CAPACITY DEVELOPMENT COUNTRY SUPPORT

TRAINING NEEDS ANALYSIS TOOLKIT

IMMUNIZATION SUPPLY CHAIN

MODULE V

TEMPLATES FOR ISCM TRAINING IMPLEMENTATION

unicef

PEOPLE THAT DELIVER

Gavi
The Vaccine Alliance

TNA Toolkit for the Immunization Supply Chain Workforce

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A collaboration between

UNICEF Supply Division

and

The People that Deliver (PtD) Initiative

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Documents in this series:

Module I.	Introduction to Training the ISC Workforce
Module II.	Tools for ISCM Training Needs Analysis
Module III.	Template for ISCM Training Strategy
Module IV.	Template for ISCM Training Plan
Module V.	**Templates for ISCM Training Implementation**

Further information:

TNA Toolkit Overview

Module I. Introduction to Training the ISC Workforce

Provides an introduction to the suite of documents that make up the TNA Toolkit. Describes its purpose and intended target group. The People that Deliver (PtD) Initiative Competency Compendium is introduced as the primary basis for the TNA methodology (Module II). Training options are described, as well as the stepped approach to carrying out a TNA as the basis for developing a Training Strategy (Module III) and Training Plan (Module IV).

Module II. Tools for ISCM Training Needs Analysis

Describes two methods that may be used to assess the competence of individuals or teams of ISCM workers. The first method is Employee Self-Assessment, which is best done as a dialogue between an employee and his/her line manager. The second is the Employee Proficiency Test, which takes a snapshot of the current level of knowledge of the individual ISCM worker. Some examples are given of practical applications of both methods.

Module III. Template for ISCM Training Strategy

Provides a template, i.e. detailed outline, of a generic ISCM Training Strategy for countries to use and adapt to their own specific needs. Section headings and content of sections are suggested, not prescribed. The Training Strategy is meant to be developed, based on the outcome of a Training Needs Analysis (Module II).

Module IV. Template for ISCM Training Plan

Provides a generic template for a costed ISCM Training Plan and is accompanied by several templates that can be downloaded, used and adapted to suit the specific needs of the country and of those planning and facilitating training events. A costed training action plan is an essential tool to ensure access to the necessary funds, facilitators and venues to implement planned training.

Module V. Templates for ISCM Training Implementation

Provides a selection of templates that may be used for training implementation, including formats for training curricula and training evaluation. All templates can be downloaded. Countries are encouraged to adapt these to their own specific needs.

Table of Content

1   TEMPLATES FOR TRAINING PREPARATION

1.1   Checklist for Preparing Training Workshops

BEFORE WORKSHOP

Administration/Logistics

1. Identify budget

2. Select facilitators

3. Select workshop support staff

4. Confirm date, venue, number of participants, language and duration of workshop

5. Book workshop venue (consider lighting, sound system, break-out rooms, meals/refreshments, equipment, business centre and other available facilities). Negotiate rates and raise contract for the hotel

6. Finalise workshop agenda

7. Send invitation letter to Country Offices (and partners)

8. Compile a tentative list of participants

9. Make provisional hotel room reservations (and confirm exact numbers closer to workshop)

10. Organise reception/informal evening for introductory evening session

11. Develop list of participants ETA's and ETD's

12. Arrange for airport transfer to hotel

13. Create certificates for workshop participation

Participant information

14. Send confirmation letter to participants

15. Send pre-workshop learning needs questionnaire to participants

16. Update participant list as workshop details progress

17. Assist participants in obtaining security clearance

18. Provide relevant information and guidance on securing visas

19. Send out admin/logistics note (include information on security, accommodation rates, airport transfer, DSA, exchange rate, weather, address of venue, contact numbers and health requirements)

20. Identify pre-workshop assignments and send to participants

21. Write welcome letter for participants to receive upon arrival (include details of pre-evening session)

Resource persons

22. Invite resource persons as appropriate. Brief resource persons.

23. Raise travel authorisations and contracts for resource persons where applicable

24. Organise lunch time speakers

Materials/supplies

25. Reserve equipment needed for the workshop: Data projector, screen, laptop or desktop, printer, flipcharts, VIPP boards, TV and video, camera, extension cords, photocopier and hi-fi system

26. Order workshop materials: binders, photocopy paper, flipchart paper, markers, folders, VIPP cards and pins, writing pads and pens, plasticine, finger paints, and other stationery materials (masking and scotch tape, blue tac, scissors, stapler, hole puncher, blank paper, envelopes, rubber bands, labels, diskettes etc)

27. Gather workshop materials, including all documentation and audio-visual resources.

28. Prepare workshop binders: participant and facilitators manuals, including cover

29. Arrange with IT to have computers, internet (WiFi) and printers set up (and if necessary, photocopiers).

30. Prepare registration forms, ticket reconfirmation forms and name tags

31. Burn Memory Sticks (USB Flash Drives) with course materials as required

DURING WORKSHOP

32. Confirm return air travel of participants

33. Distribute certificates of participation

34. Take group photo

AFTER WORKSHOP

35. Send thank you letters (facilitators, resource persons, support persons, participants)

36. Compile and share a summary of evaluation forms with participants

37. Send out compiled list of participant contacts, any other materials promised during the workshop, and the group photo

38. Finalise budget

39. Return any borrowed materials

40. Conduct a follow-up evaluation with participants 3 months after the workshop

41. Develop mailing list to keep participants updated of new developments related to the training event

1.2 Facilitator's Timeline Before a Training Workshop

When	Logistics	Workshop materials
2-1 weeks before	- Contact the venue, make final arrangements for meeting rooms, accommodation, meals and coffee-breaks (Plan a cocktail for the first night of the training as this will greatly contribute to the familiarization among participants). - Arrange for travel for participants and guests, and for transportation to the venue. - Order materials for welcome package: workshop bags, name badges, notebooks, pen-drives. - Order the facilitator toolkit, if applicable - If needed, design and order a workshop poster or banner - Confirm the guest speakers and opening guests, communicate to them the speaking points and travel arrangements.	- For example: Audio-Visual Equipment, Documents, Videos, Paper & Scissors, Name Tags, Notebooks, etc.
1 week before	- Confirm rapporteur and a photographer (or videographer), if needed. - Contact the press and arrange for social media (e.g. create a Facebook or a LinkedIn group) if needed. - Send participants an email with all logistics information.	
1 day before (at the venue)	- Check the room, lightening, temperature, facilities. - Organize the room setup: the recommended set up for our workshop is groups of small tables, with enough space to move freely around the room. - Check the data projector and audio system. - Prepare the welcome package and the workshop bags. - Arrange the station for participants' registration. - Coordinate with the manager of the venue for participants' check-in. - Organize a meeting-working session with the team to go through the agenda of the first day, and ensure that everyone is on the same page.	

2 TEMPLATES FOR TRAINING SCHEDULING

2.1 Training Agenda

TITLE OF TRAINING WORKSHOP
[Date: from…. to]
[Location]

Day 1	Tuesday 10th Dec 2017	Duration and Training Method	Facilitator
09:00 – 09:30	Introduction to training	30 mins. Presentation, discussion	AB/CD
09.30 – 10.30	Pre-workshop assignment	60 mins Participants presentations	AB
10.30 - 10.45	Tea Break		
10.45 – 11.45	Overview of [Training Topic]	60 mins. Presentation	AB
11.45 – 12.15	Practical Exercise	30 mins Group exercise	CD
12.15 – 13.15	Lunch		
13.15 – 14.15	[Training Topic]	60 mins. Presentation and exercises	AB/CD
14.15 – 15.15	[Training Topic]	60 mins. Presentation and exercises	CD
15.15 - 15.30	Tea Break		
15.30 – 16.30	[Training Topic]	60 mins. Presentation and exercises	CD
16.30 – 16.45	Wrap up and Close	15 mins.	CD

Day 2	Wednesday 11th Dec 2017	Duration and Training Method	Facilitator
09:00 – 09:15	Review of Day 1	15 mins. Participant presentation	AB
09.15 – 10.15	[Training Topic]	60 mins. Presentation and discussion	EF
10.15 - 10.30	Tea Break		
10.30 – 11.30	[Training Topic]	60 mins. Presentation and exercises	AB
11.30 - 12.30	[Training Topic]	60 mins. Presentation and exercises	CD
12.30 – 13.30	Lunch		
13.30 – 14.30	[Training Topic]	60 mins. Presentation and exercises	EF
14.30 - 15.30	[Training Topic]	60 mins. Presentation and exercises	AB
15.30 - 15.45	Tea Break		
15.45 – 16.45	[Training Topic]	60 mins. Presentation and exercises	CD
16.45 – 17.00	Wrap up and Close	15 mins.	CD

Day 3	Thursday 12th Dec 2017	Duration and Training Method	Facilitator
08:15 – 08:30	Review of Day 2	15 mins.	CD
08:30 – 09:45	Consolidation Activity (Project)	60 mins.	All
10:00 – 12:00	Field Visit	2 hours Site visit	AB
12:00 – 12:30	Review of Field Visit	30 mins.	All
12:30 – 13:00	Wrap up and Close	30 mins.	All
13.00 – 14.00	Lunch and Departure		

Facilitators:

[Names of Facilitators]

2.2   Training Specification: Example 1

Course Reference	Agency Name/001
Course Title	Performance Management
Duration	2 days
Course Objectives	By the end of the training, the learners will: 1. Understand the role of the supervisor, as being the bridge between the organization and the employee 2. Understand how to communicate the larger goals of the organization to employees 3. Be able to detect problems in employee performance 4. Be able to identify training gaps of employees 5. Be able to apply the performance management system within his organization and to individual employees
Target Group	Supervisors

Course Content	1. Principles of supportive supervision
	   a) Inter-relationship between supportive supervision and performance management
	   b) Inspection and control versus supportive supervision
	   c) Supportive supervision versus employee motivation
	   d) Worker motivation and productivity
	2. Principles of the Performance Management System (PMS)
	   a) Staff know and understand what performance is expected from them
	   b) Staff have the competencies to perform as expected
	   c) Staff receive continuous feedback about their performance
	3. Implementation of Performance Management System
	   a) Foster agreement and commitments among stakeholders
	   b) Determine the expected performance of local teams and individual employees
	   c) Assist local teams and individuals to carry out performance improvement
	   d) Manage change and performance support efforts
	   e) Celebrate progress made (success stories)

2.3   Training Specification: Example 2

Training Subject
Immunization Planning

Workshop Objective
Enable participants to be more effective in the workplace by strengthening competencies to plan, implement, monitor and evaluate immunization activities.

Learning Objectives
At the end of the training, participants will be able to:
- Describe basic immunization planning concepts
- Partner with communities
- Monitor immunization activities
- Carry out immunization surveys

Training Content
- Basic concepts in immunization planning ………………………………………………………………… 1 day
    - Identifying problems through situation analysis
    - Selecting priorities, strategies and activities
    - Prepare and annual plan of the immunization programme
    - Quantifying resources and budget
- Partnering with communities ……………………………………………………………………………… 1 day
    - Planning with the community
    - Preparing an immunization plan
    - Outreach activities with mobile delivery teams
    - Effective communication
- Monitoring the immunization system ……………………………………………………………………. 1 day
    - Indicators for M&E
    - Data collection and management
    - Data analysis and display
    - Reporting and feedback
- Immunization surveys ………………………………………………………………………………………. 1 day
    - Types of surveillance
    - Planning a survey
    - Conducting a survey

Target Audience
Immunization staff at all levels.

Duration
4 days.

Methodology
3 days interactive workshop.

Training Resources (Suggested)
- MLM Module 4: Planning Immunization Activities.
- WHO 2015: Immunization in Practice. Section 5: Managing an Immunization Session.

3   TEMPLATES FOR TRAINING EVALUATION

3.1   Pre- and Post-Test for Participants

Participant Name: _____

Tick the box for **the ONE BEST answer** for each question.

Some example questions:

1. What is the effect of supply intervals on stock levels?

☐	The required storage volume for vaccines is less when the supply interval is shorter
☐	The required storage volume for vaccines is less when the supply interval is longer
☐	The required storage volume for vaccines is always sufficient
☐	The effect depends on the climate in the country
☐	It has no effect

2. Why must all used disposable injection equipment be disposed of in a safety box?

☐	It is financially the best option
☐	It decreases risk of injury during handling and helps ensure proper disposal
☐	It is cheaper than transporting the items to regional or to national level
☐	It decreases the risk of fraud in the health system and therefore it is the best option
☐	It increases the risk of dangerous fires in hospitals, health centres and clinics

3. Why is temperature mapping of Cold Rooms important?

☐	To make sure that vaccine is kept at the right humidity levels
☐	To avoid overloading of the cooling system and the insulation material
☐	To find out whether the cooling system is working well
☐	To identify temperature deviations within cold storage areas
☐	To measure the storage capacity of Cold Rooms for vaccine storage

4. Xxx

☐	Xxx
☐	xxx
☐	xxx
☐	xxx
☐	xxx

Note:
- A typical test of this nature may have 20 questions.
- Name of Participant may be optional, depending on whether the individual would like feedback.
- Pre- and post-test may be the same, or else of same level of difficulty.

3.2   Training Evaluation by Participants

COURSE EVALUATION BY PARTICIPANTS					
Participant Name:		Course Title:			
Training Provider:		Course Dates:			
Instructors:	**Excellent**	**Very Good**	**Good**	**Fair**	**Poor**
1. Knowledge of subject matter					
2. Listening skills					
3. Presentation skills/delivery					
4. Overall instructor rating					
5. Topics covered in detail					
Course Content:	**Excellent**	**Very Good**	**Good**	**Fair**	**Poor**
1. Course achieved its objectives					
2. Exercises					
3. Use of time					
4. Overall course rating					
Materials:	**Excellent**	**Very Good**	**Good**	**Fair**	**Poor**
1. Overall quality of course materials					
2. Potential value as future reference material					
3. Value of presentation materials					
4. Flow / structure of information					
What changes would you like to see in the training materials?					
What changes would you like to see in the delivery method?					
Future Sessions:	**Always**	**Often**	**Sometimes**	**Rarely**	**Never**
1. How often would you attend future trainings of this nature?					

4 TEMPLATES FOR MENTORING EVALUATION

4.1 Mentorship Evaluation Form

<table>
<tr><td colspan="6" align="center">MENTORSHIP EVALUATION BY MENTEE & MENTOR</td></tr>
<tr><td colspan="3">Mentee Name:</td><td colspan="3">Topic:</td></tr>
<tr><td colspan="3">Mentee Signature:</td><td colspan="3">Date(s):</td></tr>
<tr><td colspan="3">Mentor Name:</td><td colspan="3">Location:</td></tr>
<tr><td colspan="3">Mentor Signature:</td><td colspan="3"></td></tr>
<tr><td colspan="6" align="center">Mentee's grasp of topics (Section to be filled in by MENTEE)</td></tr>
<tr><td>TOPIC(S) COVERED</td><td>Excellent</td><td>Very Good</td><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td>1.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>3.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>4.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>5.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="6">COMMENTS BY MENTEE

</td></tr>
<tr><td colspan="6" align="center">Mentee's grasp of topics (Section to be filled in by MENTOR)</td></tr>
<tr><td>TOPIC(S) COVERED</td><td>Excellent</td><td>Very Good</td><td>Good</td><td>Fair</td><td>Poor</td></tr>
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<tr><td>5.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="6">COMMENTS BY MENTOR

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</table>

ANNEXES

Annex 1: Record of Revisions

Date	Description	Author(s)
February 1, 2018	First draft of this Module, by UNICEF SD\Capacity Development Section	MK,AA,BR