



Presenting a Final Report

Guidelines for PEP researchers

IMPORTANT

Your report is a complete description of the research you conducted, why you did it, and what you found. By contrast, presenting your report means summarizing your project in a way that highlights the motivation for your research, the research question you address, how you treat this question, and how accurate and valuable the answer is to this question.

When preparing your final report for presentation you should keep in mind that:

- The audience is looking for something valuable, i.e., something important they did not know
- You need to go further than conveying your findings to people
- You are seeking to change people's ideas
- It is about getting people to understand that what they believed before was wrong and that this calls for a change in how they behave, act, or interact.
- You must argue that your findings are not just valid but also valuable
- Clarity, organization and persuasion are useful only so far as they help you argue that something you found is valuable

CONTENT OF THE PRESENTATION

A final report usually contains findings and recommendations. Research findings are best understood as solutions to a problem that is demonstrably relevant and important. Your presentation, therefore, should address the following questions, with clarity, coherence, and rigor:

1. What problem motivated this research?

In addressing this question:

- Aim to hook the audience
 - Show there is a problem
 - Give more than just a background

Something is a problem when it causes instability (loss of livelihood, welfare, etc.), tension (e.g., between smallholder farmers and herdsman), or contradiction (e.g., an education reform that failed to reduce the gender gap in educational attainments).

- Summarize (observed) outcomes and facts that illustrate this problem.



2. How important is this problem?

To show how important this question is, address the following:

- To whom is it a problem?
 - What communities are affected by the instability/tension/contradiction?
- How damaging is this problem to these communities?

3. How relevant is this problem to public policy?

To show its relevance to public policy, either:

- Argue that if nothing is done to solve the problem, society must bear the negative consequences; give examples.
 - What cost does this problem impose on society at large?
 - To what extent does this problem translate into a waste of opportunities, resources (human, economic, or financial) at the State or community levels?

Alternatively,

- Argue that the solution to this problem will create benefits at the micro/macro levels.
 - What benefits would arise from solving this problem?

4. What is the research question?

A research question in Applied research is motivated by economics, not the literature. A good presentation of a research question links the documented problem to its potential cause. For example: *Does culture impact the effects of school construction programs?* In stating your research question, remember to address the following:

- Is this a novel research question?
 - If not, why is it important to revisit it?
- Why is it a problem if the answer to this question remains unknown?

5. What method did you use to address this question?

People (readers or participants) are not looking for a mere description/summary of your methodology. They want to understand how this methodology ensured the validity of your findings.

- What model (empirical/theoretical) do you use?
 - What are the main variables?
- Why did you choose this model?
- What makes this model scientifically relevant to your question, when compared to alternative models?
 - What would have happened to the answer to your research question had you used an alternative model?



- Has it been used before?
 - If so, in which contexts?
 - How similar is the setting of your study to those contexts?
- What are the testable hypotheses?
 - How are the tests conducted?

6. What type of data does the report use?

In the case of a quantitative approach, it is best to present the data and their sources. The audience is not interested in your data, per se. They want to know that the data you used ensure the validity of your findings. Erase any doubts by addressing the following:

- What types of data are you using?
- What is their source?
- Why are they relevant to your study?
- Are there any potential measurement errors?

It is also a good idea to use visuals (graphs, charts, etc.) to illustrate any preliminary results for your central hypothesis.

7. What are you arguing in this report?

Highlight how your contribution is valuable, rather than just listing your findings. You must:

- Help the audience understand how you answered your research question
- Persuade them that your findings are true and that they reveal previously unknown information/patterns
- Help them see that something they believed previously was incorrect



STRUCTURE OF THE PRESENTATION

Now that you know what information your presentation must contain, here is how to structure it.

For a typical **20-30 minutes** presentation, use a maximum of **15 slides**, divided into six sections: Motivation; Research Question; Empirical Model; Data; Results; Conclusion.

1. Motivation

Your audience may not care about your research topic. Help people care about it.

Address points 1, 2, and 3 of the Content Section here:

- **One or two slides** to hook your audience onto your topic
- Presents facts, policy measures, or anecdotes that illustrate a problem your audience will find interesting to solve

2. Research Question

Address point 4 of the Content Section here:

- **One or two slides** to state the research question
- Convince your audience that your research question is both socially and scientifically relevant
- State what the report does to address this question
- Give a preview of the answer to this question

3. The Model

Address point 5 of the Content Section above here:

- **Two to three slides**
- Outline how you address your research question with the model
- State the (empirical/theoretical) model.
 - In the case of CGE models, describe model closures and their implications and, if you conduct microsimulations, describe how they are linked to the CGE model.
- Describe the assumptions of the model and why they are relevant to your research question.
- If you conduct simulations, describe the scenarios and how they respond to your research question.
- Highlight your contributions and defend their relevance
- Have your main hypotheses been tested before?
 - In what contexts?
- What are you adding from a methodological point of view?
 - And how important is it?



4. The Data

Address point 6 of the Content Section above. You have **two to three slides** to:

- State the source of each variable
- Be specific about how each variable is measured
- Defend the reliability of your data sources.
 - In the case of CGE models, describe data sources for the SAM, key model parameters and, if applicable, microsimulation model.
- Do the concepts you measure approximate those in your model?
- Use graphs and charts when relevant to tell the story of what is in the data

5. Results

Address point 7 of the Content Section above. You have **up to five slides** to tell the story you learned from your research.

Make sure that the results you are reporting are helping you tell your story. Don't be satisfied with just listing your findings.

- Present your main findings.
 - Use tables and graphs for that effect
- Order your tables and graphs in a way that is consistent with the story you are telling
- Your story ends with the main take-aways for your audience
 - Take-aways are arguments that your findings are valuable

6. Publications

Present on **one slide**:

- How your results and findings add to the existing scientific literature
- What are the academic journals to which you would submit your paper? And why?

7. Conclusion

You have just worked hard on communicating your final report. To conclude, you want to make sure that the audience:

- Cares about the problem motivating your research and the research question associated with it
- Understands better how you answer this research question
- Believes that what you found is true
- Walks out of the room knowing that what they learned from your research changes their ideas in a valuable way