Facilitator's Guide

Evidence-Informed Policy Making Training

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Evidence-Informed Policy Making Training Curriculum
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Foreword

The last two decades have seen an increase in the prioritization of evidence as essential for informing key decisions in global development policies and programs. However, the actual real-world use of evidence in decision-making still lags woefully behind the interest in doing so. As a result, programs and interventions are not as effective as they could be – and should be - in responding to public health priorities. In the policy-making environment, scientific evidence competes with other types of information and factors that influence decision-makers. Common barriers to use of evidence in policies include: lack of interaction among research producers and research users; untimely, irrelevant, or poorly packaged research findings for end-users; an overwhelming number of sources and sites for finding evidence – some with fees; and insufficient skills of end-users to find and utilize evidence.

To date, efforts to address barriers to research use have largely focused on the supply of evidence rather than strengthening its demand and use. In turn, strengthening the capacity of end-users – and in particular, policy makers -- to require, find, analyze, and apply evidence in their work has received less attention and investment. With support from DFID, the Strengthening Capacity to Use Research Evidence in Health Policy (SECURE Health) program launched in 2013. SECURE Health is committed to enhancing the capacity of policy makers in Kenya and Malawi. In both countries, a needs assessment with the Ministries of Health (MoH) and Parliament suggested that tailored, in-person training and a follow-up program would best address the capacity gaps of technical staff to access, appraise, synthesize, and apply evidence for policy-making.

This curriculum was first developed for use in this training and subsequently revised based on lessons learned through its implementation and follow up. During its early development, we first looked for existing capacity-building tools, and in particular, training curricula, on evidence-informed policy making. We were somewhat surprised to find good materials covering various aspects of evidence-informed policy-making (EIPM), but little that was designed specifically for policy makers or that fully encompassed the range of topics (from accessing to appraising and applying evidence) in a single package. As such, we pulled from a wide array of resources to develop this EIPM curriculum. The first version was field-tested in Kenya in 2014 and in 2015, and four additional trainings were conducted under the SECURE Health program in Kenya and Malawi. Early versions also benefited from several rounds of critical review and revision by the SECURE Health Consortium partners, senior health sector policymakers and seasoned health researchers, and DFID's external evaluators.

With recognition that additional learning will continue to improve the content, this version reflects the SECURE Health experience in Kenya and Malawi. It has also been revised to serve a more global audience. While the target audience of this curriculum is mid-level policymakers in the health sector, we know that there are many end-users of evidence and hope the curricula will reach and be used with new audiences. We see this curriculum as an evolving package of tools and know that future users will find ways to improve upon it. We encourage you, future user, to identify and replace examples, readings, relevant references and resources to their own country or sector. We sincerely invite you to share with the authors your feedback and changes so that the curriculum can continue to improve and expand to different audiences.

It is our hope that this curriculum will contribute to the global momentum to cultivate a culture of valued and effective evidence-informed policy making. At the individual and institutional level, we are optimistic that this resource improves how evidence is understood and importantly, how it is used.

Kirsten Krueger and Rose Oronje

Background to Training Course

Utilization of evidence in decision-making processes in the health sector is limited due to bottlenecks that operate at individual, system and institutional levels. A comprehensive capacity needs conducted in Kenya and Malawi in 2014 by SECURE Health revealed a weak individual capacity for finding, interpreting and using research evidence in health policymaking within the governments. This Evidence-Informed Policy-Making (EIPM) training program was designed to respond to this gap.

Purpose

The goal of this EIPM training course is to strengthen the technical capacity of mid-level policymakers (i.e. technical staff) in the health sector in low- and middle-income countries (LMICs) in accessing, appraising, interpreting, synthesizing, and utilizing research evidence in decision-making. The objectives of the training are to strengthen participants' motivation, skills and knowledge to:

- Define policy questions which can benefit from evidence
- Identify leading sources of research evidence
- Conduct systematic and effective/productive searches of evidence
- Critically appraise evidence
- Adapt research findings from elsewhere for use in local contexts
- Review various evidence documents and synthesize key policy messages and recommendations for tackling a given policy question or issue
- Develop a policy brief to provide recommendations for tackling a current policy issue from their work
- Effectively communicate key policy issues and recommendations to senior government officials and political leaders

The training comprises seven sessions summarized in the table below:

Module	Description
Introduction	Provides an overview of the training course, its rationale, and helps participants and trainers get to know each other.
Module 1: Foundation of Policy-Making	Provides an understanding of the policy-making process, including the factors and actors influencing decisions; the role of evidence in the policy-making process; the barriers and facilitators of evidence use; and defining a policy question or issue.
Module 2: Accessing Evidence	Develops knowledge and skills for conducting systematic searches for evidence and assessing evidence sources, as well as establishing and maintaining meaningful links with researchers.
Module 3: Appraising Evidence	Builds on knowledge of how to assess the quality and rigor of research and other evidence before deciding to use it. It provides a basic review of various research designs and methodologies and the kinds of evidence they produce; critical appraisal of the strength of research articles and bodies of evidence; measures of strength.
Module 4: Synthesizing Evidence	Develops knowledge and skills in determining the usability of evidence; synthesizing a wide range of evidence for decision-making; and developing effective policy briefs from the synthesized evidence.
Module 5: Applying Evidence	Builds understanding of the indicators of evidence use, and developing and implementing effective communication strategies.
Wrap-Up	Brings the training to a close and presents the training support and follow-up plan for each learner.

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Audience

This training targets technical staff within the health sector in LMICs. Participants are mid-level policymakers (i.e. technical staff within government agencies charged with reviewing and providing memos, policy documents, or evidence briefs to advise senior officials).

It is assumed that participants will have experience and knowledge of the policy-making process, persons, and environment in their workplace as well as issues of public concern that can be addressed through policy-making channels. This training is intended for a group of up to 20 participants.

Comprehensive Approach to Capacity Building

Training is rarely an answer in itself. Best practices in capacity building affirm that supportive follow-up contact with participants is necessary to reinforce new skills and knowledge. A unique aspect of this EIPM training program is that it includes a one-year follow-up program to provide on-the-job hands-on technical assistance to support participants in applying knowledge and skills acquired. This component is designed to help integrate the learning from the workshop into day-to-day work, complete their 'real life' synthesis projects, and support efforts to enhance the use of evidence in their institutions.

The capacity building activities are sequenced as follows:

1. *Pre-workshop activities*
    a. Competitive selection of individual technical staff to take part in the training
    b. Engagement of selected staff to:
        i. Gather information about the participants to make the training more attuned to their needs
        ii. Provide key reading materials on key training topics
        iii. Ensure the participants identify a policy question or issue that they will seek to answer through the training
    c. Conduct a pre-training test to assess the participants' knowledge, skills and experience relating to the training topics.
2. *EIPM training* workshop – Multi-day, residential training workshop.
3. *Follow-up activities*
    a. Learners continue working on the policy briefs they started developing during the multi-day training workshop in collaboration with the trainers so that these are completed for dissemination at the end of the follow-up program.
    b. Learners participate in regular communication with the trainers to share their experiences of how they are applying the EIPM knowledge and skills learned during the multi-day workshop. This regular communication also collects information on specific areas where participants need refresher training.
    c. Learners participate in at least three 1-day refresher training workshops on aspects of training where most participants still need further training and support.
    d. Trainers provide one-on-one or individualized assistance to learners on on-the-job application of knowledge and skills acquired from the multi-day workshop. This can be via email, face-to-face or phone/Skype calls.

Participants who successfully complete the full training course are awarded a certificate of completion in 'Evidence-Informed Policy-Making' once they:

1. Attend the four and one-half (4.5)-day training workshop,
2. Receive the one-year follow-up support to apply skills acquired,
3. Write a policy brief or other agreed upon evidence document and share this with senior officials and colleagues within their organization.

Curriculum Design

The EIPM training workshop is designed as a four and one-half (4.5)-day learning event to cover foundation of policy-making, accessing, appraising, synthesizing and applying evidence in policy-making. The workshop was designed to be informational and practical, while also being interactive and creative in a way that allows participants to apply and practice what they are learning. Further, we designed training activities to allow participants to work and learn from each other as they share their own experience, knowledge, and real-world job tasks.

The curriculum includes seven sessions, comprising an Introduction, five modules, and Wrap-Up. Each session is comprised of a number of learning objectives. We have endeavored to distill the key learnings in the main training topics while using overviews to ensure the broad topic of evidence-informed policy-making is covered comprehensively. There is a great deal of information to be covered and some topics are known to have multi-day trainings of their own. .

Later sessions of the curriculum build upon the previous ones; therefore, it is recommended that the order be maintained. However, if necessary, this sequence may be changed according to the needs and circumstances of different audiences.

Adult Learning Principles

Participants who are actively involved learn more and better, than those who simply sit and listen to someone talking for long periods of time. To this end, methods of training used in this curriculum include group activities, participant presentations, group discussions, brainstorms, case studies, and practical application exercises. The curriculum design is based on adult learning principles including:

- Drawing on the knowledge and experiences of participants before, during, and after the training.
- Keeping the workshop relevant to participants' day-to-day work and context, and gathering information on these factors prior to the training workshop.
- Encouraging and enabling participants to put learnings into practice through various exercises during the workshop and the follow-up process.
- Ensuring that each training workshop targets a small number of participants (maximum of 20) to ensure individualized contact with participants and more effective learning.
- Fostering collaboration and information exchange among participants and training facilitators.

Trainers

The evidence-informed policy-making (EIPM) training curriculum is designed for skilled, experienced trainers, with in-depth understanding of the public policy decision-making processes and hands-on experience of working with policy-makers or working as a policy-maker. Trainers should be familiar with what constitutes 'evidence', research designs, and how evidence is used in decision-making.

Trainers should have at least a Bachelor's degree, with more than 5 years' relevant experience, especially experience training the level of policymakers targeted for this material; trainers with a Masters degree and above, with more than 5 years' relevant experience are ideal. In the Table further below, we provide more specific advice on essential requirements for the trainers of different modules of the EIPM course.

While the curriculum contains detailed information to guide the training process and assist the trainers in making decisions to enhance the learning experience, it is assumed that the trainers know competency-based training and adult learning concepts, use a variety of training methods, and know how to adapt materials to meet participant needs.

A team of at least two trainers is required for this intensive training. As one trainer facilitates a session or activity, the other can record information on chart paper, monitor time, and help keep discussion on track, and moderate small group work. The EIPM curricula requires administration and overnight analysis of pre- and post-tests, as well as real-time analysis of module evaluations at end of each of the five modules. There are also several activities, which require one-on-one coaching and feedback from trainers to participants for their practicum work.

Module	Essential Requirements for Trainer
Introduction	• Excellent communicator, engaging.
Module 1: Foundation of Policy-Making	• In-depth understanding of the public policy-making process, including theories and frameworks of public policy-making. • Appreciation of the role of evidence in public policy decision-making.
Module 2: Accessing Evidence	• In-depth understanding of information search and retrieval systems and processes. • Preferably a practicing librarian or information professional, with extensive experience in providing information search support.
Module 3: Appraising Evidence	• In-depth understanding of research designs and methods, the types of evidence generated by different designs and methods, and the implications of the different types evidence generated for public policy decision-making. • Extensive experience conducting research. • PhD level qualification ideal.
Module 4: Synthesizing Evidence	• In-depth understanding of the principles and practice in communicating research and other complex evidence using simple, concise and compelling information products. • Preferably a communications professional with extensive experience in translating complex research findings into concise evidence briefs for policy-makers (such as policy briefs).
Module 5: Applying Evidence in Policy-Making	• An experienced communications professional with a good understanding of the public policy-making process as well as understanding of the mechanisms of assessing the impact of evidence communications efforts.
Wrap-Up	• A good appreciation of the whole EIPM training curriculum.

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Materials

The EIPM training curriculum comprises four main resources as summarized below.

A. Facilitator's Guide

The Facilitator's Guide (FG) contains all of the detailed methodology for conducting the workshop as well as the technical content for the seven sessions. The FG is designed to give trainers all of the details that they need to run the workshop and in that regard it is quite thorough. While steps and content are mirrored in the PowerPoint slides, the space in notes pages can be limiting; trainers can find more detail in the FG. The FG is structured as follows:

1. Background that explains the motivation for developing the training curriculum, provides training overview and expected outcomes. This section comprises the Acknowledgement, Foreword, Background, Curriculum Design, Materials, How to Use Curriculum, Sample Agenda and Time, and Pre and Post Tests.
2. Session and activity plans for the five modules and the introductory and wrap-up sessions. Each module is structured as follows:
    a. Module plans - detailed step-by-step guide to deliver the training activities, including module title and objectives, activities, estimated time for activities, materials needed, and methodological instruction and technical content for the trainer.
    b. Handouts and Readings section contains all pertinent documents and readings relating to the module's content.
    c. Worksheets section contains the worksheets that participants will use during practice exercises.
3. PowerPoint Presentations
    a. PowerPoint presentations that correspond with each of the seven sessions are used for delivering the training. They are used hand-in-hand with the FG. Of note, is the fact that the PowerPoint presentations are designed to drive the flow of activities for the trainer's ease of use, instead of flipping between the FG and PowerPoint slides. That is, the slide decks are signposted throughout to indicate when group and individual activities occur.
    b. Blue and yellow color backgrounds of some slides indicate group work:

    Or Practical Application Exercises for individual work:
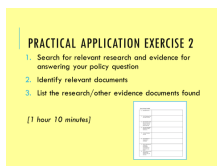
    c. A note about the use of PowerPoint: We recognize that strictly adhering to PowerPoint presentation is antithetical to adult learning principles and has other limitations as well. The EIPM slides include the participatory activities and interactive exchange with participants so those features are not lost by using PowerPoint. We recognize that working via PowerPoint is

still a very common practice globally and has advantages for preparation time and in resource-challenged areas where preparing flip-charts, making copies and printing is prohibitive.

B. Participant's Guide

The Participant's Guide (PG) contains all of the handouts for participants and the technical content for their later reference. It also contains all the PowerPoint slides. You may consider leaving out PowerPoint slides when you prepare participant's guide binders for training and hand out slides after every session; we used this in our training workshops and we think it helped focus participants' attention during the delivery of the sessions. These presentations can be given to participants upon request at the completion of each session. The PG covers the seven sessions and is structured as follows:

1. Preliminary section, which provides a background of the training, its overview and expected outcomes. This section comprises the Acknowledgement, Foreword, Background, Curriculum Design, Materials, How to Use Curriculum, Sample Agenda and Time, and Pre and Post Tests.
2. Training curriculum divided in five modules. Each module is structured as follows:
   a. <u>Participant's Guide</u> contains important information on key components of each session.
   b. <u>Handouts and Readings</u> section contains all pertinent documents and readings relating to the session's content.
   c. <u>Worksheets</u> section contains the worksheets that participants will use during exercises.
   d. <u>Module Evaluation</u> provides the evaluation form that participants will complete after every module.

C. Pre-training Reading Materials

The pre-training reading materials include 12 foundational reading materials to be sent to participants prior to training in order to prepare them for the topics and practical exercises. This also allows for moving quickly through a lot of material. The facilitators should read them also; they are referred to frequently throughout the training.

Because the pre-training work can be difficult for participants to prioritize in their busy lives and in our case, are numerous, consider sending a couple each day in the week leading up to training. You can also get creative and motivate participants by structuring a quiz or offer a prize for those who can recap or demonstrate having read the material. They can also be assigned as additional homework if necessary.

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How to use Curriculum – For the Trainer

The 4.5-day training curriculum has a lot of material to cover in the allotted time. Being totally familiar and confident with the content and activities will help achieve learning objectives and keep to the timelines.

It is essential that the trainers read the FG for all of the sessions and learn the material fully. When you do this, you will see places that need to be changed or adapted to suit the specific audience at hand. In addition to learning the content and activities, there are logistical things to consider, such as:
- Printing and assembly of binders containing the FG for the trainers and the PG for the learners
- Selection of participants, invitations to the training workshops, and pre-training engagement of participants, including requiring sending out the pre-training reading materials for them to read ahead of training workshop, as well as identifying a policy question or issue they would like to find, appraise, and synthesize evidence for during the training workshop
- Securing a training venue that is conducive to learning, with the necessary training equipment and materials such as a Projector, and strong Internet connectivity
- Room set up (round tables work well; everyone must be able to see screen)
- Lunches and tea breaks
- Co-facilitation
- Supplies (flipcharts, markers, name tags, index cards, etc.)
- Follow-up after that training to gauge the impact of the learning.

Adapting materials

It is fully expected and encouraged that trainers need flexibility and they are thus encouraged to adapt the curriculum as needed. It is designed as a 4.5-day workshop, but given on-the-ground constraints, some topics and activities may need to be reduced or skipped in order to allow for more time devoted to key topics or deviations in the program.

For each module, trainers should determine the needs and experience level of their participants and shape the training around that information. Trainers should add activities where they see a need for additional skills development and remove activities that may not be appropriate for their group of participants.

In the event that the training must be conducted in less than the recommended 4.5-days, we would like to suggest the three most important modules to retain as priority topics are Accessing Evidence (Module 2), Appraising Evidence (Module 3), and Synthesizing evidence (Module 4). The Opening Ceremony and Overview (Introduction) could be strategically reduced, as well as the Foundation (Module 1) and the research methodologies primer in Appraising Evidence (Module 3). These modules have materials that can be referred to and suggested for self-learning.

While we have strived to provide the curriculum in easily adaptable formats like the PowerPoint slides and some documents provided in Ms Word format, we may not have provided all documents you want to adapt in easily adaptable formats. In this case, please do not hesitate to contact us (eipmcourse@afidep.org, +254-20-203-9510/434-3116/434-3117) so that we can email you the documents you require in adaptable formats to deliver your training.

Evaluation

Evaluation is an opportunity to assess participants' levels of understanding, competence and feeling. The curriculum has a strong monitoring and evaluation framework comprising several tools and activities for measuring learning and identifying areas where learning is not occurring during the training so that this can be addressed as the training proceeds. Thus, evaluation opportunities (and forms) for participants are included in the curricula and agenda at the end of each module and at completion of the whole training. First is the pre- and post-test survey, which measures knowledge and skills acquired during the training workshop. The pre-test should be conducted immediately before the 4.5-days training workshop, whereas the post-test should be conducted immediately after the training workshop. A second post-test could be conducted at the end of the 12-month training follow-up program. The results of the pre-test can be used in two ways. The trainer may use it to ascertain the general level of knowledge on the subject among the group, and to obtain an indication of weak areas that need emphasis and areas of general knowledge that can handled more lightly. The other major use of the pre-test is as a baseline comparator to measure gains in knowledge at the end of the training as revealed by the post-test.

Second, there is the module evaluations, which gauge the effectiveness of the training in each module. These should be compiled and analyzed after every module to identify areas where learning did not happen so that these can be addressed before proceeding to the next module. From our experience, the results of module evaluations are critical and they greatly informed the ways in which we improved delivery of pending modules as well as pointed us to areas where more training was still needed in past modules.

Third, the curriculum includes review and application activities that will give the trainers insight into how well the group is grasping the content and ideas. Fourth, trainers are encouraged to use regular informal and ad-hoc comprehension checks. This can be done by asking summary questions after key or difficult content has been covered. Additional evaluation may include observation throughout the training, daily recap of the previous day led by participants, private reflections captured in participants' notebooks, and interim "temperature readings" as participants leave for breaks or lunch.

Finally, the curriculum includes a course evaluation form (in the Wrap-Up session). This feedback helps assess how well the training was received and to make any improvements needed. If the course has been carefully prepared, feedback is likely to be rewarding for trainers. Participants' answers will yield valuable information on how useful they find this type of training, which things they liked best and least, and what they would suggest for improvements. Allowing participants to answer anonymously will encourage frankness.

Suggestions for a productive training

The following are general practices for a successful training and are highly recommended for individuals conducting this training. These are followed by tips for ensuring gender-sensitive facilitation of the training.

24 Universal Training Tips

1. Use ice-breakers and energizers to create a positive learning environment and get the participants comfortable with one another.
2. Use review games, check your understanding quizzes, and group activities.

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3. Know your materials and content inside and out.
4. Prepare the first 15 minutes of training word-for-word. After that, you are likely to be in the flow. Good start is critical. Shaky start sets a tone that is hard to recover from.
5. Plan ahead so logistics are smooth; mangled logistics hurt your credibility.
6. Create a materials list ahead of time and ensure it's all there for the training.
7. When training as a team, be clear about roles and responsibilities, leadership, and agreeing on the content. Make sure trainers know the plan and understand their roles.
8. Test your equipment before participants arrive (e.g. temp control, projector, and laptop.)
9. Be prepared, be ready, and be flexible.
10. Use creative methods to divide groups (stickers/cards/colors/geographic location).
11. Use physical exercise, song, and dance when the energy gets low. They're universally loved.
12. Move around the room when you are facilitating. Speak loud and clear. Vary your pitch and tone.
13. Pay attention to learner's verbal and non-verbal cues and adjust the training appropriately. If they're falling asleep, you need to get them involved!
14. Have a buddy system with trainers, so you all can assist one another when needed.
15. Use personal stories and anecdotes to illustrate key points.
16. Ask participants to summarize key points in their own words. If they can't, then you know you need to go over the content again.
17. Stick to the schedule as much as you can. Don't hold them late. No one likes that.
18. Set an informal tone so that the participants can engage with you.
19. Refer questions back to the participants. Often, one of them knows the answer!
20. Admit when you don't know something. Keep your word to follow up.
21. Have post-it notes and a system so that participants can ask questions anonymously.
22. Learn people's names.
23. Reward participation. Give prizes. It's the same in any country…people love it!
24. Debrief each day with the whole training team and incorporate the lessons.

-Adapted from M, Wigley, FHI360

Gender sensitive facilitation

The trainer's role is not only to provide technical knowledge, but also to create an environment conducive to discussion and sharing of experiences. Given the importance of gender considerations in ensuring equity among men and women in development efforts, the trainer is encouraged to prioritize gender considerations in the delivery of the training, both in incorporating relevant examples in training content as well as facilitating equal and active participation of men and women participating in the course. The trainer should try to balance such situation and ensure that shy persons speak and that deviating opinions are expressed and considered. Below are a few guidelines for gender sensitive facilitation:

- Know and raise some gender dimensions related to the subject, and recognize and integrate gender aspects put forward by the participants.
- Ensure that both women and men express their opinion, and listen to and respect each other's experiences and views.
- Create an atmosphere in which women and men feel respected, safe, and encouraged to share their views, and to interact with women and men with divergent views.

- To encourage women's active involvement in the training, the trainer may wish to select some topics on which women have more experience or knowledge. The trainer may also directly ask some women participants to share their experiences with the group by highlighting their findings. By doing this you can show that you are valuing women's experiences.
- Check for tendency of writing or speaking dominating pronoun 'he' for doctors, directors and other higher level professions. And 'she' for lower paid jobs like secretary, teacher, etc. If the scenario applies to both men and women, then it should be written and spoken as 'he or she', 'him or her', etc. Avoid inherent biased nouns like 'chairman', 'salesman', 'mankind', 'manpower', etc. and instead use the neutral nouns, such as, chairperson, humankind, etc.
- Due to traditional beliefs people tend to assume that low earning professions like teachers are for female. To change this bias of perceptions, you can make sure to explicitly highlight when women are in higher positions.

<div style="text-align:center">Adapted from Guidelines for Gender Sensitivity in Training and Coaching Programs by Jagriti Shankar (2012).</div>

From Trainer to Trainer

The following pointers and lessons learned were collected from early EIPM trainings led by experts from the SECURE Health program who delivered the trainings in Kenya and Malawi. They are offered here, in no particular order, to inform future trainers. The tips are quite specific and address primarily implementation and logistical aspects of the training. Other tips are more technical in nature or offered as 'food for thought':

- Some early participants said the training should be conducted over a period of two weeks since one week is too short to cover or absorb all the content of the training. While ideal, we know a longer training is rarely feasible or acceptable for our intended audience. Moreover, sustaining energy attention can be a challenge for any audience after several training days.
- Note that the PowerPoint presentations contain screen shot graphics of documents referred to in the learner's Participant Guide. The screen shot graphics are included to facilitate easy identification of the documents and their location in the Participants Guide. The graphics are not necessarily high resolution nor intended to be fully readable when projected on a screen.
- Instead of counting off and moving around the room, just cluster participants seated near each other into groups to cut down on moving around time.
- Consider options for how participants and trainers can link to the projector or 'group computer' so that there is less linking up/logistics for each PowerPoint presentation given by participants.
- Consider having all handouts separate and in the Participant's Guide (could have worksheets on colored paper or flagged with a sticky or not in PG, but handed out at the appropriate time). It was time consuming to have participants find documents in their guide. Also, consider making a "key or legend" for the Participant's Guide on chart paper at the front of the room to remind participants where to find things, (e.g., Tab 6 = Appraising; green divider = handouts).
- Add more energizers. Have a collection to lead if no one volunteers (e.g., spelling with body parts, Simon says/do as I say not as I do game, stand and introduce self to immediate neighbors, shoulder and wrist rolls, etc.).
- At the end of a module prior to evaluations, consider having trainees write down in their notebooks or blank page in Participants Guide, what they will take home, liked, learned, did not like. They do not share this, but have it for their records and reference. This reflection technique

has been shown to enhance learning. They help with self-appraisal, when trainees debrief, and articulating feedback in their evaluation.

- Seek to use an interactive activity vs presentation for some topics, especially in Module 2 on Accessing Evidence.

Sample Agenda and Time

The sample agenda is provided separately; please see the tab on 'Sample Agenda' on the web platform.

Pre and Post Tests

As noted earlier, you will need to conduct a pre- and post-test at the start and end of training. The pre- and post-test questionnaire is the same and is provided separately on the web platform. **Please note that we've not provided a marking scheme or scoring advice for the pre- and post-test on the online platform since learners could easily view this and defeat the purpose of the important measure**. As such, feel free to request us to send you pre- and post-test marking scheme and scoring advice for this on (eipmcourse@afidep.org, +254-20-203-9510/434-3116/434-3117).