

Program for International Training in Health

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March 25, 1986

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Ms. Marilyn Schmidt  
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Agency for International Development  
Washington, D.C. 20523

Re: AID-DPE-3031-C-00-4077

Dear Marilyn:

Enclosed are two copies (one complete copy, 1 standardized copy) of  
INTRAH trip report # 0-167:

Country: Kenya

Activity Title: Training of Trainers workshop.

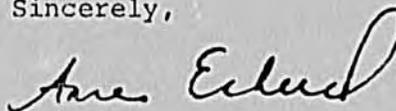
Dates: October 30 - December 7, 1985

Traveller(s): Mrs. Grace Mtawali, Regional Training Officer, INTRAH E/SA Office  
Ms. Suzanne Plopper, IHP Consultant

Purpose of Trip: To conduct a four-week Training of Trainers workshop for 21  
provincial and district level registered nurse-midwives and  
one clinical officer.

Please let us know if you need additional copies of these reports or  
portions thereof.

Sincerely,



Anne Echerd  
Program Assistant

Enclosures

cc: Dr. Gary Merritt, USAID/Nairobi  
Mr. Jack Thomas, AFR/TR/HPN  
AID Acquisitions ✓  
Dr. James Lea, Director/Ms. Lynn Knauff, Deputy Director  
Miss Pauline Muhuhu, E/SA Office Director  
Mr. Robert Minnis, IHPS  
Ms. Barbara Kennedy, REDSO/ESA/Nairobi

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## Trip Report

#0-167

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Ms. Suzanne Plopper, IHP Consultant

**Country Visited:** Kenya

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Chapel Hill, North Carolina 27514 USA

## ABBREVIATIONS

### MAIN REPORT:

AMREF	African Medical Research Foundation, Nairobi
DFH/MOH	Division of Family Health, Ministry of Health, Nairobi
DON/MOH	Division of Nursing, Ministry of Health, Nairobi
ECN	Enrolled Community Nurse
KRN/M/FP	Kenya Registered Nurse-Midwives with Clinical Family Planning Training
MOH	Ministry of Health
TOT	Training of Trainers

### TRAINING DESIGN (Appendix C.2.):

Exs	Examples
H/O	Handout
KAS	Knowledge, Attitude and Skills
Ps	Participants. The term is used interchangeably with "Trainees".
Ts	Trainers

### TERMS:

"Training Plan" is used interchangeably with "Curriculum".

"Lesson Plan" is used interchangeably with "Training Design".

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  - \*J. COPIES OF MATERIALS DEVELOPED
  - \*K. BOOKS SUGGESTED BY PARTICIPANTS FOR THEIR TRAINING CENTERS' LIBRARIES
  - \*L. OPENING ADDRESS: DR. JOHN G. KIGONDU, DIRECTOR,  
DIVISION OF FAMILY HEALTH,  
MINISTRY OF HEALTH, NAIROBI
  - \*M. CLOSING ADDRESS: MISS PAULINE W. MUHUHU, DIRECTOR,  
INTRAH EAST/SOUTH AFRICA OFFICE
- \*ON FILE WITH INTRAH PROGRAM OFFICE.

EXECUTIVE SUMMARY

The following report has been prepared jointly by Mrs. Grace Mtawali (Regional Training Officer, INTRAH E/SA Office, Nairobi, Kenya) and Ms. Suzanne Plopper (consultant to International Health Programs, Santa Cruz, California). Mrs. Mtawali and Ms. Plopper were trainers for a four-week Training of Trainers (TOT) workshop for 21 provincial and district level registered nurse-midwives and one clinical officer. The workshop participants are responsible for training enrolled community nurses (ECNs) in family planning (FP).

Workshop preparation took place from November 4 - 8, 1985. Prior to the preparation in November, both trainers had developed the tentative training design of the workshop based on a curriculum outline suggested by the INTRAH E/SA Office and the Division of Family Health, Ministry of Health (DFH/MOH).

The purpose of the TOT workshop was to strengthen the skills of participants in the planning, implementation and evaluation of FP training programs.

The workshop was planned by INTRAH and the DFH/MOH, Kenya. The INTRAH/IHP trainers worked with Mrs. Lydia Cege and Mrs. Martha Waratho of the DFH/MOH. Miss Pauline W. Muhuhu, INTRAH E/SA Office Director, was extremely helpful in sharing her experience and insights regarding the training needs of the participants. The opening address was given by Dr. John G. Kigundu, Director of the DFH/MOH. In his address, he expressed gratitude to INTRAH for the technical assistance and training in curriculum development.

Evaluation of the workshop was done primarily by four means:

1. Participant participation;
2. Workshop products (eight two-day curricula developed by participants for upcoming in-service training for ECNs);
3. Pre/post-workshop assessment scores; and
4. INTRAH Participant Reaction forms.

By all means of evaluation, the workshop was very successful. Participation was active and enthusiastic. Curricula were, for the most part, well done, considering that this was a first experience for most participants. Participant self-assessment on the pre/post-workshop assessment moved from fairly weak in many areas at the beginning of the workshop to strong at the end. Participants rated the workshop very highly on the INTRAH Participant Reaction form.



## I. PURPOSE OF THE TRIP

The purpose of the assignment was to plan and conduct a four-week Training of Trainers (TOT) workshop for family planning (FP) trainers of the Division of Family Health, Ministry of Health (DFH/MOH), Nairobi, Kenya.

## II. ACCOMPLISHMENTS

Two major accomplishments resulted from this training activity. First, the assigned four-week TOT workshop was successfully completed (see FINDINGS section and Appendix G for details concerning evaluation of the workshop). Emphasizing the participants' roles in the training process, the training program provided participants practical experience in each step of the training process. A second accomplishment of the workshop was the development of eight curricula for two-day update training programs for enrolled community nurses (ECNs) previously trained in FP. The development of these training curricula resulted from the trainers' need for relevant training topics upon which to base participants' practical application of training concepts. This need was met by the DFH/MOH's intention to conduct two-day in-service training programs for ECNs previously trained in FP. As the focus for the proposed in-service training had not been determined, the DFH/MOH utilized:

1. This workshop's participants, who are the designated ECN/FP trainers, were to suggest priority topics; and
2. Participants of this TOT workshop were to develop two-day curricula for the following suggested priority topics: counselling skills, family life education, changes in contraceptive technology, promotion of breastfeeding, introduction to community-based distribution of contraceptives, and promotion of FP through community teamwork. (Two of the eight work groups developed a counselling skills curriculum and two developed a family life education curriculum.)

### III. BACKGROUND

This workshop is one of the training activities of the INTRAH-DFH/MOH PAC II "Improvement of Family Health Services Through Strengthening the Training Capabilities of the DFH/MOH" project. It responds to Kenya's Population Policy Guidelines in that training trainers has a multiplier effect. The current development plan for 1984/88 states:

"Since the rate of population growth is mainly determined by decisions taken by parents on family size, during this plan period the government, in cooperation with non-government organizations, will intensify its program of informing and educating actual and potential parents regarding the benefits of smaller family sizes, particularly since the fertility of less educated women is found to be higher. Family planning services will be made available mainly in the rural areas, by increasing the number of health facilities offering family planning services and also the number of trained personnel providing those services."

The INTRAH-DFH/MOH TOT workshop for trainers of clinical FP staff is a timely activity which will contribute to Kenya's government goals about improving quality of life. The description of the activities in the workshop, including the mini-curricula which the trainees developed, are good indications of how the 22 trainers plan to participate actively in providing better FP training in the concept of primary health care (PHC).

The workshop is also linked with previous INTRAH-sponsored teaching methodology workshops. It expands on these previous workshops by focusing on all aspects of the training process. At the same time the TOT workshop compliments the PAC II INTRAH-DON/MOH management training program for FP trained nursing staff. The nursing staff to be trained in maternal and child health and family planning (MCH/FP) management are the same ECNs who are trained by the participants attending this workshop. The inclusion of a non-government trainer from the African Medical Research

Foundation (AMREF) in the workshop should enhance coordination of MCH/FP training in Kenya.

#### IV. DESCRIPTION OF ACTIVITIES

The principal activity of this assignment was to conduct a TOT workshop for family health/family planning trainers based in training centers of the DFH/MOH, Kenya.

Initial planning for this activity was done by Miss Pauline W. Muhuhu (INTRAH E/SA Office) and Mrs. Lydia Cege (DFH/MOH). Training needs identified during initial meetings were shared with the trainers and used as a basis for drafting the training program. A needs assessment questionnaire was sent to each invited workshop participant. Results of these questionnaires and further discussion with Mrs. Cege and Miss Muhuhu were used for final modifications of the curriculum (see Appendix C, Training Curriculum).

The TOT workshop was conducted at Brackenhurst Baptist International Convention Center, Limuru, Kenya. The training site was well suited to the workshop in that it is in a quiet rural setting (20 miles from Nairobi), has adequate classroom space and provides for all meals and coffee breaks. Some participants complained of cramped accommodations and lack of recreational facilities.

Of the 22 participants, 21 were registered nurse-midwives and one was a clinical officer. Twenty-one were MOH employees and one was a FP trainer from AMREF, based in Nairobi. Of the MOH employees, two were trainers from the DFH/MOH Office in Nairobi, five were coordinators of FP training for ECNs (also having responsibilities for classroom and clinical ECN/FP training), nine were both classroom and clinical FP trainers, three were clinical trainers only, and three were considered resource persons to the FP training programs.

The content of the workshop dealt with the planning, implementation and evaluation of FP training programs. A brief orientation session was included in order to set the stage for learning as well as to provide the experience of climate-building for the participants. As the DFH/MOH also expressed a need for including communication, values clarification and group dynamics as they relate to FP training, these topics were dealt with in the first two and one-half days of the workshop. The remainder of the workshop followed a sequence of:

1. Training program planning (needs assessment, task analysis, goals and objectives, training schedule and daily lesson plans);
2. Program implementation (including mini-teaching sessions using various training methods and a final training practicum in which small groups of participants taught a two-day training session which they had developed during the planning phase of the workshop); and
3. Program evaluation which, apart from being given a special one-day session, had also been integrated throughout the planning and implementation phases of the training process.

The training process used was participatory, with the trainers using a minimum of lecture. Group discussion and a variety of activities (exercises, games, assignments and team teaching) were used to teach the training content. These methods were applied to the participants' actual training situations as described below. Essential concepts were recorded on newsprint which was posted throughout the workshop. The majority of information on newsprint was referred to during review sessions by trainers and participants and was also given to participants as handouts.

In groups of three, participants selected a subject to be used for practical application of training concepts. The selection of the subject was based on topics enumerated by the director of the DFH/MOH in his opening address as well

as areas which participants felt were priority topics for update training for FP-trained ECNs. Subjects selected included:

1. New changes in contraceptive technology;
2. Counselling skills (selected by two groups);
3. Family life education for primary and/or secondary school children (selected by two groups);
4. Introduction of ECNs to community-based distribution of contraceptives;
5. Promotion of breastfeeding; and
6. Promotion of FP through community teamwork.

From the selected subject, each small group proposed an appropriate needs assessment strategy, did a task analysis, wrote a goal and general and specific workshop objectives and developed a training schedule. Following presentation and feedback on this portion of their work each group member took a section of the two-day plan and developed lesson plans. Lesson plans were then presented to large groups of 11 - 12 participants and modified, based on peer and trainer feedback. Training methods which were not used in the lesson plans were given special practice sessions led by participants to demonstrate their use, advantages, and disadvantages. These methods were: role play, demonstration, case study, exercises/games, and brainstorming. Selection of these methods was based on their usefulness in FP training and participant lack of experience or confidence with the methods. The practice (of training methods) sessions were done in 15 - 20 minute periods, and were prepared and presented by a pair of trainees. Each pair demonstrated one method based on a selected objective which matched the method.

Following this introduction to practice teaching, participants were grouped by subject areas which were

identified for update training of FP-trained ECNs. Groups then prepared and conducted a two-day workshop based on the eight curricula which they developed. The new group of curricula and participants responsible for conducting the curricula were as follows:

- Group 1: Counselling skills.
- Group 2: Family life education.
- Group 3: Changes in contraceptive technology and promotion of breastfeeding.
- Group 4: Introduction to community-based distribution of contraceptives and promotion of FP through community teamwork.

The purpose of this practicum was two-fold. First, it enabled the participants to complete the training process, that is to implement and evaluate the eight curricula they had developed. Secondly, it provided a variety of opportunities for practice teaching for all participants.

Ideally, the two-day practica should have been conducted with their intended learner/trainee group: ECNs. Due to logistical constraints, however, this was not possible. Therefore, the practica were conducted as simulations, with Group 1 training Group 4 (and vice versa); and Group 2 training Group 3 (and vice versa).

The final session of the four-week workshop was on evaluation. It focused on evaluation throughout the training cycle, from needs assessment to program monitoring, end-of-program evaluation and follow-up evaluation. Sample needs assessment questions for the proposed ECN two-day update workshop were developed with the participants. Participants practiced writing and presenting for feedback:

1. Self-assessment; and
2. Objective pre/post-items for their respective two-day curricula.

The principles of writing workshop evaluation questions were discussed. A final discussion focused on the need for follow-up supervision and evaluation of ECNs trained in FP. The participants expressed a strong need for such follow-up. There was, however, no consensus as to an appropriate approach to a follow-up plan unless identified policy-related constraints were clarified.

The workshop was closed by Miss Pauline W. Muhuhu, INTRAH E/SA Office Director. Her address summarized well the focus of the workshop including relating it to other MOH training activities.

## V. FINDINGS

### A. Training Needs Assessment:

The original statement of needs for this TOT workshop which was submitted to INTRAH by the DFH/MOH listed the following topics to be included in the curriculum: communication process; group dynamics; problem solving and decision making; leadership; values clarification; adult training principles and training methods; trainer roles; training needs assessment; goals and objectives; visual and audio-visual aids in training; and planning, conducting and evaluating training. In subsequent meetings between Mrs. Lydia Cege (DFH/MOH) and Miss Pauline Muhuhu, it became clear to the trainers that the workshop participants' needs were mainly to improve their skills in planning, conducting and evaluating their training programs. Thus, the trainers emphasized the following content during the workshop: adult training principles and training methods, training needs assessment, goals and objectives, curriculum development (including lesson planning), practice

teaching, and training evaluation. The first five topics cited above (communication process, group dynamics, problem solving and decision making, leadership and values clarification) were integrated into an introductory session on adult training and were reflected in other sessions as appropriate.

B. Training Program Preparation:

The amount of time scheduled for the two trainers to plan this workshop was one week. This was further reduced by:

1. Other training responsibilities of Mrs. Mtawali which took one and one-half days of the scheduled planning time; and
2. Official protocol visits which took an additional half day.

In all, the trainers had approximately three days to review needs assessment questionnaires returned by participants, get final input from Mrs. Cege and Miss Muhuhu concerning participant training needs, modify earlier drafts of the training program, collect resource materials, and prepare visual aides and participant handouts.

C. Participant Selection:

Participants invited to this workshop had fairly uniform backgrounds in terms of prior schooling and professional training and all had some responsibility for training ECNs in FP. These two factors contributed to the success of the workshop. On the other hand, there were four participants who, while having participated in all of the sessions, will not, in the trainers' estimation, be able to apply many of the concepts taught during the workshop. These participants

were either older or had only peripheral training responsibilities. (The individuals who had the most difficulty with the training content were identified to the trainers early in the workshop.)

D. Training Plan Modifications:

Modifications in the final curriculum developed were minimal. However, the amount of time allotted for participants to develop lesson plans proved to be insufficient. This activity required twice as much time as had been anticipated (two days instead of one). Secondly, the trainers learned halfway through the program that the period of time contracted for the training site was one day less than the trainers had anticipated. Therefore, the workshop had to end one day early. This time was made up:

1. By not having participants present to their colleagues corrected copies of lesson plans;
2. By having participants practice teach only one training method (instead of two) in the session on teaching methods which preceded the practicum; and
3. By shortening the evaluation sessions.

E. Training Site:

The training site chosen for this workshop had both advantages and disadvantages. On the positive side, Brackenhurst Baptist International Convention Center, near Limuru, was a quiet setting with minimal distraction. The price (approximately \$10/day/person for room, three meals, three tea breaks plus use of a secretarial office and two training rooms) was very reasonable.

Participant complaints about the training site included: the cold climate, the lack of recreational facilities, the small and cramped bedrooms and the monotony of the meals. In addition, the staffing and logistics of the center were such that there was minimal flexibility insofar as tea breaks and meal times were concerned. This necessitated appropriate breaks in the training process from time to time. All logistical problems and participant complaints were handled well by the head of training, DFH/MOH, and the administrators of the Conference Center. Participants were provided free transportation to and from Nairobi Saturday mornings and Sunday evenings by the DFH/MOH.

F. Trainee Participation:

Overall, trainee participation in the workshop was excellent. When the workshop schedule and/or participant progress on individual or group work required extra effort, participants worked voluntarily and enthusiastically as long as necessary to complete their tasks. There were several exceptions to the rule of maximum participation. In the first case, the head of training, DFH/MOH, attempted to be a workshop participant, logistics coordinator for the workshop and to respond to office responsibilities in Nairobi. As a result, her participation in the workshop was frequently interrupted, leading both to a lack of continuity for herself and a disruption of group work for the groups of which she was a member. The same was true to a lesser degree for one of the other two DFH/MOH representatives. Other responsibilities took her to Nairobi on less frequent occasions.

The third DFH/MOH trainer, Mrs. Martha Waratho, has been designated the DFH/MOH trainer to work with the INTRAH trainers on the March 1986 TOT/Curriculum Review workshop. In preparation for this responsibility, it was anticipated that she would participate in regular trainer feedback and planning sessions throughout this workshop. However, during the period of the workshop when her participation would have been most useful, she had to return to Nairobi each day for family reasons. Thus, her participation in the feedback and planning process was minimal.

G. Books and Materials:

The books provided to participants (see Appendix H) and the library of books and other materials made available to them were appreciated and well-used. Participants verbally expressed the need to have the listed books for their Training Center Libraries, as they had done in writing in the pre-training needs assessment forms.

H. Participant Workshop Evaluation:

The two formal means of evaluation used for this workshop were the pre/post-workshop assessment and the INTRAH Participant Reaction form.

Participants' initial self-assessments of knowledge and skills in training were average to weak. On the post-assessments, participants rated themselves average to strong in all areas.

Participant evaluation at the end of the workshop (using the INTRAH Participant Reaction form) was generally very positive. The workshop objectives were seen as being clear and having been achieved

for the most part. Material was seen as useful, clear and easy to follow. All participants felt the workshop was "very useful" for the work they do and nearly all indicated they would "recommend it without hesitation". The trainers were rated as effective to very effective. The most common suggestions for improvement included:

1. Additional time for the workshop;
2. More time to practice skills and techniques;
3. Different training site or location; and
4. More time for theory and concepts.

I. Future Update Training for ECNs Previously Trained in Family Planning:

The head of training, DFH/MOH, reported to the workshop that the DFH/MOH plans to conduct regular two-day MCH/FP update workshops for ECNs beginning in 1986. The participants of this TOT workshop have prepared eight two-day curricula in anticipation of being asked to conduct the update workshops.

VI. CONCLUSIONS

A. Training Needs Assessment:

Needs assessment data provided to INTRAH for development of the TOT workshop were problematic for several reasons. The original statement of needs listed 11 general topics to be covered. Some of these topics were directly relevant to a TOT workshop while others were related to program management and service delivery. There was no indication as to the relative priority of each topic nor an explanation of the training performance problems of the prospective

participants. (In a four-week workshop, it would be impossible to cover all topics thoroughly.) It was after additional meetings between Mrs. Lydia Cege and Miss Pauline Muhuhu that the priority training needs were clearly identified and trainers were able to develop a final curriculum.

B. Training Program Preparation:

The one week allowed for the planning and preparation of this workshop was inadequate for reasons stated earlier, including the facts that:

1. The actual time available for the trainers to work together was only three days; and
2. The original needs identified by the DFH/MOH were somewhat unclear.

Had the trainers not each prepared a tentative curriculum in advance, the task of planning and preparation for the four-week workshop would have been impossible.

C. Participant Selection:

Four participants who, due to inadequate background preparation or minimal training responsibility, had difficulty applying concepts from the TOT workshop, will contribute minimally to the Kenya FP program as a result of their participation in the workshop.

D. Training Plan Modifications:

Overall, the curriculum developed by trainers was realistic in terms of time required for each unit. Only the amount of time allotted for lesson plan development and evaluation needs to be reconsidered, the former in light of:

1. Number of participants per trainer; and
2. Number and/or complexity of lesson plans to be developed by participants.

Trainers also need to know in advance from the program coordinator the exact dates of the training program.

E. Training Site:

The training site chosen for the TOT workshop, while perhaps not ideal, was adequate. It met everyone's basic needs as well as the workshop needs. Many participant complaints were based on comparisons of this site with other more expensive sites utilized in the past. While participants were not pleased with the choice, it did not seem to interfere seriously with their participation and learning. Their motivation and overall interest in the workshop contributed to a positive learning environment in spite of their discontent with the training site.

F. Trainee Participation:

Overall, trainees were highly motivated and responded to the workshop content and process enthusiastically. Their curricula, while needing further modifications in some cases, displayed a lot of work and a good initial understanding of the training process. With additional practice, most participants should be able to practice correctly the planning, implementation and evaluation methodologies taught during this workshop.

It is unrealistic and disruptive for workshop participants to have to respond to other job obligations while they are attending a workshop.

Those who were affected by outside obligations missed important sessions and imposed extra burdens on members of their groups. The trainers should have been more insistent initially on the necessity for full-time participation.

The lack of trainer-to-trainer contact with the DFH/MOH designated trainer for the March 1986 TOT/Curriculum Review workshop, Mrs. Martha Waratho, was unfortunate in light of the role she is to play in the upcoming workshop. While she is enthusiastic about her future role, Mrs. Waratho will need some support and tutoring in order to maximize her effectiveness in the March workshop.

G. Books and Materials:

The provision of relevant books and training materials for individual participants and the provision of a training library are invaluable in a workshop:

1. In which there is an emphasis on practical work; and
2. Whose participants do not have easy access to either training books and materials or to a variety of MCH/FP educational materials.

H. Participant Workshop Evaluation:

In general, participant evaluation of the workshop indicated that this workshop was successful. Participant suggestions for improvement focused mainly on the need for more time to more thoroughly cover the various subjects (both in terms of theory and practice). This need was reflected also in the quality of some of their curricula; additional time would have allowed improvement in a number of cases.

I. Future Update Training for ECNs Previously Trained in Family Planning:

Regular update training for ECNs trained in FP is seen as an important means of enhancing MCH/FP service delivery. The current TOT workshop assisted in developing a foundation for these future MCH/FP in-service training programs. TOT participants will be a resource in the further development and implementation of the in-service training programs.

VII. RECOMMENDATIONS

A. Training Needs Assessment/Training Program Preparation:

In planning future training programs with the Kenya DFH/MOH, INTRAH trainers must be given sufficient time to work with the DFH/MOH, in properly assessing participant training needs prior to planning the workshop curriculum. A full two weeks of planning time is required in order to work with the DFH/MOH, to incorporate training needs of the selected participants into the curriculum, and to design the training program around these needs.

B. Participant Selection:

In selecting participants for future TOT workshops, emphasis should be placed on individuals who are most likely to benefit from the workshop (in terms of age, background and current job responsibilities) and therefore contribute most to the development of the Kenya FP training program. A separate training methodology workshop oriented to clinical instruction and based on trainee needs assessment should be

considered for those with clinical supervision but not classroom instruction responsibilities.

C. Training Plan Modifications:

In planning future TOT workshops, trainers need to consider more carefully the time allotted for various participant assignments. Important considerations include:

1. Participant familiarity with the topic/task;
2. The complexity of the topic/task; and
3. The number of participants per trainer.

Trainers must also clarify in advance with the program coordinator exact training dates.

D. Training Site:

For future workshops of this duration, consideration should be given to participant feedback concerning this training site. If Brackenhurst were to be used for future workshops, participants should be advised in advance of the accommodations, recreational facilities, etc., so that they will be better prepared than they were for this workshop. Brackenhurst would be much more appropriate for shorter workshops (of one to two-weeks' duration).

E. Trainee Participation:

In future TOT workshops, trainers should attempt to make both the presentation of the concepts, as well as the activities for application of concepts, practical and as relevant as possible to participant job roles and responsibilities. The degree to which participants perceive the usefulness of their participation influences

greatly the amount of effort they put into workshop activities.

In future TOT workshops, it must be made clear that full-time participation is expected of all participants (with the exception, of course, of emergencies). Logistical problems should either be dealt with during non-training time or turned over to the workshop secretary (who, in the case of this workshop, would have been very capable of handling many of the logistical questions had they been delegated to her).

In preparation for the March 1986 TOT/Curriculum Review workshop, INTRAH must have a firm commitment from the DFH/MOH regarding the role of Mrs. Martha Waratho in that workshop. In order for her to participate actively and effectively as a trainer, she must work closely with the (two) INTRAH trainers in planning the training program.

F. Books and Materials:

Although participants in this workshop received a number of handouts and two books on training, they would benefit from having greater access to current and relevant FP training materials (see Appendix H for list of materials distributed). INTRAH and the DFH/MOH should make an effort to supply appropriate training materials to assist FP trainers to improve their training programs. A suggested list is attached (see Appendix H).

G. Future Update Training for ECNs Previously Trained in Family Planning:

When plans for the ECN update training programs are finalized, the following should be considered:

1. Assistance from representatives of the TOT workshop in the review, modification and adaptation of the two-day curricula;
2. Modification of the two-day curricula as per local and current needs assessments; and
3. Guidelines from the DFH/MOH regarding priority subjects to be considered in relation to goals set for the two-day workshops.

APPENDIX A

PERSONS CONTACTED

INTRAH:

Miss Pauline W. Muhuhu, Director, INTRAH E/SA Office,  
Nairobi

USAID:

Mr. Garry Merritt, Population Officer, USAID/Nairobi

Mrs. Grace Mule, USAID/Nairobi

Mrs. Rosalind Waithaka, REDSO/ESA/Nairobi

DFH/MOH:

Dr. John G. Kigundu, Director, Division of Family Health,  
Ministry of Health, Nairobi

Mrs. Lydia Cege, Head of Training, Program Coordinator,  
Division of Family Health, Ministry of Health, Nairobi

Mrs. Martha Waratho, Trainer, Division of Family Health,  
Ministry of Health, Nairobi

APPENDIX B

LIST OF PARTICIPANTS

<u>NAME</u>	<u>FP RESPONSIBILITY</u>	<u>WORK ADDRESS</u>
1. Rebecca Okulla (Mrs) KRN/M/FP Nursing Officer II	Trainer (Coordinator)*	Coast Provincial Hospital P O Box 90231 <u>Mombasa, Kenya</u>
2. Mary B. Mang'era (Mrs) KRN/M/PHN/FP Nursing Officer II	Trainer	Provincial Government Hospital P O Box 15 <u>Kakamega, Kenya.</u>
3. Freda K. Shibonje (Mrs) KRM/FP Nursing Officer II	Trainer	Provincial Govt. Hospital P.O. Box 15, <u>Kakamega, Kenya</u>
4. Meresia A. Odwako (Mrs) KRN/M/FP Nursing Officer II	Trainer (Coordinator)*	Provincial Govt. Hospital P.O. Box 15, <u>Kakamega, Kenya</u>
5. Teresa Oyugi (Mrs) KRN/M/FP Nursing Officer II	Clinical Instructor	P.O. Box 849, <u>Kisumu</u> Kenya.
6. Merab Owino (Mrs) KRN/M/FP Nursing Officer II	Trainer (Coordinator)*	Medical Training Centre P.O. Box 1594 <u>Kisumu</u> Kenya.
7. Crescentia M. Munyao (Mrs) KRN/M/FP Nursing Officer II	Trainer (Ex-Coordinator)*	District General Hospital P.O. Box 19, <u>Machakos</u> Kenya.
8. Felistas Njeri Mukoma (Miss) KRN/M/PHN Nursing Officer II	Trainer (Coordinator)*	District General Hospital P.O. Box 19, Machakos Kenya.
9. Lily K. Mwenda (Mrs) KRN/M/FP Nursing Officer II	Trainer	District Hospital P.O. Box 8, <u>Meru, Kenya.</u>
10. Ann N. Nkaabu (Mrs) KRN/M/PHN/FP Nursing Officer I	Trainer (Coordinator)*	District Hospital P.O. Box 8, <u>Meru, Kenya.</u>
11. Nancy M. Waweru KRN/M/FP Nursing Officer II	Trainer	Coast General Hospital P.O. Box 90231, <u>Mombasa, Kenya.</u>
12. Chege Muthangu (Mr) KRN/M/FP Nursing Officer II	Clinical Instructor (being prepared for new Training Program)	Muranga District Hospital P.O. Box 69 <u>Muranga, Kenya</u>
13. Consolata N. Mugo (Mrs) KRM/FP Nursing Officer II	Clinical Instructor	Muranga District Hospital P.O. Box 69 <u>Muranga, Kenya.</u>

<u>NAME</u>	<u>FP RESPONSIBILITY</u>	<u>WORK ADDRESS</u>
14. Martha Warratho (Mrs) KRN/M/FP Diploma in Advanced Nursing Nursing Officer I	Trainer (DFH)	Division of Family Health P.C. Box 43319 Nairobi, Kenya.
15. Janet K. Gitonga (Mrs) KRN/M/FP Diploma in Health Education Nursing Officer I	Trainer (DFH)	
16. Marcella N. Gitonga (Mrs) KRN/M/FP Nursing Officer II	Resource Person **	Kenyatta National Hospital Family Welfare Centre P O Box 20723 Nairobi, Kenya.
17. Naomi Goko (Miss) KRN/M/PHN/FP Trained	Trainer (Non-governmental)	AMREF P.O. Box 30125 Nairobi, Kenya
18. Esther C. Kalya (Mrs) KRN/M/PHN Nursing Officer I	Trainer	Provincial Govt. Hospital P.O. Box 71 Nakuru, Kenya.
19. Charles N. Mose (Mr) Registered Clinical Officer Paed/FP.	Resource Person **	"
20. Anne N. Mukuria (Mrs) KRN/M/FP Nursing Officer II	Trainer	"
21. Jennifer K. Karingi (Miss) KRN/M/FP Nursing Officer II	Trainer	Provincial Govt. Hospital P.O. Box 22, Nyeri, Kenya.
22. Lucy C.N. Mwoga (Miss) KRN/M/FP. Nursing Officer II	Resource Person **	"

\* Coordinator means the trainer who is in charge of the Provincial Training Center.

\*\* Resource person means an invited guest trainer, from time to time.

APPENDIX C.1.

DIVISION OF FAMILY HEALTH TRAINING PROGRAM, KENYA

CURRICULUM FOR THE TRAINING OF TRAINERS WORKSHOP

NOVEMBER 6 - DECEMBER 3, 1985

MRS. GRACE MTAWALI  
INTRAH EAST/SOUTH AFRICA OFFICE  
NAIROBI, KENYA

MRS. LYDIA CEGE  
DIVISION OF FAMILY HEALTH  
MINISTRY OF HEALTH  
NAIROBI, KENYA

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1. INTRODUCTION:

The workshop is one of the training activities planned between INTRAH/ Division of Family Health, Ministry of Health in PAC II. It will be conducted for 24 registered nurse midwives of "head nurse" level and 1 clinical officer, whose responsibilities include family planning training. Whereas the participants have undergone clinical family planning training, they have not been previously exposed to training methodology including curriculum development.

The purpose of the workshop is to improve participants' leadership and communication skills and develop the training methodology/curriculum development skills with emphasis on the family planning component of MCH.

2. WORKSHOP DESCRIPTION:

The four week (130 hours) workshop is based on general needs identified by the Division of Family Health and the Evaluation Reports on Kenya's National Family Welfare Centre Program for In-service Family Training for Enrolled Community Nurses and Clinical Officers.

In order to further facilitate a workshop suited to the 25 participants' needs, the results of a self-assessment will be incorporated into the workshop curriculum.

The curriculum is divided into five units which are described individually in the curriculum outline.

During the workshop training methods will be participative and trainees individually or in groups will produce examples of educational goals and objectives, training needs assessment questionnaires, two-day family planning curricula for an identified target group; lesson plans for the FP curriculum for Enrolled Community Nurses (ECNs); samples of objective test items and restricted essay; a follow-up plan for family planning trained ECNs and a work plan for a training activity, microteaching sessions using FP topics will also be held.

3. WORKSHOP GOALS:

To enable participants to:

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: 2 :

1. Acquire knowledge, attitude and skills in leadership, adult training methods, planning, conducting and evaluating training.
2. Use the problem solving approach in family planning curriculum development.

4. OVERALL OBJECTIVES:

By the end of the 4 week course each participant will be able to:

1. Develop a learning/working atmosphere in a workshop or course.
2. Identify factors necessary for effective leadership in training.
3. Participate in developing family planning curricula as a team member.
4. Plan conduct teaching/learning sessions using adult training methods.
5. Evaluate training activities for which he/she is responsible.

5. UNIT I: ORIENTATION: 6 HOURS:

DESCRIPTION:

This Unit aims at climate building and getting an environment conducive to adult learning. It will be conducted so that participants can in turn adopt it to their own training activities.

SPECIFIC OBJECTIVES:

By the end of this Unit participants will:

1. Fill registration forms.
2. Address colleagues and trainers by preferred name.
3. Compare their own and trainers expectations of the workshop.
4. Identify their strengths based on a pre-test questionnaire.

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5. Agree on workshop objectives, content, methods and logistics.
6. Conduct review and reflection sessions at the beginning and end of a training day.
7. State at least two ideas learned from the Opening (of workshop) address.
8. Fill INTRAH Biodata Forms.

CONTENT:

- 1.1. Registration, receiving trainee resources
- 1.2. Introductions
- 1.3. Expectations
- 1.4. Opening Ceremony
- 1.5. Pretest
- 1.6. Overview of workshop
  - : Goals, objectives, methods/how adults learn and evaluation of plans
  - : Logistics
- 1.7. Presenting rationale, method of morning review sessions (where are we or learning issues) and end-of the day Reflections
- 1.8. INTRAH Biodata Forms

6. UNIT II: LEADERSHIP IN TRAINING; 18 HOURS:

DESCRIPTION:

This Unit groups various related topics under the role of a trainer as a leader. The topics which had been given priority for inclusion in the workshop are leadership roles, group dynamics, communication, values clarification, problem solving and decision making. When discussing these topics various exercises will be used in order to help the trainers experience the different process or reactions related to leadership, and other group related behaviors.

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Special reference will be made in applying the effect of individual trainers' values and attitudes in teaching family planning.

SPECIFIC OBJECTIVES:

By the end of this Unit participants will:

1. Discuss the effects of leadership styles in training.
2. Describe communication models and barriers in relation to family planning training.
3. Relate group dynamics to adult training.
4. Apply the problem solving process in family planning training.
5. Recognise the effect of values and attitudes in making decisions.

CONTENT:

- 2.1. Leadership.
  - 2.1.1. Definition, purpose
  - 2.1.2. Types of leadership, roles.
  - 2.1.3. Application to trainers role.
- 2.2. Communication Process.
  - 2.2.1. Definition, components:
  - 2.2.2. Models, important characteristics of interpersonal communication.
  - 2.2.3. Four basic skills in interpersonal communication.
  - 2.2.4. Barriers to communication in training.
  - 2.2.5. Giving and receiving feedback.
- 2.3. Group Dynamics.
  - 2.3.1. What is and characteristics of a group; define group dynamics, example in a workshop.
  - 2.3.2. Factors influencing group dynamics.
  - 2.3.3. Group development.
  - 2.3.4. Group behaviors.
  - 2.3.5. Application to family planning training.
- 2.4. Problem solving process and decision making.

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- 2.4.1. What is a problem.
- 2.4.2. What is a decision.
- 2.4.3. Comparison of problem solving and decision making process
- 2.4.4. Practice using the problem solving process.

2.5. Values clarification.

- : Describing the values clarification process
- : Exercises in relation to family planning practice and training.

UNIT III: PLANNING FOR TRAINING: 72 HOURS:

DESCRIPTION:

The Unit is planned so that participants accomplish most of the planning aspects of training. It is the longest Unit. Time taken for planning is intended also to reinforce the importance of careful, conscientious and time consuming planning to achieve set training objectives. Individual and group work will follow didactic sessions.

The two day family planning curricula which participants will develop is a way to prepare for the FP contraceptive update courses planned by DPH from 1986 onwards.

SPECIFIC OBJECTIVES:

By the end of the Unit participants will:

1. Describe learning concepts and main components of the training process based on trainer's guide.
2. Discuss principles of adult learning.
3. Describe at least 6 training methods used in adult training.
4. List information required in performing needs assessment.
5. Develop family planning needs assessment tools.
6. Write educational goals and objectives in three domains.
7. Describe 8 steps in organizing a curriculum.

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8. Design two day family planning curricula for FP contraceptive update courses for ECNs.
9. Write lesson plans based on the Family Planning curriculum for Enrolled Community Nurses.

CONTENT:

- 3.1. Overview of the training process:
  - 3.1.1. Definition of learning, training, teaching;
  - 3.1.2. Learning: conditions that positively or negatively influence learning; characteristics of learning, how learning is achieved.
  - 3.1.3. How adults learn.
  - 3.1.4. Components of the training process; needs assessment, goals objectives, implementation, evaluation. Other approaches of describing the training approaches include scheduling and sequencing.
  - 3.1.5. Approaches of training and functions.  
: conventional; progressive, liberating,
- 3.2. Training Methods:
  - 3.2.1. Lecture/discussion
  - 3.2.2. Group discussion
  - 3.2.3. Demonstration/return demonstration
  - 3.2.4. Field trip
  - 3.2.5. Self-instruction
  - 3.2.6. Role play.
  - 3.2.7. Drama
  - 3.2.8. Games and exercises.
  - 3.2.9. Case study
  - 3.2.10 Team teaching
  - 3.2.11 Brainstorming
- 3.3. Needs Assessment:
  - 3.3.1. Meaning; types; problem centered; competency model;
  - 3.3.2. Information required for performing a needs assessment including task list.
  - 3.3.3. Steps in conducting a problem centred needs assessment.
  - 3.3.4. Practice designing a training needs assessment (problem centred)
- 3.4. Educational Goals:
  - 3.4.1. Definition, simple definition in relation to problem centred needs assessment.

Guide for describing Training Methods:

- Descriptive definition
- when best used
- How to make the training method effective, e.g. preparations necessary to include use of teaching aids or whether used for small or large groups of trainees.
- Advantages and disadvantages

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- 3.4.2. Hints in writing education goals.
- 3.4.3. Practice writing education goals.
- 3.5. Educational Objectives:
  - 3.5.1. Definition; sources; qualities of good objectives;
  - 3.5.2. Domains
  - 3.5.3. Advantages and problems of writing educational objectives.
  - 3.5.4. Practice writing educational objectives.
- 3.6. Curriculum Development:
  - 3.6.1. Definition of curriculum.
  - 3.6.2. Principles of writing curriculum.
  - 3.6.3. Formats.
  - 3.6.4. Organising a family planning curriculum. How, What.
    - i) Philosophy/policy about family planning
    - ii) Task in family planning for the identified cadre of staff.
    - iii) Problem statements/needs assessment analysis.
    - iv) Goal statements.
    - v) General/overall objectives.
    - vi) Deciding on units related to objectives.
    - vii) Identify, organise content into outline with/without training designs.
    - viii) Implementation
    - ix) Evaluation
  - 3.6.5. Practice developing a family planning curriculum.
- 3.7. Lesson Plan/Training Designs:
  - 3.7.1. Definition, other terms used.
  - 3.7.2. Principles of writing lesson plans.
  - 3.7.3. Hints to use when delivering a lesson e.g.
    - i) Use of instruction set
    - ii) Use of reinforcement
    - iii) Preparing resources/visual aids
    - iv) Varying training methods
    - v) Achieving closure
    - vi) Teacher behaviors
  - 3.7.4. Formats
  - 3.7.5. Practice developing lesson plans.

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8. UNIT IV: IMPLEMENTATION OF TRAINING: 15 HOURS:

DESCRIPTION:

In this Unit participants will demonstrate individual and group application of work covered in preceding sessions. Microteaching sessions will be conducted using information provided in the existing Family Planning Curriculum for Enrolled Community Nurses. Peer and trainer feedback will enable writing of modified lesson plans for use in back-home situations. A more standardized up-to-date training is expected to be one of the results of this Unit.

SPECIFIC OBJECTIVES:

By the end of the Unit participants will:

1. Conduct lessons in family planning using at least 3 adult training methods in one session.
2. Present a sample work plans for a training activity.

CONTENT:

- 4.1. Micro-teaching Sessions using the developed FP contraceptive update curricular.
- 4.2. Workplan development and presentation:
  - 4.2.1. Rationale and use
  - 4.2.2. Formats
  - 4.2.3. Writing and presenting workplans for training activities.

9. UNIT V: EVALUATION OF TRAINING: 19 HOURS:

DESCRIPTION:

After introductory discussions on the evaluation process, methods and select information on family planning training evaluation, participants in small groups will prepare test items using the Enrolled Community Nurses (ECNs) FP curriculum. In addition, a follow-up evaluation plan will be made for the ECNs whom they train.

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SPECIFIC OBJECTIVES:

By the end of the Unit participants will:

1. Explain purposes and types of evaluation in family planning training.
2. Construct at least 3 types of objective test items and restricted essay items.
3. Develop a follow up evaluation plan for family planning trained ECN's.

CONTENT:

5.1. Evaluation Process:

- 5.1.1. Definition, purpose in family planning
- 5.1.2. What is evaluated in training
- 5.1.3. Who evaluates.
- 5.1.4. Types of evaluation in training.

a) For trainees

- : Criterion referenced, norm referenced
- : Placement (entry behaviour) e.g. pre-course needs assessment, pre-test
- : Formative (learning progress) e.g. Quizzes, observing individual and group participation and daily feedback to trainees, where are we and reflection sessions.
- : Diagnostic (learning difficulties)
- : Summative (end of instruction) e.g. final assessment in clinic practice, questionnaires on FP methods and practice.

b) Trainers performance in facilitating learning:

- : Reaction Forms
- : Trainees feedback or trainer/trainer feedback about progress of individual learning or problems encountered in learning verbally or by use of forms e.g. quick feedback at the end of a session.

5.1.5. Achievement Tests:

- : Types; objective and subjective
- : Construction of select objective test items and restricted essay.
- : Practice constructing multiple choice, matching, completion true and false items and restricted essay.

Emphasis that in adult training methodology formal examination and grades should be avoided. Adults resent grades.

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5.2. Following up family planning trainees:

- 5.2.1. Rationale, advantages. How? Comparison with Continuing Ignorance\*
- 5.2.2. Problems and suggested solutions to achieving follow up.
- 5.2.3. Timing follow-up of trainees.
- 5.2.4. Priority skills for follow up.
- 5.2.5. Developing a follow up plan. (Group work)

5.3. Post test: Writing the post test.

5.4. INTRAH Reaction Forms. Filling the forms.

\*A concept adapted from Epidemiology by Professor C.W. Wood of AMREF  
(See book by AMREF: Continuing Education for Health Workers).

10. WORKSHOP EVALUATION METHODS:

A. Trainees:

- i) Needs Assessment questionnaire
- ii) Pre and Post Test
- iii) Individual and group projects including microteaching sessions
- iv) Class participation
- v) Where are we?/Daily review/ Reflection at end of a training day.

B. Course/Trainer Evaluation:

- i) Participant feedback
  - : Verbal
  - : Sessional Reactions
  - : Where are We? Reflection
  - : End of workshop evaluation (INTRAH Reaction Forms).
- ii) Trainers conferences
- iii) Follow up evaluation by DFH/INTRAH.

11. RECOMMENDED BOOKS:

A. PARTICIPANTS:

- Abbat F.R: Teaching for Better Learning AMREF, WHO/AMREF Nairobi.
- CDC: Family Planning Methods and Practice: AFRICA. 1983
- Davis L.N: Planning Conducting and Evaluating Workshops. Learning Concepts Inc. Austin Texas 78704.
- Mager R: Developing Vocational Instruction: Fearon Publishers, Belmont California.
- Mager R: Preparing Instructional Objectives: Latest Edition. Fearon Publishers, Belmont, California.
- AMREF: Continuing Education for Health Workers. AMREF, Nairobi
- Oluoch: Essentials of Curriculum Development. Elimu Bookshop Ltd. Nairobi, 1984.

B. TRAINERS:

Books listed for participants as well as the following:

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- Guilbert J.J: Educational Handbook for Health Personnel. WHO Offset Publications. Geneva, 1981.
- Gronlund N.E: Measurement and Evaluation in Teaching latest Edition MacMillan Publishing Co. Inc. New York.
- Kanani, Maneno and Schuster. DiVincenti M: Health Service Management. AMREF, 1984.
- Schnuck et al: Administering Nursing Service 2nd Edition. Little, Brown and Company, Boston, 1977.
- The Second Handbook of Organisation Development in Schools. Latest edition Mayfield Publishing Co. Palo Alto California 94301 (for exercises in communication Hints in making meetings successful)  
Or  
Another resource with Games for Trainers.
- Katz Y Snow: Assessing Health Workers Performance:  
A manual for Training and Supervision Public Health Papers 72, WHO Geneva 1980.
- Korten & Korten: Casebook for Family Planning Management (motivating effective clinic performance) Pathfinder Fund, Boston Massachusetts 02/67.
- INTRAH: Teaching and Learning through Visual Aids. INTRAH, University of North Carolina at Chapel Hill; North Carolina, U.S.A.

APPENDIX C<sub>2</sub>

TRAINING DESIGN FOR THE DFH/INTRAH TRAINING OF TRAINERS  
WORKSHOP FOR KRN/M/FP NURSING OFFICERS AND CLINICAL OFFICERS:

November 11 - December 5, 1985

LIMURU - Kenya

MINISTRY OF HEALTH/DFH/INTRAH  
TRAINING OF TRAINERS' WORKSHOP

FOR KRN/M/FP NURSING OFFICERS, CLINICAL OFFICERS  
KENYA, NOVEMBER 11 - DECEMBER 5, 1985.

WORKSHOP GOALS AND OBJECTIVES:

GOALS: to strengthen the capability of participants in the planning, design, implementation and evaluation of inservice training programs.

GENERAL OBJECTIVES: By the end of the workshop, each participant will be prepared to:

- : develop a learning/workshop atmosphere in a workshop
- : identify training needs
- : determine training goals and training objectives
- : develop a training program plan/curriculum
- : write a lesson plan
- : conduct a training session
- : evaluate training activities for the family planning inservice program for which he/she is responsible.

SPECIFIC OBJECTIVES: By the end of the workshop, each participant will be able to;

- : discuss principles of adult learning
- : define his/her role as a trainer
- : conduct a training needs assessment for an identified cadre of health worker
- : develop an appropriate goal and training objectives based on the above needs assessment
- : develop and present a training plan/curriculum based on a stated goal and objectives
- : develop and present specific objectives for the above training plan/curriculum
- : develop and present a lesson plan
- : plan and conduct training sessions using experiential adult learning methods
- : write an evaluation plan for the training session and training program plan/curriculum developed during the workshop
- : describe her/his plan for follow-up supervision of past trainees
- : evaluate the workshop.

TRAINING OF TRAINERS WORKSHOP - KENYA:

Daily Objectives:

Day 1:

By the end of the day, each participant should be able to:

- fill out registration forms for the workshop
- address each participant and trainer by the name he/she wishes to be called during the workshop
- state at least one expectation of the workshop
- compare his/her own expectations with the planned objectives and agenda.
- identify his/her strengths and weaknesses as a trainer based on a pretest questionnaire
- define the concept of "adult"
- identify at least three principles of adult learning
- participate in the reflections exercise
- fill out the INTRAH Biodata Forms.

TRAINING DESIGN

Date: Nov. 11, 1985  
 Day 1 P.1  
 Activity: TOT

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
8.30	REGISTRATION			
9.00	INTRODUCTIONS & EXPECTATIONS	<p><u>Exercise</u></p> <ol style="list-style-type: none"> <li>1. P's (including T's) choose partners, someone they do not work closely with.</li> <li>2. In pairs, one person interviews the other, asking the following questions and recording answers on paper (7 min/ each interview).                             <ol style="list-style-type: none"> <li>a) What is your full name?</li> <li>b) What name do you wish to be called during the workshop?</li> <li>c) Give one word which described your greatest strength as a person</li> <li>d) Describe a training situation in which you feel confident.</li> <li>e) What training problem would you like to solve during this workshop?</li> </ol> </li> <li>3. In large group, each P introduces his/her partner to the group, using the information from the interview (3 min each. T records P training needs/ expectations on NP.</li> </ol>	<p>HO/questions                      paper                      pencils</p>	<p>Group members can address each other by preferred name.</p> <p>A list of expectations of trainees is written on newsprint and posted.</p> <p>Observe how trainees use this exercise during the workshop which they conduct.</p>
10.30	TEA BREAK	<ol style="list-style-type: none"> <li>4. Process the exercise:                             <ul style="list-style-type: none"> <li>- purpose?</li> <li>- what transpired?</li> <li>- use of exercise (or similar) in P's training (purpose:                                     <ul style="list-style-type: none"> <li>- create open environment for sharing</li> <li>- begin to know each other and work as a group</li> <li>- recognize own strengths and weaknesses</li> <li>- needs assessment?</li> </ul> </li> </ul> </li> </ol>		

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TRAINING DESIGN

Date: Nov. 11, 1985  
 Day: 1 P.2  
 Activity TOT

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
11.30	OVERVIEW OF WORKSHOP	5. Summary discussion - what P's hope to accomplish - how program can be most practical and relevant/ responsive to p needs  <u>Presentation &amp; discussion:</u>  T reviews: 1. workshop goal, objectives and agenda, relating P needs and expectations to planned program and noting differences and how they may be dealt with. 2. T's expectations - full time attendance - maximum participation - agreement on starting, ending, lunch and break times. - p responsibility for making workshop successful 3. Common daily activities - learning issues - reflections - question card review - use of handouts (HO) and newsprints (NP), including daily objectives (and agenda)	NP: P needs/expect- ations  NP:/HO: workshop goal and obje- ctives HO: training schedule   HO: where are we? HO: reflection	Relevant of trainees responses to topic          Observing Quality of trainees participation in sessi
12.10	PRETEST	4. day 1 objectives and agenda	NP/HO: objectives	
12.30	LUNCH	5. logistics - illness - mail - transport etc		
2.00	ADULT LEARNING THEORY	<u>Pyramiding and discussion:</u> 1. T. introduces adult learning theory by asking P's to define what is meant by "adult", individually, then combining definitions in pairs, fours, eights etc. (using pyramid method) condensing group's ideas into one-two definitions acceptable to all. one definition for each large group.	HO: Pyramiding	No. of trainees who contribute to the discussion  .../

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TRAINING DESIGN

Date Nov. 11, 1985  
 Day 1 p.3.  
 Activity TOT

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
		<p>2. Group discusses implications of differences between adults and children to adult learning:</p> <ul style="list-style-type: none"> <li>- adults have much experience upon which new learning can be built</li> <li>* are not empty vessels waiting to be filled with knowledge</li> <li>* may feel rejected and have difficulty learning if experience and abilities not respected.</li> <li>-adults are responsible for their own learning.</li> <li>* dependent, controlled learning environments create frustration and limit learning</li> <li>* importance of atmosphere of mutual respect in which P's encouraged to identify own learning needs and take initiative to meet them</li> <li>- adults learn best when they are actively involved</li> <li>* adults learn from each other</li> <li>* T as facilitator providing appropriate activities and encouraging maximum P participation in own learning.</li> </ul> <p>3. T relates scope of training to adult learning theory and in-service training: as training is directed towards improved work performance and as P's have limited time to spend, it is important to focus on essential knowledge, attitudes and skills based on needs assessment.</p>	<p>NP: Theory of the Empty Cup</p> <p>NP: Adult learning Theory                      Aristotle                      Anonymous</p> <p>NP: Scope of Training</p> <p>HD: and Andragogy is Pedagogy</p> <p>HD: Ground Rules for Training</p> <p>HD: Description of Training</p> <p>HD: Design cycle for short term Training program</p>	<p>As above</p> <p>Trainees questions and interest in topic.</p> <p>.../</p>

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TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
		<p>- What kinds of things influence your learning? (e.g. content, learning method, environment, personal attitudes)</p> <p>+ Which of these factors do you feel is most important? Why?</p> <p>T acknowledges responsibility for training content, learning method and environment. As adults, p's are responsible for their own learning, including feedback to T's about the training program.</p>	<p>HO: Aiming Teaching at what is most important</p> <p>HO Steps in Develop- ping a Training Program</p>	
4.00	TEA BREAK			
4.15	FEEDBACK	<p><u>Discussion</u></p> <p>- What do we mean by feedback? (Communication to someone, or group, which tells him/them something about the effects of his/her behaviour)</p> <p>- Examples? (letters-to-the-editor, applause, questions and examples from P's, non-verbal behaviour)</p> <p>- What is its purpose? (To help someone be sensitise to how others are affected by what he does; and to enable him to <u>consider</u> changing his behaviour in some way)</p> <p>- Why is it important in training? * trainer's performance * direction training program is going * how participants feel about what is going on</p>		<p>No. of trainees who can describe feedback</p> <p>Observing use of feed- back rules during subsequent sessions.</p>

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TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
4.30	REFLECTIONS	* other information about how things are going and what is happening in the group. Rules for giving and receiving feedback. (see handout)  T. Asks P's: <ul style="list-style-type: none"><li>- what they have learned today</li><li>- what helped their learning today</li><li>- what hindered their learning today</li><li>- how they could apply what they learned in their training</li></ul>	NP/HO: Rules for giving and receiving Feedback	
5.00	CLOSURE	Relate exercise to ETAG <ul style="list-style-type: none"><li>- experience</li><li>- identify (what happened)</li><li>- analyze (how it happened)</li><li>- generalize (how I can use it)</li></ul>	NP/HO: ETAG	

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TRAINING OF TRAINERS WORKSHOP - KENYA

Daily Objectives:

Day 2:

By the end of the day, each participant should be able to:

- participate in the Learning Issues exercise
- identify at least two differences between one-way communication and two-way communication
- describe at least two group behaviors as experienced or observed in the group cooperation exercise.
- describe at least two group behaviors as experienced or observed in the group consensus exercise.
- describe at least three barriers to communication in a training setting
- distinguish between the two major components of training; content and process
- name at least three qualities of a group
- describe the three styles of leadership
- identify the four phases of group development
- participate in the Reflections exercise.

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
8.30	LEARNING ISSUES	<p><u>Discussion:</u></p> <p>T leads p's in sharing comments on experiences of yesterday, last night and/or this morning.</p>		
9.00	DAILY OBJECTIVES	<p><u>Post and Review:</u></p> <p>Training program officially opened by Dr. Kigundu, Director, DFH, MOH.</p>		
	OPENING			
	COMMUNICATION	<p><u>Exercise:</u> One-way and two-way communication.</p> <ol style="list-style-type: none"> <li>1. T. directs P's to draw a series of squares, all the same size, following directions as best as they can. P's may not ask questions, make any sort of noise or interrupt T. T. repeats directions once.</li> <li>2. T directs P's to draw a second series of squares, all the same size, following T's directions. P's may ask questions and interrupt T as necessary until they are certain they have understood directions. T answers questions, repeats directions and does not go on until she is certain everyone has understood.</li> <li>3. T. shows first series of squares to P's and asks who was able to draw the series correctly.</li> <li>4. T. shows second series of squares and asks who was able to draw the series correctly.</li> </ol> <p><u>Discussion:</u></p> <ul style="list-style-type: none"> <li>- How did you feel when doing: <ul style="list-style-type: none"> <li>* first series of squares?</li> <li>* second series of squares?</li> </ul> </li> <li>- What did you learn in doing the activity? (note attitudes, accuracy, speed, confidence)</li> <li>- What other method of communication would have helped you?</li> <li>- As trainers, what patterns of communication do we use?</li> </ul>	<p>Trainer's Guide: One-way and Two-way communication (later given as HO)</p>	<p>Observing trainees' interest in the exercise.</p> <p>No. of trainees who make comments relevant to the exercise e.g. relating to their training, or clinical family planning.</p> <p>.../</p>

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TRAINING DESIGN

Date No. 12, 1985  
Day 2 p.2.  
Activity TOT

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
10.00	TEA BREAK			
10.30	COMMUNICATION (continued)	<p><u>Scrambled Squares Exercise:</u></p> <p>Intro: Most training is done in groups. As T's, it is important to recognize dynamics of group functioning. Next two activities will help us do that.</p> <ol style="list-style-type: none"> <li>1. Divide P's into three groups of 5 each (players) plus two groups of 3 and one group of 2 (observers)</li> <li>2. One T takes observers aside and gives, and discusses, their instructions to/with them.</li> <li>3. Other T hands out and discusses player instructions with players.</li> <li>4. P's join their respective groups and T's pass out envelopes of broken squares.</li> <li>5. P's given 20 - 30 minutes to complete exercise.</li> <li>6. <u>Discussion:</u> <ol style="list-style-type: none"> <li>a) Observers report observations of each group to large group, using following questions as guidelines.                             <ul style="list-style-type: none"> <li>- What happened in the group?</li> <li>- Did they achieve their task</li> <li>- What helped them achieve their task?</li> <li>- What made it difficult to achieve their task?</li> <li>- Who was willing to give away pieces of the puzzle?</li> <li>- Did anyone finish his/her puzzle and then separate from the rest of the group?</li> <li>- Was there anyone who continually struggled with the pieces, but was unwilling to give any or all of them away?</li> <li>- Was anyone in the group frustrated</li> <li>- Was there any critical point when the group began to cooperate</li> <li>- Did anyone try to break the rules by talking or pointing?</li> </ul> </li> </ol> </li> </ol>	<p>HO: Observer Instructions</p> <p>HO: Player instructions</p> <p>HO: 4 sets of broken squares</p>	<p>Ability to trainees to assess their behaviour in a group or as a team member</p> <p>No. of trainees who state their individual learning insights arising from the game</p>

Lh

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
10.00	TEA BREAK			
10.30	COMMUNICATION (continued)	<p><u>Scrambled Squares Exercise:</u></p> <p>Intro: Most training is done in groups. As T's, it is important to recognize dynamics of group functioning. Next two activities will help us do that.</p> <ol style="list-style-type: none"> <li>1. Divide P's into three groups of 5 each (players) plus two groups of 3 and one group of 2 (observers)</li> <li>2. One T takes observers aside and gives, and discusses, their instructions to/with them.</li> <li>3. Other T hands out and discusses player instructions with players.</li> <li>4. P's join their respective groups and T's pass out envelopes of broken squares.</li> <li>5. P's given 20 - 30 minutes to complete exercise.</li> <li>6. <u>Discussion:</u> <ol style="list-style-type: none"> <li>a) Observers report observations of each group to large group, using following questions as guidelines.                             <ul style="list-style-type: none"> <li>- What happened in the group?</li> <li>- Did they achieve their task</li> <li>- What helped them achieve their task?</li> <li>- What made it difficult to achieve their task?</li> <li>- Who was willing to give away pieces of the puzzle?</li> <li>- Did anyone finish his/her puzzle and then separate from the rest of the group?</li> <li>- Was there anyone who continually struggled with the pieces, but was unwilling to give any or all of them away?</li> <li>- Was anyone in the group frustrated</li> <li>- Was there any critical point when the group began to cooperate</li> <li>- Did anyone try to break the rules by talking or pointing?</li> </ul> </li> </ol> </li> </ol>	<p>HO: Observer Instructions</p> <p>HO: Player instructions</p> <p>HO: 4 sets of broken squares</p>	<p>Ability to trainees to assess their behaviour in a group or as a team member</p> <p>No. of trainees who state their individual learning insights arising from the game</p> <p>As above .../</p>

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
11.30	Communication (cont.)	<p>b. Players contribute feelings about the experience</p> <p>c. General discussion re-application to training and "back home" work situations:</p> <ul style="list-style-type: none"> <li>- behaviors observed within the group. (including facilitating and hindering)</li> <li>- group stages</li> <li>- lessons learned through analysis of the behaviors observed during exercise.</li> </ul> <p>* application to adult learning: from experience and from sharing with each other.</p> <p>* application to health services in general, family planning in particular (re cooperation and teamwork)</p> <p><u>Group Communication Exercise:</u></p> <p>Intro: This exercise is another way to identify the process of communication and cooperation which operate within a group.</p> <ol style="list-style-type: none"> <li>1. Divide P's into two groups of 8 each (players), each group playing the exercise separately, plus a group of 4 and a group of 3 (observers).</li> <li>2. Players of each group sit in a circle and observers form an outer circle.</li> <li>3. Each player is given a copy of the exercise form.</li> <li>4. T. reads instructions and asks each player to fill in the form individually.</li> <li>5. T takes observers aside and gives them their instructions.</li> </ol>	<p>HO: Rating supervisory behavior</p> <p>HO: Observer instructions</p>	.../

TRAINING DESIGN

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
		<p>6. Players re-rank the items on exercise form, using group consensus to re-arrange the items in order of importance (30 Min): observe communication and behavior from outside of circle as per instruction sheet. (More time may be needed)</p> <p>7. <u>Discussion:</u></p> <ul style="list-style-type: none"> <li>a. How did the group achieve its task (communication process)</li> <li>b. What leadership emerged? How?</li> <li>c. What helped the group achieve its task?</li> <li>d. What hindered?</li> <li>e. How did group members feel during the exercise? How did they feel they cooperated?</li> <li>f. Was the communication process effective.</li> <li>g. Roles of different participants?</li> <li>h. How did group reach consensus if they did?</li> <li>i. Problems related to group dynamics?</li> </ul>		<p>Relevance of players and observers remarks to teamwork.</p>
<p>12.30 2.00</p>	<p>LUNCH GROUP DYNAMICS &amp; LEADERSHIP</p>	<p>8. Large group <u>Discussion:</u></p> <ul style="list-style-type: none"> <li>a. Characteristics/qualities of a group?</li> <li>b. Behavior of group members. * Examples</li> <li>c. Leadership styles?</li> <li>d. Characteristics of a good group leader/facilitator?</li> <li>e. Phases of group development?</li> <li>f. Phases of individual development (re Johari's Window)</li> </ul>	<p>NP/HO Chart of Phases of Group Development NP/HP Johari Window HO: Characteristics of Good group Leader</p>	<p>Observing individual group participation in session.</p>
<p>4.00 4.30</p>	<p>TEA BREAK REFLECTIONS</p>	<p>T Leads <u>Exercise:</u></p>	<p>HO: A Brief study of groups</p>	
<p>5.00</p>	<p>CLOSURE</p>		<p>HO: Small group Dynamics and trainer Behavior HO: Phases of Group Development (narrative)</p>	<p>...</p>

TRAINING OF TRAINERS WORKSHOP - KENYA:

Daily Objectives:

Day 3:

By the end of the day, each participant should be able to:

- : describe the role of values in training and in the provision of family planning services.
- : identify five steps of the training process.
- : describe three aspects of a trainer's role.
- : differentiate training needs from other sources of performance problems.
- : describe five steps in the needs assessment process.

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
8.30	LEARNING ISSUES	<p>Exercise</p> <p>T Leads exercise</p>		
9.00	VALUES IN FAMILY PLANNING	<p><u>Exercise:</u></p> <p><u>Old Lady, Young Lady:</u></p> <ol style="list-style-type: none"> <li>1. T passes out OL/YL HO's and ask P's to look (without talking to each other) for everything see in the picture.</li> <li>2. T poses following questions:                             <ol style="list-style-type: none"> <li>a. What do you see?</li> <li>b. Does anyone see anything else?</li> <li>c. How many see an old lady? How many see a young lady? How many see both?</li> <li>d. Tell P's to find someone who sees the image they do not see and ask them for help. (2 - 3 minutes)</li> <li>e. How many see both now?</li> </ol> </li> </ol>	<p>HO: Old Lady, Young Lady,</p> <p>Trainer's Guide Old Lady, Young Lady</p>	<p>No. of learning insight which are expressed by trainees as a result of the game.</p>
		<ol style="list-style-type: none"> <li>3. <u>Summary:</u> <ol style="list-style-type: none"> <li>a. In many situations, some people see one thing, some see another. What a person sees will often depend on his/her background, experiences, values feelings and what is happening at the moment.</li> <li>b. When T's or P's become too attached to being right, they stop listening to each other and end up seeking less (just the "old lady" or just the "young lady" instead of both). By allowing ourselves, and encouraging our p's, to listen, we *gain the benefit of seeing several points of view.</li> </ol> </li> </ol>		<p>No. of trainees who ask for guidance about using the exercise in back-home situations.</p> <p>.../</p>

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
9.30		<p><u>Story telling:</u> Intro: there are other aspects of the way we communicate, which have to do with the way we see things.</p> <p>"But why?" T tells story of one-year-old orphan of 40-year-old poor multiparous mother (8 pregnancies) who died in childbirth; orphan died soon after.</p> <p>T. assists P's on analyzing multiple contributions to the deaths by questioning each response to a situation. (Note reflections of our values on perceptions of situations and the implication to training situations?)</p> <p><u>Exercises:</u></p> <p>Intro: lets look at some other issues in family planning issues which directly concern delivery of FP service and indirectly concern us as trainers:</p> <ul style="list-style-type: none"> <li>- what are our values?</li> <li>- how are they reflected in our training programs?</li> </ul> <p>1. <u>Forced Choice Ranking Order:</u></p> <p>a) With whom would you be most angry?</p> <ol style="list-style-type: none"> <li>1. a doctor who leaves early</li> <li>2. a nurse who rarely finishes tasks</li> <li>3. a staff member who is judgemental about patients' behavior</li> </ol> <p>b) In a training situation, which is most important to the success of the training program?</p> <ol style="list-style-type: none"> <li>1. organization: keeping the training program on schedule</li> <li>2. relevance of the training content</li> <li>3. trainer's style</li> </ol>	<p>Story based on helping Health Workers learning p.23 - 6</p> <p>"why did Musa die?"</p>	<p>Ability of trainees to recognize that many inter-related factors contribute to illness</p> <p>No. of trainees who will participate actively in the exercise.</p> <p>Observing active participation and feelings of trainees.</p> <p>.../</p>

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
		<p>(in both Rank Orders, P's physically place themselves in different areas of the room, based on their first choice. P's discuss reasons for their choices).</p> <p>2. <u>Values Continuum:</u></p> <p>P's express their point of view by taking a place on a line bridging the choices given by T to the following questions. P's explain why they have taken their chosen position.</p> <p>a) How do you feel about sexually transmissible infections?</p> <p>They don't happen to nice people.                      They are just diseases like any others.</p> <p>b) How do you feel about talking about sexuality with patients?</p> <p>It's no different than talking about anything else.                      Its not something I talk about</p> <p>c) How do you feel about teenage premarital sex?</p> <p>Unmarried teenagers should NOT have sexual relations.                      Unmarried teenagers should do whatever they want.</p> <p>d) How do you feel about who decides about contraceptive use for a given patient?</p> <p>The patient should decide what she wants.                      The provider should decide the best method.</p> <p>Discussion: Implications for delivery of service? Implications for training?</p>		<p>Relevance of trainees comments about relation of values exercise to real life situations.</p> <p>.../</p>

15.

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
2.00	PROBLEM SOLVING	<p><u>Summary Discussion:</u></p> <p>T acknowledges diversity of values and encourages p's to consider:</p> <ul style="list-style-type: none"> <li>- their values related to FP</li> <li>- other points of view</li> <li>- the effect of the expression of different values on clinic patients</li> <li>- other ways in which health workers' values are reflected in provision of FP services (criteria for service, approach to service etc.)</li> </ul> <ul style="list-style-type: none"> <li>* What are our objectives in providing FP services?</li> <li>* How can they best be achieved?</li> </ul> <ul style="list-style-type: none"> <li>- ways in which T values are reflected in training (program content and format, words, tone of voice, body language etc).</li> <li>* What are our objectives in providing FP training?</li> <li>* How can they best be achieved?</li> </ul> <p><u>Question/Answer:</u></p> <p>T states reason for the problem solving session for trainers</p> <ul style="list-style-type: none"> <li>- problem solving process is used in many personal and work situations.</li> <li>- the process is important in planning implementing and evaluating training</li> <li>- practice using the identified model on newsprint will help trainers to be systematic in decision-making.</li> </ul> <p>T asks one trainer to describe a problem situation in hospital situation. Add more facts to enable clarity of circumstances in which the problem arose.</p>	N/P problem solving process steps	<p>Trainees attention and questions.</p> <p>.../</p>

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
2.00	PROBLEM SOLVING PROCESS AND TRAINER ROLES	<p>T ask p's to suggest activities leading to solving problem including follow-up. T. write the suggested steps/activities on chalk board and help to have them stated clearly.</p> <p>T post the N/P with problem solving process steps. Relate participants steps about the above hospital problem to each of the steps on the N/P.</p> <p><u>Brainstorm:</u></p> <p>Definitions of 1) learning (acq. of KAS; beh. mod. thru interaction w/erv. 2) teaching interaction thru. teacher and student under teacher's spec. changes in student behaviour. 3) training.                      (process of helping individuals acquire knowledge and develop skills that serve the organizations purposes, at the same time encouraging the examination of attitudes toward the performance of specific tasks; provision of experiences in train gain skills based on objectives.</p> <p><u>Discussion:</u></p> <p>Five steps of training (to solve a training problem), and corresponding trainer roles:</p> <p>1. <u>Needs Assessment:</u></p> <p>T role: Planner</p> <p>a) specify what worker needs to know or be able to do to perform well on the job/serve the organization's purposes.</p> <p>b) determine levels of knowledge, attitudes and skill of workers/p's at start of training program</p> <p>c) determine specifically what p's need and/or want to gain from the training.</p>	<p>Chalk and Board</p> <p>NP/HD: Five steps of training</p> <p>H/O <u>six roles of teachers:</u>                      J.W. McKeachie's book on Teaching Tips for Beginning college teacher"</p>	<p>Trainees remarks about understanding the process</p> <p>Ability of trainees to define training.</p> <p>Trainees can state at least 4 roles of trainers based on experience gained in the workshop</p> <p>.../</p>

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
		<p>2. <u>Goals &amp; Objectives:</u>  T Role: Planner</p> <p>a. Formulate goal(s) based on identified problem  b. Formulate objectives based on goal and especially identified needs.</p> <p>3. <u>Plan or Design</u> (Curriculum, lesson plans)</p> <p>T Role: Planner:</p> <p>a. Construct a general training plan/curriculum  b. Design detailed sessions (including time content, methods, materials, evaluation)  c. Plan for logistics (training site, accommodations, food, transportation, P correspondence budget, training materials, etc).</p> <p>4. <u>Implementation:</u>  T Role: Facilitator:</p> <p>a. Promote positive learning environment (build sense of trust, self confidence; encourage quiet P's to participate and prevent assertive P's from monopolizing; clarify comments; etc)</p> <p>b. Model group facilitation skills (listen to and support all p's contributions, awareness of non-verbal messages e.g. facial expressions, tone of voice, eye contact, body language)</p> <p>c. Maintain focus on task or content (in order to accomplish training objectives):</p> <ul style="list-style-type: none"> <li>: attention to schedule</li> <li>: ensure continuity between sessions</li> <li>: provide information as necessary</li> <li>: give instructions</li> <li>: stimulate discussion and keep it on track</li> </ul>		<p>As above</p> <p>Trainees questions and relevance of individual insights.</p> <p>.../</p>

TRAINING DESIGN

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
3.00	NEEDS ASSESSMENT	<p>: bring closure to activities and sessions                      : monitor learning process and revise content if necessary</p> <p>5. <u>Evaluation:</u></p> <p>T Role: Evaluator:</p> <p>a. Develop evaluation strategy as part of training plan</p> <p>b. Participate with P's in regular evaluation of P progress and program relevance</p> <p>c. Evaluate overall results of training</p> <p>    : P performance                      : P reaction to program and trainers                      : T impressions</p> <p>d. Make necessary recommendations/program modification</p> <p><u>Discussion:</u></p> <p>T asks P's:</p> <p>- When, under what conditions or in what situations, do decision-makers in your organization decide a group of staff needs training? (Refer to NP)</p> <p>    * Is training always the most appropriate response in each situation? (Review each in terms of casual factors)</p> <p>- Assuming you are given a legitimate training problem, what steps would you take in order to determine the training needs of the participants?</p> <p>    * Review agency goals in terms of specified patient services (or determine what community needs to solve their health problems)</p> <p>    * Identify performance problems hindering achievement of above goals (or define functions which must be performed to solve above problems -</p>	<p>NP/HO: Training:                      Yes or NO.</p>	<p>No of trainees who participate actively in discussion.</p> <p>.../</p>

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
		<p>refer to existing job descriptions)</p> <ul style="list-style-type: none"> <li>* Analyse in detail the specific tasks (defined elements of work, several of which generally make up a function) involved in performing each function.</li> <li>* Identify the knowledge, skills and attitudes necessary in order for trainees to accomplish above tasks completely. (competence: degree to which a person performs task(s) compared to the standard as established in a procedure.</li> <li>* Determine:               <ul style="list-style-type: none"> <li>— which tasks trainees already do effectively/competently.</li> <li>— which tasks trainees have not previously done or have not done competently.</li> </ul> </li> <li>* T-Leads the session</li> </ul>		<p>List of learning problems observed by workshop participants from the ECNs whom they have trained.</p>
4.30	REFLECTIONS			
5.00	CLOSURE.			

TRAINING OF TRAINERS WORKSHOP - KENYA:

Daily Objectives:

Day 4:

By the end of the day, each participant should be able to;

- : name at least 3 resources of information useful for assessing the training needs of enrolled community nurses.
- : analyze a training situation and apply appropriate needs assessment techniques.
- : describe a task.

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
8.30	LEARNING ISSUES	T leads exercise.		
9.00	QUESTION CARD REVIEW	<p><u>Exercise:</u></p> <p>T places a number of cards face down before P's on each card is a question or statement pertaining to material already covered. A volunteer P takes a card reads the question or statement and responds to the best of her ability. If she has difficulty, she may request assistance from her colleagues. Group must agree to completeness of her response. P's continue to take turns until time period is up or cards are used up.</p>	QUESTION CARDS	Quality of discussion, comments which arise from the question card review session
9.30	NEEDS ASSESSMENT	<p><u>Direct experience:</u></p> <p>P's begin looking at own training needs/problems doing own needs assessment re a group of staff they will be responsible for training in near future.</p> <p>P's divide into eight small work groups of 3 each according to assigned groupings.</p> <p>Each group identifies:</p> <ul style="list-style-type: none"> <li>- a problem which must be solved through training</li> <li>- the functions, then tasks, to be performed to solve the problem.</li> </ul> <p>Response are recorded on NP.</p>	NP Markers	As above
12.30	LUNCH			
2.00 - 4.30	NEEDS ASSESSMENT	<p><u>Direct experience:</u></p> <p>Group work continues</p>		
	REFLECTIONS.	T leads the session		...?

TRAINING OF TRAINERS - KENYA:

Daily Objectives:

Day 5:

By the end of the day, each participant should be able to:

- : describe a goal
- : describe an objective
- : name the three categories/domains of training/learning objectives
- : identify the qualities of a properly written objective.
- : write a goal and at least two general and three specific training objectives for an identified training problem.

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
10.30	GOALS AND OBJECTIVES	<p><u>Lecturette &amp; Discussion:</u></p> <ol style="list-style-type: none"> <li>1. T reviews ten steps for developing a training program</li> <li>2. T discusses:               <ol style="list-style-type: none"> <li>a. <u>GOALS:</u> Opposite of identified problem what one wants to happen. An Education Goal is a broad statement about what KAS trainees are expected from a training. It should be written clearly to enable development of objectives.</li> <li>b. <u>OBJECTIVES:</u> <p>how the goal will be achieved:</p> <p>Educational/Training Objectives: describe required/desired behavior at end of specified learning period. i.e. What the learner will <u>do</u> as a result of the learning experience.</p> <p>- levels:</p> <ul style="list-style-type: none"> <li>* General: describe P performance at end of training program/in order to achieve program goal.</li> <li>* Session (or daily): describe P performance at end of a specific session/at end ultimately to achieve specific, then general objectives, and goal of training program).</li> <li>* Specific: describe p performance at end of training program/in order to achieve general objectives.</li> </ul> <p>- <u>Categories:</u></p> <ul style="list-style-type: none"> <li>* Knowledge: Information a person must know and understand in order to perform the task effectively or competently.</li> </ul> </li> </ol> </li> </ol>	<p>NP/HO: Steps in Developing an Training Program</p> <p>Ref: Mager <u>Preparing Instructional Objectives</u></p> <p>HO: Hierarchy of Domains HO: Goals &amp; Objectives - Definition and Guidelines.</p> <p>NP/HO: Types of Learning</p> <p>NP: Goals &amp; Objectives</p> <p>NP/HO Qualities of Behavioural Objectives.</p>	<p>No of participants who respond to trainer about definition of goals, objectives, qualities of objectives.</p> <p>.../</p>

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
		<p>* Attitude: feelings or point of view a person must develop in order to perform the task effectively or competently.</p> <p>* Skills: abilities a person must have or develop in order to perform the task effectively or competently</p> <p>- <u>Qualities:</u></p> <p>* must be relevant, clear, achievable, observable, measurable.</p> <p>* must answer the question, what? when? howmuch/ how many?</p> <p>and sometimes - where? who? with whom? how often?</p> <p>3. T asks P's to give examples of each category of objectives.</p> <p>4. P's practice-write an objective for each of the three catagories.</p>		
12.35	LUNCH			Quality of trainees goals and objectives based on task analysis.
2.00	PRACTICE WRITING GOALS AND TRAINING OBJECTIVES	<p><u>Direct Experience:</u></p> <p>In established small groups, P's begin writing educational goals, general and specific educational objectives corresponding to their needs assessment and task analysis.</p> <p>T's available for consultation.</p>		No. of individual trainees who write correctly and in three categories.
4.30	REFLECTION	<p>T leads exercise</p> <p><u>Home Work:</u></p> <p>P's continue writing goals and training objectives.</p> <p>Record on Newsprint.</p>	<p>Trainees own Needs Assessment and Task analysis.</p> <p>N/P</p>	<p>Relevance of group work to identified task analysis. Written goals and objectives based on guide.</p> <p>.../</p>

TRAINING OF TRAINERS - KENYA:

Daily Objectives:

Day 6:

By the end of the day, each participant should be able to:

- \* list training topics corresponding to established training objectives.
- \* organize sequence and estimate time required to cover training topics on a training program schedule.

TRAINING DESIGN

Date: 18, 1985  
Day 6 P.1  
Activity: TOT

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
8.30	LEARNING ISSUES	P leads exercise.		
9.00	QUESTION CARD REVIEW	<u>Exercise:</u>		
9.30	TRAINING PLAN/CURRICULUM	<p><u>Lecturette:</u> Referring to NP, steps in developing a training program</p> <ol style="list-style-type: none"> <li>4. Organize the essential detailed elements or related Content into learning units.</li> <li>5. Arrange the learning units in meaningful sequence.</li> <li>6. Estimate the length of training time necessary to acquire the necessary knowledge, skills and attitudes in each unit.</li> </ol> <p><u>Direct Experience:</u> Small group work. Using the objectives just developed P's follow the above steps to organize, sequence and estimate time required for each unit of the training program which they are developing. T's available for consultation.</p>	<p>NP: Steps in Developing a Training Program.</p> <p>Ref: 1. Africa Book on Contraceptive Methods and Practice by CDC 2. Kenya MOH Circular on Contraceptives. 1985 3. Kenya Sessional Paper No. 4. 1984 (see list of training materials distributed to trainees)</p>	Observing Trainees attention.
10.00	TEA BREAK			
10.30		Small group work (continued) P's record work on IP.		
12.30	LUNCH			
2.00		Small group work (continued)		
4.30	REFLECTIONS	T leads session	NP markers	
5.00	CLOSURE	<p>Homework Small groups complete training plan and prepare to present Tuesday morning:</p> <ol style="list-style-type: none"> <li>1. needs assessment</li> <li>2. goal and objectives</li> <li>3. training plan</li> </ol>		.../

6.5

TRAINING OF TRAINERS - KENYA:

Daily Objectives:

Day 7.

By the end of the day, each participant should be able to:

- \* present to the group a)  
b) a goal and general and specific objectives, or  
c) the training plan, corresponding to an identified training problem.
- \* demonstrate the use of the rules for giving and receiving feedback at least once during participant presentations.

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
8.30	LEARNING ISSUES	P leads exercise.		
9.00 - 4.30	PARTICIPANT PRESENTATIONS	<p><u>Lecturette:</u></p> <p>T reviews rules for giving and receiving feedback.</p> <p><u>Direct experience:</u></p> <p>P work groups form two large groups of four work groups each for presentations.</p> <p>Within each large group, members of the four work groups present their:</p> <ul style="list-style-type: none"> <li>- needs assessment (including any necessary background information)</li> <li>- goal and training objectives</li> <li>- training plan/time schedule (45 min/presentation and questions)</li> </ul> <p>Remainder of group gives feedback. P's make revisions as necessary.</p>	NP: Giving and Receiving Feedback	<p>Ability of trainees to adhere to feedback rules.</p> <p>:Demonstration of small groups, of acceptance to modify own work (needs assessment, goals and objectives time schedule.</p>
4.30	REFLECTION	T. leads exercise.		.../

TRAINING OF TRAINERS - KENYA:

Daily objectives:

Days 8 and 9:

By the end of the day, each participant should be able to:

- \* identify 6 major components of a training program.
- \* practice-write a training design using the content and training method suited to the learning category of a selected objective.

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
8.30	LEARNING ISSUES	P. leads exercise.		
9.00	QUESTION CARD REVIEW	P's volunteer to take one card at a time and respond to the question/problem. Other P's and the trainers assist answer if necessary.		
9.30	TRAINING DESIGN/ LESSON PLANS.	<p><u>Lecturette &amp; Discussion:</u></p> <p>1. T refers to steps 7 - 9 of Steps in Developing a training program:</p> <p>Step 7: Develop specific objectives for each training day/unit and set criteria for evaluation</p> <p>Step 8: Prepare specific learning experiences for each unit, assign specific times and identify materials/resources needed.</p> <p>Step 9: Set up criteria for evaluation and specify the evidence that will be used to judge degree of success.</p> <p>2. T reviews training design format with P's suggesting this is one of several commonly used ones. Discuss principles of writing a lesson plan and advantages of selected format.</p> <p>3. T leads discussion on:</p> <ul style="list-style-type: none"> <li>* corresponding to specific tasks</li> <li>* in terms of knowledge, attitude and skill outcomes</li> <li>- how to choose training methods appropriate to category of corresponding objective.</li> </ul> <p>Group discusses advantages, disadvantages and uses of methods on training methods wheel,</p> <ul style="list-style-type: none"> <li>- Sequencing and timing</li> <li>- materials and/or resources and choice of visual aids including use and choice</li> </ul> <p>4. Compare lesson plan and curriculum.</p>	<p>NP: Steps in Developing a Training Program.</p> <p>H/O Lesson Plan NP/HO: How to Teach knowledge. NP/H: How to teach attitudes. NP/HO: How to teach skills. NP/HO: Tips on selecting training methods.</p>	<p>Trainees attention.</p> <p>Observing trainees review of NP on steps of developing a training program.</p>
10.30	BREAK			
12.30	LUNCH			

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- 34 -  
TRAINING DESIGN

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
2.00 p.m.		<p><u>Direct Experience:</u>            Small groups divide up training content/units of their planned training program among their group members.            Each P begins developing all but evaluation column of training designs for his/her chosen sections of the training program.            T's serve as consultants.</p>	<p>NP/HO: Training Methods Wheel            NP/HO: The experiential Learning Model            HO: A summary of Training Methods.            HO: Brainstorming            HO: Role Playing</p>	<p>Trainees design lesson plans as per trainers guide.</p>
4.30	REFLECTIONS	P leads exercise.		
5.00	CLOSURE	<p>Homework            P's continue training design work.</p> <p align="center"><u>DAY 9</u></p>	<p>HO: Lecture            HO: Demonstration            HO: Field Trips            HO: Pyramiding</p>	
8.30	LESSON PLAN DESIGNING	<p>Continue Lesson plan workshops            Trainers act as consultants.</p>	<p>Ref: Abbat F.R.  <u>Teaching for Better Learning.</u>            Chapter on Lesson Plan.</p>	

TRAINING OF TRAINERS - KENYA:

DAILY OBJECTIVES:

Days 10 - 11:

By the end of two days each participant should be able to:

- \* present a lesson plan using the content and training method suited to the learning category of a selected objective.
- \* demonstrate the use of rules of giving and receiving feedback at least once during participant presentations.

TRAINING DESIGN

Date 22 and 25 Nov. 1985  
 Day 10 & 11  
 Activity TOT.

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
8.30	LEARNING ISSUES	P leads <u>Exercise</u> :		
9.00	LESSON PLANS PARTICIPANT PRESENTATIONS	: Participant divided in two groups of eleven each small group of 2 - 3 presents its lesson plans to group of 8 - 10 (ten minutes presentation and 10 minute feedback)  : Peers and trainers critique or give feedback.  : Small group modifies its lesson plans, as a team, ready for use in 2 day update workshops.	Felt Pens Participants' developed lesson plans.	Quality of lesson plans in relation to evaluation guide and relevance to task analysis goals and objectives.
10.00	BREAK	B R E A K	Felt pens  HO: and NP of Guide for Evaluating a Training Design.	
10.30	LESSON PLAN PRESENTATIONS	: Presentations of lesson plans continue		
12.30	LUNCH			
2.00		: Presentations of lesson plans continue		
4.30		T lead exercise.		
5.00	REFLECTIONS	NB: <u>Participants continue workshops on lesson plans in own time.</u>		

TRAINING OF TRAINERS - KENYA:

Daily Objectives:

Day 12:

By the end of the day, each participant should be able to:

- : describe the importance of sequencing and relatedness between training topics
- : describe the importance of the relationship between the training content and process, and trainee experience
- : list at least two advantages and two disadvantages of the use of each of the selected eight common teaching methods
- : describe the use of brainstorming, role play, demonstration, case study and exercise/games, lecture discussion, field visit/clinical experience, or group discussion
- : conduct a brief training session, using one of the following five training methods

brainstorming

role play

demonstration

case study

exercise/games

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
8.30	LEARNING ISSUES	P leads exercise	Diagrams on the cover of the book " <u>Teaching for Better Learning</u> " By Abbat F.R.	Relevance of participants' comments to exercise.
9.00	TRAINING METHODS PRACTICE	<p><u>Exercise:</u> <u>Give Meaning to Your Training</u></p> <ol style="list-style-type: none"> <li>1. T shows two diagrams to group for 2-3 sec.</li> <li>2. T asks P's to reproduce what they have seen.</li> <li>3. T asks P's how successful they were in re-producing the diagrams and asks them to share what they have done.</li> <li>4. T asks what this activity has in common with training:               <ul style="list-style-type: none"> <li>- like the diagrams, training must have significance</li> <li>: explain in advance what you are going to say</li> <li>: try to draw a relationship between what you are teaching and the experience of the participants.</li> <li>: always explain new words or concepts.</li> </ul> </li> <li>5. T reviews with group Experiential Learning Model</li> </ol> <p>Discussion:</p> <p>Referring to Training Methods Wheel, group brainstorms: brainstorming, role play, demonstration, case study exercise/games.</p> <ul style="list-style-type: none"> <li>- uses of brainstorming, role play, demonstration, case study and exercises/games vis a vis appropriateness to each category of objectives.</li> <li>- advantages of each method</li> <li>- disadvantages of each method</li> <li>- how each method can be made more effective e.g. use of teaching aids; good preparation by trainer: use of objectives</li> </ul>	N/P with EIAG Model	

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TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
10.00		B R E A K		
10.30	PREPARATION FOR TRAINING METHODS	<p><u>Lecture/Discussion:</u></p> <p>: Trainer explains rationale of choosing only seven training methods for the special practicum related to training methods.</p> <p><u>Rationale for said choice:</u></p> <ul style="list-style-type: none"> <li>- some methods such as lecture/discussion, field visit or clinical experience, group discussion had been used in the lesson plans. Team work had been demonstrated by trainees, during lesson planning too</li> <li>- more experience or practice under supervision was required for</li> </ul> <ul style="list-style-type: none"> <li>a) brainstorming</li> <li>b) role play</li> <li>c) case study</li> <li>d) games/exercises</li> <li>e) demonstration</li> </ul>		
12.30	L U N C H	Trainers take notes of session as guide for preparing training methods practicum,		
2.00	PRACTICE OF USING TRAINING METHODS BASED ON GUIDE	<p><u>Direct Experience:</u></p> <p>: Participants in groups of two prepared a mini-lesson plan after an objective/objectives suitable for selected method</p> <p>: Mini-lesson was presented (10 mins) presentation and 10 min feedback</p>	HO. on Training methods.	<p>: Relevance of objectives to training methods.</p> <p>: No. of trainees who would prepare correct mini-lessons based on daily objectives</p>

MINISTRY OF HEALTH - KENYA:

DAILY OBJECTIVES:

Day 13.

By the end of the day, each participant should be able to:

- Conduct a brief training session on a selected topic, based on specific objective and using an appropriate training method.
- Plan, with members of his/her workgroup for a two day workshop for a specified group of family planning workers.
- Assign to each other, roles in the teaching practicum for two day update workshops.
- Prepare teaching aids required for various training sessions.

## TRAINING DESIGN

Date Nov. 27 1985  
 Day 13 P.1  
 Activity TOT

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
8.30	LEARNING ISSUES	P leads session		
9.00	PRESENTATION OF TEACHING METHODS	P's continue presenting mini-lesson plans to demonstrate use of select teaching methods. Trainers act as consultants.	Guidelines for Exercises/games	
10.00		B R E A K		
10.30		P's continue training methods presentation. Trainers ask P's for learning insights. Answer questions.		
12.30		L U N C H		
2.00	PREPARATION FOR TRAINING PRACTICUM (2 day update workshop)	<u>Lecture/Discussion:</u> T leads a session to prepare trainees to plan the Training practicum in groups of 6. Trainers had groups the related curricula viz: : 2 FLE Curricula : 2 counselling curricula : CBD and Promoting FP through teamwork : Contraceptive update and B/feeding  Training practicum would take 4 days in simulated situations		

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
2.30	PREPARATION FOR TRAINING PRACTICUM (2 day update workshop)	P's plan 2 day update workshops to suit groups ability. Make teaching aids.  Trainers act as consultants.  <u>Schedule of simulated 2-day update workshops:</u>  Thursday and Friday (workshop Day 14 and 15) Group 1 conducts training for Group 2 3                    "                    "                    4  Mon and Tuesday (workshop Day 16 and 17)  Group 2 conducts training for Group 1 4                    "                    "                    3	8 x 2 day update curricula for ECNs, developed by participants	Ability of P's to re-organize the curricula as a team
4.30	REFLECTIONS	T leads session		

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MINISTRY OF HEALTH - DIVISION OF FAMILY HEALTH  
TRAINING OF TRAINERS COURSE - BRUCKEN HURST LIMURU

DAILY OBJECTIVES:

DAYS 14 - 17, NOVEMBER 28-29, DECEMBER 2-3

By the end of the four days session, each participant will be able to:-

- Conduct with members of his/her work group, a two day workshop for a specified group of family planning workers.
- Use teaching aids prepared for various training sessions.
- Evaluate lesson presentations based on trainers' guide.
- Modify in own time, the lesson plans based on trainer and peer critique or feedback.
- Take responsibility to have the lesson plans typed and distributed to peers and trainers.

TRAINING DESIGN

DATE Nov. 28-29; Dec. 2-3, 1985

DAYS 14 - 17

ACTIVITY TOT

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
9.00 a.m.	Training Practicum	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Direct experience</div> Group 1 conducts 2 day training program for group 2 3 conducts 2 day training program for group 4 and vice versa.		
12.30 p.m.	Lunch	P's must simulate real situation in terms of audience being taught; use of teaching aids and training evaluation methods to match objectives.	<u>CDC: FP Methods and Practice: Africa</u>	o No of Ps ..... demonstrate ability to conduct an educative session on selected topics.
2.00 p.m.	Training Practicum continued.	Use H/O of evaluating lesson presentations and model to TOT trainers where necessary,	o DFH Trainers' Manual 1985	o Ability of Ps groups to present well sequenced, meaningful 2 day workshop.
4.30 p.m.		Each P group have modified lesson plans stencilled and distribute to trainers and peers.	o H/O Evaluating o Lesson presentation. Cooper and Heenan <u>Preparing, Designing, leading Leading Workshops</u>  Van Nostrand Reinhold Co: New York	o Training designs distributed to Ts + Ps.

MINISTRY OF HEALTH, KENYA

DIVISION OF FAMILY HEALTH/INTRAH - TOT COURSE 11/11/85  
- 5/12/85 - LIMURU BRUCKENHUST B.I.C. CENTRE

DAILY OBJECTIVES:

DAY 18, December 4th

By the end of the day, each participant should be able to:-

- Describe the difference between subjective and objective evaluation
- Describe at least three purposes of evaluation in family planning training.
- Identify at least three times/occasions when training evaluation should occur.
- Describe at least one method of evaluation appropriate to each of the three learning categories.
- Identify at least two kinds of questions he/she would ask on a needs assessment questionnaire.
- Write at least three self assessment questions for a prepost test.
- List at least eight critical aspects of a workshop to be evaluated at the end of the workshop.
- Outline follow up plan for ECNs he/she has trained.

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
<p>8.30 a.m.</p> <p>9.00 a.m. to 12.30 p.m.</p>	<p>Learning Issues</p> <p><u>EVALUATION</u></p>	<p>Participant leads exercise</p> <p><b>EXERCISE/BRAINSTORM</b></p> <ol style="list-style-type: none"> <li>1. T asks participants to state who and how tall is the tallest person in the class. Participants state the person's name. T asks volunteers to write the height of the selected tallest person (subjective, qualitative evaluation)</li> <li>2. Two participants to measure width of one desk with tape measure. (objective evaluation).</li> <li>3. T asks participants to brainstorm definition of evaluation based on observations of above exercises                             <ul style="list-style-type: none"> <li>- process of deciding worth or value of something.</li> <li>- process of making informed judgements about character and quality of something.</li> </ul> </li> </ol> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>- Why should we evaluate family planning training?</li> <li>* achievement of objectives (appropriateness and effectiveness of a particular training activity)</li> </ul>	<p>Chalk and Board</p> <p>Tape Measure</p>	<p>Observe trainees' attention.</p> <p>Quality of trainees' definition of Evaluation.</p>

TRAINING DESIGN

Date: Dec 4th 1985

Day: 18

Activity: TOT

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
	Evaluation as a Planning tool	<p>What is evaluated?</p> <ul style="list-style-type: none"> <li>- Trainee</li> <li>- Trainer</li> <li>- Achievement of training objectives</li> <li>- Resources used</li> <li>- Impact on job re behaviour after training</li> </ul> <p>Trainer emphasise that evaluation is easier when objectives are clearly stated.</p> <ul style="list-style-type: none"> <li>* efficiency of training program/component                             <ul style="list-style-type: none"> <li>— benefits justify costs?</li> <li>— more efficient means of achieving same objectives?</li> </ul> </li> <li>* Significance                             <ul style="list-style-type: none"> <li>— achievement of this objective contribute toward some higher goal?</li> <li>— advantage of this activity over possible alternative ways of achieving same objective.</li> <li>- analysis of reasons for an outcome.</li> </ul> </li> <li>** assess strengths and weaknesses of training program</li> <li>** guides learners and trainers</li> <li>** justifies program financially</li> <li>** makes lessons learned available for planning.</li> </ul>		<p>Number of trainees who respond to trainer's questions on evaluation.</p> <p>Trainees questions for clarifying concept of evaluation.</p>
	Evaluation as a planning tool	<p style="border: 1px solid black; padding: 2px;">BRAINSTORM</p> <p>1. When is evaluation done?</p> <ul style="list-style-type: none"> <li>- before planning a curriculum; before beginning instruction</li> <li>- continuously</li> <li>- during and end of sessions</li> <li>- immediately at the end of workshop</li> <li>- past-workshop e.g. three, six or 12 months after training re-impact and professional skills of trainee (relating training given to job)</li> </ul>	<p>WHO Technical Report 569: Evaluation of Family Planning in Health Services; WHO Geneva. pp.13-22.</p>	

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TRAINING DESIGN

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
	<p>PROCESSING THE SESSION ON EVALUATION</p>	<p>T asks participants to think of a training session they recently conducted and asks (for volunteers):</p> <ul style="list-style-type: none"> <li>* What did the trainees want to learn?</li> <li>* Did or did they not learn it?</li> <li>* How do you know they did or did not? What evidence do you have? How did you obtain it?</li> <li>* If you were to conduct the same training session again, would you do it differently? What would make it better? Why do you believe this?</li> </ul> <p>- T asks group to think again of same teaching/ learning experience and to use it as a basis for answering, in writing, the following questions:</p> <ul style="list-style-type: none"> <li>* What were the objectives of the training session?</li> <li>* What evidence did you have P's learned what was taught in the program?</li> <li>* How did you get the evidence?               <ul style="list-style-type: none"> <li>- What did you have participants do?</li> </ul> </li> </ul> <p>- T Displays and discusses chart showing methods of evaluating:-</p> <p><u>Knowledge:</u> Direct Observation</p> <p><u>Indirect methods</u></p> <ul style="list-style-type: none"> <li>- Objective tests</li> <li>- Essay tests</li> <li>- Mini case studies</li> </ul>	<p>H/O Evaluation from "Helping Health Workers Learn."</p>	<p>Quality and individual and groups participation in discussion.</p> <p>Ability to relate evaluation session to real life situation (stating this relation verbally).</p>

1.2

TRAINING DESIGN

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
	<p>Training Evaluation</p> <ul style="list-style-type: none"> <li>- timing</li> <li>- aspects of training which are evaluated.</li> </ul> <p>Needs Assessment questions.</p>	<p>Attitudes: <u>Direct Observation</u> e.g. Clinical practice assessment of trainee.</p> <p><u>Indirect Methods</u></p> <ul style="list-style-type: none"> <li>- Oral tests</li> <li>- questionnaires</li> </ul> <p>Skills: Direct Observation in practical situations.</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;">LECTURE/DISCUSSION</div> <p>: T asks at what occasions or times is training evaluation done.</p> <p>Participants respond:</p> <ul style="list-style-type: none"> <li>- pre-course needs assessment</li> <li>- at beginning of training (pre-test)</li> <li>- during training (trainees feedback, quizzes)</li> <li>- at end of training (trainees reactions to workshop, questionnaire on training).</li> </ul> <p>Trainers and participants list critical aspects which are evaluated at the end of a workshop by trainers and trainees.</p> <p>: T hand self-assessment questions used for pre-post test of the TOT which they are attending. Explain that based on objectives of training the same type of questions can be used for other Needs Assessment. There are several ways of doing a needs assessment.</p> <p>: Using the curricula they developed, participants in groups write at least 3 questions for a Needs Assessment using the scale 1 - 5 to show weakness and strength in skills or knowledge of the selected subjects.</p>	<p>N/P and H/O methods of Evaluation</p> <p>Trainees</p> <p>Blank Reaction forms (end of workshop) questionnaires).</p> <p>Copies of Self-Assessment forms used in the TOT.</p>	<p>Quality of participants responses.</p> <p>Number of participants who give correct responses.</p> <p>Reference of written questions to objectives of the 2 day workshop.</p>

TRAINING DESIGN

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
12.30-2.00 pm		BREAK		
2.00-2.45 pm.		LECTURE/DISCUSSION		
	<p>Objective Test items.</p> <ul style="list-style-type: none"> <li>- Multiple choice</li> <li>- Completion</li> <li>- True/False.</li> </ul>	<ul style="list-style-type: none"> <li>: Trainer using Newsprints with guide for writing objective test items and examples of questions in MCH/FP; lead a session to prepare trainees to develop own test items for their 2 day curricula, in groups.</li> <li>: T answers questions to clarify misconceptions.</li> <li>: Aim is to use the test items in writing some pretests or quizzes.</li> <li>: Trainers critique the test items</li> </ul>	<p>Handout</p> <p>N/P with examples of 3 objective test items</p>	<p>Trainees interest and attention</p> <p>Sample of test items written</p>
4.00 p.m.		BREAK		
4.30 p.m.	Follow up Plan for trained FP personnel	LECTURE/DISCUSSION		
		<ul style="list-style-type: none"> <li>: Using charts on consequences of not following up trainees after initial training and how to manage professional isolation due to lack of follow up, trainer use Prof. C.H. Woods simile to "Epidemiology of diseases and how to prevent diseases at primary, secondary and tertially stages. Prof. Wood calls the subject "Continuing Ignorance."</li> <li>: Trainer relates "Continuing Ignorance" to FP trained ECNs who are not followed up.</li> <li>: Participants comment about whether follow up of the ECNs they train is done or is necessary.</li> <li>: Trainer present the subject of Follow Up in a problem solving manner VIZ: Problem goal statement, general program objectives, facilitating factors, hindering factors; plan of action/work plan.</li> </ul>	<p>N/P on consequences of lack of follow up.</p> <p>N/P on managing Continuing Ignorance or Professional Isolation.</p> <p>Ref: AMREF</p> <p><u>Continuing Education for Health</u> Staff: AMREF Nairobi: Chapter 1</p>	<p>Number of trainees who look interested in the topic.</p>

TRAINING DESIGN

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
5.00 p.m.		<p><u>GROUP ASSIGNMENT</u></p> <p>: Trainer ask Participants to write workplan in twos and give to trainer for compiling into one list for onward presentation to DFH as the authority who may help to facilitate Follow up plans by trainers.</p> <p>CLOSURE: TRAINEES TO DO THE ASSIGNMENT ON FOLLOW UP of ECNs.</p>		A written draft Follow up Plan for FP trained ECNs.

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TRAINING OF TRAINERS WORKSHOP - KENYA:

Daily Objectives:

Day 19.

By the end of the day each participant should be able to:

- List at least 8 logistical tasks of a trainer in preparation for a workshop.
- List at least 3 logistical tasks of a trainer during a workshop.
- Summarise verbally the discussion between the Director of DFH and workshop participants, about MOH contraceptive administration policy in own words.
- Fill a post-workshop self-assessment questionnaire
- Write personal reactions to the workshop based on INTRAH Reaction Form.

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TRAINING DESIGN

Date: Dec. 5 1985

Day: 19

Activity: TOT

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
8.30 a.m.	Learning Issues	Participant Leads the session: <b>BRAINSTORM</b>		
9.00 a.m.	Workshop Logistics	: To refer Participants to training activities for which they are responsible. : Ask trainees to brainstorm different activities (non-learning) which they do to make a training successful. : Trainees respond. Trainer record on chalk board. Prompt participants when necessary. : Trainer and trainees mark 1, 2, 3 etc beside responses to denote sequence of the logistical activities from before and during training.	Chalk and Board  Trainees experience	Quality of Participants' participation.
10.00 a.m.		BREAK		
10.30 a.m.		: Question session by participants with Director of DFH; about MOH circular on contraceptives and Administration.		
12.00 p.m.	CLOSING ADDRESS	: By INTRAH Director. Summary of training process, expected roles of trainers after TOT; relation of TOT to Division of Nursing FP Management workshops of 1985 - 87.	Written closing Address	
1.15 - 2.15 p.m.	Post Workshop self Assessment Reaction Forms.	: Trainees fill the two types of forms. Trainer and trainees give each other verbal feedback about TOT	Post workshop self Assessment Questionnaires INTRAH Reaction Forms.	22 trainees fill the two forms.

**APPENDIX D**

**WORKSHOP SCHEDULE**

APPENDIX D

MINISTRY OF HEALTH/DFH/INTRAH  
TRAINING OF TRAINERS WORKSHOP  
FOR KRN/M/FP NURSING OFFICERS AND CLINICAL OFFICERS  
KENYA NOV.11 - DEC.5, 1985

WORKSHOP TIME SCHEDULE

WEEK 1

TIME	MONDAY (1) NOV.11	TUESDAY (2) NOV. 12	WEDNESDAY (3) NOV.13	THURSDAY (4) NOV.14	FRIDAY (5) NOV.15
8.30 a.m.	Registration	Learning Issues	Learning Issues	Learning Issues	
9.00 a.m.	Introductions and Expectations  Overview of Workshop Pretest	OPENING CEREMONY  COMMUNICATION • Consensus game • Cooperative game (scrabbled squares)	Values in Family Planning ↓	QUESTION CARD REVIEW <u>PLANNING</u>  Curriculum Development - Selecting subjects for ECN update workshop. - Task Analysis (group work)	<u>PLANNING</u>  Goals and Objectives - Introduction and Group Work. ↓
12.30 p.m.	L	U	N	C	H
2.00 p.m.	Adult learning  Feedback	Group Dynamics and Leadership	Training Process and Trainers Roles. <u>PLANNING</u> Needs Assessment (Introduction)		
4.30 p.m.	Reflections	Reflections	Reflections	Reflections	Reflections

WEEK 2

TIME	MONDAY (6) NOV. 18	TUESDAY (7) NOV. 19	WEDNESDAY (8) NOV. 20	THURSDAY (9) NOV. 21	FRIDAY (10) NOV. 22
8.30 a.m.	<p>Learning Issues QUESTION CARD REVIEW</p> <p><u>PLANNING</u> Curriculum Development - Determination of content headings  - Timetable preparation for content</p>	<p>Learning Issues</p> <p><u>PLANNING</u> Presentations of GOALS, OBJECTIVES AND Task Analysis</p> <p style="text-align: center;">↓</p>	<p>Learning Issues</p> <p><u>PLANNING</u> Lesson Plan - Introduction - Workshop based on task analysis</p> <p style="text-align: center;">↓</p>	<p>Learning Issues</p> <p><u>PLANNING</u> Lesson Plan Workshop (continued)</p> <p style="text-align: center;">↓</p>	<p>Learning Issues</p> <p><u>PLANNING</u> Lesson Plans presentations</p> <p style="text-align: center;">↓</p>
12.30 p.m.	L	U	N	C	H
2.00 p.m.	↓	↓	↓	↓	↓
4.30 p.m.	Reflections	Reflections	Reflections	Reflections	Reflections

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WEEK 3

TIME	MONDAY (11) NOV.25	TUESDAY (12) NOV.26	WEDNESDAY (13) NOV.27	THURSDAY (14) NOV.27	FRIDAY (15) NOV.28
8.30 a.m.	Learning Issues <u>PLANNING</u>	Learning Issues <u>IMPLEMENTATION</u>	Learning Issues <u>IMPLEMENTATION</u>	Learning Issues <u>IMPLEMENTATION</u>	Learning Issues <u>IMPLEMENTATION</u>
9.00 a.m.	Lesson plan presentations ↓	Training methods - Introduction  - Prepare mini-lessons for demonstrating method. ↓	<ul style="list-style-type: none"> <li>o Present Training methods (Training methods practicum).</li> <li>o SESSION TO DISCUSS APPROACH TO PREPARING TWO DAY UPDATE WORKSHOPS.</li> <li>o Group work to prepare for two Day workshops</li> </ul> ↓	CONDUCTING SIMULATED TWO DAY UPDATE WORKSHOPS FOR ECNs ↓	CONDUCTED TWO DAYS UPDATE WORKSHOPS FOR ECNs ↓
12.30 p.m.	L	U	N	C	H
4.30	↓ Reflections	Present Training methods (training methods practicum) ↓ Reflections	↓ Reflections	↓ Reflections	↓ Reflections

WEEK 4

TIME	MONDAY (16) DEC.2	TUESDAY (17) DEC.3	WEDNESDAY (18) DEC.4	THURSDAY (19) DEC.5
8.30 a.m. 9.00 a.m.	<p>Learning Issues QUESTION CARD REVIEW</p> <p><u>IMPLEMENTATION</u></p> <p>Conducting simulated Two Day Update Workshops for ECNs (continued)</p> <p>↓</p>	<p>Learning Issues</p> <p><u>IMPLEMENTATION</u></p> <p>Conducting simulated Two Day Update Workshops for ECNs.</p> <p>↓</p>	<p>Learning Issues QUESTION CARD REVIEW</p> <p><u>EVALUATION</u></p> <p>INTRODUCTION TO TRAINING EVALUATION</p> <p>↓</p>	<p>Learning Issues QUESTION CARD REVIEW</p> <p><u>EVALUATION</u></p> <p>- Question and Answer session on MOH Policy on Contraceptive supplies led by Dr. J. K. Kigundu, Director DFH.</p> <p>- Workshop logistics.</p>
12.30 p.m.	L	U	N	C H
4.30 p.m.	<p>↓</p> <p>Reflections</p>	<p>↓</p> <p>Reflections</p>	<p>↓</p> <p>Reflections</p>	<ul style="list-style-type: none"> <li>• Post-Workshops Self Assessment.</li> <li>• INTRAH Reaction Form filling.</li> <li>• WRAP UP REMARKS BY TRAINERS</li> </ul> <p>3.00 p.m. DEPARTURES</p>



	: 2 :		
7. Have you practice in writing educational goals	Yes/No 8/9	1(5) 2(7) 3	
8. Have you practice in writing educational objectives in 3 domains	Yes/No 9/8	1(3) 2(7) 3	
9. If you have answered Yes in No. 8 show your proficiency in -			
? i) Cognitive domain	9/4	{ Yes/No Yes/No Yes/No	1) 2) 3
ii) Affective domain			1(3) 2(6) 3
iii) Psychomotor domain			1) 2) 3
10. Have you experience in writing lesson plans	Yes/No 15/2	1(4) 2(13) 3	
11. Have you experience in designing a curriculum	Yes/No 10/6	1(3) 2(8) 3	
<b>D. <u>IMPLEMENTATION OF TRAINING:</u></b>			

12. Have you experience in using the following adult training methods?			
i) Lecture/Discussion	Yes/No 16/0	1(3) 2(10) 3 (3)	
ii) Group Discussion	Yes/No 17/0	1(4) 2(13) 3 (3)	
iii) Demonstration	Yes/No 17/0	1(3) 2(14) 3 (3)	
iv) Planning a field trip by objectives	Yes/No 11/5	1(3) 2(10) 3 (1)	
v) Planning for self-instruction	Yes/No 9/6	1(4) 2(9) 3	
vi) Role play	Yes/No 15/3	1(3) 2(12) 3 (1)	
vii) Games	Yes/No 5/12	1(3) 2(5) 3 (1)	
viii) Exercises	Yes/No 11/6	1(2) 2(12) 3	
ix) Case Study	Yes/No 10/7	1(4) 2(10) 3 (1)	
x) Drama	Yes/No 5/12	1(6) 2(4) 3 (1)	
xi) Team teaching	Yes/No 11/5	1(3) 2(10) 3 (2)	
13. Have you experience in use of visual aids	Yes/No 15/0	1(6) 2(12) 3 (1)	
14. Do you write a work plan related to training courses	Yes/No 11/5	1(4) 2(8) 3 (1)	
15. Have you experience in giving and receiving feedback	Yes/No 14/3	1(6) 2(10) 3 (1)	

**E. EVALUATION IN TRAINING:**

16. Have you experience in continuous evaluation of training activity/course	Yes/No 15/2	1(7) 2(6) 3 (1) 4/6
--	-------------	---------------------

17. Have you experience in constructing the following tests:

i) Multiple choice items	Yes/No 9/7	1(5)	2(5)	3(2)
ii) Matching items	Yes/No 9/7	1(5)	2(5)	3(2)
iii) True False Items	Yes/No 10/6	1(6)	2(5)	3(2)
iv) Restricted Essay items	Yes/No 9/7	1(3)	2(4)	3(1)

18. Have you experience in developing a check list to observe trainees' skills as a follow up training procedure

Yes/No 6/7      1(8) 2(4) 3-

19. Have you experience in writing out a plan of activities for following up ex-trainees

Yes/No 4/12      1(9) 2(1) 3(1)

F.

GENERAL QUESTIONS:

For Questions 20 - 21 take time to think and write down and answer chosen from many alternatives which <sup>you</sup> are thinking about:

20. I wish the workshop to improve my ability to plan, implement & evaluate training programs (20 participants)  
improve communication skills (2 participants)
21. I feel that family planning should be expanded throughout the country; is necessary.

22. What titles/subjects of books would you like to have in your library in order to promote up-to-date training in family planning:

**APPENDIX F.1.**

**PRE-WORKSHOP ASSESSMENT**

DIVISION OF FAMILY HEALTH,  
NAIROBI  
TRAINING OF TRAINERS' WORKSHOP

November 11 - December 6, 1985

Name Summary

Please circle the number which indicates your own assessment of your present skills and knowledge in the following areas:

	Weak				Strong
1. Knowledge of adult learning theory	1 (5)	2 (4)	3 (8)	4 (5)	5 (1)
2. Knowledge of the difference between training and non-training problems	1 (4)	2 (8)	3 (8)	4 (3)	5
3. Knowledge of the two basic needs assessment approaches	1 (9)	2 (9)	3 (3)	4	5
4. Skill in using two basic approaches to needs assessment	1 (12)	2 (7)	3 (3)	4	5
5. Knowledge of the characteristics of specific learning/training objectives	1 (4)	2 (7)	3 (8)	4 (3)	5 (1)
6. Skill in explaining training objectives to staff and supervisors	1 (3)	2 (11)	3 (6)	4 (3)	5
7. Skill in writing realistic and clear training objectives	1 (5)	2 (8)	3 (5)	4 (3)	5
8. Ability to plan units of training in a logical sequence	1 (7)	2 (6)	3 (8)	4 (2)	5
9. Skill in designing an effective sequence of learning activities for a particular training unit	1 (4)	2 (10)	3 (7)	4 (1)	5 (1)
10. Skill in selecting appropriate training methods corresponding to specific training objectives	1 (2)	2 (6)	3 (8)	4 (7)	5
11. Skill in selecting appropriate learning/training resources	1 (3)	2 (2)	3 (9)	4 (7)	5 (1)
12. Knowledge of techniques for reaching a learning contract with trainees and the reasons for the learning contract	1 (10)	2 (6)	3 (5)	4 (1)	5
13. Skill in setting a positive learning climate	1 (1)	2 (10)	3 (5)	4 (5)	5 (2)
14. Skill in directing learning activities	1 (4)	2 (7)	3 (8)	4 (2)	5 (1)
15. Knowledge of communication principles in group settings	1 (6)	2 (8)	3 (5)	4 (4)	5
16. Ability to express confidence in others	1 (3)	2 (5)	3 (9)	4 (5)	5 (1)

	Weak				Strong					
17. Ability to stimulate others to work together	1	①	2	⑤	3	⑧	4	⑨	5	
18. Skill in giving, receiving and using feedback	1	③	2	⑥	3	⑨	4	③	5	①
19. Skill in facilitating large group work	1	⑦	2	⑨	3	③	4	③	5	
20. Skill in facilitating small group work	1	②	2	⑦	3	⑧	4	②	5	②
21. Knowledge of the various types of evaluation and their appropriate uses	1	⑦	2	⑤	3	⑦	4	③	5	①
22. Skill in evaluating learning results against established objectives	1	⑦	2	⑧	3	②	4	④	5	①
23. Ability to recognize new ideas in different kinds of information	1	⑤	2	⑤	3	⑩	4	②	5	①
24. Skill in coordination of logistics of training	1	⑩	2	⑦	3	③	4	③	5	
25. Self confidence to take risks in training/learning situations	1	②	2	③	3	⑦	4	⑧	5	①

**APPENDIX F.2.**

**POST-WORKSHOP ASSESSMENT**

DIVISION OF FAMILY HEALTH,  
NAIROBI  
TRAINING OF TRAINERS' WORKSHOP

November 11 - December 6, 1985

Name Summary

Please circle the number which indicates your own assessment of your present skills and knowledge in the following areas:

	Weak		Strong		
1. Knowledge of adult learning theory/	1	2	3 (2)	4 (15)	5 (5)
2. Knowledge of the difference between training and non-training problems	1	2	3 (3)	4 (14)	5 (5)
3. Knowledge of the two basic needs assessment approaches	1	2	3 (4)	4 (13)	5 (5)
4. Skill in using two basic approaches to needs assessment	1	2	3 (5)	4 (12)	5 (4)
5. Knowledge of the characteristics of specific learning/training objectives	1	2	3 (4)	4 (10)	5 (8)
6. Skill in explaining training objectives to staff and supervisors	1	2	3 (2)	4 (15)	5 (5)
7. Skill in writing realistic and clear training objectives	1	2	3 (4)	4 (13)	5 (5)
8. Ability to plan units of training in a logical sequence	1	2	3 (6)	4 (10)	5 (6)
9. Skill in designing an effective sequence of learning activities for a particular training unit	1	2	3 (1)	4 (17)	5 (4)
10. Skill in selecting appropriate training methods corresponding to specific training objectives	1	2	3 (2)	4 (11)	5 (9)
11. Skill in selecting appropriate learning/training resources	1	2	3 (3)	4 (13)	5 (6)
12. Knowledge of techniques for reaching a learning contract with trainees and the reasons for the learning contract	1	2 (1)	3 (6)	4 (15)	5
13. Skill in setting a positive learning climate	1	2	3 (1)	4 (11)	5 (10)
14. Skill in directing learning activities	1	2	3 (1)	4 (15)	5 (6)
15. Knowledge of communication principles in group settings	1	2	3 (2)	4 (14)	5 (6)
16. Ability to express confidence in others	1	2	3 (1)	4 (15)	5 (5)

	Weak		Strong		
17. Ability to stimulate others to work together	1	2	3 (2)	4 (13)	5 (7)
18. Skill in giving, receiving and using feedback	1	2	3 (4)	4 (9)	5 (9)
19. Skill in facilitating large group work	1	2	3 (7)	4 (11)	5 (4)
20. Skill in facilitating small group work	1	2	3 (1)	4 (11)	5 (10)
21. Knowledge of the various types of evaluation and their appropriate uses	1	2	3 (4)	4 (12)	5 (5)
22. Skill in evaluating learning results against established objectives	1	2	3 (5)	4 (11)	5 (5)
23. Ability to recognize new ideas in different kinds of information	1	2	3 (6)	4 (12)	5 (2)
24. Skill in coordination of logistics of training	1	2	3 (7)	4 (13)	5 (2)
25. Self confidence to take risks in training/learning situations	1	2	3 (3)	4 (8)	5 (11)

**APPENDIX F.3.**

**SUMMARY OF RESULTS:**

**PRE- AND POST-WORKSHOP SELF-ASSESSMENT**

SUMMARY OF PRE & POST WORKSHOP SELF ASSESSMENT RESULTS

	WEAK 1			2			3			4			STRONG 5		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
1	5	0	-5	4	0	-4	8	2	-6	5	15	10	1	5	4
2	4	0	-4	8	0	-8	8	3	-5	3	14	11	0	5	5
3	9	0	-9	9	0	-9	3	4	-1	0	13	13	0	5	5
4	12	0	-12	7	0	-7	3	5	-2	0	12	12	0	4	4
5	4	0	-4	7	0	-7	8	4	-4	3	10	7	1	8	7
6	3	0	-3	11	0	-11	6	2	-6	3	15	12	0	5	5
7	5	0	-5	8	0	-8	5	4	-1	3	13	12	0	5	5
8	7	0	-7	6	0	-6	8	6	-2	2	10	8	0	6	6
9	4	0	-4	10	0	-10	7	1	-6	1	17	16	1	4	3
10	2	0	-2	6	0	-6	8	2	-6	7	11	4	0	9	9
11	3	0	-3	2	0	-2	9	3	-6	7	13	6	1	9	9
12	10	0	-10	6	0	-6	8	2	-6	7	11	4	0	6	5
13	1	0	-1	10	1	-9	5	6	-1	7	11	4	0	9	9
14	4	0	-4	7	0	-7	8	11	+3	5	15	10	2	0	2
15	6	0	-6	8	0	-8	5	2	-3	2	15	13	1	6	5
16	3	0	-3	5	0	-5	9	1	-8	4	14	10	0	6	6
17	1	0	-1	5	0	-5	8	2	-6	5	15	10	1	5	4
18	3	0	-3	6	0	-6	9	4	-5	9	13	4	0	7	7
19	7	0	-7	9	0	-9	3	7	+4	3	9	6	1	9	8
20	2	0	-2	7	0	-7	8	1	-7	3	11	8	0	4	4
21	7	0	-7	5	0	-5	2	4	-3	2	11	9	2	4	2
22	7	0	-7	8	0	-8	3	4	-3	3	12	9	1	5	4
23	5	0	-5	5	0	-5	4	5	+3	4	11	7	1	5	4
24	10	0	-10	7	0	-7	10	6	-4	2	12	10	1	2	1
25	2	0	-2	3	0	-3	7	4	+4	3	13	10	0	2	2
							9	3	-6	8	18	+0	1	11	10

KEY: The numbers under the words "PRE" or "POST" denote the number of participants who responded under the scale "WEAK ← → STRONG" in relation to the skills stated in self assessment questionnaire.

- : Minus in change denotes improvement
- : Plus in change denotes weakness or change of self assessment.

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**APPENDIX G**

**SUMMARY OF RESULTS:**

**INTRAH PARTICIPANT REACTION FORM**

APPENDIX E

SUMMARY OF PRE-TRAINING NEEDS ASSESSMENT

TRAINING OF TRAINERS FOR KRN/M/PP NURSING OFFICERS OF  
DIVISION OF FAMILY HEALTH. NOVEMBER 11 - DECEMBER 6, 1985:

PERSONAL PARTICULARS:

- I. Name (Print) \_\_\_\_\_ Mr/Mrs/Miss
- II. Date of Birth \_\_\_\_\_
- III. Address: \_\_\_\_\_  
\_\_\_\_\_
- IV. Academic Education: \_\_\_\_\_  
\_\_\_\_\_
- V. Professional Qualifications: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- VI. Family Planning Training; Dates and duration:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- VII. What portion of your usual duties is CLASSROOM TRAINING?  
Tick appropriate answer(s)
- About one quarter ( )  
About half ( )  
About three quarters ( )  
Full time ( )  
Other response (specify) \_\_\_\_\_  
\_\_\_\_\_
- VIII. What portion of usual duties is CLINICAL TRAINING?  
Tick one answer.
- About one quarter of my duties ( )  
About half of my duties ( )  
About three quarters of my duties ( )  
Full time ( )  
Other response(s) specify \_\_\_\_\_  
\_\_\_\_\_

Course ID# DFH/INTCAH TCT Nov/Dec 1985

INTRAH PARTICIPANT REACTION FORM

For each set of statements below, please check the one that best describes your feelings about this training.

1. Workshop objectives were:

a. Very clear	b. Mostly clear	c. Somewhat clear	d. Not very clear	e. Not clear at all
<u>10</u>	<u>13</u>	<u>    </u>	<u>    </u>	<u>    </u>

2. Workshop objectives seemed to be achieved:

a. Entirely	b. Mostly	c. Somewhat	d. Hardly at all	e. Not at all
<u>9</u>	<u>15</u>	<u>    </u>	<u>    </u>	<u>    </u>

3. With regard to workshop material (presentations; handouts, exercises) seemed to be:

14 a. All material was useful  
9 b. Most materials were useful  
     c. Some material was useful  
     d. Little material was useful  
     e. No material was useful

4. Workshop material presented was clear and easy to follow:

a. All the time	b. More than half the time	c. About half the time	d. Less than half the time	e. None of the time
<u>10</u>	<u>13</u>	<u>    </u>	<u>    </u>	<u>    </u>

5. The amount of material covered during the workshop was:

- a. Too much    b. Somewhat too much    c. Just about right    d. Somewhat too little    e. Too little
- 

6. The amount of time devoted to the workshop was:

- a. Too much    b. Somewhat too much    c. Just about right    d. Somewhat too little    e. Too little
- 

7. For the work I do or am going to do, this workshop was:

- a. Very useful    b. Mostly useful    c. Somewhat useful    d. Not very useful    e. Not useful at all
- 

8. Possible solutions to real work problems were dealt with:

- a. All the time    b. More than half the time    c. About half the time    d. Less than half the time    e. None of the time
- 

9. In this workshop I learned:

- 17 a. many important and useful concepts,  
5 b. several important and useful concepts,  
1 c. some important and useful concepts,  
\_\_\_ d. a few important and useful concepts,  
\_\_\_ e. almost no important or useful concepts.

10. In this workshop I had an opportunity to practice:

- 14 a. many important and useful skills,  
9 b. several important and useful skills,  
\_\_\_ c. some important and useful skills,  
\_\_\_ d. a few important and useful skills,  
\_\_\_ e. almost no important or useful skills.

11. Workshop facilities and arrangements were:

a. Very good      b. Good      c. Acceptable      d. Barely acceptable      e. Poor

| 3 |      | 15 |      | 5 |      |      |      |      |

12. The trainer/trainers for this workshop was/were:

a. Very effective      b. Effective      c. Somewhat effective      d. Not very Effective      e. Not effective at all

| 16 |      | 7 |      |      |      |      |      |      |

13. The trainer/trainers for this workshop encouraged me to give my opinions of the course:

a. Always      b. Often      c. Sometimes      d. Rarely      e. Never

| 14 |      | 8 |      | 1 |      |      |      |      |

14. In providing information about my progress in training, the trainer/trainers for this workshop were:

a. Very effective      b. Effective      c. Somewhat effective      d. Not very effective      e. Not effective at all

| 15 |      | 8 |      |      |      |      |      |      |

15. 22 a. I would recommend this workshop without hesitation,

1 b. I would probably recommend this workshop

\_\_\_\_\_ c. I might recommend this workshop to some people

\_\_\_\_\_ d. I might not recommend this workshop

\_\_\_\_\_ e. I would not recommend this workshop.

16. Please check any of the following that you feel could have improved the workshop.

- 14 a. Additional time for the workshop
- 1 b. More limited time for the workshop
- 5 c. Use of more realistic examples and applications
- 16 d. More time to practice skills and techniques
- 9 e. More time to become familiar with theory and concepts
- 2 f. More effective trainers
- 3 g. More effective group interaction
- 14 h. Different training site or location
- 4 i. More preparation time outside the training sessions
- 3 j. More time spent in actual training activities
- 4 k. Concentration on a more limited and specific topic
- 0 l. Consideration of a broader and more comprehensive topic
- 4 m. Other (specify) more time spent on actual needs assessment of ECNs in their working areas. (4 participants)
  - more time on the session of formulating the pretests, e.g. on Gladys problem. The session is very relevant in our situation and was given on the last day; more practice was required on the session.
  - additional trainers. Two were too few when it came to guiding the small groups during the curriculum development.
  - use of audio-visual aids.

17. Below are several topics that were presented in the workshop. Please indicate the usefulness of the topics to you in the scale at right.

	very useful					hardly useful				
	1	2	3	4	5	1	2	3	4	5
a. <i>Adult learning, communication, values, group dynamics</i>	17	5								
b. <i>Training process, trainer roles</i>	16	5								
c. <i>needs assessment / task analysis</i>	19	2								
d. <i>goals &amp; objectives</i>	18	4								
e. <i>Curriculum; training schedule</i>	16	6								
f. <i>Curriculum presentations</i>	12	8	7							
g. <i>Lesson plan preparation</i>	18	3	1							
h. <i>Lesson plan presentations</i>	15	6	1							
i. <i>Practicum: practice-teaching</i>	12	8	2							
j. <i>evaluation</i>	15	6								

18. For the following techniques or resources, please check the box on the right that best describes your view of their usefulness for your learning in this workshop.

Techniques/ Resources	very useful					hardly useful					does not apply
	1	2	3	4	5	1	2	3	4	5	
a. lectures	6	4	8	1							
b. group discussions	20	2									
c. individual exercises	7	10	2	3							
d. group exercises	13	8									
e. clinical sessions											<input checked="" type="checkbox"/>
f. field trips											<input checked="" type="checkbox"/>
g. handouts/readings	10	6	6								
h. books	12	7	3								
i. audio-visuals*	8	8	5								<input type="checkbox"/>

\* were not part of training program. Family planning films brought in evening by DFH participants for viewing

19. From the list below, please indicate the three (3) areas in which you feel additional training in a future course would be most useful to you.

- 2 a. Counselling and/or client education
- 0 b. Provision of Clinical Methods (IUDs, pills, diaphragms, injections)
- 0 c. Provision of Non-clinical Methods (condoms, foaming tablets, foam)
- 6 d. Provision of Natural Family Planning Methods (rhythm, sympto-thermal, mucous)
- 7 e. Supervision of Family Planning Services
- 7 f. Management of Family Planning Service System
- 16 g. Planning/Evaluation of Family Planning Services
- 6 h. Policy Making/Direction of Family Planning Services
- 6 i. Community Based Distribution of Contraceptives
- 6 j. Community Based Outreach, Education or Information
- 10 k. In-Service Training in Family Planning
- 8 l. Pre-Service Teaching/Tutoring in Family Planning
- 1 m. Other (specify) TOT Overseas.

20. Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Feel free to sign your name. (Optional)

\_\_\_\_\_

May, 1985

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Question 20.

- The same trainers should conduct future workshops. (2 trainees)
- Evaluation requires a little more time - perhaps 5 hours or more. (1 trainee)
- I have benefitted a lot from this course by acquiring knowledge and skills for future training purpose. (2 trainees)
- In general, the training was very educative and motivative. Since this was my first opportunity to attend such a course, I would wish to have more opportunities in future in order to improve what I have learned. Thanks to the organizers and especially the trainers.
- The workshop was very educative and has made me feel more confident in teaching family planning. Thank you very much. I enjoyed the workshop. Trainers were very organized.
- The course was very educative and more people in the field of family planning/MCH should have a chance.
- It has been a wonderful experience and I hope to use all the knowledge achieved from this workshop.
- The course was honestly worth attending and I have gained a lot of knowledge and skills which I will be able to apply in my day to day activities. The trainers worked tirelessly and a credit goes to them. Other nurses in MCH/FP and trainers should attend this workshop.
- Has been a very useful course. I hope that the trainers will follow us up in our places of work to assist/evaluate and give us feedback on our performance on the way we shall utilize the knowledge and skills gained in this workshop.
- I suggest that this course be taken by health professionals working in the schools of Nursing/college of health professions in Kenya and also lecturers of the medical school if it is possible. The above mentioned should be exposed to this kind of workshop. They would gain knowledge, attitudes and skills in their teaching.
- I suggest that all staff working in training institutions of Ministry of Health undergo this type of training, for better teaching and learning of health professionals.
- This was a very useful workshop in relation to the work I do (training ECN's on FP). I feel very much motivated and much better than ever before. The trainers were very dedicated and took a lot of their time with us, even late at night.
- My special thanks goes to our two trainers who worked tirelessly throughout the course. Next time please have more trainers for smooth running of the workshop.

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Question 20 cont.

- This is one of the best and most useful courses that I have attended. I do feel more time should be added i.e. 2 months in order to more comprehensive. Thanks to the two trainers, Suzanne and Grace KEEP IT UP.

APPENDIX H

LIST OF TRAINING MATERIALS

APPENDIX H

LIST OF TRAINING MATERIALS DISTRIBUTED TO PARTICIPANTS:

A. Books:

Abbat F.R. : Teaching for Better Learning. WHO/AMREF, Nairobi.

Coopers & Heenan C: Preparing, designing, leading workshops. Van  
Nostrand Reinhold Publishing: 135 West 50th  
St, New York. N.Y. 10020.

CDC: Family Planning Methods and Practice: Africa: Center of  
Disease Control, Atlanta. Georgia.

Mager R. Preparing Instructional Objectives: Fearon Publishers.  
Palo Alto. California Latest Edition.

National Council for )  
Population and ) Population Policy Guidelines: Sessional  
Development ) Paper No. 4 of 1984:

Office of the Vice President and Ministry  
Home Affairs, Republic of Kenya.

B. Handouts:

List of Training Materials Distributed:

1. Orientation:

Feedback  
Experiential learning model (chart)  
Adult Learning Theory (Diagram)  
Adults and Effective workshops  
Andragogy vs Pedagogy  
The process of Andragogy (Chart)  
Malcolm Knowles on Pedagogy and Andragogy  
Ground rules for Training  
Information vs Education vs Training  
The use of Where are We  
The use of "Reflection" in Training  
MOH Circular on "Contraceptive services" .../

List of Training Materials Distributed (cont.)

2. Communication:

How to teach steps of change  
Rating supervisory behaviour (Group Concensus exercise)  
Barriers to interpersonal communication and overcoming the barriers  
Ten commandments of good communication  
Some principles of effective communication in training  
Cooperative game (simulation game)

3. Group Dynamics and Leadership:

Human groups (qualities of a group, behaviour of members etc)  
A brief study of groups  
Phases of group development (Chart)  
Phases of group development (narrative)  
What to look for in groups  
Small group dynamics and trainer behaviour  
Characteristics of a good group leader/facilitator

4. Training Process:

Training Process  
The scope of training (diagram)  
Aiming teaching at what is more important  
Learning (diagram)  
Definition of Training  
Types of learning  
Six roles of Teachers (J.W. MacKeachie - Teaching tips:  
A guide for beginning college teacher).  
Design cycle for short term training program (diagram)

5. Planning Training:

Needs assessments  
Assessing the needs of the training population  
Outline of a method for problem solving or how to get results  
Assessing learning needs (problem centred needs assessment  
and competency model needs assessment) ..../

List of Training materials Distributed (cont.)

Planning Training (Cont.)

Making decisions about training needs (format with spaces to be filled)  
Problem analysis method: (learning and non-learning needs)  
Educational Objectives  
Qualities of Behavioural Objectives (diagram)  
List of action verbs for educational objectives  
Hierarchy of educational objectives  
Steps in developing a training program  
Handout on Lesson plan and hints on presenting a lesson  
Questions to ask when evaluating a training design  
Questions to ask when evaluating a training presentation

6. Implementing Training:

a) Training Methods:

Lecture  
Brainstorming  
Exercises and projects  
Discussion  
Field trip/home visits  
Role play  
Training methods wheel (drawing)  
Demonstration using models, real objects, and with simulations  
Summary of Training methods (Davis NL & McCallon)  
Tips on selecting training methods (Davis & McCallon)

b) Other Information on implementing training:

Achieving learning objectives  
How to teach knowledge  
How to teach attitudes  
How to teach skills  
Real ideal model  
Teaching aids summary.

List of Training materials Distributed (cont.)

7. Evaluating Training:

- : Evaluation plan for Nov/Dec 1985 TOT workshop
- : Evaluation in training
- : Evaluation in training (diagrammatically)
- : Evaluation during training as a two-way process  
(Werner & Bower)
- : Levels of evaluation of training (diagram)
- : Achievement tests
- : Types of evaluation measures (objective and subjective)
- : Follow up.