3rd Capacity Development Workshop Report: What Works to Prevent Violence Against Women and Girls Programme

3rd and 4th July 2017, South Africa

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Contents

Introduction 3

Purpose of the Capacity Development workshop 3

Outputs of the workshop 3

Display of Good Practice Research Uptake Products 4

Day One 4

Introduction 4

Day One Session One: What is your Story? What Changes do you want to see? 5

Highlights from Group Work 6

Day One, Session Two: Getting key stakeholders to notice you and your Key Messages 7

Working with stakeholders to influence a specific change 7

Plenary Discussion 8

Day One, Session Three: Who are your key stakeholders and how can you work effectively with them? 9

Session Four: Working the Room and getting the most out of meetings 12

Day Two 14

Day Two, Session One: Let's Write Blogs and Briefs 14

Writing a Brief (introductory session) 15

Writing a brief (advanced) 16

How to Write a Blog 18

Day Two, Session Two, Data Visualising: Part 1 Transforming Words into Visuals, ... 19

Day Two, Session Three, Data Visualising: Part 2, Using Software to create dynamic PowerPoint slides and images 20

Day Two, Session Four: Sharing amongst friends 21

Annexures 22

Annex A: Programme 22

Annex B: List of Resources 25

Annex C: Stakeholder Analysis Tools 26

Annex D Writing a Blog 27

Annex E Top Tips for Writing a Brief 28

Annex F: Capacity Development Workshop Evaluation 33

Annex G: List of participants 36

Introduction

The third capacity development workshop under the What Works to Prevent Violence Against Women and Girls (VAWG) programme was held in Pretoria, South Africa from 3rd to 4th July 2017. It was an opportunity for implementers, researchers and technical staff to share learning and build skills across the programme. Participants represented the What Works Global Programme (component 1), types and prevalence of violence against women and girls in conflict and humanitarian settings (component 2), and the economic and social costs of VAWG (component 3).

The workshop was organised by Samantha Willan (SA MRC) and Alice Kerr-Wilson (SDD), and Helen Appleton drafted the report.

Purpose of the Capacity Development workshop

The workshop programme was informed by a number of processes including: reflecting on projects capacity development plans, feedback from Technical Advisors, Principal Investigators (PIs) and the Secretariat, current priorities for What Works, and the findings of an online survey assessing participants skills gaps carried out prior to workshop. Areas that participants said that they would most like to develop skills in included:

- Writing, for example briefs, blogs, research reports;
- Engaging with stakeholders;
- Presenting project findings including using visual tools; and
- Identifying and developing key messages.

The Workshop was therefore structured around the following broad themes:

1. **Building core skills on research uptake including:** identifying the story that the research and monitoring data tells; knowing the audience to engage with and tailoring the story; practicing telling a persuasive story through writing, speaking, and visuals.
2. **Relationship building and technical sharing** between grantees and the What Works consortium members; and
3. **Supporting south-to-south learning.**

This report summarises the highlights and key messages from each of the sessions. Presentations were used for some sessions and these have been shared with participants, they are also available from the What Works Capacity Development Manager Samantha.willan@mrc.ac.za A more detailed list of reading material and resources for some of the sessions is available in Annex B, a few one-page handouts were also produced and these are annexed and a short summary of feedback from participants on the workshop is available in Annex F.

Outputs of the workshop

The aim was for each project to develop and agree the following outputs:

- at least 3 Key Messages about their work;
- a list of 5 key stakeholders to target;
- a strategy for how to target each stakeholder;
- a 3-slide PowerPoint, 5-minute presentation for the Annual Scientific Meeting; and

- an outline for a brief or blog or an understanding of how to write one to ensure uptake of findings from the projects.

Throughout the Capacity Development Workshop, sessions were structured to support the development and refinement of these outputs as a process running over the two days.

Display of Good Practice Research Uptake Products

What Works, led by Lyndsay McLean & Leane Ramsoomar, developed a display of a range of good practice research uptake products outside the meeting venue to provide inspiration to grantees during the workshop. Examples of innovative and effective research uptake products from beyond What Works were displayed, with annotated notes about purpose and effectiveness. Participants were encouraged to review them and leave comments. There was also a table where partners could display any materials they had brought.

Day One

Introduction

Samantha Willan began by welcoming participants, reminding them of the second capacity development workshop in 2016 in Dubai and describing achievements by all projects since then. She outlined the focus of the workshop on developing capacity to carry out research uptake and described the programme as the What Works 'house', where the foundation was the investment by DFID; the bricks were all the different projects and research coming together to make the walls; and the roof was the leadership and oversight provided by the Secretariat.

Participants introduced themselves, and said something about the journey they had had getting to South Africa. Some challenging examples were highlighted, including visa problems, which unfortunately excluded the Rwanda team who were not able to attend.

Alice Kerr-Wilson then outlined the programme for the two days, describing how the components would fit together to support participants to achieve the outputs highlighted above. She also noted that each team would have a Technical Support person to support them throughout the two days of the workshop.



Figure 1 Technical support team

Day One Session One: What is your Story? What Changes do you want to see?

The purpose of the session was to help participants develop powerful Key Messages and turn them into Elevator Pitches to support the identification of different stakeholders and appropriate research uptake products.

The session began with a plenary to introduce participants to concepts of 'What is your Story?' and 'What Change do you want to see?'

Participants were encouraged to identify the particular VAWG context in which they work, to ensure that:

- their work links into key debates and builds leverage;
- they identify what they want stakeholders to do differently; and
- they identify specific key messages needed to communicate to stakeholders.

Samantha emphasised the need to select key findings and present them in persuasive ways, to highlight any consequences of action or inaction, and to identify clear recipients for messages. She presented a 3-step guide to structuring Key Messages (KM), highlighted in the box below.

Structuring Key Messages

KM1: Presentation of persuasive findings - highlighting the problem
"Our research found that….. is a key driver of ……and this is worsened by…..

KM 2: Presentation of implications of inaction or the benefits of action
"If this situation is not addressed then….."

OR "If you did….you could see an improvement in ……"

KM 3: Presentation of your Ask, what do you want your stakeholder to do differently to bring about the change you want to see?
"We have …….. (intervention/response) which could reduce … If you rolled this out you could achieve… (mention results that help achieve stakeholders' interests).

She presented an example from HERrespect (Bangladesh, highlighted on Page 5), stressing the need to keep it short, under one minute, and focused, just three Key Messages.

Using their baseline data, reports and research uptake plans, What Works project teams were asked to think about how to structure their work so that it would obtain maximum impact.

Grantees were then asked to work in their project teams, including people involved in both the intervention and the research, in breakout rooms to begin the identification of strategic key messages as a first step in the process to:

- develop the story that they want to tell;
- identify how to craft the story to bring about the change that they want to see;
- let donors/governments know how they could do their jobs better; and
- present a clear change or 'ask'.

Important questions alongside the key messages that participants were asked to consider were:

- **Who delivers the key message**?
- **Whom do you target?**
- **When do you share it?**
- **Where do you deliver the key message?**

Highlights from Group Work

The teams quickly engaged in discussions about what the key messages might be and to whom they could be targeted. Most teams identified several interesting emerging findings and the challenge was to select three that could be turned into a short, pithy storyline which could be built on over the following two days.

Examples of a few key messages:

1. ***HER/Respect, Bangladesh***

- Female workers abused by their male managers. Driven by managers: patriarchal gender attitudes, work stress and burn-out.
- Reduce the abuse = workers more productive, managers reach targets because less stressed, brands and factories more compliant with factory policies; abuse against women reduced.
- HERrespect = intervention in factories, initial feedback showing it addresses the drivers - patriarchal attitudes and management skills.
- Simple, cheap and we are happy to work with you to roll out.

2. ***VATU (JHU/SHARPZ), Zambia***

- Alcohol use is high and clearly linked to violence against women: over 64% of women with alcohol-using partners reported having suffered sexual assault from partners
- Approximately 50% of men, women and children in the same households also presented with symptoms of depression and PTSD
- A low cost, easily accessible treatment programme is being tested for families affected by violence and alcohol.

3. ***TearFund, DRC***

- Very high rates of IPV need to be recognized and addressed in conflict affected communities in DRC
- Harmful gender norms which drive violence are often supported or condoned by religious beliefs but this research shows that faith engagement is also linked to reduced IPV for women.
- Faith leaders have unique reach and influence within communities. If mobilised and equipped, they could play a unique role in a more effective prevention and response to VAWG.

Day One, Session Two: Getting key stakeholders to notice you and your Key Messages

This session was designed to get grantees thinking about how to engage effectively with key stakeholders, providing opportunities to learn from peers' successes and challenges. Facilitated by Alice Kerr-Wilson, it was run as a plenary with a panel whose members discussed experiences on stakeholder engagement from Peru (influencing pro-poor policy change); Ghana (developing the law on Domestic Violence); Pakistan (getting a seat for nurses at the decision-making table on health issues); South Africa (building government interest in IPV) and from DFID (encouraging DFID country office staff to take an interest).

Working with stakeholders to influence a specific change

Gina Alvarado (ICRW)

Gina demonstrated how Peruvian academics helped to create media and decision-maker interest in poverty messages in the 2006 elections in Peru. Academics were first trained to talk to media and subsequently hired media specialists to tailor their messages to reach different types of media. As a result, technical experts (including the academics) were able to enter government at a ministerial level and advised and led policy change. Impact was obtained through the use of evidence-based, hard-hitting messages, use of high profile figures and through strategic and broad media outreach.

Dorcas Coker-Appiah (Gender Centre, Ghana)

Advocacy for a domestic violence (DV) Law in Ghana began in 2001 with initiation of conversations about DV with women's rights groups, based on research outcomes. A new government was in place and a series of high profile DV cases led to the government being more open to engaging in dialogue than previously. A coalition presented a draft Bill to the Attorney General, which was subsequently used by the government for nationwide consultations and as a basis for awareness raising. The Gender Centre then developed a DV Bill coalition to strengthen advocacy through targeted lobbying and media exposure. It took over 7 years for the bill to become law, and the lessons were that multiple stakeholders, multiple strategies and patience are required to achieve change.

Rozina Karmaliani (Aga Khan University, Pakistan)

Bringing nurses into the decision-making framework was important in terms of strengthening the quality of decisions being made. This involved changing the image of nursing and supporting nurses in getting a seat at the decision-making table on health issues. It was important to obtain the buy-in of top management and to propose changes that would strengthen delivery. In this case, a shift from an apprenticeship model to higher education system of qualifications helped to improve the status of nurses, and demonstrations of the impact of the changes at community level provided arguments for changes in the system. Nurses working with and for communities led to communities becoming advocates for the roles of nurses. Subsequently, maternal and child health provided safe entry points to talk about GBV/DV, and nutrition. A lesson learned was that language and packaging are critical to positive outcomes.

Rachel Jewkes (South Africa MRC)

Early research and advocacy on IPV by South Africa MRC led to media coverage that generated significant community interest. A law on IPV had been passed previously but never implemented. SAMRC worked with women's groups to push for the act to be implemented, including Soul City, a highly successful health education TV drama, which meant that health could then be used as an entry point with government stakeholders in gender technical unit(s). A lesson is that it is much easier to work with other people's agendas, rather than trying to change them, even if it requires some compromise. Linking health and GBV creates more noise around gender, which may be positive (through this campaign, for example, important relations with the justice department were established). It took two decades, however, to get prevention on the agenda: another lesson is that big wins can take a long time and rely on longer term like-minded coalitions and alliances. What happens at national level influences the global level and vice versa.

Helen Appleton (DFID country office perspective)

Helen recommended getting to know the local DFID office, even if a project is funded from the DFID HQ/centre. The adviser responsible for GBV/IPV projects is likely to be a social development or governance adviser, and the more that this person knows about you the better, as they may need to fight the case for your area or programme. Contact with your local DFID programme may also be part of the adviser's performance objectives. Advisers are constantly being asked by HQ for case studies and local DFID-funded projects can support by providing information and lessons learned from what they are doing. Don't assume the adviser is a statistician but do provide them with a short (1-page max) note on findings including key messages: then follow up with a conversation to find out what more they would like.

Information pieces don't need to be entirely good news – it can be more effective to describe the challenges that have arisen in a project and how they have been addressed. Helen gave an example where an NGO communicated well with a DFID adviser on the implications of a change in exchange rates, which enabled shared agreements around trimming the budget, but also a speedy return to normal when exchange rates improved. By contrast another NGO that insisted that everything was going perfectly but refused to provide detail, came under extra scrutiny and eventually funding was reduced due to suspected fraud.

Plenary Discussion

Plenty of good advice was generated by participants during the plenary discussion. Examples shown below:

- Don't use confrontational language
- Build internal allies e.g. in government
- Be aware of changes in political allies
- Engage with community gatekeepers to get access, and don't challenge their power through the programme
- Do thorough stakeholder mapping beforehand to understand relationships and dynamics between stakeholders.
- Work with all the key-players from the outset
- Build alliances with other stakeholders so they don't see you as competition or a threat

- Work with the interests of stakeholders and help them to meet their own goals.
- Always follow up
- Prepare and package the information for specific stakeholders
- Personalise your messages
- Identify individual blockers in institutions
- Recognise the importance of executive summaries for those who don't read full reports, keep them short
- Be a conduit for the voices and views of beneficiaries to decision-makers
- Show decision makers the problems rather than tell, if possible (including visits to programmes): technology can be useful in this regard
- Show positive change to breakdown resistance

Top Tips

- Be in it for the long haul – 'strategic patience'
- Develop broad-based coalitions and alliances for the long-term
- Use multiple strategies
- Be flexible and respond to external opportunities
- Use 'safe' entry points such as health to discuss difficult issues like IPV
- Know your stakeholders: language and packaging is key to getting traction
- Work from your stakeholders' starting point and interest, rather than trying to change them entirely, even if it requires some compromise
- Communicate with the relevant in-country DFID adviser, and do so honestly and succinctly

The session was helpfully summarised by Rozina (AKU) through the seven 'p's:

Passion, people, persistence, patience, politics, presentation, partnerships. An additional 'p' could be 'persuasion'.

Day One, Session Three: Who are your key stakeholders and how can you work effectively with them?

The purpose of this session was to support grantees to identify five strategic stakeholders, and develop strategies for engaging with and influencing each stakeholder building on work already done in their research uptake plans.

Lyndsay McLean (SDD) and Leane Ramsoomar (SA MRC) introduced the session and took grantees through a process of:

- identifying their objectives in engaging with each stakeholder;
- beginning to think about how key messages should be tailored for each stakeholder; and
- deciding which research uptake activity would be most effective for each stakeholder

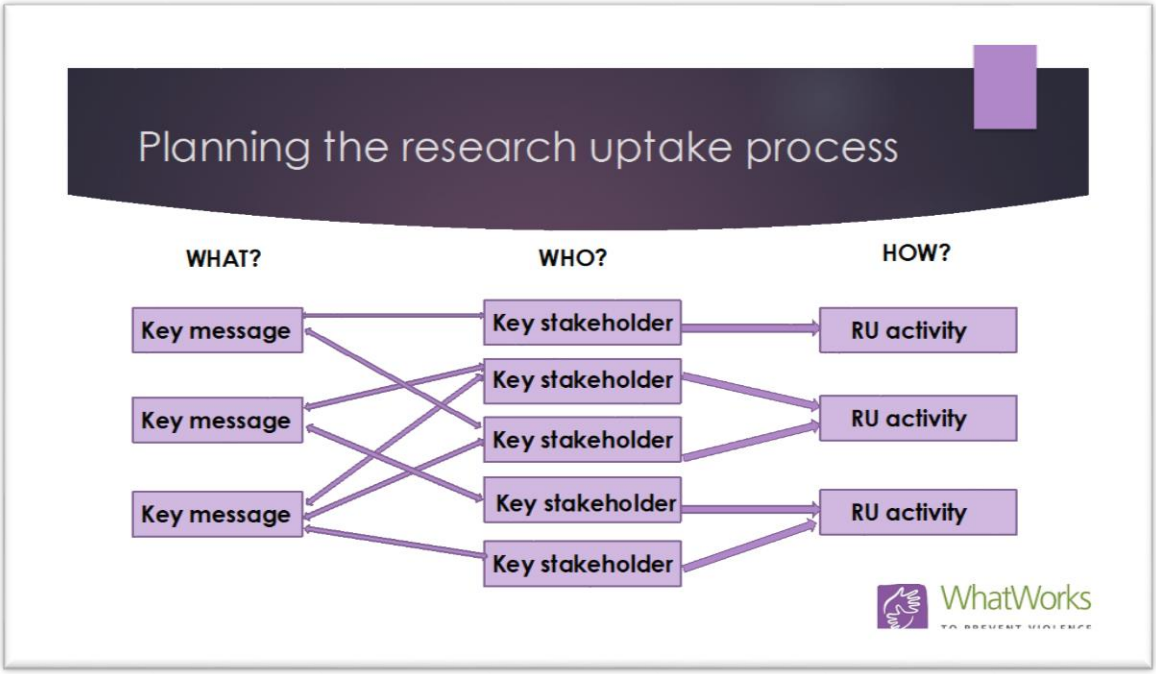


Figure 2 Linking Key messages with Stakeholder Identification and Research Uptake

They then highlighted the importance of carrying out a strategic stakeholder analysis as part of this process. A stakeholder was identified as any person, group or organisation with an interest in the outcomes of the programme and research. The stakeholder analysis should be an iterative process, linking back to the key messages identified in Session One.

Four possible groups of stakeholders:

- **Allies:** Stakeholders with the interest and influence to adopt and act on the key messages and change policies, programmes and actions 'on-the-ground'. These could be government officials or implementers of other programmes on a related theme.
- **Opponents:** Stakeholders whose interests may be harmed by the key messages and who may resist them or try to counter them. These could be people who have an interest in maintaining the status quo, and/or who want certain facts to remain hidden.
- **Facilitators:** Stakeholders who can participate in and facilitate the communication and uptake of your key messages (e.g. media channels, networks). These people may have their own reasons for being involved but will be useful.
- **Participants:** Groups that have participated in a specific programme and/or research and have an interest in the key messages and having their voices heard. These could be the communities involved or women who have suffered GBV

Grantees were then presented with a matrix/chart to complete (See annex C) to help them identify and rate different stakeholders, and based on this to select five key stakeholders who influence uptake of the research findings. A second matrix/chart then took grantees through the process of designing a strategy to approach each stakeholder.

Grantees were reminded that they have a basket of research uptake tools on which to draw, including blogs, workshops, presentations, media programmes, journal articles and briefing events. The challenge is to select the right tool for the right stakeholder.

Case study from Ujaama Kenya by Ben Mboya and Nancy Akoth

Ben and Nancy presented a study from Ujaama. Using the key messages developed in Session One, they showed how they had initially categorised seven of the stakeholders, (then narrowed down to five) in Ujaama's work as allies and allies/opponents.

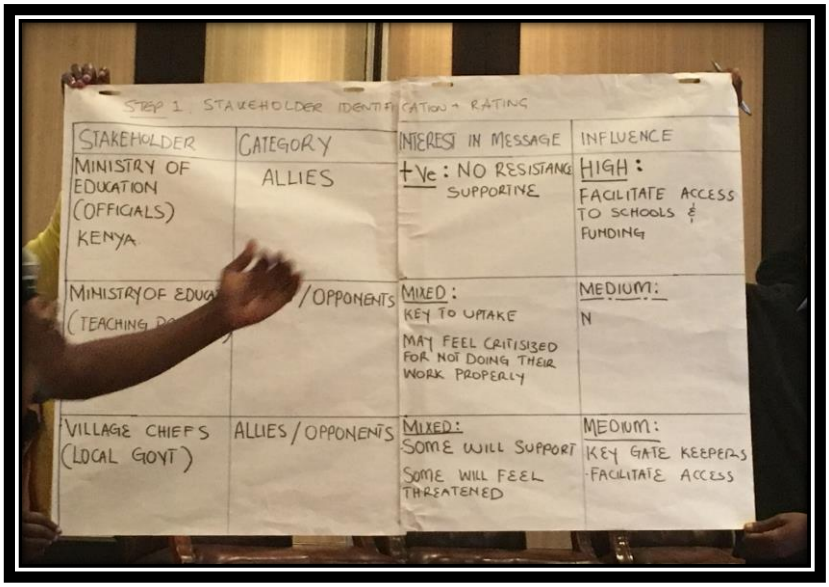


Figure 3 Ujaama Kenya: Step One in the Stakeholder Identification Process

After narrowing down the Ujaama team selected five stakeholders, who were:

1. the Ministry of Education officials (national);
2. local stakeholders such as quality assurance protocol representatives;
3. national and international CSOs;
4. academic institutions; and
5. beneficiaries such as students and teachers.

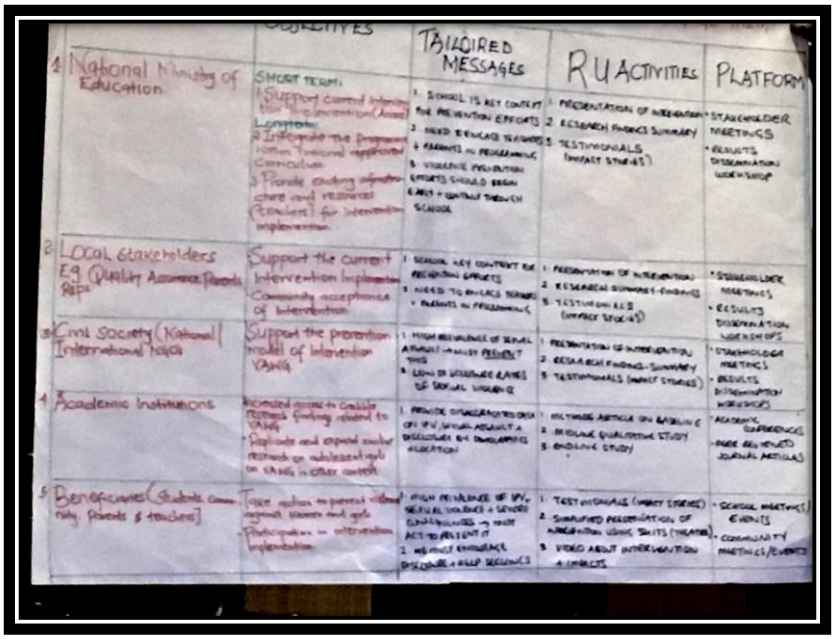


Figure 4 The Final Stage in Ujaama's Stakeholder Identification Process

For each stakeholder, the team identified the objectives for this stakeholder, the tailored messages that they should receive, the research uptake activities that would be used to engage them, and finally the platform that should be used to reach them.

After this, grantees set to work to produce their own strategies for engaging stakeholders using the methods and tools suggested in the presentations.

Session Four: Working the Room and getting the most out of meetings

There were two objectives for this session:

- Enhance skills to maximise networking and influencing opportunities; and
- To support everyone to become more effective meeting and conference attendees.

The session began with a short panel of What Works grantees and TAs providing their tips for making the most of networking opportunities. Marat Yu (BSR) facilitated and had everyone laughing over his professed nervousness in relation to small talk and chatting in relation to networking. He recommended developing a style suited to your personality and not trying to be something you are not. Panel members then gave their top tips for making the most of networking opportunities, without feeling too nervous.

Geeta Pradhan, VSO Nepal

Geeta suggested that people be prepared, and be clear in advance about the key messages and who is going to present etc. She also emphasised follow-up, including debriefing afterwards with colleagues, and recommended being flexible when or if dynamics change, and not to take challenges personally.

Dumisani Rebombo, Sonke Gender Justice, South Africa

Dumisani's top tip was to stay calm throughout, even if the stakeholders offended you, and review and reflect afterwards, to learn from the experience. Also, work on the next steps and make sure that contacts are obtained for follow up; email, phone number etc.

Julienne Corboz, Technical Advisor for Afghanistan projects

Julienne's advice was to make sure to do the research on the audience in advance, using the internet and other resources. She suggested basing the argument on available evidence, and only offering your own opinions when you have evidence to support them.

Nader Said AWRAD, OPT

Like Julienne, Nader focused on really understanding the audience and knowing what drives and motivates it (business, religion etc.), rather than using stereotypes which could be incorrect. He also highlighted that sometimes one needs to confront rather than use compromise if this better represents the community that one is working with.

Manuel Contreras-Urbina, George Washington University

Manuel drew on his previous experience with the United Nations, and recommended keeping calm and searching for win-win synergies in encounters with government officials, rather than confronting them.

The audience then broke up into different groups to practice their role-playing skills in a range of potential networking situations that the facilitators had prepared in advance. These were:

- An International scientific conference
- Media house
- Meeting Government officials
- Private sector actors
- International donor lunch

After the role-plays, the participants agreed the top tips for their different situations, and shared these with the audience.

An amusing and instructive time was had by all as the members of different groups played out their different roles. Top Tips were:

The International Scientific Conference

- Be respectful and positive
- Don't be hostile or argumentative
- Be brief and don't repeat a point that has already been made
- Focus on the question and link points to that
- Links between questions and the research should be logical: avoid obvious self-promotion

The powerful Media House

- Make the story interesting so that they want to report it
- Don't expect them to give you huge amounts of time
- Offer them an incentive (new story/new angle)
- Highlight a few important facts for the TV house – give them stats, facts and a story
- Be problem and solution oriented

The Government officials group

- Keep it simple
- Take it step by step
- Provide clear evidence
- Highlight solutions to challenges
- Provide a policy brief if you can
- Don't argue, rather try to use persuasion

The Private Sector group

- Provide an optimistic message – there is a solution and they can be part of it
- Learn about the company in advance and study their fields of interest
- Think strategically about how to get into the door
- Let them understand what the next steps are (meeting, docs whatever)
- Leave some materials behind
- Try to develop a multiplier effect by requesting connections/contacts
- Humanise any quantitative data (tell a story, make it real)

The International Donor lunch

- Send the correct person (and prepare the person who is going)
- Don't assume everyone knows about your work; provide brief background
- Be brief with the findings/key messages (remember to try to keep it to one minute; the elevator pitch)
- Try to stand out and be assertive without upsetting people
- Bring materials you can share
- Get contacts for follow up



Figure 5 Debating how to engage donors

Day Two

Day Two, Session One: Let's Write Blogs and Briefs

The objective of this session was to improve skills on how to share key messages and results most effectively through the written word. Participants began by choosing one of three parallel workshops on offer to help them with their writing skills. These were:

- How to Write a Brief (introduction)
- How to Write a Brief (more advanced)
- How to write a Blog

Each session was a working session where facilitators shared their experiences and provided advice. Participants then went on to draft an outline of a Brief or Blog

Writing a Brief (introductory session)

Leane Ramsoomar (SA MRC) led the session and reminded the group that writing a brief is a necessary tool of the trade. She defined a brief as a succinct summary of a particular issue, project, intervention or problem, that should be robust and evidence based (but there is room for creativity).

A brief should:

- Be persuasive-presented as argument for or against an issue
- Draw from global and national evidence-based and field experience
- Have a clear purpose and key messages
- Be non-technical and with jargon free language

Leane pointed out that people should be clear about why they are writing the brief (the purpose) and what they want to say, as a brief should be intended to promote action. She then took the group through a series of guidelines (see Annex E) to build confidence to begin writing a brief. She emphasised the fact that briefs are not fact sheets or key findings. Both fact sheets and key findings present the facts, but are devoid of recommendations or implications, whereas briefs have a key ask and present an evidence-based argument to support the ask.

Planning a brief

To help people focus, Leane proposed five key questions to be answered when planning a brief:

- How long will the brief be? (shorter is better)
- Who is your target audience and how can you embed yourself in their agendas?
- How much do they know?
- How will you persuade them?
- How will you share the brief with them?

Participants were advised to develop an exciting title to encourage people to begin reading, and to develop recommendations clearly linked to the key messages and evidence. It is also a good idea to get feedback on the brief from someone who is less familiar with the project, to ensure that messages are clear and understandable. It is important to be active in disseminating the brief rather than passive, and to follow up on meetings and contacts.

Leane introduced a useful two-page What Works Brief template to help people structure a brief beginning with key messages and key asks. There was lively discussion over making the message clear and simple, recognising the need to include advocacy and persuasion for policy makers but also to ensure that messages are academically robust for academics.

Maggie Sandilands, from Tearfund then shared her experience and lessons from completing the template using the research from the role of faith leaders in the Tearfund/Heal Africa project in DRC, leading to additional discussion around the key messages on faith.

Writing a brief (advanced)

Sheena Crawford and Megan Lloyd Laney (from the Evaluation Team, Component 4) led participants through a discussion of what writing a compelling brief involved, including learning how to draw up implications, how to craft recommendations and the importance of not separating recommendations from the evidence because the brief should remain evidence based. They also underlined what a good message should look like:

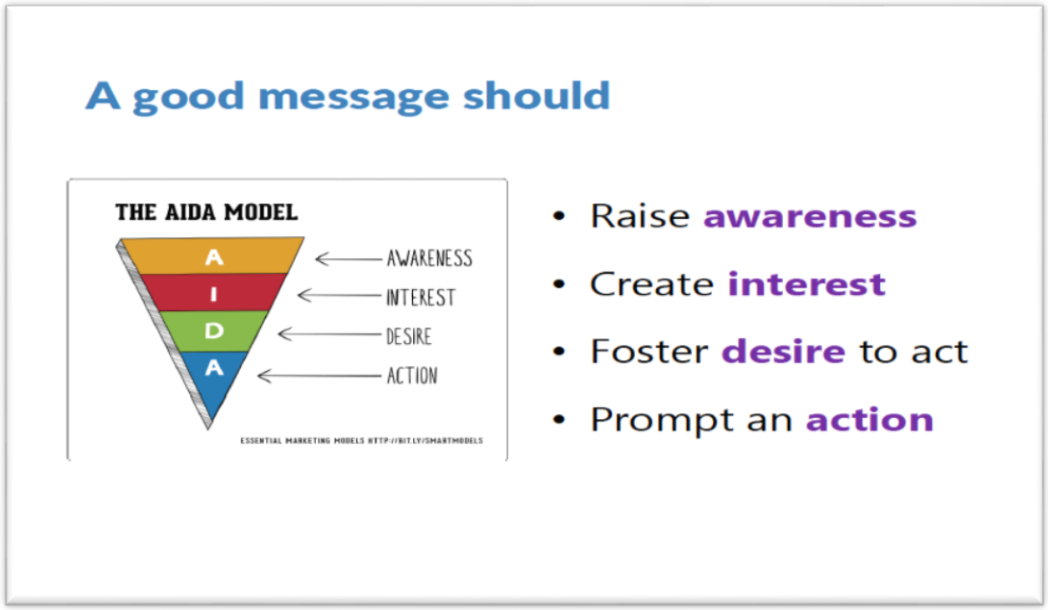


Figure 6 The AIDA model of a good message

Sheena shared results from an RCT carried out by IDS/3ie, that looked at whether briefs are used or not used, and why. The study identified the following issues with briefs:

- Standalone briefs have limited effects on changing readers' beliefs. However, stronger effects for forming beliefs can be found for readers who did not have any prior opinion.
- Messages matter: having an opinion piece from a sector expert in the brief increases the information sharing effect
- Women are less likely to act after reading the brief
- Readers with a high level of self-perceived influence are more likely to act as a knowledge broker.

The same RCT also highlighted the top reasons why policy briefs fail:

1. Scientific knowledge among policy makers is low (64%)
2. Limited openness by politicians (61%)
3. Lack of dissemination of research findings (59%)
4. Lack of incentives to act (56%)
5. Lack of institutional channels for incorporation (44%)

Group discussion on what went well on writing briefs

The guidelines for writing an advanced brief are similar to those identified in the introductory session on writing a brief: starting with a concise snapshot, having a clear 'stand out' message and clear target audiences, writing with your audience in mind and offering solutions.

Participants were given an opportunity to role play drawing up recommendations and implications for a brief, and learned the following:

Challenges:

- It is not always easy to reach policy makers at their level
- Striking a balance between academic and/or scientific jargon and a language that is friendly for policy makers can be challenging
- Formulating recommendations and implications is not an easy task
- When presenting recommendations and implications to policy makers, it takes a lot of skill to affirm their previous roles or contributions but at the same time highlight the gap that remains and the need for them to pay attention to the challenges.
- Be aware of the political context in which you are operating: if you draw examples of success stories from elsewhere it may look persuasive but it might not be appropriate
- Developing recommendations that support the agenda of the policy makers can be difficult and setting the right tone can also be challenging

Top Tips

- Understand the political context in which the brief is introduced
- Do not formulate policy briefs in isolation but involve stakeholders from different spheres
- Include different perspectives, opinions and angles when formulating briefs: this is more cost effective (because you spend less time in the end), so involve other people
- Relationship building is critical and this should be ongoing and not an isolated event
- Have an executive summary which is the most important part because you need to grab people's attention
- Ensure that the brief is evidence based and addresses the 'so what' questions
- Make a policy maker look good because then they might do what you want them to do – affirm them and their position

How to Write a Blog

Gemma Ferguson (Equal Access) and Rebecca Ladbury (Ladbury Consulting) presented this session. They opened with a series of useful pointers, which reflect some of the points made in the brief-writing parallel sessions. These are highlighted in the box below.

Writing a Blog

- ***Know your target audience*:** Write your post with your reader in mind. What do they care about?
- ***What's it about:*** Can you sum up your subject in a sentence?
- ***Opening paragraph****: T*he first paragraph should tell the reader what the post is about
- ***Keep your blog short and simple*:** Most blogs are somewhere between 600-800 words using short, simple, accessible language – could someone who knows nothing about your subject understand?
- ***Search Engine Optimisation***: Make your post attractive to online search engines by including searchable keywords
- ***Finish:*** End your blog with a call to action or a question to engage your readers and encourage them to comment
- ***Title:*** max 140 characters (so it fits in a tweet) – make it compelling so readers are drawn to the blog
- ***Summary***: A short summary/sub heading is always useful at the top, about 165 characters for good Google results
- ***Image:*** Always accompany your blog with a powerful image, use a caption and credit where possible
- ***One last, but really important, tip!*** Before you post, always proof read and edit, get a friend to glance over

The session was helpfully summarised by Geeta Devi Pradhan from VSO Nepal and Atta Muhammad both of whom found their blog voices in the session. Their blogs below describe how the session encouraged them to start blogging.

Overcoming my fear of blogging, by Geeta Devi Pradhan, VSO Nepal

I think my fear of blogging has a lot of baggage from my own fear of being critiqued by others, my wanting to be always perfect, trying to keep up with our society's expectation of flawless women. Working in a very competitive environment where as a woman, I always have to try harder, work harder, to prove that I am good as leader as anyone else.

Until yesterday's session run by Gemma Ferguson and Rebecca Ladbury on "How to write a Blog" as part of the What Works Capacity Building Workshop, I had the utmost fear of blogging and thinking that this was too complicated and that it would take up too much of my time to write a perfect blog. I really liked the way they shared their personal stories and especially Gemma's journey from what motivated her to start blogging, the circumstances she was in and how she made the most of the situation she was in, as an inspiration for blogging.

This session help me get over my fear of blogging, liberating the hidden layers of my own fear, and thank you both for helping me **find my blog voice**.

Writing a Blog is no scary thing – it is a fun process, by Atta Muhammad, Right to Play, Pakistan

If you are thinking of writing a blog and getting nervous, don't give up because it is not rocket science. Instead, it is an interesting and engaging journey. I recently attended an exciting session on how to write a blog at the What Works Capacity Development workshop and learnt

that it can be enjoyable work. Following some guidelines, anyone can produce pieces of writing, on a topic one is passionate about. I have learnt that a blog is a written expression of our experience or observations, which we want to share with the audience of our choice.

Allow me to elaborate on how I have written my first blog. Firstly, I chose the personal experience I wanted to share with you, which in this case is the learning session itself that I attended. Before writing my story, I reflected on a suitable title, which should be interesting and catchy for my reader. After finishing that creative task, I wrote an opening paragraph with a topic sentence, which summarized my whole story and then wrote the remaining piece in a clear and concise way. Congratulations to me! I am done and am going to share. "Wait a moment before sharing it" said my mentor "just read it and do the proofs and necessary editing." Now that I have done these things, wow! it is ready to be shared. I am sharing this with you to remind you that writing a blog is no scary thing. Enjoy reading and keep blogging.



Figure 7 A well-deserved coffee break

Day Two, Session Two, Data Visualising: Part 1 Transforming Words into Visuals,

Abbey Hatcher (Witwatersrand University)

The purpose of these sessions, parts 1 and 2, was to build skills around how to powerfully present key messages visually. Abbey began by running a short quiz on PPT skills and knowledge; and ways of using PPT: the results in the room indicated that most people had something to learn!

Abbey then provided an engaging presentation on getting your key messages across, by structuring them into a short (5 minute, 3-slide) presentation on links between informal settlements and VAWG in South Africa, her key message being that VAWG statistics in informal settlements are three times higher than national average.

She stated that the goal of this session was to present a 3-slide, 5 minute PPT presentation to Annual Scientific Meeting colleagues on the 5th or 6th July.

Abbey then described a useful technique for designing a presentation by describing what she termed a 'story arc'.

A Story Arc

A story arc comprises three key elements of the presentation, covering:

- *Why is the topic important?*
- *What were the Findings*
- *What are the Key Takeaway (useful to reiterate key messages)*

Participants were encouraged to develop a plan for a 10-15 slide presentation using flipcharts and sticky notes and any materials that the teams brought with them as well as a bag of visual tools provided by Abbey. Most people found the flipcharts and sticky notes technique helpful, although some people found it challenging to identify and distil key messages and asks/call to action in the allotted time. Much useful discussion was generated, and team members' reflection and analysis provided a useful basis for the next stage of the exercise. This resulted in one A3 sheet per group, the figure below was produced by VSO Nepal.



Figure 8 Story arc produced by the VSO Nepal team

Day Two, Session Three, Data Visualising: Part 2, Using Software to create dynamic PowerPoint slides and images

Abbey Hatcher (Witwatersrand University)

The objective of this session was to support teams to design three memorable PowerPoint slides and other visual tools building on their efforts from the previous session. Abbey introduced the session and described how the key messages and images would be translated into dynamic PowerPoint slides to be presented at the ASM. Most of all she advocated practising for the ASM audience of the 5th and 6th July, and pointed out that it would be a mix of researchers, practitioners and donors, many of whom would be familiar with the field of VAWG prevention.

Teams then met individually to work further on their 3-slide presentations, condensing their work from the morning. Most teams found it challenging to condense their messages into just 3 slides, however constant iteration and feedback from their Technical Support people helped.

Day Two, Session Four: Sharing amongst friends

Alice Kerr-Wilson (SDD) and Kristin Dunkle (SAMRC)

Alice introduced the session explaining that its purpose was to allow participants the chance to practice their 3-slide PowerPoint presentations in a supportive space through sharing with peers and receiving constructive feedback. The session was run in four parallel groups.

Kristin, as the Chair of the ASM, then provided a short background on the ASM to enable the teams to know their audience. All teams then divided into 4 groups and presented their prepared PowerPoints to each other, using a maximum of 3 slides, 5 minutes. The slides captured the context of their studies, key findings and key take away message. Each team had previously selected a member to present, and members from other teams provided helpful suggestions on how the slides or the messaging could be improved.

Results

All teams had good slides and managed to present their work in the allocated time. Across the four parallel sessions there was constructive and supportive feedback from the audiences with helpful suggestions for improving the presentations. Presenters noted that the opportunity to practise had provided excellent support in helping to overcome nervousness.

Feedback common to all groups included:

- setting the context of the study by using pictures to set the scene
- ensuring that the key messages were as clear as possible
- having a succinct summary of the take home message.

Other comments included:

- adding more visual aids, and reducing words, to support delivery of the message to the audience
- cutting down content on crowded slides
- improving delivery and composure, and dealing with nerves, through lots of practice
- using bullet points to highlight key messages,
- ensuring interventions are clearly defined to ensure it is clear to the audience

Several teams had prepared the slides with specific stakeholders in mind and they had to adapt this for the ASM audience at short notice. However, in all cases, the presenters managed to adjust to the change, and it provided useful experience in adjusting messages to stakeholders.

During the ASM, all grantee teams presented their projects using three slides in five minutes. Their efforts in the Capacity Development Workshop clearly paid off as many of the ASM participants remarked that grantee presentations were a highlight of the meeting and that they were impressed by the high standard of presentations.

Annexures

Annex A: Programme

What Works Component One
3rd Capacity Development Workshop, 3-4th July 2017

Venue: South Africa, Kievit's Kroon Country Estate, Pretoria

The purpose of the Capacity Development workshop will be

4. **Building core skills on Research Uptake including:** identifying the story your research and monitoring data tells; knowing the audience you want to engage and how to tailor your story; practicing how to tell a persuasive story through writing, speaking, and visuals.
5. **Relationship building and technical sharing** between grantees and the What Works consortium members; and
6. **Supporting south-to-south learning.**

Please note

- Many of the project Interventions will be highlighted during the Annual Scientific Meeting and as such we will not have a specific session showcasing the interventions.
- All projects from Component One will be given 5 minutes during the Annual Scientific Meeting to present three slides on your project, you will develop your slides during the Capacity Development workshop.

Workshop outputs

During the workshop we will work together to produce **four outputs** for each project:

1. At least 3 Key Messages;
2. List of 5 key stakeholders you will target and a strategy for how to target each;
3. A 3 slide PowerPoint presentation for ASM and future 5 minute presentations; and
4. An outline for a brief or blog to ensure uptake of findings from your project.

Display of Good Practice Research Uptake Products

There will be a display of a range of good practice research uptake products in the hotel foyer to provide inspiration to grantees during the workshop, we encourage you to take time to view these.

Social Media

We will be using a range of social media activities during the workshop, if any participants are active in the social media scene please let us know we would love you to support our work in this area.

Day 1- Monday 3rd July			
Time/Venue	**Topic**	**Purpose and Format**	**Facilitation team**
8:30-9:00 **De Kasteel**	**Welcome & Introduction**		Samantha Willan Alice Kerr-Wilson
9:00-11:00 **De Kasteel,** Then move to break away rooms	**What is your Story? What Change do you want to see?** Developing powerful Key Messages and Elevator Pitches	**Purpose** As a team agree the key messages and the change you want to see as a result of your work Agree how to present these in short powerful messages **Format:** Plenary skills building followed by work in project teams	**Facilitator**: Samantha Willan
11:00-11:30 TEA			
11:30-1:00 **De Kasteel**	**Getting key stakeholders to notice you and your Key Messages** How to engage effectively with i) governments and donors and ii) civil society	**Purpose** Develop skills in how to effectively engage with key stakeholders, learning from peers' successes and challenges **Format:** Interactive panel discussion	**Facilitator**: Alice Kerr-Wilson **Panellists**: Rozina Karmaliani Dorcas Coker-Appiah Helen Appleton Rachel Jewkes Gina Alvarado
1:00-2:00 Lunch			
2:00-3:15 **De Kasteel** Then move to break away rooms	**Who are your key stakeholders and how can you work effectively with them?**	**Purpose** Identify five strategic stakeholders, and develop a strategy for influencing them **Format:** Plenary skills building followed by work in project teams	**Facilitator**s: Lyndsay McLean Leane Ramsoomar Case Study from Ujamaa (Kenya)
3:15-3:45 TEA			
3:45-5:00 **De Kasteel**	**Working the room: How to get the most out of meetings**	**Purpose** Enhance skills to maximise networking and influencing opportunities; and To make us all more effective meeting and conference attendees. **Format:** Sharing Top Tips followed by practice	**Facilitator:** Marat Yu **Panel**: Geeta Pradha Dumisani Rebombo Manuel Contreras Nader Said Julienne Corboz
5:00-5:15 **De Kasteel,**	**Wrap up**		**Samantha Willan and Alice Kerr-Wilson**

Tuesday - Day Two 4th July			
Time/Venue	**Topic**	**Purpose and Format**	**Facilitation team**
8:30-8:45 **De Kasteel**	**Welcome**		**Samantha Willan and Alice Kerr-Wilson**
8:45-10:30 Blogs **De Kasteel 3** Briefs (beginners) **Ruse & Vrede** Briefs (advanced) **De Kasteel 2**	**Let's write: Blogs & Briefs** Three parallel sessions, participants will select either: 1 How to Write a Brief (beginners) 2 How to Write a Brief (more advanced) 3 How to write a Blog	**Purpose**: Improve skills on how to share key messages and results most effectively through the written word. **Format**: Each session will be a working session where facilitators will share their experiences and provide advise, participants will draft an outline of Brief or Blog	1 How to write a Brief (beginners): Leane Ramsoomar & Maggie Sandilands 2 How to write a Brief (more advanced): Sheena Crawford Megan Lloyd-Laney 3 How to write a Blog: Gemma Ferguson & Rebecca Ladbury
10:30-11:00 TEA			
11:00-1:00 **De Kasteel**	**Data Visualising: Part 1 Transforming Words into Visuals**	**Purpose** Building skills around how to powerfully present our key messages visually **Format:** Short input followed by working in projects to transform key messages into images.	**Facilitator**: Abbey Hatcher
1:00-2:00 LUNCH			
2:00-3:30 **De Kasteel**	**Data Visualising: Part 2 Using Software to create dynamic PowerPoint slides and images**	**Purpose** Building on the previous session design memorable PowerPoint slides and other visual tools **Format**: Ongoing work in teams to transform the key messages and images into dynamic PowerPoint slides to be presented at the ASM.	Abbey Hatcher and Stacey Striver
3:30-3:45 TEA			
3:45-4:45 **De Kasteel**	**Sharing amongst friends**	**Purpose**: Through sharing with peers receive feedback to enhance PowerPoint slides **Format**: Sharing in four parallel sessions	**Facilitator** Yandisa Sikweyiya
4:45-5:15 **De Kasteel**	**Reflections & Closure**	Plenary	Alice Kerr-Wilson, Samantha Willan

Annex B: List of Resources

List of Resources

The following are resources recommended by some of the session facilitators:

DEVELOPING KEY MESSAGES

- http://soloprpro.com/how-to-develop-modern-key-messages/
- https://www.ncbi.nlm.nih.gov/books/NBK195426/
- www.marxlayne.com/developing-key-messages

BLOGS

Organisations

- DFID's Medium: https://medium.com/@DFID_UK
- What Works Blog: https://whatworksglobal.wordpress.com/
- TIME Ideas: http://time.com/section/ideas/
- The Guardian Development Professionals: https://www.theguardian.com/global-development-professionals-network/blog
- SVRI: http://www.svri.org/blog
- BBC Media Action: http://www.bbc.co.uk/blogs/bbcmediaaction

Individual blogs of different styles:

- The Guardian Development Professionals: https://www.theguardian.com/global-development-professionals-network/2015/dec/10/working-with-academics-it-gets-easier-honestly
- What Works: https://whatworksglobal.wordpress.com/2017/03/08/herproject-at-10-celebrating-hersuccess-inspiring-herfuture/
- What Works: https://whatworksglobal.wordpress.com/2015/12/31/hundreds-march-for-hope-on-the-launch-of-new-violence-prevention-programme-in-rwanda/

BRIEFS

- http://www.researchtoaction.org/howto/policy-briefs-2/
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/514977/Research_uptake_guidance.pdf

SOFTWARE OPTIONS FOR POWERPOINT PRESENTATIONS

- Noun Project and inkscape
- Google images
- Canva

Annex C: Stakeholder Analysis Tools

Step 1: Stakeholder identification and rating

Stakeholder	**Category** (e.g. ally, opponent, facilitator, participant)	**Interest =** The attitude of each stakeholder towards your key messages	**Influence =** The power the stakeholder has to facilitate / impede the uptake of your key messages

WhatWorks
TO PREVENT VIOLENCE

Step 2: Select 5 key stakeholders and design a strategy to engage them

Stakeholder	What specific objectives are you aiming to achieve through engaging them?	What is/are your tailored message/s for them?	What RU activity will you use to engage them?	What platform will you use to reach them?

WhatWorks
TO PREVENT VIOLENCE

Ten Top Tips for Writing a Blog

1. ***Know your target audience*:** Write your post with your reader in mind. What do they care about?
2. ***What's it about?:*** Can you sum up your subject in a sentence?
3. ***Opening paragraph****: T*he first paragraph should tell the reader what the post is about
4. ***Keep your blog short and simple*:** Most blogs are somewhere between 600-800 words using short, simple accessible language – could someone who knows nothing about your subject understand?
5. ***Search Engine Optimisation***: Make your post attractive to online search engines by including searchable keywords
6. ***Finish:*** End your blog with a call to action or a question to engage your readers and encourage them to comment
7. ***Title:*** max 140 characters (so it fits in a tweet) – make it compelling so readers are drawn to the blog
8. ***Summary***: A short summary/sub heading is always useful at the top, about 165 characters for good Google results
9. ***Image:*** Always accompany your blog with a powerful image, use a caption and credit where possible
10. ***One last, but really important, tip!*** Before you post, always proof read and edit, get a friend to glance over

Annex E Top Tips for Writing a Brief

Top Tips for Planning and Writing Briefs

What is a Brief?

A brief is a concise summary of a particular issue, research project/ intervention, research findings, or initiative. It should have a clear purpose and key messages, e.g. providing evidence to inform policy change, or inspiring an action that will help your intervention or organization to influence policy, attract requests for further information or funding, and/or broaden the knowledge base of all key stakeholders.

Audience

A brief is created with a specific audience in mind, meaning that *you can have many briefs depending on your key message, purpose and audience*. Your audience is often referred to as the key stakeholder who the Key Message/s are intended for.

Potential audiences include:

- Policy makers and Government officials
- National and International NGO's
- Global and National donors
- Academics and Researchers

KEY MESSAGES

WHAT IS A KEY MESSAGE?

Questions to ask yourself to help develop your key message:

- What story do you want to tell your audience?
- What message is going to resonate most strongly with your key audience?
- What change do you want to see as a result of this work, and how does your key message fit in with your objectives?

Understanding your audience and, planning a brief with the specific audience in mind, is critical to writing a good brief that is likely to be read, understood, and lead to action.

- For **Policy** audiences the aim of the brief is to **highlight the problem**, and **share findings** from the **intervention/research**, with a specific **call to action,** for example, introduction of a policy or implementation of an existing policy.
- For **Practitioner** audiences the aim of a brief is to **highlight the problem**, and **share lessons** from **intervention/practice** to address the issue/problem.
- For **Donor** audiences the aim of the brief is to outline the problem as above, and to make a specific call to the donor community to allocate more funds to address the issue.
- For **Academic and Research** audiences, the aim of the brief is to outline the problem as above, **present the latest evidence** on either the content or research methods related to the problem and **identify gaps** in the existing body of knowledge.

Before you set out to write a brief, ask yourself:

- Who am I writing this brief for? *(**Tip:** Choose one audience per brief and write for that audience only)*
- How knowledgeable are they about the topic?
- How willing are they to receive the message? Do they already agree with my messages and I am giving them supporting evidence, or do I need to convince them to change their view?

Purpose

The purpose of a brief is to convince the audience of the **issue/problem**, the **urgency** of it, and the need to **take policy or programmatic action** to address the issue/problem.

You need to be very clear on the outcome you want in other words, **what change do you want to see**? Once you are clear on this you can ensure your brief supports your team to achieve that change.

Planning a brief

If you are writing for a policy audience:

- It is **essential** to know ***how*** policymaking occurs in your context (at national and local levels). For example, how policy is made around VAWG at national and local levels? what political structures exist (e.g. ministries with a mandate to address VAWG, portfolio committees, interministerial committees, local level committees) that directly address your specific topic?
- Know what the political realities are in the policy context that you are targeting. This will enable you to work out how your key messages and call to action link these political realities. For example, who should you reach out to? who are the gatekeepers? how does your issue link to other political concerns and/or national political priorities?
- Briefly research opposing views to the key messages in your brief. This will help you understand who your opponents are, what their main arguments are, and how you can challenge those views with your key messages.
- Remember policy makers want clear concise information that is accurate and credible.
- Provide short, powerful key messages that they can use in their own lobbying, advocacy and speeches.
- Note that in addition to a policy brief, some (not all) policy makers may also want a research report or journal article to supplement the brief, be prepared for this request.

If you are writing for an NGO/practitioner audience:

- Know what you want this audience to do, what action you want them to take as a result of reading this NGO Brief, and shape your key messages around that. For example; adopt lessons learnt for similar interventions, or collaborate to lobby or advocate for policy change, service delivery, more funds etc.

- Be clear on what information would be useful for this audience and provide it in short, clear messages, infographics, graphs etc.
- Understand your circle of influence among this audience, you may need to work with a range of stakeholders to develop your credibility and trust within this audience.
- Understand the role and influential power your organization holds in the NGO/practitioner space in other words among our allies. You may need to work with a range of different actors (academics, advocates, lobbyists) to influence programmatic decision-making.

If you are writing for an academic/research audience:

- Write so your audience can understand why your work is of interest and relevance to them (e.g. content is relevant or methods are relevant). Show how it relates to the other literature and research on the issue.
- Cite credible and recent references to other research in the field (*Tip: As a general rule, references should not be older than 10 years prior to you citing them).*
- Ensure that you have a reference list at the end of the brief that is correctly and consistently styled. For example, use a reference format such as APA, Harvard, and Vancouver.
- Write clear and concise key messages (for example if social norms are a driver of VAWG, consider scale up of effective social norms programmes to prevent violence) policy with a "take home" message that can be remembered.
- Use charts and graphs and infographics to present complex analysis and key findings instead of long complicated narratives/text.

If you are writing for a donor audience:

- If possible, it is advisable to speak to a donor or read up on their funding preferences before you write a brief. This will enable you to understand the scope of their funding and whether your work fits into that scope.
- Write a convincing "story" or background explaining the importance of the issue, what action/ change is needed and how they can contribute to achieving that action/ change.
- Explain to the donor how they can be part of the solution to the issue/problem. For example, their funding can help fill a gap in knowledge, practice.
- Clearly ask the donor if they would consider funding the project
- Thank them in advance for their time and anticipated support.

Writing a Brief

A brief should be a standalone document that focuses on a single issue, initiative, or research/intervention.

For the purposes of What Works, the brief should be, ***no longer, than four pages***. It should be printed double-sided in portrait orientation. Anything longer is likely to lose your reader's interest.

When laying out the brief, you may want to add one or two *photographs, select them carefully to ensure they reinforce the point you are making* and ensure you have consent to use photographs – (***Please refer to the RU and communication guidance document on taking and using photographs***). You could also use infographics, tables or graphs that illustrate your points or activities, in order to break up the text. If used carefully they can replace words and be very powerful.

Remember, that the ***key message*** is the most important idea you want your target audience to see. See box on the right with tips for writing key message/s.

The What Works template provided will also assist you in outlining the key components of the brief e.g. Background, Issue/problem, Methods etc. Remember you have limited space in which to get your message across, so use your words wisely.

Tips for writing a Brief

- Use simple and clear language that is easily understood.
- The brief title should be short, clear and "catchy".
- Write in short, clear sentences and paragraphs.
- Use credible information to *make an argument* for the key message, supported by evidence (research findings).
- Separate opinion from evidence and facts, and avoid opinionated statements
- Be creative and make the overall brief "eye catching" to grab the reader's attention.
- Try to convey the socio-political implications of your findings (e.g. higher levels of VAWG, social discrimination, economic and/or social costs of VAWG)



Tips for distributing a Brief

- Use the brief as a communication and advocacy tool to support activities such as lobbying, presentations at conferences etc.
- Identify key opportunities or events to attend where your key audience may be in attendance and target individuals to distribute the brief to. When you hand over the brief, engage them for a few minutes, do not 'drop and run'.
- Find creative ways to distribute the briefs so that key policy/decision makers can easily access them. (e.g. social media, USB drives, info cards, CD)
- Follow up with an informal conversation or email once the brief has been shared.
- Keep copies on hand when attending meetings where you think your target audience may attend.
- Plan a meeting (e.g. stakeholder meeting or seminar) where you actively share the brief.

- Know the content well, so that you can briefly explain it to people as you hand it to them. In addition, ensure that your entire project team is familiar with the briefs and are committed to sharing them.

Acknowledgements:

This document was informed by the following sources:

https://www.gov.uk/government/publications/research-uptake-guidance

http://www.researchtoaction.org/howto/policy-briefs-2/

Annex F: Capacity Development Workshop Evaluation

Capacity Development Workshop Evaluation

A total of 40 participants completed the end of workshop evaluation which we ran using survey monkey, below is a brief overview of some of the feedback.

Key learnings from the workshop

The range of answers included:

- How to communicate with a broad range of audiences;
- A broad overview of the WW project and team;
- How to write blogs and briefs;
- How to develop key messages;
- How to develop powerful presentations using PPT;
- That it might be necessary to have multiple strategies to prevent violence; and
- How to present statistics in clear simple messages.

The Top Three Sessions

While many sessions received positive feedback the three that really stood out for participants were:

- Developing key messages
- Creating powerful PowerPoint presentations
- Visualising our data

The responses showed that participants really enjoyed the team working sessions which had clear outputs, including a preference for sessions which began with sharing some information and/or skills in plenary and then breaking into teams to complete the tasks while applying the new skills.

The workshop flow

Participants were asked to score between 1-5 (with 1 as poor and 5 as excellent) in terms of how well they felt the workshop flowed. Ninety percent of respondents scored either 4 or 5, showing an overall feeling that it flowed effectively or very effectively.

> *"Extremely meaningful, useful and practical"*

> *"It was a fantastic meeting and workshop, I loved this"*

Whilst many responses were very positive, a useful reflection from a few respondents was that more time was needed for the group work, for example:

> "*I think the issue was that there was too much to do in the short sessions, so our group struggled to complete the tasks fully. So, that limited the 'flow' but the structure was logical and flowed."*

Reflections on capacity needs over the last 12 months: whether and how they were addressed

Respondents reported on a variety of effective capacity development methods that WW employed over the past 12 months including:

- Support from TA's;
- Capacity development workshops and individual tailored workshops e.g. quantitative research analysis workshop in Tajikistan;
- Support from very experienced scientists and advisers;
- Support on intervention design e.g. developing manuals;
- Support on data analysis;
- Guidelines to support work; and
- Support on research uptake.

> *"Have learned a lot in the past 12 years, from developing questionnaires for research study, a bit on qualitative data coding (still need more leanings), intervention design and manual development, and implementation."*
>
> *"My major challenge was research uptake. Specifically, how to develop RU materials aside scientific articles. My second challenge was stakeholder engagement. Both needs have been addressed."*
>
> *"Now we know how to read and visualize the data, how to compare the data with other country results and how to use this data for any purposes."*

Looking Forward: Capacity Development Priorities for the next 12 months

We asked participants about their priorities for capacity development over the next 12 months, many focused on: research uptake, specifically on writing briefs and blogs and communicating their findings to a broad audience. Others mentioned the need to think about scaling up their interventions and undertaking advanced data analysis.

> *"Our priority area is RU and we envisage to produce RU products, including blogs, articles, policy briefs, case studies and a report on best practices. Therefore, we would highly appreciate any support enabling us to produce high quality products."*

Ongoing capacity development support needs

Below is a selection of some of the support needs that were mentioned:

- Quantitative and qualitative data analysis support, including how to use software; with a special mention on structural equation modelling;
- Ongoing mentoring to write blogs, policy briefs, case studies and journal articles;
- General support on research uptake;
- Strategic stakeholder engagement;
- How to present qualitative results on VAWG; and
- Project management, including: writing project proposals

Feedback on the value of having a Technical Support person working with each team

All the participants reported that they found having a technical support person during the workshop very useful. Two people said it was not applicable as they were technical staff themselves.

People mentioned the Technical Support people being useful in terms of:

- Keeping the project teams focused on the task and helping to explain the tasks;
- Being objective and asking critical questions;
- Drawing on their experience from other contexts;
- Pulling together the group's ideas, assisting with strategic guidance; and
- Building their capacity on a 1:on:1 basis

"TA assisted us in taking all our work forward. Their guidance and coaching helped us to develop implementation plan and achieve our project goals. Research and curriculum development work moved ahead with support and guidance received from TA. Their support helped to build level of confidence and achieve better result from the project. I personally think that the approach taken by WW to provide TA is very unique and worthy decision to support country offices"

Reflections on how future workshops could be strengthened

Below are some of the helpful suggestion from participants:

- Would have been nice to have worked more across teams;
- After each session have a quick summary or reflection in plenary;
- More time for in depth discussions and learnings;
- Would have been helpful to have had stakeholder analysis matrix beforehand;
- Would have liked to have an overview of projects at the end of day one; and
- More time please:
    - Would have been good to have more time to work on tasks e.g. work further on policy brief and get feedback from others;
    - 2 days was too short – it should be 1 week!
    - Time was pressured, so would have liked more time
    - An additional ½ day would be useful
    - Extra day at the end to sit with project teams to discuss the project and next steps

Final feedback and comments

Below are a few of the final comments:

"The event was "Marvelous": Meaningful in term of the use of learning. Active in methodology. Rich in content. Vigorous in tasks. Enormous in facilitation quality and experience. Learned by doing. Organized on international standards. Unite us again for leaning, inspiring and sharing. Social night can't be left behind."

"I really loved the way capacity development workshop was planned."

"It was well planned and organized. It was great effort, which give us a learning opportunity from experienced researchers"

"It is a pleasure to work with What Works. The arrangement of the meeting was excellent as well."

Annex G: List of participants

Capacity Development Workshop Participant list
3 - 4 July 2017, Kiviets Kroon Country Hotel, Pretoria

No	Name	Surname	Organization
1	Abdul Wahid	Siddiq	Help the Afghan Children, Afghanistan
2	Abed Al Aziz	Al Ayed	Ma'an TV, OPT
3	Abhina	Adhikari	VSO, Nepal
4	Abigail	Hatcher	Wits University, South Africa
5	Adolphina	Addo-Lartey	University of Ghana
6	Alice	Kerr-Wilson	Social Development Direct
7	Ama	Fenny	University of Ghana
8	Andrew	Gibbs	SAMRC, South Africa
9	Benjamin Omondi	Mboya	Ujamaa, Kenya
10	Binita	Shrestha	Equal Access, Nepal
11	Carron	Mann	Women for Women International, Afghanistan
12	Cuthbert	Asiimwe	SAMRC, , South Africa
13	Deda Ogum	Alangea	University of Ghana
14	Dilorom	Abdulhaeva	International Alert, Tajikistan
15	DL	Kavitha	KHPT, India
16	Dorcas	Coker-Appiah	Gender Centre, Ghana
17	Dumisani	Rebombo	Sonke Gender Justice, South Africa
18	Ellen	Khomo	SAMRC, , South Africa
19	Erin	Stern	What Works
20	Esnat	Chirwa	SAMRC, South Africa
21	Fazal Karim	Rahimi	Women for Women -Afghanistan
22	Flor	Melendez	JHU, Zambia
23	Gabriel	Oguda	AIHD, Kenya
24	Geeta	Pradhan	VSO, Nepal
25	Gemma	Ferguson	Equal Access, Nepal
26	Gina	Alvarado	International Centre for Research on Women
27	Giulia	Ferrari	London School of Hygiene & Tropical Medicine
28	Helen	Appleton	WW Technical Advisor
29	Henri	Myrttinen	International Alert, Tajikistan
30	Ingrid	Van Heijden	SAMRC, South Africa
31	Jessica	Wan	Business for Social Responsibility, Bangladesh
32	Judith	McFarlane	Texas University
33	Julienne	Corboz	WW Technical Advisor
34	Kate	Bishop	Social Development Direct
35	Kristin	Dunkle	SAMRC, South Africa
36	Laura	Washington	Project Empower, South Africa
37	Leane	Ramsoomar	SAMRC, South Africa
38	Lori	Heise	London School of Hygiene & Tropical Medicine
39	Lyndsay	Mclean	Social Development Direct

40	Maggie	Sandilands	Tearfund, DRC
41	Manuel	Contrers-Urbina	George Washington University
42	Marat	Yu	Business for Social Responsibility, Bangladesh
43	Md. Mahfuz Al	Mamun	ICDDRB, Bangladesh
44	Megan	Lloyd-Laney	IMC
45	Mike	Strauss	HEARD, South Africa
46	Muhammad Atta	Soomro	Right to Play, Pakistan
47	Mzwakhe	Khumalo	Sonke Gender Justice, South Africa
48	Nader	Said	AWARD, OPT
49	Naeemah	Abrahams	SAMRC, South Africa
50	Nancy Akoth	Omondi	Ujamaa, Kenya
51	Nata	Duvvury	National University of Ireland
52	Nolwazi	Ntini	HEARD, South Africa
53	Nomfundo	Chili	Project Empower, South Africa
54	Nwabisa	Shai	SAMRC, South Africa
55	Osman	Hemat	Help the Afghan Children, Afghanistan
56	Rachel	Jewkes	SAMRC, South Africa
57	Rana	Hussain (Obeid)	Ma'an TV, OPT
58	Ratna	Shrestha	VSO, Nepal
59	Rebecca	Ladbury	Ladbury Associates, UK
60	Rozina	Karmaliani	Aga Khan University, Pakistan
61	Ruchira	Tabassum Naved	ICDDRB, Bangladesh
62	Samantha	Willan	SAMRC, South Africa
63	Sangeeta	Shrestha	DFID, Nepal
64	Satyanarayana	Ramanaik	KHPT, India
65	Shahribonu	Shonasimova	International Alert, Tajikistan
66	Sheena	Crawford	IMC
67	Shehnaz	Munshi	Wits University, South Africa
68	Stacey	Scriver	Galway University, Ireland
69	Tamsin	Bradley	IMC
70	Tasnova	Rahman	Change Associates, Bangladesh
71	Tirhani	Manganyi	SAMRC, South Africa
72	Uwezo Baghuma	Lele	Heal Africa, DRC
73	Yandisa	Sikweyiya	SAMRC, South Africa
74	Yasmeen	Somani	Aga Khan University, Pakistan
75	Zulfiqar	Shaikh	Right to Play, Pakistan