



intraH

Trip Report

#0-142

Travelers: Maureen T. Brown, INTRAH Consultant
Ernest E. Petrich, INTRAH Consultant

Country Visited: Nepal

Date of Trip: August 28 - October 9, 1985

Purpose: To plan and conduct a TOT
workshop for FP/MCH Project
training teams.

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***THESE APPENDICES ARE ON FILE WITH INTRAH PROGRAM OFFICE.**

EXECUTIVE SUMMARY

From 5 September - 9 October, 1985, INTRAH consultants Ernest E. Petrich and Maureen T. Brown worked in Nepal for the purpose of collaborating with officials of the FP/MCH Project in designing and conducting a three-week Training of Trainers (TOT) workshop.

The major objectives of the TOT workshop were to:

- strengthen the training skills of selected FP/MCH training staff;
- build teams of trainers with the capability of designing curricula for the training of FP/MCH district level supervisors, storekeepers and accountants;
- build teams of trainers with the capability of planning, organizing and implementing the curricula in a series of training workshops for district level supervisors, storekeepers and accountants.

The workshop was implemented in Pokhara with 15 participants from the FP/MCH Project and in collaboration with three host-country co-trainers (two from the FP/MCH Project and one from the ICHSD Project). Products of the workshop were three curricula and three training plans for implementation by the trainers during FY 86 - 88.

Major findings and conclusions of the consultancy included:

- The number of participants to be trained in the TOT workshop was fewer than expected. This resulted in formation of five training teams to conduct the series of training workshops for district level staff, instead of eight teams.
- The objectives of the Phase I project proposal were confirmed as being valid, necessary and consistent with the training needs of the FP/MCH Project.

--The level of commitment on the part of senior FP/MCH Project officials to implement the training curricula and training plans developed in the TOT workshop appeared reasonably strong.

Major recommendations included that INTRAH should support Phase II of this project.

SCHEDULE DURING THE TRIP

Wednesday,
28 August: Mr. Petrich departed Hawaii for Bangkok.
Ms. Brown departed South Carolina for Bangkok.

Thursday,
29 August: Mr. Petrich arrived Bangkok and received telex to remain until advised to proceed to Nepal.

Friday,
30 August: Mr. Petrich reviewed Nepal background materials including previous INTRAH trip reports.

Ms. Brown arrived Bangkok via Tokyo, 5:00 p.m.

Saturday,
31 August: Consultants jointly reviewed Scope of Work and developed overall workplan strategies.

Sunday,
1 September: Consultants jointly reviewed background materials to identify issues and constraints.

Monday,
2 September: Consultants jointly reviewed TOT workshop output requirements and specific workshop products.

Tuesday,
3 September: Consultants jointly reviewed TOT training strategies and methods and initiated development of workplan outline.

Wednesday,
4 September: Consultants jointly reviewed workshop strategies, methods, content requirements, output products and prepared overall tentative workplan schedule.

Consultants received notice to proceed to Nepal; departed Bangkok at 2:00 p.m.

Thursday,
5 September: Consultants arrived in Nepal at 7:30 p.m.

Friday,
6 September: Meeting with Mr. P.N. Tiwari and Mr. Lekhnath Pandy, DORC.

Meeting with FP/MCH Project Training Unit staff: Mr. P.R. Shakya, Chief, Training Division, and Mr. Choudry, Administrative Officer, and with Mr. P.N. Tiwari, DORC.

Saturday,
7 September: Consultants prepared agenda for Sunday meeting with FP/MCH Project staff and revised Workplan Schedule.

Sunday,
8 September:

Meeting with FP/MCH Project senior staff: Mr. P.R. Shakya, Training Chief; Mr. G.M. Shrestha, Supplies Chief; Mr. G.F. Mishra, Fiscal Chief; Mr. U.N. Karna, Assistant Administrator; and with Mr. P.N. Tiwari, DORC.

Meeting with Dr. T.B. Khatri, Chief, FP/MCH Project and above senior staff.

Meeting with Mr. Padma Raj Rajbhandari, Training Chief, ICHSD Project.

Monday,
9 September:

Consultants designed lesson plan and other workshop formats while awaiting assignment of FP/MCH Project staff to work with consultants.

Meeting with FP/MCH Project senior staff to complete discussions regarding selection of participants and to resolve other issues regarding finance/supply procedure manuals.

Meeting with Dr. Khatri to finalize selection of co-trainers and other staff assignments.

Tuesday,
10 September:

Consultants developed tentative outline of TOT workshop output products and an efficient method for quickly up-dating procedure reference manuals; work-room prepared and supplies obtained in anticipation of FP/MCH Project co-trainers and finance/supply group.

Meeting with USAID: Dr. David Calder and Ms. Barbara Spaid.

Wednesday,
11 September:

First all-day group work session at Malla Hotel with FP/MCH Project staff to update the finance and supply procedure manuals. First work meeting with co-trainer Mr. P.R. Rajbhandari and finance/supply resource persons: K. Kunwar, G.M. Shrestha, Mr. Amatya and Mr. Malla.

Evening meeting at John Snow International office with Richard Owens to review status of MOH logistics supply system and obtain any content training materials available at JSI (Mr. Petrich).

Thursday,
12 September: Second all-day group work session at Malla Hotel to develop TOT workshop curriculum and to update finance and supply procedure manuals:

Co-Trainers: Mr. P.R. Shakya
Mr. U.N. Karna
Mr. P.R. Rajbhandari

Resource Staff: Mr. G.M. Shrestha
Mr. G.F. Mishra
Mr. K. Kunwar
Mr. Amatya
Mr. B.B. Khadka

Friday,
13 September: Third all-day group work session at Malla Hotel:

Co-Trainers: Mr. P.R. Shakya
Mr. U.N. Karna
Mr. P.R. Rajbhandari

Resource Staff: Mr. G.M. Shrestha
Mr. K. Kunwar
Mr. B.B. Khadka
Mr. Malla
Mr. G.B. Pradhan
Mr. S.B. Singh
Mr. Amatya

Saturday,
14 September: Consultants worked alone at Malla Hotel to review TOT workshop materials produced by groups, progress to date and revised schedules in view of 18 September starting date for the workshop.

Sunday,
15 September: Fourth all-day group work session at Malla Hotel:

Co-Trainers: As above.

Resource Staff: As above.

Monday,
16 September: Fifth all-day group work session at Malla Hotel:

Co-Trainers: As above.

Resource Staff: As above.

Evening spent assembling/packing training materials and supplies required for workshop in Pokhara.

Tuesday,
17 September: Departed Kathmandu for Pokhara with co-trainers and participants. Unpacked and sorted workshop materials and supplies, set up workshop office with typewriters, arranged workshop meeting room, made arrangements for typist.

Meeting with co-trainers to review assignments and prepare pre/post-test instrument. Evening typing of final documents required for start of workshop.

Wednesday,
18 September: First day of TOT workshop. See Appendix C for curriculum, daily schedule, consultant and co-trainer assignments.

Consultants and co-trainers met daily in the evenings to review the day's activities and prepare for next training day.

Thursday,
19 September: TOT workshop: Training Process, Part I.

Friday,
20 September: TOT workshop.

Saturday,
21 September: Consultants reviewed workshop activities to date, adjusted schedules, finalized and typed last three lesson plans and handouts.

Sunday,
22 September: TOT workshop.

Monday,
23 September: TOT workshop.

Tuesday,
24 September: TOT workshop: End of Part I.
Mid-workshop evaluation by participants.

Wednesday,
25 September: TOT workshop: Curriculum Development, Part II.

Thursday,
26 September: TOT workshop.

Friday,
27 September: TOT workshop.

Saturday,
28 September: Mr. Petrich prepared his portion of INTRAH trip report.

Ms. Brown typed stencils for TOT workshop curriculum.

Sunday,
29 September: TOT workshop.

Monday,
30 September: TOT workshop.

Tuesday,
1 October: TOT workshop: End of Part II.

Wednesday,
2 October: TOT workshop: Training Plans, Part III.

Thursday,
3 October: TOT workshop.

Friday,
4 October: Completion of workshop at 5:00 p.m.

Saturday,
5 October: Consultants, co-trainers and participants return to Kathmandu.

Mr. Petrich departed for the U.S.A. at 1:30 p.m.

Ms. Brown assembled TOT workshop products for typing by DORC.

Sunday,
6 October: Meeting with P.N. Tiwari and L. Pandey, DORC, to turn over materials for typing.

Meeting with Dr. T.B. Khatri, Mr. U.N. Karna and Mr. P.R. Shakya.

Meeting with Mr. G. Regmi, FP/MCH Project.

Meeting with Mr. P.R. Rajbhandari.

Monday,
7 October: Debriefing meeting with Dr. David Calder, USAID.

Preparation of report.

Review of typed workshop materials.

Tuesday,
8 October:

Meeting with Mr. G. Regmi, FP/MCH Project.

Meeting with Mr. Tiwari, DORC.

Preparation of report.

Wednesday,
9 October:

Meeting with Dr. Khatri, Chief, FP/MCH
Project.

Ms. Brown departed for U.S.A. at 1:30 p.m.

I. PURPOSE OF THE TRIP

The purpose of the trip to Nepal was to collaborate with officials of the Family Planning/Maternal-Child Health Project (FP/MCH) of the Ministry of Health, in designing and conducting a three-week Training of Trainers (TOT) workshop with the major objectives of:

1. strengthening the training skills of selected FP/MCH Project training staff in identifying, organizing and presenting content and skill development opportunities that reflect adult learning principles (training process);
2. building teams of trainers with the capability of designing appropriate curricula for the training of FP/MCH Project district level intermediate supervisors, supply storekeepers and accountants (curriculum development); and
3. building teams of trainers with the capability of planning, organizing and implementing the curricula in a series of training workshops (training plans).

Major products of the TOT workshop were to include:

1. two complete training curricula; and
2. two complete training plans for FY 1985/86, 86/87 and 87/88, during which time the series of training workshops are to be implemented.

II. ACCOMPLISHMENTS

Working in close collaboration with co-trainers, resource persons and participants, the following was accomplished:

1. A complete curriculum was designed for the 15-day TOT workshop which included provision for the training of trainers, the development of two-week training curricula for intermediate supervisors, district storekeepers and district accountants, and the development of a comprehensive training plan for the implementation of training workshops over the next three-year period.

2. The existing FP/MCH Project standardized policy and procedure manuals on a) Accounting and Financial Management, and b) Logistics and Supply Management, which were needed to provide essential curriculum content information for training district level personnel were updated and expanded. The Supply manual was not fully completed at the time of Mr. Petrich's departure. (Copies of the manuals may be seen at the FP/MCH Project.)
3. The TOT workshop was conducted and evaluated.
4. Three complete curricula were developed for two-week training workshops for a) intermediate supervisors, b) district level storekeepers, and c) district level accountants.
5. Three complete training plans, including budget estimates for training of intermediate supervisors, district storekeepers and district accountants during FY 1985/86, 86/87 and 87/88 were produced.

III. BACKGROUND

In previous INTRAH visits to Nepal, the need for INTRAH training assistance was identified for a number of specific program areas within the Department of Nursing, Integrated Community Health Services Development Project (ICHS/DP), the Family Planning/Maternal-Child Health Project (FP/MCH) and Contraceptive Retail Sales Company (CRS). For the purposes of this report, the background of the visit made 19 - 28 May, 1985 is most pertinent (Trip Report #0-53).

During that visit, agreement was reached between INTRAH, the FP/MCH Project and USAID/Nepal for INTRAH assistance in the training of trainers and development of curricula and training plans to upgrade the knowledge and skills of FP/MCH Project district level personnel in supervision and financial and supply management. Training for these three groups was viewed as having a high priority, in that:

1. intermediate supervisors were perceived to have received inadequate basic training in supervisory skills;
2. currently employed district supply storekeepers, who formerly held the post of district accountants, had never received appropriate, formal training in supply management; and
3. district level accountants, recently employed without formal education or training in accounting, had only received a short orientation to the FP/MCH Project financial policies and procedures.

It was agreed that a Phase I project proposal, budget and Memorandum of Agreement would be developed between the FP/MCH Project and INTRAH.

A scope of work was developed by the FP/MCH Project and INTRAH to provide a specific framework and output for a Phase I project, which was intended to provide both the FP/MCH Project and INTRAH with an opportunity to assess joint working experiences before entering into a possible longer-term working arrangement. It was understood by all parties that any future Phase II activities would largely depend upon the experiences and outcomes of Phase I.

The Phase I project would consist of the scope of work designed for the consultancy activities covered in this report.

It was agreed that in lieu of the inability to develop a combined project between the ICHS/DP and FP/MCH Projects, Mr. Padma Raj Rajbhandari, Chief of Training, ICHS/DP, would participate with INTRAH consultants as a co-trainer in implementing Phase I. This was intended to provide an opportunity to all parties to review the feasibility of merging future training activities, in coordination with, or

without, INTRAH technical assistance. It was further agreed that logistical support would be provided by the Development Oriented Research Centre (DORC).

On the basis of the above understandings, INTRAH was requested to provide Phase I Project funding and the services of two technical advisors for the purpose of training of trainers and curricula and training plan design.

Subsequently, Ms. Maureen T. Brown and Mr. Ernest E. Petrich were recommended by INTRAH and approved by the FP/MCH Project and USAID.

IV. DESCRIPTION OF ACTIVITIES

A. BACKGROUND REVIEW MEETINGS WHILE ENROUTE TO NEPAL

The five-day delay while awaiting official approval for in-country arrival of consultants provided opportunity for the consultants to review background materials as both were new to the project, had not previously worked together, needed to share their technical approaches and methods and resolve any potential differences before meeting with host-country counterparts.

All project materials were reviewed jointly including INTRAH trip reports of previous visits, various RTSA documents providing information on previous training/evaluation reports, the consultant's Scope of Work and Phase I Scope of Work including the specific requirements and output products. Constraints and issues were identified and a variety of approaches and methods were considered to achieve the project objectives. Tentative strategies and methods were agreed upon which later proved to be extremely helpful in implementing the project assignment in an effective and efficient manner.

B. INITIAL ORGANIZATIONAL AND ISSUE REVIEW MEETINGS
IN NEPAL

Upon arrival in Kathmandu, an initial meeting was held between the consultants and Mr. Padma Tiwari of DORC to review logistical arrangements and preparations made for the Phase I Project. Key officials were identified with whom the consultants should meet at the earliest possible time, and appointments for meetings were made.

Initial meetings were held with the FP/MCH Project staff, including Dr. T.B. Khatri, to review and confirm the Scope of Work for Phase I (particularly in view of the shortened time available for workshop activities due to the late in-country arrival of the consultants) and to make decisions regarding how the collaborative effort was to proceed, the assignment of co-trainers and participants and a variety of other issues discussed elsewhere in this report (see Section V).

A briefing meeting was held at USAID with Dr. David Calder and Ms. Barbara Spaid to discuss the project assignment and to obtain information regarding other training programs being conducted with the FP/MCH Project, issues, and possible constraints.

C. TOT WORKSHOP CURRICULUM DEVELOPMENT ACTIVITIES

The consultants could not begin formal collaborative work sessions with co-trainers to develop the TOT workshop curriculum until they had been in-country six days due to delays in co-trainers' assignment and release from other duties. While awaiting co-trainers' availability, the consultants prepared format materials to structure the curriculum development process and to provide a detailed framework for Phase I output products for later review and

revision by co-trainers. Time was also devoted to gathering various curriculum content materials for possible later use, although the availability of these materials was quite limited.

Five all-day work sessions were held with co-trainers at the Malla Hotel developing in detail the TOT workshop curriculum. Technical resource staff from the FP/MCH Project and HMG Office of Financial Comptroller General were also present to update and expand the existing FP/MCH Policy and Procedures manuals for financial and supply management, in order that current and appropriate curriculum content reference materials would be available for the TOT workshop. The need for these revised manuals is discussed in Section V.

Because of the size of the daily work session groups, it was necessary to arrange special work spaces. The Malla Hotel most generously provided, at no cost, their large conference room for our use. This provided an ideal environment for collaboration, enabling officials to be away from their offices and to concentrate with a minimum of interruption, for five full days and several evenings. Additionally, Mercantile Traders Ltd. provided, at no cost, a portable electric typewriter for the entire period of the consultancy.

During this TOT preparation period, the TOT curriculum, with the exception of the pre/post-test questionnaire, and many of the handouts were completed, typed and reproduced. The Accounting and Financial Management manual updating and expansion to include "activity accounting" was partially completed and typed. The Logistical and Supply Management manual was partially completed and typed with the balance

pertaining to district level supply management to be completed during the curriculum development stage of the TOT workshop. Those sections pertaining to regional and central level supply management were to be completed by the Senior Supply Officer in Kathmandu.

The logistical support provided by DORC during this period was excellent, particularly in view of the volume of typing/reproduction required, the short time available and the normal difficulties expected with typing of English texts in Nepal.

D. TOT WORKSHOP IN POKHARA

The consultants, co-trainers Mr. P. R. Rajbhandari, Mr. P.R. Shakya and Mr. U.N. Karna, and approximately ten participants departed Kathmandu for Pokhara by air at 7:30 a.m. on 17 September. Upon arrival in Pokhara, the consultants and co-trainers unpacked and assembled the curriculum materials, developed and typed the pre/post-test questionnaire, reviewed individual and training team assignments and generally spent the day and evening making final arrangements to begin the workshop the next morning.

The workshop began as re-scheduled on Wednesday, 18 September at 10:00 a.m. Apart from minor revisions and continuing adjustments to the time scheduling, the workshop schedule and lesson plans were conducted as planned. Each consultant and co-trainer assumed responsibility as the "Lead Trainer" for the different sessions each day with the other trainers providing assistance. All trainers were present for every session. After each workshop day, the consultants and co-trainers met to review the day's activities and plan

for the next day's activities. Daily review and feedback sessions, usually held at the beginning of the workshop day, were held with the workshop participants.

The approach used in conducting the workshop was to divide it into three inter-related parts, with Part I emphasizing principles and practice of the training process (six days), Part II directed toward development of a complete training curriculum (six days), and Part III devoted to development of a complete training plan (three days).

The 15 participants worked together as one group during Part I and were then divided into five sub-groups or teams for Parts II and III, with the supply managers composing one team of three persons, the finance managers one team of three persons and the intermediate supervisors three teams of three persons per team.

Group process/group consensus and team work were stressed throughout the workshop and the methodology included a combination of individual and group exercises, group discussion and a "learn-by-doing" approach.

E. POST TOT WORKSHOP ACTIVITIES

Consultants, co-trainers and participants departed Pokhara for Kathmandu on Saturday, 5 October at 11:00 a.m. Mr. Petrich continued on from Kathmandu to the U.S.A. and Ms. Brown remained to finalize the workshop products and attend debriefing meetings.

Workshop products consisting of three curricula and three training plans were submitted to DORC for typing/stenciling and cyclostyling. Complete copies of these, plus copies of the TOT curriculum, summaries of

the pre/post-test questionnaire results and summaries of the workshop participant evaluation results were submitted to Dr. Khatri and Mr. G. Regmi at the FP/MCH Project.

Debriefing meetings were held with Dr. Khatri, Mr. Shakya and Mr. Karna where the process and products of the workshop were discussed in detail. Two meetings were held with Mr. G. Regmi, FP/MCH Evaluation Unit, to brief him in regard to the workshop, its products and evaluation methods. A final meeting on the day of Ms. Brown's departure from Kathmandu took place with Dr. Khatri when he outlined his request for future INTRAH training assistance (discussed in Section V).

A debriefing meeting was held with Dr. David Calder, Chief, Health/Population/Nutrition, USAID. The results of the workshop, number of participants, process and products were discussed and a copy of the TOT curriculum left with Dr. Calder. Complete copies of the three curricula and training plans developed in the workshop were to be delivered to Dr. Calder and Jay Anderson by Mr. Tiwari as soon as they became available. Dr. Calder assured Ms. Brown he would brief Anderson on the latter's return to Kathmandu.

A final meeting was held with Padma R. Rajbhandari, ICHSD Project, to discuss possible future joint training activities with the FP/MCH Project (discussed in Section V).

Ms. Brown departed Kathmandu for Bangkok and the U.S.A. on Wednesday, 9 October at 1:30 p.m.

V. FINDINGS

A. During initial meetings with FP/MCH Project staff, it was learned that:

1. The selection of participants for the workshop had not been completed. Final selection and notification of participants occurred six days prior to commencement of the workshop, which made it extremely difficult for Mr. Tiwari of DORC to finalize negotiations with the Crystal Hotel in Pokhara.
2. There was reluctance to accept Mr. P.R. Rajbhandari as a co-trainer. When it was explained to Dr. Khatri that arrangements had already been formalized with Rajbhandari and his presence was necessary to fulfill the Phase I Scope of Work, he agreed to accept him. The consultants requested Dr. Khatri to appoint Mr. U.N. Karna as the FP/MCH co-trainer, as it was felt he would be needed to provide both financial and administrative content input during the curriculum development part of the workshop. Dr. Khatri readily agreed to this, but indicated Mr. P.R. Shakya, as Training Chief of the FP/MCH Project, would also have to be included as a co-trainer.
3. The number of TOT participants agreed upon in the Phase I Scope of Work, i.e. 24, could not be met by the FP/MCH Project. Eleven of the 12 participants expected for the supervision group reported to the workshop, with one dropping out during the first week because of previous work commitments and one being reassigned to work with the supply managers group, leaving nine to form three supervisors' training teams. Three participants for financial management attended in lieu of the eight agreed upon, and two for supply management of the four expected. Consequently, the TOT workshop consisted of 15 participants, was less cost-effective than intended, and produced only five training teams instead of the anticipated eight.

4. There was a lack of host-country preparation for the workshop. Consultants spent the first three working days in-country discussing, reviewing and confirming the original Project plans and reaching agreement on fundamental issues such as selection of participants/co-trainers/essential content materials/dates and duration of the workshop. The two FP/MCH Project co-trainers were able to attend only four full preparation days working on the TOT curriculum development phase at the Malla Hotel.
5. The training and experience characteristics of the workshop participants chosen by the FP/MCH Project varied widely. Some were training officers with considerable experience in training, having taken one to three previous TOT courses and having taught for some time in training programs. Others had no previous formal training in training methods, but were the FP/MCH Project's senior level finance and supply specialists. Still others were field level family planning officers with little experience in training methods, but a familiarity with the problems of supervision, although most had little formal training in supervisory skills. The need to design a TOT workshop curriculum that would satisfy this very heterogeneous group created an interesting challenge.
6. A relevant curriculum for district level financial and supply management could not be achieved without first updating the FP/MCH Project's policy and procedures manuals, since they had become partly obsolete due to government and FP/MCH Project policy and procedure changes in the past several years which had not yet been incorporated in the manuals. Moreover, the Logistical and Supply Management manual had never been adequately completed to cover certain essential practices at the district level for which training was now needed. In addition, various international agencies, most notably USAID and UNFPA, had been insisting the FP/MCH Project improve its fiscal accounting system by shifting from "program level accounting" to "activity (sub-program) level accounting" practices and that this be done during the current fiscal year.

During these discussions, the senior FP/MCH Project staff expressed the desire to make revisions to the manual during the TOT workshop. It was indicated to them this was beyond the purposes of the workshop and there would not be sufficient time to carry out this major task. It was also learned that key technical resource people needed to carry out these revisions could not leave Kathmandu to participate in the workshop, so it was decided to assign various technical resource staff to the revision work and that this would be done prior to the TOT workshop.

Based on the above findings, the consultants negotiated a revised timetable for conducting the TOT workshop, reducing the original proposed length from 17 1/2 days to 15 days in order to provide two additional days for workshop preparation in Kathmandu.

- B. During the TOT workshop preparation period in Kathmandu, it was learned that:
1. There was very little curriculum content material available for training trainers in supervision. One "Guidelines for Supervisors" booklet in Nepali was the only document used in the training of intermediate supervisors and it was clearly inadequate to provide sufficient content background for the TOT workshop. The six-week basic training curriculum for intermediate supervisors contained little reference to development of supervisory skills or methods and the consultant was informed that this portion of the training is normally developed by the individual trainers during basic training.
 2. Existing policy and procedure manuals for financial management and supply management were only available in Nepali. The RTSA Project had produced an English version of the financial management manual, but its content covered only part of the regular Nepali manual and omitted many critically needed forms, procedures and practices required to adequately train district level staff. The limited time available to prepare

for the TOT workshop required all manual updating be done in Nepali, with the consultant assisting with key issues via oral translation on an issue-by-issue basis. It was also learned that resources were unavailable to translate the revised Nepali manuals into English for easy use by the consultant during the curriculum design stage of the workshop.

3. During a review of curriculum content materials and present qualifications and performance levels of district level accountants and storekeepers, it was observed that the amount of training required to raise competency levels to a reasonable standard would preclude the use of the same curriculum for both kinds of workers, as had been originally intended. It was decided jointly by the consultant and technical resource people (some of whom would be workshop participants) that joint training would be provided only when the specific job requirements were similar, and this would be decided when developing the training curricula for both cadres of workers during the TOT workshop. This decision resulted in changing the workshop output products from two to three curricula, one each for district accountants, district storekeepers and intermediate supervisors.
4. Training for both district accountants and storekeepers would have to be based on their entire job descriptions since both were relatively new to their jobs and had not yet received basic training. The present storekeepers, who had previously held the position of accountants, had never received training in supply management following their appointments to that job. The present accountants were newly recruited candidates from outside Government service and had been given only a short orientation to FP/MCH accounting and bookkeeping at the central office in Kathmandu. Because of the complexities of government accounting procedures and multi-program accounting, a two-week training workshop was considered minimal in meeting their needs.

5. During the process of revising the financial management manual to include "activity accounting" procedures, the consultant reviewed the present performance experience with "program accounting" and learned that performance levels, not unexpectedly, were very poor:

Type of Financial Report:	Percentage Submitted Late:	Percentage Submitted Inaccurate or Unreconcilable:
Monthly District:	75%	60 - 65%
Quarterly District:	75%	50 - 55%
Annual District:	80%	70 - 75%

On the basis of the above analysis and after review of the changes necessary to implement "activity accounting" which would require, among other things, an increase in the number of separate fiscal accounts maintained at the district level (from about nine up to possibly as many as seventy depending upon the completeness of program activities in a district), it was decided that implementation of "activity accounting" during the current fiscal year was an impossibility. However, it was agreed that "activity accounting" procedures and forms would be included in the revised manuals in order that they could be pilot-tested in a few districts during the present fiscal year, and the system refined before a general nationwide implementation would proceed at a later date, to be decided following the pilot test period. Thus, the FP/MCH Project is proceeding with the implementation of "activity accounting" as requested by USAID and UNFPA, but on a more sensible phased basis, to avoid the great danger of overloading the new district accountants so completely that the entire accounting system could break down in terms of validity and reliability of fiscal reports.

6. Updating of the supply management manual includes improving the accountability of supplies in terms of inventory control, values, program allocation and use, and improved linkages and interface with fiscal accounting and financial management functions, including an audit trail, all of which are much-needed improvements.
- C. During the implementation of the TOT workshop, it was observed that:
1. Many of the participants, despite considerable previous training in training methods, lacked skills in needs assessment, development of learning objectives, selection of appropriate learning methods and materials, or design of evaluation instruments. Only two of the participants had previous experience in developing curricula and/or lesson plans based on specific learning objectives, although all were responsible, to a greater or lesser degree, for basic or on-the-job training of FP/MCH Project field staff.
 2. Initially, many of the participants had difficulty working in a collaborative team setting. This was particularly true of participants with little formal trainer experience and those who were management specialists in finance and supply. By the end of the first workshop week however, everyone was working well in a collaborative mode and appearing to enjoy the process and results in terms of the improved quality of their products.
 3. Many participants were clearly unhappy the first two days of the workshop in regard to the hotel and food arrangements. Following discussion between trainers and participants, the issue was resolved and participants settled down to enjoy the "enforced" break at the Hotel Crystal.
 4. Because of the lack of content material that could be used in the preparation of the intermediate supervisors' curriculum, it was decided that identification of appropriate

knowledge and skills needed by that group and hence to be emphasized in the training workshops would be obtained from three major sources:

- a. the job description of the intermediate supervisors;
- b. input regarding perceived training needs from two intermediate supervisors who could be called in from the field area to advise the workshop participants;
- c. the knowledge of the family planning officer participants who were the supervisors of the intermediate supervisors, and who were familiar with the problems and supervisory training needs of intermediate supervisors.

This approach worked well and coupled with input from several experienced participant-trainers who had been providing basic training to intermediate supervisors, resulted in an appropriate training workshop curriculum for supervisors.

5. Although all of the participants had a good comprehension of the English language, much difficulty was encountered by them in translating back and forth from English to Nepali and Nepali to English, particularly in regard to writing learning objectives. It was jointly decided by the consultants and co-trainers to work in Nepali as much as possible in order to provide the best possible training experience for the participants and to produce the best possible products from the workshop. Practically all curriculum content materials were written in Nepali, including the financial and supply manuals. As the workshop curricula were being designed for use by Nepali trainers, the consultants fully supported this approach. The training plans were written in English to accommodate their review and discussion by INTRAH and USAID in anticipation of Phase II funding.
6. Co-trainers were extremely helpful in translating key matters for the consultants throughout the workshop and frequently translated into Nepali the consultants' remarks during group discussions. Many of

the training sessions during Part I of the TOT workshop were given by the three co-trainers and each worked very effectively with the sub-groups during the curriculum development and training plan phases.

7. Few of the participants had a clear idea of what was involved in the training process or skill development of adults being prepared to perform specific on-the-job duties at an acceptable level of competence. Most participants applied a knowledge-transfer approach to their training programs using the lecture method as the primary means of achieving this. The consultants and co-trainers decided during the development phase of the TOT workshop that heavy emphasis would be placed on discouraging this practice, and results of the pre/post-tests and training curricula developed indicated trainers were reasonably successful in accomplishing this.
8. Participants generally responded in a positive manner to most of the daily workshop sessions as indicated by the lively discussions and the manner in which they approached their tasks. Two workshop evaluations were conducted, the first at the completion of the first week (on training process) and the second upon completion of the entire workshop. Participant reactions to the final evaluation indicated that:
 - 66% thought the workshop objectives were very clear;
 - 87% thought the workshop very useful for the work they do;
 - 60% thought possible solutions to real work problems were dealt with all the time;
 - 87% thought they had learned many or several useful concepts; while
 - 79% thought they had had opportunity to practice many or several useful skills;
 - 100% thought the workshop facilities either very good or good;

--93% thought the trainers were either very effective or effective;

--60% thought they would recommend the workshop without hesitation; and

--40% thought they would probably recommend it.

9. During discussions held with co-trainers before the development of the training plans in Part III of the workshop, several constraints were identified that affected the planning of the Phase II series of training workshops. These included:

a. Trainees could only be available during the months of April - September as they were needed to staff the sterilization camps the rest of the year;

b. Regional training centres were unavailable during FY 1985/86 from April - Mid-July because of bookings for other training programs; and

c. Regional training centres had limited capacity to accommodate large groups of trainees. Patlalylya has classroom space for a maximum of 20 and hostel space for 15; Dharan can accommodate 20 in the classroom and 12 in the hostel; Nepalgunj has classroom space for 50, but no hostel accommodation.

Because of these constraints, the training plans were developed on the basis that the Phase II workshops would be implemented at the district level with the trainers going out in teams of three (two of whom must be TOT workshop participant trainers) and bringing in trainees to a central point in the district using, where necessary, rented space to conduct the training.

10. Services provided by the Crystal Hotel in Pokhara were excellent. Participants were housed in the Hotel Annex with three to a room at a reasonable cost. Rooms and food were of good quality and the hotel staff willingly complied with every request made by the participants or trainers. The idea of

holding the TOT workshop outside of Kathmandu proved to have many advantages. It provided participants with opportunity to be away from work and family responsibilities and thus enabled them to concentrate on workshop tasks. It also provided the opportunity to form a strong sense of team and commitment to producing the best possible curricula and training plans which participants will be responsible for implementing.

11. Support services provided by DORC through Mr. Lacnath Panday were, on the whole, very good. Not unexpectedly, English typing services in Pokhara were not of a high standard; we had better luck with typing of the Nepali texts and reproduction services. Mr. Panday did an excellent job of arranging hotel accommodations, airline reservations and generally solving most of the support problems that arose. Mr. Tiwari's performance in Kathmandu was a little slow in the beginning in regard to setting up support services, but this changed after a few days and his organization provided the consultants with excellent backup in a timely manner.

D. Post-TOT workshop debriefing meetings:

1. During these meetings it was learned from Dr. T.B. Khatri that the reduced number of participants who attended the TOT workshop reflected several difficulties over which he had little control:
 - a. Two participants from the Financial Comptrollers Office had requested to attend the workshop but failed to show up;
 - b. One participant for the intermediate supervisors group had not been notified of the change of date for the workshop until the evening before the workshop began and was unable to leave his work and family responsibilities on such short notice; and
 - c. It was impossible for all the Supply Management central office staff to be away from their work at the same time because of end-of-quarter reports due on 30 September. This was particularly true of Mr. G.M. Shrestha, Senior Supply

Officer, who was expected to come to Pokhara during the second week of the workshop to complete the Supply Management manual.

2. Dr. Khatri had been well briefed by the two FP/MCH Project co-trainers and several workshop participants before Brown's appointment with him, and he expressed his appreciation in regard to the quality of the workshop and its products. Dr. Khatri indicated his intention to implement the series of training workshops according to the curricula and training plans, assuming that INTRAH funding is available.
3. Dr. Khatri indicated his interest in obtaining INTRAH training assistance in the following areas:
 - a. Another TOT workshop for the remaining FP/MCH trainers located in the training centres;
 - b. Supervision and management training for family planning officers;
 - c. Assistance with streamlining the training programs of PBHW's and other training programs; and
 - d. One or both of the consultants who conducted this TOT to oversee implementation of parts of Phase II training workshops.
4. Mr. U.N. Karna was given responsibility to ensure that the Finance and Supply manuals were finalized and to coordinate this activity with Mr. G.M. Shrestha and Mr. G.F. Mishra. All the files and copies of these manuals were handed over to Mr. Karna.
5. Two sets of the TOT workshop curriculum, curricula and training plans developed by the participants, pre/post-test summaries and summaries of the participant reaction forms were left with Mr. G. Regmi, Evaluation Officer, for use in evaluating INTRAH program inputs into the FP/MCH Project.
6. In a final meeting with Mr. Padma Raj Rajbhandari, there was continued reluctance to commit the ICHSD Project to a joint

training venture with the FP/MCH Project. One reason for this seemed to be that the training needs for ICHSD Project staff at the field level differed from those of FP/MCH field level staff. It was agreed by Mr. Rajbhandari that TOT joint training might be possible.

7. In the debriefing meeting with Dr. Calder, USAID, it was indicated that USAID funding of the FP/MCH Project might be reduced unless that Project managed to get its financial reporting system in line with USAID requirements.

VI. CONCLUSIONS

- A. The major objectives as identified in the Phase I Scope of Work were confirmed as being valid, necessary and consistent with the training needs of the FP/MCH Project.
- B. Despite the lack of advance preparations for the TOT workshop by FP/MCH officials as cited in Section V of this report, the level of commitment to Phase II appears reasonably strong. During Brown's debriefing meetings with Dr. Khatri, he indicated clearly his awareness of the need for refresher training of district level supervisors, storekeepers and accountants and his intention of following through with the Phase II series of workshops for those groups. Dr. Khatri also stated his wish to strengthen the training skills of all the FP/MCH trainers and to standardize the training curricula format for the various FP/MCH training programs.
- C. The revision and expansion of the Financial and Supply Management manuals met a genuine administrative and training need of the FP/MCH Project and greatly assisted the Project in taking

the first steps toward meeting USAID and UNFPA requests for the introduction of "activity accounting" and improved inventory control.

- D. The lack of basic training content materials for intermediate supervisors revealed an important area of weakness in the FP/MCH Project training and service system. Development of a Supervisors' manual and training of FP/MCH trainers and family planning officers is given a high priority by senior and junior FP/MCH Project staff.
- E. The probability of setting up joint training activities between the ICHSD Project and FP/MCH Project does not appear great at this time.
- F. The holding of the TOT workshop outside the Kathmandu Valley was, in all probability, more effective than the original plan for the reasons cited in Section V of this report.
- G. In addition to the contribution made to implementation of the workshop, the appointment of the two FP/MCH Project co-trainers proved to be useful from a number of perspectives including having two senior FP/MCH Project staff very familiar with the workshop products.

VII. RECOMMENDATIONS

The INTRAH consultant team recommends that:

- A. Phase II of the Project should be supported by INTRAH. It is also recommended that this support should only be committed for one year at a time, with the second and third year funding contingent upon the progress achieved, quality of the training, evaluation of the impact of the training

and the demonstrated commitment of the FP/MCH Project to conduct the training workshops as planned.

- B. If Phase II is implemented and supported by INTRAH, provision should be made to conduct one more TOT workshop to prepare additional FP/MCH trainers to carry out the training of intermediate supervisors.
- C. Follow-up should be made with Dr. Khatri during the next INTRAH visit to Nepal to identify more thoroughly his request for INTRAH assistance in the training of family planning officers in management and supervision.
- D. Pursuant to the Phase II training plans developed in the TOT workshop, on-the-job performance evaluation of intermediate supervisors, district level storekeepers and district level accountants should be conducted at least one month before and three to six months after the training workshops to assess the impact of the training. INTRAH assistance should also be provided to assist the FP/MCH Project Evaluation Unit in the design and development of evaluation methods and instruments to conduct this evaluation.
- E. The training of district level accountants in "activity accounting" procedures should be limited to only an orientation of the general concept and approach until the new system has been adequately tested and refined, and until the accountants have demonstrated on-the-job performance capability in less complex "program accounting" procedures.
- F. The revised Financial and Supply Management policy and procedure manuals, when they have been completed and reproduced, should be issued in a

loose-leaf binder format to facilitate future updating and/or additions. It is also recommended that INTRAH fund the reproduction costs of these two manuals.

- G. Any future training activities should be conducted outside of Kathmandu.
- H. Efforts be continued to seek ways and means to conduct joint training activities between the ICHSD Project and the FP/MCH Project. This may still be best approached by proposing joint TOT activities.

APPENDIX A

LIST OF PERSONS CONTACTED

APPENDIX A

LIST OF PERSONS CONTACTED

USAID/KATHMANDU:

Dr. David Calder, Chief, Health/Nutrition/Population

Ms. Barbara Spaid, Health Officer

DEVELOPMENT ORIENTED RESEARCH CENTRE (DORC):

Mr. Padma N. Tiwari, Director

Mr. Leknath Pandey, Administrative Officer

FP/MCH PROJECT:

Dr. Tara Bahadur Khatri..Chief

Mr. Pushpa Raj Shakya....Chief of Training.....Co-Trainer

Mr. U.N. Karna.....Assistant Administrator..Co-Trainer

Mr. Govindra Mishra.....Fiscal Chief.....Resource

Mr. Bhim Khadka.....Internal Auditor.....Resource

Mr. Keshab Kunwar.....Senior Accountant.....Resource

Mr. G.B. Pradhan.....Procurement Officer.....Resource

Mr. S.B. Singh.....Supply Officer.....Resource

Mr. G.M. Shrestha.....Senior Supply Officer....Resource

Mr. R.B. Amatya.....Accounts Officer.....Resource

Mr. G. Regmi.....Evaluation Officer

OFFICE OF THE FINANCIAL COMPTROLLER GENERAL:

Mr. D.S. Malla.....Accounts Office.....Resource

- continued -

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INTEGRATED COMMUNITY HEALTH SERVICES
DEVELOPMENT PROJECT (ICHSD/P):

Mr. Padma Raj
Rajbhandari.....Chief of Training.....Co-Trainer

JOHN SNOW, INC.:

Dr. Nils Daulaire, Chief of Party

Mr. Richard Owens, Logistics Advisor

APPENDIX B

LIST OF PARTICIPANTS AND CO-TRAINERS

APPENDIX B

FP/MCH TOT WORKSHOP PARTICIPANTS

	<u>Pre-test</u>	<u>Post-test</u>
Mr. B.B. Khadka.....Internal Auditor	40%	68%
Mr. K. Kunwar.....Senior Accountant	22.5%	79.5%
Mr. S.K. Shrestha...Family Planning Officer	49%	73.5%
Mr. G.F. Mishra.....Fiscal Chief	28.5%	65%
Mr. G.B. Pradhan....Procurement Officer	45%	60.5%
Mr. S.B. Singh.....Supply Officer	40.5%	80.5%
Mr. K.C. Acharya....Training Officer	33%	58%
Mr. M.R. Thaoa.....Family Planning Officer	37.5%	60%
Mr. R. Bhatta.....Section Officer	70%	85%
Mr. G.P. Pokharel...Family Planning Officer	33.5%	63.5%
Mrs. K.C. Sumana....Senior Public Health Nurse	40.5%	74.5%
Mr. B.R. Gautam.....Section Officer	42.5%	60.5%
Mr. B.B. Singh.....Training Officer	26.5%	59.5%
Mr. S.R. Gautam.....Training Officer	38%	86%
Mr. S. Sijapati.....Training Officer	21%	72%

CO-TRAINERS:

Mr. Padma Raj Rajbhandari, Training Chief, ICHSD Project
 Mr. Pusbha Raj Shakya, Training Chief, FP/MCH Project
 Mr. U.N. Karna, Assistant Administrator, FP/MCH Project

APPENDIX C
WORKSHOP SCHEDULE AND
CURRICULUM

FP/MCH TRAINING OF TRAINERS WORKSHOP

POKHARA, NEPAL

18 SEPTEMBER - 4 OCTOBER 1985

HER MAJESTY'S GOVERNMENT OF NEPAL
MINISTRY OF HEALTH
FP/MCH PROJECT
KATHMANDU, NEPAL

INTRAH PROGRAM
PROGRAM FOR INTERNATIONAL TRAINING IN HEALTH
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
NORTH CAROLINA, U.S.A.

1. GOAL OF THE WORKSHOP:

To prepare participants as trainers capable of working individually and as members of a TEAM, in order to plan, develop, conduct and evaluate a series of refresher training workshops for District level FP/MCH intermediate supervisors, storekeepers and accountants.

2. MAJOR OBJECTIVES OF THE WORKSHOP:

- a. To build and strengthen participants' skills and knowledge in identifying, organizing and presenting appropriate content and skill development opportunities that reflect adult learning principles;
- b. To build participant teams capable of developing and implementing a series of refresher training workshops designed for FP/MCH Project District level intermediate supervisors, storekeepers and accountants;
- c. To provide the participants with a learning environment and training process/skill development experience that will enable them to prepare for implementation:
 - 1) Three two-week training curricula for the above-mentioned FP/MCH Project District staff;
 - 2) A comprehensive Training Plan for implementation of the workshop series during the government's Financial Year 1985/86, 86/87 and 87/88.

3. LIST OF WORKSHOP PRODUCTS:

- a. Two-week Refresher Training Workshop Curriculum for District level intermediate supervisors;
- b. Two-week Training Workshop Curriculum for District level storekeepers;
- c. Two-week Training Workshop Curriculum for District level accountants;

3. LIST OF WORKSHOP PRODUCTS: (CONTINUED)

- d. Annual and multi-year Training Plan for intermediate supervisors;
- e. Annual and multi-year Training Plan for District storekeepers;
- f. Annual and multi-year Training Plan for District accountants.

4. OVERALL LEARNING OBJECTIVES:

At the end of the workshop, the participant will be able to:

- a. Work effectively in a group situation and as a member of a training team;
- b. Perform a training needs assessment based on analysis of a job description, input from members of group to be trained and own knowledge and experience of the work environment;
- c. Describe major factors that influence effective training and apply this knowledge in own training situations;
- d. Develop appropriate training program goals and learning objectives based on identified training needs;
- e. Select and apply appropriate training methods to achieve learning objectives;
- f. Develop and apply appropriate training aids and materials;
- g. Develop lesson plans for conducting training sessions, incorporating correctly-stated objectives, sequencing of content, appropriate training methods and aids, and methods of evaluation;
- h. Describe strategies for evaluation of trainees and training workshops;
- i. Design and apply evaluation instruments;

4. OVERALL LEARNING OBJECTIVES: (CONTINUED)

- j. Develop and write a complete two-week training workshop curriculum for one of the following FP/MCH Project District level staff:
- 1) Intermediate supervisors;
 - 2) Storekeepers;
 - 3) Accountants.
- k. Develop and defend an annual and multi-year Training Plan for implementation of a series of training workshops for the above three categories of FP/MCH staff, complete with goal and objectives, expected outcomes, complete curricula, series schedule, individual team member responsibilities and budget estimates for each workshop.

5. LIST OF PARTICIPANTS:

- Mr. B.B. Khadka.....Internal Auditor, FP/MCH Central Office, Kathmandu;
- Mr. K. Kunwar.....Senior Accountant, FP/MCH Central Office, Kathmandu;
- Mr. G.F. Mishra.....Fiscal Chief, FP/MCH Central Office, Kathmandu;
- Mr. G.B. Pradhan.....Procurement Officer, FP/MCH Central Office, Kathmandu;
- Mr. S.B. Singh.....Supply Officer, FP/MCH Central Office, Kathmandu;
- Mrs. K.C. Sumana.....Senior Public Health Nurse, FP/MCH Training Unit,
Central Office, Kathmandu;
- Mr. R. Bhatta.....Section Officer, Training Unit, FP/MCH Central Office,
Kathmandu;
- Mr. S.K. Shrestha.....Family Planning Officer, Dhulekhel FP/MCH Office,
Kavre District;
- Mr. M.R. Thapa.....Family Planning Officer, Kathmandu FP/MCH Office,
Kathmandu District;
- Mr. G.P. Pokharel.....Family Planning Officer, Syanja FP/MCH Office,
Syanja District;
- Mr. B.R. Gautam.....Section Officer, Pokhara FP/MCH Office, Pokhara;
- Mr. K.C. Acharya.....Training Officer, FP/MCH Training Centre, Nepalgunj;
- Mr. S. Sijapati.....Training Officer, FP/MCH Training Centre, Nepalgunj;
- Mr. S.R. Gautam.....Training Officer, FP/MCH Training Centre, Patlalya;
- Mr. B.B. Singh.....Training Officer, FP/MCH Training Centre, Patlalya.

6. LIST OF TRAINERS:

- Mr. P.R. Shakya.....Training Chief, FP/MCH Training Unit, Kathmandu;
- Mr. U.N. Karna.....Assistant Administrator, FP/MCH Central Office, Kathmandu;
- Mr. P.R. Rajbhandari.....Chief of Training, ICHSD Project, Kathmandu;
- Mr. E.E. Petrich.....INTRAH Consultant;
- Ms. M.T. Brown.....INTRAH Consultant.

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DATE	TIME	TOPIC	LEAD TRAINER/TRAINERS
<u>PART I: TRAINING PROCESS</u>			
Wednesday, 18 September:	10:00-11:00	Pre-test.	
	11:00-1:00	Group Process-Broken Square Exercise.	Rajbhandari and all other trainers.
	1:00-2:00	Lunch Break.	
	2:00-4:00	Orientation to Workshop.	Shakya and all other trainers.
	4:00-5:00	Training Needs Assessment.	Petrich and all other trainers.
Thursday, 19 September:	8:30-12:00	Training Needs Assessment.	Petrich and all other trainers.
	12:00-1:00	Lunch Break.	
	1:00-3:30	Training Needs Assessment.	Petrich and all other trainers.
Friday, 20 September:	8:30-12:00	Development of Goals and Objectives.	Brown and all other trainers.
	12:00-1:00	Lunch Break.	
	1:00-3:30	Development of Objectives.	Karna and all other trainers.

DATE	TIME	TOPIC	LEAD TRAINER/TRAINERS
Sunday, 22 September:	8:30-12:00	Development of Objectives and Lesson Plans.	Shakya and all other trainers.
	12:00-1:00	Lunch Break.	
	1:00-3:00	Develop and Use Appropriate Training Aids and Materials.	Brown and all other trainers.
Monday, 23 September:	8:30-12:00	Selecting and Applying Appropriate Training Methods.	Rajbhandari and all other trainers.
	12:00-1:00	Lunch Break.	
	1:00-3:30	Selecting and Applying Appropriate Training Methods.	Rejbhandari and all other trainers.
Tuesday, 24 September:	8:30-12:00	Methods of Evaluation.	Petrich and all other trainers.
	12:00-1:00	Lunch Break.	
	1:00-3:30	Developing Evaluation Instruments.	Petrich and all other trainers.
<u>PART II: CURRICULUM DEVELOPMENT</u>			
Wednesday, 25 September:	8:30-12:00	Preparing Appropriate and Complete Lesson Plans.	All trainers.
	12:00-1:00	Lunch Break.	
	1:00-3:30	Preparing Appropriate and Complete Lesson Plans.	All trainers.

DATE	TIME	TOPIC	LEAD TRAINER/TRAINERS
Thursday, 26 September:	8:30-12:00	Preparing Appropriate and Complete Lesson Plans.	All trainers.
	12:00-1:00	Lunch Break.	
	1:00-5:00	Preparing Appropriate and Complete Lesson Plans.	All trainers.
Friday, 27 September:	8:30-12:00	Preparing Appropriate and Complete Lesson Plans.	All trainers.
	12:00-1:00	Lunch Break.	
	1:00-5:00	Preparing Appropriate and Complete Lesson Plans.	All trainers.
Sunday, 29 September:	8:30-12:00	Preparing Appropriate and Complete Lesson Plans.	All trainers.
	12:00-1:00	Lunch Break.	
	1:00-5:00	Preparing Appropriate Training Materials.	All Trainers.
Monday, 30 September:	8:30-12:00	Preparing Appropriate Training Materials.	All trainers.
	12:00-1:00	Lunch Break.	
	1:00-6:00	Preparing Appropriate Evaluation Materials.	All trainers.

DATE	TIME	TOPIC	LEAD TRAINER/TRAINERS
Tuesday, 1 October:	8:30-12:00	Preparing Appropriate Evaluation Methods.	All trainers.
	12:00-1:00	Lunch Break.	
	1:00-6:00	Preparing Complete Schedule for Two-week Training Workshop for: (a) Intermediate supervisors; (b) District storekeepers; (c) District accountants.	

PART III: DEVELOPMENT OF TRAINING PLAN

Wednesday, 2 October:	8:30-12:00	Preparation of Necessary Information to Guide Planning.	Petrich and all other trainers.
	12:00-1:00	Lunch Break.	
	1:00-5:00	Identification of Trainees by Location, Number and Training Workshop Groupings.	All trainers.
Thursday, 3 October:	8:30-12:00	Preparation of Training Workshop Series Schedule.	All trainers.
	12:00-1:00	Lunch Break.	
	1:00-5:00	Preparation of Annual Training Plans for 1985/86, 86/87, 87/88.	All trainers.

<u>DATE</u>	<u>TIME</u>	<u>TOPIC</u>	<u>LEAD TRAINER/TRAINERS</u>
Friday, 4 October:	8:30-11:00	Preparation of Annual Training Budget.	All trainers.
	11:00-12:00	Preparation of Summary of Multi-year Training Plan.	All trainers.
	12:00-1:00	Lunch Break.	
	1:00-2:00	Assembly of Training Plan and Preparation of Face Page, Preface, Acknowledgements and Table of Contents.	All trainers.
	2:00-3:00	Post-test.	All trainers.
	3:00-4:00	Participants' Evaluation of Workshop.	
	4:00-5:00	Awarding of Certificates and Closing Ceremony.	

Lesson Topic: Pre-test and Broken Square Exercise.

Lesson Objective: 1. Assess Participants' Level of Knowledge.
2. Stress Importance of Group Process, Team Work, and Develop Sense of Team.

Lesson Plan Number I

Wednesday 18 September

Two hours: 10:00-12:15

Trainers: Skakya, Karna,
Rajbhandari
and Brown

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
At the end of this lesson, the participant will be able to:					
1. Given a prepared list of questions, complete a workshop pre-test in one hour.	Purpose of test. Instructions.	Reading. Writing. English Comprehension.	Individual Exercise: -Explain test purpose; -Explain different ways to answer questions, rules and time allowed; -Answer any questions.	Pre-test questionnaire. Pens/pencils.	60 minutes
2. Share a group exercise experience designed to promote positive individual behavior in groups, group process and team work.	Task to be done under what conditions.	Willingness to participate.	Group Exercise: -Briefly explain task and rules. -Start. -Review if no progress. Start again. -Complete.	One Broken Square puzzle piece for each participant. Tables. Set of Broken Square Exercise instructions.	45 minutes

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
3. Describe desirable individual behavior in group work.	Purpose of Exercise: -Distinguish between task and process; -Combining efforts results in more effective and efficient work; -Sharing skills and knowledge; -Give and take/ compromise attitudes; -Team work efforts.		Group Discussion: -Ask participants what they thought purpose of exercise was. -What behavior was observed? -What happened? -What did they learn?		30 minutes

Lesson Topic: Orientation to Workshop.
 Lesson Objective: To Familiarize Participants with Workshop
 Objectives/General Approach/Process/Products.

Lesson Plan Number II
 Wednesday 18 September
 Two hours: 10:00-12:15
 Trainers: Shakya, Karna,
 Rajbhandari
 and Brown

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
At the end of this lesson, the participant will be able to:				
1. Describe goal, major objectives and products of workshop.	Goal. Major Objectives. Products.	-Handout workshop curriculum to participants and allow time to read. -Group discussion. -Questions/answers.	Participant package containing workshop curriculum and other materials.	15 minutes
2. Describe overall approach to be used for the workshop.	Overall approach: -Build on three inter-related parts in logical sequence: Part I: Training Process-discuss, practice and apply; Part II: Curriculum Development-apply; Part III: Training Plan Development-apply.	-Refer to Flip Board outline prepared in advance as approach is discussed. -Explain briefly what will be covered in each part. -Explain importance of using time during process to produce material that can be used for incorporation into curriculum development (Part II). -Group discussion. -Questions/answers.	Workshop outline for each day of week. Flip Board. Newsprint. Felt pens.	15 minutes

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
3. Describe process to be used during workshop.	Process: -Participatory; -Learn by doing; -Combination of individual/group work; -Team oriented.	-Line-list on Flip Board. -Invite participants to share views on process. -Discuss/clarify.	Line-listing of process.	15 minutes
4. Discuss role and responsibilities of trainers in workshop.	Role/Responsibilities of Trainers: -Facilitators: -Learning process; -Training methods. -Helping: -Caring, accessible and organized. -Managers: -Administration.	-Group discussion: have participants identify what they perceive as role/qualities of trainer. -Line-list on Flip Board.	As above.	15 minutes
5. Respond to trainers expectations of participants during the workshop.	Trainers Expectations: -Participate/contribute; -Be receptive to new learning experiences; -Be task oriented; -Share skills/knowledge; -Be aware of own behavior in groups; -Be communicative/open; -Periodically self-evaluate; -Be responsible regarding attendance, assignments, etc.	-Present list prepared in advance and ask group to respond. -Give examples of each, as required.	Line-listing of trainers expectations.	10 minutes
6. Describe participants expectations of workshop.	To be identified by participants.	-Discussion: ask group what they hope to learn/accomplish. -Line-list. -Group-knowledge/skills. -Set priorities. -Summarize.	Flip Board. Newsprint. Felt pens.	

Lesson Topic: Training Needs Assessment.
 Lesson Objective: Develop Participants' Skill in Identifying
 and Performing Training Needs Assessment.

Lesson Plan Number III
 Wednesday 18 September
 Two hours: 3:15-5:00
 Trainers: Petrich and
 Rajbhandari

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
At the end of this lesson, the participant will be able to:				
1. Given a prepared format and trainee job descriptions, analyze the job description into knowledge/skills required for training of: -District Accountants; -District Storekeepers; -Intermediate Supervisors.	<p>What is Training Needs Assessment?</p> <p>Why Training Needs Assessment?</p> <p>Sources of information.</p> <p>Use of format: -Steps involved in breaking down general job statements into column for knowledge/skills.</p> <p>What is difference between: -Major job function; -Specific duties/tasks; -Knowledge; -Skills?</p>	<p>Handouts: -Job descriptions, manuals and formats.</p> <p>Demonstration: -Using prepared Flip Board format, with three job statements broken down into various columns, indicate differences between function duties, knowledge and skills. -Discuss.</p> <p>Practice: -Using blank format, take another job statement and have participants individually break it down into the four components, providing help only when required.</p>	<p>-Working format. -Job descriptions for all categories. -Procedure manuals. -Completed format on Newsprint with job statements for illustration/discussion. -Blank format, to be filled out by participant.</p>	30 minutes

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
	Recognize/categorize each of the above.	Application: -Break into five groups: Group 1: 3 Finance; Group 2: 3 Supply; Group 3: 1 FPO and 1 Section Officer; Group 4: 1 FPO and 1 PHN; Group 5: 1-2 FPO; -1-2 Intermediate Supervisors act as resource persons. -1 Trainer works with each group.		4 hours
	Differentiate between knowledge/skills.	Synthesis: -Upon completion, combine Groups 1-2, and Groups 3, 4 and 5.		1 1/2 hours
2. Produce job analysis worksheet complete with knowledge/skills identified/arranged in logical learning sequence.		Compare, discuss, agree and combine analyses into one complete job analysis sheet for use when developing curriculum in week 2.	Final product will be job analysis for: -District Accountants; -District Storekeepers; -Intermediate Supervisors.	

Lesson Topic: Development of Goals and Learning Objectives.
 Lesson Objective: Develop Participants' Skill in Writing
 Appropriate and Precise Training Goals,
 Overall and Specific Learning Objectives.

Lesson Plan Number IV
 Friday 20 September
 Six Hours: 10:00-1:00
 2:00-5:00
 Trainers: Shakya, Karna,
 Rajbhandari
 and Brown

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
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At the end of this lesson, the participant will be able to:

1. List/ describe two major factors influencing effective training instruction.

Factors:
 -Develop set of realistic training program goals/ objectives to use/ guide in preparing relevant training experiences.
 -Understand variables affecting how people learn:
 -Relevance and readiness;
 -Expectations;
 -Physical environment;
 -Active practice;
 -Feedback;
 -Reinforcement;
 -Demonstration and role models.

Ability to apply principles when preparing and conducting own training programs.

Group Discussion:
 -Relate content to participants own learning experiences;
 -What was his/her most effective learning experience? Why?
 -Review variables and ask participants to provide examples;
 -Trainer elaborates as necessary.

Newsprint listing of variables/ factors.

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
2. Classify and briefly describe three levels of objectives for use in developing a training curriculum.	<p>Three levels:</p> <ul style="list-style-type: none"> -Goals: <ul style="list-style-type: none"> -General statements describing broad training intentions; -Describe overall program in brief terms. -Overall learning objectives: <ul style="list-style-type: none"> -State in behavioral terms; -Describe course outcomes; -Summarize specific learning objectives. 	<p>Ability to distinguish, interpret and write a goal statement.</p> <p>Ability to write correctly-stated overall objectives.</p>	<p>Present several examples of each and have participants classify.</p> <p>Discussion: <ul style="list-style-type: none"> -Why are carefully-worded objectives important in developing curricula? </p>	<p>Newsprint listing of examples of goals, and overall and specific learning objectives for identification.</p> <p>Flip Board.</p> <p>Felt pens.</p>	

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
	<ul style="list-style-type: none"> -Specific learning objectives: -Enables trainer to focus on specific knowledge and skills required; -Normally preceded by statement "At the end of this lesson, the participant will be able to"; -Ensures participant knows what is expected of him/her as to skills, knowledge and attitude; -Stated in measurable and observable terms (evaluation); -Often contains statement of criteria and/or condition. 	<p>Ability to write precisely-stated specific learning objectives.</p>	<p>Discussion:</p> <ul style="list-style-type: none"> -How do precise objectives help trainer to focus and link knowledge and skills to appropriate training process and outcomes? 		

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
6. Given prepared lesson plan format, demonstrate ability to write:		Ability to:	Individual Exercise:	Plain paper and pens.	
-a training workshop goal;		-Apply knowledge to distinguish between goal, overall objective and specific learning objective;	-From training needs assessment sheet, participants select one skill or knowledge to work with;	- Lesson plan format.	
-an overall learning objective;		-Write broadly stated workshop goal clearly indicating who will be trained and for what purpose;	-Participants write own version of the workshop goal, overall and specific learning objective;	Training needs assessment sheets.	30 minutes
-a specific learning objective.		-Write overall objective clearly stating in general behavioral terms what trainee will be able to do at workshop end;	-When task completed, return to five original work groups.		
		-Write specific learning objective.	Small Group Exercise:		50 minutes
			-Exchange write-up/obtain feedback from group members;		60 minutes
			-Consolidate all goals/objectives into one set comprising goal and some objectives for curriculum to be prepared in Part II;		
			-Group leader presents to group for comment/feedback.		

Lesson Topic: Developing and Using Appropriate Training Aids and Materials.

Lesson Objective: Develop Participant Skill in Selecting, Developing and Using Appropriate Training Aids and Materials.

Lesson Plan Number V

Sunday 22 September

Five Hours: 10:00-1:00
2:00-4:00

Trainers: Rajbhandari
and Brown

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
At the end of this lesson, the participant will be able to:				
1. List ten types of teaching aids/materials.	<p>Types of Teaching Aids/Materials:</p> <ul style="list-style-type: none"> -Flip Board/Newsprint; -Blackboard; -Posters/Charts/Flash Cards; -Diagrams/Drawings; -Models, Flannel/Cloth Board; -Magnetic Board/Books; -Handouts; -Projectors: Film; Overhead; Slide. <p>Importance of Visual Aids in Learning Process:</p> <ul style="list-style-type: none"> -Learner; -Trainer; -Impact of hearing/seeing/doing on learning method. 	<p>Participants:</p> <ul style="list-style-type: none"> -Identify and line list on Flip Board; -Elicit information on materials they can use and have used in past; -What was most effective? -Why? -Show examples. 	<p>Samples of as many visual aids as can be collected. 15 minutes</p>	

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
2. Select appropriate visual aid for training method.	<p>How to select appropriate link to learning objective and training method:</p> <ul style="list-style-type: none"> -Use of aid: <ul style="list-style-type: none"> -Knowledge transfer; -Skill development; -Attitudinal change. -What type aid is required to make point? -Is aid appropriate for audience/learner, literate/illiterate, etc.? -Is size/visibility of aid appropriate for audience, individual, small/large group? -Is information/content accurate? -Is it appropriate in terms of time, cost maintenance, etc. 	<p>Group Discussion:</p> <ul style="list-style-type: none"> -Guide to include how people learn best (Lesson Plan Number IV). 	<p>Handouts: 30 minutes</p> <ul style="list-style-type: none"> -"Media Characteristics"; -"Good and Bad Examples"; -"Retaining What We Learn". 	
3. Construct a simple teaching aid for application in a training situation, using locally-available materials.	<p>Plan/build teaching aid using locally-available materials.</p> <p>Group work skills.</p> <p>Manual skills.</p>	<p>Group Exercise:</p> <ul style="list-style-type: none"> -Explain task; -Assign small groups/teams; -Each group/team to decide training aid they wish to develop; -Construct training aid; -Decide how to present to larger group. 	<p>Poster paper, 2 hours crayons, glue, flannel/cotton materials, tape, sandpaper, scissors, cardboard, drawing/tracing paper, etc.</p>	
4. Demonstrate use of training aid by linking to specific learning objective, knowledge/skills and training methods previously developed in a lesson plan.	<p>Group communication skills.</p> <p>Teaching skills.</p> <p>Ability to demonstrate effective use of the visual aid.</p>	<p>Small Group and Individual Exercise:</p> <ul style="list-style-type: none"> -Each group present with each member giving short demonstration; -Other groups provide feedback on relevancy, accuracy. Clarify. -Link presentation to session on training methods. 	<p>Visual aid 2 hours developed by participants.</p> <p>Other materials identified by participants.</p>	

Lesson Topic: Selecting and Applying Appropriate Training Methods.
 Lesson Objective: To Enable the Participant to Select and Apply
 the Training Methods Appropriate for
 Achievement of Specified Goals and Objectives.

Lesson Plan Number VI
 Sunday 22 September
 One Hour: 4:00-5:00
 Trainers: Rajbhandari
 and Shakya

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
At the end of this lesson, the participant will be able to:					
1. Describe various training methods and list advantages and disadvantages of each method.	<p>Training Methods:</p> <ul style="list-style-type: none"> -Lecture; -Group discussion: large and small; -Demonstration; -Role play; -Case study/ storytelling; -Practice exercises; -Experience in real situation. <p>Advantages and disadvantages of each training method.</p> <p>Appropriate sequence of methods.</p>		<p>Participants name training methods they have used or are familiar with, and list them on the newsprint.</p> <p>Discuss how and in what situations they were used and their effectiveness.</p> <p>Discuss advantages/ disadvantages of each method.</p> <p>Review and summarize.</p>	<p>Handouts (examples of):</p> <ul style="list-style-type: none"> -Case studies; -Role play situations; -Practice exercises. <p>List of training methods and advantages/ disadvantages of each explained.</p>	<p>15 minutes</p> <p>15 minutes</p> <p>20 minutes</p> <p>10 minutes</p>

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
2. Select appropriate method(s) for achieving different kinds of training outcomes.	Training Outcomes: -Develop skills; -Acquire information; -Develop favorable attitude.	Ability to apply knowledge of training methodology and desired outcomes to select appropriate training methods for a given learning objective.	Individual Exercise: -Participants complete exercise sheets;	Exercise sheets detailing selection of training methods.	10 minutes
			-Discuss types of training outcomes and selection of training based on the exercise;	Completed task analysis sheets.	10 minutes
	-Participants select a learning objective;			10 minutes	
	-Participants select appropriate methods to achieve objective;			5 minutes	
	-Discuss selected methods and rationale for selection;			10 minutes	
	-Review/summarize.			15 minutes	

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
			Trainer should insure each participant in group selects a different method for his/her practice session.		
			Groups to discuss each plan and reach consensus, then prepare materials required for presentation.	Materials pertaining to learning objectives (to be selected by participants).	30 minutes (Preparation of visual aids will be done on separate basis.)
			Groups to make presentation to class.		
			Following group presentation and feedback, participants comment/discuss application of different methods based on trainers/participants experiences.		
			Review/summarize.		

Lesson Topic: Training Evaluation Methods and Instruments.
 Lesson Objective: To Develop Participant Skills in the Design and Application of Evaluation Methods and Instruments.

29.
 Lesson Plan Number VII
 Tuesday 24 September
 8:30-4:00
 Trainers: Petrich and Karna

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
1. Identify and discuss different purposes of evaluation.	Definition: -Process of determining how well things are being done. Trainee: -How much does the trainee know? -How well does the trainee perform? Training and trainer: -What should the training be? -How effective was it? -How can it be improved?		Review and discuss the definition and purposed of training evaluation.	Handout: -"Finding Out How Effective Your Program Is".	15 minutes
2. Identify and discuss four specific types of evaluation.	Types of Evaluation: -Pre/post-test at beginning/end of training workshop (or other training activity); -Evaluation during the training workshop; -Evaluation on the job, before/after the training workshop; -Evaluation of workshop as a whole.		Participants relate previous evaluation experiences and value to training. If not offered, ask how they evaluate their trainees at different stages. Line list responses on flip board. Review/compare with curriculum content for completeness.		30 minutes
			Participants copy information from flip board for future reference.		

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
3. Identify/discuss different types of pre/post evaluation questions.	Types of Pre/Post Evaluation Questions: -True/false; -Multiple choice; -Fill-in; -Short answer; -Essay; -Demonstration (skills). Advantages/disadvantages of each type of question.		Review/discuss each type of evaluation question and advantages/disadvantages. Trainer explains/demonstrates how to write more difficult objectives: -True/false; -Multiple choice; -Fill-in.		30 minutes
4. Design set of alternative pre/post-test questions for a specific learning objective.	How to write different types of pre/post-test questions. Learning objective to be evaluated.	Ability to write following types of pre/post-test questions: -True/false; -Multiple choice; -Fill-in; -Short answer.	Trainer reviews the worksheet to be completed and exercise instructions. Participants fill out the worksheet by designing test questions.	Lesson plan containing previously-prepared learning objective. Worksheet: -"Pre/Post-Test Questions".	15 minutes 60 minutes
		Ability to design pre/post-test questions appropriate to learning objective.	Participants present results/obtain feedback from team members.		45 minutes
		Ability to accept/use feedback.	Individuals revise questions if feedback suggests necessity.		15 minutes

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
5. Design training workshop evaluation instrument for following curriculum categories by translating/adapting an instrument.	Purpose of training workshop evaluation.	Ability to: -Translate English to Nepali; -Select correct characteristics to be evaluated, including performance of trainers.	Trainer reviews/discusses exercise instructions and existing workshop evaluation instrument to be translated/adapted.	Lesson plan previously prepared, describing training workshop goal.	15 minutes
	Training workshop goal for: -Intermediate Supervisors; -District Accountants; -District Storekeepers.	-Negotiate differences of opinion in training team setting.	Participants form teams to translate/adapt evaluation instrument.	Existing workshop evaluation instrument and adaptation.	2 hours
			Training teams share adapted instrument with each other and obtain feedback. Each team revises its instrument on basis of feedback.		30 minutes

Lesson Topic: Curriculum Development.

Lesson Plan Number VIII

Lesson Objective: To Demonstrate Ability to Develop an Appropriate and Complete Training Workshop Curriculum in:
a) Intermediate Supervision, b) District Accounting, and c) District Storekeeping.

Wednesday 25 September
to Monday 30 September

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
1. Prepare appropriate and complete lesson plans for entire two-week training workshop.	(See Lesson Plans III to VII.)	(See Lesson Plans III to VII.)	Review/discuss completed job analysis sheets and workshop goal statement.	Completed job analysis worksheets.	20 minutes
			Participants form teams to develop outline of major curriculum topics to be covered. Each topic serves as separate lesson plan.	Completed sample lesson plan.	30 minutes
			Teams share proposed outline of topics/obtain feedback.	Lesson plan worksheets. Procedures Reference Manual.	30 minutes
			Teams prepare final topic outline based on feedback.		20 minutes

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
			Teams divide curriculum topics and assign topics to members to develop draft lesson plan.		15 minutes
			Participants develop lesson plan for each topic assigned.		3 hours
			Participants exchange/obtain feedback on each lesson plan developed.		1 1/2 hours
			Training teams review lesson plans/feedback and prepare final version of each lesson plan.		7 hours

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
2. Prepare appropriate training materials for each lesson plan of the two-week training workshop.	(See Lesson Plans V and VII.) Completed training workshop learning objectives. Availability of curriculum content materials.	(See Lesson Plans V and VII.)	Review/discuss development of training materials.	Completed lesson plans.	15 minutes
			Participants form teams to divide/assign work.	Curriculum content source materials, including procedure reference manuals.	30 minutes
			Team members prepare assigned training materials.	Training aid supplies.	3 hours
			Individuals exchange training materials to obtain feedback. Feedback will be written down for future reference.		2 hours
			Individuals return to teams to prepare final versions of training materials. Revise work on basis of feedback and additional ideas from team members.		8 hours

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
3. Prepare appropriate pre/post-test instrument on basis of learning objectives included in training workshop lesson plans.	(See Lesson Plan VII.)	(See Lesson Plan VII)	Participants form teams and assign individuals to work tasks, either by curriculum topic or by learning objective.	Completed worksheets for lesson plan VII. Completed lesson plans for two-week training workshop.	20 minutes
			Individuals design pre/post-test questions for curriculum topics or learning objectives assigned.	Completed training materials for training workshop.	60 minutes
			Exchange/obtain feedback on questions. Feedback written down for future reference.		30 minutes
			Teams prepare final pre/post-test instrument on basis of feedback.		2 hours

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
4. Prepare appropriate, complete lesson plans for entire two-week workshop.	(See Lesson Plans III to VII.)	(See Lesson Plans III to VII.)	Review/discuss completed job analysis sheets and workshop goal objective.	Completed job analysis worksheets.	20 minutes
			Teams develop outline of major curriculum topics to be covered in training workshop. Each topic serves as separate lesson plan.	Completed sample lesson plan.	30 minutes
			Teams share proposed outlines/obtain feedback.	Lesson plan worksheets.	30 minutes
			Teams prepare final topic outline based on feedback.	Procedures Reference Manual.	20 minutes
			Teams divide/assign curriculum topics. Each member responsible for developing first draft lesson plan.		15 minutes

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
			Participants develop complete lesson plan for assigned topics.		3 hours
			Participants exchange/ obtain feedback on lesson plans developed. Feedback should be written on lesson plan.		1 1/2 hours
			Training teams review, obtain feedback and prepare final version of each lesson plan.		7 hours

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
5. Prepare complete schedule for two-week training workshop in: -Intermediate Supervision; -District Accounting; -District Storekeeping.	Amount of time each lesson plan will require. Appropriate hours of the day and days of week to conduct workshop.	Time scheduling.	Participants form teams to reconcile existing time differences, and to insure everything that needs to be done in two-weeks available can be done.	Completed lesson plans. Completed training materials. Completed evaluation materials. Worksheet: -"Two-Week Training Workshop Schedule".	1 1/2 hours

Lesson Topic: Training Plan Development.

Lesson Objective: To Demonstrate Ability to Develop and Defend
a Training Plan for a) Intermediate Supervisors,
b) District Accountants, and c) District
Storekeepers.

Lesson Plan Number IX
Wednesday 2 October
to Friday 4 October

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
1. Prepare appropriate introductory information to guide detailed planning.	Training Workshop Goal developed in Lesson Plan IV. Curriculum developed in Lesson Plan VIII.	(See Lesson Plans I to VIII.)	Trainer reviews/ discusses product to be produced, including proposed training plan outline.	Worksheet from Lesson Plan IV containing workshop goal. Handout: -"Training Plan Outline".	30 minutes
			Trainer reviews/ discusses worksheet and exercise instructions.	Worksheet #1: -"Introductory Information for Training Plan".	15 minutes
			Participants individually prepare worksheet.		30 minutes
			Participants form teams, review individual worksheets and prepare one worksheet based on team consensus.		60 minutes

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
			Teams share their introductory workshop information by presenting to large group and obtaining feedback.		60 minutes
			Teams revise/discuss worksheet.		30 minutes
2. Identify trainees by location, number and training workshop groupings.	Data on target trainees by district and number. Training facility locations and transportation access. Optimum number of trainees per workshop.	Ability to group trainees by geographical location related to training facility locations, and by appropriate number per group.	Trainer reviews/discusses exercise instructions and worksheet. Participants form teams and transfer data to columns I, II and III of worksheet.	FP/MCH Staff Lists by District. Worksheet #2: -"Trainees by Location, Number and Workshop Groupings".	20 minutes 20 minutes
			Teams assign trainees to workshop groupings.		60 minutes

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
3. Prepare training workshop schedule.	Uncommitted time available for scheduling workshops.	Ability to organize/schedule workshops in available time periods and priority sequence.	Trainer reviews/discusses team exercise instructions and worksheet.	Master Training Plan for FP/MCH.	15 minutes
	Availability of training facilities by name.			Completed Worksheet #2.	45 minutes
	Availability of trainers by name.			Worksheet #3: -"Training Workshop Schedule".	
			Participants form teams/assign each workshop to a specific time period/location.		45 minutes
			Teams share/compare workshop schedules to reconcile any scheduling or location conflicts.		
			Teams revise their training workshop schedules.		30 minutes

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
4. Prepare annual training plans for 1985/86, 86/87 and 87/88.	Introductory information to guide workshop planning.	Ability to transfer data between worksheets completely and accurately.	Trainer reviews/discusses how to prepare worksheet #4.	Completed worksheets #2 and #3. Worksheet #4: -"Annual Training Plan".	20 minutes
	Trainees by type, number and location.		Participants form teams and prepare worksheet #4 for 1985/86.		60 minutes
	Training workshop schedule.		Teams exchange worksheets and obtain feedback on worksheet.		30 minutes
			Teams revise worksheet for 1985/86 and prepare worksheets for 86/87 and 87/88.		1 1/2 hours

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
5. Prepare annual training budgets for 1985/86, 86/87 and 87/88.	Unit costs for training expense items.	Ability to: -Estimate amounts of expense items;	Trainer reviews/discusses the budget preparation exercise and how to fill out worksheet #5.	Partially-completed worksheet #4.	15 minutes
	Training workshop expense items by type and amount.	-Compute total costs from unit costs and subtotal costs.	Participants form teams and prepare workshop budget using worksheet #5.	Information sheet on training expense item unit costs.	
			Teams present total workshop budget and briefly review basis of cost estimates.	Worksheet #5: -"Training Plan Budget for Two-Week Workshop".	60 minutes
			Teams prepare final budget based on feedback and enter results on worksheet #4.		60 minutes

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
6. Prepare summary of multi-year training plan.	Annual training plans and budgets.	Ability to: -Transfer data between worksheets completely/accurately;	Trainer reviews/discusses how to complete worksheet #6.	Completed worksheet #4.	15 minutes
	Introductory information to guide planning.	-Compute cost per training day and cost per trainee.	Participants form teams and prepare worksheet #6.	Worksheet #6: -"Summary of Multi-Year Training Plan".	45 minutes
			Teams exchange/provide feedback on worksheet #6.		20 minutes
			Teams revise worksheet.		20 minutes

LEARNING OBJECTIVES	KNOWLEDGE REQUIRED	SKILLS REQUIRED	LEARNING METHODS	MATERIALS REQUIRED	TIME REQUIRED
7. Assemble training plans and prepare face page, preface page with acknowledgments, and table of contents.	Introductory information to guide development of training plan.	Ability to: -Write face and preface pages; -Organize pages of training plan in logical sequence according to outline provided and prepare table of contents with accurate page numbers.	Trainer reviews training plan outline and discusses assembling training plan worksheets and preparing the front pages.	Training Plan Outline. Completed worksheets #1, 4, 5 and 6.	15 minutes
	Annual and multi-year training plans.		Participants form teams and assemble worksheets and prepare front pages.		30 minutes
	What is appropriate information for face page, preface page and table of contents?		Teams exchange front pages and obtain feedback.		30 minutes
			Teams prepare final version of front pages and assemble complete training plan.		15 minutes

APPENDIX D

LIST OF MATERIALS DISTRIBUTED/DEVELOPED

FP/MCH TOT WORKSHOP

POKHARA, NEPAL

LIST OF MATERIALS DISTRIBUTED/DEVELOPED FOR WORKSHOP:

<u>List of Materials</u>	<u>Needed for Session on</u>	<u>Day when needed</u>	<u>Available</u>	<u>To be prepared</u>
1. Pretest Questionnaire	General Session	LP I		
2. Broken Square Game pieces and instructions	"	LP II		
3. Participant package containing workshop curriculum & other materials	Orientation to workshop	LP II		
4. Workshop outline for each day of week	"	LP II		
5. Line listing of process to be used during the workshop	"	LP II		
6. Line listing of - Role and responsibilities of trainers - Trainers' expectations of participants	"	LP II		
7. Working formats for job analysis	Training need assessment	Lp III		
8. Job descriptions for all categories	"	LP III		
9. Procedure manuals	"	LP III		
10. Completed format of job analysis for illustration	"	LP III		
11. Blank formats for job analysis by participants	"	LP III		
12. Handout 'Retaining what we learn'	Factors influencing effective instructions	LP IV		
13. Newsprint listing of Goal statements, overall objectives, specific learning objectives as samples for participants to identify - 3 of each - mixed up - correctly states	Development of objectives	LP IV		

<u>List of Materials</u>	<u>Needed for Session on</u>	<u>Day when needed</u>	<u>Available</u>	<u>To be prepared</u>
14. Handout 'Writing an objective'	Development of objectives	LP IV		
15. Identification of objective components worksheet	"	LP IV		
16. Worksheet containing incomplete/incorrect learning objectives and complete/correct objectives	"	LP IV		
17. Lesson plan format	"	LP IV		
18. Samples of teaching aids/materials (as many kinds as can be collected)	Developing and using Training aids + materials	LP V		
19. Handouts a. 'Media characteristics' b. 'Good and bad examples'	"	LP V		
20. Examples of objectives in lesson plan format	"	LP V		
21. Poster paper, crayons, flannel materials, glue, sandpaper, cotton material, cardboard, drawings, tracing paper, scissors, tape etc.	Preparation of visual aids	LP V		
22. Examples of sample a. case studies b. role play situations c. practice exercises, etc., used in training	Selecting and applying appropriate training methods	LP VI		
23. List of training methods with advantages & disadvantages explained	"	LP VI		
24. Exercise sheets on selecting training methods	"	LP VI		
25. Filled out task analysis sheets (filled out by participants)	"	LP VI		

<u>List of Materials</u>	<u>Needed for Session on</u>	<u>Day when needed</u>	<u>Available</u>	<u>To be prepared</u>
26. List of learning objectives previously prepared by participants	Selecting and applying appropriate training methods	LP VI		
27. List of participants	"	LP I		
28. Examples of Pre/post test questions	Evaluation Methods	LP VII		
29. Modified participant reaction form for trainee;	"	LP VII		
30. Pre/post test work sheet format	"	LP VII		
31. Lesson Plan Format	Curriculum Development	LP VIII		
32. Checklist for a training workshop	"	LP VIII		
33. Training Plan Outline	Training Plan	LP IX		
34. List of I.S. by District	" "	LP IX		
35. FP/MCH training/sterilization plans for 85/86/87	" "	LP IX		
36. Training Plan Work sheets	" "	LP IX		