gather before the interview and start your preparations early. The primary focus should be on the knowledge that would assist the successor or to others in the institution doing similar jobs.<br>3. Identify those in the institution that will benefit from that person's knowledge and what they will need to know.<br>4. Develop a strategy to capture staff knowledge, leaving the institution. This should include both explicit and tacit knowledge. |

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| | **5.** In the case of explicit knowledge, ensure that the staff who is leaving uploads relevant information about their work as well as their handover notes into a shared folder or a document library. In the case of tacit knowledge, it is essential to have a face-to-face interview and if possible carry<br>out a video interview. You can base the interview on reviewing the critical tasks the person does and asking about points to be aware of. Gaining access to the departing staff's network of contacts and sources of knowledge is also useful.<br>**6.** Think carefully about who will be the interviewer. It is vital that the staff considers them someone they can trust and open up to. |

## 6.2.4 Shared Network Drives

Most institutions have computer networks; these are a series of drives used for storing information. They can be categorized into the following: An organization-wide shared drive, containing documents relevant to the whole organization; a branch or group shared drive, containing documents relevant to a single organizational unit; a personal drive, containing documents relevant only to individuals.

| | |
|---|---|
| **Advantages** | • Promote the culture of sharing documents. Users begin to think about the best way to publish and make information available to others. Increases document consistency.<br>• Reduce the number of copies saved in individual drives.<br>• Transcends those who generate and use documents. The new staff has access to documents generated by former organization members.<br>• Unify KM responsibilities and activities under one single umbrella.<br>• The staff have access to knowledge that would be otherwise unavailable. |

| | |
|---|---|
| **Keep In Mind** | It is vital to identify clear and acceptable use policies for the 'policy influence folder.' Suitable habits in managing electronic documents should be initiated in both the user workspace and the organization workspace. Use incentives to have organization members publish information and knowledge about public influence in the appropriate folder instead of using their drives. Expanding disciplined management to shared network drives will eventually involve decisions on appropriate technological support platforms and coherent policies and procedures. Consideration should be given to:<br>• The risk of losing documents. It is therefore critical to develop a back-up facility for safety reasons;<br>• The consequences for adopting a shared storage for network traffic and bandwidth requirements;<br>• Ensure that there is a well-defined indication of the material that will be warehoused in the shared drive and material that should be made available to the closed environment, via intranet;<br>• Removing documents, which no longer should be kept.<br>Consider using a coordinator who will capture policy influence information from projects and add them to the folder as best practices or case studies; identify links with essential sources of knowledge both within and outside the organization; act as a liaison between those seeking specific information and those who can provide it (policy influence experts, people working on similar issues, etc.). |
| **Implementation** | **1.** Create shared drives or folders on the organization's server. Define those that will be public (accessible to all members) and those that will be accessible to specific members or teams.<br>**2.** Create a folder for information and knowledge about policy influence. It should be public.<br>**3.** Implement 'publish and point' across the organization: This is a method of controlling the duplication of a document being circulated. Instead of attaching the document to an email message, which gives each recipient an individual copy, a read-only version of the document is placed on a shared drive – 'published' – and a 'pointer' or shortcut is emailed[37].<br>**4.** Establish a general filing structure to make documents more accessible to find. It should: use simple but logical structures which meet the needs of both the organization and the end users; it is critical that names not be used, but they should be classified along names of departments |

[37] *Capturing and Storing Knowledge: Shared Network Drives..https://www.odi.org/publications/5251-capturing-and-storing-knowledge-shared-network-drives*

| | |
|---|---|
| | or subject matters. The use of common terminology is essential to integration. It is much more convenient to adopt alphabetical folder titles as they are much more user-friendly than digital ones.<br>**5.** The folder location should not be changed. It can include other subject-based sub-folders (education, healthcare, transparency, etc.) and an e-library. Although all members should be able to upload documents to any folder, the organization should establish the number and subjects of folders and who will be responsible for keeping the information organized. |

## 6.2.5 Knowledge Capture

Most institutions have computer networks; these are a series of drives used for storing information. They can be categorized into the following: an organization-wide shared drive, containing documents relevant to the whole organization; a branch or group shared drive, containing documents relevant to a single organizational unit; a personal drive, containing documents relevant only to individuals.

| | |
|---|---|
| **Advantages** | • Knowledge, in general, is classified as either: explicit knowledge, which is rapidly gathered and distributed; whereas tacit knowledge is more experiential and intuitive and is harder to express.<br>• Knowledge gathering focuses on trying to make some of the tacit knowledge more explicit. It aims to help organizations make better and broader use of knowledge, by picking what is already residing in the heads of key people and making it available to a broader range of people. |

| Keep In Mind | **Before embarking on a knowledge capture program, you need to consider:**<br><br>Whether your organization's culture is one that encourages knowledge sharing. Successful knowledge gathering and sharing is unlikely to happen if people feel they would be at a disadvantage by sharing their knowledge. For example, experts may feel that their status or job security depends on keeping their knowledge to themselves.<br><br>Be clear about the packaging and distribution of knowledge that has already been gathered and more importantly ensure that you have the capacity to roll out this strategy.<br><br>Not all tacit knowledge can be made explicit. There will always be aspects of know-how and experience that remain tacit. For those aspects, you will need to apply other knowledge management tools. The challenge is, therefore, to determine how much of the tacit knowledge about policy influence in your organization can be harvested and made explicit, and how much is best approached in another way.<br><br>Within certain quarters of knowledge management, it is felt that capturing and documenting tacit knowledge is unhelpful. It is felt that it is more productive to connect people so that they can share their tacit knowledge through other means such as 'live' discussions, therefore the use of communities of practice or storytelling is an avenue they encourage.  Altogether, it is wise to look at a combination of approaches and adapt them to the specific needs and circumstances of your organization. |
|---|---|

# 6.3 Knowledge Sharing and Learning Tools

## 6.3.1 Storytelling

Storytelling as a communication tool to share knowledge on policy influences by simply sharing stories. This approach adopts a range of techniques to engage, inspire and involve people, using language that is more authentic and a narrative form that people find exciting and fun. Storytelling has, of course, existed for thousands of years as a means of exchanging information and generating understanding. However, as a deliberate tool for sharing knowledge within organizations, it is somewhat recent but proliferating, to the extent that it is becoming a favoured technique among top management and consultants[38].

| | |
|---|---|
| **Advantages** | • It is a more interactive way of communication. The story is recreated in the listener's imagination, which no longer sees it as 'external' but as part of his/her identity. It becomes one's idea.<br>• Much of the knowledge on policy influence is tacit, composed by multiple layers and dimensions, and is therefore difficult to articulate. Storytelling allows people to express and share tacit knowledge in a rich and significant way.<br>• The receiver can become actively involved in the co-creation of the transmitted idea. The knowledge in the story develops and grows continuously.<br>• There's something in stories that bring people together, creating a sense of community. Since storytelling ignores hierarchies and involves emotions, feelings and thinking processes, it helps build relations and trust. Storytelling may work as a bridge by transmitting the real essence of what each part is looking to communicate.<br>• Storytelling brings along several other interpersonal communication skills. Developing these activities is part of most KM programs. Since stories convey ideas through rich and unambiguous language, they are an excellent way of communicating ideas and concepts about policy influence that are generally hard to understand. Moreover, since feelings are part of storytelling, people can communicate more than what they think they know.<br>• Storytelling is an excellent learning tool because learning implies interest (which is not frequently generated by abstract principles and impersonal processes). |

[38] *Toolkit - Supporting Tool/Resource 37: Story Telling. https://electricityhr.ca/kmat/english/toolkit/section1/phase2/resource/resource24.html*

| | |
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| **Keep In Mind** | Fact versus fiction – Storytelling can be counter-productive if the policy influence story told is not true. A story can be factually accurate while being authentically untrue. Oral versus written stories – In the written word there is a distance between the speaker and the spoken, and so in an organizational context, it can lack some authenticity. This doesn't mean that written stories can't achieve good effects, but that they work in different kinds of ways. Timing – A story should be as recent as possible – older stories can work, but the fresher, the better. 'This happened last week' conveys a sense of urgency[39]. |
| **Keep In Mind** | A beginning, middle and an end – A story needs to embody whatever it is you are seeking to get across as fully as possible. Don't leave loose ends. They also need to be succinct enough for people to remember the policy influence lesson. The 'hero' – A story needs to be told from the perspective of a single protagonist, someone whom everyone in the organization can instantly understand and empathize with[40]. The 'happy ending' – There's little room for success in a story along the lines of: "Let me tell you about an organization that didn't implement knowledge management and went bankrupt." In other words, focus on the positive. Sensemaking – Good stories explain something, make sense of something[41]. They show you, for instance, how to behave in a particular situation. They usually have a prescriptive normative value: do x and y will occur. To be effective, stories must make sense within the context of the listener's experience – they need to ring true[42]. |

[39] *Toolkit - Supporting Tool/Resource 37: Story Telling. https://electricityhr.ca/kmat/english/toolkit/section1/phase2/resource/resource24.html*
[40] *Toolkit - Supporting Tool/Resource 37: Story Telling. https://electricityhr.ca/kmat/english/toolkit/section1/phase2/resource/resource24.html*
[41] *Storytelling - 360doc. http://www.360doc.com/content/06/0920/11/10199_211764.shtml*
[42] *Toolkit - Supporting Tool/Resource 37: Story Telling. https://electricityhr.ca/kmat/english/toolkit/section1/phase2/resource/resource24.html*

## 6.3.2 Peer Assistance

Peer assistance is merely a process where a team of people working on a project or activity calls a meeting or workshop to seek knowledge and insights from people in other teams. It implies 'learning before doing', that is, the process of learning before undertaking a task, activity or project, facilitated by peer assists. It is also about 'learning during doing', during the process. Finally, it also implies 'learning after doing', facilitated by Retrospect or a Review After Action.

| | |
|---|---|
| **Advantages** | • The advantages of peer assist in policy influence projects are clear: learning is directly focused on a specific task or problem, and it can be applied immediately.<br>• This tool allows the team involved to gain input and insights from people outside the team. This allows finding new lines of inquiry or approach.<br>• It leads to reusing existing knowledge and experience rather than having to reinvent the wheel.<br>• Peer assist promotes the sharing of learning between teams and develops strong networks among people.<br>• Peer assists can be relatively inexpensive and straightforward to carry out - they do not require any unique resources or any new, unfamiliar processes. |
| **Keep In Mind** | Ensure everyone understands the objectives of the peer assist approach and their roles:<br>a learning team listens to appreciate and study.<br><br>By sharing knowledge and experiences, participants can resolve challenges without adding to their work assignments.<br><br>It is important to ensure that participants receive the briefing materials in advance, so they have time to prepare.<br><br>Just like the participants, an external facilitator is essential to make sure the diverse needs of the participants are met. |

| | |
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| | If possible, allow time for the teams to socialize. Rapport is essential for open learning.<br><br>The peer process is designed to provide input for a specific purpose or project; the institution should also consider who else might benefit from the lessons learned that are being gathered. It is essential to look out for opportunities to share and reuse knowledge and learning where it is deemed necessary. |
| **Peer Assistance** | Peer assist comes in handy when a team or unit is facing a challenge, where the knowledge about and experience in policy influence from others can help, and when the potential benefits outweigh the costs of travel. In most contexts, an important consideration is that of evidence-based practice. You might wish to carry out an After Action Review following your peer assist[43]. In looking at whether the process went according to plan, what was different and why, and what can you learn from that for the next time[44]. |
| **Implementation** | Develop a clear definition of the policy influence problem to be tackled. Carry out some background research on whether similar issues have been, or are being, faced elsewhere would be pertinent.<br><br>The definition should include a set of hoped-for outcomes from the peer assist process.<br><br>Enlist participants. It is advisable to get a good mix of people playing a range of roles across different locations, and from different positions in the organizational hierarchy, with the proviso that peer assist work best when there is some common ground, and scope for open, honest interactions. Consider including people from outside, but only if this will not disrupt internal sharing[45]. It might be pertinent to look at bringing in Subject Matter Experts (SME) after the internal sharing process. |

[43] *Toolkit - Supporting Tool/Resource 44: Peer Assist/Peer Review. https://electricityhr.ca/kmat/english/toolkit/section1/phase2/resource/resource31.html*
[44] *Peer Assist | Knowledge for Healthcare. https://kfh.libraryservices.nhs.uk/knowledge-management/km-goals-tools-and-techniques/peer-assist/*
[45] *Knowledge Sharing and Learning: Peer Assists | Overseas .... https://www.odi.org/publications/5239-peer-assists-review*

Time the meeting carefully.

Run the peer assist meeting. Effective peer assist meetings comprise six parts.

1. The learning team introduces the current context, history, and ideas regarding the task or issue at hand. It is essential that this activity happen in an open and flexible environment.
2. Participants should tackle the issues at hand and discuss issues of interest - namely, what has been covered, and what hasn't been covered.
3. There should be sessions in which participants consider what the learning team might need to know to address the policy influence problem and where might they find that knowledge.
4. A critical part of the process is the ability to reflect on what has been learnt from the participants amongst themselves.
5. Feedback is critical to the learning team and the ability to respond to specific questions. This should be an informal process in dealing with what has been learned. By rising the positive aspects of the process from the very beginning and then move to the dealing of doing things differently this might make things easier to comprehend. In presentation of what has worked well elsewhere the participants should focus on describing rather than prescribing facts.
6. Contributions by participants should be acknowledged. The group or participants need to adhere to an agreed timeline for a delivery of specific key lessons learned and how the team will do things differently to achieve better policy influence results. Also participants may benefit from being invited to share what they have learned and how they intend to apply this newly acquired knowledge.

Participants should look at creating a list of lessons and related options to shape the learning team's decision-making process and provide pointers to future actions. This document should be shared with the peer assist participants for final comments and suggestions, and then placed in a publicly accessible place such as an intranet[46].

[46] *Knowledge Sharing and Learning: Peer Assists | Overseas .... https://www.odi.org/publications/5239-peer-assists-review*

### 6.3.4 Forums and meetings (Workshops, training and programs)

Small meetings, discussion groups, and forums may serve as opportunities to share knowledge and learn. However, for this to happen, they must be organized with the final goal of sharing and learning about policy influence. When we speak of forums and meetings, we are referring to any meeting that includes oral expositions: conferences, congresses, private round-table discussions, panel presentations, and any regular meetings through which people gather.

Although meetings, where people listen to a panellist without interruptions, are commonplace, a more dynamic and stimulating way of learning is increasingly gaining acceptance: learning groups. They can be found in workshops, training programs or seminars. The idea is to have peers interact; make people exchange knowledge and discuss and benefit from others´ perspectives and experience. No presenter is conducting the meeting but a facilitator whose role is to guide various activities and discussions throughout the event. Several methods may be used to share knowledge, and that may be adapted to different needs depending on the situation.

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| **Advantages** | Every type of face-to-face meeting (forums, workshops, etc.) mainly increases learning capability. Even though organizing these meeting between organizations takes time and money, they are of great value. By making wise use of time, we may turn meetings into better learning events. There is substantial information available on how to improve events and meetings, increase assistance and make them more efficient. Meetings are part of a long process and should not be regarded in an isolated way. They have several advantages:<br>• Active learning<br>• Access to specific policy influence tools<br>• Generation of trust<br>• Deeper discussions<br>• Stronger working ties<br>• Integration of different ways of sharing knowledge<br>• Flexible structure<br>• Access to diverse experiences |

| | |
|---|---|
| **Keep In Mind** | Consider the number of people that will be attending: processes for a meeting of 50 people are different than for a meeting of 20.<br><br>Ensure a clear follow-up: who will do what and when.<br><br>Once over, evaluate the meeting process: facilitator's performance, clear articulation of goals, ability to focus on the meeting subject, etc. This will help to improve members' capabilities.<br><br>Workshops: try new ways of teaching, talk with others who have done similar activities, repeat good practices and avoid failed ones.<br><br>Learn from peers. Keep your eyes wide open. There's always an opportunity to learn. |
| **Implementation** | 1. The meeting process should be planned and be straightforward for organizers by assigning responsibilities.<br>2. Everyone should share the goal of the meeting.<br>3. Participants: identify and invite them in advance to let them plan and assist.<br>4. Choose a comfortable venue where you can make a power point presentation. Take the number of participants into account.<br>5. During the meeting: create instances for each participant to share ideas.<br>6. Presentations: get to the point and keep to time (generally no longer than 20 minutes)<br>7. Look for interaction: presenters should be ready not only for questions but also plan group exercises to generate material for a general discussion. |

## 6.3.5 Knowledge Fairs

We often have substantial information and knowledge about policy influence that may be useful to similar organizations. Knowledge fairs are designed to share knowledge on a particular issue (in this case, policy influence) and can be organized in different ways using panels, exhibit booths, demonstrations, and presentations. They can take either a full day or two or three consecutive days. Knowledge fairs usually take place in a space large enough to hold different simultaneous activities among which attendants can choose to participate.

| | |
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| **Advantages** | • Allow for sharing a lot of information<br>• People focus on what most interests them<br>• Excellent opportunity for networking and establishing new contacts for the future<br>• Organizers strengthen their team spirit and group work skills<br>• Allow for recognizing best practices and personal achievements<br>• Opportunity to participate in informal and spontaneous activities |
| **Keep In Mind** | • Knowledge fairs demand time and effort<br>• They can be expensive<br>• Beware of information overload<br>• Publicize the fair widely<br>• Get top-level support |

## 6.3.6 Tools for Infographics and Storytelling

| | |
|---|---|
| Online Infographic tool | https://www.canva.com/ |
| Online Storytelling tool | https://www.hatchforgood.org/ |
| Online Infographic tool | https://create.piktochart.com/ |
| Online Photo Archive | https://pixabay.com/ |
| Online Data Mining tool | https://www.maxqda.com/ |
| Tutorials | https://piktochart.com/blog/video-tutorials-learn-use-piktochart-in-no-time/ https://piktochart.com/blog/how-to-create-an-infographic-and-other-visual-projects-in-5-minutes/ |

# Annexes

# Annex 1: Guide to Writing a Policy Brief

[MAIN TITLE OF POLICY BRIEF]

[Subtitle]

Section 1: Background/Overview
[This paragraph provides an overview of your study focusing on what is unique about your study or its contribution. To help engage the policy makers, you want to make the connection between your research and the policy issue.]

Section 2: Research Findings
[This section describes your research in details. It should provide specifics about the topic and key research findings. Be sure to avoid technical jargon and to translate technical terms using terms for lay audiences. To help readers understand the findings, you may want to describe the study population and method used.]

Section 3: Current Federal/State Policy
[This section describes the current federal and state policy your research can contribute to. Describe the policy using plain language including specific terms under the policy, who will be affected by the policy, how the policy benefits people's lives, areas where the policy can be improved. Be sure to use a neutral tone when describing the policy and avoid partisan/biased remarks.]

Section 4: Policy Implications/Recommendations of Research
[This section provides the policy implications and recommendations based on your research. Focus on how your research can support the policy, or improve the policy, and the anticipated outcomes from the changed/improved/refined policy your research recommends. It is helpful if you mention how people's lives can be impacted by recommended actions based on your research and how it is translated into cost and savings for the society.]

### Section 5: Contact Information

[This section provides the contact information of the lead of the research including email, phone, mailing address and website of the origination.]
***

### [About {Name of Your Policy Brief}]

[Boilerplate language about your policy brief; can include some completed studies that may interest your audience]. For more information, visit [website link].

Source: Policy Brief Template and Instructions by MSKTC - https://msktc.org/lib/docs/KT_Toolkit/MSKTC_Template_PolicyBrief_508.pdf

# Annex 2: Guide to Writing a Dissemination Plan

## DEVELOPING A DISSEMINATION PLAN

Developing a dissemination plan is a key part of the collaborative research planning process. Although the decision makers and researchers working together won't know the results of the research until the research is completed, working through an initial dissemination plan can help your team to focus the project and identify key audiences. When the research results come in, you'll be ready to flesh out key messages, review and finalize the plan, and then implement it.

Following is a list of some of the key elements that should be included in a dissemination plan. While this is not a detailed guide to developing a dissemination plan, it provides a good overview of some of the most critical things that should be considered.

### 1. Project overview

- Describe the current environment or context that provides the impetus for the research being undertaken — what is your research aiming to clarify or change? Who is or should be interested in the results?
- Briefly sketch out the research project and its objectives. How will it address the context or challenges you have identified?

### 2. Dissemination goals

- What are you hoping to achieve by disseminating this research? You may have a single long-term goal, such as a change in a policy, practice, or even culture, but make sure to also include any supporting or shorter-term goals.

### 3. Target audiences

- These are the groups you want to reach with your research results — and who you will target in your dissemination activities. Be as specific as you can — who are the people who can use this research?

- You may want to divide your list into primary audiences (more important) and secondary audiences (less important) and allocate dissemination efforts according to audience importance.

### 4. Key messages

- In your first stab at a dissemination plan, you won't be able to develop specific key messages because you won't know the results of your research project. However, you can plan broadly around what you anticipate the content will be.
- Effective messages explain what your research results mean, why they are important, and what action should be taken as a result. They are not simply a summary of the results. Note the wider context if applicable – how the results fit with the body of related research on the topic.
- Make messages clear, simple, and action-oriented. The style and content should be tailored for each audience. Messages should be based on what that audience wants to know, rather than on what you think it should hear.

### 5. Sources/messengers

- Since using influential spokespersons to spread your messages can help ensure uptake of your research results, identify the people or organizations that are viewed as credible with each of your target audiences.
- Then think about how you can get those people and organizations "on board" – maybe you can partner with them in a workshop or ask them to include an article about your research results on their web site or in their newsletter.

### 6. Dissemination activities, tools, timing, and responsibilities

- This is the meat of your dissemination plan. Here you describe the activities (such as briefings or presentations) you will undertake to reach each target audience, and the tools (such as printed materials or web sites) that will support these activities. You also set out timing (what you will do first and when you will do it) and assign responsibilities to team members.
- Successful dissemination activities go beyond traditional vehicles such as publication in scholarly journals – look for activities that promote a two-way dialogue, not a one-way flow of information. Face-to-face meetings or briefings are a very effective way to reach decision makers.

- Make each member of your collaborative research team responsible for carrying out at least one dissemination activity, and schedule meetings to report back and ensure commitments are being met.
- A good dissemination plan will have activities that reach each of your target audiences, taking into account their attitudes, habits, and preferences.

### 7. Budget

- Time and budget requirements for dissemination are frequently underestimated. Effective dissemination involves resources and planning — think about travel, layout and printing, translation, equipment, and space rental costs when allocating a budget for dissemination activities. Don't forget to include resources the individual(s) will need to do the future planning and co-ordination of the activities you have identified!

### 8. Evaluation

- Evaluation is most effective when it is built in from the start. Decide how you will evaluate the success of your team's dissemination efforts, selecting measurable criteria for each dissemination activity. Focus less on efforts (how much you did) and more on outcomes (what was the result).

Source: Communication Notes - Developing A Dissemination Plan by Canadian Health Services Research Foundation - https://www.cfhi-fcass.ca/Migrated/PDF/CommunicationNotes/dissemination_plan_e.pdf

# Annex 3: Guide to writing a Case Study

## Writing a case study

There are two different approaches to case studies:

**Type 1:** The analytical approach
The case study is examined in order to try and understand what has happened and why. It is not necessary to identify problems or suggest solutions.

**Type 2:** The problem-oriented method
The case study is analysed to identify the major problems that exist and to suggest solutions to these problems.

## This Quick Ref focuses on Type 2: The problem-oriented method

A successful case study analyses a real-life situation where existing problems need to be solved. It should:

- Relate the theory to a practical situation; for example, apply the ideas and knowledge discussed in the coursework to the practical situation at hand in the case study.
- Identify the problems.
- Select the major problems in the case.
- Suggest solutions to these major problems.
- Recommend the best solution to be implemented.
- Detail how this solution should be implemented.

**Note:**

- The Case is the "real life" situation
- The Case Study is the analysis of this situation

## Writing a case study

There are usually eight sections in a case study:

### Synopsis/Executive Summary

- Outline the purpose of the case study.
- Describe the field of research – this is usually an overview of the organization.
- Outline the issues and findings of the case study without the specific details.
- Identify the theory that will be used.
- Here, the reader should be able to get a clear picture of the essential contents of the study.
- Note any assumptions made (you may not have all the information you'd like so some assumptions may be necessary eg: "It has been assumed that...", "Assuming that it takes half an hour to read one document...").

### Findings

- Identify the problems found in the case. Each analysis of a problem should be supported by facts given in the case together with the relevant theory and course concepts. Here, it is important to search for the underlying problems; for example, cross-cultural conflict may be only a symptom of the underlying problem of inadequate policies and practices within the company.
- This section is often divided into sub-sections, one for each problem.

### Discussion

- Summarise the major problem/s.
- Identify alternative solutions to this/these major problem/s (there is likely to be more than one solution per problem).
- Briefly outline each alternative solution and then evaluate it in terms of its advantages and disadvantages.
- There is no need to refer to theory or coursework here.

## Conclusion

- Sum up the main points from the findings and discussion.

## Recommendations

- Choose which of the alternative solutions should be adopted.
- Briefly justify your choice explaining how it will solve the major problem/s.
- This should be written in a forceful style as this section is intended to be persuasive.
- Here integration of theory and coursework is appropriate.

## Implementation

- Explain what should be done, by whom and by when.
- If appropriate, include a rough estimate of costs (both financial and time).

## References

- Make sure all references are cited correctly.

## Appendices (if any)

- Attach any original data that relates to the study but which would have interrupted the flow of the main body.

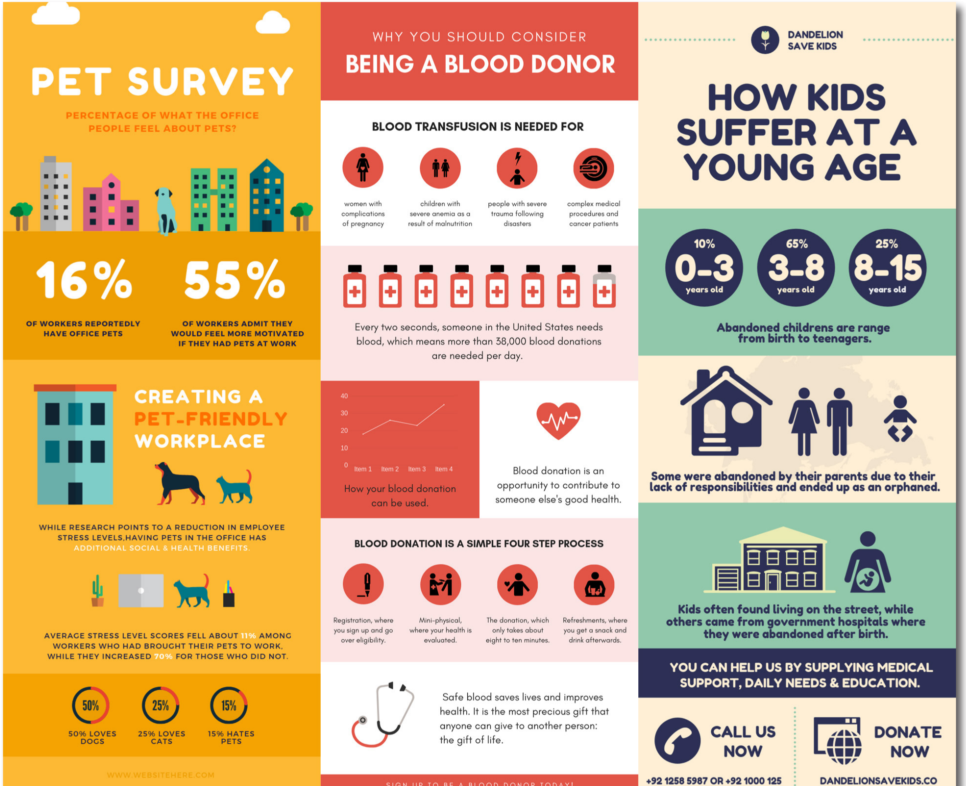
Source: Writing a case study by Monash University - https://www.monash.edu/__data/assets/pdf_file/0010/2048473/Writing-a-case-study.pdf

# Annex 4: Infographics Templates

## Sample Infographics (Infogram Templates)


Source: https://infogram.com/examples/infographics

## Sample Infographics (Canva Templates)




Source: https://www.canva.com/templates/search/infographics/

# Annex 5: Facilitating a Group Activity

**Activity:** Create, Store & Share Knowledge for Policy Influence: A Short Course for Knowledge Hubs Immersion in Research Texts

**Group Activity – 1 hour**

**Each group should assign members to the following roles:**

1. A group head to moderate activity;
2. A note taker (using laptops) to document their presentation;
3. A presenter to lead sharing in plenary.

**Each group is required to:**

a. Read the research text assigned to them;
b. Write an abstract and note at least 4 key findings and 3 possible policy directions;
c. Present in a PowerPoint during plenary.

**Plenary Presentation - 15 minutes per Group**

- Each group presenter to discuss results in plenary;
- Other groups can ask questions and presenter to respond to any questions that might arise.

# Annex 6: Introduction to policy products: Policy Brief

## The Policy Brief

The Policy Brief is a "short, neutral summary of what is known about a particular issue or problem. Policy briefs are a form of report designed to facilitate policy-making" (Eisele, 2006).

The main purpose is to "succinctly evaluate policy options regarding a specific issue, for a specific policy-maker audience". Policy-makers need to make practical decisions under time-constraints, so the brief should provide evidence and actionable recommendations.

The policy brief distils or synthesizes a large amount of complex detail, so the reader can easily understand the heart of the issue, its background, the players ("stakeholders") and any recommendations, or even educated guesses about the future of the issue.

We write policy briefs in order to provide:

i. Intellectual matter and evidence for the formulation of new policies;
ii. Intellectual matter and evidence to improve on existing policies;
iii. Intellectual matter and evidence to challenge pieces of legislation that impact negatively on individuals or groups.

> "The purpose of the policy brief is to convince the target audience of the urgency of the current problem and the need to adopt the preferred alternative or course of action outlined and therefore, serve as an impetus for action" (Young and Quinn).

Policy briefs can also inform policy debates and public understanding of policy issues. Impact is enhanced by the sponsors visibility, credibility, network and access to decision makers.

## What makes a good Policy Brief

### Policy Brief versus Research Paper

Some might say that a policy brief is more "professional" because it is geared towards readers who have a limited amount of time to make a practical decision, while a research paper is more "academic" because it pays more attention to the scholarly roots of particular arguments and judges their merit on intellectual and logical criteria.

### Who are our readers?

Ask yourself:

- Who am I writing this brief for? Take your primary audience into serious consideration. Your brief should be tailored to the needs of your audience. It makes a fundamental difference for how you must frame your analysis and your recommendation.
- Is your audience an individual (i.e. Prime Minister) or an organization (i.e. the Government as a whole)?
- How knowledgeable are they about the topic?
- How open are they to the message?

### How can I persuade my readers?

- What questions need answers?
- What are their interests, concerns?
- What does it take to reach specific readers such as media, decision-makers?
- Describe the urgency of the situation
- Speak in terms of benefits and advantages

### Actors and Interests

Identify the relevant actors for the issue. This is an essential step, since you will have to analyze their interests and have a good assessment of the context and of the interests that are plugged into the issue. What are the actors' interests? This step is important for the critique of policy options/policy recommendations. Without a clear identification of the actors involved in the issue and their interests, your brief will result vague, and therefore not useful.

## Apply a laser focus

- Examine the issue you will be dealing with. Answer these questions: is the issue general or specific? How general/ specific?
- Focus on a single topic
- Define your purpose
- Identify salient points that support the aim
- Distil points to essential info
- Limit yourself to 1,500 words

## Policy Actions

Your policy actions or recommendations should reflect your analysis. It could also suggest your audience the way to 'sell' the policy to the public (the public could be other members of the organizations, voters, other parties, etc.).

# Annex 7: Social Media Engagement Strategy

## The world of Social and Mobile

Social media refers to online communication channels dedicated to user - based input, social interaction, content-sharing, and collaboration. It consists of the tools, services, and communication facilitating connections among people. It is the use of web-based and mobile technologies (including applications) to turn communication into interactive dialogue. Social media includes social networking and professional networking sites.

Social media enables the ability to share photos, opinions, events, ideas, research, etc. in real-time has transformed the way we live and it is also transforming the world of work.

Mobile refers to mode of access available to social media as most social media users access their tools via phone apps. It has implications for the design of your web content.

The objective of social media is engagement.

### Key Terms

- Viral: Anything shared across social networks that get passed along rapidly. YouTube videos are a great example.
- Platform: A system that manages content. For instance, Wordpress is a platform that manages a community of blogs.
- Influence: An individual's importance online is now measured by the Klout Score, a measurement of online influence.
- Hashtag: a word or string of characters that starts with a # sign." Identical hashtags are then grouped into a search thread.
- Search Engine Optimization (SEO): The process of organizing your website to give it the best chance of appearing near the top of search engine rankings.

- Synergy: Teamwork between companies online
- Selfie: A self-portrait taken through a mobile phone or a digital camera.
- Share: Online sharing is the process of sending a file with one or more users via the Internet.
- Trending: A word, phrase or topic that is popular on Twitter at a given moment.
- Post: Content a person shares on a social media site or the act of publishing content on a site.
- Profile: Information provided about a person or an entity on a social media site. A person's social media profile is generally created by that individual.
- Blog: A site updated frequently by an individual or group to record opinions or information.
- Meme: A means of putting viral concepts, making them everyday lingo and putting in a poster.
- Engage: If you are communicating to other social media users, you are engaging.
- Traffic: This refers to the visitors that visit a website and it's all we talk about these days.
- Tag: Indicates or labels what content is about.

## Key Success Factors: Conditions for gaining influence

- Know your audience
- Be responsive – listen
- Use the right channels for the right purposes
- Social media requires dedicated resources
- Presentation of findings in accordance with decision-makers' interests
- Use of informal communication with various actors
- Patience and continuity in communication activities
- Ability to create or join networks
- A willingness to give before ever getting
- Twitter is great for STATISTICS
- Facebook is great for STORIES
- Instagram for IMAGES and INSIGHTFUL QUOTES. The most commonly shared content on social media involves an image
- LinkedIn is great or ARTICLES

# Annex 8: Template for Determining Policy Influence on Advocacy

| Discussion point | The Role/ place of KM | Relevant research tool / Resource | Existing example | Prospective intervention |
|---|---|---|---|---|
| Community mobilization | | | | |
| Government Advocacy | | | | |
| Civil Society - Build Advocacy | | | | |
| Media Opinion Paper (Documentaries/Features) | | | | |

# Annex 9: Agenda for Training Knowledge Hub and Policy Practitioners

## Objectives:

At the end of the course, it is expected that the participants will gain:

1. Best practice processes and approaches to manage knowledge effectively;
2. Improved skills to produce high quality policy research products;
3. An increased ability to shape popular and elite opinion and trigger actions for public good;
4. Greater awareness of the role of Knowledge hubs in bridging the gap between knowledge and policy and improving policy making.

| Time | Day One | Day Two | Day Three | Day Four |
|---|---|---|---|---|
| 8.30 – 9:00 | Arrival & Registration | Recap | Recap | Recap |
| 9:00 – 11:00 | **Opening Session** | **Presentation and Short Video**<br>Knowledge Management: Create, Capture, Store, Utilize, Share | **Group Activity**<br>Hands-on Policy Product workshop | **Skill Demonstration by groups**<br>Review of draft Policy influence & advocacy session. |
| 11:00- 11:30 | **B R E A K F A S T** | | | |
| 11.30 – 1:00 | **Facilitated experience sharing by Hub**<br>• Reflections on exchange visit to a leading knowledge hub<br>• The evolving role of public policy research hubs (I) | **Presentation and Short Video**<br>Knowledge Management:<br>• Culture<br>• Tools<br>• Processes | **Skill Demonstration by groups**<br>Review of draft Policy briefs | ***Wifi required***<br>• Data mining and analysis<br>• Infographics and the Power of Storytelling – **Group Task** |
| 1:00 – 2.30 | • The evolving role of public policy research hubs (II)<br>• Key concepts, common terminology, expressions | **Facilitated Discussion**<br>Introduction to Policy Products:<br>• The Policy Brief<br>• Dissemination Report<br>• Case Study | ***Wifi required***<br>• Repurposing research for differing audiences: Objective, Tools, Processes – **Group Task**<br>• Social media & citizen engagement – **Group Task** | ***Facilitated Discussion***<br>• Project Management, Knowledge Management and Organizational learning (Dissemination Channels Websites, Cloud Technology for Document management)<br>• Ethics and Professional Values |
| 11:00- 11:30 | **L U N C H** | | | |
| 3.30 – 5.00 | **Group Activity:**<br>• Immersion in Research on Pro-Poor Growth, Unemployment & Poverty in Nigeria;<br>• Case Study on a public policy issue | **Group Activity**<br>• Hands-on Policy Product workshop | **Presentation & Plenary Discussion**<br>Policy Influence/advocacy:<br>• Community - Mobilization<br>• Government – Advocacy<br>• Civil Society – Build alliances<br>• Media – Opinion Papers | ***END OF TRAINING*** |
| 5.00 – 5:15 | **W R A P - U P and C L O S E** | | | |

# Annex 10: Reflective Framework for Training Participants

| **Level 1: Reporting**<br>Descriptive account of what happened during the Short Course for Knowledge Hubs |
| --- |
| |

| **Level 2: Responding**<br>How do you feel about the events? Your observations |
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| **Level 3: Relating**<br>Making connection between what happened and your skills & professional background |
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| Level 4: Reasoning<br>Explaining training in terms of significant factors/experience |
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| Level 5: Reconstructing<br>Reframe/reconstruct your future practice (leveraging on this experience) What will you do differently? |
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| Emerging Issues |
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| Recommendations |
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