

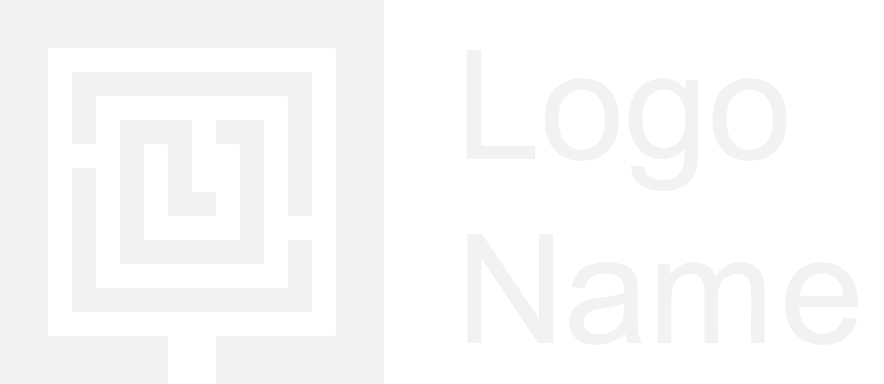
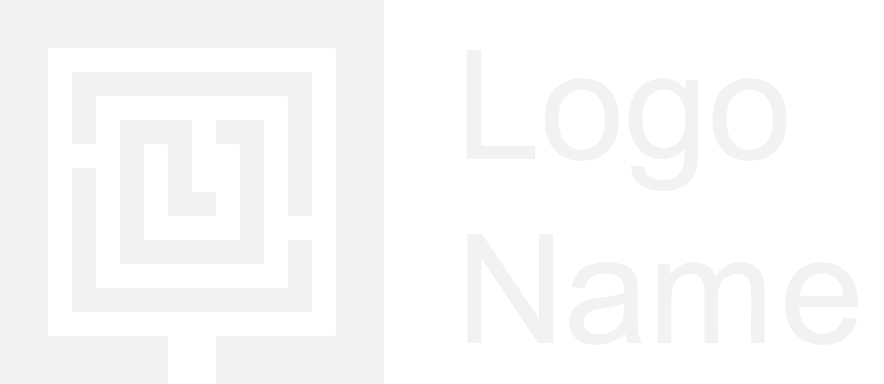
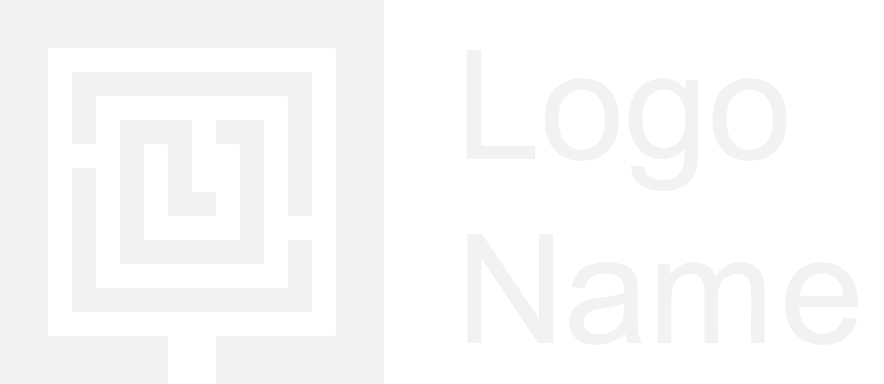
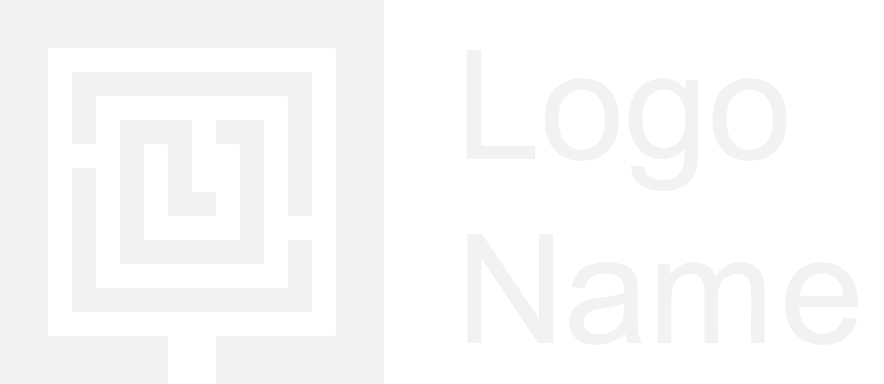
Subtitle of briefing explaining topic/keywords

Author name, author name, author name, author name

Compelling briefing title in front of relevant image

January 2021

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| Header summarising briefing key message  In this top introductory paragraph, summarise the contents of the policy brief. If your audience only reads p1, they should know everything important! State the key messages emerging from your research. State explicitly who the policy brief is for. This paragraph can be reused in social media posts. In this top introductory paragraph, summarise the contents of the policy brief. If your audience only reads p1, they should know everything important! State the key messages emerging from your research. State explicitly who the policy brief is for. This paragraph can be reused in social media posts.  Key messages   * Bullet 1: briefly summarise a critical finding which supports your key message. Use hard hitting numbers if you have them. 50% of female refugees in x camp said they regularly worried about their safety * Bullet 2: Key policy ask with supporting evidence. Key policy ask with supporting evidence. * Bullet 3: Key policy ask with supporting evidence. Key policy ask with supporting evidence * Bullet 4: Key policy ask with supporting evidence. Key policy ask with supporting evidence   Finally consolidate points. Summarise what you want your audience to do, when and how with reference to key decision-making opportunities. Explain that this briefing provides further detail to explain your points. Use final para to consolidate points. Summarise what you want your audience to do, when and how with reference to key decision-making opportunities.  About the briefing  This policy brief is based on findings from study title/ study dates. Few sentences summary of individuals/organisations involved in developing briefing. [more detail at the end] This policy brief is based on findings from study title/ study dates. Few sentences summary of individuals/organisations involved in developing briefing. [more detail at the end]  background  **This section should be 1 page with subheadings.**  Its function is to make the case for action to policymakers, demonstrating the relevance and significance of your research to the challenges at hand. It is important to refer to other evidence here. Policymakers will want to see that other evidence is being considered in your recommendations as they should not make important decisions on the basis of a single study. Show familiarity with existing policies, standards and guidelines and show how you have considered this in your work.  **[Explain problem with broad context EG: For decades, indigenous communities have…**  Start with a brief summary of the external context up until your study took place, mentioning specific groups of human beings who are affected, and identifying stakeholders and policymakers who are engaged already with the issues. Refer to other supporting evidence to show your awareness of the debate. Use language, terms and concepts that will be familiar to your policymaker audience.  Simple graphics may help your audience understand your key points  **[Explain specific problem at hand EG: Now, in the COVID-19 pandemic, these challenges are exacerbated…]**  The more recent and detailed problem context.. Show your understanding of the policy makers’ specific role and the actions they are taking already to address the problem.  **The time for action is now because x**  Spell out social, economic and environmental costs of the problem not being addressed. Reference how the audience is currently involved in addressing the problem. If there is an ongoing policy debate /dialogue, make reference to the essential decisions on the table. Reference the timeline for decision making. It can close with statement like: “Our study builds on best available evidence and examines x to support an informed decision about y, supporting policymakers to address z challenge.”  [policy option 1 PAGE- repeat for up to 4 policy options/asks]  **Make one point per 1-3 paragraphs. Use subheadings to break up points.**  This is where you analyse the available evidence in more detail. You will build the case for each policy ask or discuss available policy options in response to challenges. Don’t just provide bullet point lists of findings with no explanation. Tell your audience what these findings *mean*, with reference to other information or evidence outside the study if necessary to bolster points. Include only findings which are important and relevant to the case for action. Use short sentences and plain language. Share knowledge and insights drawn from synthesizing the data and evidence.  ***For example:***  *The value of social protection emergency transfers varies widely across and within countries. Overall, most (62%) emergency social protection schemes provided very low transfer values of less than 3% of GDP per capita, assuming that all benefits will be used over a crisis period of six months. The average benchmark value for a per capita transfer that can provide sufficient income replacement is around 15% of GDP per capita (external source). No country and no scheme has reached this benchmark. The result is that all of the benefits provided to families during the pandemic have simply been too meagre to cover basic needs*. (Barba et al, 2020)  **Make one point per 1-3 paragraphs. Use subheadings to break up points.**  Analyse the available evidence in more detail to build the case for each policy ask. Don’t just provide bullet point lists of findings with no explanation. Tell your audience what these findings *mean*, with reference to other information or evidence outside the study if necessary, to bolster points. Include only findings which are important and relevant to the case for action. Use short sentences and plain language. Share knowledge and insights drawn from synthesizing the data and evidence.  ***A graph showing that a is more than b.***  “Use respondent quotes judiciously for impact. Edit to a manageable length (…) using ellipses to mark cuts. Ensure they are coherent and support your message.”  *Staff member, 29, X organisation*  [policy option 2- repeat for up to 4 key policy option/asks]  **Make one point per 1-3 paragraphs. Use subheadings to break up points.**  This is where you analyse the available evidence in more detail to explore policy options or issues. You will build the case for each policy ask or discuss available policy options. Use supporting tools to translate complex ideas: diagrams, frameworks, analogies. Graphs can be included if they support your point, but don’t put them in just because you have them. Keep them simple. Keep titles of graphs explanatory: not ‘Results from clinic 1’ but ‘More women access breastfeeding advice in Clinic 1, where a female nurse was on duty’.  **Make one point per 1-3 paragraphs. Use subheadings to break up points.**  Use supporting tools to translate complex ideas: diagrams, frameworks, analogies. Graphs can be included if they support your point, but don’t put them in just because you have them. Keep them simple. Keep titles of graphs explanatory: not ‘Results from clinic 1’ but ‘More women access breastfeeding advice in Clinic 1, where a female nurse was on duty’.  **Make one point per 1-3 paragraphs. Use subheadings to break up points.**  Use supporting tools to translate complex ideas: diagrams, frameworks, analogies.  The bulk of a policy brief should be analysis of important findings and policy options, with adequate supporting evidence from other sources. Irrelevant or unexplained findings should not be included. |
| “Use respondent quotes judiciously for impact. Edit to a manageable length (…) using ellipses to mark cuts. Ensure they are coherent and support your message.”  *Staff member, 29, X organisation*  [policy ask 3- repeat for up to 4 key policy asks]  **Make one point per 1-3 paragraphs. Use subheadings to break up points.**  Analyse the available evidence in more detail. You will build the case for each policy ask or discuss available policy options. Don’t just provide bullet point lists of findings with no explanation. Tell your audience what these findings *mean*, with reference to other information or evidence outside the study if necessary, to bolster points. Include only findings which are important and relevant to the case for action. Use short sentences and plain language. Share knowledge and insights drawn from synthesizing the data and evidence.  ***For example:***  *The value of social protection emergency transfers varies widely across and within countries. Overall, most (62%) emergency social protection schemes provided very low transfer values of less than 3% of GDP per capita, assuming that all benefits will be used over a crisis period of six months. The average benchmark value for a per capita transfer that can provide sufficient income replacement is around 15% of GDP per capita (endnote- external source). No country and no scheme has reached this benchmark. The result is that all of the benefits provided to families during the pandemic have simply been too meagre to cover basic needs.* (Barba et al, 2020)  **Make one point per 1-3 paragraphs. Use subheadings to break up points.**  This is where you analyse the available evidence in more detail to build the case for each policy ask. Don’t just provide bullet point lists of findings with no explanation. Tell your audience what these findings *mean*, with reference to other information or evidence outside the study if necessary to bolster points. Include only findings which are important and relevant to the case for action. Use short sentences and plain language. Share knowledge and insights drawn from synthesizing the data and evidence.  ***A graph showing that a is more than b.***  [policy ASK/OPTION 4]  **Make one point per 1-3 paragraphs. Use subheadings to break up points.**  This is where you analyse the available evidence in more detail. You will build the case for each policy ask or discuss available policy options. Use supporting tools to translate complex ideas: diagrams, frameworks, analogies. Graphs can be included if they support your point, but don’t put them in just because you have them. Keep them simple. Keep titles of graphs explanatory: not ‘Results from clinic 1’ but ‘More women access breastfeeding advice in Clinic 1, where a female nurse was on duty’.  **Make one point per 1-3 paragraphs. Use subheadings to break up points.**  Use supporting tools to translate complex ideas: diagrams, frameworks, analogies. Graphs can be included if they support your point, but don’t put them in just because you have them. Keep them simple. Keep titles of graphs explanatory: not ‘Results from clinic 1’ but ‘More women access breastfeeding advice in Clinic 1, where a female nurse was on duty’.  **Make one point per 1-3 paragraphs. Use subheadings to break up points.**  Use supporting tools to translate complex ideas: diagrams, frameworks, analogies. Graphs can be included if they support your point, but don’t put them in just because you have them. Tables, like the below, can be useful to support a point. In Location C, a city bus is not available and few people own cars, so walking to work is common and many people report having to use a private bus, which charge higher prices (Figure 1).  *Fig. 1: In Location A, most over-50s use the available bus route, not available in location C or B.*   |  |  |  |  | | --- | --- | --- | --- | | ***Transport to work: people over 50*** | ***Location A*** | ***Location B*** | ***Location C*** | | Car | 25% | 50% | 5% | | City bus | 60% | Not available | Not available | | Private bus | 3% | 15% | 30% | | Walking | 12% | 35% | 65% |     Implications/ recommendations for policymakers  In this section you draw together and reiterate the detailed insights you are providing and recommendations you are making to your audience. Title this section appropriately, for example ‘Policy options to consider’. You may prefer to remove the word ‘recommendations’ if you don’t feel that this is suitable for the evidence you are presenting. You could present ‘implications or ‘discussion points’ if you believe the evidence is too nuanced to make direct recommendations, and instead want to promote discussion or dialogue about the decisions. If this is the case: be explicit about what should be discussed, by who and when.  Each subhead should correspond to one of the ‘policy asks’ pages in the previous sections. Don’t make recommendations you have not already presented relevant evidence for.  **Improving access to healthcare in the camps**   * Make these points specific and targeted for the audience you are talking to * Recommendations should be for an actionable next step or set of steps that a real person could feasibly take * If you feel the evidence doesn’t warrant telling policy-makers they ‘should’ do something- try phrases such as ‘could consider’ or ‘may be able to’ or ‘may find that doing x helps achieve y’   **Communicating with camp residents**   * Bullets * Bullets   **Coordination and coherence among actors**   * Bullets * Bullets   **Recommendations for funders**   * Bullets * Bullets   **Outstanding questions for policymakers**  Optionally, explain what questions you know policymakers may ask about this issue, which you believe further research can help answer.  References and sources  Liliana Marcos Barba, Hilde van Regenmortel and Ellen Ehmke, [*Shelter from the Storm: The global need for universal social protection in COVID-19’*](https://oxfamilibrary.openrepository.com/bitstream/handle/10546/621132/bp-social-protection-covid-19-151220-en.pdf), Oxfam Policy Paper, December 2020  Liliana Marcos Barba, Hilde van Regenmortel and Ellen Ehmke, [*Shelter from the Storm: The global need for universal social protection in COVID-19’*](https://oxfamilibrary.openrepository.com/bitstream/handle/10546/621132/bp-social-protection-covid-19-151220-en.pdf), Oxfam Policy Paper, December 2020  Liliana Marcos Barba, Hilde van Regenmortel and Ellen Ehmke, [*Shelter from the Storm: The global need for universal social protection in COVID-19’*](https://oxfamilibrary.openrepository.com/bitstream/handle/10546/621132/bp-social-protection-covid-19-151220-en.pdf), Oxfam Policy Paper, December 2020  Liliana Marcos Barba, Hilde van Regenmortel and Ellen Ehmke, [*Shelter from the Storm: The global need for universal social protection in COVID-19’*](https://oxfamilibrary.openrepository.com/bitstream/handle/10546/621132/bp-social-protection-covid-19-151220-en.pdf), Oxfam Policy Paper, December 2020  further engagement/more information  This box can be moved to the next page if needed. Include any information here about how policymakers can contact you or get further support to understand the research. Include links to tools or resources that the policymaker may be interested in. **Contact details can go here.**  about the study  Any essential details on the study: dates, methods/locations/participants in the study, approach. Be brief and include the essentials only. Point interested policymakers to the study website.  Authors  Their names and affiliations, plus any essential professional background that explains their credibility to give policy advice. Include names only those who authored the policy brief, not the entire study team; other names can be acknowledged below. |

acknowledgements

Names of those who contributed data, information, strategic advice, analysis to the brief or wider project.

citation

This policy brief should be cited as ….

Funding

………………. was funded by Elrha’s Research for Health in Humanitarian Crises (R2HC) Programme, which aims to improve health outcomes by strengthening the evidence base for public health interventions in humanitarian crises. R2HC is funded by the UK Foreign, Development and Commonwealth Office (FCDO), Wellcome, and the UK National Institute for Health Research (NIHR).

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