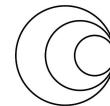


Day 4 Session 4:

Communication of genomics data and public health decision- making

Fatuma Guleid, Tapfumanei Mashe, Samuel Oyola, Alice Matimba, Treasa Creavin, Francis Chikuse



wellcome
connecting
science



COVID-19
GENOMICS
GLOBAL TRAINING

Course roadmap

Sun 7 May
Introduction Day



Mon 8 May
Day 1
Capacity Building



Tue 9 May
Day 2
Specimen and
Sequencing



Wed 10 May
Day 3
Data Tools and
Pipelines



Thu 11 May
Day 4

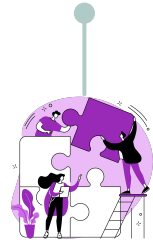
**Frameworks, Guidelines,
and Decision-making**



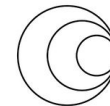
Fri 12 May
Day 5
Projects Review and
Action Planning



Next steps and
Beyond



Ethics and data sharing
Sustainability
Communication



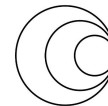
wellcome
connecting
science



COVID-19
GENOMICS
GLOBAL TRAINING

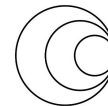
Session objectives

- Principles of evidence-informed policymaking
- Importance/need for communicating genomic surveillance evidence to policymakers
- Strategies for communicating with policymakers

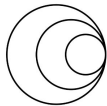


Session outcomes

- Identify the key components of evidence informed policy making and how to be strategic in engaging with policy audiences
- Develop capacity to communicate/engage with policy audiences
- Develop a communication/knowledge translation (KT) strategy targeting policy makers



Evidence-informed policy making (EIPM): Road to impact

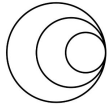


**wellcome
connecting
science**



**COVID-19
GENOMICS
GLOBAL TRAINING**

Why are you doing research?



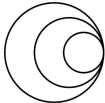
The Evidence-Practice gap

It takes **17 years**
for research to
reach practice

Only **14%** of
research enters
day-to-day
practice

Consistent evidence shows failure to translate research findings into practice

Balas & Boren (2000), Grant et al. (2003), Wratschko (2009), Westfall et al. (2007)



wellcome
connecting
science



COVID-19
GENOMICS
GLOBAL TRAINING

Why use evidence in health policy Making?

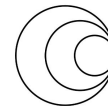
Why use evidence in decision making?

- Improve health outcomes
- Reduce harm
- Maximise resources

Evidence informed policy/decision making?

..... an approach to policy/decision making that aims to ensure that the **best available evidence** is used to **inform** policy making

COVID-19 led to new appreciation for evidence use in decision making

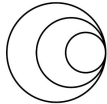
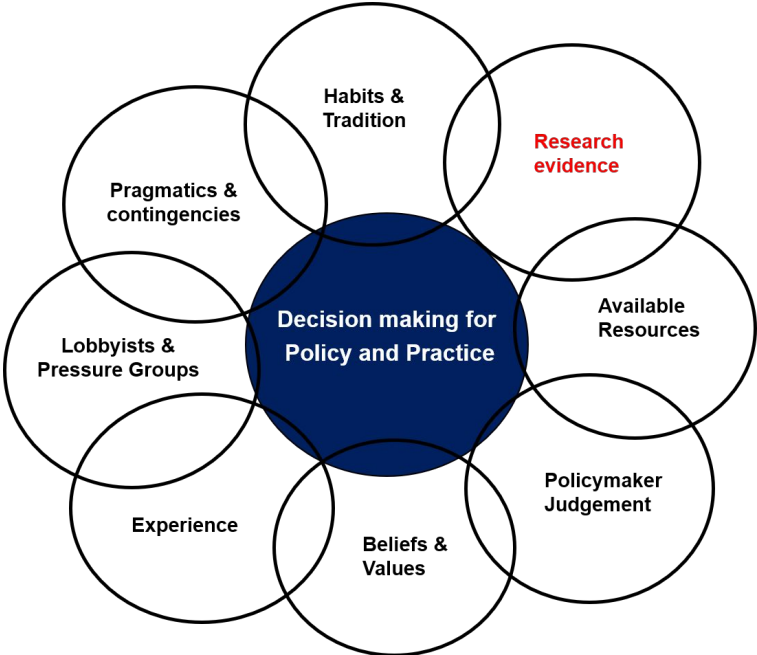


wellcome
connecting
science

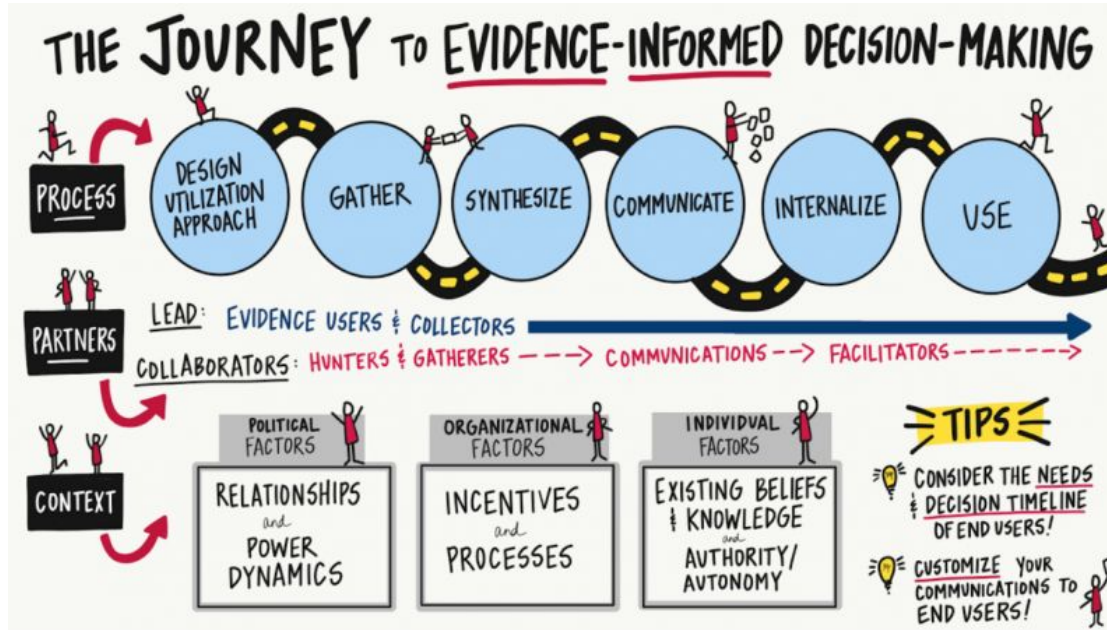


COVID-19
GENOMICS
GLOBAL TRAINING

Many factors influence policy making

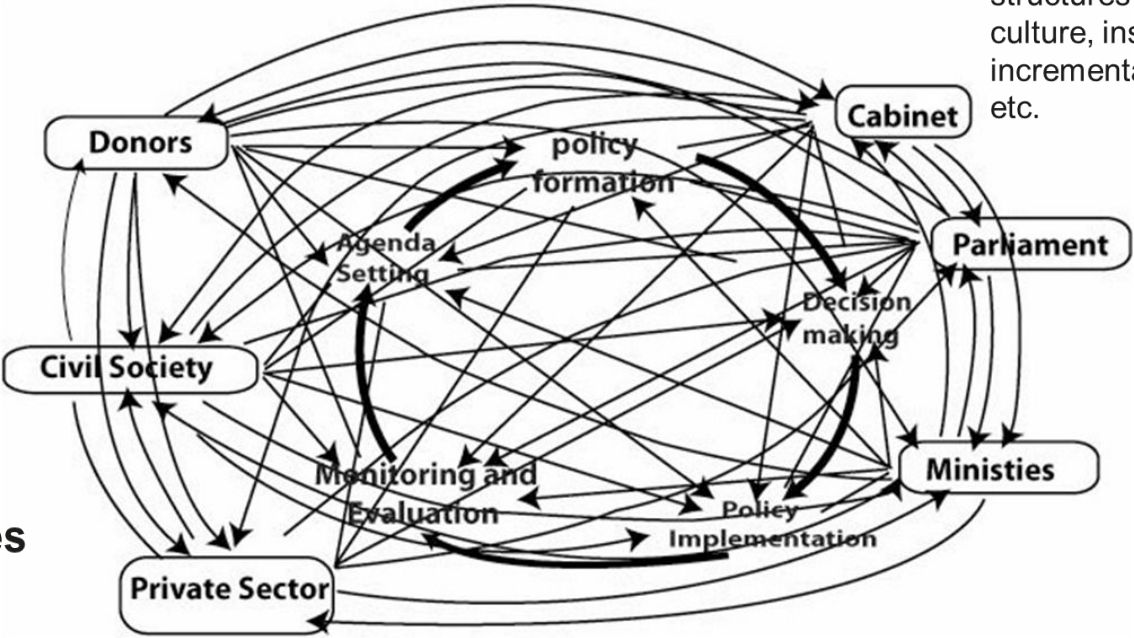


Evidence use in decision making pathway



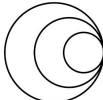
More Complex in 'Real' World Settings

The **political context** political and economic structures and processes, culture, institutional pressures, incremental vs radical change etc.



External Influences

Socio-economic and cultural influences, donor policies etc



wellcome
connecting
science

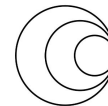


COVID-19
GENOMICS
GLOBAL TRAINING

What is stopping us?

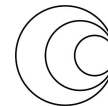
- **Unavailability and/or inaccessibility** of high-quality evidence
- **Poor demand** for evidence from policy makers
- **Inadequate engagement** between researchers and policy makers
- **Poor capacity** amongst both policy makers and researchers
- Other contextual factors

These challenges are exacerbated in a pandemic context..



Group exercise - World cafe

- **Groups of 5 – 6 participants plus 1 key stakeholder**
- The stakeholder role is to coach and advise the group on how to present evidence with public health implications relevant to your point of view and department you represent.
- The stakeholder will also be invited to comment on the presentations made by the groups and participate generally throughout the session discussions by highlighting the key points from their perspective.
- Participants will work with the stakeholder to draft a presentation of **evidence** based on findings from a genomic analysis project:



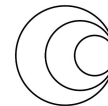
Presentation of evidence based on findings from a genomic analysis project

- There is a cholera outbreak in your country that may be transmitted across countries in your region.
- You lead the pathogen genomics surveillance team within the public health system in your country.
- You have been requested to respond to this outbreak.
- You have coordinated the sample collection and referral.
- You have analysed the data and identified a strain.
- You are now required to present the evidence to the public health authorities and associated stakeholders.
- The evidence is aimed at informing public health response to the outbreak and may have implications for treatment.

In preparing statement reflect on what level of detail your stakeholder needs. Are there things/details you know that they don't need to know? Include some contextual items of what else might be happening in the country, region

The evidence presentation should have brief statements of the following items

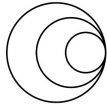
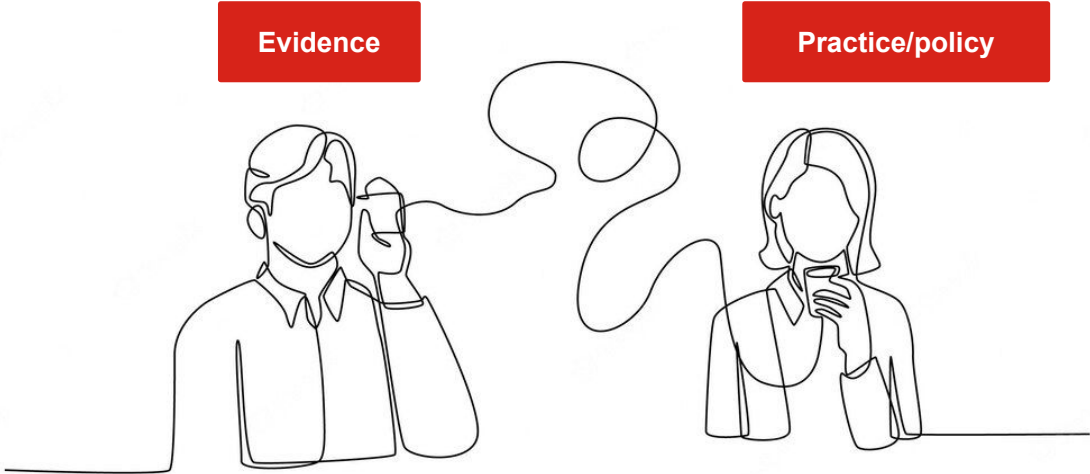
- What is the background? (*a sentence or two*)
- What did you do to generate the evidence? (*in great summary*)
- What were your findings?
- What does it mean?



Bridging the gap

We need to use evidence informed methods to bridge the gap between research and policy/practice

This is the science and practice of **Knowledge translation (KT)**

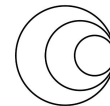


wellcome
connecting
science



COVID-19
GENOMICS
GLOBAL TRAINING

KT is about sharing the right **information**, with the right **people** at the right **time** and in the right **format**.



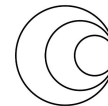
**wellcome
connecting
science**



**COVID-19
GENOMICS
GLOBAL TRAINING**

Did you know?

- Good innovation/ research does not guarantee its uptake into **routine usage**.
- Research/ innovation uptake depends largely on contextual factors, not just innovation/research effectiveness.
- **Knowledge translation (KT)**/ implementation science addresses such contextual barriers and facilitators to enhance innovation/ research uptake.



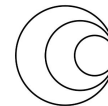
Why is KT important?

KT underpins research impact

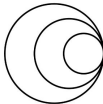
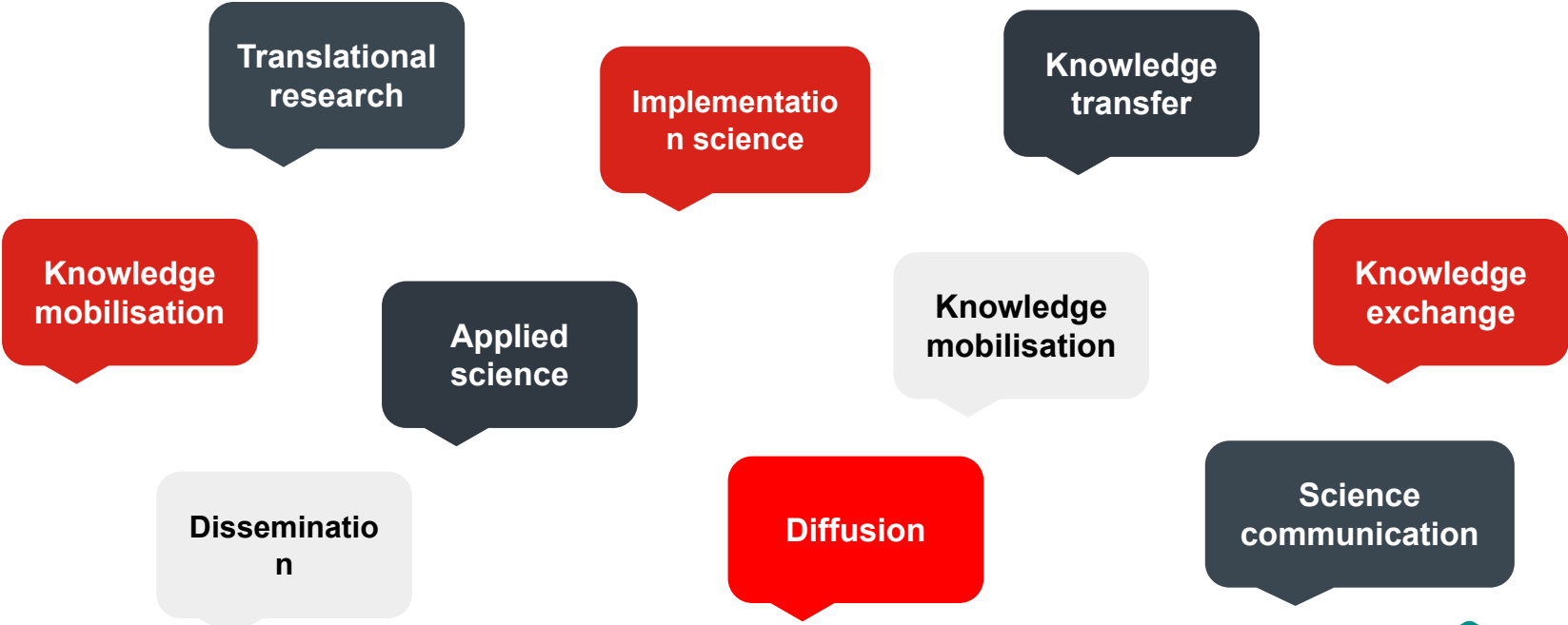
- Researchers need to demonstrate the impact of their research
- Time, effort and resources go into research-accountability

KT can be used to:

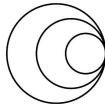
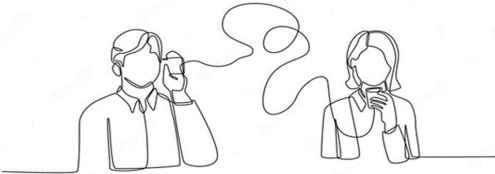
- Share our research
- Raise awareness about issues and/or their solutions
- Influence behaviour
- Change practice
- Inform policy



Many terms describe KT



KT process



Identifying your audience

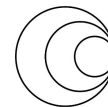


- Think about who needs to know about your research
 - Who is interested? Who values this knowledge? Who can do something about this knowledge?

Examples of audience:

Practitioners, decision & policy makers, other researchers, the public, media

Each audience requires a unique approach, language and approach to engagement!



**wellcome
connecting
science**

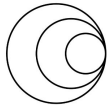
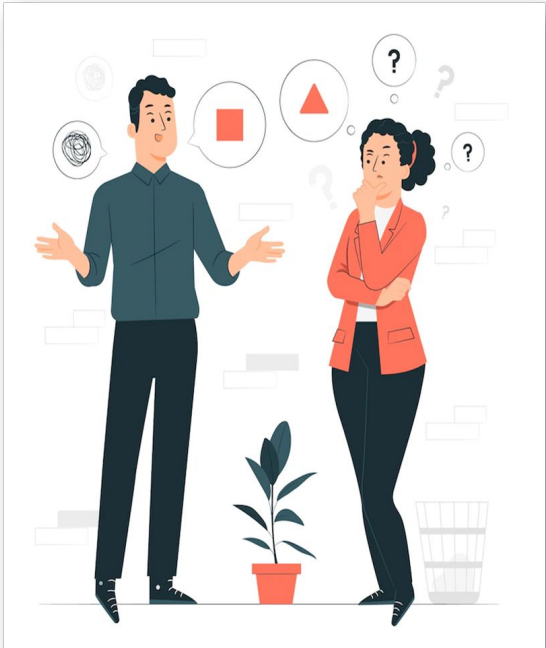


**COVID-19
GENOMICS
GLOBAL TRAINING**

Identifying your audience

Consider the knowledge needs of your audience

- What information do they find useful?
- What formats do they prefer?



wellcome
connecting
science



COVID-19
GENOMICS
GLOBAL TRAINING

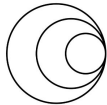
Define goals

Define clear KT goals that are **aligned to your audience**

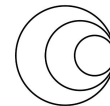
- What am I trying to accomplish by sharing this research knowledge?

Example goals

- Raise awareness
- Provide more information/share knowledge
- Change/inform practice
- Change/inform policy



Exercise - Developing a KT strategy: Identify key stakeholders to engage with (and their roles) and your KT objectives



Craft your message

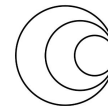
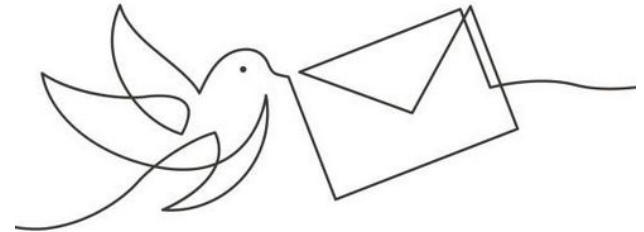
- A well written is clear, concise and **applies to the audience and goal!**
- Provide information that can ensure users feel confident taking action

Example:

SMIT- Single most important thing

BLAM- Bottom line actionable message

Frame your messages to suit different audiences



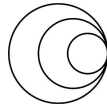
Craft your message



Evidence-Based

Contextualized

Action-Oriented

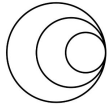
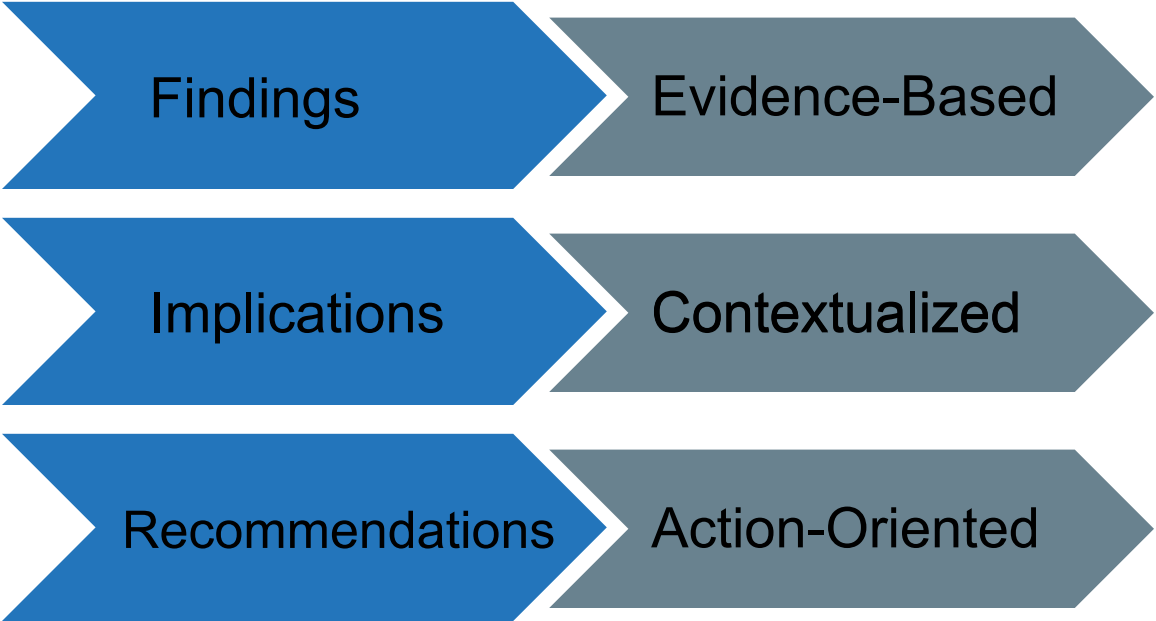


wellcome
connecting
science



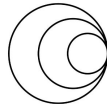
COVID-19
GENOMICS
GLOBAL TRAINING

Craft your message



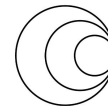
Findings

- Results from your research
- Select the most important
- Focus on policy relevance
 - Directly relate to recommendations
- Translate into simple language



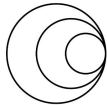
Implications

- **Broad statements** that put data in context and help the audience understand
- Express a direction, new information, consequences, or an implied need
- Implications answer the “So What?” question:
 - Why do the research findings matter?
 - Why is this important to address?



Potential Angles for Implications

- Magnitude/Scale
- Time trends
- Geographic comparisons
- Social or health outcomes
- Existing goals or commitments
- Values and principles
- Costs or savings



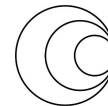
**wellcome
connecting
science**



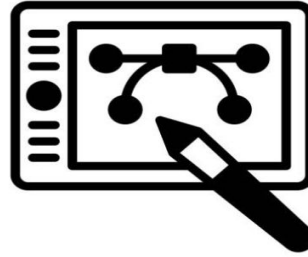
**COVID-19
GENOMICS
GLOBAL TRAINING**

Recommendations

- Give **specific** interventions or actions needed, and **by whom**
- Support recommendations with evidence
- Start with an action verb

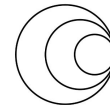


Crafting message- Example



Findings

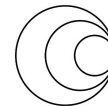
- In Ghana, poor women and women with no education receive lower-quality antenatal care (ANC) than wealthier and more-educated women
- Poor women and women with low education are more likely to use lower-level health facilities than richer and more-educated women



Crafting message- Example

Implications

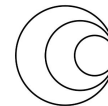
- These findings suggest that improving the quality of antenatal care in the lower-level health facilities could reduce socioeconomic disparities in maternal healthcare and increase the overall quality of ANC in the country.



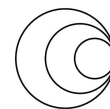
Crafting message- Example

Recommendation

The Ministry of Health (the policymaking agency) and the Ghana Health Service (the implementing agency) therefore need to take action by providing funding and programmatic support to lower-level health facilities to ensure all women in Ghana receive good quality ANC.

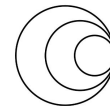


KT process

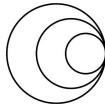


Choose Communication Formats

- Select formats that are the most appropriate for your audiences:
 - **Print materials:** Fact sheets, wall charts, booklets, policy memorandums
 - **Presentations:** Graphics, audio, visual aides
 - **Live and virtual events:** Conferences, seminars, briefings
 - **Media:** TV and radio spots, news releases, press conferences
 - **Electronic channels:** Websites, blogs, tweets, Facebook



Your Turn



**wellcome
connecting
science**



**COVID-19
GENOMICS
GLOBAL TRAINING**

Exercise: Crafting communication messages for policy audiences

Case study: Family planning in Kenya

