

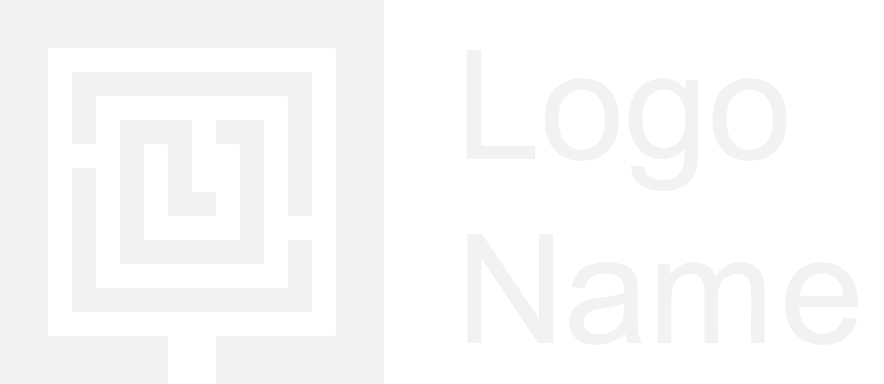
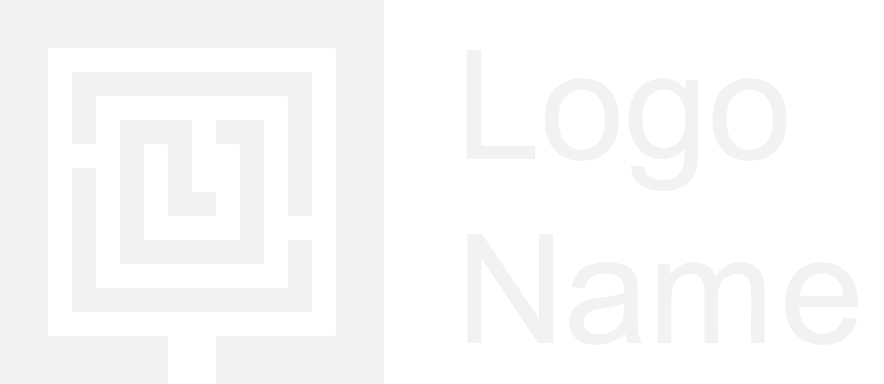
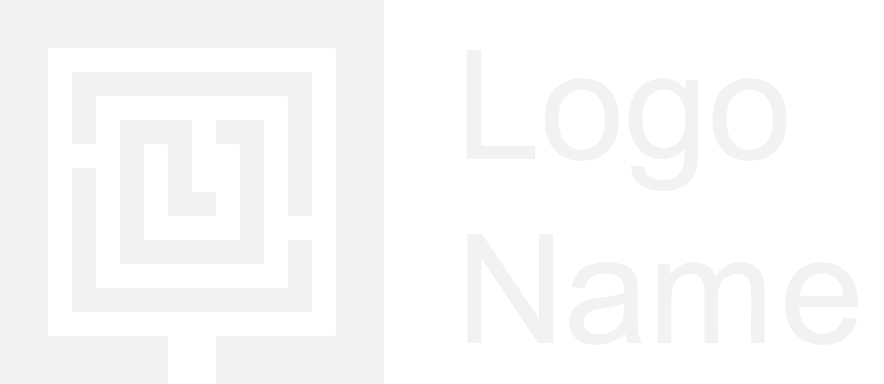
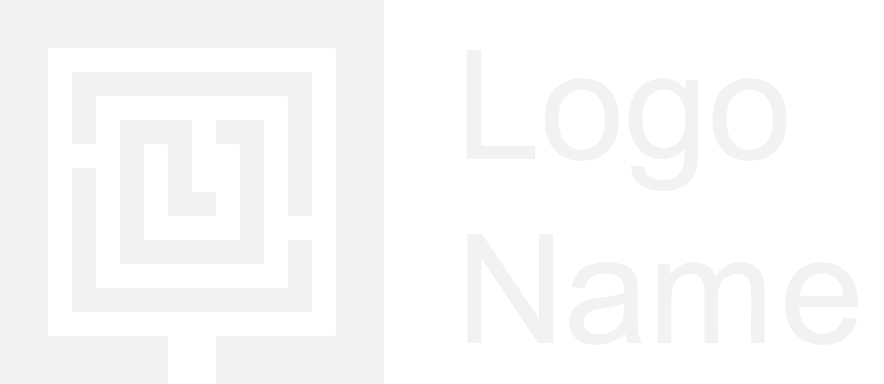
Subtitle of briefing explaining topic/keywords

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: Key message or finding * Bullet 2: Key message or finding * Bullet 3: Key message or finding * Bullet 4: Key message or finding * Bullet 5: Key message or finding   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]  background [policy context]  **[Explain problem with broad context EG: For decades, indigenous communities have…**  Start with a summary of the external context up until your study took place, mentioning specific groups of people who are affected. You may want to identify stakeholders and policymakers who are engaged already with the issues. Refer to other supporting evidence[[1]](#footnote-1) to show your awareness of the debate. Use language, terms and concepts that will be familiar to your policymaker audience.  **[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. **Acting now is important because…**  Give policymakers an idea of the case for acting now EG: potential health costs. If there is an ongoing policy debate /dialogue, make reference to the timeline for decision making.  understanding [health topic]  You can include essentials on your health topic in lay terms so that the policymaker can easily grasp your message: for example, if your research relates to a disease outbreak, you might wish to summarise symptoms, treatment, prevalence, etc. Maps or diagrams will be helpful here.  Simple graphics may help your audience understand your key points  [policy issue 1]  **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.**  Use graphs judiciously. 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’.  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.  [policy issue 2]  **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.  “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 ISSUE 3]  **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.  **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% |     conclusion and recommendations  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.  **Recommendations [3-5]**  **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   **Recommendations for funders**   * Bullets   You could also include ‘Considerations for implementation’ if you have further ideas that could help policymakers as they implement your recommendations. For example: ‘Strong communication with local authorities will be important because x’ |

REFERENCES AND SOURCES

further engagement/more information

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.**

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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1. Use footnotes- but not too many. [↑](#footnote-ref-1)