

Training for Health Committees and Health Staff at Health Unit Level

# ENSURE TRAINING OF HEALTH UNIT PERSONNEL

Management of Staff and Equipment



2

FACILITATOR GUIDE

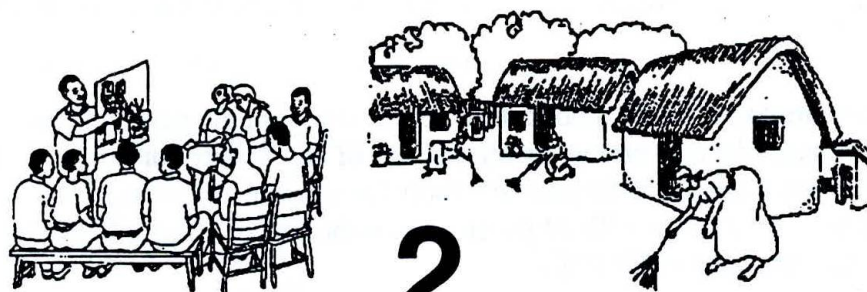


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**Training for Health Committees and Health Staff at Health Unit Level**

# **ENSURE TRAINING OF HEALTH UNIT PERSONNEL**

**Management of Staff and Equipment**



**2**

**FACILITATOR GUIDE**



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## Overview of Learning Process

- In this module, you will learn how to ensure the training of health unit staff.
- In the first activity, you will learn how to determine which health unit staff need to be trained and what skills or knowledge they need to acquire or improve.
- In the second activity, you will learn how to plan training activities for health unit staff.
- In the third activity, you will learn how to organize the follow-up of training.

## Overview of Training Health Unit Staff

- Without trained staff, the health unit cannot function properly.
- To be able to perform well, health unit staff need specific skills and knowledge.
- **Skills** are what a health unit staff must learn to **do** so he or she can perform.
- **Knowledge** is what health unit staff must **know** before he or she can practice or perfect new skills.
- **The training of health unit staff should not be a one-time event.**

*(continued)*



- Train health unit staff on an on-going basis:
  - to ensure that their skills and knowledge are current,
  - to prevent skills and knowledge from decaying over time, and
  - to continuously improve and enhance the services provided by the health unit.
- Make sure that health unit staff share what they have learned during training with other health unit staff.

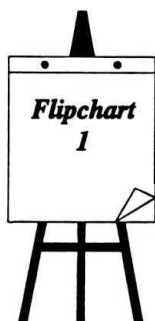


## ACTIVITY 1 - ASSESS TRAINING NEEDS

*This activity teaches participants general guidelines for assessing training needs. Modify the activity to reflect procedures in the participants' area.*

### Learning Objective

- The learning objective for this activity is:



#### Activity 1 - Assess Training Needs

#### Learning Objective

At the end of the session, participants will be able to assess the training needs of health unit staff.

### Overview of Learning Process

- During this activity, you will learn how to determine which health unit staff should be trained and what type of training they should receive.
- At the end of the activity, you will work individually to complete the Performance Check.

### Introduction to Activity 1

*Ask participants if they have assessed the training needs of their health unit staff.*

*Ask participants to describe what they do to assess training needs.*

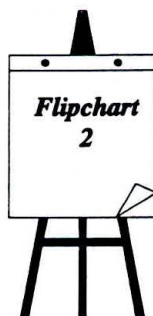
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*Discuss procedures established by the district, the District Medical Team (DMT), or the District Medical Officer (DMO) for assessing health unit staff training needs.*

*Discuss the participants' role in those procedures.*

- Why is it important to assess the training needs of health unit staff?

*Solicit responses.*



#### **Assess Training Needs:**

- to respond to health needs identified during community diagnosis and participatory planning
- to prevent the decay of skills and knowledge over time
- to motivate health staff

- When assessing training needs, identify skills and knowledge health unit staff need to acquire or improve.
- Make sure that training is needed to improve the current skill level and performance of health staff.
- Identify training that is appropriate and relevant.

*Ask participants to identify when and how often to assess training needs of health unit staff.*

- What factors do you need to consider when deciding who to train and on what?

*Solicit responses and write accurate answers on the flipchart or board.*

*(continued)*

*Possible answers:*



**Factors to Consider When Deciding  
Who to Train and on What**

- which health unit staff are most likely to successfully complete the training and perform after training
- if the health unit has the tools and materials that the trained person will need to perform after training
- if the trained person will have the opportunity to apply his or her newly acquired skills after training
- the number of health unit staff to be trained
- how long the health unit staff will be trained and where
- the cost of training health unit staff



## How to Assess Training Needs

- What are some ways to assess the training needs of health unit staff?

*Solicit responses and write accurate answers on the flipchart or board. Possible answers:*



### Ways to Assess Training Needs of Health Unit Staff

- Observe health unit staff doing their jobs.
- Informally test health unit staff knowledge through discussions and asking questions.
- Get feedback from patients about the quality of health services.
- Use information from supervisory visits and DMT observations.
- Consider findings from community diagnosis and monitoring and evaluating.
- Consider what skills and knowledge are required to implement new activities identified during participatory planning.

*Discuss with participants who should do each task listed. For example:*

- *The in-charge and the DMO can observe health unit staff doing their jobs.*
- *Health committee members can get feedback from patients about the quality of services.*

*(continued)*

- If health unit staff are not performing tasks correctly or according to expectations, find out why.
- If health unit staff do not know how to perform correctly, then training is needed.

*Ask participants to identify possible reasons why health unit staff may not perform according to expectations although they may know how to perform correctly.*

*Possible answers:*

- *Health unit staff may not have the time to perform correctly.*
- *The equipment, resources, and space to perform correctly are not available.*
- *Health unit staff may not be motivated.*

*Emphasize that participants should find out why health unit staff are performing incorrectly by talking to them and observing their performance.*

- **When assessing training needs, also consider cross-training health unit staff to make sure that everyone can perform more than one function at the health unit.**

*Ask participants to explain how cross-training health unit staff can benefit their health unit and the community.*

- If possible, health unit staff should be cross-trained in more than one job and be able to replace each other when someone is absent.

# ACTIVITY 1 - ASSESS TRAINING NEEDS

## PERFORMANCE CHECK 1

### Facilitator Instructions

*Read the following instructions to participants. Write or draw any instructions on the flipchart or board, as needed.*

- You will work individually to complete the Performance Check.
- Read the case scenario in your Participant Guide.
- Describe who will do what in order to assess the training needs of the health staff.
- If you have any questions while you are completing the Performance Check, please let a facilitator know.
- When you have completed the Performance Check, let a facilitator know.
- When everyone has completed the exercise, we will have a plenary discussion about the Performance Check.

*Ask participants to begin the Performance Check.*

*After all participants have completed the Performance Check, reconvene them for the plenary discussion.*

*Refer to the following pages which show the Performance Check exercise in the Participant Guide.*



## ACTIVITY 1 - ASSESS TRAINING NEEDS

### PERFORMANCE CHECK 1



**Do not begin the Performance Check until the facilitator has given you the instructions!**

You will work individually to complete the Performance Check.

1. Read the case scenario below.

The Bamali Health Unit is a small health facility with an in-charge, a nurse, and one health assistant.

Community diagnosis revealed that many women are dying from deliveries in the community of Bamali. During participatory planning, the community and health committee decided that women should be able to deliver babies at the health unit.

2. Identify what needs to be done to implement this new activity.

*(continued)*

3. Describe how health staff and the health committee can work together to assess the training needs of health staff. Explain who will do what.

4. Let a facilitator know when you have completed the Performance Check.

## Plenary Discussion

*When participants reconvene, ask volunteers to present their answers. Invite other participants to make comments or suggestions.*

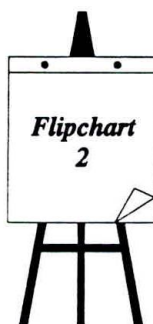
*Encourage participants to share any observations, problems, or concerns they experienced in completing the Performance Check.*

*Discuss the difficulties that you noted participants experienced during the Performance Check.*

*Ask participants the following question:*

- **When should you assess the training needs of health unit staff?**

*Conclude the activity with positive comments about how participants performed. Summarize the major points of the activity.*



### **Assess Training Needs:**

- to respond to health needs identified during community diagnosis and participatory planning
- to prevent the decay of skills and knowledge over time
- to motivate health staff



### **Ways to Assess Training Needs of Health Unit Staff**

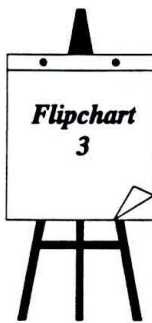
- Observe health unit staff doing their jobs.
- Informally test health unit staff knowledge through discussions and asking questions.
- Get feedback from patients about the quality of health services.
- Use information from supervisory visits and DMT observations.
- Consider findings from community diagnosis.
- Consider what skills and knowledge are required to implement new activities identified during participatory planning.

## ACTIVITY 2 - PLAN TRAINING ACTIVITIES

*This activity teaches participants how to arrange and organize training for health unit staff. Modify the activity to reflect procedures in the participants' area.*

### Learning Objective

- The learning objective for this activity is:



#### Activity 2 - Plan Training Activities

#### Learning Objective

At the end of the session, participants will be able to plan training activities for health unit staff.

### Overview of Learning Process

- During this activity, you will learn how to develop a plan to train health unit staff.
- At the end of the activity, you will work individually to complete the Performance Check.

### Introduction to Activity 2

- After you decide what skills and knowledge health unit staff need and who should be trained, plan training for health unit staff.

*Ask participants to identify who should be involved in planning the training and to explain why.*

*(continued)*

- The DMT can help you:
  - Determine what health staff will be trained to do.
  - Identify the type of training given the current skills, education level, and abilities of health staff.
  - Develop a plan for training activities.
- What factors do you need to consider when planning training?

*Solicit responses and write accurate answers on the flipchart or board.*



#### **Factors to Consider When Planning Training**

- the results of your training needs assessment
- how to train health unit staff
- when and where to train health unit staff
- the duration of training
- the cost of training
- how to finance the training, as appropriate
- the number of health unit staff to be trained
- if funds, space, reference materials, and other resources are available for training
- health unit staff work schedules to replace persons who participate in training

*Ask participants to explain why they need to consider these factors.*

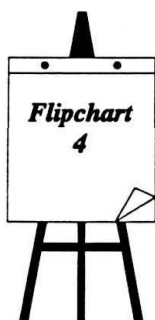
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- The number of health unit staff to be trained during a specified period of time and the type of training they will receive depends on:
  - the amount of money available for training
  - the ability for the health unit to operate while its staff are at training.

## How to Plan Health Unit Staff Training

- To plan training:



### How to Plan Health Unit Staff Training

1. Decide what type of training to provide.
2. Identify when, where, and how long training will take place.
3. Determine how much training will cost and how to pay for it.
4. Reorganize health unit staff schedules to replace persons who have left for training.
5. Identify what needs to be done to arrange or apply for training.

*Ask participants if they need to present a training plan to receive money from the health committee or DMT. Explain that the best way to present a training plan is in writing.*

*Use an example to work through the steps of how to plan training for health unit staff. Use your own example or the one included in the module. Refer to the sample training plan on the following page, as necessary.*

*(continued)*

### Training Plan for Health Unit Staff

<p>Type of training to provide</p>	<p><i>training on drug management: monitor daily and monthly inventory</i></p>
<p>When, where, and how long training will take place</p>	<p><i>15 -18 September 1998 at Bamanda Health Unit where drug management is working well.</i></p>
<p>How much training will cost and how to pay for it</p>	<p><i>training fees and materials for 1 nurse = \$5 per person x 1 = \$ 5</i></p> <p><i>travel expenses = \$4 x 1 person = \$ 4</i></p> <p><i>food for 4 days = 4 days x 1 person x \$2/day = \$ 8</i></p> <p><i>lodging for 3 days = 3 days x 1 person x \$2/day = \$ 6</i></p> <p style="text-align: right;"><i>Total = \$23</i></p> <p><i>The health unit and health committee will pay for the food, lodging, travel expenses, materials and training fees.</i></p>
<p>Reorganize health unit staff schedules to replace persons who have left for training</p>	<p><i>Schedule Keffa Mukoota to work the four days while the nurse is attending the training.</i></p>
<p>What needs to be done to arrange/apply training</p>	<p><i>Contact the in-charge of the Bamanda health unit.</i></p> <p><i>Pay training fees to the Bamanda health unit.</i></p> <p><i>Arrange transport to and from training.</i></p> <p><i>Arrange lodging and food at the Bamanda health unit.</i></p>

## Step 1 - Decide What Type of Training to Provide

- What are some ways health unit staff can be trained?

*Solicit responses and write accurate answers on the flipchart or board. Possible answers:*



### Ways to Train Health Unit Staff

- workshop training
- training in a health unit that is "working well"
- on-the-job training
- training through supervision

*Discuss with participants the advantages and disadvantages and the associated costs of each training option. Possible responses:*

#### **Workshop training**

- *Advantages: provides staff with current, up-to-date skills; provides staff with opportunity to share experience with other colleagues; staff get training materials they can use back at the health unit.*
- *Disadvantages: high cost; training may be too theoretical with not enough practice; staff have to be away from health unit for extended period of time; workshop schedule may not be suitable to health unit staff.*

*(continued)*



### ***Training in a health unit that is "working well"***

- ***Advantages:*** low to medium cost, easier to arrange than workshop training; staff can practice what they learn and discuss difficulties.
- ***Disadvantages:*** instructors may not be trained or experienced in training other staff; not advisable for new health staff.

### ***On-the-job training***

- ***Advantages:*** low cost, easy to arrange; staff have opportunity to practice skills in their usual environment.
- ***Disadvantages:*** instructors may not be trained or experienced in training other staff; not advisable for staff who have been at the same health unit for a long time; difficult in situations where staff have had their responsibilities taken away from them.

### ***Training through supervision***

- ***Advantages:*** low to medium cost; suitable if one or two staff of different job levels and responsibilities lack performance; supervisor can compare the performance of different health units.
- ***Disadvantages:*** supervision may not be frequent enough; supervisor may not have adequate supervisory skills.

*Explain to participants that knowing more about advantages, disadvantages, and costs of each option should help them decide what type of training to provide.*



## Step 2 - Identify When, Where, and How Long Training Will Take Place

- Schedule training so that it interferes as little as possible with the function of the health unit.

*Ask participants to identify factors they should consider when deciding when to train health unit staff. Possible answer:*

- *the time of year and the demand for health unit services. At certain times of the year, the community may use the health unit more than at other times.*
- The training site is linked to the type of training provided.
- Some places provide more opportunities to practice skills than others.
- Discuss how long training should be with the DMO or the national training team. They can give you advice and guidelines about the length of training based on the type of skills health staff need to acquire.

## Step 3 - Determine How Much Training Will Cost and How to Pay for It

- What are some costs involved in training health unit staff?

*Solicit responses. Possible answers:*

- *training fees, materials, registration*
- *travel expenses to and from training site*
- *per diem*

*(continued)*

*Emphasize that the cost of training is not the same as the cost of organizing training.*

- Calculate the total cost of all staff being trained.
- To determine how to pay for training:
  1. Check the budget to determine if money has been allocated for training health unit staff.
  2. Check the corresponding budget item expenditure form to determine how much money is available to pay for training.
- Check the amount in the **Balance** column of the Budget Item Expenditure Form to determine if funds are available to pay for training.
- Do not spend more money than was budgeted.

*Quickly review the sample Budget Item Expenditure Form on the flipchart or board. Ask participants to identify how much money is available to pay for training health staff.*

*Answer: \$40 is available for training.*



Budget Item Expenditure Form				
Category: <u>Training Health Personnel</u>		Amount Budgeted: <u>\$120</u>		
Date	Description	Amount Spent	Total Amount Spent to Date	Balance
2 Feb 96	family planning workshop for 2 health staff	\$50	\$50	\$70
6 April 96	drug management workshop	\$30	\$80	<b>\$40</b>

*(continued)*

- **Before you spend money, make sure money is available.**
- Look at the current balance in the cash and bank book, if available.

*Ask participants why they need to check the balance in the cash and bank book.*

*Answer: Check the cash and bank book balance to make sure there is money either in the bank or on hand to pay for training.*

*Ask participants what they would do if money was not budgeted for health staff training or if money is not available to pay for training.*

*Identify other sources of funds to pay for training in the participants' area.*

- Discuss with the DMT and health committee how to finance the training, as appropriate.

#### **Step 4 - Reorganize Health Unit Staff Schedules to Replace Persons Who Have Left for Training**

- If health unit staff are attending training away from the health unit, determine who will perform their functions while they are attending training.
- Why do you need to reorganize health unit staff schedules?

*Solicit responses.*

*(continued)*



*Possible answer:*

- *It is important to make sure that the health unit is able to provide services to the community without interruption.*

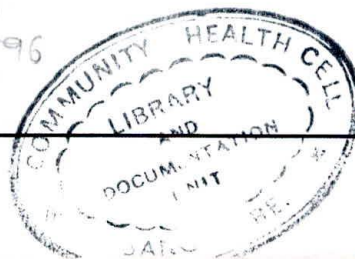
*Ask participants to describe how they would make sure that health services are not interrupted.*

## **Step 5 - Identify What Needs to be Done to Arrange or Apply for Training**

- If you are planning to send health unit staff to a training course or workshop, work with your DMT to:
  - Apply for admission to a course or workshop.
  - Determine who to contact if there are questions or problems.
  - Find alternatives in case health unit staff are not admitted to the training course or workshop.
- If you are planning to train health unit staff at **another health unit** that is "working well", contact other health units or facilities to coordinate training efforts.
- If you decide to train health unit staff **on-the-job** or **through supervision**, determine:
  - who will train health unit staff
  - what skills and knowledge health unit staff will learn and in what order

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- when and how frequently training will take place (e.g., daily, weekly, monthly)
- how to evaluate the progress of the person(s) being trained
- the equipment, materials, and other resources that may be required
- **For on-the-job training, select a trainer who:**
  - has the interest, ability, and willingness to train
  - has all the skills and knowledge that the person being trained needs to learn
  - agrees to evaluate and supervise the person being trained
  - has the time to do the training and supervision
  - has good communication skills

## ACTIVITY 2 - PLAN TRAINING ACTIVITIES

### PERFORMANCE CHECK 2

#### Facilitator Instructions

*Read the following instructions to participants. Write or draw any instructions on the flipchart or board, as needed.*

- You will work individually to complete the Performance Check.
- Use information from Performance Check 1 to develop a plan to train health unit staff.
- To develop a training plan:
  - Decide what type of training to provide.
  - Identify when and where training will take place.
  - Determine the cost of training and how to pay for training.
  - Describe how to reorganize health unit staff schedules to replace persons being trained, as needed.
  - Identify what needs to be done to arrange or apply for training.
- If you have any questions while you are completing the Performance Check, let a facilitator know.
- When you have completed the Performance Check, let a facilitator know.

*(continued)*

- When everyone has completed the exercise, we will discuss the Performance Check.

*After all participants have completed the Performance Check, reconvene them for the plenary discussion.*

*Refer to the following pages which show the Performance Check exercise in the Participant Guide.*

## ACTIVITY 2 - PLAN TRAINING ACTIVITIES

### PERFORMANCE CHECK 2



**Do not begin the Performance Check until the facilitator has given you the instructions!**

You will work individually to complete the Performance Check.

1. Use information from the case scenario in Performance Check 1 and the worksheet on the following page to develop a plan to train health unit staff.
2. Let a facilitator know when you have completed the Performance Check.



### Training Plan for Health Unit Staff

Type of training to provide	
When, where, and how long training will take place	
How much training will cost and how to pay for it	
Reorganize health unit staff schedules to replace persons who have left for training	
What needs to be done to arrange/apply training	

## Plenary Discussion

*When participants reconvene, ask volunteers to present their plans for training health unit staff. Invite other participants to make comments or suggestions.*

*Encourage participants to share any observations, problems, or concerns they experienced in completing the Performance Check.*

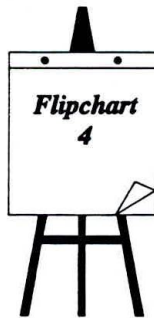
*Discuss the difficulties that you noted participants experienced during the Performance Check. Ask participants the following questions:*

- How soon after you assess the training needs of health unit staff should you plan training activities?
- Which type of training (workshop, on-the-job, training in a health unit that is working well, or training through supervision) do you think is most effective and successful? Why?
- What is the greatest obstacle to training your health unit staff?

*Conclude the activity with positive comments about how participants performed.*

*(continued)*

*Refer to Flipchart 4 to summarize the major points of the activity.*



### **How to Plan Health Unit Staff Training**

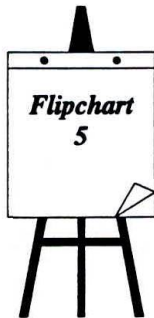
1. Decide what type of training to provide.
2. Identify when, where, and how long training will take place.
3. Determine how much training will cost and how to pay for it.
4. Reorganize health unit staff schedules to replace persons who have left for training.
5. Identify what needs to be done to arrange or apply for training.

## ACTIVITY 3 - ORGANIZE FOLLOW-UP OF TRAINING

*This activity teaches participants general guidelines for organizing follow-up of training. Modify the activity to reflect procedures in the participants' area.*

### Learning Objective

- The learning objective for this activity is:



#### Activity 3 - Organize Follow-up of Training

#### Learning Objective

At the end of the session, participants will be able to organize follow-up of training.

### Overview of Learning Process

- During this activity, you will learn how to organize follow-up of training.
- You will also learn how to make sure that trained health unit staff share what they have learned during training with others.
- At the end of the activity, you will work individually to complete the Performance Check.

### Introduction to Activity 3

*Ask participants to describe what usually happens after health unit staff complete training.*

*(continued)*



- After health unit staff are trained:
  - Provide supervision.
  - Make sure that health unit staff share their new skills and knowledge with others.
- Keep a log of who has been trained.

*Ask participants why they should keep a record of who has been trained.*

## **Provide Supervision**

- After training, supervision takes place.

*Ask participants to define supervision. Possible answer:*

- *Supervision is working with health unit staff to help them adapt what they learned during training and to do a better job.*

- Why is it important to supervise health unit staff after training?

*Solicit responses. Possible answers:*

- *Skills acquired during training will be assessed during supervision.*
- *Trained persons may not be ready to work completely on their own after training.*
- *Supervision helps adapt what the person has learned to health unit circumstances.*

*(continued)*

- *Supervision provides feedback and support for applying new skills on the job.*
- *Supervision can help build team relationships among health unit staff.*
- **Supervision should always be planned at the same time as training.**

*Ask participants to identify how frequently supervision should take place.*

- The health staff and health committee should consult the DMT to set an objective for when and how often supervision should take place.

#### **Example of a Supervision Objective**

Provide at least one supervisory visit every three months in each health unit of the district.

- **One supervisory visit every three months is the minimum required to keep staff motivated.**
- Supervisory visits can be more frequent in places where more problems exist.
- Frequent supervision is important because trained persons may not be ready to work completely on their own after training.
- Ideally, trained persons should have daily supervision.

*(continued)*

- If daily supervision is not possible:
  - Decide how often to supervise and how other health unit staff can participate in supervision activities.
  - Develop a supervisory schedule.

### **Who Should Supervise Trained Health Unit Staff**

- Who supervises health unit staff after training?

*Solicit responses. Answers may include:*

- *in-charge*
- *DMT*
- *other health unit staff*
- *the facilitator of the course/workshop*

*Discuss how each of the above supervises health unit staff in the participants' area.*

*Explain that the facilitator can conduct follow-up visits after training to make sure that health unit staff are performing correctly.*

### **How to Supervise**

*Ask participants to describe how they supervise newly trained health unit staff.*

- Supervision can be formal or informal.

*(continued)*

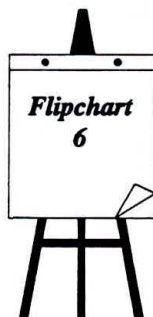
- To properly supervise trained health unit staff:
  - Observe health unit staff perform, note any problems, and discuss how to improve.
  - Ask the health unit staff if he or she is having any problems.
  - Review forms or equipment that the trained person is using.
  - If the skills are complex, work with the trained health unit staff to develop a checklist so that he or she performs the task correctly.
  - Help health unit staff deal with any problems.
  - Give trained health unit staff daily feedback about his or her performance.
  - Observe, evaluate, and record performance in a log.
- The role of the person supervising (the supervisor) is critical. **The trained person's success at applying what he or she has learned may be affected by his/her experience with the supervisor.**
- If health unit staff feel that they are being criticized rather than helped, they may withdraw, close off communication, and become defensive.
- What should you do to supervise effectively?

*Solicit responses.*

*(continued)*



*Review the following flipchart with participants.*



### **To Supervise Effectively:**

- Focus on improving performance.
- Be supportive rather than critical.
- Praise accomplishments and identify weaknesses.
- Educate rather than judge.
- Provide immediate feedback.
- Ensure open, frequent communication, and mutual trust.

### **Costs of Providing Supervision**

- What are some costs of providing supervision?

*Solicit responses. Possible answers:*

- *travel expenses to and from the health unit*
- *per diem*

*Ask participants to identify who pays for the cost of supervision.*

- To determine how to pay for supervision:
  1. Check the budget to determine if money has been allocated for supervising health unit staff.
  2. Check the corresponding budget item expenditure form to determine how much money is available to pay for supervision and follow-up of training.

*(continued)*

*Ask participants what they would do if money was not budgeted or is not available to pay for supervision.*

*Identify other sources of funds to pay for supervision in the participants' area.*

- Discuss with the DMT and health committee how to pay for supervision, as appropriate.

## **Ensure Trained Health Unit Staff Share Information**

- To improve the quality of service provided by your health unit, make sure that the trained person shares what he or she has learned with other health unit staff.

*Ask participants what they would do to encourage health unit staff learning from each other. Possible answers:*

- *Schedule a session during which trained staff will provide feedback on the training to other health unit staff.*
- *Distribute training materials and manuals to all health unit staff.*
- *May ask the trained person to develop a checklist or job aid for performing a task.*
- The training of one person may affect the roles and responsibilities of others.
- For example, if a nursing assistant learns how to give injections, he can help the nurse and in-charge vaccinate children.

*(continued)*

*Ask participants for examples of how training has changed the roles and responsibilities of their health unit staff.*

*Ask participants if a change in health unit staff roles and responsibilities would create conflicts and, if so, how they would handle them.*

## ACTIVITY 3 - ORGANIZE FOLLOW-UP OF TRAINING

### PERFORMANCE CHECK 3

#### Facilitator Instructions

*Read the following instructions to participants. Write or draw any instructions on the flipchart or board, as needed.*

- You will work individually to complete the Performance Check.
- Use information about your health unit to describe how you will:
  - Organize follow-up of training.
  - Make sure that trained health unit staff share what they have learned.
- If you have any questions while you are completing the Performance Check, please let a facilitator know.
- When you have completed the Performance Check, let a facilitator know.
- When everyone has completed the exercise, we will have a plenary discussion about the Performance Check.

*Ask participants to begin the Performance Check.*

*After all participants have completed the Performance Check, reconvene them for the plenary discussion.*

*Refer to the following pages which show the Performance Check exercise in the Participant Guide.*





## Plenary Discussion

*When participants reconvene, ask volunteers to describe how they will organize follow-up of training and make sure that information is shared. Invite other participants to make comments or suggestions.*

*Encourage participants to share any observations, problems, or concerns they experienced in completing the Performance Check.*

*Discuss the difficulties that you noted participants experienced during the Performance Check.*

*Ask participants the following questions:*

- How long should health unit staff be supervised after training?
- What are some reasons why health unit staff do not share information with each other after training?

*Conclude the activity with positive comments about how participants performed.*

*Summarize the major points of the activity.*

- After health unit staff are trained:
  - Provide supervision.
  - Make sure that health unit staff share their new skills and knowledge with others.
- The purpose of supervision is not to find mistakes, but to work with health unit staff to help them adapt what they learned during training and to do a better job.

*(continued)*

- To improve the quality of service provided by your health unit, make sure that the trained health unit staff shares what he or she has learned with other staff.

*Conclude the module with a summary of what participants have learned.*

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**Health Systems Development Unit**  
UNICEF House  
3 United Nations Plaza  
New York, NY 10017 - USA  
Fax: 212-824-6462

**Community participation**

1. Apply basic communication skills
2. Conduct community diagnosis
3. Organize and support health committee
4. Establish relationships with community leaders, local organizations, and authorities
5. Conduct participatory planning

**Monitoring and service delivery**

1. Monitor and evaluate at the health unit level
2. Monitor and evaluate at the community level
3. Organize delivery of services

**Management of staff and equipment**

1. Hire and manage support staff
2. Ensure training of health unit personnel
3. Maintain equipment and health unit facility

**Drug/supply management**

1. Store supply and establish inventory procedures
2. Order and procure
3. Receive and inspect
4. Monitor daily and monthly inventory

**Financial management**

1. Establish prices and exemptions systems
  2. Manage revenue and expenditures
  3. Establish a budget
  4. Audit health unit financial records
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