



# Learning *Learning* to transform training: an initiative to advance ownership and sustainability of the Papua New Guinea field epidemiology training program – Report on the May 2022 workshop



*'Definitely informative and an eye opener. All program managers at the national and subnational level [should] receive this training to equip [them] to effectively deliver trainings.'* workshop participant/FETPNG faculty

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Cover photo: (top) workshop participants Richard Bulu, Dia Oala, and Timen Apae collaborate to adapt and deliver the FETP Intermediate session on outbreak investigation; (middle) Pauline Mukura explains her group's plan to adapt and deliver the FETP Intermediate curriculum on public health surveillance; (bottom) workshop participants celebrate their certificates of completion.

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## EXECUTIVE SUMMARY

Field epidemiology training programs (FETP) transform health security throughout the world. In Papua New Guinea, the program (FETPNG) trains intermediate-level cohorts through intensive course blocks and field-based projects. Most FETPNG faculty, however, have not received training in how to train. So, in May 2022, the Field Epidemiology in Action group with funding from the Australian Government's Indo-Pacific Centre for Health Security organized a workshop on adult teaching and learning. The aim of the workshop was to build knowledge, skills, and confidence in adapting and delivering field epidemiology training curricula. With this knowledge, skills, and confidences, FETPNG faculty are more likely to take ownership of training and thus advance the sustainability of FETPNG and the health security system.

The workshop took place one week before the introductory course for cohort eight of the intermediate FETPNG program. Specific learning outcomes targeted the characteristics of effective trainers, tools and techniques of facilitation, activities for engaging learners, principles for designing courses, and contextual factors for training in PNG.

Participants included eighteen people from the National Department of Health (NDoH) and Provincial Health Authorities (PHAs). Most participants were senior or junior faculty of FETPNG, and some were national Rapid Response Team (RRT) trainers. A senior faculty member, who had previously completed similar training in Canberra, Australia, in 2019, volunteered to co-facilitate the workshop. He met with the primary facilitator for several weeks prior to training implementation to assist in developing and delivering the workshop and advance his knowledge and skills for training.

The workshop was called, 'Learning *Learning* to Transform Training: An initiative to advance FETPNG ownership and sustainability'. It used Adult Learning principles and Experiential Learning Theory to engage participants and achieve the outcomes. The course adopted a flexible agenda to meet participants' evolving needs and relied on repetitive practice with new knowledge and skills, followed by facilitator-, peer-, and self-reflection to inform feedback on practice.

'Learning Learning to Transform Training' achieved its goal. After the workshop, participants adapted and delivered the intermediate FETPNG introductory workshop curriculum to the new cohort of trainees. This was the first time FETPNG faculty had led and delivered the intermediate course. Furthermore, facilitator observations, participant group evaluations, and participant peer- and self-reflection demonstrated achievement of each of the learning outcomes.

As a next step, PNG should conduct a Learning Learning workshop each six months. At each iteration, a new cohort of health security workforce trainers should be trained, and a select group of workshop participants should engage with increasing responsibility, first as observers, second as co-facilitators, and third as facilitators. This stepwise approach will strengthen PNG's health security workforce to adapt and deliver training curriculum across the content spectrum and establish cohorts of PNG expert trainers to facilitate Learning Learning workshops within 2 years.



## BACKGROUND

The movement of people and warming of global temperatures are increasing health security challenges in the region. COVID-19 laid this bare. The Australian Government’s Indo-Pacific Centre for Health Security has prioritised investment in workforce development. For example, the Centre has funded the ADEPPt project – an advanced FETP in Papua New Guinea (PNG) – as well as the ASEAN Health Security Fellowship Program.

In March 2019, the Centre funded a five-day workshop, ‘Learning *Learning* to Transform Trainees: An initiative to improve mentoring and training in field epidemiology training programs’, (see report from Housen T, “Strengthening Field Epidemiology Training in the Asia-Pacific through workforce development: A Train-the-Trainers initiative”)<sup>1</sup>. Participants (n=26) were directors, facilitators, supervisors, and faculty of field epidemiology or similar programs from ten countries in Asia and the Pacific, including six from Papua New Guinea. Housen reported,

*‘The first workshop for the 2019 cohort of the Field Epidemiology Training Program of Papua New Guinea (FETPNG) ran consecutively after [the Learning Learning workshop], providing opportunity for four of the six PNG participants to apply learning immediately. International faculty members who have been involved in FETPNG since 2014 observed changes in the structure and delivery of content across the two-week FETPNG workshop. In terms of content delivery, the faculty updated some of the lecture presentations with more interactive training methods. ... Changes observed were not limited to content delivery, but consideration of other activities that would facilitate a conducive learning environment. ... The international faculty noted a marked increase in the confidence of local faculty in delivering FETPNG training and overall leadership. The local faculty identified that they would like additional time to review the FETPNG curriculum and align it more closely to the principles learnt in [the workshop]’ (p. 14).*

COVID-19 interrupted training plans for FETP in PNG. It also detoured the cycle of training practice and reflection on practice necessary continue developing the knowledge and skills to lead training among those who attended the Learning *Learning* workshop. FETPNG senior faculty and the director thus requested refresher training for those who had attended the workshop in Caberra and first-time training for junior faculty.



**Photo 1.** Participants Roselyn Gatana and Andrew Tabel prepare a visual aid to practice teaching Epidemiology.

<sup>1</sup> Housen T, “[Strengthening Field Epidemiology Training in the Asia-Pacific through workforce development: A Train-the-Trainers initiative](#)”.

## SKILLS DEVELOPMENT

As with all education programs, training is a cornerstone to a successful FETP.<sup>2,3</sup> FETPs include intensive course blocks and field-based projects between the course blocks.

During course blocks, faculty train fellows in core epidemiological concepts and skills that they will need in the field. Faculty lead components of the course block that align with their ability and interest. Then, faculty members are matched with trainees to serve as mentors for the rest of the program.

Faculty thus need teaching, mentoring, and communication skills to build their own confidence for teaching and to encourage and support fellows' learning experiences. Apart from the Learning *Learning* workshop in Canberra (2019), in which six faculty participated, two of whom are no longer with FETPNG, the FETPNG faculty have not studied or received training on education, learning, or teaching.

The '**Learning Learning**' workshops aimed to build these skills and knowledge, while also aiming to build confidence through repeated practice with the new skills and knowledge and facilitator- and peer-reflection on performance.



**Photo 2.** Participants William Mark (foreground) and Emmanuel Hapolo practice using the role play method to teach descriptive epidemiology.

<sup>2</sup> Orfaly RA, Frances JC, Campbell P, Whittmore B, Joly B, Koh, H. Train-the-trainer as an Educational Model in Public Health Preparedness. *Pub Health Mgmt & Prep J* [Internet]. 2005 [cited 2019 Jan 24]:11(6): S123-S127. DOI: [10.1097/00124784-200511001-00021](https://doi.org/10.1097/00124784-200511001-00021)

<sup>3</sup> Yarber L, Brownson CA, Jacob RR, Baker EA, Jones E, Baumann C, Deshpande AD, Gillespie, KN, Scharff, DP, Brownson RC. Evaluating a train-the-trainer approach for improving capacity for evidence-based decision making in public health. *BMC Health Serv Res* [Internet]. 2015 [cited 2019 Jan 14]: 15:547. DOI: [10.1186/s12913-015-1224-2](https://doi.org/10.1186/s12913-015-1224-2)

## NEEDS ASSESSMENT

‘Doing an adequate needs assessment is both standard practice and a basic principle of adult learning, which honours the fact that while people may register for the same program, they all come with different experience and expectations.’<sup>4</sup>

‘Learning *Learning*’ workshops have a standard approach, which is to provide opportunities for workshop participants to practice the skills and knowledge repeatedly with peer- and facilitator-feedback and to involve participants in the delivery of the workshop, e.g., selecting and leading icebreakers and energizers, organizing daily logistics and evaluations, democratic voting on agenda changes, slowly transitioning ownership of the workshop from the facilitators to the participants. Nevertheless, each group of Learning *Learning* participants differs from the last. So, workshop facilitators begin with a needs assessment.

Over two virtual meetings, the workshop facilitator discussed the needs of the participants with a FETPNG senior faculty member. The senior faculty member named the following:

- Mostly the participants will be junior faculty without prior training in learning or teaching
- We need to train the faculty to become trainers, facilitators, and mentors of those attending the FETP Intermediate training
- The faculty need confidence to be able to present [i.e., teach] with confidence and get the message across
- The faculty have had some exposure to field epidemiology training
- The faculty have experience in the place of work
- The faculty have had leadership responsibilities, e.g., planning, managing
- Some faculty have been trainers before
- The faculty have different backgrounds
- We want them to become trainers—to think, understand, and deliver along the same lines [as we learned in Canberra]
- At this stage, for them to create their own training program might be too difficult
- We want them to be able to assess what training participants are lacking in the place of work, set goals and objectives, and deliver the training—to be able to adapt and deliver a training program

These needs informed the design of the workshop: **Learning *Learning* to Transform Training: An initiative to advance FETPNG ownership and sustainability.**

Additionally, the facilitators opened the workshop with small-group discussions that served as both an icebreaker and a needs assessment to find workshop participants’ questions, concerns, or problems related to training. The facilitators used this information to change the agenda and activities to ensure to meet participant needs.

<sup>4</sup> Vella, JK. 2002. [Learning to listen, learning to teach: the power of dialogue in educating adults](#). Jossey-Bass: San Francisco. P.5.





**Photo 3.** Participants Fred Meru (left) and Bernnedine Smaghi plan to apply what they have learned throughout the workshop to adapt and deliver a section of the FETP Intermediate curriculum for their colleagues on the final day.



**Photo 4.** Participants William Mark (left), Roselyn Gatana, Andrew Tabel, Dr Abel Yamba, and Emmanuel Hapolo discuss teaching Descriptive Epidemiology using Adult Learning Principles.



## TRAINING PLAN

### *Goal—Overarching Aim of the Workshop*

This workshop aimed to **improve participants' abilities to adapt and deliver a training curriculum.**

The convenors and facilitators of the workshop chose this aim for three reasons:

1. To meet participants' actual situation—FETPNG faculty receive slides and facilitator scripts (i.e., 'curriculum') from funders, partners, etc., with an expectation to deliver them;
2. To meet a gap in participants' knowledge and skills—FETPNG faculty have not studied nor been trained on learning theories and methods;
3. To advance ownership and sustainability—when faculty can adapt a curriculum and reflect on their implementation of it to inform further adaptations, faculty will make the curriculum more contextual and relevant for the trainees while strengthening faculty's knowledge and skills in field epidemiology—because teaching is an advanced learning activity—thus developing local expertise in field epidemiology and providing national role models to inspire new cohorts.

### *Training Objectives*

The facilitators named the following objectives to achieve the workshop goal:

1. Improve participants' skills for assessing the appropriateness of training content and approaches for the participants
2. Increase awareness and knowledge of different kinds of training activities and approaches
3. Improve knowledge of how to adapt training for participants and the setting
4. Increase confidence and skill in the delivery of training
5. Establish a familiarity with theories and frameworks for structuring training courses

## Learning Outcomes

The facilitators set the following learning outcomes to achieve the workshop objectives. By the end of the course, they intended the participants to have;

**LO1:** Related effective trainer characteristics to their own performance as trainers

**LO2:** Utilized techniques and tools to facilitate active engagement with learning experiences

**LO3:** Adapted training activities and approaches for training sessions

**LO4:** Used learning design principles to adapt a curriculum to the setting and trainees' needs

**LO5:** Discussed contextual factors for training and learning in Papua New Guinea



**Photo 5.** Dia Oala, Symphorian Sumun, Andrew Tabel, and Emmanuel Hapolo discuss the feedback on their small-group assignment.

## THE LEARNING *LEARNING* WORKSHOP

### *Participants and Facilitators*

The workshop participants were eighteen individuals from the national and provincial level (see Table 1). The majority were faculty of FETPNG, including senior and junior faculty. Rapid Response Team trainers and one provincial training officer also took part. More than half of the participants work at the national level, while the others work in five regions or provinces: the National Autonomous Region of Bougainville, Eastern Highlands, West New Britain, Western Province, and West Sepik.

Mr Alois Pukienei, Deputy Secretary for Health in the National Autonomous Region of Bougainville, co-facilitated. Mr Pukienei had been a participant in the Learning *Learning* workshop in Canberra in March 2019 and expressed interest in co-facilitating this workshop. He worked with the facilitator March – May 2022 to plan and deliver this workshop.

Mr Matthew Griffith, MPH, a public health professional with over 15 years of experience in developing and leading training courses, designed and facilitated the workshop. Mr Griffith designed and led the Learning *Learning* workshop in Canberra in March 2019. He has led training and mentoring activities for FETP in Japan, Mongolia, Lao PDR, and at the World Health Organization's Regional Office for the Western Pacific.

**Table 1.** Characteristics of workshop participants

Characteristic	Number (n)	Percentage (%)
Gender (F)	6	33
Workplace		
National	10	56
Provincial, including district	8	44
West Sepik	3	17
NAR Bougainville	2	11
Western Province	1	6
West New Britain	1	6
Eastern Highlands	1	6
Faculty Affiliation		
FETPNG	13	72
Director	1	6
Senior	4	22
Junior	7	39
Admin	1	6
Rapid Response Teams	4	22
Provincial Training Officer	1	6
<b>Total</b>	<b>18</b>	<b>100</b>



**Photo 6.** Pauline Mukua (left) and Symphorian Sumun discuss how to use the training activity 'Four Corners' to teach Public Health Surveillance.

## Setting

The workshop took place at Dixie's Bungalows, Sogeri Road, 17 Mile, Central Province, Papua New Guinea. Participants stayed on-site in the accommodation facilities, which allowed them to spend down-time together, limited distractions, and reduced the financial and mental costs of traveling to and from the training site each day. Facilitators rearranged the training room to support a more encouraging, supportive, and creative learning environment in line with Adult Learning principles (see Photo's 7).



*Photo's 7 & 8. Day One of the workshop, before rearranging the room (left) and after rearranging the room to encourage learning (right).*

## Achieving the Learning Outcomes

### L01. Related effective trainer characteristics to their own performance as trainers.

Participants reflected on their experiences in trainings and identified one with an effective trainer. They wrote one characteristic of that trainer that made him or her effective. Some participants volunteered to share their stories of those trainers. Participants then reflected on trainings with ineffective trainers and shared their stories and characteristics of those trainers.

Participants reviewed a 'standard' list of effective trainer characteristics and compared their lists with the standard. They named examples of the effective trainer characteristics from the standard list that they had observed.

Next, volunteer participants received instructions for a basic 10-minute training activity on asking questions or listening. They dramatized effective and ineffective trainer characteristics as they led these training activities for their peers, while the remaining participants named the characteristics that they were dramatizing.

Finally, participants formed pairs and discussed the three characteristics they would like to improve over the course of this workshop. After completing the small-group assignment on the final day – delivering an adapted curriculum in a 60-minute training session – pairs met again to relate their performance to the list of effective trainer characteristics.

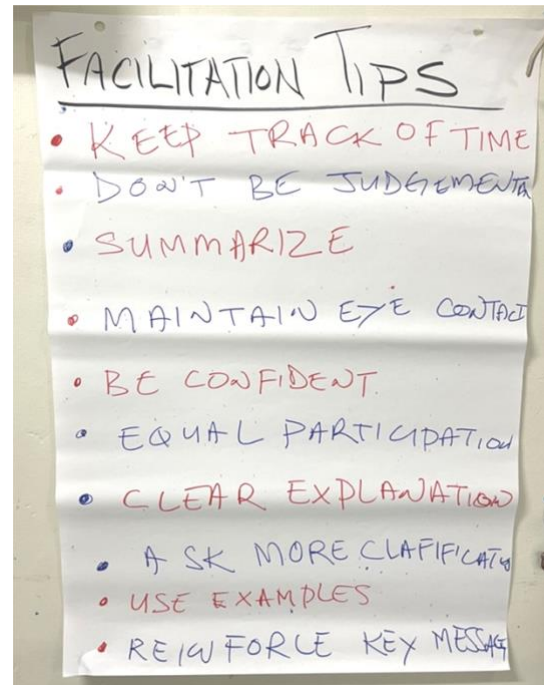


Volunteers performed a role play in front of their peers to facilitate two small-group discussions. Participants named the facilitation tools and techniques that facilitators used or could have used to engage participants.

Participants then reviewed eleven techniques for facilitating, e.g., *mirroring*, *paraphrasing*, *intentional silence*, *balancing*, *making space*, and ranked these techniques from easiest to most difficult.

Next, participants took turns facilitating brainstorming sessions among their peers on relevant topics, such as, characteristics of effective field epidemiologists, challenges to investigating outbreaks, and challenges of facilitating brainstorming sessions. During these sessions, participants selected facilitation techniques for the situation and practiced them. They then did the same for small-group discussions.

During icebreakers, energizers, daily evaluations, small-group activities, and practice training sessions throughout the workshop, participants practiced utilizing these techniques to improve engagement with learning experiences.



**Photo 9.** Facilitation tips that participants named at the beginning of the facilitation session.

***'My "sunshine moment" was that I finally understood the difference between brainstorming and group discussion!' –workshop participant/FETPNG faculty***

### L03. Adapted training activities and approaches for training sessions.

Co-facilitator, Mr Alois Pukienei, led participants in reflecting on the trainings that they had experienced. They wrote the activities or approaches, such as presentation, role play, case study, and field exercise, on sticky notes and posted them on a flipchart. They collaborated to group these into categories (see **Error! Reference source not found.**).



*Photo 10. Participants collaborate to categorize their experiences with learning activities.*

In small groups, participants discussed how each of these training activity categories contributed to learning. Next, facilitators assigned a field epidemiology topic and a training activity, i.e., small-group discussion, Four Corners, role play, or brainstorming, to each group. Participants planned, rehearsed, and delivered these training activities to their peers as a teach-back, and then received feedback from their peers. After debriefing, facilitators assigned new topics and rotated the four activities and had the participants do a second round of teach-backs. Finally, during the small-group assignment at the end of the course, participants selected and adapted training activities and approaches to deliver a 60-minute session from the FETP Intermediate curriculum (see Figures 1, 10, and 11).

### L04: Used learning design principles to adapt a curriculum to the setting and trainees' needs

Facilitators used the Jigsaw<sup>5</sup> training method for this learning outcome. Participants received a two-page job-aid summarizing the key principles of one of the four sets of learning design principles: Constructive Alignment, Experiential Learning Theory, Adult Learning, and participant and setting assessments (see **Error! Reference source not found.**). After reading independently, participants met with their colleagues who had read the same materials and discussed their understandings and misunderstandings and then



*Photo 11. Andrew Tabel and Dr Abel Yamba discuss how they will teach descriptive epidemiology.*

<sup>5</sup> Jacques and Salmon (2007). Learning in groups: A handbook for face-to-face and online environments. Routledge.

translated the key terms into *tok pisin*. Next, they discussed how they would explain these concepts to others and named when they had recognized the principles used in the current workshop. Each of these four groups were mixed to create four new groups. In these new groups, participants shared their new understanding with their new group members.

Finally, in the small-group assignment, participants employed these learning design principles to adapt a session of the FETP Intermediate curriculum into a 60-minutes training session for the setting and participants.

#### LO5: Discussed contextual factors for training and learning in Papua New Guinea

During the Jigsaw (see LO4, above), participants discussed training and learning experiences as adults in PNG. They named successful or frustrating learning experiences. They then discussed how the learning design principles could have been used for successful training experiences.

After reporting back to the larger group, the facilitator led a large-group discussion to find assumptions about training and learning in PNG and to encourage participants to question those assumptions. The group named key components of training in PNG, the most important of which was conducting a participant and setting assessment to inform the design of the training and then using adult learning principles to deliver it.



**Photo 12.** Participants Bernnedine Smaghi and Fred Meru prepare the outline for their small-group assignment to adapt and deliver a training session on public health surveillance.

## Evaluation

Kirkpatrick's model for evaluating training programs includes four levels: Reaction, Learning, Behaviour, and Impact.<sup>6</sup> The evaluation of this workshop took multiple forms. An evaluation questionnaire was completed on the final day of the workshop, participants were also given time to write an individual reflection on their learning experience during the workshop and how they intended to apply learnings, participants also worked in groups to address specific questions; What factors of this workshop contributed most to [your] progress?, What progress have you observed among yourselves and your peers?.

### Reaction

The facilitators assessed participants' reactions to the training setting, content, and delivery through daily evaluations conducted at the end of each day and informal check-ins with participants during tea breaks and lunch breaks. The facilitators assigned participant groups to lead the daily evaluations and provide summaries to the facilitators to improve the reliability of the feedback, improve participant ownership of the training, and provide participants the opportunity to practice leading these activities (see Figure 1). The facilitators discussed the feedback from the evaluations and informal check-in's, as well as their own observations each evening to inform adjustments for the following day's plan and delivery. At the beginning of each day, facilitators reviewed the feedback and discussed the necessary adjustments.

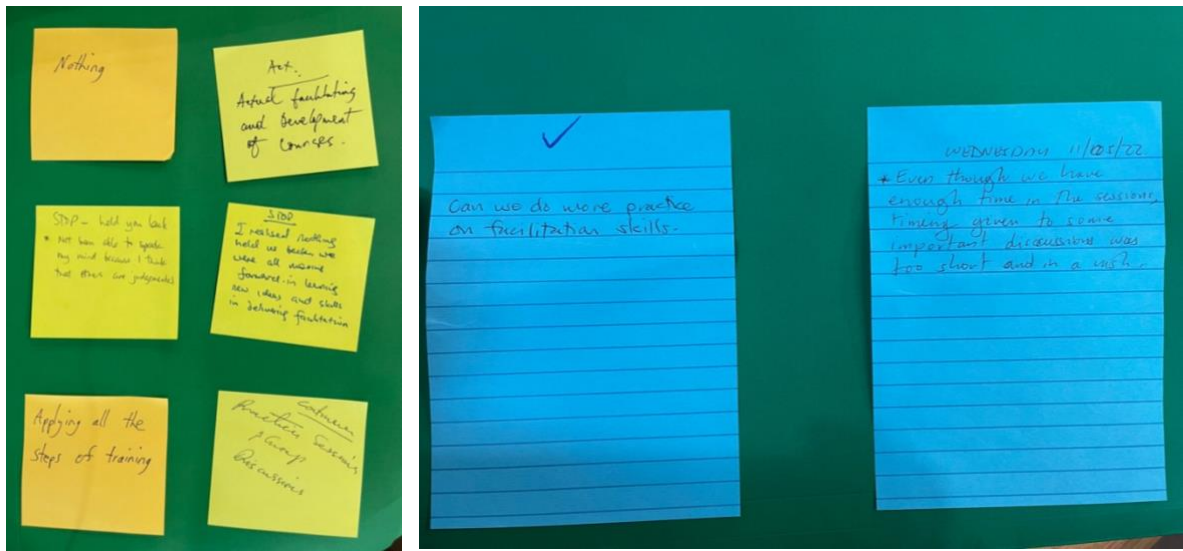
The post training evaluation questionnaire reflected very high participant satisfaction with the training, Table 2.

**Table 2: Participant reaction to the training trainers workshop, Field Epidemiology Training Program, Papua New Guinea, May 2022**

	Disagree	Not sure	Agree
1. The training course fulfilled its objectives (above)	0	0	14
2. The facilitators were responsive to participants' needs	0	2	12
3. The training was relevant to my current role	0	1	13
4. The trainers style facilitated my learning	0	0	14
5. The training materials (handouts, visual aids, etc.) were helpful	0	1	13
6. There were adequate opportunities to practice and apply my learning	0	2	12
7. I was given the opportunity to share my ideas and experiences during the workshop	0	0	14
8. I was motivated to learn during the training	0	0	14

<sup>6</sup> Kirkpatrick DL, Kirkpatrick JD. Evaluating Training Programs: The Four Levels. 3rd Edition ed. San Francisco: Berrett-Koehler Publisher, Inc 1994.





**Figure 1. Example daily evaluation feedback:** (left, clockwise from upper left corner), (1) “Nothing” [to change]; (2) “Act: Actual facilitating and development of courses”, in response to, What do we do next? (3) “Stop: I realized nothing held us back, we were all moving forward in learning new ideas and skills in delivering facilitation” in response to, What held us back? (4) “Continue: Practice sessions & group discussions” in response to, What should we keep doing? (5) “Applying all the steps of training” in response to, What did you like about today’s workshop? (6) “Stop – held you back \*Not been able to speak my mind because I think that others are judgmental” in response to, What held us back? A comment discussed among participants in which they named words people were using that felt judgmental and agreed to monitor. A check-in with this participant revealed the situation had improved, i.e., people were not judging anymore; (right, from left) (1) “Can we do more practice on facilitation skills?” in response to, What do you wish had been done today? On the following day, facilitators rearranged the agenda to provide more practice sessions. (2) “Wednesday 11/05/22 +Even though we have enough time in the sessions, timing given to some important discussions was too short and in a rush,” in response to, What do you wish had been done today? Facilitators then increased time for discussions.

To further assess Reaction, facilitators asked participants to work in groups on the final day and discuss the question was, **What factors of this workshop contributed most to [your] progress?** The groups gave these responses:

‘Encouraged participation’

‘More group discussions with different individuals enabled us to move out of our comfort zones and share with others’

‘Contribution of ideas in engaging with different groups and participants’

‘The facilitators demonstrated the skills they were teaching’

‘Being away from the city – less distraction’

‘Cooperation and teamwork helped to progress’

‘Facilitators were prepared and organized (logistics)’

‘Evaluation helped participants to adapt and progress’

‘Colleagues (same)’

‘FETP graduates’

‘Individual characteristic (behaviour and attitudes)’

‘Sense of respect’

‘One objective as learners’

‘Less PowerPoint’

‘Increase participatory activities’

‘Group work’

‘Participants involved in running the week’

## Learning

The post-training evaluation questionnaire highlighted several key learnings from the training. Key learnings that participants reported will most influence future learning practices were; planning training sessions utilizing principles of constructive alignment, introduction to a variety of facilitation methods / activities, using less PowerPoints and increasing group work, utilizing adult learning principles, and the importance of understanding trainees needs or conducting a learner needs assessment.

*'This training will broaden your knowledge on the different approaches on delivering a training and helps you identify which is the most effective. It teaches you the different adult learning theories and how you can be able to effectively deliver a training and achieve your training goals' –workshop participant/FETPNG faculty*

To further assess learning, facilitators asked participants to work in groups on the final day and discuss the question was, **What progress have you observed among yourselves and your peers?** The groups gave these responses:

'Gained confidence to participate and to facilitate'	'Learnt new tips and characteristics for training'
'Compliance with ground rules improved'	'Building confidence'
'Confidence increased in presenting [teaching]'	'Trusting one another'
'People understand different training activities and when and how to use them'	'Excepting [ <i>sic</i> accepting responsibilities]'
'There was a change in how people present information'	'Time conscious'
'We learned to prepare training in groups and the benefits of that'	'Freely talking, expressing to one another'
	'Seen more engagement from all'
	'Increase level of knowledge'

In the post workshop evaluation questionnaire participants highlighted the three main learnings that will influence future teaching practices. The most mentioned are listed below

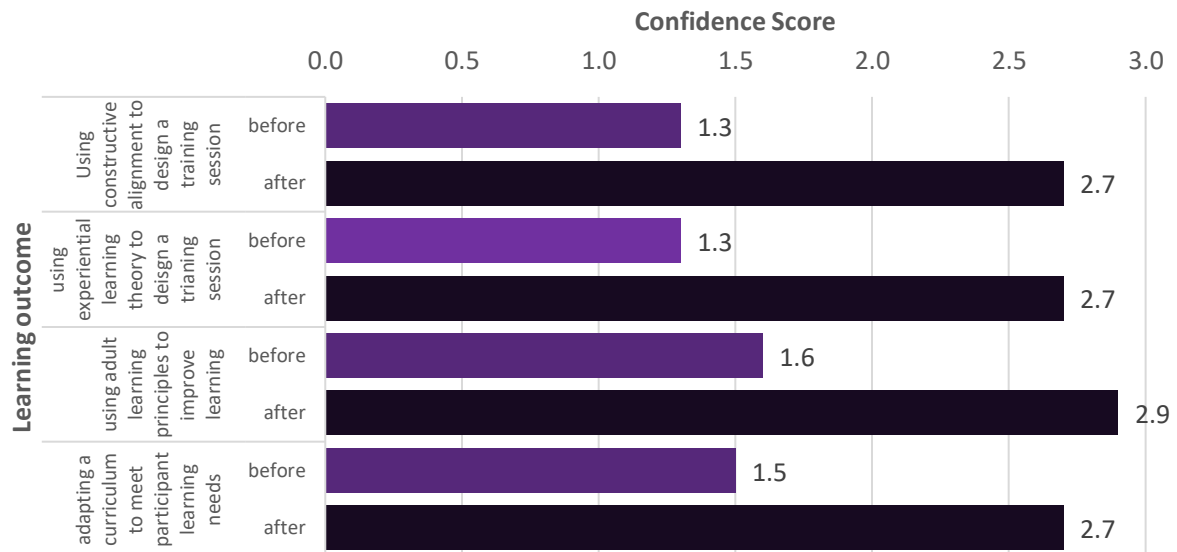
Prepare well in advance	Choosing learning activities
Conducting a needs assessment	Utilizing adult learning principles
Constructive alignment	Facilitation techniques
Building on the experience of participants	Adapting curriculum to meet learner needs

## Behaviour

Participants were asked to self-assess their confidence before and after the training trainers' workshop on specific competencies covered during the training. Figures 2 – 4 demonstrate a marked confidence increase on all learning outcomes.



**Figure 2: Self-reported confidence in training preparation before and after the training trainers workshop, Papua New Guinea, May 2022.**



**Figure 3: Self-reported confidence in adapting and designing training materials before and after the training trainers' workshop, Papua New Guinea, May 2022.**



**Figure 4: Self-reported confidence in training delivery before and after the training trainers' workshop, Papua New Guinea, May 2022.**

When asked how they will apply their learnings, participants mentioned applying their new skills to future trainings, but also in other areas related to their role such as facilitating meetings, working in teams, and in performance reviews.

***'I will apply this learning to Intermediate FETPNG training / facilitation and other facilitations in my workplace to have more impact on the participants and achieving outcomes. Not only will it be applicable in facilitation but skills and characteristics of learners can be used in management and leadership in my role and at home as well.'*** [Workshop participant]

***'I will change the method or usual way that we have been conducting trainings in the province to suit the participants needs.'*** [Workshop participant]



## *The iFETPNG cohort 8 workshop*

### *Pre-workshop faculty meeting*

After the workshop, FETPNG faculty who had taken part in the workshop dedicated three days to adapting the existing training curriculum for the FETP Intermediate introductory course in preparation to lead the course for the 2022 cohort of Intermediate trainees. The facilitators of the Learning Learning workshop saw them using

Setting and participant needs assessment	Constructive alignment
Multiple active training methods	Adult learning principles
Effective trainer characteristics	Experiential learning theory

### *Workshop delivery*

During the first day of the intermediate FETP course, faculty confidence was high. Senior faculty and international observers commented on this change in behaviour. One faculty member led the intermediate FETP trainees in the development of ground rules, providing a foundation for expectations during the training. Others led small-group discussions, brainstorming, role plays, energizers, icebreakers, and the daily evaluation. Faculty used facilitation tools and techniques that they had learned during Learning Learning workshop and had adapted training materials to be more interactive.

In the post-workshop debrief after day one of the intermediate FETP workshop, faculty reflected on their successes, struggles, and action items for improvement. One group reflected on the learning needs assessment and need to adapt the content for the following day to accommodate for participants prior knowledge. Such awareness and planning demonstrated faculty's understanding of adult learning principles, constructive alignment, adapting to participant needs, and taking ownership of the curriculum — a true mark of confidence and indicator of sustainability.

FETPNG faculty led the teaching and facilitation throughout the remaining 2-weeks of the workshop. Daily debriefs continued fostering a continuous process of reflection, adaptation, and application of adult learning principles. It was clear that a different approach was being used with less reliance on PowerPoint slides. More time was allocated to draw out participants prior experience and foster interaction between fellows and faculty. This was clearly identified as a positive change by fellows during daily evaluations, they enjoyed the new approach and learning from their own PNG faculty. Multiple examples of applied field epidemiology were provided by the faculty demonstrating situations or concepts using their own experience from PNG.

Faculty were attentive to the gaps in fellows' knowledge which were identified during self-reflection/debriefs and daily fellow evaluations. Faculty instigated several strategies (recaps and quizzes) along with additional sessions to ensure the necessary knowledge was gained.

Two challenges were highlighted by the faculty which may benefit from future learning. Moving fellows through the Kolb's learning cycle, particularly from a concrete experience through to abstract conceptualisation continued to be challenging. It was encouraging this was recognised by both faculty and fellows (in different ways) and significant work was done by the faculty to rectify this, however further development would be beneficial. The second challenge was mentoring. It was noted that many of the fellow project proposals were too broad in scope and would have benefited from strong mentoring to guide them in this process. Specific teaching and learning in mentoring for the faculty would be beneficial.

At times faculty noticed that at times participants struggled to connect the concrete experience stage of the experiential learning cycle with the abstract conceptualization stage and as a result facilitated discussion to complete the learning cycle.

### *Rapid Response Team (RRT) training*

Two-weeks after the conclusion of the training trainers workshop the national RRT recommenced the two-day initiation training for provinces and the after-training reviews with provinces who had already undertaken the initiation training.

The training team adapted the training materials to incorporate adult learning principles, increase interaction during session delivery and demonstrated different facilitation techniques. After the first initiation training, the team discussed the need to further revise the content based on the learners needs and current context. The initiation training was adapted to ensure the four phases of Kolb's learning cycle were achieved. International trainers who had been part of prior RRT trainings noted a marked increase in confidence of the national RRT training team. The increased interaction with training participants led to overall greater enjoyment of the training by both RRT members and the training team while achieving the desired learning outcomes.

## CONCLUSION

With the view of ensuring national ownership and sustainability of the FETPNG program and associated activities, this training trainers workshop was viewed as an essential professional development opportunity for FETPNG senior faculty, newly appointed FETPNG junior faculty, the RRT training team and trainers identified for the pilot of the frontline FETP program.

The goal of this initiative was to improve participants' abilities to adapt and deliver a training curriculum applying adult learning principles. Participants were predominantly FETPNG faculty and identified trainers for the national rapid response teams (RRT) and planned frontline FETP program. Many public health trainers find themselves thrown into the role of being a 'trainer' and developing training materials because of their technical expertise or simply as they are a graduate of a program. Little attention has been paid to ensuring these identified trainers are provided opportunity to develop skills, knowledge, and application in teaching methodologies and mentoring skills.

External observations during the evaluations of the Learning Learning workshop, pre-workshop intermediate FETP faculty preparation days, participant feedback from the iFETPNG workshop, and faculty daily reflections demonstrated this goal was achieved.

FETPs are models for strengthening global health security and the public health workforce. The quality of the program and its graduates depends on the knowledge, skills, and attitudes, especially the confidence, of the faculty. Insufficient investment in skill development of faculty in most countries has led to continued reliance on international trainers, facilitators, and mentors. Educational scholars have criticized such an approach as reifying a colonial mentality.<sup>7</sup> Reliance on external funders can also bring fluctuations in support due to the changing political environments of the funding country and requirements that do not align with local needs. This workshop addressed this by building knowledge, skills, and confidence of the FETPNG faculty to take ownership of the training and the program. The results were clear in the iFETP introductory course, which FETPNG faculty led for the first time. At the end of the first day, these faculty members were already discussing further adaptations to improve the curriculum.

### *Recommendation*

The facilitators of Learning Learning recommend repeating this workshop once each six months. Doing so will build a cohort of PNG facilitators who can teach learning and training and build confidence across the health workforce. In each iteration, a new cohort of 15 – 20 participants should be trained and a selected group of 4 – 6 participants from the earlier workshop should advance as observers in the second iteration, co-facilitators in the third iteration, and facilitators in the fourth. A selected group of 4 – 6 participants from the second iteration should be observers in the third, and co-facilitators in the fourth, etc. This iterative, stepwise approach will strengthen the skills and knowledge to adapt and deliver training curriculum across the health workforce and create a cohort of PNG trainers who could facilitate the Learning Learning workshop within 2 years. PNG facilitators would be able to train PNG trainers across the country, beyond FETP, in learning the knowledge and skills of learning and building confidence to strengthen the overall health security workforce.

A further recommendation is to continue to strengthen capability in the national trainers in mentorship, curriculum development, and adult learning techniques.

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<sup>7</sup> Smith LT, Tuck E, Yang KW (eds). 2019. Indigenous and Decolonizing Studies in Education: Mapping the long view. Routledge: New York.

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