Day 1

Introduction

INTRODUCTION

OVERVIEW

✪ MODULE OBJECTIVES

At the end of the Introduction module participants will:

- Introduce self and get to know others
- Know the training goal, objectives, and components of the larger capacity building program
- Be familiar with the training agenda, logistics, and materials
- Share expectations, hopes and fears for the workshop and learn those from other participants
- Identify group guidelines for creating a safe, comfortable, and effective learning environment for working together
- Know results of the pre-test completed prior to training

TIME

2 hours

ACTIVITIES

A. Opening and Welcome remarks [15 min]
B. Introductions: Interview your neighbour – Group Activity [45 min]
C. Training Overview Part 1: Goal, objectives, outcomes, needs assessment results, training design, pre-training and follow-up components, adult learning – Presentation [30 min]
D. Training Overview Part 2: Logistics, Agenda, Participants' Guide, Group Agreements, Expectations, Hopes and fears – Presentation and group activity - [25 min]
E. Pre-test results: Presentation [15 min]

- Name tags/name tents
- Attendance sheet
- Timer
- Flip charts (4-6)
- Sticky notes
- Markers/pens
- Pre-tests already completed and scored by facilitator
- Extra pre-tests in case someone has not yet taken it
- Completed pre-test analysis aggregated for participants
- PowerPoint Presentation
- Finger toys
- Coloured dot stickers

Introduction

ACTIVITY A: OPENING AND WELCOME

✪ **ACTIVITY OBJECTIVES**	At the end of this activity participants will: ▪ Introduce self and get to know others
TIME	15 minutes
ACTIVITIES	▪ Official opening of training ▪ Welcome
MATERIALS	▪ Chairs arranged in circle ▪ Name tags/tents ▪ Attendance sheet ▪ PowerPoint slides 1 -
STEPS	**Opening and Welcome Remarks [Slides 1 – 3]** 1. Prior to the official welcome, pass out name tags for everyone to write their names. Have them sign in on the attendance sheet 2. Have chairs arranged in circle. Ask everyone to take a seat 3. Open the Training. Welcome all of the participants to the training. Thank them all for coming. 4. Introduce yourself 5. Ask the VIPs (leaders of sponsoring group, local officials, facilitators etc.) to introduce themselves, share their thoughts and hopes, and officially open the training. This should be very brief, just two or three minutes. 6. Refer to the welcome letter, which explains why participants are in

this training and what to expect from it. Assure them that you will be talking more about this shortly.

7. Have all of the facilitators introduce themselves and how they came to be involved.
8. Set the stage for the next activity, Interview your Neighbor.

Introduction ACTIVITY B: INTERVIEW YOUR NEIGHBOR

✪ ACTIVITY OBJECTIVES

At the end of this activity participants will:
- Introduce self and get to know others

TIME

- 45 min

ACTIVITIES

Group Activity: Interview your neighbour [10 minutes] and report-outs [35 minutes]

MATERIALS

- PowerPoint slides
- Timer (egg timers are good to pass around for the 1 or 2 minute report outs)
- Bell, chime, or noise-maker to alert participants when it is time to switch
- Attendance sheet for facilitator to make notes during introductions

STEPS

[Slides]
1. Explain the objectives of the activity: Know each other and set foundation for working together
2. Show slide with instructions
3. Review the technique for introducing and getting to know each other:
    a. Ask participants to find someone in the room they do not know (or do not know well) and form a pair.
    b. Have the two decide who is "A" and who is "B".
    c. Have person A interview person B for **two minutes** (they may take notes if they want). And then after two minutes, they can switch around and have person B interview person A.

d. Ask: (1) Name, (2) Professional information – position, institution, (3) Role and your organizations' role in using evidence for decisions, (4) Personal information - family/hobbies/special interests. Show **slide** "Interview Your Neighbour" with these questions.
e. Reassemble after about 5 minutes and introduce each other to large group for 1 minute each. A introduces B and B introduces A. Pass around an egg or sand timer since it can be hard to stick to 1 minute.
f. Transition to next section by explaining now that we know each other a bit better to becoming more familiar with the training ahead of us, and how we'll operate as a group

Note to facilitator:
Remember to take the time to make note of participant names in a way that allows you best to remember participant's names, e.g. make a simple map of the seating arrangement or using the attendance sheet.

The facilitator should seek to understand how participants know or work with each other, if in fact they do. Take notes on what participants say in order to refer back to them later.

Introduction exercises are important to the start of the training for several reasons. First, they allow the group to get to know each other. Some of the participants may know each other for a long time, some were recently hired and others may not know each other at all. The facilitator can acknowledge this when introducing this exercise. Second, it enables the facilitators to learn more about the participants and the participants about the facilitators. Third, some participants may initially feel shy speaking in front of a group or in front of people they do not know well. Introductions can start everyone off on a common ground. This exercise is set up in a way that encourages everyone to speak.

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Introduction

ACTIVITY C: TRAINING OVERVIEW PART 1

✪ **ACTIVITY OBJECTIVES**	At the end of this activity participants will: • Know the training goal, objectives, and components of the larger capacity building program
TIME	25 min
ACTIVITIES	**Presentation: Overview of Training Part 1** • Goal • Objectives • Outcomes • Needs Assessment results • Training Design • Pre-training and follow-up components • Adult Learning
MATERIALS	▪ PowerPoint slides ▪ Training objective slide ▪ Markers
STEPS	**Use slides 5 - 14** **Presentation: Overview of Training Part 1** **Review the objectives for the Training Overview: Part 1** **<u>Goal, training objectives and expected outcomes</u>** 1. Explain that the goal of this EIPM training course is to strengthen the technical capacity of mid-level policymakers in accessing, interpreting, and utilizing research evidence in decision-making.

2. State the objectives of the training: To strengthen participants' skills and knowledge to:
   a. Define policy questions
   b. Identify leading sources of health evidence
   c. Conduct systematic and effective/productive searches of evidence
   d. Critically appraise evidence
   e. Adapt research findings from elsewhere for use in local contexts
   f. Review various evidence documents and synthesize key policy messages and recommendations for tackling a given policy question
   g. Develop a policy brief to provide recommendations for tackling a current policy issue from their work
   h. Effectively communicate key policy recommendations to senior government officials
3. Point out that the anticipated outcomes are
4. Provide background on how the EIPM training curriculum was developed.
   a. This training was developed with funding from the DFID-funded SECURE Health program (Strengthening Capacity to Use Research Evidence in Health Policy). SECURE operated from 2013-2017 in Kenya and Malawi and was led by the African Institute for Development Policy (AFIDEP) and a consortia of partners including East, Central, and Southern Africa Health Community (ECSA-HC), the College of Medicine at the University of Malawi, FHI360, and the National Consortia for Health Research (CNHR-Kenya).
   b. The Ministries of Health in both Kenya and Malawi were instrumental in shaping the training curricula, field-testing, and hosting several trainings each for decision-makers and those who support decision-makers in their countries.

Needs Assessment/Why Training?

Explain that prior to the training under the SECURE Health program, a needs assessment was conducted in the MoH and parliament in both Kenya and Malawi to assess the status of evidence use as well as the status of the requisite capacity for supporting/enabling evidence use. The needs assessment, conducted with top- and mid-level policy-makers in the two institutions, revealed that policy-makers recognize the importance of using evidence in policy-making, but in practice use of evidence and data in decision-making is curtailed by a number of challenges and constraints. The assessment revealed gaps in knowledge and skill for accessing, appraising, and applying research evidence. Some of the gaps reported included:

1. Lacking or weak capacity for finding evidence, assessing its quality, interpreting and synthesizing it for top-level decision-makers.
2. Lack of mechanisms for accessing research evidence
3. Little interest in using research evidence among top level decision-makers
4. Weak institutional linkages with research institutions
5. Poor data quality and inefficient health information system
6. Inadequate funding to support generation and use of research evidence in decision-making

The respondents in the needs assessment recommended a number of interventions to address the identified challenges, namely:

- Establishing a repository for evidence
- Sensitizing both top-level and mid-level policy-makers to demystify research
- **Building technical capacity to use research evidence**
- Strengthening of linkages with research organizations
- Putting in place a Policy-maker and Researcher pairing scheme
- Packaging evidence in user-friendly format
- Establishing a Kenya Parliamentary Office for Science & Technology like the one in the United Kingdom

This training program therefore sought to respond especially to the third recommendation, by building capacity of mid-level policy makers in accessing, appraising, and utilising data and research evidence.

Note for Facilitator: You may decide to conduct your own needs assessment for the group you are targeting to train, in which case you can revise the section above and the slides to reflect the results of your needs assessment.

Training Design

1. State that 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.
2. Inform participants that the comprehensive approach to EIPM training includes this sequence of activities (more on 1 and 2 next):
    1. ***Pre-training activities***
    2. ***EIPM Training*** **– Multi-day, residential training**
    3. ***Follow-up activities***
3. Explain that the 4.5 day training is 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. We have designed it in a way that allows participants to learn from their

peers as they work together on the activities (Adult learning is addressed next).

4. Point out that the curriculum includes an introduction session, five modules, and a wrap-up session; each of these has learning objectives. The themes and objectives were developed in collaboration with the institutions where participants work. The training team has endeavored to provide overviews on the broad topic of EIPM while distilling key learnings in the main training themes.

Note to Facilitator: Important* Provide the caveat that there is a great deal of information covered and some topics are known to have multi-day trainings of their own. As such, the time to address all topics in depth is limited. This is an important recognition to make at the start of the training.

<u>Pre-training and follow-up components</u>

1. Remind participants (they should be aware form pre-training communications) that a unique aspect of this EIPM training program is that includes a one-year follow-up program to provide on-the-job hand-on technical assistance to support participants in applying knowledge and skills acquired. This component is designed to help integrate the learning from the training into day-to-day work, complete their 'real life' synthesis projects, and support efforts to enhance the use of evidence in their institutions.
2. Pre-training activities
    a. Competitive selection of individual technical staff to take part in the training
    b. Engagement of selected policymakers to gather information about the participants to make the training more attuned to their needs
    c. Provide key reading materials on key training topics
    d. Ensure participants identify a policy question that they will seek to answer through the training
    e. Conduct a pre-training test to assess the participants' knowledge, skills and experience relating to the training topics. A post-test will be administered immediately after the training.
3. EIPM Training – Multi-day, residential training
4. Follow-up activities
    a. Participants are expected to conduct a debrief on EIPM at their respective institutions
    b. Engage in activities they identified in their individual participant contracts.

Adult learning principles

1. Reiterate that we know that 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 games, participant presentations, small group discussions, brainstorming, and case studies.
2. Explain that in this training we will use adult learning methodologies, which optimize learning by **[slide]**:
   - Drawing on the knowledge and experiences of participants before, during and after the training.
   - Keeping the training relevant to participants' day-to-day work and context, gathering information on participants these factors prior to the training.
   - Encouraging and enabling participants to put learnings into practice through various exercises during the training and the follow-up process.
   - Ensuring that each training 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.

3. Emphasize that adult learning methodologies require active participation of all participants. Active participation includes:
   - Listening respectfully to one another
   - Speaking up when we have something to add
   - Encouraging others to speak if they are quieter
   - Taking notes during group work
   - Doing background reading and assignments

Participants also have the opportunity to serve specific roles in group work (e.g. timer, scribe, facilitator, reporter).

Introduction

ACTIVITY C: TRAINING OVERVIEW PART 2

✪ ACTIVITY OBJECTIVES

At the end of this activity participants will:

- Be familiar with the training agenda, logistics, and materials
- Share expectations, hopes and fears for the workshop and learn those from other participants
- Identify group guidelines for creating a safe, comfortable, and effective learning environment for working together

TIME

- 25 min

ACTIVITIES

Presentation: Overview of Training Part 2

- Logistics
- Agenda
- Participants Guide

Group Discussion: Group Agreements
Group Activity: Expectations
Group Activity: Hopes and Fears

MATERIALS

- PowerPoint
- Chart paper and tape to post agreements on wall
- Markers
- Training agenda on flipcharts
- Agenda in Participant Guide
- Chart paper and tape to post expectations, hopes and fears on wall
- Stickies/Post-Its in two colors

STEPS

Use slides 14 – 23

Logistics

1. Briefly orient participants to logistics:
   a. Bathrooms locations
   b. Daily start and end times
   c. Tea breaks and lunches time
   d. Who is coordinating tea breaks and lunches
   e. Meals, per diems, etc.
   f. If desired, ask for a volunteer to serve as a "Welfare Officer" who can represent any concerns from participants to the facilitators and organizers. Note that the training enlists participation in many ways from participants. Consider asking for volunteers to help lead energizers and to help recap the previous day when we start off in the morning. Make note of these individuals in order to track and call on volunteers later.
   g. Ask if there are other logistics questions from the group.
   h. Ask if anyone has not taken the pre-test and request them to make sure they take the pre-test during the Tea Break.

Agenda

1. Walk participants through the agenda for each of the five days, noting the learning objectives for each module. Participants can follow along in their Participants' Guide but the facilitator should use an agenda written on chart paper. Chart paper will be used in subsequent activity. Pay particular attention to lunches and breaks to ensure participants are comfortable with these.

Participants Guide

1. Walk participants through the Participants' Training Guide, clearly explaining what different sections of the modules contain.

2. Point out the sheet titled, Assignments and Readings for each day of the EIPM Training Workshop, which suggests some assignments and readings to be done in the evenings to make the workshop more effective.

Group Discussion: Group agreements for the training

1. Explain to the group that in the spirit of the adult learning principles and in order to make the best of our time together, it is useful to come to agreement on our expectations of one another.

2. Ask participants what they want to agree to as guidelines for working together over the course of the training. Write these on

chart paper. Note that we intend for the agreements to be mutual agreements that the facilitation team and participants all agree to

3. Show the following suggested expectations on a PowerPoint slide and see if there are any the group wants to add to their list:

    - Respect the autonomy of others
    - Speak for yourself
    - Allow each person time to talk
    - One person to speak at a time, do not interrupt
    - Start on time
    - Mobile phones, iPads, laptops, and pagers must be switched off.
    - Commit yourself to attend, be on time, take risks
    - Take care of yourself ("bio breaks", etc.)
    - Ask questions
    - Keep on topic
    - Laugh a lot
    - Personal comments made during the training are kept confidential
    - No smoking in the training rooms

4. Tell the group that these rules/guidelines are really just a starting point, and encourage them to add, subtract, or revise any of them that they wish to.
5. Once the group comes to consensus on the group agreements, tape them to the wall. Note that we can revisit and revise the agreements over the course of the next five days if needed.

Group Activity: Expectations

1. Recap that now that the training objective, agenda, and learning objectives have been shared, ask participants to name what they expect to get out of this training. Have them write their expectations on Post-It stickies and pass them forward to the facilitator.
2. Read aloud the expectations. Using the agenda written on chart paper, link expectations to relevant sections of the training if possible. If there are some that are outside of the scope of the training, make note of that and add to the "Parking Lot" chart paper to be addressed at another time.
3. While one facilitator is leading, a co-facilitator can quickly collect and arrange the sticky notes into two or more groupings, for example: (1) notes related to agenda items and (2) notes related to expectations. This will help set up discussing hopes and fears in relation to the agenda (and "parking lot" items) and group expectations.

4. Note that we will review their expectations at the end of the five-day training to assess how well we met expectations and what still needs to be addressed. **Note to Facilitator:** Save this chart paper and revisit it – or develop PowerPoint slides with content – to review in the Wrap Up on the last day.

Note for Facilitator: While it should be made clear in the pre-training communications, sometimes participants come with expectations outside of the scope of the training. They will come out in this activity. For example, in past trainings, some participants expected to learn about data analysis and the detailed process for how to develop policy in their country. Be prepared to acknowledge the limitations of the training topics compared to scope and suggest that those needs be communicated for other interventions.

Group Activity: Hopes and Fears

1. Explain that we will conduct an exercise similar to the previous "expectations" exercise. This one however, is to further articulate participants' hopes and fears. This helps to build a common understanding of goals and potential problems as well as a shared perspective for effective group work and communication.
2. Ask them to write their hopes and fears about the training (hopes on green stickies and fears on pink stickies).
3. If needed a prompt can be: "If it's the worst experience you've had, what will have happened (or not happened)?" and "If this is the best meeting you've ever attended, what will be the outcome(s) that will have taken place by the end? Take 3-4 minutes.
4. Have them get up and post their stickies on the wall (all pinks/fears together and all greens/hopes together). Try to group those that are the same.
5. Read aloud each of the hopes and fears. Again, moving the stickies to the agenda on chart paper where possible. For example, if someone wrote that they hoped to learn how to discern between higher- and lower-quality evidence, then move that sticky note next Module 2: Accessing.
6. Ask if there are any questions or comments.
7. Transition to a review of the pre-test findings.

Introduction

ACTIVITY E: PRE-TEST REVIEW

✪ ACTIVITY OBJECTIVES

At the end of this activity participants will:

- Know results of the pre-test completed prior to training

TIME

- 15 min

ACTIVITIES

Present summary of pre-test results [15 min]

✂MATERIALS

- Pre-tests already completed and scored by facilitator or training team
- Extra pre-tests in case someone has not yet taken it
- Answer key
- PowerPoint summarizing the pre-test results

STEPS

Presentation: Pre-test

1. Use slides you create prior to training with the findings from the pre-test.
2. Explain that we administered the pre-test to assess which areas to emphasize most during the training and to determine whether some participants might need more support in certain areas or might serve as a resource if very experienced in a certain area. We will also compare the pre-tests with a post-test at the end of the training to assess how effective the training was and what areas might need further follow-up or TA.
3. Recap what the pre-test covered, using a PowerPoint slide(s) as a visual.
4. Assure participants that confidentiality will be maintained. Ask that they not compare answers and scores with their colleagues.
5. Summarize how participants scored on the pre-test; note any areas or topics that will be given more attention as a result of the pre-test findings.
6. Return pre-tests to individuals in a confidential manner so they can see how they scored.
7. Ask if there are any questions or clarifications
8. This ends module on Introduction.