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Trip Report

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Travelers: Asuncion G. Eduarte and
Valentina Gilpin
INTRAH Consultants

Country Visited: SOMALIA

Date of Trip: August 11 to September 12, 1985

Purpose: To conduct a 4-Week Training of
Trainers in Family Planning for
the Ministry of Health, Somalia

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

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* On file with INTRAH Program Office

EXECUTIVE SUMMARY

Asuncion G. Eduarte and Valentina Leona Gilpin, INTRAH consultants, provided technical assistance in planning and conducting a four (4) week Training of Trainers (TOT) workshop in Family Planning for the Ministry of Health in Somalia from August 11 to September 12, 1985.

The TOT Workshop was designed primarily to prepare nurses of the Maternal and Child Health (MCH) Centers and nurse tutors in the Post-Basic Nursing School to acquire basic competencies in the area of planning, conducting and implementing training programs in family planning.

Participants to the TOT workshop were nine (9) nurses and one (1) sanitarian from the MOH Family Planning Project, MCH Centers and the Post-Basic Nursing/Midwifery School. Co-trainers in the workshop were: Faduma Hadji Mohamed, Head of the Training Unit of the Family Planning Project and Saciida Elmi, PHN/Midwife and Head, MCH Center in Shibis.

Inspite of the alleged previous trainings in clinical and non-clinical family planning, it was noted that there is still much to be desired in terms of participants' knowledge in family planning technology. This fact was evident during the skills practice in conducting a session plan on various aspects of family planning.

Based on the post training reactions of the participants and also the observations of the trainers, it seems that the participants have acquired insights in the application of basic skills in undertaking training activities. The need for immediate and sustained practice in these areas of competencies is, however, extremely important.

SCHEDULE

7 August 1985 to 10 August 1985		Briefing on assignment with Miss Pauline Muhuhu, INTRAH ESA Office Director in Mombasa, Kenya.
11 August 1985	5:30 p.m.	Arrival in Mogadishu, Somalia.
12 August 1985	9:00 - 11:00 a.m.	Briefing with Ms. Margaret Neuse, Population Officer, USAID, Somalia.
	11:15 - 12:00 Noon	Meeting with Dr. Rukiya Mohamed Seif, Director, Family Planning Project, Ministry of Health and Ms. Margaret Neuse, to discuss recommendations of Sahra Feldman's Report: Family Planning Services Medical Aspects.
	12:00 - 1:30 p.m.	Meeting with Faduma Hadji, Head of the Training Unit and Saciida Elmi, Head, MCH Chibis, both workshop co-trainers.
13 August 1985	9:00 a.m. - 2:00 p.m.	Meeting with co-trainers to develop Needs Assessment Questionnaire.
	4:00 - 6:00 p.m.	Worked on Training Design.
	7:30 - 10:30 p.m.	Development of Training Design.
14 August 1985	8:00 - 9:00 a.m.	Meeting with Ms. Margaret Neuse, re. Briefing on the Sarah Feldman Report.
	9:15 - 10:00 a.m.	Meeting with Ms. Margaret Neuse and Dr. Rukiya for further discussion of Feldman's Report and Anita Bennett's Guidelines on Family Planning.

	10:00 a.m.- 2:00 p.m.	Meeting with co-trainers to review Job Descriptions of different cadres of MCH workers.
15 August 1985	8:00 a.m.- 1:30 p.m.	Meeting with co-trainers to further discuss plans and preparation for the workshop.
16 August 1985	8:00 a.m.- 3:00 p.m.	USAID for the preparation of training materials and handouts.
17 August 1985	7:30 a.m.- 2:30 p.m.	Commencement of Training.
18 August 1985 to 11 September 1985		TOT WORKSHOP.
11 September 1985		Debriefing with Ministry of Health Officials: Drs. Rukiya Seif and Aasha Ali of the MCH Division.
12 September 1985	7:30 a.m.	Debriefing with Mr. John Rose, USAID, Somalia.

I. PURPOSE OF THE TRIP

The overall objectives of the assignment were:

1. To give information about and develop skills in adult learning methods and techniques;
2. To enhance the development of problem-solving skills; and
3. To provide knowledge and develop skills in designing training and learning experiences.

II. ACCOMPLISHMENTS

Based on the INTRAH team's assessment, the overall objectives of the workshop were achieved. The information and skills in the adult learning methods and techniques were not only discussed but modelled and demonstrated throughout the training activity. Through the use of problem-solving exercises, the participants were able to draw up a list of principles in problem-solving.

The tangible outputs of the 4-week TOT workshop were as follows:

1. Training Needs Assessment in Family Planning for:
 - a. Traditional Birth Attendants (TBA)
 - b. Nurses/Midwives of the MCH Centers
2. Training Curriculum in Family Planning for:
 - a. TBA MCH Nurses/Midwives
 - b. MCH Nurses/Midwives
3. Session Plans

III. BACKGROUND

In its desire to achieve the IEC and clinical targets in accordance with the Family Planning Health Services Project 649-0131, the MOH feels there is a need to increase the number of trainers to prepare other categories of health workers to integrate family planning in the health service.

To meet this need, a Memorandum of Agreement was entered into by and between the Ministry of Health and INTRAH/University of North Carolina, to conduct a TOT workshop for fifteen (15) nurses from the Ministry of Health Family Planning Project, MCH Centers and the Nursing/Midwifery Schools who had formerly been trained in family health skills under INTRAH auspices in PAC I.

These participants are expected to prepare other health workers and community groups in providing family planning services in their communities.

IV. DESCRIPTION OF THE ACTIVITY

Highlights of the TOT Workshop:

1. The 4-week workshop was attended by nine (9) nurses and one (1) sanitarian and five (5) observers from the MOH Family Planning Project, MCH Health Centers, and the Post-Basic Nursing/Midwifery School.
2. The first week of the TOT workshop was devoted to Module I "Creating a Climate for Learning" and Module II "The Adult Learner and the Trainer."

Module I consisted of the following activities:

- 2.1 "Getting to Know You." Sharing information about self; surfacing of expectations: course, self, co-participants and trainers; leveling of expectations and the preparation of a learning

contract. Structured learning exercises (SLE) were used to demonstrate the principles of effective interpersonal communication such as: giving and receiving feedback, listening and observing as well as understanding the barriers to effective interpersonal communication.

While the primary aim in Module I was to create the climate for the TOT workshop it also created an opportunity to demonstrate the process itself.

2.2 Module II dealt with the Adult Learner and the Trainer. This module focused on the nature and characteristics of the adult learner as compared to the child learner. In this light, the role and the qualities of an effective trainer as a facilitator of learning was given emphasis. The use of more SLE helped the participants to draw the implications of the role and qualities of a trainer in adult learning.

2.3 "Where are We" and the "Grab Bag" training techniques were used extensively to link and/or reinforce previous/or forthcoming learnings.

The "Grab Bag" was also used to review and/or reinforce knowledge in family planning technology.

3. The 2nd week of the workshop was devoted to Module III: Trainer's Competencies in Undertaking Needs Assessment Using the Competency-Based Model.

3.1 An overview of the needs assessment process was discussed by the trainers before the group went to small group work.

3.2 In the "mini" workshop, the whole group was divided into two (2) working groups: one group worked on the training needs assessment in family planning for MCH nurses/midwives; another group for the traditional birth attendants (TBA).

The INTRAH consultants and the co-trainers served as preceptors in the small group work.

The group started by listing the expected functions and tasks of their target group for training. Before proceeding further in the needs assessment process, the acceptability of the stated functions of each target group was clarified and/or verified with the MOH Family Planning Staff.

During the group work, close supervision and guidance was provided by the trainers to the group as they slowly underwent the process of analyzing training needs of their target group.

In the plenary session, each group presented the results of their group work. After each presentation and discussion, recommendations were made to improve the reported needs assessment.

4. The 3rd week of the workshop continued with the Designing of a Training Curriculum for the two (2) target groups based on the needs assessment prepared earlier.

4.1 A lecture-discussion on an overview of curriculum designing was given prior to the "mini" workshop.

4.2 Step-by-step the participants went through the process of preparing the curriculum for their target group.

- 4.3 The actual preparation of the training curriculum for their target group gave the participants the opportunity to practice: writing objectives, determining content, selecting appropriate methods, selecting materials and tools, and evaluation techniques.
- 4.4 Shortly before the end of the week, each participant was asked to prepare a session plan on a topic she was most comfortable with.
5. The 4th week of the workshop was devoted to skills practice in facilitating/teaching using the session plan prepared earlier.
 - 5.1 After each participant's session, feedback on her/his performance was given by the other participants and trainers with the use of a Checklist.
 - 5.2 During this activity the participants continued to practice the skills in receiving and giving feedback.

The "Rules of Feedback" were placed at a strategic place in the training room to remind each participant "How" to give and receive feedback.
6. The Evaluation scheme of the TOT Workshop consisted of:
 - 6.1 The INTRAH Bio-Data Form and the Training Needs Assessment Questionnaire were completed by the participants on the first day of the workshop.
 - 6.2 Pre and Post Tests were administered for Modules I and II; Module III and Module IV's evaluation tool were checklists used by participants and trainers to assess individual performance in conducting and/or facilitating a training session.

- 6.3 Daily assessment techniques used during the workshop include: checklist, feedback, "grab bag;" "Where are We;" observation, TOT outputs, and the "How Did I Feel About the Session Today" questionnaire.
- 6.4 The INTRAH Participant Reaction form was administered on the last day of the workshop.
- 6.5 Individual feedback on the TOT workshop was summed up in participants' responses to the question "What were my three most important learnings in the workshop?"

V. FINDINGS

1. While the participants exerted great effort to assimilate the training concepts and skills, the language problem was the number one barrier to maximum learning.
2. An analysis of post test results indicates a relatively high increase in knowledge and understanding of training concepts.
3. It has been noted that some participants and observers are not engaged and/or aware of their future role as trainers in family planning.
4. There seems to be a need to further enhance and/or reinforce knowledge/understanding in family planning technology of the participants. This observation surfaced very clearly during the practice session on facilitating/teaching. A special session on family planning technology and the human reproductive system was provided by Val Gilpin shortly before the workshop ended.

5. The tasks of the various categories of health workers in the MCH Centers and community volunteer groups, specifically the traditional birth attendants (TBA), in the family planning program are not clearly defined.
6. Simple training materials and tools for family planning were not readily available.

VI. CONCLUSIONS

1. In view of some language problems it would be beneficial for the training materials/outputs of the TOT workshop to be translated to Somali language.
2. The immediate and sustained implementation of the training curriculum developed by the participants is very essential to enable the participants to apply understanding and skills learned.
3. Mastery of the subject matter (applied and scientific family planning technology) by these participants will be necessary in their training of other health workers and community volunteer groups.
4. Clearly defined functions/tasks in family planning of various categories of health workers in MCH Centers and community volunteer groups such as the TBA is important as a basis for developing relevant family planning training programs for service providers.
5. Simple, clear and concise training materials on family planning concepts and practices are needed to supplement training methods in the training of family planning service providers.

6. More orientation/dialogues with the TOT participants on the expectations of the Ministry of Health in terms of their training responsibilities in light of the family planning project plan may help them appreciate their role in the program.

VII. RECOMMENDATIONS

1. A core group of family planning trainers consisting of 3-4 trainers should be organized to perform the following: translate the TOT training materials and output in the Somali language; monitor and follow-up the immediate and sustained implementation of the training of MCH Center health workers and TBA's; collect and collate relevant training materials and tools for the training of other health workers and specific community groups such as the TBA's.
2. The core trainers (4) could be selected from among the staff of other related units of the Ministry of Health and the Family Planning Project staff; Post Basic Nursing/Midwifery and/or previously trained trainers from the MCH Centers. The selection of the core trainers should be based on a set of criteria, such as: (a) must have potential qualities as trainer; (b) personal commitment to family planning program; (c) credibility; (d) availability for training activities in family planning. This will entail the commitment of the immediate superior/head to allow her/him to perform training activities for family planning on specified periods.
3. The Family Planning Project Staff need to work out with the MCH Division the acceptable functions/tasks of the various health workers and TBA's in the delivery of family planning services as a basis for determining training plans.

4. For uniformity of family planning messages and content, it is highly recommended that the Procedures Manual on Family Planning be reviewed in the light of practices culturally acceptable to the people. The Procedures Manual will include, among other things, definition of terms such as family planning (how long is the recommended period of time for child-spacing for the mother/child to benefit from the practice?); procedures in administering available and acceptable contraceptives; opportunities for integrating family planning in the health work of the nurse, midwives, sanitarians, etc.

5. Training materials for the family planning service providers can be derived from the Procedures Manual in Family Planning of the Ministry of Health. Development and preparation of training materials for TBA's who are non-readers is, likewise, necessary.

APPENDIX A

LIST OF PERSONS CONTACTED

USAID MISSION

Ms. Margaret Neuse	Population Officer
Mr. John Rose	PHC Project Officer

MINISTRY OF HEALTH

Dr. Ali Abdulle	Director, Maternal and Child Health Division
Dr. Rukya Mohammed Seif	Director, Family Planning Division and Executive Secretary, Somalia Family Planning Association
Dr. Asha Haji	Deputy Director, Family Planning Division
Mrs. Halima Abdi Sheikh	Head, Health Education Unit
Mrs. Ashi Haji Aden	Director, Training Department
Mrs. Faduma Haji Mohamed	Head, Training for Family Planning
Mrs. Zaynad Mohamud Afra	Director, Post Basic Nursing School

SOMALIA FAMILY HEALTH ASSOCIATION

Mr. Abdul Rahman M. Nero	Head of Equipement
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APPENDIX B

TRAINING OF TRAINERS IN FAMILY PLANNING
August 17 - September 11, 1985
MINISTRY OF HEALTH/INTRAH
Mogadishu, Somalia

LIST OF PARTICIPANTS

<u>Names</u>	<u>Designation</u>	<u>Address</u>
Sahra Adan Hussien	Nurse/Deputy	Medical Service Unit Family Planning Project Ministry of Health P.O. Box 2029 Mogadishu, Somalia
Mana Osman Gedi	Head, Evaluation Unit, FP Project	Ministry of Health P.O. Box 1750 Mogadishu, Somalia
Marian Ibrahim Arrole	Nurse	FP Project Ministry of Health P.O. Box 1750 Mogadishu, Somalia
Sahra Mohamed Mustafa	Nurse/Head	MCH Center, Kaaraan Ministry of Health Mogadishu, Somalia
Kaltuma Ahmed Ali	Nurse/Tutor	School of Nursing Ministry of Health P.O. Box 975 Mogadishu, Somalia
Iisha Abdullahi Mohamed	Public Health Nurse/Midwife	M.C.H. Degmada Buur, Hakaba, Somalia
Sainab Geno Sangaab	Nurse	MCH, Adan, Vabaal Somalia
Shoon Adar Sulemen	Public Health Nurse/Midwife	MCH, Afgooye S.D.R. Somalia
Numina Hassan Abdi	Public Health Nurse	MCH Cadale P.O. Box 18 D Karaan Mogadishu, Somalia
Ahmed Wali Ilmi	Sanitarian	FP Project Ministry of Health Mogadishu, Somalia

Observers

Batula Shinni	Logistics Officer	FP Project Ministry of Health P.O. Box 1750 Mogadishu, Somalia
Naiman Ahmed Mumin	Nurse Tutor	Post-Basic Nursing School
Luul Au Rooge	IEC	
Marvan Maase Afrax	IEC	

Co-Trainers

Faduma Daji Mohamed	Nurse/Head	Training Unit FP Project Ministry of Health Mogadishu, Somalia MCH Center, Shibis
Saciida Elmi	Nurse/Head	MCH Center, Shibis

INTRAH Consultants

Asuncion G. Eduarte	Assistant Professor	Institute of Public Health, University of the Philippines Pedro Gil, Manila Philippines
Valentina Leona Gilpin	Nurse Tutor	National School of Nursing Lightfoot-Boston St. Freetown, Sierra Leone

APPENDIX C

TRAINING OF TRAINERS IN FAMILY PLANNING
August 17 - September 11, 1985
MINISTRY OF HEALTH/INTRAH
Mogadishu, Somalia

I. Introduction

For the Ministry of Health to reach its IEC and clinical services targets in accordance with the Family Health Services Project 649-0131, the Ministry feels that there is a need to increase the number of family planning trainers who will be responsible for preparing other health workers to provide family planning services.

In a Memorandum of Agreement entered into by Ministry of Health and INTRAH/University of North Carolina, it was agreed that a Training of Trainers workshop would be conducted for (15) nurses/midwives from the MOH FP Project, resettlement area, MCH health centers, and nursing schools. These nurses/midwives will be responsible for the training of Traditional Birth Attendants (TBAs), Community Health Workers (CHWs) and nursing students and for the provision of in-service family planning training for MCH health centre staff.

This Training of Trainers workshop is designed to prepare (15) nurses to acquire basic skills in the area of planning, conducting and evaluating training programs and/or activities using adult training methods.

II. General Objectives

By the end of the 4-week course, the participants will be able to:

1. participate in learning activities aimed to create a climate for learning;
2. discuss the concepts of adult learning and the role of the trainer in adult learning;
3. demonstrate skills in the following areas of training program development:
 - 3.1 training needs assessment.
 - 3.2 designing a training program for a specific target group.
 - 3.3 planning a lesson of a training activity.
 - 3.4 evaluating a training activity.

III. Specific Objectives

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

MODULE I: CREATING CLIMATE FOR LEARNING

1. List her/his expectations of the course;
2. Identify/share both his/her strengths and weaknesses;
3. Acquaint himself/herself with other members of the group;
4. Participate in the preparation of the learning contract; and
5. Describe the characteristics associated with creating a climate for learning.

MODULE II: ADULT LEARNING AND THE TRAINER

1. Define Andragogy or Adult Learning;
2. State at least three (3) differences between Child Learning (Pedagogy) and Adult Learning (Andragogy);
3. Explain how adults learn;
4. Discuss the role of trainer/facilitator in adult learning; and
5. Identify the qualities of an effective trainer.

MODULE III: TRAINERS COMPETENCIES

1. Discuss the steps involved in doing needs assessment using the competency based model;
2. Demonstrate the steps in task analysis for a specific target group;
3. Explain the process involved in designing a training curriculum;
4. Demonstrate skills in preparing a training curriculum for specific target groups by:
 - 4.1 setting learning objectives
 - 4.2 designing learning activities/content
 - 4.3 selecting appropriate learning methods/training materials/tools
 - 4.4 evaluating learning experiences
5. Prepare a session plan;
6. Participate in group solving activities; and
7. Write an evaluation plan for a session plan.

**MODULE IV: CONDUCTING TRAINING SESSION (PRACTICUM:
SKILLS PRACTICE)**

1. Demonstrate skills in conducting a training session; and
2. Practice on giving and receiving feedback after such session.

IV. Contents

1. Characteristics associated with creating a climate for learning (Communication: Feedback).
2. Adult Learning Principles and Process.
3. Role of Trainer in Health Adult Learning.
4. Qualities of an Effective Trainer.
5. Assessing Training Needs.
6. Designing a Training Curriculum:
 - 6.1 Setting Learning Objectives
 - 6.2 Determining Learning Activities/Content
 - 6.3 Selection of Appropriate Adult Learning Methods
 - 6.4 Evaluating Learning Experience
7. Problem Solving.
8. Lesson Planning.
9. Skills practice in use of Teaching Methods.
10. Develop evaluation tool for a session plan.

V. Methodology

The training course will utilize experiential learning methods consisting primarily of structured learning experiences such as group discussion, role-playing, demonstration.

VI. Evaluation Scheme

1. A Pre-Test and a Post-Test will be administered before and after each module.
2. Pre-Test and Post-Test scores will be compared and discussed with each participant.
3. INTRAH Participant Bio-Data and Reaction forms will be administered.
4. Daily assessment of performance will be made through evaluation tools.

APPENDIX D

TRAINING OF TRAINERS IN FAMILY PLANNING
 August 17 - September 17, 1985
 MINISTRY OF HEALTH/INTRAH
 Mogadishu, Somalia

FIRST WEEK: CREATING CLIMATE FOR LEARNING, ADULT LEARNER AND THE TRAINER

August 18 to 22, 1985

TIME	SATURDAY /17	SUNDAY /18	MONDAY /19	TUESDAY /20	WEDNESDAY /21	THURSDAY /22
8:00		-Registration -Bio-data Form (INTRAH) -Needs Assessment Questionnaire ° Briefing on Adm. Arrange. ° Opening Session	-Pre-Test (Mod. I-II. -"Where Are We" -Structured Learning Exer. ° "Petal" ° Perception Exercise	"Where Are We" Problem-Solving ° What's Adult Learning ° Child vs. Adult Learning	"Where Are We" "Grab Bag" Problem Solving	"Where Are We" "Grab Bag" Problem-Solving Needs Assessment
10:00 - 10:30		BREAK	BREAK	BREAK	BREAK	BREAK
10:30		-Surfacing of Expectations -Leveling of Expectations -Learning Contract	-Lecture-discussion -Communication Process -Feedback -Rumor Clinic"	Adult Learning Principles "I Learn More" Role of Trainer in Adult Learning	Qualities of an Effective Trainer	
2:00		-Briefing on TOT Course	-Recapitulation in Communication Skills			

SECOND WEEK: NEEDS ASSESSMENT

August 24 to 29, 1985

TIME	SATURDAY / 24	SUNDAY / 25	MONDAY / 26	TUESDAY / 27	WEDNESDAY / 28	THURSDAY / 29
8:00	- "Where Are We" "Grab Bag" "Pre-Test Module: II and III - Overview: Needs Assessment	WORKSHOP (continuation) On Needs Assessment for Specific Target Group Listing Functions in Family Planning of Target Group	HOLIDAY	HOLIDAY	"Where Are We" "Grab Bag" Workshop on Needs Assessment Identifying KAS of Specific Target Group	Plenary Session Group Report and Discussion on Needs Assessment
10:00 - 10:30	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
10:30	- Workshop on Needs Assessment ↑ ↓ Task Analysis	Needs Assessment Specific TASKS in Family Planning Identifying KAS ↑ ↓	HOLIDAY	HOLIDAY	(continuation) K A S ↑ ↓	↑ ↓ Recapitulation Linkage to next Workshop on Designing Training.....
2:00						
5:00						

THIRD WEEK: DESIGNING TRAINING CURRICULUM

August 31 to September 5, 1985

TIME	SATURDAY /31	SUNDAY /1	MONDAY /2	TUESDAY /3	WEDNESDAY /4	THURSDAY /5
8:00	-Overview: Designing Training Curriculum for MCH Nurses/Midwives T B A	Workshop (continuation)	Workshop (continuation)	Workshop (continuation)	Plenary Session Group Reporting	Lecture-Discussion: Lesson on Session Plan
10:00	-Writing Objectives ° Definition ° Importance ° Qualities	Writing Objectives	Determining Contents	Evaluation	Discussion on Training Curriculum Output	
10:00 - 10:30	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
10:30	-Workshop: Writing Objectives		Linkage			Individual Work on: Session Plan
2:00		Linkage	Selecting Appropriate Methods		Recapitulation Linkage to Session Plan	
5:00						

FOURTH WEEK: SESSION PLAN/PRACTICUM/EVALUATION

September 6-11, 1985

TIME	SATURDAY /7	SUNDAY /8	MONDAY /9	TUESDAY /10	WEDNESDAY /11	THURSDAY /12
8:00	Individual Work on Session Plan	Post Test on Module III. Preparation for Skills Practice	Skills Practice on Facilitating Learning Experience	Skills Practice	Skills Practice	Recapitulation and Summing Up
10:00	↓	↓	Peer/Trainer Evaluation	Peer/Trainer Evaluation	Peer/Trainer Evaluation	Final Evaluation
10:00-10:30	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
10:30	↓	↓	↓	↓	↓	↓
2:00	↓	↓	Peer/Trainer Evaluation	Peer/Trainer Evaluation	Peer/Trainer Evaluation	Closing Session
5:00	↓	↓	↓	↓	↓	↓

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TRAINING OF TRAINERS IN FAMILY PLANNING
AUGUST 17 - SEPTEMBER 11, 1985
MINISTRY OF HEALTH
MOGADISHU, SOMALIA

NEEDS ASSESSMENT QUESTIONNAIRE

Name : _____ Age : _____ Sex : _____
Position/Title : _____ Religion: _____
Agency : _____
Location of Agency: _____

1. Have you attended a Training of Trainers before?
Yes _____ No _____

2. What are your expectations of this course?

3. Rate your level of skills in the following areas:

	Very Good	Good	Fair	Poor
3.1. creating climate for learning				
3.2. setting/writing objectives				
3.3. determining learning activities				
3.4. selection of adult learning methods				

	Very Good	Good	Fair	Poor
3.5. using the following methods				
* lecture - discussion				
* group discussion				
* role playing				
* demonstration				
* games				
* story telling				
* others: specify _____				
3.6. evaluating training activities				
3.7. planning a session plan				
3.8. preparing visual aids				
3.9. conducting a training session				
3.10. communicating ideas				
3.11. problem solving				
3.12. how to use visual aids				

4. Are you at present doing training activities in family planning?
 _____Yes _____No
 If yes, what group do you train? _____

5. Are you expected to train other groups in family planning?
 _____Yes _____No
 If yes, what group are you expected to train?

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6. List knowledge, attitudes and skills you feel you will need to do training.

6.1. Knowledge

6.2. Attitudes

6.3. Skills

7. How do you feel about child spacing?

8. Do you practice child-spacing?

..... No Yes

If no, why?

Give reasons.

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If yes, why and what method do you use/practice?

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9. Comments

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APPENDIX F

TRAINING OF TRAINERS IN FAMILY PLANNING
AUGUST 17 - SEPTEMBER 11, 1985
MINISTRY OF HEALTH/INTRAH
MOGADISHU, SOMALIA

Pre-test

For Module I and II

I. Instruction: Please tick YES if you agree and NO if you disagree with the statement in Questions 1-10.

Yes

No

- | | | | |
|-------|-------|-----|---|
| _____ | _____ | 1. | The role of a trainer is to tell the learner what he should learn. |
| _____ | _____ | 2. | For communication to be effective it is important to use language that is clear and common to all the participants. |
| _____ | _____ | 3. | Feedback is important to effective communication. |
| _____ | _____ | 4. | Talking too much/or too long can be a barrier to effective communication. |
| _____ | _____ | 5. | The trainer should supervise participants in order to reprimand them or "punish" them. |
| _____ | _____ | 6. | Adults learn in the same way as the children. |
| _____ | _____ | 7. | The traditional education is effective since the teacher "pours" knowledge to the student. |
| _____ | _____ | 8. | Respecting and understanding the adult learner is essential in creating climate for learning. |
| _____ | _____ | 9. | A trainer to be effective should respect the learner. |
| _____ | _____ | 10. | Listening is important in interpersonal communication. |

II. State at least 3 principles of effective communication in training.

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III. List (4) rules of feedback.

TRAINING OF TRAINERS IN FAMILY PLANNING

AUGUST 17 .. SEPTEMBER 11 1985

MINISTRY OF HEALTH/JACORAI

MOGADISHU - SOMALIA

PRE-TEST (MODULE III)

Instruction: Please tick YES if you agree and NO if you disagree with the statements in question 1-6.

- | A) | YES | NO | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 1.The first step in developing a training program is to find out what the trainees must know,feel,do in order to perform a task. |
| _____ | _____ | _____ | 2.A trainer plans a training program by her self. |
| _____ | _____ | _____ | 3.It is important to state learning objectives clearly as a basis for selecting and designing instructional materials,content,methods. |
| _____ | _____ | _____ | 4.The role of the trainer is to help students learn how to do the job which they have been trained for. |
| _____ | _____ | _____ | 5.The main aim of training is to prepare participants to do a job. |
| _____ | _____ | _____ | 6.Task analysis is a method of looking at one part of a person's job in order to find what students need to learn in order to do the job well. |

FIVE STEPS

B) List the ~~four~~ process in designing a training curriculum

C) Name 3 qualities of a well stated objective.

D) Explain the Training process

1. Needs & Assessment
3. Implementation

2. Designing Training
4. Evaluation.



E) What is a learning objective

F) List 3 functions of a training objective

G) List 2 importance of evaluation in training

H) List 2 methods of evaluation.

EMAS (ICE) TRAINING NEED-BASED CHECK SHEET

INSTRUCTIONS: Please tick appropriate column

3= Very good

2= Good

1= Fair

AREA OF ASSESSMENT	RATING SCALES			Comments
	3	2	1	
<u>IDENTIFICATION OF LEARNERS</u>				
<u>INTRODUCTION</u>				
<u>PRESENTATION</u>				
Statement of objectives				
<u>CONTENT</u>				
Relevance				
Appropriateness to learners				
Accurateness				
Time keeping				
<u>TRAINING METHODS</u>				
Appropriateness to objective				
Use of method				
Involvement of learner				
Effective				

<u>AREA OF ASSESSMENT</u>	3	2	1	Comments
<u>MATERIALS/TOOLS</u> Appropriateness to Content Effectiveness in Helping Learning Use of Materials				
<u>EVALUATION</u> Skills in Questioning				
<u>DEBATING</u> Method Effectiveness				
<u>QUALITIES OF ORATOR</u> Clarity of voice Appropriate Language Confidence				
OTHERS				

INTRAH PRE-POST TEST RESULTS FORM

<u>TRAINEE</u>	<u>PRE-TEST SCORE</u>	<u>POST-TEST SCORE</u>
1	38	92
2	30	90
3	32	90
4	-	86
5	-	88
6	38	82
7	34	86
8	36	88
9	34	76
10	32	66

MEAN SCORE:

Pre-test	34.2%
Post-test	84.4%

PARTICIPANTS:

1. Sahra Aden Hussien
2. Maana Osman Gedi
3. Maryan Ibraahim Arrolo
4. Sahra Mohamed Mustafa
5. Kaltuma Ahmed Ali
6. Iisha Abdullahi Mohamed
7. Zainab Geno Sangaab
8. Shuun Adan Sulemen
9. Muumina Hassan Abdi
10. Ahmed Wali Ilmi

TRAINING NEEDS ASSESSMENT
for Health Center Nurses/Midwives

FUNCTIONS	SPECIFIC TASKS	KNOWLEDGE (IDEA)	ATTITUDE	SKILLS (DO/ACTION)
I. To motivate/convince mothers/couples to practice child spacing.	A. Performs person to person motivation in the MCH health center and community.	Ways to make good relationship with people.	Friendliness, Warmth Patience Tact	Ability to get cooperation and put people at ease.
	1. Creates good relations with mother/couple.	Concept of Family Planning.	-do-	Ability to communicate in clear and simple language.
	2. Asks questions on what mother know, feel, and do about child spacing.	Advantages of child spacing to health of mother/child.	Tact Friendliness Warm	Ability to use feedback.
	3. Explain the meaning of child spacing.	Meaning of child spacing/family planning.	Warm Patience	Ability to explain Ability to convince
	4. Explain the advantages of child spacing in terms of mother and child.	Advantages of practicing child spacing in terms of child/mothers health.	Confidence	Ability to explain concept of family planning in simple terms.
	5. Shows the different types of contraceptives.	Procedures/steps in use of contraceptives.	Confidence	Ability to speak clearly and to explain contraception clearly.
	6. Tells the advantages and disadvantages of each type of contraceptives.	Clear and simple instructions.	Accuracy	Ability to explain.
7. Explains how each contraceptive prevent pregnancy.	How contraception prevents pregnancy.	Accuracy Patience	Ability to explain. Ability to convince.	

8. Asks for further clarification, if any. Encourage mothers to ask more questions regarding family planning practice.	How to encourage people to ask questions. What question to ask	Confidence Tact	Ability to ellicit response Ability to establish rapport Ability to listen.
B. Get the support of community leaders for F.P.	How to establish relationship with community leaders.	Confidence Friendliness Warmth Sincerity	Ability to explain. Ability to observe
1. Locate Who, Where the community leaders are.	Who are the community leaders.		Ability to persuade leaders to support family planning.
2. Explain your purpose.		Confidence	Ability to explain.
3. Find out how the community leaders know, feel and do about child spacing.	Knowledge of leaders in the community	Friendliness Tact	Ability to identify community leaders.
4. Provide specific information re. child spacing practice.		Confidence Tact	Ability to explain.
5. Ask help of leaders to inform couples of benefits of child spacing.			Ability to speak.

FUNCTIONS	SPECIFIC TASKS	KNOWLEDGE (IDEA)	ATTITUDE	SKILLS (DO/ACTION)
2. To give/dispense contraceptives to family planning acceptors.	1. Ask information about complaints, disturbances in menstrual cycle.	Common problems/ complaints of mothers regarding menstrual cycle.	Openness Caring Warmth	Ability to interview, listen, observe, ask questions.
	2. Does physical check up; head, eye, neck, breast, stomach, legs (for pill acceptors).	Procedure in doing physical check up.	Tact Confidence	Ability to perform physical check-up.
	3. Find out what method of contraception the mother prefers.	Normal and abnormal conditions in the head, eye, neck, breast, stomach, legs.	Accuracy Tact	Ability to tell normal from abnormal conditions of head, eye, neck, breast, stomach, legs.
	4. Tell her the contra-indication, if any.	Contra-indications of different contraceptives.	Tact Friendliness	Ability to explain the use of contraception.
	5. Explain the use of the contraceptive.	Use of pills, condom and jelly, condom and breast feeding, jelly and breastfeeding.	Accuracy Openness	Ability to explain the use of contraception.
	6. Fill up F.P. record	F.P. records and reports.	Confidence Tact	Ability to fill daily and monthly reports.
	7. Ask mother if she has other questions regarding her method.	Available contraceptives.	Confidence	Ability to explain
	8. Tell her to come back for check up and/or re-supply.	When to tell the client to come back for check up/re-supply.	Confidence Tact	Ability to give instruction on how to use a contraceptive.

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3. To keep contraceptives safely.	1. Select a good place for storage.	Knowledge on: conditions for safe storage of contraceptives.	Accuracy	Ability to select appropriate condition for storage.
	2. Group and classify each contraceptives.	How to group and classify contraceptives.	Accuracy	Ability to classify contraception according to type; expiration dates.
	3. Put each contraceptives together according to expiration dates.	Importance of knowing expiration dates		
	4. Record or write the expiration dates of each contraceptives.	Recording the expiration dates/ quantity.	Tact	Ability to record quantity, expiration dates.
	5. Record the quantity of the contraceptives in the room or storage.		Accuracy	Ability to establish priorities to dispense contraceptives based on expiration dates.
4. Refer cases of complication to the doctor.	1. Find out if the mother is new acceptor or old acceptor of F.P.	Knowledge on: Who should be referred to the doctor.	Caring Concern.	Ability to classify new and old acceptors
	2. Write a letter to the doctor if she is new acceptor.	When to refer, where to refer.	Openness	Ability to write a letter.
	3. Give her card/or record if she is an old acceptor.	How to refer/ write referral letters.	Accuracy	Ability to refer/write referral letters.

	4. Ask mother to come back after seeing the doctor.	What should be included in the referral letter	Patience	Ability to explain.
	5. Explain to her the advice of the doctor.	Importance of follow up of referred case.	Confidence Tact	Ability to explain.
	6. Do what the doctor tells the health worker to do.		Openness	Ability to explain.
5. Reporting and Recording	1. Fill the Daily Report	Daily Report: What/how to fill the daily Report	Patience Accuracy	How to fill the daily report and monthly report
	2. Accomplish the monthly report sheet.	How to fill/or prepare monthly report sheet.	Patience Tact	Ability to accomplish the monthly report sheet.
