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Trip Report

0-372

Travelers: Ms. Lynn Knauff, INTRAH Deputy Director

Country Visited: KENYA

Date of Trip: February 23 - 27, 1987

Purpose: To prepare/plan for, conduct and evaluate a five-day workshop on training needs assessment for eleven members of INTRAH's Anglophone Technical Advisory Committee (TAC).

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LIST OF ABBREVIATIONS

DON	Division of Nursing
ECN	Enrolled Community Nurse
IST	In-Service Training
MOH	Ministry of Health
NCC	Nairobi City Commission
PST	Pre-Service Training
LO/N	Regional Office/Nairobi (INTRAH)
S	Service
TAC	Technical Advisory Committee
TNA	Training Needs Assessment

EXECUTIVE SUMMARY

From February 23-27, 1987, a Training Needs Assessment workshop was held in Nairobi for 11 participants, who were members of INTRAH's Technical Advisory Committee (TAC) for Anglophone Africa (see Appendix B for the List of Participants).

The workshop was held immediately following the TAC meeting, and built on a major theme of the meeting: the necessary linkages between pre-service training, in-service training and service. Two practica and a predominance of practice (over lecturette), with frequent review of successful practices and procedures contributed to the relevance of the workshop to participants' work situations and situational problems (see Appendix D for a summary of participant reaction form responses).

Although the coach-participant ratio was about 1:3, the ratio was essential to implementation of the design, which emphasized work in teams. Participants, accordingly, were unanimous in the very useful contribution to learning of group exercises and group discussions.

INTRAH is deeply grateful to the Division of Nursing for their agreement to provide information, field-sites and "clients" to the participants, a substitution made at the twelfth-hour because of management retrenchment within the Nairobi City Commission, the anticipated practice site for the workshop.

SCHEDULE OF ACTIVITIES

February 9 Arrived in Nairobi from Abidjan at 8 AM.
Worked at RO/N in the afternoon.

February 10 Briefing with Mr. Art Danart, Regional
Population Advisor, at REDSO/ESA.
Discussions on Botswana with INTRAH/ESA
Director Miss Pauline Muhuhu and INTRAH
Consultant Mrs. Jedida Wachira at RO/N.

February 11 Debriefing on Rwanda by IHP Consultant Ms.
Patricia Gomez.
Prepared for TAC meeting.

February 12 Prepared for TAC meeting

February 13 Prepared for TNA workshop.
Debriefed on Nigeria by INTRAH Program
Officer Ms. Terry Mirabito.

February 14 Prepared for TAC meeting.

February 15 Prepared for TAC meeting.

February 16
to
February 20 TAC Meeting.

February 21 Prepared for TNA workshop.

February 22 Prepared for TNA workshop.

February 23
to
February 27 TNA Workshop.

February 28 Trainers' debriefing.
Departed for Chapel Hill.

I. PURPOSE OF VISIT

The purpose of the visit was to prepare/plan for, conduct and evaluate a five-day workshop on training needs assessment for eleven members of INTRAH's Anglophone Technical Advisory Committee (TAC). The workshop immediately followed and built on the content and process of the TAC meeting (see Trip Report #0-432), which was held February 16-20, 1987.

II. ACCOMPLISHMENTS

- A. Preparation and planning for the workshop were completed on February 22, in the interim between the conclusion of the TAC and the opening of the workshop on February 23.
- B. The Division of Nursing/INTRAH project (for clinic management training of enrolled community nurses (ECNs)) was the focal point for the training needs assessment (TNA) practicum, a very satisfactory substitute for the Nairobi City Commission/FPIA project, which could not be used owing to major ongoing retrenchment of City Commission management.
- C. The complete process of TNA (preparation, implementation, review of data and formulation of recommendations, presentation to the client, and review) was presented and experienced during the workshop.
- D. The objectives of the workshop (see Appendix C) were achieved (see Appendix D for Summary of Participant Reaction Forms).

- E. Important concepts and practices from the TAC meeting exercise on pre-service, in-service and service linkages were integral components of the workshop, in theory and practice sessions.
- F. USAID/Nairobi (Ms. Grace Mule) was briefed about the workshop and interviewed for the point of view of USAID about expectations and actual performance of ECNs, as a part of the data base during the workshop practicum.

III. BACKGROUND

The workshop was a direct response to a recommendation made by last year's TAC members (see Trip Report # 255).

Although it was expected that the workshop practicum would be conducted within the Nairobi City Commission's (NCC) MCH/FP service system, forming the training needs assessment portion of the NCC/FPIA project, that was not possible because of major management retrenchment. As a substitute, the Division of Nursing (Mrs. Tabitha Oduori, Chief Nursing Officer) agreed to our last-minute request to study the ECN system and conduct a training needs assessment in MOH sites in Kiambu District, and to be our "client." One of the workshop participants, Ms. Margaret Gatei, is the DON/INTRAH Project Coordinator, which greatly eased access to and availability of project documentation and basic information about the DON system.

IV. DESCRIPTION OF ACTIVITIES

- A. On February 21 and 22, the four workshop coaches (Ms. Lynn Knauff, Miss Pauline Mukuhu, Mrs. Grace Mtawali and Mrs. Jedida Wachira) made final plans and preparations for the five-day workshop.

- B. The workshop commenced on February 23 and concluded on February 27. It was held at the Utalii Hotel, about 5 km from central Nairobi.
- C. There were 11 participants, who were TAC members from the following countries: Botswana (1), Kenya (3), Nigeria (2), Sierra Leone (1), Somalia (1), Uganda (2), and Zimbabwe (1). (See Appendix B for the List of Participants.)
- D. The workshop content and practice sessions were directed toward the logical progression of steps in TNA (preparation/planning, implementation, review of findings/ conclusions/recommendations, presentation to the client, and review), and towards increasingly more difficult and complex levels of thinking and practice.
- E. Reviews of successful procedures and practices followed internal and external practice sessions. A daily feedback session (pluses and wishes) concluded each day's work.
- F. Three exercises were drawn from the INTRAH 1987 Trainers Calendar (Task analysis, grab bag and pluses and wishes) in order to direct attention to the practical applications of the calendar.
- G. Two external practica were planned for, conducted and reviewed by participants: one, a group interview with Mrs. Tabitha Oduori, the Chief Nursing Officer, and the second, a full-day TNA of the enrolled community nurses in three sites in Kiambu District.

- H. To strengthen and reinforce the previous week's themes and practice on linkages between pre-service training (PST), in-service training (IST) and service (S), the training needs assessment working teams, perspectives, and field-site locales were directed towards those linkages.
- I. The working teams presented their recommendations to a group of nine clients from the Division of Nursing representing central trainers and field-site personnel.
- J. According to verbal feedback and responses on the Participant Reaction Forms:
- 100% felt the workshop objectives were very/mostly clear; 91% felt the objectives were entirely (73%) or mostly (18%) achieved.
 - 91% felt the workshop was very useful for the work they do or are going to do, and 73% felt that possible solutions to real work problems were dealt with all the time. 100% recommended the workshop without hesitation.
 - Topics rated very useful by the majority (9 or 10 persons) of the 11 participants were:
 1. planning for a TNA
 2. preparing tools for a TNA
 3. standards-setting
 4. systems mapping
 5. use of resource skills, persons and materials
 6. linkages of PST/IST/S
 7. organizing information for preparation
 - group exercises and group discussions were evaluated almost unanimously as the most useful techniques for learning. The coaches were rated 91% as very effective, which is directly related to the positive assessment of the group work.
 - 9 of 11 participants felt that additional time in order to have more time for skills practice would improve the workshop.

- K. The coaches met every evening to review the day and make final preparations for the following day. They also met on February 28, following the workshop, to review the Participant Reaction Form responses, assess the workshop, and make recommendations for any future TNA workshop. Major recommendations were as follows:
1. more time needs to be added, perhaps another week, for a longer field-site visit, analysis of findings from the field, and formulation of recommendations.
 2. a four-coach team is essential for the depth and amount of group work.
 3. reviews of successful practica and procedures were very helpful to coaches and participants.
 4. the practica, which were real-life experiences, were valuable for "back-home" application by participants.
 5. completion of one's group or individual assignment is an overwhelming need of participants (and the group coaches). This should not be discounted when scheduling sessions.
 6. additional time for careful preparation by and complete understanding of the coaches of the group tasks and outputs needs to be provided.
 7. the pace of the workshop, geared to American "standards", was sometimes crushing and should be loosened up in future (since the time-schedule was seldom met).

APPENDIX A

PERSONS CONTACTED/MET

USAID/Nairobi

Ms. Grace Mule, Program Officer

APPENDIX B

LIST OF PARTICIPANTS
TNA WORKSHOP, FEBRUARY 23-27, 1987

Name	Designation	Address
1. Anthony ABODA	MOH/INTRAH CTT Member Obstetrician/Gynecologist, Mulago Hospital	Mulago Hospital Dept. of OB/GYN P.O. Box 7051 Kampala, Uganda
2. Lucy BOTSH	Chief Training Officer	Zimbabwe National Family Planning Council, Box 220, Southerton Harare, Zimbabwe
3. Lydia W. CEGE	Head, Training Unit MOH/DFH Trainer MCH/FP Training Program	Division of Family Health, MOH P.O. Box 43319 Nairobi, Kenya Tel: 725105/6/7/8
4. Margaret GATEI	Senior Nursing Officer INTRAH/DON Project Coordinator	Ministry of Health P.O. Box 30016 Nairobi, Kenya Tel: 728370
5. Val GILPIN	MOH/INTRAH CTT Member Nurse-Tutor	National School of Nursing, Lightfoot-Boston St. Freetown Sierra Leone Tel: (W) 24488 (H) 30569
6. Tunde KUTEYI	Assistant Chief Nursing Officer (Primary Health)	Federal Ministry of Health, New Secretariat Ikoyi, Lagos, Nigeria
7. Dorcas G. MOMPATI	MCH/FP Officer	Division of Family Health, MOH Gaborone, Botswana
8. Mary NDUATI	FPIA/Nairobi City Commission Project Director	Nairobi City Commission, P.O. Box 30075 Nairobi, Kenya Tel: 794903

9. Mary OGEBE Chief Medical Officer Health Services
Management Board
Makurdi, Benue State
Nigeria
10. Laheri RUSHOTA MOH/INTRAH CTT Leader and FHI Project
Coordinator Ministry of Health
P.O. Box 8
Entebbe, Uganda
Tel: 20201
11. Halima Abdi SHEIKH IEC Coordinator Family Health
Division, MOH
P.O. Box 91 (Private)
Mogadishu, Somalia
Tel: (H) 80234
Telex: through USAID

APPENDIX C

**Curriculum Outline
and
Daily Schedule**

TRAINING NEEDS ASSESSMENT WORKSHOP, FEBRUARY 23-27, 1987

A. PROBLEM TO BE ADDRESSED BY THE WORKSHOP:

Participants expressed lack of confidence and competence in conducting and participating as a team member in a training needs assessment.

B. GOAL:

Increase competence and confidence in knowledge and skills required for TNA.

C. OBJECTIVES:

1. Identify and use skills of participants in discussions of and during conduct of training needs assessment.
2. Identify and apply three perspectives of training needs assessment: organizational, occupational and individual.
3. Identify the steps in training needs assessment, and plan and conduct a training needs assessment demonstrating application of the steps.
4. Review the experience, identifying successes and difficulties, and assess improvements in competence and confidence.
5. Identify additional training required to bridge gap between actual and desired level of competence and confidence.

D. CONTENT:

1. Aim of training needs assessment: what it is and why it is important.
2. Levels of training needs assessment: organizational (changes in goals, objectives, program); observed gaps between what is done and what is expected (at the level of cadre and individual).
3. The environment of the TNA: policies, program, performance, staffing resources (manpower in place vs. manpower required), expectations, problems.

4. Steps in TNA:

A. Planning for it:

- Who is the "client" and what are the expectations?
- What information is required before and during the TNA?
- How will the information be collected?
- What is the time frame for data collection?
- Who should be involved in data collection and from whom should data be collected?
- Developing data collection instruments.
- Developing the TNA schedule: who will do what by when, where and how?

B. Implementing

C. Analyzing the data and discussing the findings

D. Making recommendations to the client

E. Reviewing the experience in order to make improvements next time

5. Developing a plan for and conducting a TNA for the Division of Nursing.
6. Review of baseline and departure level knowledge of TNA.
7. Plan for responding to additional training and/or knowledge requirements.

E. MATERIALS:

Lloyd A. Stanley: Training Needs Assessment

Stane Moina: Guide to Planning for Manpower Development

Larry Davis: Chapter 1 on Assessing Needs from Planning, Conducting and Evaluating Workshops.

Barbara Bowman: Assessing Your Needs Assessment

"Improving Supervisors' Effectiveness"

Handouts on Division of Nursing Project to train ECNs, and other materials related to ECN's, and the DON.

F. EVALUATION:

1. Responses on participant reaction forms.
2. Comparison of baseline and departure data.
3. Quality of TNA conducted:
 - Was planning sufficiently detailed and comprehensive to guide the assessment?
 - Was the client satisfied with results?
 - Were the participants' needs met?
 - Participants' verbal feedback.

G. DURATION:

5 days: February 23-27, 1987

H. VENUE:

Utalii Hotel and Kiambu District

I. PARTICIPANTS:

Members of Anglophone TAC

J. COACHES:

Lynn Knauff
Pauline Muhuhu
Grace Mtawali
Jedida Wachira

K. METHODOLOGY:

1. Alternating classroom and practice skill building
2. Mini-lectures
3. Groups tasks: large group and small groups
4. Written output: plans, data collection, data analysis, recommendations

DAY 1

Sharpening individual skills:

- 8:30-9:00 Warm up: report on your weekend, without words.
- 9:00-9:30 Introduction:
Purposes
Week in review
Coaches and their role
Themes
Pace
Books
Resource collection
Housekeeping
 Departure arrangements
 Field site visits
- 9:45-10:00 Introduction to standards-setting task.
- Themes:** Specifying standards, observing behavior, making assessments, points of view, individual efforts, group efforts, asking for and receiving help.
- 10:00-10:30 Individually write down your standards and make a performance checklist (based on your standards) that you will use to measure behavior against your performance checklist indicators during the serving of lunch today.
- 10:30-10:45 Put your performance checklist on newsprint, put your name on it, and put it up on the wall.
- 10:45-11:00 TEA BREAK
- 11:00-11:15 Mill around, looking at the checklist. Revise yours if you want to, and remember to revise your individual small copy which you will use during lunch.
- 11:15-11:30 Introduction to TAC member task (Lynn) analysis and selection criteria.
- 11:30-12:00 Individually, using the Task Analysis format in June 1987 Trainers Calendar, specify the knowledge, skills, behaviors, standards and resources needed for the job of the TAC member, and also specify selection criteria.

B

- 12:00-12:45 Share your analysis and criteria with another person and combine into one copy. Put on newsprint. (One "pair" of persons will be a threesome).
- 12:45-2:00 LUNCH - Use your performance checklist.
- 2:00-2:45 Fill in your newsprint checklist and look around at others'.
- 2:30-2:45 **PLENARY REVIEW** (Lynn)
- What did you notice about your and others' checklists? Differences and similarities.
- What ideas did you get about standards? performance?
- What did you learn about assessing performance? Any problems? What was easy?
- 2:45-2:50 Introduction to next phase of TAC Task Analysis.
- 2:50-3:30 **PAIRS SHARE WITH PAIRS** with an observer.

Pair	Pair
Observer & Coach	

Pair	Trio
Observer & Coach	

Purpose: To produce a master task analysis, and selection criteria for TAC members, and review process with observer.

- 3:30-3:45 Reporting in on product and process.
- 3:45-4:00 TEA BREAK
- 4:00-4:15 Introduction to feedback exercise

Themes: Specifying individual skills, behavior, ideas that are helpful, learning from others what you can do to help them, points of view, making assessments, recognizing resources in the group, emphasizing strengths.

- 4:15-5:00 On separate half-pages, for each group member and coach write down:
1. The skills, behavior, and ideas of the person that have helped you, last week and today. Be specific and give examples.
 2. What you would like more of from the person.
- 5:00-5:30 Share your feedback by writing your comments on the person's newsprint sheet. Sign your feedback.
- 5:30-6:00 Plenary. Share if you want to.
- 5:45-6:00 Review
- Pluses and wishes. (Pauline)
- Homework readings.

DAY 2

Purposes:

- To build on personal group and technical skills (from yesterday) during preparation for the meeting with Mrs. Oduori today.
- To apply identified skills and resources during team tasks.
- To organize for and obtain and record information (and/ including point of view) about the Division of Nursing's perspective on your TNA subject.

Themes:

- Listening for point of view.
- Organizing informational requirements.
- Clarifying, obtaining clarification.
- Separating essential informational needs from "nice to know" informational needs.
- Specificity, when required.
- Exploring, when indicated.
- Using the resources (persons and materials available to us).
- SYSTEMS MAPPING
- TEAM WORK

SCHEDULE:

PREPARING FOR THE TNA
CONDUCTING PART I OF TNA

- 8:30-8:40 Follow-up of TAC member exercise (Pauline)
- 8:40-9:00 Grab bag (Sept. 1987 calendar page) (Grace)
on homework readings
- 9:10-9:30 Lecturette on the environment of TNA and
systems mapping (Lynn & Pauline)
- 9:30-10:00 Description of the DON hierarchy and Kiambu
District health organizational set-up
(Margaret Gatei with Jedita
making a system map)
- 10:00-10:15 TEA BREAK
- 10:15-11:15 In teams, discuss information required from
Mrs. Oduori, CNO, about the DON project and
role of the ECN in MCH/FP services.
- 11:15-11:45 Team representatives share informational
requirements.
- 11:45-12:45 In teams, convert informational requirements
into questions and areas of exploration and
organize for team's "delivery" to Mrs.
Oduori, and how team will record information
during meeting.

DAY 3

Purpose: Prepare 3 plans for implementation of one-day TNA (and preliminary plan for analyzing the field visit data), using:

- Resource skills, resource persons, resource materials
- Technical
- The five guiding questions
- Individual work, as indicated
- Team reviews of "where are we"
- Successful procedures and processes that have helped the team to do their work
- Listening, clarifying, seeking clarification, summarizing, consulting, time-keeping
- Linkage perspective
- Realistic expectations
- Reduce unnecessary duplication and paperwork (checklists, formats, interview schedules, etc.) by sharing information

Goal: To have prepared by the end of the day:

- Updated systems map
- **TOOLS**
 - Notes on documents reviewed
 - Formats for observations
 - Interview schedules
 - Standards, performance checklists
- Preliminary plan for analyzing data

• The Detailed Plan Format is:

The guiding question	Who/All will have the answer? or where can answer be found?	How shall the answer be obtained? (Examples: talking, interview, observation, check records, etc.)	Who on the team will obtain?	General Time Frame

MINIMUM NUMBER AND TYPES OF PERSONS

TO BE CONTACTED DURING TNA, by teams

- All teams - Trained ECNs, as many as possible
- All Teams - Untrained, ECNs, as many as possible
- Chui - 1 District Trainer
- All Teams - 1 Clinical Officer, supervises ECN's
- Nyati - 1 District PHN, supervises ECN's
- Simba - 1 PST Tutor/Principal
- Simba & Chui - 1 PST Student
- Nyati & Chui - 1 Nursing Officer for MCH
- All Teams - 2 MCH/FP Clients
- Chui - 1 IST FP Supervisor/Trainer
- All Teams - 1 Maternity ECN (trained or untrained)
- Chui - 1 NGO Director (Thika Maternity, PST)
- Simba & Nyati - 1 Statistical clerk
- Simba & Nyati - 1 Family Field Educator
- Simba - 2 Patient attendants (supervised by ECNs)

DAY 4

Thursday, February 27

Conducting the TNA

8:30 a.m.

Departure for field visits

Simba and Chui: Thika Hospital, then:

Simba: to Igegania Rural Health
Centre

Chui: School of Community Nursing

Nyati: Kiambu District Hospital

8:30 p.m.

Staff meeting

21

DAY 5

Purposes:

- Review
- Preparation
- Review of findings, drawing conclusions, making recommendations
- Presentation
- Review

(Aspects of all TNA phases will be part of your work today.)

- 8:30 **Plenary:** Plan for the day.
- 8:45 **Teams:** Short warm-up.
- 12:00 Then, team develops findings and conclusions, formulates recommendations (training and non-training) and puts the recommendations on newsprint. Also make your actual systems map.
- (Use the 5 guiding questions for format of your recommendations.)
- 12:00-12:30 **The team coach and one team representative meet in the plenary room (bring your recommendations on newsprint) with Lynn to look at the lists of recommendations for: overlap, unnecessary duplication, conflict, vagueness, omissions.**
- To whom/what are recommendations "pitched"?
- Rest of team will work on plan for **presentation** (each team presentation must be 15 minutes or less).
- 12:30-12:45 **Teams: Review and discuss report of representatives and adjust recommendations, as seems to be indicated.**
- Finalize your **presentation.**
- 12:45-2:00 LUNCH: Team representatives eat together to go over **plans for presentation.**
- 2:00 PRESENTATION and question/answer. (Pauline moderating)

3:15-3:30 TEA BREAK

4:00-4:30 CLOSING PHASES:

Teams:

- Compare your actual experience with your plan and systems map.
- Looking at preparation on Wednesday, your Thursday field visit, and your preparation and presentation today, WHAT ARE YOUR:

PLUSES	Group
WISHES	Individual

4:30 PLENARY:

Week in review (Lynn)
Objectives of the workshop (Jedida)
Pluses/wishes related to objectives (Grace
and Lynn)
Other pluses and wishes
Update TNA baseline
Participant reaction forms
Certificates (Pauline)

APPENDIX D

**Summary of INTRAH
Participant Reaction Forms**

February 23 - 27, 1987
 INTRAH PARTICIPANT REACTION FORM Nairobi

SUMMARY

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

1. Workshop objectives were:

a. Very clear	b. Mostly clear	c. Somewhat clear	d. Not very clear	e. Not clear at all
<u>6</u>	<u>5</u>			
55%	45%			

2. Workshop objectives seemed to be achieved:

a. Entirely	b. Mostly	c. Somewhat	d. Hardly at all	e. Not at all
<u>8</u>	<u>2</u>	<u>1</u>		
73%	18%	9%		

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

73% 8 a. All material was useful

27% 3 b. Most materials were useful

_____ c. Some material was useful

_____ d. Little material was useful

_____ e. No material was useful

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

a. All the time	b. More than half the time	c. About half the time	d. Less than half the time	e. None of the time
<u>5</u>	<u>4</u>	<u>2</u>		
45%	36%	18%		

25

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

- a. Too much b. Somewhat too much c. Just about right d. Somewhat too little e. Too little
- $\frac{1}{9\%}$ $\frac{9}{82\%}$ $\frac{1}{9\%}$ $\frac{1}{\quad}$ $\frac{1}{\quad}$

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

- a. Too much b. Somewhat too much c. Just about right d. Somewhat too little e. Too little
- $\frac{1}{\quad}$ $\frac{1}{9\%}$ $\frac{4}{36\%}$ $\frac{4}{36\%}$ $\frac{2}{18\%}$

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

- a. Very useful b. Mostly useful c. Somewhat useful d. Not very useful e. Not useful at all
- $\frac{10}{91\%}$ $\frac{1}{9\%}$ $\frac{1}{\quad}$ $\frac{1}{\quad}$ $\frac{1}{\quad}$

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

N.A.

- a. All the time b. More than half the time c. About half the time d. Less than half the time e. None of the time
- $\frac{8}{73\%}$ $\frac{2}{18\%}$ $\frac{1}{\quad}$ $\frac{1}{\quad}$ $\frac{1}{\quad}$

9. In this workshop I learned:

- 82% 9 a. many important and useful concepts,
 9% 1 b. several important and useful concepts,
 9% 1 c. some important and useful concepts,
 d. a few important and useful concepts,
 e. almost no important or useful concepts.

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

- 64% 7 a. many important and useful skills,
 27% 3 b. several important and useful skills,
 9% 1 c. some important and useful skills,
 d. a few important and useful skills,
 e. almost no important or useful skills.

11. Workshop facilities and arrangements were:

a. Very good	b. Good	c. Acceptable	d. Barely acceptable	e. Poor
<u>10</u> 91%	<u> </u>	<u>1</u> 9%	<u> </u>	<u> </u>

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

a. Very effective	b. Effective	c. Somewhat effective	d. Not very Effective	e. Not effective at all
<u>10</u> 91%	<u>1</u> 9%	<u> </u>	<u> </u>	<u> </u>

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

a. Always	b. Often	c. Sometimes	d. Rarely	e. Never
<u>8</u> 73%	<u>3</u> 27%	<u> </u>	<u> </u>	<u> </u>

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

a. Very effective	b. Effective	c. Somewhat effective	d. Not very effective	e. Not effective at all
<u>7</u> 64%	<u>4</u> 36%	<u> </u>	<u> </u>	<u> </u>

15. ~~100%~~ 11 a. I would recommend this workshop without hesitation,

 b. I would probably recommend this workshop

 c. I might recommend this workshop to some people

 d. I might not recommend this workshop

 e. I would not recommend this workshop.

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

9 a. Additional time for the workshop

 b. More limited time for the workshop

2 c. Use of more realistic examples and applications

9 d. More time to practice skills and techniques

6 e. More time to become familiar with theory and concepts

 f. More effective trainers

1 g. More effective group interaction

1 h. Different training site or location

1 i. More preparation time outside the training sessions

 j. More time spent in actual training activities

1 k. Concentration on a more limited and specific topic

 l. Consideration of a broader and more comprehensive topic

 m. Other (specify) _____

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

	very useful			hardly useful		
	1	2	3	4	5	
a. <u>Planning for a TNA</u>	9					2 NA
b. <u>Preparing tools for a TNA</u>	10	1				
c. <u>Standards setting</u>	10	1				
d. <u>Performance measurement</u>	7	2	1			1 NA
e. <u>Systems mapping</u>	10	1				
f. <u>Verbal/non-verbal reports/observ.</u>	4	4	2	1		
g. <u>Use of successful procedures/practices</u>	7	3	1			
h. <u>Use of resource skills, persons, materials</u>	10	1				
i. <u>Linkages of PST/IST/S in TNA</u>	9	2				
j. <u>Organizing info. for presentation</u>	9	1				

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

Techniques/ Resources	very useful			hardly useful		does not apply
	1	2	3	4	5	
a. lectures	2		2	1		6
b. group discussions	11					
c. individual exercises	4	2	5			
d. group exercises	10					1 NA
e. clinical sessions						11
f. field trips	9	1				1 NA
g. handouts/readings	6	5				
h. books	6	4	1			
i. audio-visuals	7	2	1			1 NA

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

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

20. Additional Comments: _____

Feel free to sign your name. (Optional)

MAY, 1985

APPENDIX E

Handouts Distributed to Participants

FIVE-DAY

TNA WORKSHOP DESIGN

OBJECTIVE: TO PLAN FOR, CONDUCT AND REPORT ON A TNA FOR THE PURPOSE OF INCREASING CONFIDENCE AND COMPETENCE

PHASES OF TNA	METHODS OF LEARNING AND PRACTICE
<p>PREPARATION AND PLANNING</p> <p>Monday, Tuesday morning, Wednesday, Friday morning.</p>	<p><u>Observing and interpreting non-verbal behaviour:</u> Report on your weekend, Report on your TAC member exercise.</p> <p><u>Specify standards and make performance checklist:</u>Hotel service at lunch, planning for the field, observation checklists.</p> <p><u>Development and use of specific and detailed data collection instruments:</u> Waiter performance checklist, TAC member task analysis format, questions for CNO, field instruments, DETAILED PLAN FORMAT FOR FIELD DATA COLLECTION, SYSTEM MAPS.</p> <p><u>Use of resource persons, skills, documents:</u>Review of successful experience, feedback exercise, resource collection, interview with Mrs Oduori, literature review, identification of skills in groups and teams, practicum packet, newsprint schedules/purposes/formats/directions/organization charts/systems map, team - on team rep. sharing, plenary session sharing, use of 1987 trainers calendar on task analysis, and grab bag.</p>

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PHASES OF TNA	METHODS OF LEARNING AND PRACTICE
<p>PREPARATION AND PLANNING (continued)</p>	<p><u>Content on TNA and planning:</u> Lecturette on TNA phases, lecturette on environment of TNA, lecturette on systems mapping, organograms of MOH and DON, Books and reprints for each participant, grab bag, TNA as a component of the Training Program development process, newsprint on non-training problems/needs/opportunities, task analysis lecturette.</p> <p><u>Use of content on and learning about linkages (from TAC meeting):</u> use of PST/IST/S teams for field planning, use of PST/IST/S teams for generating questions for Mrs Oduori, use of guiding questions that include PST/IST/S perspectives.</p> <p><u>Use of processes and procedures for accomplishing tasks:</u> Daily review of successful practices, daily review of schedule, detailed schedule to each participant, workshop objectives to each participant, daily pluses and wishes, everyday team reviewing procedures to be used, formats, organizing for interv. with Mrs Oduori and for field visits.</p>
<p>Implementation</p> <p>Tuesday afternoon, Thursday.</p>	<p>Interview with C.N.O</p> <p>Field visits to 3 sites.</p> <p>.../</p>

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PHASES OF TNA

METHODS OF LEARNING AND PRACTICE

Review Findings, draw conclusions,
make recommendations.

Daily pluses and wishes, group/team reviews, review of information
against information required (Mrs Oduori), field visit data transformed
into findings, conclusions and recommendations.

Review

Daily pluses and wishes, where are we (group and teams), listing successful
procedure and practices, grab bag, review of experiences/exercises.

2/2

TEAM QUESTIONS FOR GROUP INTERVIEW
WITH MRS. T. ODUORI, CNO

PST

1. Briefly describe/explain the overall program into which DON/INTRAH Project fits? What is overall goal of program?
2. In what ways does DON/INTRAH project contribute to overall goal?
3. Are there other projects related to the DON/INTRAH project in terms of training, and meeting overall goal? Are they formally linked? any problems with linkages?
4. How was DON/INTRAH Project initiated?
By whom?
When?
How?
Why?
5. Was there involvement of the PST schools in the DON/INTRAH project at the beginning?
Are there any proposed linkages for ECN, PST/IST and in DON/INTRAH Project?
6. What is % that 600 ECNs constitute of total less than 10%? Impact of 10%?
7. What is deployment policy for IST - trained ECNs?

QUESTIONS FOR KENYA CNO

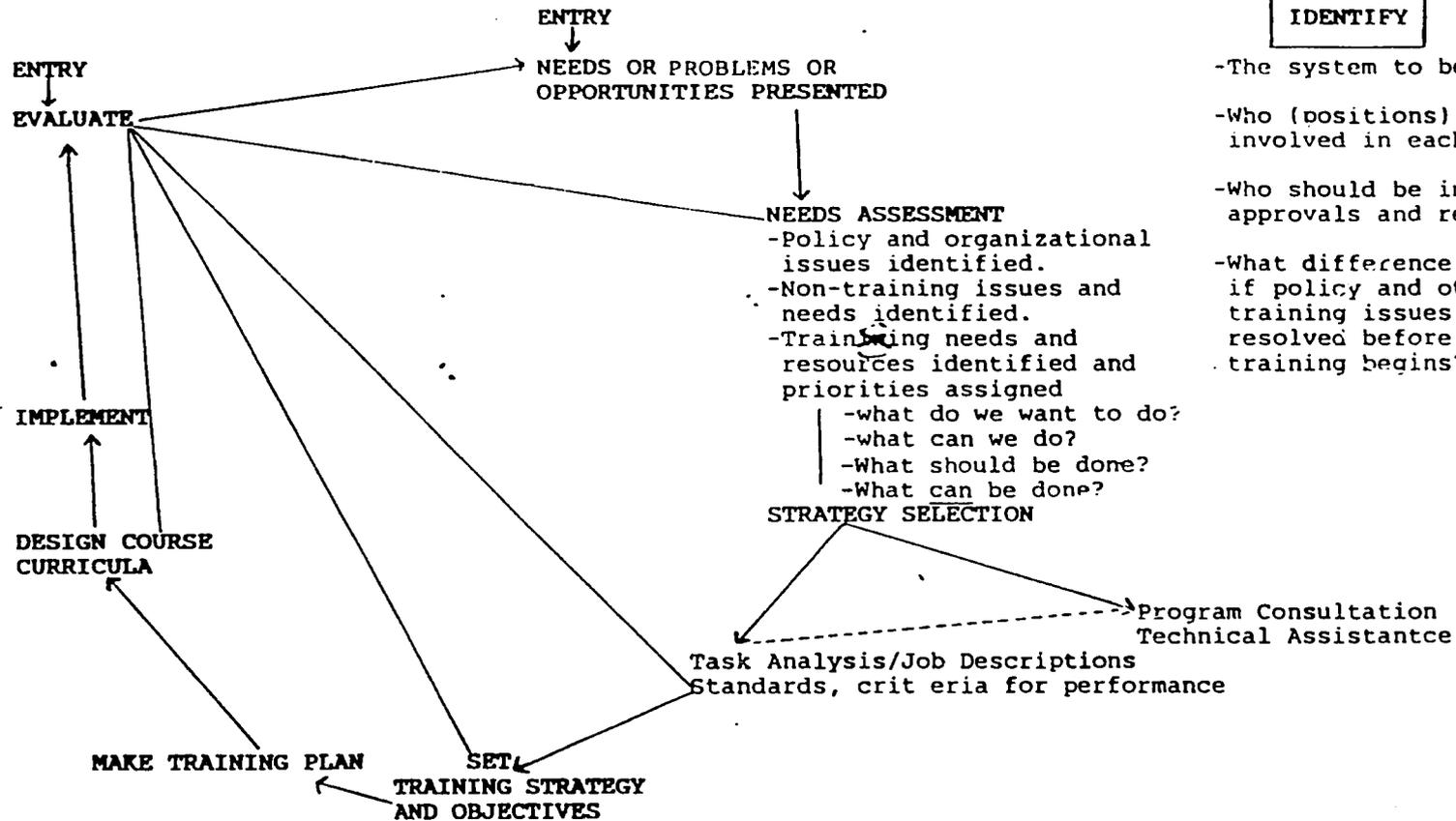
IST

1. Purposes of training ECNs in clinic management.
2. What impact has the clinic management IST had on acceptor rate? continuation rate? stocks of supplies? drop-outs? do clients perceive an improved service? (waiting time? smooth flow of service?)
3. What problems, if any, have been encountered in implementing the Project? What successes?
4. What is the linkage between DON/INTRAH Project and the DFH IST Program?
5. After the DON/INTRAH project, completed, any plans for training the remaining 90%?
6. What are the selection criteria (IST) for ECN trainees?
7. Did the follow-up produce new training needs?
8. Are there any limitations of legislations, policy or program that prevent ECNs from using their IST learning /skills? (FP + clinic management).
9. Does the ECN job description change after training (IST)?
10. What are formal linkages between ECNs and other health workers in her area?

S

1. Expectations of the ECNs after PST, regarding MCH/FP services she provides? What is FP practicum during PST? If a practicum now satisf. with performance?
2. After ECN IST courses, is her working performance increased? the same? decreased?
3. Is there a mechanism for looking at similarities and differences between PST and IST content? Do they complement each other?
4. What orient/prep. does DON give to ECNs immediate supervisors about IST skills/knowledge/behaviour object and what to expect after training.
5. What is the performance application system used to assess ECNs before and after training (IST)? What major areas are emphasized?
6. What are your expectations about desired linkages between PST/IST/Service?
7. What do you want teams to locus on during field visits (PST/IST/Service linkage).

TRAINING PROGRAM DEVELOPMENT PROCESS:



IDENTIFY

- The system to be worked with.
- Who (positions) should be involved in each step?
- Who should be involved in approvals and reviews?
- What difference will it make if policy and other non-training issues are not resolved before planning for training begins?

- NEEDS ASSESSMENT**
- Policy and organizational issues identified.
 - Non-training issues and needs identified.
 - Training needs and resources identified and priorities assigned
 - what do we want to do?
 - what can we do?
 - What should be done?
 - What can be done?

STRATEGY SELECTION

Task Analysis/Job Descriptions
Standards, criteria for performance

Program Consultation
Technical Assistance

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TRAINING NEEDS AT 3 RELATED LEVELS

ORGANIZATIONAL

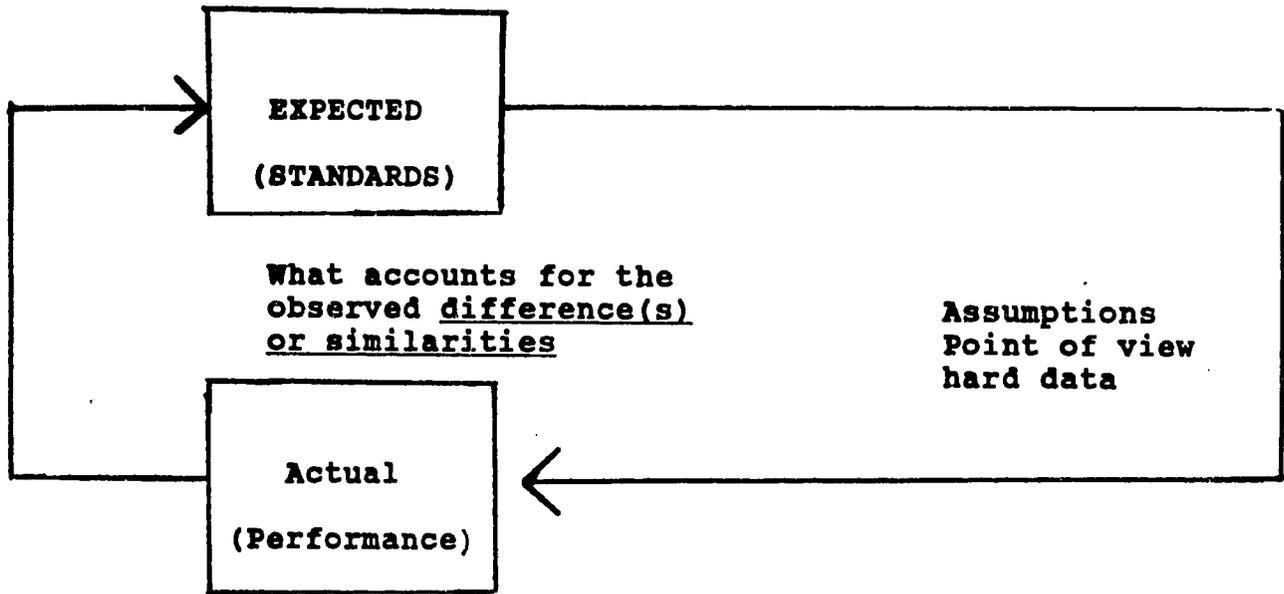
CADRE or Category of workers

INDIVIDUAL

They all have non-training

INTER RELATED Opportunities
NEEDS, for example:
Problems

Money, Staff shortages/transfer policies/deployment,
Lack of performance standards, Weak leadership/directions,
Bureaucratic procedures, Operational procedures,
Planning processes, Personal responsibilities/problems,
No, or inaccurate/non-specific job descriptions,
Unclear Organizational objectives, Job overload, etc.



TASK ANALYSIS FORMAT

Knowledge	Skills	Behaviour	Standards	Resources
What knowledge is important	What will you do with the knowledge? What skills are needed to <u>obtain</u> the knowledge?	How will you use it? How will you convey it?	What are the expectations about: what? how? how much? which?	What do you need to:- do? act? show? know?

APPENDIX F

Copy of Baseline Data Questionnaire

Program for International Training in Health

The University of North Carolina at Chapel Hill
School of Medicine

208 North Columbia Street (344A)
Chapel Hill, North Carolina 27514

December 29, 1986

Cable: INTRAH, Chapel Hill, N.C.
Telephone: (919) 956-5636
TLX 3772242
ANSWERBACK: UNCCHINTRAH

Dear INTRAH TAC Member:

Enclosed is a baseline data questionnaire for you to complete and dispatch prior to the training needs assessment workshop to be held in Nairobi subsequent to the TAC meeting.

Feel free to use additional space, as you need it. And, please mail your completed questionnaire to Miss Muhuhu, at the address given under item 12 on the last page of the questionnaire.

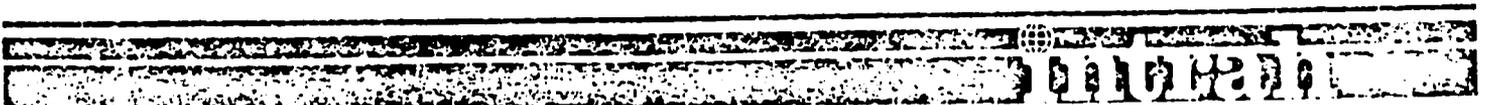
Yours sincerely,



Lynn K. Knauff
Deputy Director

Enclosure

LKK/amw



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3rd Draft
12/18/86

TRAINING NEEDS ASSESSMENT
WORKSHOP
BASELINE DATA
AND
KSA ASSESSMENT

At the request of INTRAH's Technical Advisory Committee (TAC), a training needs assessment workshop will be conducted for TAC members from Feb. 23 - 27, 1987, after the TAC meeting and a weekend of recuperation.

The purpose of the workshop is to prepare and enable participants to conduct a training needs assessment, either individually or as a member of a training needs assessment team.

Can this be accomplished in one week? We don't know. We will have a better idea after we receive your responses to the attached questionnaire. If, based on your responses, we will need to modify the workshop purpose we'll let you know. In any case, the workshop curriculum will be designed according to our diagnosis of your entry-level knowledge, skills and attitudes (KSA) -- as exhibited in your answers to the questions.

So, pen in hand, please do your best with the following.

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NAME: _____ (Optional)

DATE: _____

1. What previous basic or post-basic education have you had in training needs assessment -- and when? and where?

<u>Basic or Post-Basic Education</u>	<u>When</u>	<u>Where</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. What continuing education or a short course, and/or in-service training have you had in training needs assessment -- and when? and where?

<u>Continuing Education/Short Course or In-Service</u>	<u>When</u>	<u>Where</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. What experience have you had in conducting a training needs assessment, being a member of a training needs assessment team, and/or accompanying a training needs assessment team? When? Where? For what purpose?

<u>Experience</u>	<u>When</u>	<u>Where</u>	<u>Purpose</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. Define what is meant by "training needs."

5. Give three important reasons for conducting a training needs assessment:

1. _____
2. _____
3. _____

6. What would be three reasons (under each "a" and "b") for training needs assessments to be:

- a. directed towards only the actual current situation?

- b. directed towards current and projected future situations?

7. Give 2 or 3 of your own examples of organizational levels of training needs assessments (the following statements are examples of organizational levels of needs assessments).

- District supervisor assesses training needs of district's rural midwives who work in MCH/FP clinics.
- Permanent Secretary of Ministry of Health requests training needs assessment of accountants working in district health offices.
- INTRAH assesses training needs of all types of FP service providers in Ministry of Health service system.

- 1.
- 2.
- 3.

8. If requested, and if you had a choice, would you agree to conduct a training needs assessment of district-level public health nurse supervisors when you know that the MCH/FP Division of the Ministry lacks service plan objectives, has insufficient transportation for supervision, and has indecisive leadership at the top? Explain your answer.

9. Identify at least three ways to assess whether an employee's job performance is consistent with the job description and job expectations, during a training needs assessment.

1. _____

2. _____

3. _____

10. Imagine that you are going to conduct a training needs assessment for clinic-based, enrolled-level midwives who, it has been reported, require refresher training in client counselling and group education.

First, itemize the documentation you will require before you begin; then the documentation you will collect during the needs assessment -- and from whom (the types of persons) you will collect it.

Next, list the steps you will go through before and during the training needs assessment.

(Use the back of the page for your answer.)

11. Job analysis is often a part of training needs assessment. The analysis includes knowledge, skills, attitudes, behaviors and resources needed to do the job, and the standards of performance for each task within the job.

Analyze your own job. Then put one * next to knowledge, skills, attitudes and behaviors items where you feel training could improve your job performance. Put two ** next to items where improvement is required, but training is not the means to gain improvement. Leave other items blank.

(A task analysis sheet is attached for your convenience.)

12. Please make a photocopy of your completed questionnaire for your reference during the workshop (and in case the original is lost in the mail). Send the original (this questionnaire to reach Miss Muhuhu by January 31, 1987:

Miss Pauline Muhuhu
Director
INTRAH/Anglophone Africa
PO Box 55699
Nairobi, KENYA

TASK: ASSESS TRAINING NEEDS OF FP SERVICE DELIVERY PERSONNEL

8 OF TIME:

SUPERVISED BY:

KNOWLEDGE	SKILLS	BEHAVIOR	STANDARDS	RESOURCES REQUIRED

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