Pedagogy of trainers in evidence brief for policy and policy communication with stakeholders
1. Workshop Objective

**Vision of partnership to establish the nexus between Health and Education**

BLDS (British Library for Development Studies), WHO EVIPNet & INASP share a common aim to stimulate the flow and demand of research knowledge between researchers and policy-makers / influencers. As a result of these shared aims, the partners have committed to work together to develop a capacity building program and pilot the Training of Trainers (ToT) course with 7 country teams from Africa. In the longer term, the project team plan to cascade the training amongst the EVIPNet country teams across Africa, Eastern Mediterranean, South America and Asia.

**General Objective**

The goal of this pilot training program was to build the target beneficiaries (EVIPNet core country teams) confidence to design and deliver training on:
1 - how to write evidence brief for policy and organize national deliberative dialogue through effective policy communication methods;
2 - as well as impart techniques for conducting a context and stakeholder analysis in addition to an influential advocacy and campaign plan.

These competencies will be taught using a learner-centered, experiential and problem-solving training methodology where individuals participate in group and individual activities designed to promote critical thinking, reflection, build confidence to apply the theory through solving problems that mirror the type of scenarios they will encounter in their professional priority and occupations. The program team have also identified that female trainers are a specific target beneficiary group for this training program and will contribute to develop gender empowerment approach.

**Specific Objective**

The aim of the capacity building program is to develop pedagogical and communication skills to foster the linkage, understanding and constructive collaboration between the different stakeholders have direct or indirect influence on evidence informed policy-making process at national levels.

Local efficient trainers are critical to develop and spread capacity in EIPM amongst national, sub-regional and community levels to improve the development and implementation of effective and relevant interventions (and how to combine them) in public health. It appears also critical to empower and train women in EIPM to have impact on better gender balance in this area, specifically because in 2012 only 12 African countries had more than 25% of women at legislative and executive levels, the majority of them in charge of social affairs, family and gender issues, education and health.

- Enable key individuals within EVIPNET country teams to build their confidence in learner-centred training methodology and cascade these training approaches within their sector / country.
- Build the capacity of trainers to develop or contextualise learner-centred training materials
- Support the EVIPNET programme of activity to build the capacity of policy-makers and others key stakeholders to use evidence to inform the policy-making process
- Improve the trainers ability to measure the impact of their training interventions and provide effective feedback using formative and summative assessment techniques
- To strengthen the capacity of trainers to use learner-centred and participatory training methodologies to train others how to use systematic reviews and research studies / evidence brief for policy and national policy dialogue
- Identify strategies for mobilising knowledge and building effective communication channels between researchers, intermediaries and policy-makers (to bridge the gap between research and practice)
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- Develop convergent and divergent thinking (meta-analysis) skills to enable the beneficiaries to think broadly, and use up-to-date and relevant evidence from different sources

**Methodology**

1 - Identification of participants or future trainers through pre-evaluation survey following competencies: skills, knowledge, behaviours and values required:

- Technical expertise in public health related discipline(s)
- Able to apply a range of support tools for EIPM for creating an evidence brief for policy
- Be able to identify information need and to locate the information (i.e. evidence) they seek
- Demonstrate an awareness and multi-sectoral understanding of the context they work in, be open-minded and able to adapt their approach to respond to a changing political landscape or policy/research priorities
- Know how to influence the legislative / executive branches of government (advocates)
- Confidently able to apply the tools and approaches that will facilitate a south / south collaboration;
- Capable of promoting knowledge sharing practices between and within countries
- Possess the ability to contrast and combine results from different studies (i.e. meta-analysis skills); or possess a willingness to take into account traditional, cultural and indigenous beliefs

For monitoring and evaluation purposes these objective statements will be converted into indicators to measure the training impact and assess the long-term sustainability of the project.

2. Steps of the workshop

1 - Open ceremony

Welcome and opening ceremony was done by Dr MPELE-KILEBOU, WHO Representative (WR) in Ethiopia and endorsed the need to empower country to establish strategic regional and national training planning in evidence informed policy-making (EIPM). Dr MPELE-KILEBOU under-lighted the importance to use results of research or the best evidence available at international, regional, national and local levels by policymakers and to use effective communication and strategic tools to engage stakeholders in policy-making process in the framework to develop sustainable and constructive partnerships.

2 - Working groups

The workshop was based on participatory and interactive training method with the participants including role play and interactive exercices.

1 - Session on Monitoring and evaluation
2 - Session on situation analysis and the use of mapping tools
   - mapping for country health System
   - mapping for funding research activities at country
   - mapping of stakeholders (definition of stakeholders and their typology and what we need to know about them)

This session was critical to identify key partners and strategic relationships, the process of negotiation to identify the key strategies and review the level of investment

3 - Closing Ceremony

The closing ceremony was done by Dr MPELE-KILEBOU, WHO Representative (WR) in Ethiopia to congratulate the future trainers and gave to each of them, training certificate.

4 - Evaluation
The evaluation was done through two type of exercise, during the workshop with the reflective journal and after the workshop with post-survey.

3. Results of the workshop and recommendations

The workshop allowed to establish several constructive feedback and recommendations

**General recommendations**

- Monitoring and evaluation process need to be part of planning process
- User feedbacks need to be include in evaluation process and to be part of measurement of the impact of training
- Use and implement different style of facilitation
- Change perception of risks to learn more fast
- Evaluation is useful for ourselves improvement and not to impress others
- Use evaluation process to clarify the understanding of the context and define different strategies of iteration in the spiral learning process
- trainers need to be accountable and define their role (shapers, movers, innovators, team workers, implementers, researchers) related to the dynamic of the group of learners
- trainers need to be inspirational to make people innovative (innovation is based on observation and curiosity) and encourage them to create new solutions (concept of co-creation)
- trainers need to adapt their ideas and change their experiences (no replication but reflection and adaptation)
- trainers need to expand their perceptions and use different angles of view. Knowledge need to be considered as non-linear process and not as the final product

**Feedback from two participants in ToT from WHO Country office in Ethiopia**

The training of trainers was very valuable and critical to:

1. enhance capacity on research generation (evidence) and known how to communicate the importance of the use of evidence in evidence informed policy-making at country level
2. measure level of policy development
3. use range of stakeholders mapping tools to identify the key stakeholders in health and how to engage them

This type of capacity building workshop or Training of trainers (ToT) is totally in alignment with the WHO reform on health system advocate for Health in All Policies or inter-sectoral approach

It was very important step for the WHO country office in Ethiopia to be involved on evidence synthesis, evidence brief for policy and to know how to include from the beginning civil society, health professionals, associations and public health facilities

The WHO country office in Ethiopia will establish the support to national institutions are involved in evidence informed policy-making in Ethiopia like EHNRI and the University of Public Health and support them to define their training plan in evidence informed policy-making based on learned center approach more participative as traditional lecturer approach. Shift of behavior of trainers is recommended and necessary to develop participatory approach.

**Recommendations from WHO Country office in Ethiopia**

- continue to share experiences and lessons learned from different countries
- define plan how to implement knowledge and skills
- design programme and scale-up it to the different institutions including in the ministry
- advocate for this model of training (learned Centered approach) inside of WHO and monitor the implementation
- Meet regularly the core group of trainers and support them in their country scale-up.

4. Challenges at short and mid-term after the workshop

The different EVIPNet country teams will be able now to establish training workplan for their respective country to cascade the importance to implement EIPM at institutional level.
5. Conclusion

The pilot ToT workshop was very successful and effective and will be more developed with another ToT workshop for others African countries in March. The main outcome was the identification of two type of participant profile need to be train with different approach (managers or responsible of program and technical staff or trainers).

6. Next step: Design of training workplan at country level

This Training of Trainers (ToT) allowed to identify relevant best practices from different participants
Examples of training workplan from EVIPNet Country teams to use country data and evidence in their health system policy-making process

**TANZANIA**

In central level (HRH development department from Ministry of Health level). The senior policymakers are the permanent secretary, all directors and all members of parliament. The country data are updated by 42 health workers and cover 8 zones (3 health workers by institution).

There is 138 training institutions for 8 health resource center zones. Tanzania have integrated Training Institution Information System (TIIS) capture information about the training institutions (developed by the university of Dar Es Salam)

The country data are used to make decision on:
- Budget and planning
- Utilities like electricity, water and telephone
- student performance
- status of student and allocation to health facilities
- infrastructure (rehabilitation)

The missing skill in general is about how to present the information and these data. The evidence brief for policy is the answer.

The training plan for Tanzania after the Training of Trainers will be:
Step 1 to train central level, 10 persons from MoH, University of Dar Es Salam and Private sector (Intersoft)
Step 2 to train the 8 focal points from training center by zone (pre-requisite: evaluate the capacities of focal point)
The Tanzania team will use the evaluation form for pre-training to evaluate the capacity of participant (and consider issue of performance) and also evaluation form for post-training. They will establish regular visit to focal points after the training.

ETHIOPIA

The Ethiopia team will plan to include the steps following in their training program in EIPM:
1 – Participants evaluation more elaborate
2 – Effective communication with participants and inclusiveness
3 – Skills and competencies Gaps evaluation
4 – Develop constructivism and factors of motivation
5 – Develop effective participatory approach
6 – Establish method to reduce biases and identify maximum sources of relevant evidence
7 – Evaluate participant on how they will become good trainers
8 – Use interviews to improve understanding and interests of participants