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Trip Report

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Travelers: Ernest E. Petrich, INTRAH Consultant

Country Visited: KENYA

Date of Trip: May 2 - July 1, 1986

Purpose: To assist MOH/DON in: conducting a six-week workshop to train 24 district nurses in MCH/FP management and management training skills producing a three-week management training curriculum for clinic level enrolled community nurses; producing a project evaluation package; conducting a two-day orientation and planning workshop for provincial level nursing supervisors; and, producing provincial project implementation workplans for the first project year.

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LIST OF ABBREVIATIONS USED IN THIS REPORT

CNO	Chief Nursing Officer
DON	Division of Nursing
DT	District Level Trainer
ECN	Enrolled Community Nurse
ECN I/C	Enrolled Community Nurse In-Charge
FP	Family Planning
KRN	Kenya Registered Nurse
KRN(DT)	Kenya Registered Nurse (District Trainer)
MCH/FP	Maternal Child Health/Family Planning
MOH	Ministry of Health
MO	Medical Officer
NO	Nursing Officer
NT	National Level Trainer
PHN	Public Health Nurse
SDP	Service Delivery Point
SNO	Senior Nursing Officer
SNO I/C	Senior Nursing Officer In-Charge

EXECUTIVE SUMMARY

This report was prepared by INTRAH consultant Ernest E. Petrich II and covers a visit to Kenya from May 2 to July 1, 1986, for the purpose of assisting four previously trained DON/MOH management trainers to train 24 district nurses in MCH/FP management and in how to be management trainers. Other purposes of the trip included design of a three-week management training curriculum for district trainers to use in training clinic level enrolled community nurses in MCH/FP management and development of related training materials/aids, and evaluation materials and procedures to assess training outcomes on the job and therefore project impact. A project orientation workshop was also held for provincial nurse supervisors responsible for overseeing field level project implementation, and project implementation workplans were developed for the first project year.

During this visit, the INTRAH consultant worked closely with staff of the INTRAH E/SA Office who assisted with various aspects of project coordination and support. The activities conducted were managed by the DON/MOH and the consultant worked closely with the four national trainers and their Project Coordinator.

The purposes of the trip were achieved despite a number of serious obstacles in project coordination and logistical support. Upon arrival in-country, the consultant found that the DON/MOH was not prepared to conduct the training workshops as scheduled. A previously developed workplan detailing preparation requirements had not been followed. Consequently curriculum development was inadequate, training materials and aids were not prepared, and the four national trainers had not been given adequate field visit experience. Communications between headquarters and field offices had not been adequately established and district nurses to be

trained had not all been selected, nor training needs assessment data adequately collected or analyzed. The consultant requested a two-week delay in starting the six-week workshop to train the district nurses, but was granted only a one-week delay. The workshop began without adequate preparation work by trainers and adequate lead-time notice to participants. This led to morale and motivation problems with participants. Also the national trainers, in having to complete materials preparation work during the workshop, were unable to give full attention to participants. By the third week the national trainers were exhausted as a result of the long hours spent preparing materials and were less effective as trainers. Their excellent skills and capability, and strong motivation to work hard even though fatigued, together with much hard work by the INTRAH consultant, enabled them to conduct the project activities with reasonable success. Consequently, this consultant recommends that the existing DON/MOH Project Coordinator be replaced and that project funds be frozen until this is done as future project activities will not have INTRAH technical input to sustain them and salvage them from poor logistical support and coordination.

While completing in-country preparations for the six-week workshop, a serious lack of MOH guidelines for MCH/FP management was identified and curriculum content materials had to be improvised by the consultant and national trainers. Sound management depends on having standardized procedures and formats to follow in evaluation, planning and supervising MCH/FP services at district and clinic levels; therefore it is recommended that these be developed and included in future pre- and in-service training programs.

Other management infrastructure deficiencies were identified which, unless corrected, will serve to minimize the impact of management training under this project.

The consultant recommends that clinic officers and public health nurses who supervise enrolled community nurses be given an orientation to the objectives of this project and also be given management training compatible with the management training being given the enrolled community nurses, that the official job descriptions of enrolled community nurses be revised to reflect their new managerial role, and that project redesign be closely coordinated with other development projects impacting on MCH/FP services in order to maximize use of limited available resources.

SCHEDULE OF ACTIVITIES

Thursday May 1	Mr. Petrich departed Bangkok, Thailand at 9:50 PM for Nairobi.
Friday May 2	Mr. Petrich arrived Nairobi at 7:00 AM. After checking into hotel, visited INTRAH office to pick up workshop curriculum materials and obtain information on status of workshop preparations. A visit was made to the MOH to locate the DON/MOH Project Coordinator or national trainers to obtain a briefing on preparation status, but they could not be located. Balance of day spent in reviewing draft lesson plans and identifying deficiencies in them.
Saturday May 3 - Sunday May 4	No work
Monday May 5	Met with Miss Pauline Muhuhu, Director, INTRAH E/SA Office and Mrs. Grace Mtawali, Training Officer, INTRAH E/SA Office to discuss implications of lack of preparation of the MOH for the workshop and what could be done to expedite preparation. In afternoon assisted national trainers in revising and improving workshop pre/post-test.
Tuesday May 6	Assisted national trainers to review and upgrade lesson plans. Inspected proposed training site at Duduville with Mrs. Mtawali and DON/MOH Project Coordinator and learned site would only be available for first three weeks of workshop. At end of day met with Miss Muhuhu and Mrs. Mtawali to again discuss lack of preparedness of the MOH to begin workshop.
Wednesday May 7	Mr. Petrich prepared memorandum to Miss Muhuhu on lack of DON/MOH preparedness to conduct workshop and then met with Miss Muhuhu to discuss need to postpone workshop. Afternoon spent with national trainers in continuing to review and upgrade lesson plans (see Appendix G).

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SCHEDULE (cont.)

Thursday May 8	Met with Miss Muhuhu and Dr. Gary Merritt, Population Officer, USAID/Nairobi, to discuss lack of DON/MOH preparedness to conduct workshop and need for postponement. Balance of day worked with national trainers in continuing to review and upgrade lesson plans. Also began to review and revise training materials.
Friday May 9	While the national trainers made a field visit to a rural health center to familiarize themselves with the functions of an ECN-managed health center (which was scheduled to be done months previously), Mr. Petrich worked with Mr. A. Kamau, Evaluation Officer, Family Health Division, MOH, to prepare curriculum materials on MCH/FP evaluation and on FP commodity management (which also was scheduled to have been done months previously). Mr. Petrich met with Miss Muhuhu and Mrs. Mtawali to again review preparation status for workshop and to confirm workshop postponement. The Acting Chief Nursing Officer was reportedly unwilling to postpone the workshop for more than one week when a two-week postponement was needed.
Saturday May 10	No work as national trainers unavailable.
Sunday May 11	No work.
Monday May 12	Mr. Petrich resumed working with national trainers in upgrading lesson plans and revising training materials. Most training materials needed were not yet prepared so these were identified.
Tuesday May 13	Mr. Petrich continued working with national trainers to upgrade lesson plans and to prepare or revise training materials.
Wednesday May 14	Mr. Petrich met with Miss Muhuhu and Mrs. Mtawali regarding DON/MOH unwillingness to postpone workshop more than one week. Mr. Petrich prepared second memorandum on workshop preparation status (see Appendix G). Mr. Petrich spent balance of day assisting national trainers in preparing training materials.

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SCHEDULE (cont.)

<p>Thursday May 15</p>	<p>Mr. Petrich attended meeting with Mrs. E.N. Ngugi, Acting Chief Nursing Officer; Ms. P.A. Asila, DON/MOH Project Coordinator; and Miss Muhuhu and Mrs. Mtawali, to discuss postponement of workshop. Contrary to Mr. Petrich's advice, the Acting Chief Nursing Officer stated that the workshop was to begin the following Monday after a one-week postponement and that she would make extra typing assistance available over the weekend. Mr. Petrich spent balance of day assisting national trainers in preparing workshop materials.</p>
<p>Friday May 16 - Saturday May 17</p>	<p>Mr. Petrich assisted national trainers in preparing workshop materials.</p>
<p>Sunday May 18</p>	<p>Mr. Petrich assisted national trainers in move to training site at Duduville International Centre for Insect Research. Training materials were packed, unpacked, and organized for workshop. Classroom and equipment were arranged.</p>
<p>Monday May 19</p>	<p>First day of six-week workshop. Six of the 24 participants failed to arrive due to late notification. Mr. Petrich reviewed the day's activities with national trainers during an evening meeting and preparations were made for the next day.</p>
<p>Tuesday May 20 - Friday May 23</p>	<p>Six-week workshop continued with evening review meetings.</p>
<p>Saturday May 24</p>	<p>Mr. Petrich assisted national trainers in preparing training materials.</p>
<p>Sunday May 25</p>	<p>No work.</p>
<p>Monday May 26 - Thursday May 29</p>	<p>Six-week workshop continued with evening review meetings.</p>

(CONTINUED)

SCHEDULE (cont.)

Friday May 30	Six-week workshop continued with evening review meeting. Training materials and supplies were packed up to move to new training site at Milimani Hotel. Mr. Petrich assisted national trainers in moving materials when DON/MOH Project Coordinator failed to show up with vehicle.
Saturday May 31	Mr. Petrich assisted national trainers in preparing materials for workshop.
Sunday June 1	No work.
Monday June 2	Mr. Petrich assisted national trainers to prepare workshop materials, unpack at new training site and arrange classroom and equipment. This was a national holiday and workshop activities were not conducted.
Tuesday June 3	Six-week workshop continued with field visits to rural health centers to conduct management training needs assessments of ECNs I/C, followed by evening review meeting.
Wednesday June 4	Six-week workshop continued with field visits to rural health centers to conduct management training needs assessments of ECNs I/C, followed by evening review meeting. Mr. Petrich met with DON/MOH Project Coordinator and national trainers for final preparation meeting for two-day provincial orientation and planning workshop to begin the following day.
Thursday June 5	First day of two-day provincial workshop. Evening film review session had to be cancelled due to failure of Project Coordinator to have films and projector picked up and delivered to training site.
Friday June 6	Second and last day of provincial workshop. Provincial project implementation plans were prepared. Project Coordinator had revised workplan format without consulting national trainers and Mr. Petrich. This resulted in the development of inadequate plans which later had to be revised.

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SCHEDULE (cont.)

Saturday June 7	Mr. Petrich assisted national trainers to summarize results of management training needs assessments (developed during field visits to rural health centers) and to prepare training materials for remainder of six-week workshop.
Sunday June 8	No work.
Monday June 9	Six-week workshop continued with evening review meeting.
Tuesday June 10	Mr. Petrich assisted national trainers to revise workplan of final three weeks of the six-week workshop to more accurately reflect training needs assessment data obtained during first week of workshop. This was another national holiday so workshop activities could not be conducted.
Wednesday June 11 - Friday June 13	Six-week workshop continued with evening review meetings.
Saturday June 14	Six-week workshop continued until 1 PM, followed by trainers review meeting in afternoon.
Sunday June 15	No work.
Monday June 16 - Friday June 20	Six-week workshop continued with evening review meetings.
Saturday June 21	Six-week workshop continued until 1 PM followed by an afternoon review meeting.
Sunday June 22	No work.
Monday June 23 - Thursday June 26	Six-week workshop continued with evening review meetings.

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SCHEDULE (cont.)

- Friday
June 27 Final day of six-week workshop. Closing session and presentation of letters of workshop attendance and letters of commendation to the national trainers. Workshop training materials and supplies were packed up for move back to MOH. Mrs. T.M. Oduori, the new Chief Nursing Officer, gave the closing address.
- Saturday
June 28 Mr. Petrich assisted in summarizing workshop evaluation materials, sorting workshop training materials and output documents, and preparing INTRAH summary reports on the training activities and consultant's visit.
- Sunday
June 29 Morning spent by Mr. Petrich preparing notes for next day's debriefing meetings.
- Monday
June 30 Mr. Petrich met with INTRAH staff (Miss Muhuhu; Mrs. Mtawali; Ms. Lynn Knauff, Deputy Director, INTRAH/Chapel Hill; and Ms. Maureen Brown, Program Officer, INTRAH/Chapel Hill) for debriefing session. Mr. Petrich then met with the national trainers to review status of materials preparation for the follow-on three-week workshops to train ECNs and to wrap up remaining business with the national trainers who would thereafter be working without a consultant. Mr. Petrich, the INTRAH staff, the national trainers and the DON/MOH Project Coordinator then met with the new Chief Nursing Officer and discussed the difficulties that had been experienced with the project, and the present and expected future deficiencies and what could be done about them. During the afternoon, Mr. Petrich and INTRAH staff met with Dr. Gary Merritt, Ms. Linda Lankenau and Ms. Grace Mule at USAID/Nairobi, reviewing the issues discussed with the new Chief Nursing Officer, and obtained their support for changes in the project designed to strengthen it. The balance of the afternoon was spent at the INTRAH E/SA Office sorting and organizing materials for shipment to INTRAH/Chapel Hill.
- Tuesday
June 31 Mr. Petrich departed Nairobi at 1:00 AM.

I. PURPOSES OF TRIP

The purposes of this assignment were to:

- A. Provide further technical assistance to national trainers in completing curriculum design and related training materials for use in the six-week workshop for district management trainers.
- B. Provide further technical assistance to national trainers in preparing them to be management trainers and in effective use of the curriculum and training materials.
- C. Backstop the training of 24 district nurses in MCH/FP management and management training.
- D. Assist with the preparation of a three-week management training curriculum for ECNs In-Charge, including training materials, visual aids and evaluation tools.
- E. Assist with the preparation of a project evaluation package consisting of before and after on-the-job training management performance evaluation of ECNs.
- F. Backstop a two-day workshop to orient provincial level senior nurses to the "Education in MCH/FP II" project, and provide technical assistance in preparation and project implementation plans for the balance of the first project year.

II. ACCOMPLISHMENTS

- A. The curriculum and related training materials for the six-week workshop to train 24 district nurses were completed (see Appendices C.1 and D.1).

- B. Twenty-two (22) of the 24 district nurses attending the six-week MCH/FP management and management training workshop successfully completed the workshop. The two nurses who did not complete the workshop dropped out the last day. They were unable to achieve an adequate level of knowledge and skills due, primarily, to personal problems and lack of motivation, although one lacked adequate prerequisite qualifications for the training (see Appendix B.1).
- C. A three-week management training curriculum for ECNs In-Charge of MCH/FP clinics was designed on the basis of a comprehensive field-based management training needs assessment exercise (see Appendices E.1.2 and E.1.1).
- D. Training materials in the form of handouts covering readings and skills exercise instructions were developed, edited and refined for use in the three-week training workshop for ECNs I/C. Facsimile visual aids designed to guide visual aid preparation at workshop sites were also developed (see Appendices E.1.4 and E.1.5).
- E. A pre/post-test questionnaire and model answer sheet were prepared for the three-week curriculum for ECNs I/C (see Appendix E.1.7).
- F. The project evaluation package that had been partially developed during a previous three-week workshop to train the national trainers, was tested, revised and fully completed (see Appendix E.1.6).
- G. Approximately 70 DON/MOH nursing personnel were oriented to project including approximately 20 senior provincial level nurses having responsibility for

supervising project implementation activities, including training of ECNs In-Charge of MCH/FP clinics (see Appendices B.2, C.2, and D.2).

- H. Project implementation workplans covering training, follow-up and evaluation activities for the balance of the first project year were developed and upgraded for each of the six provinces participating in the project (see Appendix E.2.1).

III. BACKGROUND

This consultant's trip was in support of the second major activity of the DON/MOH-INTRAH "Education for Nurses in MCH/FP II" project. The first major activity of this project was reported in trip report 0-163, and consisted of a three-week workshop to train four national trainers in MCH/FP management and management training methods and skills. During that activity a curriculum was designed for the training of 24 district nurses in MCH/FP management and management training for use in this, the second training activity of the project.

The overall project goal 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 project objectives are:

1. To improve the utilization of available resources at health centers 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/provincial 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: training of trainers in management and a management skills for ECNs In-Charge of MCH/FP clinics.
2. To train 24 district/provincial management trainers in MCH/FP management and management training skills.
3. To train 600 ECNs In-Charge of MCH/FP clinics in six provinces in MCH/FP management skills.
4. To provide field follow-up to at least 75% of ECNs I/C and management trainers who are trained in the project.
5. To conduct field-based project evaluation that covers approximately 10% of ECNs I/C trained in the project, (30), their supervisors and clients they serve.
6. To revise and up-date the nursing pre-service curriculum for MCH/FP.

IV. DESCRIPTION OF ACTIVITIES

A. Pre-Workshop Activities

Pre-workshop activities involved preparation for both the six-week workshop to train district trainers and the two-day workshop to orient provincial senior nurses.

Final revision of curriculum design was done prior to the workshops at borrowed office space at the Division of Family Health/MOH, by the four national trainers with the assistance of the consultant and INTRAH E/SA Training Officer Mrs. Grace Mtawali, and at the workshop sites by the national trainers and the consultant. As discussed elsewhere in this report, the national trainers and the Project Coordinator had

failed to adequately prepare for these workshops and upon arrival of the consultant in-country, the workshops had to be postponed and extra efforts made to properly prepare for them. Considerable time had to be spent by the consultant in documenting the lack of preparation in order to obtain approvals for postponement from INTRAH, USAID and the MOH (see Appendix G for copies of various memoranda). Time was also spent in meetings with various key officials to obtain workshop postponements and unfortunately, the then Acting Chief Nursing Officer did not act on the consultant's recommendations with respect to the amount of time the workshop needed to be postponed in order for adequate preparation work to be completed. Consequently, the six-week workshop began before adequate preparation work was completed.

B. Workshop Activities: Six-Week MCH/FP Management Training Skills for Provincial and District Trainers

The six-week workshop to train district nurses began on May 19 at the Duduville International Centre for Insect Research in the Nairobi suburbs. Since this site was only available for two weeks, the workshop was conducted during its final four weeks at Milimani Hotel in Nairobi not far from the MOH headquarters.

The four national trainers and the consultant conducted the training. There were 24 participants (see Appendix B.1 for list of names, titles and addresses).

The curriculum content outline, schedule and lesson plans are found in Appendix C.1.

Due to poor logistical support and the lack of adequate preparation of training materials and aids, the

workshop was conducted with great difficulty. Both the national trainers and the INTRAH consultant worked an average of 14 hours a day during the six weeks in order to compensate for the deficiencies, which are discussed in greater detail in this report under the section on Findings, Conclusions and Recommendations. As a result of the long hours of work, the national trainers and the consultant "burned out" midway through the workshop with the quality of workshop activities consequently suffering during the final three weeks of training.

Each workshop day began for the national trainers about 7:30 a.m. when they organized the classroom and prepared visual aids for use that day. The workshop began at 8:30 a.m. with a review session to discuss participant feedback of the previous day's content (provided through the mechanism of a daily participant review questionnaire). The national trainers would also give their feedback to the participants. This approach sustained excellent two-way communication throughout the workshop and resulted in a variety of adjustments in curriculum and training methods during the workshop. During the final two weeks of the workshop, the participants were given an opportunity (on a rotating basis) to lead the daily review session each morning, thereby giving them the opportunity to develop and practice that skill.

The typical workshop day ended at 5:00 to 5:30 PM, followed by an evening review session attended by the national trainers and the INTRAH consultant. The Project Coordinator was usually in attendance at the evening review session at the request of the consultant because of continuing logistical/support problems and the need to follow up with her on a daily basis on logistical/support requirements for the next day.

During the first week of the workshop, the INTRAH consultant led the evening review meeting to model how it should be conducted and what should be discussed. Thereafter, the national trainers conducted the meeting, rotating weekly. During this meeting, which often lasted one to two hours, the national trainers reviewed their experiences of the day, discussed feedback obtained from the participants at the end of the workshop day, received the consultant's critique of the day's activities, and planned the next day's activities.

Because of the lack of pre-workshop preparations, the evening review meeting was usually followed by several hours' work in preparation for the next training day.

C. Workshop Activities: Two-Day Orientation for Supervisors of Provincial and District Trainers

The two-day provincial orientation and planning workshop, which was originally scheduled to be held the two days preceding the six-week workshop, was rescheduled by the Acting Chief Nursing Officer for the third week of the six-week workshop (with the result that the district nurses received project orientation twice).

This workshop was also held at the Milimani Hotel in Nairobi. Contrary to the original plan, the Project Coordinator rather than the national trainers, conducted the first day of the workshop with some sessions being led by the Acting Chief Nursing Officer. There were approximately 70 participants (see Appendix B.2 for list of names, titles and addresses).

The workshop content outline, schedule and lesson plans are found in Appendix C.2.

Due to poor logistical support arrangements by the Project Coordinator, and the unwillingness of the Acting Chief Nursing officer and the Project Coordinator to follow the workshop lesson plans (including workshop topics and time schedules) or to use a properly formatted workplan for preparation of project implementation plans, the workshop was conducted with considerable difficulty. During the evening review session after the first day, the national trainers and the INTRAH consultant were able to develop a strategy for getting the workshop back on track the second and final day, and two of the national trainers worked late into the night to prepare presentations for the next morning which would cover critical information left out during the first workshop day.

The workplan format could not be changed at the time but the national trainers worked with the district trainers after the two-day workshop to revise the workplan format for provincial implementation plans and to upgrade and complete the plans, copies of which are provided in Appendix E.2 of this report.

D. Post-Workshop Activities

Upon completion of the training activities, various debriefing meetings were attended by the INTRAH consultant at the INTRAH E/SA Office, the Division of Family Health, MOH (with the national trainers), the DON/MOH and USAID. The replacement of the Acting Chief Nursing Officer with a permanent Chief Nursing Officer of high quality provided the opportunity to review all project implementation deficiencies to date, to review project design deficiencies, and to reach tentative agreement on desired changes in both project design and

implementation to ensure project success and to improve project impact as well. The presence in Nairobi of INTRAH's Deputy Director Lynn Knauff was fortuitous in that it afforded an opportunity for the consultant and staff of the INTRAH E/SA Office to raise issues about project design deficiencies and to discuss these at some length with the new Chief Nursing Officer Mrs. T.M. Oduori and USAID officials. These and other issues are discussed in the Findings, Conclusions and Recommendations section of this report.

V. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

A. Logistical/Administrative Arrangements

Serious problems with project coordination and communications, and logistical support continued to inhibit implementation of project activities during this consultancy visit, despite efforts during the consultant's previous visit to assist the DON/MOH Project Coordinator in the preparation of a detailed workplan listing all work required to successfully plan and conduct the six-week and two-day workshops. The DON/MOH Project Coordinator as well as her supervisor, the then Acting Chief Nursing Officer, ignored the workplan and failed to provide adequate logistical and administrative support in preparation for the implementation of the two workshops to be conducted during this consultancy.

With respect to workshop venue, contrary to arrangements between INTRAH and the MOH for a residential training site in a rural area away from the distractions of Nairobi, a Nairobi venue was selected. This was not done until such a late date that a single venue for the full six weeks could not be found, necessitating a mid-workshop change of venue, a fact

which considerably disrupted the learning process of the workshop participants. Moreover, with a workshop venue in Nairobi, the national trainers went home each evening and were unavailable for interaction with the workshop participants. Since the project budget was based on a rural venue at lower cost, the quality of the venue in Nairobi that could be afforded was seriously inadequate, particularly at the Milimani Hotel where participants continued to complain throughout the workshop about such things as bedbug infestation, mosquitoes, dirty and cold rooms, and poor food quality and quantity. Rather than adequately correcting those deficiencies that could be corrected, the DON/MOH Project Coordinator responded with instructions to participants that they were not to record their complaints on the daily workshop participant feedback forms. These problems with venue created morale and motivation problems among participants which served to inhibit successful achievement of workshop objectives. The INTRAH E/SA Office staff in Nairobi had unsuccessfully attempted to assist the MOH in selecting an appropriate workshop venue during the months preceding the workshop. With respect to selection and mobilization of participants for the six-week workshop, there had been and continued to be a series of problems. The participants were originally to have been selected prior to the February 1986 Management and Supervision workshop in order that training needs assessment data could be obtained to guide curriculum development. This was not uniformly done and during that workshop it was discovered by the consultant and INTRAH staff that several of those who had been selected prior to the activity and from whom needs assessment data had been collected, were not qualified and did not meet the agreed upon prerequisite qualifications for training as district management

trainers. Three months later, upon this consultant's return to Kenya to assist with the six-week workshop for district nurses, it was learned that all 24 participants had not yet been selected and that among those selected there was inadequate representation from some provinces, too much from other provinces and some participants were from provinces that were not to be included in the project (although the qualifications of those selected appeared to be within the original requirements). During the first few weeks of the six-week workshop it was learned that some participants did not receive their invitations to attend the workshop until the day before or the very day they had to depart for the workshop site, and that some participants had not been informed of the two-year commitment to be district trainers which workshop attendance implied. Many of their supervisors were also uninformed of this long-term commitment. This situation contributed to demoralization and lack of motivation on the part of some participants during the six-week workshop and imposed a further burden on achievement of workshop objectives. The fact that only 22 of 24 participants successfully completed the workshop is directly attributable to deficiencies in participant selection and mobilization procedures handled by the DON/MOH Project Coordinator.

With respect to logistical support for the national trainers during pre-workshop preparations for the six-week and two-day workshops, and during the implementation of these workshops, there were also very serious problems.

1. The DON/MOH Project Coordinator did not comply with the consultant's request that lesson plans be typed in draft and sent to him for review and revision before being typed on stencils. Consequently, when the consultant arrived in Nairobi, he found deficient lesson plans typed in final and already reproduced for use during the workshops. These had to be revised and retyped at great waste of resources, and contributed to the delay in beginning the workshops discussed below.
2. The DON/MOH Project Coordinator did not comply with the request of the consultant and the national trainers to have stencils properly proofed and corrected before they were used to reproduce copies. This resulted in lesson plans, training materials, even the pre/post-test, having serious typographical errors, including omission of key information.
3. Despite repeated requests by the national trainers, the DON/MOH Project Coordinator did not procure and make available to them the newsprint and felt-tip pens they needed to prepare visual aids for the six-week and two-day workshops until four days before the workshops were to have begun. This also contributed to the delay in starting the workshops.
4. Contrary to the advice of INTRAH staff and the consultant, the Project Coordinator refused to procure workshop supplies in sufficient quantity and on a timely basis for use before and during the workshops. This served to disrupt workshop activities when supplies were exhausted and resulted in failure to obtain financial discounts for larger purchases.
5. Although a typist was provided at the workshop venue, equipment for reproduction was not provided as originally agreed upon, which resulted in unusual delays in getting back workshop output materials and at times seriously disrupting workshop activities and the learning process; e.g., failure to have field needs assessment questionnaire forms available for pre-testing and use rehearsal before actual visits were made to do the management training needs assessments of ECNs in the field.
6. Failure of the DON/MOH Project Coordinator to be available when needed by the national trainers and workshop participants; e.g., failure to keep scheduled meeting times, failure to provide travel funds to participants on schedule and before a three-day weekend when funds were, in some cases,

desperately needed and the lack of funds created serious personal and family hardships.

7. Failure of the DON/MOH Project Coordinator to respond to requests of national trainers for support, supply, typing and reproduction services before and during the workshops; e.g., the need for the national trainers to visit and become acquainted with a rural MCH/FP clinic managed by an ECN, the need for certain items at a particular time or in a particular order, or in a certain amount. Failure of the DON/MOH Project Coordinator to arrange for the pickup and delivery of FP films which had been selected by the national trainers for use during the two-day orientation workshop resulted in cancellation of one evening session. Failure of the DON/MOH Project Coordinator to obtain various resource documents from MOH headquarters and field offices for use as a part of the management training curriculum resulted in the national trainers and consultant having to improvise some content materials rather than using the MOH standardized materials.

All of the above problems were directly attributable to either poor decision-making by the former Acting Chief Nursing Officer or to poor performance by the DON/MOH Project Coordinator, or both.

Deficiencies in project coordination and logistical/administrative support made the achievement of workshop objectives extremely difficult. It was only through the extra efforts and time of the national trainers and the consultant who had to work long hours in performing extra tasks to adjust and cope, that workshop objectives were reasonably achieved. The remaining project activities will not have an INTRAH trainer available to assist, and the national trainers cannot be expected to continue working at the same level of intensity and devoting the amount of extra time they have been giving to this project. Consequently, major attention needs to be paid to correcting problems in project coordination and logistical support,

particularly in view of the fact that the more complicated project activities are yet to be implemented in the form of multiple workshops to be conducted at similar times and different field locations throughout Kenya. Enough time and energy has already been spent in attempting to upgrade the performance of the existing DON/MOH Project Coordinator, without success, and this consultant's conclusion is that she does not possess the basic capability to adequately perform the project coordination and logistical support functions required to ensure a successful project outcome. With the recent appointment of a permanent and highly qualified Chief Nursing Officer to replace the existing Acting Chief Nursing Officer, project oversight and decision-making should become satisfactory.

Recommendation

That the MOH replace the existing DON/MOH Project Coordinator and that project funding be frozen until this is done.

B. Implementation of Activities

Upon arrival in-country and during preparation activities for the workshops, the consultant learned that:

1. One of the original five national trainers had resigned from and left the MOH, but that the four remaining trainers had been working full-time on preparations for the six-week workshop to train district nurses. They were highly motivated and working hard.
2. The national trainers had not prepared adequately for the six-week workshop and had underestimated the amount of materials and visual aids that were needed. Adequate quality of lesson plans, training materials and aids was lacking, particularly in the area of MCH/FP management.

3. The national trainers had failed to follow the advice of the consultant on how to organize themselves to most efficiently prepare for the six-week workshop, including assigning one trainer to take responsibility for each unit of the curriculum to ensure that all materials were prepared and coordinated in content and sequence.
4. The national trainers had not systematically followed the workplan they had developed to guide preparation for the six-week workshop and, as a result, had neglected to perform some important tasks; e.g., visiting field sites and reading all of the resource materials that had been provided on MCH/FP management. They had also failed to obtain copies of MCH/FP records and reports from field clinics which would be needed during the six-week workshop.
5. The national trainers continued to have unrealistic attitudes about required preparation work for the workshop, feeling that most preparation work could be done during the workshop rather than before it as they had formerly done in their traditional teaching roles. This was reflected in a failure to appreciate the need for exercise instruction sheets, for reading material assignments in lesson plans, and for thinking through each training session to ensure that all required training materials and aids had been identified on the lesson plans and then prepared. Consequently, contrary to the previous request of the consultant and INTRAH Training Officer, they had failed to prepare a complete list of training materials and aids needed, and had failed to prepare the materials.
6. The DON/MOH Project Coordinator had disregarded the advice of the consultant and invited several staff to be "guest lecturers" during the workshop on topics of MCH/FP evaluation and commodity management. These staff had been given allocated workshop time but no materials for their topics had been prepared. The consultant intervened and arranged meetings with these staff (who had not been trained in experiential training methods) and was able to eliminate all but one from the workshop. The Project Coordinator insisted that one be allowed to lead sessions on evaluation and commodity management, and although the consultant and national trainers worked closely with this person (Mr. Kamau, Division of Family Health), he was neither able to prepare adequate quality materials for readings and exercises, nor to serve

as an effective trainer during the workshop, as discussed below.

7. The DON/MOH Project Coordinator had failed to provide the national trainers with the training needs assessment questionnaire forms and data on the district nurses for whom the curriculum was being prepared, for reasons previously discussed. Consequently, the national trainers continued to have questions about what should and should not be included in the curriculum, as did the consultant.
8. Because of the slowness in getting back typed materials, the national trainers had not bothered to review and revise them to include additional necessary information discovered as they continued preparations for the workshops. Consequently, many materials lacked key content information, even information that had been included in the pre/post-test. The consultant worked with the national trainers to review all of the materials developed for the workshops.
9. Very few of the required visual aids had been prepared before the workshop was to have begun, partly due to lack of supplies, but also because the national trainers felt this could be done during the workshop.
10. As a result of the inadequate preparation work done by national trainers, and the failure of the DON/MOH Project Coordinator to have made proper logistical/administrative arrangements for the six-week workshop, the consultant recommended workshop postponement (see correspondence in Appendix G).
11. During preparation activities for the six-week workshop, the consultant learned that the MOH did not have standardized guidelines or procedures and formats for MCH/FP evaluation, supervision, or planning at the district and clinic levels. These materials were needed as curriculum content materials for training district nurses and ECNs In-Charge of clinics.

Recommendation

That the MOH develop standard procedures and formats for guiding MCH/FP management at district and clinic levels for inclusion in the pre- and in-service training of MCH/FP workers at these levels. That these procedures and formats include guidelines for MCH/FP evaluation and planning.

12. The national trainers continued to be weakest in their knowledge and skills in MCH/FP evaluation and planning, and had failed to do general reading

on evaluation and planning, as requested by the consultant, since the previous workshop.

13. Because pre-workshop time had to be devoted to the preparation of training materials, there was no time available, as previously planned, to provide the national trainers with time to practice conducting training sessions and various training exercises; therefore the national trainers were inadequately prepared to begin the workshop, even with the delayed start date.

The national trainers had generally underestimated the amount of time and effort required to adequately prepare for a six-week workshop utilizing experiential training methods. By the time they had suffered through the workshop, the lesson had been learned the hard way and their attitude towards workshop preparation had changed in anticipation of having to conduct many future workshops.

During the implementation of the six-week workshop, the consultant learned that:

1. The national trainers continued to be highly motivated and increasingly responsive to the consultant's advice. They were willing to continue working long hours in performing materials preparation work before and after the regular workshop day, but by the third week the hard work was evidenced in some degree of "burnout": growing tiredness, inattention and poorer quality preparation for and conduct of training sessions.
2. The national trainers initially would proceed with conducting a training session without thinking through clearly all of the steps in the learning process or exercise, and adequately preparing themselves. After making various mistakes, they quickly learned the need for mental preparation and thereafter performed proficiently.
3. The national trainers also initially had difficulty in moving away from the lecture approach to the discussion and querying approach, but after the first several days and continuing reminders by the consultant, this problem disappeared, and they went on to become excellent

discussion leaders, sometimes critiquing each other.

4. Because the national trainers had not spent enough time studying content materials, particularly basic textbook resources, some of their presentations and discussions lacked an adequate grasp of basic management knowledge and the consultant had to assist in filling in the gaps when this occurred.
5. The guest lecturer, Mr. Kamau, without appropriate training in training methodology, tended to lecture rather than administer skills exercises, and because he failed to prepare some basic data for one exercise, did not conduct it at all. Both the Project Coordinator and the national trainers were able to see first hand the failure of someone not trained properly in training methods attempting to use the new methods. Participant feedback regarding Mr. Kamau's presentation was also critical.
6. Many of the workshop participants arrived without a clear understanding of their new jobs as district/provincial trainers and what this project and commitment consisted of. Upon learning, some of them were extremely upset for various reasons: many have small children at home and did not have funds to pay for a caretaker while away at this workshop, let alone all of the workshops they were expected to help conduct over the next two years; some had never wanted to be a training officer or trainer and believed they did not have the aptitude to be a good trainer; some had previously made a commitment to their supervisors to do another job over the next year; some were aware that their regular supervisors were not aware of their new job and would be very irritated when learning about it, etc.
7. The national trainers had to constantly struggle with participant motivation and morale problems and did an excellent job of keeping the participants focused on the learning process despite continuing distractions. When the Project Coordinator failed to perform, the national trainers stepped in and did her work whenever they could; e.g., scheduling participant field visit teams and organizing transport, working out typing priorities with the typist, even moving the training materials and supplies to another workshop site when the Project Coordinator did not arrive to do so as agreed.

8. During field visits to conduct management training needs assessments of ECNs In-Charge of MCH/FP clinics, it was learned that in the presence of clinic officers, ECNs were often not allowed to perform many essential management duties and this accounted for some of the poor quality management of MCH/FP clinics and for the fact that clinic officers had little understanding of MCH/FP or management, not having been trained in either, or informed of the existing project to upgrade the management of MCH/FP services.

Recommendation

That clinic officers be given both an orientation to this project and training in management sufficient to allow the proper management functioning of ECNs I/C whom they supervise.

9. During field visits conducted during the six-week workshop, it was also learned that many district public health nurse supervisors were not practicing sound management even though many had previously received various types of management training, and further, that they were unfamiliar with the purposes of this project. Both conditions served to provide an alien environment for upgrading the managerial role of ECNs I/C.

Recommendation

That district public health nursing supervisors be provided with adequate orientation to this project, and that they be given appropriate management training to support the upgraded managerial role of ECNs I/C to be achieved under this project.

10. The official job descriptions of ECNs I/C do not presently enunciate the kinds of responsibilities and authorities to be performed by ECNs I/C who will be trained under this project. Obsolete job descriptions could create a serious obstacle to ECNs I/C practicing the new managerial skills to be taught them in this project as clinic officers and public health nurses could use obsolete job descriptions to inhibit improved managerial performance by ECNs I/C.

Recommendation

That the official job descriptions of ECNs I/C be formally revised to reflect their projected new upgraded managerial roles.

During the implementation of the two-day workshop the consultant learned that:

1. The DON/MOH Project Coordinator did not follow the lesson plans that had been carefully prepared by the national trainers and the consultant, and prepared her own list of content topics and a time schedule, which upset the national trainers and resulted in essential orientation information on the project not being covered on the first day of the workshop.

Recommendation

- That hereafter the DON/MOH Project Coordinator not be given authority involving decisions on training content, methods or materials. That these decisions be delegated to training officers.
2. The DON/MOH Project Coordinator changed project implementation workplan formats without consulting the national trainers or the consultant, omitting some essential information. The Project Coordinator acted independently of the national trainers and INTRAH consultant regarding workshop issues and implementation including matters involving technical training methods and MCH/FP management.
 3. Many of the participants had not received invitations to the workshop until a day or so before it was to be conducted, and little or no information was given to them on the purpose of the workshop.
 4. The workshop was being used by the Acting Chief Nursing Officer to gain media publicity and not for its primary purpose of properly orienting provincial nursing officers about the project.

Upon completion of the two-day workshop:

1. The DON/MOH Project Coordinator allowed the national trainers to work with the six-week workshop participants to rewrite the provincial project implementation workplans in order to correct the format problems and to provide more complete information and more detailed workplans.
2. The DON/MOH Project Coordinator also responded positively to the consultant's request for more preparation time before the start-up of subsequent three-week workshops to train ECNs I/C, to allow adequate time for preparation of training materials. This request was also supported by the national trainers who, by this time, had learned

the importance of adequate pre-workshop preparation. Project implementation workplans were revised accordingly.

Upon completion of the six-week workshop:

1. A new permanent Chief Nursing Officer was appointed, who had been previously involved in the design of this project, and who is also familiar with the problems that were being encountered in project implementation with coordination, communications and logistical support. These issues were reviewed with her and she indicated her willingness to take corrective actions. This also presented an opportunity for the consultant and INTRAH staff to focus her attention on the project design deficiencies discussed above, and to obtain a preliminary agreement on project revision that would basically serve to strengthen the management infrastructure supporting MCH/FP services at the clinic and local community levels; e.g. management training of clinic officers and public health nurses, revised job descriptions for ECNs I/C and the development of standardized planning, which is essential for high quality management training of workers and would be available for them to use as resource reference materials on the job.

Recommendation

- That project redesign be conducted in conjunction with other MOH international donor-sponsored projects aimed at upgrading the management of MCH/FP services and that an appropriate interface be defined between this project and other projects to provide mutual project support within the available limited resources on a closely coordinated basis.
2. USAID officials, during the consultant's debriefing session, also indicated a willingness to support improved project design efforts, and to correct existing project implementation problems.
 3. General weaknesses in project evaluation and follow-up within the MOH overall and the Division of Nursing specifically, require some continuing follow-up by INTRAH to ensure that project evaluation procedures are implemented completely and accurately, and that follow-up of trained ECNs I/C to assess their on-the-job management performance (including the extent to which they are able to satisfactorily solve one important management problem) will probably be needed if

such evaluation and follow-up are to be done adequately.

Recommendation

That INTRAH staff at the Nairobi Regional Office closely monitor project implementation activities with particular focus on project evaluation and follow-up to be performed by management trainers at the district/provincial/national levels.

APPENDIX A

PERSONS CONTACTED

USAID/Nairobi

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

INTRAH

Ms. Lynn Knauff, Deputy Director, INTRAH/Chapel Hill
Miss Pauline Muhuhu, INTRAH E/SA Office Director
Mrs. Grace Mtawali, INTRAH E/SA Training Officer

MOH

Mrs. E.N. Ngugi, Acting Chief Nursing Officer
Mrs. T.M. Oduori, Chief Nursing Officer
Ms. Pearl A. Asila, Project Coordinator, Division of Nursing
Mr. Anthony Kamau, Evaluation Officer, Division of Family Health
Mrs. Margaret N. Muita, National Trainer, Division of Nursing
Mrs. Joyce M. Kiruki, National Trainer, Division of Nursing
Mrs. Edith W. Ndungu, National Trainer, Division of Nursing
Mrs. Rose Mosongo, National Trainer, Division of Nursing

APPENDIX B.1.

LIST OF PARTICIPANTS

SIX-WEEK WORKSHOP

**MCH/FP MANAGEMENT TRAINING SKILLS FOR
PROVINCIAL AND DISTRICT TRAINERS**

19TH MAY, 1986

MINISTRY OF HEALTH - NURSING DIVISION EDUCATION FOR NURSES IN MCH/FP II

NO.	NAME	ADDRESS	DESIGNATION	PROVINCE	PRESENT STATION
1.	FRANCIS MUDIMBA ANDANDA	F.O.BOX 87, BUSIA	NURSING OFFICER II	WESTERN	BUSIA DISTRICT HOSPITAL
2.	MATHEWSON OMOKE OMBOGO	F.O.BOX 92, KISII	NURSING OFFICER II	NYANZA	KISII DISTRICT HOSPITAL
3.	IMELDA K.WERE	F.O.BOX 849, KISUMU	NURSING OFFICER II	NYANZA	NEZ NYANZA GENERAL HOSPITAL
4.	MARY G. IMBUSI	F.O.BOX 3, ELDORET	NURSING OFFICER II	UASIN GISHU	ELDORET DISTRICT HOSPITAL
5.	ELLEN K. TIEMA	P.O.BOX 15, KAKAMEGA	NURSING OFFICER II	WESTERN	PROVINCIAL GEN. HOSP. KAKAMEGA
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7.	MARY W. MWAMURI	P.O.BOX 84, KWALE	NURSING OFFICER II	COAST	KINANGO HOSPITAL
8.	THERESA W. NJAU	P.O.BOX 86, NYAHURURU	NURSING OFFICER II	CENTRAL	NYAHURURU DISTRICT HOSPITAL
9.	TABITHA W. GATHITU	P.O.BOX 69, MURANGA	NURSING OFFICER II	CENTRAL	MURANGA DISTRICT HOSPITAL
10.	LILY N. OUDA	P.O.BOX 90502, MOMBASA	NURSING OFFICER II	COAST	MOI INTERNATIONAL AIRPORT MOMBASA
11.	HILDAH W. MITARU	P.O.BOX 98, KITALE	NURSING OFFICER II	RIFT VALLEY	KITALE DISTRICT HOSPITAL
12.	HONORATA M. KONJI	P.O.BOX 22, KITUI	NURSING OFFICER II	EASTERN	KITUI DISTRICT HOSPITAL
13.	JANE W. MUTHOKA	P.O.BOX 90231, MOMBASA	NURSING OFFICER II	COAST	COAST GENERAL HOSPITAL
14.	JENNIFER S. KINGOLE	P.O.BOX 19, MACHAKOS	NURSING OFFICER II	EASTERN	MACHAKOS DISTRICT HOSPITAL
15.	JOYCE M. MUTUA	P.O.BOX 38, HOLA	NURSING OFFICER II	COAST	HOLA DISTRICT HOSPITAL
16.	JOCELYN M. MOHAMED	P.O.BOX 859, EMBU	NURSING OFFICER II	EASTERN	KARURUMO T.H.T.CENTRE
17.	ESTHER N. NG'ANG'A	P.O.BOX 84, GATUNDU	NURSING OFFICER II	CENTRAL	GATUNDU SUB DISTRICT HOSPITAL
18.	PETER M. WACHIRA	P.O.BOX 28, LOITOKTOK	NURSING OFFICER II	RIFT VALLEY	LOITOKTOK DIST. HOSPITAL
19.	FREDRICK MWANIKI NDEGWA	P.O.BOX 42, ISIOLO	NURSING OFFICER II	EASTERN	ISIOLO DISTRICT HOSPITAL
20.	JANE N. WAMAI	P.O.BOX 227, THIKA	NURSING OFFICER II	CENTRAL	THIKA DISTRICT HOSPITAL
21.	M.A. OYIER *	P.O.BOX 849, KISUMU	NURSING OFFICER II	NYANZA	NYANZA GENERAL HOSPITAL
22.	D.A. OTIENO MBOI	P.O.BOX 52, HOMA BAY	NURSING OFFICER II	NYANZA	HOMA BAY DIST. HOSPITAL
23.	ANGELINA N. SIUNDU *	P.O.BOX 87, BUSIA	NURSING OFFICER III	WESTERN	BUSIA DISTRICT HOSPITAL
24.	LUCY N. KIRUKI	P.O.BOX 71, NAKURU	NURSING OFFICER II	RIFT VALLEY	NAKURU GENERAL HOSPITAL

* Did not complete workshop by dropping out on last day.

APPENDIX B.2.

LIST OF PARTICIPANTS

TWO-DAY WORKSHOP

**ORIENTATION FOR SUPERVISORS OF
PROVINCIAL AND DISTRICT TRAINERS**

ORIENTATION AND PLANNING WORKSHOP FOR PROVINCIAL NURSE SUPERVISORS OF K.R.N. DISTRICT TRAINERS
HELD ON 5/6/86 AT MILIMANI HOTEL

PRESENT:

NO.	NAME	ADDRESS	DESIGNATION	PROVINCE	PRESENT STATION
* 1.	Victoria N.Ng'ang'a	P.O.Box 87946, Mombasa	Principal Tutor	Coast	Medical Training Centre (M.M.C.) Mombasa
2.	Lydia W.Cege	P.O.Box 43319, Nairobi	Senior Nursing Officer	Nairobi	Division of Family Health
* 3.	Isabella W. Karangu	P.O.Box 273, Embu	Nursing Officer I	Eastern	P.M.O.'s Office, Embu
4.	Bernadette M.Njagi	P.O.Box 30016, Nairobi	Senior Nursing Officer	Nairobi	Ministry of Health Headquarters
5.	Esther K. Mwirebua	P.O.Box 35, Chogoria	Enrolled Community Nurse	Eastern	Chogoria Mission Hospital
* 6.	Anna L.A.Okumu	P.O.Box 90233, Mombasa	Senior Nursing Officer	Coast	P.M.O.'s Office, Mombasa
* 7.	Louisa Ongaya	P.O.Box 359, Kakanega	Senior Nursing Officer	Western	P.M.O.'s Office, Kakanega
8.	Esther N.Kiragu	P.O.Box 40425, Nairobi	Senior Nursing Officer	Nairobi	Medical Supplies Coordinating Unit
* 9.	Joel Oloo	P.O.Box 167, Garissa	Principal Tutor	North Eastern	Garissa School of Nursing
* 10.	Rosaleen Odongo	P.O.Box 337, Machakos	Principal Tutor	Eastern	M.T.C. Machakos
11.	Sarah W. Kaviti	P.O.Box 30016, Nairobi	Senior Nursing Officer	Nairobi	Ministry of Health Headquarters
* 12.	Sam. B. Manduku	P.O.Box 1594, Kisumu	Principal Tutor	Nyanza	M.T.C. Kisumu
* 13.	Margaret G.Ithong'o	P.O.Box 110, Nyeri	Senior Nursing Officer	Central	P.M.O.'s Office; Nyeri
14.	Margaret W. Gatei	P.O.Box 30016, Nairobi	Senior Nursing Officer	Nairobi	Ministry of Health Headquarters
15.	Mary N. Mwangi	P.O.Box 30016, Nairobi	Senior Nursing Officer	Nairobi	Ministry of Health Headquarters
* 16.	Sarah W. Wachira	P.O.Box 466, Nyeri	Principal Tutor	Central	M.T.C. Nyeri
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* 18.	Risanael O.Dola	P.O.Box 721, Kisumu	Senior Nursing Officer	Nyanza	P.M.O.'s Office; Kisumu
19.	Elizabeth M.Muturi	P.O.Box 30195, Nairobi	Deputy Chief Nursing Officer	Nairobi	College of Health Professions
* 20.	Naboth Oraka	P.O.Box 40663, Nairobi	Deputy Principal Tutor	Nairobi	Mathare School of Nursing
21.	Esther Aruwa	P.O.Box 380, Kisumu	Public Health Nurse	Nyanza	Kisumu
22.	Grace Mtawali	P.O.Box 55699, Nairobi	Regional Training Officer	East, Southern Africa	INTRAH Office, Nairobi

NO.	NAME	ADDRESS	DESIGNATION	PROVINCE	PRESENT STATION
23.	Pauline Muhuhu	P.O.Box 55699,Nairobi	Regional Director	East & Southern Africa	Nairobi INTRAH
* 24.	J.G.Magu	P.O.Box 40563,Nairobi	Deputy Chief Nursing Officer	Naitobi	Mathare Hospital
25.	Sr. Stanslaus Joseph	P.O.Box 30325,Nairobi	Administrator	Nairobi	Mater Misericordiae
26.	Sr; Sabina Mwaulu	P.O.Box 30325,Nairobi	Principal Tutor NFP	Nairobi	Mater Misericordiae
27.	Jean W. Nyamu	P.O.Box 30016, Nairobi	Senior Nursing Officer	Nairobi	M.O.H. Headquarters
28.	Charity M.Mbugua	P.O.Box 30016,Nairobi	Senior Nursing Officer	Nairobi	M.O.H. Headquarters
* 29.	M.L.Ogoj	P.O.Box 2060,Nakuru	Senior Nursing Officer	Rift Valley	P.M.O.'s Office, Nakuru
* 30.	J.B.Odhiambo	P.O.Box 110, Nakuru	Principal Tutor	Rift Valley	M.T.C. Nakuru
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33.	Muthoni Mureithi	P.O.Box 20086,Nairobi	Senior Nursing Officer	Nairobi	Nursing Council of Kenya
34.	Grace Mule	P.O.Box 30261,Nairobi	Programme Assistant	Nairobi	U.S.A.I.D.
* 35.	H.A.Ndenda	P.O.Box 40663,Nairobi	Senior Nursing Officer	Nairobi	Mathare Hospital
36.	Ernest E.Petrich	P.O.Box 55699,Nairobi	Management Consultant	Nairobi	INTRAH OFFICE
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38.	Rose Mosongo	P.O.Box 30016,Nairobi	Nursing Officer I	Nairobi	M.O.H.Headquarters
39.	Margaret Muita	P.O.Box 30016,Nairobi	Nursing Officer I	Nairobi	M.O.H.Headquarters
40.	Joyce Kiruki	P.O.Box 30016,Nairobi	Senior Nursing Officer	Nairobi	M.O.H.Headquarters
41.	John Kamigwi	P.O.Box 30016,Nairobi	Planning Assistant	Nairobi	M.O.H.Headquarters
42.	Dr; G. Resnick	P.O.Box 30016,Nairobi	Head Computer Section	Nairobi	M.O.H.Headquarters
43.	Pearl Asila	P.O.Box 30016,Nairobi	Public Health Nurse i/c MCH/FP Programme	Nairobi	M.O.H.Headquarters
44.	E.N. Ngugi	P.O.Box 30016,Nairobi	Ag;Chief Nursing Officer	Nairobi	M.O.H.Headquarters
45.	Dr.George Washaya	P.O.Box 323,Mutani Zimbabwe	Office of the Provincial Medical Director		

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49.	Mary G.Imbusi	P.O.Box 3, Eldoret	Nursing Officer II	Rift Valley	Eldoret D.Hospital
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62.	Esther N.Ng'ang'a	P.O.Box 84,Gatundu	Nursing Officer II	Central	Gatundu Sub;D.Hospital
63.	Peter M.Wachira	P.O.Box 28,Loitokitok	Nursing Officer II	Rift Valley	Loitokitok Dist:Hospital
64.	Fredrick N.Mwaniki	P.O.Box 42, Isiolo	Nursing Officer II	Eastern	Isiolo District Hospital
65.	Jane N.Wamae	P.O.Box 227, Thika	Nursing Officer II	Central	Thika District Hospital
66.	M.A. Oyier	P.O.Box 849,Kisumu	Nursing Officer II	Nyanza	Nyanza General Hospital
67.	D.A.Otieno Mboi	P.O.Box 52,Homa Bay	Nursing Officer II	Nyanza	Homa Bay D.Hospital
68.	Angelina N.Siundu	P.O.Box 87, Busia	Nursing Officer III	Western	Busia District Hospital
69.	Lucy N.Kiruki	P.O.Box 71,Nakuru	Nursing Officer II	Rift Valley	Nakuru General Hospital
70.	Gertrude Juma	P.O.Box 1552,Kakamega	Senior Nursing Officer	Western	M.T.C. Kakamega
71.	Jane Muchunu	P.O.Box 30016,Nairobi	Nursing Officer I	Nairobi	M.O.H.Headquarters

N.B. * Supervisors of K.R.N. (DT)
Principal Tutors at Provincial Training Centres

APPENDIX C.1.

COURSE CURRICULUM

SIX-WEEK WORKSHOP

**MANAGEMENT TRAINING SKILLS AND
CURRICULUM DEVELOPMENT FOR KRN
DISTRICT TRAINERS**

MINISTRY OF HEALTH - NURSING DIVISION EDUCATION FOR NURSES IN MCH/FP II

MANAGEMENT TRAINING SKILLS AND
CURRICULUM DEVELOPMENT FOR KRN
DISTRICT TRAINERS

19TH MAY, 1986 TO 27TH JUNE 1986

VENUE: DUDUVILLE GUEST CENTRE/MILIMANI HOTEL

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

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

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MOH - NURSING DIVISION EDUCATION ON NURSES IN MCH/FP II
MANAGEMENT TRAINING SKILLS AND CURRICULUM DEVELOPMENT WORKSHOP
19th MAY TO 29TH JUNE 1986

1. WORKSHOP GOAL

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

2. GENERAL OBJECTIVES

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

- a) Utilize experience gained during workshop orientation to develop a positive learning atmosphere.
- b) Describe practical management concepts, skills and values.
- c) Demonstrate essential basic management skills.
- d) Plan district MCH/FP services.
- e) Implement and supervise district MCH/FP services.
- f) Evaluate District MCH/FP services.
- g) Describe the steps of planning a curriculum.
- h) Describe how to conduct management training.
- i) Evaluate management training.
- j) Conduct management training sessions
- k) Develop a 3 week management workshop curriculum for MCH/FP ECNS.
- l) Develop simple teaching aids listed in the 3 weeks curriculum.

3. TRAINERS

Mrs. Joyce Kiruki

Mrs. Margatet Muita

Mrs; Edith Ndungu

Mrs Rose Mosongo

Miss Pearl Asila - Project Coordinator.

W O R K S H O P S C H E D U L E

WEEK ONE

DAY & DATE	TIME	UNIT & OBJECTIVE	TOPIC	LEAD TRAINER
MONDAY, 19TH MAY	9.00-9.30	UNIT I OBJ. 1	Registration	Mrs. Ndungu
	9.30-10.00	OBJ. 2	Opening Address	Miss Asila
	10.00-11.00	3	Introductions	Mrs. Muita
	11.00-11.30		T E A B R E A K	
	11.30-12.30	OBJ. 4	Workshop Expectations	Mrs. Muita
	12.30-2.00		L U N C H B R E A K	
	2.00-3.30	OBJ.5	Pre-test	Mrs. Ndungu
	3.30-3.45		B R E A K	
	3.45-4.45	OBJ.6	Workshop Overview and Hand-out Resource Materials	Mrs. Ndungu
	4.45-5.00		Participants Feedback & Next day Assignments	Mrs. Ndungu

WEEK ONE

DAY & DATE	TIME	UNIT & OBJECTIVE	TOPIC	LEAD TRAINER
TUESDAY 20TH MAY	8.30 - 8.45		Review session	Ndungu
	8.45 - 8.55		Introduction to Unit 1	Mosongo
	8.55 - 9.15	UNIT 1 OBJ.7	Adult Learning Factors	Mosongo
	9.15 - 9.45	OBJ.8	Adult Learning Principles	Mosongo
	9.45 - 9.55	OBJ.9	Reasons for Feedback	Mosongo
	9.55 - 10.15	OBJ.10	Rules for Giving and Receiving Feedback	Mosongo
	10.15 - 10.35	OBJ.11	MCH/FP Strengths and Weaknesses	Ndungu
	10.35 - 11.05		T E A B R E A K	
	11.05 - 12.35	OBJ.11	MCH/FP Strengths and Weaknesses	Ndungu
	12.35 - 2.00		L U N C H B R E A K	
	2.00 - 2.10	UNIT 2 :	Introduction to Unit 2	Kiruki
	2.10 - 2.30	UNIT 2 OBJ.1	Practical Management Definition	Kiruki
	2.30 - 3.30	OBJ.2	Leadership Style	Kiruki
	3.30 - 3.45		B R E A K	
	3.45 - 4.15	OBJ.3	Functions of Effective Leader	Kiruki
	4.15 - 4.50	OBJ.4	Management Functions of KRN(DT)	Muita
	4.50 - 5.00		Participants Feedback & Next day Assignments Including OBJ.8	Muita

WEEK ONE

DAY AND DATE	TIME	UNIT & OBJECTIVE	TOPIC	LEAD TRAINER
WEDNESDAY 21ST MAY	8.30-8.45		Review Session	Muita
	8.45-10.00	UNIT 2 OBJ.4	Management Functions of KRN (DT) Conti.	Muita
	10.00-10.30	OBJ.5	Management of Duties of KRN (DT)	Muita
	10.30-11.00		T E A B R E A K	
	11.00-12.30	OBJ.5	Management Duties continued	Muita
	12.30-2.00		L U N C H B R E A K	
	2.00-2.30	OBJ.5	Management Duties Cont'	Muita
	2.30-2.30	OBJ.6	MCH/FP Leadership Skills	Kiruki
	3.30-3.45		B R E A K	
	3.45-4.05	OBJ.7	Basic & Systems Management Skills	Kiruki -
	4.05-4.35	OBJ.9	Compare Ones Management Values	Kiruki
	4.35-4.50		Participants Feedback & Next Day Assignments	Kiruki
	THURSDAY 22ND May	8.30-8.45		Review Session
8.45-8.55		UNIT 3	Introduction to Unit 3	
8.55-9.45		UNIT 3 OBJ.1	Broken Squares Exercise	Muita/Mosongo
9.45-10.45		OBJ.2	MCH/FP Communications Factors	Mosongo
10.45-11.15			T E A B R E A K	
11.15-11.45		OBJ.3	Active Listening	Mosongo
11.45-12.30		OBJ.4	Interviewing Skills	Ndungu
12.30-2.00			L U N C H B R E A K	

WEEK ONE
THURSDAY CONT'

DAY & DATE	TIME	UNIT & OBJECTIVE	TOPIC	LEAD TRAINER
2.00	2.00-2.45	UNIT 3 OBJ. 4	Interviewing Skills Cont'	Ndungu
	2.45-3.05	OBJ. 5	Steps in Problem Solving/ Decision Making	Muita/ Mosongo
	3.05-3.30	OBJ. 6	Skills in Problem Solving/ Decision Making	Mosongo Muita
	3.30-3.45		B R E A K	
	3.45-4.20	OBJ.6	Skills in Problem Solving/ Decision Making	Muita Mosongo
	4.20-4.50	OBJ.7	Time Management	Ndungu
	4.50-5.00		Participants Feedback & Next Day Assignments.	Muita
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FRIDAY 23RD MAY	8.30-9.45		Review Session	Muita
	8.45-9.15	OBJ.7	Time Management continued	Ndungu
	9.15-10.15	OBJ.8	Counselling a Subordinate	Muita
	10.15-10.45		T E A B R E A K	
	10.45-10.55	UNIT 4	Introduction to Unit 4	Kiruki
	10.55-11.15	UNIT4 Obj.1	Working Definition of Evaluation	Kiruki
	11.15-11.35	OBJ.2	MCH/FP Evaluation Approaches and Indicators	Kiruki
	11.35-12.15	OBJ.3	Compute MCH/FP Improvements	Kiruki
	12.15-12.45	OBJ.4	Steps in MCH/FP Evaluation	Kiruki
	12.45-2.00		L U N C H B R E A K	
	2.00-3.30	OBJ.5	Information for FP Evaluation	MR. KAMAU
	3.30-3.45		B R E A K	

WEEK ONE

DAY & DATE	TIME	UNIT & OBJECTIVES	TOPIC	LEAD TRAINER
FRIDAY 23RD MAY	3.45-4.45	UNIT 4 OBJ.6	Evaluate Ch Changes in FP Status	MR. KAMAU
	4.45-5.00		Participants Feedback & Next Day Assignments.	
WEEK TWO				
MONDAY 26TH MAY	8.30-8.45	UNIT 4 OBJ.7	Review Session	Mosongo
	8.45-9.35		MCH/FP Needs & Priorities	MR. KAMAU
	9.35-10.35		OBJ. 8	ECN Management Duties
	10.35-11.05		T E A B R E A K	
	11.05-12.30	OBJ.8	ECN Management Duties & Job Performance Assessment	Ndungu
	12.30-2.00		L U N C H B R E A K	
	2.00-2.10	UNIT 5	Introduction to Unit 5	
	2.10-2.40	UNIT 5 OBJ.1	Definitions of Planning Terms	Kiruki
	2.40-3.10	OBJ.2	Key Planning Steps	Kiruki
	3.10-3.45	OBJ.3	MCH/FP Improve- ment Goal	Kiruki
	3.45-4.00		B R E A K	
	4.00-5.00		Daily Feedback & Next Day Assign- ments	Kiruki

WEEK TWO TUESDAY 27TH MAY	TIME	UNIT & OBJ.	TOPIC	LEAD TRAINER
	8.30-8.45		Review Session	Kiruki
	8.45-9.55	UNIT 4 OBJ. 4	MCH/FP service Objectives	Kiruki
	9.55-10.30	OBJ.5	Write & Discuss Workplan	Kiruki
	10.30-11.00		T E A B R E A K	
	11.00-12.30	OBJ.5	Write & Discuss Workplans Cont'	Kiruki
	12.30-2.00		L U N C H B R E A K	
	2.00-2.10	UNIT 6	Introduction to Unit 6	Ndungu
	2.10-3.40	UNIT 6 OBJ.1	Facility, Transport and Financial Management	Ndungu
	3.40-3.55		B R E A K	
	3.55-4.50	OBJ.2	KRN(DT) Supply & Equipment Management	Muita
	4.50-5.00		Daily Feedback & Next Day Assignments	Muita
WEDNESDAY 28TH MAY	8.30-8.45		Review Session	Muita
	8.45-9.20	OBJ.2	KRN(DT) Supply & Equipment Management Cont'	Muita
	9.20-10.20	OBJ.3	Requisitioning FP Commodities	MR. KAMAU
	10.20-10.50		T E A B R E A K	
	10.50-12.50	OBJ.4	Minimum/Maximum FP Commodity levels	MR.KAMAU
	12.50-2.15		L U N C H B R E A K	
	2.15-3.15	OBJ.5	MCH/FP Records & Reports	MR. KAMAU
	3.15-3.30	OBJ.6	Report on MCH/FP Services	Mosongo/ Ndungu
	3.30-3.45		B R E A K	
	3.45-4.50	OBJ. 6	Report on MCH/FP Services Cont',	Mosongo/ Ndungu
	4.50-5.00		Daily Feedback & Next day Assignment	Kiruki

WEEK TWO

DAY & DATE	TIME	UNIT & OBJECTIVE	TOPIC	LEAD TRAINER
THURSDAY 29TH MAY	8.30-8.45	UNIT 6 OBJ.6	Review Session	Kiruki
	8.45-10.35	OBJ.6	Report on MCH/FP Services Cont'	Ndungu/Mosongo
	10.35-11.35		T E A B R E A K	
	11.05-12.30	OBJ.6 7	Delegation & Motivation	Muita
	12.30-2.00		L U N C H B R E A K	
	2.00-3.30	OBJ.8	Supervisory Visit Checklist Mosongo	
	3.30-3.45		B R E A K	
	3.45-4.50	OBJ.8	Supervisory Visit Checklist Mosongo Cont'	
4.50-5.00		Daily Feedback and Next day Assignment	Muita	
3				
FRIDAY 30TH MAY	8.30-8.45		Review Session	Muita
	8.45-9.45	OBJ.8	Supervisory Visit Checklist Cont'	Mosongo
	9.45-10.30	OBJ.9	ECN Interview	Ndungu
	10.30-11.00		T E A B R E A K	
	11.00-11.45	OBJ.9	ECN Interview Cont'	Ndungu
	11.45-12.30	OBJ.10	Coordinating Community Resources	Muita
	12.30-2.00		L U N C H B R E A K	
	2.00-2.45	OBJ.10	Coordinating Community Resources Cont'	Muita
	2.45-2.55	UNIT 7	Introduction to UNIT 7	
	2.55-3.10	UNIT 7 OBJ.1	5 Components of Training Process	Ndungu
	3.10-3.30	OBJ.6	Pre-test Job Performance Assessment Form	Muita
	3.30-3.45		B R E A K	
	3.45-5.00	OBJ.6	Pretest Job Performance Assessment Form Cont'	Muita
	5.00-5.15		Participants Feedback and Next Week Schedule	Ndungu

WEEK THREE

DAY & DATE	TIME	UNIT & OBJECTIVE	TOPIC	LEAD TRAINER
TUESDAY 3RD JUNE	8.00-6.00	UNIT 7 OBJ.7	On site Mgt;Training Needs Assessment	Muita
WEDNESDAY 4TH JUNE	8.00-6.00	OBJ.7	On site Mgt;Training Needs Assessment	Muita
THURSDAY 5TH JUNE	9.00-5.00		Provincial Orientation Workshop (see separate Lesson Plan)	
FRIDAY 5TH JUNE	8.30-1.00		Provincial Planning Workshop (see separate Lesson Plan)	
	1.00-2.00		LUNCH BREAK	
	2.00-2.20	UNIT 7 OBJ.2	Definition of Training Terms	Ndungu
	2.20-2.50	OBJ.3	5 Principles of Writing Curriculum	Ndungu
	2.50-3.10	OBJ.4	Components of curri culum	Ndungu
	3.10-3.40	OBJ.5	8 Steps in Developing Curriculum	Ndungu
	3.40-3.55		BREAK	
	3.55-4.50	OBJ.8	Write Training Goals and Objectives	Muita
	4.50-5.00		Participants Feedback and Next day Assign ments	Kiruki

WEEK FOUR

DAY & DATE	TIME	UNIT & OBJECTIVES	TOPIC	LEAD TRAINER
MONDAY 9TH JUNE	8.30-8.45		Review Session	Kiruki
	8.45-10.30	UNIT 7 OBJ.8	Write Training Goals & Objectives	Muita
	10.30-11.00		T E A B R E A K	
	11.00-12.30	OBJ.8	Write Training Goals and Objectives Cont'	Muita
	12.30-2.00		L U N C H B R E A K	
	2.00-3.00	OBJ.9	Content Outline	Mosongo
	3.00-3.30	OBJ.10	Content Units & Time Allocation	Mosongo
	3.30-3.15		B R E A K	
	3.45-4.15	OBJ.10	Content Units & Time Allocation Cont'	Mosongo
	4.15-5.00	OBJ.11	Principles of writing A Lesson Plan	Muita
	5.00-5.10		Participants Feedback & Next' Day Assignments	Mosongo
TUESDAY 10TH JUNE	8.30-8.45		Review Session	Mosongo
	8.45-9.05	UNIT 7 OBJ.12	4 Information Sources for Lesson Plans	Muita
	9.05-10.05	OBJ.13	7 Components of A Lesson Plan	Muita
	10.05-10.35	OBJ.14		
	10.35-11.05		T E A B R E A K	
	11.05-12.30	OBJ.15	8 Management Training Methods	Muita
	12.30-2.00		L U N C H B R E A K	
	2.00-2.30	OBJ.15	8 Management Training Methods Cont'	Muita
	2.30-2.40	OBJ.16	6. Materials & Aids	Ndungu
	2.40-2.50	OBJ.17	4 Purposes of Training Materials	Ndungu
	2.50-3.00	OBJ.18	Training Aid Guidelines	Ndungu
	3.00-3.40	OBJ.19	Using Training Aids	Ndungu
	3.40-3.55		B R E A K	
	3.55-4.40	OBJ.20	Problems with Training Materials	Ndungu
	4.40-5.00		Participants Feedback and Next Day Assignment	Muita

DAY & DATE	TIME	UNIT & OBJECTIVE	TOPIC	LEAD TRAINER
Wednesday 11th June	8.30-8.45	I	Review session	Luita
	8.45-9.45	Unit 8, OBJ 1	Workplan for ECN workshop	Kiruki
	9.45-10.45	OBJ 2	Preparing a room for learning	Kiruki
	10.45-11.15	-	Tea Break	
	11.15-12.05	OBJ 3	Developing positive learning atmosphere	Kiruki
	12.05-12.30	OBJ 4	5 step in conducting a training session	Kiruki
	12.30-2.00	-	Lunch Break	
	2.00-3.05	Unit 8, OBJ 4	5 steps in conducting a training session con'd	Kiruki
	3.05-3.20	Unit 9	Introduction to unit 9	
	3.20-3.35	-	Break	
	3.35-4.45	Unit 9 OBJ 1	Mgt. Training evaluation methods and process	Mosongo
	4.45-5.00	-	Participant feedback & next day Assignments	Ndungu
	Thursday 12th June	8.30-8.45	-	Review session
8.45-10.30		- OBJ 2	Analysis of on-site Training needs Assessment	Kiruki
10.30-11.00		-	Tea Break	Ndungu
11.00-11.45		OBJ 2	Analysis On-site Training	Kiruki

DAY & DATE	TITLE	UNIT & OBJ	OBJECTIVE	TOPIC	LEAD TRAINER
12th June con'd				Review session	
	II.00-II.45		OBJ 2	Training needs Assessment con'd	Ndungu
	II.45-12.15		OBJ 3	compute job performance assessment score	
	12.15-1.45			Lunch Break	
	1.45-3.45		OBJ 4	Designing pre/post test question	Iuita
	3.45-4.00		-	Break	
	4.00-4.30		OBJ 4	Designing pre/post test questions con'd	Iuita
	4.30-4.45			participant feedback & next day assessment	Ndungu
Friday 13th June	8.30-8.45			Review session	Ndungu
	8.45-10.15	Unit 9,	OBJ 5	Analysing participant feedback	Mosongo
	10.15-10.45			Tea Break	
	10:45-11.45		OBJ 5	Analysing participants feedback con'd	Iuita
	11.45-12.00	Unit 10-		Introduction	

DAY & DATE	TIME	UNIT & OBJECTIVE	TOPIC	LEAD TRAINER
Friday 13th June con'd	3.30-3.45		Break	
	3.45-4.50	OBJ I	General & specific learning objectives	Ndungu
	4.50-5.00		Participants feedback & next day Assignment	Kiruki
Monday 16th June	8.30-8.45		Review session	Kiruki
	8.45-9.45	Unit ,10 OBJ I	General & specific learning objectives con'd	Kiruki
	9.45-10.30	OBJ 2	curriculum organisation	
	10.30-11.00		Tea Break	
	11.00-12.30	OBJ 2	Curriculum organization con'd	Kiruki
	12.30-2.00	-	Lunch Break	
	2.00-2.45	OBJ 2	curriculum organization con'd	Kiruki
	2.45-3.30	OBJ 3	Write first draft lesson plan	
	3.30-3.45	6	Break	
	3.45-4.50	OBJ 3	Lesson plans con'd	Kiruki
	4.50-5.00		Participant feedback & next day Assignment	Ndungu

DAY & DATE	TIME	UNIT & OBJECTIVE	TOPIC	LEAD TR INER
Tuesday 17th June	8.30-8.45	OBJ 3	Review session	Ndungu
	8.45-10.30		Lesson plans con'd	Mosongo
	10.30-11.30		Tea Break	
	11.30-12.30	OBJ 3	Lesson plan con'd	Mosongo
	12.30-2.00	-	Lunch Break	
	2.00-3.30	-	Lesson plan con'd	Mosongo
	3.30-3.45	-	Break	
	3.45-4.50	OBJ 3	Lesson plans con'd	Mosongo
4.50-5.00		Participant feedback & next day Assignments	Mosongo	
Wednesday 18th June	8.30-8.45	OBJ 3	Review session	Mosongo
	8.45-10.30		Lesson plan con'd	Muita
	10.30-11.00		Tea Break	
	11.00-12.30	OBJ 3	Lesson plans con'd	Muita
	12.30-2.00	-	Lunch Break	
	2.00-3.30	OBJ 3	Lesson Plans con'd	Muita
	3.30-3.45	-	Break	
	3.45-4.50	OBJ 3	Lesson plans con'd	Muita
4.50-5.00		Participant feedback & next day Assignment	Kiruki	

DDAY & DATE	TIME	UNIT & OBJECTIVE	TOPIC	LEAD TRAINER
Thursday 19th June	8.30-8.45	Unit IO OBJ 4	Review session	Kiru ki
	8.45-10.30		Refine lesson plans	
	10.30-11.00	-	Tea Break	
	11.00-12.30	OBJ 4	Refine lesson plan con'd	Ndungu
	12.30-2.00		Lunch Break	
	2.00-3.30	OBJ 4	Refine lesson plans con'd	
	3.30-3.45	-	Break	
	3.45-4.50	OBJ 4	Refine lesson plan con'd	Ndungu
4.50-5.00		participant feedback & next day assignments	Mosongo	
Friday 20th June	8.30-8.45	OBJ 4	Review session	Mosongo
	8.45-10.30		Refine lesson plans con'd	
	10.30-11.00	-	Tea Break	Kiruki
	11.00-12.30	OBJ 4	Refine lesson plans con'd	
	12.30-2.00	-	Lunch Break	
	2.00-3.30	OBJ 4	Refine lesson plan con'd	Kiruki
	3.30-3.45	-	Break	
	3.45-4.50	OBJ 4	Refine lesson plans con'd	Kiruki
4.50-5.00		Participant feedback & next week schedule and Assignment	Muita	

WEEK SIX

DAY & DATE	TIME	UNIT & OBJECTIVE	TOPIC	LEAD TRAINER
MONDAY TUESDAY WEDNESDAY 23,24,25 JUNE	8.30 - 8.45	UNIT UNIT 10 OBJ. 5	Review Session Develop Training Materials	Muita
	8.45 - 10.30			Mosongo
	10.45 - 11.00	OBJ.5	T E A B R E A K Trg:Materials Cont'	Ndungu
	11.00-12.30			
	12.30-2.00	OBJ.5	L U N C H B R E A K TRG. Materials Cont'	Muita
	2.00-3.30			
	3.30-3.45	OBJ.5	B R E A K TRG.Materials Cont' Participants Feedback & Next Day Assignment	Kiruki
	3/45-4.50			
4;50-5.00				
THURSDAY 26TH JUNE	8.30-8.45	OBJ.6	Review Session Prepare Pre-Post Test	Kiruki
	8.45-10.30			
	10/30-11.00	OBJ.6	T E A B R E A K Pre-post Test Cont'	Kiruki
	11.00-12.30			
	12.30-2.00	OBJ.6	L U N C H B R E A K Pre-post Test Cont'	Kiruki
	2.00-3.30			
	3.30-3.45	OBJ.6	B R E A K Pre-post Test Cont' Participants Feedback & Review Last Day Schedule	Kiruki
	3.45-4.50			
4.50-5.00	Mosongo			
FRIDAY 27TH JUNE	8.30-8.45		Review Session Post Test	Mosongo
	8;45-10.15			
	10/15-11.00		T E A B R E A K Workshop evaluation (Participants Reaction Forms)	ALL TRAINERS
	11.00-11.45			
	11.45-12.30		RETURN PRE & POST TESTS RESULTS & DISCUSS RESULTS L U N C H B R E A K	Ndungu
	12.30-2.00			
	2.00-3.30		Review Workshops for Next Project Implementation Steps B R E A K	Asila
	3.30-3.45			
3.45-4.45	C L O S I N G R E M A R K S			

REPUBLIC OF KENYA

MINISTRY OF HEALTH/EDUCATION OF NURSES IN MCH/FP

CURRICULUM FOR THE SIX WEEK
MCH/FP MANAGEMENT TRAINING SKILLS WORKSHOP FOR DISTRICT TRAINERS
HELD IN KIAMBU DISTRICT AND NAIROBI KENYA FROM MAY 19 - JUNE 27, 1986.

DIVISION OF NURSING
MINISTRY OF HEALTH
NAIROBI. KENYA

INTRAH (PROGRAM FOR INTER-
NATIONAL TRAINING IN
HEALTH) UNIVERSITY OF NORTH
CAROLINA AT CHAPEL HILL;
NORTH CAROLINA. U.S.A.

INTRAH ESA REGIONAL OFFICE
NAIROBI, KENYA.

SIX WEEK MCH/FP MANAGEMENT TRAINING SKILLS WORKSHOP FOR KRN DISTRICT TRAINERS

CONTENT

1. Background information
 1. Workshop goal
 2. Program/Operational objectives
 3. Workshop output
 4. General/Overall objectives;
 5. Content outline.
-
- 5:1 Unit I Orientation
 - 5:2 Unit 2 Review of practical management concepts, skills and values.
 - 5:3 Unit 3 Basic management skills.
 - 5:4 Unit 4 Evaluation District MCH/FP services
 - 5:5 Unit 5 Planning MCH/FP services.
 - 5:6 Unit 6 Implementing/Supervising MCH/FP.
 - 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 I-10.

MCH/FAMILY PLANNING MANAGEMENT TRAINING 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 ECN's . 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.

The sequence of units is done so that the completion of one assists critical activities in the next one.

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 sessions as teams during workshop, using the newly developed ECN management curriculum (see Unit IO) and the training materials which they have made, under, National Trainers and INTRAH Consultants supervision.

MCH/FP MANAGEMENT TRAINING SKILLS

WORKSHOP FOR KRN DISTRICT TRAINERS

MAY - JUNE 1986

I. 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 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. Analyse the MCH/FP status based on their observations and experience
3. Describe practical management concepts, skills and values.
4. Demonstrate the most essential basic management skills.
5. Evaluate district MCH/FP services.
6. Plan district MCH/FP services.
7. Implement and supervise district MCH/FP services.
8. Describe the steps of planning a curriculum.
9. Describe how to conduct management training.
10. Evaluate management training.
11. Develop a 3 week management workshop, curriculum for MCH/EENS.
12. Develop simple training aids listed in the 3 week curriculum
13. Conduct management training sessions.

5. CONTENT OUTLINE

UNIT 1: ORIENTATION 9 HOURS

UNIT OBJECTIVE

1. Utilise experience gained during the workshop orientation to develop a positive learning atmosphere.
2. Analyse the MCH status in terms of strengths & weaknesses based on their experiences.

LEARNING OBJECTIVES

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

1. Complete registration forms.
2. Address colleagues & trainers by preferred names.
3. Compare our and other trainees and trainers expectations of the workshop.
4. Identify their own management & training skills strengths & weakness based on a pre-test questionnaire.
5. Receive training resources for use in the workshop.
6. Discuss workshop rationale, objectives training and evaluation methods and logistics.
7. State factors which influence adult learning.
8. Explain principles of adult learning .
9. Explain the reasons for giving feedback.
10. Use rules of giving and receiving feedback.

CONTENT

- 1.1 Registration
 - 1.2 Introduction
 - 1.3 Expectations:Reasons in training
 - 1.4 Pretest
 - 1.5 Overview of workshop:Objectives , major outputs expected;
training methods used; methods of evaluation; logistics.
 - 1.4.6 Adult learning:definition of adult;how adult learn;principles
of adult learning.
 - 1.7 Feedback: Definition;purpose in management and training: rules
giving and receiving feedback.
- 5.2. UNIT 2 : INTRODUCTION TO PRACTICAL MANAGEMENT CONCEPTS,
SKILLS AND VALJES. 8½ HOURS .

Unit Objectives.

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

1. Define practical management in MCH/FP operational terms.
2. Demonstrate the ability, to assess ones own leadership style.
3. Describe functions of an effective leader.
4. Demonstrate the ability to identify management functions.
5. Demonstrate the ability to identify management duties.
6. Explain 7 essential leadership skills:-
 - : Communication;counseling,
 - : delegation; training; motivation:
 - : evaluation; follow up;.
7. Describe differences between basic management skills and
system management skills.
8. Describe ones own management values.
9. Compare ones own management values to those of others in
the group;

CONTENT

- 2.1. Working definition of practical management.
- 2.2 Leadership:-
 - Functions, styles, , qualities;
 - Essential skills in leadership ; - communication;
counsrlling; del egation, training; motivation, evaluation
& follow up.

- 2.3 Management functions: planning implementation and evaluation.
-management functions at district level.
-management functions of an MCH/FP ECN.
-Duties(management)for management functions of MCH/FP ECN.
- 2.4 Basic management skills.
- 2.5 System management skills
- 2.6 Individual & group values in management.

5.3 UNIT 3 BASIC MANAGEMENT SKILLS 8 HOURS

Unit Objectives

By the end of the unit each participant will be able to:-

- 1; Given a group exercise, demonstrate desirable individual behaviour in a group.
2. Discuss the important factors that influence communication in MCH/FP Services.
3. Demonstrate the ability to listen accurately.
4. During a role play, demonstrate skills in problem solving/ decision making.
5. Explain the steps followed in problem solving / decision making.
6. Given a exercise, demonstrate skills in problem solving/decision making.
7. Describe methods that can be used in improving time management.
8. During a role play demonstrate ability to counsel a subordinate on poor conduct.

CONTENT

- 3.1 Group dynamics: individual behaviour in groups; teamwork; advantages & disadvantages of teamwork.
- 3.2 Communication in MCH/FP service management : factors that influence effective communication in MCH/FP service management.
- 3.3 Problem solving/Decision making
: definition of problem, definition of decision
: steps in problem solving & decision making.
: skills required to solve problems & decision making.
- 3.4 Time management.
: How to assess time used for different activities
: methods of managing time:-workplan, reminder check list; delegation; follow up, job analysing duty roster

5.4. UNIT 4 EVALUATING DISTRICT MCH/FP SERVICES 6 HOURS.

Unit Objective

Evaluate district MCH/FP services.

Learning Objectives

By the end of the unit each participant will be able to:

1. Describe the term 'Evaluation'
2. Describe the steps involved in evaluation
3. Demonstrate the ability to compute percentage of annual improvements in MCH/FP services.
4. Describe the steps involved in MCH/FP evaluation
5. Explain procedures used in providing information for evaluation of MCH/FP services.
6. Given preceding quarters family planning commodity/supplies utilisation data and current quarters family planning commodity/supplies utilisation data, evaluate changes in FP status.
7. Given information on MCH/FP status, and one year's attendance record of MCH/FP clinic, demonstrate how a KRN would use the information to identify MCH/FP needs and priorities.
8. Given the ECN management functions and functions analysis format, analyse
The ECN duties and design an instrument for job performance assessment.

CONTENT

4.1 Evaluation process

Working definition in the context of MCH/FP service & delivery;

:Indicators used in evaluating MCH/FP services.

4.2 Computing percentage of annual improvement in MCH/FP services.

:Identifying priorities from MCH/FP status reports

4.3 Steps involved in MCH/FP service evaluation:-

- description of MCH/FP status or services to be evaluated
- collect baseline data
- review goals & objectives for MCH/FP services
- collect data required to provide evidence for comparison.
- compare result with MCH/FP goals & objectives
- Baseline data.
- Judge whether and to what extent the goals and objectives have been met.

- 4.4. Procedures used in providing information for evaluation of family planning services:-
- Family planning record forms
 - Daily activity registers
 - MCH/FP coupon.
 - Summary form for contraceptive supplies
- 4.5. Using commodity(supplies) utilisation to evaluate MCH/FP status: Relate to:
- Family planning target population
 - Reports on commodity utilisation
 - Comparing baseline and current usage of commodities.
 - Appropriateness of contraceptives .
- 4.6 Evaluating ECN performance
- Developing duties out of functions shown in official job descriptions
 - Development of performance assessment tool for use by self or supervisor for baseline information(needs assessment)and regular performance assessment.
 - Computing scoring of job performance assessment tool.

UNIT 5 PLANNING DISTRICT MCH/FP SERVICES 6 HOURS 5 MINS

Unit Objectives

Plan MCH/FP services

Learning Objectives

By the end of the unit each participant will be able to:-

1. Describe the terms used on planning .
2. Describe the key steps used in planning.
3. Given identified needs and priorities discussed in Unit 4 write an MCH/FP improvement goal.
4. Given the MCH/FP improvement goals, write three service delivery objectives.
5. Given one of the three service delivery objectives and work plan format, write a work plan to achieve the objective.

CONTENT

- 5.1 Terms used in planning the first step of the management process
- Needs assessment)
 - Goals) for MCH/FP services.
 - Objectives)

- Similarity & difference in use of the terms in training and service planning.
- Relating the terms to Kenya National MCH/FP POPULATION Policy.

5.2 Steps used in planning.

5.2.1 List of the steps

- Defining needs and setting priorities.
- Setting goals & Objectives
- Prepare a workplan.
- Application of steps to MCH/FP service delivery.

5.2.2 Programme goals and objectives: An overview, characteristic; pupose; examples.

Using needs & priorities to write MCH/FP improvement goals.

Using MCH/FP improvement goals to write service objectives.

5.2.3 Workplan

- description, purpose, format used
- developing/writing a workplan from MCH/FP service objectives

UNIT 6 IMPLEMENTING/SUPERVISING MCH/FP SERVICES 17 HOURS

; Unit Objectives

Implement and supervise district MCH/FP services

Learning objectives

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

1. During a role play, demonstrate ability to conduct an interview with an ECN on the results of a supervisory visit.
2. Given a case study, analyse the KRN (District Trainer) responsibilities in supply and equipment management.
3. Demonstrate the ability to determine , maximum family planning commodity inventory levels and propose requisition forms.
4. Describe MCH/FP records & reports.
5. Given a case study & guidelines, write a report on MCH/FP services in the district.
6. During a role play practise basic supervisory skills, in delegation and motivation.
7. Given a list of functions & duties of an ECN, design an MCH/FP supervisory visit check list, developed in Unit 4.
8. During a simulation, demonstrate ability to conduct an interview with an ECN in a supervisory visit.

9. Given a case study, analyse KRN (District Trainer) role in coordinating community resources in provision of MCH/FP services. Discuss common problems & solutions on facility management, transport & financial management.

CONTENT

6.1 Basic Supervisory skills:-

- Communication skills, interviewing; giving feedback, counselling listening skills.
- Delegation; ability to create an atmosphere that motivates personnel or juniors, to work.
- Supervisory check list: purpose, what it usually covers; developing supervisory check list, using and scoring

6.2 Management of supplies and equipment

- : supply/equipment records/inventories.
- : Ordering amounts to match workload or services being delivered; Requisition procedures & formats.
- Protection of supplies including storage, repairs, written loan records.
- Policies guiding management of supplies and equipment

6.3 Facility management

- Aspects for which KRN & ECNS are responsible.
- Policies, guidelines or procedures of managing facilities

6.4 Managing transport : Role of KRN (District Trainer & ECNS; Use of log books; maintenance.

6.5 Managing finance

- : : Aspects for which District Trainer is responsible
- : Simple records finances used by DT
- : Policies, guidelines & procedures for managing finance.

6.6 Reporting & recording

- General principles of writing MCH/FP reports.
- Formats used by Kenya Ministry of Health .
- Policies, guidelines & procedures emphasis on frequency of reports, to whom to send; number of copies to be sent.
- Use of reports at district & national level.

6.7 Advocacy/liason/coorrdinating function of KRN (DT)

- Rationale of advocacy/coordinating all community health activities : Advantages & disadvantages/problems of advocacy in MCH/FP services
- Resources available : human & maternal in the communities.
- Role of DT in promoting coordination of MCH/FP service related activities in her district.

UNIT 7 : MANAGEMENT TRAINING APPLIED TO MCH/FP

Unit Objectives

Describe the steps in curriculum planning

Learning Objectives

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

1. Explain 5 major components of the training process.
2. Define the terms:-
 - training education, learning, curriculum, training goals, training objectives; lesson plan
3. Describe 9 main steps followed in developing curriculum.
4. Describe components of a curriculum based on trainers 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 needs.
8. Demonstrate the ability to outline content to match identified learning objectives.
9. Demonstrate the ability to organise content into logical units and assign time.
10. Describe at least 8 management training methods based on guide.
11. List at least 4 sources of information 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. List at least 6 materials and aids used in MCH/FP Training.
15. Explain at least 4 purposes of training aids
16. Describe guidelines in preparing training aids.
17. Explain how to use training aids based on trainers guide.
18. Identify problems faced (by MCH/FP trainers) in relation to training materials.

CONTENT7.1 Overview of the training process

- Components of the training process
 - : Definition of training, learning, curriculum, training goals, training objectives; lesson plans!
- The learning process in general
 - how learning takes place, three fields/types of learning (knowledge, skills, attitudes).
 - Factors which influence learning
- ; - Review principles of learning and relate to adult learning principles .
- Concept of selecting priority areas to be learned ("MUST LEARN" concept)
- How to promote learning:-
 - : individually or as self.
 - : as a trainer
 - : learning cone.

7.2 Curriculum development7.2.1 Overview of curriculum development

- sources
- : major steps overview & relation to training process:
 1. Needs Assessment including task listing or job description
 2. Writing training goal
 3. Writing training objectives
 4. Organising content: dividing into units: & allocate tentative time
 5. Determine training methods, materials & how learning will be evaluated.
 6. Developing lesson plans
 7. Developing training materials & aids
 8. Conducting training & testing the curriculum.
 9. Evaluating & revising the curriculum.

Principles of writing a curriculum components of short course/ workshop curriculum document (emphasis need to co-ordinate project proposal objectives & outputs of the training activity in curriculum development).

7.2.2 Needs Assessment

- Definition, data necessary in order to help conduct a training needs assessment.
- methods used, advantages & disadvantages.
- developing, conducting & analysing needs assessment (ECNS)

7.2.3 Training goals & objective

- Definition, purposes, types, categories qualities
- Compare training & program goals
- Practice writing training goals & objectives.

7.2.4 Selecting content, sequencing in Units

- Use of tasks as unit leading instead of topics
- methods/forms of organising content
 - (a) in a task analysis format to include tasks, knowledge, skills, attitudes, training methods, resources, evaluation & time allocation or in a modified form.
 - (b) Format/system with Unit heading & total time allocated for the unit
 - Unit/general objective
 - specific/learning objectives
 - content arising from the objectives

Guidelines for assigning time e.g

- (a) 30% theory & 70% practice/practical exercises & processing the practical work or 1 part theory and one part practical.
- (b) Depends on training needs trainee characteristics; time available for the training activity.

7.2.5 Training methods

- Overview of training methods
- Selected training methods: lecture/discussion, group discussion, field trips, home visits, role play, brainstorming, case study; team teaching;
- Guide for describing training methods; definition/description, for what size of group or type of learning used,

con'd

Advantages & disadvantages; how to make the training method successful in achieving objectives

- Tips in selecting training methods.

7.2.6 Lesson plan

- Definition, purpose
- Guidelines in writing.
- Formats & components, rationale
- Evaluating how well a lesson plan has been written;
- Practice writing lesson plan.

7.2.7 Training materials

- Overview of training materials, purposes, advantages, problems.
- Selecting appropriate training materials
- Preparation /making, how to use selected training materials e.g.
 - : Chalkboard, newsprint, teaching charts/posters
 - diagrams, role play scripts, case studies;
 - textbooks, handouts.
- How to evaluate training materials

5.8 Unit 8: IMPLEMENTING TRAINING 1 HOUR 45MINS

Unit Objective

Describe how to prepare for and conduct training.

Learning Objectives

By the end of the unit each participant 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 5 critical conducting a training session.

CONTENT

8.1 Logistic activities done to prepare for a workshop:

: Writing a work/implentation plan (review emphasis on training activities).

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.

UNIT 9 EVALUATING TRAINING

Unit Objective:

Evaluate management training

Learning Objectives

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

1. Describe the evaluation process and methods in relation to management training.
2. Analyse the results of the on-site management training needs assessment of ECNS based on trainers guide.
3. Demonstrate the ability to compute a job performance assessment score for ECNS
4. Practice designing prepost test questions .
5. Demonstrate the ability to analyse participants feedback

Content Overview of the -

9.1. Evaluation of process

Review of evaluation process and methods,,relating to sessions in the Unit 4 and training .

-Working definition of "training evaluation"

-Review of what is evaluated in management training; by whom, frequency and how and relating to the ECN Clinic management training for which DT'S are responsible.

9.2 Workshop evaluation methods

- Pre-course needs assessment.
- Pre/post test
- monitoring learning during the workshop
 - e.g sessional & daily feedback.
 - End products of assignment, individual & group participation
 - trainee/trainer conferences.
- End of workshop evaluation
- Job performance assessment before & after management training.
- Results of participant

9.3 Analysing Results of participant Assessment

9.3.1 How to compute a job performance assessment

9.3.2 Practice computing a job performance assessment

9.3.3 Analysis of participant feedback from

- (a) daily sessional feedback forms
- (b) workshop evaluation.

9.4 Designing pre/post test

- Types of questions used in management training pre/post test
 - : True/false items
 - : Multiple choice
 - : Fill in
 - : Short answer
 - : matching
 - : skills test
- Guidelines for writing each item listed above.
- Practice writing pre/post test questions.

UNIT 10PRACTICUM2 WEEKS (60 MINS)Unit Objectives

1. Develop a 3 week Clinic management workshop curriculum for ECNS.
2. Conduct management training

Learning Objectives

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

1. Write general & specific Learning objectives based on the training needs assessment and workshop goal.

2. Based on identified objectives,organise content into topic units and assign tentative time.
3. Write draft lesson plans using a given format.
4. Given draft lesson plans,refine them into final versions for re-typing and reproduction.
5. Develop training materials based on the prepared lesson plans.
6. Prepare the pre/post test for the 3 week ECN Clinic management workshop.
7. Demonstrate the ability to conduct a training session as a team member.
8. Using a check list assess a well presented lesson.

Content

- 10.1 Finalise analysis of results of on-site needs assessment of MCH/FP ECNS.
- 10.2 Practice writing learning objectives.
- 10.3 Practice selecting organising content; deciding on unit headings and tentative time.
- 10.4 Draft lesson plans
- 10.5 Refine lesson plans
- 10.6 Prepare training materials for the lesson plans.
- 10.7 Practice teaching of parts of the curriculum.

6. EVALUATION METHODS FOR THE WORKSHOP

- : Pre-course needs assessment
- : Pre/post test.
- : Observing individual and group participation
- : Review sessions at beginning and end of the day
- : INTRAH Reaction form.
- : Job performance Assessment check list.

7. BIBLIOGRAPHY/REFERENCE BOOKS

FOR PARTICIPANTS

Abbatt FR:Teaching for better learning.

WHO/AMREF NAIROBI

Katz : Guidelines for evaluating a training program for Health Personnel! A manual for trainers & supervisors.WHO Geneva.

Mac Mahon et al : On Being in Charge : WHO Geneva 1984

Marriner : A guide to Nursing Management
2nd Edition C.V Mosby company
St.Louis Toronto 1984.

Werner D & Bower B : Helping Health Workers learn
Hesperion Foundation California
USA (Available at AMREF).

Katz.

Weekly Review(Kenya): Optimum Benefit theory FP
A summary of Kenya Population
guidelines

2. For Trainers

As already issued during their own training in
MOH/DON/INTRAH .

Activity 2.

P R O G R A M M E

OFFICIAL CLOSING CEREMONEY FOR THE SIX WEEKS WORKSHOP
IN MCH/FP MANAGEMENT SKILLS AND CURRICULUM DEVELOPMENT FOR
MINISTRY OF HEALTH OFFICERS

VENUE: MILIMANI HOTEL

DATE: 27TH JUNE, 1986

PARTICIPANTS: DISTRICT TRAINERS)
NATIONAL TRAINERS) M.O.H.

TIME: 3.00 P.M.

GUEST OF HONOUR: MRS. T.M. ODJURI
CHIEF NURSING OFFICER, MOH

OTHER GUESTS: - DEPUTY DIRECTOR - INTRAH, CHAPEL HILL
REGIONAL DIRECTOR - INTRAH/ESA AND HER TEAM

2.30 P.M. - Participants seated.

2.45 P.M. - Guests Arrive

3.00 P.M. - Guest of Honour Arrives.

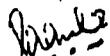
3.10 P.M. - Programme Co-ordinator Introduces the Chief
Nursing Officer and invites her to:

1) Officiate the Letters of Commendation Giving

2) Officially close the Workshop

3.30 P.M. - Vote of Thanks by one of the Participants

3.40 P.M. - WELCOME FOR A CUP OF TEA


P.A. ASILA
COURSE CO-ORDINATOR

APPENDIX C.2.

COURSE CURRICULUM

TWO-DAY WORKSHOP

**TWO-DAY ORIENTATION AND PLANNING
WORKSHOP FOR PROVINCIAL SUPERVISORS
OF KRN DISTRICT TRAINERS**

MOH/DON EDUCATION OF NURSES IN MCH/FP II

TWO DAY ORIENTATION AND PLANNING

WORKSHOP FOR

PROVINCIAL SUPERVISORS OF KRN DISTRICT TRAINERS.

ORIENTATION AND PLANNING WORKSHOP FOR

PROVINCIAL NURSE SUPERVISORS OF KRN DISTRICT TRAINERS

JUNE 5 - 6, 1986.

INTRODUCTORY REMARKS.

The two day workshop to orientate the provincial supervisors of District trainers was planned basically for three purposes:-

1. To reinforce commitment of the District Trainers to full time training activities for ECNS in Clinic management.
2. To enable the supervisors to be well versed with the project in which 600 MCH/FP ECNS will be trained in clinic management by the end of the MOH/DON project, entitled Nurses Education in MCH/FP II.
3. To strengthen a teamwork approach in carrying out tasks related to the project with emphasis on clarifying roles & relationship of groups.

The main product of the 1½ days workshop is a provincial work plan which will be prepared by the supervisor & District Trainer teams. The Work plan would in turn be related to the national work plan.

WORKSHOP GOAL

To orient Provincial Nurse Supervisors and other senior nursing officers to the MOH/Kenya Nurses Education in MCH/FP II

GENERAL OBJECTIVE

To develop detailed provincial/workplans for implementing the project by Jan. 31, 1987.

SPECIFIC OBJECTIVE

By the end of the workshop nurse supervisors and District trainers will be able to :-

1. Complete registration forms
2. Conduct a self introduction session.
3. Explain the purpose of the 1½ day orientation & planning workshop.
4. Describe at least 3 important ideas presented by key note speakers.

5. Discuss present development status of MCH/FP services in Kenya.
6. Describe the objectives and methods of the Kenya Nurses Education in MCH/FP project.
7. Write a detailed Provincial workplan for the year ending Jan.31, 1987
8. Describe the two day workshop experience .
9. Discuss value of workshop participation.

CONTENT

1. Registration
2. Introduction
3. Purpose of the orientation & planning workshop.
:Logistics.
4. Key note address
5. MCH/FP service in Kenya
 - Progress/development status of different division of theMCH/FP services:
 - Relevance of project : Nurses Education in MCH/FP II
 - Roles of MOH and Provincial and District Administration in the context of District Focus for Rural Development policy.
6. MOH/DON Nurses Education in MCH/FP II Project.
 - 6.1 Goals
 - 6.2 Program Objectives
 - 6.2 Outputs of the project
 - 6.3 Activities/methods of implementing the project.
 - 6.4 Roles/responsibilities of various personnel in implementing the project.
 - : Chief Nursing Officer & Project coordinator.
 - : National Trainers
 - : District Trainers.
 - 6.5 Relationships of the groups.
 - 6.6 Activities in between workshops
 - 6.7 Evaluation of Reviewing the project

7.Closure

- : Discussing workshop experience & value.

2 DAY ORIENTATION PROGRAMME FOR
PROVINCIAL SENIOR NURSES

GOALS

1. To orient Provincial Nurse supervisors and others to the MOH/KENYA Nurses education MCH/FP II project including the roles and relationships of groups involved in project implementation.
2. To develop detailed provincial/District workplans for implementing the project in 1986.

OBJECTIVES

1. Complete Registration Form (Provincial Supervisors).
2. Conduct self introduction session.
3. Explain the purpose of 1½ day orientation and planning workshop.
4. Describe at least 3 important ideas presented by Key note speaker.
5. Discuss present development status of MCH/FP services.
6. Describe objectives and methods of the project (MOH/Kenya Nurses education in MCH/FP II).
7. Write a detailed provincial workplan for year ending January 1987.
8. Describe the two day workshop experience.
9. Discuss value of workshop participation.

- 2 -

TWO DAY PROVINCIAL ORIENTATION AND PLANNING WORKSHOP

DAY & DATE	TIME	UNIT OBJECTIVE	TOPIC	LEAD TRAINER	
Thursday 5th June	9.00-9.30	PROV. ORINT. OBJ. 1	Registration	Mrs. Kiruki	
	9.30-10.00	OBJ. 2	Self-Intro- duction	Miss Asila	
	10.00-10.15	OBJ. 3	Purpose of orientation & planning Workshop	Miss Asila	
	10.15-11.00	OBJ. 4	Key Note Speaker	Mrs. Ngugi	
	11.00-11.30	T E A	B R E A K		
	11.30-1.00 P.M.	OBJ. 5	MCH/FP Develop ment Status	Dr. Koinange D.M.S..	
	1.00-2.00	L U N C H	B R E A K		
	2.00-2.30	OBJ. 5	MCH/FP Develop ment Status Con't.		
	2.30-3.30	OBJ. 6	Project Objectives & Methods	Kiruki	
	3.30-3.45	B R E A K			
	3.45-5.00	OBJ. 6	Provin cial groups and general discussions of project	Kiruki	
	6.00-8.00	FP	Film showings	Mosongo	
	Friday 6th June	8.30-8.45	PROV. PLAN OBJ. 7	Review session Write Provi- ncial work plan	Muita
		10.30-11.00	T E A	B R E A K	
11.00-12.15		OBJ. 7	Write provi ncial work plan Con't.	Muita/ Ndungu	
12.15-12.30		OBJ. 8	Two day workshop evaluation	ALL	
12.30-12.45		OBJ. 9	Closing discussion	Miss Asila	

WORKSHOP TITLE- ORIENTATION AND PLANNING

WORKSHOP GOAL 1 - TO ORIENT PROVINCIAL NURSE SUPERVISORS AND OTHERS TO THE DOH?KENYA NURSES EDUCATION IN MCH/FP 11 PROJECT INCLUDING THE ROLES AND RELATIONSHIPS OF GROUPS INVOLVED IN PROJECT IMPLEMENTATION.

GOAL 2 - TO DEVELOP DETAILED PROVINCIAL WORKPLAN FOR IMPLEMENTING THE PROJECT IN 1986.

Learning Objectives	Knowledge Required	Skill & Attitudes	Learning Process	Materials Resources &	Eva- luation	Time
Obj.1 complete registration form	personal information	-	<ul style="list-style-type: none"> - Trainer passes registration forms round. - participants complete registration form and gives it trainer for typing - trainer distributes typed registration form later 	Registration form	Participation of the Participants	30mi
Obj.2 Conduct a self introduction session	purpose of informations knowledge of other participants	sharing information about oneself.	- Convere introduces guest speakers and asks the participants to introduce themselves giving names and where they are working.			30min

Learning Objective	Knowledge Required	Skills & Attitudes	Learning Process	Materials & Resources	Evaluation Time	
<p>Obj. 3. Explain the purpose of 1/2 day orientation and planning workshop.</p>	<p>purpose of orientation and planning workshop</p>	<p>-</p>	<p>Workshop leader makes introductory remarks including</p> <ul style="list-style-type: none"> - The purpose of orientation and planning workshop and any logistic matters. - Facilitator invites any related question for discussion. 	<p>-</p>	<p>Quality of participation</p>	<p>15 min</p>
<p>Obj. 4. Describe at least 3 important ideas presented by key note speaker</p>	<p>Message by key note speaker</p>		<ul style="list-style-type: none"> - Workshop leader introduces key note speaker if not already introduced. - Key note speaker presents the message. - Questions and comments by participants and speaker. 		<p>Quality of participation</p>	<p>45 min</p>

Learning Objective	Knowledge Required	Skills & Attitudes	Learning Process	Materials & Resources	Evaluation Time
<p>Obj.5. Discuss present development status of MCH/FP services in Kenya</p>	<p>Knowledge of MCH/FP services in Kenya and development status including presents strengths and weaknesses of MCH/FP delivery system.</p>	<p>-</p>	<p><u>Presentation & Discussion</u></p> <p>Workshop leader introduces the guest speaker.</p> <p>-Speakers give a talk on development status of MCH/FP services in Kenya.</p> <p>-Participants listen and take note of important points.</p> <p>-After all the talks participants give comments or ask questions as necessary.</p> <p>-Guest speakers and other participants respond to comments and questions.</p> <p>-Workshop leader summarises and gives a vote of thanks.</p>	<p>Newsprints & felt pens</p>	<p>Responses of the participants</p> <p>3hrs</p>

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS CAPABILITIES	LEARNING PROCESS	MATERIALS RESOURCES	EVALUATION	TIME
Obj.7. Write a detailed provincial workplan for year ending Dec.1986.	<p>How to write a workplan.</p> <ul style="list-style-type: none"> -Workplan format -Available resources for training ECNS -Names and locations of ECN to be trained. -Information on training sites and facilities. -Names of trainers and availability 	<p>Writing a workplan</p> <ul style="list-style-type: none"> -importance of a workplan -Ability to coordinate resources and time schedule. 	<p>Presentation/ Discussion</p> <p>Facilitator leads a discussion on reasons for using a workplan and how to write one.</p> <ul style="list-style-type: none"> -Facilitator refers participants to the project document workplan and explains the exercise. -Participants get into provincial groups and each group selects a facilitator and a recorder. -National trainers acts as resources. - The groups work out 1986 ECN training and follow up plan. - All groups join together and each group presents its own plan. - All groups workplan are discussed and collated into one detailed National plan. - The detailed National workplan is photocopied and distributed. 	<p>Newsprint stationary.</p> <ul style="list-style-type: none"> -Format for writing a workplan. National workplan 	<p>Quality of provincial workplans.</p>	<p>3 hrs.</p>

Obj.7. Contd.

Learning Process Contd.
 Presentation/Discussion
 -National workplan is then
 typed and mailed

LEARNING OBJECTIVE	KNOWLEDGE REQUIRED	SKILLS & ATTITUDES	LEARNING PROCESS	MATERIALS & RESOURCES	EVALUATION	TIME
Obj.8. Describe the two day workplan experience	Workshop content & methods.	Ability to analyse & Describe workshop experience	Facilitator hands out evaluation forms and explain the importance of feed back. Participants complete Evaluation form. Facilitators collects evaluation forms summarises and analyses them.	Evaluation form	Quality of feedback	15min.
Obj.9. Discuss value workshop participation	workshop experience		Facilitator reviews workshop achievement and thanks participants for their contributions		Response by participants	5min

APPENDIX D.1.

LIST OF RESOURCE MATERIALS

SIX-WEEK WORKSHOP

RESOURCE MATERIALS - SIX WEEKS WORKSHOP

Basic Tests:

1. Abbatt, Teaching For Better Learning
2. Warner, Helping Health Workers Learn
3. Warriner, A Guide To Nursing Management, 2nd Edition
4. W.H.O., On Being Incharge
5. Kats, Guidelines For Evaluating A Training Programme For Health Personnel: A Manual For Training And Supervisors
6. INTRAH, Concepts And Issues In Family Planning

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Unit 1 Handouts

1. Workshop Curriculum Outline and Schedule Workshop.
2. Opening Speech.
3. Workshop Expectations - Results of Exercise
4. How Adults Learn.
5. Adult Learning Theory
6. Principles of Adult Learning
7. Learning Cone
8. Experiential Learning Model
9. Phases of Group Development
10. Feedback.
11. Disclosure - Feedback
12. List of Participants
13. Pre/Post Test Questionnaire

Unit 2 Handouts

1. Working Definition of Management
2. Working Definition of Leadership
3. Leadership Styles
4. What is Leadership ?
5. Qualities of an Effective Leader
6. " " " " "
7. Key Management Skills
8. Definitions
9. KRN(DT) Job Description
10. Functions and Duties of KRN(DT)
11. T - P Leadership Questionnaire
12. Questionnaire on Management Perspectives
13. Strengths and Weaknesses of MCH/FP Services
14. Functions Analysis Worksheet

Unit 3 Handouts

1. Group Dynamics
2. Introduction to Communication Process
3. Factors That Enhance Family Planning Communications
4. Factors That Influence Communication in MCH/FP Services
5. Instructions: Broken Squares Game
6. Worksheet: Problem Solving
7. Instructions: Problem Solving
8. Instructions: Role Play on Interviewing and Giving Feedback
9. Observers Worksheet: Role Play Exercise
10. Barriers to Effective Communication:
11. Active Listening Game
12. Time Management

Unit 4 Handouts

1. Working Definition of Evaluation
2. Evaluation
3. Information Flow on MCH/FP From the Service Centres to the National Level
4. Approaches and Indicators Used in Evaluating MCH/FP Services
5. MCH/FP Evaluation
6. Steps on Evaluating MCH/FP Services
7. Population Information on "X" District
8. Annual Report for 1984 on Family Planning - Number & Types of Clients
9. Data on Family Planning By Quarter and Method of Acceptors
10. Lecture on Statistics and Record Keeping
11. First Visits: 1980 - 82 (By Quarter)
12. Revisits: 1980 - 82 (By Quarter)
13. The Purpose of the Client Record Cards
14. MCH/FP Coupon
15. Family Planning First Visit Card
16. Guide To Writing An MCH/FP Services Delivery Report
17. ECN Job Performance Assessment Questionnaire in Management of MCH/FP Services
18. Format for Job Performance Assessment Worksheet
19. ECN Management Functions

Unit 5 Handouts

1. Definitions of Terms Used in Planning
2. Steps Used in Planning
3. Optimum Benefit Through Planning
4. MCH/FP Problems Identification in Unit 2
5. Goals and Objectives Identified in Unit 2
6. Workplan Format

Unit 6 Handouts

1. Worksheet: Problems/solutions in Transport, Facility and Finance
2. Managing Facility, Finance and Transport
3. Transport
4. Finance
5. Commodity Management
6. Commodity Management - Products Dispensed in 1985 Outlet 1
7. Report of Deficient, Damaged or Lost Government Equipment
8. Counter Requisition and Issue Voucher
9. SDP Family Planning Contraceptive Kit
10. Guidelines For Proper Storage
11. Family Planning User Daily Register
12. Monthly Report on Numbers of F/P Acceptors and Commodity Quantities
13. Case Study on Supplies and Equipment
14. Supply and Equipment
15. Motivation
16. Self-Quiz: How Do You Rate As A Motivator ?
17. Role Play Instructions on Delegation and Motivation
18. Supervisory Interviews
19. Objectives for a Supervisory Visit
20. Supervisory Checklist For an MCH/FP Service Delivery Point
21. Scoring Sheet - Supervision Checklist
22. Observers Worksheet: Supervisory Interview
23. Instruction Sheet: Supervisory Visit Simulation
24. Case Study: Community Coordination
25. Guide to Writing an MCH/FP Services Delivery Report

Unit 7 Handouts

1. Curriculum - Summary Information
2. ECN Job Performance Assessment Questionnaire on Management of MCH/FP Services
3. Training Assumptions
4. Categories of Objectives
5. Educational Goals and Objectives
6. Formation of Goals and Objectives
7. List of Active Verbs for Starting Educational Objectives
8. Some Possible Verbs for Use in Starting Cognitive Outcomes
9. Worksheet: Writing Training Goals and Objectives
10. The Content
11. Training Methods
12. A Summary of Training Methods
13. Tips on Selecting Training Methods
14. Tips on Selecting Training Methods: Questions to consider
15. ...

16. A List of Clinics to be Visited for ECN Needs Assessment - 3rd and 4th June, 1986
17. Lesson Plan
18. Preparing and Using Lesson Plans
19. Some Questions to Ask When Evaluating a Lesson Plan

Unit 8 Handouts

1. Checklist for Planning and Conducting a Workshop
2. Sitting Arrangements
3. Steps for Conducting a Training Session
4. Worksheet for Evaluating a Lesson Plan
5. Daily Evaluation Format

Unit 9 Handouts

1. Evaluation
2. Management Training Evaluation
3. Management Training Evaluation Process
4. Job Analysis Worksheet
5. Enrolled Nurse - Health Centre or Dispensary
6. Pre and Post Test Questions
7. INTRAH Pre-Post Test Results Form
8. ECN Job Performance Assessment Questionnaire in Management of MCH/FP Services
9. Management Training Project Evaluation
10. Management Training Project Evaluation - Summary of Results
11. Worksheet: Designing Pre/Post Test Questions/Exercises
12. Guidelines: Management Training Project Evaluation For MOH/INTRAH Education for Nurses in MCH/FP II Project

Unit 10 Handouts

1. Summary of ECN Job Performance Assessment
2. Lesson Plan Format
3. Workshop Schedule Format
4. Some Ideas on Curriculum Content and Organization
5. First Draft Lesson Plans - 3 Weeks Management Training Curriculum for ECNs
6. First Draft Pre/Post Test Questionnaire for 3 Weeks Management Training Workshop.

APPENDIX D.2.

LIST OF RESOURCE MATERIALS

TWO-DAY WORKSHOP

RESOURCE MATERIALS - TWO DAYS WORKSHOP

1. Curriculum Content and Schedule for Two Day Workshop
2. Programme Schedule
3. Status of Population Policy and Family Planning Programme in Kenya
4. Curriculum Content and Schedule for Six Weeks Workshop to Train District Trainer
5. Contraceptive Update
6. Guidelines for IUD Sterilization
7. Project Proposal: MOH/Kenya Nurses Education in MCH/FP II
8. Contraceptive Services
9. Overview of INTRAH/MOH Nursing Education in MCH/FP Project II
10. MCH/FP Management Training Workplan for ECNs Incharge (1986)
11. Provincial Activity Summary Sheet
12. Workplan For ECNs Workshop
13. Project Scheduling Sheet
14. MOH/DON Workshop Evaluation Form
15. INTRAH Participants Reaction Form
16. List of Participants.

APPENDIX G

**CONSULTANT'S CORRESPONDENCE
REGARDING WORKSHOP DELAY**

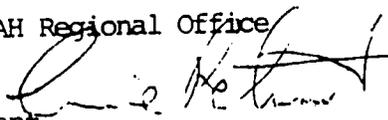
Program for International Training in Health

The University of North Carolina at Chapel Hill
School of Medicine

ESA Regional Office
P O Box 55699 NAIROBI
Telex 22683 DODWELL
Telephone 29670-26824

M E M O

To: Pauline Muhuhu
Director, INTRAH Regional Office

From: Ernie Petrich, 
INTRAH Consultant

Date: May 7 1986

Subject: Lack of MOH Preparedness to begin scheduled 6 - week workshop
for District Nurses:

After several days of assessing the status of preparations for the 6 week workshop scheduled to begin Monday, May 12, 1986, I regreffully must inform you that the MOH is not yet prepared to conduct this workshop and in the less than 3 working days remaining before the scheduled start of the workshop, will not be able to adequately prepare for it.

Specifically, with respect to preparation of training materials:

1. Training needs assessment information on District Nurses which was to be made available several months ago to provide the basis for curriculum development has been provided for only 12 of the 24 District Nurses to be trained at the 6-week workshop.
2. Lesson plans for all 10 training units of curriculum have yet to be finalized, retyped on stencils, proofed, stencils corrected, reproduced, collated, stapled and packaged, (typed drafts were to be sent to the Consultant for review and revision in March, but were not made available until last week due to delays in MOH typing).
3. MOH District level guidelines and procedures for program management, supervision supply management, and other management areas that should be included as curriculum content materials in training District Nurses have yet to be gathered and made available.
4. Many other curriculum content materials needed for handing out and reading (or use) by trainees have yet to be typed on stencils, proofed, stencils corrected, reproduced, stapled, and packaged for use - some needed handouts have yet to be written.
5. None of the many required visual aids, have yet been prepared and the MOH has not yet provided the newsprint, felt-tip pens and other supplies needed by trainers to prepare the visual aids.

...BB

6. The pre-post test answer sheet and daily assessment instruments have not yet been typed on stencils, proofed, stencils corrected, reproduced, collated and made ready for use.
7. The national level trainers have yet to visit and become acquainted with an ECN managed rural health center, which was to have been done during the last two months. When this issue was raised, the MOH proceeded to schedule the last workday before the beginning of the 6 week workshop (Friday, May 9) for this field visit), too late to be of assistance in curriculum preparation for the workshop.

With respect to logistical arrangements for the 6 week workshop:

1. The list of supplies needed for the workshop has yet to be prepared.
2. The supplies have yet to be purchased.
3. A ll of the 24 District Nurses to be trained at the workshop have yet to be selected and their availability confirmed.
4. The availability of the 24 District Nurses to serve full-time as District level supervisors and trainers for 2 years following the 6 week workshop, has yet to be confirmed. This confirmation is needed to ensure that the project can be successfully implemented at the peripheral levels of the system.
5. Arrangements for 6 week workshop participants to perform ECN training needs assessment on field visits to rural ECN managed health centers have yet to be initiated and confirmed.
6. Classroom space and lodging facilities for the 6 week workshop have only been arranged and confirmed for the first 3 weeks of the workshop as the venue selected is apparently unavailable for the 6 weeks needed.

Given the above conditions, it is the judgement of this Consultant that the objectives of the 6 week workshop cannot be achieved if the workshop is begun as scheduled. This workshop is intended to train District Nurses, who must in turn train ECNs therefore the quality of training experience during the forthcoming workshop must be at an acceptable level if subsequent project training activities are to be successfully carried out. It is the judgement of this Consultant that the entire project will be seriously jeopardized if the 6-week workshop for District Nurses is conducted without adequate MOH preparation. I must therefore respectfully recommend that the workshop be postponed until the MOH has adequately prepared itself to proceed.

Program for International Training in Health

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May 7 1986

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Telex: 22663 DODWELL
Telephone: 29670/26624

Mrs E.N.Ngugi
Ag. Chief Nursing Officer
Ministry of Health
P O Box 30016,
NAIROBI Kenya

Dear Mrs Ngugi

I enclose a copy of a memo to me from INTRAH Consultant responsible for MOH/DON/INTRAH Management training. The memo is self-explanatory but I would like to make my own comments to you in relation to his observations.

1. Training Needs Assessment:

The twelve questionnaires referred were received yesterday yet the information in them was to be incorporated into the curriculum. Please refer to paragraph 3 of my letter to you dated October 28, 1985 and enclosed workplan Activity 5.

2. Lesson Plans:

Mrs Mtawali has made several requests for this to be availed to her for review and onward transmission to the Consultant. Part of these were finally presented to her week of April 21. She reviewed and sent them back to National trainers for revision on April 25. At that juncture the lesson plans were incomplete. According to the enclosed workplan, these should have been sent to our office by March 7, 1986.

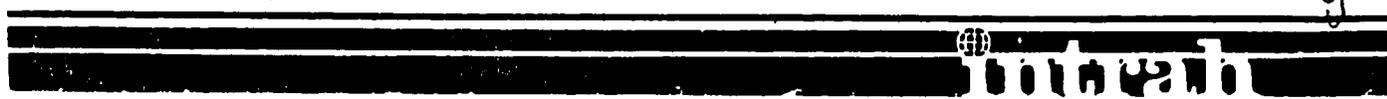
3. MOH District level guidelines and procedures:

These were to have been collected during a visit to ECN managed clinics by National trainers which has not taken place yet. They were required as INTRAH intends to strengthen existing system and use what is available in order to provide meaningful training.

4,5 & 6: Curriculum Content Materials: Visual Aids and Pre-post test:

A part from handouts, each trainer requires two days to develop visual aids. Typing and purchasing of essential preparation materials has been left until too late. This factor will interfere with learning/training process resulting in low quality training.

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7. Visit to ECN Managed Clinic:

In addition to comments in paragraph 3 of this letter, observation of ECN tasks, field testing the tools prepared would have strengthened the quality of the curriculum. We are not sure of the reason for the trainers' inability to visit despite our constant request to project coordinator to facilitate this.

8. Selection of 24 District trainers:

For the last 6 months, we have made efforts to obtain a list that is consistent with the MOH/INTRAH contract and to-date we do not have a complete and evenly distributed list.

The contract calls 4 District trainers from each province (Central, Nyanza, Western, Coast Valley and Eastern) We observe the following distribution from your list obtained yesterday.

- : 3 from Western Province
- : 1 from Nairobi (working in theatre)
- : 4 from Nyanza
- : 3 from Coast
- : 4 from Eastern
- : 5 from Rift Valley
- : 1 from North Eastern.

The regional Office has also received one questionnaire from Nyanza, this makes 5 persons from Nyanza, and none from Central Province. Has MOH changed the plans on whom, how many to be trained in and in which localities? If so, we need to amend the contract in order to reflect the actual numbers to be trained as well as the budget. Such amendment will need MOH/INTRAH agreement and USAID Nairobi and Washington approval, a process that takes as long as Contract approval.

9. Field Needs Assessment by 6 week workshop participants:

Unless this is done the participants will not be able to develop ECN management curriculum. The greater the number of ECNs managing ECN clinics are interviewed and observed the clearer the picture will be for content to be included in the curriculum.

10. Classroom Space and Lodging facilities:

This has been an issue between this office and the project Coordinator since March. From trainers stand participants must not be moved once the training process has commenced as again this results in interruptions in training process and reorganization. We still call for one site for 6 weeks confirmed in writing before training commences.

Given all the constraints, the anticipated problems once training commences with these constraints and the desire for INTRAH to meet its contractual obligations to provide quality training that result in improvement of rural MCH/FP services, we endorse the Consultants recommendations to postpone the workshop by at least one week to allow the logistics and training preparations to be completed. We are aware we have/days left but complete/adequate /few

preparedness is a long term investment in this project.

Sincerely

A handwritten signature in dark ink, appearing to read 'Pauline W. Muhuhu', with a horizontal line drawn through the middle of the signature.

Pauline W Muhuhu
Regional Director (ESA)

cc: Dr. James Lea - INTRAH Director
Mr. Ernest Petrich - INTRAH Consultant
Dr. Garry Merritt - USAID HNP Director
Mr. Richard Hopkins - Coopers & Lybrand

Enclosures.

Program for International Training in Health

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May 9 1986

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The Ag. Chief Nursing Officer
Ministry of Health
P O Box 30016
NAIROBI
Kenya

I am writing to confirm the final arrangements for the postponement of the 6-week workshop discussed with Mrs. Oduori by phone on May 9, 1986.

The Consultant recommends two weeks to complete the remaining preparations including lesson plans, typing, duplicating, collating, and selection of participants. We note that action is already in progress to finalize the selection and training site. The agreed start date for the workshop is now May 26, 1986. Trainers and trainees will report at the training site on May 25, 1986. INTRAH Consultant will work with National trainers on May 12 - 13 and 22 - 23, 1986. We propose a situation review meeting to be held on Friday 23, 1986 at 10.00 a.m. The participants of the meeting will be INTRAH staff, INTRAH Consultant, National trainers, Project Coordinator and one other representative from Division of Nursing. Please confirm suitability of proposed time for the meeting.

The newly identified candidates should bring the needs assessment questionnaires with them but should you be able to have them before hand, this will enable trainers to consider their needs earlier.

Please let us have the complete list of participants as early as possible.

I now raise other relevant matters that were not subject to Oduori/Muhuru phone discussion:

1. The scheduling of the Orientation for supervisors of the 24 District trainers be discussed with National trainers in relation to the re-scheduling of the entire training activity to facilitate curriculum planning. The objectives of bringing these two groups together is to:
 - a) Orient the supervisors to the MOH/Kenya Nurses Education in MCH/FP II project and the role of each group in the project
 - b) The provincial teams of trainers and supervisors to develop detailed provincial/district workplans for implementation of the project in their own provinces. This necessitates a job description for the district trainers in this role.
2. The second technical report in accordance to Article VIII of the Contract was due end of April. (see attached form).

3. The delay in the commencement of this workshop will definitely necessitate re-arrangement of the ECN training program. We need to discuss this before commencement of this workshop.

Sincerely

A handwritten signature in black ink, appearing to read "P. W. Muhuhu", written over a horizontal line.

Pauline W Muhuhu
Regional Director (ESA)

cc. Dr. Lea, INTRAH Director.

Encl.

Program for International Training in Health

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ESA Regional Office
P.O. Box 55699, NAIROBI
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Telephone: 29670/26824

To: Pauline Muhuhu

From: Ernie Petrich 

Date: May 14, 1986.

Subject: Preparation status for 6-week workshop:

In response to the expressed judgement of MOH/DON officers that they will be ready to begin the 6-week workshop on Monday, May 19, I submit the following information on preparation status as of Wednesday morning, May 14, 1986:

Estimated work remaining to be completed:

	<u>Need Revision</u>	<u>Need Typing</u>	<u>Need Proofing and correcting stencils</u>	<u>Need Reprod.</u>	<u>Need Collating</u>
1. Lesson Plans	30%	70%	80%	90%	100%
2. Workshop Schedule	100%	100%	100%	100%	100%
3. Trainee Handouts	20%	50%	70%	75%	75%
4. List of Handouts	(Not yet started)				
5. List of Visual aids	(Not yet started)				
6. Visual Aids	(Not yet started)				
7. Field visits during workshop	(Not yet scheduled or arranged)				
8. Prov. Nurses Orientation	(Not yet arranged)				
9. List of workshop participants	(Not yet available)				
10. Confirmation that participants are Seconded for length of project	(not yet available)				

With respect to preparation of training materials and visual aids, once the workshop begins, national-level trainers will not have time to proof stencils, prepare aids, etc. if they are to perform their training assignments properly. Therefore such materials need to be fully and completely ready before beginning the workshop.

It is the judgement of this Consultant, that the preparation work yet remaining cannot be completed in the 4 remaining days before the workshop is to begin. Moreover, there is no time available to conduct training methods rehearsals (e.g. nominal group technique, simulation, role play, etc.) for the national-level trainers for which they previously expressed a high priority need, nor even time to jointly review with the trainers, how to manage the sessional learning experiences included in the curriculum. Last week it was the judgement of the Consultant that a two week delay in beginning the workshop was necessary for the MOH/DON staff to properly prepare for it. There has continued to be an insistence by them that only a one week delay was necessary.

If the MOH/DON continues to insist on beginning the workshop before adequate preparation work has been completed, then the quality of the workshop and the subsequent project activities will be adversely affected.

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