



Equi-injury

NIHR Global Health
Group on Equitable Access
to Quality Health Care for
Injured People in Four
Low or Middle Income
Countries



Section 2: (2 hours)

**Facilitating group
discussions
and workshops to
gather relevant data**

Aim of the project

To understand *how* to
improve equitable access to
quality care for the injured
in LMICs
(low- and middle-income countries).




Objectives

1. **develop a common understanding** of stakeholder desires and needs to improve policy to enable improved equitable access to quality injury care;
2. **identify barriers and facilitators to equitable access** to quality care and their consequences for the injured person;
3. **develop an injury pathway model** to understand equitable access to quality injury care which can be applied in multiple contexts;
4. **build consensus amongst stakeholders** about which research-based sustainable strategies to prioritise;
5. **synthesise cross country learning** to identify similarities or differences between countries, hence where solutions may be **shared**.

These objectives inform the questions we need to ask and the discussions we need to have

Key terms inform our methods: common understanding; build consensus; identify; develop; synthesise, share.

Aim for this section
to
identify key points
for effective workshop facilitation
so that we can apply them
to our own contexts and roles
in the project.



That is, how
can we
facilitate
successful
discussion
groups and
workshops?

Our principles

1. We have a 'safe to fail' learning environment, promoting peer-learning and exchange
2. We prioritise synergies between research teams working across diverse contexts
3. We promote and advance South-South learning and exchange
4. We foster equitable global health research partnerships

'Safe to fail' (iterative)

Synergies (Asset-based)

**Diversity (Multiple
Intelligences)**

**Partnerships
(participatory action
research)**

Activities for facilitation skills

Activity 1: Our prior knowledge of excellent facilitation

Activity 2: Experiencing facilitation skills now

Activity 3: Practicing facilitation skills together

Activity 4: Summary and conclusions and next steps

Note the pattern we use for activities



Steps in planning a participatory activity (Diagram: MH Irvine)

Activity 1: Prior knowledge

Purpose:

to Identify and adopt key points from my own experiences for successful workshop facilitation.

×

Activity 1: steps

1. In groups, tell everyone

- your best facilitation experience;
- Why was it successful – what did it enable you to do and feel?
- Gather all the key points from the group

2. Listen to three methods for successful facilitation.

4. Summarise and discuss key points (one point per group at a time)

5. Adopt the key points, ready to use them in Activity 2

First, in small groups

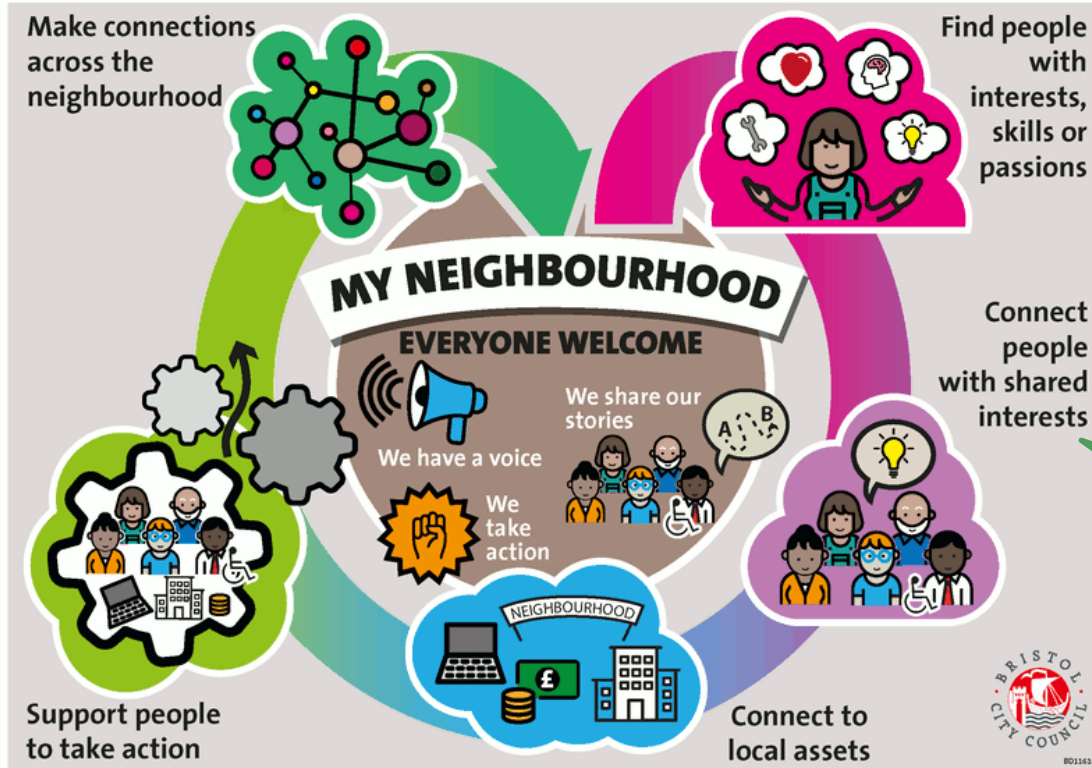
1. Choose a scribe to write down all the points
2. One by one, **in sixty seconds only**, tell everyone
 - × Your BEST facilitation experience and why:
 - × What did it help you to do?
 - × How did it make you feel?
3. In the group, **in 120 seconds**, summarise the key points:
4. Keep these points for the final summary.

1. Gardner's Multiple Intelligences Theory



**Look, listen,
compare to
your own
experiences,
comment**

2. The ABCD approach



**Asset-Based
Community
Development:
building
connections and
relationships**

**Look, listen,
compare to your
own experiences,
comment**

3. Being iJAMSI!

Making learning joyful for everyone means that each activity must be:

Look, listen, compare to your own experiences, comment



Key points from Activity 1

What have we learned so far: the purpose was to identify and adopt key points from my own experiences for successful workshop facilitation.

One idea at a time
per group (without
repetition)

Vote for most
important points

Adopt for the
group

Activity 2: Experiencing facilitation skills here now

- **Purpose:**
- **to identify elements of successful facilitation within the context of this project.**

The role play:
'A meeting to gather data'!

Everyone acts as *'The Participants'*.

The facilitator acts as *'The Facilitator'*.

We are no longer
ourselves in the play-
we are actors!

Afterwards we
become ourselves
again.

Role play 1: Roundtable A and B



Roundtable A
(Facilitator 1)



Roundtable B
(Facilitator 2)

Roleplay instructions

1. In 2 groups (table1&2), participants consisting of community members & patients, respond to RQ1:Level of involvement in policy making?
2. Facilitator 1 facilitates table A & Facilitator 2 facilitates table B discussion
3. A notetaker takes notes during discussions and ensures sessions are recorded
 - a. In each group, agree on;
 - a. Time keeper
 - b. Scribe
 - c. Reporter

Role play instructions cont..

2. Display and read the role play discussion instructions for all!

3. In plenary, present (reporters) and discuss (group members)

- a. Each group's top 5 priorities from the list and take questions from the floor about why the order is as presented.
- b. Vote on 5 priority points (* in roleplay, we will not vote)
- c. **One word / concept per priority point**

Roundtable discussion instructions

- **Facilitator:** reiterate definitions of policy and involvement in policy
- **Participants:** discuss whether they wish to be involved in policy;
- Explore 'what is, & the **level of involvement**, local (*government policy, non-government or healthcare services*), *national, international*
- Prioritise & rank levels of involvement considering,
feasibility of them being involved at that level;
assumed impact(s) that their involvement at that level would have

Roundtable notes

- Switched on audio recorder
- Write(confirm) whether the grp agreed that they would like to be involved in policymaking
- Write levels of involvement
- Write list of ranked priorities/grp
- Ask grp members not to identify themselves

Roundtable prompts/**start up Qs** (*if need be*)

- What are your experiences of involvement in policy for injury care/in general?
- Can you think of any ways in w/c you would like to have more input into the way healthcare services are delivered in general/after injuries?
- Have you been involved in any community groups to improve healthcare in general/after injuries?
- Would you like to have more involvement in helping to make decisions to improve healthcare after injuries?

Activity 2: Steps

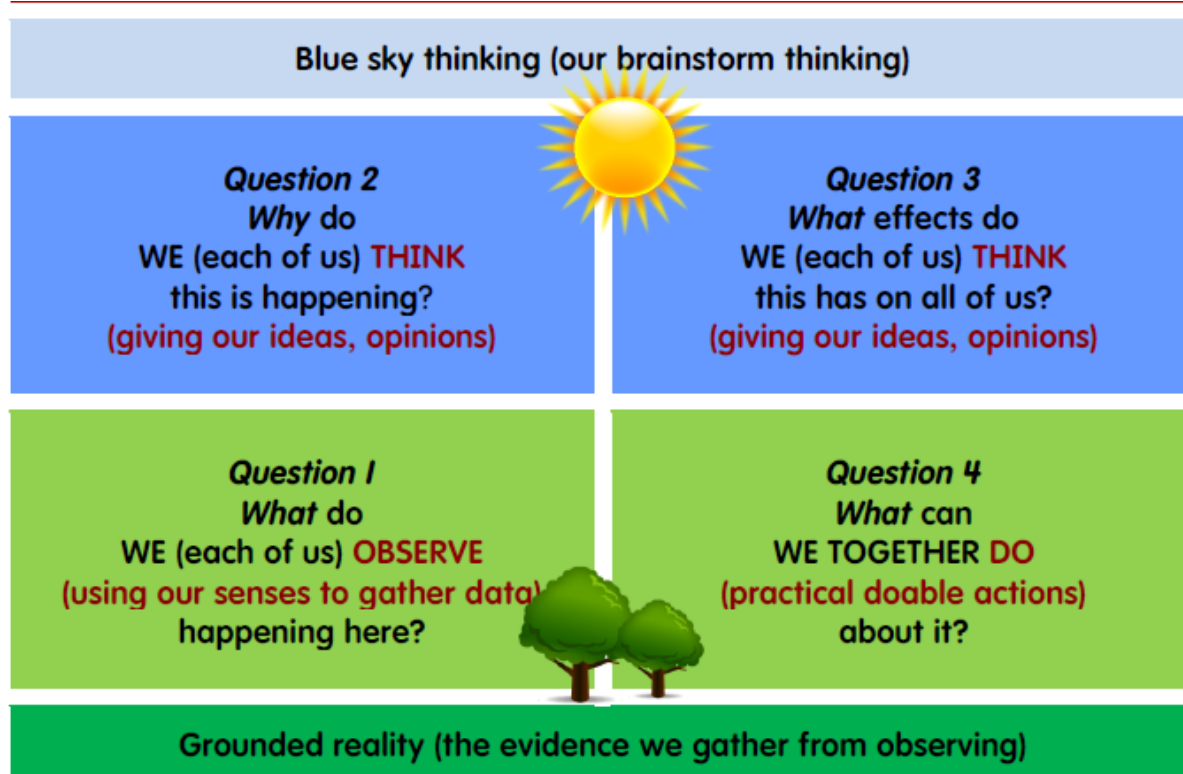
1. Participate in the role play
2. Listen & watch and think about facilitation
3. In the small groups, use the Four Open Questions to analyse key points of the experience
4. Make key points in plenary (one point per group at a time)
5. Summarise and agree on the points.

In small groups

- × Choose a scribe to write down all the points
- × Use the Four Open Questions on the following slide to analyse ('unpack') what you observed
- × your own feelings and experiences as a participant
- × What you observed others to do and to feel
- × What the facilitators did as they acted

Get ready to give the points one by one per group without repeating any, until they are all set out in plenary.

Use the Four Open Questions to critically analyse the role play



Key points from Activity 2

- What can we now add about facilitating discussion in the context of this project?
- **Steps:**

Each group's
ideas (without
repetition)

Vote for best
five points if
needed

Adopt for the
group

Activity 3: Practicing facilitation skills

Purpose:

To support the development of facilitation skills for this project.

Steps: in groups of five, conduct a 5 minute role play

1. Volunteers facilitate a discussion to gather data
2. De-role
3. Summarise key learning points together.
4. Point by point, share key learnings in plenary.

Activity 4: Summary, conclusions, next steps

In small groups first: discuss the role of the facilitator:

1. How to make participants feel safe and joyful:
 - Our words
 - Expressions
 - Body language
1. What distracts the process?
2. How can we collect useful data?
3. What do we report?

Summary of key points

- What can we now add about facilitating discussion in the context of this project?
- **Steps:**

Each person's
ideas (without
repetition)

Vote for best
five points if
needed

Adopt for the
group