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**DISTRICT AND NATIONAL
PLANNING AND MANAGEMENT
WORKSHOPS MANUAL**

UNIVERSITY OF HAWAII JOHN A. BURNS SCHOOL OF MEDICINE
DR. TERENCE A. ROGERS, DEAN

The Health Manpower Development Staff 1978-83

Director: RICHARD A. SMITH, M.D., M.P.H.

Deputy Director: RODNEY N. POWELL, M.D., M.P.H.

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Communications

SUNIL MEHRA, B.A.

Evaluation

ROBERT W. MACK, M.D., M.P.H.

Project Coordinators

MARIAN DeWALT MORGAN, B.A., M.A., M.P.H.
ROSEMARY A. DeSANNA, B.S., M.P.H.

Production

DAVID R. ALT, B.S., M.P.H.
RICHARD D. MUNRO-McNEILL, B.A.
ALLISON L. STETTNER, B.A., M.P.H.
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TERESA M. HANIFIN, B.A.
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LESTER N. WRIGHT, M.D., M.P.H.

Guyana

RICHARD. BLAKNEY, B.S., M.P.H.
EDWARD MARGULIES, M.D., M.P.H.

Principal Program Collaborators

Pakistan

DR. MUSHTAQ A. CHAUDHARY, DEPUTY DIRECTOR
GENERAL, MINISTRY OF HEALTH, ISLAMABAD
DR. NAZIR-UL-HAQUE, NWFP
DR. ZAHUR A. KHAN, BALUCHISTAN
DR. NISAR A. SIDDIQUI, SIND
DR. KHALID M. SULARI, PUNJAB

Lesotho

M. T. THABANE, PERMANENT SECRETARY
MINISTRY OF HEALTH, MASERU
NTHUNSE T. BORO THO, R.N., B.S., M.P.H.
CHIEF PLANNING OFFICER
MINISTRY OF HEALTH, MASERU
NTSIENG RANKHETHOA, P.H.N., N.C.

Guyana

FRANK M. W. WILLIAMS, M.B.B.S., M.R.C.P.
DIRECTOR, MEDEX PROGRAM, GEORGETOWN
JAMES LAROSE, M.B.B.S.
HUGH HOLDER, M.B.B.S.
MELISSA HUMPHREY, ADMINISTRATOR
SASENARINE SINGH, NURSE DISPENSER, Mx.
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MEDEX Network Staff

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EDWARD J. KLECKER, B.S.
MERRILL M. SHUTT, M.D., M.P.H.

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The MEDEX Primary Health Care Series

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NATIONAL PLANNING
AND MANAGEMENT
WORKSHOPS MANUAL**

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Health Manpower Development Staff
John A. Burns School of Medicine
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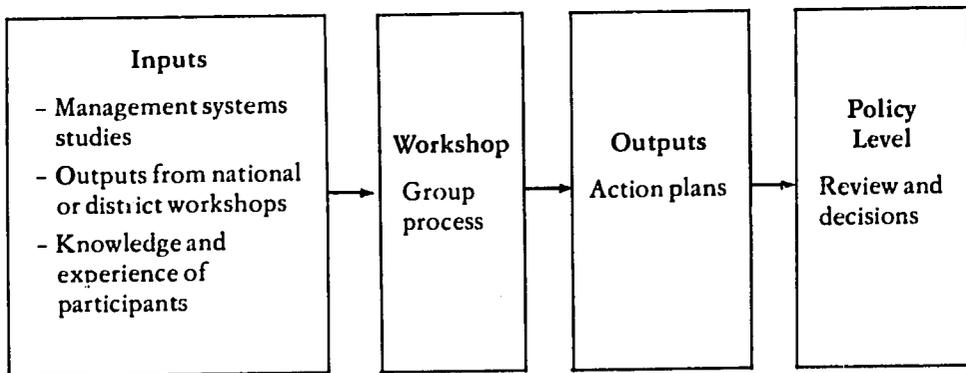
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Introduction

This manual provides guidelines for organizing and conducting workshops in health planning and management. It includes prototype materials for two district and two national workshops. The workshops are part of a continuing process for improving the planning, management, and evaluation of primary health care programs. This process brings together policy level officials and field personnel in a workshop setting to review studies of planning and management systems, confirm or revise findings and conclusions, examine alternatives, and develop plans for improving the delivery of primary health care services.

The workshops use a group process method to analyze information, make decisions, and plan action. Their design provides for factual study material as "inputs" with recommended action plans as "outputs." The following diagram illustrates this process.



The workshops also help participants learn how to work more effectively as part of a team. Participants solve problems in small groups and take part in exercises that strengthen skills in group decision making.

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SECTION 1

The Planning and Management Improvement Process

Experience in the developing world has demonstrated that training mid-level health workers in primary health care skills and training and deploying community health workers are not enough to ensure adequate health care services. These workers, no matter how well trained and motivated, also need adequate and effective planning, evaluation, and management support. Without such support, they are unable to direct their activities toward ministry of health goals, and they lack the resources necessary to carry out their work. Determining the status of a primary health care system, identifying problems in management support, and carrying out improvements require a continuing process of analysis, review, and implementation.

1.1 ANALYSIS

To function effectively, a primary health care system should integrate programs at the local level, involve field personnel, and program health services on an annual basis to coincide with the annual budget cycle. A primary health care system also needs effective support systems that meet the needs of health workers in the field. Eight management systems are used to support primary health care services. They are used to obtain, maintain, and control the resources needed to carry out a primary health care program. These support systems are:

Drugs and Medical Supplies

This system is used to procure, store, distribute, and control the use of drugs and medical supplies.

General Supplies

This system is used to procure, store, distribute, and control the use of administrative, office, and other supplies and equipment.

Facilities and Equipment Maintenance

This system is used to protect facilities and equipment from deterioration and help prolong their useful life through regular preventive maintenance and repair.

Transportation

This system is used to procure, protect, and manage transportation resources needed to move health workers, patients, and supplies.

Communication

This system is used to provide, protect, and manage communication resources that link health workers to each other, to their supervisors, and to patient referral centers.

Personnel

This system is used to plan, recruit, employ, supervise, and evaluate health manpower.

Finance

This system is used to plan, obtain, control, report, and use financial resources.

Health Information

This system is used to gather, organize, report, and use data for planning and managing health care services.

Shortcomings in the planning process or in any one of these systems can seriously hinder the delivery of primary health care services. Therefore, the process of improving a primary health care system can best begin with an analysis of its planning and support systems.

In most cases, high level government officials will authorize a process to improve the country's primary health care system. The officials appoint persons to be responsible for the process. Staff units of the ministry of health, specialists within the ministry, or personnel from other national institutions, international agencies, or donor-funded organizations conduct studies of the organization and planning process. Specially trained analysts conduct studies of the eight management support systems.

1.2 REVIEW

Those in the health care system who have responsibility for or influence over the way the system is managed then review the studies. These people include high level officials who have decision-making power as well as those in the field who will carry out any recommended improvements. Bringing together the best thinking of these policy-makers and field personnel is central to the process of implementing change. One way to bring these people together to review and act on the recommendations in the management analysis studies is through workshops. These can be organized for different levels of the system.

A series of district and national workshops may be planned, with either district or national workshops held first. District workshops focus on practical solutions to district problems and justify demands on the national system for essential support services. National workshops address national problems and priorities and establish guidelines to be followed at the regional, district, and local levels of the system. Participants work in small groups to identify problems and seek solutions. Documents resulting from the workshops are called action plans.

1.3 IMPLEMENTATION

Decisions on some action plans can be made at the workshop itself. Most, however, require referral to higher levels for approval. Recommendations and action plans are passed to the national workshops from the district workshops and from the national workshops to the district workshops. A policy committee at the national level reviews the action plans and revises them as necessary. Revised drafts may take the form of memoranda, directives, decrees, and even legislation. Final recommendations and justification papers are submitted to the ministry of health and central government officials for approval. Then the central authority issues directives for change to officials at all levels of the system.

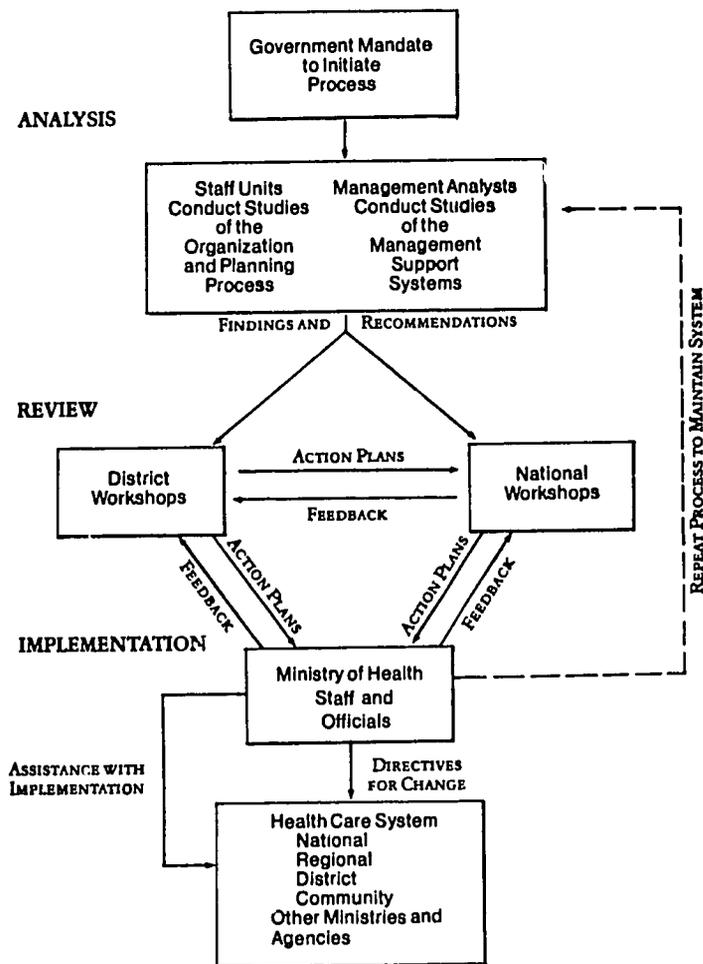
Officials in the field implement improvements in the system, with help from the central ministry of health staff. The staff units that conducted the initial studies can also be a valuable source of help at the time of implementation. In addition, they can organize special orientation and training programs for personnel affected by the recommendations. For example, changes in the health information system may require the pre-

paration of new forms and training sessions to introduce them. The simplification of the standard drugs list may require careful education of all workers responsible for ordering, supplying, and using drugs.

As improvements are implemented, field personnel provide evaluation information to the central staff. Future district and national workshops continue the evaluation effort.

This process of analysis, review, and implementation is an on-going one. All systems continue to change as needs, personnel, conditions, and the politics of a country change. Therefore, any process designed to improve systems must also be dynamic and on-going. District and national workshops should be scheduled as often as necessary to help maintain a focus on program needs. Then district personnel will continue to make demands for systems improvements. They will call for attention and action by national officials. This is a sign of organizational health and should be encouraged. It is one way to help redirect resources to the field.

The planning and management improvement process is illustrated in the following diagram.



The Planning and Management Improvement Process for Primary Health Care

1.4 ADAPTATION

The workshops are only one step in a larger, on-going process for improving planning and management systems. Therefore, adaptation of this manual for use in a specific country must also take place within the context of this larger process. The materials should meet the needs of the country, conform to the country's cultural setting, and be translated into the most commonly used language or dialect. Sections can be readily changed or deleted. Items requiring special attention during review and adaptation include:

- Defining the role of the workshop and how it contributes to the country's primary health care management improvement process

- Developing lists of participants and preparing the objectives and program

- Revising the evaluation questionnaires and procedures to conform to the objectives and program

- Revising the workshop planning checklist to meet local needs and conditions

- Determining the group process methods to be used

- Revising worksheets to conform to the inputs and group process methods to be used and the outputs desired

- Determining the extent of team building to be introduced in the workshop

- Determining the workshop follow-up process

The following adaptation steps are suggested:

Using the prototype materials in this manual as a guide, the staff unit in the ministry of health that is responsible for planning and management submits recommendations to senior level officials for the organization of the workshop series. The recommendations should emphasize the role of the proposed workshops in an on-going planning and management improvement process. The staff unit can provide the senior level officials with sample objectives, programs, and worksheets as specific examples of what is proposed.

Senior level officials give approval to conduct the workshops and appoint a planning team. The planning team organizes the workshops. Its first step is to carefully review this manual.

The team should select only those materials that apply to the country's needs. Some materials may be changed only slightly, others changed

significantly, and some discarded completely. The planning team can obtain additional suggestions and materials from other national and international sources.

SECTION 2

Planning and Conducting a Workshop

2.1 THE PLANNING TEAM

A small planning team of about ten members functions most effectively. The group should include representatives from all levels of the system to ensure needed support for program changes. Dividing the team into smaller sub-teams will help distribute the workload and encourage more efficient group work.

Members of a workshop planning team may include:

- Senior planning officer

- Director of public health or of primary health care

- Program officers

- Finance officer

- Representatives of private voluntary groups providing primary health care services

- Regional or district medical officers, public health nurses, health inspectors, administrators

- Mid-level health workers in charge of health centers

- Representatives from other sectors, such as agriculture, rural development, and education

The major tasks of the planning sub-teams are described below. Some members will, of course, serve on more than one sub-team.

Program Sub-Team

This group plans the program, selects speakers and resource persons, arranges for and invites the speakers, and organizes the group sessions, input and output documents, and worksheets.

Arrangements Sub-Team

This group arranges for invitations, housing, food, and transportation for all participants.

Evaluation Sub-Team

This group conducts the daily and six-month evaluations and compiles the final report.

The Checklist for Planning and Conducting a Workshop in this section gives more details about each of these tasks.

2.2 PARTICIPANTS

The workshops are designed to bring together policy level decision-makers and those who are involved in the day-to-day operations of the health care system. The participation of these two types of persons in developing action plans makes both the approval process and the implementation of workshop recommendations go more smoothly.

Participants should also include officials from other groups involved in health-related activities. Their attendance will encourage future cooperation in carrying out the action plans and will make the best use of limited resources. These officials usually include representatives from the ministries of agriculture, rural development, education, and public works, and the central ministry for planning or development. Others involved in specific systems analyses, such as ministry of finance and civil service officers, can also contribute knowledge and skills to the process.

District workshops should include key officials from the central ministry as well as representatives from any relevant international agencies. For follow-up district workshops when management issues are the primary concern, some of the best resources may be at the local level. For example, the district person in charge of transportation or finance may be the best resource person for solving problems related to those management support systems. Using local resource people also makes a district workshop a local project, and not something forced on participants by the central ministry.

National workshops should include health personnel from the district and regional levels who can provide essential field knowledge and views. National workshop participants from other sectors, such as agriculture, rural development, and education, are usually higher level officials than those from the same sectors attending district workshops.

2.3 LOCATION

National workshops usually take place in the capital city. However, it is often a good policy to rotate the location of the workshops and hold them in a different regional or district capital each year. Then regional and district personnel can host the workshops, and participants can observe local facilities and programs. Holding the workshops away from the capital

city also removes national officials from the daily pressures of their jobs, thus allowing them to concentrate on the business of the workshop. Universities, training colleges, and institutes with meeting rooms, accommodations, and dining facilities provide suitable workshop locations.

District workshops are usually held in a central location in each district. The regional capital is a logical choice of location if workshops are organized on a regional basis. In subsequent years, it may be desirable to rotate the location of regional workshops from district to district. In this way, each district health team will have the opportunity to host the workshop. Also, participants can visit and observe health services in different districts.

2.4 EVALUATION

Workshops are evaluated through daily and six-month evaluations.

Daily Evaluation

The prototype workshops described in this manual are designed so that participants evaluate the program daily. They fill out questionnaires at the close of each day's session. A member of the evaluation sub-team processes the questionnaires overnight and reports to the participants at the beginning of the next day's program. In this way, organizers obtain daily feedback as the workshop progresses and can make needed changes based on the responses to the questionnaires.

The final day's questionnaire addresses topics related to the entire workshop such as fulfillment of the objectives, use of reference materials, scheduling, and food and housing arrangements. At the close of the workshop, members of the evaluation sub-team can summarize and issue an evaluation report right away.

Six-Month Evaluation

Another evaluation takes place six months after the close of the workshop. Members of the workshop planning team, with other national, regional, or district representatives and officials, meet to conduct the evaluation. They review the outputs of the workshop and evaluate progress. They might also compile a written survey of actions taken as a result of the workshop.

2.5 FINAL REPORT

A final report of a workshop provides:

Complete documentation of the workshop that brings together all relevant material in one bound volume

Feedback to the participants and a reference for their continuing work and follow-up

A way to communicate documented findings and recommendations to interested officials, advisory boards, international agencies, and others

Supporting information for decision-making in planning and management

A reference for conducting future workshops

The outline for the prototype final report included in this manual is organized to emphasize the outputs from the workshop and the recommendations developed on the basis of the outputs. The workshop objectives are then listed, followed by an outline of each day's program, the evaluation report, and lists of participants and members of the planning team.

Advance planning of a workshop's program considerably reduces the work involved in preparing a final report. Persons preparing the output documents can make them compatible with the final report. Members of the evaluation sub-team can then slip the documents into the appropriate sections of the final report, as described in the prototype outline included for each workshop.

2.6 FEEDBACK TO PARTICIPANTS

Providing feedback to the workshop participants maintains their interest and motivation. Participants can contribute more to a workshop if they are kept informed, if information is shared freely, and if they are given the opportunity to know what others are thinking. The prototype workshops described in this manual are designed to provide feedback to participants through daily summaries and evaluations, handouts, a final report, and a six-month evaluation.

Daily Summary

Persons on the program sub-team prepare daily summaries of each day's proceedings. The person who prepares the summary reads it at the beginning of the next day's program. Participants are asked to submit corrections or additions to the summary in writing. Members of the evaluation sub-team incorporate the revised summaries into the final report.

Daily Evaluation

Daily evaluations obtain feedback from the participants on a regular basis. Members of the evaluation sub-team report on the results of the questionnaires at the beginning of each day's program. A full report of the evaluation is included in the final report of the workshop.

Handouts

Handouts enhance the understanding of technical material. They also make the work of the persons preparing the daily summaries much easier. Members of the planning team distribute handouts and texts of presentations before, during, or immediately after each presentation, depending on the wishes of the speaker. Handouts are also distributed to the news media and are included in the final report.

Final Report

The final report of the workshop is sent to each participant, or to each office that sent a participant, as soon as possible following the workshop. The final report contains the final recommendations for follow-up as decided by the policy-level group assigned to review the workshop outputs. A summary of the final report can be prepared and distributed if sending complete copies to all participants is too costly.

Six-Month Evaluation

All participants also receive a summary of the evaluation held six months after the close of the workshop.

2.7 CHART OF ACCOUNTS

The following chart of accounts is suggested for a workshop budget.

- a. Housing
- b. Food
- c. Supplies
- d. Reference materials
- e. Transportation
- f. Postage, telephone, and telegraph
- g. Rental of facilities and equipment
- h. Casual labor, such as secretaries, technicians, and clean-up personnel
- i. Production of final report

Checklist for Planning and Conducting a Workshop

ACTIVITY	RESPONSIBILITY	
	SUB-TEAM MEMBER	DATE NEEDED
<p>1. PLAN THE WORKSHOP</p> <ul style="list-style-type: none"> a. Draft a general description of the workshop or the workshop series, including objectives b. Draft a budget for the workshop c. Get approval for the workshop d. Appoint a workshop planning team e. Appoint workshop planning sub-teams for: <ul style="list-style-type: none"> Program Arrangements Evaluation <p>2. DEVELOP THE PROGRAM</p> <ul style="list-style-type: none"> a. Draft a preliminary program b. Select a date for the workshop six months in advance, avoiding conflicts with other workshops and major activities c. Get approvals for the preliminary program and proposed date d. Obtain or prepare input documents for the workshop, including: <ul style="list-style-type: none"> Management systems studies Other special studies and surveys Information from resource persons Maps, statistical information, policies, procedures, and forms Papers prepared by speakers e. Define the output documents desired from the workshop f. Develop a plan for identifying problems, setting priorities, developing solutions, and making recommendations <ul style="list-style-type: none"> Select presiding officers, resource persons, and other program officials Select speakers who are in a position to clarify government policy and respond to the needs of participants 		

ACTIVITY	RESPONSIBILITY	
	SUB-TEAM MEMBER	DATE NEEDED
<p>Select speakers to present specific experiences directly related to workshop topics</p> <p>Organize small work groups by geographical area or by topic</p> <p>Design worksheets for group exercises</p> <p>g. Organize input materials by topics and days, and reproduce the materials as handouts</p> <p>h. Give speakers background information, and brief them on what is expected of their presentations</p> <p>i. Obtain written presentations from the speakers, and reproduce the materials as handouts</p> <p>j. Give background notes for each workshop day to presiding officers, speakers, and resource persons</p> <p>k. Organize the small group sessions</p> <p> Choose topics</p> <p> Choose the type and number of participants</p> <p> Choose discussion leaders, resource persons, and recorders</p> <p> Prepare briefing notes for discussion leaders stressing the outputs desired from each session</p> <p> Prepare worksheets</p> <p>l. Reproduce worksheets and other reference materials for the groups</p> <p>m. Immediately after the close of the workshop, send thank you letters to presiding officers, speakers, panelists, resource persons, and all other program officials</p> <p>3. SEND INVITATIONS</p> <p>a. Compile a list of participants</p> <p> Define criteria for selecting participants</p> <p> Select participants from:</p> <p> District, regional, and national levels of the ministry of health</p> <p> Private health services</p> <p> International agencies</p>		

ACTIVITY	RESPONSIBILITY	
	SUB-TEAM MEMBER	DATE NEEDED
Central services for finance, planning, and personnel District administration Other sectors Select: Presiding officers and moderators Speakers and panelists Group discussion leaders Resource persons Special guests b. Send and follow-up on invitations Send official letters of invitation to speakers and program officials Follow up with personal contact Send invitations to participants, with workshop objectives and lodging reservation forms enclosed Confirm speakers and presiding officers Send a second invitation to partici- pants with a program summary, arrangements information, and a final reservation form Arrange for the program sub-team to meet with and brief speakers and presiding officers Send input documents to participants		
4. MAKE GENERAL ARRANGEMENTS a. Select a location for the workshops, considering: Housing Meal services Availability of large and small meeting rooms Services, such as telephone, water, heating, ventilation, toilets, and electricity Recreational facilities, as appropriate Accessibility Proximity to headquarters Rotation among districts or regions b. Arrange for housing c. Arrange for meals and for coffee and tea breaks		

ACTIVITY	RESPONSIBILITY	
	SUB-TEAM MEMBER	DATE NEEDED
d. Confirm arrangements with the chosen facility in writing		
e. Appoint one person to be in charge of all relations with the facility management		
f. Arrange for meeting rooms, considering: Seating Speakers' table Ventilation and heating Lighting Power sources for visual aids, if needed Loud speaker system, if needed Technician to monitor loud speaker system, if needed		
g. Arrange for and assign staff to a registration table		
h. Arrange for registration sign-up sheets and instructions		
i. Prepare name tags		
j. Prepare packets for participants, containing: Objectives Program General background information Instructions and notes on arrangements such as transportation, meals, and use of telephone and name tags Pens Writing tablets		
k. Arrange transportation for participants, invited guests, and the planning team		
l. Prepare daily announcements		
m. Immediately after the close of the workshop, send thank you letters to the management of the facility and to others who helped with supplies, equipment, and arrangements		
5. MAKE ARRANGEMENTS FOR GROUP WORK		
a. Arrange for a small meeting room for each group planned		
b. Arrange for adequate seating		
c. Check ventilation, heating, and lighting		

ACTIVITY	RESPONSIBILITY	
	SUB-TEAM MEMBER	DATE NEEDED
<ul style="list-style-type: none"> d. Arrange for visual aids, such as easels, easel paper, felt-tip pens, and masking tape e. Obtain copies of worksheets and reference materials f. Make signs identifying meeting rooms, such as "GROUP 3" or "AWOGO DISTRICT" 		
<p>6. ARRANGE FOR VISUAL AIDS</p> <p>Select only those needed:</p> <ul style="list-style-type: none"> a. Chalkboards b. Chalk c. Erasers d. Easels e. Easel paper f. Masking tape g. Felt-tip marking pens h. Slide projector i. Motion picture projector j. Overhead projector k. Power source for projectors l. Transformers for projectors m. Extension cords n. Screen o. Slides and film p. Flip charts q. Wall charts r. Displays s. Demonstrations 		
<p>7. EVALUATE THE WORKSHOP</p> <ul style="list-style-type: none"> a. Design and reproduce evaluation questionnaires b. Appoint one or more persons to carry out the daily evaluations c. Draft the evaluation summary for the final report d. Organize the six-month evaluation <ul style="list-style-type: none"> Prepare the agenda for the evaluation team Prepare the background information and status reports for review by the evaluation team 		

ACTIVITY	RESPONSIBILITY	
	SUB-TEAM MEMBER	DATE NEEDED
<p>Hold a meeting of the evaluation team</p> <p>Prepare an evaluation report</p> <p>Get the report approved and arrange for follow-up as necessary</p> <p>Inform responsible officials of any necessary follow-up</p> <p>Prepare a summary of the evaluation report and send the report to all workshop participants</p>		
<p>8. WRITE THE FINAL REPORT</p> <p>a. Draft the table of contents during the workshop planning stage</p> <p>b. Obtain approvals from the workshop planning team and responsible officials</p> <p>c. Use the report format and table of contents as a guide in program planning to help in later preparation of the report</p> <p>d. Assign persons to draft sections of the final report</p> <p>e. Assign persons to prepare a summary of each day's program</p> <p>f. Draft guidelines for persons preparing daily summaries</p> <p>g. Arrange for policy level officials to review all workshop recommendations and action plans and to prepare final recommendations for action</p> <p>h. Assemble all materials</p> <p>i. Draft the report</p> <p>j. Obtain approvals</p> <p>k. Reproduce copies</p> <p>l. Distribute copies to participants, program officials, those responsible for follow-up, and others</p>		
<p>9. PROVIDE FEEDBACK TO PARTICIPANTS</p> <p>a. Read a summary of the prior day's proceedings at the start of each morning's program</p> <p>b. Conduct a daily evaluation and report the results of the prior day's evaluation at the start of each morning's program</p> <p>c. Distribute handouts as necessary</p>		

ACTIVITY	RESPONSIBILITY	
	SUB-TEAM MEMBER	DATE NEEDED
<p>d. Obtain approvals of the final report and distribute the full report or a summary to all participants as soon as possible after the close of the workshop</p> <p>e. Send all participants a summary of the six-month evaluation</p>		
<p>10. MANAGE THE WORKSHOP</p> <p>a. Organize workshop files:</p> <p style="padding-left: 20px;">Daily General Program Invitations Arrangements Evaluation Final report</p> <p>b. Manage the budget</p> <p>c. Arrange for secretarial support</p> <p>d. Arrange for technical support</p> <p>e. Arrange for clean-up support, if needed</p> <p>f. Obtain supplies for the workshop, such as paper, envelopes, pens, pencils, pencil sharpener, clips, and stapler</p> <p>g. Arrange press relations</p> <p style="padding-left: 20px;">Appoint one person to be in charge of press relations</p> <p style="padding-left: 20px;">Prepare a press kit containing the workshop program and objectives, and the speakers' background</p> <p style="padding-left: 20px;">Notify the media well in advance about who is responsible for press relations</p> <p style="padding-left: 20px;">Prepare and release an approved advance press release</p> <p style="padding-left: 20px;">Arrange for press relations during the workshop:</p> <p style="padding-left: 40px;">Press table, if necessary</p> <p style="padding-left: 40px;">Contacts and interviews</p> <p style="padding-left: 40px;">Handouts</p> <p>h. Immediately after the close of the workshop, send thank you letters to all members of the planning team</p>		
11. OTHER		

SECTION 3

District Planning and Management Workshops

This section includes prototype materials for two types of district planning and management workshops: the First District Workshop in a Series and a Follow-up District Workshop. A district workshop may be held at different stages in a country's development of primary health care services. The process outlined in the preceding section of this manual calls for a broad effort involving analytical studies, national workshops, and district workshops. They provide the study material for the small group work sessions. Outputs from the national workshops are inputs to the district workshops. Likewise, outputs from the district workshops are inputs to the national workshops.

The plan for the first workshop in a series assumes that the process starts at the district level. The strategy for primary health care development at the district level is introduced, roles defined, and efforts to strengthen the management support systems started.

The plan for the follow-up workshop is the general format for district workshops in the second year and subsequent years as the process continues. It assumes that the primary health care planning and management improvement process is functioning. This means that management studies and the outputs from a national workshop will be available as inputs to the district workshops.

In some cases a workshop is held for each district, particularly if team building and management issues are considered critical or if travel and accommodation arrangements are a problem. However, it is generally better to include more than one district in a given workshop. The participation of three to five adjoining districts in a workshop encourages communication about problems, issues, and solutions. Also, regional health officials can more easily participate, and regional policies, procedures, and guidelines can be more easily introduced.

This manual assumes that a number of districts are participating together. Workshop programs are designed around small work groups that are organized in two ways: by district and by topic. District groups working together develop action plans that can then be reported to the other districts. Comparisons can be made right in the workshop. Groups organized by topic can include personnel from the various districts to ensure a variety of backgrounds, experiences, and opinions on a particular subject.

3.1 FIRST DISTRICT WORKSHOP IN A SERIES

The objectives, program, evaluation questionnaires, and final report outline for the First District Workshop in a Series are provided below.

OBJECTIVES

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

- a. Define the primary health care strategy for the country
- b. Describe the organizational structure for the delivery of primary health care services
- c. Define the objectives and organization of the primary health care system at the district level
- d. Describe the roles of health care providers at the district level
- e. Describe the roles of district personnel in other ministries, agencies, and private organizations concerned with health and community development
- f. Describe the planning and budgeting approach of the ministry of health
- g. Describe the management support systems needed to deliver primary health care services at the district level

During the workshop, participants as a group will:

- a. Compare the objectives of the primary health care system with the job descriptions of present primary health care workers and make changes as necessary
- b. List health priorities at the district level
- c. Prepare a statement of existing access to health facilities and coverage by basic health services
- d. Prepare a plan for allocating resources at the district level
- e. Review output documents from the national workshops, as appropriate
- f. Identify the management problems and needs of the primary health care system at the district level
- g. Rank management support problems in order of priority, recommend solutions, and begin planning for management support
- h. Share knowledge and experience with health care providers from different districts and with persons from other sectors

- i. Begin planning for the delivery of primary health care services at the district level
- j. Begin planning for management support needs at the district level
- k. Begin planning for team-building, functioning, and communication at the district level

First District Workshop in a Series

PROGRAM

DAY 1

Morning

1. Registration and arrangements
2. Official workshop opening
 - a. Opening remarks by a key national official and a key district official
 - b. Review of workshop objectives
 - c. Introduction of participants
3. General session: Orientation to the primary health care strategy of the country

Subjects

- a. Objectives of the primary health care system
- b. Strategies for implementing a primary health care program: place within the existing health care system, organization, referral networks, relationship with other sectors, planning, evaluation, management and staffing
- c. Organization of primary health care programs at the district level

Afternoon

4. Team Building Exercise 1: Broken Squares
5. Small group sessions: Groups organized by districts

Activities

Define primary health care roles. Match primary health care objectives with the roles of primary health care workers. Review and analyze the job descriptions of primary health care workers.

Inputs

- a. Information presented during the general session
- b. Job descriptions

Output

Worksheet 1: Analyzing the Roles of Primary Health Care Workers

6. Evaluation questionnaire for Day 1

Evening

7. Social gathering

DAY 2

Morning

1. Registration and arrangements
2. Summary and evaluation report for Day 1
3. General session

Subjects

- a. The planning and budgeting approach of the ministry of health
- b. Information gathering, reporting, analysis, and evaluation
- c. Administration at the district level
- d. Planning in other sectors, such as education, agriculture, and rural development

Afternoon and Evening

4. Small group sessions: Groups organized by districts

Activity

Describe health priorities, coverage, and resource allocation at the district level

Inputs

- a. Information presented during the general session
- b. Information and maps from the district

Outputs

- a. Worksheet 2: Choosing Health Priorities at the District Level
 - b. Worksheet 3: Describing Existing Access to Health Facilities and Coverage by Basic Health Services
 - c. Worksheet 4: Allocating Resources at the District Level
 - d. Team Functioning Exercises
5. Evaluation questionnaire for Day 2

DAY 3

Morning

1. Registration and arrangements
2. Summary and evaluation report for Day 2
3. General session: Reports by groups and discussion on the outputs from Day 2
4. Reports by observers of Team Functioning Exercises

Afternoon

5. Small group sessions: District approaches to management support needs. Groups organized by subjects and including participants from each district, other regional and national personnel, and persons from other sectors

Subjects

- a. Drugs and medical supplies
- b. General supplies
- c. Facilities and equipment maintenance
- d. Transportation
- e. Communication
- f. Personnel
- g. Finance
- h. Health information

Activity

Identify management support problems and solutions at the district level

Inputs

- a. Outputs from the national workshop, as available
- b. Information on problems and needs at the district level contributed by group members

Output

Worksheet 5: Identifying Management Support Problems and Solutions

6. Evaluation questionnaire for Day 3

DAY 4

Morning

1. Registration and arrangements
2. Summary and evaluation report for Day 3
3. General session: Reports by groups and discussion on the outputs from Day 3
4. Evaluation questionnaire for Day 4
5. Official workshop closing
 - a. General summary by chairperson and proposals for follow-up
 - b. Expressions of thanks and appreciation
 - c. Closing remarks
 - d. Adjournment

7. Which group were you in? _____

8. What is your position?

___ District health care provider

___ National or regional health official

___ Private health care provider

___ Other sector official

Name of sector _____

Specify: National ___ Regional ___ District ___

___ Other

7. Which group were you in? _____

8. What is your position?

- District health care provider
- National or regional health official
- Private health care provider
- Other sector official

Name of sector _____

Specify: National Regional District

Other

First District Workshop in a Series

EVALUATION QUESTIONNAIRE

DAY 3

Please help us to better plan this and future workshops by answering the following questions. Circle the appropriate number on each rating scale. Number 1 is the lowest rating on each scale. Number 5 is the highest

Complete and hand in this questionnaire today. You will be given a report on the results at tomorrow's session. You need not sign your name, but we would appreciate knowing the type of position you hold.

1. Did you find the group reports helpful regarding:

- | | |
|--|---------------------------|
| a. District health priorities? | 1.....2.....3.....4.....5 |
| | Not helpful Very helpful |
| b. Existing access and coverage? | 1.....2.....3.....4.....5 |
| | Not helpful Very helpful |
| c. Strategies for resource allocation? | 1.....2.....3.....4..... |
| | Not helpful Very helpful |

2. General comments about the group reports:

3. Was your group session on district approaches to management support needs productive?

1.....2.....3.....4.....5
Not productive Very productive

4. Was the input information adequate?

1.....2.....3.....4.....5
Not adequate Very adequate

5. Did your group complete its work?

Yes ____ No ____

6. Was the group work helpful in better defining your role in meeting management support needs?

1.....2.....3.....4.....5
Not helpful Very helpful

7. General comments on the day's program:

8. Which group were you in?

9. What is your position?

- District health care provider
- National or regional health official
- Private health care provider
- Other sector official

Name of sector _____

Specify: National Regional District

Other

First District Workshop in a Series

EVALUATION QUESTIONNAIRE

DAY 4

Please help us to better plan this and future workshops by answering the following questions. Circle the appropriate number on each rating scale. Number 1 is the lowest rating on each scale. Number 5 is the highest.

In addition to questions about today's program, this final questionnaire contains questions about the workshop objectives, topics you think need further attention, workshop arrangements, and the general program. A report on today's evaluation will be included in the final report. As with the other questionnaires, you need not sign your name, but we would appreciate knowing the type of position you hold.

We wish to thank you for your cooperation in this evaluation. Your further comments and suggestions will be most welcome, either in writing or in person.

1. Did you find the group reports helpful regarding:

- | | |
|--|---|
| a. Drugs and medical supplies? | 1 2 3 4 5
Not helpful Very helpful |
| b. General supplies? | 1 2 3 4 5
Not helpful Very helpful |
| c. Facilities and equipment maintenance? | 1 2 3 4 5
Not helpful Very helpful |
| d. Transportation? | 1 2 3 4 5
Not helpful Very helpful |
| e. Communication? | 1 2 3 4 5
Not helpful Very helpful |
| f. Personnel? | 1 2 3 4 5
Not helpful Very helpful |
| g. Finance? | 1 2 3 4 5
Not helpful Very helpful |
| h. Health information? | 1 2 3 4 5
Not helpful Very helpful |

2. General comments about the group reports:

3. Objectives

Did the workshop provide you with adequate preparation to:

- o Share knowledge and experience with health care providers from different districts and with persons from other sectors? 1 2 3 4 5
Not adequate Very adequate
- p Begin planning for the delivery of primary health care services at the district level? 1 2 3 4 5
Not adequate Very adequate
- q Begin planning for management support needs at the district level? 1 2 3 4 5
Not adequate Very adequate
- r Begin planning for team-building, functioning, and communication at the district level? 1 2 3 4 5
Not adequate Very adequate

4. Review the workshop objectives listed in question 3 above. List below those for which you need additional information, orientation, or training to help you carry out your duties. List them in order of need, starting with the objective that needs the most attention. Identify the objectives by letter in the spaces provided.

PRIORITY	OBJECTIVE
1	—
2	—
3	—
4	—
5	—

5. Arrangements

- a Did you stay overnight? Yes ___ No ___
- b If yes, how were the housing arrangements? 1 2 3 4 5
Unsatisfactory Very satisfactory
- c How were the meals arrangements? 1 2 3 4 5
Unsatisfactory Very satisfactory
- d How were the meeting rooms arrangements? 1 2 3 4 5
Unsatisfactory Very satisfactory
- e General comments about the arrangements:

6. General Program

- a Was there too much or too little time in the general sessions? Too much ___ Adequate ___ Too little ___

b. Was there too much or too little time in groups? Too much ____ Adequate ____ Too little ____

c. How were the reference materials and worksheets? 1.....2.....3.....4.....5
Unsatisfactory Very satisfactory

d. Was there adequate time to cover all the subjects? Yes ____ No ____

e. Was the workshop helpful in defining your primary health care planning and management responsibilities? 1.....2.....3.....4.....5
Not helpful Very helpful

f. General comments about the program:

7. What is your position?

- District health care provider
- National or regional health official
- Private health care provider
- Other sector official

Name of sector _____

Specify: National ____ Regional ____ District ____

Other

AGAIN, THANK YOU FOR YOUR COOPERATION.
HAVE A SAFE JOURNEY HOME

First District Workshop in a Series

FINAL REPORT

1. INTRODUCTION AND ACKNOWLEDGEMENTS

2. RECOMMENDED ACTION PLANS

Recommendations reviewed and approved at the policy level following the workshop

3. WORKSHOP OUTPUTS

- a. Roles of primary health care workers- Worksheet 1
- b. Health priorities at the district level- Worksheet 2
- c. Statement of existing access to health facilities and coverage by basic health services- Worksheet 3
- d. Statement of strategy for allocating resources at the district level- Worksheet 4
- e. Management support problems and solutions- Worksheet 5

4. OBJECTIVES

5. PROGRAM

DAY 1

Summary

Opening remarks

Orientation to the primary health care strategy of the country

DAY 2

Summary

The planning and budgeting approach of the ministry of health

Information gathering, reporting, analysis, and evaluation

Administration at the district level

Planning in other sectors

DAY 3

Summary

DAY 4

Summary

Closing remarks

6. EVALUATION REPORT

General report with tabulations of results for each day's questionnaire

7. PARTICIPANTS

8. MEMBERS OF THE PLANNING TEAM

3.2 FOLLOW-UP DISTRICT WORKSHOP

The objectives, program, evaluation questionnaires, and final report outline for the Follow-up District Workshop are provided below.

OBJECTIVES

During the workshop, participants as a group will:

- a. Review planning documents, reports, and action plans from the national workshop and from management analyses
- b. Recommend improvements in the planning and management systems for the district and for higher levels as they affect the district
- c. Prepare planning documents and action plans to submit to appropriate authorities for review and approval
- d. Review and approve action plans at the regional level
- e. Review progress made on the implementation of recommendations from previous district workshops and develop action plans based on the level of progress reached
- f. Recommend solutions for problems encountered in the implementation of current action plans

Follow-up District Workshop

PROGRAM

DAY 1

Morning

1. Registration and arrangements
2. Official workshop opening
 - a. Opening remarks by a key national official and a key district official
 - b. Review of workshop objectives
 - c. Introduction of participants
3. General session: Status reports on the implementation of the country's primary health care strategy
 - a. Organization
 - b. Planning and evaluation
 - c. Budgeting and allocation of resources
 - d. Integration of health programs such as maternal and child health, family planning, nutrition, environmental health, communicable disease control, and health education
 - e. Coordination with other sectors, such as agriculture, education, rural development, and public works
 - f. Referral networks

Afternoon

4. Small group sessions: Groups organized by districts

Activities

Review progress since the last district workshop. Identify problems in implementing the action plans. Rank these problems and recommend solutions.

Inputs

- a. Status reports from the general session
- b. Reports and recommendations from the staff

Output

Worksheet 6: Analyzing Problems in Implementing Action Plans and Recommending Solutions

5. Evaluation questionnaire for Day 1

Evening

6. Social gathering

DAY 2

Morning

1. Registration and arrangements
2. Summary and evaluation report for Day 1
3. General session: Reports by groups and discussion on the outputs from Day 1
4. General session: Action plans from the national workshop and the management systems studies

Subjects

- a. Organization
- b. Planning
- c. Drugs and medical supplies
- d. General Supplies
- e. Facilities and equipment maintenance
- f. Transportation
- g. Communication
- h. Personnel
- i. Finance
- j. Health information

Afternoon

5. General session: Continuation of morning session

Evening

6. Team Building Exercise 2 : Space Ship
7. Evaluation questionnaire for Day 2

DAY 3

Morning

1. Registration and arrangements
2. Summary and evaluation report for Day 2
3. Small group sessions: Groups organized by districts

Activity

Develop revised action plans for improving planning and management support systems at the district level

Inputs

- a. Action plans from the national workshop
- b. Management systems studies

Output

Worksheet 7: Developing Action Plans for the District Level

Afternoon and Evening

4. Small group sessions: Groups organized by districts, with regional supervisors present

Activity

Review and negotiate to reach agreement with a supervisor on the action plans developed in Worksheet 7

Input

Worksheet 7

Output

Worksheet 7: Revised, approved action plans for each district

5. Evaluation questionnaire for Day 3

DAY 4

Morning

1. Registration and arrangements
2. Summary and evaluation report for Day 4
3. General session: Reports by groups and discussion on outputs from Day 3
4. Evaluation questionnaire for Day 4
5. Official workshop closing
 - a. General summary by chairperson and proposals for follow-up
 - b. Expressions of thanks and appreciation
 - c. Official closing remarks
 - d. Adjournment

Follow-up District Workshop

EVALUATION QUESTIONNAIRE

DAY 1

Please help us to better plan this and future workshops by answering the following questions. Circle the appropriate number on each rating scale. Number 1 is the lowest rating on each scale. Number 5 is the highest.

Complete and hand in this questionnaire today. You will be given a report on the results at tomorrow's session. You need not sign your name, but we would appreciate knowing the type of position you hold.

1. Did the first day provide you with an adequate understanding of the progress of the country's primary health care strategy regarding:
 - a. Organization? 1 2 3 4 5
Not adequate Very adequate
 - b. Planning and evaluation? 1 2 3 4 5
Not adequate Very adequate
 - c. Budgeting and allocation of resources? 1 2 3 4 5
Not adequate Very adequate
 - d. Integration of health programs? 1 2 3 4 5
Not adequate Very adequate
 - e. Coordination with other sectors? 1 2 3 4 5
Not adequate Very adequate
 - f. Referral networks? 1 2 3 4 5
Not adequate Very adequate
2. Was the general session helpful? 1 2 3 4 5
Not helpful Very helpful

Comments: _____

3. Was your group session on identifying problems and recommending solutions productive? 1 2 3 4 5
Not productive Very productive
4. Was it helpful in better defining problems and how you can work with others to find solutions? 1 2 3 4 5
Not helpful Very helpful

5. General comments on the day's program:

6. Which group were you in? _____

7. What is your position?

- ___ District health care provider
- ___ National or regional health official
- ___ Private health care provider
- ___ Other sector official

Name of sector _____

Specify: National ___ Regional ___ District ___

___ Other

6. Was the team building exercise helpful in developing better working relationships with the other participants? 1 2 3 4 5
Not helpful Very helpful

7. Will it be helpful to you when you return to your regular job? 1 2 3 4 5
Not helpful Very helpful

8. General comments on the day's program:

9. What is your position?
 District health care provider
 National or regional health official
 Private health care provider
 Other sector official
Name of sector _____
Specify: National Regional District
 Other

- c. Prepare planning documents and action plans to submit for approval? 1 2 3 4 5
Not adequate Very adequate
- d. Review and approve action plans with your supervision? 1 2 3 4 5
Not adequate Very adequate
- e. Review progress made on the implementation of recommendations from previous district workshops and develop action plans based on the level of progress reached? 1 2 3 4 5
Not adequate Very adequate
- f. Recommend solutions for problems encountered in the implementation of current action plans? 1 2 3 4 5
Not adequate Very adequate

4. Review the workshop objectives listed in question 3 above. List below those for which you need additional information, orientation, or training to help you carry out your duties. List them in order of need, starting with the objective that needs the most attention. Identify the objectives by letter in the spaces provided

PRIORITY	OBJECTIVE
1	_____
2	_____
3	_____

5. Arrangements

- a. Did you stay overnight? Yes ___ No ___
- b. If yes, how were the housing arrangements? 1 2 3 4 5
Unsatisfactory Very satisfactory
- c. How were the meals arrangements? 1 2 3 4 5
Unsatisfactory Very satisfactory
- d. How were the meeting rooms arrangements? 1 2 3 4 5
Unsatisfactory Very satisfactory
- e. General comments about the arrangements:

6. General Program

- a. Was there too much or too little time in the general sessions? Too much ___ Adequate ___ Too little ___
- b. Was there too much or too little time in groups? Too much ___ Adequate ___ Too little ___

c. How were the reference materials and worksheets? 1 2 3 4 5
Unsatisfactory Very satisfactory

d. Was there adequate time to cover all the subjects? Yes ___ No ___

e. Was the workshop helpful in defining your primary health care planning and management responsibilities? 1 2 3 4 5
Not helpful Very helpful

f. General comments about the program:

7. What is your position?

- ___ District health care provider
- ___ National or regional health official
- ___ Private health provider
- ___ Other sector official

Name of sector _____

Specify: National ___ Regional ___ District ___

___ Other

AGAIN, THANK YOU FOR YOUR COOPERATION.
HAVE A SAFE JOURNEY HOME.

Follow-up District Workshop

FINAL REPORT

1. INTRODUCTION AND ACKNOWLEDGEMENTS

2. RECOMMENDED ACTION PLANS

Recommendations reviewed and approved at the policy level following the workshop

3. WORKSHOP OUTPUTS

a. Implementation problems with recommended solutions for each district – Worksheet 6

b. Revised action plans for each district – Worksheet 7

Approved action plans for each district – Worksheet 7

4. OBJECTIVES

5. PROGRAM

DAY 1

Summary

Opening remarks

Status reports on the implementation of the country's primary health care strategy

DAY 2

Summary

Action plans from the national workshop and the management systems studies

Management systems analyses

DAY 3

Summary

DAY 4

Summary

Closing remarks

6. EVALUATION REPORT

General report with tabulations of results for each day's questionnaire

7. PARTICIPANTS

8. MEMBERS OF THE PLANNING TEAM

First District Workshop in a Series

District _____

Recorder _____

WORKSHEET 1

Analyzing the Roles of Primary Health Care Workers

1. List the objectives of primary health care in your district, based on the national objectives and strategies outlined in the general session.
2. List the members of the health team at the community level by title.
3. List the members of the health team at the health center level by title.
4. List the members of the health team at the district level by title.
5. Describe the part that each team member plays in carrying out the roles required to support program objectives. In the column labeled, "Role," record each major role or task of the health team to support the primary health care objectives in your district. Across the top, write in the title of each member of the team. In the last column, write in the titles of workers from other sectors who carry out these roles. In each box, identify the person's role as follows:
 - 1 – Performs the role directly
 - 2 – Helps others perform the role
 - 3 – Gives technical supervision
 - 4 – Gives administrative supervision
 - 5 – Advises or consults

A. COMMUNITY HEALTH TEAM

ROLE	TEAM MEMBER	OTHER WORKERS					

B. HEALTH CENTER TEAM

ROLE	TEAM MEMBER	OTHER WORKERS					

C. DISTRICT HEALTH TEAM

ROLE	TEAM MEMBER	OTHER WORKERS					

6. Examine the existing job descriptions of health workers in your district. Identify gaps and problem areas based on your analysis of roles in number five above.
 - a. Recommend changes in the job descriptions of community health team members. Specify for each team member, as necessary.
 - b. Recommend changes in the job descriptions of health center team members. Specify for each team member, as necessary.
 - c. Recommend changes in the job descriptions of district health team members. Specify for each team member, as necessary.

First District Workshop in a Series

District _____

Recorder _____

WORKSHEET 2

Choosing Health Priorities at the District Level

Use this worksheet to list and choose priorities among the major health needs of your district. First, work alone to list and rank the health needs. Then, work with your group to rank the health needs using a consensus approach. A consensus approach means that every group member must agree on the ranking of each health need before that ranking becomes part of the group decision.

Consensus is difficult to reach. Every member of the group will not agree with every ranking. Support those opinions with which you agree. Also support those opinions with which you agree in part. State where you disagree and why. Argue forcefully, with facts and logic, for your opinions. At the same time, be willing to adjust your opinions on the basis of the contributions of others. Avoid techniques that tend to bypass the process, such as vote-taking, trading, and averaging. These techniques reduce the effectiveness of the consensus approach.

1. Work alone

In the spaces below, list the ten most important health needs of your district. Then rank the health needs in order of priority. Number them 1 through 10 in the boxes at the right, with number 1 the highest priority.

	RANK OF IMPORTANCE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Work as a group.

In the spaces below, list the ten most important health needs of your district. Then rank the health needs in order of priority. Number them 1 through 10 in the boxes at the right, with number 1 the highest priority.

	RANK OF IMPORTANCE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

3. Work as a group.

In the spaces below, list the criteria that your group used in identifying and ranking the health needs in Step 2. List three to ten criteria. Then rank the criteria in order of priority.

	RANK OF IMPORTANCE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

9.	
10.	

4. Report back and evaluate the process

a. Report the results to the workshop. Compare individual rankings with the group ranking for each group. Compare criteria and rankings among the groups

b. Discuss the group process. Answer these questions:

“How did the participants function as a group? Were ideas and information exchanged freely? Did this exchange result in more intelligent and informed decisions?”

“Was there conflict or interdependence?”

“Was there a clear understanding of the group objectives and a commitment to meet them?”

“Was there true consensus? Did the groups follow the guidelines for consensus? Or, did they slip back to averaging and vote-taking?”

c. Discuss the content. Answer these questions

“Did consensus produce meaningful results?”

“Was there true consensus?”

“Because of the limited time you may have been forced to compromise your views. As a result, are there any group rankings with which you still strongly disagree?”

“Were the group rankings noticeably improved over the individual rankings? If so, to what degree and what were the reasons? If not, to what degree and what were the reasons? How can you tell?”

First District Workshop in a Series

District _____

Recorder _____

WORKSHEET 3

Describing Existing Access to Health Facilities and Coverage by Basic Health Services

1. Describe existing access to health facilities in your district by completing the chart below.

Name and location of facility	Basic services provided	Population within: 5 km or 2 hours travel time

2. Describe coverage by basic health services in your district by completing the chart below.

Type of service	Population covered within 5 km or 2 hours travel time of service points	Percent of total population of the district

3. In how many settlements in your district are community health services provided by a trained and supported community health worker or directly from a health facility? _____

What is the total population of these communities? _____

What percent is this of the total district population? _____

4. Draw a rough map of your district showing major settlements, an indication of population density, the location of health service points, settlements served by community health workers, and served and unserved areas of the district. Show transportation routes and means of communication.

5. What is the population of the district? _____

Date of population figure _____

Source of population figure _____

First District Workshop In a Series

District _____

Recorder _____

WORKSHEET 4

Allocating Resources at the District Level

1. List health services and programs required to meet priority health needs at the district level

2. Describe changes in resource allocation needed to support the health services and programs listed above.

a. Manpower

b. Drugs and medical supplies

c. General supplies

d. Equipment

e. Facilities

f. Transportation

g. Communication

h. Community support _____

i. Management support _____

j. Technical support

From ministry of health _____

From other sectors _____

From national institutions _____

From foreign agencies _____

k. Research _____

3. Write a statement of strategy for allocating resources for district health services and programs. Include organization, planning, management, support, phasing, and evaluation.

First District Workshop in a Series

District _____
Subject _____
Recorder _____

WORKSHEET 5

Identifying Management Support Problems and Solutions

1. In the spaces below, list the ten most pressing problems that stand in the way of meeting health needs in this subject area in your district. Then rank the problems in order of priority. Number them 1 through 10 in the boxes at the right, with number 1 the highest priority.

	RANK OF IMPORTANCE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Complete a problem solving worksheet for each of the first five problems.

PROBLEM SOLVING WORKSHEET

Problem:		
Characteristics of the Problem		Causes of the Problem
Possible Solutions	Advantages	Disadvantages

Follow-up District Workshop

District _____

Recorder _____

WORKSHEET 6

Analyzing Problems in Implementing Action Plans

1. In the spaces below, list the ten most pressing problems that you have encountered in implementing your action plans from the last workshop. Then rank the problems in order of priority. Number them 1 through 10, with number 1 the highest priority.

	RANK OF IMPORTANCE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Complete a problem solving worksheet for each of the first five problems

PROBLEM SOLVING WORKSHEET

Problem:		
Characteristics of the Problem	Causes of the Problem	
Possible Solutions	Advantages	Disadvantages

Follow-up District Workshop

District _____
Subject _____
Recorder _____
Supervisor _____

WORKSHEET 7

Developing Action Plans for the District Level

Use this worksheet to develop action plans for improving the management support systems for your district during the next twelve months or until the next scheduled workshop. Use a separate worksheet for each management support system that you have analyzed. Refer to the problems that you have identified and analyzed on Worksheet 6.

In the first column, clearly state each problem. In the second column, write the proposed solutions or actions to be taken for each problem. Under "Schedule," indicate when you plan to start and complete the action to be taken. In the last column, write the name of the person or group assigned the responsibility to complete the action.

The worksheets for all of the management support systems together make up your action plan for improving the management support systems in your district.

PROBLEM	PROPOSED SOLUTIONS	SCHEDULE	RESPONSIBILITY

**First District Workshop in a Series
Follow-up District Workshop**

TEAM BUILDING EXERCISE 1

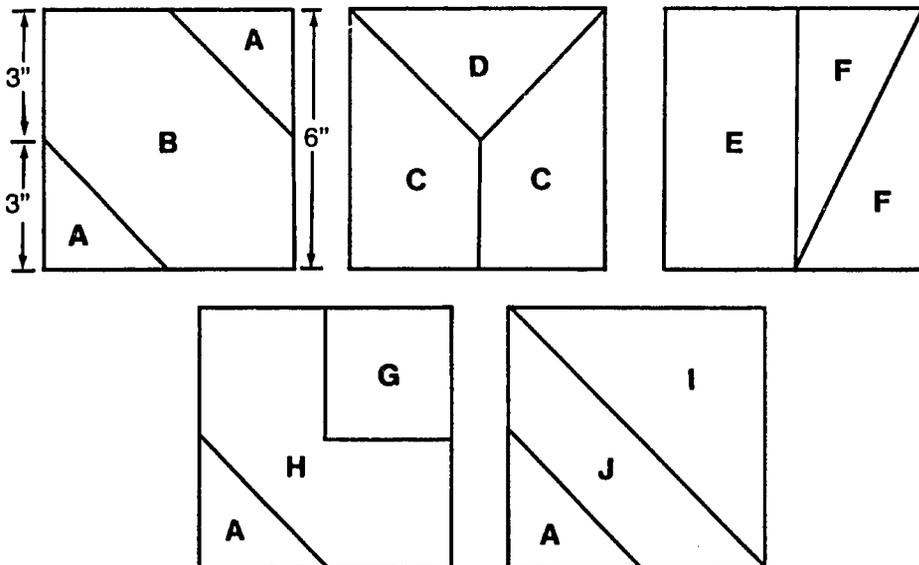
Broken Squares

Plan the Broken Squares exercise for the afternoon of Day 1 of the First District Workshop in a Series or for the evening of Day 2 of the Follow-up District Workshop. Allow about one hour for the exercise. The objectives of the exercise are:

1. To experience the difficulties in solving a problem as a group
2. To become aware of behaviors that may help or obstruct the solving of a problem in a group
3. To improve the way people work together as a team
4. To demonstrate a basic understanding of team concepts and the importance of team cooperation

You will need one set of Broken Squares pieces and one instruction sheet for each group of five.

Each set of Broken Squares has fifteen pieces. Use the diagram and instructions below to make each set of cardboard cards.



Cut the cardboard into six-inch squares. Draw lines on the squares making three pieces as shown in the diagram. Label the pieces as shown. Cut each square into its three pieces. All pieces marked with the same letter should be the same shape and size. Number five envelopes one to five. Each envelope will contain specific pieces.

Put pieces lettered:	Into envelope numbered:
I, H, and E	1
A, A, A, and C	2
A and J	3
D and F	4
G, B, F, and C	5

Put the five envelopes into one large envelope. Each team will need one large envelope with five smaller envelopes inside.

Follow these steps to play the Broken Squares game.

1. Tell the participants that the game they are about to play is a learning experience about cooperation in problem solving that will be discussed later.
2. Divide the group into teams of five. Assign a sixth person to each team to act as an observer. Pass one large envelope with the five smaller envelopes inside to each team.
3. Distribute the instruction sheets. Review the instructions.
4. Start the game. Ask the observers to make sure that the teams follow the rules while playing the game.
5. Lead a thirty-minute discussion about the exercise. Use these questions as a guide:
 - “Who was willing to give away pieces of the puzzle?”
 - “Did anyone finish his puzzle and then separate from the rest of the group?”
 - “Did anyone struggle with the pieces but refuse to give any or all of them away?”
 - “Was anyone in the group frustrated?”
 - “Did the group begin to cooperate at any critical point?”
 - “Did anyone try to break the rules by talking or pointing?”

Ask the observers to comment on each of these questions.

Discuss the lessons about teamwork learned during this exercise. How did participants feel when someone could not do his job? Did anyone get angry? Did any participant make his own square and then turn away, content with his work? Did anyone try to understand other participants' problems and help them with their task?

These questions will help bring out lessons learned from this exercise:

“Is the problem a collection of individual problems or is it a group problem?”

A group problem

“Is the problem solved if three of the five finish their work?”

No

“Is helping others work on their problem important?”

Very important

“What happens if you ignore another person's problem?”

The group fails and therefore you fail

“What happens if you do not share your pieces with others?”

The group fails

“How do you think a team member feels when you get angry and show you are not pleased?”

Hurt, unhappy, and possibly embarrassed

“What happens to the team when one person finishes and stops working on the team's problem?”

The team is handicapped by the loss of a member

Now relate the discussion of teamwork to the health team. Discuss how each member of a team must understand the problems of other members if he wants to solve his own problem. Discuss the need for cooperation. Point out that team cooperation depends on each member of the group understanding the:

- Objectives of the health team
- Organization of the health team
- Rules of the health team

INSTRUCTION SHEET FOR TEAM BUILDING EXERCISE 1

Each of you has pieces of cardboard in an envelope. When the workshop leader says “begin,” form five perfect squares of equal size with the separate pieces. Your task will not be complete until each of you has in front of you a perfect square the same size as those before the other four players on your team. Here are the rules of the game:

1. Team members may not speak
2. Team members may not signal others to give them a piece of cardboard
3. Team members may, however, give pieces of cardboard to other players on their team.
4. You have twenty minutes to solve the puzzle.
5. The observer for each team will watch to be sure that team members observe these rules.

First District Workshop in a Series Follow-up District Workshop

TEAM BUILDING EXERCISE 2

Space Ship

Plan the Space Ship exercise for the evening of Day 2 of the Follow-up District Workshop. Allow at least two hours. The objectives of the exercise are:

1. To provide practice in team functioning
2. To demonstrate the value of group decision-making
3. To compare group and individual decision-making

You will need one set of instructions for each participant, a summary sheet for each group, and a table listing strategies for making decisions.

Follow these steps:

1. Explain the advantages and disadvantages of working in a group to make decisions. Making decisions in a group is usually slower and more cumbersome than making decisions alone, but the combined experience, knowledge, and judgement of the group members often results in better decisions.

Tell the participants that the exercise will test this theory using three sets of scores: one for each person working alone, one for each group working as a team, and one by a team of astronauts.

2. Divide the group into teams of five, six, or seven.
3. Distribute and review Worksheet A. Allow the participants twenty minutes to rank the items on the list in order of importance, from 1 to 14. Each participant should work alone.
4. Distribute and review Worksheet B. Distribute one copy of the Group Summary Sheet to each group. Allow the participants thirty minutes to repeat the exercise in groups.
5. List the correct answers on the chalkboard. Explain and discuss each item as follows:

Item	Ranking by Team of Astronauts	Explanation
Matches	14	Useless; there is no oxygen on the moon
Food	4	Necessary for survival
Rope	6	Can be used to bind gear and to climb
Parachute silk	8	Can be used for shelter from the sun and to pack supplies
Tinned milk	12	Useless; will explode on opening because of a difference in atmospheric pressure
Oxygen tanks	1	Necessary for survival
Map of the moon's constellations	3	Can be used to chart the course
Life raft	10	Can be used for shelter and for carrying equipment

Magnetic compass	13	Useless; there is no magnetic field on the moon
Water	2	Next to oxygen, necessary for survival
Signal flares	9	Can be used to alert the mother ship
First aid kit	7	Can be used for emergencies
Solar-powered radio	5	Can be used for communication
Portable heater	11	Not needed on the lighted side of the moon

6. Tell the participants to complete their individual rating sheets. They should:

Record the astronauts' ranking in the second column

Calculate the numerical difference between their ranking and the astronauts' ranking for each item, and record the differences in the third column

Total the third column for a total individual score

Explain that the total individual score is the difference between the individual's ranking and the expert ranking of the team of astronauts. The smaller this difference, the better the score.

7. Ask a recorder for each group to complete the Group Summary Sheet. He should:

Record the individual rankings, the group ranking, and the astronauts' ranking in the appropriate spaces

Calculate a group score in the same way that the individual scores were calculated

Summarize the results, noting the total individual scores, the average individual score, the best individual score, and the total group scores

8. Ask the recorder from each group to summarize his group's results on the chalkboard as follows:

Group	Total Individual Scores							Average Individual Scores	Total Group Scores	Difference
	1	2	3	4	5	6	7			
A										
B										
C										
D										
E										
F										

In most cases the total group scores will be lower, and therefore better, than the average individual scores. Write the difference between the two in the last column. The higher the figure in this column, the better the team functioned

9. Discuss the scores. Was the group score better than the average individual score for every group? Did any individuals score better than the group? How many? Why?

Rank the groups in order of the differences recorded in the last column. Ask for comments about what happened in the groups with the best and worst scores. Can any characteristics of the group process be compared between these groups?

Ask the participants to discuss when they think group decision-making is better than individual decision-making. Write on the chalkboard the column headings from the table listing strategies for decision-making. Ask the participants to fill in the columns

STRATEGIES FOR DECISION MAKING

Factor	Making Decisions Alone	Making Decisions as a Team
Time	Takes less time	Takes more time
Cost	Costs less	Costs more
Efficiency	More efficient	Less efficient
Effectiveness	Less effective	More effective
Experience and judgement	Limited to one person	Expanded to all members of the group
Skills	Limited to one person	Expanded to all members of the group
Coordination of effort	Less	Greater
Learning value	Little or none	Value to all
Implementation of decision	Weak	Better when those implementing the decision are involved in decision-making

WORKSHEET A FOR TEAM BUILDING EXERCISE 2

You are a member of a space crew scheduled to meet a mother ship on the lighted surface of the moon. Your space ship has mechanical problems and is forced to land two hundred miles from the meeting point. Much of the equipment aboard is damaged during the forced landing. Your survival depends on reaching the mother ship. You must choose the most important items available for the two-hundred mile trip to the meeting point. Listed below are the fourteen items left undamaged. Your task is to rank these items in order of importance with number 1 the most important item.

Item	My ranking	Astronaut's ranking	My score
Matches	___	___	___
Food	___	___	___
Rope	___	___	___
Parachute silk	___	___	___
Tinned milk	___	___	___
Oxygen tanks	___	___	___
Map of the moon's constellations	___	___	___
Life raft	___	___	___
Magnetic compass	___	___	___
Water	___	___	___
Signal flares	___	___	___
First aid kit	___	___	___
Solar-powered radio	___	___	___
Portable heat	___	___	___

TOTAL INDIVIDUAL SCORE:

WORKSHEET B FOR TEAM BUILDING EXERCISE 2

As a group, rank the fourteen items in order of importance. Reach your decision by consensus. That means that each group member must agree on the ranking of each of the survival items before that ranking becomes part of the group decision. Consensus is difficult to reach. Every member of the group will not agree on every ranking.

To reach consensus, support those opinions with which you agree. Also support those opinions with which you agree in part. State where you disagree and why. Argue forcefully, with facts and logic, for your opinions. At the same time be willing to adjust your opinions on the basis of the contributions of others. Avoid techniques that tend to bypass the process, such as vote-taking, trading, and averaging. These techniques reduce the effectiveness of the consensus approach.

You have about thirty minutes to reach your group decision.

GROUP SUMMARY SHEET FOR SPACE SHIP EXERCISE

Item	Individual Rankings							Group Ranking	Astronauts' Ranking	Group Score
	1	2	3	4	5	6	7			
Matches										
Food										
Rope										
Parachute silk										
Tinned milk										
Oxygen tanks										
Map										
Life raft										
Magnetic compass										
Water										
Signal flares										
First aid kit										
Solar-powered radio										
Portable heater										
TOTAL INDIVIDUAL SCORES										

BEST INDIVIDUAL SCORE =
 AVERAGE INDIVIDUAL SCORE =
 TOTAL GROUP SCORE =

First District Workshop in a Series Follow-up District Workshop

TEAM FUNCTIONING EXERCISES

Plan to use one or more of these Team Functioning Exercises during the small group sessions on the evening of Day 2 of the First District Workshop in a Series and during the small group sessions on Day 1 of the Follow-up District Workshop. Allow about one hour for each exercise. The objectives of the exercises are:

1. To improve team functioning through observation and self-evaluation
2. To suggest ways individuals can improve their contributions to the group process

TEAM FUNCTIONING EXERCISE 1

Group Watching

Select an observer for each group. Enter the name of each group member on the worksheet. Tell the observer to rate each member on a scale of 0 to 3 for each role. At the end of a group discussion or during a break, have the observer discuss with the group his impressions of the roles assumed by each individual. This discussion should examine how the group's progress was helped or held back by these roles, the consequences, and what might have been done differently. Lead a discussion of the conclusions with all the workshop participants.

WORKSHEET FOR TEAM FUNCTIONING EXERCISE 1

Rate each member of your group on a scale of 0 to 3 for each group role listed below.

1. Encouraging and mediating:
 - Praises others and their ideas
 - Makes compromises
 - Overcomes differences in points of view

- 2. Following:
 - Goes along with the group
 - Acts as an audience during group discussions
 - Listens
- 3. Relieving tension:
 - Jokes
 - Turns attention away from negative feelings
- 4. Initiating:
 - Suggests new ideas or new ways to look at a problem or goal
 - Suggests new activities
- 5. Information seeking:
 - Asks for facts and information
- 6. Information giving:
 - Provides facts and information
- 7. Clarifying and coordinating:
 - Tries to pull ideas and suggestions together
- 8. Orienting:
 - Defines the progress of the discussion in terms of the group's goals
- 9. Blocking:
 - Interferes with the progress of the group by talking about personal experiences
- 10. Withdrawing:
 - Shows no interest in the discussion
 - Doodles
 - Whispers to others
- 11. Dominating:
 - Gives orders
 - interrupts
 - Takes over the discussion

Scoring Scale for Each Role Category

0..... 1..... 2..... 3
Never Sometimes Most of Always
the time

8. Understands own actions and decisions

0 1 2 3 4 5 6 7 8 9 10
Never Sometimes Always

9. Welcomes conflict in the group

0 1 2 3 4 5 6 7 8 9 10
Never Sometimes Always

10. Welcomes opinions different from own

0 1 2 3 4 5 6 7 8 9 10
Never Sometimes Always

TEAM FUNCTIONING EXERCISE 3

Evaluating Team Building

This exercise gives the participants more freedom to express their feelings about working in a group. It relates personal goals to team goals and brings out how the individual feels about the team process. Distribute copies of the worksheet either during or immediately after a small group session. Ask the participants to complete the worksheet. Then ask each group to discuss the responses. Lead a discussion of the exercise, calling for comments and comparisons among the groups.

WORKSHEET FOR TEAM FUNCTIONING EXERCISE 3

1. My relation to the team:
2. My feeling about how the team is functioning:
3. Goals of the team:
4. My personal goals:
5. How decisions are made:
6. Problems of the team:
7. My personal problems related to the team:
8. Action strategies needed now:
9. My feelings about the team building process we are experiencing:

TEAM FUNCTIONING EXERCISE 4

Contributing to a Group

You can use this list of five guidelines before, during, or after group work sessions to remind the participants how they can contribute to a successful group process. Or, distribute and discuss the list following a team building exercise or in conjunction with one of the other team functioning exercises.

WORKSHEET FOR TEAM FUNCTIONING EXERCISE 4

Guidelines for working in a group:

1. Contribute your knowledge and ideas on the subject.
2. Listen to others.
3. Realize that no one answer is correct.
4. Understand the overall goal of the group. Direct your comments and actions toward that goal.
5. Focus on group tasks, not on individual personalities.

TEAM FUNCTIONING EXERCISE 5

Analyzing Team Effectiveness

Assign an observer to each small group. Ask the observer to use Worksheet A to rate the group's effectiveness. At the end of the group work session, the observer should ask the group members to complete Worksheet B. Each member should rate how he feels the group performed on each of the nine items. The observer should then collect the forms and calculate the proportion who checked "good" for each item. This is entered as a percentage in the "team score" column. Then, immediately following or just prior to the next time the group meets, the observer should lead a discussion of the scores and ways to improve the group's effectiveness.

10. Environment

1.....2.....3.....4.....5.....6.....7
 Restrictive Free

11. Problem-solving capability

1.....2.....3.....4.....5.....6.....7
 Low High

WORKSHEET B FOR TEAM FUNCTIONING EXERCISE 5

Group _____

Number of members _____ Date _____

Subject _____ Name _____

Factor	Good (6, 7)	Adequate (3, 4, 5)	Poor (1, 2)	Team score in %
1. Mutual trust				
2. Mutual support				
3. Level of communication				
4. Level of attention				
5. Understanding of objectives				
6. Commitment to objectives				
7. Handling of conflicts				
8. Use of abilities, knowledge, and experience of members				
9. Control of team behavior				
10. Environment				
11. Problem-solving capacity				

Comments _____

SECTION 4

National Planning and Management Workshops

This section includes prototype materials for two types of national planning and management workshops: the First National Workshop in a Series and a Follow-up National Workshop. Like a district workshop, a national workshop may be held at different stages in a country's development of primary health care services. The plan for the first workshop assumes that it will begin an annual series. The strategy for primary health care development is introduced, roles defined, efforts to strengthen the management support systems started, and program evaluation methodology introduced. District workshops may have preceded the first national workshop. If so, outputs from the district workshops will be inputs for this workshop.

The plan for the follow-up workshop is the general format for the national workshops in the second year and subsequent years as the process continues. It assumes that the primary health care planning and management improvement process is functioning, that a primary health care program is underway, that efforts to strengthen the management support systems are on-going, that program evaluation is taking place, and that outputs from previous national and district workshops will be inputs for this workshop.

4.1 FIRST NATIONAL WORKSHOP IN A SERIES

The objectives, program, evaluation questionnaires, and final report outline for the First National Workshop in a Series are provided below.

OBJECTIVES

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

- a. Define the objectives of the primary health care system at the national level
- b. Define the primary health care strategy for the country
- c. Describe the organizational structure for the delivery of primary health care services
- d. Define the roles of personnel at each level of the health system for planning, budgeting and scheduling, implementing, and evaluating primary health care services

- e. Describe the management support systems needed to deliver primary health care services
- f. Identify indicators for evaluating primary health care programs

During the workshop, participants as a group will:

- a. List the roles of personnel at each level of the health system in the delivery of primary health care
- b. Review studies of management support systems and outputs from the district workshops
- c. Make recommendations for improving management support systems for primary health care
- d. Rank the recommendations in order of priority, and identify any barriers to carrying out the recommendations
- e. Draft national action plans for carrying out the recommendations
- f. List indicators for evaluating primary health care programs and analyze the list to determine the relevance and reliability of the indicators to contribute to the development of an evaluation plan
- g. Share knowledge and experience with health care providers and officials in the health system and with persons from other sectors

First National Workshop in a Series

PROGRAM

DAY 1

Morning

1. Registration and arrangements
2. Official workshop opening
 - a. Opening remarks by the minister of health or another key official
 - b. Review of workshop objectives
 - c. Introduction of participants
3. General session: Orientation to the primary health care strategy of the country

Subjects

- a. Objectives of the primary health care system
- b. Strategies for implementing a primary health care system: place within the existing health care system, referral networks, relationship with other sectors, planning, evaluation, management, and staffing
- c. Organization of primary health care programs at the national level

Afternoon

4. Small group sessions: Groups organized by mixed disciplines and levels of responsibility

Activity

Define primary health care roles

Inputs

- a. Information presented during the general session
- b. Studies and recommendations from staff members

Output

Worksheet 1: Defining Primary Health Care Roles

5. General session: Reports by groups and discussion on the outputs from the small group sessions
6. Evaluation questionnaire for Day 1

Evening

7. Social gathering

DAY 2

Morning

1. Registration and arrangements
2. Summary and evaluation report for Day 1
3. General session: Improving management support systems

Subjects

- a. Organization
- b. Planning and evaluation
- c. Drugs and medical supplies
- d. General supplies
- e. Facilities and equipment maintenance
- f. Transportation
- g. Communication
- h. Personnel
- i. Finance
- j. Health information

Afternoon

4. Continuation of morning session
5. Small group sessions: Groups organized by subjects and including field personnel, policy level officials, management systems analysts, other specialists, and concerned persons outside the ministry of health

Activities

Analyze management support systems for primary health care and draft national action plans

Inputs

- a. Management study for each system
- b. Action plans for each system from the district workshops

Outputs

- a. Worksheet 2: Making Recommendations for Improving Management Support Systems
 - b. Worksheet 3: Analyzing Recommendations for Improving Management Support Systems
 - c. Worksheet 4: Developing Action Plans for Improving Management Support Systems
6. Evaluation questionnaire for Day 2

DAY 3

Morning

1. Registration and arrangements

2. Summary and evaluation report for Day 2
3. Continuation of group sessions

Afternoon

4. Continuation of group sessions
5. General session: Reports by groups and discussion on the outputs from the group sessions
6. Evaluation questionnaire for Day 3

DAY 4

Morning

1. Registration and arrangements
2. Summary and evaluation report for Day 3
3. General session: Evaluating primary health care programs

Subjects

- a. Approaches to evaluation
 - b. The process of evaluation
 - c. The use of indicators
4. Small group sessions: Groups organized by mixed disciplines and levels of responsibility

Activity

Select indicators for evaluating primary health care programs

Inputs

- a. List of indicators for evaluating primary health care programs
- b. Studies and recommendations from the health planning unit

Outputs

- a. Worksheet 5: Selecting Indicators for Program Evaluation
- b. Worksheet 6: Analyzing Indicators for Program Evaluation

Afternoon

5. Continuation of group sessions
6. General session: Reports by groups and discussion on the outputs from the group sessions
7. Evaluation questionnaire for Day 4
8. Official workshop closing
 - a. General summary by chairperson and proposals for follow-up
 - b. Expressions of thanks and appreciation
 - c. Closing remarks
 - d. Adjournment

6. Which group were you in?

7. What is your position?

National health official

Regional health official

District health official

Private health official

Other sector official

Name of sector _____

Specify: National Regional District

Other

4. Did your group use the Guidelines for Evaluating Recommendations to complete Worksheets 2 and 3?

Yes ____ No ____

5. Were the guidelines helpful? Can you suggest any additional guidelines or any changes in those on the list? If so, please hand in your suggestions on a separate piece of paper.

1 2 3 4 5
Not helpful Very helpful

6. What is your position?

____ National health official

____ Regional health official

____ District health official

____ Private health official

____ Other sector official

Name of sector _____

Specify: National ____ Regional ____ District ____

____ Other

First National Workshop in a Series

EVALUATION QUESTIONNAIRE

DAY 3

Please help us to better plan this and future workshops by answering the following questions. Circle the appropriate number on each rating scale. Number 1 is the lowest rating on each scale. Number 5 is the highest.

Complete and hand in this questionnaire today. You will be given a report on the results at tomorrow's session. You need not sign your name, but we would appreciate knowing the type or position you hold.

1. Did your group complete Worksheets 2, 3, and 4? Yes ____ No ____
2. Did your group reach satisfactory conclusions and finalize your action plan for the support system under study? Yes ____ No ____
3. Was your group's action plan realistic? 1.....2.....3.....4.....5
Not realistic Very realistic
4. Did you find the group reports helpful for:
 - a. Organization? 1.....2.....3.....4.....5
Not helpful Very helpful
 - b. Planning and evaluation? 1.....2.....3.....4.....5
Not helpful Very helpful
 - c. Drugs and medical supplies? 1.....2.....3.....4.....5
Not helpful Very helpful
 - d. General supplies? 1.....2.....3.....4.....5
Not helpful Very helpful
 - e. Facilities and equipment maintenance? 1.....2.....3.....4.....5
Not helpful Very helpful
 - f. Transportation? 1.....2.....3.....4.....5
Not helpful Very helpful
 - g. Communication? 1.....2.....3.....4.....5
Not helpful Very helpful
 - h. Personnel? 1.....2.....3.....4.....5
Not helpful Very helpful
 - i. Finance? 1.....2.....3.....4.....5
Not helpful Very helpful
 - j. Health information? 1.....2.....3.....4.....5
Not helpful Very helpful

5. General comments about the group reports:

6. What group were you in?

7. What is your position?

National health official

Regional health official

District health official

Private health official

Other sector official

Name of sector _____

Specify: National Regional District

Other

First National Workshop in a Series

EVALUATION QUESTIONNAIRE

DAY 4

Please help us to better plan future workshops by answering the following questions. Circle the appropriate number on each rating scale. Number 1 is the lowest rating on each scale. Number 5 is the highest.

In addition to questions about today's program, this final questionnaire contains questions about the workshop objectives, topics you think need further attention, workshop arrangements, and the general program. A report on today's evaluation will be included in the final report. As with the other questionnaires you need not sign your name, but we would appreciate knowing the type of position you hold.

We wish to thank you for your cooperation in this evaluation. Your further comments and suggestions will be most welcome, either in writing or in person.

1. Did the general session provide you with adequate information on:
 - a. Approaches to evaluation? 1 2 3 4 5
Not adequate Very adequate
 - b. The process of evaluation? 1 2 3 4 5
Not adequate Very adequate
 - c. The use of indicators? 1 2 3 4 5
Not adequate Very adequate
2. Was the general session helpful to you in selecting indicators for program evaluation? 1 2 3 4 5
Not helpful Very helpful
3. Did your group successfully identify and analyze twenty indicators? Yes ____ No ____
4. Were the group reports helpful? 1 2 3 4 5
Not helpful Very helpful
5. General comments about the group reports:

6. Objectives

Did the workshop provide you with adequate preparation to:

- a. Define the objectives of the primary health care system at the national level? 1 2 3 4 5
Not adequate Very adequate

- b Define the primary health care strategy for the country? 1 2 3 4 5
Not adequate Very adequate
- c Describe the organizational structure for the delivery of primary health care services? 1 2 3 4 5
Not adequate Very adequate
- d Define the roles of personnel at each level of the health system? 1 2 3 4 5
Not adequate Very adequate
- e Describe the management support systems needed to deliver primary health care services? 1 2 3 4 5
Not adequate Very adequate
- f Identify indicators for evaluating primary health care programs? 1 2 3 4 5
Not adequate Very adequate

Did the workshop provide you and the groups in which you worked with adequate preparation to:

- g List the roles of personnel at each level of the health system? 1 2 3 4 5
Not adequate Very adequate
- h Review studies of management support systems and outputs from the district workshops? 1 2 3 4 5
Not adequate Very adequate
- i Make recommendations for improving management support systems? 1 2 3 4 5
Not adequate Very adequate
- j Rank the recommendations in order of priority, and identify any barriers to carrying out the recommendations? 1 2 3 4 5
Not adequate Very adequate
- k Draft national action plans for carrying out the recommendations? 1 2 3 4 5
Not adequate Very adequate
- l List and analyze indicators for evaluating primary health care programs? 1 2 3 4 5
Not adequate Very adequate
- m Share knowledge and experience with other health care providers and officials? 1 2 3 4 5
Not adequate Very adequate

8. Review the workshop objectives listed in question 7 above. List below those for which you need additional information, orientation, or training to help you better perform your role in primary health care

List them in order of need, starting with the objective that needs the most attention. Identify the objectives by letter in the spaces provided

PRIORITY	OBJECTIVE
1	_____
2	_____
3	_____
4	_____
5	_____

9. Arrangements

- a Did you stay overnight? Yes ___ No ___
- b If yes, how were the housing arrangements? 1.....2.....3.....4.....5
Unsatisfactory Very satisfactory
- c How were the meal arrangements? 1.....2.....3.....4.....5
Unsatisfactory Very satisfactory
- d How were the meeting room arrangements? 1.....2.....3.....4.....5
Unsatisfactory Very satisfactory
- e General comments about the arrangements:

10. General Program

- a Was there too much or too little time in the general sessions? Too much ___ Adequate ___ Too little ___
- b Was there too much or too little time in groups? Too much ___ Adequate ___ Too little ___
- c How were the reference materials and worksheets? 1.....2.....3.....4.....5
Unsatisfactory Very satisfactory
- d Was there adequate time to cover all the subjects? Yes ___ No ___
- e Was the workshop helpful in defining your primary health care planning and management responsibilities? 1.....2.....3.....4.....5
Not helpful Very helpful
- f General comments about the program:

11. What is your position?

National health official

Regional health official

District health official

Private health official

Other sector official

Name of sector _____

Specify: National Regional District

Other

**AGAIN, THANK YOU FOR YOUR COOPERATION.
HAVE A SAFE JOURNEY HOME.**

First National Workshop in a Series

FINAL REPORT

1. INTRODUCTION AND ACKNOWLEDGEMENTS

2. RECOMMENDED ACTION PLANS

Recommendations reviewed and approved at the policy level following the workshop

3. WORKSHOP OUTPUTS

- a. Primary health care roles - Worksheet 1
- b. Recommendations for improving management support systems - Worksheet 2
- c. Analysis of recommendations for improving management support systems - Worksheet 3
- d. National action plans for improving management support systems - Worksheet 4
- e. Indicators for program evaluation - Worksheet 5
- f. Analysis of indicators for program evaluation - Worksheet 6

4. OBJECTIVES

5. PROGRAM

DAY 1

Summary

Opening remarks

Orientation to the primary health care strategy of the country

DAY 2

Summary

Improving management support systems

DAY 3

Summary

DAY 4

Summary

Evaluating primary health care programs

6. EVALUATION REPORT

General report with tabulations of results for each day's questionnaire

7. PARTICIPANTS

8. MEMBERS OF THE PLANNING TEAM

4.2 FOLLOW-UP NATIONAL WORKSHOP

The objectives, program, evaluation questionnaires, and final report outline for the Follow-up National Workshop are provided below.

OBJECTIVES

During the workshop, participants as a group will:

- a. Review the progress of the country's primary health care strategy since the last national workshop and identify problems in implementing this strategy. Rank the problems and recommend solutions
- b. Review studies of management support systems and outputs from previous national and district workshops
- c. Make recommendations for improving management support systems for primary health care
- d. Rank the recommendations in order of priority and identify any barriers to carrying out the recommendations
- e. Draft national action plans for carrying out the recommendations
- f. Review the status of program evaluation for primary health care and identify barriers to effective program evaluation. Rank the problems, and recommend ways to make the evaluation process more responsive to the needs of the health care system
- g. Share knowledge and experience with other health care providers and officials in the health system and with persons from other sectors

Follow-up National Workshop

PROGRAM

DAY 1

Morning

1. Registration and arrangements
2. Official workshop opening
 - a. Opening remarks by the minister of health or another key official
 - b. Review of workshop objectives
 - c. Introduction of participants
3. General session: Status reports on implementation of the country's primary health care strategy

Subjects

- a. Organization
- b. Planning and evaluation
- c. Budgeting and allocation of resources
- d. Integration of health programs such as maternal and child health, family planning, nutrition, environmental health, communicable disease control, and health education
- e. Coordination with other sectors, such as agriculture, education, rural development, and public works
- f. Referral networks

Afternoon

4. Small group sessions: Groups organized by mixed disciplines and levels of responsibility and assigned to each of the subjects listed above

Activities

Review the progress of the country's primary health care strategy for each of the subjects listed above. Identify problems in implementing this strategy. Rank the problems and recommend solutions.

Inputs

- a. Information presented during the general session
- b. Reports and recommendations from staff members

Outputs

Worksheet 7: Analyzing Problems in Implementing the National Primary Health Care Strategy

Worksheet 8: Developing Action Plans for the National Primary Health Care Strategy

5. General session: Reports by groups and discussion on the outputs from the group sessions

6. Evaluation questionnaire for Day 1

Evening

7. Social gathering

DAY 2

Morning

1. Registration and arrangements
2. Summary and evaluation report for Day 1
3. General session: Improving management support systems

Subjects

- a. Drugs and medical supplies
- b. General supplies
- c. Facilities and equipment maintenance
- d. Transportation
- e. Communication
- f. Personnel
- g. Finance
- h. Health information

Afternoon

4. Small group sessions: Groups organized by subjects and including field personnel, policy level officials, management systems analysts, other specialists, and concerned persons outside the ministry of health

Activities

Analyze management support systems for primary health care and draft national action plans

Inputs

- a. Management study for each system
- b. Action plans for each system from the last national workshop and from the district workshops

Outputs

- a. Worksheet 2: Making Recommendations for Improving Management Support Systems
 - b. Worksheet 3: Analyzing Recommendations for Improving Management Support Systems
 - c. Worksheet 4: Developing Action Plans for Improving Management Support Systems
5. Evaluation questionnaire for Day 2

DAY 3

Morning

1. Registration and arrangements
2. Summary and evaluation report for Day 2
3. Continuation of small group sessions

Afternoon

4. Continuation of small group sessions
5. General session: Reports by groups and discussion on the outputs from the small group sessions
6. Evaluation questionnaire for Day 3

DAY 4

Morning

1. Registration and arrangements
2. Summary and evaluation report for Day 3
3. General session: Evaluating status reports on primary health care programs
4. Small group sessions: Groups organized by mixed disciplines and levels of responsibility

Activity

Recommend improvements in the evaluation process

Inputs

- a. Outputs from the previous national workshop and the district workshops
- b. Studies and recommendations from the health planning unit
- c. Evaluation forms and procedures

Output

Worksheet 9: Improving the Evaluation Process

Afternoon

5. General session: Reports by groups and discussion on the outputs from the group sessions
6. Evaluation questionnaire for Day 4
7. Official workshop closing
 - a. General summary by chairperson and proposals for follow-up
 - b. Expressions of thanks and appreciation
 - c. Closing remarks
 - d. Adjournment

Follow-up National Workshop

EVALUATION QUESTIONNAIRE

DAY 1

Please help us to better plan this and future workshops by answering the following questions. Circle the appropriate number on each rating scale. Number 1 is the lowest rating on each scale. Number 5 is the highest.

Complete and hand in this questionnaire today. You will be given a report on the results at tomorrow's session. You need not sign your name, but we would appreciate knowing the type of position you hold.

1. Did the general session provide you with an adequate understanding of the status of:
 - a. Organization? 1 2 3 4 5
Not adequate Very adequate
 - b. Planning and evaluation? 1 2 3 4 5
Not adequate Very adequate
 - c. Budgeting and allocation of resources? 1 2 3 4 5
Not adequate Very adequate
 - d. Integration of health programs? 1 2 3 4 5
Not adequate Very adequate
 - e. Coordination with other sectors? 1 2 3 4 5
Not adequate Very adequate
 - f. Referral networks? 1 2 3 4 5
Not adequate Very adequate
2. Was the general session helpful? 1 2 3 4 5
Not helpful Very helpful
3. Did your group adequately analyze the implementation problems, rank them, and recommend solutions? Yes ____ No ____
4. Were the group reports helpful? 1 2 3 4 5
Not helpful Very helpful
5. General comments on the day's program:

6. Which group were you in?

7. What is your position?

National health official

Regional health official

District health official

Private health official

Other sector official

Name of sector _____

Specify: National Regional District

Other

Follow-up National Workshop

EVALUATION QUESTIONNAIRE

DAY 2

Please help us to better plan this and future workshops by answering the following questions. Circle the appropriate number on each rating scale. Number 1 is the lowest rating on each scale. Number 5 is the highest.

Complete and hand in this questionnaire today. You will be given a report on the results at tomorrow's session. You need not sign your name, but we would appreciate knowing the type of position you hold.

1. Did the general session provide you with adequate information for:
 - a. Drugs and medical supplies? 1 2 3 4 5
Not adequate Very adequate
 - b. General supplies? 1 2 3 4 5
Not adequate Very adequate
 - c. Facilities and equipment maintenance? 1 2 3 4 5
Not adequate Very adequate
 - d. Transportation? 1 2 3 4 5
Not adequate Very adequate
 - e. Communication? 1 2 3 4 5
Not adequate Very adequate
 - f. Personnel? 1 2 3 4 5
Not adequate Very adequate
 - g. Finance? 1 2 3 4 5
Not adequate Very adequate
 - h. Health information? 1 2 3 4 5
Not adequate Very adequate
2. Was the general session helpful to you in developing action plans for improving primary health care programs at the national level?
1 2 3 4 5
Not helpful Very helpful
3. Did your group carefully review the input materials for the management support systems under study, and list recommendations based on an adequate understanding of the issues and problems involved? Yes ____ No ____
4. Did your group use the Guidelines for Evaluating Recommendations to complete Worksheets 2 and 3? Yes ____ No ____

5. Were the guidelines helpful? Can you suggest any additional guidelines or any changes in those on the list? If so, please hand in your suggestions on a separate piece of paper.

1.....2.....3.....4.....5
Not helpful Very helpful

6. Which group were you in?

7. What is your position?

National health official

Regional health official

District health official

Private health official

Other sector official

Name of sector _____

Specify: National Regional District

Other

Follow-up National Workshop

EVALUATION QUESTIONNAIRE

DAY 3

Please help us to better plan this and future workshops by answering the following questions. Circle the appropriate number on each rating scale. Number 1 is the lowest rating on each scale. Number 5 is the highest.

Complete and hand in this questionnaire today. You will be given a report on the results at tomorrow's session. You need not sign your name, but we would appreciate knowing the type of position you hold.

1. Did your group complete Worksheets 2, 3, and 4? Yes ____ No ____
2. Did your group reach satisfactory conclusions and finalize your action plan for the support system under study? Yes ____ No ____
3. Was your group's action plan realistic? 1 2 3 4 5
Not realistic Very realistic
4. Did you find the group reports helpful for:
 - a. Drugs and medical supplies? 1 2 3 4 5
Not helpful Very helpful
 - b. General supplies? 1 2 3 4 5
Not helpful Very helpful
 - c. Facilities and equipment maintenance? 1 2 3 4 5
Not helpful Very helpful
 - d. Transportation? 1 2 3 4 5
Not helpful Very helpful
 - e. Communication? 1 2 3 4 5
Not helpful Very helpful
 - f. Personnel? 1 2 3 4 5
Not helpful Very helpful
 - g. Finance? 1 2 3 4 5
Not helpful Very helpful
 - h. Health information? 1 2 3 4 5
Not helpful Very helpful
5. General comments about the group reports:

6. Which group were you in?

7. What is your position?

National health official

Regional health official

District health official

Private health official

Other sector official

Name of sector _____

Specify: National Regional District

Other

- b. Review studies of management support systems and outputs from previous workshops? 1 2 3 4 5
Not adequate Very adequate
- c. Make recommendations for improving management support systems? 1 2 3 4 5
Not helpful Very helpful
- d. Rank the recommendations in order of priority and identify barriers to carrying out the recommendations? 1 2 3 4 5
Not adequate Very adequate
- e. Draft national action plans for carrying out the recommendations? 1 2 3 4 5
Not adequate Very adequate
- f. Review the status of program evaluation for primary health care, identify and rank problems that impede effective program evaluation, and recommend ways to improve the evaluation process? 1 2 3 4 5
Not adequate Very adequate
- g. Share knowledge and experience with other health care providers and officials? 1 2 3 4 5
Not adequate Very adequate

7. Review the workshop objectives listed in question 6 above. List below those for which you need additional information, orientation, or training to help you better perform your role in primary health care. List them in order of need starting with the objective that needs the most attention. Identify the objectives by letter in the spaces provided

PRIORITY	OBJECTIVE
1	_____
2	_____
3	_____
4	_____
5	_____

8. Arrangements

- a. Did you stay overnight? Yes _____ No _____
- b. If yes, how were the housing arrangements? 1 2 3 4 5
Unsatisfactory Very satisfactory
- c. How were the meals arrangements? 1 2 3 4 5
Unsatisfactory Very satisfactory
- d. How were the meeting rooms arrangements? 1 2 3 4 5
Unsatisfactory Very satisfactory
- e. Was there adequate time to cover all the subjects? Yes _____ No _____
- f. General comments about the program:

9. General Program

- a. Was there too much or too little time in the general sessions? Too much ___ Adequate ___ Too little ___
- b. Was there too much or too little time in groups? Too much ___ Adequate ___ Too little ___
- c. How were the reference materials and worksheets? 1.....2.....3.....4.....5
Unsatisfactory Very satisfactory
- d. Was there adequate time to cover all the subjects? Yes ___ No ___
- e. Was the workshop helpful in defining your primary health care planning and management responsibilities? 1.....2.....3.....4.....5
Not helpful Very helpful
- f. General comments about the program:

10. What is your position?

- ___ National health official
- ___ Regional health official
- ___ District health official
- ___ Private health official
- ___ Other sector official
- Name of sector _____
- Specify: National ___ Regional ___ District ___
- ___ Other

AGAIN, THANK YOU FOR YOUR COOPERATION. HAVE A SAFE JOURNEY HOME

Follow-up National Workshop

FINAL REPORT

1. INTRODUCTION AND ACKNOWLEDGEMENTS

2. RECOMMENDED ACTION PLANS

Recommendations reviewed and approved at the policy level following the workshop

3. WORKSHOP OUTPUTS

- a. Problems in implementing the national primary health care strategy with recommended solutions- Worksheet 7
- b. Action plan for primary health care implementation- Worksheet 8
- c. Recommendations for improving management support systems- Worksheet 2
- d. Analysis of recommendations for improving management support systems- Worksheet 3
- e. Action plans for improving management support systems- Worksheet 4
- f. Recommendations for improving the evaluation process- Worksheet 9
- g. Strategy for improving health program evaluation- Worksheet 9

4. OBJECTIVES

5. PROGRAM

DAY 1

Summary

Opening remarks

Status reports on implementation of the country's primary health care strategy

DAY 2

Summary

Improving management support systems

DAY 3

Summary

DAY 4

Summary

Status report on program evaluation for primary health care

6. EVALUATION REPORT

General report with tabulations of results for each day's questionnaire

7. PARTICIPANTS

8. MEMBERS OF THE PLANNING TEAM

First National Workshop in a Series

Group _____

Recorder _____

WORKSHEET 1

Defining Primary Health Care Roles

Use this worksheet to define and clarify the primary health care roles of the provider groups in the country. Broad categories of providers are listed in the first column, starting with the individual and family and working up to national agencies and ministries other than the ministry of health. The next four columns list the functions of primary health care delivery: planning, budgeting and scheduling, implementing and evaluating. In the spaces provided, briefly describe the roles of each type of health care provider. For example, under "Planning" you might write "Identification of needs" for the community, and "Allocation of staff, drugs, and supplies" for the district health team.

The completed worksheet summarizes the pattern of primary health care roles for the country. Reading down each column, you can compare the roles of each group for planning, budgeting and scheduling, implementing and evaluating. Reading across, you have a role description for each group in terms of the four areas.

	PLANNING	BUDGETING AND SCHEDULING	IMPLEMENTING	EVALUATING
Individual and family				
Community				
Health center team				
District health team				
Regional health team				
National health programs				
Ministry of health				
Other sectors				
National agencies and ministries				

**First National Workshop in a Series
Follow-up National Workshop**

Subject _____

Recorder _____

WORKSHEET 2

**Making Recommendations for Improving
Management Support Systems**

In the spaces below list the ten most important recommendations for improving the management support system under study. Base your selections on the recommendations in the management analysis studies and the outputs from previous national and district workshops. You have one hour and thirty minutes to complete your list.

Then rank the recommendations in order of priority. Number them 1 through 10 in the boxes at the right, with number 1 the highest priority. Use the guidelines for evaluating recommendations on the next page to help you complete the worksheet. You have thirty minutes to rank the recommendations.

	RANK OF IMPORTANCE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Subject _____

Recommendation _____

Use this sheet as a guide for ranking your recommendations. Calculate a score for each recommendation. The higher the score, the better the recommendation in terms of its impact, feasibility, cost, and effectiveness.

IMPACT OF THE RECOMMENDATION

1. Frequency of the problem or problems that this recommendation will solve

	1 2 3 4 5
	Infrequent Frequent

2. Direct effect of the recommendation on health status

	1 2 3 4 5
	Little effect Great effect

3. The recommendation is a recognized concern of:
 - a. The community

	1 2 3 4 5
	Little concern Great concern

 - b. The district and health center teams

	1 2 3 4 5
	Little concern Great concern

 - c. The ministry of health regional and central officials

	1 2 3 4 5
	Little concern Great concern

 - d. Others _____

	1 2 3 4 5
	Little concern Great concern

4. Implications of the recommendation for:
 - a. Reputation of the health care system

	1 2 3 4 5
	No implications Strong implications

 - b. Morale of health care personnel

	1 2 3 4 5
	No implications Strong implications

 - c. Acceptance by patients and the community

	1 2 3 4 5
	No implications Strong implications

 - d. Political support of the ministry of health

	1 2 3 4 5
	No implications Strong implications

CAPACITY TO ACT ON THE RECOMMENDATION

1. Technology
 - a. Availability of the technology required

	1 2 3 4 5
	Not available Available

 - b. Effectiveness of the technology required

	1 2 3 4 5
	Not effective Very effective

 - c. Efficiency of the technology required

	1 2 3 4 5
	Not efficient Very efficient

- d Appropriateness of the technology required 1 2 3 4 5
 Not appropriate Very appropriate
2. Availability of resources
- a Personnel 1 2 3 4 5
 Not available Available
- b Facilities 1 2 3 4 5
 Not available Available
- c Equipment and supplies 1 2 3 4 5
 Not available Available
- d Drugs and vaccines 1 2 3 4 5
 Not available Available
- e Transportation and communication 1 2 3 4 5
 Not available Available
- f Management 1 2 3 4 5
 Not available Available
- g Support from ministry of health administrations, divisions, and regions 1 2 3 4 5
 Not available Available
- h Support from other sectors 1 2 3 4 5
 Not available Available
- i Support from the community 1 2 3 4 5
 Not available Available
- j Time 1 2 3 4 5
 Not available Available
3. Availability of funding from:
- a Ministry of health 1 2 3 4 5
 Not available Available
- b District or other political subdivisions 1 2 3 4 5
 Not available Available
- c Communities 1 2 3 4 5
 Not available Available
- d Donor agencies 1 2 3 4 5
 Not available Available
- e Others _____ 1 2 3 4 5
 Not available Available
4. Cost 1 2 3 4 5
 High Low

Total score _____

Use this score as a guide only. To arrive at a final ranking, you should also consider the weight of certain key factors, such as cost and availability of resources. For example, if a recommendation ranks very high but its cost is prohibitive, you should adjust the ranking to reflect this.

**First National Workshop in a Series
Follow-up National Workshop**

Subject _____

Recorder _____

WORKSHEET 3

**Analyzing Recommendations for Improving
Management Support Systems**

Use this worksheet to identify the major barriers to carrying out the first five recommendations listed on Worksheet 2. You have about one hour to complete this worksheet.

RECOMMENDATION	BARRIERS TO CARRYING OUT THE RECOMMENDATION
1.	
2.	
3.	
4.	
5.	

**First National Workshop in a Series
Follow-up National Workshop**

Subject _____

Recorder _____

WORKSHEET 4

**Developing Action Plans for Improving
Management Support Systems**

Use this worksheet to develop action plans for carrying out the five recommendations listed on Worksheet 3. Include solutions to potential problems, a time schedule, and assignments of responsibility. You have two hours to complete this worksheet.

RECOMMENDATION	PROPOSED SOLUTIONS TO PROBLEMS	SCHEDULE	RESPONSIBILITY
1.			
2.			
3.			
4.			
5.			

Group _____

Recorder _____

WORKSHEET 5

Selecting Indicators for Program Evaluation

This worksheet lists indicators for program evaluation. The indicators are divided into three classifications: inputs, outputs, and health status. Take about one hour to identify the twenty indicators that you think are most appropriate for an on-going evaluation system. Select indicators from all three classifications. Feel free to add new indicators in each classification.

	Very Appropriate	Possibly Appropriate	Not Appropriate
INDICATORS THAT MEASURE INPUTS			
1. Providers of primary health care services			
a. Community health workers per 1,000 people			
b. Midwives per 20,000 people			
c. Mid-level health workers per 20,000 people			
d. Public health nurses per 100,000 people			
e. Health inspectors per 100,000 people			
f. Physicians per 100,000 people			
2. Primary health care facilities			
a. Number of communities with functioning health committees per 100 communities			
b. Number of communities with community health workers per 100 communities			
c. Number of fully staffed rural health posts per 100,000 people			
d. Number of fully staffed rural health centers per 100,000 people			

	Very Appropriate	Possibly Appropriate	Not Appropriate
3. Accessibility to primary health care services			
a. Percentage of people in a health service area living within two hours travel time of primary care facilities			
4. Primary health care expenditures			
a. Total public sector expenditure for health per capita			
b. Expenditure for primary health care per capita			
c. Expenditure for primary health care as a percentage of total expenditures for health			
5. Patient costs in primary health care units			
a. Cost per family contact in community health worker coverage area			
b. Cost per patient contact for rural health centers			
c. Cost per outpatient contact for district hospitals			
d. Cost per inpatient stay for district hospital			
e. Cost per inpatient day for district hospital			
6. Primary health care training			
a. Community health workers trained and deployed per year			
b. Mid level health workers trained and deployed per year			
c. Midwives trained and deployed per year			
d. Public health nurses trained and deployed per year			
e. Drug and supply managers trained and deployed per year			
f. Budget and financial planners trained and deployed per year			
g. Cost per graduated community health worker			

	Very Appropriate	Possibly Appropriate	Not Appropriate
h Cost per graduated mid-level health worker			
i Cost per graduated midwife			
j Cost per graduated public health nurse			
7. Other indicators that measure inputs			
a _____			
b _____			
INDICATORS THAT MEASURE OUTPUTS			
1. Curative services			
a Number of encounters for personal health care services per 100,000 people			
2. Immunizations			
a BCG immunizations per 1,000 infants			
b DPT immunizations per 1,000 infants and children under five			
c Measles immunizations per 1,000 infants and children under five			
d Polio immunizations per 1,000 infants and children under five			
3. Nutritional status			
a Weight for age measurements per 1,000 infants and children under five			
b Upper arm measurements per 1,000 infants and children under five			
4. Maternal care			
a Prenatal visits per 1,000 pregnant women			
b Tetanus toxoid doses per 1,000 pregnant women			
c Supervised deliveries per 1,000 pregnant women			
d Postpartum visits per 1,000 deliveries			

	Very Appropriate	Possibly Appropriate	Not Appropriate
5. Child spacing			
a Motivation contacts per 1,000 couples of childbearing age			
b Contraceptive users among women aged 15 to 45			
6. Health education			
a Number of educational sessions for nutrition per 1,000 people			
b Number of educational sessions for personal hygiene and self-care per 1,000 people			
c Number of educational sessions for child spacing per 1,000 people			
d Number of educational sessions for school health per 1,000 students			
7. Environmental health			
a Number of latrines per 1,000 people			
b Number of health-related community projects per 100 communities			
c Number and percentage of people with access to safe water supply by districts			
d Number and percentage of health facilities with latrines or other sanitary disposal systems by districts			
e Number and percentage of health facilities with safe water supplies by districts			
8. Communicable diseases			
Reported age-specific mortality and morbidity rates for:			
a Malaria			
b Tuberculosis			
c Leprosy			
d _____			
e _____			

	Very Appropriate	Possibly Appropriate	Not Appropriate
<p>9. Performance standards</p> <p>a Percentage of rural health centers with 80% of required standard drugs on hand at any given time</p> <p>b Percentage of rural health centers with 80% of required standard equipment on hand and in proper working order at any given time</p> <p>c Percentage of community health workers receiving one or more supervisory visits per month</p> <p>d Percentage of mid-level health workers receiving one or more supervisory visits per month</p> <p>e Percentage of rural health centers with penicillin in stock 80% of the time</p> <p>f Field inspections of primary health care services using observational techniques for performance evaluation of individual health providers and the health team:</p> <p style="padding-left: 40px;">Community health workers Mid-level health workers Midwives Public health nurses Others</p>			
<p>10. Other indicators that measure outputs</p> <p>a _____</p> <p>b _____</p>			
<p>INDICATORS THAT MEASURE HEALTH STATUS</p>			
<p>1. Infant mortality rate</p> <p>2. Maternal mortality rate</p> <p>3. Percentage of children aged one to four with nutritional status below 80% of accepted standard</p> <p>4. Disease-specific mortality and morbidity rates</p>			

	Very Appropriate	Possibly Appropriate	Not Appropriate
5. Other indicators that measure health status			
a _____			
b _____			

Follow-up National Workshop

Group _____

Recorder _____

WORKSHEET 7

Analyzing Problems in Implementing the National Primary Health Care Strategy

1. In the spaces below, list the ten most important recommendations for improving the implementation of the country's primary health care strategy. Base your recommendations on the issues and problems identified in the status reports presented at this workshop and on the experience of the group members in dealing with them. Then, rank your recommendations in order of priority. Number them 1 through 10 in the boxes at the right, with number 1 the highest priority.

	RANK OF IMPORTANCE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Complete a problem solving worksheet for each of the first five problems.

PROBLEM SOLVING WORKSHEET

Problem:		
Characteristics of the Problem		Causes of the Problem
Possible Solutions	Advantages	Disadvantages

WORKSHEET 8
**Developing Action Plans for the National
 Primary Health Care Strategy**

Group _____

Recorder _____

Use this worksheet to develop action plans for improving the implementation of the country's primary health care strategy during the next twelve months or until the next scheduled workshop. Refer to the problems that you have identified and analyzed on Worksheet 7. In the first column, clearly state each problem. In the second column, write the proposed solutions or actions to be taken for each problem. Under "Schedule," indicate when you plan to start and complete the action to be taken. In the last column, write the name of the person or group assigned the responsibility to complete the action.

This completed worksheet is your action plan for improving the implementation of primary health care.

RECOMMENDATION	PROPOSED SOLUTIONS TO PROBLEMS	SCHEDULE	RESPONSIBILITY
1.			
2.			
3.			
4.			
5.			

Group _____

Recorder _____

WORKSHEET 9

Improving the Evaluation Process

1. In the spaces below, list the ten most important recommendations for improving the evaluation process for primary health care programs. Base your recommendations on the issues and problems identified in the status report on evaluation presented at this workshop, on the outputs from previous national and district workshops, on studies and recommendations from the health planning unit, and on a review of forms and procedures in current use.

	RANK OF IMPORTANCE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. List the problems that impede effective evaluation of health programs. List strategies for resolving them. Then, summarize your group's recommendations in a general strategy statement.

Existing problems which impede effective evaluation of health programs:

Strategy for resolving the problems:

- a _____
- b _____
- c _____
- d _____
- e _____

- a _____
- b _____
- c _____
- d _____
- e _____

3. General strategy statement for improving the evaluation of health programs:
