



WHO Advanced Course on Health Financing for UHC 2021

Facilitated online course

Summary report

April 2021

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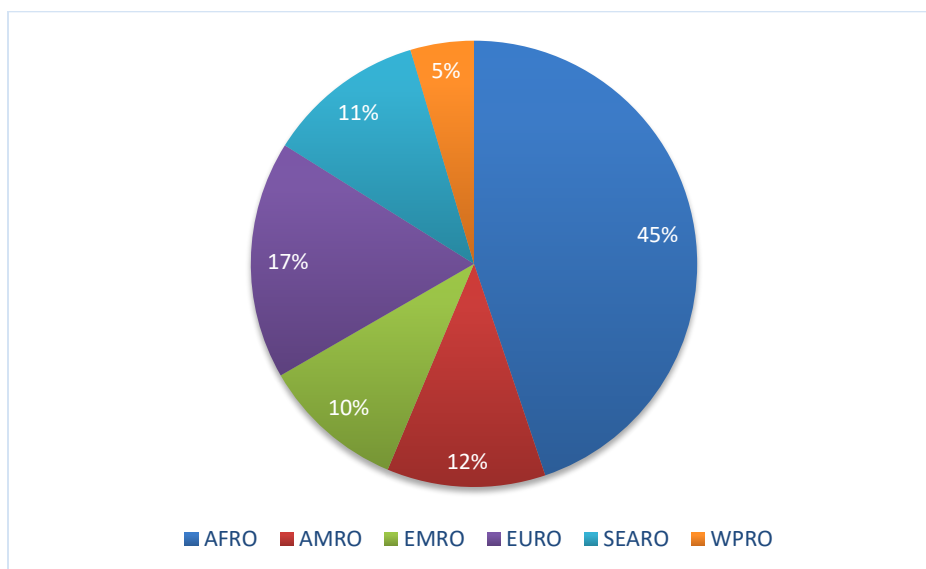
Executive summary

In 2021 the Health Financing team in WHO HQ in collaboration with the PAHO/WHO Office for the Americas and known as the Virtual Campus for Public Health (VCPH), organized the *first online facilitated*: “Advanced course on health financing for UHC” conducted over a three week period from 1-19 March 2021.

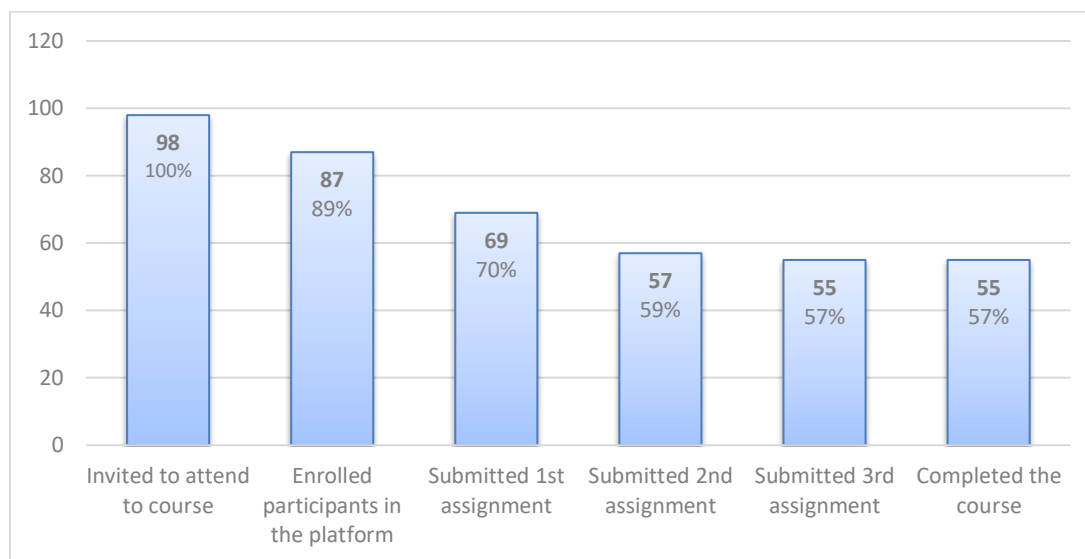
In total 98 participants were invited to attend the course, of which 87 (89%) accepted and enrolled in the online platform; participants were , distributed across all WHO Regions (see chart below).

WHO Region	Enrolled participants
AFRO	39
AMRO	10
EMRO	9
EURO	15
SEARO	10
WPRO	4
TOTAL	87

% distribution across WHO Regions



Maintaining participation with an online format is a challenge. The chart below shows drop-outs at each stage of the course



This document summarises feedback from students who completed the course, analyses participation and completion rates, and makes recommendations for future iterations of the course. Note that an additional rapid survey of those who did not complete the course is being undertaken.

END OF COURSE EVALUATION:

- 1- **Overall evaluation:** Scores show that participants were satisfied with the course structure and the way it was designed. 47% scored the overall evaluation of the course 4 out of 5 and 40% gave a 5/5 score. Key highlighted issues:
 - **Length:** Based on students feedback (when asked to provide feedback in the form or in individual catch up with group tutors) they considered overall duration of the course as short and pressing which made it challenging to digest all course materials (readings, PP presentations, Live Zoom sessions, submission of assignment & following feedback from tutors). This has likely affected the drop-out rates of students during the course. It was interesting to observe that when asked for feedback on the duration of future courses, most of the respondents suggested between 4/6 weeks. However, these take into account recommendations only from students who completed the course.
 - **Live sessions:** Respondents highlighted the value of networking between participants, and requested more opportunities for interaction with tutors, as well as within and between the different groups. About 60% of the students considered extremely useful in having live group interactions.

- **Adaptability**: Most students found it challenging to engage in the course while working at the same time. The survey showed that more than 60% of the students looked at the course materials in the evenings. Delays in submitting the assignments were also reflected in many cases, despite granting with extended time each of the assignment submissions.
- 2- **Course structure & materials**: The design of the course & sequencing, Modules content including course materials (such as PP presentations and readings) were considered accurate & very useful by 71% of the respondents.
Essential readings & recorded PP presentations were scored as extremely important (5/5) by 74% of the participants. While only 22% found module discussion forums as extremely useful, 55% of the respondents scored as extremely useful & were very satisfied with the Zoom live sessions. Most of the students said that they dedicated around 3-4 studying hours to each module. Key issues were linked to: a) discussion forums, which students found useful but difficult to keep up with multiple threads; b) group allocations: while some students required more cross country fertilization within their groups at the same time they highlighted the need to be allocated based on same time zones; c) include more country examples both in modules content and group discussions
- 3- **Individual assignment**: More than 70% of the respondents found the individual assignment well designed & the HFPM as a very useful tool to guide them through the process. The key issue brought to the attention was the pressed time allocated for each submission & not enough possibility to have a deeper follow up on tutors' feedback. Students were granted with 1-2 weeks of extended deadline for submitting each individual assignment. Most of the students spent on average 2-3 hours for each submission however about 40% spent 4-5 hours. A few students suggested to have short quizzes at the end of each module.
- 4- **Interaction with tutor**: About 75% of the students who completed the course, deemed tutors role and direct interaction as essential for their engagement in the course. Overall in their feedback from the survey but also from live individual group sessions, students requested more live interaction with their tutors.

RECOMENDATIONS:

The following recommendations draw from discussions between tutors, including a post course review meeting and the main issues observed from the students feedback in the survey:

- a) **Number of participants**: while moving to a longer course duration may mitigate drop outs, an online format will always be susceptible to this; hence aim to offer a place to approx. 120 participants, assuming the same number of tutors. Further discussion on how to select (greater targeting) participants is required.

- b) **Length:** Convert course duration into 7-8 weeks including: pre-week, one week for each of 6 modules and final week for final assignment submission/closing.
- c) **Live sessions:**
 - Live whole group events: Continue with the opening and closing event and possibly add 1-2 more events in the middle of the course, based on a topical issue or a small number of countries and invite potential guest speaker(s) who can present on countries case studies. Also, the end of each module can accommodate a Live interactive session of max 1 hour between the module lead and all students (students' participation will be optional i.e. not counted in the number of hours we indicated as required to complete the course)
 - Live tutor-group events: Tutors should have at least a weekly live check-in with groups, to talk through general issues on the platform, individual assignment etc. Could help to kick-start the asynchronous discussion board chat. More thought on this needed
- d) **Adaptability:** Extending the course duration will provide more flexibility to participants while allowing them to keep up with their everyday work. Organizing live events, including individual tutor/group interactions should be time-zone sensitive. This should be considered also when participants are assigned to groups.
- e) **E-Learning:** Reinforce mandatory enrollment in the e-Learning course. Most of the participants expressed that the e-learning course complemented this online facilitated course
- f) **Discussion boards:** Have a two discussion boards: First linked to each module and organized by module lead. Second is the tutor discussion group.
- g) **Emphasize cross countries learning:** as noted from students feedback they want to see and learn more from countries examples. There is always tension and trade-off here. Those in mixed-country groups will get more of it. Some suggestions to manage this issue:
 - **A mandatory pre-course week presentation:** participants will be asked to **upload a ppt to the padlet** outlining the main performance challenges in their country. This will enhance "cross-country" info sharing.
 - **Add more countries examples in each Module** additional reading list
 - **Potential speaker guests** in Live Zoom events / or Live Module events to bring in countries perspectives
- h) **Group composition:** similar to now in terms of a mix of a) some groups dominated by a single country, and b) highly mixed, inevitable when we have a large number of single participants from one country. Take into account time zones

- i) **Individual assignment submissions:** assuming a 7-8 week course, and if we leave 3 submissions, or add one more, or shift to one per week. Leave at 3 or 4 in total, allowing more time for each, and also set submission deadlines for Sunday nights to give students the weekend.
- j) **Structure of Assignment submissions:** Organize assignments as following: 1- Pre-course assignment on the first week (before the course official starting date) where participants upload ppt with country performance challenges to the padlet. Question how to use Stage 1 assessment; would need simplifying and can be the dedicated first submission. Continue with the same logic for the other submissions. Allow between 1-2 weeks for submission of each course assignment. Last week will be dedicated to the final assignment.
- k) **Individual assignment assessment:** tutors need to allow time and check on participants incorporating their feedback. Be clear upfront: If students fail to submit first two assignments, give them a notice that they will be suspended from the course platform.
- l) **Office hours:** Tutors should set a timeline which includes office hours for students to reach out and when feedback on specific issues is needed. This needs to be shared to the group at the beginning of the course. Tutors should block this time and consider it like “an important meeting” given the competition with other meetings.
- m) **Group live interaction:** Tutors should organize during each module at least one group live session.
- n) **Proactive follow up:** Jointly with course coordinators, they need to closely follow up on student engagement in the course activities. Every two weeks check & flag to course coordinators if any dropouts.
- o) **Suspension from course:** The aim is for as many participants to complete the course as possible, and inevitably this requires some outreach and “chasing/nudging”. Reminders should be sent to participants who are deemed “inactive”, with tutors further offering an individual check-in if still no response. Thereafter a decision will be made concerning suspension from the platform.
- p) **Alumni network:** Add students in the EZ collab- and use this as a useful tool for creating a HF course Alumni network.

Background

Since 2013 the WHO Health Financing Team in Geneva has organized an advanced face-to-face course on health financing for UHC for low- and middle-income countries. To respond to the situation presented by the COVID-19 pandemic, this year the course was shifted online, providing a new facilitated advanced health financing course.

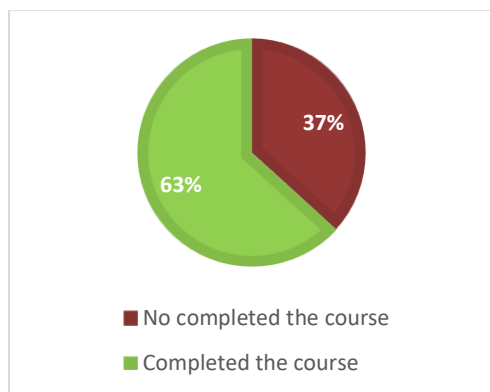
The course lasted for three weeks between 1-19 March, including a pre-week course introduction (last week of February) and one additional week which was granted for late assignment submissions. It was led by the Health Financing team in WHO HQ in collaboration with the PAHO/WHO Office for the Americas, and known as the Virtual Campus for Public Health (VCPH) who supported with setting up and managing the virtual classroom and learning resources through Moodle.

Overall, the course structure and content (Modules and learning resources) remained the same as in previous face to face courses, with only some minor adjustments to better accommodate the virtual shift. The structure was designed across six Modules and which included: reading lists (mainly from previous courses) and recorded PowerPoint presentations which were a new resource added to the facilitated course; two Live Zoom sessions and an individual assignment divided into 3 submissions.

No official call to participate in the facilitated course was made, in fact participants were invited following a pre-selected list from past applications to attend a face to face course. They were pre-notified that expected commitment to the course was 6-8 engagement hours each week, approximately 20 hours for the entire course. Engagement included activities related to each module (watching PowerPoint presentations, completing essential readings, attending live events, engaging in discussion forums, and completing tasks related to their individual assignment). Each participant received written feedback from their allocated tutor in relation to their individual assignment.

The facilitation of the course was supported by 14 course tutors in total which included: health financing technical staff from WHO HQ & Regional Offices and one external health financing expert. Each tutor lead students groups which were composed by approximately 8 people enrolled in the course, facilitated group discussions, provide feedback on individual assignments, and organized at least one group live discussion.

In total 98 participants were invited to attend the course while 87 students were enrolled in the platform. From these, 18 participants were *not active* (either dropped out or didn't submit any assignment). In total, 55 participants submitted all 3 assignments and completed successfully the course. Charts below provide information regarding the diversity of participants enrolled in the course and summary analysis on the student enrollment and finalization of the course.

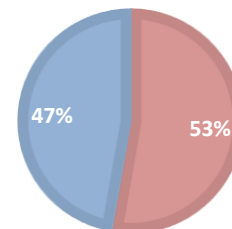
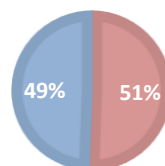


Analysis By Gender

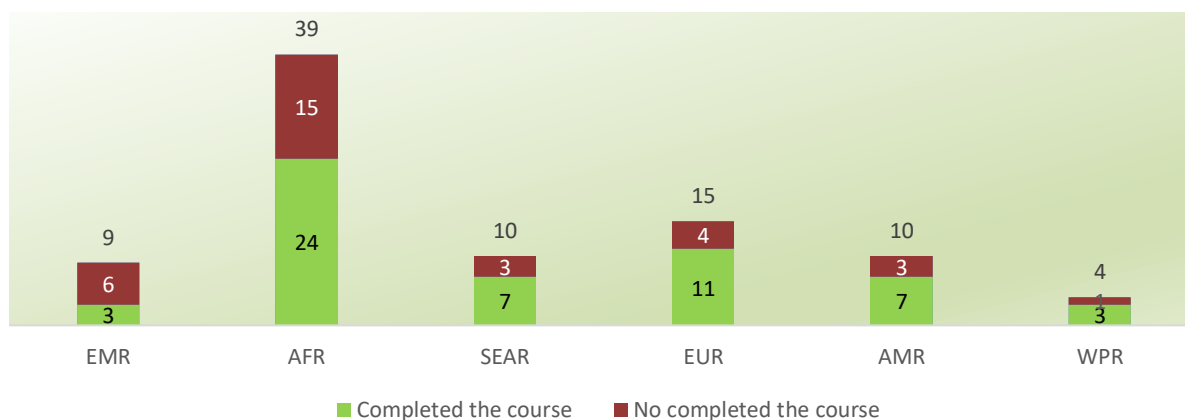
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COMPLETED

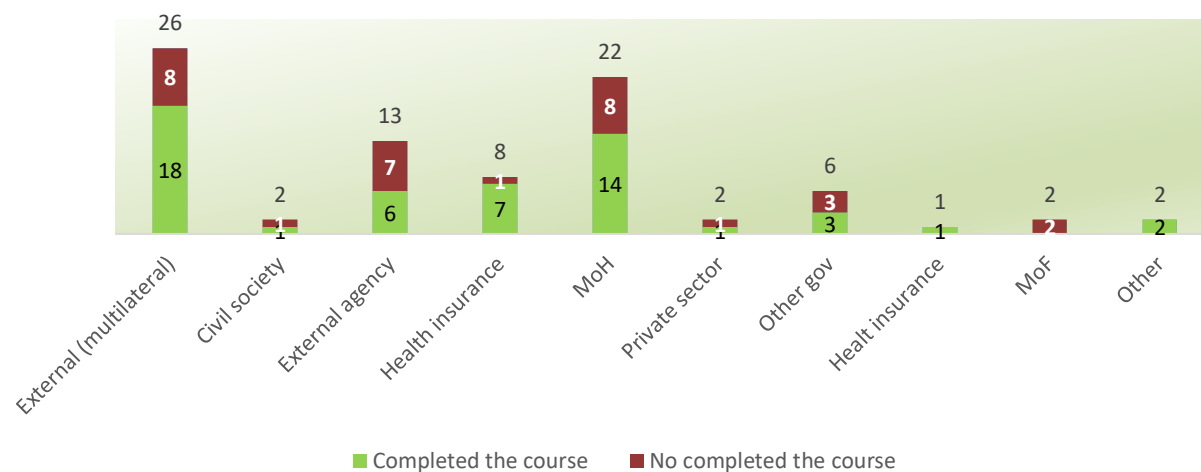
Female
Male



Analysis By Region



Analysis By Type of Employer



Survey feedback from participants completing the course:

The results are based on responses from students who successfully completed the course.

Overall evaluation:

- **Findings:** The majority of the respondents (47%) scored the overall evaluation of the course 4 out of 5 and 40% gave a 5/5, while 84% of them said that they would definitely recommend the course to a colleague. More than 80% of the students strongly agreed that the topics covered in the course were relevant to their professional development. Before enrolling in the course, 78 % fully completed the e-learning course, 12% took it only partially and 10% didn't take it. About 60% of the students found as the most challenging issue in meeting the course requirements: hours of dedication to the course, while highlighted three biggest advantages: 1- Access to diverse sources of information; 2- Autonomy and freedom of schedules; 3- Applicability of content to work
- **Conclusion:** Overall the participants were satisfied with the course structure and the way it was designed. With only a few exceptions, most of them didn't have any problems and found easy navigating the platform and provided very good feedback on the support that they received from the course organizers. The major caveats highlighted were the following:

Length: Most of the students said that they found the duration of the course short and pressing. This was noticed as one of the key issues in the end of course evaluation but also was highlighted during some of the tutor group events.

Live sessions: More real time interaction through Live Zoom sessions and tutor/group live sessions (including office hours) were recommended by most of the participants. Students still highly value this kind of events as a good opportunity for networking, therefore ways to foster live interaction was requested. It should be noted that 60% of the students found extremely useful having live group interactions.

Adaptability: The course needs to be designed in a way that it accommodates participants who at the same time are working full time. While in the face to face course this is different (during the course week, participants are not working), the virtual course should be adjusted and consider that participants need to follow the course while keep working at the same time. More than 60% of the students said that they looked at the course materials in the evenings. Through the course, delays submitting the assignments, were also reflected, in most of the cases which were granted with extended time of submission. Considering different time zones in which students are based especially when Live sessions are organized was also highlighted in many responses.

Some feedback from the students, while for more detailed comments please refer to *Annex 2*:

"I really enjoyed the course and content was very comprehensive. I did struggle with the time commitment along with my already busy 9-5. Overall, well done to the faculty for putting this together!"

"It was really useful course and I am happy with my learning outcomes. But the course timelines were very tight, and I was not able to go through all the reading materials."

"More zoom classes would be helpful"

"The e-learning course creates the grounding in health financing principles. Then it becomes easier to build on this knowledge in the advanced course."

➤ **Recommendations:**

- **Length:** Convert course duration into 7-8 weeks including: pre-week, one week for each of 6 modules and final week for assignment submission/closing.
- **Live sessions:**
 - Live whole group events: Continue with the opening and closing event lead by Joe Kutzin and possibly add 1-2 more events in the middle of the course, based on a topical issue or a small number of countries and invite a guest speaker. Also, the end of each module can accommodate a Live interactive session of max 1 hour between the module lead and students.
 - Live tutor-group events: Tutors should have a weekly live check-in with groups, to talk through general issues on the platform, individual assignment etc. Could help to kick-start the asynchronous discussion board chat. More thought on this needed.
- **Adaptability:** Extending the course duration will provide more flexibility to participants while allowing them to keep up with their everyday work. Organizing live events, including individual tutor/group interactions should be time-zone sensitive. This should be considered also when participants are assigned to groups.
- **E-Learning:** Taking it prior to enrolling in the online facilitated course should be mandatory. Most of the participants expressed that the e-learning course complemented this online facilitated course

Course structure & materials:

- **Findings:** On average, all Module materials were rated as extremely useful by 71% of the students. Essential readings & recorded PP presentations were scored as extremely important (5/5) by 74% of the participants. While 22% found module discussion forums as extremely useful and 55% of the respondents scored as extremely useful & were very satisfied with the Zoom live sessions. Responses highlighted the need for more country examples linked to specific modules. Most of the students said that they dedicated around 3-4 studying hours to each module.
- **Conclusions:** Responses have highlighted that overall, the design of the course & sequencing, Modules content including course materials (such as PP presentations and readings) were accurate & very useful. Overall, students find discussion forums useful, but difficult to keep up with diverse group threads, thus suggested more live sessions, which could be sequenced at the

end of each module. Dedicated studying hours are on average the same as those recommended in the course syllabus. All modules should have the same length & duration, for example some respondents highlighted difficulties in absorbing issues linked to PFM.

Some feedback from the students, while for more detailed comments see to *Annex 3*:

"The modules were well-deigned and connected with each other. While the forum discussions helped to bring out real-life experiences of countries in the context of the modules, including country-case studies and examples would be useful resources to add."

"I would appreciate having more details on the PFM module."

"Materials and videos provided for each module were very useful and aligned with the module objectives."

"It was great idea having the recorded PPT. I believe more live sessions would have been necessary, maybe once a week."

➤ **Recommendations:**

- **Discussion boards:** Have a two discussion boards: First linked to each module and lead by module leaders. Second is the tutor discussion group.
- **Emphasize cross countries learning:** as noted from students feedback they want to see and learn more from countries examples. A few ways to tackle this issue:
 - **A mandatory pre-course week presentation:** participants will be asked to upload a ppt to the padlet outlining the main performance challenges in their country. This will enhance "cross-country" info sharing.
 - **Add more countries examples in each Module** additional reading list.
 - **Cross-fertilization of learning across countries;** as noted above there is always tension and trade-off here. Those in mixed-country groups will get more of it, all-group module discussions will also help. Up front padlet boards will help. Need more thoughts on this while remaining realistic; CVPH points out that Tutors always have to nudge a lot, whatever the course length.
- **Tutor-Group composition:** similar to now in terms of a mix of a) some groups dominated by a single country, and b) highly mixed, inevitable when we have a large number of single participants from one country.

Individual assignment:

- **Findings:** 71% of the students found the individual assignment very helpful. 57% deemed the HFPM as an extremely useful tool for the basis of the assignment and that the instructions to the course assignment were very clear. The majority of the respondents (about 60%) spent on average 2-3 hours completing each assignment, while 40% spent more 4-5 (with 18% of the students declaring that they spent <5 hours). About 60% of the respondents rated the deadlines set for individual assignment submissions as about right, while 40% considered it too short.
- **Conclusions:** The overall reaction from the students on the individual assignment and the way it was designed was very positive. Overall, the feedback has highlighted the need to revise the

submissions deadline, and this was also reflected during the course, when many of the students despite being granted with extensions, still struggled to meet the deadlines. Responses also highlighted that overall, they found feedback from their tutors very helpful but it was rather challenging to digest & incorporate it in their assignments while at the same time keeping up with the rest of the course. Some more timing should be calculated between tutor/student feedback.

Some feedback from the students, while for more detailed comments see to *Annex 4*:

"The deadlines were challenging, especially the first one being so close to the start of the course. It was helpful that there were no group assignments as coordinating agendas would have been a complication."

"I wish we had more time to deep dive into the feedback from the tutor, this would make the learning even more impactful. I honestly feel I did not derive maximum value from the expertise readily accessible in the course and that is a shame. You can read material but real-world experience from an expert adds dimensions which text books cannot."

"The assignment deadlines would have been ok for a face time classroom, but they need to be longer for this online format when everyone is working a full-time day job."

➤ **Recommendations:**

- **Individual assignment number of submissions:** assuming a 7 week course, and if we leave 3 submissions, or add one more, or shift to one per week. Leave at 3 or 4, giving more time for each, and also set submission deadlines for Sunday nights to give students the weekend.
- **Assignment submissions:** need more detailed proposal, but week 1 they could upload ppt or performance challenges to the padlet as per f) above. Question how to use Stage 1 assessment; would need simplifying and can be the dedicated first submission.
- **Individual assignment assessment:** tutors need to allow time and check on participants incorporating their feedback. Be clear upfront: If students fail to submit first two assignments, give them they will be suspended from the course platform.

Interaction with tutor:

- **Findings:** About 75% of the students found interaction and feedback from their tutors as extremely helpful.
- **Conclusions:** Responses in the survey but also feedback during the course highlighted the key importance and role of tutors and their impact in the overall performance of the course. Most of the students requested more interaction with their tutors.
- **Recommendations:**
 - **Office hours:** Tutors should set a timeline which includes office hours for students to reach out and when feedback on specific issues is needed. This needs to be shared to the group at the beginning of the course.
 - **Group live interaction:** Tutors should organize at the end of each module at least one group live session.

- **Pro-active follow up:** Jointly with course coordinators, they need to closely follow up on student engagement in the course activities. Every two weeks check & flag to course coordinators if any dropouts.

Feedback for future courses:

Overall feedback from respondents on organizing future courses, was consistent with the issues highlighted above:

- Extend overall course length & take into account that participants at the same time are also working full time while taking the course
- Have more live interaction within groups
- Include discussions focusing more on specific countries / bring more countries examples
- Have an alumni network which enable future networking & possibilities for organizing
- When possible, re-organize face to face course

See in Annex 1 a summary table with main recommendations. Tutors to add suggestions and comments

Annexes

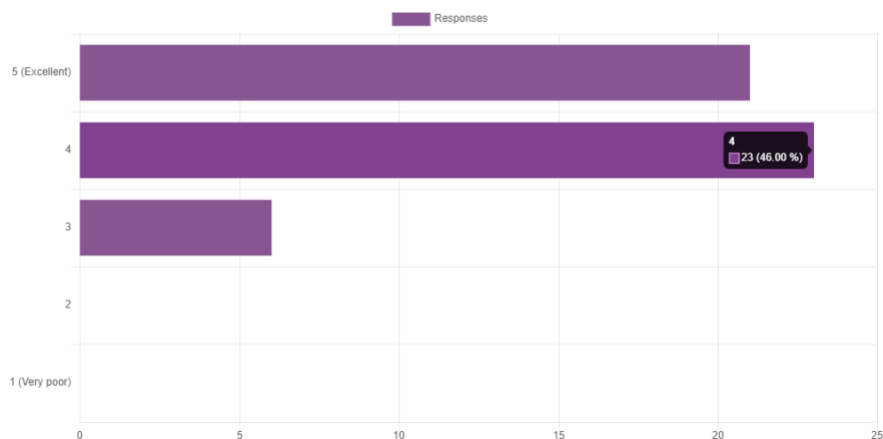
Annex 1: Summary of recommendations for future virtual courses

Suggested Future Course structure	
a) Number of participants:	Aim to offer a place to approx. 120 participants, assuming the same number of tutors. Further discussions on selection of participants is required
b) Length:	Course duration 7-8 weeks including: pre-week, one week for each of 6 modules and final week for final assignment submission/closing.
c) Live sessions:	<p><u>Live whole group events:</u> Continue with the opening and closing event. Possibly add 1-2 more events in the middle of the course which could be part of a module Live interactive session. Also, the end of each module can accommodate a Live interactive session of max 1 hour between the module lead and all students.</p> <p><u>Live tutor-group events:</u> Tutors should have at least a weekly live check-in with groups, to talk through general issues on the platform, individual assignment etc. Could help to kick-start the asynchronous discussion board chat. Course organizers will develop a tutor-group engagement note.</p>
d) Adaptability:	Extending the course duration to enable more flexibility to participants who are working at the same time. Time-zone sensitivity: consider it when assigning participants to groups + Live events, including individual tutor/group interactions
e) E-Learning:	Reinforce mandatory enrollment in the e-Learning course.
f) Discussion boards:	Have two discussion boards: First linked to each module and organized by module lead. Second is the tutor discussion group.
g) Emphasize cross countries learning by:	<ul style="list-style-type: none"> - <i>A mandatory pre-course week presentation:</i> participants will be asked to upload a ppt to the padlet outlining the main performance challenges in their country. This will enhance “cross-country” info sharing. - <i>Include more countries examples in each Module</i> additional reading list - <i>Invite potential speaker guests in Live Module Zoom events</i> to present on topical issues linked to countries examples
h) Group composition:	keep it similar to now in terms of a mix of a) some groups dominated by a single country, inevitable when we have a large number of single participants from one country and b) highly mixed. Take into account time zones
i) Assignment submissions:	Leave at 3 or 4 in total, allowing more time for each, and also set submission deadlines for Sunday nights to give students the weekend.
j) Structure of individual assignment:	1- Pre-course assignment on week 1 where participants upload ppt with country performance challenges to the padlet. Simplify question how to use Stage 1 assessment and can be the dedicated first submission. Continue with the same logic for the other submissions. Allow between 1-2 weeks for submission of each course assignment. Last week will be dedicated to the final assignment.

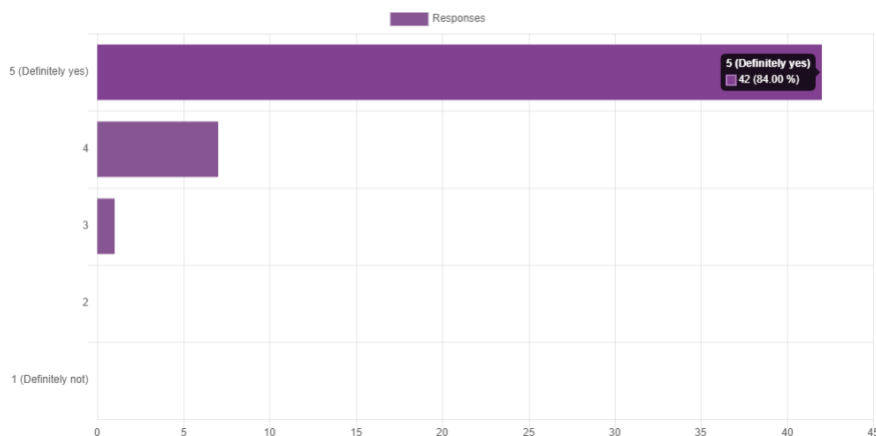
Suggested Future Course structure	
k)	Individual assignment submission: allow time for students to digest feedback and check on participants to make sure they are incorporating feedback. Be clear upfront: If students fail to submit first two assignments, give them a notice that they will be suspended from the course platform.
l)	Office hours: Tutors should set a timeline which includes office hours for students to reach out and when feedback on specific issues is needed. This needs to be shared to the group at the beginning of the course. Tutors should block this time and consider it like “an important meeting” given the competition with other meetings.
m)	Group live interaction: Tutors should organize during each module at least one group live session.
n)	Pro-active follow up: Jointly with course coordinators, tutors need to closely follow up on student engagement in the course activities. Every two weeks check & flag to course coordinators if any dropouts.
o)	Suspension from course: The aim is for as many participants to complete the course as possible, and inevitably this requires some outreach and “chasing/nudging”. Reminders should be sent to participants who are deemed “inactive”, with tutors further offering an individual check-in if still no response. Thereafter as decision will be made concerning suspension from the platform.
p)	Alumni network: Add students in the EZ collab- and use this as a useful tool for creating a HF course Alumni network.
<i>Other logistic issues:</i>	
q)	Scope to restructure the course page/interface: Assignments tab moved to top right. Discuss on any other potential changes
r)	Recording audio: this was problematic for many, and some pulse survey feedback noted this. Need to find better solution.
s)	Frequency and timing: twice per year in spring and autumn
t)	Availability of tutors: Confirm list of tutors and their availability to engage in the course maximum 1.5 month before the start of the course

Annex 2: Feedback on overall course evaluation

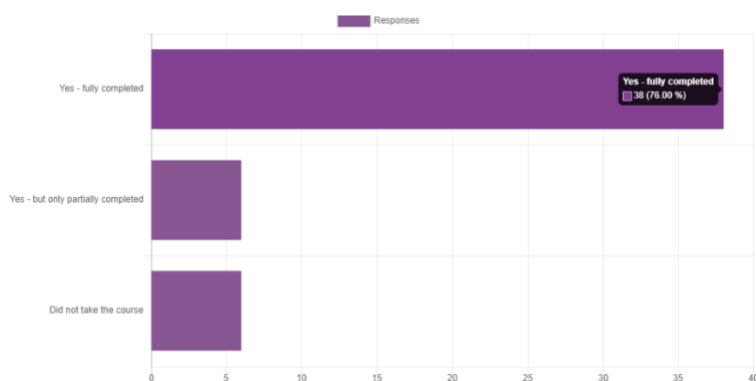
What is your overall evaluation of the course?



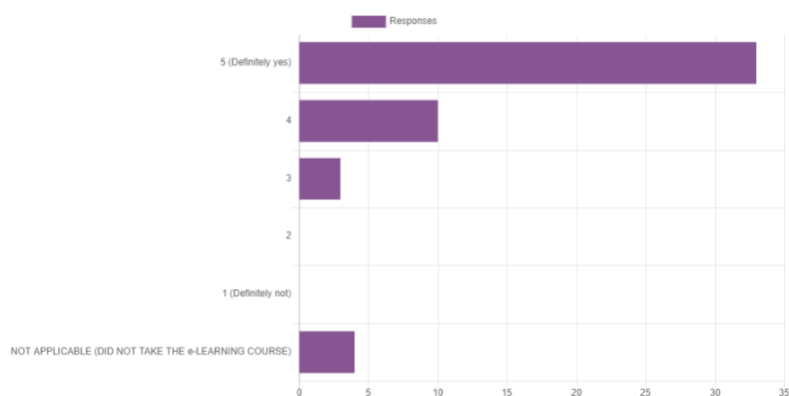
Would you recommend this course to a colleague?



Did you take the e-Learning course prior to this face to face course?



Do you think the e-learning course complemented this online facilitated course?



FURTHER COMMENTS:

More human interaction with the faculty and opportunities for networking

I appreciate the opportunity to join in this course virtually. The course materials are well designed and presented, mentors are very engaged and responsive.

My only suggestion is to allow more flexibility for this course (i.e., 3 weeks, each assignment submission has at least one weekend for participants to learn and prepare). For example, I feel I can enjoy the course better if I will have more time to watch/read the course materials, participate in discussion, and have more time to prepare my assignment.

I enjoyed the approach. I had a bit of a struggle participating in the discussion forums earlier but got a hold of it.

The responsiveness to feedback is commendable.

I found the direct engagement by Lluís, when I was lagging behind in the formative phase, very commendable. Thank you.

It was a smooth experience. However it could be improved somehow for example when you reply for a comment it shouldn't be posted as a new comment rather should continue as a thread

It was a great course although it was equally intensive and fast-paced

Thanks for the excellent course!! It was very much informative and interesting!

This course was useful

It would be great if we can have working groups on same country not only be supervised. Although for my I was happy to be supervised by Bruno But I think if we really want to materialize the HFPM we need to do this collectively.

JOE kutzin Session was perfect to be honest at the end. It would have been better to have one in mid way of the course as well.

excellent course and with the e-learning course constitute an informing background knowledge for utilizing health financing models and tools for enforcement of policies toward UHC.

I think this course is great and lessons learned from our batch can be used to improve the facilitated course even better

I have once attended the face to face course on UHC organised by WHOAFRO in Zimbabwe in 2018

Generally this course is very useful for me.

On a general and specific note. This course is excellent

Everything is good)

The course has built my capacity and strengthen my confidence in health care financing policy. i will champion UHC in my country.

The course has helped to disaggregate and allow participants to think more constructively about the key dimensions of UHC financing that the e-learning course helped to introduce.

It was really useful course and I am happy with my learning outcomes. But the course timelines were very tight and I was not able to go through all the reading materials.

The course effectively complimented the e-learning course. The platform also became easier to navigate by the end of the first week.

The duration felt a bit too compressed. I sometimes struggled to keep up.

It was a great pleasure being part of the course. I will like say that it would have been great to have a fellow country mate in the the course, so as to enhance discussions and compliment any missing information. Also it would have been an opportunity to partner with country mates who share the same interest in health financing as well in a bid to foster collaboration in future research ventures

Great resources and experience sharing. It seemed a bit rushed at first but course administrators adapted the pace to suit participants who are working full/part time

I really enjoyed the course and content was very comprehensive. I did struggle with the time commitment along with my already busy 9-5. Over all well done to the faculty for putting this together!

For me it was nice

I understand this is the first time this course is being offered fully online. There are some growing pains with the first-time offering. It would be helpful to have open office hours with the instructors and more interactive exercises. We all are busy professionals and work remotely from home, so it is not as easy as taking this course in a face-to-face classroom environment. Online courses need to engage better with the students.

The course was well structured and it helped me to update my knowledge from the e-learning course.

Thanks a lot for allowing us to submit our assignments after the deadlines. For the next editions think about increasing the duration of the course.

The e-learning Course was a good pre-course activity. It however did not create the interactive, dialogue, shared experience environment considering the diversity of the Healthcare Financing program implementation status across the world.

More weeks for the course.

During the course, I had some problems using Internet explorer as a browser (problems downloading some materials).

It was a very insightful course. To me a key value-added were the personalised feedback on assignments and the "class room" aspect of the course (live events, tutor group)

Excellent combination of online learning tools and user-friendliness of the platform

Platform was quite user friendly and easy to work through. Thank you to the organisers for facilitating this online course!

Overall content and material provided was very good. However, much more live sessions with few country specific examples would have added more value to the course.

It was a good expansion on the basics that were shared earlier.

This course was very interesting for me and reach of materials I needed as a new employee in health financing . However I needed more time for understanding better the all the content. My recommendation is that this course should be face to face in future if post COVID pandemic.

Excellent course and learning experiences from other countries was also extremely useful.

More zoom classes would be helpful

Everything was great!

The estimated times to develop the 6 modules are very short. A slower reading, a more thoughtful production of tasks and an exchange in less pressured forums would have allowed a better technical learning as from the experiences of the participating countries. This same course in less intense times would have been a real pleasure.

The platform was good. I think that according to the public the previous course can be used to refresh concepts, but not essential.

Because of the amount of content, I would recommend having a couple of weeks more.

This is an excellent course, perfectly complementing the e-learning course on HF for UHC. The course platform is extremely well designed and is very user-friendly.

The e-learning course creates the grounding in health financing principles. Then it becomes easier to build on this knowledge in the advanced course.

It was very helpful to get to know the glossary and structure of the discussion before starting the course. The eLearning course was well constructed and interesting.

the course needs to have a blended approach. Virtual sessions should incorporate time zones and the fact tha most of the attendees are in full time work, therefore tere should be options to attend early morning, and end of the day.

It was difficult to join full class discussions due to timing.

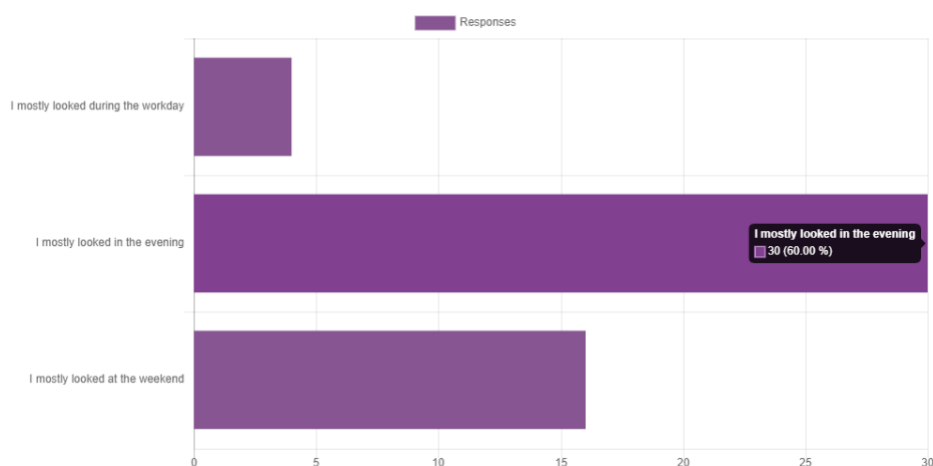
The previous e-learning courses I took complemented this course. However, it also provided a framework for comparison. The previous courses I took had a weekly module with a quiz at the end of each module. So I expect as already suggested during group meetings that the duration of the course be readjusted to have one module per week. Thank you

The e-learning course was an awesome follow-up to my field experience and the initial health financing course for Universal Health Coverage.

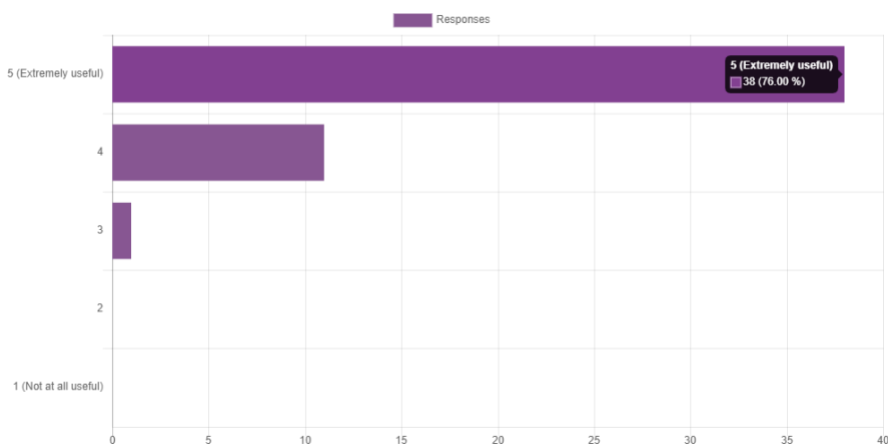
The course was great to enhance knowledge in health financing, overall

Annex 3: Feedback on course structure & materials

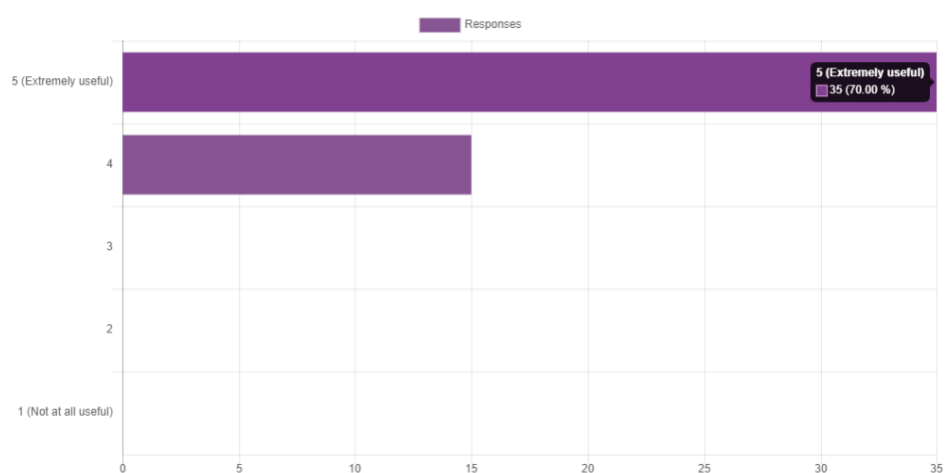
In general, when did you access the course platform and materials?



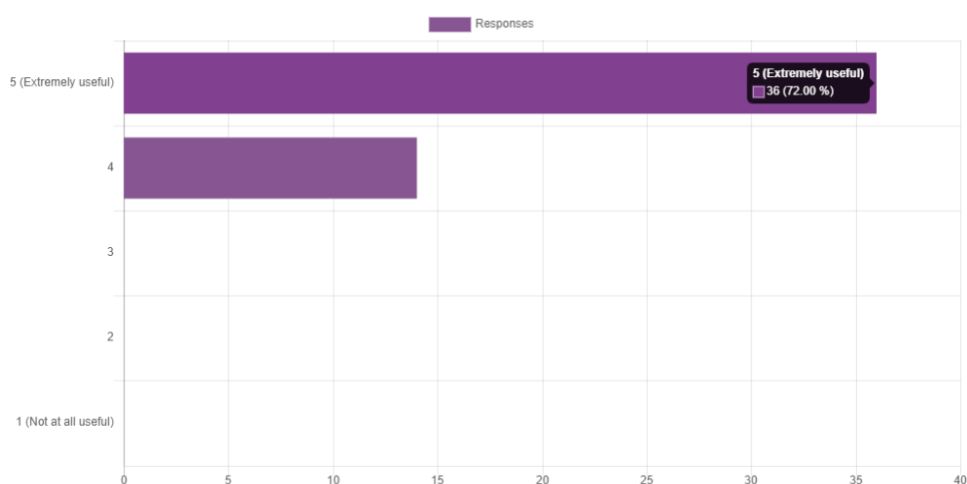
How useful did you find Module 1: Health financing and UHC?



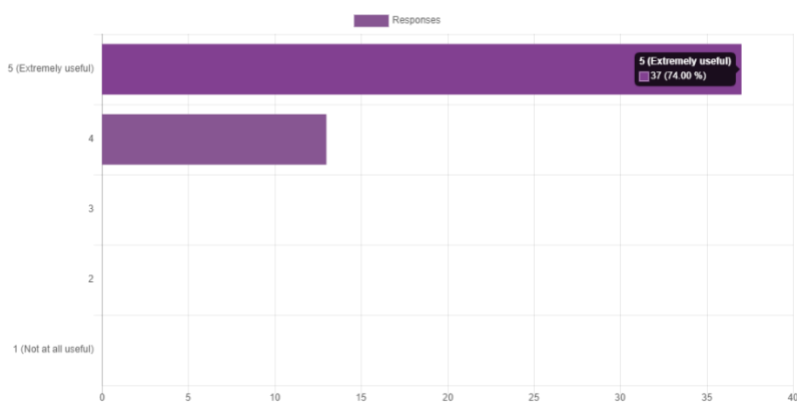
How useful did you find Module 2: Revenue raising?



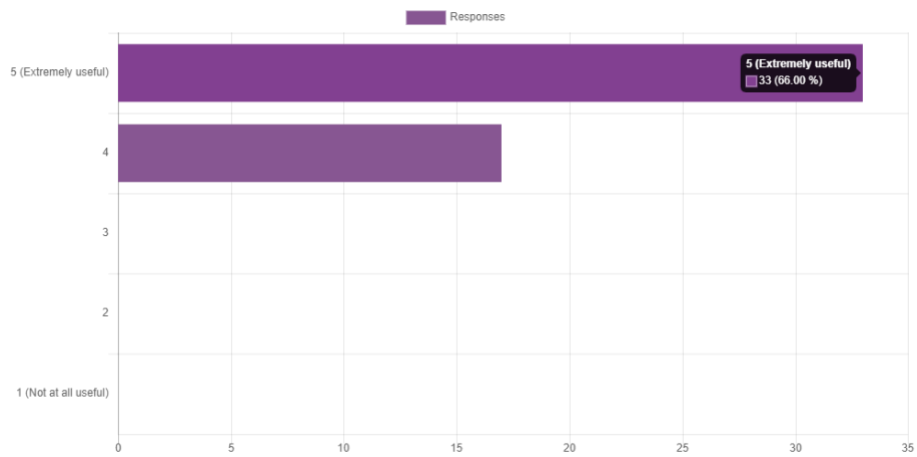
How useful did you find Module 3: Pooling?



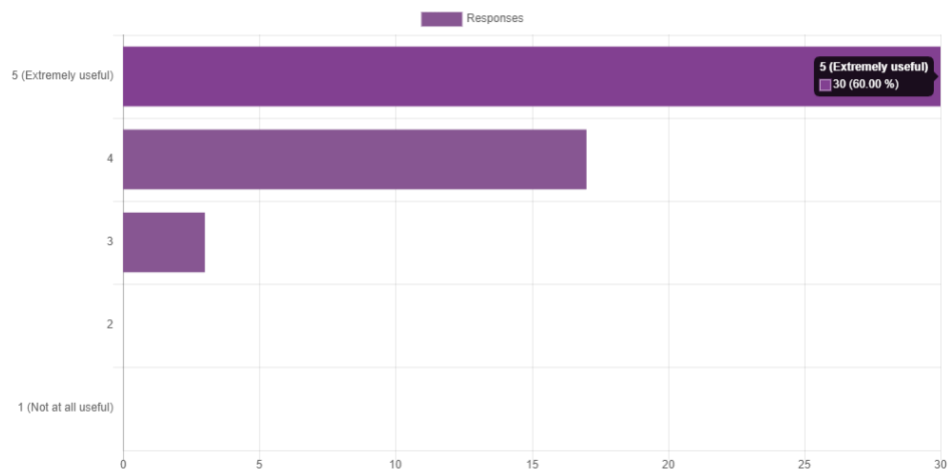
How useful did you find Module 4: Purchasing health services?



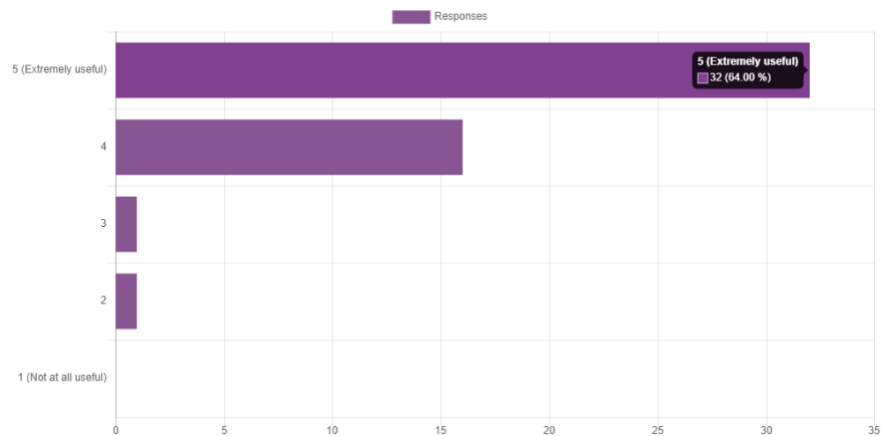
How useful did you find Module 5: Benefit design?



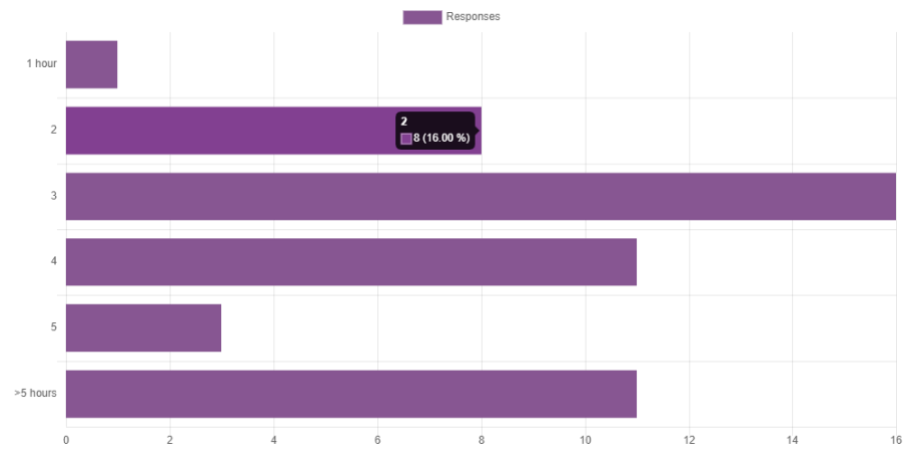
How useful did you find Module 6: Public financial management?



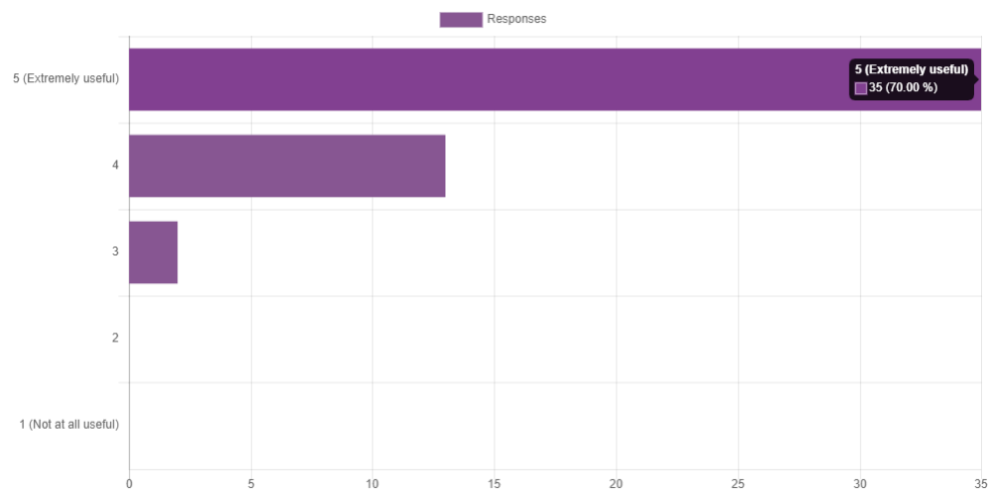
How useful was the course for your day to day work?



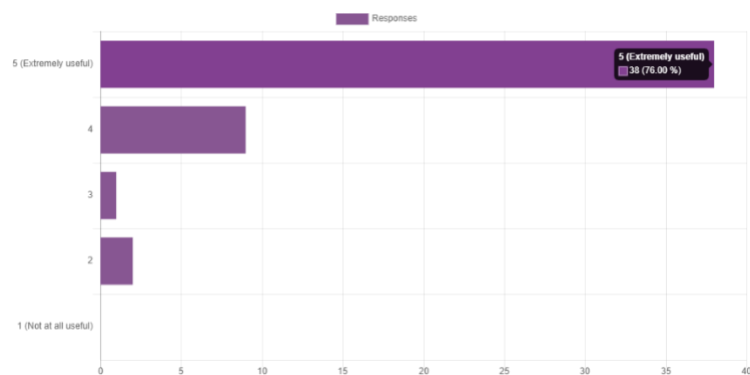
Approximately how many studying hours did you dedicate to each Module?



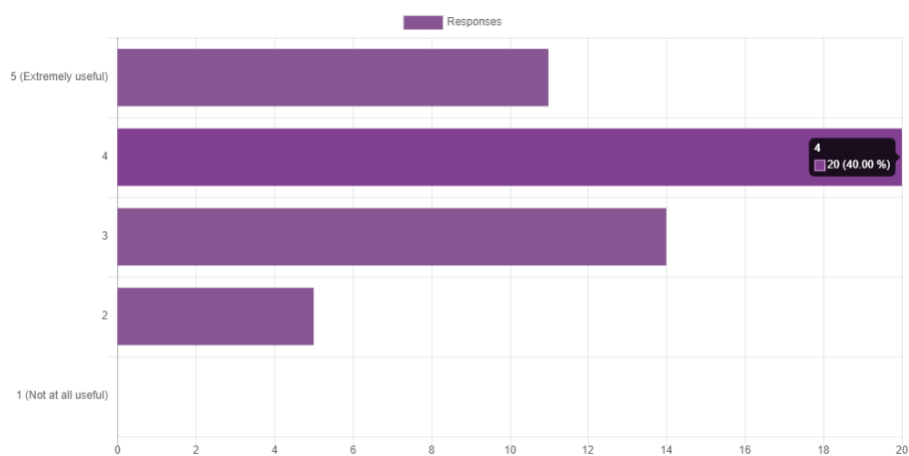
Essential readings



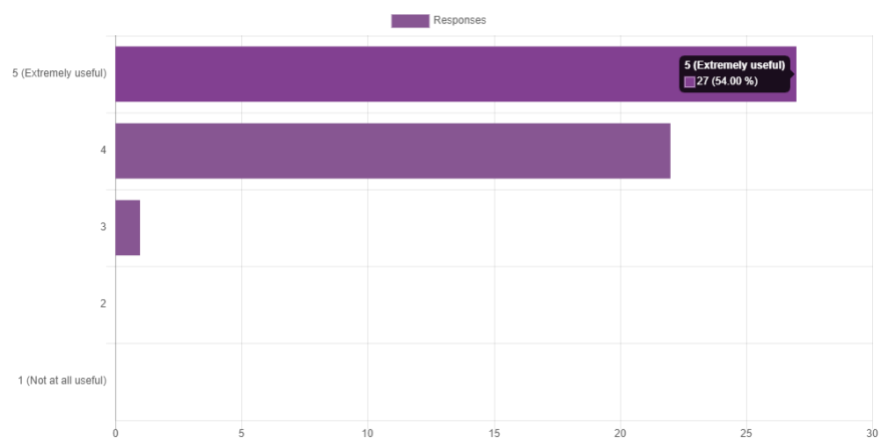
Watching the recorded ppt



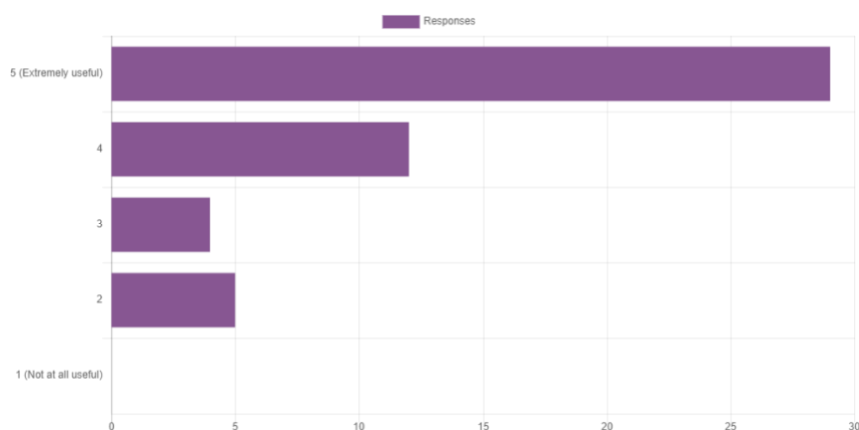
Module discussion forums



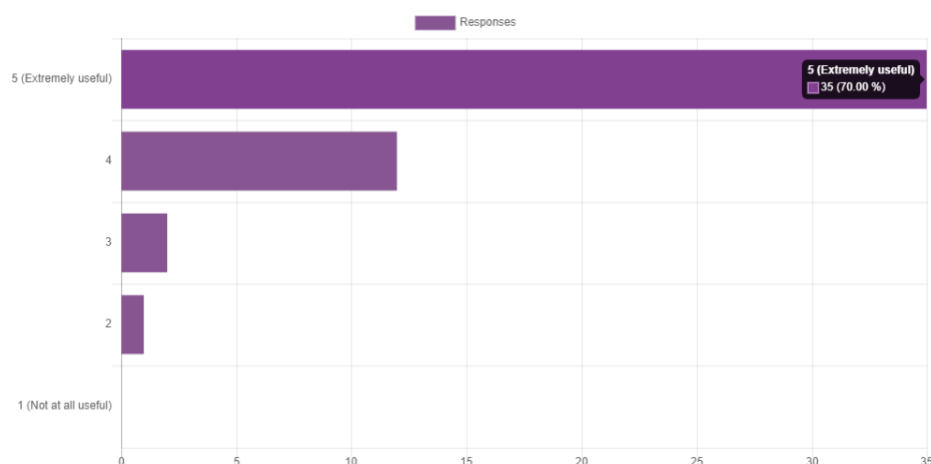
Live Zoom events (Module 1 and Module 7)



Tutor-group live interaction



Individual assignment

**Please add further comments / constructive feedback on the topics covered in the course**

Great, relevant material that I will referring to.

I already enjoy the course a lot. Among all materials, I am most interested in country cases, and the findings (positive, negative, etc.) give me very deep impression of the impact of different design of health financing policy. The discussion forum provide valuable information but having more in-depth study on successful country case will bring in more inspiration in daily work.

The insights drawn from the HFPM were remarkable and critical to my day to day work in Health Financing advisory.

The course was directly related to my current work and had allowed me to network with colleagues in other countries.

the contents covered are well thought of and there is not much to improve

Topics were well-organized covering all the important issues in the health financing. Would be great if service delivery and governance parts can also be a bit covered.

Too much information for self-education

All the material was useful. Thanks for having the audio on the slides

topics were well organized around the theoretical framework of the UHC model.

All topics are important and useful to my research and work

All topics covered are very interesting and educative particularly to me. I have learnt a lot in this course which will really help in me in championing the health Financing reforms in the Gambia.

I think if one part /topic specified how completing or implementing the health financing matrix in detail, it was very good.

Materials are a lot, hope to look trough them later

The topics are well articulated, well touched and assimilated. They are interlinked, understanding of one topic lead to further understanding of subsequent ones. There is clarity and unbiased opinions in all.

The modules were well-designed and connected with each other. While the forum discussions helped to bring out real-life experiences of countries in the context of the modules, including country-case studies and examples would be useful resources to add.

All the resource materials were very useful and I am planning to use the same for teaching my students (MSc epidemiology and public health) in university.

Materials and videos provided for each module were very useful and aligned with the module objectives.

I think more calls with the facilitators would help.

Public financial management did interest me a lot. PFM is a key determinant to the success of UHC measures put in place.

The PFM module and the resources provided were really useful

Very useful and well put together curriculum.

Very useful

The topics are fine, but the format needs more engagement with an online audience. Having interactive exercises with the students would help.

The course content was very comprehensive. The material given was up to date and very informative.

I would appreciate having more details on the PFM module.

The topics covered were instructive and focused on the core issues with healthcare financing. The Group discussion and Live sessions were very interesting and informative. They created a good medium for diversified knowledge sharing and experiences.

Specific course targeted for countries with similar scheme.

Use a little more examples

All modules were extremely useful, I would recommend more time for the PFM one as it can be quite complex

Excellent sequencing of topics presented in a way that clearly shows effects of health financing and its potential towards achieving UHC goals.

Topics covered were very relevant and useful for my area of work. The theory was complemented by the country experiences and ongoing discussions.

Overall module content was good. However, adding some more content with examples and more statistics would have enriched.

There could have been some more emphasis on PFM & benefits. In fact given that these tend to be broader functions, perhaps a live-online lecture would have been helpful

My comment is that I am contented with the course material but I needed more time to concentrate on the course but was hard for me with work.

All modules were useful but Public Financial Management was the most challenging.

Benefit Incidence Analysis

I found the course very useful and organized well. The topics of the lectures are extremely important and smoothly connected.

It is sometimes difficult to separate each of the topics within the country examples because they do not develop that way in real life. The explanations behind those examples sometimes go beyond the example itself. A country case study could be included as part of the readings in each module in order not to lose the comprehensive approach but delving into the current topic.

I found all modules very straight forward according to the assignments. I think that given the level of the group could be more deep in content.

Good topics.

Maybe it would be useful to add to the course materials the list of source of information on key health financing data. For example, health expenditure data can be found on GHED, data on unmet need for health services - EU-SILC and EHIS numbers from Eurostat, financial protection data in financial protection country reviews and the Global Health Observatory, key economic indicators on IMF and WB resources, etc. Not all course participants know about these resources.

It is more relevant to persons that are actively involved in designing some of these policies. Otherwise, it is good information to make one an all round health financing practitioner.

The topics covered were very helpful to approach the main questions in a systematic way. It would have been interesting to have a longer discussion on the role of supranational policy discussions e.g. in the EU or WHO and the impact on national systems.

each module should have more targetted discussions, increasing participation can be done through allocating course credits to the discussion

The content was enough.

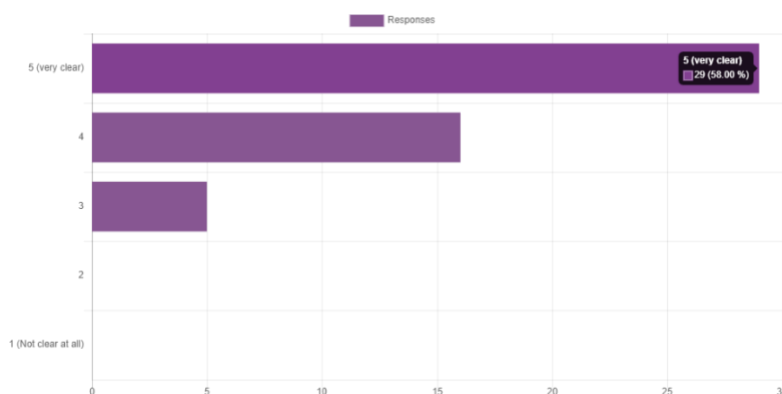
I think I had a lot of struggles with the public financing management. May be because it was not what I was use to. I may not be alone on this. So I think having more interactions around PFM could help.

The topic covered were very apt though the time to interact with the course material was very limited.

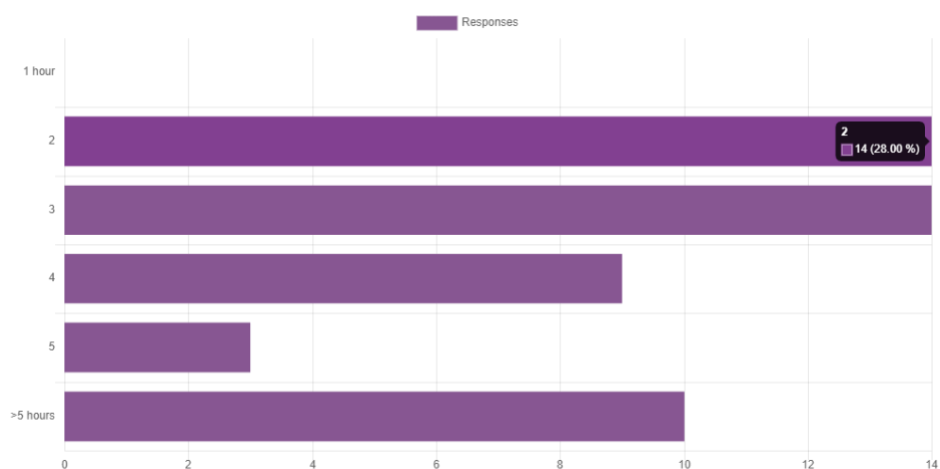
The breakdowns for the entire course - the modules - helped me understand the overall material clearer

Annex 4: Feedback on individual assignment & tutors interactions

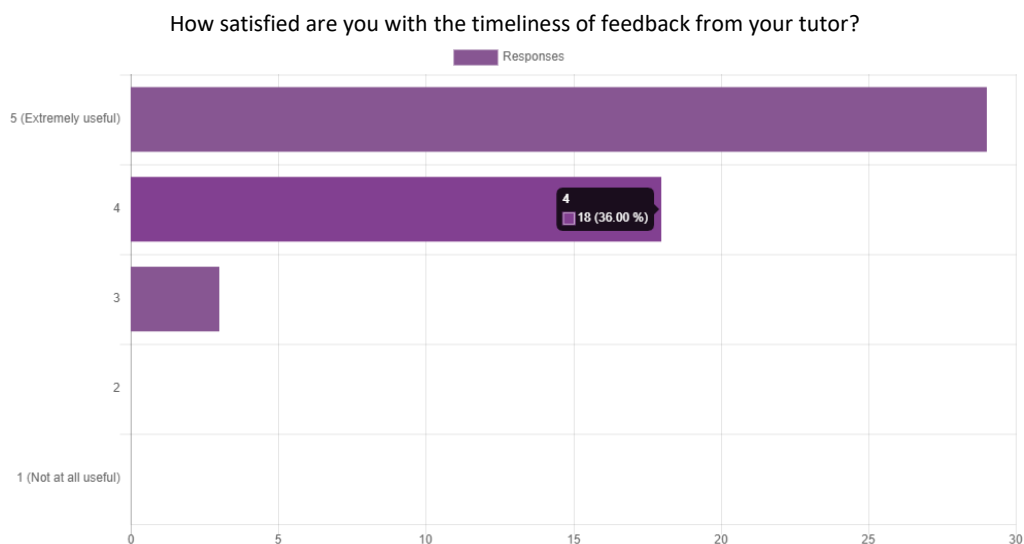
How clear were the instructions for the individual assignment?



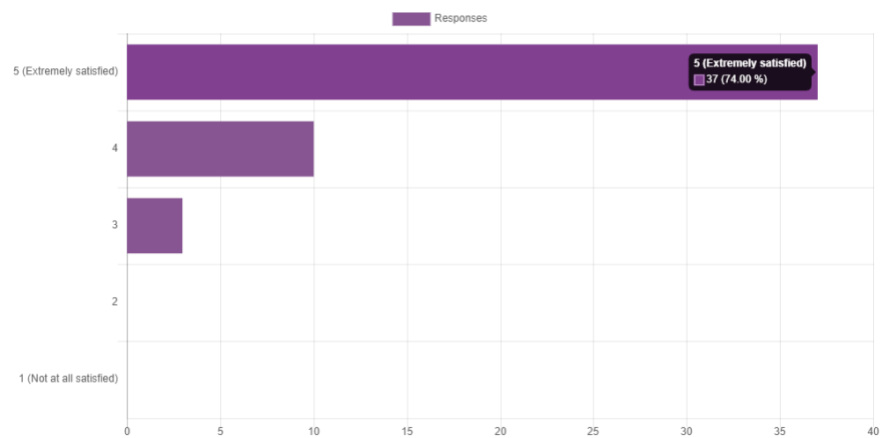
How much time on average did you dedicate to each submission for the individual assignment?



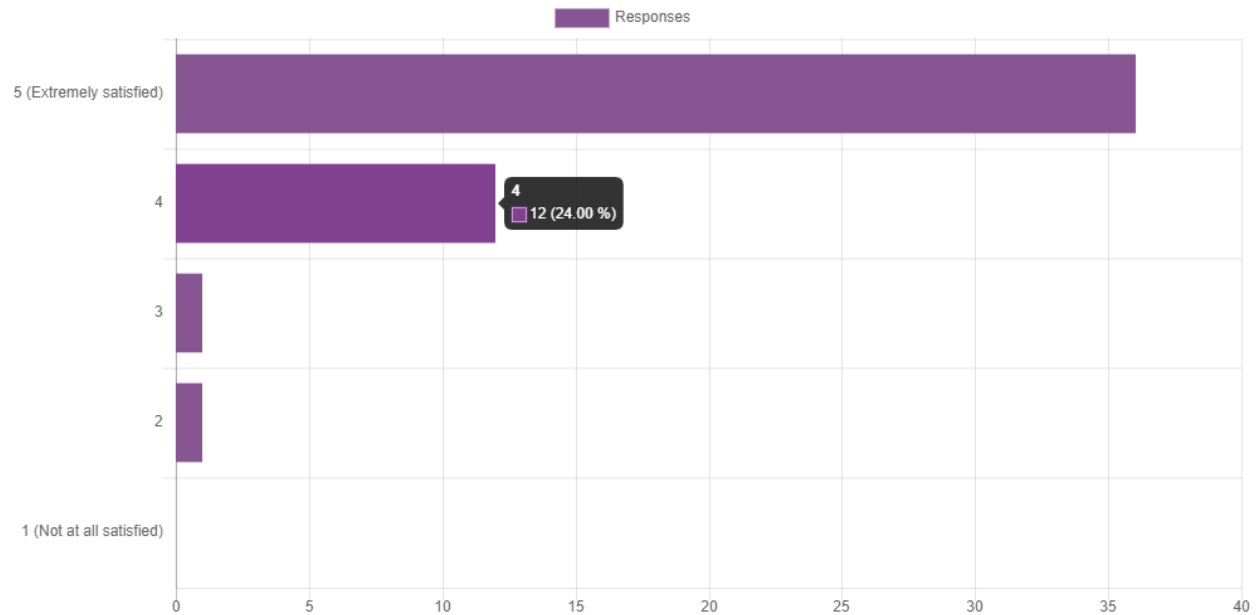
How useful did you find the Health Financing Progress Matrix, used as the basis for the individual assignment?



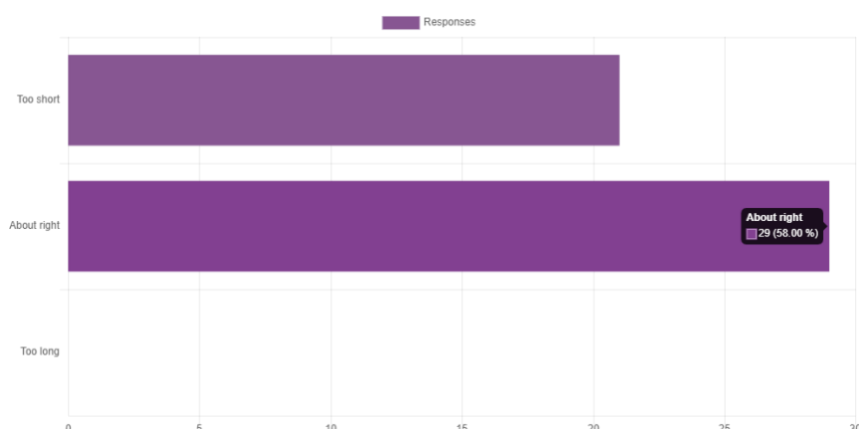
How satisfied are you with the timeliness of feedback from your tutor?



How satisfied are you with the quality of feedback from your tutor?



How would you rate the deadlines set for individual assignment submissions?



Please add further comments on how you would improve the course assignment

Group assignments

In addition to the support from mentors, I believe there are a lot to learn from my peers.

I would love to have more opportunities to present/listen to other participant's country work.

Allow more time for submissions of assignments, particularly with the virtual approach.

My tutor Inke Matheur was very supportive and I was happy that she organized a separate live event for us to discuss our concerns.

I was happy with my assignments

The assignments are good, instructions were clear from the get-go and the comments and feedbacks received from my tutor were superb. One comment, not on the contents but on the platform, would be there is no way to interact or exchange with a tutor on the feedback provided for the assignment.

No further comments.

According to my answers

The discussion board was great and Bruno was following up very closely. As mentioned earlier, I would like to work in peers on a country. It could be useful and could also benefit everyone.

I found the template a useful aid to the assignment. maybe more examples can enhance understanding and output.

Great course

The timing of the Assignments is not too bad in general its just the course coincided with my tied schedules in office.

Through discuss with other informed people in that country

More time given for assignment submission.

the timing was okay

The assignment template should be in word document which would be easier to populate all the assignments in one template rather than disjointed as in PDF. If it is in word document, all the 3 submissions could be easy to be harmonized and would be more user friendly.

Assignment instructions were mostly clear and resources provided through the course provided the necessary guidance to work on the assignment.

I really appreciate the effort mentors have taken to give the feedback. I was really happy with the detailed feedback with suggestions and comments. I could improve my submissions based on that. Stage 1 assignment 1 could have been done as a group activity, so that we could have covered more schemes (as I am from India) and compiled them to give a more comprehensive picture.

Assignments should have directions on expectations so it becomes clearer. More time should be allocated for the assignments.

The current form was fine

I guess more interaction was necessary between participants and the tutor

Course assignment 1 deadline was really short but this was adapted by the tutors for assignments 2 and 3

More time for assignments. It might also be useful to straddle the deadline for assignments on the weekend to allow for time to complete them.

It needs more time to refer documents

The assignment deadlines would have been ok for a face time classroom, but they need to be longer for this online format when everyone is working a full-time day job.

Susan gave me very good feedback on my assignments. She critically evaluated the content and gave the essential points to improve the content.

It would be great if we can add columns to the HFPM template.

The course assignment would improve with better clarity of the outcome expected.

More time for the individual assignment.

NA

Thank you for allowing one extra week for the last assignment, it was well needed

Timing (and virtual) made it hard to engage in forum

The most complex assignment was given too early in the course with a short deadline.

Since I usually prefer to work on the assignments over the weekend, it was great that the submission deadlines were extended to allow for this. The feedback from our tutor was very thought provoking. It was very helpful to be able to discuss the HFPM and assignments with a colleague from Sri Lanka who also followed the course.

Assignment was very helpful, especially the comments of Mr. Fahdi were very insightful and helped me towards better understanding.

Owing to the online setup, it may so happen that the course revolves around work rather than the other way around (as we are not there in person to be entirely focused through the day). It may be useful to have participants sign an undertaking with their organisations that dedicated time is to be provided for participation in the course. Though I do not face this issue myself, I reckon it may be a problem some of the other participants may have faced.

They needed more time because two of them for me they were submitted passed deadline. But the were clear.

I consider that it was clear and useful.

No additional points

The course assignments were organized well and easy to follow in the virtual world. The instructions and feedback for the assignments were clear and useful.

As I mentioned earlier, If there were some quizzes it would be a great part of the course evaluation. I have seen the other students' assignments after the course. There were interesting. It would be nice if we would have had presentations in small groups via Zoom. I think it can be done easily.

Stage 1 of the assigned tasks was too much for such a short time demanding many hours of work.

The assignment is good, but maybe adding some stuff not directly linked to the health financing progress matrix would be good. That is just one framework.

More time for the assignments

I liked the assignment. Don't even know what can be improved. Does it make sense to split participants by countries and make group assignments, so that more discussion, brainstorming, knowledge and experience exchange are in place?

The matrix is fine but the instructions were not clear and I struggled figuring out what I needed to do for assignment #2

The deadlines were challenging, especially the first one being so close to the start of the course. It was helpful that there were no group assignments as coordinating agendas would have been a complication. Lastly many thanks to Triin for the very quick and useful feedback on individual assignments.

I wish we had more time to deep dive into the feedback from the tutor, this would make the learning even more impactful. I honestly feel I did not derive maximum value from the expertise readily accessible in the course and that is a shame. You can read material but real world experience from an expert adds dimensions which text books cannot.

The turn around time was too short in between course content and discussions.

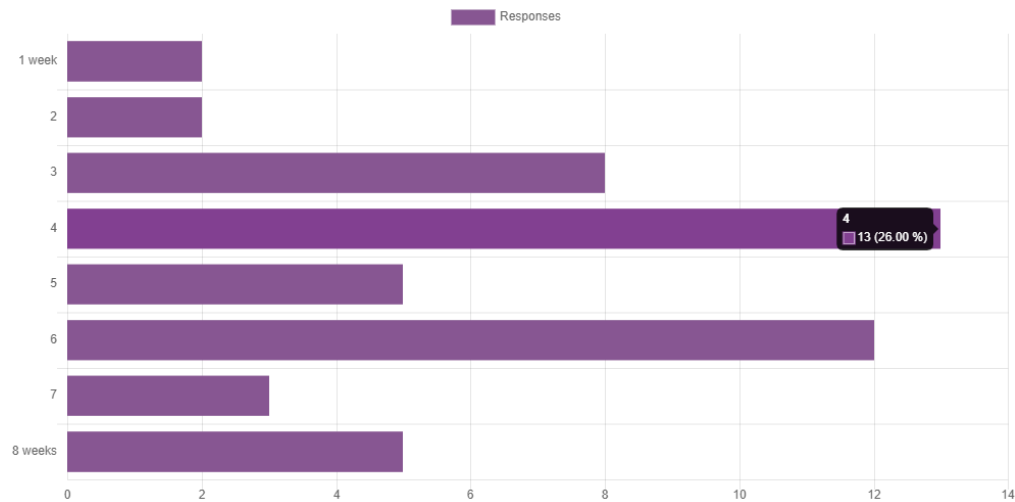
It was too short considering the level of reading that is required to do the assignment

I suggest that slightly longer time should be given for submission of the course assignments.

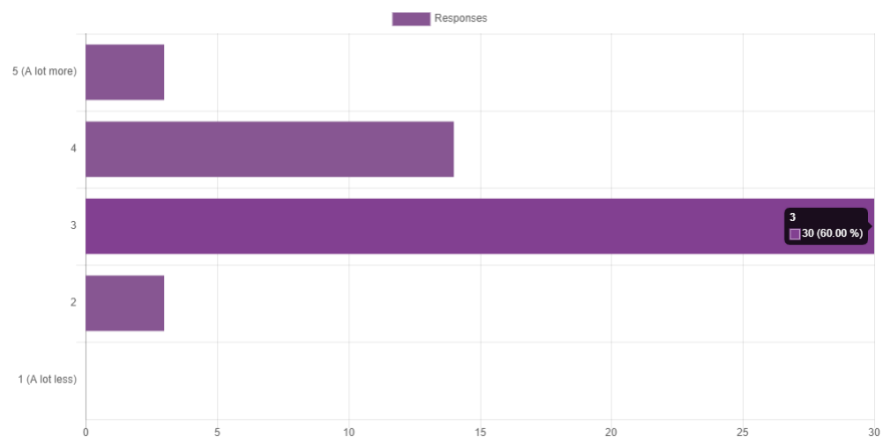
My tutor, Tomas, was just great!

Annex 5: Suggestions on future courses

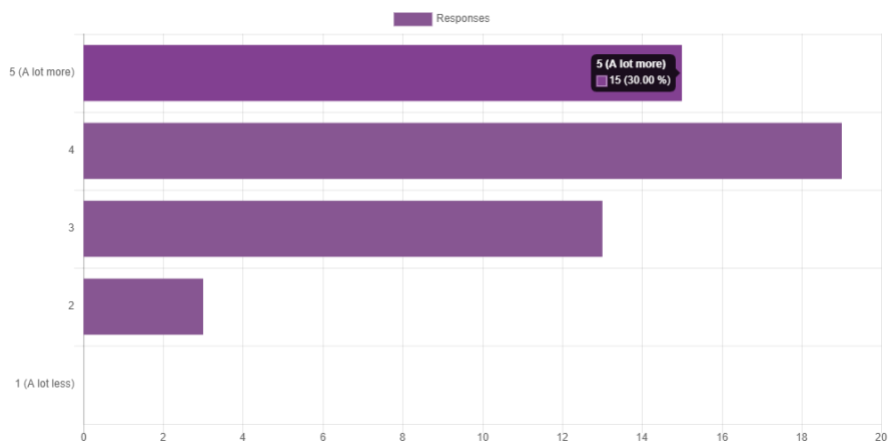
Assuming the content of the course remained unchanged, over how many weeks in total would you hold the course?



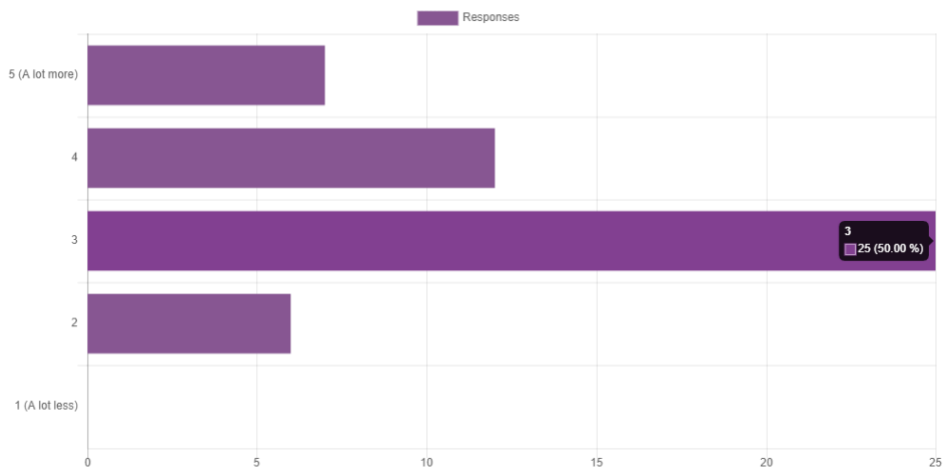
Readings



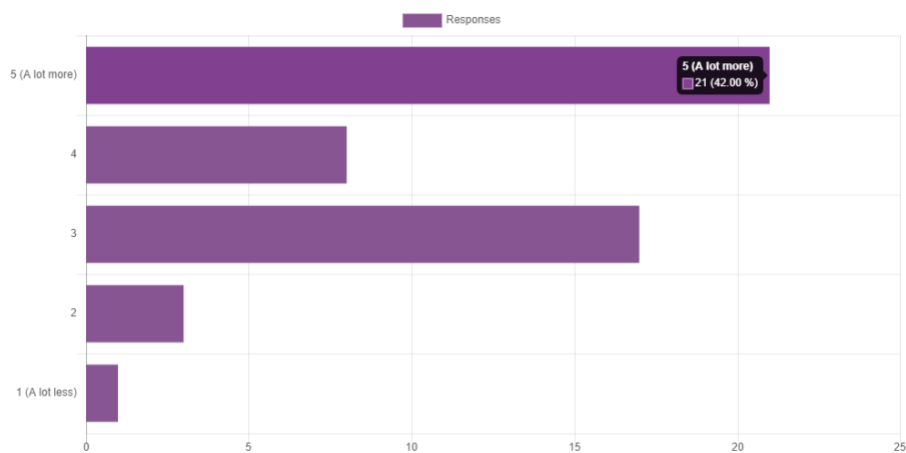
Recorded ppt



Module discussion forums (all participants)



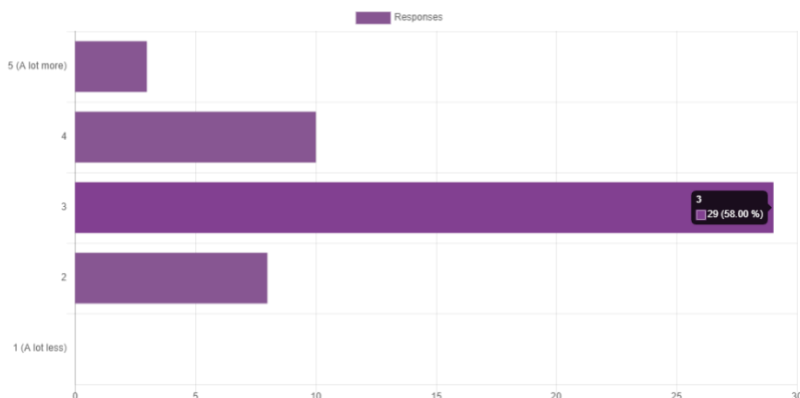
Live Zoom events (all participants)



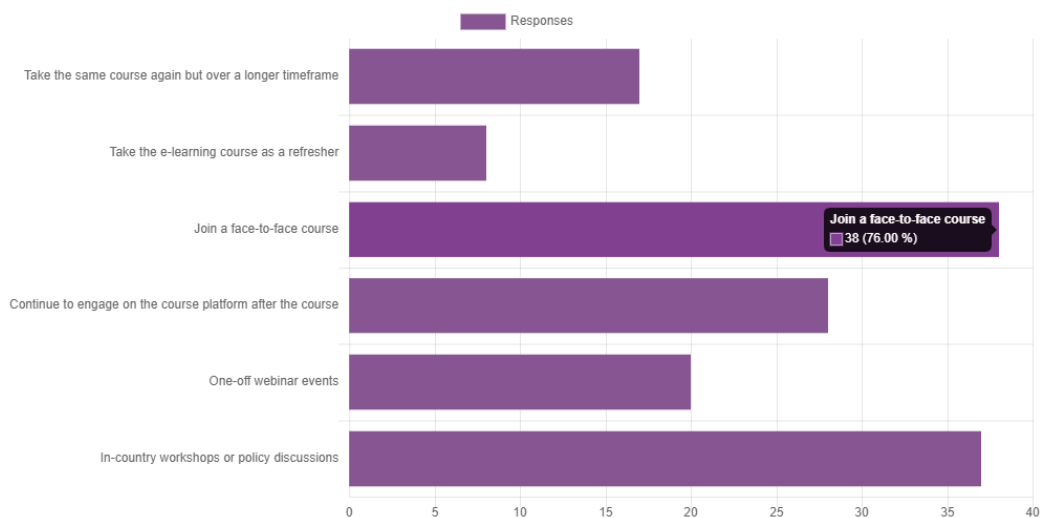
Tutor-group live interactions



Individual assignment submissions



What type of follow-up activities would help you to consolidate your learning on the course? (you can select more than 1 option)



Please add any other ideas about how you would improve the course:

More networking and interactions with faculty and classmates

longer time frame.

I like the current format of "essential reading" and "additional reading".

I'd love to see more country case study in additional reading.

Already listed above

It would be nice if it is given with a face to face course with a visit to one good Health financing system

I think this issue (follow-up activities) is very important. I do not know what would be the best way to do it but it will be vital to continue to engage with the contents of the course, find applications to them in our respective countries (where we have been delivering individual assignments on) and continue interactions and exchanges with tutors and participants. I hope the course co-ordinators will also find some ways to harness this pool of participants and continue the engagement.

Webinar events on specific issues would be also interesting.

In-country workshops or policy discussions is crucial I believe this would be the key to have a report in Egypt similar to the one conducted in Pakistan.

it was good for me regarding time and content, as well as tutors and materials.

Face-to-face can compliment the e-learning

Introduction of exchange visit to other countries to learn best practice. If this is not possible then countries that are doing well in health financing reforms can share their success stories through online videos/recorded ppts

Nothing. Every things were good.

Continuous post course interactions

Hope, offline course will be back soon)

When restrictions on travel is lifted as a result of Covid-19, I would be glad and grateful to see that WHO invited us even if it is for 1-2 weeks to interact with our facilitators physically, share more practical experiences in the course of implementation of putting what we have learned in to actions. Provide update on the progress we are making and prosper more evidence based solutions to our various countries health financing challenges in the spirit of UHC.

Opportunities for capacity building and technical expertise building could also be explored through workshops, webinars and through more time dedicated to cover the range of topics.

A more live sessions

Tutor-group live sessions

Group activities (live)

None

N/A

I believe there was adequate interaction between the tutors and the participants, but there was little interaction amongst participants. This should be encouraged subsequently.

This platform should be maintained and animated to encourage sharing and learning

Face to face events facilitate better outputs and networking

Opportunities for informal interactions between students

The ideal would be the former structure which allowed participants to take time off work and focus on the curriculum for a week. Due to the pandemic, I would recommend one module per week to allow participants who have full time jobs to focus on the curriculum and digest the content. Assignments can then be set at the end of every week.

Face to face learning will help to understand more and also better to give more time for zoom discussion

Overall, I enjoyed the course. Thank you.

Overall the program was well organised. Congratulations to the WHO team. Thank you very much for this opportunity and hoping to meet with you in near future.

I hope the course will remain accessible on the virtual platform.

Having a Country Group discussion forum at some point during the course, could improve the course knowledge by bringing each country course participants to brainstorm and jointly come up with a possible suggested Country solution to country identified challenges.

Summer and winter session for diverse session on health governance, financing.

To have the opportunity to interact more with participants and tutors

Having a face to face workshop once restrictions allow would be great

No additional comments

If a small team (3 to 5 people, with perhaps a representative from MoF) from each country could follow this course together, it may be helpful to take important decisions for the country. In this case the teams could discuss the HFPM and assignments at least once a week, and work out options on how to move forward.

As mentioned earlier, more examples would have been illustrated with better performing countries vs worst performing countries. Also citing what are the best practices of better performing countries and how they are being implemented. Elaborating on technical aspects would have helped more.

Since the course has now been converted to an online one, few important points:

1. More live Zoom interaction with regard to specific modules
2. Dedicated time from participation to be a pre-condition to undertake the course (this ought to be signed off by the organization the participant is from)
3. More streamlining of readings vis-a-vis time needed to go through them, i.e. timelines

I thank the teaching team for the time to take me through the course and would like to benefit more from any other same kind of courses on health financing but more of face to face and longer time frame.

Thank you.

I would suggest regional and/or country policy discussions on specific modules and challenges.

More sessions on country financing arrangements

Overall, It was a wonderful course. I found myself lucky to learn from the real experts in the field. I learned not only about health financing, but I admired the working culture and communications skills of the course teachers and tutors.

I noticed that the organizers have spent a lot of time and effort on the course. It would be wonderful if the alumni of the course could join and work on some research works and organize workshops/ conferences in the future.

If there is face-to-face training, I would be happy to participate in it again. Additionally, if there is a chance to help the upcoming courses in anyways, such as volunteering, I would love to take the role.

I thank you very much again and wish you all the best!

Those in charge of the themes for the modules are incredible and I would love to have the possibility of being more aware of what they are reflecting on and publishing on these subjects.

A face to face course as part of the joint network would be good.

I hope we could have an in-person version, when it is possible and safe to do so.

Would add more live lecturing sessions.

Keep the forum active with posts and webinars maybe 2/year

It was very interesting to hear from participants from other regions to learn about different challenges and solutions. However it would have also been useful to have had more specific discussions from countries with similar problems e.g. on specific questions from the progress assessment. I also enjoyed the live session with the tutors and would have liked more.

Diversification among the tutor groups, none of the developing regions is represented, this cannot be from a lack of expertise.

Perhaps having small group assignments to facilitate discussion. My tutor group only saw 2 of us engage the tutor and it was never clear if there were other students present or how to engage them directly if they were still taking the course.

As I mentioned earlier on having one module per week and a quiz at the end of each week could help in ensuring that the learning materials are properly digested.

I think the course will be better improved if the live/recorded sessions are more and involve different health financing experts from different countries that have different unique contexts so that participants can further understand the nuances of health system financing in different parts of the world.

I wish there were more zoom events

Suggestions and comments:

I considered the live events as a virtual conference on my replies.

The platform was friendly and easy to use.

The biggest challenge as a participant from a Low income country is the weak network which was a challenge to attend live events.

The methodology/approach of delivering course is well designed and appropriate.

We thank the WHO for the opportunity given to us and all all the course facilitators and the admin support team for making the course a very educative and interesting one. Appreciation to the co-participants for the great times we shared . The course made me to feel that we are one family.

The forums were a bit difficult to keep up with and follow.

More live discussion forums should be used (break-out rooms) for a group of participants under the moderation of their tutor

Great job to the faculty, thank you for putting this together. I understand this is the first of its kind and there are bound to be hiccups. overall I am honoured to have taken part in this course and thank you the amazing knowledge i have gained in the process.

I benefit more from the course

It would be better if you can increase the course duration bit more. As most of the participants were following this course parallel to their routine work. Therefore it would be difficult to complete the required tasks on time.

The guide on how to navigate the platform should be more prominent for access.

There is an issue with WHO website. I have to reset my password every single time i log in. Maybe it was just me.

I had difficulty accessing some recommended readings, some of my queries were answered. Access to additional reading allowed me to access other interesting reading that I wouldn't have otherwise, and that was excellent.

I hope you can give another course related to health financing, focusing in other information more related to specific regions.

I think the platform for delivering the course is fine.