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IMPLEMENTATION PLAN

for

TRAINING

JAMAICA NATIONAL FAMILY PLANNING BOARD

Prepared by Victoria H. Jennings, Ph.D.  
Development Associates, Inc.  
March 17, 1982

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## IMPLEMENTATION PLAN: TRAINING 1982-1985

### I. Introduction

To achieve its objectives of promoting family planning, family life education, and population policy development, the NFPB will provide, coordinate, and support training to enhance the skills of individuals and the capacity of agencies involved in these activities. This training will include both the NFPB staff and the staff of other appropriate agencies. In addition, the NFPB will seek to create and maintain a positive environment in which to achieve its objectives by providing motivation/information training to key groups and individuals.

### II. Institutional Responsibilities for Training

In the period 1982-85, during which the NFPB will administer the population/family planning funds provided by the USAID bilateral agreement and by the Government of Jamaica, the Board's responsibilities for training will increase substantially. Its own service delivery and education activities will expand. As the agency empowered to administer family planning activities in Jamaica, it also will be required to support, both financially and technically, other agencies and institutions that provide family planning services. The agencies for which training support will be required include the Ministry of Health, the Ministry of Agriculture, the Ministry of Youth, the Registrar General, ACOSTRAD, and the Jamaica Family Planning Association.

The training plan has been developed to meet the needs of the NFPB and of the related agencies and institutions. (See Attachment #1 for the Training Plan.) The responsibilities of the NFPB with regard to this training also have been identified. The primary areas of NFPB training responsibility are:

- Funding. The NFPB is the administering agency for all family planning/population funds for the sub-projects (in other institutions) in the USAID Population Project. Financial support for training is included in several of these sub-projects. As part of the total funding mechanism, the NFPB's Executive Director and Chief Financial Officer will work with the sub-project institutions to develop an appropriate means of drawing down, releasing and accounting for funds for the institutions' training activities.
- Technical Assistance/Coordination (with other institutions). The NFPB Training Officer and Projects Officer will contact all sub-project institutions during the first 6 months of 1982 to identify the kinds and amounts of technical assistance/coordination these institutions will need.\* The areas in which assistance may be provided include:

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\*See pp 2-5 of Attachment #1 for institutions and kinds of training.



- Loan of materials. By June, 1982, a catalogue and distribution/tracking system for all training materials and equipment owned by the NFPB will be developed. An annotated list of training materials and instructions for borrowing them will be provided to each sub-project institution by July, 1982. The list and instructions may also be given to other interested agencies or organizations. The Training Officer and the Assistant Director of Training, working with the Director of IE&C, will develop the catalogue and the distribution/tracking system. The Training Officer will develop the annotated list, and the Assistant Director for Training will develop the borrowing instructions. The Project Officer will provide each sub-project with the annotated list and borrowing instructions.
- Materials development. The Training Officer, working with the Director of IE&C and the Project Officer, will provide technical assistance to the sub-projects in developing materials appropriate for their training as this assistance is needed, throughout the life of the project.
- Curriculum development. The Training Officer, working with the Director of IE&C and the Projects Officer, will provide technical assistance to the sub-projects in developing curricula appropriate for their training as this assistance is needed throughout the life of the project.
- Training implementation (logistics management). The Assistant Director for Training, working with the Director of IE&C and the Projects Officer, will provide technical assistance to the sub-projects in managing the logistics of their training as this assistance is needed, throughout the life of the project.
- Participant training (needs assessment and programming). As the Projects Officer works with the staff of the various sub-projects, she will identify individuals who need specialized training, either local or overseas (according to the training plan). Other NFPB staff may also recognize particular individual training needs. Coordinating with the Director of IE&C, the Executive Director, and USAID, appropriate training sites (courses or observation trips) will be identified. The Assistant Director of Training will make all necessary arrangements for travel, tuition, per diem, etc., for informing the participant of the nature and logistics of the training, and for coordinating the training with the sponsoring agencies.
- Special training officers. Because of the large volume of family planning services provided by the Ministry of

Health, the NFPB has placed a special training officer in the Ministry to administer and conduct training for family planning clinical and administrative staff. The MOH-based Training Officer has conducted a needs assessment for family planning training and has organized a conference for reviewing with the MOH staff the objectives and nature of the training that will be provided during 1982-85. She will work with the MOH training unit, with support from the NFPB IE&C staff, to provide this training. (See Attachment #2 for the MOH Family Planning Training Plan.)

- New staff and in-service training (for NFPB staff and board members). Because of the large number of new NFPB staff that will be hired early in the 1982-85 period, considerable new-staff training will be needed. This includes:
  - Clinical and technical training. The staff of the 15 new NFPB clinics, one in each parish and the corporate area, and the post-partum nurse educators\* will need training in contraceptive technology, patient education/motivation, and community outreach and follow-up. The Training Officer and the Assistant Director for Training will work with the Nursing Supervisor, under the supervision of the Medical Director, to develop and implement clinical/technical training for these new staff.
  - Management training. All NFPB senior staff, the Board of Directors, and key individuals in the sub-project institutions, need orientation in the goals, objectives, structure and function of the National Population Program and of the National Family Planning Board. The Training Officer and the Assistant Director for Training will work with the Director of IE&C, the Executive Director, and other appropriate staff and board members to develop and implement a management seminar. This seminar, which will take place in May, 1982, will be an important activity for initiating the NFPB's work during the 1982-85 period. (See Attachment #3 for an outline of this training activity.)
  - On-going in-service training. The NFPB staff and directors will receive annual training in family planning/population and the organization's policies, procedures, goals, and objectives. The Assistant Director for Training and the Training Officer will work with the

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\*Currently working for the MOH, but to become part of the NFPB staff mid - 1982.

Executive Director and other members of the staff and board to plan, develop, and conduct on-going in-service training.

- Participant training (needs assessment and programming). With its increased staff and expanded responsibilities, the NFPB will need to enhance its staff's professional capacity through specialized training, both local and overseas. Several training needs have already been identified in the training plan. The Assistant Director for Training will work with the Executive Director, the Director of IE&C, USAID, and the sponsoring agencies to coordinate participant training for the NFPB staff.
- Special projects training. In support of the Male Education Project, the NFPB will conduct conferences to educate males in such organizations as police departments, military, scouts, trade unions, fire departments, and youth clubs and to obtain information from trainees about the appropriateness of various programmatic approaches to male involvement in family planning. The Male Education Officer, the Training Officer, and the Assistant Director for Training will plan, coordinate, and conduct these conferences.
- Parent education program. The NFPB will conduct workshops for its core trainees, who will in turn conduct workshops for parents of school-age children, working through school and community groups.
- Commercial distribution of contraceptives (retailers). To upgrade the quality and increase the quantity of services of its CDC program, the NFPB will provide seminars for its retailers in the promotion of contraceptives and in family planning information. The Male Education Officer and the CDC Program Director will work with the Director of IE&C and the Training Officer to plan, coordinate, and conduct these seminars.
- Other agency training. As part of its coordinating and motivating function, the NFPB will provide information/motivation seminars for key groups and individuals. These will include:
  - conferences to make administrators and managers of government ministries and private sector agencies aware of the activities and policies of the NFPB and to encourage them to assist as appropriate.
  - conferences to inform private physicians and pharmacists about the policies and activities of the NFPB, to provide them with a contraceptive up-date, and to enlist their support of family planning.

- conferences to educate industrial nurses and welfare officers in family planning, enabling them to educate, motivate, and counsel industrial workers.
- conferences for principals and school board chairman of tertiary and technical training institutions to solicit their involvement in and support of family planning/family life education programs in their institutions.

In addition, the NFPB will conduct the following:

- a seminar for public and private sector family planning administrators to enable them to better manage their programs in the areas of personnel, financial administration, logistics, and evaluation.
- seminars for public and private sector family planning professionals to enhance their skills in developing, implementing, and managing effective IE&C programs.

In conducting these conferences and seminars, the Assistant Director for Training and the Executive Director will coordinate with the relevant institutions and/or individuals to gain their cooperation. The Assistant Director for Training will administer the training; and the Training Officer, working with appropriate NFPB staff, will develop and conduct the training.

Because of the large number of training activities in which the NFPB will be involved during 1982-85, the Director of IE&C, the Assistant Director for Training, and the Training Officer will (1) develop a calendar to identify the dates of each training activity for the NFPB and the sub-projects, and (2) prepare an "Administration of Logistics" chart (see Attachment #4) for each activity that will occur in 1982. These will be presented at the Management Seminar in May. Charts of each subsequent year will be prepared in November of the prior year. For example, "Administration of Logistics" charts for training activity scheduled for 1983, identifying the role of each NFPB staff member and the dates on which specific tasks must be accomplished, will be prepared in November, 1982. The charts will be adjusted to reflect scheduling changes as they occur.

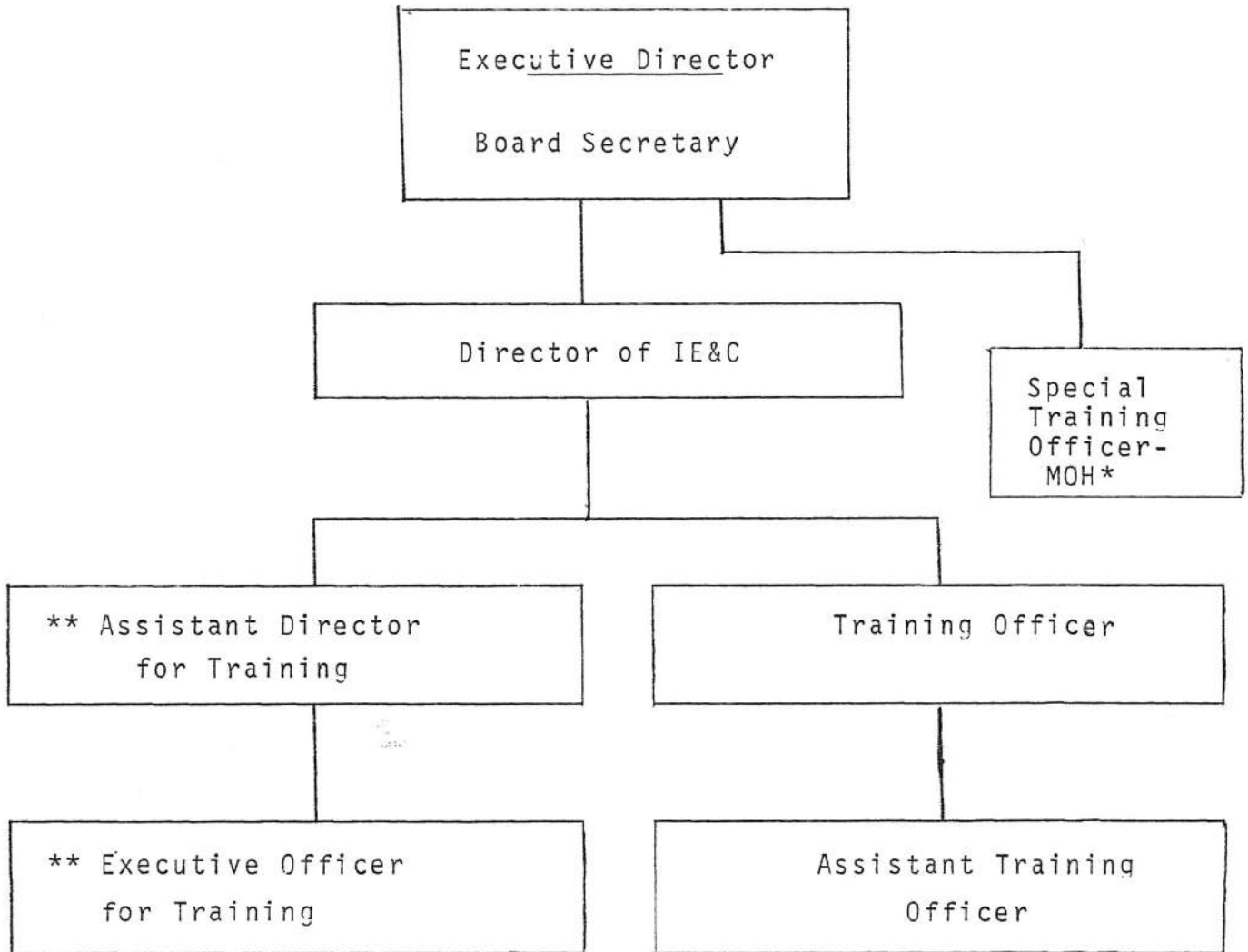


III. NFPB Staff (Training)

Because of its expanded training role, the NFPB has hired, or plans to hire, several staff members whose primary responsibilities will be to plan, develop, and conduct training and to provide assistance to other institutions in training.

The following Focused Organizational Chart illustrates how these staff members relate to each other and to the NFPB.

FOCUSED ORGANIZATIONAL CHART  
TRAINING



\*Because of the volume of training within the Ministry of Health, a Special Training Officer has been placed there. Other Special Training Officers may be placed in other institutions if they are needed.

\*\*These staff have not yet been hired. Until they are, the Director of IE&C, the Training Officer, and the Assistant Training Officer will conduct all training functions.

The following job descriptions define the responsibilities of each training staff member:

- Director of IE&C

The Director of IE&C reports to the Executive Director and, in his absence, to the Board Secretary. She is responsible for administering all IE&C activities, including training, and for supervising all IE&C staff, including the Assistant Director for Training, the Training Officer, and through them, the Executive Officers, and the Assistant Training Officer.

- Assistant Director for Training

The Assistant Director for Training assists the Director of IE&C in meeting the training objectives of the department. She supervises the executive and clerical personnel in the department and assigns work to her supervisees. She coordinates the administration of the NFPB's training activities throughout the country. She will develop cataloging, procurement, distribution, and maintenance systems for all training materials. She will coordinate with the Training Officer and other appropriate staff to schedule training activities; make arrangements for participants; arrange for drawing down, releasing, and accounting for training funds; and preparing training reports.

- Training Officer

The Training Officer assists the Director of IE&C in meeting the training objectives of the department. She supervises the Assistant Training Officer and assigns work to her. She coordinates the content of the NFPB's training activities throughout the country. She will work with the Assistant Director for Training and other appropriate staff to assess training needs, establish priorities for training activities, develop and select training materials, identify and work with appropriate trainers, design training curricula, and develop and conduct evaluation of training.

- Executive Officers for Training

The Executive Officers for Training will assist the Assistant Director for Training in meeting the objectives of the IE&C Department.

- Assistant Training Officer

The Assistant Training Officer will assist the Training Officer in meeting the objectives of the IE and C Department.

## ATTACHMENT # 1

## OVERALL TRAINING PLAN

(includes only training to be funded by USAID)

Institution	Type	Number of Participants	Course Duration	Courses/Year				Cost (\$US)
				1	2	3	4	
Various (Overseas Participant)	Male Motivation (NFPB)	4	2 weeks	X	X			3,200
	Research/Statistics (NFPB)	2	1 month	X	X			6,000
	Training of Trainers (NFPB MOH)	2	6 weeks	X	X			9,000
	Program/Policy Development (various agencies)	8	1 week	X	X	X	X	16,000
Sub-Total		16	10 weeks					34,200
NFPB	Administrators- Managers family planning program	200	2 - 1 day	X				3,486
	Male Motivation	1100	13 - 1 day	X	X	X	X	6,184
	Medical Team Contraceptive Update	160	5 - 1 day	X	X	X	X	1,293
	Industrial nurses & welfare officers (infor- mation/motiva- tion	500	4 - 1 day	X	X	X	X	9,726
	Principals of Tertiary Insti- tutions (infor- mation/motiva- tion	120	4 - 1 day	X	X	X	X	3,261
	Principals of Elementary schools	200	4 - 1 day	X	X	X	X	4,498
	Principals of Secondary schools	200	4 - 1 day	X	X	X	X	4,498



Institution	Type	Number of Participants	Course Duration	Courses/Year				Cost
				1	2	3	4	
	In-service training (NFPB staff)	120	8 - 1 day	X	X	X	X	3,148
	Family Planning Clinical training (NFPB new staff)	60	3 - 10 days	X	X	X	X	12,930
	Family Planning clinical training (NFPB staff)	60	12 - 1 day		X	X	X	7,421
	Commercial Dist- ribution of Contraceptives Retailers (Information/ Motivation)	400	30 - 1 day	X	X	X	X	11,244
	Adolescent Prog- ram Management	8	1 - 3 weeks	X				12,000
	Demography	4	2 - 9 weeks		X	X		7,000
	Project Manage- ment	3	1 - 1 week	X	X			
	Family Planning Management	40	2 - 2 week	X	X			12,409
	Information/ Education and Communication	80	3 - 3 days	X	X	X		6,072
	<b>Sub-Total</b>	<b>3255</b>	<b>48 weeks.</b>					<b>105,170</b>
Ministry of Health	Clinical & Community Training for Parish PHC teams	2400	100 - 2 days	X	X	X	X	55,050
	Family Planning Clinical Train- ing for Medical Officers of Health	40	2 - 2 days	X	X			6,803

Institution	Type	Number of Participants	Course Duration	Courses/Year				Cost
				1	2	3	4	
	Family Planning for nurses and dieticians	1400	69 - 1 day	X	X	X	X	5,004
	Family Planning training for Mental Health Officers	20	1 - 2 day		X			1,237
	Family Planning training for Peer Counsellors (Pre-service)	15	1 - 2 week	X				4,216
	Family Planning training for Peer Counsellors (Update)	15	6 - 1 day		X	X	X	1,517
Sub-Total		3890	58 weeks					73,827
Registrar General	Vital Statistics Registration for local Registra- tors	160	4 - 2 days	X				11,190
Sub-Total		160	2 weeks					11,190
ACOSTRAD	Health Educators Workshop on STD	40	1 - 4 days	X				5,622
	Teacher Trainers Workshop on STD	40	1 - 5 days	X				6,746
	Teacher Trainers Workshop on STD	40	1 - 2 days	X				2,811
Sub-Total		120	2 weeks					15,179

Institution	Type	Number of Participants	Course Duration	Courses/Year				Cost
				1	2	3	4	
Jamaica Family Planning Association	Contraceptive Methods, repro- ductive health & communication skills for out- reach workers	40	1 - 4 days	x				(Development Associates funded) 5,500
	Family Planning Outreach update	11	3 - 5 days		x	x	x	
	Advanced Family Planning Skills for Outreach Workers	11	6 - 1 day		x	x	x	
Sub-Total		62	5 weeks					7,000
Ministry of Agriculture	Family Planning for Home Econ- omics.Extension Workers	160	2 - 2 weeks	x	x			20,000
	Adolescent Fert- ility for Rural Teenagers	120	4 - 2 days	x	x	x	x	17,000
	Family Planning for Male Agri- cultural Exten- sion Workers	6,000	100- 2 days	x	x	x	x	27,000
		6,280	46 weeks					64,000

Institution	Type	Number of Participants	Course Duration	Courses/Year				Cost
				1	2	3	4	
Operation Friendship	Family Planning Outreach and Clinical skills	6	4 - 1 week	X	X	X		3,000
Ministry of Youth & Community Develop.	Family Planning, Family Life Education for project staff	16	8 - 1 week	X	X	X	X	15,000
Department of Statistics	In-service and short-term overseas training in statistics and demography	8	6 - 4 week	X	X	X		25,000
University of the West Indies	Population Analysis staff development	4	2 = 2 week	X	X			4,000
	GRAND TOTAL	13,817	211 weeks					\$ 356,190



4-YEAR FAMILY PLANNING TRAINING PROGRAMME  
MINISTRY OF HEALTH TRAINING BRANCH HEADQUARTERS - 1981 - 85

YEAR	PERIOD & TYPE OF ACTIVITY	MINISTRY OR AGENCY	OBJECTIVES	PARTICIPANTS	NO. OF COURSES	NO. OF PARTICIPANTS	ITEM OF EXPENDITURE	J* COST
1982	1x2 day F.P. workshop Non-residential at National level in Kingston	Health	to provide Mental Health Officers with information and skills to work with the mentally handicapped and disturbed in F.P. activities.	Mental Health Officers	1	16	Per diem Travelling Lecturers fee Materials	31000 1000 200 200 <u>324</u>
1982 and 1983	2x2 day W/end F.P. workshops Residential at National level.	Health	to update District Medical Officers and Hospital Medical Officers with clinical F.P. information.	District Medical Officers Hospital Physicians	2	40x2 = 80	Accommodation Travelling Lecturers fee Supplies Miscellaneous	4250 1400 200 200 100 2 x 6150 12,
1982 to 1985	Secondary Health Care F.P. In-service Training in Hospitals which offer Internity Services Schools of Nursing and Inservice Education Units V.J.H. - 6 courses other hospitals, schools of nursing and I.S.E. Units	Health	to provide Hospital Nurses, Midwives Dietitians, and other Hospital personnel with current F.P. information and techniques as part of ongoing In-service Education. to equip Tutors in Schools of Nursing and Inservice Units with F.P. information enabling them to train Nurses and other Hospital personnel in F.P./F.L.Education.	Tutor Inservice Ed. Officer Registered Nurse Enrolled Nurse Midwife Nurse Intern Dietitian - Aide Ancillary & Auxiliary Staff.	69 and ongoing	2200	Lecturers fee Materials	6900 2000 <u>81</u>
TOTAL								323,64

4-YEAR FAMILY PLANNING TRAINING PROGRAMS  
SOUTH-EAST REGION - KINAG & ST. THOMAS 1981 - 1985

YEAR	PERIOD & TYPE OF ACTIVITY	MINISTRY OR AGENCY	OBJECTIVES	PARTICIPANTS	NO. OF COURSES	NO. OF PARTICIPANTS	ITEMS OF EXPENDITURE	JT COST	
81-82 = 2	7x3 day F.P. workshops (theory) + sup revised on-the-job practice	Health Local Govt.	to provide participants with current F.P. information and techniques to upgrade their knowledge & skills in delivering service to FP/NGH clients.	F.P. Nurse N/Practitioner N/Educator Staff Nurse Midwife School Nurse Tutor	7	Day 1 15x7 = 105  Day 2 25x7 = 175  Day 3 30x7 = 210  Total = 490	Conf. Room Food & Drink Traveling Lect. Fees Material Miscellaneous	210 5300 2400 900 700 10,510	
82-83 = 3	Non residential at parish level 2 in St. Thomas 5 in KINAG		to improve their attitude to FP & their interpersonal relationships.	Include Health Educator E.S.N., P.H.I. Nutritionist Statistician Dental Nurse					
83-84 = 2	Non residential at parish level 2 in St. Thomas 5 in KINAG		to upgrade skills in interviewing & counselling, communication, motivational activities and data collection.	Include Community Health Aide Dental Assistant					
83-84 = 3	Non residential at parish level 2 in St. Thomas 5 in KINAG		to provide GNC with basic information on FP/PLI communication and motivation.						
84-85 = 2	10x1 day F.P. seminars (theory) supervised on-the-job practice Non residential at parish level St. Thomas 3 KINAG 7	Health Local Govt.	to upgrade GNC in methods of preventing & retrieving dropouts and of recording & reporting.	F.P. Nurse N/Practitioner N/Educator Staff Nurse Midwife	10	25x10 = 250	Conf. Room Food & Drink Traveling Lect. Fees Supplies & Misc.	100 2500 1500 600 300 5,000	
81-82 = 2	10x1 day F.P. seminars (theory) supervised on-the-job practice Non residential at parish level St. Thomas 3 KINAG 7	Health Local Govt.	to provide participants with knowledge & skills to administer F.P. methods, measure for and fit diaphragm, insert & remove IUD effectively, manage side effects & complications.	F.P. Nurse N/Practitioner N/Educator Staff Nurse Midwife	10	25x10 = 250	Conf. Room Food & Drink Traveling Lect. Fees Supplies & Misc.	100 2500 1500 600 300 5,000	
81-82 = 2	10x1 day F.P. seminars (theory) supervised on-the-job practice Non residential at parish level St. Thomas 3 KINAG 7	Health Local Govt.	to provide participants with knowledge & skills to administer F.P. methods, measure for and fit diaphragm, insert & remove IUD effectively, manage side effects & complications.	F.P. Nurse N/Practitioner N/Educator Staff Nurse Midwife	10	25x10 = 250	Conf. Room Food & Drink Traveling Lect. Fees Supplies & Misc.	100 2500 1500 600 300 5,000	
81-82 = 2	10x1 day F.P. seminars (theory) supervised on-the-job practice Non residential at parish level St. Thomas 3 KINAG 7	Health Local Govt.	to provide participants with knowledge & skills to administer F.P. methods, measure for and fit diaphragm, insert & remove IUD effectively, manage side effects & complications.	F.P. Nurse N/Practitioner N/Educator Staff Nurse Midwife	10	25x10 = 250	Conf. Room Food & Drink Traveling Lect. Fees Supplies & Misc.	100 2500 1500 600 300 5,000	
81-82 = 2	10x1 day F.P. seminars (theory) supervised on-the-job practice Non residential at parish level St. Thomas 3 KINAG 7	Health Local Govt.	to provide participants with knowledge & skills to administer F.P. methods, measure for and fit diaphragm, insert & remove IUD effectively, manage side effects & complications.	F.P. Nurse N/Practitioner N/Educator Staff Nurse Midwife	10	25x10 = 250	Conf. Room Food & Drink Traveling Lect. Fees Supplies & Misc.	100 2500 1500 600 300 5,000	
82-83 = 2	5x3 day F.P. workshops Non Residential at parish level	Health Local Govt.	to equip participants with information, techniques and skills to effectively coordinate/manage FP/NGH services.	Representatives of F.P. Nurse N/Practitioner N/Educator Staff Nurse H/Educator Midwife F.P. Inspector E.S.N. Nutritionist	5	30x5 = 150	Conf. Room Food & Drink Traveling Lecturers Fee Supplies & Misc.	150 4500 1200 600 500 6,950	
83-84 = 2	1 in St. Thomas 4 in KINAG	Schools Community Organizations	to establish inter-agency and inter-agency cooperation in primary health care. to integrate FP/NGH with management of G.T.S. and other services. to provide participants with basic information and skills in FP counselling, motivation, interpersonal relationship, to enable them to perform FP encouraged at workshops.						
84-85 = 1	1 in St. Thomas 4 in KINAG	Schools Community Organizations	to establish inter-agency and inter-agency cooperation in primary health care. to integrate FP/NGH with management of G.T.S. and other services. to provide participants with basic information and skills in FP counselling, motivation, interpersonal relationship, to enable them to perform FP encouraged at workshops.						
81-82 = 1	5x3 day Teen F.P. Counsellors Workshop	Health	to train Teen Counsellors to work effectively with adolescents in FP/NGH.	Adolescents who will serve as Teen Counsellors	5	15x3 = 75	Conf. Room Lunch & Traveling Lecturers Fee Material	150 3600 500 500 4,750	
82-83 = 1	1 in St. Thomas 4 in KINAG	Schools							
83-84 = 1	1 in St. Thomas 4 in KINAG	Student Council							
84-85 = 2									
TOTAL					3/F	17	880		115,510
						27	1105		127,210

4 YEAR FAMILY PLANNING TRAINING PROGRAMME  
NORTH-EAST REGION PORTLAND - ST. MARY - ST. ANN  
1981 - 1985

Year	Period & Type Of Activity	Ministry or Agency	OBJECTIVES	Parti- cipants	No. of Courses	No. of Parti- cipants	Items of expan- diture	US Cost	Remarks
81/82 = 3 82/83 = 1 83/84 = 1	6x3 day F.P. Work shop (Theory) + Supervised on-the-job Practice Non-Residential at Parish level 2 in each Parish	Health  Local Govt.	-To provide participants with current F.P. information and techniques to upgrade their knowledge and skills in delivering services to FP/MCH Clients	PH Nurse N-Practitioner N-Educator Staff Nurse Midwife	6	DAY 1 10 x 6 =60	Confere- nce Room Food & Drink Travel Lectur- ers fee Supplies & Misc- ellaneous	\$ 180 4200 3000 800	\$ 8,980
84/85 = 1			-to improve their attitude and interpersonal relation- ships, upgrade skills in interviewing and Counsel- ling, communication, Moti- vational activities and data collection.  -to provide CHA with basic information on FP/Family Life Education commu- nication and motivation.  -to upgrade methods of pre- venting & retrieving drop- outs & of data recording & reporting	INCLUDE N-Educator EAM PHI Nutrition- ist Statis- tician  INCLUDE CHA		DAY 2 20 x6 =120  DAY 3 40 x6 = 240 Total = 420			
1982/83 = 4 83-84 = 3 84-85 = 2	9x1 day FP Semi- nars (THEORY) + Supervised on- the job Practice Non-Residential at Parish level	Health  Local Govt.	-To provide participants with knowledge and skills to administer FP Methods, measure for and fit Diagh- rams insert & remove I.U.D. & effectively manage side effects and complications	PH Nurse N-Practitioner N-Educator Staff Nurse	9	20 x9 =180	Conf. Room Food&Drink Travelling Lecturers fee Supplies & Misc.	\$ 90 1800 1200 500 300	\$ 3,890  12,370
82/83 = 1	3x3 day FP Workshop	Health	-to provide partici- pants with information and skills to effecti- vely co-ordinate/ manage MCH/FP Services	Representatives PHN -NP NED -SN	of 15	600	conf. room food&Drink travelling Lecturers fee supplies & Misc.	90 2700 1800 500 600	312,870
83/84 = 1	Non-Residen- tial at Parish level	Local Govt.  Schools	-to establish inter- sectoral interagency & Community co-ope- ration in Primary H. Care.	H.Educator-M/W PHI - EAM Nutritionist	3	30x3 =90			5,490
84/85 = 1		Community Organizations	-to integrate MCH/FP with other services; e.g. S.T.D.  -to equip participants with basic informa- tion & skills in FP counselling, motiva- tion & interpersonal relationship, to enable them to perform as FP Encouragement visitors and counsell- ers.	INCLUDE Community leaders and Guidance Counsellors					
82-83 = 1	3x3 day teen FP Counsel- lers	Health Schools	-to train Peer Counsel- lers to work effective- ly with adolescents in FP and Family Life Ed.	Adolescents who will serve as Peer Counsellors	3	70x3 =30	Conf. Room lunch & Travelling Lecturers fee Material	90 1600 500 500	2,570
83-84 = 1 84-85 = 1	Workshop  Non-Residen- tial at Parish level	Student Council							
TOTAL					21	720		Total =	\$ 21,050

4-YEAR FAMILY PLANNING TRAINING PROGRAMME  
SOUTHERN REGION - ST CATHERINE, CLARENDON, WINCHESTER - 1981 - 1985

YEAR	PERIOD & TYPE OF ACTIVITY	MINISTRY OR AGENCY	OBJECTIVES	PARTICIPANTS	NO. OF COURSES	NO. OF PARTI- CIPANTS	ITEMS OF EXPENDITURE	JC COST
81-82 = 3	6x3 day F.P. Workshops (Theory) - supervised on-the-job practice.	Health Local Govt.	- to provide participants with current information and techniques to upgrade their knowledge & skills in delivering services to FP/MCH clients.	P.H. Nurse N/Educator N/Practitioner Staff Nurse Midwife	6	Day 1 15x6 = 90	Conference Room Food & Drink Travelling Lecturers fee Supplies & Miscellaneous	180 5400 3600 300
82-83 = 1	Non-Residential at parish level			Include N/Educator S.A.N. P.H.I. Nutritionist Statistician		Day 2 25x6 = 150		800
83-84 = 1	2 in each parish					Day 3 50x6 = 300		
84-85 = 1			- to improve their attitude to FP & their interpersonal relationships, upgrade skills in interviewing and counselling, communication, motivational activities & data collection.  - to provide CHAs with basic information on FP/Family Life Education, communication & motivation.  - to upgrade ALL in methods of preventing and retrieving drop-outs and of data recording & reporting.	Include CHA		Total = 540		
			C/F		6	540		110,780
82-83 = 4	9x1 day F.P. Seminars (Theory) + supervised on-the-job practice	Health Local Govt.	To provide participants with knowledge & skills to administer F.P. methods, measure for and fit diaphragm, insert and remove IUD, and effectively manage side effects & complications.	P.H. Nurse N/Practitioner N/Educator Nurse Staff Nurse Midwife	6	540	Conference Room Food & Drink Travelling Lecturers fees Supplies & Misc.	110,780
83-84 = 2	Non-Residential at parish level.				9	20x9 = 180		90 1,800 1,200 500 300
84-85 = 2								3,800
	3x3 day F.P. Workshop Non-Residential at parish level.	Health Local Govt. Schools Community Organizations	- to provide participants with information & skills to effectively coordinate/manage MCH/FP services, to establish intersectoral, inter-agency & community cooperation in Primary Health Care  - to equip community participants with basic information & skills in F.P. counselling, motivation & interpersonal relationships to enable them to perform as F.P. encouragement visitors and counsellors.	PH. Nurse Nurse Pract. N/Educator Health Edu. S.Nurse Midwife P.H.I. S.A.N. Nutritionist  Include Community Leaders & Guidance Counsellors	3	30x3 = 90	Conference Room Food & Drink Travelling Lecturers fee Supplies & Misc.	90 2,700 1,800 500 600
82-83 = 1	3x3 day Teen F.P. counsellors workshop	Health Schools Student Council	- to train Peer Counsellors to work effectively with adolescents in F.P. & F.Life Education.	Adolescents who will serve as Peer Counsellors	3	15x3 = 45	Conference Room Food & Drink & Travelling Lecturers fee Material	90 2,300 500 500
83-84 = 1	Non-residential at parish level.							3,300
84-85 = 1								
			TOTAL		21	855		123,550



4-YEAR FAMILY PLANNING TRAINING PROGRAMME  
 WESTERN REGION - TROENTY, ST. JAMES, HARBOUR, WESTMORELAND, ST. ELIZABETH  
 1981 - 1985

YEAR	PERIOD & TYPE OF ACTIVITY	MINISTRY OR AGENCY	OBJECTIVES	PARTICIPANTS	NO. OF COURSES	NO. OF PARTICIPANTS	ITEMS OF EXPENDITURE	J\$ COST
81-82 = 5	10x3 day F.P. Workshops (theory) + supervised on-the-job practice	Health Local Govt.	- to provide participants with current information and techniques to upgrade their knowledge & skills in delivering services to FP/MCH clients.	P.H. Nurse N/Practitioner N.Educator Staff Nurse Nurse Midwife	10	Day 1 15x10 = 150	Conference Room Food & Drink Travelling Lecturers Fee Supplies Misc.	3300 9000 6000 1000 900 117,200
82-83 = 2	Non-residential at parish level		- to improve their attitude to FP & their interpersonal relationships, upgrade skills in interviewing and counselling, communication, motivational activities & data collection.	Include N/Educator P.H.I. E.A.N. Nutritionist Statistician		25/10 = 250		
83-84 = 2	2 in each parish.		- to provide CHAs with basic information on FP/F.Life Education, communication & motivation.	Include C.H.A.		50x10 = 500		
84-85 = 1			- to upgrade ALL in methods of preventing and retrieving drop-outs and of data recording & reporting.			Total = 900		
			C/F		10	900		117,200
82-83 = 5	15x1 day F.P. seminars (theory) + supervised on-the-job practice	Health Local Govt.	3/F - to provide participants with knowledge & skills to administer F.P. methods, measure for and fit diaphragm, insert and remove IUD, and effectively manage side effects & complications.	P.H.Nurse N/Practitioner N/Educator Staff Nurse Midwife	10 15	700 20x15 = 300	Conference Room Food & Drink Travelling Lecturers Fee Supplies Misc.	150 3000 2000 200 300 6,250
83-84 = 5	Non residential at parish level		- to equip participants with information & skills to effectively coordinate/ manage FP/MCH services	Representatives of PHN N/Practitioner N/Educator S/Nurse	5	30x5 = 150	Conference Room Food & Drink Travelling Lecturers Fee Supplies Misc.	150 4900 3000 600 500 8,750
84-85 = 3	5x3 day F.P.W/shens Non Residential at parish level.	Health Local Govt. Schools Community Organizations	- to establish inter-sectoral, inter-agency, and community cooperation in Primary Health Care - to integrate MCH/FP with management of S.T.D and other services.	PHI, Midwife E.A.N. Nutritionist Include Community Leaders & Guidance Counsellors				
82-83 = 2	5x3 day Teen F.P. Counsellors Workshop	Health Schools Student Councils	To train Peer Counsellors to work with adolescents in FP/ Family Life Education	Adolescents who will serve as Peer Counsellors	5	10x5 = 50	Conference Room Food & travelling Lecturers Fee Material	150 2400 500 500 3,550
83-84 = 1								
84-85 = 2								
			TOTAL		35	1400	WEST 35,750	
					27	1105	S.EAST 27,210	
					21	720	N.EAST 21,050	
					21	855	SOUTH 23,550	
							TRAINING BRANCH 23,600	
							GRAND TOTAL 111,160	111,160

Attachment #3

DRAFT

Outline of the Management Seminar  
to be given May, 1982

A Management Seminar (see Carlson's reports, 1-82 and 3-82) will be given for 5 days in May, 1982, as an initiating activity for the NFPB during the 1982-85 period.

The objectives of the seminar are:

1. To clarify the role of the NFPB within the National Population and Family Planning Program.
2. To identify NFPB staff responsibilities and channels of communication within the NFPB.
3. To define the contributions of each sub-project organization to the National Family Planning Program.
4. To clarify the collaboration between the sub-project institutions and the NFPB.

The proposed schedule of the seminar involves "phasing in" the participants over the 5-day period. The Board of Directors (11) plus the Executive Director and the Board Secretary, will arrive at the seminar site on Saturday morning and leave on Sunday afternoon. The senior staff of the NFPB, including all department heads, activity directors, and officers, will arrive Sunday noon and remain until the close of the seminar on Wednesday. Representatives from the sub-project institutions will arrive Tuesday morning and remain until the close of the seminar. Key board members will return to the seminar on Wednesday morning, and the seminar will be closed by a mass media luncheon. An elaboration of the seminar follows.

This proposed outline is intended to serve as a guide for seminar development. It is anticipated that it will be substantially altered for the actual seminar.

RELATION BETWEEN

DESIRED OBJECTIVES

AND TRAINING

NFPB MANAGEMENT SEMINAR

Program Objectives	Knowledge or skill necessary	Content of the training	Training activities
<p>1. To clarify for all participants (NFPB staff, Board of Directors, and key officials of sub-project institutions) the role of the NFPB within the National Population and Family Planning Program, the specific objectives of the Board, and the strategies proposed for achieving these objectives</p>	<ul style="list-style-type: none"> <li>• Knowledge of the content, goals and objectives of the National Family Planning Program</li> <li>• Knowledge of the goals, objectives, and functions of the NFPB</li> </ul>	<p>Information about the National Family Planning Program and the NFPB.</p>	<p>Presentation by key NFPB Directors.  Question and answer period.</p>
<p>2. To identify staff responsibilities and channels of communication within Board</p>	<ul style="list-style-type: none"> <li>• An understanding of the responsibilities of each Department and staff member</li> <li>• An understanding of how the various functions of the NFPB relate to each other</li> </ul>	<p>Review of the organizational chart and job descriptions  Description of interrelationships among staff member and among the NFPB departments</p>	<p>Presentations by the Executive Director, the Board Secretary, and Department Heads.  Question and answer period.</p>
<p>3. To define the contributions of each sub-project organization to the National Family Planning Program</p>	<ul style="list-style-type: none"> <li>• Information about the family planning activities to be conducted by each sub-project institution</li> <li>• An understanding of how these relate to the National Family Planning Program</li> </ul>	<p>Description of sub-projects and their relationship to overall activities of the institution  Description of how the sub-project activities relate to the National Family Planning Program</p>	<p>Presentations by an official from each sub-project institution.  Panel discussion  Question and answer period</p>
<p>4. To clarify the collaboration between the sub-projects institutions and the NFPB and the relationship with USAID and other international donar agencies</p>	<ul style="list-style-type: none"> <li>• An understanding of the various mechanisms through which the NFPB and the sub-project institutions will work together</li> <li>• An understanding of the relationship of USAID &amp; other international donar agencies to the sub-project institutions</li> </ul>	<p>Description of the NFPBs activities vis-a-vis the sub-projects  Description of channels of communication between the NFPB and the sub-project institutions.  Description of the relationship of USAID &amp; other international donar agencies to the sub-project institutions</p>	<p>Presentations by key NFPB staff members  Panel discussion  Question and answer period  Presentation by USAID Staff</p>

CURRICULUM ELABORATION - 1

Content	Activity	Human Resources	Material Resources	Duration
Introduction to Seminar---review of seminar's objectives ---discussion of participants' objectives	Opening address  Question and answer period	Executive Director  Executive Director Board Secretary Board Chairman	Folder with information pamphlets for each participant	1/2 hour Saturday 10:00-10:30  1/2 hour Saturday 10:30-11:00
Description of National Family Planning Program	General address  Question and answer period	Board Chairman	Copy for each participant of GOJ Population Policy and National Family Program	1 hour Saturday 11:00-12:00
Clarification of the role of the National Family Planning Board	Presentation of NFPB goals, objectives, and functions  Discussion period/ question and answer period  Delineation of role	Board Chairman  Board Chairman Executive Director Board Secretary	Copy for each participant of the proposed role of the NFPB  Flip pad for presenting the final version of the role of the NFPB	1-1/2 hours Saturday 2:00-3:30
Clarification of NFPB objectives and proposed strategies for achieving them	Review of proposed calendar of activities during 1982-85	Board Chairman Executive Director Board Secretary	Copy for each participant of proposed calendar for all NFPB activities for 1982 and overview for subsequent years	1-1/2 hours Saturday 3:30-5:00

CURRICULUM ELABORATION - 2

Content	Activity	Human Resources	Material Resources	Duration
<p>Definition to the NFPB staff of the role of the NFPB as identified by the Board of Directors</p>	<p>Presentation of the NFPB role as identified by the Board of Directors</p> <p>Discussion period/question and answer period</p>	<p>Board Chairman</p> <p>Board Chairman Executive Director Board Secretary</p>	<p>Copy for each participant of the final version of the role of the NFPB</p>	<p>1/2 hour Sunday 1:00-1:30</p> <p>1/2 hour Sunday 1:30-2:00</p>
<p>Identification of staff responsibilities and channels of communication</p>	<p>Presentation of the Organizational chart with review of each functional position</p> <p>Presentation of responsibilities of each Department</p> <p>Presentation of job descriptions</p> <p>Discussion/question answer to follow each presentation</p>	<p>Executive Director</p> <p>Department Directors</p> <p>Executive Director Department Directors</p>	<p>Copy of organizational chart for each participant</p> <p>Copy of "Statement of responsibilities" of each department for each participant</p> <p>Copy of job descriptions for each participant</p>	<p>3/4 hour Sunday 2:00-2:45</p> <p>1 hour Sunday 2:45-3:45</p> <p>1 hour Sunday 4:00-5:00</p>

CURRICULUM ELABORATION - 3

Content	Activity	Human Resources	Material Resources	Duration
<p>MONDAY - All staff work together and in small groups on planning, and decision-making. Resources and particular activities to be identified and developed by the Director, the Director of IE&amp;C, and the Training officer.</p>				<p>1/2 hour Tuesday 9:00-9:30</p> <p>1/2 hour Tuesday 9:30-10:00</p> <p>2 hours Tuesday 10:00-12:00</p>
<p>Definition of the contributions of each sub-project organization to the National Family Program</p>	<p>Review of the National Family Planning Program</p> <p>Discussion/question and answer period</p> <p>Presentation of each sub-project and how it relates to its organization, followed by general discussion</p>	<p>Executive Director</p> <p>Executive Director Board Secretary</p> <p>Representative of each sub-project</p>	<p>Copy for each participant of the GOJ population policy and the National Family Planning Program</p> <p>To be identified by presenters</p>	



CURRICULUM ELABORATION - 4

Content	Activity	Human Resources	Material Resources	Duration
Definition of the collaboration between the sub-project organizations and the NFPB	<p>Presentation of the kinds of assistance the NFPB can provide</p> <p>Discussion of the needs of the various sub-project organization question and answer</p>	<p>Executive Director Department Directors</p> <p>Representative of sub-project organizations</p> <p>Executive Director Department Directors</p>	<p>NFPB information/motivation materials; preliminary list of training materials</p>	<p>3/4 hour Tuesday 2:00-2:45</p> <p>3/4 hour Tuesday 2:45-3:30</p>
Definition of the relationships between the NFPB, the sub-projects and USAID & other international donor agencies	<p>Presentation Question/answer</p>	<p>USAID Staff</p>	<p>Provided by USAID Staff</p>	<p>1 hour Tuesday 3:30-4:30</p>
Seminar evaluation	<p>Individual questionnaires group presentations</p>	<p>Evaluation Officer Training Officer</p>	<p>Questionnaires</p>	<p>1 hour Tuesday 4:30-5:30</p>
<p>WEDNESDAY - Seminar closing activities with luncheon 12:00-2:00. Mass media representatives will be invited to attend the luncheon. Evaluation could be shifted to Wednesday morning.</p>				

## ATTACHMENT 4

### Training Development Materials

Following are materials which were used to develop the implementation plan with the NFPB. Those related to training development will be used by the Board as they develop their own training activities and provide technical assistance to the sub-projects.

INSTITUTIONAL RESPONSIBILITIES

I. For what categories of training is this institution responsible?

A. Institutional Staff Development (training people within the institutions).

• New Staff Training

\_\_\_\_ Orientation to institutional policies & procedures  
\_\_\_\_ Technical training  
\_\_\_\_ Clinical training  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_

• In-service Training

\_\_\_\_ Policies & procedures up-dated  
\_\_\_\_ Technical training  
\_\_\_\_ Clinical training  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_

B. Extra-institutional Training (training people in other institution).

• Public information

\_\_\_\_  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_

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\_\_\_\_  
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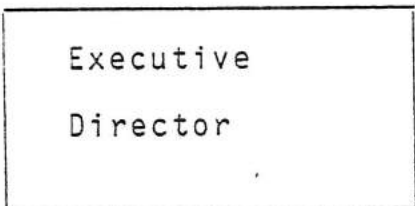
C. Technical Assistance/Coordination (with other institutions).

\_\_\_\_ Ministry of Health  
\_\_\_\_ Ministry of Agriculture  
\_\_\_\_ Ministry of Education  
\_\_\_\_ Ministry of Youth  
\_\_\_\_  
\_\_\_\_

II. What activities are required for each of these areas of responsibility?

<u>Activity</u>	<u>Staff Member (s) Responsible</u>
___ Assessing training needs	_____
___ Establishing training activities	_____
___ Coordinating with other institutions	_____
___ Scheduling training	_____
___ Arranging participants	_____
___ Selecting participants	_____
___ Informing trainees prior to training	_____
___ Developing/selecting materials	_____
___ Identifying trainers	_____
___ Organizing trainers	_____
___ Making financial arrangements	_____
___ Designing Curriculum	_____
___ Establishing training methodology	_____
___ Arranging hotels and meals	_____
___ Developing evaluation of training	_____
___ Conducting evaluation of training	_____
___ Preparing course report	_____
___	_____
___	_____
___	_____
___	_____
___	_____
___	_____
___	_____
___	_____
___	_____
___	_____

III. Make an abbreviated organizational chart identifying each staff with training responsibilities. List the training responsibilities of each person:



- 1.
- 2.
- 3.

## ELEMENTS OF THE TRAINING PROCESS

- To establish and maintain a positive atmosphere for the process of teaching and learning:
  - consider the needs and expectations of the participants and their institutions in the development and implementation of the training.
  - provide an opportunity for interaction among the participants and between the participants and the trainers.
  - encourage feedback from the participants throughout the training and make the necessary adjustments to accommodate their suggestions.
- To present the content of the training in a logical, sequential form and in a manner understandable and acceptable to the participants:
  - consider the general level of the participants' knowledge.
  - consider the knowledge and skills which the participants actually need.
  - consider the duration of the training.
  - establish priorities for the training content.

## ANALYSIS OF TRAINING NEEDS

In order to understand the specific needs of the individuals who will be trained and to develop a training program that meets those needs, we need the following information:

1. In what specific family planning activities will the trainees be involved after they complete their training?

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2. What knowledge and skills do they need in order to perform these activities?

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3. What attitudes do they need to have in order to perform these activities?

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4. Have these trainees received prior training in family planning? (Explain)

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5. Are the trainees currently working in family planning? (Explain)

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## TRAINING OBJECTIVES

The objectives of the institution providing the training are:

1. To provide training to \_\_\_\_\_ (number) \_\_\_\_\_ (profession or role of trainees).

2. To provide trainees with information about

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

3. To motivate trainees to

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

4.

5.

The objective of the institution requesting the training are:

1. To expand \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. To provide \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. To increase \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. To improve \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## LEARNING OBJECTIVES

When the trainees complete their training, they will be able to do:

1.

2.

3.

4.

5.

RELATION BETWEEN  
DESIRED OBJECTIVES  
AND TRAINING

Program Objectives	Knowledge or skill necessary	Content of the training	Training activities

## SEQUENTIAL LIST OF POSSIBLE CONTENT

- Recognition and introduction of participants and trainers
- Discussion of the expectations
  - of the participants
  - of trainers (course objectives)
  - of the institution (project objectives)
- Myths about family planning and contraceptive methods
  - how they are communicated
  - why they are incorrect
  - how to provide accurate replacement information
- Family Planning
  - the concept
  - the objectives
  - relation to health
  - relation to social/economic development
- Population in Jamaica
  - problems
  - trends
- Steps for establishing a family planning clinic, community-based service, or other family planning program activity
  - personnel
  - services
  - equipment
  - building
  - referral system
  - supervision system
- Interviewing contraceptive patients
  - purpose of interview
  - content of interview
  - interview techniques
  - practice
- Clinical examination for contraceptive patients
  - description
  - objectives
  - demonstration
  - clinical practice

- Reversible contraceptive methods (each method)
  - description
  - function
  - advantages and disadvantages
  - secondary effects
  - patient management
- Permanent contraceptive methods (each method)
  - description
  - function
  - advantages and disadvantages
  - secondary effects
  - management
  - referral
- Elements of communication in family planning
  - methods of communication that can be employed in clinic information programs
  - methods of communication that can be employed in community based information programs
  - developing materials for communication
- Evaluation
  - participant reaction
  - pre-and/or post-test of knowledge/skills



CURRICULUM ELABORATION

Content	Activity	Human Resources	Material Resources	Duration

ADMINISTRATION  
OF  
LOGISTICS

I. Administrative arrangements

- Identify the date and place of the training.
- Confirm the availability of the training site for the date of the training.
- Administer the registration of participants, including:
  - a list of potential participants
  - a list of invitations sent
  - a list of persons responding to the invitation
  - follow-up with non-respondents
  - develop the final list of participants
- Plan the arrangement of the furniture and equipment for the training room. Determine the availability of chalk boards, flip charts, and photocopiers. If these are not available at the training site, make arrangements to bring all necessary equipment.
- Identify the specific audio-visual equipment to be used in the training and be sure it is in good condition. Have bulbs, fuses, and other spare parts readily available.
- Identify all the costs of the training (including materials, equipment, per diem, honoraria, transportation, training site, etc.), and make arrangements to have funds available to cover these expenses.
- Decide the form in which per diem and transportation payments will be paid to the participants and trainers. If payment is to be made by check, arrange with a bank (or training site) to cash checks.
- Make hotel reservations and arrange transportation and meals for participants and trainers.
- Prepare all materials to be sent to participants in advance of the training (invitations, registration forms, instruction sheets, etc.)
- Prepare all training materials.
- Prepare the course evaluation
  - develop a participant reaction questionnaire
  - develop an instrument (questionnaire, checklist, etc.) to measure knowledge and/or skills acquired.

## II. Trainer

- Identify the trainers and ascertain their availability during the course.
- Organize a preliminary course schedule.
- Meet with all the trainers (together) to review the objectives of the training, the institutional constraints, the learning objectives, the course schedule, the content of each session, the evaluation of the training, and to determine the specific responsibilities of each trainer.
- Identify the training materials and equipment each trainer needs for his/her session.
- Reconfirm in writing with each trainer the date, time, and place of their sessions and the general content of the session(s) for which each is responsible.
- Make hotel and meal arrangements for trainers.
- Communicate by telephone with each trainer the day before the training to reconfirm their participation.

## III. Participants

- Identify the participants.
- Invite the participants to attend the training, providing them with information about:
  - date
  - time
  - place
  - objectives
  - calendar of activities
  - arrangements that have been made for them (hotel, meals, transportation, etc.) and the manner in which these are to be paid for
  - steps they must take and/or documents they must submit to reconfirm their participation.

- Prepare an information packet to give to each participant the first day of the course, including:
  - schedule of activities
  - information about the trainers
  - methodology of the course
  - persons to contact in case of emergency
  - bibliography
  - mimeographed articles, folders, etc., with information to support the course content
  - name tags
  - paper, pens, pencils, etc.

CALENDAR OF LOGISTICAL  
ACTIVITIES

Activity	Date (days or weeks before training)	Person (s) responsible

## ELEMENTS OF COURSE ASSESSMENT

- To recognize how the participants have reacted to the course:
  - Consider the various elements of the course which could effect the participants' perception of the training, including the physical setting, the training methodology, the trainer's manner of presentation, the interest- and knowledge- level of the content, the materials used; and the importance of the training for the participants' work.
  - Consider what will be done with the information about how the participants have reacted to the course (who will use it, for what purpose).
- To establish what the participants have gained from the course:
  - Consider the learning objectives.
  - Consider the type of knowledge or skills gained and an appropriate means of assessing them (pre-post tests, clinical assessment, group discussion, observation, etc.).
  - Consider what will be done with the information about what the participants have gained from the course (who will use it, for what purpose).
- To determine the long-range (3, 4 or 6 months) impact of the training:
  - Consider what contacts the training institutions (or sponsoring institution) will have with the trainees after the course.
  - Consider what data will be available about trainees' post-training activities from existing sources.
  - Consider what the trainees are supposed to do as a result of their training.
  - Consider the training organizations capability to collect data about the trainees' post-training activities.
  - Consider what will be done with the information about the long-range impact of the course (who will use it, for what purpose).



EVALUATION PLAN

TYPE OF EVALUATION	MEANS OF ASSESSMENT	POINT OF ASSESEMENT	DATA RECIPIENT	PURPOSE OF ASSESSMENT
I. Participant reaction evaluation				
II. Short-term knowledge/skills evaluation				
III. Long-term impact assessment				