



## **Renforcement des capacités en matière de transfert de connaissances et d'utilisation de la recherche pour la prise de décision**

### **Rapport d'évaluation des activités de formation**

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## **Capacity building in knowledge transfer and the use of research for decision-making**

### **Executive Summary**

As part of the establishment of Knowledge Management and Transfer Unit (UGTC) within the Ministry of Health in Ouagadougou, three training modules lasting one week were organised by Christian Dagenais, PhD, thanks to the financial support of WAHO. This training project entitled "Capacity Building in Knowledge Transfer and Use of Research for Decision-Making" targeted the staff of the UGTC and the Family Health Directorate (FSD). These activities brought together health professionals, representatives of the Ministry of Health and non-governmental organisations (NGOs). The goals were to train key actors in the UGTC and the Family Health Directorate in knowledge transfer and brokering and to support the implementation of the Unit. However, at the time the training was offered, only the head of the UGTC was appointed. Two people targeted to be part of it participated in the first module and three in the second. Today, almost two years later, the positions planned within the UGTC are still not filled. The workshops were respectively prepared and facilitated by 1) Christian Dagenais, Full Professor in the Department of Psychology at the Université de Montréal and Principal Investigator of the RENARD Team on Knowledge Transfer, 2) Jacques Fortin, Director of Quality, Evaluation, Performance, Ethics and Lean, CISSSM and 3) Olivier Sossa, PhD, Teacher Researcher, Ouaga II University, - Burkina Faso. This report first presents the results of the analysis of the data collected by questionnaire at the end of each of the first two training modules. The results of interviews conducted three months after the first module is then presented. Further interviews were conducted following the second module, but these data could not be analysed due to lack of resources. No evaluation data were collected because of the third training module.

The first module on knowledge transfer brought together several officials from the Ministry of Health. Several were attending training on knowledge transfer for the first time. The results of the analysis of the questionnaires completed at the end of this first training show that the participants appreciated the content discussed and all expressed themselves favourably on the usefulness of the information received and the level of understanding of the content covered. Very favourable opinions were also noted towards the trainer and the technical support offered (presentation materials, accompaniment, quality of the documents received). However, it was at the organisational level that the greatest number of unfavourable opinions were indicated (e.g. length of time allotted to group work, agenda). This can be attributed to the overlap between service and training activities to which participants

were subjected. Among the follow-ups to be given, the implementation of the lessons received and the deepening of the achievements were mentioned above all.

The second module on knowledge brokering was also highly appreciated by the participants. Various aspects relating to the organisation of the workshop (e.g. workshop room, presentation materials, documents received) and facilitation (e.g. good mastery of content, good communication) were also appreciated. Insufficient group work, practical applications and shortcomings in the facility plan, on the other hand, were less appreciated. The effective use of learning and its integration into daily activities and tasks were identified as major challenges and the accompanying follow-up, support for collaboration with the UGTC, knowledge sharing with colleagues and training of other actors. Analysis of the interview data shows that participants recognise the usefulness and necessity of such training, both personally, professionally and in terms of their structures. Thus, the participants committed themselves to put into practice and finding ways to deepen the achievements of the training. However, this should be done through support and the organisation of other training on targeted tools. While the TC is an innovation in the department, given its importance, participants believe that members of the Department will be open to it. However, some challenges will need to be addressed, notably concerning the lack of communication on the results of previous research. Thus, in the case of the UGTC, the major challenges faced by the participants are among others: the problem of funding, the willingness of researchers to transmit their knowledge already through the accessibility of their research results, but also and above all the knowledge and recognition of the UGTC.

To create a climate conducive to CT, it would first be necessary to establish a good basis for communication and collaboration between the various actors and to work to raise awareness of the UGTC. At the end of the training, as is always the case, the main challenge remains the effective application of apprenticeships in professional activities. Nevertheless, despite the Unit's strong potential to foster research-informed practices and decision-making, as long as the unit's staff is composed only of its head, it will not be functional and the fruits of these training activities can only produce minimal impact.