INTRODUCTION
WELCOME & OPENING
OBJECTIVES

By the end of this session participants will:

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

INTERVIEW YOUR NEIGHBOR

1. Find someone you do not know. Move around.

2. Take 2 minutes each to ask:
   - Name
   - Professional information: position, institution
   - Role in using evidence for decisions in your organisation

3. Return to group

4. Introduce your partner to the group; share what you learned
OVERVIEW OF TRAINING - PART 1

Goal
Objectives & Outcomes
Needs Assessment Results
Training Design
Pre-training & follow-up components
Adult Learning
TRAINING GOAL

To enhance capacity of mid-level policy makers in accessing, appraising, synthesizing, & applying research evidence
TRAINING OBJECTIVES

Strengthen participants’ skills & knowledge to:

• Define policy questions
• Identify leading sources of health evidence
• Conduct systematic and effective/productive searches of evidence
• Critically appraise evidence
• Adapt research findings from elsewhere for use in other contexts
• Review various evidence sources & synthesize messages and recommendations
• Develop a policy brief with recommendations for a current policy issue
• Effectively communicate policy recommendations to officials
EXPECTED TRAINING OUTCOME

1. Practical skills strengthened in accessing, appraising, synthesizing & applying evidence
2. Evidence-to-policy products created: Draft policy brief or memo, presentation outline or key messages
3. Ultimately, technical capacity improved to increase demand for and use of evidence in decision-making within MoH & parliament
WHY TRAINING? NEEDS ASSESSMENT RESULTS
NEEDS ASSESSMENT CONDUCTED IN MOH & PARLIAMENT IN KENYA & MALAWI INDICATED A GAP IN TECHNICAL SKILLS

Respondents in the needs assessment on status of evidence use in health policy making in 2014 said they lacked skills to:

- Analyze routine data
- Access evidence – search & assess quality of documents
- Interpret & synthesize findings from various documents
- Summarize evidence into clear policy messages
TRAINING DESIGN

- Integrated approach: pre-training, multi-day training, follow-up
- Interactive and practical
- The Modules
- A great deal of information!
TRAINING DESIGN: PRE-TRAINING & FOLLOW-UP PROGRAM

Pre-training
- Needs assessment
- Participant selection
- Policy issue identification
- Pre-reading
- Pre-test

Follow-up
- Participant contract
- Support to complete deliverables (e.g., policy brief)
- Training debrief at work organization
- Routine check-in sessions for progress & assistance.
- Refresher meeting
TRAINING DESIGN: ADULT LEARNING PRINCIPLES

- Draw on knowledge, expertise, & experiences of participants
- Keep the training relevant to work
- Encourage participants to put learnings into practice
- Foster collaboration & exchange among participants, & between facilitators
YOUR ACTIVE PARTICIPATION

- Listen deeply
- Speak up when you have something to add
- Encourage everyone to speak
- Serve in roles for group work
- Take notes during group work
- Do background reading & assignments
TRAINING OVERVIEW PART 2

Logistics
Agenda
The Participant Guide
Group Agreements
Expectations, Hopes, & Fears
Pre-test Results
LOGISTICS

Bathrooms

Daily Start and End Times

Meals, allowances/per diems, etc.

Tea and Lunch Break Times

Coordinator for Tea and Lunch Breaks
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30-8:35</td>
<td>Prayer (3 min)</td>
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<tr>
<td>8:35-9:00</td>
<td>Opening Ceremony</td>
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<tr>
<td>9:00-9:15</td>
<td>Official Opening Remarks of Training Workshop (10 minutes)</td>
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<tr>
<td>9:15-9:45</td>
<td>Group Photo</td>
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<tr>
<td>9:45-10:00</td>
<td>Tea Coffee Break</td>
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<tr>
<td>10:00-10:30</td>
<td>A. Introductions – participants (45 minutes)</td>
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<tr>
<td>10:30-11:00</td>
<td>B. Logistics and participant roles (20 minutes)</td>
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<tr>
<td>11:00-11:30</td>
<td>C. Workshop Overview and SECURE Health Program Overview (1 hour)</td>
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<tr>
<td>11:30-11:45</td>
<td>a. Why Training?</td>
</tr>
<tr>
<td>11:45-12:00</td>
<td>b. Objectives, Agenda, Participant’s Guide (20 minutes)</td>
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<tr>
<td>12:00-12:15</td>
<td>D. Group agreements (15 minutes)</td>
</tr>
<tr>
<td>12:15-12:30</td>
<td>E. Review pre-test results, what and why (15 minutes)</td>
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<tr>
<td>12:30-14:00</td>
<td>LUNCH</td>
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<tr>
<td>14:00-15:30</td>
<td>Session 2: Foundation of Policymaking and Evidence Use</td>
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**Learning Objectives**

1. Introduce participants and facilitators to each other and to the SECURE Health project
2. Introduce the training objective, materials, and logistics
3. Review the pre-test
4. Create an effective learning environment

**Evidence Informed Policy Making Training**

**Agenda**

**DAY 1 (MON 2015)**

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Evidence-Informed Policy Making Training Curriculum
Participants’ Guide
GROUP DISCUSSION

GROUP AGREEMENTS

What do we want to agree on as guidelines for working together?
SOME SUGGESTED GROUP AGREEMENTS

- Mobile phones, iPads & laptops on silent mode/switched off
- Commit yourself to attend
- Keep time
- Allow each person time to talk
- Ask questions

- Keep on topic
- Keep personal comments confidential
- Take care of yourself
GROUP ACTIVITY
YOUR EXPECTATIONS

1. Write your expectation for the training
2. Pass it forward to facilitator
3. Process with Agenda & Parking Lot
GROUP ACTIVITY

YOUR HOPES AND FEARS

1. Write your hopes on one color Post-It
2. Write your fear on the other color Post-It
3. Post each on chart paper on wall
4. Process

Take just 2-4 minutes for this
PRE-TEST RESULTS

Summary of scores & areas for emphasis
OBJECTIVES - INTRODUCTION

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