

TRIP REPORT

TECHNICAL ASSISTANCE TO FPLM KENYA

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A. INTRODUCTION

The purpose of the trip was to finalize a training curriculum on contraceptive logistics management for District Health Management Team (DHMT) personnel and Service Providers working at Service Delivery Points (SDPs) at the Division of Family Health, Ministry of Health, Nairobi, Kenya.

Background:

Prior to the consultant's trip two FPLM staff had provided technical assistance to the DFH logistics trainers in revising the existing curriculum. This included a trip by Barbara Felling, Training Advisor, in March 1993, and Barry Chovitz, Training Program Associate, in June 1993. Both of these trips resulted in the development of sections of the curriculum.

Overview of Consultancy:

The consultancy took place between October 3 and 14, 1993. The first five days were spent at a site outside Nairobi. The consultant and the three DFH logistics trainers attended, including Anthony Ophwette, Rose M. Musongo, and Cosmas M. Mutunga. The solitude of the location allowed the team to complete nearly 90 percent of the curriculum before returning to Nairobi for the final few days. In Nairobi the team finalized materials such as handouts and oversaw the copying and binding of the final product. By the time the consultant left the logistics training curriculum was 100 percent finalized.

Major Recommendations:

- 1. Provide a TOT for DFH trainers focussing on classroom delivery skills.**
- 2. Evaluate the impact of the new curriculum after six months but before the end of the first year.**

B. ACTIVITIES UNDERTAKEN AND ACCOMPLISHED

The purpose of the trip was to finalize the logistics management training curriculum and all activities were designed to accomplish this objective.

The consultant facilitated the completion of the logistics management training curriculum by guiding the three trainers through each step. The following actions were identified that would accomplish the objective.

1. **Review existing curriculum and materials developed to date and decide revisions/additions needed:**

The team thoroughly reviewed all materials developed to date by DFH trainers with the assistance of FPLM Training Advisors. From this review came a list of actions needed to complete the curriculum and support materials.

2. **Consolidate the "course objectives" for DHMT and Service Providers:**

After a review of the course objectives for DHMT and Service Providers, the team decided to consolidate the two lists into one.

3. **Decision to combine DHMT and Service Providers during training:**

The team debated the advantages and disadvantages of training both DHMT and Service Providers in the same course. Although this is a break from the previous approach in which DHMT and Service Providers were trained separately, the team decided to bring both cadres together for training since the knowledge and skills required in managing contraceptive logistics are nearly identical for all cadres. And in those areas where responsibilities are different, i.e., supervision and monitoring, it was felt that allowing Service Providers to attend these sessions would help create a better understanding of the roles and responsibilities of all members of the district health team as they relate to contraceptive logistics management. The team also felt that, while this approach would help create a better logistics system, bringing together these cadres in logistics training would have a spillover effect in other areas of health care at the district level.

4. **Further develop Sessions 2, 3, 4, 5, 7 and 8:**

The two previous technical assistance inputs provided by FPLM Training Advisors resulted in the further development of Sessions 1 (Introduction

to the Kenya Family Planning Logistics System) and 6 (Storage Guidelines). This left another six sessions to complete. To do this the consultant guided the DFH trainers through each session, carefully reviewing objectives, developing content more fully, designing and developing exercises to develop participants' skills in such areas as record keeping and determining contraceptive order quantity, and in reviewing and revising support materials such as handouts and overhead transparencies.

5. **Ensure that curriculum emphasizes a Competency-Based approach that maximizes practice while minimizing theory:**

The team determined that Sessions 3 (Record Keeping and Reporting), 4 (Assessing Supply Status) and 5 (Determining Order Quantities) were the core sessions in which the essential logistics knowledge and skills were taught. Therefore, the development of these sessions was accomplished by designing a series of exercises that would help ensure that participants are able to competently perform the essential activities in managing logistics at the district level.

A review of the previous logistics management training course showed that a total of 2 hours had been given to developing skills in these three areas. With the design of a minimum of two exercises for each skill area, the new curriculum allows for two full days to develop these skills, a total of 14 hours of classroom training. Built into this practical time is the continuous observation and monitoring by trainers to identify those participants who do not accomplish 100-percent competency before moving on to the next session. These observations (along with the Course Assessment grades - see below) will assist trainers and supervisors in providing needed on-the-job assistance to those participants identified during the course.

6. **Develop DHMT skills in monitoring and supervision:**

Session 7 (Supervision and Monitoring in the Logistics System) was designed to develop skills in providing effective supervision and monitoring of logistics activities at the district level. These supervisory skills include a simple list of "guidelines" of the essential responsibilities of Supplies Officers and Service Providers in the logistics system. These were developed as a handout to guide supervisors as they provide supervision of these two cadres. In addition, the session provides exercises designed to develop supervisors' skills in identifying problem

areas (knowledge and skills) and in providing immediate supportive on-the-job (or "on-the-spot") training to correct problems and improve performance.

7. Calculate time required for all sessions:

Once all sessions had been fully developed, including exercises for skill development, each session was carefully timed to give a realistic idea of the time required to conduct the course. These timings were also incorporated into each session content as a guide to trainers.

8. Add a summary session (Session 8):

A summary session was developed which includes the major points of each session which trainers should review as the course ends. This review will act as a further reinforcement of knowledge and skills learned, and can emphasize the essential areas.

9. Develop a "course assessment" to test participant's knowledge and skills:

Once all sessions were completed, the team developed an assessment which asks participants to answer questions from the 4-day course. The basic purpose of the assessment is to determine if participants gained the essential knowledge and skills covered in the course. Each test item was carefully designed. While many written assessments test only knowledge gained, this assessment was designed to test both knowledge and skills. Participants are asked to complete such skill-oriented test items as completing a Daily Activity Register and a Quarterly Report, calculating the average monthly consumption rate of a brand of contraceptives, and determining contraceptive order quantity. Participants are also requested to put their names and addresses on the assessment.

The results of the assessment can be mailed to participants. They can also be valuable in identifying which participants were deficient in particular knowledge and skill areas. This information can then be used by the DFH trainers during monitoring and supervisory visits to the districts, and by the District Public Health Nurse as she provides supervision at the district level.

10. Develop a "course schedule":

Once the timings of each session were determined, a course schedule was developed that provides a one-page glance at the 4-day course.

11. Design an "ice-breaking" exercise for Day 1:

An "ice-breaking" exercise was designed for the introductory activities of Day 1. While the exercise incorporated in the curriculum was designed to encourage participation and create a conducive working environment, trainers are encouraged to substitute other ice-breaking exercises in different courses; the exercise developed is only one example.

12. Write introductory statements:

Two introductory statements were developed for the manual. First, DFH trainers wrote "acknowledgements" identifying the persons involved in the development of the training curriculum. Secondly, a "forward" from the Director of DFH was written, revised, and signed by the Director.

C. OBSERVATIONS

The consultant was able to accomplish the completion of the training curriculum due to the interest and dedication of the three DFH trainers. The end result must be seen as a complete collaborative effort.

With the curriculum now finalized, including support materials such as handouts and overhead transparencies, DFH trainers are now ready to schedule training and commence training once the schedule is developed.

D. RECOMMENDATIONS

- 1. Provide a TOT for DFH logistics trainers focussing on classroom delivery skills.**

Rationale: FPLM has invested considerable time and resources in finalizing the training curriculum for logistics training in Kenya. The new curriculum should amply (successfully?) respond to stated concerns that the previous training was too theoretical. However, the existence of a curriculum using a competency-based approach is only half of the

equation in improving worker performance. Trainers conducting training using the curriculum must be able to do so effectively if the necessary competencies are to be transferred from the classroom to the work setting. The consultant did not have an opportunity to observe the DFH logistics trainers conducting training. However, informal discussions with them pointed out that they could benefit from a workshop focussing specifically on strengthening their classroom skills, and the trainers themselves expressed a need to improve their delivery skills.

2. Evaluate the impact of the new curriculum after six months but before the end of the first year. The primary purpose of this evaluation would be to determine the impact the revised curriculum has had in such areas as: percentage reporting; percentage reporting correctly; percentage determining contraceptive order quantities correctly; percentage following storage guidelines. If available, these results should then be compared with results from training under the previous curriculum. The results can also be used to revise any components of the curriculum.

E. NOTE:

A copy of the finalized curriculum is on file at the Family Planning Logistics Management Project, John Snow, Inc.