NATIONAL PRIMARY HEALTH CARE DEVELOPMENT AGENCY

Management Support and Accountability System for Refresher Training of Frontline Health Workers

Outline

- Introduction
- Supervision and Integrated Supportive Supervision
- Mentors and Mentoring
- Types and Schedule for Management Support
- Performance Monitoring including the Key Performance Indicators (KPIs)
- Reporting System
- Training Reviews
- Evaluation System
- Key Messages

Learning Objectives

By the end of this presentation, participants are expected to

- Understand the roles, skills and requirements of Management Support with regards to:
  - ✓ Supervision and Integrated Supportive Supervision:
  - ✓ Mentors and Mentoring
- Know Performance Monitoring: It's importance, tools and the use of feedback
- Know the Key Performance Indicators (KPIs)

Learning Objectives Cont..

- Understand the Reporting System, Its Objectives, Process and Channels
- Understand Training Reviews, It's Approaches, Process and Performance Review
- Understand Evaluation System, Its Objectives and process

Introduction

- Although achieving UHC requires access to quality essential healthcare services, **suboptimal health care practices** emanating from limited skills and competence of health workers and the lack of management support are **common in Nigeria.**
- Over the years, there have been important capacity building initiatives for improving health worker knowledge, skills and competencies with significant increases in healthcare quality, particularly when combined with other components, such as supervision and mentoring.

Introduction Cont..

- It is in light of the forgoing that the National Primary Health Care Development Agency is collaboration with the State Ministries of Health, the State PHC Development Boards and other relevant stakeholders in the implementation of a nationwide Refresher Training of Frontline Health Workers to equip the providers with the skills and competencies they need to deliver outstanding services.

Management Support

- The management support comprises of **network of resources and processes** that are specifically put in place to support the providers at the frontline in performing their job both effectively.
- Management Support in form of **Integrated Supportive Supervision and Mentorship programme** constitute a critical component of the training.
- It is designed to assist frontline health workers to perform to the best of their abilities and in alignment with the established health goals.

Supervision and Integrated Supportive Supervision

Supervisors and Supervision

- Supervisors are individuals who oversees the work of others, particularly in a work or educational setting.
- They are responsible for ensuring that tasks are completed efficiently, effectively, and according to set standards.
- Effective supervision involves overseeing and guiding individuals or teams to achieve training goals while supporting their professional growth and development.

Key principles Supervision

- Supervision is premised on key principles such:

  i. Communication,

  ii. Ethical conduct,

  iii. Accountability,

  iv. Conflict resolution

Key Principles Cont..

v. Professional development,

vi. Empowerment,

vii. Resource management,

viii. Continuous improvement etc.

Objectives of Training Supervision

Exercise

What are the Objectives of Training Supervision?

Objectives of Training Supervision

1. Ensuring that training sessions are conducted effectively and meet predetermined standards of quality.
2. Overseeing the allocation and utilization of resources such as materials, facilities, and trainers to optimize training outcomes.
3. Ensuring that training activities comply with relevant laws, regulations, and organizational policies.

Objectives Cont..

4. Tracking the progress of trainees and trainers to identify areas of improvement and provide necessary support or adjustments
5. Providing constructive feedback to trainers and trainees to enhance their performance and facilitate continuous improvement.
6. Addressing any issues or challenges that arise during training sessions promptly and effectively.

Objectives Cont..

7. Maintaining accurate records of training activities, attendance, evaluations, and outcomes for accountability and future reference.

Roles and Responsibilities of Supervisors

Exercise

What are the Roles and Responsibilities of Supervisors

?

Roles and Responsibilities of Supervisors Cont..

During the Training

01 **Observe Training Sessions:** Monitor training sessions to ensure facilitators are adhering to the curriculum and using effective teaching methods.

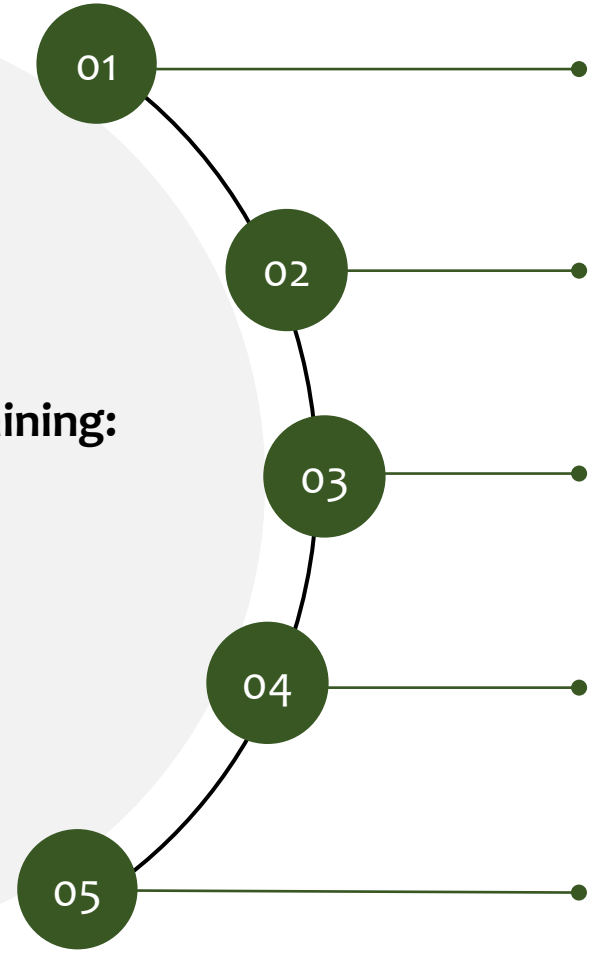
02 **Address Trainee Concerns:** Be available to address trainee questions or concerns that may arise during the training.

03 **Provide Support to Facilitators:** Offer support and guidance to facilitators if needed, particularly for any unforeseen challenges.

04 Document attendance, training outcomes, and any other relevant information related to the refresher training sessions.

Roles and Responsibilities of Supervisors Cont..

After the Training:



Collect Trainee Feedback: Gather feedback from trainees through surveys or discussions about their training experience and perceived learning gains.

Review Assessment Results: Analyze trainee performance data from assessments to identify areas where individual trainees or the entire group might require additional support.

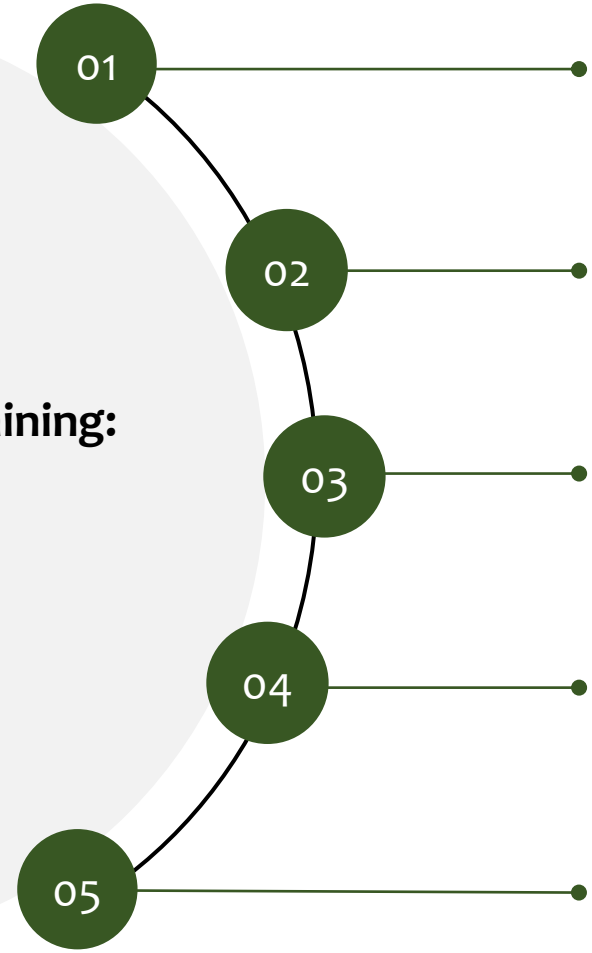
Facilitate On-the-Job Application: Work with facilitators and training program managers to develop strategies for trainees to apply their newly acquired knowledge and skills in their actual work settings.

Monitor Performance: Monitor trainees' performance in the workplace after the training to assess the effectiveness of the training program and identify areas for future improvement.

Provide Feedback to Facilitators: Share your observations and feedback from trainees with facilitators to inform their future training delivery.

Roles and Responsibilities of Supervisors Cont..

After the Training:



Collect Trainee Feedback: Gather feedback from trainees through surveys or discussions about their training experience and perceived learning gains.

Review Assessment Results: Analyze trainee performance data from assessments to identify areas where individual trainees or the entire group might require additional support.

Facilitate On-the-Job Application: Work with facilitators and training program managers to develop strategies for trainees to apply their newly acquired knowledge and skills in their actual work settings.

Monitor Performance: Monitor trainees' performance in the workplace after the training to assess the effectiveness of the training program and identify areas for future improvement.

Provide Feedback to Facilitators: Share your observations and feedback from trainees with facilitators to inform their future training delivery.

Additional Tips for Supervisors

01

Maintain Communication: Maintain regular communication with facilitators, trainees, and program managers to ensure all parties are aligned and any challenges are addressed promptly.

02

Promote Continuous Learning: Encourage trainees to pursue ongoing learning opportunities to stay updated on the latest best practices and advancements in their field.

Checklist for Supervisors

S/No.	Activities	Scheduled Period	Remarks
1.	Did you arrive at the venue early?	Before the training	
2.	Where you present at the facilitation of the training workshop/session?	During the training	
3.	Did you collaborate with facilitators to ensure alignment on training goals, delivery methods, and assessment procedures?	Before the training	
4.	Did you ensure facilitators are adhering to the curriculum and using effective teaching methods	During the training	
5.	Did you monitor trainees' performance in the workplace after the training to assess the effectiveness of the training program and identify areas for future improvement?	After the training	
6.	Did you share your observations and feedback from trainees with facilitators to inform their future training delivery?	After the Training	
7.	Did you document attendance, training outcomes, and any other relevant information related to the refresher training sessions?	During the training	
8	Did you encourage ongoing learning and development among participants beyond the refresher training, supporting their professional growth and skill enhancement?	After the training	
9	Did you gather feedback from trainees through surveys or discussions about their training experience and perceived learning gains?	After the training	

Exercise

What is Integrated Supportive Supervision and its Key Components?

Integrated Supportive Supervision

Exercise

Integrated Supportive Supervision is a **structured process** aimed at ensuring quality service delivery and continuous improvement within PHC facilities, and ultimately enhance health outcomes.

Key Components of Integrated Supportive Supervision

1. **Supportive supervision:**
   - focuses on providing guidance, mentoring, and feedback to healthcare workers to help them improve their performance and the quality of services they provide.
   - Supportive supervision is typically conducted by experienced supervisors who work closely with healthcare providers to identify strengths and areas for improvement.

Key Components Cont..

2. Integration:

- ISS emphasizes the integration of supportive supervision with other health system functions such as monitoring and evaluation, training, and quality improvement initiatives.
- By integrating supportive supervision with these other activities, ISS aims to create a more cohesive and effective system for ensuring quality service delivery.

Key Components Cont..

3. **Data-driven approach:**

- ISS relies on the collection and analysis of data to inform decision-making and quality improvement efforts.
- Supervisors use data on key performance indicators to assess the quality of services provided at health facilities and to identify areas where additional support and resources may be needed.

Key Components Cont..

4. **Capacity building:**

   - ISS includes efforts to build the capacity of healthcare workers and supervisors through training, mentoring, and other skill-building activities.
   - By investing in the professional development of staff members, ISS aims to improve the overall quality of care provided at health facilities.

Steps in Integrated Supportive Supervision

Exercise

What are the common steps in ISS?

Steps in Integrated Supportive Supervision

The common steps in ISS include the following:

1. **Preparation and planning:**

   - ✓ Define the objectives and scope of the supportive supervision visit.
   - ✓ Identify the facilities or healthcare workers to be visited.
   - ✓ Schedule visits and coordinate logistics.

Steps in Integrated Supportive Supervision Cont..

2. **Orientation and briefing:**

   ✓ Provide orientation to the supervisors and healthcare workers about the purpose and goals of the supportive supervision visit.

   ✓ Review the agenda and expectations for the visit.

Steps in Integrated Supportive Supervision Cont..

3. **On-site visit:**

- ✓ Conduct on-site visits to healthcare facilities to observe service delivery and interact with healthcare workers.
- ✓ Use checklists, guidelines, or standards to assess compliance with protocols and quality of care.
- ✓ Provide real-time feedback, guidance, and support to healthcare workers.

Steps in Integrated Supportive Supervision Cont..

4. **Data collection and analysis:**

   ✓ Collect and review data on key performance indicators related to service delivery.

   ✓ Analyze the data to identify trends, gaps, and areas for improvement.

Steps in Integrated Supportive Supervision Cont..

5. **Feedback and discussion:**

   - ✓ Share findings from the supportive supervision visit with healthcare workers and facility managers.
   - ✓ Discuss strengths, areas for improvement, and action plans.
   - ✓ Solicit feedback and input from healthcare workers on challenges and solutions.

Steps in Integrated Supportive Supervision Cont..

6. **Action planning:**

   - ✓ Develop action plans with specific recommendations for addressing identified gaps and improving service delivery.
   - ✓ Assign responsibilities, timelines, and resources for implementing the action plans.

Steps in Integrated Supportive Supervision Cont..

7. **Follow-up and monitoring:**

- ✓ Conduct follow-up visits to track progress on action plans and provide ongoing support.
- ✓ Monitor performance indicators and outcomes to assess the impact of interventions.
- ✓ Adjust strategies as needed based on monitoring data and feedback.

Steps in Integrated Supportive Supervision Cont..

8. **Documentation and reporting:**

   ✓ Document findings, recommendations, and action plans from the supportive supervision visits.

   ✓ Prepare reports to communicate progress, challenges, and achievements to stakeholders.

Digital Supervision Data and Supervision Processes.

- **Using digital checklists or job aids with algorithms can facilitate adherence to standards and deliver the most appropriate and immediate feedback.**
- This is critical for supervising health workers who serve in remote locations.
- Collecting and disseminating supervision data digitally have potential advantages and efficiencies for the supervisor, including reducing paper-based data management tasks and automating analysis to demonstrate performance trends or target supervisee support needs.

Digital Supervision Data Cont...

- Digital data—including patient-level data—generated by remote or community-based HCWs, helps supervisors follow supervisees' activities, monitor quality, and improve feedback loops

NOTE:

Partners with experience in this area are invited to partners with NPHCDA.

Mentors and Mentoring

- Mentors are experienced individuals who provide guidance, support, and instruction to someone undergoing training, often referred to as a mentee.
- They act as a trusted advisor and role model, sharing their knowledge and experience to help the mentee grow and develop.
- Mentoring interventions are effective in improving the clinical management of diseases and managerial performance of health institutions.

Mentors and Mentoring Cont..

- Additionally, mentoring may be used to increase adherence of health professionals to guidelines, standards, and protocols.
- Effective mentoring considers key principles such as empowerment, support development, model behavior, lifelong learning, trust and rapport etc.
- It is a valuable skill that involves providing guidance, support, and advice to someone who is less experienced or knowledgeable in a particular area.

Skills and Qualities of an Effective Mentor

Exercise

What Skills and Qualities are Required to be an Effective Mentor?

Skills and Qualities of an Effective Mentor

To become effective and impactful, a mentor would need to develop and horn the following skills and qualities:

1. Active Listening: A good mentor listens attentively to their mentee, shows empathy, and tries to understand their perspective.
2. Communication Skills: Effective communication is crucial for mentoring. A mentor should be able to explain concepts clearly, ask insightful questions, and provide feedback in a constructive manner.

Skills and Qualities Cont..

3. Empathy: It is important for a mentor to understand and empathize with the challenges and emotions that their mentee may be experiencing.
4. Patience: Mentoring often requires patience as the mentee learns and grows. A mentor should be supportive and understanding throughout the learning process.
5. Guidance and Feedback: A mentor should provide constructive feedback, guidance, and resources to help the mentee improve their skills and knowledge.

Skills and Qualities Cont..

6. Setting Goals: Helping the mentee set and achieve goals is an important aspect of mentoring. A mentor should assist the mentee in developing a plan to reach their objectives.
7. Building Trust: Trust is essential in a mentoring relationship. A mentor should create a safe and supportive environment where the mentee feels comfortable sharing their challenges and seeking advice.

Skills and Qualities Cont..

8. Role Modeling: Leading by example is a powerful way to mentor effectively. Demonstrating positive behaviors, work ethic, and values can inspire the mentee to emulate those qualities.

9. Flexibility: Every mentee is different, and a good mentor should be adaptable and flexible in their approach to accommodate the unique needs and learning styles of each mentee.

Skills and Qualities Cont..

10. Continuous Learning: A great mentor is always open to learning and growing themselves. They stay current on trends, best practices, and new technologies to provide the most relevant guidance to their mentee.

Objectives of Mentoring of Frontline Health Workers

Exercise

What are the Objectives of Mentoring?

Objectives of Mentoring Frontline Health Workers

- Enhance the clinical skills and knowledge of frontline health workers to improve patient care and outcomes.
- Support the professional development and career advancement of frontline health workers through guidance, feedback, and opportunities for learning.
- Promote adherence to best practices and evidence-based guidelines to ensure the delivery of high-quality healthcare services.

Objectives of Mentoring Frontline Health Workers

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Objectives of Mentoring Cont..

- Build confidence and self-efficacy among frontline health workers by providing encouragement, recognition, and support.
- Assist frontline health workers in identifying and addressing challenges encountered in their roles, such as clinical dilemmas or communication issues.
- Facilitate continuity of care by helping frontline health workers develop effective communication and collaboration skills with patients, families, and multidisciplinary healthcare teams

Objectives of Mentoring Cont..

- Promote cultural competence and sensitivity among frontline health workers to provide culturally appropriate care to diverse patient populations.
- Offer emotional support and strategies for coping with stress and burnout to help frontline health workers maintain their well-being and job satisfaction.
- Nurture leadership skills among frontline health workers to empower them to take on leadership roles within their teams or communities.

Objectives of Mentoring Cont..

- Encourage frontline health workers to engage with their communities, build trust, and promote health education and preventive measures.

Approaches of Mentorship

- There are diverse approaches to mentorship:

1. Placing a mentor in health facility for a period of time(embedded mentor)
2. Visits by a mobile mentor
3. Mentoring approach involving a team of mobile multidisciplinary mentors.
4. Facility twinning.
5. Within-facility mentorship by focal person or a manager.

Roles and Responsibilities of Mentors

Exercise

What are the Roles and Responsibilities of Mentors?

Roles and Responsibilities of Mentors

Before the Mentoring Relationship Begins

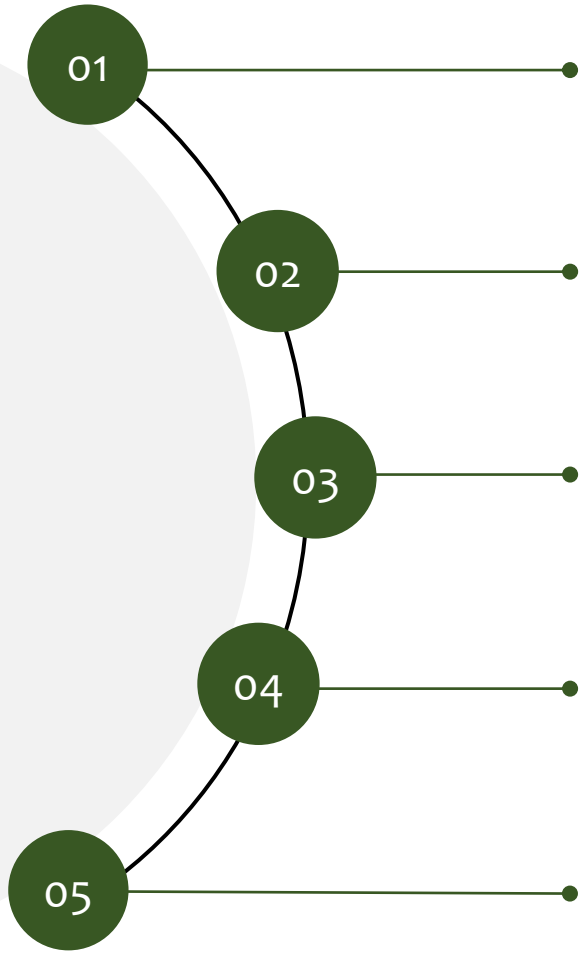
01 **Matching & Introduction: Facilitate a smooth introduction between yourself and your mentee, considering factors like area of specialty, learning styles, and personality.**

02 **Set Expectations: Discuss and establish clear expectations for the mentoring relationship, including meeting frequency, communication methods, and goals for the mentee's development.**

03 **Review Training Program: Gain an understanding of the training program your mentee participated in, including the curriculum, learning objectives, and any specific skills they are aiming to develop.**

Roles and Responsibilities Cont..

During the Mentoring Relationship



Active Listening: Create a safe space for open communication by actively listening to your mentee's concerns, challenges, and aspirations.

Goal Setting: Work collaboratively with your mentee to set SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound) that align with their career development and the learnings from the training program.

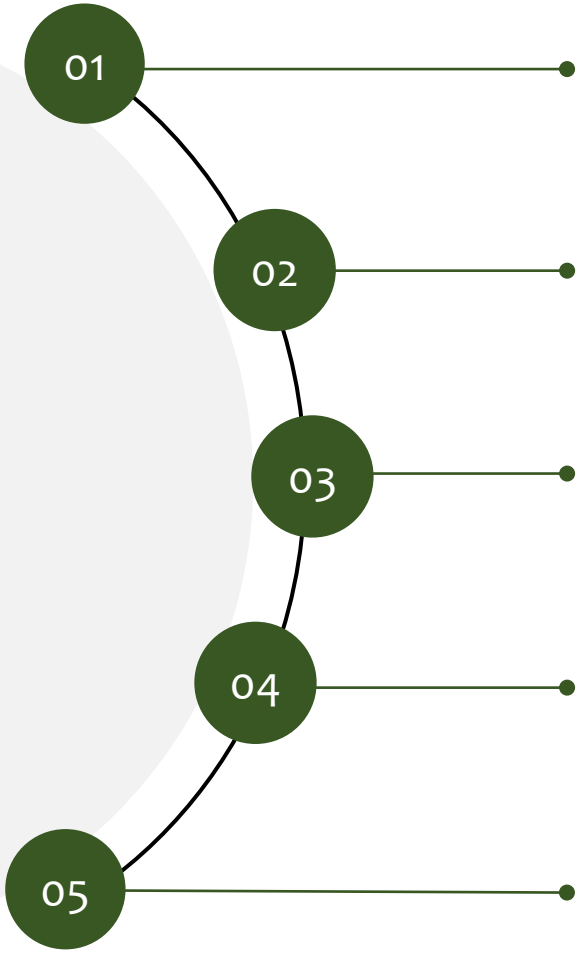
Knowledge Sharing: Draw on your experience and knowledge to provide guidance, answer questions, and offer insights relevant to your mentee's field of practice within the Nigerian healthcare context.

Encourage Reflection: Help your mentee reflect on their learning experiences, successes, and areas for improvement. Ask thought-provoking questions to stimulate critical thinking and problem-solving skills.

Provide Feedback: Offer constructive feedback in a supportive manner, focusing on specific behaviors or actions and suggesting strategies for improvement.

Roles and Responsibilities Cont..

During the Mentoring Relationship



Resource Sharing: Share relevant resources, articles, or training opportunities that can further enhance your mentee's knowledge and skills.

Celebrate Achievements: Acknowledge and celebrate your mentee's progress and achievements, no matter how big or small.

Professionalism & Boundaries: Maintain professional boundaries while fostering a supportive and trusting relationship.

Confidentiality: Respect the confidentiality of any information shared by your mentee.

Cultural Sensitivity: Be mindful of cultural sensitivities and adapt your communication style accordingly.

Mentorship Schedule

- Developing a mentorship schedule for post-training management support involves creating a structured plan for mentorship activities.
- The following **steps** should be considered in developing a mentorship schedule:

1. **Selection, Orientation and Deployment of Mentors:** This include selection of mentors based on established criteria and subsequent orientation to mentorship program, including goals, roles, and responsibilities and expectations. After orientation, mentors shall be deployed to a group of cluster of facilities

Mentorship Schedule Cont..

2. **Periodic Mentoring Exercise (Quarterly):** Quarterly mentorship exercises which can be in person, via video conference, or over the phone during which mentees share updates on their goals, challenges, and achievements since the last exercise. Mentors provide advice, resources, and feedback to help mentees address challenges and achieve their objectives, offer opportunities for mentees to practice and refine skills learned during training.

Build on specific skill development areas identified by mentees.

Mentorship Schedule Cont..

3. **Peer Learning and Networking Events (Bi-annually):** Bi-annual peer learning and networking events to foster collaboration and knowledge sharing among mentees.

   Opportunities for mentees to showcase their work, share best practices, and learn from each other's experiences.

   Facilitated discussions, panel sessions, or group activities on relevant topics in healthcare delivery.

Checklist for Mentors

S/No	Activities	Scheduled Period	Remarks
1.	Did you facilitate a smooth introduction between yourself and your mentee?	Before the Mentoring Relationship Begins	
2.	Did you discuss and establish clear expectations for the mentoring relationship, including meeting frequency, communication methods, and goals for the mentee's development?	Before the Mentoring Relationship Begins	
3.	Did you gain an understanding of the training program your mentee participated in, including the curriculum, learning objectives, and any specific skills they are aiming to develop?	Before the Mentoring Relationship Begins	
4.	Did you work collaboratively with your mentee to set SMART goals that align with their career development and the learnings from the training program?	During the Mentoring Relationship	
5.	Did you help your mentee reflect on their learning experiences, successes, and areas for improvement?	During the Mentoring Relationship	
6.	Did you share relevant resources, articles, or training opportunities that can further enhance your mentee's knowledge and skills?	During the Mentoring Relationship	
7.	Did you acknowledge and celebrate your mentee's progress and achievements?	During the Mentoring Relationship	

Timetable for Management Support

- Without adequate management support such as supervision, monitoring and mentoring, frontline health workers may struggle or revert to old practices and habits.
- It is therefore important to institute support mechanisms after the training, such as supportive supervision, mentorship programs, regular check-ins, access to online resources, and peer support methods.

Timetable for Management Support Cont..

- Management support may require integration with work schedules. Hence, the need to consider work schedules and availability of FHWs when scheduling post training support sessions.
- It is essential to minimize disruptions to their clinical duties while ensuring they have adequate time for support activities.

Types and Schedule of Management Support

Type of Management Support	Frequency	Findings	Areas for Improvement and Action Taken	Responsible Organ
Routine Integrated Supportive Supervision	Quarterly			SPHCDB and the LGA Health Authority
Continuing Mentoring	Quarterly			NPHCDA, Training Institutions and Regulatory Agencies

The plan indicates the type of management support activity that will take place under the training. In the course of providing management support, problems and areas for improvement are identified and necessary actions are taken.

Accountability System: Performance Monitoring and Reporting, Review and Evaluation

Introduction

- Accountability **is an essential element in this training** to ensure proper management, better performance and achievement of set objectives.
- All of us that will be involved in this training programme will be duty-bearers and have responsibilities.
- Hence, to be accountable, we would need to be clear about processes and mechanisms that would promote accountability.

Introduction Cont: Accountability Mechanisms

The Accountability Mechanisms for Re-training of Frontline Health Workers include:

- Performance Monitoring
- Reporting
- Review
- Evaluation

Performance Monitoring

- Performance Monitoring is the process of measuring and analyzing the performance of a system or application.
- It involves collecting data on various metrics to identify bottlenecks and areas for improvement.
- In the health system, performance monitoring is essential for ensuring that service delivery is running efficiently and meeting the needs of users.
- It can also help to identify potential issues before they become critical problems.

Importance of Performance Monitoring

- Performance monitoring is essential to establish clear performance metrics.
- Metrics are the standards against which performance is measured using the right tools.
- They should be specific, measurable, achievable, relevant, and time-bound.

Importance Cont..

- Clear performance metrics help to set expectations and provide a basis for evaluating performance.
- It also involves establishing a regular performance monitoring schedule, involving all stakeholders, providing feedback on performance, and celebrating successes.

Tools for Performance Monitoring

- There are various tools available for performance monitoring and they include:
  - ✓ Software applications,
  - ✓ Dashboards,
  - ✓ Scorecards etc.
- The choice of tools depends on the nature of the performance metrics and the level of detail required.
- It is important to choose tools that are user-friendly, reliable, and provide real-time data.

The use of Feedback in Performance Monitoring

- Feedback is essential for improving performance.
- It helps individuals and teams to identify areas that need improvement and to make necessary adjustments.

The use of Feedback Cont..

- Feedback should be provided regularly, and it should be specific, constructive, and actionable.
- It is important to provide feedback in a timely manner to ensure that performance is consistently evaluated and improved.

Key Performance Indicators (KPIs)

- Key Performance Indicators (KPIs) have been defined for use to track and evaluate progress toward achieving specific training goals or objectives.
- They will provide a way to assess performance and determine whether the programme is on track to meet its targets and give an accurate picture of the impact of the training programs.

Key Performance Indicators (KPIs) Cont..

Exercise

What KPIs can we use for evaluation of this training Programme?

Key Performance Indicators (KPIs) Cont..

- By tracking the KPIs, we will be able to assess whether the training program is able to achieve the intended outcomes, and quickly identify areas that are underperforming and take corrective action.
- For the training, the following KPIs will be used for evaluating the programme:
  - ✓ Training attendance,
  - ✓ Training completion rate (%),

Key Performance Indicators (KPIs)

- ✓ Training pass/fail rate,
- ✓ Learner satisfaction,
- ✓ Knowledge and Skill Retention, and
- ✓ Performance Improvement Metrics including user experience (patients' satisfaction) etc.

Reporting System

- The reporting system is a mechanism for collecting, organizing, and presenting information about the training program.
- It's essentially a way to track progress, identify trends, and communicate information about the training to various stakeholders.

Objectives of Reporting

- Provide feedback to understand strengths and weaknesses of the training program.
- Provide documentation for record-keeping purposes and communicates training progress to stakeholders.
- Monitor trainee performance and identifies areas where adjustments might be needed.

Objectives of Reporting Cont..

- Provides data-driven insights to help make informed decisions about future training programs.
- Help quantify the value of the training program by showing its impact on trainee skills and knowledge.

Process for Reporting

- Clearly state the objectives of the training program, outlining what skills, knowledge, or competencies were targeted for improvement among frontline health workers.
- Provide an overview of the topics covered during the training sessions, including any modules, workshops, or practical exercises conducted.
- Describe the training methodologies used, such as lectures, group discussions, role-plays, case studies, simulations, or hands-on demonstrations.

Process for Reporting Cont..

- List the trainers involved in delivering the training program, including their qualifications, expertise, and experience in the relevant field.
- Provide details about the participants, including the number of frontline health workers trained, their roles or specialties, and any demographic information if relevant.
- Specify the duration of the training program, including the number of sessions or days, and the schedule followed (e.g., full-day sessions, weekly sessions).

Process for Reporting Cont..

- Mention the training materials provided to participants, such as handouts, manuals, presentations, or online resources.
- Report on the methods used to evaluate the effectiveness of the training, such as pre- and post-training assessments, quizzes, surveys, or practical evaluations.
- Summarize the feedback received from participants regarding the training content, delivery, organization, and any suggestions for improvement.

Process for Reporting Cont..

- Discuss the outcomes of the training program, including any improvements observed in the performance, knowledge, skills, or confidence of frontline health workers, as well as the potential impact on patient care and health outcomes.
- Identify any challenges or obstacles encountered during the training process and highlight lessons learned that could inform future training initiatives.

Process for Reporting Cont..

- Provide recommendations for further actions or improvements based on the findings and insights gained from the training program.
- Summarize the key findings, outcomes, and implications of the training program, emphasizing its significance in enhancing the capacity and effectiveness of frontline health workers

Reporting Channels

Level	Reporting Officer	Type of Report
National	Program Coordinator/Director	National Report
	Consultant	
	National Facilitators	National Facilitators' Report
	National Supervisors	National Supervisors' Report
State	State Coordinators (NPHCDA and SPHCD Boards)	State Coordinators' Report
	State Facilitators	State Facilitators' Report
	State Supervisors	State Supervisors' Report
	State Monitors	State Monitors' Report
LGA	LGA Coordinators	LGA Coordinators' Report
	LGA Facilitators	LGA Facilitators' Report
	LGA Supervisors	LGA Supervisors' Report
	LGA Monitors	LGA Monitors' Report
	Periodic Integrated Supportive Supervisors and Mentors	Integrated Supportive Supervision and Mentoring Report

Training Reviews

Reviewing the training involves assessing the effectiveness, impact, and overall quality of the training program.

Structured Approach and Process for Review

a. Objectives Assessment:

- Evaluate the alignment of training objectives with the needs of frontline health workers and organizational goals.
- Determine if the objectives were clearly communicated and understood by participants.

Structured Approach and Process Cont..

b. Content and Curriculum:

- Review the training curriculum to assess its relevance, accuracy, and comprehensiveness in addressing the needs of frontline health workers.
- Evaluate the balance between theoretical knowledge and practical skills development.
- Assess if the content was up-to-date and based on evidence-based practices

Structured Approach and Process Cont..

c. Delivery and Methodology:

- Evaluate the effectiveness of training delivery methods, including lectures, workshops, simulations, and hands-on exercises.
- Assess the engagement level of participants and the effectiveness of interactive activities.
- Review the quality of training materials, presentations, and visual aids used during sessions.

Structured Approach and Process Cont..

d. Trainer Performance:

- Assess the competence, expertise, and communication skills of trainers.
- Review participant feedback on trainer effectiveness and ability to facilitate learning.

Structured Approach and Process Cont..

e. Participant Engagement and Feedback:

- Analyze participant feedback to identify strengths and weaknesses of the training program.
- Evaluate participant engagement levels and satisfaction with the training content, delivery, and organization.
- Assess if participants felt adequately supported and encouraged to apply their learning in practice.

Structured Approach and Process Cont..

f. Learning Outcomes:

- Measure the knowledge, skills, and competencies gained by frontline health workers as a result of the training.
- Evaluate if there has been a measurable improvement in performance or behavior in the workplace.
- Assess if the training has contributed to enhanced patient care, safety, and health outcomes.

Structured Approach and Process Cont..

g. Barriers and Challenges:

- Identify any barriers or challenges encountered during the training process, such as logistical issues, resource constraints, or participant engagement.
- Determine how these challenges were addressed and mitigated during the training program.

Structured Approach and Process Cont..

h. Impact and Sustainability:

- Assess the long-term impact and sustainability of the training program on the performance and professional development of frontline health workers.
- Review any changes or improvements in organizational practices, policies, or procedures resulting from the training.

Structured Approach and Process Cont..

i. Recommendations for Improvement:

- Based on the review findings, provide recommendations for enhancing future training initiatives, including adjustments to content, delivery methods, or trainer selection.
- Identify areas for further development or additional support for frontline health workers.

Structured Approach and Process Cont..

j. Conclusion:

- Summarize the key findings of the review, highlighting successes, areas for improvement, and the overall value of the training program to frontline health workers and the organization

Structured Approach and Process Cont..

Review is to be used to assess the results from supervision and monitoring that are documented during and after the training reports to make recommendations for future actions.

Performance Review

Type of Review	Identified Problems and Challenges	Areas for Improvement	Recommended Actions	Timeline for Implementing Action	Organ or Officer Responsible
Post Training Debriefing and Review in the States					
Post Training Debriefing and Review at National					
Biannual Review (Mid-term Review)					

Performance Review

- The plan for review indicates the type of review that will take place under the training.
- In the course of the reviews, problems and challenges should be identified and areas of improvements noted.
- In addition, recommendations are proffered and the timeline for implementation is stated including the organ or officer responsible.

Performance Review Cont..

- Primarily, mid-term evaluation is intended to assess progress towards goals and identify any adjustments needed to the training programme.

Evaluation System

- The evaluation system is a methodical way to assess the effectiveness of the training program.
- It's essentially a process of gathering information to see if the training achieved its intended goals and if it was delivered well.
- An effective evaluation process involves systematically assessing the outcomes, impacts, and effectiveness of programs, initiatives, or interventions.

Evaluation System Cont..

- It considers data collection plans and analysis, ethical considerations, stakeholder's engagement, accountability and transparency etc.

The evaluation system typically involves:

- Measuring effectiveness to see if the training actually improved the trainees' knowledge, skills, or behaviors as planned.

Evaluation System Cont..

- Identifying areas for improvement and finding out what parts of the training worked well and what could be improved for future sessions.
- Demonstrating value by showing stakeholders the positive impact of the training program.

Objectives of Evaluating the Training

- Assess effectiveness to determine the extent to which the training program achieves its intended goals and objectives.
- Identify what aspects of the training were successful and where improvements are needed.
- Provide constructive feedback to trainers, organizers, and participants to enhance future training sessions.

Objectives of Evaluating Cont..

- Assess the effectiveness of resource allocation for training, such as time, budget, and personnel.
- Evaluate the knowledge, skills, and competencies acquired by participants as a result of the training.
- Gauge the satisfaction levels of participants with the training content, delivery, and organization.

Objectives of Evaluating Cont..

- Determine if the training has resulted in improved performance or behavior in the workplace.
- Calculate the return on investment (ROI) of the training program to justify its cost and demonstrate its value to stakeholders.

Objectives of Evaluating Cont..

- Ensure that the training program complies with relevant regulations, standards, and organizational policies.
- Use evaluation findings to make adjustments and enhancements to future training programs, ensuring ongoing improvement and effectiveness.

Process of Evaluation

- Define the objectives by clearly outlining what the training program aims to achieve in terms of knowledge, skills, or behavior changes at all the levels.
- Select appropriate methods for data collection, such as tests, surveys, interviews, or observing trainee performance on the job.
- Gather data by collecting information throughout and after the training program using the chosen methods.

Process of Evaluation Cont..

- Analyze data by evaluating the collected data to see if the training objectives were met.
- Report on findings and present the evaluation results to stakeholders and use the insights to improve future training programs.

Key Messages

1. The Training programme is **well-intentioned, well-designed and involves huge resources.** However, in the absence of effective management support and accountability, it may have no impact.
2. If management support and accountability are poor, the **training goals and objectives** cannot achieved and scarce resources will be wasted.
3. Furthermore, **established standards, procedures and PHC service delivery will be undermined**, in the absence of effective management support and accountability, resulting in poor performance.


Thank
you