

**United Republic of Tanzania
Ministry of Health**



Guide

for

**Training Trainers and Supervisors of
Community Based Distributors of Reproductive
and Child Health Services**

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Any part of this curriculum may be used for training purposed provided the source is acknowledged.

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Acknowledgement

This present Curriculum is a reviewed version and merger of three former curricular namely; “Core Team Training Curriculum” “CBD Trainers Curriculum” and “CBD Supervisors Curriculum”.

The Curriculum is the result of efforts done by the Reproductive Child Health Section of the Ministry of Health (MOH) which organized and coordinated the designing and development of the Curriculum through collaboration with various organization and individuals.

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Names of other participants who took part in the writing of the Curriculum are attached at the end of the document. Tanks are due to all of them.

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Foreword

In fulfilling its coordinating and supportive role for CBRCH activities, the Reproductive and child Health Section of the Ministry of Health, coordinated and collaborated with other stakeholders in the designing and developing this revised version of the Curriculum.

This curriculum is a merger of three former curricula, one being the “CBD Core Team Training Curriculum”, the “CBD Trainers Curriculum” and “CBD Supervisors Curriculum”.

It was found during the CBD materials review exercise that there was a need to merge the three curricula.

The Reproductive and Child Health Section, and indeed the Ministry of Health itself, expects that the present curriculum will be of great help to all those dealing with the training of trainers and supervisors of Community Based Distributors of Reproductive and Child Health Services popularly known as CBDs. It will help in providing quality training in programmes that are already in operation through its use in refresher training, as well as for those programmes which are being initiated.

The Ministry welcomes comments from users of this curriculum. It is through such feedback that the curriculum can be periodically reviewed and thus more improved editions produced. In any case the Ministry of Health is looking forward to seeing that the curriculum becomes user friendly and of needed help to all trainers and supervisors in the said field.

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Abbreviations

AIDS	-	Acquired Immuno Deficiency Syndrome
CBD	-	Community Based Distributor
CBRCH	-	Community Based Reproductive and Child Health
CM	-	Child Survival
FP	-	Family Planning
HIV	-	Human Immuno Deficiency
HMIS	-	Health Management Information System
IEC	-	Information, Education and Communication
IMCI	-	Integrated Management of Child Illness
RCH	-	Reproductive and Child Health
RH	-	Reproductive Health
SM	-	Safe Motherhood
STI	-	Sexually Transmitted Infections

Introduction

The present curriculum for training trainers and supervisors of Community Based Distributors (CBD) is a merger of three former curricula which were used in the Community Based Reproductive and Child Health Programme namely, the “CBD Trainers Curriculum”, the “CBD Supervisors Curriculum” and the “National Core Team Trainers Curriculum.”

This curriculum intends to serve as the basic tool for training of trainers and supervisors of the community Based Distributors (CBDS) of Reproductive and Child Health Services.

The subject matter of the curriculum is divided into two main parts. The first part, which also is the shorter one, consists of the job description of the trainee i.e. what he/she is expected to do after participation in the training. It also stipulates the main goal and general objectives of the training course.

The second part, which is the longer one, consists of the units, session objectives, content, and trainee/trainer activities. This is the part which actually directs the trainer in facilitating the understanding of the content of each topic and the acquisition of the skill necessary in providing CBRCH services. The topics covered in the curriculum include some updates and refresher knowledge of Integrated Reproductive and Child Health, IEC and Advocacy on Reproductive and Child Health, Management of Training, Facilitation skills, Supervision and Monitoring, and familiarization with CBD Protocols and Training Guide.

The trainer of trainers has here been provided with useful suggestions on how to conduct training sessions. The actual preparation and conducting of the training will, to some extent, depend on the obtaining training environment. Hence the trainer of trainers will need to be innovative and one who seeks information knowledge and skills from sources other than the present curriculum in order to enrich what is provided herein. After all, the trainer of trainer may find that sometimes there is need to improvise.

As the curriculum serves both the training of trainers and the training of supervisors it is obvious that there are units and sessions that will apply to both and others that will be particular to each group. The training schedule attached as an appendix at the end of the curriculum shows clearly which topics (units) are general and which ones are meant for trainers and supervisors as particular groups. The schedule also indicates the training duration for each group.

The user of this curriculum is expected to comment and provide feedback on the curriculum and forward suggestions to the Reproductive and Child Health Section of the Ministry of Health in order to facilitate future reviews and editions.

These CBD Trainers and Supervisors are required to possess the following qualifications:

A. Trainer

1. How to select them:

- Should be a qualified teacher, nurse or any other expertise related to this.
- 1 year experience in community activities.
- Should understand English and Swahili fluently.
- Should have expertise in Reproductive and Child Health and Family Planning.

2. Training:

Things to be considered while training trainers for CBDs:

- Should have the qualities enumerated above.
- Training should be for two weeks.
- The training should be residential.
- Each training session should have 20 trainees.
- Each training session should have 3 trainers.
- Consultants will be invited when ever required.
- The training schedule at the end of the Curriculum should be used.

B. CBD Supervisors

1. How to select them:

- They must be nominated from the nearest health facility within the selected area with CBD.
- Should have experience in Reproductive and child Health Services.

2. Training:

The following things must be considered during training CBD Supervisors:

- Should have the qualities listed above.
- The training should be for due week.
- The training should be in-house/residential.
- Should use the prepared training schedule.
- Each training session should have 20 trainees.
- Each training session should have 3 trainers.
- One trainer should come from the Headquarters.
- Updates or refresher courses will be conducted for one week every two years.
- Should use the training schedule at the end of the Curriculum.

3. References:

The following books which have been coordinated recently should be used:

- Guide for Trainers of community Based Distributors of Reproductive and Child Health services.
- Protocols for Community Based Distributors of Reproductive and Child Health Providers.
- National Guidelines for Initiating and Managing Community Based Reproductive and Child Health services.
- National Components and Standards in Reproductive Health.
- IEC Materials.

NB: *While trainer conducting CBD, supervisors training should adhere to CBD Supervisor Objectives and Timetable as per attachment.*

1.0 Job Description of Trainers and Supervisors

Functions

- 1.1 Training
- 1.2 Programme Management
- 1.3 Provision of Technical Assistance
- 1.4 Curriculum Development and Training
- 1.5 Supervise CBD Agents

Tasks

- 1.1 Training
 - Planning Training (Design Training Plans)
 - Organize Training
 - Conduct Training
 - Evaluate Training
- 1.2 Programme management
 - Supervise CBD Agents
 - Supervise CBD Supervisors
 - Monitor adherence to National CBD Protocols
 - Monitor adherence to National CBD Supervision Procedures and Tools
- 1.3 Supervise CBD Agents
 - Manage supervision
 - Conduct Technical Supervision
 - Conduct Administrative Supervision
- 1.4 Provision of Supportive Supervision
Provide on-job-training to CBD Supervisors and CBD Agents
 - Provision of Technical Assistance
- 1.5 Curriculum and Training Guide Development
 - Concept of Curriculum
 - Stages of Curriculum Development

Goals

- 1.1 To provide the CBD trainer and supervisor with the knowledge and skills necessary to:
 - Plan Training
 - Organize Training
 - Implement/Conduct Training
 - Evaluate Training
 - Supervise and monitor Implementation
- 1.2 To Facilitate the acquisition of:
 - A favourable training oriented attitude
 - A supportive supervision attitude

- An attitude favourable to “partnership” (Team work), in the provision of technical assistance

General Objectives

By the end of the training workshop the CBD Trainer of Trainers will be able to:

1. Conduct CBD activities.
2. Describe the National RCH Policy Guidelines and Roles of the CBD Trainer of Trainer.
3. Explain the Concept of FP and Reproductive Health.
4. Describe Contraceptive methods under the Ministry of Health.
5. Utilize CBD Protocols and CBD Supervision Procedures, Tools for Monitoring of CBD activities.
6. Design Training Plan.
7. Organize Training.
8. Conduct Training.
9. Evaluate Training.
10. Describe various aspects of the CBD Trainer’s Guide.
11. Utilize the CBD Training Guide during training of CBD Agents.
12. Manage Supervision.
13. Conduct Technical Supervision.
14. Conduct Administrative Supervision.

Specific objectives for CBD Supervisors

By the end of one week training CBD Supervisor will be able to:

1. Conduct CBD activities.
2. Describe the National RCH Policy Guidelines and roles of CBD Supervisor.
3. Explain the concept of FP and Reproductive Health.
4. Describe Contraceptive method under the Ministry of Health.
5. Utilize CBD Protocols and CBD Supervision producers, Tools for Monitoring of CBD activities.
6. Manage Supervision.
7. Conduct technical supervision.

Unit 1

Integrated Reproductive and Child Health and the Roles of the CBD

Time: 2 hours

Unit Overview

This unit is intended to familiarize the trainee with the concept of Reproductive and Child Health in Tanzania including reproductive rights, male involvement and roles and responsibilities of the CBD.

Unit Objective

By the end of the unit the trainee should be able to explain the concept of integrated reproductive and child health and the roles of the CBD.

Unit sessions:

1. Concept of Integrated Reproductive and Child Health (RCH)
2. Role of Community Based Distributor (CBD)

Learning/Training Methods

- Lecturette, Questions and Answers and Brainstorming

Specific Unit Resources:

- References:
- National RCH Policy Guidelines
 - Reproductive and Child Health Strategy

Session One: Concept of Integrated RCH

Session Objectives:

By the end of the session the trainee should be able to:

1. Define Reproductive Health
2. Define Integrated Reproductive Health services
3. List the components of Reproductive Health
4. Explain the importance of integrated approach in Reproductive Health
5. Explain the nine Components of the National RCH Policy Guidelines for services delivery
6. Explain the vision and mission of Reproductive and Child Health Services in Tanzania
7. Explain the Goal and Objectives of Policy Guidelines

Content	Trainee/Trainer Activities
<p>➤ Definition of Reproductive Health: It is a state of complete physical, mental and social well being and not the absence of disease or infirmity in all matters related to the reproductive system and its functions and processes.</p>	<ul style="list-style-type: none"> - Brainstorming - Lecturette - Clarification and summarize
<p>➤ Definition of Integrated RCH It is a way of providing complete reproductive health services in the same area to suit the needs of the clients with the least inconvenience.</p>	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize
<p>➤ The components of Reproductive Health</p> <ol style="list-style-type: none"> 1. Family Planning 2. Safe Motherhood 3. Child Survival (IMCI) 4. STI's/HIV/AIDs 5. Male involvement 6. Adolescent RH 7. Gender violence 	<ul style="list-style-type: none"> - Brainstorming - Lecturette - Questions and answers for clarification - Summarize
<p>➤ Importance of Integrated Approach in RH</p> <p>A: To Client Convenient Time saving Confidentiality Improved client/provider relationship Increase client satisfaction and safety</p> <p>B: To Service Provider</p> <ul style="list-style-type: none"> - Increases client confidence - Efficient utilization of resources - Time saving - More chance to recruit high risk clients 	<ul style="list-style-type: none"> - Questions and answers - Clarification and summarize
<p>➤ National RCH Policy Guidelines for Service delivery:</p> <ol style="list-style-type: none"> 1. Provision of FP services 2. Approval of all contraceptives to be used in Tanzania 3. Multisectoral collaboration in Family Planning IEC and advocacy 4. Family Planning Counselling 5. Right of Access to Family Planning information and services 6. Any man, woman including adolescent may use FP method without consent of spouse/any person 7. In-service training 8. Availability of Contraceptives 9. Supportive supervision 	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize

Content	Trainee/Trainer Activities
<p>➤ Vision and Mission</p> <p>Vision and mission of the Ministry of Health</p> <ul style="list-style-type: none"> - <i>The vision is to have:</i> Health services of high quality and accessible to all, delivered by a well performing and sustainable national health system. - <i>Where as the mission is:</i> To ensure that all health employees and providers deliver health services for the achievement of improved health status of the public. In view of the Ministry vision, the Reproductive and Child Health Section formulated its vision and mission to address the Overall Goal and Objectives of the Ministry. 	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize
<p>➤ Vision and Mission of Reproductive and Child Health Section</p> <p><i>The Vision:</i> “A healthy and well-informed Tanzanian Population with Access to quality RCH services that are accessible, affordable and sustainable and which are provided through an efficient and effective support system”</p> <p><i>The Mission:</i> To promote, facilitate and support in an integrated manner, the provision of RCH services to men, women, adolescents and children in Tanzania. Such services include obstetric and gynaecological care, diagnosis, treatment; prevention, management of STI’s and HIV/AIDS, FP integrated management of childhood illness, immunization, prevention and treatment of nutritional deficiencies.</p>	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize

Content	Trainee/Trainer Activities
<p>➤ Goals and Objectives of Policy Guidelines</p> <p>Goal</p> <p>The overall goal of reproductive and child health policy guidelines is to provide principles for implementation of Reproductive and child Health Services so as to contribute to the improvement of quality of life of Tanzanians (men, women, youth and children), with emphasis on gender, equity, equality and women empowerment for sustainable development.</p> <p>Objectives</p> <p>The objectives for reproductive and child health policy guidelines are to:</p> <ol style="list-style-type: none"> a. Provide framework for planning, decision-making and resource allocation for reproductive and child health programmes and services. b. Provide directives and uniformity for training, monitoring and evaluation of reproductive and child health interventions. c. Foster partnership, between public sector, private sector, NGOs, Voluntary agencies and the community in addressing the RCH issues. d. Safeguard health care providers and ensure clients safety on utilization of Reproductive and Child Health Services. e. Ensure delivery of quality Reproductive and child health Services including STIs/HIV/AIDS prevention and care at all levels. f. Promote expansion and strengthening of Reproductive and Child Health Service provision outlets. g. Promote and strengthen child health, women, adolescent, elderly and male's reproductive health. h. Strengthening RCH management information systems. i. Promote provision of school health services including sexual and reproductive health education. 	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize

Session Two: Role of the Trainer and Supervisor of Community Based Distributor (CBDs)

Time allocation: 1.30

Session Objectives

By the end of the session the trainee should be able to explain the role of the CBD trainer.

Content	Trainee/Trainer Activities
<p>➤ Job Specifications of CBD Trainers</p> <p><i>Functions</i></p> <ul style="list-style-type: none"> - Training - Programme Management - Provision of Technical Assistance - Conduct Supervision <p><i>Tasks</i></p> <ul style="list-style-type: none"> - Training <ul style="list-style-type: none"> . Plan training (design training plans)/Supervision . Organize training/supervision . Conduct training/supervision . Evaluate training/supervision - Programme management <ul style="list-style-type: none"> . Supervise CBD agents . Supervise CBD supervisors . Monitor adherence to National CBD protocols . Monitor adherence to National CBD supervision procedures and tools - Provision of supportive supervision <ul style="list-style-type: none"> . Provide on job training to CBD supervisors and CBD agent 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize

Unit 2

Provision of Reproductive Health Services

Time: 11½ hours

Unit Overview

This unit is aimed at training service providers in Male/Female Reproductive System, Family Planning, Safe Motherhood and child Survivals. Others include STI/HIV/AIDS and ways of overcoming rumours misconception.

Unit Objectives

By the end of the unit the trainee should be able to:

1. Describe the Male and Female Reproductive System
2. Menstrual Cycle
3. Explain Family Planning Methods available in Tanzania under the RCH Section
4. Describe Safe Motherhood and child Survival
5. Explain STI's/HIV/AIDS
6. Explain ways of overcoming rumours and misconception

Unit Sessions

1. Male and Female Reproductive Systems
2. Family Planning Methods in Tanzania under the RCH Section
3. Safe Motherhood and Child Survival
4. STI's/HIV/AIDS
5. Overcoming rumours and misconception

Learning/Training Methods

- Brainstorming
- Lecturette
- Questions and Answers
- Grab Bag
- Demonstration
- Role Play

Unit Resources

- Models and Posters of Male and Female Reproductive organs.
- Samples of FP Methods

References

- Guide for CBD Trainers
- Guide for CBD Supervisors
- IMCI Manuals
- Module Four: Provision of Family Planning Volume I and II
- Contraceptive Technology

Session One: Male and Female Reproductive System

Time Allocation: 2:00 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Describe male and female reproductive organs
2. Explain the functions of male and female reproductive organs
3. Explain the relationship of male and female reproductive organs to FP methods

Content	Trainee/Trainer Activities
➤ Description of Male and Female Reproductive Organs: <ul style="list-style-type: none">- External- Internal	<ul style="list-style-type: none">- Grab Bag- Discussion- Clarification and summarize
➤ Explain the functions of Male and Female Reproductive Organs: <ul style="list-style-type: none">- External- Internal	<ul style="list-style-type: none">- Grab Bag- Discussion- Clarification and summarize
➤ Explain the relationship of Male and Female Reproductive Organs to FP methods.	<ul style="list-style-type: none">- Group Work- Plenary Discussion- Clarification and summarize

Session Two: Menstrual Cycle

Time Allocation: 2:00 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Describe the Menstrual Cycle
2. Describe the relationship between conception and contraception

Content	Trainee/Trainer Activities
➤ Definition of Menstruation.	<ul style="list-style-type: none">- Lecturette- Questions and Answers for clarification- Summary
➤ Phases of the Menstrual Cycle.	<ul style="list-style-type: none">- Brainstorming- Discussion- Clarification and summarize
➤ Relationship between Conception and Contraception.	<ul style="list-style-type: none">- Questions and answers- Clarification and summarize

Session Three: Family Planning Methods available in Tanzania

Time allocation: 2 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Define Family Planning
2. Identify different Family Planning methods available in Tanzania
3. Demonstrate ability to manage minor side effects related to contraceptives use

Content	Trainee/Trainer Activities
➤ Definition of Family Planning	<ul style="list-style-type: none">- Brainstorming- Lecturette- Clarification and summarize
➤ Different Family Planning methods available in Tanzania	<ul style="list-style-type: none">- Questions and answers- Summary- Demonstration- Role Play
➤ Management of side effects and complications using (SOAP Approach) <ul style="list-style-type: none">- Meaning of SOAP approach	<ul style="list-style-type: none">- Lecturette- Group work- Presentation- Discussion- Clarification and summarize

The SOAP Approach

Description of SOAP Approach

S Subjective information:	<p>It is the history given: This is information the client describes on what happened or how she is feeling e.g. lower abdominal pain. It comes out if the/provider asks open-ended questions, shows care, concern and listens actively in privacy and confidentiality is assured.</p>
O Objective findings:	<p>These are findings the provider notes after examining the client in relation to subjective information e.g. vaginal discharge, abdominal tenderness (e.g. speculum and pelvic bimanual examination). Take note to pay special attention to confirm and explore client's subjective information.</p>
A Assessment:	<p>Analysis of history and physical examination findings: This is the service provider's impression on the possible causes of the client's problem after looking at the subjective information and objective findings e.g. assessment can be STI, PID etc.</p>
P Plan:	<p>Is purely management: This refers to the plan the service provider develops to manage the findings e.g. treat according to guidelines of flowcharts.</p>

Component	Actions	Skills Required
S ubjective	- History taking	- Listen
O bjective	- Examination and investigations	- Look, Feel, Test
A ssessment	- Review findings, reach conclusions - Share findings. - Explaining next steps	- Analyse, Interpret, Diagnose.
P lan	- Manage problem. - Share management plan for return visits.	- Treat Continuity Follow-up.

Session Four: Safe Motherhood and Child Survival

Time allocation: 2:30 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Review key issues in Safe Motherhood
2. Review key issues in Child Survival

Content	Trainee/Trainer Activities
<p>➤ Key issues in Safe Motherhood:</p> <ul style="list-style-type: none"> - Definition - Components <ul style="list-style-type: none"> . Pre-conception . Ante Natal . Post Natal . Intra-Natal (Six weeks after delivery) - Importance of Safe Motherhood - Factors associated with Safe Motherhood: <ul style="list-style-type: none"> . Beneficial factors . Harmful factors 	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Clarification and summarize
<p>➤ Importance of iodine, iron, vitamin A and Malaria prophylaxis during pregnancy</p>	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize
<p>➤ Importance and Requirements of Birth Preparedness The requirements of birth preparedness include:</p> <ul style="list-style-type: none"> - Preparations for place of birth - Identifying a skilled attendant at birth - Identifying someone to take care of her family in her absence - Identifying blood donors - Identifying transport/funds in case of emergency and labour - Collection of essential items necessary for birth. Such items include, among other things, 3 pairs of gloves, 1 roll cotton wool, razor blades, syringes, piece of soap and enough “khangas” or “vitenges” - Identify a decision making family member to accompany the mother to the hospital 	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize

Content	Trainee/Trainer Activities
<ul style="list-style-type: none"> ➤ Key issues in Child Survival: <ul style="list-style-type: none"> - Definition - Importance - Components of Child Survival - Immunization - Prevention of Malnutrition - Prevention of child abuse and accident (Physiological and sexual) - Common condition of the under five requiring referrals 	<ul style="list-style-type: none"> - Questions and answers - Clarification and summarize

Session Five: STI/HIV/AIDS

Time allocation: 1.30 hours

Session Objectives

By the end of the session the trainee should be able to:

1. Describe key issues in STI/HIV/AIDS.
2. Describe key issues in:
 - Male involvement
 - Adolescents (Life Skills)
 - Gender Violence

Content	Trainee/Trainer Activities
<ul style="list-style-type: none"> ➤ Key issues in STI: <ul style="list-style-type: none"> - Definition of STI - Common STI's in Tanzania - Common signs and symptoms in Tanzania - Mode of transmission - Ways of prevention of STI's - Consequence of STI's on relation to RH ➤ Key issue is HIV/AIDS <ul style="list-style-type: none"> - Definition of HIV/AIDS - Stages in HIV/AIDS - Mode of transmission - Prevention 	<ul style="list-style-type: none"> - Questions and answers - Video Show - Clarification and summarize
<ul style="list-style-type: none"> ➤ Effects of AIDS on the family and community 	<ul style="list-style-type: none"> - Question and answers - Clarification and summarize

Content	Trainee/Trainer Activities
<p>➤ Male involvement and participation in Reproductive Health:</p> <ul style="list-style-type: none"> - Male participation in RH is influenced by: <ul style="list-style-type: none"> Adequate knowledge on Reproductive Health Socio-cultural beliefs and values Lack of male focus in RH Beliefs and values of women - Importance of male participation: <ul style="list-style-type: none"> . Improves health of a man/partner and child . Male participation in RCH reduces conflicts in relationships - What men should do to participate in Reproductive and Child Health: <ul style="list-style-type: none"> . Visit service delivery points to seek information and services . Discuss Reproductive Health matters with their partners and provide support . Talk to male friends about Reproductive and Child Health matters . Use condoms and other methods for men . Acknowledge benefits of planned family 	<ul style="list-style-type: none"> - Brainstorming - Lecturette - Questions and answers for clarification - Summarize
<p>➤ Adolescent Reproductive Health Definition of Adolescence:</p>	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize
<ul style="list-style-type: none"> - Importance of Life Skill for Adolescents <ul style="list-style-type: none"> Help to clarify their needs and rights Help to express themselves effectively Enable them decide on a course of action - Psychosocial changes in Adolescent: <ul style="list-style-type: none"> In both girls and boys Early adolescence (10 - 13 years) Middle Adolescence (14 - 16 years) Late Adolescence (17 - 19 years) - Factors influencing adolescent behaviour: <ul style="list-style-type: none"> Gender roles Peer pressure Relationship with parents/other adult Self Esteem 	<ul style="list-style-type: none"> - Group discussion - Plenary discussion - Clarification and summarize - Brainstorming - Discussion - Clarification and summarize

Content	Trainee/Trainer Activities
<p>➤ Concept of Gender</p> <ul style="list-style-type: none"> - Definition of Gender: Is the social inter-presentation of biologically determined state - Gender issues include: Gender equality Gender equity Gender roles 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize

Session Six: Overcoming Rumours and Misconceptions

Time allocation: 2:00 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Define “rumours” and “misconceptions”
2. Identify common rumours and misconceptions in relation to RCH services in Tanzania
3. Demonstrate ability to use IEC principles in counteracting rumours and misconceptions

Content	Trainee/Trainer Activities
<p>➤ Definition of “Rumours” and “Misconceptions”: A rumour can be a common talk, unproved statement, or an assertion of facts transmitted from person to person until its source is lost.</p> <p>A misconception: Is the lack of proper information or the presence of partial or inappropriate information.</p>	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize
<p>➤ Causes of rumours and misconceptions:</p> <ul style="list-style-type: none"> - Most misconception originate from customs and taboos within the community. 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize
<p>➤ Response to rumours and misconceptions:</p>	<ul style="list-style-type: none"> - Group work - Presentation - Discussion - Clarification and summarize

Unit 3

Information, Education, Communication and Advocacy on Selected RH Services

Time: 6½ hours

Unit Overview

The unit introduces trainers to skills in providing information, education and communication.

Unit Objectives

By the end of the unit the trainee should be able to:

1. Demonstrate skills on how to communicate clearly and effectively with participants.
2. Demonstrate skills in providing basic counseling to participants

Unit Sessions

1. Concept of information, education and communication
2. Basic Counselling Skills
3. Communicating with the community
4. Concept of Advocacy and Adoption process in RH

Learning Training Method

- Brainstorming
- Lecturette
- Group work
- Questions and answers
- Role Play

Specific Unit Resources

- Pamphlets, video, booklets

References

- Guide for Trainers of Community Based Distributors
- Guide for CBD supervisors

Session One: Concept of Information, Education and Communication

Time allocation: 2 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Define IEC in RCH
2. Explain the importance of conducting IEC in RCH
3. Explain the principles and conditions of IEC in RCH

Content	Trainee/Trainer Activities
<p>➤ Definition of IEC: Information, Education and communication is a strategy of informing, educating and providing basic counseling on issues related to Reproductive Health to individuals, groups, the community and the population at large for the purpose of changing their behaviours or attitude.</p>	<ul style="list-style-type: none"> - Brainstorming - Lecturette
<p>➤ Importance of Conducting IEC</p> <ul style="list-style-type: none"> - Clarifying issues - Clearing rumours and misconceptions - Receiving information from the community - Providing information to the community to motivate it - Building good relationship between CBD and community - Mobilization of community to follow principles of Reproductive Health 	<ul style="list-style-type: none"> - Brainstorming - Clarification and summarize
<p>➤ Principles of conducting IEC</p> <ul style="list-style-type: none"> - Relevance - Simplicity and clarity - Credibility - Consistency - Delivering message - Attracting attention 	<ul style="list-style-type: none"> - Lecturette - Questions and answers - Clarification and summarize

Session Two: Basic Counselling

Time allocation: 2 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Define counselling
2. Explain the purposes of counselling in RCH
3. Identify at least four counseling skills
4. Explain the quality of a good counselor
5. Explain the steps in counseling

Content	Trainee/Trainer Activities
<p>➤ Definition of Counselling: It is a face to face communication in which one person helps another (or others) to make decisions and act on them.</p>	<ul style="list-style-type: none"> - Brainstorming - Lecturette - Questions and answers for clarification - Summarize
<p>➤ Purposes of Counselling</p> <ul style="list-style-type: none"> - To help a new client to make a decision of using a family planning method - To help a client select a family planning method - To help clients with questions and problems with family planning methods 	<ul style="list-style-type: none"> - Group work - Small group discussion - Clarification and summarize
<p>➤ Counselling skills</p> <ul style="list-style-type: none"> - Asking questions (open-ended, closed ended and probing) - Attentive listening, using non-verbal communication, using encouragers, paraphrasing, clarify and summarizing. 	<ul style="list-style-type: none"> - Questions and answers - Clarification and summarize
<p>➤ Quality of a good counselor</p> <ul style="list-style-type: none"> - Knowledgeable - Attentive listening - Privacy - Good communication skills - Readiness to help - Confidentiality - Tactfulness - Respectful 	<ul style="list-style-type: none"> - Questions and answers - Clarification and summarize

Content	Trainee/Trainer Activities
<p>➤ Steps to be followed in counseling</p> <ul style="list-style-type: none"> - Prepare the place, equipments and IEC materials - Initiate and maintain good interpersonal relationship - Ask the client about age, number of children and their sex, age of the last born, number of pregnancies, FP methods heard before, FP methods she has or she is using - Explain to client about RH/CH services available - Give the client to choose the desired FP methods - Thanks the client, summarize the discussion and explain the next step 	<ul style="list-style-type: none"> - Role play on steps for counseling family planning/Reproductive and Child Health - Plenary discussion - Clarification and summarize

Session Three: Communicating with the Community

Time allocation: 1.30 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Define community
2. Define communication
3. Explain the importance of communication
4. Mention common barriers in communication
5. Define interpersonal communication
6. Explain factors facilitating effective interpersonal communication
7. Utilize principles of interpersonal relationship in communication

Content	Trainee/Trainer Activities
<p>➤ Definition of Community: A group of people living together in a specific location with similar characteristics and sharing common interest.</p>	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize
<p>➤ Definition of Communication: It is a flow of a message from sender to receiver. It is a process of exchanging ideas and information among people aiming to bring change or action.</p>	<ul style="list-style-type: none"> - Brainstorming - Lecturette - Questions and answers for clarification - Summarize

Content	Trainee/Trainer Activities
<p>➤ Importance of effective communication in FP/RCH:</p> <ul style="list-style-type: none"> - Create good relationship between trainer and members - Get information from the community - Pass information to the community - FP methods and adherence to Safe Motherhood/Child Survival practices(SM/CS) - Advocate the programme 	<ul style="list-style-type: none"> - Brainstorming - Plenary discussion - Clarification and summarize
<p>➤ Common barriers to communication:</p> <ul style="list-style-type: none"> - Age - Attitude - Noise - Environment - Ideas - Language - Interference - Gender 	<ul style="list-style-type: none"> - Questions and answers - Discussion - Summary
<p>➤ Definition of Interpersonal Communication:</p> <ul style="list-style-type: none"> - Communication between two people to exchange ideas and information between them. The aim of the communication is to change the behaviour of the receiver. 	<ul style="list-style-type: none"> - Questions and answers - Lecturette - Clarification and summarize
<p>➤ Factors that facilitate interpersonal communication:</p> <ul style="list-style-type: none"> - Willingness to help - Empathy - Respect and honesty - Patience - Paraphrasing - Not jumping to conclusions - Being non-judgemental - Privacy - Knowledgeable 	<ul style="list-style-type: none"> - Questions and answers - Discussion - Clarification and summarize
<p>➤ Principles of Interpersonal relationship:</p> <ul style="list-style-type: none"> - Active listening - Probing - Observing - Informing 	<ul style="list-style-type: none"> - Role Play - Plenary discussion - Summarize

Session Four: Concept of Advocacy and the Adoption Process in Reproductive Health

Time allocation: 1 Hour

Session Objectives

By the end of the session the trainee should be able to:

1. Define advocacy
2. Explain the importance of conducting advocacy
3. Explain the principles of conducting advocacy
4. Describe the stages in the Adoption Process

Content	Trainee/Trainer Activities
<p>➤ Definition of Advocacy: It is any IEC activity targeted toward leaders and/or group, community as a whole in order to create supportive and conducive environment for a specific program/activities</p>	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize
<p>➤ Importance of conducting advocacy:</p> <ul style="list-style-type: none"> - Helps the community to make change and take action. - Creating awareness - Changing attitude/behaviour - Winning support - Sensitizing - Motivating 	<ul style="list-style-type: none"> - Brainstorming - Clarification and summarize
<p>➤ Principles of conducting advocacy</p> <ul style="list-style-type: none"> - Current - Valid - Simple and clear - Relevant to the people's health need - Able to communicate a message - Consistent - Able to draw attention 	<ul style="list-style-type: none"> - Leccturette - Discussion - Summarize
<p>➤ Definition of adoption process It is the process whereby people make decisions to adopt new practices and implement that decision through adoption or reflection on that new practice.</p>	<ul style="list-style-type: none"> - Questions and answers - Discussion - Summarize
<p>➤ Steps/stages through which people go to adopt new ideas/practices:</p> <ul style="list-style-type: none"> - Awareness - Sensitization - Motivation - Action 	<ul style="list-style-type: none"> - Questions and answers - Discussion - Summarize

Unit 4

Concept and Principles of Training

Time: 3½ hours

Unit Overview

This unit is intended to equip the CBD trainer with the knowledge and skills necessary to plan, organize, implement, monitor and evaluate training.

Unit Objectives:

By the end of the unit the trainee should be able to:

1. Describe the concept of learning.
2. Explain the concept and principles of training.

Unit Sessions

1. Concept of learning
2. Concept and principles of training

Learning/Training Methods

- Brainstorming
- Lecturette
- Questions and Answers

Specific Unit Resources

- Audio, manila paper, marker pens, video tapes, etc.

References

- Handout on “Characteristics of the Adult Learner”
- “Management of Training Workshop”

Session One: Concept of Learning

Time allocation: 2 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Define learning.
2. Describe principles of learning.
3. Describe at least 8 conditions that facilitate learning.

Content	Trainee/Trainer Activities
<p>➤ Definition of Learning:</p> <ul style="list-style-type: none"> - Learning is a process which results in some modification behaviour, relatively permanent, through knowledge, skills and attitude of the learner. The changes may take a long time. 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize
<p>➤ Principles of Learning:</p> <ul style="list-style-type: none"> - Learning is individual - Learning should motivate - Learning should have feedback - All human beings have a nature, potential and desire to learn - Learning is more effective when external threats are eliminated - Learning occurs when participants perceive relevance - Significant training occurs through doing - Most learning is self motivated 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize
<p>➤ Conditions that facilitate learning Should be in an atmosphere which:</p> <ul style="list-style-type: none"> - Encourages people to be active - Emphasizes the personal nature of learning - Accepts that difference is desirable - Recognizes people's rights to make mistakes - Tolerates imperfection - Encourages openness of self and trust in self - Makes people feel respected and accepted - Facilitates discovery - Puts emphasis on self evaluation and cooperation - Permits confrontation 	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize

Session Two: Concept and Principles of Training

Time allocation: 1.30 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Define training.
2. Describe at least 10 characteristics of an adult learner.
3. Describe at least five principles of training.
4. Distinguish between training and teaching.

Content	Trainee/Trainer Activities
<p>➤ Definition of Training: It is a process of bringing a change in behaviour of learner/trainee through acquisition of knowledge, attitude and skills.</p>	<ul style="list-style-type: none">- Lecturette- Questions and answers for clarification- Summarize
<p>➤ Describe characteristics of an adult learner:</p> <ol style="list-style-type: none">1. They should know why they learn something2. They need to be self directed3. They have greater volume and different quality of experience than the young. Hence they need to use different learning methods4. Need to be motivated5. Need to be respected6. Have their own self esteem7. Need to be called by their names8. Value belief and customs9. Need time to express themselves10. Learn at their own pace11. Get tired easily12. Participate in Discussion	<ul style="list-style-type: none">- Lecturette- Questions and answers for clarification- Summarize

Content	Trainee/Trainer Activities				
<p>Training Principles</p> <ol style="list-style-type: none"> 1. Readiness to learn by participants 2. Building on what participants already know 3. Awareness of what they need to know 4. Use of variety of training methods 5. Opportunities to practice skills 6. Repetition of performing skills to enhance competency 7. Learning situation must be realistic 8. Feedback should be immediate, positive and non-judgemental 	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize 				
<p>Differences between teaching and training:</p> <table border="1" data-bbox="233 995 805 1293"> <thead> <tr> <th data-bbox="233 995 506 1031">Teaching</th> <th data-bbox="506 995 805 1031">Training</th> </tr> </thead> <tbody> <tr> <td data-bbox="233 1031 506 1293"> <ul style="list-style-type: none"> • Topic oriented • Large group • Theoretical • Teacher centered • Passive learner • Teacher is the decider </td> <td data-bbox="506 1031 805 1293"> <ul style="list-style-type: none"> • Task/performance • Individual • Practical • Trainee centered • Active learner • Trainers work in a team </td> </tr> </tbody> </table>	Teaching	Training	<ul style="list-style-type: none"> • Topic oriented • Large group • Theoretical • Teacher centered • Passive learner • Teacher is the decider 	<ul style="list-style-type: none"> • Task/performance • Individual • Practical • Trainee centered • Active learner • Trainers work in a team 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize
Teaching	Training				
<ul style="list-style-type: none"> • Topic oriented • Large group • Theoretical • Teacher centered • Passive learner • Teacher is the decider 	<ul style="list-style-type: none"> • Task/performance • Individual • Practical • Trainee centered • Active learner • Trainers work in a team 				

Unit 5

Management of Training

Time: 10½ hours

Overview:

This Unit aim to enrich the trainer's skills in planning, organizing, conducting and evaluating training at all levels.

Unit Objectives

By the end of the unit the trainee should be able to:

1. Describe the concept of management
2. Identify the steps in planning, organizing and conducting training
3. Explain the concept of team work
4. Facilitate training
5. Evaluate training

Unit Sessions:

1. Concept of Management
2. Planning, organizing and conducting
3. Concept of team work
4. Facilitation of training
5. Evaluating training

Learning/Training Methods

- Brainstorming
- Lecturette
- Small group work
- Role play
- Demonstration
- Simulation, coaching, individual assignment

Specific Unit Resources

References

- Family Planning Manager's Handbook
- A Guide for Trainers of Community Based Distributors
- Pamphlets
- IEC Materials

Session One: Concept of Management

Time allocation: 1.30 Hours

Session Objectives:

By the end of the session the trainee should be able to:

1. Define Management
2. Explain the principles of management
3. Describe the main functions in management

Content	Trainee/Trainer Activities
<p>➤ Definition of management: Management is getting things harmoniously done through people to achieve set objective with limited resources</p>	<ul style="list-style-type: none">- Lecturette- Questions and answers for clarification- Summarize
<p>➤ Principles of management:</p> <ul style="list-style-type: none">- Management by objectives- Learning from experience- Division of labour- Substitution of resources- Convergence of work- Functions determine structure	<ul style="list-style-type: none">- Lecturette- Questions and answers for clarification- Summarize
<p>➤ The functions in management:</p> <ul style="list-style-type: none">- Sequential Planning Organizing Implementing Evaluating- On going: Decision making Communication Problem solving	<ul style="list-style-type: none">- Brainstorming- Discussion- Clarification and summarize

Session Two: Planning and organizing training

Time allocation: 1.30 Hours

Session Objectives:

By the end of the session the trainee should be able to:

1. Describe types of training plans
2. Describe steps on developing training plans
3. Describe at least 3 reasons for developing a training plan
4. Describe major resources that are required for organization

Content	Trainee/Trainer Activities
<ul style="list-style-type: none"> ➤ Types of training plans: <ul style="list-style-type: none"> - Overall training plan - Workshop/course plan - Session/lesson plan 	<ul style="list-style-type: none"> - Group work - Discussion - Clarification and summarize
<ul style="list-style-type: none"> ➤ Steps in planning training <ul style="list-style-type: none"> - What is the problem - Who are the trainees - What do I want the trainees to be able to do? - Where and for how long will training take place? - What training methods will I use? - What training materials do I need? - How will I know how effective training was? 	<ul style="list-style-type: none"> - Group work - Discussion - Presentation - Plenary discussion - Clarification and summarize
<ul style="list-style-type: none"> ➤ Reasons for developing a training plan <ul style="list-style-type: none"> - Monitoring - Coordination - Allocation of resources - Evaluation 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize
<ul style="list-style-type: none"> ➤ Resources for organization <ul style="list-style-type: none"> - Financial - Materials <ul style="list-style-type: none"> · Stationaries · IEC materials - Staff: <ul style="list-style-type: none"> · Facilitators · Consultants · Supporting staff - Participants - Schedule - Accommodation, food and refreshment 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize

Session Three: Conducting Training

Time allocation: 2.30 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Describe appropriate adult training methods
2. Mention the criteria for selecting a training method
3. Explain the steps in a training session
4. Prepare a session plan

Content	Trainee/Trainer Activities
<p>➤ Training methods:</p> <ul style="list-style-type: none"> - Demonstration - Role Play - Case study - Discussion (class and group) - Simulation games - Drama - Folk media - Excursion / Field trip - Gallery walk - Grab Bag - Buzz group - Brainstorming 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize
<p>Criteria includes</p> <ul style="list-style-type: none"> - Nature of the training (i.e. objectives to be met) - Nature of the group to be trained - The training situation (i.e. resource availability) 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize
<p>➤ The seven experiential learning steps</p> <ul style="list-style-type: none"> - Climate setting - Session objectives - Experience - Processing - Learning - Application - Summary / Closure 	<ul style="list-style-type: none"> - Group work - Presentation - Plenary discussion - Clarification and summarize
<p>➤ Preparation of a session plan using the 7 experiential learning steps.</p>	<ul style="list-style-type: none"> - Demonstration in preparation session plan - Coaching - Individual assignment

Session Four: Concept of Team Work

Time allocation: 1 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Define team
2. Explain at least 6 reasons as to why team training approach is important
3. Describe at least 6 characteristics of team work

Content	Trainee/Trainer Activities
<p>➤ Define team: A team is a group of people working together to achieve an objective through putting together resources and competencies</p>	<ul style="list-style-type: none"> - Simulation game on team work - Plenary discussion - Clarification and summarize
<p>➤ Reasons why team training approach is important:</p> <ul style="list-style-type: none"> - Sharing of tasks/responsibilities - Exchanging information - Complementing skills and experiences - Structuring - Organizing their input - Providing an environment for practicing leadership training - Easy to achieve goal - Time management - Uniformity 	<ul style="list-style-type: none"> - Leccturette - Questions and answers for clarification - Summarize
<p>➤ Characteristics of team work:</p> <ul style="list-style-type: none"> - Group awareness - Cooperation - Respect - Participatory approach in discussion - Integration - Consensus - Complementation 	<ul style="list-style-type: none"> - Lecturette - Discussion - Clarification and summarize

Session Five: Facilitation Skills

Time allocation: 2 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Utilize the seven steps in conducting a training session
2. Identify skills used in conducting a session
3. Define feedback
4. Explain the importance of giving feedback in adult learning
5. Explain how to help others give and receive feedback

Content	Trainee/Trainer Activities
<p>➤ Conducting a training session according to plan: 7 experiential learning steps</p> <ul style="list-style-type: none"> - Climate setting - Session objectives - Experience - Processing - Generalization - Application - Summary / Closure 	<ul style="list-style-type: none"> - Demonstration in lesson plan preparation - Demonstration in using the 7 experiential learning steps - Discussion - Clarification and summarize
<p>➤ Facilitation Skills:</p> <ul style="list-style-type: none"> - Active listening - Responding to non verbal communication - Paraphrasing - Using encouragers - Using open ended questions - Summarizing 	<ul style="list-style-type: none"> - Simulation of facilitation skills - Plenary discussion - Clarification and summarize
<p>➤ Definition of Feedback: A process of receiving and evaluating information.</p> <ul style="list-style-type: none"> - Letting some one know in a timely and descriptive manner how they are performing ‘(Positive and Negative Observation’’). 	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize
<p>➤ Importance of feed back</p> <ul style="list-style-type: none"> - Ensure active participation of trainee - Clears misconceptions with the group - Improves performance - Motivates trainee 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize

Content	Trainee/Trainer Activities
<p>➤ How to help others give and receive feedback</p> <ul style="list-style-type: none"> - Solicit feedback in specific area - Understand the feedback - Paraphrase major points - Ask clarifying questions - Avoid explanation for being given feedback - Show appreciation for being given feedback - Show how to use feedback 	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize
<p>➤ Feedback Guidelines</p> <ul style="list-style-type: none"> - Make specific statements supported by example - Use descriptive rather than judgmental language - Direct, clear and to the point - Solicit rather than impose - Well timed - Consideration for any receiver and giver of feedback 	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Role Play - Summarize

Session Six: Evaluating Training

Time allocation: 2 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Explain the main types of evaluation
2. Explain the importance of evaluation
3. List the elements to be evaluated in a training programme
4. Describe at least 5 evaluation processes
5. Utilize the Family Planning guidelines for report writing

Content	Trainee/Trainer Activities
<ul style="list-style-type: none"> ➤ Types of evaluation <ul style="list-style-type: none"> - Formative - Summative - Diagnostic 	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize
<ul style="list-style-type: none"> ➤ Evaluation is important for: <ul style="list-style-type: none"> - Quality control - Needs assessment - Planning - Adaptation/modification of training - Accreditation/Certification - Plan of follow up of trainees 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize
<ul style="list-style-type: none"> ➤ Elements to be evaluated <ul style="list-style-type: none"> - Trainee/participants - Trainers - Programme/course 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize
<ul style="list-style-type: none"> ➤ Evaluation procedure/tools <ul style="list-style-type: none"> - Self assessment - Peer assessment - Short question/answer - Multiple choice questions - Oral examination - Essays - Field practice - Report writing 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize
<ul style="list-style-type: none"> ➤ Training Activity Report Format 	<ul style="list-style-type: none"> - Group discussion on report writing

Unit 6

Utilization of the Guide for Trainers of CBD and CBD Protocols

Time: 7 hours

Unit Overview

This unit is intended to orient and create familiarization of the Guide for Trainers of CBD and CBD Protocols to trainers, in order that they can use them for supervision and provision of technical assistance to CBD supervisors and CBD.

Unit Objective

By the end of the unit the trainee should be able to utilize the Guide for Trainers of CBD and CBD Protocols.

Unit Sessions:

1. Familiarization with the Guide for trainers of CBD.
2. Familiarization with the CBD Protocols.
3. Familiarization with the Supervisors Guide
4. Utilization of the Guide for trainers of CBD and CBD Protocols.

Learning/Training Methods

1. Lecturette, Brainstorming, Discussion, Question and Answers

Specific Unit Resources

1. A Guide for Trainers of CBD
2. CBD Protocols
3. National RCH Policy Guidelines
4. RCH Strategic Plan

Session One: Familiarization with the Guide for trainers of CBD

Time allocation: 1:30 Hours

Session Objectives:

By the end of the session the trainee should be able to:

1. Identify the components of the “Guide for Trainers of CBD”.

Content	Trainee/Trainer Activities
<p>➤ Components of the CBD Training Guide:</p> <ul style="list-style-type: none">- Job description, goals and general objectives, summary of unit’s session and time allocation.- Concept of Reproductive Health in Tanzania, Family Planning Service Provision, IEC Provision, Referral, Anatomy and Physiology of reproductive organs, STI/HIV/AIDS, Safe Motherhood and Child Survival, Management of CBD activities (Supplies, Equipment, Information)	<ul style="list-style-type: none">- Lecturette- Questions and answers for clarification- Summarize

Session Two: Familiarization with the Community Based Distributors Protocols

Time allocation: 2:00 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Define Protocol
2. Explain the Importance of Protocols
3. Describe the components of Protocols

Content	Trainee/Trainer Activities
<p>➤ Definition of Protocol:</p> <ul style="list-style-type: none"> - It is an official and a standardized document which outlines functions, tasks, subtask and procedures for implementation. - Procedures are steps in performing a task in a logical and chronological sequence. 	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize
<p>➤ Importance of Protocols:</p> <ul style="list-style-type: none"> - Standardization of procedures - Quality control - Legal protection - Monitoring of adherence to standards - Supervision - Staff appraisal - Training (formal and continuing) 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize
<p>➤ Components of the CBD Protocols:</p> <ul style="list-style-type: none"> - Planning and implementing CBD activities - Provision of Information, Education, Communication and Basic Counselling on Reproductive and Child Health services in the community - Provision of Reproductive and Child Health services in the community - Management of CBRCH equipment and supply - Management of CBRCH information system - Networking and collaborating with other stakeholders 	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize

Session Three: Familiarization with the Supervisors Guide

Time allocation: 2:00 Hours

Session Objectives:

By the end of session the trainee should be able to:

2. Define supervision
3. Explain the importance of supervision
4. Describe the components of the Supervisor's Guide.

Content	Trainee/Trainer Activities
<ul style="list-style-type: none"> ➤ Definition of supervision: <ul style="list-style-type: none"> - It is a management function planned and carried out in order to guide support and assist staff in carrying out their assigned tasks 	<ul style="list-style-type: none"> - Lecturette - Question and answer for clarification - Summary
<ul style="list-style-type: none"> ➤ Importance of supervision: <ul style="list-style-type: none"> - Assisting the CBD to improve performance - Ensuring performance standard - Identifying the CBD's problems and solving them early - Identifying training needs of the CBD - Maintaining link between programme and community 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize
<ul style="list-style-type: none"> ➤ Components of the Supervisor's Guide <ul style="list-style-type: none"> - Checklists - Concept and principles of supervision 	<ul style="list-style-type: none"> - Lecturette - Questions and answer for clarification - Summarize

Session Four: Utilization of the Guide for Trainers of Community Based Distributors and Protocols

Time allocation: 1:30 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Utilize the Guide for Trainers of Community Based Distributors in planning, organizing, conducting and evaluating CBD training.
2. Explain how to use CBD Protocol.

Content	Trainee/Trainer Activities
<p>➤ Utilization of the Guide for Trainers of Community Based Distributors:</p> <ul style="list-style-type: none"> - Preparation of session plan - Conducting micro session - Evaluating session (Formative and summarize) 	<ul style="list-style-type: none"> - Demonstration of session plan - Individual assignment on the preparation of micro session - Presentation - Feedback
<p>➤ Use of CBD Protocols:</p> <ul style="list-style-type: none"> - Supervision of CBD activities - References and guide for implementation of CBD activities 	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summaries

Unit 7

Supervision and Monitoring

Time: 3 hours

Unit Overview

This unit is organized to update the CBD trainer and give orientation on supervisory and monitoring skills and managing health information system.

Unit Objectives

By the end of the session the trainee should be able to:

1. Define Supervision
2. Define Monitoring
3. Explain Health Information System

Unit Sessions

1. Supervision and Monitoring
2. Health Management Information System (HMIS)

Learning/Training Methods

1. Lecturette
2. Brainstorming
3. Discussion
4. Questions and Answers

Unit Specific Resources

- CBD Protocols
- A Guide for Supervisors

Session One: Supervision and Monitoring

Time allocation: 1:30 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Define supervision
2. Define Monitoring
3. Explain the differences between Supervision and Monitoring

Content	Trainee/Trainer Activities
<p>➤ Definition of Supervision: Supervision is a management function, planned and carried out in order to guide, support and assist staff in carrying out their assigned tasks.</p>	<ul style="list-style-type: none">- Lecturette- Questions and answers for clarification- Summarize
<p>➤ Definition of Monitoring: Monitoring is an activity that ensures the performance of tasks as listed in the job description of the CBD and utilization of resources.</p>	<ul style="list-style-type: none">- Lecturette- Questions and answers for clarification- Summarize
<p>➤ Differences between Supervision and Monitoring;</p> <ul style="list-style-type: none">- Supervision is done on the site- Monitoring can be report, follow up, etc.	<ul style="list-style-type: none">- Lecturette- Questions and answers for clarification- Summarize
<p>➤ Types of Supervision:</p> <ul style="list-style-type: none">- Administrative- Technical	<ul style="list-style-type: none">- Lecturette- Questions and answers for clarification- Summarize

Session Two: Health Management Information System

Time allocation: 1:30 Hours

Session Objective

By the end of the session the trainee should be able to:

1. Define Management Information System
2. Describe the relationship among the MIS components.
3. Identify information to be collected at CBD level
4. Explain the importance of data collection
5. Describe steps in collecting information
6. Explain relationship between HMIS and MIS

Content	Trainee/Trainer Activities
<p>➤ Define Health Management Information (HMIS) It is a way of collecting, processing dissemination and utilization of information which is related to health services. HMIS is standardized in Tanzania.</p>	<ul style="list-style-type: none"> - Lecturetee - Questions and answers for clarification - Summarize
<p>➤ Describe the relationship among the MIS Components:</p> <ul style="list-style-type: none"> - Data collection - Data analysis (Compilation/processing) - Data dissemination 	<ul style="list-style-type: none"> - Lecturette - Questions and answers for clarification - Summarize
<p>➤ Integrated Reproductive Health information to be collected at CBD level</p>	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize
<p>➤ Importance of data collection</p> <ul style="list-style-type: none"> - Planning - Monitoring - Reporting - Evaluation - Future reference 	<ul style="list-style-type: none"> - Brainstorming - Discussion - Summary
<p>➤ Steps in collecting information:</p> <ul style="list-style-type: none"> - Identification of activity to be carried out - Preparation of tools for collecting/recording - Recording information - Filling and storing information for future references - Sending a relevance copy to the supervisors 	<ul style="list-style-type: none"> - Brainstorming - Demonstration - Clarification and summarize
<p>➤ Relationship between HMIS and CBD MIS.</p>	<ul style="list-style-type: none"> - Brainstorming - Discussion - Clarification and summarize

Unit 8

Provision of Technical Assistance

Time: 2 hours

Unit Overview

This unit is aimed at facilitating the trainee in acquiring the knowledge and skills necessary to provide technical assistance to the CBD trainer, CBD supervisors and CBD.

Unit Objective

By the end of this Unit the trainee will be able to offer technical assistance to the CBD Trainer, CBD Supervisor and the CBD herself/himself.

Unit Session

1. Provision of Technical Assistance.

Learning/Training Methods

1. Group Discussion
2. Questions and Answers
3. Brainstorming

Unit Specific Resources

- Reference:
- Ministry of Health - Supervisors Guide
 - Handouts on Technical Assistance

Session: Provision of Technical Assistance

Time allocation: 2 Hours

Session Objectives

By the end of the session the trainee should be able to:

1. Define Technical Assistance
2. Describe principles in providing Technical Assistance
3. Describe the steps in providing Technical Assistance

Content	Trainee/Trainer Activities
<p>➤ Definition of Technical Assistance: It is the provision of inputs in order to support, guide and improve performance to reach set objectives.</p>	<ul style="list-style-type: none">- Questions and Answers- Clarification and summarize
<p>➤ Principles in providing Technical Assistance:</p> <ul style="list-style-type: none">- Team work- Partnership- Transfer of skills- Agreement on scope of work- Substitution of training materials	<ul style="list-style-type: none">- Group work- Presentation- Plenary discussion- Clarification and summarize
<p>➤ Steps in providing Technical Assistance:</p> <ul style="list-style-type: none">- Planning- Organizing- Implementing- Evaluating	<ul style="list-style-type: none">- Brainstorming- Discussion- Clarification and summarize

NOTE:

- Facilitators to report at the training venue on the Friday before the commencing of the training (i.e. 2 days before).
- Participants to report at the training venue on Sunday before the Workshop (i.e. the day before the commencing of the Workshop).

Appendix 1

Schedule for CBD Trainer's Training Workshop

1st Week

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8.30 am ↓ 10.30 am	<ul style="list-style-type: none"> Registration Logistic Norms & Expectations Objectives Pre Test 	<p style="text-align: center;">Recap</p> <ul style="list-style-type: none"> Family Planning Methods available in Tanzania 	<p style="text-align: center;">Recap</p> <ul style="list-style-type: none"> Concept of Information, Education and Communication 	<p style="text-align: center;">Recap</p> <ul style="list-style-type: none"> Concept of Learning 	<p style="text-align: center;">Recap</p> <ul style="list-style-type: none"> Conducting Training 	<p style="text-align: center;">Recap</p> <ul style="list-style-type: none"> Familiarization with CBD Trainers' Guide
10.30 - 11.00	T E A B R E A K					
11.00 am ↓ 1.00 pm	<ul style="list-style-type: none"> Concept of Integrated RCH Role of Trainer of CBD 	<ul style="list-style-type: none"> Safe Motherhood and Child Survival 	<ul style="list-style-type: none"> Basic Counselling 	<ul style="list-style-type: none"> Concept and Principles of Training 	<ul style="list-style-type: none"> Concept of Team Work Facilitation Skills 	<ul style="list-style-type: none"> Familiarization with CBD Protocols
1.00 - 2.00	L U N C H B R E A K					
2.00 pm ↓ 4.00 pm	<ul style="list-style-type: none"> Male and Female Reproductive Organs 	<ul style="list-style-type: none"> STI/HIV/AIDS Overcoming Rumours and Misconception 	<ul style="list-style-type: none"> Communicating with the Community 	<ul style="list-style-type: none"> Concept of Management 	<ul style="list-style-type: none"> Facilitation Skills Evaluating Training 	<ul style="list-style-type: none"> Familiarization with Supervisor's Guide
4.00 pm ↓ 5.00 pm	<ul style="list-style-type: none"> Menstrual Cycle 	<ul style="list-style-type: none"> Overcoming Rumours and Misconception 	<ul style="list-style-type: none"> Concept of Advocacy and the Adoption Process in RH 	<ul style="list-style-type: none"> Planning and Organizing Training 	<ul style="list-style-type: none"> Evaluating Training 	<ul style="list-style-type: none"> Utilization of the CBD Trainers Guide
5.00 - 5.30 pm	<ul style="list-style-type: none"> Overview of the Day 	<ul style="list-style-type: none"> Overview of the day 	<ul style="list-style-type: none"> Overview of the day 	<ul style="list-style-type: none"> Overview of the day 	<ul style="list-style-type: none"> Overview of the day 	<ul style="list-style-type: none"> Overview of the day

2nd Week

Time	Monday	Tuesday	Wednesday
8.30 am	Recap	Recap	Recap
10.30 am	<ul style="list-style-type: none"> Supervision and Monitoring 	<ul style="list-style-type: none"> Micro-teaching (3 Participants) 	<ul style="list-style-type: none"> Micro-teaching (3 Participants)
10.30 - 11.30	T E A B R E A K		
11.30 - 1.00 pm	<ul style="list-style-type: none"> Health Management Information System (HMIS) 	<ul style="list-style-type: none"> Micro-teaching (3 Participants) 	<ul style="list-style-type: none"> Micro-teaching (3 Participants)
1.00 - 2.00	L U N C H B R E A K		
2.00 - 4.00 pm	Provision of Technical Assistance	<ul style="list-style-type: none"> Micro-reaching (3 Participants) 	<ul style="list-style-type: none"> Discussion of Micro-teaching
4.00 pm	Discussion	<ul style="list-style-type: none"> Post Test 	C L O S U R E
5.00 pm		<ul style="list-style-type: none"> Micro-teaching (3 Participants) 	
5.00 - 5.30 pm	<ul style="list-style-type: none"> Overview of the Day 	<ul style="list-style-type: none"> Overview of the day 	

Appendix 2

Schedule for CBD Supervisors Training Workshop

1st Week

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8.30 am ↓ 10.30 am	<ul style="list-style-type: none"> Registration Logistic Norms & Expectations Objectives Pre Test 	Recap <ul style="list-style-type: none"> Menstrual Cycle ... cont. Family Planning Methods available in Tanzania 	Recap <ul style="list-style-type: none"> Overcoming Rumours and Misconception 	Recap <ul style="list-style-type: none"> Concept of Advocacy and Adoption Process in RH 	Recap <ul style="list-style-type: none"> Supervision and Monitoring 	Recap <ul style="list-style-type: none"> Simulation
10.30 - 11.00	T E A B R E A K					
11.00 am ↓ 1.00 pm	<ul style="list-style-type: none"> Concept of Integrated RCH Role of CBD Supervisors 	<ul style="list-style-type: none"> Family Planning Methods ... cont. Safe Motherhood and Child Survival 	<ul style="list-style-type: none"> Concept of Information, Education and Communication 	<ul style="list-style-type: none"> Concept of Team Work Facilitation Skills 	<ul style="list-style-type: none"> Health Management Information System 	<ul style="list-style-type: none"> Simulation
1.00 - 2.00	L U N C H B R E A K					
2.00 pm ↓ 4.00 pm	<ul style="list-style-type: none"> Male and Female Reproductive Organs 	<ul style="list-style-type: none"> Safe Motherhood ... Cont. STI/HIV/AIDS 	<ul style="list-style-type: none"> Basic Counselling 	<ul style="list-style-type: none"> Feedback Skills 	<ul style="list-style-type: none"> Provision of Technical Assistant 	<ul style="list-style-type: none"> Post Test
4.00 pm ↓ 5.00 pm	<ul style="list-style-type: none"> Menstrual Cycle 	<ul style="list-style-type: none"> STI/HIV/AIDS ...Cont. 	<ul style="list-style-type: none"> Communicating with the Community 	<ul style="list-style-type: none"> Familiarize with CBD Protocols 	<ul style="list-style-type: none"> Simulation 	Feedback and Closure
5.00 - 5.30	<ul style="list-style-type: none"> Reflection 	<ul style="list-style-type: none"> Reflection 	<ul style="list-style-type: none"> Reflection 	<ul style="list-style-type: none"> Reflection 	<ul style="list-style-type: none"> Reflection 	<ul style="list-style-type: none"> Reflection

Appendix 3

Ministry of Health

Reproductive and Child Health Section

Pre-test/Post-test for CBD Trainer

Name: _____

Date: _____

Total Marks: Trainer: 32
Supervisors: 34

Time: 1 hour

A. General Questions

1. Circle around TRUE or FALSE as you find appropriate. **(5 Marks)**
 - (a) A woman who uses DEPO PROVERA will get spotting. TRUE/FALSE
 - (b) One side effect for the woman who uses contraceptive pills is missing her periods. TRUE/FALSE
 - (c) Combined Oral Contraceptive pills prevent ovulation. TRUE/FALSE
 - (d) Untreated STIs can cause sterility/infertility. TRUE/FALSE
 - (e) All female children deserve to get proper care from the time they are born by being provided with proper nutrition and immunization including tetanus toxoid until the age of 15. TRUE/FALSE

2. Circle the correct answer
 - a. Counselling skills are: **(1 Mark for each question)**
 - (i) Active listening, paraphrasing, using questions appropriately and summarizing.
 - (ii) Being knowledgeable, being ready to listen, being the same age as the client
 - (ii) Having good communities

 - b. Quality of a counsellor **(1 Mark)**
 - (i) Confidentiality, knowledgeability, good listening, ability to maintain privacy.
 - (ii) Confidentiality, reliability, age, ability to paraphrase
 - (ii) Confidentiality, ability to initiate and maintain relationship, one who does not care

 - c. Functions of the ovary are: **(1 Mark)**
 - (i) To produce the hormone prolactin
 - (ii) To produce hormones responsible for preparing the endometrium
 - (iii) (i) and (ii) are correct

- (d) Health reasons for Family Planning involve the following risks: **(1 Mark)**
- (i) Becoming pregnant before the age of 20 years.
 - (ii) Short intervals (below 2 years) between pregnancies
 - (iii) More than four pregnancies
 - (iv) Becoming pregnant after the age of 35 years
 - (v) All above are collect
- (e) Combined Oral Contraceptives (COCs) are a combination of: **(1 Mark)**
- (i) Progestin and Testeterone
 - (ii) Progestin and Estrogen
 - (iii) Estrogen and Prolactin

3. Mention Family Planning methods that you know **(6 Marks)**

4. Define Reproductive Health **(4 Marks)**

5. Define Family Planning **(5 Marks)**

B. Questions for Trainers only

1. Circle the correct definition of learning **(1 Mark)**
- (b) Learning is trying to understand what one is being taught by the teacher or facilitator.
 - (c) Learning is studying in order to achieve a certain goal through a training course.
 - (d) Learning is a process which result some modification of behaviour through knowledge skills and attitudes.
 - (e) Learning is the change from not knowing something to knowing something.
2. Out of the following statements three are principles of learning. Circle the three. **(3 Marks)**
- (a) Learning should have feedback
 - (b) Learning is best done when there is a trainer.
 - (c) Learning should motivate.
 - (d) Learning is individuals.
3. One of the following statements is **not** a characteristic of the adult learner. Circle it. **(1 Mark)**
- (a) The adult learner needs to be respected
 - (b) The adult learner must be over 30years of age
 - (c) The adult learner gets tired easily
 - (d) The adult learner needs to be motivated
4. Mention at least 3 functions which a manager does **(3 Marks)**
- (a) _____
 - (b) _____
 - (c) _____
5. Mention 4 participatory learning/training methods **(4 Marks)**
- (a) _____
 - (b) _____
 - (c) _____
 - (d) _____

C. Questions for Supervisors

1. What are the differences between supervision and monitoring? **(2 Marks)**

(a) _____

(b) _____

2. Circle the 2 correct responses on types of supervision. **(2 Marks)**

(a) Administrative

(b) Managerial

(c) Technical

(d) Accountability

3. Arrange these terms of data collection in chronological order. **(5 Marks)**

(a) Future reference

(b) Reporting

(c) Evaluation

(d) Monitoring

(e) Planning

4. Name 5 principles of providing technical assistance. **(5 Marks)**

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

Appendix 4

Ministry of Health

Reproductive and Child Health Section

Pre-test/Post-test for CBD

Name: _____

Date: _____

Total Marks: Trainers = 32
Supervisors = 34

Time: 1 hour

A. Answers for General Questions

1.
 - (a) TRUE
 - (b) TURE
 - (c) TRUE
 - (d) TRUE
 - (e) TRUE

2.
 - a. (i)
 - b. (i)
 - c. (ii)
 - d. (v)
 - e. (ii)

3.
 - Pills
 - Injectable
 - IUCD
 - Condom
 - Implants
 - Voluntary Surgical Contraception

4. It is a state of complete physical, mental and social well being and not only the absence of disease or infirmity in all matters related to reproductive health system and its functions and processes.

5. Family Planning is when an individual or couple makes voluntary and informed decision on when to have children, the number of children, the want and they interval between pregnancies using Family Planning methods of their choice.

B. Answers to Questions for Trainers

1. C
2.
 - A
 - C
 - D
3. B
4. Any three of the following functions:
 - Planning
 - Implementing/Conducting
 - Evaluating
 - Evaluating
5. Any four of the following learning/training methods:
 - Brainstorming
 - Demonstration
 - Simulation
 - Role Play
 - Discussion

B. Answers to Questions Supervisors

1. (a) Supervision is done on site.
(b) Monitoring can be through reports, follow up etc.
2. a. A
b. C
3. (a) Planning
(b) Monitoring
(c) Reporting
(d) Evaluation
(e) Future Reference
4. (a) Team work
(b) Partnership
(c) Transfer of Skills
(d) Agreement on scope of work
(e) Substitute law

Appendix 5

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