

**PHIRI**

Population Health Information  
Research Infrastructure

# Foresight capacity building for EU Member States

PHIRI WP9, version 28 September 2021



This project has received  
funding from the European  
Union's Horizon 2020  
research and innovation  
programme under grant  
agreement No 101018317

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## I. Introduction on PHIRI and Foresight capacity

This Introduction course to Foresight Studies is part of the PHIRI project. PHIRI (Population Health Information Research Infrastructure) is the implementation of the research infrastructure on population health information to facilitate and generate the best available evidence for research on health and well-being of populations as impacted by COVID-19. PHIRI will allow for better coordinated European efforts across national and European stakeholders to generate the best COVID-19 population health knowledge. In doing so, PHIRI will lay the foundation to build a Distributed Infrastructure on Population Health (DIPoH) to be used to overcome future crises and ensuring the sustainability of the project. The intent is to support research across Europe in the identification, access, assessment and reuse of population health and non-health data as well as through capacity building, to underpin public health policy decisions. One of the goals of PHIRI is to engage countries in foresight studies, by for example building capacity on foresight and applying this within the Member States. PHIRI is a close collaboration with 41 partners across 30 countries over a period of 36 months starting in November 2020. The project is divided in 9 ambitious work packages with three transversal topics. PHIRI builds on the achievements of the BRIDGE Health and the Joint Action on Health Information (InfAct) projects. Foresight studies are part of WP9, which aims at promoting better preparedness, better planning with proper support of foresight tools, and the use of modelling to support short-term decision-making.

## II. Why do we build foresight capacity?

Public Health Foresight Studies (PHFS) provide methodologically consistent insights into the most important societal challenges for public health and health care in a country or region. Foresight studies try to answer questions like:

- What are the most important future trends and developments regarding health and health care?
- Which scenarios for the future of public health and healthcare are plausible?
- What are expected to be the biggest population health challenges in the future?
- What could we do to target these challenges?

A better understanding of possible future developments and impacts are essential for policy makers to anticipate and possibly influence these trends. The current pandemic makes clear that Public Health Foresight Studies may be more necessary than ever to get a better understanding of possible (health) impacts of the current COVID-19 outbreak, e.g. changes in regular health care services delivery, in lifestyle and in socio-economic developments. This helps to prepare Europe for possible next pandemics.

## III. Overall aim and set-up of the PHIRI Foresight Capacity Building course

Through the Foresight Capacity Building course, we aim to develop and provide foresight capacity for all European Member States. The goal of capacity building is directed at levelling the knowledge needed for performing foresight, reducing information inequalities and strengthening European data uniformity. A second aim is to improve collaboration within MS on foresight studies.

## IV. Course Objective and Aims

The course entitled “PHIRI Foresight capacity building” has the following objectives:

- To build capacity in Public Health Foresight across EU Member States by providing the necessary knowledge and tools.
- To provide a solid basis for interested participants to plan and carry out their own foresight study in their country.
- At the end of the course, participants should be able to:
  - o Understand the different methods used in foresight studies
  - o Understand what Public Health Foresight entails and how can it be applied
  - o Recognize the data, resources, and other considerations necessary to carry out foresight studies
  - o Have more in-depth understanding of selected facets of doing a foresight study, such involving stakeholders, as knowledge translation and data & analysis.
  - o Prepare and take the first steps towards planning scenarios in their countries.

## V. Course Structure and programme

The course consists of three parts, a general introduction module, a set of advanced modules, and a module supporting participants to start with a foresight study in their own country (see figure below). The sessions for the introduction module took place in March and April and are meant for various researchers and policy makers from the EU Member States who want to learn about foresight. The advanced modules will take place in May, June, and September and are offered to all participants of the introduction module. This whole course will enable and engage MS to develop scenarios, which is also part of the PHIRI project. The content of the advanced modules is based on a survey that has been done in March and on the feedback received after each session. The final module revises the capacity build in all modules, and will focus on how the acquired foresight capacity can be used to initiate a foresight study.

### ***Timetable with overview of the modules:***

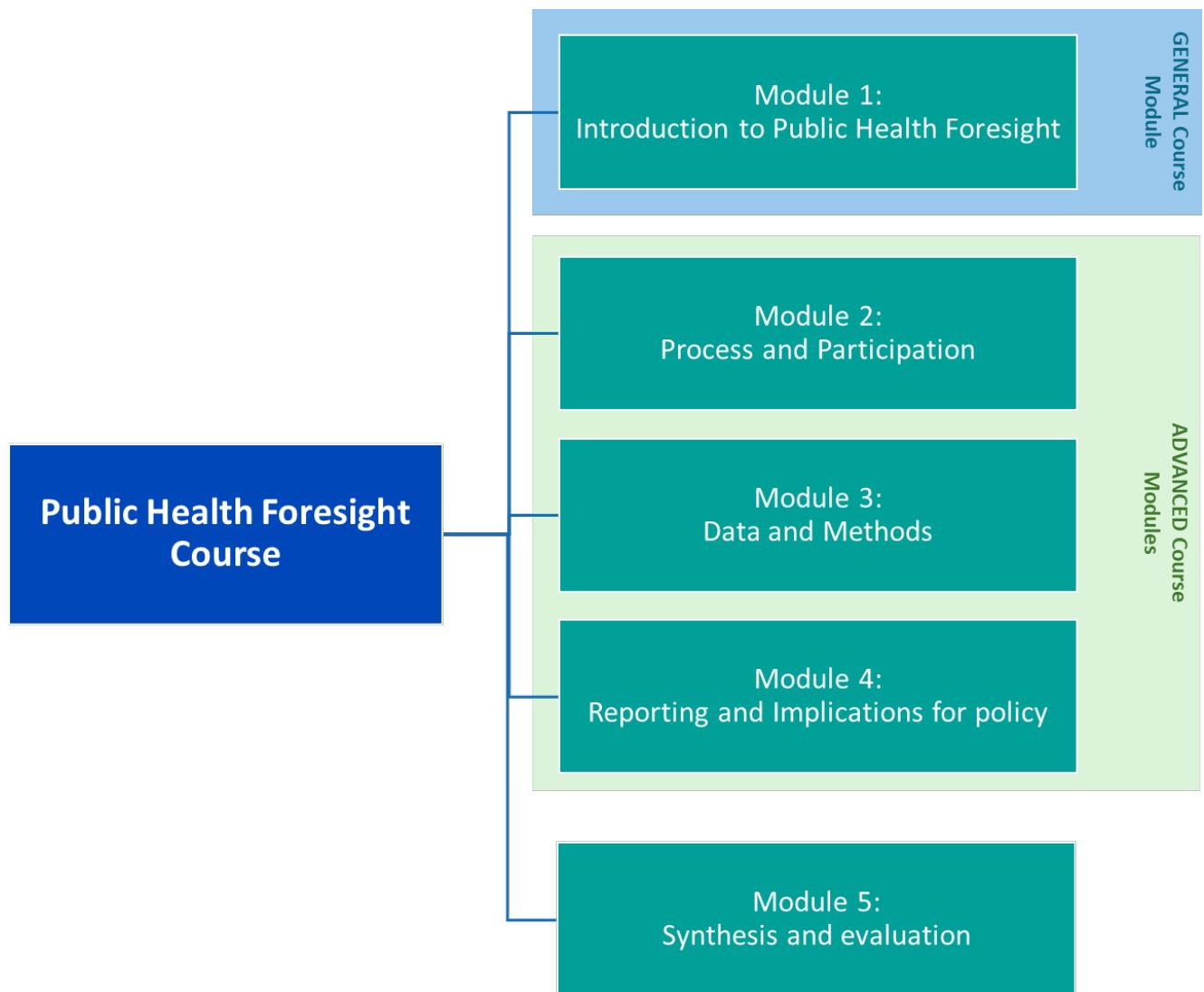
General module	Advanced modules			
Module 1: General module	Module 2 (Advanced)	Module 3 (Advanced)	Module 4 (Advanced)	Module 5: Closing module
<ul style="list-style-type: none"><li>• March 25<sup>th</sup></li><li>• April 15<sup>th</sup></li><li>• April 22<sup>nd</sup></li></ul>	<ul style="list-style-type: none"><li>• May 20<sup>th</sup></li><li>• May 25<sup>th</sup></li></ul>	<ul style="list-style-type: none"><li>• June 25<sup>th</sup></li><li>• June 29<sup>th</sup></li></ul>	<ul style="list-style-type: none"><li>• September 23<sup>th</sup></li></ul>	<ul style="list-style-type: none"><li>• October 28<sup>th</sup></li></ul>

The course will take place online. We apply a minimum attendance of around 5-10 persons, for pedagogic reasons the maximum is between 30 and 40. The general course might have a higher attendance than the advanced courses, which are more in-depth, and where we also aim at somewhat smaller groups to work with.

The course has a self-learning character. We will record all sessions and the videos and background materials will be made available through the PHIRI website.

Participants of all sessions will be asked to fill out an evaluation form to provide their feedback in order to fine-tune the content of the next modules.

The below figure shows the general course structure.



## VI. Course lecturers and moderators

For the general module we have lectures from three different countries, the Netherlands, Portugal and Belgium. The lecturers have a long experience in foresight and are capable to explain all aspects of doing a foresight study. See section 'biographies of lecturers' for detailed information on the lecturers.

For the advanced module, we aim to have contributions from other organizations as well (for example, from policy makers who have used or are planning to use foresight studies). Details about the lecturers for the advanced module will be provided through the PHIRI website and under 'biographies of lectures' in this booklet.

## VII. Detailed description of the modules

### A. General Module: Introduction to Public Health Foresight

This module gives a general overview of various aspects of doing a foresight study. It covers the three elements: Purpose & Methodology (why and how?), Process & Participation (how and with whom?) and Product and communication (what and for whom?).

#### Overview general module

<b>Module 1</b>
<b>Lecturers</b>
Henk Hilderink (RIVM), Luís Lapão (UNL), Marie Delnord (Sciensano)
<b>Learning Objectives</b>
<ul style="list-style-type: none"><li>• Provide a general introduction to what Public Health Foresight is.</li><li>• To provide participants with basic definitions and terminology.</li></ul>
<b>Content (brief summary)</b>
This module focuses on providing participants an introduction to basic concepts and definitions in Public Health Foresight. This module covers three elements:
<ol style="list-style-type: none"><li>1. Purpose &amp; Methodology (why and how?)<ul style="list-style-type: none"><li>• Why: Understanding uncertainty</li><li>• How: Six Step approach</li><li>• Examples of population health foresight studies</li></ul></li><li>2. Process &amp; Participation (how and with whom?)<ul style="list-style-type: none"><li>• Normative uncertainties</li><li>• Involving Stakeholders</li><li>• Data and analysis</li></ul></li><li>3. Product and communication (what and for whom?)<ul style="list-style-type: none"><li>• Population health reporting and evidence-informed policy making</li><li>• Knowledge translation</li><li>• Options for products (report, website, infographics)</li><li>• Data-information-knowledge-wisdom pyramid</li><li>• Policy cycle and evidence-informed policy making</li></ul></li></ol>
<b>Training methodologies</b>
Lectures, interactive exercises and discussion (plenary and break out groups). A set of materials will be provided before the course started. Additional materials will be shared during the course.
<b>Learning Materials</b>
<b>For course preparation</b>
<a href="https://www.oecd.org/strategic-foresight/">https://www.oecd.org/strategic-foresight/</a>
<a href="https://www.rivm.nl/en/foresight-studies">https://www.rivm.nl/en/foresight-studies</a>
The Dutch Public Health Foresight Study 2018: an example of a comprehensive foresight exercise
<b>Further reading materials</b>
<ul style="list-style-type: none"><li>- Verschuren, M., Hilderink, H.B.M., Vonk, R.A.A., The Dutch Public Health Foresight Study 2018: an example of a comprehensive foresight exercise. European Journal of Public Health. Volume 30; Issue 1, February 2020, pp.30-35, <a href="https://doi.org/10.1093/eurpub/ckz200">https://doi.org/10.1093/eurpub/ckz200</a></li><li>- Ferreira Maia, M.J. Foresight Exercises as a tool for decision-making: the example of two case studies in health. <i>Enterprise and Work Innovation Studies</i>, 9, IET, pp.39-66.</li></ul>

- Graham ID, Logan J, Harrison MB, Straus SE, Tetroe J, Caswell W, Robinson N. Lost in knowledge translation: time for a map? *J Contin Educ Health Prof.* 2006 Winter;26(1):13-24. doi: 10.1002/chp.47. PMID: 16557505.
- Blessing V, Davé A, Varnai P. Evidence on mechanisms and tools for use of health information for decision-making. Copenhagen: WHO Regional Office for Europe; 2017 (Health Evidence Network (HEN) synthesis report 54): [https://www.euro.who.int/\\_\\_data/assets/pdf\\_file/0011/351947/HEN-synthesis-report-54.pdf](https://www.euro.who.int/__data/assets/pdf_file/0011/351947/HEN-synthesis-report-54.pdf)
- Mayer, R.E., Fiorella, L. & Stull, A. Five ways to increase the effectiveness of instructional video. *Education Tech Research Dev* 68, 837–852 (2020). <https://doi.org/10.1007/s11423-020-09749-6>
- Marie Delnord, F Tille, L A Abboud, D Ivankovic, H Van Oyen, How can we monitor the impact of national health information systems? Results from a scoping review, *European Journal of Public Health*, Volume 30, Issue 4, August 2020, Pages 648–659, <https://doi.org/10.1093/eurpub/ckz164>
- Gregório J, Cavaco A, Lapão LV. A scenario-planning approach to human resources for health: the case of community pharmacists in Portugal. *Human resources for health*. 2014 Dec;12(1):1-3.
- Lapão LV. The future of healthcare: the impact of digitalization on healthcare services performance. In *The Internet and Health in Brazil 2019* (pp. 435-449). Springer, Cham.
- Rees GH, Crampton P, Gauld R, MacDonell S. The promise of complementarity: using the methods of foresight for health workforce planning. *Health services management research*. 2018 May;31(2):97-105.

#### **Course evaluation**

At the end of the general module, participants will receive an evaluation form (survey) and will be requested to give their input and feedback on what they want to learn to further develop the following (tailored) modules.

This general module was given in sessions of 4 hours each. This session took place on three dates: 25<sup>th</sup> March 2021, 15<sup>th</sup> April 2021, and 22<sup>nd</sup> April 2021.

#### **Program general module**

Thursday 1 (25 March 2021), Thursday 2 (15 April 2021), Thursday 3 (22 April 2021)

Time (CET)	What	Description	Who
10:00 – 10:10	Welcome	Introduction of the general module objectives, participants	Mariken Tijhuis
10:10 – 10:20	Exercise: Thinking about the future	Mental move to the future (headline exercise)	Henk Hilderink
10:20 – 10:45	1A: Purpose and methodology	Participants will learn why and how foresight studies are done	Henk Hilderink
10:45 – 11:15	Exercise: DESTEP, Incl. reporting back	List the most important driving forces and trends	Henk Hilderink
11:15 – 12:00	1B: Examples of Foresight studies	The results of the inventory of Task 9.1 will be presented	Luís Lapão
12:00 – 12:30	Break		
12:30 – 12:45	Exercise Values	Participants will learn about different values and normative aspects regarding health	Henk Hilderink
12:45 – 13:15	1C: Process and participation	Overview of the process of doing a foresight study (general), stakeholders, data needs.	Henk Hilderink
13:15 – 13:20	1D: Exercise: Knowledge Translation	Participants will interactively discuss various forms of knowledge translation	Marie Delnord
13:20 – 13:50	Products and communication	Target audience, DIKW pyramid, Knowledge transfer	Marie Delnord

13:50 – 14:00	Next steps	Feedback round and overview of following modules	Mariken Tijhuis
14:00-14:30	Open space networking	Time to meet participants/lecturers, ask questions or discuss topics	All

## B. Advanced Modules: In depth modules on specific foresight topics

### Module 2: Advanced Module on Process and Participation

This module aims to provide further information on understanding the value of foresight studies, define its aims and objectives, and the importance of the participation of different stakeholders.

#### Overview Module 2

<b>Module 2</b>
<b>Lecturers</b>
Henk Hilderink (RIVM), Caroline Costongs (EuroHealthNet), Luís Lapão (UNL)
<b>Learning Objectives</b>
<ul style="list-style-type: none"><li>• Understanding the scientific and policy value of foresight studies</li><li>• Knowing how to define foresight objectives and aims</li><li>• Understanding different (policy) perspectives to consider these in a Foresight study</li><li>• Knowing techniques for involving different stakeholders</li><li>• Identifying different governance structures</li></ul>
<b>Content (brief summary)</b>
This module focuses on providing participants in-depth information on the process, resources, considerations and steps to consider when carrying out foresight studies for Public Health.
<ol style="list-style-type: none"><li>1. Summary of introduction to Foresight module<ul style="list-style-type: none"><li>• 6-Step approach in Foresight</li><li>• Process of conducting Foresight Studies (Governance, stakeholders)</li><li>• Resources and considerations</li></ul></li><li>2. General process<ul style="list-style-type: none"><li>• Why we should do foresight in public health?</li><li>• General overview of conducting a PHFS</li><li>• Focus on two examples of existing foresight studies</li></ul></li><li>3. Process; involvement of stakeholders<ul style="list-style-type: none"><li>• Importance of stakeholder engagement</li><li>• Examples of stakeholder engagements</li><li>• Different values/perspectives</li><li>• Stakeholders participation (why, whom, why)<ul style="list-style-type: none"><li>○ Mapping stakeholders</li></ul></li></ul></li></ol>
<b>Training methodologies</b>
Lectures, interactive exercises and discussion (plenary and break out groups). A set of materials will be provided before the course started.
<b>Learning Materials</b>
<b>For course preparation</b>
Participants will be asked to prepare an assignment before this advanced module. This assignment and accompanying material will be sent 1-2 weeks in advance.
<b>Further reading materials</b>
<ul style="list-style-type: none"><li>- Gregório, J., Cavaco, A. &amp; Velez Lapão, L. (2014) A scenario-planning approach to human resources for health: the case of community pharmacists in Portugal. <i>Hum Resour Health</i> 12, 58. <a href="https://doi.org/10.1186/1478-4491-12-58">https://doi.org/10.1186/1478-4491-12-58</a></li><li>- UEG Research (2014) Healthcare in Europe: Scenarios and implications for digestive and liver diseases. Link to pdf: <a href="http://8c6744c9d42ec2cb9e8885b54ff744d0.pdf">8c6744c9d42ec2cb9e8885b54ff744d0.pdf</a> (ueg.eu)</li><li>- RIVM (2020) Public Health Foresight Study, the light of COVID-19. Link to website: <a href="http://www.rivm.nl/nieuws/2020/03/public-health-foresight-study-the-light-of-covid-19">Public Health Foresight study, the light of COVID-19   Volksgezondheid Toekomst Verkenning</a></li></ul>

- MNP (2008) Stakeholder Participation Guidance for the Netherlands Environmental Assessment Agency, Main document. Link to pdf:  
<https://www.pbl.nl/sites/default/files/downloads/550032007.pdf>

### **Course evaluation**

At the end of this advanced module, participants will receive an evaluation form (survey) and will be requested to give their input and feedback.

Participants will be invited to complete a concise report (a template) to assimilate the knowledge of the three advanced modules ([see Annex 1](#)). After Module 2, participants will be able to define the objectives and aims, and mapping of stakeholders for their own Foresight Study.

This advanced module will be given in sessions of 3 hours each. This session will be offered on two dates: 20<sup>th</sup> May 2021 and 25<sup>th</sup> May 2021.

### **Program Module 2**

20<sup>th</sup> May 2021 and 25<sup>th</sup> May 2021.

Time (CET)	What	Description	Who
09:30 – 09:40	Welcome and Opening	Introduction of the Module 2 - objectives, participants	Mariken Tijhuis
09:40 – 09:55	A. Summary of Module 1	Brief summary of the general module on process and participation	Henk Hilderink
09:55 – 10:05	B. General: Process & participation	Participants will learn about objectives, governance, and scoping of foresight studies	Henk Hilderink
	C. Examples	Examples used for the homework are discussed: Dutch PHFS and D&L 2040	Luís Lapão, Marit de Vries
10:20 – 10:45	Exercise 1	Formulating objective and target groups	Henk Hilderink
10:45 – 10:55	Break		
10:55 – 11:35	D. Process and involvement of stakeholders: introduction	Participants will learn about different stakeholders and their relevance in fore sight studies	Henk Hilderink
	Exercise 2 (15min)	Values, coalitions, and enemies	Henk Hilderink
	E. Examples (10min)	Examples from WP9.1 on involvement of stakeholders will be presented	Luís Lapão
11:35 – 12:00	Exercise 3	Mapping stakeholders	Henk Hilderink
12:00 - 12:20	F. Experience from EuroHealthNet (20min)	Participants will get perspectives from EUHealthNet on process and participation of stakeholders in a foresight study	Caroline Costongs
12:20 – 12:30	Further considerations and closure	Feedback round and overview of following modules	Mariken Tijhuis

## Module 3: Advanced Module on Data & Methods

This module will provide further information to identify the data and information necessary to carry out foresight studies, understanding different methods used, data analysis and interpretation of results.

### Overview Module 3

Module 3
<b>Lecturers</b>
Henk Hilderink (RIVM), Mariana Peyroteo Santos (UNL), Brecht Devleeschauwer (Sciensano)
<b>Learning Objectives</b>
<ul style="list-style-type: none"><li>Identify the most important future trends</li><li>Understand the different methods used in foresight studies, their importance and applications</li><li>Identify the data necessary to carry out foresight studies</li></ul>
<b>Content (brief summary)</b>
<ol style="list-style-type: none"><li>Summary of introduction to Foresight module<ul style="list-style-type: none"><li>6-Step approach in Foresight</li><li>DESTEP approach and conceptual model</li><li>Data, tools and instruments</li><li>For impact broad definition of health</li><li>Conceptual model as thinking model</li></ul></li><li>Scenario Logics<ul style="list-style-type: none"><li>DESTEP</li><li>Indicators</li><li>Explaining uncertainty/likelihood and impact</li><li>Different types of scenarios addressing uncertainty</li></ul></li><li>Data (determinants, morbidity, mortality, demography)<ul style="list-style-type: none"><li>Data need for your foresight study</li><li>Data sources</li><li>Data providers (i.e. EUROSTAT)</li></ul></li><li>Tools and Instruments for Scenario Analysis and Projection<ul style="list-style-type: none"><li>Methods used in health foresight studies</li><li>From quantitative analysis (historical data) to possible futures</li><li>Projection methods: demographic projection, epidemiological projections, model-based projection</li></ul></li></ol>
<b>Training methodologies</b>
Lectures, interactive exercises and discussion (plenary and break out groups). A set of materials will be provided before the course started. Additional materials will be shared during the course. Participants will receive homework to make in preparation for the session.
<b>Learning Materials</b>
<b>For course preparation</b>
Participants will be asked to prepare an assignment before this advanced module. This assignment and accompanying material will be sent 1-2 weeks in advance.
<b>Further reading materials</b>
<ul style="list-style-type: none"><li>- Gregório, J., Cavaco, A. &amp; Velez Lapão, L. (2014) A scenario-planning approach to human resources for health: the case of community pharmacists in Portugal. <i>Hum Resour Health</i> 12, 58. <a href="https://doi.org/10.1186/1478-4491-12-58">https://doi.org/10.1186/1478-4491-12-58</a></li></ul>

- RIVM (2020) Public Health Foresight Study, the light of COVID-19. Link to website: [Public Health Foresight study, the light of COVID-19 | Volksgezondheid Toekomst Verkenning](#)

#### **Course evaluation**

At the end of this advanced module, participants will receive an evaluation form (survey) and will be requested to give their input and feedback.

Participants will be invited to complete a concise report (a template) to assimilate the knowledge they will receive throughout the three advanced modules ([see Annex 1](#)). After Module 3, participants will be able to identify the driving forces of their study to start defining the types of scenarios to build, the data needed, and the methods and tools to be used.

This advanced module will be given in sessions of 3 hours each. This session will be offered on two dates: 25<sup>th</sup> June 2021 and 29<sup>th</sup> June 2021.

#### **Program Module 3**

25<sup>th</sup> June 2021 and 29<sup>th</sup> June 2021.

Time (CET)	What	Description	Who
09:30 – 09:40	Welcome and Opening	Introduction of the Module 3 - objectives, participants	Mariken Tijhuis
09:40 – 10:00	A. Summary of Module 1 & Future trends and driving forces, including conceptual model	Brief summary of the general module on data and methods. Participants will be introduced to concepts of future trends and driving forces, including the conceptual model	Henk Hilderink
10:00 – 11:00	Exercise 1	DESTEP relevance and uncertainty	Henk Hilderink
	B. Scenario logics	From DESTEP to the different types of scenarios addressing uncertainty	Henk Hilderink
	C. Examples	Examples from WP9.1 on different types of scenarios	Mariana Peyroteo
11:00 – 11:15	Break		
11:15 – 12:25	D. Data & indicators	Participants will get an overview of different sources of data and considerations on indicators	Brecht Devleesschauwer
	Exercise 2	Data mapping	Henk Hilderink
	E. Examples	Examples from WP9.1 on data mapping	Mariana Peyroteo
	F. Tools & instruments	Participants will learn about different methods used in foresight studies, including projection methods	Henk Hilderink
11:25 – 12:30	Further considerations and closure	Feedback round and overview of following modules	Mariken Tijhuis

## Module 4: Advanced Module on Reporting Foresight Studies and Implications for Policy

This module will focus on reporting foresight studies and the implications of these studies into the policy cycle. As well, the module will address dissemination strategies to create products that communicate results and their implications to stakeholders and policy makers.

### Overview Module 4

<b>Module 4</b>
<b>Lecturers</b>
Henk Hilderink (RIVM), Marie Delnord (Sciensano), Tugce Schmitt (Hertie School)
<b>Learning Objectives</b>
<ul style="list-style-type: none"><li>• Interpreting results of foresight studies and identify the implication of these results into informing policy</li><li>• Understand the importance of foresight studies in informing and shaping policy</li><li>• Reporting foresight studies with a focus into informing policy makers</li><li>• Understand the importance of dissemination strategies to communicate findings and implications of foresight studies to policy makers and other relevant audiences</li></ul>
<b>Content (brief summary)</b>
<b>1. Foresight and the Policy Cycle</b> <ul style="list-style-type: none"><li>• 6-Step approach in Foresight</li><li>• The use of foresight in the policy cycle</li></ul>
<b>2. Products</b> <ul style="list-style-type: none"><li>• Communicating foresight studies' results and implications</li><li>• Products oriented to policy makers</li><li>• Products oriented to non-policy makers</li></ul>
<b>3. Evaluation and impact</b> <ul style="list-style-type: none"><li>• Evaluating knowledge translation strategies</li><li>• Impact on the implementation of foresight studies in policy and practice</li><li>• Addressing gaps in communication and knowledge translation</li></ul>
<b>Training methodologies</b>
Lectures, interactive exercises and discussion (plenary and break out groups). A set of materials will be provided before the course started. Additional materials will be shared during the course.
<b>Learning and Reading Materials</b>
<b>For course preparation</b>
<ul style="list-style-type: none"><li>- Eljiz K, Greenfield D, Hogden A, et al. Improving knowledge translation for increased engagement and impact in healthcare. <i>BMJ Open Quality</i>, 2020;9:e000983. doi:10.1136/bmjoq-2020-000983</li><li>- Lundkvist A, El-Khatib Z, Kalra N, et al. Policy-makers' views on translating burden of disease estimates in health policies: bridging the gap through data visualization. <i>Archives of Public Health</i>, 2021;79(17). doi: <a href="https://doi.org/10.1186/s13690-021-00537-z">https://doi.org/10.1186/s13690-021-00537-z</a></li><li>- Delnord M, Tille F, Abboud LA, et al. How can we monitor the impact of national health information systems? Results from a scoping review. <i>European Journal of Public Health</i>, 2020;30(4):648-659. doi: <a href="https://doi.org/10.1093/eurpub/ckz164">https://doi.org/10.1093/eurpub/ckz164</a></li><li>- Jull J, Giles A, Graham ID. Community-based participatory research and integrated knowledge translation: advancing the co-creation of knowledge. <i>Implementation Science</i>, 2017;12(150). doi: 10.1186/s13012-017-0696-3</li></ul>
<b>Course evaluation</b>
At the end of this advanced module, participants will receive an evaluation form (survey) and will be requested to give their input and feedback.

Participants will be invited to complete a concise report (a template) to assimilate the knowledge they will receive throughout the three advanced modules ([see Annex 1](#)). After Module 4, participants will be able to realize the impact and use of a foresight study into the policy cycle. They will also be able to plan a dissemination strategy.

This advanced module will be given in a 3 hours session. This session will be offered on 23<sup>rd</sup> September 2021.

### **Program Module 4**

23<sup>rd</sup> September 2021

Time (CET)	What	Description	Who
09:25 – 09:40	Welcome and Opening	Introduction of Module 4 - objectives, participants	Mariken Tijhuis
09:40 – 10:10	A. Summary of Module 1 & Foresight in the policy cycle  B. Examples + Q&A	Brief summary of the general module and the use of foresight studies into the policy cycle  Examples of foresight studies used in policy	Henk Hilderink
10:10 – 10:45	Exercise 1.A	Creating a dissemination strategy: When, Who, Why	Marie Delnord
10:45 – 11:00	Break		
11:00 – 11:25	C. Products 1	Products that can be used by decision/policy makers	Tugce Schmitt
	D. Products 2	Products by end users outside policy	Marie Delnord Henk Hilderink
11:25 – 12:05	Exercise 1.B	Creating a dissemination strategy: What, How	Marie Delnord
12:05 – 12:25	E. Evaluation and impact  Discussion	Evaluating dissemination strategies and their impact  Discussing examples, experiences, and lessons learned	Marie Delnord
12:25 – 12:30	Further considerations and closure	Feedback round and looking forward	Mariken Tijhuis

## C. Module 5: Synthesis and Evaluation. Introduction to Task 9.3: Scenario Development

The aim of this module is to synthesize the lessons learned, evaluate the course, and address any questions that participants might have about foresight studies and how to plan and conduct their own study. Participants will be invited and introduced to Task 9.3: Scenario Development.

### Overview Module 5

<b>Module 5</b>
<b>Lecturers</b>
Henk Hilderink (RIVM), TBC
<b>Learning Objectives</b>
<ul style="list-style-type: none"><li>• To revise core concepts and components of foresight studies in public health</li><li>• To revise steps and requirements to start planning and conducting foresight studies</li><li>• To learn from experts experiences when conducting a foresight study</li></ul>
<b>Content (brief summary)</b>
<p><b>1. Summary of main concepts and components of Public Health Foresight Studies</b></p> <ul style="list-style-type: none"><li>• 6-Step approach in Foresight</li><li>• DESTEP</li><li>• Data &amp; Methods</li><li>• Stakeholders and target audience</li><li>• Communication and Knowledge translation</li></ul> <p><b>2. Experiences of carrying out a Foresight study</b></p> <ul style="list-style-type: none"><li>• Experiences and challenges faced while carrying out a foresight study</li></ul> <p><b>3. Planning and conducting your own PHFS on COVID-19 – Introducing Task 9.3</b></p> <ul style="list-style-type: none"><li>• Introduction to Task 9.3: Scenario Building:<ul style="list-style-type: none"><li>◦ Objectives/aim of Task 9.3</li><li>◦ Public Health Foresight Template</li><li>◦ Developing your own Public Health Foresight Study (PHFS)</li></ul></li></ul>
<b>Training methodologies</b>
Lectures, interactive exercises and discussion (plenary and break out groups). A set of materials will be provided before the course started. Additional materials will be shared during the course.
<b>Learning and Reading Materials</b>
<b>For course preparation</b>
- TBC
<b>Course evaluation</b>
At the end of this advanced module, participants will receive an evaluation form (survey) and will be requested to give their input and feedback.
Participants will be invited to complete a concise report (a template) to assimilate the knowledge they will receive throughout the three advanced modules ( <a href="#">see Annex 1</a> ). After Module 5, participants will have the tools and information to plan a foresight study.

This advanced module will be given in a 3 hours session. This session will be offered on 28<sup>th</sup> October 2021.

**Program Module 5**

28<sup>th</sup> October 2021 - TBC

## VIII. Biographies of Lecturers and Team



Dr. H.B.M. (**Henk**) **Hilderink** is Senior Scientific Advisor Population Health Foresight at the Dutch National Institute for Public Health and the Environment (RIVM National Institute for Public Health and the Environment). He studied Mathematics and obtained his PhD in Demography. He has been working at RIVM National Institute for Public Health and the Environment since 2014 and was project leader of two Public Health Foresight Studies. Before that, he worked on various national, European and global scenario studies, such as the Sustainability Outlook, OECD Environmental Outlook and the UNEP Global Environmental Outlook, where he contributed with the modelling of demography and population health. He is also working on Burden of Disease (BoD) estimates for the Netherlands.



**Luís Lapão**, Habilitation, PhD, MSc, Professor of Digital Public Health at Instituto de Higiene e Medicina Tropical at Universidade Nova de Lisboa. Visiting Professor of Healthcare Management at Karolinska Institutet and at Dubai University. Member of the World Health Organization Collaborating Centre for Health Workforce Policy and Planning. He was Director of the PACES program (within the Ministry of Health) in Management and Leadership for Primary Healthcare Managers (2008-10). Auditor of the European Commission on Healthcare Information Systems and Associated

Editor of the BMC Medical Informatics and Decision-Making. He is president of the General Council of the Lisbon Nursing School. He works in Digital Public Health, Health innovation and health information systems, mainly on implementation, Design Science, business models and telemedicine. He is the Principal Investigator in three research projects: INFACT-EU-WP6 (Co-Lead) - Health information flagship training program (2018-2021); HAITool-EEAGrants and Elemental\_Diabetics and PRIMARYCARE@COVID-19. He is author of more than 140 papers and six books.

**Marie Delnord**, MA MSc, PhD is a EU public health researcher and epidemiologist currently working at Sciensano, the Belgian Institute of Health. Her current research is focused on methods to strengthen population health monitoring, the uptake of data innovations in the health system, and the use of scientific evidence in policy and practice. She is active in several EU projects on cancer, COVID-19, and perinatal health. She holds an MA in Child Development from Tufts University, a MSc in Paediatrics and community health from University College London, a PhD in Epidemiology from Paris Descartes University, and an Executive Diploma in Diplomatic Practice from UNITAR. Prior to joining Sciensano, she was project manager at INSERM, the French National Institute of Health and Medical Research, coordinating a maternal and child health surveillance network active in 31 countries. She is a Marie-



**Dr. Brecht Devleesschauwer** is a senior epidemiologist at Sciensano (the Belgian institute for health) and visiting professor in Risk Analysis at Ghent University. He conducts policy-driven public health research in the domain of composite measures of population health and health inequalities. As a member of the World Health Organization Foodborne Disease Burden Epidemiology Reference Group (WHO/FERG), he contributed to the estimation of the global burden of foodborne disease. Currently, he is coordinating the Belgian National Burden of Disease Study, and chairing the European Burden of Disease Network (COST Action CA18218). Brecht holds PhD degrees in Public Health and Veterinary Sciences, and MSc degrees in Biostatistics and Veterinary Medicine.



**Mariana Peyroteo dos Santos**, Msc, is a researcher at the Comprehensive Health Research Centre (CHRC) from NOVA Medical School, Universidade NOVA de Lisboa. She has a degree in Biomedical Sciences from the University of Algarve and a Master in Public Health and Development from the Institute of Hygiene and Tropical Medicine (Universidade NOVA de Lisboa). Currently, she is enrolled in a PhD Program in Industrial Engineering at the NOVA School of Science and Technology from Universidade NOVA de Lisboa. Her work focuses on Digital Health and Health Information Systems, with the goal of defining the value of information in Digital Primary Health Care, using Design Science Research Methodology. Her main focus of interest is based on improving clinical management and quality of life for patients with chronic diseases, using the Goal-Oriented Care Model.



**Tugce Schmitt** is a Research Associate in Health Governance at the Hertie School in Berlin. She has an educational background in public health (M.Sc., Charité University Medicine Berlin) and public policy (M.Sc., University of Bath). She has spent eight years in evidence-informed health policymaking, more specifically in quality in healthcare. In Berlin, she first worked as a researcher at the German Agency for Quality in Medicine; a non-profit organisation owned by the German Medical Association and the National Association of Statutory Health Insurance Physicians. Afterwards, she was employed at the National Association of Statutory Health Insurance Dentists in the Department of Quality Assurance. In her capacity as a policy officer, she represented the organisation at the Federal Joint Committee, in the relevant working groups of the German Health Targets ([gesundheitsziele.de](http://gesundheitsziele.de)) and in national medical guideline development groups. In Brussels, she has worked for the European Observatory and two European multi-stakeholder platforms for health. Tugce is an external PhD candidate at Maastricht University in the Department of International Health.



**Dr. Mariken J. Tijhuis**, Dutch National Institute for Public Health and the Environment (RIVM), Dept of Health Knowledge Integration. She contributes to various national and international health information activities aiming to underpin evidence-informed health policies. Among others, she coordinates the Dutch contribution to the EU Joint action on Health Information (InfAct), the EU Population Health Information Research Infrastructure (PHIRI) and the WHO European Health Information Initiative (EHII). Mariken holds a Master's degree in Health Sciences (Maastricht University), a PhD degree in Nutrition (Wageningen University) and is a board-certified post-doctoral epidemiologist. She is interested in a great range of topics from cell to society and inspired by multidisciplinary teamwork. Integration of information and concepts from different scientific areas have been recurring components of her work. Past/current topics include gene-environment interactions, benefit-risk analysis and health indicators.



**Dr. Daniela Moye Holz**, international health researcher at Dutch National Institute for Public Health and the Environment (RIVM) since 2020. She has a background in Pharmaceutical Chemistry, International Health, and got her PhD in Global Health and Health Policies. She has a mixed background after working in the private pharmaceutical industry, the academia, and the public sector. She has carried out health policy research for the WHO, WHO Collaborating Centers, the OECD, among others. Research interests include health inequalities and inequities, global health policies and the SDGs, access to healthcare and health technologies, and the access and use of health information to inform policy.

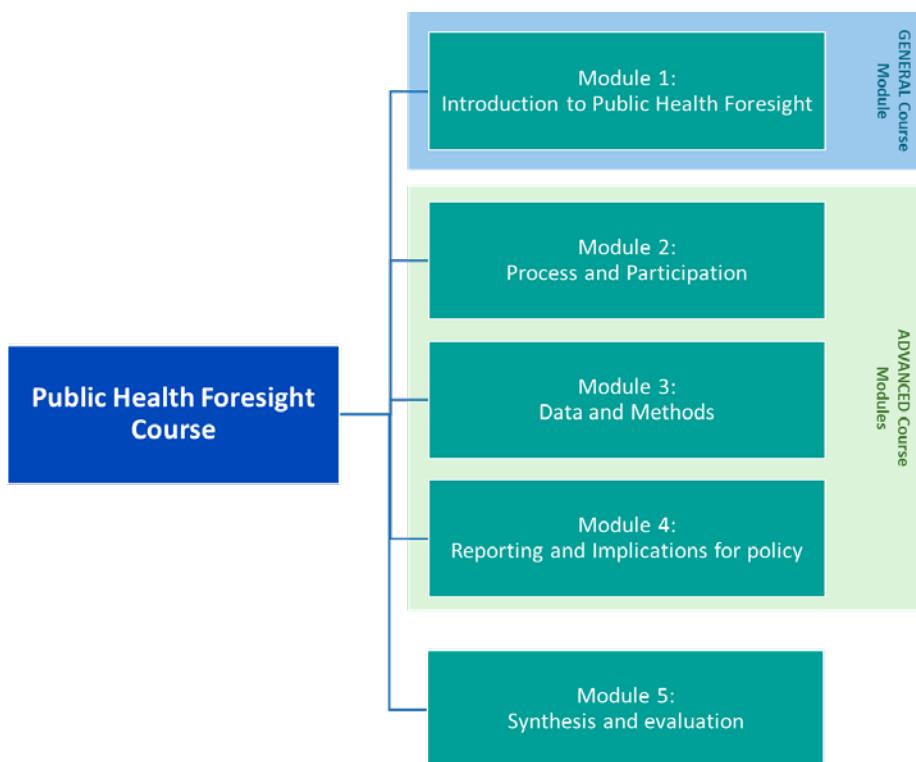


**Marit de Vries**, Msc, is a researcher at the Dutch National Institute for Public Health and the Environment (RIVM), Dept of Health Knowledge Integration, The Netherlands. Marit has a background in Urban Geography and Planning, and has worked as a lecturer at the University of Amsterdam in Human Geography and International Development Studies before she joined the RIVM in 2014. At the RIVM she has contributed to various national and international foresight studies, with a focus on scenario development and expert workshops on future trends. Marit enjoys working in multidisciplinary teams and is interested in a range of research topics, such as Healthy Urban Living, GIS analysis and international and regional differences in health and healthcare.

# Annex 1. Planning a foresight study – building on your own template

## Introduction

Within the [PHIRI Project](#) WP9, capacity building on public health foresight in EU Member States is an important objective. To fulfil this objective, we developed a Public Health Foresight course. This training consists of different modules, the first one covering more general aspects of foresight, 3 subsequent advanced modules elaborating on specific topics, and a final summary module synthesising all acquired knowledge on foresight into a practical approach to do your own foresight study (see Figure 1). To support you in creating your own overview and to help you consolidate the foresight knowledge you acquired, we have constructed a foresight template.

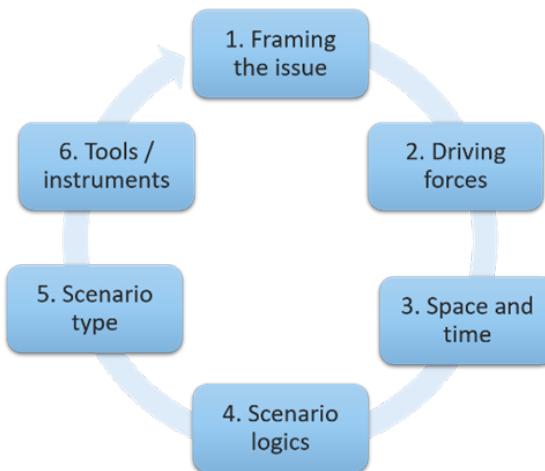


## The Public health foresight template

To support your training on foresight, we ask you to work towards a completed version of the “Public health foresight template”. This template covers the most important topics to address when doing a foresight study. It is based upon the six-step approach referring to the

(see Figure 2) that we have introduced in the general module of the course. In the general module also, the , and the

were covered. The template connects to the specific topics in the advanced modules.



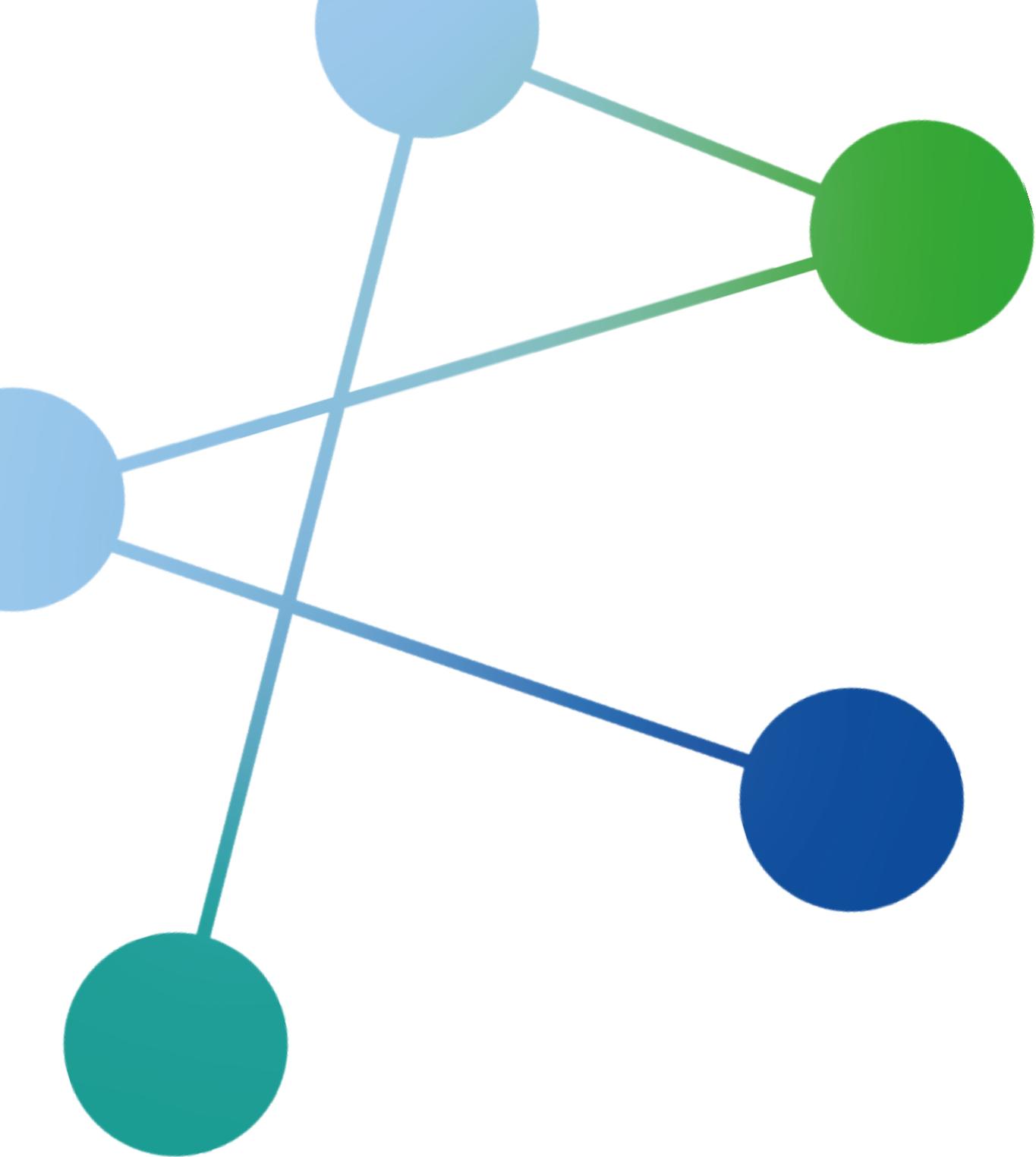
## Learning objectives

All the modules have learning objectives that are linked to the stepwise approach, as depicted in Figure 2. In the [course booklet on the PHIRI website](#) you can find the learning objectives per module. With this template you can test your understanding of the topics addressed in each module. Please, note that not all topics mentioned in the template will be covered into detail in the advanced modules.

Please consider your own organization or country as a reference when filling in the template.

## Public Health Foresight Template

	Module 2
	Module 2
	Module 3
	Module 2/3
	Module 3
	Module 2
	Module 2
	Module 3
	Module 3
	Module 3
	Module 4



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