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Trip Report

0-403

Travelers: Mr. Maurice Apted, IHP Program Coordinator
Mrs. Fatu Yumkella, INTRAH Consultant

Country Visited: Benue State, Nigeria
May 25 - June 13, 1987

Date of Trip: Lagos Debriefing: June 17, 1987

Purpose: To conduct a skills development for
Training and Program Evaluation workshop
for 10 Benue State MOH staff, June 1 -
12, 1987.

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**On file with INTRAH Data Management Services.

LIST OF ABBREVIATIONS

CS	Child Spacing
EPI	Expanded Program for Immunization
IEC	Information, Education and Communication
MOH	Ministry of Health (State)
FMOH	Federal Ministry of Health
ORT	Oral Rehydration Therapy
HSMB	Health Services Management Board
KAP	Knowledge, Attitudes and Practices
STT	State Training Team
TOT	Training of Trainers

EXECUTIVE SUMMARY

Mr. Maurice Apted, M.P.H. International Health Programs (IHP) Program Coordinator and Mrs. Fatu Yumkella, INTRAH Consultant, conducted a skills development for training and program evaluation workshop for the Benue State Ministry of Health (MOH), Activity #4 of the MOH/INTRAH contract work-plan. The workshop was conducted at the Makurdi Plaza Hotel from June 1 - June 12, 1987. Ten full-time participants completed the workshop.

The workshop accomplished the following:

- collected baseline information for the Child Spacing (CS)/Oral Rehydration Therapy (ORT) and Expanded Program for Immunization (EPI) programs;
- created specific service objectives from the general ORT and EPI plans currently in use by the MOH;
- created monitoring and evaluation plans for the CS/ORT and EPI programs; and
- briefed and debriefed at AAO/Lagos with Ms. Keys MacManus, AID Affairs Officer and her staff. Focus was on assistance required by the Benue State MOH to effectively use the skills acquired through INTRAH-sponsored training activities.

Findings, conclusions and recommendations include the following:

- only seven of the ten participants should be utilized for future INTRAH evaluation activities; the other three can contribute support toward logistic and administrative tasks required for evaluation activities until they improve their evaluation skills;
- EPI, ORT and CS service statistics are not being gathered consistently or effectively; and
- the November 1987 project review should be used to assist the CS project director in implementing the monitoring and evaluating plans created during this workshop.

SCHEDULE OF ACTIVITIES

- May 25 Mr. Apted arrived in Lagos from London at 5:35 p.m. Met with Dr. Kelly O'Hanley, IHP Program Coordinator.
- May 26 Briefed with Mrs. H. O. Shitta-Bey, Family Planning Specialist and Ms. Keys MacManus, AID Affairs Officer, AAO/Lagos.
- Prepared for workshop.
- May 27 Nigerian public holiday. Continued workshop preparations.
- Mrs. Yumkella arrived Lagos, 7:00 p.m. from Abidjan. Met with Mr. Apted.
- May 28 Departed from Lagos for Makurdi, Benue State, 12:45 p.m. Arrived Makurdi 1:45 p.m. Mr. Apted and Mrs. Yumkella finalized workshop agenda for presentation to MOH.
- May 29 Mr. Apted and Mrs. Yumkella met with Dr. Rosemary Abdullahi, Chief Health Officer, CS/ORT Program Director, MOH; Dr. A. O. Amali, Chief Medical Officer, MOH; and Mr. D. I. Agogo, Permanent Secretary, MOH.
- Mr. Apted, Mrs. Yumkella, Dr. Abdullahi and Mr. Andrew Odah, MOH Chief Nurse Tutor (Special Duties), IEC Manager, discussed and finalized workshop arrangements and agenda. MOH officials informed trainers of the inclusion of an EPI participant in workshop.
- Mr. Apted, Mrs. Yumkella and Mr. Odah visited training site at Rahama Hotel; checked training books and supplies at CS Program Coordinator office, HSMB.
- May 30 - 31 Completed workshop training plans.
- June 1 - 12 Conducted Workshop.

- June 12 Debriefed with Dr. Abdullahi, Mrs. Susannah Attah, CS/ORT Program Coordinator, HSMB; Mrs. Justina Abeda, CS Assistant Coordinator, HSMB; and Mr. Odah.
- June 13 Departed from Makurdi for Lagos, 2:15 p.m. Arrived in Lagos 3:15 p.m.
- June 14 Mrs. Yumkella departed from Lagos for Freetown, 8:15 a.m.
- June 15 Mr. Apted met with Mrs. Shitta-Bey, regarding visa extension. Scheduled debriefing with Ms. MacManus for June 17.
- June 16 Visited various Nigerian ministries to obtain visa extension.
- June 17 Debriefed with Ms. MacManus, AAO/Lagos.
- Mr. Apted remained in Nigeria for the next scheduled activities in Benue State.

I. PURPOSE OF TRIP

The purpose of the trip was to conduct a skills development for training and program evaluation workshop for five Benue State Training Team (STT) members and five Ministry of Health (MOH)/Health Services Management Board (HSMB) personnel. The objectives of the workshop were to enable participants to develop and demonstrate the ability to collect, analyze and interpret baseline data, develop skills in the use of evaluation techniques and develop monitoring and evaluation tasks for Child Spacing (CS)/Oral Rehydration Therapy (ORT) training and service activities.

II. ACCOMPLISHMENTS

The following were achieved:

- A. A plan for monitoring and evaluating CS/ORT and the Expanded Program for Immunization (EPI) service delivery systems was completed.
- B. Tools, such as knowledge, attitudes and practices (KAP) questionnaires for CS/ORT/EPI and specific CS/ORT/EPI service objectives, were compiled to facilitate monitoring and evaluation of CS/ORT and EPI programs.
- C. Preliminary baseline data were collected for CS/ORT and EPI programs.
- D. Seven of the ten participants acquired the skills required to monitor and evaluate CS/ORT and EPI activities in Benue State.
- E. Briefed and debriefed with Ms. Keys MacManus, AID Affairs Officer and Mrs. Shitta-Bey, Family Planning (FP) specialist, AAO/Lagos.

III. BACKGROUND

This is Activity #4 in a series of 16 activities of the INTRAH/Benue State MOH CS/ORT Training Project Workplan. The workplan was developed September 1986 during a Project Development visit (INTRAH Trip Report #0-375) which followed a Training Needs Assessment conducted June 1986 (INTRAH Trip Report #0-310). INTRAH sponsored five physician/nurse teams from Benue State to a clinical skills training workshop in the Philippines (April 29 - June 7, 1985) and four nurse/midwife teams to a FP clinical skills workshop in Zimbabwe (September 30 - November 8, 1985). Under the present workplan, previous activities have been a Training of Trainers (TOT) for MOH/HSMB senior staff (INTRAH Trip Report #0-401) and government/non-governmental organization staff orientations #1 and #2 in Zone 1. Activity #5 (INTRAH Trip Report #0-402), which follows, will be a six-week TOT for the CS/ORT STT.

IV. DESCRIPTION OF ACTIVITIES

Mr. Apted briefed with Ms. MacManus, AID Affairs Officer and Mrs. Shitta-Bey, FP Specialist, AAO/Lagos on the assignment in Benue State. Debriefing took place with Ms. MacManus on June 17. Points covered during the debriefing included a brief description of the CS baseline information gathered during the workshop. Ms. MacManus said she would be visiting Benue State to observe a Policy-Makers FP and Population Seminar hosted by the MOH.

The workshop for ten participants took place at the Rahama Hotel, Makurdi from June 1 - 12. The participants included the State CS Program Coordinator, the managers of the state's ORT and EPI programs, the Information, Education and Communication (IEC) Deputy Manager, two CS service providers, the principal of the Makurdi School of Nursing and Midwifery, two senior nursing staff of the Makurdi Central Hospital and a planning officer from the MOH Planning Section (Appendix B).

During planning discussions, Dr. Rosemary Abdullahi, Chief Health Officer, CS/ORT Program Director, MOH, requested that the EPI manager participate in the workshop and that the workshop content include EPI evaluation in addition to the originally planned activities for CS and ORT.

The workshop program stressed evaluation skills-building. Approximately two and one-half workshop days were devoted to concept-building. Participants took part in a class practicum from Day 3 to Day 5. They developed or abstracted specific service objectives from various MOH documents for CS/ORT/EPI. Established were baseline indicators and draft CS/ORT/EPI survey questionnaires and interview guides. Days 6 and 7 were scheduled for field information gathering activities. Days 8 and 9 were allocated for analysis of gathered information and the reporting of results. Portions of days 8, 9 and 10 were used to develop draft monitoring and evaluation plans for the three service areas.

The collection of baseline information for the CS program was accomplished using the Benue State FP Action Plan and training and client statistics which were available through the CS Coordinator's office. For ORT and EPI the task was more difficult. Specific service objectives did not exist and had to be drafted from the general EPI/ORT plans submitted by the EPI and ORT managers. Furthermore, EPI and ORT census and service statistics were incomplete.

Participative training techniques were used with an emphasis on small group work. Two main working groups were created. One group concentrated on CS; the other focused on EPI and ORT. The project director participated in two sessions with the CS group and provided additional explanations of the service objectives of the Benue State FP Action Plan.

Logistic and training support was thoroughly handled by Mr. Andrew Odah, Chief Nurse Tutor (Special Duties), IEC

Manager, MOH and Mrs. Justina Abeda, Assistant FP Coordinator, HSMB. Ms. Susannah Attah, Project Coordinator, HSMB, was a participant and therefore did not provide training support.

Readings for the concept-building segment of the workshop came from the text, Evaluation Guidebook: For Family Planning Information and Education Projects, Center for Population and Reproductive Health Policy, Institute of Health Policy Studies, UCSF, 1986. Readings were selected by Mrs. Fatu Yumkella.

At the end of the workshop a debriefing was held with Dr. Abdullahi, Mrs. Attah, Mrs. Abeda and Mr. Odah. The following was discussed:

1. Excellent logistic and administrative support was provided by Mr. Odah, and Ms. Abeda.
2. Evaluation plans for FP/ORT and EPI programs have been created.
3. Complete ORT and EPI statistics were difficult to obtain due to a lack of transportation for supervision and data collection. This is a potential problem for gathering FP statistics.
4. Reports on individual team members and how they might most effectively work as a team:
 - support team leader;
 - follow evaluation plans established during workshop;
 - provide logistical and administrative support for evaluation activities; and
 - improve system for collection of ORT and EPI information and statistics.
5. A summary of Participant Reaction Forms was presented.

V. FINDINGS/CONCLUSIONS AND RECOMMENDATIONS

A. Logistics and Administration - INTRAH

1. Finding(s)/Conclusion(s)

Despite the delay in contacting Mrs. Yumkella, all logistic and administrative arrangements worked well for Mr. Apted and Mrs. Yumkella.

Recommendation(s)

INTRAH should continue its present administrative and logistical arrangements for assignments in Nigeria.

2. Finding(s)/Conclusion(s)

Logistic and administrative arrangements for the workshop were handled very effectively by Mr. A. Odah, IEC Manager, MOH and Mrs. Justina Abeda, Assistant FP Coordinator, HSMB.

Recommendation(s)

INTRAH should commend the MOH on the smooth logistic and administrative arrangements. Such arrangements should continue to ensure the success of other workplan activities.

B. During the Workshop

3. Finding(s)/Conclusion(s)

Three participants did not thoroughly grasp the program evaluation issues presented in the workshop.

Recommendation(s)

Only seven of the ten team members should be utilized to provide effective support for future INTRAH evaluation reviews and activities. The other three members can be utilized as support workers for the seven, helping in some of the logistic and administrative duties required for evaluation activities. To improve their evaluation skills they should be encouraged to work closely with the core team members in an understudy capacity.

4. Finding(s)/Conclusion(s)

Service and selected census statistics such as coverage to-date and total estimated target groups for EPI and ORT are unavailable.

Recommendation(s)

Statistics should be accessible and available to ensure adequate baseline and service information for the evaluation of EPI and ORT activities.

5. Finding(s)/Conclusion(s)

Due to lack of transport between the clinics and Makurdi and the difficulty service providers have in completing the present record forms, service statistics for the CS program are being gathered sporadically. These serious transportation problems affect the collection and dissemination of information/data.

Recommendation(s)

INTRAH should encourage present efforts being made by AAO/Lagos, Centers for Disease Control and Federal Ministry of Health (FMOH) to create a more effective CS recordkeeping system in Nigeria.

6. Finding(s)/Conclusion(s)

No strong impressions were obtained by the trainers as to how the State Evaluation Team would be directed in its future evaluation activities.

Recommendation(s)

INTRAH should use the forthcoming project review activity (Contract Workplan Activity #12) to assist the CS project director in implementing the monitoring and evaluation plans created during the workshop.

7. Finding(s)/Conclusion(s)

Seven responses indicated a desire for more workshop time and more time to practice skills and techniques (Appendix D).

Recommendation(s)

INTRAH should consider extending future evaluation skills workshops by two to three days. This would provide more time to collect information during

the baseline exercise and to practice interviewing.

8. Finding(s)/Conclusion(s)

In the pre-test six participants scored below the mean of 56%. For the post-test, three participants scored below the mean of 74% (Appendix C). Test scores improved.

Recommendation(s)

INTRAH Evaluation specialists at Chapel Hill should undertake a more complete analysis of pre/post-test performances to see if changes in performance were due to factors other than chance.

APPENDIX A

Persons Contacted/Met

APPENDIX A

PERSONS CONTACTED/MET

AID Affairs Office/Lagos

Mr. Richard CALLISTO, Logistics Officer

Ms. Keys MACMANUS, AID Affairs Officer

Mrs. H. O. SHITTA-BEY, FP Specialist

Benue State Ministry of Health

Dr. (Mrs.) Rosemary ABDULLAHI, Chief Health Officer, CS/ORT
Program Director

Mr. D.I. AGOGO, Permanent Secretary for Health

Dr. A. O. AMALI, Chief Medical Officer

Dr. C. BELLO, Commissioner for Health

Mr. HARUNA, Chief Planning Officer

Mr. Andrew ODAH, Chief Nurse Tutor (Special Duties) and IEC
Manager CS/ORT Program

Health Services Management Board

Mrs. Justina ABEDA, Assistant FP Coordinator, CS/ORT Program

Mrs. Susannah ATTAH, Program Coordinator, CS/ORT Program

Pathfinder Fund

Mr. M. EGBOH, Program Officer

Federal Ministry of Health

Mr. T. UBUWANE, Planning Officer

Centers for Disease Control - USA

Dr. T. JOHNSON, Management Information Systems Specialist

Other

Dr. Kelly O'HANLEY, IHP Consultant

APPENDIX B

List of Participants

APPENDIX B

LIST OF PARTICIPANTS

1. Mrs. Awa ARUWA
Senior Nursing Sister
Child Spacing Clinic
General Hospital Makurdi
2. Mrs. Susannah ATTAH
Chief Health Sister
Child Spacing Coordinator
Health Services Management Board, Makurdi
3. Mrs. Rosaline Ugboodu GBADAMOSI
Assistnat Chief Public Health Nurse Tutor
EPI Manager-designate, Makurdi
4. Mrs. Grace NGAGI
Planning Officer
Planning Division
Ministry of Health, Makurdi
5. Mr. Felix Baba GBILLAH
Chief Nurse Tutor
Principal, School of Nursing and Midwifery
Makurdi
(Secretary to Benue Branch of PPFN)
6. Mr. Joshua Igbawua KON
Principial Nutritionist
ORT Manager
State Epidemiological Unit
Makurdi
7. Mrs. Susan Terundu IBRAHIM
Principal Health Sister
North Bank Clinic
North Bank, Makurdi
8. Miss Victoria Kuwua Shaku NOR
Midwife Tutor (Deputy IEC Manager)
School of Midwifery, Makurdi
9. Mrs. Stella Grace OGBAJE
Senior Matron
General Hospital, Makurdi
10. Mrs. Regina Nguveren UZA
Senior Nursing Officer
General Hospital, Makurdi

APPENDIX C

Pre/Post-Test Scores

APPENDIX C

PRE/POST-TEST SCORES

INTRAH PRE/POST TEST RESULTS FORM

Trainee Name	Pre-Test Score	Post-Test Score
1. <u>Mrs. Awa ARUWA</u>	<u>50%</u>	<u>75%</u>
*2. <u>Mrs. Susannah ATTAH</u>	<u>45%</u>	<u>66%</u>
*3. <u>Mrs. Rosaline GRADAMOSI</u>	<u>55%</u>	<u>75%</u>
*4. <u>Mr. Felix GBILJA</u>	Late	Absent for post-test
5. <u>Mrs. Suan IBRANIM</u>	<u>55%</u>	<u>73%</u>
*6. <u>Mr. Joshua I. KON</u>	<u>83%</u>	<u>84%</u>
*7. <u>Miss Victoria Kuwua Shaku NOR</u>	<u>68%</u>	<u>69%</u>
*8. <u>Mrs. Stella Grace OGBAJE</u>	<u>55%</u>	<u>88%</u>
9. <u>Mrs. Regina Nguveren UZA</u>	<u>38%</u>	<u>64%</u>
*10. <u>Mrs. Grace NGAGI</u>	<u>---</u>	<u>63%</u> (Excluded from Calculations)

Pre-Test

Range: 38% - 83%
Mean: 56%
Mode: 55%

62.5% scored below the mean

Post-Test

Range: 64% - 88%
Mean: 74%
Mode: --

38% scored below
the mean

Two participants joined the workshop late and did not take the pre-test and one participant was absent at the end of the workshop.

*These team members should form the core evaluation team. The other three team members should work closely with the core team members until they have greater confidence to take part in evaluation activities. They would be most immediately useful helping provide logistic and administrative support during evaluation team activities.

APPENDIX D

Summary of INTRAH Participant Reaction Responses

INTRAH PARTICIPANT REACTION FORM

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

1. Workshop objectives were:

- | | | | | |
|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| a. Very clear | b. Mostly clear | c. Somewhat clear | d. Not very clear | e. Not clear at all |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Workshop objectives seemed to be achieved:

- | | | | | |
|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| a. Entirely | b. Mostly | c. Somewhat | d. Hardly at all | e. Not at all |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

- a. All material was useful
 - b. Most materials were useful
 - c. Some material was useful
 - d. Little material was useful
 - e. No material was useful
- 1 no response

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 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

1 1 7

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

1 6 2

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

9

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

- a. All the time b. More than half the time c. About half the time d. Less than half the time e. None of the time

7 1 1

9. In this workshop I learned:

- 4 a. many important and useful concepts,
4 b. several important and useful concepts,
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:

- 2 a. many important and useful skills,
4 b. several important and useful skills,
2 c. some important and useful skills,
 d. a few important and useful skills,
 e. almost no important or useful skills.
1 f. no response

11. Workshop facilities and arrangements were:

a. Very good b. Good c. Acceptable d. Barely acceptable e. Poor

| 4 | | 4 | | 1 | | | | |

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

| 8 | | 1 | | | | | | |

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

| 5 | | 4 | | | | | | |

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

| 7 | | 1 | | 1 | | | | |

15. 7 a. I would recommend this workshop without hesitation,

_____ b. I would probably recommend this workshop

1 c. I might recommend this workshop to some people

_____ d. I might not recommend this workshop

_____ e. I would not recommend this workshop.

1 f. no response

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

- 7 a. Additional time for the workshop
- b. More limited time for the workshop
- c. Use of more realistic examples and applications
- 7 d. More time to practice skills and techniques
- 3 e. More time to become familiar with theory and concepts
- f. More effective trainers
- 1 g. More effective group interaction
- 3 h. Different training site or location
- i. More preparation time outside the training sessions
- j. More time spent in actual training activities
- k. Concentration on a more limited and specific topic
- 1 l. Consideration of a broader and more comprehensive topic
- m. Other (specify) role-play in interviewing a client.

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.

See attached

	very useful				hardly useful
	1	2	3	4	5
a. _____	<input type="checkbox"/>				
b. _____	<input type="checkbox"/>				
c. _____	<input type="checkbox"/>				
d. _____	<input type="checkbox"/>				
e. _____	<input type="checkbox"/>				
f. _____	<input type="checkbox"/>				
g. _____	<input type="checkbox"/>				
h. _____	<input type="checkbox"/>				
i. _____	<input type="checkbox"/>				
j. _____	<input type="checkbox"/>				

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

Techniques/ Resources	very useful		hardly useful			does not apply
	1	2	3	4	5	6
a. lectures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. group discussions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. individual exercises	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. group exercises	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. clinical sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f. field trips	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. handouts/readings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. books	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. audio-visuals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

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

20. Additional Comments: _____

Feel free to sign your name. (Optional)

Participant Reaction Form - Evaluation Skills Workshop

Q17 - Attachment

Topics Covered	very useful 1	2	3	4	hardly useful 5
1. What is Evaluation	1				
2. Five Types of Evaluation		1			
3. Benue State CS/ORT/EPI Plans	1				
4. Relationship between Programme Goals, Objectives and Evaluation	1				
5. Refining Objective Statements for Evaluation	1				
6. Using Objectives to Identify Indicators	2				
7. Identifying specific Indicators for EPI/ORT/CS in Benue State	3				
(425) 8. Methods of Data Collection	2				
(423) 9. Designing Data Collection Tools	4				
10. Factors affecting selection of data collection tools	1				
11. The role of baseline information in Evaluation	4				
12. Collecting baseline information for EPI/ORT/CS in Benue State	3				
13. Creating a monitoring and evaluation plan for CS/ORT/EPI in Benue State	2				
(427) 14. Analysis of Data, Displaying data, Means, Proportions, Percentages Tallying, Graphs, Tables, Charts	5	3			
(413) 15. Sampling Techniques - Random Systematic, Stratified	4	2			
(427) 16. Reporting Evaluation Results	3				
(415) 17. Conducting a KAP Survey	4				

APPENDIX F

Pre/Post-Instrument

KEY

BENUE STATE FP/ORT TRAINING
PROJECT

EVALUATION SKILLS DEVELOPMENT
WORKSHOP

JUNE 1ST - JUNE 12TH

HA
SCORE
40

PRETEST / POSTTEST

INSTRUCTIONS

- Read all questions carefully
- Answer all questions
- Write all answers in the spaces provided

Please put your name to identify your test

NAME.....SAMPLE.....

EVALUATION TERMS AND DEFINITIONS

Q1. What is Evaluation? Choose All correct answers.

- a. Evaluation is used for decision-making.
- b. Evaluation is a one-time only activity. 3
- c. Evaluation concerns describing and judging programme activities
- d. Evaluation is developed in cooperation with others.

Q2. When is FORMATIVE EVALUATION usually conducted? Choose the BEST answer.

- a. At the beginning of a programme.
- b. While a programme is being conducted.
- c. Most often at the end of a programme.
- d. Only during crisis points in a programme.

Q3. Which of the following Best describes what "FORMATIVE EVALUATION" is?

- a. The forming of evaluation teams before proceeding with programmes.
- b. The evaluation of how something is done rather than what is done.
- c. Evaluation that will influence future programme activity.
- d. The process of recording evaluation findings and actions.

Q4. Which of the following represent commonly accepted TYPES of Programs Evaluation? Choose ALL correct answers.

- a. Evaluation concerning relevance of programs activities.
- b. Evaluation concerning progress of programs activities.
- c. Evaluation concerning political consequences of programs activities.
- d. Evaluation concerning the efficiency of programs actions.
- e. Evaluation concerning the impact of a particular programs.

4

Q5. Read the following statement. Decide whether it is TRUE or FALSE.

" Evaluation depends strongly on monitoring of information. "

TRUE FALSE

1

THE EVALUATION PROCESS

Q6. The STATE ORT Programme has been running for six months. Your Director has asked you to find out " How well is the Programme doing? "

As an evaluator which of the following would be BEST to do first? CHOOSE ONLY ONE ANSWER.

- a. Interview staff of the ORT programs.
- b. Review any records concerning incidence of diarrhoea locally.
- c. Interview mother who have used the ORT service.
- d. Review programs goals and objectives for ORT.
- e. Calculate prevalence of diarrhoea in the community.

1

Q6. As an Evaluator, which statement below would BEST enable you to BEGIN TO measure the EFFECTIVENESS of a programs? CHOOSE ONLY ONE ANSWER.

- a. The Programme aims to improve the quality of life for women and children in Benue State by 1990.
- b. The Child Spacing Programme seeks to provide child spacing services to women in the reproductive age group.
- c. The Programme will provide child spacing services to 50% of child-bearing women in the State by 1990.
- d. The Ministry aims to provide ORT services to the public using fully trained nurse/midwives by 1990.

1

Q7. Which of the following statements describes BEST the usefulness of Health Service Records for evaluation activities? CHOOSE ONLY ONE ANSWER.

- a. Health Service records provide important information on maternal and child health services.
- b. Health Service records provide information concerning the operation of health service activities in all sectors.
- c. Health Service records provide important information to all decision-makers for improving health services.
- d. Health Service records provide information that is usually unreliable for health service decisions.

Q8. In COLLECTING INFORMATION from a village wife about her beliefs concerning child-spacing which of the following method would be MOST appropriate? CHOOSE ONLY ONE ANSWER.

- a. Give her a questionnaire to fill out.
- b. Interview her husband.
- c. Review her clinic records.
- d. Interview the village wife herself.
- e. Interview the local village birth attendant.

Q9. The term "BASELINE" is regularly used in evaluation activities. Which of the following BEST describes the term "baseline"? CHOOSE ONE ANSWER.

- a. Results of the initial assessment of a situation before programme activities are implemented.
- b. The line at the bottom of a Gantt chart used to keep track of the time that a program is in operation.
- c. The basic evaluation problem that is being considered by the evaluators.
- d. The original programme document which describes all the activities the programme is designed for.

Q10. Evaluation reports often include the presentation of Tables of results.

Which of the following statements best describes the purpose of the TABLES. CHOOSE ONLY ONE ANSWER.

- a. The purpose of a table is to present data in a neat form.
- b. The purpose of a table is to allow comparison between two sets of figures.
- c. The purpose of a table is to allow efficient presentation of data
- d. The purpose of a table is to present data in the form of a graph.

17

Q16. The following is a list of commonly accepted tasks for the successful completion of an EVALUATION study. Put the tasks in the RIGHT ORDER by numbering them 1 - 6.

- a. Train staff in data collection. 3
- b. Define evaluation objectives and procedures 1
- c. Manage the data collection in the field 4
- d. Develop data collection tools 2
- e. Report the study findings 6
- f. Analyze the data collected 5

⑥

Q17. Four groups of women are generally accepted as being able to gain the MOST health benefit from child spacing services. One such group is women who have recently given birth and want to delay becoming pregnant again for at least another two years.

The other THREE groups are:

- a. Women who have already got 4 children. (Give a specific minimum Number)
- b. Women who are less than 18 years old.
- c. Women who are more than 25 years old

③

Q18. The table ATTACHED represents a MONTHLY SUMMARY SHEET of Child Spacing clients seen in three clinics in a particular area. Study the SHEET and answer the following questions.

- a. What Proportion of client is being seen by CLINIC B? $\frac{60}{250} \times 100 = \frac{600}{25} = 24\%$
- b. Which CLINIC has the lowest turnout of clients? CLINIC B
- c. For which child spacing method should commodities be always in stock. INJECTIONS
- d. What Column would you study to compare monthly attendance for each CLINIC. TOTAL
- e. Of the three CLINICS which one is seeing the largest number of women of high-risk age for child spacing? CLINIC A

5

Q11. Which of the following best explains how the "MEAN" or "average" is calculated? CHOOSE ONLY ONE ANSWER.

- a. Add up the values of all observations; divide by the number of observations; then multiply by 100.
- b. Add up the values of all observations; divide by the number of observations.
- c. Add up the values of all observations; multiply by the number of observations.
- d. Add up all the values; calculate the square root of the sum.

Q12. In your review of the weekly record of a certain clinic you notice that 80 clients were seen by the nurse for child spacing. 20 of these clients accepted the child spacing method called the IUCD. Which calculation below gives the CORRECT PERCENTAGE of IUCD acceptors? CHOOSE ONE ANSWER.

- a. $\frac{20}{80} \times 100 = 25\%$
- b. $\frac{60}{80} \times 100 = 75\%$
- c. $\frac{20}{100} \times 80 = 16\%$
- d. $\frac{60}{100} \times 100 = 60\%$

Q13. An effective evaluation report should include the following characteristics. CHOOSE THE BEST THREE.

- a. Highlight critical indicators.
- b. Present material in simplified form.
- c. Target important decision-makers.
- d. Information about who paid for the evaluation.

Q14. An Evaluation Report should include the following three categories at least.

- a. Data Collection techniques Used.
- b. Source of Evaluation Funding.
- c. Interpretation of Findings and Recommendations.
- d. Methods Used for Analysis.
- e. Authorisation to Conduct Evaluation.

Q15. The common problems faced by evaluators when reviewing health service data are listed below. Are these problems TRUE or FALSE. Mark your answer in the spaces provided.

- a. Records often incomplete. TRUE FALSE _____
- b. Records often inaccurate. TRUE FALSE _____
- c. Records not summarised. TRUE FALSE _____
- d. Records not used or reviewed. TRUE FALSE _____

(5)

Q16. The following is a list of commonly accepted tasks for the successful completion of an EVALUATION study. Put the tasks in the RIGHT ORDER by numbering them 1 - 6.

- a. Train staff in data collection. 3
- b. Define evaluation objectives and procedures 1
- c. Manage the data collection in the field 4
- d. Develop data collection tools 2
- e. Report the study findings 6
- f. Analyze the data collected 5

6

Q17. Four groups of women are generally accepted as being able to gain the MOST health benefit from child spacing services. One such group is women who have recently given birth and want to delay becoming pregnant again for at least another two years.

The other THREE groups are:

- a. Women who have already got 4 children. (Give a specific minimum Number)
- b. Women who are less than 18 years old.
- c. Women who are more than 25 years old

3

Q18. The table ATTACHED represents a MONTHLY SUMMARY SHEET of Child Spacing clients seen in three clinics in a particular area. Study the SHEET and answer the following questions.

- a. What Proportion of client is being seen by CLINIC B? $\frac{60}{250} \times 100 = \frac{600}{25} = 24$
- b. Which CLINIC has the lowest turnout of clients? CLINIC B
- c. For which child spacing method should commodities be always in stock. INJECTABLE
- d. What Column would you study to compare monthly attendance for each CLINIC. TOTAL
- e. Of the three CLINICS which one is seeing the largest number of women of high-risk age for child spacing? CLINIC A

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Denise State CSORT PROJECT
EVALUATION SKILLS WORKSHOP
June 1 - 12, 1987.

FOR Q 18.

CHILD SPACING
MONTHLY SUMMARY SHEET (New Clients only)

CLINIC NAME	Method to New Clients [Women Only]					Total NEW Clients	AGE GROUP OF NEW CLIENTS		
	Column A IUCD	Column B INJECTABLE	Column C PILLS	Column D CONDOM	Column E FOAM		Column F less 18yrs	Column G 19-35yrs	Column H 35yr over
CLINIC A	20	40	20	—	—	80	15	45	20
CLINIC B	15	25	15	5		60	7	50	3
CLINIC C	10	40	30	20	10	110	3	80	27
	45	105	65	25	10	250	25	175	50

APPENDIX J

Commissioner's Graduation Address

AN ADDRESS DELIVERED BY THE HONOURABLE COMMISSIONER
OF HEALTH, REV. (DR) C.S.S. BILLO, AT THE CLOSING CEREMONY
OF EVALUATION SKILLS WORKSHOP FOR SENIOR HEALTH PERSONNEL ON
12TH JUNE, 1987

Ladies and Gentlemen,

It is a pleasure to be present today at the graduation ceremony of the workshop on Evaluation Skills. Those of you who graduate today will form the core Evaluation Team for Child-Spacing, (CS), Oral Rehydration Therapy (ORT) and Expanded Programme on Immunization (EPI) in Benue State. Looking at the objectives of the workshop you have concluded, one can safely conclude that you now have the capacity to design and conduct evaluation of our health programmes to keep the Ministry abreast of how effectively we are progressing towards our goal of Health For All By The Year 2,000.

Accordingly, I charge you with this responsibility.

I have been informed that in practice, your team has produced a Draft Evaluation Monitoring ~~Plan~~ ^{Plan} that one hopes will help the Ministry and the Health Services Management Board to provide more effective and relevant services to all those requiring Child-Spacing, Oral Rehydration Therapy and Expanded Programme on Immunization services. Now that you have gathered baseline information relevant to these services, this will greatly assist the planning and decision-making processes.

It should be noted that these three programmes, Child-Spacing, Oral Rehydration Therapy and Expanded Programme on Immunization ^{important} are ^{are} components of our Primary Health Care efforts. It is therefore fitting that you focused on them during the workshop. It should be stressed that Child-Spacing is a health service that is particularly beneficial in our present circumstances. Firstly, if we space our children adequately, the children will have a

.....-2/

better chance of growing up stronger and healthier; secondly, child-spacing allows mothers to regain strength before another possible pregnancy and thirdly, spacing can allow fathers to better cope with growing children. Child-spacing programme is not designed to stop people from having children, but would ensure maximum benefits to the children, the mothers and the fathers!

We must not forget that related to child-spacing is Oral Rehydration Therapy and Expanded Programme on Immunization. If parents ensure that all their children receive EPI Immunizations and use ORT to control death from diarrhoea, then we will be successful in increasing the number of our children who survive the risky early years of infancy and childhood. It is no gainsaying that parents sincerely welcome and seek to increase the survival chances of their children. The Ministry and the Health Services Management Board's Child-spacing, Oral Rehydration Therapy and Expanded Programme on Immunization programmes are designed to help parents achieve their desires concerning raising healthier and stronger children.

To you who have graduated today, you have a great responsibility to gather, analyze and provide the kind of information and data that will help us improve the quality of health services available to the people of the State. You should live up to this challenge and expectation. Congratulation and God Bless.