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FROM THE AMERICAN PEOPLE

**Technical Assistance for Capacity building In Midwifery, Information and Logistics
(TACMIL) Health Project**

ESTABLISHING CMWS IN THE COMMUNITY: A GUIDE TO RUNNING A BIRTHING STATION

TRAINERS GUIDE

Acknowledgements

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A MAP TO USING THE TRAINERS GUIDE

Introduction

This guide is for those trainers who have taken the Master Training of Trainers course for “Establishing CMW-s in the Community” and are going to conduct this program. The trainers guide provides comprehensive session plans, a case study, handout material, and additional support material.

This course is developed using a participatory, experiential training model. It is assumed that the trainer will use the strategies incorporated in this guide to conduct the training to maximize participant involvement and learning. The trainers guide provides step-by-step instructions for presenting the technical content. It is strongly advised to follow the instructions when delivering this training (especially for the first time). The session plans are designed systematically so that skill and knowledge is built and expanded on.

Participant Profile

This course is for CMW-s who will operate a private birthing station. The aim of the course is to develop knowledge and skills to establish, run and operate a private birthing station.

Participant Preparedness

The design of the course assumes that participants will actively contribute to discussion and engage in class activities and exercises. Participants must be aware that this course is a hands-on learning experience.

The Training Room

Sufficient space is needed for 20 participants to comfortably sit and work. It is recommended that the training room work space be set up in a U- shape so there is room for the trainers to comfortably use the middle area to lead discussion, monitor work progress, and encourage a collaborative learning environment.

Additionally wall space is needed for posting flipcharts and if used an overhead transparency.

At least one flipchart stand is necessary, two if available.

Trainer Resources Needed to Deliver the Training

- Trainers guide
- Participant workbook (1 copy for each participant)
- Overhead projector (if using instead of flipcharts)

- Screen or wall space for overhead projector
- Pre-made copies of overhead transparencies or flipcharts
- Pencils for participants
- Notebooks for participants
- Standard training room material: flipchart stands and paper, different color markers, tape, hole-punch, etc.

Using the Trainers Guide

The training guide is presented by module. Each module provides the Trainer with the **Module Objectives, Time, Methods, Materials, and Step-By-Step Instructions**.

- The **objectives** are crucial to a conducting a training. The objectives are the measure by which to determine if participants are learning the technical material. It is important to present the objectives at the beginning of each module so that the participants know what they will be learning.
- The **time** that each session will take is flexible depending on the trainer, the number of participants, skill levels of the participants, etc. Use the time frame as what is recommended, but adjust it depending on the other issues.
- The **methods** indicate to the trainer how the session is to be conducted. This will also alert the trainer to the preparation and material that is needed.
- A list of the **materials** that the trainer will need to conduct the module to include flipcharts/transparencies, handouts, pages in workbook, etc.
- The **step-by-step instructions** provide the trainer with a systematic approach that should be followed to conduct the training. When following the instructions the trainer must also keep in mind that relevant examples from personal experiences should be used to emphasize the technical material and participants should be encouraged to discuss their own experiences.

Important Notes for the Trainer

1. **The course uses a pre and post test.** The purpose of this is two-fold; first to measure the increase in learning that took place during the training, second to measure how well the trainer conducted the training. If the results of the pre to post test are substantial the trainer should assume the

technical material was presented in a way to promote learning. If the results of the pre to post test were not substantial or in fact limited, it can be assumed that the technical material was not presented in a manner to promote learning. The trainer must take this information to improve their presentation.

The pre-test should be given during the course introduction. It should be explained clearly why the pre and post test is used. Additionally it should be noted that participants should not include their names but a birth date so that the test is anonymous but we can compare the pre and post test. The pre and post test is included in the appendix of the Introduction.

2. **Flipchart material is included in the trainers guide for each module.** The trainers guide describes the flipcharts that should be prepared before the training. This is for ease of access.
3. **The step-by-step instructions are provided as a guide for the trainer.** The instructions have been written to provide the trainer with detailed instructions on how to conduct the session. There are alternative ways to present the material. However the technical material has been designed to be presented systematically. Examples can be changed. However try to present the technical content as described.
4. **Use transitions between topics or when beginning a new module.** When starting a new topic always have a quick review of the previous material and either link to or describe the content that will be presented next. As a trainer you need to take your time and ensure that the participants understand what you have just covered and then where the material is going.
5. **Questions have been provided to process and review the technical material.** Use these questions and add your own. These questions are an integral part of the experiential learning cycle. Remember as a trainer you need to present the technical information, have participants work on practicing the skill and using the knowledge that has been learned (this is through the case study), report the information, draw conclusions that have been learned, and then relate this to what they will do and how they will do it after the training.
6. **End of day evaluations have been included in the appendix of the introduction.** The end of day evaluations are an important tool for the trainer to use to get feedback on how the course is going. This information is vital to a trainer so that you can prepare appropriately for the next day of training. The end of day evaluations are different from the end of course evaluation.

7. **Use the trainers privilege and take a break when necessary.** If the trainer feels that the participants need a break take two minutes for people to get up and move around.
8. **Your job as a trainer is complex.** You need to know the technical material, be prepared to guide a group of 20 participants through complicated information, manage the training room to ensure that the environment is conducive to learning. **THE TRAINER NEEDS TO BE PREPARED.** Make sure you have all the material photocopied, the transparencies and flipcharts prepared in advance, and know what you are going to do.

Introduction

1. Welcome participants to the training Establishing CMW-s in the Community.

2. Introduction of trainers

Have each trainer introduce themselves with name, a short description of professional background, and other courses they have conducted.

3. Introduction of participants

Have a fun way of introducing participants such as the name game, the ball toss, etc.

4. Participant Expectation

This can be done in different ways. One easy way is to have a flipchart on the wall when the participants come in and ask them what they expect to get from this training.

Another way is to pass around index cards for participants to write what they expect to get from this course.

When they are finished trainer to collect the papers and distribute amongst the group.

Tell

Each participant to read the expectation.

The reason to do this is to make sure that the participants expectations are in line with the objectives of the course. If there is something the course will not cover this must be addressed immediately. If the expectation is not in line with the objectives of the course the trainer must make this clear up front.

5. Overview of the training. Describe (and show on flipchart)

A brief overview of the training course Establishing CMW-s in the Community.

- Describe the Objectives of the course:

Objectives: At the end of this course participants will be able to:

- Discuss how a village based private birthing station model will contribute to providing a necessary service to the local community and help generate an income for the CMW;
 - Describe the midwife's responsibilities in running a private health clinic to understand how to organize their own clinic;
 - Use business and recordkeeping tools in an organized way to operate the private birthing station on a sustainable basis;
 - Communicate effectively with clients, community, and [competitors] to inform about Community Midwife services, create linkages with other healthcare providers and other services, build awareness, and provide excellent service;
- The duration of the course and the meeting times (2 days; 9 – 5/6)

6. Describe participatory nature of the course

This training course is designed using participatory methods. This is a very active training course and participants are expected to take an active role during discussions and activities.

7. Setting ground rules

Facilitator to either show pre-established ground rules or establish those rules with the group. The facilitator can begin the discussion that the ground rules are to ensure that the course is presented in an effective and effective way. Ground rules can include:

- Participants actively engage in discussion and activities
- Wait for your colleague or the trainer to ask or answer a question before speaking.
- Be on time so that we can end on time
- Turn cell phones off
- If you have a concern about how the course is being conducted speak to the trainer directly

8. Pre and post assessment

The pre and post assessment. Point out this assessment is to measure participants' knowledge acquisition. The same assessment will be given at the end of the training. This assessment is anonymous, participants are to write only this birth date on the line provided, not their names. Give participants 10 minutes to complete the pre test. If necessary give more time.

A copy of the pre assessment is included in the appendix along with an answer sheet.

Schedule of Training:

Day 1:

Introduction: 45 minutes

Module 1: Your Private Birthing Clinic: Providing Excellent Mother and Newborn Care to the Community 1 hour

Module 2: Making Connections in the Community 4 hours 20 min

Module 3: The Private Birthing Station Toolkit 1 hour

Day 2:

Module 3: 3 hours

Module 4: Quality Service 2.5 hours

Module 5: Planning for the Future 1 hour

Pre Training Assessment

Birth Date:

Today's Date:

1. Describe why it is important to keep a record of the medicine and supplies you have at the birthing station. (1 point)

2. When should you record the information on the supply card: (1point)
 1. Every day
 2. Every time the supply or medicine is used
 3. At the end of every week

3. The reorder level for supplies and medicines tell you: (1 point)
 1. How much you need to order
 2. When you need to reorder
 3. Which clients have used the medicine or stock

4. Money that comes into the birthing station from clients/patients is called: (1 point)
 1. Salary
 2. Receipt/Income
 3. Expenses

5. Money that goes out of the birthing station is called: (1point)
 1. Salary
 2. Receipt/Income
 3. Expense

6. What do you record in a cash book : (1 point)
1. All the income and expenses the business has
 2. Only the income of the business
 3. Only the expenses of the business
 4. None of the above
7. Which of the following could be expenses of a private birthing center (circle all the answers that could be expenses): (4 points)
1. Cleaning supplies
 2. Rent
 3. Medicine
 4. Salary
8. How often should you record the private birthing stations income and expenses: (1 point)
1. Once a month
 2. Once a week
 3. When you receive money or purchase something
9. Receipts are important because (circle all the correct answers): (4 points)
1. Receipts are a record of how much someone paid you
 2. Receipts are a record of how much you have paid for something
 3. A record of what you have purchased
 4. A record of the services you provide
10. List three ideas you can use to promote, or communicate, about your private birthing station: (3 points)
- 1.
 - 2.
 - 3.
11. Name two things you need to open a bank account: (2 points)

12. To determine how much you will charge for fees you need to know: (Circle all correct answers) (3 points)

1. How much the costs are for the service
2. How much the clients are willing to pay
3. How much other birthing stations are charging
4. None of the above

Use the cash book below to fill in the following money that came into a birthing station and went out of a birthing station:

13. Mrs. Ali comes to the birthing station on March 2 2009 for a prenatal visit.

The cost of the visit is Rs 50. Mrs. Ali pays you cash. (1 point)

14. On March 3 you purchase some bleach for Rs. 45. (1 point)

CASH BOOK								
Receipts					Payments			
Date	Description	Cash	Amount		Date	Description	Cash	Amount

Module 1 Trainers Guide:

**Your Private
Birthing Clinic:
Providing Excellent
Mother and
Newborn Care to the
Community**

- A. Overview of a Private Birthing Station**
- B. What Private Businesses' Do**
- C. Planning for the Future: What a Private Birthing Station Could Look Like**

*Trainer Guide:
Module 1: Your Private Birthing Station:
Providing Excellent Mother and Newborn Care to the Community*

Time	Content	Method/Activity	Resource Material
Module 1: Your Private Birthing Station: Providing Excellent Mother and Newborn Care to the Community			
Overview of the Private Birthing Station			
10 min	<ul style="list-style-type: none"> - Overview of a Community Midwife - Pre-service training - What they will receive - What could happen in the future 	Discussion	
What Private Business Do...			
30 min	<ul style="list-style-type: none"> - The Game of Business - Definition of a private business - The future private birthing station 	Demonstration Discussion	Pictures of products Money Vouchers
Planning for the Future: What a Private Birthing Station Could Look Like			
20 min	<ul style="list-style-type: none"> - What does your private birthing station look like? - 	Dream visualization	

Module 1: Your Private Birthing Station: Providing Excellent Mother and Newborn Care to the Community

Learning Objectives:

At the end of this module participants will be able to:

- Discuss what business do and how a private birthing station is a business
- Describe how a business owner gets paid
- Discuss why it is important to plan for the future of the birthing station

Key Terms:

Cost: The amount of money spend to purchase something.

Entrepreneur: A person who organizes, manages, and owns a business.

Private Business: A business that is owned and operated by one or more people, that sells a service or product that people want or need.

Retail: A business that sells goods and products directly to the consumer.

Revenue: The amount of money received for providing a service or the sale of something.

Service Business: A business that sells its skills and time.

1.A Introduction to The Private Birthing Center

1. Overview: Explain that CMW-s' have received clinical training in midwifery, have or will be receiving equipment to set up a birthing station, and will be establishing a private birthing center in their communities. Some things important to emphasize are that:
 - The birthing stations will be established, owned, and run by each community midwife; the word private means that you will be the owner of the birthing station.
 - They will receive equipment, some supplies from the government or donor groups for the birthing station
 - They will receive a small stipend from the government. A CMW will be able to receive income in exchange for providing birthing services. The income will be paid to you by the people who use your midwifery services.

This course is to help you think about and prepare for when you are a fully operational business, one that will collect fees/income for the services you provide.

-

1.B What a private business does...

Demonstration: Trainer to play the role of a store owner. Distribute “money vouchers” to five participants. Have items for sale at the front of the room (*these items are pictures of items that are on the following pages or use your own pictures. Each picture has a price. The money vouchers are written on separate pieces of paper and given to 5 participants. The prices should be Rs. 350, Rs 500, Rs 750, Rs 1250, Rs 3200*). Participants come to the front of the room to purchase what they would like. Exchange the product for the ‘money voucher’.

The purpose of this visual activity is to establish that a private business operates on the basis of the sale of a product or a service in exchange for money. People buy things according to their needs, wants, and preferences.

Discussion: Ask

- What took place during the demonstration? (*Clients purchased a product they wanted; they exchanged cash for the product.*)
- Why did the clients select specific products to buy? (*They only had enough money for certain products, they wanted some specific, they liked the way something looked.*)

- How would you describe what a private business does? (*sells products or services in exchange for money*)
- What does this mean about what the private birthing center will do?(*the private birthing center will provide services in exchange for fees/income*).
- From where does the owner of a private business receive salary from? (*as the owner of a business people receive a salary from the money that is left over after the expenses are paid – for a midwife who owns a private clinic this means you can pay yourself a salary after all the expenses have been deducted from the revenue/income.*)

1.C What does your private birthing station look like?

- a. Dream visualization: This activity is to encourage participants to think about the dream and vision they have for their private clinic. The information from this will be used during the course to remind participants that in order to achieve their vision they must plan for the establishment of their clinic and run it effectively in order to build the dream they have.

Have people close their eyes and picture what their private birthing station will look like. With their eyes closed ask participants to visualize:

- The building where they will establish the birthing station.
- Opening the door to the clinic; where is the door, what does the clinic look like inside.
- What do the interior rooms of the birthing station look like, how many rooms are there
- The equipment in the birthing center (table, light, cabinet, etc)
 - The supplies
 - Clients
 - How your birthing center impacts the community

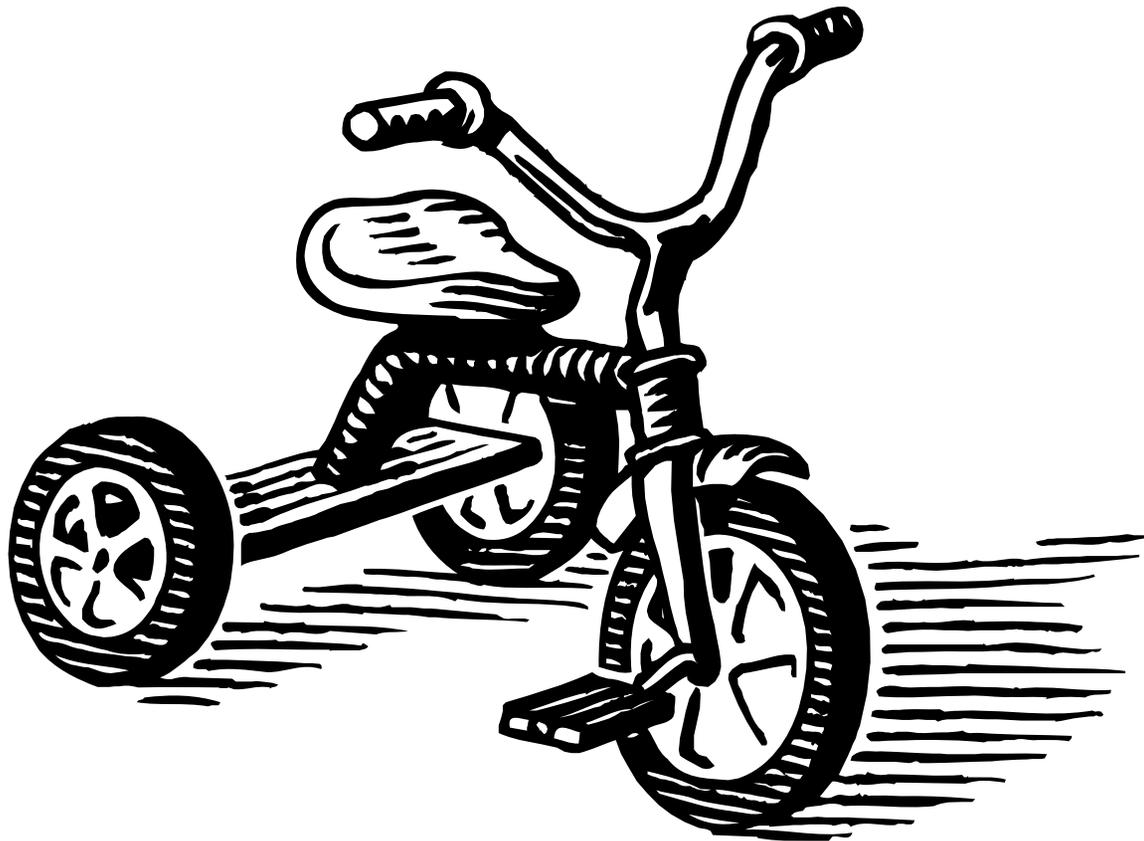
- b. Through a series of questions ask participants to describe what their clinic looks like. This could include:

- Where is the clinic located?
- How many rooms does the clinic have?
- What kind of equipment does the clinic have?
- What does the interior of the clinic look like?

Write this information on the flipchart in an organized way to map out what a birthing station could potentially look like.

- c. Summarize and emphasize:

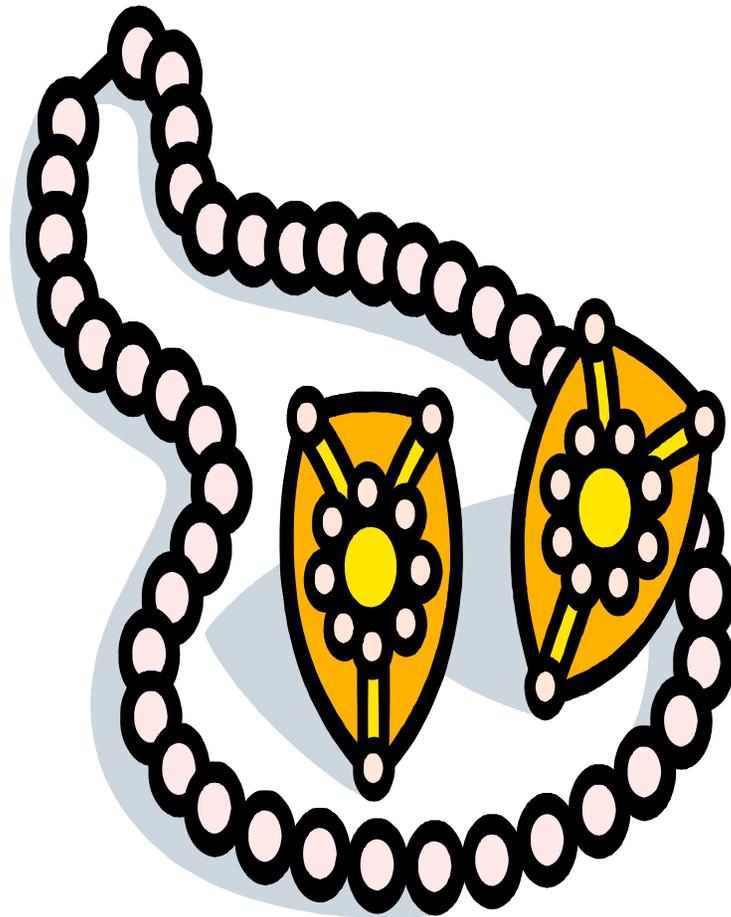
- Each vision may be a little different – but there are similarities – healthy clients, clean and hygienic conditions, etc.
- These ideas and dreams can become a reality. This will take planning, organizing, coordinating, and effort.



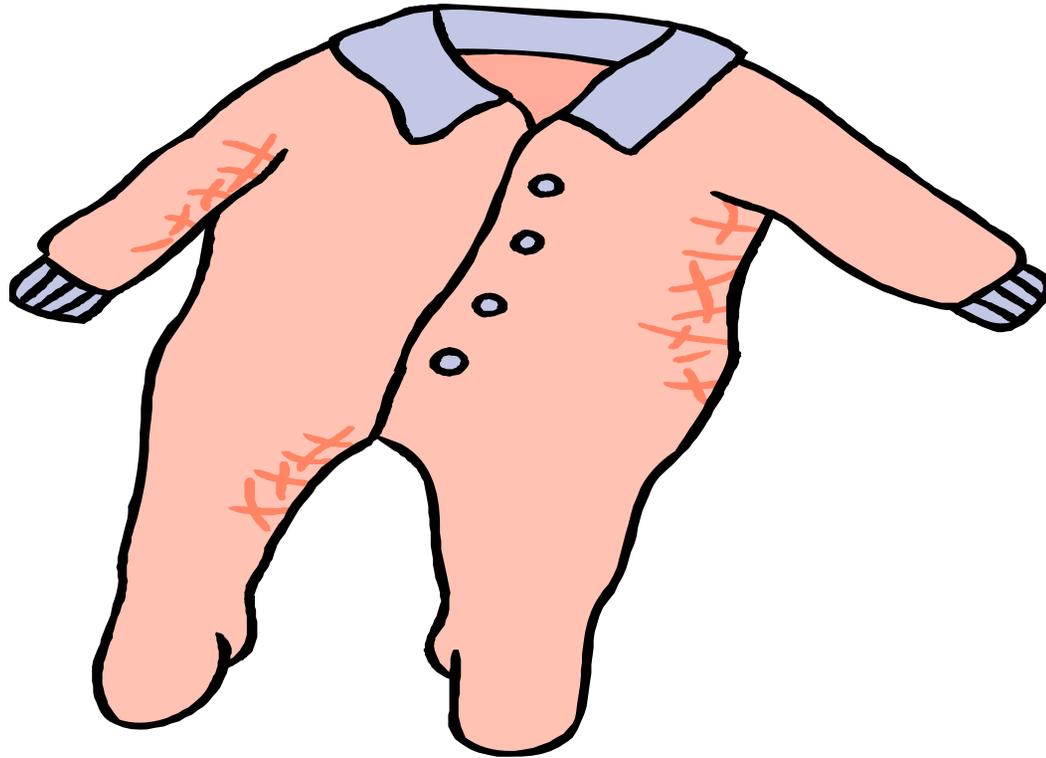
Rs 3000



Rs 500



Rs 1500



Rs 950



Rs 925



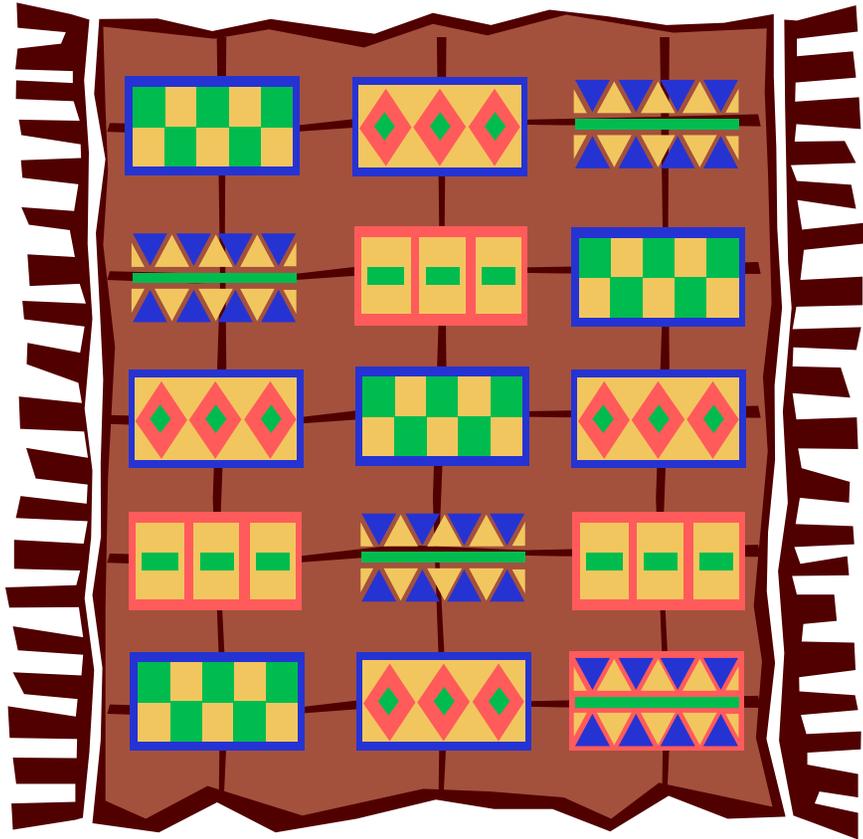
Rs 250



Rs 450



Rs 5000



Rs 950

**Module 2
Trainers Guide:
Making Connections
in the Community**

- D. Know Your Clients, Community, and Complementary Services**
- E. Ideas to Promote Your Services**
- F. What Fees Do You Charge?**

Module 2 Summary

Time	Content	Method/Activity	Resource Material
Module 2: Making Connections In the Community			
Know Your Clients, Community, and Complementary Services			
1.5 hours	<ul style="list-style-type: none"> - The Importance of Relationships: With Whom and Why? - Defining what is special about your birthing station - 	Discussion Small group work Individual activity	Workbook
Ideas to Promote Your Services			
1.5 hours	<ul style="list-style-type: none"> - What is promotion? - Practical ideas to promote your birthing station 	Group discussion Discussion Small group activity	Material to make promotion examples
What Fees Do You Charge?			
1 hour	<ul style="list-style-type: none"> - How much will you charge? Why is this an Important Question? - Ways to determine the price of a service - Determine costs 	Discussion/demonstration Lecturette Demonstration Small group activity	Workbook 'Money vouchers' Cups Bottle Flipcharts: Service Fees of other Midwives, Cost of Product form Workbook

Module 2: Making Connections in the Community

Learning Objectives:

- Discuss the importance of establishing relationships with clients, community, and complementary service providers
- Define specific activities to communicate information about your birthing station
- Identify different ways to promote the birthing station
- Discuss the importance of service fees and why charging fees are necessary

Key Terms:

Advertising: This is one method of communicating your message to potential clients. This includes using brochures, newspapers, magazines, radio to deliver your message to make people interested in using your service.

Clients: These are the people you are serving.

Competitor: This refers to others in your community who offer similar products and services. It includes pharmacies, doctors, other midwives, for example.

Complementary Services: This refers to others in your community who offer products and services that you do not. This could include doctors for referral, pharmacies who sell products you do not.

Products: These are the items you purchase for re-sale in your practice.

Promotion: This refers to communicating your message about your business. This includes informing clients and potential clients about your services.

Publicity — is promotion you can get by using the media, such as a newspaper or radio, to inform people about what you offer.

Services: These refer to the activities that you do for your clients.

Sales Promotion: Offering special deals or incentives to clients to buy your services.

2.A Know Your Clients, Community, and Complementary Services

2. The Importance of Relationships: With Whom and Why?

- a. Overview: Starting up anything new takes time, initiative, creativity, commitment, and patience. An important part of this process is taking the time to recognize the opportunities in your community, what they are, who they are, and the best way to work together to start the operations of your birthing station and to continue services.
- b. Describe the three different groups that it is important to establish relationships with, include examples: Write each name on the flipchart and describe.

Clients/potential clients who will use your services are people who need health services for maternity and delivery care, family planning, and guidance for healthy habits. **Clients** are a critical part of your birthing station as they are the group who will use your services and therefore pay for your services. Example; women of child bearing age

Community Leaders/groups are those organizations and/or people in your community who have influence on how the community operates, what happens in the community, and can make important decisions for the community. This group of people and organizations are important to build relationships with as they could help to deliver your message to other parts of the community, facilitate the start up of the birthing station, as well as other ways. Example; religious leader

Complementary Services are other organizations and businesses in your community that provide services or goods that add to and/or go beyond what you can provide. A **Competitor** is an organization or business in your community that provides similar services that you offer. Example: LHW

- c. Small group work: Divide the class into three groups. Assign each group one of the relationship categories; clients, community, or complementary services. In the small group members are to discuss the following:
 - Specific community members who fall into the category they have been assigned.
 - A description of why the identified member is important to build a relationship with.
 - What specific information do you want to get from this member/group or give to this person/group.

Each group should write their responses on a flipchart. Each group needs to be prepared to share this information with the group.

After each group presentation, discuss and revise the information when necessary.

- d. Individual Exercise: Who will you build relationships with?: In the participant book there is an exercise for participants to complete to think about who specifically in their communities they need to build relationships with. Give participants 10 to 15 minutes to think about and write responses to the questions.
3. What is your message?
 - a. Overview: Describe that as part of your ongoing work it is important to think about what to communicate when describing the birthing station. You might ask yourself why this is important. There are a few reasons: 1) you need to communicate how the clinic will benefit the greater community; 2) you need to attract clients to use your services; 3) you need to demonstrate how your service is different than other similar providers; 4) might need to convince other complementary service providers to recommend your clinic as well as establish a relationship for referrals.

What is important to think about is clients will use your services because the service will satisfy a need or a want that your client has.

- b. Ask and write on a flipchart: What are the services that the CMW birthing station provides?
- c. The list above describes the services you offer. When you describe your message to build relationships and get clients you need to think about what your service will do for your clients. For example: A bicycle store sells bicycles to help people get somewhere; a furniture store sells comfort; a dentist provides a nice smile.
- d. Small group activity: What message do you want to tell about your birthing station?: With a neighbor talk about what you are selling/offering that you want to communicate. Come up with a short written message about what the birthing station will provide. Give participants 5 to 10 minutes to talk about the message and write in their workbooks what the message is.

Go around the room and have each group talk about the message they want to relay. Point out the similarities.

2.B Ideas to Promote Your Birthing Station

1. What is promotion?

- a. Overview: Discuss that we talked about relationships that are important when starting the business and for the continued success of the business. These relationships are important because you are informing people about what you do, understanding how to work with other resources in the community, and establishing how the community can help you establish your birthing station.

Promotion is different than relationship building because through promotion you are getting your message out to clients/potential clients – creating awareness about what you offer, informing and attracting clients to buy your services.

b. Ask and write responses on a flipchart:

- Think about businesses you are familiar with. How do they 'promote' what they are selling? *Responses could include: name of business, name of business on building, advertisement in paper/magazine, radio, brochures, campaigns, etc.*
- Why do these businesses use these techniques? *(They want clients and potential clients to be aware of what they have/offer/sell).*
- Are these appropriate techniques for a birthing station to use? Why or why not.

2. Practical Ideas to Promote a Birthing Station

- a. Describe that promotion includes a range of activities that you can use to communicate the services of your birthing station. Knowing the right method to use depends on your clients. The most basic level of promotion begins with yourself: your behavior and the perceived level of skill and knowledge you have. Ask:
- How can your knowledge be used to promote your business? (keep up with the latest training, ideas, and technology)
 - How can your behavior influence your clients? (Professional demeanor, hygiene, respect for the client, confidentiality, interest in their well being etc).
- b. Describe low cost promotion ideas in detail. Capture important points about the idea such as what to consider when using the promotion technique, tips for using the promotion technique, etc. Make examples to emphasize good techniques. (*Ideas to include are name for the clinic, signage – on the clinic, directional signage; speaking to groups*)

– women's groups, associations, clubs, community groups; speaking at engagements such as a community meeting, seminar, etc.; brochures).

- c. Create a sign, leaflet or brochure to promote a birthing station. In groups of 4 participants are to create a sign, leaflet or brochure for a birthing station to inform clients/potential clients. Each group is to:
 1. Decide on a name of the clinic,
 2. The message they want to convey
 3. Any other information they think is important

Have material available for participants to use such as markers, paper, old magazines, scissors, glue, tape, etc. Encourage participants to be creative in creating a message they want to communicate. Groups have 25 minutes.

Display finished ideas around the room for people to see. Under each example have a piece of paper available for participants to write comments regarding what they liked about the example and what they think could be improved. Number each finished display. 15 minutes to look at the examples.

Trainer to collect the written feedback. Review the session by pointing out common themes found in each example and giving positive comments for each display. Review the feedback from the participants. Discuss when appropriate. The purpose of this activity is twofold: 1) to reinforce participants ideas and encourage creativity; and 2) to encourage participants to think critically about something they have learned and how to apply it.

- d. Individual Exercise: Your Plan: Promotional Ideas for my birthing station. Participants to use the format in their workbook to think about and come up with 3 different promotional ideas to plan for their birthing station.
- e. Summarize that people need to know about your birthing station and how your birthing station will satisfy a want or a need. There are many ways to promote your birthing station. You need to remember that promoting your birthing station is a part of running your own birthing station.

2.C What Fees Do You Charge?

1. How much will you charge? And Why is this an important question?

- a. Demonstration: This activity is to show participants that the fees they charge for their services must be sufficient to cover the cost of supplies, rent, and their time.
- Have one person volunteer to be the seller/entrepreneur. This person is selling a special drink. The person sells the drink for R 130/glass. Have this person come to the front of the room to sell the drink. Randomly give 10 participants a voucher for R 130 (on the following page or make your own). Have the participants come to the front to buy a cup of the drink from the seller by paying with the voucher.
 - Ask the seller how much she has after 10 participants have bought the drink. The answer is Rs 1300. Remark that this is a lot of money. But is it really?
 - Show the following information by writing on the board and asking questions:

The seller/entrepreneur buys the drink in a large container and here are the costs:

One large container of the Drink cost Rs 1,000.

Each container makes 10 drinks.

To make one drink it costs Rs100 (Rs 1000 the cost of the drink/10 (the number of drinks per container = 100))

Disposable cups cost Rs 1000 for 100.

One cup costs R 10 (Rs 1000 the cost of the disposable cup/100 the number of cups)

How much does it cost to make one drink?

Total cost per one drink = Rs 110. (Rs 100 +10)

- Ask: If the seller sells one cup of the drink for Rs 130, how much will be left over? Write on the board $130 - 110$ (the cost of making the drink)

Answer Rs 20. This means for every drink sold the seller gets Rs 20.

- Ask: if the seller sells 10 cups a day how much money will they have at the end of the day? Answer Rs 200

This is how much I keep in my pocket for all this hard work. This is a lot of money. But is it?

- If the seller had to buy more supplies (drink and cups) at the end of the week would they be able to ?

- If the seller is supporting a family would they have enough money to do so?

2. Ways to determine the price of a service

- a. Overview: We have learned that it is important to think about how much you will charge as fees at the birthing station. This is important because you need to make sure that the birthing station brings in enough money to pay for all expenses and provide you with money at the end of every week or month for income/salary. If you do not put any thought into how much you will charge for specific services it is possible that you are not covering all your costs.
- b. Lecturette: There are three kinds of information you need when you establish the fees/prices for services; 1) how much the costs are for the service, 2) how much the clients are willing to pay for the services; and 3) what competitors/other birthing stations are charging for these services.

During the previous demonstration the seller determined the initial price of the special drink based on all the costs of providing the drink plus some money to pay for a salary/income. At the end of the demonstration the seller was influenced by what the competition was selling their special drink for.

Summarize and conclude: It is important to remember that for your community midwife services you need to think seriously about how much you will charge your clients. If you decide not to charge your clients any money for the service you might find out that you will not have any money to run the birthing station. If you chose to let the client determine how much they will pay you it is possible you might not make enough fees to cover the costs of the birthing station. You have to set the standard.

- c. Ways to identify fees your competitors/other birthing stations are charging their clients
- Show the form in the workbook, Service Fees of Other Midwives. Have a copy of this form on the flipchart. Guide the participants through the form.

Review the form so that participants understand how to use the form. Describe that the top row is to write the names of clinics they will be gathering information about. The second row is for their personal observations. The rows below are to write the services they want to find out how much fees are being charged.

As a group fill in a couple columns and rows as examples.

Discuss how they can use this form to think about how much they will charge in fees for their services.

Ask:

- One pricing strategy is to charge less than competitors. How will clients perceive this? What about if you charge more?
- What are ways to find out the fees your competitors/other birthing stations are charging their clients? (*ask women who have used the service, visit other birthing stations, dr. offices, share the information they find, ask your local MAP association, etc.*)
- If other midwives are collecting these fees for the services they provide what does that say about what you might consider charging?
- What specific information will be helpful to have? Make a list of the information. (*This could include prenatal visit – for one visit, is there some kind of package for 4 visits?, normal delivery, postnatal, episiotomy, home delivery vs birthing station delivery, etc*)

Ask:

- What could this information tell you?
- What will you do with this information?
- Suggest that after the class if participants have time they could try to get some information.

d. Determine costs

Overview: Describe that there are specific supplies and equipment that will be provided to Community Midwives. Some of the supplies will be replenished in a specified time period; for other supplies, if you want to make sure they are available in your birthing station, you will have to buy these. You need to be sure that when someone pays you a fee for some service, the cost of the supply is covered.

Go through an example: This information is in the participant workbook so they can follow:

During a routine pre-natal checkup you identify that a client has a vaginal infection. You determine that the client needs a course of antifungal vaginal treatments. You have this in your supply. You know that the prenatal exam has a fee of Rs 50. But do you include an additional charge for the antifungal treatment? You purchased this for Rs. 25 for 10 tablets. You recommend the patient take a course of 1 tablet for 5 days. What do you do? How would you charge the client?

Step 1: Cost of supplies. Use the Cost of Products form in the workbook:

1. List the item you want to find the cost for
2. List the purchase price for a specific quantity
3. Include additional costs: this could include transportation/storage costs
4. Find the total purchase price (Purchase Price + Additional Costs)

	Item	Purchase Price	Additional Costs	Total Purchase Price (Purchase Price + Additional Cost)	Price you paid per Tablet (Total Purchase Price / Quantity)
1	Antifungal Vaginal Treatment	Rs 25 for 10 tablets	Rs 15	Rs 35 for 10 tablets	Rs 3.5 per tablet

Step 2: Determine the Price for One Unit and How much you Charge the Client

1. Find the price you paid for one unit of the medicine or supply (Total purchase price / quantity)
2. If the product is a medicine, you can charge the client the price you paid per one unit of the medicine. On the label of the medicine is the suggested selling price
3. If the product is some kind of supply – such as a sanitary napkin, you can add a few rupees for the final selling price.

Show an example of this:

	Item	Purchase Price	Additional Costs	Total Purchase Price (Purchase Price + Additional Cost)	Price you paid per Tablet (Total Purchase Price / Quantity)	Price you charge the Client
1	Antifungal Vaginal Treatment	Rs 25 for 10 tablets	Rs 15	Rs 40 for 10 tablets	Rs 4 per tablet	
2	Sanitary Napkins					

- e. Exercise: Calculate how much you will charge for the product.
 - Participants to work in pairs to determine how much they would charge a client for each of the products.

- In a large group, go through each item to make sure participants calculated the price per unit correctly. Then ask how much they would charge the client and why.
- Emphasize the importance of making sure you cover your costs. One way to do this is to make sure you charge clients an appropriate amount to cover the cost of the product plus any additional costs that you incurred to sell the product.
- By having the product at the birthing station to sell you are providing a convenience.

Module 3
Trainers Guide:
The Private Birthing
Station Toolkit

G. Record System for Consumables

H. Keeping Track of Your Cash In and Cash Out

I. Opening a Bank Account

J. Business Registration

Module 3 Summary

Time	Content	Method/Activity	Resource Material
Module 3: The Private Birthing Station Toolkit			
Record System for Consumables and Equipment			
1.5 hours	<ul style="list-style-type: none"> - System for recording what you have and what has been used - Buying: What, When, Where - Ideas to control costs 	Discussion Demonstration Exercise Discussion	Flipchart w/supply card Exercise in workbook
Keeping Track of Your Cash In and Cash Out			
1.5 hours	<ul style="list-style-type: none"> - The importance of knowing income and expenses - Cash in and cash out record keeping system - Issuing receipts and keeping invoices 	Discussion with a group problem to calculate Demonstration Group Game Exercise Discussion Demonstration Exercise	Flipchart w/cash book Cash Book Receipt book Exercises in workbook
How to Open a Bank Account			
45 hour	<ul style="list-style-type: none"> - How to open an account - How to write a cheque - 	Discussion Demonstration Exercise	Demonstration Exercise in workbook
Business Registration			
15 min	<ul style="list-style-type: none"> - What business registration means - Steps to register the business 	Discussion	

Module 3: The Private Birthing Station Toolkit

Learning Objectives:

- Describe different kinds of records that are used in running a birthing station and how these records can assist in operating and making decisions for the birthing station.
- Keep a list of what the birthing station has and what is used to know when it is time to order more
- Use a cash book to record money that comes in and money that goes out
- Describe different income and expenses of a birthing station
- Describe what a receipt is and know how to write a receipt
- Create a simple system to keep their records
- Describe what business registration is and how to register a business
- Know how to open a bank account
- Write a cheque and keep a record of the balance in a bank account

Key Terms:

Cash Book: A book to write down all the transactions in your business. This should be filled in every day.

Costs: Amounts paid by the business for goods and services used in the business.

Other words for this are expense and payments.

Expenses: Amounts paid by the business for goods and services used in the business.

Other words for this are costs and payments.

Income: Money received by a business for goods and services. This is money clients pay for the service. Other words for this are revenue, sales, and receipts.

Payments: Amounts paid by the business for goods and services used in the business.

Other words for this are costs and expense.

Transaction: An exchange of money for goods or services.

Receipt: A written document provided to customers when they pay for something.

Receipt Book: A book used to issue receipts to clients.

Receipts: Money received by a business for goods and services. This is money clients pay for the service. Other words for this are income, revenues, and receipts.

Revenue: Money received by a business for goods and services. This is money clients pay for the service. Other words for this are income, sales, and receipts.

Reorder level: This is the point at which the level of units available for an item is low and you need to reorder from your suppliers. It should be equal to the number of units you estimate you need until new stock is delivered.

Sales: Money received by a business for goods and services. This is money clients pay for the service. Other words for this are income, revenue, and receipts.

Sole Proprietor: An individual owner of a business.

Stock cards: These are records for each item of stock you maintain in the business. Each stock card details the date an item enters or exits the business and also has a running balance so that you can tell at any time how much is remaining.

Supply Record: A record of all the goods or materials you have.

3.A Record System for Consumables

4. System for Recording What You Have and What Has Been Used

- a. Overview: Like all businesses your private birthing station will have supplies and medicines on hand. You need these materials to perform your midwifery duties. When setting up your birthing station it is important to make sure that you have a way to know what you have purchased, what you have, and what has been used. Keeping a written record of this information is a way that you can have this information on hand.

Some of the supplies and medicines will be provided to you on a quarterly basis by the Ministry of Health, NMNCH, District Health Office or a donor group your clinic might be associated with. There will be some supplies and medicines that you will buy. It is important to keep a record of all the supplies and medicines.

- f. Ask and write responses on flipchart:
 - What are examples of the supplies and medicines your birthing clinic will have?
 - Why do you think it is important to keep of record of this information?
- g. Demonstration of how to fill in the Supply and Medicine Card
 - Have a flipchart prepared with an example of a supply card. Do not fill in the information. With the group fill in the information so they can see how it is done. **Participants have a blank copy of the supply card in their participant workbook. They should fill this in as you demonstrate how to use the card.**

Say: The first card is for Sterile Syringe, disposable, 5 ml. , The Expiry Date is 12/2010. cost per item is 2.5, selling price is 3, and reorder level is 5 (describe that the re-order level is when there are only 5 syringes left you need to reorder/get more syringes).

Describe that on February 8, 2009 the midwife received 10 syringes. Show how this is recorded.

On February 9, 2009 2 syringes were used. Write in the out column that 2 syringes were used. Show how you calculate how much is left, the balance.

On February 13, 2009 1 syringe was used. Ask what the balance will be.

Use the information in the supply card below and continue to complete the supply card.

Product:	Sterile Syringe, disposable, 5 ml			
Expiry date:	12/2010			
Cost per item:	2.9			
Selling price:	3			
Re-order level:	5			
DATE	DETAILS	Supply Received	Supply Used	BALANCE
8.2.2009	Received Syringe	10		10
9.2.2009	Used		2	8
13.2.2009	Used for Mrs. Bhatti		1	7
17.2.2009	Used for Mrs. Chaudhry		1	6
19.2..2009	Used for Mrs. Rana		2	4
20.2.2009	Ordered more			
22.2.2009	Used		1	3
23.2.2009	Received syringe	20		23

- Where is a convenient place to keep the stock card? (*for example each supply could have a card that is kept in a box, in a notebook*).
- When should you record the in and out of the supply? (*when the supply or product is taken or as soon after as possible*).
- What can happen if the stock card is not kept up to date? (*incorrect information that could lead to running out of a supply, making wrong decisions*).
- Is there additional information you can think of to include on the supply card?
- What advantages are there to use a supply card?

h. Extra Exercise: If time permits use this exercise to confirm participant knowledge in filling in a supply card.

Participants to fill in a supply and medicine card that is in their workbook. Participants to work individually or in pairs to complete the exercise.

- Give participants 20 minutes to complete the exercise.
- When all participants have completed the supply cards go through each supply/medicine card to make sure everyone did it correctly.
- After a review of the Pain Killer/Analgesic card discuss:
 - o the expiry date is not filled in. Why is it important to have this information? (Talk about the importance to use the supply cards to monitor the expiration date).
- After a review of the Sterile Compress Gauze discuss:
 - o What important information does this card tell you when you filled in the last note?
 - o What do you have to do next?
- After a review of the micronutrients:

- How could the CMW have a 0 balance?
- What should she have done?
- If you ran out of another supply that is very important for a safe birth what would happen?

Use these notes to fill in the supply card:

March 1	Received a bottle of 50 pain killers. Paid Rs 50 for 50 tablets. Took a taxi to town to buy. The taxi cost Rs 15.
March 2	Used 2 pain killers during a delivery
March 5	Used 2 pain killers
March 30	Used 2 pain killers

Product: Pain Killer/Analgesic Expiry date: Cost per item: Rs 1.3/tablet Selling price: Rs 2.6/tablet Re-order level: 5 tablets				
DATE	DETAILS	IN	OUT	BALANCE
1 March	Purchased bottle of pain killer	50		50
2 March	Used 2 pain killers during delivery		2	48
5 March	Used 2 pain killers		2	46
30 March	Used 2 pain killers during delivery		2	44

March 2	Used 1 piece of sterile gauze compress during a delivery
March 15	Used 1 piece of sterile gauze compress during a delivery
March 30	Used 1 piece of sterile gauze compress during a delivery

Product: Sterile Compress, Gauze Expiry date: None Cost per item: Rs 4.2/piece Selling price: Rs 8/piece Re-order level: 3 pieces				
DATE	DETAILS	IN	OUT	BALANCE
February 27	Used 1 during delivery		1	6
March 2	Used 1 during delivery		1	5
March 15	Used 1 during delivery		1	4
March 30	Used 1 during delivery		1	3

March 3	Saw a new antenatal patient. Gave her 10 tablets of micronutrients
March 17	Gave a new antenatal patient 10 tablets of micronutrients
March 23	New patient came back for more micronutrients. Gave 10 more

Product: Micronutrients Expiry date: January 2011 Cost per item: Rs 1.5/tablet Selling price: Re-order level: 15 tablets				
DATE	DETAILS	IN	OUT	BALANCE
February 27	Gave 10 tablets		10	30
March 3	Gave 10 tablets		10	20
March 17	Gave 10 tablets		10	10
March 22	Gave 10 tablets		10	0

- i. The Re-Order Level: Describe what the re-order level is and why this is important to have on the stock card. Show the formula for determining the re-order level: **Average consumption rate of product x Number of days needed for delivery.**

In the large group work out a simple example. Syringes: Let's assume that at your clinic you use approximately 5 syringes a

week. As syringes do not have an expiration date you chose to buy a box of syringes at a time because they are a less expensive. It usually takes 3 days to get the syringes delivered. What is your re-order level? In other words, when do you call for more supplies of syringes? (.5 (number per day) * 3 days for delivery = 1.5)

5. Buying: What, When, and Where

- a. Overview: Some of the supplies and drugs needed for the birthing station will be provided to you. There could be other supplies that you need or like to have. And there could be times when you run out of the supplies or drugs that have been given to the birthing station. You need to think about where you will buy these supplies.
- b. Describe that there are different kinds of businesses where you can buy supplies and medicines. There are stores that sell goods in large quantities, wholesale stores. These stores usually sell to other stores as well as individuals. The prices of these products can be less expensive but you must buy in large quantity. There are stores that sell individual goods directly to the consumer. These are called retail stores. Prices are higher at these stores and they generally sell goods individually. You might consider buying your purchases at either of these kinds of stores for the clinic.
- c. Explain that buying from a wholesale business might give you better prices. But to do that you usually need to buy in large quantities.

Ask:

- What are the dangers of buying in large quantities? (*Too many supplies on hand, have used your money to buy the supplies, if there is an expiration date possibility that the good will expire*). Note: *if you return a product with an expiry date of 1 month you might be able to exchange the product. Ask the seller*).
- What are ways that you can use to take advantage of buying from a wholesaler but not having to keep all the supplies. (*talk to other CMW-s and see if they want to buy together. This way the cost will be lower.*)
- What are ways that you can buy supplies and drugs at a local pharmacy, for example, but keep the prices lower for you? (*negotiate with the owner, tell them you will buy exclusively from them*)

3.B Keeping Track of Your Cash In and Your Cash Out

1. Overview: Recording and monitoring how much cash comes into the birthing station and how much goes out of the birthing station is an important part of being an entrepreneur and a social entrepreneur. Remember that you need to operate your birthing station on a commercial/private basis in order to make sure that you can continue providing the important birthing services to your community.

This means you need to be able to buy the necessary goods and material for the birthing station, pay yourself a salary, provide services and collect fees from clients for the services.

Present this 'problem' for participants to calculate:

Say at the beginning of the week you got Rs 1550. There is a very special occasion coming up and you went to purchase cloth to make a special outfit. You and a friend took a taxi to town for Rs 50. You went to a cloth store and purchased a beautiful piece of cloth for Rs 600. You took the cloth to a tailoring shop and they said it will cost Rs 500 to make your outfit. You left the material and then went to buy a bracelet you saw for Rs 100. Afterward you went to a store and bought small gifts to bring home to your family. This cost Rs 300. Do you have enough money to take a taxi home?

Ask:

- How much money did you spend?
- Did you have enough to pay for a taxi home?

If participants wrote the information down as you presented the 'problem' emphasize that by writing down the information you were able to keep an account, record, of how much was spent and on what. This makes it easier to keep track of your money.

If participants did not write the information down emphasize that it is important to keep track of this because it is difficult to remember later.

Summarize: This section will look at ways to keep track of the money you spend to operate the business and the money that comes into the business.

2. A Book for Recording Cash In and Cash Out: The Cash Book
 - a. Introduce and define money coming into the business. Write 'Money Coming Into the Business' on a flipchart. Ask:

- From whom does money come into the business? (*Clients*)
 - Why do they pay money to the business, birthing station? (*for the services they receive and you give*).
 - Describe that money coming into the business is also called income, revenue, or sales.
- b. Introduce and define money going out of the business: Write 'Money Going Out of the Business' on a flipchart. Explain that money that goes out of the business are to purchase different supplies and resources for the business. Ask:
- What kind of supplies and resources might you have to buy for the business? (*This can include purchase of supplies, drugs, rent, equipment, salary, transportation, electricity, telephone, water, for promotion, etc*).
 - Describe that money going out of the business is also called costs, payments, or expenses.
- c. Explain the cashbook: The cash book is a written record of all the money coming into the business, receipts/revenue; and all the money going out of the business; payments/expenses. This is called a cash book because when you receive the money or give the money is when you record the information:
- Show a typical cashbook. Additionally have two pages of the cash book drawn on a flipchart; one page for receipts and one page for payments. Explain and show that on the left side of the cash book is where you write all the money that comes into the business, the receipts or revenue; the right side of the cash book is where you write all the money that goes out of the business, the payments or expenses. Tell participants they have a copy of the cash book in their workbook.
 - Demonstrate how to fill in the receipts/revenue side of the cash book. Give an example: Mrs. Ali comes to the clinic on March 2, 2009 for a prenatal visit. The cost of the visit is Rs 50. Mrs. Ali pays you cash.
 - Give a few more examples and ask participants to tell you what to write.
 - Demonstrate how to fill in the payments side of the cash book. Give an example: On Monday you purchase some supplies in town. You spend Rs 50 on a bottle of bleach. The cost of the taxi is Rs 100.
 - Give a few more examples and ask participants to tell you what to write.
- d. The Cash Book Game:
- Divide participants into four groups.
 - Each group must have a flipchart:

Receipts			
Date	Particulars	Cash	Total Receipts

Payments			
Date	Particulars	Cash	Total Payments

- Groups to select one person to go first. The first person is to listen to the situation that is read aloud by the trainer. These are below. They must decide if this is a receipt or payment and record the information correctly. When the first round of participants are finished, each group to select another participant. This is to continue until every participant has a chance.
- When the 'game' is finished:- if there are any incorrect answers discuss.
- - Ask the teams to calculate how much money is left over (Receipts – Payments, 3580 -2562). Let them figure this out for themselves. Point out that at the end of every week/month they need to reconcile how much money has come into the business and how much money has gone out of the business. You need to make sure that the amount of cash you have on hand is the amount once you subtract all your payments for a period from all the receipts for the period.
- Ask: If your expenses are greater than the money you collected (your income) what should you do?
- If you have money left over, you collected more money (your income) than you paid for expenses, what should you do with that money?

Mrs. Ali comes for a pre-natal visit on Monday. The cost of the visit is Rs. 50. She pays for the visit before she leaves.	On Tuesday you walked to town to buy bleach. The bleach cost you Rs 50.
Mrs. Imran delivered a baby at the birthing station on Sunday. Her family came on Tuesday to pay you Rs 2500 for the delivery.	On Thursday you were having an educational talk at the birthing station on healthy eating. You purchased some food supplies for a demonstration

	during the meeting. The cost of the supplies was Rs 12.
Mrs. Rana came to the birthing station on Wednesday because she was not feeling well. You performed an examination and referred her to a Doctor. She paid you Rs. 30 for the visit.	Friday was the last day of the month and you paid your salary. Your salary was Rs. 2200

Receipts				Payments			
Date	Particulars	Cash	Amount	Date	Particulars	Cash	Amount
Monday	Mrs. Ali prenatal	50	50				
Tuesday	Mrs Imran delivery	2500	2550	Tuesday	Supplies	50	110
Wednesday	Mrs. Rana: exam	30	2580	Thursday	Supplies	12	122
				Friday	Salary	2200	2622
		Total	2580				

Total Receipts = 2580

Total Expenses = 2262

Money left over = 318

- e. Extra time activity: If time permits you can use the following exercise or have participants fill in some of the transactions for practice:

Cash Book Exercise: In pairs participants are to work on the Cash Book exercise in their workbook. Participants have 20 minutes to complete this.

To review the activity have a flipchart prepared with the receipts and payment form. Ask one pair how they recorded one transaction. Write this information in the prepared form. Go around the room to complete the form.

Transaction:

- 2/1 You have Rs 1500 cash on hand for the business.
- 2/2 You buy some supplies for the birthing center. You spend Rs. 85 on cleaning agents.
- 2/3 You decide to make brochures to let people know about the birthing station. You buy some materials at the market to make these. You spend Rs 65 for promotion material.
- 2/4 A client visits the birthing station. She heard about the birthing station from a friend. Since this is a first visit you explain to Mrs. Rana about your fees. You give her an examination. She pays you Rs. 40 for the visit.
- 2/7 You pay yourself a salary of Rs 1500 for the week.

- 2/8 A friend of Mrs. Rana's comes to the birthing station. She is not feeling well. This is Mrs. Ali's first visit. You give her an examination and identify she has a vaginal infection. The cost of the visit is Rs 40. She pays you this money. You tell Mrs. Ali that she can buy the treatment for the vaginal infection from you. She decides this is the easiest as she will not have time to go to a dispensary. She does not have money but says she will come sometime during the week to pay. She owes you Rs. 17.50 for the antifungal vaginal treatment.

Receipts				Payments			
Date	Particulars	Cash	Total Receipts	Date	Particulars	Cash	Total Payments
1-Feb	Cash in your cash box	1500	1500	2-Feb	Cleaning supplies	85	85
3-Feb	Ante Natal exam	40	1540	3-Feb	Stationary Supplies	65	164
8-Feb	Ante Natal exam	40	1580	7-Feb	Salary	1500	1650

What is the total receipts/cash that came into the birthing station: 1580

What is the total payments made by the birthing station: 1650

How much cash do you have at the end of 2 weeks? Receipts – Payments = (70)

3. Issuing Receipts and Keeping Receipts

- a. Overview: Another important part of keeping your records is every time a client pays you for a service or buys something from you, you need to acknowledge that you received the money by giving them a receipt for their payment. When you purchase something for the birthing station you also need to get a receipt for the money you paid for that good.

A receipt is a written confirmation that you received a specific amount of money from a person; or you paid a specific amount to a vendor for something.

Ask:

- Why is it important to give each client a receipt when they pay you money for something they buy from the birthing station?
- Why is it important to get a receipt for goods that you purchase for the birthing station?

What do you do with the receipt?

- Exercise: Participants to work in pairs. Use one of the completed cash book entries from the flipchart game. Participants are to identify the transactions that require the CMW to write a receipt for the services delivered and paid for.

Participants are to use the receipts in their workbook to fill in the information.

When everyone is done complete the exercise in the large group. In the large group fill in a receipt form drawn on the flipchart. Make sure everyone has completed filling in the receipt properly.

Ask:

- Why is it important to give clients a receipt?
- Why is it important to get a receipt when you purchase something?
- Where should you keep the receipts? (*talk about keeping the receipts in boxes. Ask/explore with participants the idea of setting up a system so that all sales receipts are kept in one box, all expense receipts are kept in another box. At the end of every week or month you can go through the box to make sure that you have recorded the information in your cash book.*)

4.C Opening a Bank Account

1. How to open an account

- a. Describe why it is important to have a bank account. (*Keep money safe, maintain records, deposit, save, make payments easily, if you want to borrow it will be easier if you have history with a bank.*)
- b. Describe the steps for opening an account (*have someone introduce you to the branch representative, talk to them about your needs, fill in the application, get a reference*)
- c. Describe the different kinds of accounts: current or savings; describe that there are different kinds of accounts and some require a minimum amount of money to open the account as well as to maintain the account.
- d. Review a list of questions that they need to ask at the bank:

What kind of accounts do you have?

How much money do I need to open an account?

How much money do I need to keep in the account?

How often can I use the account?

- e. Review the sample account application form. Go through each section so people know what information is needed on the application. Tell participants that the bank representative will help them complete the application.
2. How to write a cheque
- d. Describe that an important part of having a bank account is that you can use cheques to pay for purchases and goods.
 - e. Use a picture of a cheque and the cheque stub to describe what is on the cheque. Go through each part of the cheque and describe what it is for and what it means. Participants can follow using the sample cheque in the workbook.
 - f. Use at least one example to fill in a cheque. Draw a cheque on the flipchart to demonstrate this.
 - g. Exercise: Writing a cheque. Participants to individually write out a cheque in the Exercise: Practice Writing a Cheque.

3.C Business Registration

1. What does it mean to register a business and how do you do this?

Describe that business registration is a process to make the business a legal entity.

2. Introduce the steps to register a business: Write this information on a flipchart as you discuss.
 - *Decide on and select a Business Name;*
 - *Open an account at a local bank's branch close to you;*
 - *Next request the bank to issue a letter stating that this is your account and business;*
 - *Submit the bank certificate and your application with the Tax Authority i.e the FBR (Federal Board of Revenue) - formerly known as the CBR (Central Board of Revenue) ;*
 - *If you already have a National Tax Number (NTN) - the same NTN will be used for your Sole Proprietorship status.*
 - *If you do not have a National Tax Number you must apply for one. A copy of the National Tax Number form is on the next page.*
 - *Once the status is added, you are a registered legal entity.*

**Module 4
Trainers Guide:
Quality Service**

- K. Make Your Clinic the Place to Go: Quality Service**
- L. Checklist for Maintaining Quality Service**

Module 4 Summary

Time	Content	Method/Activity	Resource Material
Module 2: Making Connections In the Community			
Make your clinic the place to go			
2 hours	<ul style="list-style-type: none"> - What does quality service mean? - Actions that enhance your quality of service - Attitudes that enhance quality of service - Active listening 	Role play Brainstorm Individual activity Small group activity Lecturette	Workbook Scenarios for Roleplay
Checklist for Maintaining Quality of Service			
1 hour	<ul style="list-style-type: none"> - Keeping a record of the physical environment - Making a checklist - Using the checklist 	Small group activity	Workbook form

Module 4: Quality Service

Learning Objectives:

By the end of this session, you will be able to:

- Describe how quality of service can affect how you serve in the community
- Discuss several ideas to enhance the quality of service
- Create a checklist of critical tasks and responsibilities that must be reviewed on a timely basis to ensure quality service



Key Terms:

Quality Service: Providing excellent, compassionate, and caring maternal and newborn services to clients that include a CMW-s clinical skills, attitudes, and actions.

Paraphrase: Restating what another person has said in your own words.

Summarize: To communicate in words important ideas, facts or data for further discussion, decision makings, review progress, or take action.

Active Listening: Attentively listening to what someone is saying by paying attention, showing that you are listening, providing feedback, and responding.

4.A Make your clinic the place to go

6. What does quality service means?

- b. Overview: Quality service means different things to different people. For the Community Midwife it may mean providing the best delivery services, in a clean and hygienic clinic, with good equipment, using best practices of birthing practices. For a patient it may mean having supplies, medicines, and a courteous and caring midwife. We want to think of quality service from the perspectives of what you consider quality service and what the client considers quality service.
- c. Role Play: Select a few participants to role play some scenarios. Have them first read the situation and act out their role. Give each role play participant a copy of the situation for them to read.
 - After the each role play ask:
 - What behaviors did you see the CMW displaying? Are these behaviors appropriate for a CMW?
 - What was the reaction of the client?

Role Play #1:

For CMW: A client has come to your birthing station. You are busy working on something not related to the birthing station. You tell the client that you are busy. You keep ignoring the client.

For Client: You are pregnant and not feeling well. You are very persistent trying to get the CMW to pay attention to you. You keep trying to get the CMW to pay attention to you.

Role Play #2:

For CMW: A client comes to your birthing station. You welcome a client who comes to your birthing station. You ask her to sit down and explain why you have come to see her. You are very helpful, asking questions, and decide that you need to refer the mother to see a doctor. Provide a name of a doctor to refer the mother to.

For Client: You recently delivered a baby boy. You are not happy because the baby is not nursing and you can see that the baby is a little lethargic. You do not have many answers to the question. You are very appreciative.

- d. Brainstorm ideas from the group about what qualities and skills a CMW needs to use to provide quality service. Ideas on this list should not be discussed or critiqued. This is to generate ideas and get participants thinking about quality service. (*This could include things such as friendly, nice greetings, facial expressions, body language, patience, etc*)
- e. Lecturette: Emphasize that quality service can take many different forms. It is important for each CMW to formulate for themselves what quality service means to them and to their potential clients. Identify that we can think about quality of service by understanding that quality service can be related to our own attitudes and to our actions.

'Actions/Activities' mean things you do or things you have at the clinic, what the clinic looks like to address customer needs and satisfy what they want.

'Attitudes' mean how you interact and deal with the client.

Emphasize that quality service can be thought of as the total of what you provide and that includes: Excellent midwifery clinical skills, superior interaction with clients and community, and quality of the physical environment.

Facilitator: You can draw a picture of a CMW to visually show that quality service is made of each each of these three components. Use the motto great service is the only kind of service.

7. Attitudes that enhance quality of service

- a. Explain that by attitudes we refer to how we relate to the client; our personal communication and interpersonal skills to work with the client.
- b. Use the earlier brainstorm list to point out ideas that attitudinal; personal communication and interpersonal skills to provide quality service to clients.
- c. Go through the list and select key ideas to discuss in more detail. For example discuss good communication, listening to the client. What do these mean? How do you practice good communication? Good listening?
- d. Lecturette: Listening is the basis for communication. If you actively and attentively listen to what someone is telling you are better able to communicate back to the person. Active listening means:
 - you have a desire to fully understand what the person is saying to you,
 - you can repeat what the person is saying to you: this means you are paying attention

- you can reflect on what the person is saying to you and rephrase what they have said: this means you can use different words than they used but you are trying to make sure you understand what they mean.

Examples of active listening:

- Rephrase what the person has said: you do this to clarify your understanding, to get more information, to move forward to the answer/action/solution
How you paraphrase: What I am hearing you are saying is...
In other words you..., Let me make sure I understand you....
- Ask questions: Make sure your questions are clear and concise. If you want a client to answer a question with a yes or no then ask them a 'closed' question. If you want the client to elaborate on something ask them an 'open' question.
- Show that you are listening: nod your head, say something.
- Summarize: this is different than paraphrasing. Summarizing is when you take all the ideas of the conversation and provide a review of what has been discussed.

e. Practice active listening:

Divide participants into groups of three. One person is to be the listener, one person the speaker, and one person the observer.

The speaker should be prepared to discuss with the listener what they look forward to as a midwife (you can choose your own topic). The speaker will have 5 minutes.

The listener must be prepared to practice active listening; paraphrasing, asking questions, and summarizing.

The observer must watch and listen to the discussion and pay attention to how the listener is responding to the speaker. The observer is responsible for taking notes about how the listener is demonstrating active listening.

After the discussion the observer provides feedback to the listener on how they paraphrased and asked questions. Give the groups a few minutes to do this.

The groups should rotate roles so everyone has an opportunity to practice all the roles.

At the end of Three rounds ask:

- What is challenging about active listening?
- How can you use these techniques as a midwife?

f. Present the GATHER technique for working with clients.

Describe that when working with a client there is an easy guide to follow that will help you remember to use appropriate skills and attitudes. This is called GATHER:

Gather:	Greet the client.
Ask:	Start by asking questions
Tell:	Tell them in more detail
Help:	Provide a solution
Explain:	Give information about the solution. For example if they take medicine what could be the side effects.
Review:	Establish a time/date for a followup

4.B Checklist for maintaining quality service

- a. Overview: Describe that throughout this training we discussed the importance of keeping records. You can also keep records and lists to make sure that you are maintaining the quality of service in the physical environment of the birthing station. By keeping a checklist of what you need to do and how often is a good way to make sure you stay on top issues and continue to provide quality service.

We need to make a list of things we need to be sure are happening in the physical environment to continue quality care.

Physical environment relates to the birthing station's ability to provide a safe environment for health care and examines equipment, supplies, and medicine and the condition of the clinic's room.

- b. Small Group exercise: Divide into 2 groups: One group to come up with a check list on the topic of The physical condition of the building. The second group to come up with a checklist on the birthing station is adequately equipped and supplied. In small groups participants make a list of specific things related to these topics that they need to be checked on a regular basis to make sure the clinic is operating under hygienic and up to standard conditions. To do this use the list template that is included in the workbook. Assign one topic to one group.

The groups have 30 minutes to do this. This information should be written on a flipchart and presented to the group.

Ideas to include on the list are on the following pages.

- c. Summarize that CMW-s are encouraged to use this checklist once every 3 months to make sure the birthing station is up to quality. To use this checklist go through each tasks you have written down. Check if it is in place, if it is in place and needs improvement, it is not in place, it is not applicable.

Physical Environment: This refers to a facility's ability to provide a safe environment for health care and examines equipment, supplies, and medicines in facilities and the condition of the clinic's infrastructure.

Physical environment dimension	Quarter 1				Quarter 2				Quarter 3				Quarter 4			
Answer key: 2= Yes 1= Yes, but needs improvement 0= No NA= Not applicable	2	1	0	NA												
<i>1 Facility is adequately equipped and supplied</i>																
Does your clinic have:																
1.1 A waiting area with seating for clients?																
1.2 An area for counseling that is private (i.e., others cannot see or hear) equipped with a table or desk and two chairs?																
1.3 A locked storage cupboard for medicines?																
1.4 An examination couch with plastic cover or other cover that can be cleaned after use?																
1.5 Vaginal specula of different sizes (small, medium, large)?																
1.6 Three separate containers marked for decontamination, washing, and rinsing equipment that come in contact with bodily fluids?																
1.7 Bleach for mixing a 0.5 percent chlorine solution?																
1.8 Liquid, powder or bar soap? (If bar soap, is not sitting in soap dish with accumulated water).																
1.9 Boiler (covered saucepan) or sterilizer?																
1.10 Clocks																
1.11 At least one bed with a plastic cover for adults?																

Physical environment dimension	Quarter 1				Quarter 2				Quarter 3				Quarter 4			
	2	1	0	NA												
Answer key: 2= Yes 1= Yes, but needs improvement 0= No NA= Not applicable																
1.12 A separate scale for babies and for adults?																
1.13 A tape measure?																
1.14 A fetoscope?																
1.15 A sphygmomanometer?																
1.16 Sterile syringes																
1.17 Tetanus vaccination supply?																
1.18 Intrapartum medications and resuscitation equipment for mothers and babies (in one easily accessible place, such as a tray) including gloves, mucus extractor/suction bulb, 50 percent and 5 percent dextrose, normal saline, IV set, oxytocics, scalp needle, needle and syringe, scissors, plaster, diazepam or magnesium sulfate, torch, tongue depressor, injectable antibiotics, and antihypertensives?																
1.19 If in malaria endemic area, bed nets for clients?																
2 Facility infrastructure in adequate condition																
1.20 Is there access to water (running water or a well near your clinic)?																
1.21 Is there electricity and/or a reliable alternative source of light (for example, a lantern, torch, or generator)?																
1.22 Do you have a toilet (indoor or outside latrine) for clients and staff that you regularly clean?																

Physical environment dimension	Quarter 1				Quarter 2				Quarter 3				Quarter 4			
Answer key: 2= Yes 1= Yes, but needs improvement 0= No NA= Not applicable	2	1	0	NA												
1.23 Does your facility have the capacity for washing hands with soap and water for staff and clients?																
1.24 Does your facility have a ceiling?																
1.25 Does your facility have a roof that does not leak?																
1.26 Does your facility have windows or shutters that open and close to ensure ventilation, warmth, and protection from rain?																
Additional Ideas																
1.27 Do you maintain a supply of educational materials on different topics, including FP, safe motherhood, infant care, diarrhea, prevention and treatment of malaria, STIs, HIV, and immunization for your clients?																
1.28 Are health educational materials on the wall in good condition (not torn or dirty) and displayed where your clients can see them?																
1.29 Do you wear clean and neat appropriate clothing and/or a uniform or lab coat during working hours?																

Module 5
Trainers Guide:
Planning for the
Future

M. Savings

**N. What the Future
Could Look Like**

Module 5 Summary

Time	Content	Method/Activity	Resource Material
Module 5: Planning for the Future			
Savings: The Relationship between savings and planning			
1 hour	<ul style="list-style-type: none"> - Why save - Planning to save 	Discussion about reading Demonstration Individual exercise	Story excerpt Workbook
Thinking about what the future could look like			
1.5 hour	<ul style="list-style-type: none"> - What is a Plan - Planning is a Process - Goals - Action Plan 	Discussion Lecturette and Demonstration Individual exercise	Workbook exercises

Module 5: Planning for the Future

Learning Objectives:

- Discuss how organizing the birthing station using business ideas can help to ensure success
- Describe what planning is and how planning is used to accomplish goals
- Make a short term plan and a medium term plan for the birthing station
- Understand why saving is important and how to make a savings plan

Key Terms:

Goal: What you want to achieve over a specific time period.

Specific: A precise and detailed account of something.

Achievable: Something that is reasonable to accomplish considering your situation.

Time Bound: A description of how long something will take to accomplish.

Savings: Money set aside for the future.

5.A Savings: The Relationship between savings and planning

- g. Read the following aloud in the class. Participants can follow along on the copy in their workbook.

The Ant and the Grasshopper

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; we have got plenty of food at present." But the Ant went on its way and continued its toil. When the winter came the Grasshopper had no food and found itself dying of hunger, while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for the days of necessity.

Ask:

- What were the ants saving for (food for the winter)
- What did the ants give up (time playing or relaxing)
- What was the result of the grasshopper's actions? (no food for winter)
- What have you had to give up to get something else?

- h. Ask about Savings:

- What is savings? (money set aside for the future and not spent on goods and services in the present)
- Why do people save? (to buy something in the future that they can't afford today).
- How do you save money for something you want to get in the future? (you need a goal- something you want to buy, you need to know how much it will cost, you need to determine how much to put in the bank every week and how long it will take to save up the money).

- i. Demonstrate how to make a plan to save

- Use an example such as you want to make a small private area in the birthing station for private discussions. Your idea is to build a wall in the

room so you have a small waiting area and a private room. You have spoken to your family and they support the idea.

Your plan: Goal is to have a small room for privacy.

Your family will help with constructing the wall.

The material you need is:

Wood to frame the wall = Rs. 2000

Wood for the wall = Rs. 2000

Paint = Rs 1000

Nails = Rs. 500

In total it will cost approximately Rs 5500 to build the wall.

You do not have the money now to buy the supplies you need to make the wall. But you know you can save for this over the next couple of months.

How can you do this?

Think about how much you make weekly:

You know you pay yourself around Rs. 1000 every week. This is your salary. You do not want to use this money because it is for you and your family. So you need to think about saving money from the business.

This is what you know:

Every week you usually have receipts/cash from clients Rs. 3800

Every week you usually have payments that total Rs. 2500

This means you usually have Rs. 300 at the end of every week left over. You put this money in your bank account.

Right now you have Rs. 3000 in your bank account. You do not want to use all this money to build the wall because you think it is important to have a little extra money in the bank just in case you need it.

The savings plan =

You want to build the wall in 5 months. The cost of the wall is Rs 5500. You do have some savings but do not want to use all of this money in case of an emergency.

How much money do you need to save each month? (Rs. 5500 / 5 months = Rs 1100 per month. This means every week they have to save Rs 275).

Can you do this? (*They can do this because usually there is Rs. 300 left over at the end of every week. So if they put this money in the bank at the end of 5 months they will have enough money to buy materials to build the wall.*)

j. Individual Activity: Plan to Save

Participants are to identify one small part of a goal that will involve paying for something. Participants need to think about how much this will cost. As best they can they need to write down all the costs and find the total cost.

5.B Thinking about what the future could look like

1. What is a Plan?

- a. Overview: As you get started on establishing your birthing centers it is important to plan how you are going to get it up and operating and then think about the future and where you want the birthing center to go. The important thing to think about is that you need to plan for what you want. This means you need to plan for getting the birthing station operational and then plan for what you want to do for the future.

2. Planning is a process

Lecturette: Describe the process of planning: Write this on the flipchart and review:

- Business Goals: Describe that business goals need to include the following: needs to be specific, something you can achieve, realistic, within a time period.
- Develop an action plan: this is a plan on how you can achieve you goal. The plan needs to be specific. What are the steps you need to do, what resources you need, how much could it cost.
- Implement and evaluate

- 3. Individual Exercise: Write Your Business Goals: Step 1: Business goals: Write your business goals for the immediate time period. What do you want to achieve.

Small Group discussion: In groups of 4 each participant to share their goals. The other participants should give comments whether the goal is specific, something that can be achieved, and is realistic. Group members should provide ideas to revise the goals.

- 4. Individual Activity: Step 2: develop an action plan: Using the form in the workbook participants are to take one of the goals and develop an action plan on how they will achieve the goal.

