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FAMILY PLANNING MANAGEMENT TRAINING
PLANNING WORKSHOP FOR LOCAL GOVERNMENT AREA
FAMILY PLANNING OFFICIALS
IN OGUN STATE
NIGERIA

Conducted by
Management Sciences for Health
in collaboration with
The Pathfinder Fund and the Administrative Staff College of Nigeria

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Much work went into preparing the workshop in Ogun State. Preparations began in February 1987 when a first visit was made to Abeokuta; FPMT staff met with the Permanent Secretary for Local Government Mr. Koleoso. The members of the Family Planning Management Training Project would like to express their sincere thanks and appreciation to the many individuals and organizations who contributed their time, energy and resources to make it all happen. In particular, we would like to acknowledge the support given by the following individuals:

Chief E.V.O. Koleoso	Permanent Secretary, Ministry of Local Government, Abeokuta, Ogun State, Nigeria
Mr. Oye Ositelu	Secretary for Local Government, Ministry of Local Government, Abeokuta, Ogun State, Nigeria

Special thanks go to Mr. Ositelu whose kindness, constant presence, and whose dedication and many conversations with the participants helped the training team to run a successful workshop.

Dr. Keys MacManus	AID Affairs Officer, Lagos, Nigeria
Mrs. H.O. Shitta Bey	Population Programme Specialist, USAID, Lagos, Nigeria
Mrs. I.V. Mako	Chief Nursing Officer, Family planning Coordinator for Ogun State, Ogun State Ministry of Health, Abeokuta, Nigeria
Mrs. Olabisi Olatokunbo	Pathfinder Representative for Nigeria, Lagos, Nigeria
Mr. Michael Egboh	Programme Officer, The Pathfinder Fund, Lagos, Nigeria

In addition, we would like to thank the LGA officials from Egbado South, Sagamu, Ijebu Ode and Abeokuta who allowed us to visit them prior to the workshop and provided us with information.

SUMMARY

The workshop for LGA family planning officials was a first of its kind, and required the development of a curriculum especially tailored to the needs of the LGA family planning manager. In order to make the workshop as responsive as possible to the needs of the participants and the Ministry for Local Government, in situ interviews were conducted with a sample of the prospective participants. Based on this information it was decided to introduce the participants during the first week of the workshop to the main management concepts and techniques that would allow them to write their zonal and LGA plans during the next week, and eventually, implement these plans.

As the participants are the ones responsible for implementing family planning programmes, they needed a workshop that was practical and directly related to their work. Hands-on experience was crucial, and the case method, combined with group work and exercises was used extensively. If one can use the active participation and enthusiasm of the participants as an indication of the appropriateness of the methodology used, the methods were well chosen.

As a result of this workshop each LGA now has a five year plan (developed for the zone of which the LGA is a part) and a one-year workplan. The experience of going through the planning process was extremely useful for the participants; using their knowledge of the community and the clients they serve, and the demographic data assembled in the workshop, they constructed their own roadmap. In addition, the exposure to national and state plans has strengthened the notion that they are part of a greater movement.

During the workshop, participants also learned managerial skills and concepts which they appeared eager to put into practice. Bonds formed or strengthened during the workshop between the LGA and SMOH officials will be crucial to the success of the family planning effort.

A very important contributing factor to the apparent success of the workshop was the commitment of the Ministry for Local Government. The support from the highest levels was a great boost to both the participants and the training team. An inspiring speech by the Permanent Secretary at the closing ceremony gave a clear and strong message to the participants that their real task was about to begin, that they would certainly run into resistance to change but that the Ministry would support and assist whenever possible. The Permanent Secretary also stressed that working with scarce resources is a fact of life, and encouraged participants to use their new skills to maximize these resources to the greatest possible extent.

The Ministry officials and the FPMT training team were impressed by the commitment of the participants, expressed in their conscientiousness, active participation, the long hours they put in, and their open attitude to learning new things. Their eagerness to go back and begin implementing their plans has left the team with the impression that this workshop has indeed made a difference. The follow-up results will determine if this assessment was correct.

BACKGROUND TO THE WORKSHOP

The Family Planning Management Training Project (FPMT) was initiated in late 1985 in order to provide training and technical assistance to leaders and managers of family planning programs. One of FPMT's first activities was to design a management development plan during a visit to Nigeria. The FPMT team visited health and family planning leaders in five States and in the Federal Ministry of Health to discuss the family planning program and to identify specific management problems that could be addressed through training.

The subsequent plan for management training called for a series of workshops adapted to the needs of the State family planning programs. A first workshop was held in Baltimore, U.S.A. for State level health administrators, followed by a workshop held in 1986 in Bauchi, Nigeria, bringing together the Family Planning Co-ordinators and deputies from the various States, and the Military.

This workshop is the first in a new series of workshops which are aimed specifically at strengthening family planning activities at the level of the local government areas (LGA). In fact, two of the trainers visited some of the participants to better understand the specific needs of this group and design the workshop accordingly. We hope that this workshop will be a model for other similar ones which will be organized in other States in the near future.

The two-week workshop in Ogun State, which was held in the Ogun State Hotel in Abeokuta, was sponsored by the Ogun State Ministry of Local Government, and funded entirely by the FPMT project. Administrative and logistical support was provided by the Ministry of Local Government, the Office of the Chief Nursing Officer of the State Ministry of Health and the Pathfinder Office in Lagos.

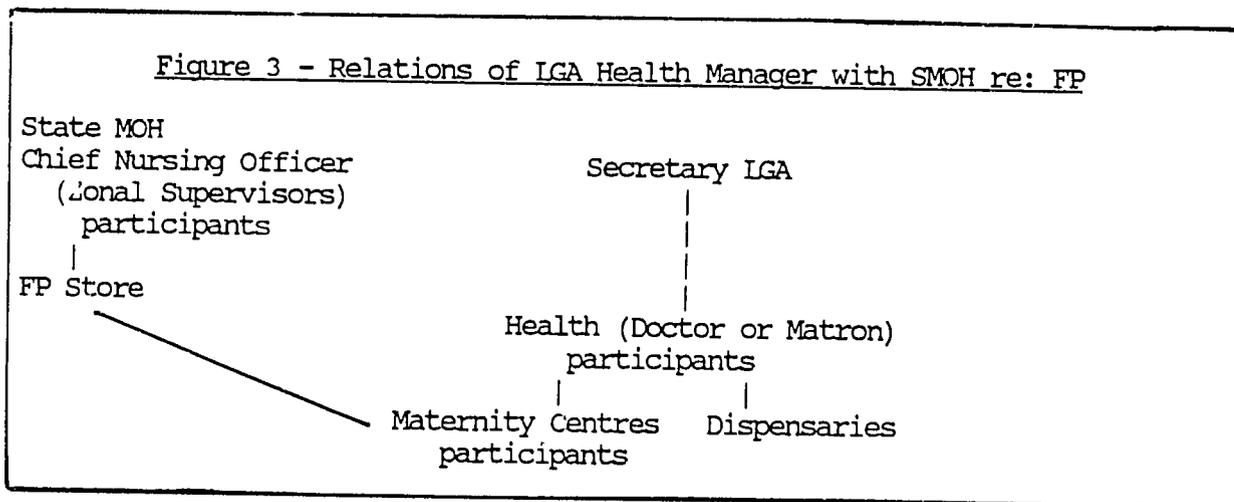
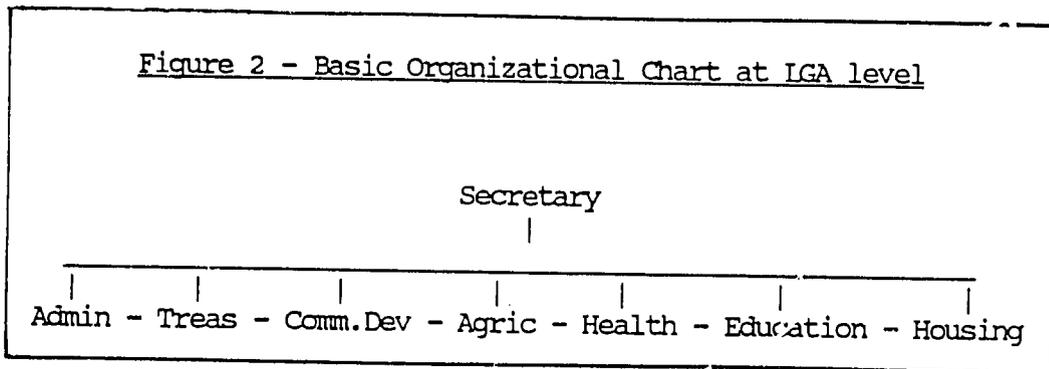
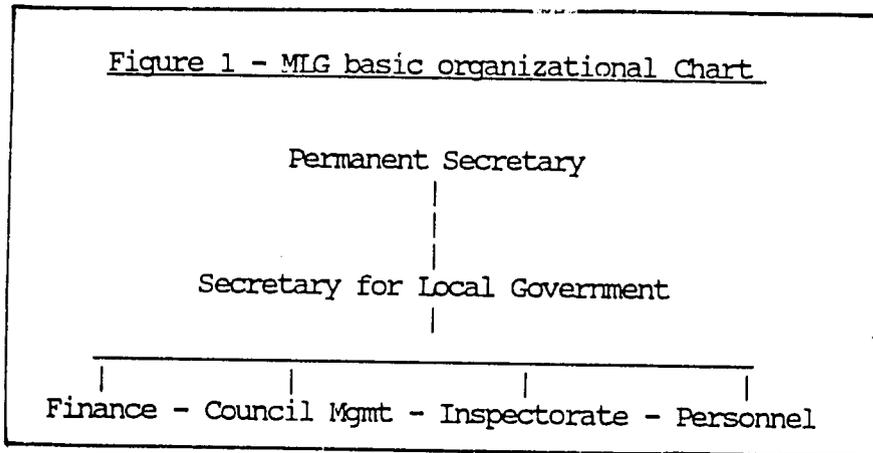
PRE-WORKSHOP PREPARATION

DESIGN AND PREPARATION OF MATERIALS

The process of designing and developing the workshop began in Boston in June. The bulk of the work was done in Nigeria after the participants were interviewed on site. The interviews took place during the weeks of July 6 and July 13 and included officials from the LGAs visited as well as people from the Ministry of Local Government and Ministry of Health who are involved in family planning. Appendix I shows the list of the persons interviewed and schedule.

The order of the interviews was the following: Ministry of Local Government (MLG) level first, including the Permanent Secretary and Secretary for Local Government; second those reporting to the Secretary for Local Government (shown in figure 1); third, interviews of 4 local governments including the secretary and members of his staff (sample of a staff chart shown in figure 2); fourth and final, 9 participants were interviewed (figure 3 attempts to show where participants would be found in

the organizational chart). The order of interviews responded to the principal trainer's interest in understanding the system as a whole. One way of accomplishing this is by interviewing each layer of the system above the participants and then below them. This information later helped in the design of the workshop and during the teaching and writing of plans. It is important that the trainer understand where the participants are located in the organization and what their problems are so as to make the training as practical and relevant as possible.



The purpose of interviewing the participants was to determine their needs, expectations and background. Seeing them at their work place, observing their working relations with their subordinates and superiors, and discussing their problems and successes in family planning service delivery provided the trainers with sufficient information to establish their level and adapt the training material accordingly. The participants were not a homogeneous group. Some were matrons in charge of the health component for their local area and therefore on the LGA staff as depicted in figure 2. They were usually in charge of all the maternity centres in the LGA which varied in number from 3 to 33 and supervising all personnel belonging to those centres. For example, Mrs. Akindale of Egbado South was managing 33 centres and approximately 20 nurses who were responsible for 1 or more centres. Other participants were women in charge of 3 or 4 maternity centres. These women are usually in constant interaction with community leaders but have much less contact with the LGA secretary and staff.

It was decided, after discussions with Mrs. Mako from the SMOH and Mike Egboh from Pathfinder, that a third group of participants should be included in the workshop, namely the zonal supervisors from the State Ministry of Health, as these are the direct supervisors of the LGA officials in matters of family planning. [The three types of participants are shown in Figure 3.] It was also decided to invite the Coordinator of the Family Planning training School, Mrs. Adisa, and Mrs. Afonja, Principal Health Sister, in charge of family planning statistics for the State Ministry of Health to the workshop. The participation by SMOH officials certainly added to the success of the workshop as they are senior officials with many years of experience which enabled them to help the participants from the LGA in the planning process. In addition, the State and LGA participants developed friendships and an ability to work as a team for family planning. This is key for implementation of plans.

ADMINISTRATIVE ARRANGEMENTS

The principal trainer arrived 2 weeks before the workshop in order to allow sufficient time for the design of the workshop and also to ensure that administrative arrangements were proceeding on schedule. For example, the speech to be given by the Commissioner of the Ministry of Local Government had to be prepared 2 weeks in advance and therefore general aspects of the opening ceremony had to be discussed ahead of time. The FPMT staff member in charge of logistics arrived one week before the start of the workshop and took over all logistical tasks, which included, among others, the local purchase of workshop materials as the shipment from Boston had not arrived in time.

SUMMARY OF TRAINING GOALS

Nigeria's approach to health planning and service delivery is becoming increasingly decentralized. As a result, LGA health officials are taking on added responsibility in areas for which they may not have received adequate training. One example of this is in the planning process. Until recently,

planning was done at the top and the rest of the system implemented the plan imposed from above. The new trend is to have those at the bottom become involved in the planning process and define their own targets. In particular this is the case with family planning. The Ogun State FPMT workshop aimed at providing participants with skills to plan for and manage small scale LGA family planning programs. The proposed workshop was to further not only the planning process for family planning but also to impart skills which may be applied to all aspects of health planning.

The workshop was divided into two sections: 1. Providing management skills and concepts; and 2. The writing of five-year zonal plans and one-year operational workplans for each LGA. During the first week participants were introduced to basic management concepts and the role of the FP administrator. It also focused on the various steps of the planning process. Figure 4 shows the "map" for the week. The participants were exposed to the health planning and management cycle and during the first 4 days covered the following:

- situation or environmental analysis
- problem identification
- goals and objectives
- the importance of data—collection and analysis
- working with numbers and making them useful
- target setting
- monitoring and evaluation.

After being exposed to the planning process, participants were advised that implementation of the plan depended not only on them but on their ability to work with and through people. This meant working with their subordinates, their direct superiors in the LGA, and coordinating activities with their zonal supervisor from the State Ministry of Health. The last two days of the first week were therefore oriented to interaction skills and the sessions included were:

- the art of supervising
- communication
- delegation
- coordination
- giving performance feedback, and
- understanding the FP system as a whole, (their role within that system and their contribution in the planning process).

The second week the participants exclusively dedicated themselves to writing their plans. The trainers were present to answer questions and help in the process. Participants were provided with copies of an outline of a plan and the Lagos Mainland or Badagry LGA FP plan.

The workshop design responded to objectives as initially set by FPMT - to develop a five year program plan and to acquire a set of management skills that would enable participants to develop, implement and monitor the program plan - and to findings while interviewing participants. The principal trainer decided to use simple management material on each of the topics covered as back up reading and adapted for family planning where possible. The Korten casebook was the basic text for the course. Cases from the Korten book were used to teach some of the sessions and four short caselets were written for other sessions. The two trainers from ASCON did not use cases and used mostly lectures and short exercises for the sessions they were responsible for.

Figure 4 - Workshop Design Week 1*

Day 1	Day 2	Day 3	Day 4	Day 5
Introduction overview	Intro to management	Goals & objectives	Target setting	Delegation
Role of FP administrator	Env. analysis I	Importance of data	Monitoring & eval.	Coordination
	Env. analysis II	Making #'s useful	Communic.	Prob.solv. Dec making
	Prob. ID		Art of supervising	
Day 6				
FP system as a whole Using own data Evaluation 1st Week				

Figure 5 - Workshop Design Week 2*

Day 1	Day 2	Day 3	Day 4	Day 5
Zonal Plans 5 years	Zonal Plans continued	LGA 1 yr Action Plans	LGA 1 yr continued	Evaluation
			Workshop summary	Closing ceremony

* The daily schedule can be found in Appendix II

PARTICIPATION

A total of 31 participants attended the two-week workshop. As mentioned earlier, participants could be divided into three groups:

- (i) Matrons, Senior Midwifery Sisters and Midwifery Sisters in charge of the health component for their local government area (LGA Staff)
- (ii) Senior Midwifery Sisters, Midwifery Sisters, a Senior Health Sister and two staff nurses/midwives in charge of 3 or more maternity centres, but not on the LGA staff
- (iii) Personnel from the Ogun State Ministry of Health

A full list of participant names, titles and LGA's is given in Appendix III.

TRAINING TEAM

The training team was composed of the following members:

Ms. Maria Eugenia Arias	Principal trainer, MSH/FPMT consultant
Mr. John M. Paxman	Trainer, The Pathfinder Fund
Mr. Deinde Olopade	Trainer, Administrative Staff College of Nigeria
Mr. Mukaila Ashiru	Trainer, Administrative Staff College of Nigeria
Ms. Sylvia Vriesendorp	Facilitator, MSH/FPMT

WORKSHOP MATERIALS AND TEACHING METHODOLOGY

Each participant was provided with material for the first 3 days of the workshop during the informal welcome on Sunday night. (A complete course book is available in the FPMT library). During the course of the workshop materials for subsequent sessions were handed out.

The workshop was designed in a participative learner-centered way. Participants worked individually, in small groups, and in plenary sessions. The small groups were based on SMOH health zones and eventually on LGA's. There was also some variation of groups so as to provide participants the opportunity to work with various members of the other LGAs. Apparently participants are transferred frequently and this would allow them to get to know each other better, and it also permitted the training team to move participants around. This gave the timid and less knowledgeable participants a chance to show what they could do and practice the skills they were acquiring; it also allowed less experienced participants to benefit from their more senior colleagues.

Participants were given assignments daily which consisted mostly of reading and preparing the cases for the next day.

The following techniques and methods were included in the workshop proceedings:

- Lecturettes
- Case method
- Group work/team work
- Participant-led discussions
- Experiential exercises
- Role plays
- Video
- Participant presentations
- Course evaluation instruments

The course material was presented in a form and framework that supported the development of both knowledge and skills. Emphasis was directly on learning and practising those skills and concepts that are

required to develop and implement the plans. Participants had opportunities for ongoing interaction in their respective groups. Both in the workgroups and during the plenary case discussions and role plays they had multiple opportunities to review and analyze their skills in problem identification, target setting, environmental analysis, problem solving, decision making, communication and delegation. The trainers helped the participants to relate their own experiences to the new concepts, for which the case method provided an excellent tool.

WORKSHOP OUTPUTS

Three major outputs were achieved:

1. Skillbuilding - The skill building component of the workshop had two purposes -- to equip the participants with the necessary skills to develop their plans, and at a next stage, to implement these plans. The first week of the workshop provided the participants the opportunity, through hands-on experience and discussion, to become familiar with management concepts and techniques and it provided a frame of reference for their day-to-day activities. As one of the participants remarked:

"...much learning has taken place through the experience gained. We can [now] sit down and re-plan [and] re-organize our programme and improve on our management skills. The teaching is so practical, thus has called for full understanding...."

And another, commenting on a specific skill:

"...The workshop gave us [...] [a] thorough understanding of our role in setting targets for family planning in our local areas and efforts to meet the set targets...."

The training team strived, throughout the week, to couple theoretical concepts to practical applications, always using the participants' work situation as a point of departure. It was hoped that this practical emphasis would increase the likelihood that the new knowledge and skills would be transferred from the artificial setting of the workshop to the worksetting.

2. The plans - Perhaps most important, the workshop participants gained an understanding of the importance of, and the need for planning, and in particular, how important their own input in this process is. The exposure to the National and State Plans also provided the participants with a better understanding of their place in the total structure and their role in Nigeria's family planning programme.

The participants completed two sets of plans: a five-year plan for the zone, as that is the implementation unit in the family planning supervision structure, and a one-year workplan for each LGA. The environmental analysis and the manipulation of their

data, learned in the first week, allowed the participants to focus on the appropriate strategies for their particular area, be it the creation of demand (for the low prevalence areas) through market campaigns and other educational activities, or the increase in service points and trained staff (for high prevalence areas such as Abeokuta).

The training staff has high hopes that the LGA plans have a good chance of being implemented because participants acquired the skills to plan in the future and implement their current plan.

The participants also committed themselves to the plan produced and the Ministry of Local Government contributed to this momentum, by stressing the importance of the LGA family planning programme and by promising the participants their full attention and assistance if any problems would arise that could compromise the implementation of the plans.

3. Co-operation - The participation of State and LGA health managers and supervisors enabled the participants to develop friendships and close working relationships with each other. As both groups worked together on the plans, all have developed a sense of ownership of these plans which has reinforced the notion that all are working towards a common goal.

EVALUATION

Two different evaluation instruments were used during the workshop. The first set was administered at the end of the first week, the second set was the standard FPMT evaluation administered partially at the beginning, and partially at the end of the workshop.

MID-WORKSHOP EVALUATION

A simple questionnaire was administered to the participants after the first week, on Saturday morning, to provide feedback to the trainers, who were interested in three things: (a) did participants feel they had actually learned something; (b) did they enjoy the training, and (c) was sufficient time allocated to the various sessions? A place was provided for additional comments, which was used by most participants to express their appreciation of both the training content and the training team. (The questionnaire, specifically designed for this purpose, appears in APPENDIX.)

In response to the question "How much did you learn?", the majority (averaging about 20 out of the 31 participants) considered that they had learned a lot at each of the sessions. Most of the other responses fell into the "I have learned some" category. A very small number of participants checked off the "I learned little" category. In all likelihood these responses came from some of the SMOH participants, who were more familiar with several of the management concepts. It is interesting to note that the session with the highest number of "learned little" responses was the one entitled "Making use of numbers". The training team had already observed that the manipulation of numbers for planning purposes was new to

many, and a large proportion of the participants had problems. Unfortunately the session did not quite respond to this need, and, in future courses, will need to be longer and contain more practical exercises.

The question "How much did you like ...?" was asked because it is generally known that if the participants enjoy what they are doing, they are likely to get more out of the course. We found that the pattern of responses somewhat mirrored the pattern found for the previous question, with slightly less responses at the lower end of the scale.

Regarding the appropriate allocation of time, a large majority was satisfied with the amount of time spent on each topic. As was to be expected, the largest number of responses "too little" time, was recorded for the session "Making numbers useful".

FPMT EVALUATION

A second set of evaluations was administered at the end of the two-week workshop. This was the standard FPMT evaluation, which consist of a pre/post workshop needs assessment, a general evaluation of the workshop, and an evaluation of each of the trainers. (See Appendix V for the forms.)

The pre/post workshop needs assessment was filled in by the participants on the Sunday night before the start of the workshop, and again on the last day of the workshop. Ten topics were identified:

1. Environmental analysis
2. Goals and objectives
3. Use of data
4. Target setting
5. Monitoring
6. Evaluation
7. Supervision
8. Interpersonal skills
9. Problem solving
10. Decision making

Many of the participants had difficulty understanding the concept of pre/post needs assessment, others were not familiar with the terminology used, both factors contributing to questionable reliability of the responses to the pre-workshop needs assessment. However, when requested to fill the same list out again at the end of the workshop, the participants had no trouble doing so, and all of them indicated medium to high familiarity with the various topics

The general workshop evaluation is a 10-question open-ended questionnaire. Participants are asked to state their objective in attending this workshop, and if this objective has been achieved. Most participants had hoped to broaden their knowledge of management and to learn more about effective planning, organizing and implementation of family planning services, and, without exception, all thought that the workshop had been very useful for that purpose. It is interesting that many singled out 'target-setting' as an important new skill learned. Many participants expressed eagerness to go back to their work and put into practice what they had learned.

The most useful sessions, mentioned by many, were the ones stressing group work, goals and objectives, target setting, data use. Many participants thought all sessions were "most useful". No sessions were considered redundant or useless. As the mid-workshop evaluation had already indicated, the sessions on data and numbers could have been improved or expanded: about one-third of the participants commented that they would have liked to spend more time on these topics. Two people would have liked to add budgeting.

The teaching methods were deemed very effective by all. The clarity of the explanations, the use of examples, the comfortableness, the atmosphere allowing participation by all, and the groupwork were all cited as elements that made the teaching methods effective.

Some general comments worth mentioning here are the need to inform and educate other LGA officials about what went on in this workshop, a suggestion already incorporated in the follow-up plan (see Follow-up), so that participants can work in an atmosphere and setting that will be responsive and supportive of their newly acquired skills.

The evaluation of the trainers was very positive for all trainers, no one receiving a lower score than 4 on a 5 point scale (5 being the highest score). Many participants commented on the trainers' ability to explain things well, their method of teaching, and their enthusiasm and interest. These comments, although general in nature, do convey well the atmosphere that existed throughout the training, in which relationships between participants and trainers were very warm and cordial.

FOLLOW-UP

It was agreed in the subcontract with ASCON that their faculty, Mr. Ashiru, would undertake the follow-up activities. The following contains a description of this activity. The total number of days in the field will be 8 days. The LGA's to be visited are: Odeda (in Abeokuta Zone), Ijebu East (in Ijebu Zone), Ijebu Ode (in Ijebu Zone), Sagamu (in Remo Zone), Egbado South (in Ilaro Zone) and Ifo Ota (in Ifo Ota Zone). The choice was based on the following criteria: three were visited prior to the workshop; a very distant LGA and a rural and urban setting were also selected.

The report will be written immediately after the visit. The visit will commence the first week of September and the Pathfinder representative, Mrs. Olatokunbo, will be given the final version of the report before the end of September. A detailed description of the activities and the questions that will be addressed during the follow-up phase, can be found in Appendix VI.

It was decided not to limit the follow-up to interviews of the participants on post, but also to involve other significant people in the system. Therefore, two other activities will take place. The first consists of a series of advisory visits to the Secretaries of the LGAs mentioned above. The justification for this is that it would make it easier for the participants to get their plans implemented if the Secretaries and their staff would have a general idea of what the workshop entailed and what was asked of the participants.

Second, it was suggested that Mr. Ashiru keep in close touch with Mr. Ositelu at the SMLG and coordinate follow-up activities in the State. Again, the reason behind this is that given many of the difficulties that the participants will face when trying to implement their plan, it was important to keep officials at the state level involved in the planning process.

RECOMMENDATIONS FOR FUTURE WORKSHOPS

1. Someone from the Ministry of Local Government could play a role in the training itself by explaining the State Health Plan and what the role of the LGAs in implementing this plan is, with a focus on family planning. For example, in Ogun State, Mr. Ositelu would have been an ideal candidate to do this but again he needed time to prepare. The idea behind this is to have the participants from the LGAs observe one of their "leaders" present a plan and discuss with them the process. He or she would also give them an idea for the context in which this planning process takes place. The participants would get a sense that they belong to this organization and the interaction would build a base for a relationship that may be useful during the implementation phase of the plan.
2. Prepare a "demo" plan that can be filled in and make some suggestions or give alternative sheets for variations. For example, all of the LGAs and Zones should have a map of their area and identify the location of the centres. The LGA outline that was used needs some work. Some tables were too complicated and probably not useful.
3. The composition of the workgroups needs some thought. We used two different arrangements. The first was based on the participants' place of employment (zonal groups), the second was based on the individual strengths of the participants so as to avoid having a small group of senior people dominate the show. The former groups were used in the very beginning of the workshop, as well as during the writing of the workplans. During most of the first week, however, the latter arrangement was used, as there was too much variation in the functioning of the various zonal groups.
4. The idea of doing the 5 year Zonal Plan worked well. Since the supervision structure of the Family Planning Programme is based on the SMOH health zones, we felt that five-year plans for both zones and LGAs would be redundant, as they probably would be very repetitive. In addition, the task of putting together a five-year plan is a major piece of work - even top level executives in the private sector have problems with this. It probably would have been too overwhelming an activity for the small LGA teams. Therefore, we decided that participants start to work on the five-year plans in the larger zonal groups (a zone covers between one and three LGAs). This would help ease the participants into this new activity. Subsequently, the participants broke up in LGA teams and developed their one-year operational workplans, using the five-year zonal plans as a point of departure.
5. A great deal was learned from the workshop about family planning and organizational life cycles. It is apparent that the family planning programme in Nigeria is in an infant stage, explaining the participants' preoccupation with new users. At this stage of the programme's life cycle

family planning managers require one set of skills. These skills are more for getting new users and preparing the terrain for family planning activities in the LGAs (basic planning and IEC). Eventually, as the "infant" grows, the next stage will require other skills, primarily those that help to maintain users and make a programme more efficient. At this time, budgets and monitoring and evaluation become even more important. Data gathering and analysis gets more complex. This initial workshop needs to lay the groundwork for the future but worry about the first stage. The trainer should be aware of this and not try to teach them everything that they will need for the future but concentrate on this portion of the life cycle.

6. It was apparent that 30 participants are still a manageable group. It is easier to teach a group this size via the case method. The trainer must be concerned with the process as well as the content of the case. There are obviously some implications for the trainers: the case method may mean a lot more work for the trainer and it demands being "on" during the whole session and allowing the participants to be the key actors. This is sometimes difficult for trainers and especially so for people who are more used to being in control of the classroom.

7. The two sessions that require more time are Making Numbers Useful and the Importance of Data. The case Morazan and Izaltenango from the Korten Casebook may be used in two sessions for an introduction to the importance of data and a plunge into how to analyze data. This could be followed by a working session on use of numbers in family planning reports. Such a session will require a short technical note (see below) that has the numbers from the State Health Plan. The trainer(s) should design short exercises for each of the kinds of things they will have to do in the plans. This means checking the tables to be written and coming up with the 5 or 10 operations that they need to learn to do.

The following pages in the Ogun State Health Plan could have been used for a short note: p. 12, p. 16 (actual govt. and non-govt. manpower levels and distribution), p. 22 - table 7, p. 23 (FP coverage 83-85 not broken down by LGA's), p. 30, 31, 32 (all include information on government health facilities), p. 33 (existing health facilities), p. 34 (registered health institutions by type and local government), p.44 (program areas). This information could, similarly be pulled out of the Plateau Health plan, and incorporated into a short introduction and general instructions on how to use the data.

8. In order for the participants to write meaningful plans, they need to bring data from their zones and LGA's. It is advisable that MSH send the Permanent Secretary of Plateau State a sample letter to be written to the participants. In it, participants should be told what information to bring. It is important to be as specific as possible when asking for information. The list described in Appendix VII, which came from the Plateau participants themselves, could be used for this purpose. This will also alleviate the workload for the people from the Ministry of Local Government in Jos.

This information is probably available in the Plateau Health Plan. The best way to make sure that the essential data are available to work with is to take the Ogun State LGA plans developed during this workshop, and

pull out all the tables which will indicate the relevant statistics for the planning process. The Ogun State Plan had population by LGA, number of centres, personnel, etc. Ideally, such information should be incorporated into a short technical note that will be handed out to the participants so that all work with the same data. This was not possible with the Ogun State participants given the time but it would certainly make things easier in Plateau.

9. This kind of workshop does require a person to be in charge of the workshop as a whole. Even though the Ogun workshop may be repeated as is, whereby sessions are assigned to different trainers, there should be a person overseeing the total workshop. Precisely because the objective of the workshop is to teach new skills that usually mean a change of attitude and behavior, there is a need for constant reinforcing of the new behavior required. This has to be done at all times inside and outside the classroom and the authority figures must also be involved and reinforce what the trainer is saying in the classroom. It also means role modelling: the trainer must do in the classroom what she/he wants the participants to do (plan for the workshop, coordinate when box gets lost, get the workshop plan implemented, work with the various actors who represent different levels of the hierarchy) and explain this to the participants. A sure way to teach new skills is to have consistency in teaching methodology and build upon the previous block. Never teach isolated topics, but rather have each trainer build on the previous session. Again, this requires team work for the trainers and it is impossible to have trainers coming in for one session and then not showing until the end. They will come in cold and do something totally different that will confuse the participants and force the other trainers to do more work.

10. The first week of the workshop could be taught by 3 trainers if the material is all set and ready and an extra person is in charge of the administration. The second week requires, ideally, one facilitator for each zonal group. Each facilitator would be in charge of walking their group through the plan and providing assistance when the group is stuck. The trainers must know what went on during the first week in order to use examples from the sessions but they do not have to be present (they can be briefed). In this workshop not having the 5 trainers (there were 5 zones) there full time made things difficult. In addition, the material was being tried for the first time and the people from ASCON were being exposed to a new way of teaching. This series of "first" or "new" things would not be the case in the second workshop so there should be less work for the lead trainer and more time for her/him to teach at leisure.

11. The training team's assessment of the workshop, reinforced by the evaluations, is that the setup of the workshop (one week concepts and skill building - one week writing the plans) worked well. It was easier for the participants to write their plan after being exposed to the new language for a week. It was also easier for the trainers because lots of things did not have to be explained. It also reinforces the method used in the workshop—hands on experience, do each thing that you are taught immediately. During the first couple of sessions the participants are exposed to the planning process as a whole but get a chance to learn each part of the process separately. They practice writing goals and objectives, setting targets, supervising etc. The second week they have

to put it all together and write their plan. Somehow people seem to learn better when they know what the big picture looks like and then concentrate on tiny portions. The learning is reinforced by making them do it as a whole again.

12. The readings and cases should be revised to insure that the reference is stated. It is possible that some of the members of MSH can suggest more appropriate readings (shorter) that are readable and practical for any of the sessions. They now have a point of reference--the readings used.

13. At the end of the workshop, the box with materials from Boston arrived with calculators, which were handed out to the participants. It was clear that many among them had never used a calculator and needed some instruction. It may be worthwhile to include a short session on the use of calculators and give some exercises as an assignment.

14. Since videorecorders seem to be widely available, it is worthwhile to select some videos for use as training tools. The participants would probably have responded well. Other than a video on family planning in Ogun, shown on the evening before the start of the workshop, no audio-visual material was used.

APPENDIX I

LIST OF PERSONS INTERVIEWED
Schedule

July 7, 1987	<u>AID AFFAIRS OFFICE</u>	Dr. Keys MacManus Mrs. H.O. Shitta Bey Mr. Richard O. Callisto
	<u>FEDERAL MINISTRY OF HEALTH</u>	Dr. A.B. Sulaiman
	<u>PATHFINDER FUND</u>	Mrs. Olabisi Olatokunbo Mr. Mike Egboh
July 8, 1987	<u>PATHFINDER FUND</u>	
	<u>ASCON</u> (meeting in Lagos)	Mr. Ashiru, LGA and Field Administration
July 9, 1987	<u>ASCON</u> (Badagry)	Dr. O.I. Ojofeitimi, Dir. LGA and Field Administration Mr. M.O. Olopade, LGA and Field Administration Mr. M. Ashiru,
	<u>OGUN STATE</u>	Chief E.V.O. Koleoso, Permanent Secretary, Ministry of Local Government Mr. Oye Ositelu, Secretary for Local Government Mrs. Afonja, State Ministry of Health, Statistics Health Educators
July 10, 1987	<u>SMLG</u>	Mr. Oye Ositelu Officials in charge of Council Management, Finance, Inspectorate, and Personnel, at the Ministry for Local Government
	<u>SMOH</u>	Mrs. Mako, FP Coordinator for Ogun State Mrs. Taiwo, Assistant Coordinator for FP Training School
	<u>ABEOKUTA LOCAL GOVERNMENT</u>	Mr. Bolarinwa, Secretary Staff (including the doctor in charge of Health, person in charge of Finance, and others)
July 12, 1987	<u>SMOH</u>	Mrs. Mako (1st extensive interview) Mr. Mike Egboh

July 13, 1987 Visit to the market to observe FP Motivation Campaigns

Mr. Adewemi, Health Commissioner for Ogun State
Mrs. Afonja, Principal Health Sister
Mr. Lawal, Community Health Officer
Mrs. Adisa, Coordinator FP Training Center
Mrs. Taiwo, Assistant Coordinator FP Training Center

July 14, 1987 EGBADO SOUTH LGA

Secretary and two members of his staff
Dr. S. Femi Bammeke, Medical Officer of Health, Ilaro (MOH)
Mrs. R.A. Akindele, Senior Midwifery Sister (participant)
Miss M. A. Onipede, participant

Visits to Ilaro Zone FP Store; 2 Maternity Centres

SAGAMU LGA

Secretary and one member of his staff
Mrs. Hassan, participant
Mrs. Ogunjembola, participant

IJEBU ODE LGA

Secretary and Doctor in charge of Health
Mrs. Adamo, participant
Mrs. Dawodu, participant

July 15, 198 ABEOKUTA LGA

Mrs. V. O. Oke, Matron, participant
Mrs. T. A. Fatokun, participant
Mrs. F.O. Ajikobi, participant

FP TRAINING SCHOOL

Visit to observe a class on evaluation and review of materials used in training course.

APPENDIX II

WORKSHOP CONTENTS AND SCHEDULE

Sunday, July 19

02:00 - 06:00 pm	Participants arrive and check-in	
07:00 - 07:30 pm	Informal welcome and distribution of materials for first three days	(Mr. Oye Ositelu, Secretary for Local Government) (Vriesendorp)
07:30 - 08:30 pm	Dinner	
08:30 - 09:30 pm	Video showing: Family Planning in Ogun State	

Monday, July 20

07:00 - 08:00 am	Breakfast	
08:00 - 09:00 am	Individual preparation - Read Case #1 "A Transfer"	(Arias)
09:00 - 09:30 am	Administrative details -Biodata forms -Needs assessment instruments	(Vriesendorp)
10:00 - 10:45 am	Opening Ceremony	(Mr. Taiwo Allimi Alternate Commissioner for Local Government) (Mr. Oye Ositelu) (Dr. Keys MacManus, USAID) (Mrs. Olabisi Olatokunbo Pathfinder)
10:45 - 11:00 am	Break	
11:00 - 12:15 pm	Session 1 - Introduction/program overview/teaching methods	(Arias)
12:30 - 02:00 pm	Lunch	
02:00 - 03:45 pm	Session 2 - Working with groups/ teambuilding	(Paxman)
03:45 - 04:00 pm	Break	
04:00 - 05:00 pm	Session 3 - The role of the family planning administrator (Case #1 - A Transfer)	(Arias)

Tuesday, July 21

07:00 - 08:30 am	Breakfast	
08:30 - 09:15 am	Session 4 - Introduction to Management	(Ashiru)
09:15 - 10:30 am	Session 5 - Environmental analysis I	(Ashiru)
10:30 - 10:45 am	Break	
10:45 - 12:30 pm	Session 6 - Environmental analysis II	(Arias)

12:30 - 02:30 pm Lunch
 02:30 - 04:30 pm Session 7 - Problem identification
 (Case #2 - The Empty Maternity) (Paxman)

Wednesday, July 22

07:00 - 08:30 am Breakfast
 08:30 - 10:30 am Session 8 - Goals and Objectives (Olopade)
 10:30 - 10:45 am Break
 10:45 - 12:30 pm Session 9 - The importance of data
 (Case #3 - Morazon and Izaltenango) (Arias)
 12:30 - 02:30 pm Lunch
 02:30 - 05:00 pm Session 10 - Making numbers useful (Ashiru)

Thursday, July 23

07:00 - 08:30 am Breakfast
 08:30 - 10:30 am Session 11 - Target setting (Case #4
 - Target setting in La Trinidad) (Paxman)
 10:30 - 10:45 am Break
 10:45 - 12:15 pm Session 12 - The Art of Supervising
 (Case #5 - Supervisor for the Eastern
 Zone) (Arias)
 12:15 - 02:00 pm Lunch
 02:00 - 03:30 pm Session 13 - Skill building:
 Communication (Paxman)
 03:30 - 03:45 pm Break
 03:34 - 05:30 pm Session 14 - Monitoring and
 Evaluation (Olopade)

Friday, July 24

07:00 - 08:30 am Breakfast
 08:30 - 10:15 am Session 15 - Skillbuilding:
 Delegation (Cases#6A and B) (Vriesendorp)
 10:15 - 12:15 pm Session 16 - Skillbuilding:
 Coordination/Giving performance
 feedback (Case #7 - The Clash) (Paxman)
 12:15 - 02:00 pm Lunch
 02:00 - 04:30 pm Session 17 - Skillbuilding:
 Problem solving and decision making I (Ashiru)

Saturday, July 25

07:00 - 09:00 am Breakfast
 09:00 - 10:15 am Session 18 - Skillbuilding:
 Problem solving and decision making
 II (Case #3 - Morazon and
 Izaltenango) (Arias)
 10:15 - 10:30 am Break
 10:30 - 11:30 am The family planning system - Using own data
 11:30 - 12:00 am Evaluation of first week

Monday, July 27

All day Participants work in zonal groups on their five-year plan (Training team)

Tuesday, July 28

All day Continued work on five-year plan (Training team)

Wednesday, July 29

All day Participants work in IGA groups on their one-year workplan (Training team)

Thursday, July 30

Morning Continued work on one-year plan (Training team)
Afternoon Summary and synthesis of workshop (Arias)
07:00 pm Dinner with participants and key officials of SMLG and SMOH

Friday, July 31

09:00 - 09:30 am Evaluations (Paxman)
10:00 - 11:00 am Distribution of finalized plans
Closing Ceremony (Chief E.V.O. Koleoso
Permanent Secretary for Local Government)
(Mr. Oye Ositelu)
(Dr. Keys MacManus)
(Mrs. Olabisi Olatokunbo)
(Mrs. R. Yohanna, Observer from Plateau State)
(Mrs. Bankole, Participant)

APPENDIX III

PARTICIPANTS

From the ministry of Local Government:

Mrs. V. O. Oke, Matron - Abeokuta
Mrs. T.A. Fatokun, Senior Midwifery Sister - Abeokuta
Mrs. F. O. Ajikobi, Midwifery Sister - Abeokuta
Mrs. J. K. Akinyemi, Midwifery Sister - Ijebu East
Mrs. C. O. Isola, Senior Midwifery Sister - Ijebu East
Mrs. R. A. Akindele, Senior Midwifery Sister - Egbado South
Miss. M. A. Onipede, Midwifery Sister - Egbado South
Mrs. F. T. Ajuwon, Matron - Ifo/Ota
Mrs. G. O. Bankole, Senior Health Sister - Ifo/Ota
Mrs. C. F. Ashiru, Midwifery Sister - Ijebu North
Mrs. C. A. Oladunjoye, Midwifery Sister - Ijebu North
Miss. J. Eweje, Staff Nurse/Midwife - Odeda
Mrs. V. O. Odeyinka, Staff Nurse/Midwife - Odeda
Alh. H. K. T. Hassan, Matron - Ijebu Remo
Mrs. G. O. Ogunjembola, Midwifery Sister - Ijebu Remo
Mrs. R. A. Adamo, Midwifery Sister - Ijebu-Ode
Mrs. A. O. Dawodu, Midwifery Sister - Ijebu-Ode
Mrs. P. O. Oladotun, Matron - Egbado North
Mrs. M. A. Ajayi, Midwifery Sister - Egbado North
Mrs. V. F. Omotunde, Senior Midwifery Sister - Obafemi/Owode
Mrs. J. O. Fopoola, Midwifery Sister - Obafemi/Owode

From the State Ministry of Health:

Mrs. O. O. Oluderu, A.C.N.O. - Ilaro Zone
Mrs. R. A. Johnson, A.C.N.O. - Abeokuta Zone
Mrs. E. A. Oyekan, A.C.N.O. - Ijebu North
Mr. L. O. Olakitan, A.C.N.O. - Sagamu Zone
Mrs. T. A. Adermosun, A.C.N.O. - Ota Zone
Mrs. O. A. Osinibi, Matron, State Health Board, - Abeokuta
Mrs. S. A. Adisa, Family Planning School Co-ordinator - Abeokuta
Mrs. Y. Afonja, Principal Health Sister, Family Planning - Abeokuta

Observers from Plateau State:

Mrs. R.A. Ahinche, Senior Nursing Sister, Local Government Area Health Services - Jos
Mrs. R. R. S. Yohanna, Principal Health Sister, State Ministry of Health - Lafia

APPENDIX IV

FAMILY PLANNING MANAGEMENT TRAINING WORKSHOP FOR LGA OFFICIALS IN OGUN STATE

Evaluation - First week: July 20-July 25, 1987

Instructions: You have now completed five days of training. The trainers would like to know how well they have done their job, which was, for this first week, to teach you certain management skills. Attached are three pages, each containing a list of the sessions you have attended. On the first page, please indicate by placing a check () in the appropriate box, how much you feel you have learned. On the second page, we would like you to indicate how well you liked each session, and on the third page we would like you to indicate if enough (too little or too much) time was spent on the subject. At the bottom of this page is some room to make comments if you wish to do so.

Comments: (A sample of some of the comments)

" I personally appreciate the way and manner we are being taught and their personal relationship to us are cordial. We are taught with enough illustration to make us understand, what we are taught and not to forget forever. To this end, I do appreciate their efforts to us by bringing the Family planning programme to the Local Government Area, so as to bring the family planning programme to the grass root. To this I say thank you. God bless you."

" I personally gained a lot from this family planning management training workshop. This is the first kind of workshop I ever attended since I have been in the service of local government for the past 20 years. Going back to my local government now, I will be able to improve more than before. I wish that the local government nurses should not be left out in this type of workshop."

" We really appreciate the effort and the opportunity given to us in this Family planning Management Workshop. I am very grateful because I have not been given the opportunity of attending any workshop of this nature. The teaching method was really enjoyed."

" The management training workshop was very commendable. The workshop embraced both theory and practice in which every participant was able to plan specific objectives for each of the LGA's in Ogun State. The workshop gave us enough aspiration of teamwork, thorough understanding of our role in setting targets for family planning in our local areas and efforts to meet the set targets. The workshop director, the family planning facilitator, and the able lecturers were very enthusiastic, hardworking and faithfully devoted their full time to duty. They were really experts on the job. We have gained a lot and assimilated much knowledge which will be a benefit to both our subordinates and our clients."

HOW MUCH DID YOU LEARN.....?

<u>Session</u>	<u>Subject</u>	<u>Teacher</u>
1 a lot(58%)	Introduction/program overview/teaching methods some(32%) don't know() a little(10%)	Maria nothing()
2 a lot(57%)	Teambuilding (Poster contest) some(40%) don't know() a little(4%)	John nothing()
3 a lot(64%)	Case 1:A Transfer/role of a FP manager some(29%) don't know() a little(7%)	Maria nothing()
4 a lot(52%)	Introduction to Management some(41%) don't know() a little(7%)	Ashiru nothing()
5-6 a lot(50%)	Environmental Analysis some(40%) don't know() a little(10%)	Ashiru nothing()
7 a lot(73%)	Case 2:Empty Maternity/problem identification some(27%) don't know() a little()	John nothing()
8 a lot(43%)	Goals and Objectives some(43%) don't know() a little(14%)	Olopade nothing()
9 a lot(60%)	Case 3:Morazon & Izaltenango/importance of data some(37%) don't know() a little(3%)	Maria nothing()
10 a lot(47%)	Making numbers useful some(27%) don't know() a little(26%)	Ashiru nothing()
11 a lot(57%)	Case 4:Target setting in la Trinidad some(37%) don't know() a little(6%)	John nothing()
12 a lot(63%)	Case 5:Supervisor for the Eastern Zone some(34%) don't know() a little(3%)	Maria nothing()
13 a lot(73%)	Communication some(27%) don't know() a little()	John nothing()
14 a lot(60%)	Monitoring and Evaluation some(34%) don't know() a little(6%)	Ashiru nothing()
15 a lot(64%)	Cases 6A+B on Delegation some(36%) don't know() a little()	Sylvia nothing()
16 a lot(62%)	Case 7:The Clash/Coordination some(34%) don't know() a little(4%)	John nothing()
17 a lot(52%)	Problem Solving some(41%) don't know() a little(7%)	Olopade nothing()
18 a lot(64%)	Case 3:Morazon & Izaltenango/Problem solving some(25%) don't know() a little(11%)	Maria nothing()
19 a lot(47%)	FP-Ogun State planning process some(40%) don't know() a little(13%)	Ashiru nothing()

HOW MUCH DID YOU LIKE.....?

<u>Session</u>	<u>Subject</u>	<u>Teacher</u>
1 a lot(60%)	Introduction/program overview/teaching methods some(40%) don't know() a little()	Maria not()
2 a lot(59%)	Teambuilding (Poster contest) some(38%) don't know() a little(3%)	John not()
3 a lot(56%)	Case 1:A Transfer/role of a FP manager some(38%) don't know() a little(6%)	Maria not()
4 a lot(53%)	Introduction to Management some(37%) don't know() a little(10%)	Ashiru not()
5-6 a lot(55%)	Environmental Analysis some(38%) don't know() a little(7%)	Ashiru not()
7 a lot(74%)	Case 2:Empty Maternity/problem identification some(26%) don't know() a little()	John not()
8 a lot(50%)	Goals and Objectives some(43%) don't know() a little(7%)	Olopade not()
9 a lot(67%)	Case 3:Morazon & Izaltenango/importance of data some(30%) don't know() a little(3%)	Maria not()
10 a lot(43%)	Making numbers useful some(43%) don't know() a little(14%)	Ashiru not()
11 a lot(50%)	Case 4:Target setting in la Trinidad some(43%) don't know() a little(7%)	John not()
12 a lot(70%)	Case 5:Supervisor for the Eastern Zone some(27%) don't know() a little(3%)	Maria not()
13 a lot(66%)	Communication some(34%) don't know() a little()	John not()
14 a lot(63%)	Monitoring and Evaluation some(30%) don't know() a little(7%)	Ashiru not()
15 a lot(67%)	Cases 6A+B on Delegation some(33%) don't know() a little()	Sylvia not()
16 a lot(52%)	Case 7:The Clash/Coordination some(45%) don't know() a little(3%)	John not()
17 a lot(54%)	Problem Solving some(36%) don't know() a little(10%)	Olopade not()
18 a lot(62%)	Case 3:Morazon & Izaltenango/Problem solving some(31%) don't know() a little(7%)	Maria not()
19 a lot(48%)	FP-Ogun State Planning process some(38%) don't know() a little(14%)	Ashiru not()

WAS THERE ENOUGH TIME.....?

<u>Session</u>	<u>Subject</u>	<u>Teacher</u>
1	Introduction/program overview/teaching methods too much(3%) - too little(7%) - adequate(90%)	Maria
2	Teambuilding (Poster contest) too much(6%) - too little(14%) - adequate(80%)	John
3	Case 1:A Transfer/role of a FP manager too much() - too little(7%) - adequate(93%)	Maria
4	Introduction to Management too much() - too little(10%) - adequate(90%)	Ashiru
5-6	Environmental Analysis too much(7%) - too little(3%) - adequate(90%)	Ashiru
7	Case 2:Empty Maternity/problem identification too much(7%) - too little(10%) - adequate(83%)	John
8	Goals and Objectives too much(7%) - too little(10%) - adequate(83%)	Olopade
9	Case 3:Morazon & Izaltenango/importance of data too much(3%) - too little(10%) - adequate(87%)	Maria
10	Making numbers useful too much(7%) - too little(17%) - adequate(76%)	Ashiru
11	Case 4:Target setting in la Trinidad too much() - too little(17%) - adequate(83%)	John
12	Case 5:Supervisor for the Eastern Zone too much(7%) - too little(10%) - adequate(83%)	Maria
13	Communication too much(3%) - too little(3%) - adequate(94%)	John
14	Monitoring and Evaluation too much(7%) - too little(10%) - adequate(83%)	Ashiru
15	Cases 6A+B on Delegation too much() - too little(7%) - adequate(93%)	Sylvia
16	Case 7:The Clash/Coordination too much(4%) - too little(4%) - adequate(92%)	John
17	Problem Solving too much(7%) - too little(7%) - adequate(86%)	Olopade
18	Case 3:Morazon & Izaltenango/Problem solving too much(3%) - too little(14%) - adequate(83%)	Maria
19	FP-Ogun State planning process too much() - too little(14%) - adequate(86%)	Ashiru

APPENDIX V

FPMT - EVALUATION

#1A: SUMMARY FORM FOR TRAINERS

1. Workshop Title: Planning workshop for Ogun State FP LGA officials

Workshop trainers:	Name	Affiliation
	Ms. Maria Eugenia Arias	MSH Consultant
	Mr. John M. Paxman	The Pathfinder Fund
	Mr. Deinde Olopade	ASCON
	Mr. Mulkaila Ashiru	ASCON
	Ms. Sylvia Vriesendorp	MSH

Training Site

Country: Nigeria
City: Abeokuta
State: Ogun State

4. Number of Trainees: 31

5. Dates of Training: from July 20 to July 31, 1987

6. Number of Days of Training: 10

7. Nature of Training:

- a. In-country (limited only to persons from the country in which training is held)
 b. Regional (including participants from more than one country)
 c. US-based
 d. Other (specify) _____.

8. Level of Training:

- a. Basic Management for FPOs
 b. Advanced Management for FPOs
 c. Policy and Strategic Planning for FPOs
 d. Management of Training Organizations/Training Methodology

9. Topics Included in Training (check any to which at least 10% of training time was devoted):

- a. Policy Formation
 b. Strategic Planning/Goal Setting
 c. Finance
 d. Program Planning and Implementation
 e. Human Resource Management
 f. Logistics
 g. Public Relations and Fundraising
 h. MIS
 i. Monitoring and Evaluation
 j. Information, Education, and Communication
 k. Service Delivery Strategies
 l. Case Development

1B: SKILL AREA DESIGNATION FOR EACH SESSION

1. Workshop title Ogun State Planning workshop for FP LGA Officials
2. Dates July 19 - July 31, 1987
3. Head Trainer Maria Eugenia Arias

session name	skill area code
Teambuilding.....	HRM-9
Role of FP Manager.....	HRM-1
Introduction to Management.	HRM-1
Environmental Analysis.....	PLN-4
Problem Identification.....	PLN-5
Goals and Objectives.....	PLN-3
Importance/Use of Data.....	PLN-4
Target-setting.....	PLN-4
Supervision.....	HRM-9
Communication.....	HRM-9
Monitoring and Evaluation..	M&E-1
Delegation.....	HRM-9
Coordination.....	HRM
Problem Solving/Decisions..	HRM-4
FP-Ogun State, Planning process	PLN-4

THE FAMILY PLANNING MANAGEMENT TRAINING PROJECT

#1C: PARTICIPANT BIODATA FORM (SUMMARY)

1. Surname: _____

2. Other Names: _____

3. Sex: Female 30 Male 1

4. Age in Years: average:44; youngest 27 - oldest 56

5. Address (home): _____

6. Address (business): _____

7. Country of Residence: Nigeria

8. State of Residence: Ogun State: 29; Plateau State: 2

9. Number of Years of Formal Education:

[10%] a. 1-9

[20%] b. 9-12

[70%] c. More than 12

10. If you have received a professional diploma or university or technical school degree, please indicate the degree and location of your professional training:

<u>Training</u>	<u>Degree</u>	<u>From what school?</u>
Physician	_____	_____
Nursing	73%	_____
Midwife	93%	_____
Nursing Education	7%	_____
Teacher	3%	_____
Administration	6%	_____
FP-certificate	70%	_____
Public Health/CHO	20%	_____
Theatre technique and management	6%	_____

11. If you have completed any courses or workshops on family planning or management, please fill in the details below.

Course or Workshop Title	Length of Training (months)	Year of Completion	Location	Training Organization
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Aside from the Ogun State Family Planning Course (duration 6 weeks), which was attended by all the IGA participants, 37% had followed one or more additional courses on such topics as: middle management, CBD programs, market campaigns, and nurse/midwife educators.

12. What is your job title? Matron (16%) - Assistant Chief Nursing Officer (16%) - Senior Midwifery (Health/Nursing) Sister (19%) - Midwifery Sister (32%) - Principal Health Sister (7%) - Family Planning School Co-ordinator (3%) - Staff Nurse/Midwife (7%)

13. What are your major responsibilities? Supervision (37%); Home Visits (20%); Clinic organization/ planning/ management/(nursing) administration (62%); MCH/EHC (53%); Co-ordination (17%); Health education/IEC (43%); Training (7%)

14. Is the setting in which you work: (check one)

- [100%] a. A public governmental organization?
- [] b. A public non-governmental or voluntary organization?
- [] c. A private-sector organization?

15. At what level do you work? (check one)

- [] a. Central/Federal
- [67%] b. District/Region/State
- [33%] c. Health Center
- [] d. Other (explain)_____

16. Is the setting in which you work: (check one)

- [30%] a. Urban?
- [40%] b. Rural?
- [30%] c. Both?

THE FAMILY PLANNING MANAGEMENT TRAINING PROJECT

#2: PRE-/POST-WORKSHOP NEEDS ASSESSMENT

Name: SUMMARY

Following is a list of management skills to be addressed in this workshop. Please mark in each column the level of confidence and comfort that best reflects your own. You will get this form back at the end of the workshop, so you can evaluate your own progress before handing it in.

skill area	confidence level before workshop			confidence level after workshop		
	low	medium	high	low	medium	high
Environmental Analysis	[17%]	[76%]	[7%]	[]	[7%]	[93%]
Goals and Objectives..	[26%]	[56%]	[18%]	[]	[3%]	[97%]
Use of data.....	[25%]	[57%]	[18%]	[]	[28%]	[72%]
Target setting.....	[11%]	[75%]	[14%]	[]	[14%]	[86%]
Monitoring.....	[14%]	[66%]	[20%]	[]	[11%]	[89%]
Evaluation.....	[11%]	[64%]	[25%]	[]	[14%]	[86%]
Supervision.....	[15%]	[63%]	[22%]	[]	[4%]	[96%]
Interpersonal skills..	[14%]	[68%]	[18%]	[]	[10%]	[90%]
Problem solving.....	[17%]	[48%]	[35%]	[]	[7%]	[93%]
Decision-making.....	[21%]	[62%]	[17%]	[]	[10%]	[90%]

THE FAMILY PLANNING MANAGEMENT TRAINING PROJECT
#4: WORKSHOP EVALUATION BY PARTICIPANT

NAME: (SUMMARY)

1. What was your objective in attending this workshop?

- To gain more knowledge on family planning management and organization (31%)
- To use and implement what is learned; to implement action plans; to learn how to organize a family planning clinic (28%)
- To learn particular skills (problem-solving: 7%/ decision-making: 3%)
- To learn more about family planning (10%)

2. In light of your objective, was the workshop:

x (100%)	_____	_____	_____	_____
5	4	3	2	1
Very Useful				Useless

Please explain your answer briefly: " ..helped me to know more about planning, target-setting, problem-solving.."; " ..management skills are essential for effectiveness.."; " ..we gained a lot and will now go back and put it into practice.."; " ..much knowledge was acquired.."; " ..better knowledge of problem-solving and improved monitoring skills.."; " ..I can now make up my plans and budget for my own area of work.."; " ..enables me to work more closely with my LGA staff.."; " ..I learned skills that will contribute to smooth running of our family planning clinic.."; " ..I have gained a lot about planning and management [...] it doesn't apply only to family planning but to all other aspects of life.."; " ..how to work with others.."; " ..have been able to understand the government decision and policy on family planning..".

3. Which sessions or activities did you find most useful?

(In order of priority:) Team work/group activities (28%); Management, planning and organizing (21%); Goals and objectives (17%); Monitoring and evaluation (13%); Supervision (13%); Problem-solving (13%).

4. Which sessions or activities did you find least useful? Why?

Monitoring and evaluation (3%); Supervision (3%).

5. Are there some sessions you would have liked to spend more time on?

Which ones? (In order of priority:) The importance of data (28%); Making numbers useful (17%); Environmental analysis (7%); all sessions (7%).

6. Are there some you would have preferred to spend less time on? Which ones? Supervision (7%); Monitoring and evaluation (7%)

THE FAMILY PLANNING MANAGEMENT TRAINING PROJECT
#5: EVALUATION OF TRAINERS*

Name of Trainer _____

For each of the following characteristics, please rate the trainer by circling the number that best applies.

	<u>Excellent</u>				<u>Poor</u>
Organization	5	4	3	2	1
Knowledge	5	4	3	2	1
Ability to explain subject	5	4	3	2	1
Ability to answer questions	5	4	3	2	1
Encouragement of participation					
by group members	5	4	3	2	1
Enthusiasm, interest	5	4	3	2	1
Ability to make subject relevant	5	4	3	2	1
Ability to establish a comfortable					
learning environment	5	4	3	2	1
Acceptance of other points of view	5	4	3	2	1
Ability to summarize main ideas	5	4	3	2	1

What did you like most about the trainer's style?

What suggestions do you have for improvement?

* Participants filled in five such forms, one for each member of the training team.

APPENDIX VI

Detailed follow-up plan, elaborated by Mr. Ashiru from ASCON

The post-workshop follow-up activities fall into three categories:

- (i) Evaluation of participants on post.
- (ii) Advisory visit to the Secretary in each LGA
- (iii) Advisory and liaison visit to the Secretary for Local Government, Mr. Ositelu

(i) Evaluation of participants on post

The evaluation is to assess the performance of a sample of the participants in reference to the plans drawn up during the workshop. Six LGA's will be visited, with preference for those not visited before the workshop, three in urban areas and three in rural areas.

The following questions will be asked:

- Have you had time to look over the plan for you LGA that was written during the workshop ?
- Are you convinced that it is realistic and achievable ?
- What improvements/suggestions, if any, should be made ?
- What have you done to actualize your plan (objectives) since you returned to your workplace ?
- What has been the response ? (Look at the records, results)
- Have you identified problem areas/issues and enabling factors ?
- Have you sent a report to, and held discussions with the Secretary for local government in you area ?
- What conclusions/agreements and commitments came out of that contact ? Was the Secretary enthusiastic ? Is there institutional support ?

(ii) Advisory visit to the Secretary for the Local Government Area (SLGA)

This visit is necessary to strengthen support for the participants among the top level functionaries in the LGA's. It is expected that each participant has forwarded a report on the workshop to the Head of the Health Department of their LGA, or to the Secretary. Discussions will cover the following points:

- The plan for the LGA and its implications
- Available data on progress in the area of family planning in the LGA will be collected from the clinics and presented to the SLGA to win additional support.
- The problem area(s) if any, being encountered by the participant. This would include a discussion of resources, such as personnel, finances, equipment, commodities, information, social and support services.
- The arrangement of a site or inspection visit, so that the SLGA can see for him(her)self how the participant is doing.

During this time a meeting will be scheduled to take place around two months after this first visit, with the SLGA, the Head of the Health Department, the Matron/Sister in charge of family planning, and the trainer from ASCON to discuss progress in the area of family planning. Furthermore, it will be suggested that quarterly family planning performance reports (distinct from Departmental Reports) be prepared and forwarded to the SLGA to provide a picture of the progress made to date.

(iii) Advisory and liaison visit to the Secretary for Local Government in the Ministry for Local Government

Since a copy of each of the plans drawn up by participants has been deposited with this Office, the follow-up activity will be mainly a co-ordinating one. Essentially, the following will be carried out:

- Debriefing on discussions with the various SLGAs visited and commitments from these SLGAs.
- Schedule at least two visits from this Office, accompanied by the ASCON trainer, to selected IGAs (one rural and one urban) to assess progress in the area of family planning.
- A review of the perceived problem IGAs as well as model IGAs with respect to plan implementation.
- A discussion of the problem of frequent personnel transfers and ways to reduce these.

APPENDIX VII

Data to be brought to the Plateau workshop by participants to facilitate the planning process

Public Sector:

- # of Government Hospitals in the LGA
- # of Comprehensive Health Centers
- # of Maternity clinics
- # of Primary Health Centers
- # of Basic Health Clinics
- # of Local Government Dispensaries
- # of Local Government Maternity Clinics
- # of Rural Health Centres in the LGA
- # of TBA's
- # of Doctors in Govt. Hospitals and # trained in FP
- # of nurses and nurse midwives in Govt. Hospital and # trained in FP
- # of LGA management staff and # trained in FP
- # of Comm. Health Assistants and Aides and # trained in FP
- # of clinic and dispensary staff and # trained in FP
- # of TBA's and field workers and # trained in FP

Private Sector:

- # of Private Hospitals in the LGA
- # of Private clinics and maternities
- # of Private dispensaries
- # of pharmacies
- # of Patent medicine shops

Family Planning Statistics from Jan - Dec 1986 and from Jan - June 1987 (# of users by method)

- # of Hospitals giving FP services
- # of Maternity Clinics giving FP services
- # of Pharmacies providing FP
- # of Dispensaries providing FP

List of Abbreviations

- FMOH - Federal Ministry of Health
- FPMT - Family Planning Management Training
- LGA - Local Government Area
- MSH - Management Sciences for Health
- SMLG - State Ministry of Local Government
- SMOH - State Ministry of Health