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Trip Report

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Travelers: Gilberte Vansintejan, INTRAH Consultant

Country Visited: KENYA

Date of Trip: April 12 - April 22, 1986

Purpose: To provide technical assistance to Centre for African Family Studies (CAFS) in preparation for regional TOT courses to be conducted in July and October 1986.

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

LIST OF ABBREVIATIONS

CAFS	Centre for African Family Studies
FHIP	Family Health Initiatives Project
INTRAH	Program for International Training in Health
IPPF	International Planned Parenthood Federation
PCS	Population Communication Services
REDSO/ESA	Regional Economic Development Services Office /East Southern Africa
TOT	Training of Trainers
USAID	United States Agency for International Development

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EXECUTIVE SUMMARY

From April 14-21, 1986 INTRAH consultant Dr. Gilberte Vansintejan carried out the first activity of a three phase technical assistance project involving planning and implementing regional Training of Trainers for Family Planning workshops in collaboration with trainers of the Centre for African Family Studies (CAFS) in Nairobi, Kenya.

The purposes of this assignment were:

1. To assist CAFS in developing its own capabilities in training health personnel in operational family planning services (contraceptive technology, management and communication); and
2. To plan with Mrs. Viola Munkombwe, potential CAFS nurse/midwife trainer, for the two upcoming regional Training of Trainers for Family Planning workshops.

It is expected that Mrs. Viola Munkombwe will become a full-time CAFS staff member; during this assignment she worked in a consultant's capacity.

The INTRAH/CAFS team developed a detailed course announcement, an application form, a needs assessment questionnaire, and pre- and post-test multiple choice questions. A draft curriculum plan (guidelines) and a draft tentative timetable were also designed.

The presence of a CAFS staff nurse/midwife trainer is essential to the successful implementation of such workshops, and her employment status was not yet decided when the INTRAH consultant left Nairobi.

The development of CAFS family planning training capability through technical assistance is an important INTRAH contribution to ensure the successful training of regional family planning service trainers.

SCHEDULE DURING VISIT

Sunday April 13		Arrival in Nairobi.
Monday April 14	AM	Briefing - INTRAH, USAID and REDSO/ESA.
	PM	Meeting and briefing at Centre for African Family Studies.
Tuesday April 15	AM	Planning Training of Trainers for Family Planning workshop with Centre for African Family Studies Director, Professor K.E. de Graft-Johnson. - Reviewed course announcement - Drafted brochure after having: <ul style="list-style-type: none"> . agreed on types of participants; . agreed on criteria for selection; . agreed on "expected training" needs; . defined goals and objectives; and . identified broad content areas.
Wednesday April 16		(Arrival of Mrs. Viola Munkombwe, Nurse/Mid-Wife Trainer.)
	AM	Discussed application form, needs assessment form. Drafted biodata form (CAFS model).
	PM	Drafted pre- and post-test (to be modified in June after analysis of returned needs assessment questionnaires).
Thursday April 17	AM	Reviewed pre- and post-test.
	PM	Drafted curriculum design. Identified needed resources (books, publications, audio-visuals, etc...) Prepared list of requirements for materials. Met with Family Planning International Assistance for free publications. Contacted Pathfinder Fund for books.
Friday April 18	AM	Drafted curriculum (cont.).
	PM	Assigned facilitators to topics.

I. PURPOSE OF TRIP

The purpose of this trip was to provide technical assistance to the Centre for African Family Studies (CAFS), under the responsive technical assistance provision in the INTRAH prime contract for Phase I planning for regional Training of Trainers (TOT) workshops to be implemented in July/August 1986 and October/November 1986.

The objectives of the trip were the following:

1. Design a needs assessment questionnaire for selected participants of the TOT workshops.
2. Design a course application form appropriate to the TOT workshops.
3. Design a short biodata form for participants of the TOT workshops.
4. Develop course information that will be distributed to participants prior to the workshops.
5. Debrief at the INTRAH E/SA Office with Miss Pauline W. Muhuhu, Director.

II. ACCOMPLISHMENTS

Planning for the regional Training of Trainers for Family Planning workshops with CAFS trainers resulted in the preparation of the following documents:

1. A workshop announcement (brochure) that will be mailed to national and international family planning agencies, USAID offices and Ministries of Health in Sub-Saharan African countries. The courses will be conducted in English (see Appendix B.1).
2. An application form that will be mailed with the workshop announcement. The models for the application form were others used by CAFS (see Appendix B.2).
3. A needs assessment questionnaire which specifically addresses the future participants' needs in training methodology as they relate to family planning didactic and clinical teaching (see Appendix B.3). This questionnaire will be mailed with the announcement and the application form. Analysis will take place during Phase II and the results will help in finalizing the

content of the workshops. (The biodata of selected participants will be obtained from the application and needs assessment forms. INTRAH biodata forms will also be used.)

4. A curriculum plan and design was drafted. Six units cover the training methodology and a review of contraceptive technology. This first draft was not typed, considering it may need adaptation and modifications once the needs assessment questionnaires are returned and analyzed (see Appendices C and D).
5. The timetable and assignment of facilitators were derived from the curriculum design (see Appendices D and E).
6. A new multiple choice test which will be used as the pre- and post-test. It has been sent separately to INTRAH for review and approval.
7. Activities to be done prior to the initiation of the course on July 7 were outlined and kept at CAFS.

Other Nairobi resources were also identified. These agencies can provide CAFS with specific books for participants, as well as audio-visuals. They will have to be contacted again during Phase II of the project.

Finally, the INTRAH/CAFS team made recommendations to CAFS on follow-up activities.

III. BACKGROUND

A three-year project for family planning training will be implemented by the Centre for African Family Studies (CAFS) through a grant from AID/REDSO/ESA's African Regional Family Health Initiatives Project (1985-1988).

Technical assistance to help CAFS develop its FP training capacity -- outlined in a proposal (July 1985) -- is to be provided by personal service contractors and through a cooperative agreement with INTRAH and Population

Communication Services (PCS) at the Johns Hopkins University.

The FHI project will strengthen family planning service delivery systems through the training of operational family planning personnel in program management, contraceptive technology, communication and training of family planning trainers.

The process of developing new courses will improve CAFS capability to provide family planning training on a regional basis. CAFS therefore, has committed to the hiring of new staff with appropriate professional backgrounds.

Under a personal agreement, INTRAH's technical assistance to CAFS is a first time involvement with the Centre.

An INTRAH/CAFS proposal describing training and activities addresses the TOT component of the FHI project. The period covered is April to December 1986. Thirty-two to forty health personnel with major family planning responsibilities in nursing, midwifery or other health services, in both pre- and in-service programs, will be trained in two courses of four weeks each. The course dates will be: July 7 to August 1, 1986, and October 20 to November 14, 1986.

CAFS was created in 1975 as a training institution affiliated with IPPF. Its primary goal was to educate professionals in Sub-Saharan Africa to promote family welfare. Since 1983 the Centre for African Family Studies is an independent non-profit organization managed by a board.

Training activities related to family planning service delivery are a new development and there is, therefore, a need to strengthen CAFS capability in that context and in its capacity to conduct such training on a continuing basis for Sub-Saharan African health personnel.

IV. DESCRIPTION OF ACTIVITIES

This assignment is the first of a series of three with the Centre for African Family Studies. It consisted of planning and developing course materials for a four-week Training of Trainers for Family Planning course to be held twice at CAFS, Nairobi: 1) from July 7 to August 1, 1986, and 2) from October 20 to November 14, 1986.

CAFS had committed to hiring a nurse/midwife trainer with experience in family planning and teaching/training to work with the INTRAH consultant. Mrs. Viola Munkombwe from Zambia, worked with the INTRAH representative on a consultant basis. She arrived two days late (because of travel difficulties) and the INTRAH representative was asked to remain at least two more days. Her appointment was still pending at the time of the INTRAH representative's departure.

Prof. K.E. de Graft-Johnson, Director of CAFS, wanted to accomplish more during this assignment than the activities planned for Phase I. Therefore a draft curriculum design and tentative timetable were also developed during this period.

The list of documents produced appears under Section II. ACCOMPLISHMENTS.

V. FINDINGS

- A. CAFS had a medical officer for two years; he left for a position in Lesotho. CAFS is currently interviewing physicians for the position. When a new medical officer is selected, it will still take several months before he/she can be officially appointed (delays for resigning his/her current position).
- B. There are no health personnel at CAFS with knowledge and skills in clinical family planning training. It is most important that Mrs. V. Munkombwe participates in the upcoming regional TOT courses. She appears to be a good professional candidate. She will need some technical assistance during the first course although she has a considerable amount of experience with short term in-service training. She will agree to the CAFS position, provided she is hired under "international staff conditions," and not as a "local hire" as was suggested to her.
- C. The facilities at CAFS are quite appropriate for didactic activities: the classroom is spacious, the library and audio-visual resources are appropriate. These are shared with IPPF which is located in the same premises. Support staff have a lot of experience in facilitating training courses.

IV. CONCLUSION

There appears to be a definite interest in and commitment to this project on the part of the CAFS director. It will require time and coordinated efforts with outside specialized agencies to build recognition and credibility for CAFS training programs for operational family planning health personnel. New personnel need to be hired. It will be necessary to build recognition for the competence of nurse/midwives as trainers and partners in the family planning field, and to have training of trainers for family

planning and contraceptive technology update courses institutionalized at CAFS.

VII. RECOMMENDATIONS

Few recommendations can be made at this point.

- A. It is crucial that a nurse/midwife trainer be hired by CAFS before the first Training of Trainers for Family Planning course takes place. A second CAFS trainer is also required per the agreement with INTRAH.
- B. Recommendations for follow-up were given to the CAFS director. CAFS staff have experience in recruiting participants from Sub-Saharan Africa. They mailed the course announcements and application forms during the INTRAH consultant's visit. Participants are identified through a standard list of agencies and Ministries of Health.
- C. The INTRAH E/SA Office could help CAFS by assisting them in obtaining the required books for participants.
- D. REDSO/ESA could apply some pressure on CAFS to make sure that there will be a nurse/midwife trainer working within the framework of the project.

APPENDIX A

PERSONS CONTACTED MET

INTRAH E/SA Office

Miss Pauline W. Muhuhu, E/SA Office Director

Ms. Grace Mtawali, E/SA Training Officer

REDSO/ESA

Ms. Barbara Kennedy, Regional Population Advisor

Ms. Rosalind Waithaka, Program Specialist/Population

Centre for African Family Studies

Address: Mlima House
PO Box 60054
Nairobi, Kenya
Telephone: 72-02-80

Prof. K.E. de Graft-Johnson, Director

Mr. Ezekie Kalaule, Senior Program Officer

Mrs. Viola Munkombwe, Nurse/Midwife Trainer (Consultant to CAFS)

Family Planning International Assistance (FPIA)

Ms. Cecilia Ndeti

Mr. Karambizi

APPENDIX B.1

COURSE ANNOUNCEMENT



CENTRE FOR AFRICAN FAMILY STUDIES (CAFS)

TRAINING OF TRAINERS FOR FAMILY PLANNING

NAIROBI - KENYA

- Course One: July 7 to August 1, 1986
Course Two: October 20 to November 14, 1986.

TRAINING OF TRAINERS FOR FAMILY PLANNING

BACKGROUND:

As the need and demand for family planning services increase in Africa, there is a parallel need for increasing the number of trained family planning workers, both in the private and public settings. Integral to the development of such personnel is a cadre of trained trainers. The development and strengthening of family planning services are dependant on skilled trainers -- nurses, nurse-midwives, public health nurses etc.... It has been demonstrated that middle level managers, supervisors and service providers have a training role in their responsibilities.

Training trainers has a "multiplier effect" in that the greater the number of trainers the greater the potential for providing training to both pre-service and in-service personnel. It is therefore hoped that this course will, over time, increase the training capabilities in the countries concerned.

In response to the needs of health personnel, CAFS will conduct two courses in Nairobi on "Training of Trainers for Family Planning", for English speaking personnel from Sub-Saharan countries.

PURPOSE AND OBJECTIVES:

This is a four-week Course whose purpose is to improve participants' knowledge and skills in organising and implementing training in contraceptive technology and service delivery.

By giving each participant the opportunity to learn and share various active teaching methods/techniques and design a training program appropriate to her own setting, the Course will enable participants to:

GENERAL OBJECTIVES:

1. Plan family planning curricula based on competency needs and available resources.
2. Select and use teaching/training methods and materials appropriate to behavioral objectives of target groups.
3. Assess learning and acquisition of skills of trainees and evaluate training program.
4. Assist other people to integrate family planning content into existing training programmes.

CONTENT:

To achieve these objectives, training will be participatory and competency-based, drawing on the varied experiences of participants. The course content will be finalized after analysis of needs assessment questionnaire and kept flexible to allow for continued input.

The following topics will be covered:

1. Overview of adult training/learning principles:
 - Communication and group dynamics
 - Motivation.
2. Review of contraceptive technology.
3. Principles of competency-based training:
 - Needs assessment
 - Task analysis
 - Behavioral objectives.
4. Development of training plan and design:
 - Teaching/learning methods
 - Teaching/learning resources (educational materials)
 - Standards for Contraceptive Technology Training
 - Lesson plans on various topics (interviews/counselling, motivation, IUD insertion and management, O.C., barrier methods etc....)
 - Microteaching
 - Evaluation.
5. Management of training.
6. Principles of program development.

TRAINING METHODOLOGY:

A variety of training methods will be used on the Course. These will include lectures, group discussions, tutorials, group assignments, simulation and role plays, project writing and field trips.

Training is participatory and participants are expected to contribute to the mutual training from their special knowledge and experience.

PARTICIPANTS:

Fifteen to twenty participants from Sub-Saharan African countries will be selected.

Criteria are that they should have at least two years of experience in family planning service delivery and have demonstrable training/supervisory responsibilities:

- Be currently involved in contraceptive delivery services with the possibility of training other health personnel in family planning.

OR

- Be currently involved in schools of Nursing/Midwifery as a MCH/family planning tutor and have prior training in contraceptive technology.

OR

- Be currently a middle level manager/supervisor of health professionals providing direct contraceptive services to the population.

Teams of applicants from selected countries are welcome. All participants must be fluent in English.

WORKSHOP ASSESSMENT:

Assessment will be based on:

- participation and other contributions throughout the course;
- special individual or group assignments and project;
- practical skill performance under observation;
- pre and post-tests.

At the end of the course certificates will be awarded to participants who will have successfully completed the course.

TRAVEL ARRANGEMENTS:

Participants sponsored by CAFS will receive their air tickets direct from Nairobi. Participants must ensure that all their travel documents, e.g. visas and health certificates, are valid for Kenya before proceeding to Nairobi.

Whenever possible, participants will be met at Jomo Kenyatta International Airport and taken to an hotel in the City Centre. Should a participant miss CAFS transport, he/she should take a KENTATCO TAXI or KENYA AIRWAYS BUS to Hotel 680. CAFS will refund the expense on taxi on production of a valid receipt.

FUNDING:

CAFS will provide a limited number of fellowships to selected participants to cover ticket, tuition, room and board. Other participants are encouraged to seek sponsorship from local donor agencies.

Tuition fees	:	US\$ 1200
Room and board	:	US\$ 1350
Local travel	:	US\$ 50
		<u>US\$ 2600</u>

CLOSING DATES FOR APPLICATIONS:

Each participant will receive an application form and a needs assessment form. The applicant should fill in both of these forms and submit them to CAFS by 26th May 1986 (Course One), and by 8th September 1986 (Course Two).

All applications and inquiries regarding this course should be sent to:

The Director,
Centre for African Family Studies,
P.O. Box 60054,
NAIROBI,
Kenya.

Telephone : 720280/1/2
Telegram : CAFS, Nairobi
Telex : 22703 INFED

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GV/gao

CENTRE FOR AFRICAN FAMILY STUDIES (CAFS)

NAIROBI - KENYA

APPLICATION FOR ADMISSION TO CAFS COURSE

Name of Course: TRAINING OF TRAINERS FOR FAMILY PLANNING Course Applied for (tick appropriate box) Course I: July 7 to August 1, 1986 Course II: October 20 to November 14, 1986
--

SECTION A

This Section to be filled in by the applicant in his/her own handwriting.

Surname (PRINT)		First Name (PRINT)	Other Initials
Age (years)	Sex: Male <input type="checkbox"/> Female <input type="checkbox"/>	Nationality	Marital Status
Address to be used for correspondence about this course		Name and address of person to be notified in case of emergency	
Telephone No:			

English Language Proficiency (tick appropriate box)

	Reading	Writing	Speaking
Excellent			
Good			
Fair			

Educational Background		
(a) Last Secondary School Attended	Year of Qualification	Certificate
		...2/. (PTO)

(2)

(b) Professional School/University Attended	Year of Qualification	Degree/ Diploma or Certificate
(c) Other Educational Activities (Seminars, Workshops, Short Courses,). Give Titles, Institutions.		
Details of Current Employment		
(a) Title of present post	Description of your work, including your personal responsibility.	
Since (year)		
Name and address of employing organization		
Name and title of Head of Department		
(b) Title of previous post	Description of your work, including your personal responsibility.	
Name and address of employing organization		
Name and title of Head of Department		

Please use the space provided to describe in your own handwriting how you expect the course to be of benefit to you.

Signature of Applicant Date

SECTION B

CONFIDENTIAL

This Section is to be filled in by the relevant employing officer, before submitting form to CAFS.

Comment on educational qualifications, experience, maturity, health and the use to which the candidate's training may be expected to be put on his/her return home.

Organization: Signature

..... Name

Address

Please return completed application form to: The Director,
Centre for African Family Studies,
P.O. Box 60054,
NAIROBI, Kenya.
Telex: 22703 Nairobi.

CENTRE FOR AFRICAN FAMILY STUDIES (CAFS)

NEEDS ASSESSMENT QUESTIONNAIRE

TRAINING OF TRAINERS FOR FAMILY PLANNING - 1986

The following questions and your answers will help CAFS trainers to better plan the programme in taking your learning needs into account throughout the Course. Please answer each question and mail questionnaire back to CAFS as soon as you can. Thank you.

1. General Information

1. Name: _____

2. Address (work): _____

3. Previous family planning training; state every short term programme related to family planning that you attended.

Give Titles, Institutions	Year of Qualification	Degree/Diploma Certificate
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

For the following, please circle the answer that applies to you:

4. Do you do classroom teaching? Yes (if yes). No (go to 6)
5. Do you teach family planning students? Yes No.

5. Principles of program development
 - How to use relevant information to write a project.

1	2	3

WHENEVER YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, PLEASE SPECIFY 1, 2, or 3 of the above scale.

Do you have experience in:

- group dynamics in relation to adult training. Yes No
- writing educational objectives Yes No
- doing needs assessment Yes No
- developing questionnaires for needs assessment Yes No
- doing task analysis Yes No
- writing a work plan Yes No
- using visual aids Yes No
- giving & receiving feedback Yes No
- testing evaluation students Yes No
- preparing multiple choice questions Yes No
- true/false questions Yes No
- short answers Yes No
- developing clinical assessment forms Yes No
- using participatory teaching/learning methods Yes No

1	2	3

If Yes, which ones of the following methods do you use?

- *group discussion _____
- *case studies _____
- *demonstrations _____
- *games _____
- *role-play _____
- *drama _____
- *brainstorming _____
- *other: _____

Additional comments : _____

APPENDIX C

TRAINING OF TRAINERS FOR FAMILY PLANNING

Time distribution

(DRAFT)

<u>TOPICS/ UNITS</u>	<u>IMPORTANCE IN %</u>	<u>NUMBER OF HOURS</u>
I. Overview of adult teaching/ learning principles	10	11
II. Contraceptive technology review update	15	16
III. Principles of competency- based training	10	11
IV. Development of training plan/design	35	38
V. Management of training	6	6
VI. Principles of program development	4	3
OPENING		
CLOSING	20	22
PRETEST/POSTEST		
FIELD VISITS		
	TOTAL	
	100	108 hours

TRAINING OF TRAINERS FOR FAMILY PLANNING COURSE
CAFS
CURRICULUM PLAN

CONTENT AND OBJECTIVES

UNIT ONE : OVERVIEW OF ADULT TRAINING/LEARNING PRINCIPLES

***OBJECTIVES**

By the end of this unit, trainees should be able to :

1. Describe the adult learning process
2. State at least 2 expectations of an adult in a learning situation
3. List at least 4 factors which enhance learning and 4 factors which inhibit learning
4. Describe the ideal classroom physical environment for adult learning
5. List two factors which create a good environment for learning
6. Demonstrate in a short role-play 3 styles of teaching
7. Discuss the advantages of determining the point of entry of adults in a learning situation.

***CONTENT**

- Definition - who is an adult
- What brings an adult to formal learning situations
- Factors which enhance or inhibit learning
- Environment for learning :
 - physical
 - psychological
- types of teaching
- Levels of training

COMMUNICATION AND GROUP DYNAMICS

***OBJECTIVES**

8. Draw the components of the communication model
9. Apply the communication model to the T/L situation
10. List 5 barriers to effective communication
11. Describe Johari's window and its relationship to human relations
12. Analyse the group dynamics process

***Content**

- The communication model : sender, message, receiver, feedback
- Communication in a T/L situation
 - Barriers to effective communication
- Human relations (types of interactions)
- Group dynamics : Johari's window
- Motivation : psychology of motivation
 - what it is; where motivation comes from
 - Types of motivation

UNIT TWO : CONTRACEPTIVE TECHNOLOGY REVIEW

Update knowledge and skills in contraceptive technology for providing trainees with current state of the art in the family planning field.

*OBJECTIVES

By the end of this unit, trainees should be able to :

1. Describe the benefits of child spacing on health of mothers, children, family and community
2. Describe all contraceptive methods, their advantages, disadvantages, side effects, indications, contraindications
3. Explain each method to own students or women in an interview/counseling situation
4. Demonstrate how to insert an IUCD on a model
5. Use reference materials to continue update contraceptive knowledge

*CONTENT

- Introduction and overview
- Benefits of child spacing
- Contraception :
 - o Hormonal methods : oral contraceptives, injectables, implants
 - o Barrier methods : condom, diaphragm, spermicides
 - o IUCD : inactive, bioactive
 - o Natural family planning methods
 - o Surgical contraception
 - o Methods of future

UNIT THREE : PRINCIPLES OF COMPETENCY BASED TRAINING

*OBJECTIVES

By the end of this unit, trainees should be able to :

1. Define competency-based training in family planning
2. Plan a competency-based curriculum
3. Identify target groups for competency-based training
4. Develop tools for needs assessment in FP training
5. Interpret data collected on needs assessment in order to develop a competency-based training

*CONTENT

- Definition of competency-based training
 - o Rationale
 - o Target groups
- Needs assessment
 - o Definition and justification
 - o Identification of tasks in family planning
 - o Tools for task analysis : check list, observation..
- Behavioral objectives
 - o Description : domains, components
 - o Development of behavioral objectives
- Project writing
- Review

UNIT FOUR : DEVELOPMENT OF TRAINING PLAN AND DESIGN

*OBJECTIVES

By the end of this unit, trainees should be able to :

1. Describe what is a training plan
2. Utilize unit content for own project
3. Give at least 2 examples for FP training models from various countries
4. Define the minimum standards needed for gaining proficiency in IUCD insertions
5. Use at least 6 participatory methods in training others
6. Choose appropriate aides to training objectives and lesson plans
7. Discuss alternative aids for given topics
8. Prepare lesson plans for any topic related to F.P.
9. Use evaluation tools for formative and summative evaluation of trainees
10. Identify all components of a programmatic evaluation

*CONTENT

- Overview/rationale
 - ø The content of a training project
 - ø Standards and performances for contraceptive technology training : models in existence in various countries
- Teaching/learning methods :
 - ø Review all known methods in existence in various countries
 - ø Educational materials : how to choose appropriate aids: types of aids, how to develop, what are the alternatives.
- Lesson plans in family planning: steps for developing lesson plans
 - ø Example of lesson plan : introduction to population dynamics
- Microteaching
- Evaluation : formative, summative, assessment of trainees
Designing instruments
- Evaluation : programmatic components

UNIT FIVE : MANAGEMENT OF TRAINING

*OBJECTIVES

By the end of this unit, trainees should be able to :

1. Describe the meaning of "management of training"
2. Identify the components of "management of training"
3. Utilize the information for own project

* CONTENT

- What management of training implies
 - ø Logistics
 - ø Finance
 - ø Selection of participants (criteria)
- Development of application forms, needs assessment, questionnaires

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- Resources : human, environmental, financial, material
- Management plan

UNIT SIX : PRINCIPLES OF PROGRAM DEVELOPMENT

*OBJECTIVES

By the end of this unit, trainees should be able to :

1. Outline components for writing a project
2. Identify problem areas which could be solved by a project
3. Describe how to implement a project
4. Discuss the tools for monitoring and evaluating a project
5. Outline a budget

*CONTENT

- Generalities : steps for proposal development
 - o problem/issue
 - o justification
 - o objectives
 - o resources needed : input
 - o implementation
 - o monitoring : output
 - o evaluation
 - o budget

APPENDIX D

**CURRICULUM PLAN - GUIDELINES
Training of Trainers for Family Planning
(4 weeks)**

OBJECTIVES	CONTENT	TIME	TEACHING/ LEARNING METHODS	RESOURCES	EVALUATION	FACILITATOR
By the end of this unit, trainee should be able to:	I. Overview of Adult Training Learning Principles	TOTAL 11 h.				
1. Describe the adult learning process.	1. Definition-who is an adult?		Discussion/Lecture			
2. State at least 2 expectations of an adult in a learning situation.	2. What brings an adult to formal learning situations?	T-AM 1 1/2 h.	Exercise on transparencies	Overhead projector/ Transparencies	Involvement of trainees through questions and answers	1. VM * 2. VM 3. GV **
3. List at least 4 factors which enhance learning and 4 factors which inhibit learning.	3. Factors which enhance or inhibit learning.		Reading handouts	Handouts on: 1. adult learning 2. T/L process (Joyce Bebee)	4. GV 5. VM 6. GV 7. VM	
4. Describe the ideal classroom physical environment for adult learning.	4. Expectations of adult learners.		Small group exercise Presentation to group	Textbooks: 1. Educational Handbook for Health Personnel (J.J. Silbert)	Trainees' responses to exercises	
5. List two factors which create a good psychological environment for learning.	5. Environment for learning: -physical -psychological	T-AM PM 3 h.	Role play on teaching methods	2. Planning, conducting and evaluating workshops, learning concepts	Role play as feedback method	
6. Demonstrate in a short role play 3 stages of learning.	6. Styles of teaching.					
7. Discuss the advantages of determining the point of entry of adults in a learning situation.	7. Levels of training.					

* Viola Munkombwe

** Gilberte Vansintejan

OBJECTIVES	CONTENT	TIME	TEACHING/ LEARNING METHODS	RESOURCES	EVALUATION	FACILITATOR
8. Draw the components of the communication model.	II. Communication and Group Dynamics					
9. Apply the communication model to the T/L situation.	8. The communication model: sender, message, receiver and feedback.	T-PM 1 1/2 h.	Demonstration of communication model on newsprint.	Newsprint Felt pens	Feedback from participants on reaction form	8. VM 9. VM
10. List 5 barriers to effective communication.	9. Communication in a T/L situation.		Discussion.	Overhead projector Transparencies Guiding cards		
11. Describe Johani's window and its relationship to human relations.	10. Human relations (types of interactions).	W-AM 3 h.	Drama		Feedback from participants	10. GV 11. GV
12. Analyze the group dynamic process.	11. Group dynamics. Johani's Window.		Group dynamics exercise	Guidelines for group dynamics exercise	Feedback from group	12. VM & GV
	12. Motivation: - Psychology of motivation - what it is - Where motivation comes from - Types of motivation	T-AM 1 1/2 h.	Discussion Brainstorming	Ref. book		
Update knowledge and skills in CT for providing trainees with current state of the art in FP						
By the end of this unit, trainees should be able to:	III. Contraceptive technology	TOTAL 16 .				
1. Describe the benefits of child-spacing on health of mothers, children family and community.	1. Introduction and overview	Th-AM 1 1/2 h.	- Discussion through questions and answers .use of MCQ to discuss immediately .written questions by trainees to trainers	Multiple choice handout	Results of MCQ corrected by participants	1. GV 2. VM
2. Describe all contraceptive methods, their advantages, disadvantages, effectiveness rates, side effects, indications, contra-indications.	2. Benefits of child-spacing	Th-PM 1 1/2 h.	.flipchart and presentation .film and discussion .demonstration of techniques .samples and demonstration .case studies	Flipchart: 1. Planning your family 2. Proud Pete	Oral questions Level of participation by observation Summative test	3. GV oral implants VM inject. 3.2. VM condom GV diaphr. sperm.
3. Explain each method to students or women in an interview/counseling situation.	3. Contraception: 3.1. Hormonal methods: - oral contraceptives - injectables - norplants	Th-PM 3 h. F-AM		Samples of contraceptives		
4. Demonstrate how to insert an IUCD on a model.	3.2. Barrier methods: - condom - diaphragm - spermicides	F-AM 1 1/2 h.		Publications: See IPPF list		3.3. VM IUCD
	3.3. IUCD: - inactive - bioactive	F-PM 3 h.		Books: FP Methods and Practice: Africa Contraceptive Technology 84-85		3.4. Trad. VM Abstn. & breast-feeding
	3.4. Natural FP methods	M-AM 3 h.				
	3.5. Surgical contraception	M-PM 1 1/2 h.				

OBJECTIVES	CONTENT	TIME	TEACHING/ LEARNING METHODS	RESOURCES	EVALUATION	FACILITATOR
5. Identify procedures included in client management from initial visit for contraception through follow-up.	3.6. Methods of future.					3.4. GV
6. Use reference materials to continue update contraceptive knowledge.						BBT Cer.mus Sympto- thermal 3.5. VM 3.6. GV
By the end of this unit, trainees should be able to:	IV. Principles of competency based training	TOTAL 12 h.	-Lecture with question/answers -Presentation of model of competency based training on transparency -Brainstorming and discussion on needs assessment -Exercise in groups: Develop a questionnaire	Overhead projector Transparencies Newsprint and Markers Blackboard Model for task analysis (the who matrix of responsibilities)	Observation of trainers Oral questions and answers Observation and assessment of group work presentations Review of written objectives by trainees Review of trainees' project drafts	1. GV 2. VM 3. GV 4. GV 5. Kalaule VM
1. Define competency based training in family planning.	1. Definition of competency based training: -rationale -target groups	T-AM 2 1/2 h.				
2. Plan a competency based curriculum.	2. Needs assessment: -definition -tools for needs assessment .questionnaire .interview .observation					
3. Identify target groups for competency based training.	3. Task analysis: -definition and justification -identification of tasks in family planning -tools for task analysis: .checklist .observation	T-AM PM 2 1/2 h.	-Group exercise: Identification of tasks in FP -Exercise: checklist	Books: -Teaching for Better Learning -Educational Handbook for Health Personnel -Planning, Conducting, Evaluating Workshops -Stating Behavioral Objectives for Classroom Instruction		
4. Develop tools for needs assessment in FP training.	4. Behavioral objectives: -descriptions -domains -elements -Development of behavioral objectives	T-PM W-AM Th-AM 4 1/2 h.	-Lecture with examples and transparencies on objectives -Reading specific pages in books -Practice writing objectives			
5. Interpret data collected on needs assessment in order to develop a competency based training.	5. Project writing	Th-AM 1 1/2 h.	-Presentation for writing a project			
	Review	1 h.				

OBJECTIVES	CONTENT	TIME	TEACHING/ LEARNING METHODS	RESOURCES	EVALUATION	FACILITATOR
By the end of this unit, trainees should be able to:	V. Development of training plan and design	TOTAL 38 h.				
1. Describe what is a training plan.	1. Overview/rationale The content of a training project standards and performance for contraceptive technology training -models in existence in various countries	F-AM 3 h.	Lecture/Discussion Presentation	Handouts on T/L methods Blackboard or newsprint Refer to educational books FP references (publications, books)	Feedback questions Demonstrations of teaching by trainees Quality of group work through observation	1. GV 2. GV VM
2. Utilize unit content for own project.			Discussion and presentations by participants Trainees share their experiences			2. Mr. Komba 3. VM GV
3. Give at least 2 examples of FP training models from various countries.				Handouts Video equipment Overhead projector Transparencies Handouts		3.1. Prof. de Graft-Johnson 4. VM GV VM
4. Define the minimum standards needed for gaining proficiency in IUD insertions.	2. Teaching/learning methods: Review all known methods in existence in various countries Educational materials: how to choose appropriate aids -types of aids -alternatives	F-PM M-AM PM T-AM 12 h.	Handouts-reading Role plays			5. GV VM
5. Use at least 6 participatory methods in training others.			Field visits Practice Demonstration			6. Kalaule
6. Choose appropriate aids to training objectives and lesson plans.						
7. Discuss alternative aids for given topics.						
8. Prepare lesson plans for any topic related to family planning.	3. Lesson plans in family planning Steps for developing lesson plans	T-AM W-AM Th-AM 9 h.	Examples Group work to prepare lesson plans			
9. Use evaluation tools for formation and summative evaluation of trainees.	3.1. Ex. Introduction to population dynamics	1 1/2 h.	Lecture/Discussion			
10. Identify all components of a programmatic evaluation.	4. Microteaching	Th/F PM 6 h.	Presentation of short lesson plans Use of video Examples Practical exercises Lecture/Discussion Transparencies		Microteaching feedback Results of exercises and group work	
	5. Evaluation: formative, summative, assessment of trainees, designing instruments	M-AM 3 h.				
	6. Evaluation: programmatic components	M-PM 1 1/2 h.				

OBJECTIVES	CONTENT	TIME	TEACHING/ LEARNING METHODS	RESOURCES	EVALUATION FACILITATOR
By the end of this unit, trainees should be able to:	VI. Management of Training	TOTAL 6 hrs.	Lecture/Discussion		
1. Describe the meaning of "management training."	1. What this implies:	T-AM 1 1/2 h.	Handout	Ref. to educational books	-Observation of group work and presentations
2. Identify the components of "management training."	-logistics -finance -selection of participants (criteria)		Group works and Presentations	"Planning, Conducting, Evaluating Workshops"	-Questionnaire
3. Utilize the information for own project.	-selection of clinical sites		Problem solving		
	2. Development of application forms, needs assessment questionnaire	T-AM W-PM 1 1/2 h.	Brainstorming		-Outcome of individual projects
	3. Resources: -human -environmental -financial -material				
	4. Management plan				
By the end of this unit, trainees should be able to:	VII. Principles of Program Development	TOTAL 3 h.	Lecture/Discussion Brainstorming Case example	Ref. books	Reaction form
1. Outline components for writing a project.	Generalities Steps of program/proposal development	Th-AM			
2. Identify problem areas which could be solved by a project.	-problem/issue				
3. Describe how to implement a project.	-justification: .objectives				
4. Discuss the tools for monitoring and evaluating a project.	-resources needed: .input implementation				
5. Outline a budget.	-monitoring: . output -Evaluation -Budget				

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WEEKS I & II

Tentative Timetable TOT LaFP

APPENDIX E

	MONDAY	TUESDAY	DRAFT WEDNESDAY	THURSDAY	FRIDAY
I	<p>7/7</p> <p>9:00-10:30 WELCOME. SPEECHES REGISTRATION BIODATA FORM ORIENTATION TO CAFS</p> <p>11:00-12:30 GETTING ACQUAINTED EXPECTATIONS</p> <p>2:30-4:00 1h. PRETEST ORIENTATION TO PROGRAM AGREEMENT</p> <p>4:30-5:30 FINANCIAL MATTERS</p>	<p>8</p> <p>9:00-10:30 OVERVIEW OF ADULT TRAINING DEFINITION (2) FORMAL LEARNING SITUATION (3) FACTORS FOR OR AGAINST LEARNING</p> <p>10:30-12:30 (4) Expectations of adult learners (5) Environment for learning - physical - psychological</p> <p>2:30-4:00 (6) STYLES OF TEACHING (7) LEVELS OF TRAINING</p> <p>4:30-5:30 (8) Communication model (9) Communication in a T/L situation</p>	<p>9</p> <p>9:00-10:30 (10) Human relations</p> <p>10:30-12:30 (11) Group dynamics</p> <p>2:30-4:00</p> <p>4:30-5:30</p>	<p>10</p> <p>9:00-10:30 (12) MOTIVATION</p> <p>10:30-12:30 <u>CONTRACEPTIVE TECHNOLOGY</u> (1) INTRODUCTION and overview</p> <p>2:30-4:00 (2) BENEFITS OF CHILD SPACING</p> <p>4:30-5:30 (3.1) Hormonal methods</p>	<p>11</p> <p>9:00-10:30 (3.1) Hormonal methods</p> <p>10:30-12:30 (3.2) Barrier methods</p> <p>2:30-4:00 (3.3) IUCD</p> <p>4:30-5:30 (3.3) IUCD</p>
II	<p>14</p> <p>9:00-10:30 (3.4) NATURAL FAMILY PLANNING METHODS</p> <p>11:00-12:30 (3.4) NATURAL FAMILY PLANNING METHODS</p> <p>2:30-4:00 (3.5) Surg. cal Contraception (3.6) Methods of future</p> <p>4:30-5:30 1h. Summative test M.C.T.</p>	<p>15</p> <p>9:00-10:30 <u>Principles of COMPETENCY BASED TRAINING</u> (1) DEFINITION (2) NEEDS ASSESSMENT</p> <p>10:30-12:30 (3) TASK ANALYSIS</p> <p>2:30-4:00 (3) TASK ANALYSIS</p> <p>4:30-5:30 (4) BEHAVIOURAL OBJECTIVES</p>	<p>16</p> <p>9:00-10:30 (4) BEHAVIOURAL OBJECTIVES</p> <p>10:30-12:30 (4) BEHAVIOURAL OBJECTIVES</p> <p>2:30-4:00</p> <p>4:30-5:30</p>	<p>17</p> <p>9:00-10:30 (4) BEHAVIOURAL OBJECTIVES 1h. REVIEW</p> <p>10:30-12:30 (5) Project writing</p> <p>2:30-4:00 FIELD</p> <p>4:30-5:30 VISIT</p>	<p>18</p> <p>9:00-10:30 <u>DEVELOPMENT OF TRAINING PLAN & DESIGN</u> (1) Overview - rationale</p> <p>10:30-12:30 (1) Overview - rationale</p> <p>2:30-4:00 (2) Teaching / learning methods</p> <p>4:30-5:30 (2) Teaching / learning methods</p>

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TENTATIVE TIMETABLE FOR FP

WEEK III - IV

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
III					
9-10 ³⁰	(2) Teaching / Learning methods 21	(2) Teaching / Learning methods 22	(3) Lesson plans 23	(3) Lesson plans 24	(4) Microteaching 25
11-12 ³⁰	(2) Teaching / Learning methods	(2) Teaching / Learning methods	(3) Lesson plans	(3) Lesson plans	(4) Microteaching
2-3 ³⁰	(2) Teaching / Learning methods	(3) Lesson plans in FP	PM - OPEN	Lesson plan INTRODUCTION to Population dynamics	(4) Microteaching
4-5 ³⁰	(2) Teaching / Learning methods	(3) Lesson plans		(4) Microteaching	
IV					
9-10 ³⁰	(5) Evaluation: Formative Summative 28	<u>MANAGEMENT OF TRAINING</u> 29 1) WHAT it implies	(2) DEVELOPMENT OF APPLICATION FORMS, N.A. QUESTIONNAIRES 30	<u>PRINCIPLES OF PROGRAM DEVELOPMENT</u> 31 1) Generalization and steps	1/8
11-12 ³⁰	(5) EVALUATION	DEVELOPMENT OF APPLICATION FORMS, NEEDS ASSESSMENT QUESTIONNAIRES	(3) Resources (4) Management plan	(1) Generalization and steps	
2 ⁰⁰ -3 ³⁰	(6) Programmatic Evaluation	FIELD	PM - OPEN	POSTEST	FEE DBACK - GRADUATION
4-5 ³⁰		VISIT		FINAL EVALUATION OF COURSE	

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Centre for African Family Studies (CAFS)

Centre d'Etudes sur la Famille Africaine

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Telex 22703 Cables CAFS

→ to your information
the course is
U.

18th April, 1986.

Mrs. Viola K. Munkombwe,
c/o CAFS,
NAIROBI.

Dear Mrs. Munkombwe,

Re: Consultancy for Course on Training of Trainers in Family Planning.

I write to confirm your appointment to CAFS as a short-term consultant for the T.O.T. Course to be organised by CAFS in Nairobi.

You will be expected to carry out this consultancy in Nairobi in Kenya, from April 15 to 24, and from May 4 to June 8, 1986. During this period you will be expected to carry out the following assignments:

1. Review CAFS programme objectives for the C.T.U. and T.O.T. courses.
2. Prepare a working schedule of your planned activities.
3. Revise tools for publicising and organising the course:
 - course announcement brochure
 - needs assessment questionnaire
 - application form
 - pre- and post tests for trainees
 - help identify organizations and Ministries of Health to be contacted to identify participants.
4. Develop T.O.T. Course Curriculum
 - guidelines
 - objectives
 - content
 - teaching/learning materials
 - resources
 - evaluation
5. Develop T.O.T. training designs.
6. Visit the clinical sites and make appropriate arrangements.
7. Prepare course Timetable, and identify and brief resource persons.
8. Develop course evaluation tools.
9. Assess the available equipment, audio-visual and other training materials and give necessary recommendations for acquisition.
10. Have a debriefing meeting with the Director of CAFS and the REDSO Project Officer, Ms. B. Kennedy or Ms. R. Waithaka.
11. Finalize the plans for the T.O.T. course in Nairobi.
12. Prepare and submit reports on your pre-course activities between April 15-24 in co-operation with the other consultant from INTRAH.
13. Participate as a trainer/consultant in the C.T.U. Course in Mombasa between May 12 and 30, 1986.
14. Assist in preparing a report on the C.T.U. Course.

...2/.



18th April, 1986.

Mrs. Viola Munkombwe,
NAIROBI.

CAFS will provide you with:

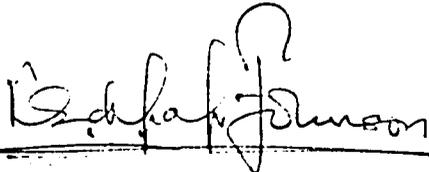
1. Economy return ticket from Lusaka to Nairobi;
2. Per diem during your stay in Kenya at the appropriate USAID rate;
3. An honorarium calculated at \$100 per day during the period of your consultancy.

Details of the proposed courses are available in the project document entitled CAFS Family Planning Project Support.

The general purpose of the consultancy is to assist CAFS upgrade its capacity in providing effective and up-to-date training in T.O.T. in Family Planning and Contraceptive Technology Update.

If you find these terms and conditions acceptable please sign at the bottom of this page (in duplicate) and return a copy to us.

Yours sincerely,



PROF. K.E. de GRAFT-JOHNSON
Director - CAFS

I accept this consultancy and agree to the terms and conditions specified.

Signature:

Date:

Name: Mrs. Viola K. Munkombwe

c.c. Dr. Gilberte Vansintejan