

PD-AAT-437

45193



intraH

Trip Report

0-163

Travelers: Mr. Ernest Petrich, INTRAH Consultant
Mrs. Grace Mtawali, INTRAH E/SA
Training Officer

Country Visited: KENYA

Date of Trip: January 28 - February 25, 1986

Purpose: To train five DON/MOH national trainers in management training skills, to help them prepare a six-week management training curriculum for district nurses, and to develop a project evaluation monitoring instrument.

Program for International Training in Health
208 North Columbia Street
The University of North Carolina
Chapel Hill, North Carolina 27514 USA

LIST OF ABBREVIATIONS

DON/MOH	Division of Nursing/Ministry of Health
ECN	Enrolled Community Nurse
E/SA	East/Southern Africa
INTRAH	Program for International Training in Health
MCH/FP	Maternal/Child Health and Family Planning
USAID	United States Agency for International Development

TABLE OF CONTENTS

	PAGE
EXECUTIVE SUMMARY	i
SCHEDULE DURING VISIT.iii
I. PURPOSE OF TRIP.	1
II. ACCOMPLISHMENTS.	1
III. BACKGROUND	2
IV. DESCRIPTION OF ACTIVITIES	3
V. FINDINGS	9
VI. CONCLUSIONS	16
VII. RECOMMENDATIONS.	18

APPENDICES

- A. List of Persons Contacted
- B. List of Participants and Trainers
- C. Workshop Schedule and Curriculum
- D. List of Materials Distributed to Participants
- E. Workshop Products
 - E.₁ Workshop Schedule and Curriculum for Training Kenyan Registered Nurses and District Trainers in Management and Management Training
 - E.₂ Management Training Project Evaluation Package
 - E.₃ Project Implementation Workplan for Period February 24 to May 10, 1986
- F. Pre/Post-Test Participant Scores and Instrument
- G. Summary Data from Participant Reaction Forms
- *H Biodata Sheets on Workshop Participants
- I. Needs Assessment Forms for National Trainers

* On file with INTRAH Data Management Service.

EXECUTIVE SUMMARY

From February 1 - 25, 1986 the team of INTRAH consultant Mr. Ernest E. Petrich and INTRAH E/SA Training Officer Mrs. Grace Mtawali conducted a management training workshop for five national Division of Nursing/Ministry of Health trainers targeted to become management trainers of district nurses; assisted the national trainers to design a six-week management training curriculum for district nurses; and designed project evaluation instruments. Despite a variety of obstacles, including inadequate workshop preparation and implementation time and logistical support, the following outcomes were achieved:

1. Four national trainers were trained and a fifth was partially trained.
2. A six-week workshop curriculum for district nurses was designed, which covers maternal/child health and family planning management and management training appropriate to the district level.
3. A management training project evaluation package was designed to more adequately satisfy project evaluation needs than that provided for in the INTRAH-Division of Nursing/Ministry of Health contract agreement.
4. A detailed workplan to guide national trainers in post-workshop preparation activities for the next workshop was prepared which includes two-week clinical assignments to upgrade technical family planning skills.
5. Agreement was reached between the DON/MOH and INTRAH/Nairobi to provide a formal project orientation to provincial-level nursing supervisors of district nurses immediately prior to the start of the next workshop in May 1986.
6. Agreement was reached between the DON/MOH and INTRAH/Nairobi regarding the need for detailed provincial project implementation plans to guide training activities, including evaluation activities within the districts.

7. Agreement was reached between the DON/MOH and INTRAH/Nairobi to delay the start of the next workshop by several weeks to allow more preparation time for the national trainers. The workshop is now scheduled for May 12 - June 20, 1986.
8. The need for improved DON/MOH resource and logistical support for the project was identified and discussed with DON/MOH officials.
9. The need for documented policies, procedures and formats to guide maternal/child health and family planning operational planning and evaluation at district and clinic levels was identified and discussed with DON/MOH officials.
10. Agreement was reached between the DON/MOH and INTRAH/Nairobi for INTRAH consultant Mr. Ernest Petrich to return to Kenya two weeks prior to the next workshop to review and revise, if necessary, the training materials prepared in his absence, and to provide further training to the national trainers before they begin management training of the district nurses.

SCHEDULE DURING TRIP

Thursday January 30	Mr. Petrich departed Hawaii for Washington, DC.
Friday January 31	Mr. Petrich arrived Washington, DC and visited Kenya Embassy to collect passport and visa. Also obtained visa from Nepal Embassy. Departed Washington, DC for Nairobi, Kenya.
Saturday February 1	Mr. Petrich arrived Nairobi.
Sunday February 2	Mr. Petrich reviewed needs assessment data on workshop participants, and workshop curriculum outline and schedule.
Monday February 3	Official opening ceremonies of workshop conducted by Mrs. E.N. Ngugi, Acting Chief Nursing Officer, Ministry of Health. Workshop adjourned at noon after participants were given homework assignments. Afternoon and evening spent by Mr. Petrich and Mrs. Mtawali finalizing workshop curriculum, including the writing of initial lesson plans.
Tuesday February 4	Mr. Petrich and Mrs. Mtawali continued development of workshop curriculum material for first week of the workshop including design of pre- and post-test. Mr. Petrich and Mrs. Mtawali met with USAID staff for a briefing session.
Wednesday February 5	Management training workshop resumed with Unit One orientation, pre- and post- test, etc. Mr. Petrich and Mrs. Mtawali spent evening preparing training materials for next day.
Thursday February 6	Management training workshop. Mr. Petrich and Mrs. Mtawali spent evening preparing training materials for next day.
Friday February 7	Management training workshop.

- Saturday**
February 8 Mr. Petrich and Mrs. Mtawali prepared lesson plans for second week of workshop.
- Sunday**
February 9 Mr. Petrich moved classroom and workshop materials to new location at request of hotel and DON/MOH, graded pre-test papers and prepared training materials for next workshop day.
- Monday**
February 10 Management training workshop.

Evening spent by Mr. Petrich and Mrs. Mtawali editing/revising training needs assessment output documents and preparing training materials for next workshop day.
- Tuesday**
February 11 Management training workshop.

Evening spent by Mr. Petrich and Mrs. Mtawali proofing lesson plans and preparing training materials for next workshop day.
- Wednesday**
February 12 Management training workshop.

Evening spent by Mr. Petrich preparing training materials for next day.
- Thursday**
February 13 Management training workshop.

Luncheon meeting with Miss Pauline Muhuhu to review issues and plans for next workshop to train district nurses.

Evening spent by Mr. Petrich and Mrs. Mtawali preparing training materials for next day.
- Friday**
February 14 Management training workshop.
- Saturday**
February 15 Mr. Petrich and Mrs. Mtawali revised workshop curriculum and schedule to complete essential curriculum components by end of third workshop week and prepared final lesson plans for third week of workshop.
- Sunday**
February 16 Mr. Petrich again moved classroom and workshop materials to new location (original location) at request of hotel and DON/MOH.

Prepared training materials for next workshop day and prepared notes for debriefing sessions with DON/MOH and USAID.

- Monday**
February 17 Management training workshop.
- Evening spent by Mr. Petrich and Mrs. Mtawali preparing training materials for next workshop day.
- Tuesday**
February 18 Management training workshop.
- Evening spent by Mr. Petrich and Mrs. Mtawali preparing training materials for next workshop day.
- Wednesday**
February 19 Management training workshop.
- Evening spent by Mr. Petrich and Mrs. Mtawali reviewing workshop status and preparing notes for debriefing sessions with DON/MOH and USAID, and for trip report.
- Thursday**
February 20 Management training workshop.
- Evening spent by Mr. Petrich and Mrs. Mtawali debriefing Miss Muhuhu and preparing notes for DON/MOH and USAID debriefing sessions.
- Friday**
February 21 Final day of management training workshop.
- Administration of post-test and INTRAH Participation Reaction Forms.
- Preparation of work plans to complete preparations for next workshop to train district nurses.
- Debriefing session with Mrs. E.N. Ngugi by Mr. Petrich, Mrs. Mtawali and Miss Muhuhu.
- Saturday**
February 22 Mr. Petrich and Mrs. Mtawali scored INTRAH Participant Reaction Forms, reviewed work plans covering preparation needs for next workshop, and prepared consultant evaluation and workshop summary report forms.
- Mr. Petrich sorted and selected management training resource materials for next workshop.
- Sunday**
February 23 Mr. Petrich and Mrs. Mtawali prepared various sections of trip report and materials for use next day by national trainers in designing curriculum for the next workshop.
- Edited, for retyping, project evaluation package designed during the workshop.

Monday
February 24

Mr. Petrich and Mrs. Mtawali worked with national trainers preparing lesson plans for next workshop and outline of formal orientation program for provincial nursing supervisors.

Mr. Petrich and Mrs. Mtawali attended official opening ceremonies of INTRAH Anglophone Africa Technical Advisory Committee meeting.

Debriefing meeting held with USAID staff by Mr. Petrich and Mrs. Mtawali.

Evening spent by Mr. Petrich and Mrs. Mtawali preparing materials for next day work sessions with national trainers to complete lesson plans for next workshop.

Tuesday
February 25

Mr. Petrich and Ms. Mtawali worked with national trainers completing preparation of lesson plans for next workshop, and finalizing work plans of national trainers in preparation for next workshop.

Luncheon meeting with Miss Muhuhu to review and confirm arrangements for next workshop.

Mr. Petrich departed Nairobi for INTRAH assignment in Nepal.

I. PURPOSES OF THE TRIP

The purpose of the trip was to design and conduct a three-week workshop to:

- A. Train five national trainers, including the project coordinator, in MCH/FP management and management training skills.
- B. Design a six-week management training curriculum for district-level nurses in MCH/FP management and management training skills.
- C. Design a management training monitoring instrument.

Major products of the workshop were to include:

- A. A six-week management training curriculum for district nurses.
- B. A management training monitoring instrument.

II. ACCOMPLISHMENTS

The INTRAH team, working with DON/MOH Project Coordinator Mrs. Pearl Asila, accomplished the following:

- A. Four senior MOH nurses were trained and one additional senior nurse was partially trained in:
 - 1. practical approaches to management of MCH/FP services at the district and clinic levels of the national MCH/FP services delivery system, and
 - 2. management training curriculum design, methods and skills.
- B. A management training curriculum was outlined for a six-week management training workshop for district nurses, and lesson plans were written, reviewed and revised for eight of the ten units of the curriculum. The remaining two units were reviewed and revised immediately following the workshop (see Appendix E.1).
- C. A management training evaluation package was designed and prepared in first draft, consisting of the following elements (see Appendix E.2):

1. An on-the-job performance assessment instrument to be used in evaluating the management performance of enrolled community nurses (ECNs) before and after receiving management training.
 2. An on-the-job performance assessment instrument to be used in evaluating district nurses in management and management training immediately after they conduct their first management training workshops for ECNs and again after one year of experience in functioning as a district manager and management trainer of ECNs.
 3. A standardized data analysis sheet for recording on-the-job performance evaluation scores, including improvements made as a result of management training.
 4. Guidelines for utilizing the above instruments in conducting on-the-job performance evaluations of district-level nurses and ECNs.
- D. A detailed work plan covering the period February 24 to May 10, 1986, identifying activities to be carried out by the national trainers to prepare for the six-week management training workshop for district nurses (see Appendix E.₃).
- E. The need for a formal orientation of provincial nurses (the supervisors of district nurses being trained in this project) was identified and tentative arrangements were made to provide this orientation during the first day of the six-week management training workshop for district nurses, scheduled to begin May 12, 1986.
- F. The need for detailed project implementation plans for the project's six provinces was identified and tentative arrangements were made to have detailed plans prepared by provincial supervisors working jointly with district nurses on the second day of the six-week management training workshop.

III. BACKGROUND

The workshop to train national management trainers for the Kenya MCH/FP Program was the first activity of the PAC-II agreement between the Division of Nursing/Kenya Ministry

of Health and the INTRAH Program of the University of North Carolina. The overall goal of this project is to improve rural MCH/FP services within the Ministry of Health through in-service management training of approximately 628 nursing personnel in Kenya over a period of two years.

The specific program objectives are:

1. To improve the utilization of available resources at health center and other service delivery points.
2. To increase the number and strengthen the training capability of MCH/FP management trainers within the Division of Nursing.
3. To develop six district training teams.
4. To develop an in-service management training system.
5. To establish a management training evaluation system.

The operational objectives of the project are:

1. To develop two curricula, one in training of trainers in management, and one in management skills for ECNs.
2. To train 24 provincial/district management trainers in management training skills.
3. To train 600 ECNs from MCH/FP clinics in six provinces in family planning clinic management skills.
4. To provide follow-up to at least 75% of ECN trainees and to management trainers.
5. To conduct field-based program evaluation that covers approximately 10% of ECN trainees (30), their supervisors and the clients they serve.
6. To revise and update the nursing pre-service curriculum for MCH/FP.

IV. DESCRIPTION OF ACTIVITIES

A. Pre-Trip Preparations

Prior to leaving Hawaii for Kenya, INTRAH consultant Mr. Ernest Petrich was provided with a copy of the management training needs assessment questionnaire

completed by the national trainers. The questionnaire had been developed with the assistance of another INTRAH consultant. Mr. Petrich analyzed these data to identify strengths and weaknesses in both MCH/FP management training and experience, and in training and experience in experiential training methods, including curriculum development for such training. Therefore, prior to arriving in Nairobi, Mr. Petrich was able to outline curriculum content for the proposed three-week workshop, and to sort and select from among his collection of training materials a variety of management training materials appropriate to the needs of the Kenya national trainers who were to participate in the workshop. Some materials could be used as is, others were adapted in-country according to specific needs.

B. Pre-Workshop Preparations in Kenya

Mr. Petrich arrived in Nairobi with the expectation that there would be one week, or at least several days, to design the workshop curriculum, prepare final versions of the training materials, prepare visual aids, and design the pre- and post-test. Unfortunately this was not the case. Despite INTRAH/Nairobi's request for a one-week delay in starting the workshop to accommodate the availability of the consultant, the acting chief nursing officer of the Ministry of Health, having made arrangements for news media coverage, elected to have the official opening of the workshop on the previously scheduled date. Thus on Monday, February 3, a day after Mr. Petrich arrived in Nairobi, and without having yet met or consulted with co-trainer INTRAH E/SA Training Officer Mrs. Grace Mtawali, the consultant attended the official opening ceremonies of the workshop. When asked by the presiding officer to present the objectives and content of the workshop, the consultant had to do so without consulting the co-

trainer and others. Upon completing the official opening ceremonies, the INTRAH team requested that the workshop be adjourned for several days to permit preparation of the workshop curriculum and the training materials/aids. The five participants were given special assignments to complete a supplementary needs assessment questionnaire on themselves covering additional information needed to compile an assessment of their management training and experience, were given some reading materials, and were requested to gather MCH/FP policy and procedures documents related to MCH/FP management at the district and clinic levels of the national MCH/FP system. Mr. Petrich and Mrs. Mtawali then went to the INTRAH/Nairobi office and began designing the workshop curriculum utilizing the curriculum outline prepared by Mr. Petrich. By late Monday evening the INTRAH team had outlined all of the lesson plans and had written complete lesson plans for the first and second lessons of the workshop. Training materials were also reproduced for the first and second lessons.

The following day, Mr. Petrich and Mrs. Mtawali were requested to provide a briefing to USAID personnel. During this meeting, USAID personnel expressed a concern that most of the five senior nurses selected to be workshop participants and to subsequently serve as national trainers, had little or no formal training or work experience in the technical aspects of family planning nor were they familiar with MCH/FP service delivery practices at the local level. The INTRAH team assured USAID that these factors would be further assessed during the workshop and that if remedial training were required, it would be identified and recommended. The balance of the day was spent at the INTRAH/Nairobi office preparing additional lesson

plans, training materials and visual aids to permit the workshop to begin on the following day. Unfortunately the pre- and post-test had to be prepared before all lesson plans were prepared.

C. The Management Training Workshop

The workshop was conducted according to the schedule and lesson plans provided in Appendix C. At the completion of each day's training, the participants were requested to complete a brief questionnaire to provide feedback to the trainers on:

1. The most useful topics covered that day;
2. The least useful topics covered that day;
3. Expectations for the next day; and
4. Other comments.

As the INTRAH trainers were writing lesson plans and preparing training materials during almost the entire course of the workshop, the day-to-day feedback obtained from participants was reflected whenever appropriate in planning of the subsequent workshop sessions. Most evenings were spent by the INTRAH trainers in completing the writing of lesson plans, preparing training materials and visual aids, and proofing, correcting and/or retyping the training materials. At the beginning of each workshop day, the INTRAH team reviewed with participants the feedback that they had given the previous day.

Because the workshop involved training trainers who are expected to later train other trainers, it was necessary to prepare lesson plans and utilize management training materials and aids that were illustrative of the best possible approach to management training. The INTRAH trainers served as role models and thus had to be exemplary. This requirement of the best possible performance in workshop and material design, required extra effort in

preparation despite the lack of time to collaborate and prepare. Consequently, almost every evening and the Saturdays and Sundays between workshop days had to be devoted to preparation activities.

Just as the workshop "began before it began," by having the official opening ceremony several days before training actually began, the closing of the workshop was held several days before the INTRAH trainers finished working with the participants to achieve the workshop objectives. As discussed elsewhere in the report, only 13 1/2 workshop days were made available out of the originally planned 20 days, which were considered minimum to achieve workshop objectives. Consequently the last workshop day was devoted to developing a detailed workplan covering the additional work that the national trainers would have to do to adequately prepare for a successful six-week workshop to train district nurses. This work planning activity produced an unanticipated output product, a detailed workplan of which a copy is attached as Appendix E.3. During the final workshop day, activities included completing post-tests and participant reaction forms. The acting chief nursing officer attended the afternoon session, had an opportunity to review post-test results and participant reaction forms, and devoted 1 1/2 hours to querying the participants and presenting her thoughts on MCH/FP management training. Immediately following this activity, the INTRAH trainers and INTRAH E/SA Office Director Miss Pauline Muhuhu debriefed with the acting chief nursing officer. As discussed elsewhere in this report, agreement was reached to provide a formal project orientation to provincial nursing supervisors, and to reschedule the next workshop to accommodate the need by national trainers for more time to prepare for that workshop.

Discussions were also held about the need for full-time secondment to the project of the four national trainers as well as the 24 district trainers, although this issue was not resolved. A request for the designated back-up national trainer to participate as a trainer in the six-week workshop for district nurses was denied.

D. Post-Workshop Activities

As the final workshop day ended without the participants having an opportunity to complete the curriculum design for the upcoming six-week workshop, arrangements were made by the DON/MOH, at the request of Mr. Petrich, for a hotel room so that he might continue to work on curriculum development the following week.

As noted elsewhere, the DON/MOH had not assigned, and was not planning to assign, workspace for use by the national trainers during the two-year project period.

On Monday, February 24, the next work day after the closing of the workshop, the INTRAH team assisted the national trainers in completing the writing of lesson plans for the six-week workshop, and in a group review and revision of the lesson plans. This work continued and was completed by Tuesday noon when Mr. Petrich was scheduled to depart Nairobi.

On Monday afternoon Mr. Petrich and Mrs. Mtawali held a debriefing meeting with USAID personnel. Issues described elsewhere in this report were reviewed and mutual understanding was reached on what had been achieved during the visit, what additional work had to be done by DON/MOH staff to prepare for the six-week workshop, and what were the unresolved issues that required follow-up with the DON/MOH. USAID personnel expressed satisfaction that a detailed workplan had

been prepared to guide the DON/MOH in preparing more adequately for the next workshop, and that arrangements had been made by the DON/MOH to assign the national trainers to a two-week clinical post in a local health center for the purpose of upgrading their technical knowledge and skills in family planning before they conduct the six-week workshop for district nurses.

V. FINDINGS

- A. During review of needs assessment data on national trainers it was learned that:
1. National trainers were particularly weak in planning and evaluation of MCH/FP services at district and clinic levels.
 2. Although national trainers had considerable experience in educational methods and curriculum development, none had a good understanding of curriculum development approaches and training methods for intensive short-course/workshop training, including training needs assessment and evaluation methods.
 3. Through use of a supplementary management training needs assessment instrument designed and administered by Mr. Petrich, it was learned that the national trainers did not have an adequate acquaintance with government policies and procedures governing MCH/FP operations at the district and clinic levels - including policies and procedures on personnel management, financial management, supply management, records and reports management, facility management, transportation management, community liaison and development, and MCH/FP planning, management and evaluation.
 4. Identification of the above deficiencies made it clear to the INTRAH team that a three-week workshop to prepare the national trainers to be effective trainers of trainers in management, while also designing a complete management training curriculum for a six-week workshop, was unrealistic.
- B. Upon arrival in Nairobi and before the workshop began it was learned that:

1. The formal opening of the workshop had not been postponed as previously requested, which provided no opportunity for Mr. Petrich to meet and collaborate with co-trainer Mrs. Grace Mtawali on the curriculum design before having to present a description of proposed workshop activities to the media during the official opening ceremonies. The failure to allow time for the INTRAH trainers to collaboratively prepare the workshop curriculum reflected what later was identified as a general lack of understanding within the DON/MOH about experiential training methods and the preparation requirements needed to provide a good learning experience.
 2. Logistical arrangements for the workshop, the responsibility of DON/MOH, had not been adequately attended to. Rented classroom space in the Silver Springs Hotel was too limited in size to permit adequate work space for multiple small group activities. The location of the classroom had to be changed every week which necessitated moving workshop supplies and removing and restoring visual aids to walls, and also served to disrupt the group process/team building process that was underway. Supplies were inadequate and had to be supplemented by INTRAH (newsprint for visual aids, writing paper for participants, etc.). During the conduct of the workshop, typing and reproduction services were not responsively available and this required the INTRAH trainers to call upon INTRAH E/SA Office staff to assist. Space was also lacking for preparing, collating and storing workshop training materials, including general workspace needed by the INTRAH trainers, again illustrative of a general lack of understanding about the logistical requirements of an intensive training workshop.
- C. In the initial meeting with USAID personnel, it was learned that USAID had only the day before received information on the senior nurses nominated to attend the three-week workshop designed to prepare them to be national trainers. USAID personnel had reservations regarding qualifications of those nominated, particularly the lack of technical training and experience in clinical aspects of family planning. Consequently USAID was prepared to reject the nominees until informed that the "official" opening of the workshop had occurred the previous day.

- D. During the conduct of the workshop the INTRAH trainers became very impressed with the capabilities and commitment of workshop participants:
1. The four designated national trainers and the one back-up trainer were all very mature senior nurses with a high level of intelligence and good practical judgment. Their many years of experience in government service had given them an understanding of bureaucracy and general administration not otherwise evident from their questionnaire forms.
 2. The workshop participants were consistently highly committed and motivated, evidencing a willingness to work very hard throughout the workshop, taking work home with them to do in the evenings despite very long and tiring training days.
 3. The senior nurses were equally at ease in performing individual and group process exercises. After the first day or so of becoming acquainted with each other, they worked harmoniously and very productively in team situations.
 4. Throughout the workshop the senior nurses evidenced an alertness, receptivity and productivity that demonstrated their capability to execute their national level training assignments at an acceptable standard of performance.
- E. During the conduct of the workshop, the DON/MOH project coordinator did not appear well-organized or in complete control of project coordination functions:
1. Although it was expected that she would participate full-time in the workshop, except for the first day she was absent most of the time, often appearing fifteen minutes before the end of the workshop day and asking the participants to remain later to brief her on what had occurred that day.
 2. Management training needs assessment data on district nurses, which was needed to design their six-week workshop curriculum, were unavailable although several months had passed since the project coordinator had been given the needs assessment questionnaire forms by INTRAH. The forms had not been sent out to the district nurses until the week before the workshop, and by the end of the workshop only 7 of the 24 questionnaires had been returned. This made it difficult to judge appropriateness of curriculum requirements

of the six-week workshop before the curriculum was designed.

3. Upon receipt of the first 7 needs assessment questionnaires from nurses selected to be district trainers, the INTRAH team noted that several were nurses from hospital maternity wards and were without training and experience in family planning, community or public health, program management or training methods, contrary to the selection criteria mutually agreed upon by INTRAH and the DON/MOH. Moreover, upon reviewing the list of 24 nominees it was noticed that several were already trainers assigned to the Division of Family Health and would not be available to this project after workshop training. Both the INTRAH team and INTRAH E/SA Office director raised objections about the appropriateness of some of the nurses selected to be trained as district trainers, and the DON/MOH responded by reviewing and beginning to replace nominees not appropriately qualified. This process was continuing when Mr. Petrich departed Nairobi. The needs assessment data required for curriculum design for the next workshop was therefore unavailable.
4. In discussions with the workshop participants, the INTRAH trainers learned that several of them had been released from their regular job for the duration of the present workshop only, and in future would be released only during subsequent workshops. Their supervisors expected them to return to their regular jobs between workshops. It was also learned that no MOH workspace had been assigned for use by the four national trainers. Workshop space would be needed for workshop preparation activities, for storing workshop supplies and training materials between workshops and for conducting post-workshop review sessions, including materials revision, if found necessary. The acting chief nurse was approached directly on this issue by Mr. Petrich during the last workshop day and her response was that she felt that the national trainers should return to their regular jobs between workshops as this would satisfy her "integration" objectives. (She was not open to the suggestion that this approach served better the objectives of "fragmentation" and a lower quality management training project.)
5. The lack of full-time secondment to the project of the national trainers was also an issue with respect to district trainers. The DON/MOH project coordinator was unable to indicate either an

- understanding of what was needed nor an explanation of what was planned. When the issue was later raised by Mr. Petrich with the acting chief nursing officer no response was given.
6. When Mr. Petrich inquired of the DON/MOH project coordinator who would be supervising the district nurses, he was informed that this would be done by provincial nursing supervisors. When Mr. Petrich then inquired about what arrangements had been made, or were planned, to orient the provincial nursing supervisors, the MOH project coordinator indicated that a short memo had been sent to them. After further questioning, she admitted that the short memo would not be adequate and that some formal project orientation would be essential if provincial nurses were to properly support this project and provide appropriate supervision to the district nurses and the training teams.
 7. Throughout much of the workshop the logistical support being handled by the DON/MOH project coordinator was inadequate. As previously mentioned, space and supplies were inadequate. When the INTRAH team turned to the INTRAH E/SA Office for typing and reproduction services, and the MOH project coordinator was asked to supply paper to replace the INTRAH paper being used, inadequate amounts were supplied. When workshop output documents were sent to the MOH for typing with a requested and agreed-upon turn-around time of 24 hours, typing was not returned for 2 - 3 days. During the first week of the workshop, morning and afternoon tea breaks were often taken without the refreshments that were to be available, as these were not properly arranged beforehand.
 9. Repeated requests by Mr. Petrich for copies of MOH policy and procedure documents related to FP/MCH management and administrative-management at the district and clinic levels were not met.
- F. During the course of the workshop, it became obvious to all involved, that despite the high degree of talent and commitment among the participants and the long hours they spent each day, the workshop objectives could not be accomplished within the 13 1/2 days available and that the originally planned, but not implemented, 20-day workshop would have been a minimal time allocation.

1. Time available was inadequate to cover essential basic and applied management skills normally considered prerequisite requirements for training others in these skills.
 2. Although adequate knowledge transfer time was available to cover curriculum design approaches and training methods, too little time was available to sufficiently practice the more important management training skills and to develop skills in the effective management of experiential learning activities.
 3. Time was also insufficient to complete the curriculum design for the six-week management workshop to be held for district nurses. Moreover, the slowness with which workshop output documents were typed and reproduced further aggravated this problem.
- G. During the workshop it became apparent to the INTRAH team that the weakest management knowledge and skills areas of the participants were those of program planning and evaluation; i.e., needs assessment, prioritizing, and setting goals and objectives on MCH/FP status and service delivery. Repeated requests for clarification of governmental policy and procedures on planning and evaluation did not produce any and the INTRAH team concluded that there may not yet be a system for MCH/FP planning and evaluation at the district or clinic levels. Since such documentation is prerequisite to effective management training, its absence represents a serious obstacle to management training of district and clinic nurses.
- H. During the debriefing meeting with the acting chief nursing officer it was learned that:
1. She was very supportive of the need for provincial nursing supervisors to receive a substantial orientation to the INTRAH-DON/MOH project.
 2. She was not prepared to consider full-time secondment of national trainers to the project, and remained non-committal about secondment of district trainers who would also be needed full-time.

3. She was unwilling to allow the back-up national trainer to participate as a trainer in the six-week workshop despite the fact that the back-up trainer was one of the most capable national trainers and that one of the four regular national trainers had been absent the last two weeks of the three-week workshop due to her father's death, thus missing all of the important management training methods, skills development and curriculum design activities in preparation for the six-week workshop.
 4. She was supportive of the additional preparation needed by national trainers that the INTRAH team recommended to ensure a good quality six-week workshop to train district nurses and agreed to a delayed starting date for the six-week workshop to accommodate the additional preparations and Mr. Petrich's availability. She also agreed upon the need for improved logistical support for the next workshop.
- I. During the debriefing meeting with USAID personnel, it was learned that:
1. USAID shared the concerns of the INTRAH team about the inadequacy of DON/MOH commitment to the project in terms of resource allocation, including full-time secondment of training staff and the inadequacy of project support by the MOH project coordinator (including logistical support for workshop activities).
 2. USAID also had concerns about the program planning capability of the DON/MOH as reflected in poor trainee selection practices for training and career development which the INTRAH team noted appeared to be more closely related to who had not recently received training than to who should be trained to satisfy specific job requirements consistent with good career development planning and the achievement of development project objectives.
 3. USAID continued to have concerns about the national trainers' deficiencies in technical aspects of family planning, but seemed satisfied that the national trainers would receive two weeks of practical clinical FP experience prior to the six-week workshop where they would be training district nurses.

- J. During the final two days of Mr. Petrich's visit, while working informally with the national trainers to complete the curriculum design for the next workshop, he learned that:
1. The national trainers had developed a very thorough understanding of appropriate training methods for management training of district nurses and this was reflected in their writing of lesson plans for the next workshop (see Appendix E.1).
 2. While the national trainers could identify and select appropriate content topics in which district nurses would require training, they themselves recognized that they lacked such training, particularly in MCH/FP planning and evaluation skills, and certain basic management skills such as time management and work activity planning for which there had been insufficient time in the workshop to properly prepare them.
 3. The national trainers were highly motivated and looking forward to their assignment of using the newly-designed curriculum in training the district nurses in the next workshop.

VI. CONCLUSIONS

- A. Given the three-week workshop experience, the detailed workplans to guide preparation for the next workshop, and their capability and motivation, the national trainers should be able to conduct a good quality training workshop for the district nurses in MCH/FP management and in management training.
- B. The DON/MOH appears to be committed to achieving the project objectives; however, there is a tendency to take short-cuts and a reluctance to assign adequate staff and other resources to the project. This approach could jeopardize full achievement of project objectives and most certainly will adversely affect the quality of training and outcomes, perpetuating a less than acceptable level of managerial performance.

- C. There is a general lack of understanding on the part of the DON/MOH about what constitutes good MCH/FP program management, and particularly a lack of awareness about the importance of having standardized management policies and procedures to guide managerial and supervisory practice. Thus there is an unrealistic expectation that problems in MCH/FP program management, particularly at district and clinic levels, can be solved through management training only.
- D. The national trainers' weakest areas in MCH/FP management are planning and evaluation. This carries over into all aspects of program development work, including the implementation of the INTRAH-DON/MOH project. Few DON/MOH staff are skilled in detailed work activity planning, including lead-time sequencing of related activities. This results in incomplete or lower quality implementation of activities because there is an insistence that time schedules of major activities be kept while the prerequisite supporting steps; e.g. orientation of provincial supervisors, "official" opening of a workshop before the curriculum is prepared, "official" closing of a workshop before the objectives have been met, etc. are neglected. Despite this situation there seems to be a very strong desire by DON/MOH staff to develop planning and evaluation skills. This was particularly true of the national trainers.
- E. Given the DON/MOH characteristics described above, there remain some serious questions about the extent to which the DON/MOH will be able to implement the evaluation component of the project without some additional follow-up technical assistance.

VII. RECOMMENDATIONS

The INTRAH team recommends that:

1. The six-week workshop to train district level nurses in MCH/FP management and management training be delayed for several weeks to permit adequate preparation time for the national trainers. The new proposed dates are May 12 to June 20, 1986.
2. INTRAH consultant Mr. Petrich return to Kenya two weeks prior to the six-week workshop, rather than the previously planned one week, to provide adequate time to review (and revise if needed) the workshop training materials prepared by the national trainers in his absence. It is also recommended that during this time he provide some additional remedial training to the national trainers in basic and applied MCH/FP management and management training skills while workshop materials are being retyped, reproduced and collated for the workshop.
3. The first day of the six-week workshop be devoted to a thorough project orientation of provincial nursing supervisors and district nurses to ensure a mutual understanding of project goals, methods and expected standards of performance. The national trainers should prepare the program outline and materials for this orientation program which can be reviewed by the INTRAH consultant during the two weeks prior to the workshop.
4. The second day of the six-week workshop be devoted to the preparation of detailed provincial project implementation plans by provincial nursing supervisors working jointly with the district nurses. Plans should include detailed information on each ECN workshop to be held including date, site, facility, training team members, participant names and evaluation assignments. A standard workplan format should be designed by the national trainers to ensure that provincial plans are complete and can be easily collated into one national plan.
5. The DON/MOH be requested by INTRAH to reconsider the adverse implications of part-time secondment of national trainers to the project and that full-time secondment arrangements again be strongly advocated, as well as the provision of central workspace and equipment for use by the national trainers.

6. INTRAH review the qualifications of nurses nominated to attend the six-week management training workshop and reject any nurses not having the minimum qualifications.
7. The DON/MOH be formally requested by INTRAH to provide adequate logistical support for the six-week workshop including: adequate size and number of classrooms; adjacent space for use as a trainers' office and for organizing and storing training materials; appropriate on-site equipment including a typewriter and access to reproduction equipment or services; adequate amount and quality of trainers and trainee supplies; well-thought out plans and logistical arrangements for a field trip for workshop participants; and some arrangements for out-of-class social entertainment activities if the training site is in an isolated location since it will be six weeks in duration.
8. If it turns out that the MOH does not have established policies, procedures and formats for district and clinic level planning and evaluation of MCH/FP services, INTRAH should request the MOH to prepare such policies, procedures and formats, since these are essential curriculum content materials to be covered in the management training of district nurses and ECNs. The INTRAH consultant should be called upon to assist the DON/MOH, if such assistance is required, to prepare these materials prior to the six-week management training workshop.
9. To achieve project evaluation objectives, it is necessary to amend the INTRAH-DON/MOH contract agreement to incorporate administration of the project evaluation package produced during the present workshop (see Appendix E.2). Use of the workshop post-test instrument as the on-the-job evaluation instrument is inappropriate. A post-test is aimed primarily at testing knowledge rather than evaluating performance of actual on-the-job managerial duties.
10. A previously unidentified output document that should be produced during the six-week management training workshop, is a detailed activity workplan for implementation of the project evaluation strategy. The workplan should include assignments of responsibilities for data gathering, processing, reporting and reviewing; time sequencing and scheduling; and identification of the ECNs to be evaluated. If district nurses are seconded to the project on a full-time basis and are therefore able to function as district level supervisors rather than trainers only, most, if

not all of the ECNs trained in this project should be evaluated before and after training since this is a normal and continuing responsibility of supervisors. Evaluating a ten percent sample of ECNs, as the contract agreement specifies, should represent a "fall-back" strategy to be followed only if district nurses are limited to their training assignments.

APPENDIX A
PERSONS CONTACTED/MET

USAID/NAIROBI

Dr. Gary Merritt, Population Officer
Mrs. Linda Lanckenau, Population Advisor
Ms. Grace Mule, Population Assistant

INTRAH

Miss Pauline Muhuhu, E/SA Office Director
Mrs. Grace Mtawali, E/SA Training Officer
Ms. Teresa Mirabito, Program Officer

Division of Nursing/Ministry of Health

Mrs. E.N. Ngugi, Acting Chief Nursing Officer
Ms. Pearl A. Asila, Project Coordinator
Ms. Bernadette Njagi, Senior Nursing Officer
Ms. Mary N. Mwangi, Senior Nursing Officer
Mrs. Margaret Gatei, Senior Nursing Officer
Ms. Jane Muchunu, Public Health Nurse

APPENDIX B

LIST OF PARTICIPANTS AND TRAINERS

Participants

Mrs. Margaret N. Muita, Nursing Officer - I
Mrs. Joyce M. Kiruki, Senior Nursing Officer
Mrs. Joyce M. Githaiga, Nursing Officer - I
(Back-up Reserve TRainer)
Mrs. Edith W. Ndungu, Nursing Officer - I
Mrs. Rose Mosongo, Nursing Officer - I

Trainers

Mr. Ernest Petrich, INTRAH Consultant
Ms. Grace Mtawali, INTRAH E/SA Training Officer

APPENDIX C

WORKSHOP SCHEDULE AND CURRICULUM

MINISTRY OF HEALTH/INTRAH EDUCATION OF NURSES IN MCH/FP II

MANAGEMENT TRAINING SKILLS AND CURRICULUM
DEVELOPMENT WORKSHOP FOR NATIONAL TRAINERS

3RD - 21 FEBRUARY, 1986

SILVER SPRINGS' HOTEL, NAIROBI, KENYA

REPUBLIC OF KENYA
DIVISION OF NURSING
MINISTRY OF HEALTH
NAIROBI, KENYA

INTRAH PROGRAM FOR INTERNATIONAL HEALTH
IN TRAINING OF THE UNIVERSITY OF NORTH
CAROLINA AT CHAPEL HILL.
NORTH CAROLINA, U.S.A.

ESA REGIONAL OFFICE
NAIROBI, KENYA

24

MOH/INTRAH EDUCATION OF NURSES IN MCH/FP II
MANAGEMENT TRAINING SKILLS AND CURRICULUM
DEVELOPMENT WORKSHOP FEBRUARY 3 - 21, 1986

1. WORKSHOP GOAL:

To improve the knowledge, attitudes and skills of National Trainees in MCH/FP program management, curriculum development and evaluation

2. GENERAL OBJECTIVES

By the end of the 3 - 4 week workshop each participant will be able to:-

1. Utilise experience gained during orientation to the workshop to develop a positive learning atmosphere.
2. Describe practical management concepts, skills and values.
3. Discuss the management strengths and weaknesses of MCH/FP service delivery system.
4. Conduct management training needs assessment.
5. Design a 6 week MCH/FP program management, training skills curriculum for KRNs.
6. Develop lesson plans including learning objectives for management training in MCH/Family planning.
7. Develop simple teaching aids for an MCH/FP program management training activity.
8. Utilise appropriate management training methods in training MCH/FP KRNs.
9. Evaluate the program management training provided to KRNs.

WORKSHOP SCHEDULE

<u>Day & Date</u>	<u>Time</u>	<u>Topic</u>	<u>Trainers</u>
Monday, 3 February	9:30 AM	Registration	
	9:45 AM	Brief Introductions & Workshop Plans	Petrich/Mtawali
	10:30 AM	Opening Ceremonies	
	11:30 AM	Review of Workshop Arrangements with participants. Complete INTRAH Bio-Data Forms. Assign Participants Home Work	Petrich/Mtawali
	12:30 PM	Adjourn	
Wednesday, 5 February	8:30 AM	Unit 1: Introductions and Expectations	Mtawali/Petrich
	9:30 AM	Pre-Test	
	11:00 AM	Overview of Workshop	Mtawali/Petrich
	12:30 PM	Lunch Break	
	1:30 PM	Unit 2: Practical Management, Concepts & Skills. Individual & Group Exercise	Petrich/Mtawali
	3:30 PM	Break	
	3:45 PM	Practical Mgt., Definition and application	Petrich/Mtawali
5:00 PM	Evaluation of Training Day	Petrich/Mtawali	
Thursday, 6 February	8:30 AM	Review Session	Mtawali/Petrich
	8:45 AM	Mgt., Values Assessment, discussion & application.	Petrich/Mtawali

<u>Day & Date</u>	<u>Time</u>	<u>topic</u>	<u>Trainers</u>
	9:30 AM	Strengths and Weaknesses of MCH/FP Service Delivery	Petrich/Mtawali
	10:00 AM	Break	
	10:30 AM	Strengths and Weaknesses Continued	
	11:30 AM	Unit 3: Mgt. Training Needs Assessment	Petrich/Mtawali
	12.30 AM	Lunch Break	
	1:30 PM	ECN Job Analysis, Exercise on Management Duties	Petrich/Mtawali
	3:30 PM	Break	
	3:45 PM	ECN Job Analysis Continued	
	4:30 PM	Briefing on Field Trip	Petrich/Mtawali
	5.00 PM	Evaluation of Training Day	Petrich/Mtawali
Friday, 7 February	8:30 AM	Review Session	Mtawali/Petrich
	8:45 AM	Field Trip to MCH/FP Clinic	Petrich/Mtawali
	12:30 PM	Lunch	
	1:30 PM	ECN Job Analysis Continued	Petrich/Mtawali
	5:00 PM	Evaluation of Training Day	Mtawali/Petrich
Monday, 10 February	8.30 AM	Review Session	Mtawali/Petrich
	8:45 AM	On-the-Job Performance Assessment Instrument for ECNs	Petrich/Mtawali

<u>Day & Date</u>	<u>Time</u>	<u>Topic</u>	<u>Trainer.</u>
	10:00 AM	Break	
	10:30 AM	Assessment Instrument for ECNs Continued	Petrich/Mtawali
	1:00 PM	Lunch	
	2:00 PM	Mgt. Training Needs Assessment	Petrich/Mtawali
	4:45 PM	Evaluation of Training Day	Petrich/Mtawali
Tuesday, 11 February	8:30 AM	Review Session	Mtawali/Petrich
	8:45 AM	Needs Assessment Review	Petrich/Mtawali
	9:30 AM	Job Analysis of District KRN Managers/Trainers	Petrich/Mtawali
	10:00 AM	Break	
	10:30 AM	Job Analysis of District KRN Continued	
	1:00 PM	Lunch	
	2:00 PM	Job Analysis of District KRN Continued	
	4:45 PM	Evaluation of Training Day	Petrich/Mtawali
Wednesday, 12 February	8:30 AM	Review Session	Mtawali/Petrich
	8:45 AM	Completing District KRN Job Analysis, Closing Summary of Unit on Needs Assessment	Petrich/Mtawali
	10:00 AM	Break	
	10:30	Curriculum Design	Mtawali/Petrich
	1:00 PM	Lunch	
	2:00 PM	Organizing Curriculum Content	Mtawali/Petrich

<u>Day & Date</u>	<u>Time</u>	<u>Topic</u>	<u>Trainers</u>
	5:00 PM	Evaluation of Training Day	Mtawali/Petrich
Thursday, 13 February	8:30 AM	Review Session	Petrich/Mtawali
	8:45 AM	Organizaing Curriculum Content Continued	Mtawali/Petrich
	10:00 AM	Break	
	10:30 AM	Designing Management Training Goals and Objectives	Mtawali/Petrich
	1:00 PM	Lunch	
	2:00 PM	Writing Lesson Plans	Mtawali/Petrich
	3:00 PM	Writing Goals and Objectives for District KRN Curriculum	Mtawali/Petrich
	5:00 PM	Evaluation of Training Day	Mtawali/Petrich
Friday, 14 February	8:30 AM	Review Session	Petrich/Mtawali
	8:45	Writing Learning Objectives for units 2 and 3 of District KRN Curriculum	Mtawali/Petrich
	10:00 AM	Break	
	10:30 AM	Writing Learning Objectives for Units 4 and 5 of District KRN Curriculum	Mtawali/Petrich
	1:00 PM	Lunch	
	2:00 PM	Writing Learning Objectives for units 1 and 5 of District KRN Curriculum	Mtawali/Petrich
	4:30 PM	Weekend Assignments for Writing Additional Unit Learning Objectives	Mtawali/Petrich

<u>Day & Date</u>	<u>Time</u>	<u>Topic</u>	<u>Trainers</u>
	5:00 PM	Evaluation of Training Day	Mtawali/Petrich
Monday, 17 February	8:30 AM	Review Session	Mtawali/Petrich
	9:00 AM	Presentations and Discussions of Assignments	Mtawali/Petrich
	10:00 AM	Break	
	10:30 AM	Preparing Knowledge and Skills Columns of Lesson Plans	Mtawali/Petrich
	1:00 PM	Lunch	
	2:00 PM	Preparing Lesson Plans Continued	Mtawali/Petrich
	5:00 PM	Evaluation of Training Day	Petrich/Mtawali
Tuesday, 18 February	8:30 AM	Review Session	Petrich/Mtawali
	8:45 AM	Presentations and Discussions of Draft Lesson Plans	Mtawali/Petrich
	10:00 AM	Break	
	10:30 AM	Overview of Mgt. Training Methods	Petrich/Mtawali
	1:00 PM	Lunch	
	2:00 PM	Case Study-Work Plan Writing	Petrich/Mtawali
	4:00 PM	Role Play-Active Listening	Mtawali/Petrich
	4:30 PM	Role Play - Motivating a Team Member	Petrich/Mtawali
	5:00 PM	Evaluation of Training Day	Petrich/Mtawali
Wednesday, 19 February	8:30 AM	Review Session	Petrich/Mtawali

<u>Day & Date</u>	<u>Time</u>	<u>Topic</u>	<u>Trainers</u>
	8:45 AM	Selecting and Writing Training Methods for District KRN Curriculum	Petrich/Mtawali
	10:00 AM	Break	
	10:30 AM	Selecting and Writing Training Methods Continued	Petrich/Mtawali
	1:00 PM	Lunch	Petrich/Mtawali
	2:00 PM	Selecting & Writing Training Methods Continued	Petrich/Mtawali
	5:00 PM	Evaluation of Training Day	Petrich/Mtawali
Thursday, 20 February	8:30 AM	Review Session	Petrich/Mtawali
	8:45 AM	Practical MCH/FP and Mgt. Training Evaluation Methods	Petrich/Mtawali
	10:00 AM	Break	
	10:30 AM	Practice of Writing Pre/Post Test Questions to satisfy Learning Objectives	Petrich/Mtawali
	1:00 PM	Lunch	
	2:00 PM	Preparation of Mgt. Training Materials and Aids.	Mtawali/Petrich
	5:00 PM	Daily Review	Petrich/Mtawali
Friday, 21 February	8:30 AM	Review Session	Petrich/Mtawali
	8:45 AM	Post-Test	Petrich/Mtawali
	10:00 AM	Break	
	10:30 AM	Developing Work Plan for Period 2/24 to 5/10/86	Petrich/Mtawali
	1:00 PM	Lunch	

<u>Date & Date</u>	<u>Time</u>	<u>Topic</u>	<u>Trainers</u>
	2:00 PM	Evaluation of Workshop, Participant Reaction Forms, Acting Chief Nurse arrives.	Petrich/Mtawali
	2:30 PM	Discussion of Workshop Experience and Distribution of Pre/Post Test Results	Acting Chief Nurse
	3:30 PM	Developing Work Plan Continued	Petrich/Mtawali
	4:45 PM	Wrap up Session	
	5:00 PM	Adjournment	Petrich/Mtawali

INTRAH TECHNICAL ADVISORY COMMITTEE MEMBERS

Lucy Botsh	Chief Training Officer	Zimbabwe National Family Planning Council Box St 220 Soth Harare, Zimbabwe
Grace Ogbonna	Coordinator Family Health Program	Ministry of Health Imo State, Nigeria PO Box 1940, Owerri Nigeria
Saratu O. Dung	PHC Coordinator	Ministry of Health PMB 2014, Jos Nigeria
Mrs. Tunde Kutey	Asst. Chief Nursing Officer (Public Health)	Federal Ministry of Health, New Secretariat Ikoyi Lagos, Nigeria
Halima Abdi Sheikh	IEC Coordinator Family Health Div. Ministry of Health Telex-through Pop. Offices USAID-Like Margret Mogadishu	c/o PO Box 91 (Private) Mogadishu, Somalia Home Tel: 80234
Geeta Oodit	Deputy Manger/Director of Programs	Mauritius Family Planning 30 SSR Street Port Louis, Mauritius
Mrs. Lakeri	MOH/INTRAH CTT FHI Project Coordinator	Mulago School of Nursing and Midwifery PO Box 7051 Kampala, Uganda
Mrs. Val Gilpin	MOH/INTRAH CTT Nurse/Tutor	National School of Nursing, Lightfoot- Boston St. Freetown, Sierra Leone Office Tel: 25852 Home Tel: 50473
Mrs. Eileen Baresford	Program Officer Service Delivery Planned Parenthood Association of Sierra Leone	Planned Parenthood Association of Sierra Leone 22, Puthey St. Freetown, Sierra Leone Office Tel: 24488 Home Tel: 30569

Dr. Margaret Lecturer Makerere
University

Mulago Hospital
Dept. of OB/GYN
PO Box 7051
Kampala, Uganda
To be sent with Rachel

Pearl A. Asila Ministry of Health
PHN (MCH/FP Co-
ordinator)
PO Box 30016
Nairobi, Kenya

Mrs. Lydia W. MOH/DFH Trainer MCH/FP
Cege Training Program

PO Box 43319
Nairobi, Kenya
Tel: 725105/6/7/8

Abdulla Ahmed Director, IEC Unit
Mohamed Hirad Somali Family Health
Care Association

PO Box 3783
Mogadishu
Somali Democratic
Office Tel: 80425
Home Tel: 80214

LESSON TOPIC: ORIENTATION

UNIT NO: 1

LESSON OBJECTIVE: Utilize experiences gained during workshop orientation to develop a positive learning atmosphere

DATE: 3rd February and 5th February TIME: 6 hours

TRAINERS: _____

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
By the end of the session the participant will be able to: Fill registration forms:	Personal information		: After a general greeting and posting of session objectives, trainer pass a registration form for filling by individual trainees : Have it typed and distributed later.		5 mins.
Receive books and other training resources for use in workshop.			: Trainer distribute the 6 books which will used for trainees' reference.	Six books from INTRAH Stationery	5 mins
State preferred names and at least two personal information of peers and trainers based on format.	: Purpose of exercise in training.	: Recall	<u>GROUP ACTIVITY:</u> : In pairs of trainer and trainee or trainee and trainee interview each other using format:- : Full name : Preferred name : One good point as manager..... : One good point as trainer	Introduction format	30 mins

6

2

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
<p>Compare trainees and trainers expectations of the workshop with workshop objectives.</p>	<p>Purpose of expectations</p>		<p>: What 2 things (K&Skills) you want to improve as a result of workshop (expectations)</p> <hr/> <p>: Groups introduce each other to whole group</p> <p>: Preferred names written on name tags.</p> <p>: Trainer record expectations on newsprint.</p> <p>: Trainer review how / group feels after the exercise.</p> <p><u>LECTURE/DISCUSSION:</u></p> <p>: Trainer explain purpose of expectations exercise;</p> <ul style="list-style-type: none"> - Based on adult learning principles; adults bring experiences to a training activity - trainers compare expectations with training objectives - trainees hear what trainers expect of them 	<p>Chalk & Board</p> <p>Handout on Expectations</p> <p><u>Product of Session:</u> List of expectations</p>	<p>20 mins</p>

of

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
Identify their management and training skills 3 strengths and weaknesses based on the pretest questionnaire.	:Purpose of pretest :How to use a pretest in training.		: Trainees add purposes of expectations. : Display expectations expressed during introductions. : Type list of expectations for distribution. : Trainer review purpose of pretest: - assess entry level of trainees - a training needs assessment tool	6 copies of the pretest questionnaire	60 mins
State at least two information which is relevant to the workshop from the opening address	: MCH/FP service delivery system. : Demographic data/vital statistics.	: Listening : Ability to summarize information	: Opening Address by Acting Chief Nursing Officer : Remarks on MOH/INTRAH program by INTRAH Regional Director and Consultant	Opening Speech	60 Mins
Agree on workshop objectives, content, methods and logistics	<u>Overview of workshop:</u> : Rationale : Objectives : Content		<u>LECTURE/DISCUSSION:</u> : Explain the workshop under sub-headings shown.		

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
Conduct review and reflection sessions at the beginning and end of a training day.	<ul style="list-style-type: none"> : Content : Adult training methods appropriate for management training : Evaluation plan : Logistics 		<ul style="list-style-type: none"> : Discuss overall workshop objectives and agree on necessary modifications or approach to dealing with unique problems or expectations. : Brief introduction to adult learning with participants contributing ideas. : Logistics: the Project Coordinator will explain 	6 copies of workshop curriculum and time schedule Adult learning Handout Evaluation of workshop plan.	60 mins
	<ul style="list-style-type: none"> : Purpose of <u>reviewing Sessions with training</u> : Questions or approach to use in order to get trainees to contribute verbally to the sessions. 		LECTURE/DISCUSSION: <ul style="list-style-type: none"> : Trainer ask where are we? and note responses. : Discuss the purpose of reviewing training; <ul style="list-style-type: none"> - a method of looking back on previous days activities - establish peer relationship - group gets alert & ready to work together - Respondents practice making concise statements - Sharing takes place 	Handout	10 mins

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
	<u>Reflections:</u>		<ul style="list-style-type: none"> : Trainer compare reflections at end of a training day to Where are We? Sessions. : Invite trainees to state usefulness of "Reflections" : Inform trainees that they will be asked to volunteer teaching Where are we? or Reflections when necessary 	Chalk & Board	10 Mins

C1

27

UNIT TOPIC: Practical Management Concepts, Skills and Values

UNIT 2

LESSON OBJECTIVE: 1. Describe practical management concepts, skills and values

DATE: February 5 and 6 TIME: 5 hours

2. Discuss the management strengths and weaknesses of the MCH/FP service delivery system

TRAINERS: Petrich, Mtawali

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
1. Share a group exercise experience designed to promote positive individual behaviour in groups, group process and team work	Task to be done under what conditions	Willingness to participate	Explanation of group exercise Start group exercise Review if no progress Start again Complete	One exercise instruction sheet for each participant One group Instruction Sheet	45 minutes
2. Describe desirable individual behaviour in group work	Purpose of exercise - Distinguish between task and process - Combining efforts results in more effective and efficient work - Sharing skills and knowledge - Give and take compromise attitudes - Team work efforts		Group discussion - Ask participants what they thought purpose of exercise was - What behaviour was observed? - What happened? - What did they learn? - Summary discussion		30 minutes

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
<p>12</p> <p>3. Define practical management in MCH/FP operational terms.</p>	<ul style="list-style-type: none"> -Management definition -Management style variations -Key management skills <ul style="list-style-type: none"> - Individual - Group process -Management infrastructure needed for MCH/FP service delivery -STA Concept 		<p>Handout paper containing management definition</p> <p>Explanation and discussion of a working definition of management.</p> <p>Explanation and discussions of variations in management styles</p> <p>Explanations and discussions of key management skills</p> <ul style="list-style-type: none"> - Individual - Group/Team <p>Explanation and discussion of management infrastructure needed for MCH/FP service delivery</p>	<p>Handout on management definition</p> <p>Film Chart with management definition</p> <p>Flip chart with management style diagram</p> <p>Flip chart with list of key skills</p> <p>Flip chart with list of management infrastructure needs</p>	<p>60 minutes</p>
<p>15</p> <p>4. Given a management values assessment instrument, describe one's own management values and how they compare to others in the group</p>	<p>Own management values</p> <p>How to complete values assessment instrument</p>		<p>Complete management values questionnaire according to instructions</p> <p>Tabulate questionnaire responses from entire group</p> <p>Review results identifying values held in common and those in conflict and implications</p>	<p>Management values instrument</p> <p>Flip chart to record questionnaire results.</p>	<p>60 minutes</p>

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
<p>5. Given knowledge about practical management needs, identify management strengths and weaknesses of the existing MCH/FP service delivery system.</p>	<p>Working definition of management</p> <p>Management infrastructure needs</p> <p>Management styles and values.</p> <p>Existing MCH/FP service delivery system</p>		<p>Explanation and discussion of exercise</p> <p>Individual participants complete worksheet</p> <p>Individual participants each share their results with group and revise their worksheet.</p> <p><u>Evaluation:</u></p> <p>Quality of individual and group participation.</p> <p>Quality of final product</p>	<p>Exercise work sheet</p> <p>Flip Chart - exercise worksheet</p> <p>Final product will be a list of MCH/FP management strengths and weaknesses.</p> <p>TOTAL</p>	<p>90 minutes</p> <hr/> <p>285 minutes or 5 hours</p>

42

TOPIC: MANAGEMENT TRAINING NEEDS ASSESSMENT

UNIT NO: 3

LESSON OBJECTIVE: CONDUCT MANAGEMENT TRAINING NEEDS ASSESSMENT

DATE: FEBRUARY 5, 7 and 10 TIME: 16 HOURS

TRAINERS: PETRICH, MTAWALI

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
1. Explain the advantages and disadvantages of different methods of management training needs assessment.	<p>What is training needs assessments?</p> <p>Why training needs assessment?</p> <p>Management training needs assessment methods and formats</p> <ul style="list-style-type: none"> - Job or Task analysis - Performance self - Analysis - Performance Analysis by supervisor - Management training needs self assessment 		<p>Explanation of:</p> <ul style="list-style-type: none"> - Training Needs Assessment - Management Training Needs assessment methods and formats <p>Review and discussing of the advantages and disadvantages of each method.</p>	<p>Flip Chart of Job analysis formats</p> <p>Flip Chart of performance analysis format</p> <p>Sample KRN (DT)</p> <p>Training Needs Self Assessment</p> <p>Flip Chart to list advantages and disadvantages</p>	45 minutes
2. Given a job analysis format and ECN job description, analyze job description into management functions and duties.	<p>Use of format:</p> <ul style="list-style-type: none"> - Steps involved in breaking down general job statements into functions and duties 	Ability to differentiate between general job statements, management functions and duties	<p>Demonstration:</p> <ul style="list-style-type: none"> - Using prepared flip chart paper, with general job statement broken down into specific management functions and duties - Discuss 	<p>Flip chart and job analysis format</p> <p>ECN Job Description</p> <p>Exercise work-sheet</p>	30 minutes

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
	Difference between general job statement, specific management functions and duties		Practice: - Using blank worksheet participants take another job statement and break it down into specific management functions and duties Review and Discussion: Application: - Using blank worksheets, participant group identifies management functions and duties from the ECN Job Description		30 minutes
3. Given a list of ECN Management functions and duties, and a Job performance assessment format, design an instrument for job performance assessment in management	Management functions and duties of ECN Job performance Assessment format List of MCH/FP management strengths and weaknesses	Preparing a Job Performance Assessment instrument	Explanation of exercise Demonstration: - grouping and entering management functions and duties on assessment forms. Application: - Grouping and entering all management functions and duties on Job performance assessment form	Final product will be a list of management functions and related duties of ECN's Exercise worksheets Flip chart of exercise worksheet Final product will be a Job Performance assessment instrument for ECN's	180 minutes 15 minutes 15 minutes 60 minutes

44

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
<p>4. Describe managerial quality of an existing operational MCH/FP clinic</p>	<p><u>FIELD VISIT:</u></p> <ul style="list-style-type: none"> : Management functions and duties of an ECN at MCH/FP clinics. : Purpose of field visit 	<p>Listening skills Querrying skills.</p>	<p><u>Preparation for field visit: 1 week before the visit:</u></p> <ul style="list-style-type: none"> : consult MOH to make an appointment with a Rural Health Centre where ECNs are doing managerial duties. Explain purpose : Visit the selected RHC to ensure relevance to learning objectives, brief senior administrator of the RHC. : Arrange transport, packed lunch etc. as necessary. : <u>Day before visit:</u> Brief participants about the field visit, give objectives and checklist for assessing MANAGEMENT QUALITY OF THE RHC and managerial duties of ECN. 	<p>One vehicle One driver Checklist with questions to answer as a result of visit.</p>	

8

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
			<p><u>Day of visit (7.2.86)</u></p> <ul style="list-style-type: none"> : Depart for Field visit : On arrival introduce trainees to N/Officer i/c : N/Officer briefs trainees, answers questions and takes trainees round the clinic. : Return to classroom : <u>Processing/Analysing the Field Visit:</u> <ul style="list-style-type: none"> - Trainer ask one trainees to volunteer as recorder. - Ask trainers to comment on their observations in relation to objective. - What learning insights? <u>Product:</u> - How could they improve the visit next time? - Recorder record comments which are made into a handout. <p><u>EVALUATION:</u></p> <ul style="list-style-type: none"> : Ability of participants to incorporate at least two ideas learned from the visit into job analysis of ECN. 	<p>An ECN job analysis will be made which includes ideas learned from the visit.</p>	<p>180 mins.</p> <p>60 mins.</p>

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
<p>5. Given management training needs assessment information on the KRN(DT) and Job Description, analyze into management training functions and duties, knowledge and skills required</p>	<p>Management training role of KRN (DT)</p> <p>Existing strengths and weaknesses of KRN (DT)</p> <p>Management functions and duties of ECN to be trained by the KRN (DT)</p>	<p>Job analysis</p> <p>Ability to differentiate between</p> <ul style="list-style-type: none"> - Job functions - Specific job duties - Knowledge required - Skills required 	<p>Explanation and discussion of exercise</p> <p>Demonstration:</p> <p>Identification of one management training function and related duties and break out by knowledge and skills required</p> <p>Application:</p> <p>Participant group identifies mgt. training job functions of KRN (DT)</p> <p>Application:</p> <p>Individual participants take one job function and define related job duties, knowledge and skill requirements</p> <p>Synthesis:</p> <p>Participant group reviews and revises individual work</p>	<p>KRN (DT) Job Description</p> <p>KRN (DT) Needs Assessment Questionnaires</p> <p>Blank Job Analysis worksheets</p> <p>Flip Chart paper or Chalk board</p>	<p>20 minutes</p> <p>20 minutes</p> <p>50 minutes</p> <p>30 minutes</p> <p>50 minute</p>

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
			Repeat above application until all job functions have been analyzed.		60 minutes
			Repeat above Synthesis until group reviews and revises all individual work		120 minutes
			Evaluation: :Quality of individual and group participation :Quality of final product	Final product will be a job analysis covering management training functions, duties, knowledge and skills requirement of KRN (DT)	
				Total	970 minutes or 16 hours

5

UNIT TOPIC:

UNIT NO: CURRICULUM DESIGN: Curriculum Outline - Learning Objective
Lesson Plans.

UNIT NO: 4

UNIT OBJECTIVES:

1. Design a 6 week management training skills curriculum for KRNs.
2. Develop lesson plans, including learning objectives, for the MCH/FP program management curriculum.

DATE: Feb. 11 to 14, TIME: 3 1/2 hours

TRAINERS: MTAWALI/PETRICH

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
<p>By the end of this lesson the participant will be able to:</p> <ul style="list-style-type: none"> : give descriptive definition of the word "Curriculum" 	<p>Definition of a Curriculum</p>	<p>Ability to formulate a definition from having observed a curriculum document.</p>	<p><u>Brainstorming:</u></p> <ul style="list-style-type: none"> - Allow participants to define "Curriculum" in their own way. - Record responses on newsprint. - Summarize responses into one definition for typing and distribution. - Display previously prepared definition and comment on similarities/differences 	<p>Chalk and Board</p> <p>Newsprint Felt pens</p> <p>Trainers definition of "Curriculum" as handout</p>	<p>10 mins.</p>
<p>: Explain 8 main steps in curriculum development.</p>	<p>What steps are taken in order to develop a curriculum.</p>		<p><u>Group Work:</u></p> <ul style="list-style-type: none"> - Ask triads to list as many as they know are taken to bring about a curriculum. - The two groups get together and write a composite list of steps in curriculum development. 	<p>Paper and Pens</p>	<p>5 mins</p> <p>15 mins.</p>

10/1

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
			<ul style="list-style-type: none"> - Recorder present - Trainers modify and add omitted ideas. Steps to include: <ol style="list-style-type: none"> 1. Needs assessment 2. Formulation of goals and objectives 3. Organization of content into meaningful sequenced units, with time allocation for each Unit. 4. Determining training methods, materials and how learning will be evaluated. 5. Formulating specific Unit objectives. 6. Developing lesson plans. 7. Implementing the training : 8. Evaluation: Planning evaluation and conducting it. - Trainees explain the steps with trainers help. 	<p>Handout</p> <p>Newsprint with steps of curriculum development</p>	15 mins

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
- Describe components of a curriculum based on trainers guide.	Formats used for writing curricula.		<u>Lecture/Discussion:</u> - Trainer display one or two formats in common use for curriculum writing. - Explain components of the format which will be used in the workshop - Participants ask for clarifications. - Explain advantages or recommended format	2 - 3 Formats used in curriculum writing	20 mins
Identify at least 5 principles of writing a curriculum	: Guidelines that will help to write a curriculum. : Sample of curriculum document(s)	Ability to select a curriculum document which can be understood by many people.	<u>Question and Answer:</u> - Trainer state one principle which is followed in writing a curriculum - Participants add the principle which they know: Content should be a) simple to complex; or general to specific b) Logical and build on the preceding one. c) Content should be up to date and match objectives set.	Handout	20 mins

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
			<p>d) training and evaluation methods match category of objective.</p> <p>e) Curriculum should be flexible.</p> <ul style="list-style-type: none"> - Explain format of curriculum document by use of newsprint. <p><u>SUMMARY:</u> Trainer summarise session by referring back to the definition of curriculum, the eight steps in curriculum development, components and guidelines in writing.</p> <p><u>EVALUATION OF SESSION:</u></p> <ul style="list-style-type: none"> - Quality of individual and group participation. - Handout made of definition of curriculum. - As per learner objectives. 	<p>Samples of curriculum documents.</p> <p>Newsprint with headings of curriculum document.</p>	
<p>- Differentiate between a training goal and learning objective.</p>	<p>: Introduction to self reading exercise.</p> <p>: Training goals.</p> <p>: Training Objectives</p> <ul style="list-style-type: none"> - General Objectives - Learning Objectives 	<p>Ability to summarize what learned into brief statements.</p>	<p><u>SELF READING:</u></p> <p>Explain rationale for exercise. Allow questions to clarify</p> <p>: Trainees read handouts on goals and objectives.</p>	<p>Handout and list of action verbs</p>	<p>30 minutes</p>

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
<p>: Write a training goal.</p> <p>: Write a general lesson objective and specific learning objectives.</p>	<p>: Qualities of learning objectives.</p> <p>: Categories of learning objectives.</p>	<p>Ability to write short term training goals.</p> <p>Ability to write general and specific objectives in knowledge, attitudes and skills.</p> <p>Ability to critique the written objectives based on knowledge about qualities and categories of objectives.</p>	<p>: Individually write differences of training goals and learner objectives.</p> <p>: Trainers assist as necessary</p> <p>: Whole group of 6 compile list of differences of goals and objectives.</p> <p><u>GROUP LECTURE/DISCUSSION/WORK:</u></p> <p>Using a familiar needs assessment and job analysis trainer(s) will demonstrate how to write</p> <p>a. a training goal b. general objectives c. specific objectives</p> <p>Trainees will contribute ideas during the "demonstration" and ask for clarifications.</p> <p>Assign participants in two's to work in a similar part of the needs assessment.</p> <p>Using the needs assessment and job analysis/task list of KRN's (District trainers) trainees will individually write goals, general and specific objectives.</p>	<p>Newsprint with sample of familiar needs assessment (trainers guide)</p> <p>Needs Assessment analysis (KRN's)</p> <p>.../</p>	<p>9½ hours</p>

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
			<ul style="list-style-type: none"> - Trainers will supervise - Participants will then work in groups of two for a particular area on which they were writing goals and objectives individually. Purpose is to compile one set of goals and objectives. Write on Newsprint. - Each group of two present to the large of 6. - Peers and trainers suggest modifications. - Large group make one or two workshop goals from small groups set of goals. - Small group write final and clean copy of general and specific objectives . - Handout of workshop goals, general and specific goals is made for the six week curriculum. - NB. Specific objectives will be refined or completed during writing of units. 	<ul style="list-style-type: none"> Paper and Pens Newsprint Felt Pens 	

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
<p>Organize general objectives into units for the 6 week MCH/FP program and training skills workshop KRN.</p> <p>By the end of this lesson, the participant will be able to:</p>	<p>Principles of curriculum writing.</p> <p>How to organize a curriculum in units.</p>	<p>Ability to conceptualize ideas to make a meaningful sequence of units.</p> <p>Ability to relate objectives to identified tasks of a KRN.</p>	<p><u>GROUP WORK.</u></p> <ul style="list-style-type: none"> - Trainer give out hand-out from Abbat or a familiar curriculum arranged into tasks. - Trainer and trainees take one or two general objectives of the 6 week curriculum and suggest a Unit Heading - Trainees in groups of 3 suggest Unit heading with general objectives to match. - Small groups of 3 present their work to whole group and trainers. - Large group agree on final Unit organization - Clean copy made. 	<p>Abbat FR:</p> <p><u>Teaching for Better Learning:</u></p> <p>AMREF/WHO Nairobi and Geneva 1980 pages 29 - 30.</p> <p>Handout/photocopy of Abbat pages 29 - 30.</p>	<p>2 hours</p>
<p>: Outline content to match identified learning objectives.</p>	<p>: How to outline content for a curriculum</p>	<ul style="list-style-type: none"> - Organization skills - Being logical - Ability to refer to sessions or handouts management concepts and training process. 	<p><u>LECTURE/DISCUSSION:</u></p> <ul style="list-style-type: none"> - Trainer review how to outline content emphasis on using objectives task list, and management and training concepts which were reviewed in Unit 2 & 3. 	<p>...</p>	<p>7 Hours</p>

4

UNIT TOPIC: CURRICULUM DESIGN: CURRICULUM OUTLINE, LEARNING OBJECTIVES AND LESSON
 PLANNING
 UNIT OBJECTIVE: GIVEN A LESSON PLAN FORMAT, FILL IN SPECIFIC OBJECTIVES
 KNOWLEDGE AND SKILLS TO MATCH THE OBJECTIVES

UNIT NO: 4
 DATE: 11-14 FEB. 1986 TIME:
 TRAINERS: MPAWALI/PETRICH.

TIME	LEARNING OBJECTIVE	KNOWLEDGE REQUIRED/ CONTENT	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	EVALUATION
	<p>By the end of this session the participants will be able to:-</p> <ul style="list-style-type: none"> : Define a lesson plan : List at least 4 sources from which a lesson plan is derived : Describe what is written in 7 major components of a lesson plan based on trainers example : Explain at least 5 principles of writing a lesson plan 	<p><u>LESSON PLAN</u></p> <ul style="list-style-type: none"> • Introduction: Exercise to demonstrate need to see things in a new way • What a lesson plan is • Sources • Purpose of a written lesson plan • Format selected by trainer and reason • Principles of writing a lesson plan • Evaluating a lesson plan 	<ul style="list-style-type: none"> • Problem solving skill • Listening skills 	<p><u>Exercise/Review Cards</u></p> <ul style="list-style-type: none"> • After introducing session objectives, read the exercise of "Surgeon's Dilema." • Trainees respond to exercise • Explain them of exercise • Have cards with different sub-topics on lesson plan in a container:- <ul style="list-style-type: none"> - Definition - Sources - 7 Major components on format - Principles of writing a lesson plan • One trainee at a time pick a card and explain to whole group • If she has difficulty in responding to the information on the card ask for help from the group. • Trainer add relevant information as reinforcement to rainees responses 	<p>Newsprint Felt pens</p> <p>Review cards</p> <p>Handout Abbat FR: Ref: <u>Teaching for Better Learning.</u> AMREF 1980 Pages: 29-34...</p>	60 minutes

TIME	LEARNING OBJECTIVE	KNOWLEDGE REQUIRED/ CONTENT	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	EVALUATION			
	Using the general objectives of the 6 week Management Training Skills Workshop for KRN's, write specific objectives, knowledge and skills for each unit	<u>Designing Lesson Plans Practicum</u> <ul style="list-style-type: none"> • Principles of writing a lesson plan • Management concepts which will be the content of the 6 week workshop • Practical Management skills applied to MCH/FP service delivery 	<ul style="list-style-type: none"> • Ability to select critical information from the session Management Concepts, Skills and Values and write them in a way that matches the needs of a KRN • Ability to adapt previous format to new format 	<ul style="list-style-type: none"> • Give credit to trainees efforts, and reference book, or handout • Trainer explains that lesson plans should be made for classroom and field visit activities 	<u>EVALUATION</u>	<ul style="list-style-type: none"> • Number of trainees who give correct responses on Review Card information. 	INDIVIDUAL/GROUP WORK: PYRAMI DING	<ul style="list-style-type: none"> • Trainer and trainees assign part of the curriculum to individuals pairs who will work on the same unit/area of curriculum. • Trainees provide technical assistance for individuals and pairs. 	20 Hours

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
	<ul style="list-style-type: none"> - what format to use to outline content of a curriculum. 		<ul style="list-style-type: none"> - Handout example of curriculum outline for participants reference during group work. - Participants work in groups of two, on particular areas and then whole group of 6 compile one curriculum outline. Trainers supervise. <p><u>EVALUATION:</u></p> <ul style="list-style-type: none"> - A curriculum outline content will be made for the 6 week management training skills curriculum development workshop for KRN's. 	<p>Example of curricula outline.</p>	

TIME	LEARNING OBJECTIVE	KNOWLEDGE REQUIRED/ CONTENT	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	EVALUATION
				<ul style="list-style-type: none"> • Pairs present to their output to group for critique, and modification. • Modified work will be compiled together for completion based on Unit 5. <p><u>EVALUATION</u></p> <ul style="list-style-type: none"> • The quality of lesson plans based on the Management and training Content discussed in the workshop and training needs of the KRN's 	<p><u>PRODUCT</u></p> <p>Lesson plans made for the 6 week Management Training Skills/ Curriculum Development Workshop for KRN's board on guide</p>	

UNIT TOPIC: Management Training Methods

UNIT NO: 5

UNIT OBJECTIVE: Utilize Appropriate Management training methods in training

DATE: _____ TIME: 23 Hours

MCH/FP KRN (OT's)

TRAINERS: PETRICH/MTAWALI

TIME	LEARNING OBJECTIVE	KNOWLEDGE REQUIRED/ CONTENT	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	EVALUATION
50 mins	<p>At the end of the lesson the participants will be able to:-</p> <p>1. Describe various management training methods and list advantages and disadvantages of each</p>	<p>Training Methods:</p> <ul style="list-style-type: none"> - Lecture - Group discussions (small and large) - Demonstration - Individual exercise without case study - Group Problem solving exercise with case study - Simulation - Role Play <p>Advantages and disadvantages of each Management Training Method</p> <p>Appropriate sequence of methods</p>		<ol style="list-style-type: none"> 1. Ask participants to name the training methods they have used or they are familiar with and list them on the flip chart. 2. Discuss with examples how and in what situations they were used and how effective they were 3. Discuss the advantages and disadvantages of each method. 4. Review and summarize using the flip chart to discuss advantages and disadvantages of each method 	<ul style="list-style-type: none"> - Handout on training methods chapter 6 to 9 (Pink Section) of <u>Teaching for Better Learning</u> - Flip Chart to write different methods - Flip Chart and handout listing advantages and disadvantages of each method. 	
50 mins	<p>2. Demonstrate the application of an individual problem solving exercise as a management training method</p>	<p>Individual exercise method.</p> <p>Principles of creative problem solving</p>	<p>Creative problem solving by oneself</p>	<ol style="list-style-type: none"> 1. Explanation and discussion of exercise instruction and creative problem solving method. 2. Each participant performs exercise 3. Feedback: Each participant presents results to group 4. Group discussion of exercise 	<p>Exercise worksheet containing instructions</p> <p>Creative Problem Solving exercises from the pre-test</p>	<p>Quality of performance</p> <p>Quality of problem solution</p>

TIME	LEARNING OBJECTIVE	KNOWLEDGE REQUIRED/ CONTENT	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	EVALUATION
30 mins	3. Given a case study of FP clinic under-utilization, demonstrate the application of individual problem exercise as a management training method	Individual problem solving method: How to solve a FP clinic under-utilization problem.	Solving FP clinic under utilization by oneself	5. Review and disoussion of exercise: - creative problem solving principles - Individual exercise as a skill learning method. 1. Explanation and discussion of exercise 2. Each participant performs exercise 3. Each participant gives feedback on results of exercise 4. Group discussion of feedback 5. Review and disoussion of problem solving principles and methods	Handout: Case study of FP clinic under-utilization Individual work-sheet Handout: Analysis of problem Flip Chart of problem solving process	Quality of individual performance Quality of problem solution (workplan)
	4. Given a case study of a FP clinic overcrowding problem demonstrate the application of a group problem	Group problem solving method How to solve a FP clinic overcrowding problem	Solving a FP clinic overcrowding problem through group process	1.Explanation and discussion of exercise 2. Group forms and selects recorder 3. Group performs problem solving exercise 4. Members of group assess problem solving exercise	Handout: Case study of FP clinic overcrowding problem Worksheet Handout: Analysis of problem - Group process assessment sheet	

TIME	LEARNING OBJECTIVE	KNOWLEDGE REQUIRED/ CONTENT	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	EVALUATION
180 min.	<p>solving exercise as a management training method</p> <p>5. Given case study on FP target setting demonstrate the application of a simulation exercise as a management training method</p>	<p>FP target setting criteria and methods</p>	<p>Planning FP goals/targets through a simulation exercise</p>	<p>5. Review and discussion of group problem solving method</p> <p>1. Explanation and discussion of exercise</p> <p>2. Group forms and performs exercise</p> <p>3. Members of group assess simulation exercise</p> <p>4. Review and discussion of simulation method</p>	<p>Handout: Case Study on FP target setting</p> <p>Paper to record group decisions</p> <p>Worksheet to assess group participants</p> <p>Handout: Analysis of problem.</p>	<p>Quality of group performance</p> <p>Quality of plan developed</p>
90 min.	<p>6. Given a communications problem involving FP team members, demonstrate the application of a role play exercise as a management training method</p>	<p>Role play exercise procedures</p> <p>Active listening method</p>	<p>Performing role play exercise</p> <p>Active listening</p>	<p>1. Handout: Role Play exercise on active listening</p> <p>2. Participants form into 2 groups of 3 each</p> <p>3. Each group reads case history and assigns roles</p> <p>4. Each group performs role play exercise</p> <p>5. Role play exercise is repeated as group members play each role</p> <p>6. Observers report their findings</p>	<p>Handout: Role Play exercise on active listening</p> <p>Observers worksheet to assess participant performance</p> <p>Flip Chart to review role play methods and active listening method</p>	

121

TIME	LEARNING OBJECTIVE	KNOWLEDGE REQUIRED/ CONTENT	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	EVALUATION
90 mins	7. Given a problem in subordinate motivation, demonstrate the application of a role play exercise as a management training method	Role play exercise procedures. How to motivate a subordinate	Performing a role play exercise Motivating a subordinate	<p>7. Group discussion on reviewing role play method and active listening skill</p> <p>1. Explanation and discussion of role play exercise.</p> <p>2. Participants form into 2 groups of 3 each</p> <p>3. Each group reads, case history and assigns roles</p> <p>4. Each group performs role play exercise</p> <p>5. Role Play exercise is repeated as group members play each role</p> <p>6. Observers report their findings</p> <p>7. Group discussion on reviewing role play method and methods of motivating subordinates</p>	<p>Handout: Role play exercise on motivating a subordinate</p> <p>Observers work-sheet to assess participants performance</p> <p>Flip chart to review role play methods and methods of motivating subordinates</p>	<p>Quality of individual performance</p> <p>Quality of role play exercise</p>

63

TIME	LEARNING OBJECTIVE	KNOWLEDGE REQUIRED/ CONTENT	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	EVALUATION
50 mins	8. Demonstrate selection of different management training methods appropriate to different learning objectives	The different types of learning objectives - Knowledge - Skills - Attitudes The different management training methods	Application of knowledge about learning objectives and appropriateness of training methods	1. Explanation and discussion of exercise 2. Individual exercise involving the selection of appropriate management training methods 3. Group review of exercise results	Worksheet on selecting appropriate management training methods Flip Chart for reviewing relationship of training methods to learning objectives	Quality of individual performance Quality of group performance
1380 mins. or 23 hrs or 33 days	9. Select and sequence management training methods to be used in the 6 week training workshop for KRN (DTs)	Learning objectives of 6 week KRN (DT) workshop Knowledge and skills requirements of 6 week KRN (DT) workshop The different management training methods How to fill out the lesson plan format	Selection of most appropriate management training methods to achieve a particular learning objective Ability to correctly sequence learning activities.	1. Explanation and discussion of method to be followed in achieving learning objective 2. Group forms into 2 groups of 3 each and assigns workshop units to each group 3. Each small group selects and sequences training methods for each Unit and lesson plans 4. Large group reviews work of small groups and revises training methods and sequence if decided necessary. 5. Review and discussion of 6 week KRN (DT) workshop training methods	Lesson plans including learning objectives and knowledge skills requirements previously prepared for 6 week KRN (DT) workshop Flip chart for reviewing variety and balance among training methods selected Illustrat training methods materials for reference Final product will be a list of training methods to be used in 6 week KRN (DT) workshop.	Quality of small and large group performance Quality of final product

64

UNIT TOPIC: Evaluating Management Training

UNIT NO: 6

UNIT OBJECTIVE: (1) Evaluate the Program Management Training provided to KRN (DTs)

DATE: _____ TIME: 8 hrs. 15 mins

(2) Develop Management Training Project evaluation instruments.

TRAINERS: PETRICH/MTAWALI

TIME	LEARNING OBJECTIVE	KNOWLEDGE REQUIRED/ CONTENT	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	EVALUATION
45 mins	1. Describe the different methods of management training evaluation and the purposes of each	<p>Methods of management training evaluation:</p> <ol style="list-style-type: none"> 1. Pre/post test at beginning and end of training workshop 2. Evaluation of trainees during workshop 3. Evaluation of workshop output documents 4. Evaluation on-the-job before and after management training 5. Evaluation of workshop and trainers 		<p>Review and discussion of management training evaluation methods and purposes</p> <ul style="list-style-type: none"> - Ask participants to discuss their evaluation experiences and list evaluation methods on flip chart - Review and compare with curriculum content for completeness <p>Review and discuss specific procedures and format of each evaluation method.</p>	<p>Flip chart list of management training evaluation methods.</p> <p>Handout: Planning for Evaluation</p> <p>Chapter 10 and 11 of <u>Teaching for Better Learning</u></p> <p>Handout: Illustrative examples of various management training evaluation instruments.</p>	Quality of individual and group performance
30 mins	2. Identify and discuss the different types of pre/post test questions	<p>Types of pre/post test questions:</p> <ul style="list-style-type: none"> - True/False - Multiple Choice - Fill-in - Short answer - Essay - Demonstration(Skills) <p>Advantages and disadvantages of each type of question</p>		<p>Review and discuss each type of evaluation question and the advantages and disadvantages of each</p> <p>Explanation of how to write the more difficult objective types of questions:</p> <ul style="list-style-type: none"> - True/False - Multiple Choice - Fill-in 	<p>Chapter 11 of <u>Teaching for Better Learning</u></p> <p>Flip Charts illustrating how to write each type of test questions</p> <p>Handout: Examples of Pre/Post test questions</p>	

65

TIME	LEARNING OBJECTIVE	KNOWLEDGE REQUIRED/ CONTENT	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	EVALUATION
60 min	5. Given an existing Workshop Evaluation Instrument, adapt/design an Evaluation Instrument for the 6 week KRN (DT) Workshop	<p>Content and formats of Workshop Evaluation Instruments</p> <p>Goals and general objectives of 6 week KRN (DT) Workshop</p>	<p>Ability to select important workshop characteristics to be evaluated including performance of trainers, ability to write a Workshop Evaluating instrument</p>	<p>Group appoints one participant to organize pre/post test questions by type of question and prepare for typist</p> <p>Explanation and discussion of exercise</p> <p>Group reviews and selects format to be used for workshop evaluation instrument.</p> <p>Group adapts existing or designs new Workshop Evaluation instrument.</p>	<p>Final output product is a pre/post test question <i>aire</i> for the 6 week KRN (DT) workshop</p> <p>Samples of Workshop evaluating instruments</p> <p>Goals and general objectives of 6 week KRN (DT) Workshop</p> <p>Final product is an evaluation instrument for the 6 week KRN (DT) Workshop</p>	<p>Quality of individual group performance</p> <p>Quality of Pre/Post Test Questionnaire.</p> <p>Quality of group performance</p> <p>Quality of Final product</p>

57

TIME	LEARNING OBJECTIVE	KNOWLEDGE REQUIRED/ CONTENT	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	EVALUATION
50 min.	6. Given the list of management training duties of the KRN(DT), and the job performance assessment (appraisal) instrument previously designed for the ECM, design a job performance assessment (appraisal) instrument for the KRN(DT).	Management Training duties of the KRN (DT) Formats for job performance assessment instruments.	Ability to convert description of KRN (DT) management ^{format} training duties to a job assessment format	Explanation and description of exercise. Group cuts and pastes list of KRN(DT) job duties into a job assessment instrument format	List of KRN(DT) management training duties Worksheets providing job assessment instrument format Final product will be a job assessment (appraisal) instrument to evaluate the ^{mt} management training performance of KRN (DT's)	Quality of group performance Quality of final product
495 mins or 8 hrs 15 minutes						

52

UNIT TOPIC: PREPARING TEACHING MATERIALS

- UNIT OBJECTIVES: 1. Discuss Principles of designing training aids
 2. Make select training aids for a MCH.FP Program management and training skills workshop.

UNIT NO; 7

DATE: Feb. 17 - 21, 1986. Time 35h.

TRAINERS: MENALI/PETRIC

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
<p>By the end of the Unit each participant will be able to:</p> <p>Discuss at least purposes of using a training aid.</p>	<p><u>Training Aids:</u></p> <ul style="list-style-type: none"> - definition/description - types suitable for management training skills - why they are used 	<p>Able to translate words into drawing</p>	<ul style="list-style-type: none"> • Introduce topic and Unit objectives and approach to completing the units activities for use in the 6 week management Training skills workshop. <p>Explain that preparation of pictorial visual aids will not be emphasized in this workshop.</p> <p>EXERCISE</p> <ul style="list-style-type: none"> • Explain the procedure of the exercise. • Read the script about the aardvark on page 47 of TLVA • Participants make attempts to draw it. <p><u>Processing the exercise</u></p> <ul style="list-style-type: none"> • Ask how participants felt • Record responses • Show the right drawing • Ask for learning insights in relation to purpose of a training aid in management 	<p>Newsprint with Unit objectives.</p> <p>Ref: INTRAH Teaching and Learning with Visuals. P. 45 - 48. (TLVA)</p> <p>Paper & Pens</p> <p>Trainees newsprint with purposes of training aid.</p>	<p>30 mins.</p>

.../

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
<p>List types non-electric of training aids commonly used to facilitate learning.</p>	<p>Types of non-electric training aids.</p>	<p>Recall</p>	<p><u>Summarize:</u></p> <p>You have stated the purposes of using a training aid, in this a visual one as follows:</p> <p>(Use previously prepared newsprint)</p> <ul style="list-style-type: none"> - to serve as a basis for discussion - review a subject - provide information more clearly - help learners discover solutions to problems - make a difficult idea easier to understand - show steps in doing a task - as a reference. <ul style="list-style-type: none"> ● Add trainees ideas to the trainers newsprint and point out those alike. ● Participants take notes. <p><u>BRAINSTORM</u></p> <ul style="list-style-type: none"> ● Invite participants to brainstorm type of non-electric training aids which are commonly used. 	<p>Handout</p> <p>.../</p>	<p>10 mins</p>

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
<p>Explain at least 5 questions used in designing a training aid.</p>	<p>1. Questions used in deciding to make a teaching aid:</p> <p><u>Who</u> .. Audience <u>What</u> ... Learning objective <u>Where & How long?</u> will instruction take place and time. <u>What preparation</u> is required to have the training aid efficiently used? <u>What will be</u> roles of the trainees? <u>What references</u> are useful <u>How will I know how</u> effective the training aid has been.</p>	<p>Ability to relate this session to those on planning training (Unit 4) and evaluation (Unit 6)</p>	<ul style="list-style-type: none"> ● Trainer record <ul style="list-style-type: none"> - Chalk board, news-print, - Teaching charts, handouts exercises; case study. <p>Role play guide, stories games; flash cards; flannel graphs; diagrams</p> <ul style="list-style-type: none"> ● Demonstrate how to use chalk board and news-print effectively, lettering, enlarging, tracing. <p><u>Question & Answer Session</u></p> <ul style="list-style-type: none"> ● Explain that depending on type of training aid to be made a trainer has to ask herself certain questions. Can participants state the questions ● Participants respond, trainer record. ● Add omissions ● Ask participants to compare the questions with: <ol style="list-style-type: none"> a. The adult learning principles of ELIAG. b. Other topics which they have covered from Unit 2 - 6 	<p>Examples of some training aids; refer to Unit 5 or TLVA pages 365-381.</p> <p>Werner & Bower <u>Helping Health Workers Learn.</u> Chapter 11, 13,14, 16,</p> <p><u>Handout on Lettering, enlarging; tracing</u> from Bale K: <u>Producing Low-cost Visual Media.</u> IPPF, London UK. AND Ref: INTRAH: TLVA pages 225, 254,283.</p>	<p>20 mins</p> <p>.../</p>

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
<p>Select the training aids which are required to be made for the 6 week management training skills workshop.</p>	<p>What training aids are required for the 6 week management training skills workshop.</p>	<p>Ability to choose what <u>must</u> be designed to achieve optimum learning</p>	<p>EVALUATION</p> <ul style="list-style-type: none"> ● No. of participants who contribute relevant ideas and apply this unit to Units 4 and 6. ● Trainer and trainees look through the newly designed 6 week MCH/FP management training skills workshop curriculum. ● List the training aids required. ● Select those which will be made during the present workshop and which will be completed during planning time of the 6 week workshop. 		
<p>Make at least 3 training aids for the above workshop based on guide.</p>	<ul style="list-style-type: none"> ● How to make a training aid ● Questions that must be answered to make a training aid. ● Guide for evaluating a training aid. 	<p>Ability to write simply</p>	<ul style="list-style-type: none"> ● Participants assign each other the training aids each would make. ● Each participant start making at least 3 training aids, using guides or references ● Trainer provide Technical assistance. 	<ul style="list-style-type: none"> o Newsprint with guide for evaluation of training aid. o Examples similar to training aids made for other workshops. o Manila paper o Gum: Bloating paper; sand paper 	<p>34 hours</p> <p>.../</p>

27

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING PROCESS	MATERIALS REQUIRED	TIME REQUIRED
			<ul style="list-style-type: none"> ● Training aids will be pretested and refined during planning week of the 6 week workshop ● Those ready should be typed. <p style="text-align: center;">EVALUATION</p> <ul style="list-style-type: none"> ● No. of training aids made for the 6 week workshop. ● Quality of each training aid. 	<ul style="list-style-type: none"> ● Newsprints and felt pens. 	

13

APPENDIX D

LIST OF RESOURCES DISTRIBUTED TO PARTICIPANTS

LIST OF RESOURCES DISTRIBUTED TO PARTICIPANTS:A. HANDOUTS:I. For background reading:

1. The child's name is Today by Dr. David Morley.
2. Management in action: Putting planning in its place by Allan MacNaught.
3. Optimum benefit through family planning: A summary of the Kenya Population Guidelines.
4. MOH Circular on contraceptive services Ref: MCH/071/A Vol: II A.
5. Nurses: A resource to the community.

II. Practical Management concepts:

- Working Definition of MCH/FP Management
- 6. "Lost on the Moon": Group consensus exercise and worksheet.
- 7. Questionnaire on management perspectives (values assessment tool)
- 8. Worksheet: management strengths and weaknesses of MCH/FP service delivery system.
- 9. Why management training needs assessment?
- 10. Needs Assessment.
- 11. Job analysis worksheet.
- 12. Job performance assessment worksheet.
- 13. Some problems of management at the health Centre level.
- 14. Improving time management by E. Petrich.
- 15. On-the-job training.
- 16. Guidelines for selective supervision of local service units in FP programs.
- 17. What happens when A delegates successfully to B.
- 18. Checklist of obstacles to delegation.
- 19. Interviews.
- 20. Selection and other interviews.
- 21. T - P leadership questionnaire.
- 22. Basic management skills.
- 23. Influence skills for professionals: non-verbal behaviours.
- 24. Job description of Enrolled Nurse (Health centre or Dispensary)
- 25. Job description of Nursing Officer: Rural Health Management Team.

III: Management Training :

a) ORIENTATION:

26. Curriculum of the 3 week management and training skills and curriculum development for National Trainers February 3 - 21, 1986.
27. Introduction format.
28. Participants and trainers expectations.
29. Feedback.
30. Adults and effective workshops.
31. Reflections and Whereare We?
32. Experiential learning model.
33. Adult learning theory.
34. Phases of group development.
35. Evaluation work plan for the workshop.
36. Training curricula for all the MOH/INTRAH Education for Nurses in MCH/FP II.

b) Training Process:

37. Training needs assessment questionnaire for the Management Training Skills and Curriculum Development Workshop (3 - 21 Feb. 1986)
38. Training needs assessment questionnaire for KRN's (District Trainers)
39. Sample: Management tasks for a KRN in an established MCH/FP service.
40. Steps in developing a curriculum.
41. Training needs assessment.
42. Types of educational objectives.
43. Writing an objective.
44. Educational objectives, definition, domains, advantages and limitations.
45. Questions and responses for review cards and lesson plans.
46. Preparing and using a lesson plan.
47. Lesson plan.
48. Types of learning.
49. Lesson plan format.
50. Training methods.
51. How to teach knowledge.
52. How to teach attitudes.
53. How to teach skills.
54. Creative problem solving exercise (Greek Cross)
55. Creative problem solving (9 dots & squares)
56. Pyramiding.
57. Exercises on one way and two way communications.

58. Introduction: A word about case study.
59. Training, definition, components and purpose.
60. Training methods:
 - a) Role play
 - b) Exercises and projects
 - c) Brainstorming
 - d) Lecture
 - e) Demonstration
 - f) Discussion
 - g) Fieldvisit
 - h) Ball toss game
 - i) Case study, analysis' workplan
 - j) A summary of training methods
 - k) Tips on selecting training methods
 - l) Case history: Motivating a team member
 - m) Role play: Active listening
 - n) Capturing the mood
 - o) The story of Musa.
61. Barriers to communication
62. Ten commandments of good communication
63. Qualities of an effective leader
64. Worksheets on:
 - a) Designing pre/post test items
 - b) Summarizing results of performance assessment.
65. Working definition of evaluation
Evaluation in training: diagram
66. Checklists (2) for planning, conducting a workshop.
67. Management Training project Evaluation tool.
68. Participants Reaction Form (INTRAH)
69. Graphic Techniques: some methods of drawing, enlarging, and reducing visual materials and aids to lettering.
70. Visit to Health Centres (for use in developing a case study)
71. Diagnosing management problems.
72. Sample of Answer Sheet for Pre/Post Test
73. INTRA Pre/Post Test Results Form
74. Pre/Post Test Questionnaire of the February 3 to 21, 1986 Workshop

B. BOOKS DISTRIBUTED TO PARTICIPANTS:

Abbat F.R. Teaching for Better Learning: WHO/AMREF 1980:

Davis N.L. Planning, Conducting and Evaluating Workshops.

Learning concepts. 8517 Production Ave, San Diego
CA 92121-9984.

INTRAH: Teaching with Visual Aids: INTRAH University of North
Carolina at Chapel Hill, North Carolina 27514.

Katz: Assessing Health Workers Performance: A manual for
Training and Supervision. WHO Geneva.

Korten & Korten: Casebook for family planning management. Pathfinder
Fund. Boston Massachusetts 02167.

Marriner: Guide to Nursing Management Mosby & Co. 2nd Edition.

MacMahon et al: On Being in Charge: A guide for middle:Level
management in primary health care. WHO Geneva 1984:

Werner & Bower: Helping Health Workers learn:
Hesperian Foundation, Palo Alto. CA 94302.

APPENDIX E

WORKSHOP PRODUCTS

1. Six week curriculum in management training skills for MCH/FP KRNs consisting of:
 - 1.1. Curriculum content outline
 - 1.2. Lesson plans
 - 1.3. Time-Schedule
 - 1.4. Pre-post tests

2. Management training project evaluation package consisting of:
 - 2.1. ECN job performance Assessment Instrument.
 - 2.2. KRN (District Trainers) job performance Assessment instrument
 - 2.3. Summary data analysis sheet of performance evaluation results.
 - 2.4. Instructions of how to use the tools 2.1. - 2.3.

3. Project Implementation Work Plan for Period February 24 to May 10, 1986.

APPENDIX E.1

WORKSHOP SCHEDULE AND CURRICULUM FOR TRAINING KENYAN
REGISTERED NURSES AND DISTRICT TRAINERS IN MANAGEMENT
AND MANAGEMENT TRAINING

MINISTRY OF HEALTH/INTRAH EDUCATION OF NURSES IN MCH/FP II

* CURRICULUM FOR THE MCH/FP

MANAGEMENT TRAINING SKILLS WORKSHOP FOR KRN DISTRICT

TRAINERS MAY

REPUBLIC OF KENYA DIVISION OF NURSING
MINISTRY OF HEALTH NAIROBI, KENYA

INTRAH PROGRAM FOR INTERNATIONAL
TRAINING IN HEALTH OF THE UNIVERSITY
OF NORTH CAROLINA AT CHAPEL HILL,
NORTH CAROLINA U.S.A.

INTRAH ESA REGIONAL OFFICE, NAIROBI, KENYA

TRAINING DESIGN (LESSON PLANS) FOR THE CURRICULUM WERE BEING PREPARED AND WILL BE FINALISED
AS PER APPENDIX E.3 PROJECT IMPLEMENTATION PLAN: FEB 24 - 10 MAY, 1986.

10

CONTENT:

Background Information

1. Workshop goal
2. Program/Operational Objectives
3. Workshop Output.
4. General/Overall Objectives.
5. Content outline.
 - 5:1. Unit 1 Orientation
 - 5:2. Unit 2 Review of practical management concepts, skills and values.
 - 5:3. Unit 3 Basic Management Skills.
 - 5:4. Unit 4 Planning MCH/FP services.
 - 5:5. Unit 5 Implementating/Supervising MCH/FP services.
 - 5:6. Unit 6 Evaluating MCH/FP services.
 - 5:7. Unit 7 Management Training applied to MCH/FP.
 - 5:8. Unit 8 Implementing training.
 - 5:9. Unit 9 Evaluating training.
 - 5:10. Unit 10 Practicum
6. Evaluation Methods
7. Reference/Bibliography
8. Time Schedule
9. Lesson Plans for Unit 1-10.
(To be finalised by 10th May, 1986).

MCH/FAMILY PLANNING MANAGEMENT SKILLS

WORKSHOP FOR KRN DISTRICT TRAINERS

Background Information:

The MCH/FP Management skills workshop for KRN District Trainers is the second activity in the program agreed on in PAC II by the Division of Nursing, Ministry of Health Kenya, and INTRAH, the Program for International Training in Health, of the University of North Carolina at Chapel Hill, North Carolina U.S.A.

The workshop aims at developing 24 KRN/Public Health nurses with program management and management training skills and experience so that in turn they can train about 600 MCH/FP clinics. Ultimately, there will be an improvement in the management capability of the KRNs and the ECNs, whom they will train.

The curriculum presented in this document was proposed by five National Trainers and project co-ordinator during a Management Training skills and Curriculum Development Workshop conducted in Nairobi from February 3 - 21, 1986 with technical assistance from INTRAH during the three weeks workshop and the preparatory period for the KRN's workshop.

Emphasis in the curriculum is on practical skills in program management and training skills, participatory methods and relevance of what is learned to the work of KRNs as MCH/FP manager and trainers. Participants will conduct training practical sessions as teams during workshop, using the newly developed ECN management curriculum (see Unit 10) and the training materials which they have made, under National Trainers Supervision.

MCH/FP MANAGEMENT TRAINING SKILLS
WORKSHOP FOR KRN DISTRICT TRAINERS
APRIL 21 - 30 MAY, 1986

1. WORKSHOP GOAL:

To improve knowledge, skills and attitudes of the KRN District Trainers in MCH/FP program management and management training process.

2. PROGRAM/OPERATIONAL OBJECTIVES:

1. To develop 6 teams of 4 of District Trainers for the two' years MCH/FP program management training.
2. To develop a three week practical management skills curriculum for 600 MCH/FP ECNS.
3. To develop a baseline and program monitoring tool for use in MCH/FP services.
4. To develop training materials relevant to the training of ECNS in management of the MCH/FP services which they deliver.

3. WORKSHOP OUTPUTS:

- (a) 24 District trainers of ECNS better equipped with program management and management training skills.
- (b) A management assessment needs, and monitoring tool for ECNS.
- (c) A three week MCH/FP Clinic Management Workshop curriculum for ECNS.
- (d) A set of simple training materials for the MCH/FP Clinic Management Workshop Curriculum.

4. GENERAL OBJECTIVES:

By the end of the 6 weeks Workshop, the participants will be able to:-

1. Utilize experience gained during workshop orientation to develop a positive learning atmosphere.
2. Describe practical management concepts, skills and values.

82

3. Demonstrate the most essential basic management skills.
4. Plan district MCH/FP services.
5. Implement and supervise district MCH/FP services.
6. Evaluate district MCH/FP services.
7. Describe the steps of planning a curriculum.
8. Describe how to conduct management training.
9. Evaluate management training.
10. Develop a 3 week management workshop, curriculum for MCH/ECNS.
11. Conduct management training sessions.
12. Develop simple teaching aids listed in the 3 week curriculum.

5.

CONTENTS OUTLINE:

5.1. UNIT I: ORIENTATION HOURS

Unit Objective

Utilize experience gained during the workshop orientation to develop a positive learning atmosphere.

Learning Objectives:

By the end of this unit, participants will be able to:-

1. Complete registration forms.
2. Recieve training resources for use in the workshop.
3. Conduct a self-introduction session.
4. State at least two important ideas relevant to the workshop, based on the opening address.
5. Compare own and other trainers and trainees expectations of the workshop.
6. Identify management and training skills, strengths and weaknesses based on a pre-test qualification.
7. Discuss overview of MCH/FP series in Kenya based on trainers' guide.
8. Discuss workshop retionale, objectives, training and evaluation methods and logistics arrangements.
9. Explain principles of adult learning process.

84

10. Give and receive feedback according to given rules.

Content:

- 1:1. Registration.
- 1:2. Introduction.
- 1:3. Course expectation.
- 1:4. Pre-test.
- 1:5. Overview of the workshop.
- 1:6. Official Opening.
- 1:7. Overview of MCH/FP services.

5.2. UNIT 2 : REVIEW OF PRACTICAL MANAGEMENT
CONCEPTS, SKILLS AND VALUES:HOURS

Unit Objectives:

By the end of this Unit, each participants will be able to:

1. Define "Practical management" in MCH/FP operational terms.
2. Describe the role of KRN (District Trainer) as an MCH/FP team leader.
3. Explain 6 essential leadership skills:-
 - Delegation
 - Evaluation
 - Counselling
 - Training; motivation.
4. Describe her own management values.
5. Compare her values to those of others in the group.

CONTENT:

- 2:1. Working definition of "Practical Management" in MCH/FP operational terms.
- 2:2. Leadership.
- 2:3. Delegation.
- 2:4. Follow-up.

- 2:5. Evaluating performance.
- 2:6. Counselling .
- 2:7. Training
- 2:8. Motivating.
- 2:9. Values.

5.3. UNIT 3: BASIC MANAGEMENT SKILLS HOURS

Unit Objective:

Demonstrate the most essential basic management skills.

Learning Objectives:

By the end of this Unit, each participant will be able to:-

1. Discuss the important factors that influence communication in MCH/FP services.
2. Utilizing a questionnaire, demonstrate skills in interviewing and feedback.
3. Given a group exercise, demonstrate desirable individual behaviour in group work.
4. Explain the steps followed in problem solving/decision making.
5. Given an exercise, demonstrate skills in problem solving/ decision making.
6. Describe steps followed in improving time management.
7. Given the KRN's major job functions, demonstrate ability to allocate time according to priority need.

CONTENT:

- 3:1 Communication skills.
- 3:2 Group Dynamics
- 3:3 Problem solving/decision making
- 3:4 Time management

5.4. UNIT 4: PLANNING FOR MCH/FP SERVICE HOURS

Unit Objective:

Plan District MCH/FP services.

Learning Objectives:

By the end of this Unit, each participant will be able to:-

1. Describe the terms and key concepts used in planning based on guide.
2. Given a set of MCH/FP clinic records, identify the major problems within the District.
3. Given identified MCH/FP problems, write an MCH/FP improvement goal.
4. Given the MCH/FP improvement goal, write three service delivery objectives.
5. Write a workplan to achieve identified service delivery objectives.

CONTENT:

- 4:1 Overview knowledge on planning applied to MCH/FP service delivery in the district.
- 4:2 Basic planning skills.
- 4:3 Needs Assessment for MCH/FP services.
- 4:4 Setting goals and objectives for MCH/FP services.
 - 4:4:1 Writing program goals and objectives.
 - 4:5. Writing a work plan.

5.5. UNIT 5: IMPLEMENTATING/SUPERVISING MCH/FP SERVICES ...HOURSUnit Objective

Implement and supervise district MCH/FP services.

Learning Objectives.

By the end of this unit, the participants will be able to:-

1. During a role play, practise basic supervisory skills in delegation and motivation.
2. Design an MCH/FP supervisory visit check list.
3. During a role play, demonstrate ability to conduct an interview with an ECN on the results of a supervisory visit.
4. Analyse KRN (District Trainers) responsibilities in supply and equipment management.
5. Describe policies and procedures governing MCH/FP record keeping and reporting.

5.5. UNIT 5: IMPLEMENTING/SUPERVISING MCH/FP SERVICESHOURS:

6. Given a case study, write a report on MCH/FP services in the district.
7. Discuss common problems and solutions and facility management, transport management, and financial management.
8. Analyze KRN (District Trainers) role in co-ordinating community resources in provision of MCH/FP services.

CONTENT:

- 5.1. Basic supervisory skills.
- 2.2. Managing Personnel
- 5.3. Managing supplies, and equipment
- 5.4. Reporting and recording
- 5.5. Facility Management
- 5.6. Advocacy/Liason/Coordinating
- 5.7. Managing transport
- 5.8. Managing Finance.

5.6. UNIT 6: EVALUATING DISTRICT MCH/FP SERVICES:

Unit Objective:

Evaluate district MCH/FP services.

Learning Objectives:

By the end of the Unit participants will be able to:

1. Describe what evaluation is and the steps involved in evaluation.
2. Describe the different approaches used in evaluating MCH/FP services.
3. Give the previous years MCH/FP baseline data, and present MCH/FP status, evaluate MCH/FP improvements that have occurred in the community.
4. Given information on MCH/FP status, and one years attendance, record of MCH/FP clinic, demonstrate how a KRN would use the record to evaluate appropriateness of the services.
5. Given the ECN Management functions and a job analysis format, analyze the ECNs duties and design an instrument for job performance assessment in management.

UNIT 6: EVALUATING DISTRICT MCH/FP SERVICES (Continued):

CONTENT:

- 6.1. Overview of evaluation process applied to MCH/FP services.
- 6.2. Basic evaluation skills.
- 6.3. Evaluating Community Health services - quality and quantity.
- 6.4. Evaluating ECN performance.

5.7. UNIT 7: MANAGEMENT TRAINING APPLIED TO MCH/FPHOURS:

Unit Objective:

Describe the steps in curriculum planning.

Learning Objectives:

By the end of the Unit, participants will be able to:

1. Explain 5 major components of the training process.
2. Define the terms:
 - Curriculum
 - Lesson plan
 - Training goals
 - Training objectives.
3. Describe 8 main steps followed in developing a curriculum.
4. Describe components of a curriculum based on training guide.
5. Identify at least 5 principles of writing a curriculum.
6. Given a job performance instrument, conduct a management training needs assessment for MCH/FP ECNs.
7. Demonstrate the ability to write goals and objectives, from identified training needs.
8. Demonstrate the ability to outline content to match identified learning objectives.
9. Demonstrate the ability to organize content into logical units and assign time.
10. Describe at least 8 management training methods based on a guide.
11. List at least 4 sources from which a lesson plan is derived.
12. Describe what is written in 7 major components of a lesson plan.
13. Explain at least 5 principles of writing a lesson plan.
14. Select training materials that match identified learning objectives.

UNIT 7: MANAGEMENT TRAINING APPLIED TO MCH/FP (Continued)

CONTENT:

7.1. PLANNING TRAINING:

7.1.1. Overview of the training process:

- : Components of the training process.
- : Define training, learning, curriculum.
- : Principles of adult learning.
- : Feedback.

7.1.2. Curriculum development:

- : Sources
- : Major steps overview.
- : Principles of writing a curriculum.
- : How to write a curriculum document.

a) Needs Assessment:

- : Definition, data necessary in order to help conduct a training needs assessment.
- : Methods used: Advantages, Disadvantages.
- : Developing and conducting Needs Assessment/analyzing the needs assessment, of ECNs.

b) Training Goals and Objectives:

- : Definition, purposes, types, categories.
- : Qualities.
- : Compare training and program goals.
- : Practice writing training goals and objectives.

c) Selecting Content, sequencing in Units:

- : Assigning time:- Guideline for assigning time.
- : Use of tasks as unit headings instead of topics.

d) Training Methods:

- : Overview of training methods.
- : Select training methods.
 - Lecture/discussion, group discussion;
field trips, home visits, role play,
Brainstorming, exercises, case study; Team teaching.

e) Guide for describing training methods:

: Definition/Description

: When used

: Advantages

: Disadvantages

: How to make the training method successful in achieving objectives.

f) Lesson Plan:

: Definition, purpose.

: Guidelines in writing.

: Format and components, rationale.

: Evaluating a lesson plan.

: Practice writing a lesson plan.

g) Training Materials:

: Overview of training materials, purposes, advantages, and problems.

: Selecting appropriate training materials.

: Preparation/Making and how to use, select training methods:

- Handouts, diagrams; chalkboard, newsprint, textbooks, scripts for role play or case study; teaching charts.

: How to evaluate training materials.

5.8. UNIT 8: IMPLEMENTING TRAINING:Unit Objective:

Describe how to prepare for and conduct training.

Learning Objective:

By the end of this Unit, participants will be able to:

1. Given a list of things to do in preparing a workshop, write a workplan.
2. Explain how to prepare a room to promote learning.
3. Discuss how to develop a positive learning atmosphere.
4. Outline at least 4 critical steps in conducting a training session.

CONTENT:

8.1. Logistic activities done to prepare for a workshop:

8.2. Preparing the Training Environment:

- : Room arrangement; Allow adequate space for group work.
- : Seating arrangement to allow optimum participation of each trainee; Are furniture pieces movable.
- : Lighting, ventilation.
- : If films will be used, what type of electricity sockets are in the room; any need for dark curtains etc.

8.3. Climate Setting:

- : Orientation session. Use breakdown of topics as in Unit 1.
- : Purposes.
- : How to conduct a climate setting session.

8.4. Presenting a Lesson:

- : How to introduce a lesson.
- : Content delivery, including rate of presenting it and in relation to available time and selected training methods.
- : monitoring, learning.
- : Lesson summary.
- : How to evaluate a lesson presentation.

5.9. UNIT 9: EVALUATING TRAININGHOURS:

UNIT OBJECTIVE: Evaluate management training.

LEARNING OBJECTIVES:

By the end of this Unit participants will be able to:

1. Explain evaluation in management training using the following headings:
 - : Why?
 - : Who: or What?
 - : For whom?
 - : How?
2. Describe management training evaluation process and methods.
3. Analyze the results of the on-site management training needs assessment of ECNs.

CONTENT:

- 9.1. Working definition of management training evaluation to objective.
- 9.2. Management training evaluation process.
 - : The process
 - : Purpose
 - : Who and what is evaluated.
 - : For whom is evaluation done.
 - : Timing of management evaluation
 - : Methods of management evaluation. Principles of designing pre/post test questions (objective test items)
- 9.3. Guidelines in conducting an on-site training needs assessment.
- 9.4. Analysis of results of on-site management training.

5.10. UNIT 10: PRACTICUM:

1. Develop a 3 week management workshop for MCH/FP ECNs.
2. Conduct management training.

LEARNING OBJECTIVES:

By the end of this Unit participants will be able to: (for the 3 week management workshop for MCH/FP ECNs)

93

UNIT 10: LEARNING OBJECTIVES:

1. Write one training goal.
2. Write general and learning/specific objectives based on the training needs assessment of ECNs.
3. Organize content, for identified objectives, into meaningful Units including assigning time.
4. Develop lesson plans using a given format.
5. Develop training materials based on the prepared lesson plans.
6. Prepare evaluation tools for MCH/FP ECN's whom they have trained.
7. Demonstrate the ability to conduct a training session as a team member.
8. Using a checklist, assess a well presented lesson.

CONTENT:

10.1. 3 week management workshop curriculum:

- 10.1.1. write training goal.
- 10.1.2. write general and learning objectives.
- 10.1.3. Outline and organize content to match identified learning objectives, into units with unit headings and assigned time
- 10.1.4. Using lesson plan format fill all columns.
- 10.1.5. Prepare training aids.
- 10.1.6. Design pre/post test; learning, monitoring tool; workshop evaluation (participants reaction).
- 10.1.7. Compile workshop curriculum document.

10.2. Practice Training Sessions:

- 10.2.1. Select lessons from the 3 week management curriculum, which a team will present.
- 10.2.2. Present lessons in a team; give and receive feedback from team members.
- 10.2.3. Modify a lesson plan based on feedback.
- 10.2.4. Checklist for evaluating a well presented lesson.

6. EVALUATION METHODS OF THE WORKSHOP:

- : Pre-course needs assessment questionnaire.
- : Observing individual and group participation.
- : Review sessions at the beginning and end of the day.
- : Pre/post test.
- : INTRAH Reaction Form
- : Use of Performance Assessment checklist.

7. REFERENCES/BIBLIOGRAPHY:A. For Participants:

Abbat F.R. Teaching for better learning WHO/AMREF Nairobi.

MacMahon et al: On Being in Charge: WHO Geneva 1984:

Weekly Review (Kenya) Optimum Benefit through Family Planning: |
A summary of the Kenya Population Guidelines.

INTRAH: Concepts and Issues in Family Planning:
INTRAH/University of North Carolina at Chapel Hill.
N. Carolina 27514. USA.

B. For Trainers:

^ already received during the MOH/INTRAH Workshop of Feb. 3 - 21, 1986

95

MANAGEMENT TRAINING PROJECT EVALUATION PACKAGE

FOR

MOH/INTRAH EDUCATION FOR NURSES IN MCH/FP II

Attached herewith are the following parts of the project evaluation package to be utilized in assessing impact of management training activities:

1. Job Performance Evaluation Instrument for ECNs.
2. Job Performance Evaluation Instrument for KRN (DT)
3. Data analysis sheet for comparing Pre and Post management training Job Performance of ECNs and KRN (DT's)

Project evaluation will consist of assessing on-the-job management performance of ECNs before and after receiving management training within this project. Several months of on-the-job experience in applying management knowledge and skills acquired during formal workshop management training will be allowed before the post training on-the-job performance evaluation is conducted. The results of pre and post management performance evaluations will be entered on the data analysis sheet, analyzed and the improvement in services indicated for each ECN participating in the project.

Performance evaluation of KRN(DT's) in providing management training to ECNs and in subsequent supervision of ECNs will be evaluated upon completion of the first workshop training experience and later upon completion of their first year of work on this assignment, to measure improvements in management training and management knowledge and skills.

Both the ECN and the KRN (PT) job performance evaluation instruments have been designed to be used by incumbents (self analysis) and by supervisors to provide two opinions for every job evaluation performed. These will be compared on a person to person basis, and on an overall basis when summarizing results by District and at the national level.

National level trainers will have responsibility with KRN (DT's) for completing the KRN (DT) job Performance Evaluation Instruments and analyzing results.

KRN (DT's) with technical assistance of their national level team leader,

will have responsibility with ECN's for completing the ECN Job Performance Evaluation Instruments and analyzing results on a District by District basis. National level trainers will have responsibility for collating District results into a national summary of results upon completion of the project.

MANAGEMENT TRAINING PROJECT EVALUATION

Participant	Needs Assessment (Pre-Mgt. Trg Baseline Score)	On-Job Performance (Post-Mgt. Trg. Score)	Difference
			90

NOTE: FIRST DRAFT TO BE REVIEWED AND REVISED DURING SIX-WEEK WORKSHOP Page 1 of 4

ECN JOB PERFORMANCE ASSESSMENT QUESTIONNAIRE

Prepared by Self

Name: _____

Prepared by Supervisor

Title: _____

		1	2	3	4	5	
MANAGEMENT DUTIES		NOT APPLICABLE	VERY INADEQUATE	SLIGHTLY INADEQUATE	ADEQUATE	GOOD	EXCELLENT
1.	Plans MCH/FP Services:						
1.1	Identifies MCH/FP needs and priorities of the community being served						
1.2	Sets MCH/FP goals and targets						
1.3	Plans static service activities						
1.3.1	Sets work activity goals/targets						
1.3.2	Develops work activity schedules						
1.4	Plans outreach service activities						
1.4.1	Sets work activity goals/targets						
1.4.2	Develops work activity schedules						
1.5	Plans school health service activities						
1.5.1	Sets work activity goals/targets						
1.5.2	Develops work activity schedules						
1.6	Plans home visiting activities						
1.6.1	Sets home visiting goals/targets						
1.6.2	Develops work activity schedules						
1.7	Plans health education activities						
1.7.1	Sets health education goals/targets						
1.7.2	Develops health education work activity schedules						
1.8	Plans special campaigns and work activities						
1.8.1	Develops work activity schedules						
2.	Supervises delivery of MCH/FP Services:						
2.1	Supervises delivery of static services according to work activity schedules						
2.2	Supervises delivery of outreach services according to work activity schedules						
2.3	Supervises delivery of school/health services according to work activity schedules						
2.4	Supervises delivery of home visiting according to work activity schedules						

		1	2	3	4	5	
MANAGEMENT DUTIES		NOT APPLI-CABLE	VERY INADE-QUATE	SLIGHT-LY INADE-QUATE	ADE-QUATE	GOOD	EXCE-LENT
5	Supervises delivery of health education services according to work activity schedule						
5	Supervises special campaigns and work activities according to work activity schedules						
Personnel Management:							
.1	Orientates new staff and students posted for specific experience						
.2	Makes the duty rosta and daily allocation of duties for other nurses and subordinate staff						
.3	Appraises the performance of students and subordinate staff						
.4	Identifies the training needs of staff and makes recommendations for appropriate training						
.5	Counsels the staff and students						
.6	Identifies problems of the staff, e.g. Housing, Uniform, and takes appropriate action						
Manages Supplies and Equipment:							
.1	Orders equipment, drugs and supplies:						
.2	Protects all the supplies and equipment						
.2.1	Regularly checks inventory						
.2.2	Reports shortages						
.2.3	Ensures proper storage of the supplies and equipment						
.2.4	Ensures maintenance and repair of equipment						
.2.5	Ensures proper utilization of supplies and equipment						
.2.6	Issues and keeps records of supplies and equipment						
Records and reports management:							
.1	Ensures maintenance of all required records accurately and completely						
.2	Ensures proper use of records						
.3	Accurately prepares and submits all required reports on a timely basis						

		1	2	3	4	5	
MANAGEMENT DUTIES		NOT APPLICABLE	VERY INADEQUATE	SLIGHTLY INADEQUATE	ADEQUATE	GOOD	EXCELLENT
6.	Financial Management:						
6.1	Makes guiding reports for budgeting in MCH/FP day to day activities regarding: Refrigeration Sterilization Food Lighting, etc						
6.2	Justifies claims for incurred expenditures in MCH/FP activities e.g. Transport expenses seminars, Food and accommodation, etc.						
7.	Facility Management:						
7.1	Ensures proper utilization and maintenance of building/building space to facilitate better client/patient flow						
7.2	Ensures proper utilization and maintenance of water supply						
7.3	Ensures proper utilization and maintenance of drainage system						
7.4	Ensures proper utilization and maintenance of toilets						
7.5	Ensures proper utilization and maintenance of power supply						
7.6	Ensures proper utilization and maintenance of telephone equipment						
7.7	Ensures proper utilization and maintenance of grounds						
7.8	Ensures proper maintenance of walls, floors, windows and doors of facility						
7.9	Arranges for repair of facilities as needed						
8.	Advocacy/Liaison:						
8.1	Maintains liaison and coordination between the MCH/FP clinic/staff and the community at large from the village level to district level						
8.2	Maintains liaison and coordination between MCH/FP clinic/staff and other MCH/FP service providers in the community including development committees and NGOs						
8.3	Maintains liaison and coordination between MCH/FP clinic and MCH/FP District Office						
8.4	Maintains liaison and coordination between MCH/FP clinic and the back-up referral hospital						

		1	2	3	4	5	
MANAGEMENT DUTIES		NOT APPLICABLE	VERY INADEQUATE	SLIGHTLY INADEQUATE	ADEQUATE	GOOD	EXCELLENT
9.	Manages Transport:						
9.1	Authorizes movement of vehicle for referral of patients, collecting supplies, outreach clinic, etc.						
9.2	Ensures fueling of the vehicle and protects the usage of the vehicle by signing the work Ticket and keeping the key in safe custody						
9.3	Ensures cleanliness and maintenance of the vehicle						
9.4	Coordinates private/public acquisition of transport as need arises, (E.g. Referral of patients and collecting supplies)						
10.	Manages Communications:						
10.1	Counsels MCH/FP staff on communications policies and procedures						
10.2	Promotes/improved two way communications between MCH/FP staff, clients and the community						
10.2	Facilitates two-way communications between the MCH/FP clinic and the MCH/FP District office						
11.	Evaluates MCH/FP Services						
11.1	Evaluates the delivery of static services						
11.2	Evaluates the delivery of outreach services						
11.3	Evaluates the delivery of school health services						
11.4	Evaluates home visiting services						
11.5	Evaluates the delivery of health education services						
11.6	Evaluates special campaigns and work activities						
11.7	Evaluates progress in achieving MCH/FP goals/targets						

Scoring Instructions:

- Count number of tick marks in each column and multiply by the rating number at the top of column to arrive at a total score for each column.
- Total the scores from all columns to arrive at an overall score.
- Count the number of ticks in "Not Applicable" column and subtract the total from 72. Divide the remainder into the total overall score to obtain the overall average rating.

102

NOTE: FIRST DRAFT TO BE REVISED DURING SIX-WEEK WORKSHOP

KEN (PT) JOB PERFORMANCE ASSESSMENT QUESTIONNAIRE

Prepared by Self

Prepared by Supervisor

	(1)	(2)	(3)	(4)	(5)
MANAGEMENT DUTIES/SKILLS	VERY INADEQUATE	SLIGHTLY INADEQUATE	ADEQUATE	GOOD	EXCELL
1: 1 As a member of the District Health Management Team, She participates in setting MCH/FP goals and Objectives for the District as regards Health Status of the Community and Community Health services.					
1: 2. Plans supervisory visits to Service delivery points.					
1:3 Plans to introduce integrated MCH/FP services within already existing health facility.					
1:4 Plans the Acquisition and Distribution of supplies and equipment to S.D.Ps.					
1:5 Plans for the meeting for the staff under her within the District.					
1:6 Plans strategies to promote and maintain staff motivation and Team work.					
1:7 Plans Health Education services in the Community.					
2:1 Co-ordinates Staff development Activities.					
2:2 Supervises Community Health Nursing Services e.g. MCH/FP Health Education.					
2:3 Co-ordinates and chairs Nursing staff meetings.					

102

KRN(VT) JOB PERFORMANCE ASSESSMENT QUESTIONNAIRE

Prepared by Self

Prepared by Supervisor

(1) (2) (3) (4) (5)

MANAGEMENT DUTIES/SKILLS	VERY INADEQUATE	SLIGHTLY INADEQUATE	ADEQUATE	GOOD	EXCELL
2:4 Implements integrated/MCH/FP Services within existing Health Facility.					
3:1 Orientates new staff and Students sent for field experience.					
3:2 Assesses Staffing needs, makes requests for additional staff and deploys them in the rural health facilities.					
3:3 Writes nursing staff and subordinates appraisal reports.					
3:4 Implements strategies that maintain staff motivation e.g. Inservice Education, Housing.					
3:5 Counsels and guides nursing staff, students and subordinate staff.					
4:1 Ensures the availability of drugs, supplies and equipment e.g. Vaccines, Contraceptive Kits MCH/FP Cards, MCH Kits.					
4:2 Supervises the ECM in protecting the use of drugs, supplies and equipment.					

KRN(VT) JOB PERFORMANCE ASSESSMENT QUESTIONNAIRE

Prepared by Self

Prepared by Supervisor

(1) (2) (3) (4) (5)

MANAGEMENT DUTIES/SKILLS	VERY INADEQUATE	SLIGHTLY INADEQUATE	ADEQUATE	GOOD	EXCELI.
4:3 Ensures proper storage of drugs and equipment.					
4:4 Keeps the record of the Supplies and Equipment.					
4:5 Supervises the Maintenance of Equipment e.g. Refrigerator					
5:1 Compiles and maintains relevant service and staff records within the District.					
5:2 Writes relevant service and staff reports.					
5:3 Supervises efficient record keeping at the Health centres.					
5:4 Ensures the ECN in-charge of the Health centres compiles monthly reports.					
6:1 Participates in Health services exoenditure budgeting within the District.					
6:2 Justifies the olaims made by the Nursing staff in relation to Community Health Services.					

KKN(CF) JOB PERFORMANCE ASSESSMENT QUESTIONNAIRE Prepared by Self Prepared by Supervisor

	(1)	(2)	(3)	(4)	(5)
MANAGEMENT DUTIES/SKILLS	VERY INADEQUATE	SLIGHTLY INADEQUATE	ADEQUATE	GOOD	EXCELL
7:1 Gives guidance on the utilization of MCH/FP Available space.					
7:2 Participates in planning for new health facilities and in renovation of the existing building.					
7:3 Ensures the proper Utilization and Maintenance of the facilities.					
7:4 Ensures the safety of the facilities.					
7:5 Ensures the cleanliness of building and the compound.					
8:1 Liases with relevant committees Government and NGO's workers to effectively achieve MCH/FP service delivery in the community.					
8:2 Supports the ECN to liase with other professionals and the Community to effectively deliver Community Health services.					
9:3 Ensures that regulations and circulars are understood and adhered to.					

K.R.N.(PT) JOB PERFORMANCE ASSESSMENT QUESTIONNAIRE

Prepared by Self

Prepared by Supervisor

	(1)	(2)	(3)	(4)	(5)
MANAGEMENT DUTIES/SKILLS	VERY INADEQUATE	SLIGHTLY INADEQUATE	ADEQUATE	GOOD	EXCELL
9:1 Signs the Work-ticket and then co-ordinates Vehicles movement e.g. (a) Distribution of Vaccines. (b) FP Kits.					
9:2 Makes report of Vehicles condition on monthly basis and when need arise					
9:3 Ensures the safety, Protection and proper usage of Vehicles, that are assigned for her activities within the District.					
10:1 Submits monthly reports on MCH/FP services within the District.					
10:2 Co-ordinates the staff return by ECN in the Health Centres.					
10:3 Ensures that proper chain of command is followed by staff in Communication.					
11:1 Analyses and interpretes the health services records and reports to determine if goals and objectives have been met.					
11:2 Guides the ECN in analysing and interpreting the Health services, records and reports for evaluation of goals and objectives.					

KN(PT) JOB PERFORMANCE ASSESSMENT QUESTIONNAIRE

Prepared by Self

Prepared by Supervisor

(1) (2) (3) (4) (5)

MANAGEMENT DUTIES/SKILLS	VERY INADEQUATE	SLIGHTLY INADEQUATE	ADEQUATE	GOOD	EXCELL
11:3 Interviews the members of the Community on the services being provided.					
12.1 CONDUCTS MGMT. TRAINING NEEDS ASSESSMENTS					
12.2 DESIGNS MGMT. TRAINING CURRICULUM					
12.3 WRITES LEARNING OBJECTIVES					
12.4 PREPARES LESSONS PLANS					
12.5 SELECTS TRAINING METHODS					
12.6 PREPARES TRAINING MATERIALS					
12.7 DESIGN EVALUATION INSTRUMENTS					
12.8 CONDUCTS TRAINING					
12.9 PLANS WORKSHOPS					
12.10 IMPLEMENTS/MANAGES WORKSHOPS					
12.11 TRAINS WORKSHOP PARTICIPANTS					
12.12 EVALUATES WORKSHOP PARTICIPANTS					
12.13 EVALUATES THE WORKSHOP					
12.14 EVALUATES MGT. TRAINING-IMPACT AND OUTCOMES					

5. If you have had previous training in training tick which type:

- a) Teaching methods workshop ()
- b) Teaching methods with curriculum development ()
- c) Other training (give title) -----

- d) Not applicable ()

6. How long was the Training in training which you have marked in Question 5?

- a) 1 week () c) 3 weeks ()
- b) 2 weeks () d) 4 weeks ()
- Other duration (specify -----

7. If you have had training in program management, how long was that training?

- a) 1 week ()
- b) 2 weeks ()
- c) 3 weeks ()
- d) 4 weeks ()
- e) Other duration (specify -----
- f) Not applicable ()

8. What are your current tasks in MCH/FP work.

In which department of area have you been mainly assigned during the last 12 months (Jan - Dec 1985)

What are 5 most frequent problems which YOU face in your work as an MCH/FP supervisor. EXCLUDE TRANSPORT PROBLEMS:

1. -----
2. -----
3. -----
4. -----
5. -----

How many staff do you supervise?

- a) 15 - 20 ()
- b) 21 - 25 ()
- c) 26 - 30 ()
- d) Other number (specify) -----

What cadres of staff are the staff whom you supervise?

What proportion of the ECN's your MCH/FP area are FP trained?

- a) half of them ()
- b) All of them ()
- c) Other response (specify) -----

///

What proportion of the non-health staff have been oriented to MCH family planning; been given one day seminar by you or your predecessors?

- a) One quarter
- b) Half
- c) Three quarters
- d) Other response (specify) -----

MANAGEMENT AND TRAINING KNOWLEDGE OR SKILLS:

Directions:

Please rate yourself in the level of knowledge or ability/skill shown below using the scale.

- No. 1 represents - Need for training in the skill/knowledge
- No. 2 represents - Moderate need for training
- No. 3 represents - No need for training in the skill/knowledge

2.1. Management: <u>Ability/knowledge</u>	<u>Need training</u>	<u>Moderate need for training</u>	<u>No need for training</u>
1. Knowledge of management principles and functions	1	2	3
2. Knowledge of problem solving/decision making process	1	2	3
3. Diagnosing management problems	1	2	3
4. Skill in writing program goals and objectives	1	2	3
5. Writing a work plan to match program objectives or policy statements	1	2	3

112

	Need training -----	Moderate Need for training	No need for training
6. Develop evaluation tools for assessing MCH/FP for which you are responsible:			
a) Baseline data	1	2	3
b) Achievements and weakness of an MCH/FP service	1	2	3
c) Supervisory visit (check list)	1	2	3
7. Writing reports:			
a) Program and service delivery	1	2	3
b) Staff appraisal	1	2	3
c) Evaluation Report (after using evaluation tools mentioned in No. 6 above)	1	2	3
8. Leading and motivating a health team	1	2	3
9. Managing and organizing material resources to match service needs:			
a) Equipment and contraceptive kits	1	2	3
b) Records	1	2	3
c) Allocated budget	1	2	3
10. Knowledge of group dynamics	1	2	3
11. Initiate a new idea for improving the MCH/FP activities with other government and non-government community workers	1	2	3

2.2. <u>Training:</u>			
1. Planning and conducting a training needs assessment	1	2	3
2. Writing training objectives:			
a) knowledge (cognitive)	1	2	3
b) attitude (affective)	1	2	3
c) skills (psychomotor)	1	2	3

Ability/knowledge	Need training	Moderate need for training	No Need for trainin
3. Organizing units using concepts rather than topics based on identified objectives	1	2	3
4. Selecting content outline to match objectives and concepts of a Unit.	1	2	3
5. Selecting training methods to match objectives	1	2	3
6. Using adult learning methods	1	2	3
: Group discussion	1	2	3
: Brainstorming	1	2	3
: Role play	1	2	3
: Games	1	2	3
: Exercises	1	2	3
: Case studies	1	2	3
: Field visits	1	2	3
7. Writing lesson plans usable by self and colleagues	1	2	3
8. Developing training evaluation tools:			
a) pre/post test	1	2	3
b) for monitoring learning during the workshop	1	2	3
c) workshop evaluation	1	2	3
9. Developing simple non-electric teaching aids			
a) tracing techniques	1	2	3
b) enlarging	1	2	3
c) lettering	1	2	3
d) principles of designing simple teaching aids for readers and non-readers	1	2	3
e) effective use of teaching aids	1	2	3

Please return filled questionnaires so that they reach INTRAH at the address below not later than 2nd February 1986.

Thank you for your co-operation.

Grace Mtawali (Mrs)
Regional Training Officer
P O Box 55699
NAIROBI Kenya

APPENDIX E.3

MOH/INTRAH MANAGEMENT AND TRAINING SKILLS/CURRICULUM
DEVELOPMENT WORKSHOP FEBRUARY 3-21, 1986

WORK PLAN FEBRUARY 24-10 MAY 1986

GOAL :	CONDUCT A WELL PREPARED FOR SIX WEEK WORKSHOP			
OBJECTIVES	ACTIVITIES TO ACHIEVE OBJECTIVES	PERSON(S) RESPONSIBLE	RESOURCES	TIME SCHEDULE (COMPLETION DATE)
1. Complete management training lesson plans	1.1. Complete all columns of lesson plans	National Trainees (NT)	Hotel Room	28.2.86
	1.2. Estimate unit time requirement	" "		
	1.3. Prepare schedule for workshop	" "	Stationery	
	1.4. Type and proof lesson plans	Project Coordinator and NT		7.3.86
	1.5. Send copies to INTRAH and Consultant			
2. Prepare training materials including pre and post test, project monitoring tools; KRN job performance assessment TOOL FOR KRN/DT.	2.1. Identify materials required and make assignments among trainees	National Trainees	Work space	10.3.86
	2.2. Complete assignments, collect, review, select rewrite, adapt and write new materials	" "	Resource Materials Transport	21.3.86
	2.3. Obtain MOH approval of new materials eg. planning and evaluation	Project Coordinator and NT	Stationery	By beginning of workshop
	2.4. Type and proof materials	Typist and NT		
	2.5. Reproduce and collate materials	Project Coordinator and NT.		2 weeks before workshop
Needs assessment				
3. Practical experience - FP Clinic	3.1. Confirm arrangements and brief nursing officer in charge of clinic	Project Coordinator		7.3.86

	3.2. Actual experience	NT and Nursing Officer i/c of Clinic	NT's Clinic objectives	4.4.86
	3.3 Visit a small ECN managed MCH/FP Clinic	Project Coordinator and NT	Transport and checklist	4.4.86
4. Complete administrative arrangements for National level trainers	4.1 Work space arrangements	Project Coordinator		3.3.86
	4.2. Complete secondment arrangements for National trainers	-do-		
	4.3. Assign responsibilities to National Trainers and prepare job description	Project Coordinator MOH		
	4.4. Assign NT to 6 week workshop roles	Project Coordinator and NT.		21.3.86
5. Complete administrative arrangements at provincial and district level.	5.1. Complete selection of KRN DT	Project Coordinator and Telephone		3.3.86
	5.2 Complete receiving needs assessment forms	Provincial Nursing Officers		17.3.86
	5.3. Submit information on KRN/DT to INTRAH	Project Coordinator	Transport	20.3.86
	5.4. Orientation of Provincial Supervisors about the program; contraceptive update; secondment of DT and their need to work from one office; preparation of a provincial plan that tallys National work plan upto Jan 31, 1987.	Project Coordinator NT.	Stationery Finance Space	By beginning of 6 week workshop.
6. Complete logistical arrangements for the 6 week workshops and orientation	6.1 Final agreement on venue	Project Coord. and NT.		
	6.2 Visit the venue	- do -	Telephones Stationery	
	6.3. Arrange for on-site needs assessment for KRN's during the workshop	- do -	Transport	At least 4 weeks

1/6

of Provincial supervisors	6 4. Arrange for full time typist and typewriter, duplicating machine.	Project Coord.	
	6 5. Arrange for films, film projector	Project Coord.	Transport
	6 6. Procurement of stationery for 6 week workshop		Transport Budget
7. Final arrangements for 6 week workshop	7 1 Prepare tentative work plan using project document, for intergation into provincial work plan	Project Coord. Stationery	
	7.2. Prepare 2 day orientation schedule for 30 provincial supervisors and KRN DT's	INTRAH Trainer Consultant	Training Materials
	7.3. Finalise 6 week and two day curriculum and materials	Project Coord. and	The Book: Africa (60 copies)
	7.4. Rehearsal of training assignments	NTS	
	7.5. Travel to training site	As above	10th or 11th May 1986.

117

APPENDIX F

PRE/POST TEST PARTICIPANT SCORES AND INSTRUMENT

Course ID _____

INTRAH PRE-POST TEST RESULTS FORM

Trainee	Pre-Test Score	Post-Test Score	Trainee	Pre-Test Score	Post-Test Score
1	57%	66%*	26	_____	_____
2	45%	94%	27	_____	_____
3	48%	93%	28	_____	_____
4	54%	86%	29	_____	_____
5	59%	-- **	30	_____	_____
6	53%	82%	31	_____	_____
7	_____	_____	32	_____	_____
8	_____	_____	33	_____	_____
9	_____	_____	34	_____	_____
10	_____	_____	35	_____	_____
11	_____	_____	36	_____	_____
12	_____	_____	37	_____	_____
13	_____	_____	38	_____	_____
14	_____	_____	39	_____	_____
15	_____	_____	40	_____	_____
16	_____	_____	41	_____	_____
17	_____	_____	42	_____	_____
18	_____	_____	43	_____	_____
19	_____	_____	44	_____	_____
20	_____	_____	45	_____	_____
21	_____	_____	46	_____	_____
22	_____	_____	47	_____	_____
23	_____	_____	48	_____	_____
24	_____	_____	49	_____	_____
25	_____	_____	50	_____	_____

* Project Coordinator who spent very little time in Workshop
 ** Participant dropped out mid-way during Workshop due to death of father

MCH/INTRAH EDUCATION OF NURSES IN MCH/FP II
MANAGEMENT TRAINING SKILLS AND CURRICULUM DEVELOPMENT
WORKSHOP FOR NATIONAL TRAINERS

3 - 21 Feb., 1986 Nairobi

PRE/POST TEST

NAME _____

A. TRAINING PROCESS

Short Answer Questions

- 8 pts. 1. List the 8 main steps in curriculum development
.....
.....
.....
.....
- 3 pts. 2. List 3 different methods used to conduct needs assessment
.....
.....
.....
.....
- 8 pts. 3. List 8 types of information that should be included in a lesson
plan:
.....
.....
.....
.....
- 8 pts. 4. List 8 different management training methods
.....
.....
.....
.....
- 3 pts. 5. Write one general training objective related to record keeping by
ECNs at MCH/FP clinics.
.....
.....
.....
- 30 pts Total

MULTIPLE CHOICE QUESTIONS

Identify and tick from the list below some information which may be required by a trainer to assess the training needs for MCH/FP training: |

- (a) Knowledge, attitudes and skills that the identified trainee group already has;

120

- (b) Available books and other materials ()
 - (c) What changes have occurred in Ministry of Health policies in relation to the service provision ()
 - (d) What duties/tasks are expected to be done by a fully qualified provide of the service for which training is required ()
 - 4 pts. (e) What authority the trainer has in relation to MCH/FP training ()
2. Often higher authorities ask a trainer to conduct training for a particular group of personnel "to improve their MCH/FP management skills" for example:
- 4 pts. What is the first activity which a trainer should do in the described situation:
- (a) Write clear, feasible and measurable objectives for the training; ()
 - (b) Design a curriculum using adult training methodology ()
 - (c) Conduct a training needs assessment ()
 - (d) Estimate the budget required to run one course ()
 - (e) Estimate the duration of the course and required materials ()
- 4 pts. 3. In writing a learning objective, it is desirable to include:
- (a) A condition
 - (b) An action verb
 - (c) A performance standard
 - (d) All of the above
 - (e) None of the above
- 4 pts. 4. In selecting a training method to develop a management skill, one would not select:-
- (a) Role play
 - (b) Simulation
 - (c) Lecture
 - (d) Case study
 - (e) Problem solving exercise

4 pts. 5. A role play training exercise is a:

- (a) drama
- (b) game
- (c) Simulation
- (d) None of the above
- (e) All of the above

20 pts. Total

5 pts. MATCHING QUESTIONS

This question is on Evaluation in training. Match Column A and Column B phrases/sentences by putting the letters from Column B in the spaces in Column A. Some spaces may have more than one letter

COLUMN A

COLUMN B

- | | |
|---|--|
| Needs assessment method | a) Trainers Questionnaire to trainees
3 - 6 months after training. |
| Monitoring learning in a workshop | b) Checking if training matches the tasks. |
| Midterm evaluation | c) Sessional reaction forms |
| Evaluation of performance | d) Pre-test/post test |
| Evaluation of need for MCH/
FP program | e) Follow up field visit of trainees. |
| | f) "Where are we" session |
| | g) "Reflections" session |
| | h) Comparing the number of acceptors to
baseline information related to population
at risk (of pregnancy). |

4 pts. 2. This question is on selection of appropriate training methods. Match Column A and Column B phrases by putting the letters from Column B in the spaces in Column A. Some spaces may have more than one letter:

- | | |
|--|---------------------------|
| to develop listening skill | a) Lecture and discussion |
| to develop time management skill | b) Reading and discussion |
| to develop problem solving skill | c) Role Play |
| | d) Simulation |
| | e) Case study |
| | f) Brainstorming |

122

PRE/POST TEST

B. MCH/FP MANAGEMENT PROCESS:

Short answer questions:

6 pts. 1. Define the term " Management"

3pts. 2. Describe what is meant by "Management style"

8 pts. 3. List the 8 most important management skills needed by an ECN?

8 pts. 4. List 8 important management systems that support MCH/FP service delivery at the local level.

Total
25 pts.

123

- 4 pts 2. Characteristics of a good MCH/FP team leader are:
- a. Takes charge of team
 - b. Evaluates performance of team
 - c. Exercises discipline
 - d. All of the above
 - e. None of the above
- 4 pts 3. Adequate financing of MCH/FP services at local level depends upon:
- a. Reallocating existing resources
 - b. Mobilizing new resources
 - c. Better utilization of existing resources
 - d. All of the above
 - e. None of the above
- 4 pts 4. The appropriate "management style" is determined by:
- a. The culture
 - b. The institutional environment
 - c. The personality of fellow health workers
 - d. All of the above
 - e. None of the above
- 4 pts 5. Among the following planning steps, which one should occur first at the MCH.FP clinic level?
- a. Examining available resources
 - b. Examining alternative methods
 - c. Selecting the best alternatives
 - d. Determining the objectives
 - e. Writing the plan of action
- 4 pts 6. Open and frequent communications with your supervisor:
- a. Subjects yourself to unnecessary evaluation
 - b. Enhances your performance
 - c. Suggests you are not self-sufficient
 - d. Suggests you are lazy or unknowledgeable
 - e. Creates relationship problems

- 4pts. 7. Among the following requirements of a viable MCH/FP system, which one is the most important:
- a. Supplies
 - b. Transportation
 - c. Information and communications
 - d. Supervision and Continuing Education
 - e. Patient Referral
- 4pts. 8. Open communications among MCH/FP team workers normally result in:
- a. Improved quality of health services
 - b. Improved job satisfaction
 - c. Improved acceptance of rules
 - d. Improved quantity of health services
 - e. All of the above.
-

Creativity in Problem Solving

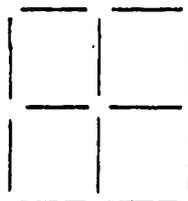
Creativity Test

1. Without moving the pencil from the paper, connect all the 9 dots with 4 straight lines.

5 pts.

2. Reduce the number of squares to 3 squares of equal size by repositioning 3 lines. No lines can be left over.

5 pts.



APPENDIX G

SUMMARY DATA FROM PARTICIPANT REACTION FORMS

Course ID# _____

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
80%	20%			

2. Workshop objectives seemed to be achieved:

a. Entirely	b. Mostly	c. Somewhat	d. Hardly at all	e. Not at all
20%	80%			

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

80% a. All material was useful
20% 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
80%	20%			

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
<input type="text" value="40%"/>	<input type="text" value="20%"/>	<input type="text" value="40%"/>	<input type="text"/>	<input type="text"/>

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
<input type="text"/>	<input type="text"/>	<input type="text" value="60%"/>	<input type="text"/>	<input type="text" value="40%"/>

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
<input type="text" value="80%"/>	<input type="text" value="20%"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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
<input type="text" value="80%"/>	<input type="text" value="20%"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

9. In this workshop I learned:

80% a. many important and useful concepts,
 b. several important and useful concepts,
20% 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:

20% a. many important and useful skills,
60% b. several important and useful skills,
 c. some important and useful skills,
20% 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
<input type="text"/>	<u>60%</u>	<u>20%</u>	<input type="text"/>	<input type="text"/>

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
<u>80%</u>	<u>20%</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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
<u>60%</u>	<u>40%</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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
<u>60%</u>	<u>20%</u>	<u>20%</u>	<input type="text"/>	<input type="text"/>

15. 100% a. I would recommend this workshop without hesitation,

_____ 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.

100% a. Additional time for the workshop

 b. More limited time for the workshop

20% c. Use of more realistic examples and applications

80% d. More time to practice skills and techniques

 e. More time to become familiar with theory and concepts

 f. More effective trainers

 g. More effective group interaction

 h. Different training site or location

20% i. More preparation time outside the training sessions

20% j. More time spent in actual training activities

 k. Concentration on a more limited and specific topic

 l. Consideration of a broader and more comprehensive topic

20% m. Other (specify) _____

More time to complete Workshop activities, e.g. some activities were left incomplete and this was discouraging to trainees.

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
a. <u>Unit 1, Orientation</u>	80%	20%			
b. <u>Unit 2, Practical Management</u>	80%	20%			
c. <u>Unit 3, Mgt. Training Needs Assess. Curriculum Development -</u>	100%				
d. <u>Unit 4, Learning Obj. & Lesson Plans</u>	80%	20%			
e. <u>Unit 5, Mgt. Training Methods</u>	80%	20%			
f. <u>Unit 6, Evaluating Mgt. Training</u>	100%				
g. <u>Unit 7, Mgt. Training Materials & Aids</u>	60%	40%			
h. _____					
i. _____					
j. _____					

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	6
a. lectures	20%	20%	40%			20%
b. group discussions	100%					
c. individual exercises	80%	20%				
d. group exercises	100%					
e. clinical sessions						100%
f. field trips		60%	40%			
g. handouts/readings	80%	20%				
h. books	100%					
i. audio-visuals	60%	20%	20%			

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.

- 7% a. Counselling and/or client education
- 13% b. Provision of Clinical Methods (IUDs, pills, diaphragms, injections)
- c. Provision of Non-clinical Methods (condoms, foaming tablets, foam)
- 13% d. Provision of Natural Family Planning Methods (rhythm, sympto-thermal, mucous)
- e. Supervision of Family Planning Services
- 27% f. Management of Family Planning Service System
- 7% g. Planning/Evaluation of Family Planning Services
- 7% h. Policy Making/Direction of Family Planning Services
- i. Community Based Distribution of Contraceptives
- j. Community Based Outreach, Education or Information
- 13% k. In-Service Training in Family Planning
- 13% l. Pre-Service Teaching/Tutoring in Family Planning
- m. Other (specify) _____

20. Additional Comments: _____

1. The course in management training has been very useful, but unfortunately time was too short. In June a six week course would be ideal.
2. The workshop has been very educative. I have learnt many new concepts. Has also given refresher of what I learned before. Trainers have been very helpful. Also learnt from other participants. Thank you.
3. One foreseen problem is going to be fulfilled - going to extend the course in order to cover all the Units. (referring to the work that will be done by participants in completing the six week curriculum -EP)

TRAINING NEEDS ASSESSMENT QUESTIONNAIRE
 Management Training Skills, Program and
 Curriculum Development Workshop

GENERAL DIRECTIONS:

Please answer and complete all items. This questionnaire will help plan the workshop that is relevant to your needs as management trainers.

BIOGRAPHICAL INFORMATION:

Name: _____ Age: _____

Position: _____

Date Position Assumed: _____

Work Experience: (Begin with your most recent employment)

Date	Position/Duties	Organization

Education: (Begin with most recent and include short-term technical or professional training)

Educational/Training Institution	Major Subject(s)	Dates

2. FAMILY PLANNING EXPERIENCE:

2.1 Do you provide, or have you provided, comprehensive family planning services ? Yes No

If no, why not ? _____

2.2 Do you train, or have you trained, others in family planning ?
Yes No

If no, why not ? _____

3. TRAINING EXPERIENCE:

3.1 Have you attended a training of trainers course? Yes No

Where? _____

When? _____

3.2 Have you attended a Management course? Yes No

Where? _____

When? _____

Training Needs Assessment
 Questionnaire 3

3.3 Please rate your present level of knowledge or competence by encircling the appropriate number on the rating scale of one (1) to five (5) where 1 means none at all and 5 means excellent.

	None At All	Indequate	Adequate	Good	Excellent
	1	2	3	4	5
3.3.1 Knowledge of the management process	1	2	3	4	5
3.3.2 Knowledge of motivation/needs theories	1	2	3	4	5
3.3.3 Knowledge of the problem solving process	1	2	3	4	5
3.3.4 Knowledge of formulating program goals & objectives	1	2	3	4	5
3.3.5 Understanding of the role of FP clinic managers	1	2	3	4	5
3.3.6 Knowledge of group dynamics	1	2	3	4	5
3.3.7 Training methods:					
- small group discussion	1	2	3	4	5
- games	1	2	3	4	5
- exercises	1	2	3	4	5
- case studies	1	2	3	4	5
- large group discussion	1	2	3	4	5
3.3.8 Training program development: (curriculum development)					
- needs assessment	1	2	3	4	5
- behavioral objectives	1	2	3	4	5
- content/topic sequencing	1	2	3	4	5
- daily design	1	2	3	4	5
- training methods and materials selection	1	2	3	4	5
- training evaluation	1	2	3	4	5

MOH/INTRAH EDUCATION FOR NURSES IN MCH/FP II

MANAGEMENT TRAINING SKILLS AND CURRICULUM

DEVELOPMENT WORKSHOP FOR NATIONAL TRAINERS

3 - 21 FEB. 1986 NAIROBI

SUPPLEMENT NEEDS ASSESSMENT

	Not at all 1	Inadequate 2	Adequate 3	Good 4	Excellent 5
A. <u>BASIC SKILLS</u>					
1. <u>Communication/Inter-personal Relationship</u>					
: Querying					
: active listening					
: feedback					
2. Group dynamics					
3. Planning (ability to set objectives and reach them)					
4. Supervising					
5. Performance Evaluation					
6. Problem Solving/ Decision making					
7. Time management					
8. Program Evaluation					
B. <u>SYSTEMS SKILLS</u>					
:9 MCH/FP Clinic management					
: MCH/FP Client management					
: Referral System					
: Personnel System (at local level)					
: Finance System (at local level)					
: Supply System					
: Transport System					
: Information System					
: Records/Reports					
: Facility Maintenance/ environment building and general environment					
: Planning of procedures and evaluation					

SOME RESPONSES IN PRE-COURSE NEEDS ASSESSMENT QUESTIONNAIRE:

(National Trainers)

Q.2A. Family Planning Experience:

- Family Planning training (clinical) 4
- Family Planning training (theory) 4
- TOT in MCH/FP 3
- Provided FP service 4
- Provided FP service and training 3
- No FP training, TOT training nor FP provision 1

B. Management:

- Training attended 6
-

C. Training Experience:

- Nursing and PHN Training 6

Q.3.3 Self-Assessment of Management Training knowledge and skills:

	None at all	Inade-quate	Adequate	Good	Excellent
	1	2	3	4	5
3.3.1. Management Process	1	1	2	3	
3.3.2. Motivation needs	1	1	3	3	
3.3.3. Problem solving process	1	1	1	4	
3.3.4. Program goals/objectives formulation	1	2		4	
3.3.5. Role of FP clinic Managers	1	1	3	1	
3.3.6. Group Dynamics		1	2	3	
3.3.7. Training Methods					
● Small group discussion			2	4	
● Games		2	3	1	
● Exercises		2	2	2	
● Case studies		1	2	3	
● Large group discussion		2		4	

	None at all	Inade- quate	Adequate	Good	Excellent
	1	2	3	4	5
3.3.8. Training Program Management					
● Needs assessment		1	2	3	
● Objectives		1		5	
● Content/topic sequencing		1		5	
● Daily design		1		5	
● Training methods/materials selection		1		5	
● Training evaluation		1		5	
Total Responses	2	20	25	56	

4. Specific to be developed/strengthened related to the workshop:

- A.
- Curriculum development
 - Managing the MCH/FP service clinic, supplies and role of MCH/FP manager
 - Needs Assessment methods 2
 - Problem solving/Decision Making process
 - Project monitoring and evaluation practice
 - Design of an evaluation system
 - Time management
- B. Training:
- Selection of trainees
 - Games as a training method
 - Exercises as a training method

INDIRECTLY RELATED TO WORKSHOP BUT IMPORTANT:

- Family planning methods and practice.
- Family planning communication skills

140

SUMMARY OF SUPPLEMENTAL NEEDS ASSESSMENT

KRN WORKSHOP PARTICIPANTS

	NONE 1	INADEQUATE 2	ADEQUATE 3	GOOD 4	EXCELLENT 5
<u>BASIC SKILLS</u>					
<u>Communications</u>					
Querying		3	2		
Listening		1	4		
Giving Feedback		3	2		
Group Dynamics		1	3		
Planning		3	2		
Supervising		2	2		
Performance Evaluation		3	1		
Problem Solving/Decision Making		3	1	1	
Time Management	2	3			
Program Evaluation	1	2	2		
<u>SYSTEMS SKILLS</u>					
MCH/FP Clinic Management	1		2		
Referral System	1	4			
Personnel Management		4			
Finance Management	1	4		1	
Supply Management	1	3	1		
Transport Management	2	2	1		
Information/Records Management	1	2	3		
Facility Management/Maintenance	1	3	1		
Planning/Evaluation System	1	4			
Total responses	12	51	27	2	
Skill Percentage by Rating	13%	56%	28%	3%	