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**THE FEDERAL MINISTRY OF HEALTH  
FEDERAL REPUBLIC OF NIGERIA**

**STREAMLINED  
CONTRACEPTIVE LOGISTICS MANAGEMENT  
SYSTEM (CLMS)**

**COURSE TRAINER GUIDE**

*Version of June, 2009*

## **A Special Word to the Trainers Using this Trainer's Guide**

Dear Colleague,

This Trainer's Guide is yours to keep. You must use it each time you present the course. Please write your name on the cover.

It guides you through the training steps so that the participants understand the CLMS Hand Book and can do the exercises in the Participant Guide.

It is more than a Trainer Guide, however. It is also an invitation to excellence. Just as the people you train will be invited to do excellent work on their course competency tests rather than merely get acceptable scores, you are also invited to do excellent training rather than merely satisfactory training!

The trainers who train you as trainers will do their best to provide you with every opportunity and all the tools you need to high quality work. After all, the clients and patients we are working to serve deserve the best we can provide.

This is the edition of the Trainer's Guide revised as of June, 2009. It will be updated periodically as the system in Nigeria evolves and expands. The system is in a state of rapid change and improvement as the Federal Ministry of Health works with various international partners. The principles of Commodity Security and logistics management in this Guide will not change, but some of the implementation approaches may.

You will become very familiar with this document as you are trained as a trainer. You will have to use it correctly in practice presentations in order to receive the Trainer Competency Certificate.

Your work and collaboration as a trainer are much appreciated. You will be playing an important role in improving the human resources needed to make family planning options available to all acceptors across Nigeria.

We hope you have great success in your training work and that you find it very enjoyable!

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## Before Your Present This Course

This is a summary list of the major points that trainers must cover before they present the course. It is supplemented by more materials in the Annexes of this document.

Note that throughout this Trainer Guide “participants” are generally referred to by the shorter term “Pax.” The Participant Guide is called the PG, and your Trainer Guide is the TG.

\_\_\_\_\_ You need a day for you and your fellow trainers to plan for the course, including who will present or co-present which sessions. This is often the day before the course begins.

\_\_\_\_\_ You need sufficient time to study your sessions so that you will present them well.

\_\_\_\_\_ You need to confirm that you will have all the training supplies you need, especially the CLMS hand book and the PG. This is your responsibility. Note that virtually all “handouts” are in these two documents, except for the competency certificates. Little additional photocopying is needed beyond the hand book and PGs. Also see the supply list in the Annex of this TG, which includes materials such as markers, calculators, etc.

\_\_\_\_\_ You must confirm with the appropriate officials the exact dates and location for the course and you must know that Pax have been recruited and will come to the training site at the designated starting time (ordinarily at 8:00 for registration, with Session 1 beginning at 8:30).

\_\_\_\_\_ You need to set up the room the night before, with tables, chairs, flip charts, name tents, etc., in place. See Trainer’s Notes for Session 1.

\_\_\_\_\_ You need to make welcome signs to put up both outside the room (so that Pax can find their way to the training room), and inside, so that they know they are welcome.

\_\_\_\_\_ You need to make arrangements to have the key to the training room at 8:00, or to have the person responsible open the door at 8:00, at the latest.

\_\_\_\_\_ You need a sign in sheet for the Pax.

\_\_\_\_\_ You need confirmation of who will be responsible for the administrative arrangements, such as distribution of any per diem or other allowances, set up for tea breaks or any meal that is offered, etc.

## Glossary

|                             |   |
|-----------------------------|---|
| Average Monthly Consumption | It is the average number of each commodity dispensed /issued to clients over a given period of time   |
| Clients                     | People who visit service delivery points to receive contraceptives or counselling services.   |
| Commodities                 | These can also be referred to as supplies, goods, stocks and products which pass through a logistics system.  |
| Consumption Data            | Consumption data represents the quantity of commodities dispensed to clients during a particular period of time.  |
| Feedback                    | Communication of observations related to performance. Positive feedback should be selective, timely, descriptive, and helpful.  |
| Forecasting                 | Estimating the quantities of commodities that will be dispensed to users by a program for specific period of time in the future.  |
| Formative Supervision       | Is a process of one person assisting another in order to Improve learning in the work situation by providing technical assistance to bring about positive change.   |
| Lead time                   | The time between when an order is placed and when the stock is received and available for use.  |
| Logistics                   | Process of planning, implementing and controlling the efficient and effective flow and storage of goods from manufacturer to point of consumption for the purpose of satisfying customers' requirements.                      |
| Losses                      | This represents the quantity of commodities no longer available for distribution or dispensing e.g. damaged, expired or stolen commodities.   |
| Maximum Stock Level         | The number of months of stock up to which a facility orders in order to maintain adequate inventory for dispensing or issuing. In a forced ordering system, this is equal to the Minimum Stock Level plus one re-order period |
| Issues Data                 | Information about the quantities of goods shipped from one level of the system to another.  |
| Maximum Stock Quantity      | The quantity of commodities up to which a facility must replenish in order to meet the needs of the clients.  |
| Order Quantity              | The Maximum Stock Quantity less the Stock on Hand.  |
| Consumption                 | The quantity of commodities dispensed to users during a particular time period.   |

|   |   |
|---|---|
| Stock                                     | Often used interchangeably with commodities, goods, products, supplies and refers to all the items that flow through the logistics system.  |
| Stock on Hand                             | This is the quantity of usable contraceptives (which are not damaged or expired as determined by counting) at a particular point in time.   |
| Supervisee                                | The person who the supervisor supervises in order to bring about positive change in work situation.   |
| Supervisor                                | The person responsible for monitoring system and individual performance and providing positive feedback to maintain or improve performance.   |
| Logistics System                          | Processes and systems designed to assure excellent customers' services by ensuring that the right goods, in the right quantities, in the right condition, are delivered to the right place, at the right time and for the right cost. |
| Logistic Cycle                            | The sequence of interrelated functions that occur in order that commodities move from one level to another through a pipeline before getting to the customers.  |
| Logistics Management Information System   | A system that is established to collect, organize, analyze and report data for decision-making  |
| Service Delivery Point                    | The place where commodities are dispensed to end point users and where dispensed to-user data are recorded.   |
| Contraceptive Logistics Management System | A system which ensures the distribution of commodities from manufacturers to Service Delivery Points where clients can choose, obtain and use contraceptives.   |
| Inventory Control                         | The process of directing and controlling activities for the purpose of getting the right commodities in the right place, at the right time, in the right quantity, in the right condition and for the right cost.                     |
| Monthly Consumption                       | Total number of commodities dispensed to clients in a month.  |
| Margin                                    | It represents Sales minus resupply cost.  |

## SESSION 1. INTRODUCTION TO THE COURSE

**Goal:** To create an atmosphere where Pax (participants) can interact with ease during the five-day course

**Objectives:**

By the end of opening activities, Pax will:

1. Acquaint themselves with one another and the trainers.
2. Review the course goals, objectives and schedule.
3. Adopt norms for the group during the training.

**Time:** **Session Total: 30 minutes** –This is the official time for the session. Extra time is included in the morning course schedule for various first day delays that may occur.

| No. | Learning Activity                               |                                    | Time       |
|-----|---|------------------------------------|------------|
| 1   | Welcome, Introduction of Trainers               | Lecturette                         | 5 minutes  |
| 2   | Ice-Breaker to Introduce Participants           | Interactive Exercise               | 10 minutes |
| 3   | Course Schedule, Key Themes Goal and Objectives | Lecturette, Large Group Discussion | 10 minutes |
| 4   | Group Norms and Parking Lot                     | Lecturette                         | 5 minutes  |

**Materials:**

- Flip chart markers, flip chart stand and papers, masking tape
- Pre-printed paper posters
- The pre-printed erasable laminated posters with the forms
- “Wet erase” markers to use on the laminated posters
- Copy of the Course Registration Sheet (the “Sign In” sheet)
- Name Badges and Name Tents
- Course Participant Guides
- Small prize for winner(s) of the icebreaker exercise (or just let the winner or winners go first to the tea break)
- Timekeeper’s bell (or glass that can be tapped loudly with a spoon)

**Handouts:** There are no handouts in this session. Everything is in the Participant Guide.

**Flip Charts Prepared in Advance:**

**(Notice that here and throughout the Trainer’s Guide wherever there are flip charts to be prepared in advance, whether they are pre-printed or not, the information to be written on the flip chart is written in a large square. The square represents the flip chart that needs to be written up in advance.)**

You need these pre-printed flip charts for the Session 1.

1. Key Themes of the course
2. Course Goal and Objectives

### 3. Group Norms

(The Flip Charts 1 and 2 above are shorter versions than the complete versions found in the Participant Guide.)

#### **Trainer Preparation:**

Trainer preparation for this Session is very long, since it includes preparation for starting the entire course as well as Session 1.

The training room has been prepared the night before. The tables and chairs have been set up in an un-crowded way following the “Principle of one Meter” with each participant having a meter of space at the table. This spacing helps assure that Pax have room for all their materials, can easily stand up and form small groups or do other exercises and that they can enter and exit quickly at breaks. Above all, they will be comfortable and learn well.

At each participant place are a Participant Guide, a CLMS hand book, pencil, pen, small notebook, calculators, and blank name tent. Trainers also have name tents (names on both sides) at their table in the front of the room.

Additionally, confirm that flip chart holders, flip chart paper, tape, and markers, are ready. Note that some posters are pre-printed on paper and that the main CLMS forms are pre-printed on erasable laminated paper. Have a whiteboard, if possible. Note that as a substitute for a whiteboard, the reverse side of one or two of the large erasable laminated posters with the forms may be used, taped to the wall or some other surface.

As Pax arrive, trainers welcome them and ask them to write their name on a sheet of stiff paper that is folded in half long ways (with the fold going top to bottom) as a “name tent.” The name should be written with a flip chart marker on both sides of the name tent so that Pax and trainers sitting farther back in the room can also see the names. The name tents are placed on the table in front of their chair so the trainers can see the name. Trainers need name tents, too. Everybody needs name badges the first morning.

Have Pax sign the course registration/attendance sheet; so that you will have a confirmed list of the people you will be training.

## Learning Activities:

### Activity 1. Welcome and Introduction of Trainers - 5 minutes

► After giving a few words of welcome, each of the trainers should introduce himself/herself giving the information below. This information is given orally. It is not necessary to write it on a flip chart.

- NAME (Name you would like to be called during the training)
- TITLE (Nurse, Laboratory Technician, etc.)
- WORK SITE
- YEARS IN REPRODUCTIVE HEALTH OR RELATED FIELDS

► Explain that next the Pax will also be introduced, but it will not be in a very traditional way. It will be with an “Ice-Breaker” that will be very participatory.

### Activity 2: Participant Icebreaker – How well do you know your Colleagues? - 10 minutes

► Explain to Pax that one of the most important norms for the course is strong participation on the part of everybody. Next you will ask them to do an exercise with two purposes. One purpose is to help start the good participation. The other purpose is for them to get to know one another.

► Explain that this exercise is different from what they might expect and that it is based on adult learning theory. Follow these basic steps as you explain the ice breaker.

1. Explain that this exercise should be fun! 😊 It does have important purposes, but Pax should not take it as seriously as some of the technical parts of the course (nor should the trainer. Keep it light and lively. Get some humour into the start of the course!)
2. Ask Pax to turn to the pages in the Participant Guide with the title “How Well Do You Know Your Colleagues?” Review the introduction of it with the Pax. Demonstrate how they will stand up and walk around while they write the answers in their Participant Guides. Also demonstrate with a question or two: “For example it could be that Mrs. \_\_\_\_ and Mr. \_\_\_\_ are both good with computers so there would be two answers for the first question. Or maybe nobody in the group is good, and then there would be no correct answer for that question.
3. Probably nobody will have 21 correct answers. After you have covered the instructions, ask if they have any questions. You (or one of the other trainers) will serve as judge about who has the most good answers and will receive a small prize. The prize could be as simple as letting the winner or winners go first to tea break or giving them a round of applause. The decision of the judge is final.

4. Next tell them that as soon as they have taken a few minutes to skim through some of the questions on the two pages, they should stand up and go around getting answers from colleagues quickly.
5. If after a few minutes nobody has stood up and started, ask them to all stand up and start working with the questions they have read.
6. Circulate with the other trainers to monitor progress. Notice that groups often start out a little slowly with this exercise and then go faster and faster. When you think that most Pax have more than 10-12 good answers, announce that they have two minutes more before the icebreaker ends. Then announce that there is one minute left.
7. When you call time, ask Pax to return to their seats so that you can judge who will win the small prize. When people are seated again, tell them that they must now put down their pens and that they may not write any additional answers on their sheets or if they do they will be disqualified for cheating! Colleagues will be watching for cheaters! Smile and make a joke of this!

► Try to process this part of the exercise quickly but with a good sense of humour. Here is one good way to do the processing:

1. Ask how many people believe they have more than ten correct answers. Congratulate them on their good work, but say that you will have to narrow it down.
2. Ask how many people believe they have more than 15 correct answers. (This should reduce the number considerably.) If you still have six or more hands raised, ask how many think they have 17 good answers or whatever, until you get down to only two or three.
3. When you have only two or three, then you can start to process the answers quickly, but remind others not to cheat by adding answers that are given. Keep those pens down!
4. Ask one of your “finalists” to give his or her answers for the first three questions. Confirm with Pax as needed if the answers are good. Ask the other finalists if they have similar good answers. Then ask another finalist for answers to the next three questions, and continue as before till your finalists have given all their answers and you have a good sense of who did best. If two or three people are virtually identical, you may split the small prize. (That’s easy to do, if the prize is to be first in line for lunch.) It is a good idea to have another trainer as a backup judge with whom you can confer if the decision is difficult.
5. End by asking for a big round of applause for the winner(s) and offer your congratulations on the good work of the winner(s) and the whole group.

### Activity 3: Course Schedule, Key Points, Goals and Objectives -- 10 Minutes

▶ Next ask them to go on the next page in the Participant Guide, the Course Schedule. (Note: This is a sample Schedule. If for whatever reasons trainers have had to make changes in the schedule, they should be ready to have Pax write in those changes, at least for the first day.)

▶ Review the Course Schedule with them, and point out:

- Daily schedule (emphasize beginning time)
- Breaks for tea/coffee, lunch
- Possible changes in the schedule depending on the needs of the group.

▶ Note these points:

- The Participant Guide is theirs to keep, and they should write their name in the space on the cover. They will use it throughout the course and take it back to their site to help them remember how to fill the forms they will learn about.
- At the end of the course there will be a Course Competency Test to check if they are able to perform their logistics responsibilities using what they have learned.

▶ Assure Pax that if they actively participate in the workshop and learn to correctly use the forms and job aids in the SOP manuals they will be given, they should have no problem passing the final Competency Test. There has been a good pass rate so far.

▶ Note that Pax who do not pass the test will not be awarded a certificate, but will have an opportunity to take the test and earn the certificate at a later date. You will be explaining more about how the competency test works and giving them examples to practice with later.

▶ Tell them that they will not have to write extensive notes during the course because they will have the Logistics Hand Book and their Participant Guide with the information.

▶ Next Display the Course Goal and Objectives Flip Chart you have prepared in advance. It is a simpler version of the page in the Participant Guide with the goals and objectives. The flip chart is pre-printed and looks like this:

## CLMS COURSE GOAL AND OBJECTIVES

### GOAL:

To improve the effectiveness and the efficiency of the National Contraceptive Logistics Management System in assuring contraceptive commodity security.

### OBJECTIVES:

**By the end of the Training, Participants will be able to:**

- Describe the Contraceptive Logistics Management System
- Demonstrate the proper use of Logistics Management Tools

- ▶ Ask Pax to turn to the longer version of this flip chart on the page in their Participant Guide. They do not need to take many notes.
- ▶ Use the flip chart to quickly review the Goal and Objectives with them. Give some examples of some of the objectives. Ask them if there are questions.
- ▶ Explain that while some Pax may have been receiving, storing, and using family planning commodities, they have not been trained in using the standardized logistics system for avoiding stock outs of these commodities. Sometimes there have been stock outs. This is not good for the clients. And sometimes there have been too many products in one place, causing overstocks, and the products have expired and had to be destroyed.
- ▶ The purpose of this course is for them to learn and use the complete system.
- ▶ Post the flip chart with the Goal and Objectives on a wall in the room so that it can be referred to from time to time.
- ▶ Next you will discuss Key Themes with them. Display the pre-printed Key Themes flip chart you prepared in advance so that it looks like this:

## **KEY THEMES**

1. **No Stock Outs!**
2. **The Goal of Excellence**
3. **Commodity Security**
4. **The Nigerian Contraceptive Logistics Management System (CLMS)**
5. **Data Quality.**
6. **“No Report, No Product, No Programme.”**
7. **The Final Kilometre**

- ▶ Ask Pax to look in their PG on the page titled **KEY THEMES**, which is a version of this Flip Chart with additional information. Give them the page number and hold it up so they can see it. They do not have to take many notes.

► Explain that an increasing number of people in Nigeria want to access family planning services, and they should never go to a hospital or clinic and find that the facility is stocked out. Use explanations such as these from the PG.

1. **No Stock Outs!** In the past, some people have become used to stock outs. Sometimes it just seemed normal. But you cannot offer quality service if you do not have the testing and treatment products at your site. This system helps you to avoid stock outs.
2. **The Goal of Excellence!** You cannot achieve excellence without products. Counselling alone is only half of the requirement. We all want to do the very best job that we can for our patients. And this requirements constant product availability.
3. **Commodity Security (CS).** Food security means having enough food for everybody. Commodity Security for contraceptives means having enough commodities so that all who want them can access them. The Federal Ministry of Health and the states have worked hard with international donors, and supplies have increased greatly. At the same time, demand is increasing. The job is not done yet, but progress is being made.
4. **The Nigerian Contraceptive Logistics Management System (CLMS) -** that is what this course is about. It is the key to CS.
5. **Data Quality.** What you need to do to make the system work and avoid stock outs is to have good data. The data are the numbers you keep on key forms in the system. Accurate, quality data will keep you supplied.
6. **“No Report, No Product, No Programme.”** Specialists in logistics say that if you have no product, you have no programme. In the CLMS, this means that if you don’t send in your order form, called the RIRF, every two, three and four months for SDP, LGA and State stores respectively, you won’t get supplies, and you are not in business. If you don’t have products available, you don’t have a programme.
7. **“Final Kilometre.”** Officials have worked very hard with international organizations and NGOs to greatly increase the quantity of contraceptive commodities coming into Nigeria. However, these commodities are of no value unless they get all the way down the “final kilometre” to your site so that you get them to patients. You use the forms and place orders so that those products will come to you!

► Close out this Activity by asking if any of the Pax have examples of these points or if they have comments to make. The Key Themes will become clearer as we go through the course.

#### **Activity 4. Group Norms and Use of the Parking Lot- 5 minutes**

▶ Introduce this activity by explaining that since Pax will be working closely together for the next few days, it is important to agree on ways that everyone should act so that their work will go well. Explain that these behaviours are usually called "GROUP NORMS."

▶ Post the pre-printed Group Norm flip chart with the partial list of Group Norms prepared in advance. It should look like this:

| <b>PROPOSED GROUP NORMS</b>  |
|--|
| <ul style="list-style-type: none"> <li>• Start on time and end on time</li> <li>• Everyone participates but nobody over-participates</li> <li>• Always show respect for colleagues</li> <li>• No side conversations</li> <li>• What else?</li> </ul> |

▶ Explain that you have suggested four group norms already on the flip chart since in earlier courses people almost always agree on them. Ask them if they do.

▶ Ask Pax if there are norms that they want to add. As a norm is suggested, trainer should quickly check with everyone to see if they agree to it. If so, add it to the list. **NOTE:** Do not add norms to the flip chart until the group agrees, and do not write any additions on the pre-printed flip chart. Write them on a regular piece of flip chart paper that you add to the bottom of the pre-printed poster. You want to be able to use the pre-printed poster many times with other groups that you train.

▶ Spend no more than a few minutes developing this list. A total of 5-7 norms is plenty. When it is complete, put it on the wall in a prominent place so that it can be referred to as needed. Trainers or Pax may propose additional norms later. The list should stay on the wall until the workshop finishes.

▶ Take a second to discuss the norm of starting and ending on time. Show the timekeeper's bell (or glass that you can tap loudly with a spoon) that you have probably already started to use.

▶ Explain that now one of the trainers is a timekeeper and Pax will be recruited to serve as co-timekeepers, also.

▶ Not only is the bell to start on time. It is to end on time. There is often a five-minute warning bell toward the end of a session and even a one-minute bell. The same is true at the end of lunch and breaks.

- ▶ Explain that the trainers believe good time keeping is very important, and you hope that they do too. Recruit a participant to serve as co-timekeeper for the day, making sure that he or she understands the duties, has access to a watch, has studied the schedule for the day, etc. Give him or her a bell or a glass to tap on.
  
- ▶ Now take a regular sheet of flip chart paper and across the top write PARKING LOT. Tell Pax that this flip chart is called the PARKING LOT because you “park” questions or items there when they are interesting or important, but they are not part of the session or the discussion that you are having right now.
  
- ▶ Sometimes it could be because the trainers do not know the answer. Smile and admit that trainers do not know everything! You just write the question or item on the PARKING LOT, and you get back to it later. You will try to empty the PARKING LOT by the end of the course, or even the end of each day and cross out all the items.
  
- ▶ This idea of a PARKING LOT may be new to many Pax, so give an example like this: If a question on shelf life of laboratory reagents comes up in Session 3 today, it may be an important question, but it does not fit into that session, so it would be put on the PARKING LOT until later.
  
- ▶ Close out this session by thanking the Pax for a good start to the course and explaining that in the next session, which is Session 2, you will go further into the important topic of CLMS’ overview.

## **SESSION 2: OVERVIEW OT THE CONTRACEPTIVE LOGISTICS MANAGEMENT SYSTEM: BACKGROUND AND PROGRESS. 15 Mins.**

### **SESSION OBJECTIVES:**

By the end of the session, Pax will be able to:

- Define Logistics System and its purpose
- Discuss an overview of CLMS including challenges

### **MATERIALS:**

Pax Guide, Flip chart stand, SOP Manuals, Flip chart, markers

### **TRAINER PREPARATION:**

Trainer should prepare all flip charts before the session begins.

Facilitator should be familiar with the background and progress of the CLMS including the outcomes of the assessments carried out in 2002 and 2005.

### **TIME: 15 MIN**

### **LEARNING ACTIVITIES:**

#### **A. INTRODUCTION – Lecturette**

▶ Ask participants that given these definitions, what types of logistic system can they think of? Answers can range from restaurant to retail and other types of business involving the supply of goods.

▶ Give participants the example of a commodity, for example, a bottle of Coke. As a customer, if you need to get a bottle of Coke, all you think about is the cold bottle of Coke and not the logistics involved in getting the bottle to the store or restaurant.

▶ So what are your expectations when you walk into a store or restaurant needing a bottle of Coke?

- A bottle of Coke will be available
- You expect a cold bottle of Coke
- The cost of a bottle of Coke will correspond to the value (the value is commensurate to the cost)

▶ Ask participants that, given this explanation of a logistics system, what do they think is the purpose of a Logistics System?

▶ Refer to flip chart X:

Read:

Flip chart X:

A logistics system assures customer service by fulfilling the six rights:

- Ensuring the right goods,
- In the right quantities,
- In the right condition,
- Are delivered to the right place,
- At the right time,
- For the right cost.

► Let participants know that a logistics management system includes a number of activities that will support these six rights that we just mentioned.

► Ask: What is the ultimate goal of the logistics system? Point out that “**servicing customers**” is the goal of the logistics system.

Explain that we first need to understand why we needed this training. The presenter will then be presenting where the CLMS started, where it is now and the challenges we are facing.

## **B. BACKGROUND AND PROGRESS – Lecturette**

Before the CLMS was redesigned, there was a need to look at the system that existed to see if it was providing services according to the six rights. In 2002, the system was assessed with the aim of using the results and recommendations to inform the redesign. An immediate intervention was taken to ensure that clients receive contraceptives on time and when they need them. To reduce the time that contraceptives took to reach the Service Delivery Points (SDPs), the zonal level storage facilities were eliminated.

To ensure that the right quantities are procured at the central level, information on consumption at the SDPs is needed; but at the same time, there was poor recording partly due to multiplicity of forms. The recommendation was to redesign the LMIS forms and have forms and procedures. Equally important was the development of a Standard Operating Procedures’ Manual which is the CLMS Handbook and Facilitators’ Guides (Training Curriculum) to disseminate the new logistics model.

The other main challenge was the sustainability of the system that was mainly jeopardized by lack of funds. The cost recovery system was introduced partially to solve this problem.

Following these developments, a TOT was organized that involved central level logistics officers, zonal logistics officers and the State FP Coordinators who were trained as trainers in CLMS. In turn, these trainers trained state FP Coordinating Unit Staff, LGA RH/FP supervisors and service providers. This step-down training that was used proved not to be as effective as expected. Consequently, there was a lot of staff trained on CLMS but not applying the system correctly.

Before the training was conducted, thousands of boxes containing standard quantities of contraceptives were packed at the Central Warehouse for each level. These quantities were determined by assessing consumption of a number of sites of different capacities

that were visited. The purpose of the mass allocation was to give facilities some contraceptives to kick-start the system and collect revenues to purchase their next supplies. These are referred to as seed-stocks.

While the redesign process was on, the international consultants working in the field of Reproductive Health were working with the Government of Nigeria to develop an RHCS strategy. The aim was to develop a strategy to secure future contraceptives supply. Nigeria, using this framework has developed a 5-year Strategic Plan for RHCS (2003-2007). Later, an 18 month Operational Plan (July, 2005 – December, 2006) was developed to ensure implementation of RHCS.

Following the training activities, monitoring and supervision of the system was conducted in most of the states. To take a critical look at the progress to date, a mid-term evaluation of the system was conducted in selected states. The Federal Ministry of Health had also organized three coordination meetings with FP coordinators from all the states to strengthen their capacity and review their accomplishments. Equally, two State PHC Coordinators/FP Coordinators' Meetings have also been held to update them on progress/implementation and secure their support.

In 2005, a follow-up assessment was conducted in 161 SDPs and 144 (89%) had contraceptives available. This was a significant improvement over 2002 when stock-out was the norm. Another positive finding was that institutionalization of cost recovery which was a success at health facilities due to affordability and continuous availability to the clients. Coordination between States and Central level and States and LGA level also seemed to have improved. However, the rate of reporting through the redesigned LMIS system is poor. There has been no increase in supervision activities and some of the management tools are not uniformly available at the SDP level.

Another assessment carried in 2007 indicated remarkable improvement in stock availability, storage conditions, availability of LMIS forms, updating of stock cards and accuracy of entries among other positive findings. However, poor record keeping, low knowledge and skill on proper ordering and management of commodities, delays in distribution of commodities together with transfers of trained service providers are some of the challenges the system is still facing.

You will agree that there has been a lot of work and investment into the CLMS. However, no accomplishment can be achieved without challenges.

As we mentioned earlier, the purpose of the logistics system is to achieve the six rights.

► Ask participants: Who can tell me the six rights?

► Explain to participants that, one of the rights is to have the right quantity. To achieve this in the CLMS, forms to capture the necessary information on the quantity of contraceptives that are issued and consumed have been designed. However, the major challenge has been for facilities to report using these LMIS forms. This results in the lack of consumption data at the central level to determine the national contraceptive requirement.

Nigeria has one of the lowest levels of contraceptive prevalence in the region. The RHCS strategy's goal is to create linkages between logistics and service delivery to increase contraceptive prevalence. Though the CLMS has assured continuous availability of contraceptives, it is facing a major obstacle of low consumption of contraceptives that has a direct impact on the sales of contraceptives, therefore, the introduction of the cost recovery system.

The second challenge that has been identified is a consequence of the training model adopted, and is reflected in the low knowledge and skills of staff on ordering and management of contraceptives according to the procedures detailed in the CLMS Handbook.

This is also coupled with the problem of attrition and transfer of some of the trained providers.

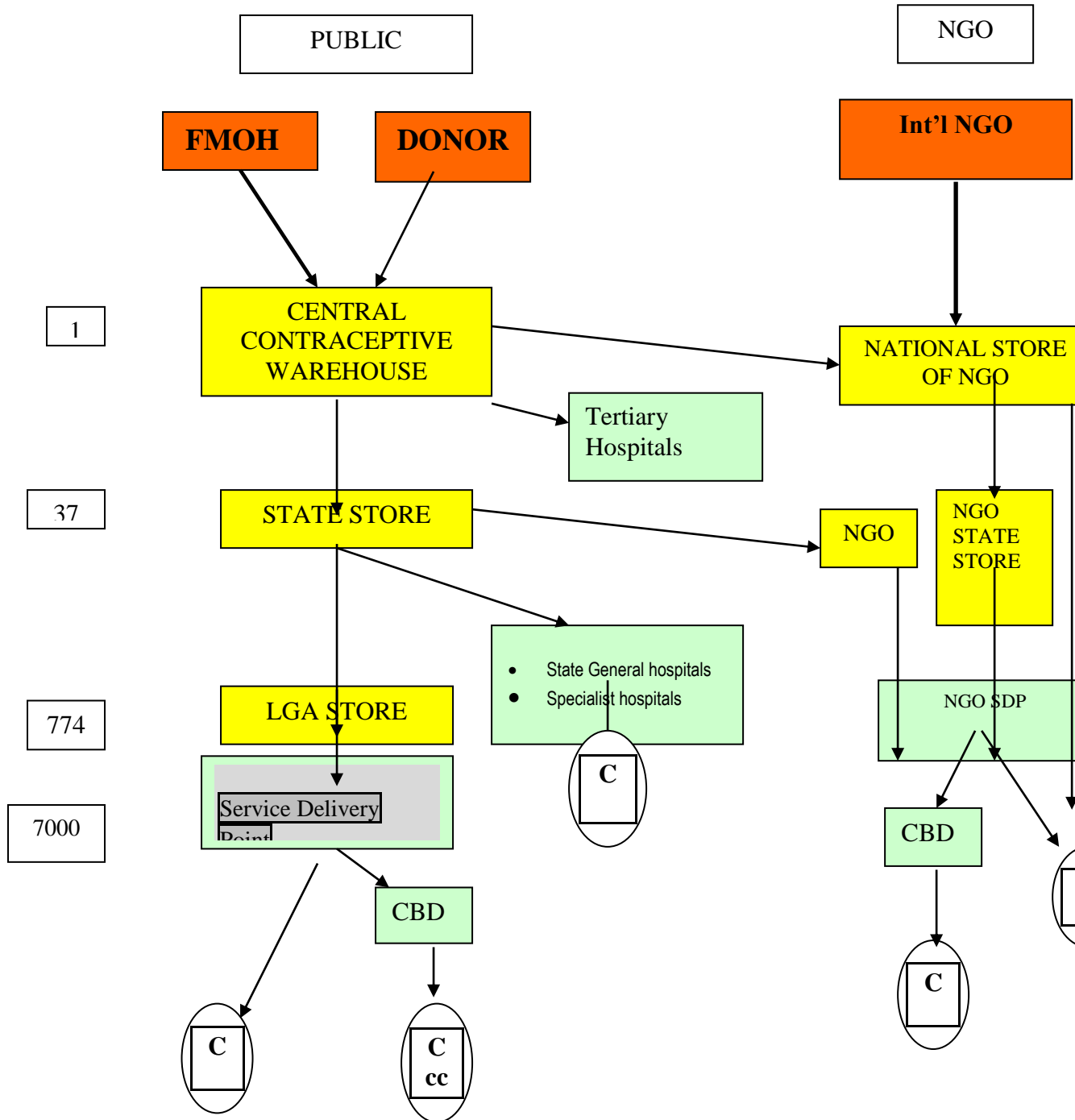
These results indicated that there is need to adopt a new strategy to update the knowledge and skills of the providers. In addition, certain innovations to simplify the system have been piloted in three states (Bauchi, Kano and Nassarawa) from 2006 - 2007 and have now been adopted to cover the entire country.

## **Background**

- In 2002, assessments of the contraceptive logistics System were conducted
- Results were used to re-design the system
  - Elimination of the zonal level as the storage point
  - Redesigning of the forms
  - Introduction of a cost recovery system
  - Clear definition of the systems users
- A standard operating procedures manual, management tools and training curricula were developed

Figure 2.1

**Flow of contraceptives through the Public Sector Supply System**



**Progress to date**

- Training of trainers (TOT)
- Training of logistics officers, FP coordinators at State and LGA levels and service providers
- Distribution of seed stock kits and management tools
- Advocacy to decision makers on the purpose of the system
- Development of a Reproductive Health Commodity Security Strategy 2003-2007
- Monitoring and supervision on the implementation of the system in most of the states
- Mid-term evaluation of the system in selected states for continuous improvement
- 3 countrywide FP coordinators meeting to strengthen their capacity
- 2 State PHC Directors/FP Coordinators meetings to update them on progress/implementation and secure their support

## **Improvements between 2003 and 2008**

Assessment findings in 2005 and 2007 indicate improvement in the following areas:

- Stock availability
- Availability and updating of Stock Cards
- Accuracy of entries on Stock Cards
- Storage conditions

## **Challenges**

- Poor record keeping and reporting
- Low knowledge and skill on proper ordering and management of stock
- Delays in distribution of commodities
- Transfers of trained providers

### **SESSION 3: COMPONENTS OF CONTRACEPTIVE LOGISTICS MANAGEMENT SYSTEM (CLMS)**

#### **SESSION OBJECTIVES:**

By the end of the session participants will be able to:

- Describe the Inventory Control and LMIS components of the Contraceptive Logistics Management System (CLMS)

**Time: 40 Minutes**

#### **Materials:**

Flip chart, flipcharts stand, markers and masking tape.

**Handout:** Presentations

#### **Trainer Preparation:**

#### **Activity 1: INVENTORY CONTROL SYSTEM (15 minutes)**

► Facilitator should start the discussion by asking participants, using their experience:

**What is an inventory control system?**

**What is the PURPOSE of an inventory control system?**

Note the definitions provided by participants on a flipchart before defining the term.

► Inform participants that we will now examine the purposes of an inventory control system.

|  |
|--|
| <b><i>Purpose of an Inventory Control System</i></b> |
|--|

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. To determine when stock should be ordered/issued</li> <li>2. To determine how much stock should be ordered/issued</li> <li>3. To maintain an appropriate stock level of all products, avoiding shortages and oversupply.</li> </ol> |
|---|

The question is how does the CLMS inventory control system work?

► To illustrate an inventory control system, use the example of any household item, like milk. The people who buy the milk must have some idea of how much their families will consume over a period of time (consumption), which brand they prefer (product selection) and how long the milk will last before it spoils under the conditions in the household (storage, expiration, spoilage). They will know when they need to re-supply milk for their families' consumption. Note that most households do not have a formal inventory control strategy, but perhaps the

participants have examples from their own experience. [Take one or two additional examples from the participants.]

The system has been revised to have a Maximum and a Minimum stock set for each level. In the same manner, the storekeeper ensures that there is always adequate stock by maintaining the stock balance at the facility between Max and Min.

### **Determining when to order**

The re-ordering rule of the streamlined inventory control system is that all facilities should order according to the reporting and ordering cycle and to order stock as needed to reach the maximum level each and every reporting cycle.

Here are the reporting and ordering cycle and the max and min levels for each level.

|              | <b>Reporting and Ordering Cycle</b> | <b>Minimum</b> | <b>Maximum</b> |
|--------------|-------------------------------------|----------------|----------------|
| <b>State</b> | 4 months                            | 4 months       | 8 months       |
| <b>LGA</b>   | 3 months                            | 3 months       | 6 months       |
| <b>SDP</b>   | 2 months                            | 2 months       | 4 months       |
| <b>CBD</b>   | 1 month                             |                |                |

► Tell participants to ensure that to maintain adequate stock levels you will have to assess your stock. This is done to determine how long supplies will last. The most important part here is not the quantity of the stock you have but how long the stock will last.

So how do you assess your stock to know how long your supplies will last?

You will have to first count what you have- your stock on hand. This is done by conducting a physical count of all of your usable contraceptives. To know how long the stock will last, you have to calculate the months of stock available by dividing the stock on hand by the average monthly consumption.

### **Inventory Management and Determining Quantity to Order**

► For illustration, facilitator takes a box of condoms that contains 100 pieces and tells participants that for example this SDP has 100 pieces of condoms in stock (Stock on Hand or SOH). For the last 2 months, the SDP has issued  $10+20=30$ . The average monthly consumption (AMC) for this SDP is  $30/2=15$ . So to figure out how long 100 condoms will last the SDP, we divide  $100/15=6.6$  months about 7 months of stock (MOS) or months of supply.

Determining order quantity is a very crucial step in inventory management. As stated earlier, the re-ordering rule is that each facility should order as needed to reach the maximum level at the beginning of each reporting cycle. Order quantity, therefore, is the arithmetic difference between the maximum stock quantity and the stock on hand (more specifically, the physical quantity). That is,

**Order Quantity = Max – SOH (OR Max – Physical Quantity).**

Note that Max, as stated earlier, is 4 AMC for SDP, 6 AMC for LGA Store and 8 AMC for State Store.

► As a reminder, ask participants to fill in the blank of the inventory control system slide.

**Fill in the Blank**

1. The purpose of an inventory control system is \_\_\_\_\_,  
\_\_\_\_\_ and  
\_\_\_\_\_.

2. The average monthly consumption is the  
\_\_\_\_\_ divided by  
\_\_\_\_\_.

3. To calculate the months of stock, one divides the  
\_\_\_\_\_ by  
\_\_\_\_\_ and this is done to determine  
\_\_\_\_\_.

:

**Activity 2: LOGISTICS MANAGEMENT INFORMATION SYSTEM (LMIS). (10 Minutes)**

► Given their own experiences, ask participants what they think is the purpose of a logistics management information system. Summarize answers by saying that the purpose of the logistics management information system, also known as LMIS, is not to generate paper, but to improve management decisions that govern the logistics system.

► Point out that the most frequent cause of information systems failures is that they do not aim at supporting specific decisions. The only information that should be gathered is information which supports the specific decisions which need to be made.

**Note that the LMIS manages the information that, used correctly, can help managers to make the most effective distribution decisions and assure the six rights.**

Now, together let us examine the types of decisions that can be made through CLMS.

The decisions will include:

- How long will current supplies last?

- Do I have enough stock to last to my next routine order?
- Do we need to place an emergency order?
- If you are placing an order, how do you determine the quantity to order?
- Where is the consumption the highest? Do these facilities need more resources?
- Are we experiencing losses from the system that require us to take action?

Are any products about to expire? Should we retrieve them and distribute them before they expire?

### **Essential Data Elements:**

The essential data items in the logistics management of health commodities are the following: **Stock on hand, consumption and losses and adjustments.**

► Emphasize that these are the three MINIMAL and ESSENTIAL items needed to be **collected** to run any supply system.

1. Stock on Hand: Quantities of usable commodities available at a point in time.
2. Consumption: The quantities of commodities dispensed to users during a particular time period.
3. Losses/Adjustments: Losses are the quantity of commodities removed from the distribution system for any reason other than consumption by clients (e.g., losses, expiry or damage).

Adjustments may include, for example, loans of supplies to/from one facility to another at the same level or a correction for an error in counting.

Losses/adjustments may therefore be a negative or positive number.

► Briefly discuss each. Especially note that losses/adjustments may be positive or negative. Note that adjustments are used to avoid double-counting, such as when a clinic loan commodities to another clinic, these loans will affect the stock on hand balance but should not be counted as consumed by the loaning facility or as received by the receiving facility. We will have a lot of practice with the LMIS in Session 3.

### **Activity 3: COST RECOVERY SYSTEM (10 minutes)**

#### **Cost Recovery**

As mentioned earlier, cost recovery was put in place to ensure continuous availability of contraceptives by supplementing the cost of running the system. A price structure was determined based on prices that are below social marketing and NGOs, e.g. PPFN. Margins have been fixed for every level.

Why do we have cost recovery?

The cost recovery system is designed to provide contraceptives to clients for a minimal fee and helps assure that a portion of the revenue is used to assure that contraceptives continue to be available in the system. Margins amounts are assigned for re-supply (the amount meant to buy from the next higher level), service provider incentive, transportation, but the ultimate purpose is to ensure sustainability of availability of contraceptives.

To manage the revenue generated, the FMOH uses a Cash and Carry at all levels. A margin is assigned for every level, and the use of these margins is defined in the handbook.

These contraceptives are highly affordable - prices are below the social marketing and PPFN prices. Client pays only 30%-40% of the actual purchase cost of the commodities.

< 20% of the revenue returns to the Central Level, and that is used to finance transportation to the State Stores and Supervision visits.

All of this will be covered in greater detail when we review the cost recovery record.

**Fill in the Blank**

► Ask participants the question below in relation to cost recovery:

The purpose of the cost recovery system is -----  
 ---  
 ----- (The purpose is to ensure the continuous availability of contraceptives by supplementing the cost of running the system)

**I. SUPERVISION (5 minutes)**

► Note that Supervision is critical to the functioning of the CLMS and that there will be a session on supervision later in the workshop.

- Effective supervision will help to improve the performance of the system and the personnel managing the system
- Backbone of an effective logistics system
- Supervisors should acquire the knowledge and skills on the system

## **SESSION 4: LMIS FORMS: RECORD KEEPING, ORDERING AND REPORTING IN THE STREAMLINED CLMS.**

### **SESSION OBJECTIVES**

By the end of the session participants will be able to:

- Demonstrate the correct use of all the LMIS forms
- Understand the relationships between the LMIS forms
- Use the data on the LMIS to make informed decisions

**Time: 30 minutes**

### **Materials:**

Flipchart, Markers and Cello tape,  
LMIS forms and handouts

### **Trainer Preparation:**

Review curriculum instructions and handouts.

Prior to conducting this session, trainer should ensure that tables for practices are printed out clearly on flipcharts

In addition, trainer should prepare the necessary flipcharts before beginning the session.

Trainer should be familiar with the new forms and job aids.

### **LEARNING ACTIVITIES:**

**Facilitated Discussion** (15 minutes)

#### **Preparation:**

The night before the training, prepare the following flipcharts in advance and conceal them behind some blank flip chart sheets:

#### **Flipchart 1:**

The key points why LMIS is important in the CLMS are as follows:

1. Improve client services through product availability
2. Improve program management through better reporting and analysis
3. Identify when supervisory action is required and,
4. Ensure accountability for the use of supplies purchased

#### **Flipchart 2:**

A good data is that which is .....

### Flipchart 3:

- Accurate,
- Timely,
- Reliable and
- Complete.

### Importance of LMIS in CLMS (7.5 minutes)

Facilitator should note the following points on flipcharts and discuss them with participants as shown below.

### Flipchart 1:

The key points why LMIS is important in the CLMS are as follows:

1. Improve client services through product availability
2. Improve program management through better reporting and analysis
3. Identify when supervisory action is required and,
4. Ensure accountability for the use of supplies purchased

### Attributes of quality data (7.5 minutes)

Ask for a co-facilitator to volunteer from the participants. Give the co facilitator a marker. Ask participants to brainstorm what makes data good or useful.

Show Flipchart 2:

### Flipchart 2:

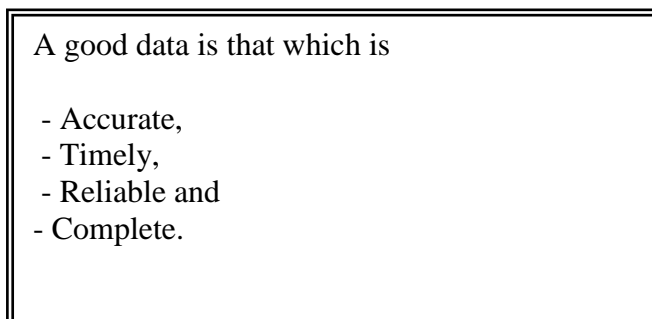
A good data is that which is ....?

If no responses, ask questions like: If an SDP reports AFTER it stocks out, can the LGA provide contraceptives at the right time, in the right place? So what was the problem with the SDP data? **[not timely]** If still no responses, ask: If an SDP reports that it has no Noristerat when it actually has 100 vials, can the LGA know the right quantity to supply? What is the problem with the data? **[not reliable]**

As participants respond, repeat their answers, asking them to expand or clarify if needed and have your co-facilitator write their ideas on the flipchart.

When you have six or seven ideas on the flipchart, stop brainstorming. Thank your co-facilitator and have him/her sit down. Uncover flipchart 3.

**Flipchart 3:**



Facilitator should discuss with participants the importance of the each attribute for effective decision-making. Inform participants that, the data should be **Accurate** (by not having mistakes during compilation); the data should be compiled and submitted on **Time**; the data should be **Reliable** (by reflecting the actual situation on ground) and **Complete** (by not leaving out all relevant information on any of the form in the course of the compilation of the data).

Inform the participants that before discussing each of the forms in detail, they must understand that to get the right contraceptives to the right place at the right time, one must know how many of each item are needed at each place and when they are needed with enough time to respond to the need. Without logistics information, a clinic might receive either the wrong quantity or type of contraceptive or may not receive what is needed at the time it is needed.

## **SESSION 5**

### **A. THE FAMILY PLANNING (FP) REGISTER.**

#### **SESSION OBJECTIVES:**

By the end of the session participants will be able to:

- Describe the Family Planning Register.
- Familiarize more with the fields of the FP Register
- Better appreciate the importance of the FP register in assuring data quality

**Time: 15 Minutes**

#### **Materials:**

Flip chart, flipcharts stand and markers  
Masking tape and pre-printed copy of FP Register.

**Handout:** Presentations

#### **Trainer Preparation:**

Facilitator should start the discussion by asking participants, using their experience:

#### **Describe the FP Register.**

##### **What is the PURPOSE of a Family Planning Register?**

Note the descriptions provided by participants on a flipchart before explaining the document.

Tell participants that the FP Register plays a crucial role in assuring contraceptive data quality. It is kept the SDP and commonly called the Facility Register as it also records other information than contraceptive dispensing.

Pause and ask participants to suggest the way(s) in which the FP Register influences contraceptive data quality. Write down their points on the flip chart.

Proceed to emphasize that besides the CBD Voucher, the FP Register is a major source of reliable data on consumption at the SDP level.

Inform participants that we will now examine the FP Register and how it is filled.

#### **Part 1: Learning Exercise**

Distribute blank copies of the FP Register. Ask participants to study the document silently for 5 minutes. Then review the following questions:

1. Who fills in the FP Register? \_\_\_\_answer\_\_\_\_ (Service Provider)
2. What is the form used for? \_\_\_\_answer\_\_\_\_ (For recording

sales of contraceptives and exact quantities sold)

3. From what other document would the SDP draw data in order to complete the FP Register? \_\_\_\_\_answer\_\_\_\_\_ (No other document; it is a “primary” document).

**Part 2: Demonstration**

Display the pre-printed copy of the FP Register and proceed to explain all fields of the register.

Ask if any participant(s) have question(s). Process the questions and any comments and then close the session.

## **SESSION 6: LMIS FORMS: PRACTICAL SESSIONS.**

Inform the participants that they will soon begin the practical sessions on record keeping and reporting. Note that in addition to keeping records on logistics data, financial records are kept in the CLMS to ensure the sound operation of the cost recovery system.

Starting from the highest level, at the central, state and LGA level, record keeping is done using the tally cards, the cost recovery records. At the SDP, records are kept using the daily consumption record, the CBD voucher and the cost recovery record. Each level is managing funds using cash books to account for income and expenses, but at this point the funds fall into the facility's accounting system which not directly integrated with the LMIS.

Note: Facilitator should emphasize the importance of keeping records up-to-date and available where they are used; SDP (DCR). Also that record must be kept safe from damage (water, fire etc)

At the end of the introduction, break participants into groups of 4 – 5 for the practical exercises.

Facilitators should divide the participants into groups consisting of 4 - 5 participants each, moving the tables to provide maximum separation between small groups. One facilitator will sit with each group to lead participants through a series of practical exercises (Part 1 and Part 2). These are to be done in small groups and managed by the small group facilitators. Practical Exercises 1 – 2 are NOT supposed to be done in plenary. The lead trainer should circulate among the small groups to confirm that they are completing the exercises and helping if the groups are having problems. The CORE of the practical exercises is to emphasize the use of the job aids in completing the forms and answering questions. Whenever a participant has a question, ask him/her if she can find the answer on the job aid. if s/he cannot, point out the answer on the job aid and have the participant read the answer aloud for the small group. ALWAYS emphasize use of the Job AID.

Part 3 of each practical exercise brings the participants briefly back into plenary to process their experience and to provide feedback to the training team.

Participants should stay in the same small group, with the same small group facilitator throughout all of the practical exercises. This builds familiarity and trust within the small groups and should improve participation. The lead trainer will circulate to assist and provide quality control.

Small group facilitators are responsible not only for leading the exercises and minding the time, but for assuring that the participants take turns with different tasks like reading instructions, using calculators and completing forms.

**A. CBD Voucher Small Group (30 minutes)**

Practical Exercises Parts 1 – 2 are to be done in small groups (4 – 5 participants per group). Practical Exercise Part 3, processing, is to be done in plenary so the facilitators can get feedback on the training exercises, the job aids and the forms.

**Part 1 Reviewing the Job Aid for CBD Voucher (5 minutes)**

| Trainer Handouts             | Participant Handouts             |
|------------------------------|----------------------------------|
| CBD – T1 : Blank CBD Voucher | CBD – P1 : Blank CBD Voucher     |
| CBD – T2 : CBD V. Job Aid    | CBD – P2 : CBD V. Job Aid        |
| CBD – T2 Suppl. Part 1 Q/A   | CBD – P2 Suppl. Part 1 Question. |

Small group facilitator tell participants that apart from provision of family planning services in the clinics, Community Based Distributors (CBD) have also been trained to bring contraceptives, especially the non-prescriptive methods to the door steps of clients in their communities.

The source of contraceptives for the CBD agents is the Service Delivery Point. During each interaction when the service provider issue out contraceptives to the agent, the CBD voucher is completed. The voucher serves as a receipt for the quantity of contraceptives issue out and the amount of money received.

Hand each copy of blank CBD Voucher (Handout 3.C.1) and CBD Voucher Job Aid (Handout 3.C.2) and Part 1 Questions (3.C.3), and then see if they can find the answers on the CBD Voucher Job AID. Give them five minutes to look.

Questions:

1. Who is responsible for filling the CBD voucher?

Answer: \_\_\_\_\_ (Service Provider)

2. How often is the voucher supposed to be filled?

Answer: \_\_\_\_\_ (Each time Commodity is sold to the CBD agent)

After reviewing the questions, Explain that specific instructions are provided for every item of the CBD Voucher and that you will be referring to the Job Aid as you go through the exercise.

**Part 2 Filling in the CBD Voucher (20 minutes)**

i. Ex. 1: Trainer completes CBD Voucher (10 minutes)

| Trainer Handouts                             | Participant Handouts               |
|--|------------------------------------|
| CBD – T1 : Blank CBD Voucher                 | CBD – P1 : Blank CBD Voucher       |
| CBD – T2 : CBD V. Job Aid                    | CBD – P2 : CBD V. Job Aid          |
| CBD – T3 : Part 1 Questions w/<br>Answers    | CBD – P3 : CBD exercise 1/ Trainer |
| CBD – T3a : Completed CBD<br>Voucher/Trainer |                                    |

Provide participants with copies of Job Aid and the data set (Handout 3.C.4, Part 2 exercise. Explain to the participants that you are going to fill in the CBD Voucher and that one of the participants is going to help you do it. For each cell you complete on the CBD Voucher, ask the participant to tell you what goes into the cell from the instructions on the Job Aid.

**Data:**

Mrs. Talatu Dan-Lami, a CBD agent bought 100 pieces of male condom; 25 cycles of Lo-femenal and 30 cycles of Microgynon on the 23<sup>rd</sup> September, 2005 from Aisha Abdulkareem who is the service provider working at the Sharada Clinic.

Review the answers on the CBD Voucher:

1. What is the total cost of the commodities purchased? \_\_\_\_ answer\_ (N800.00)
2. What is the total margin? \_\_\_\_\_ answer\_\_\_\_\_ (N125.00)

ii. Individual exercise (10 minutes)

| Trainer Handouts                                     | Participant Handouts                                 |
|--|--|
| CBD – T1 : Blank CBD Voucher                         | CBD – P1 : Blank CBD Voucher                         |
| CBD – T2 : CBD V. Job Aid                            | CBD – P2 : CBD V. Job Aid                            |
| CBD – T5 : CBD exercise 4/<br>Participant Individual | CBD – P5 : CBD exercise 4/<br>Participant Individual |
| CBD – T5a : CBD exercise 4 answers                   |  |

Give participants a blank CBD Voucher and a short narrative that contains information they need to complete the CBD voucher. Have them work individually to complete the form and calculate the totals and margins.. Encourage them to refer to the job aid if they have questions. Circulate among the participants and be prepared to offer assistance –but do not do the exercise for them.

Data

Hajiya Aisha Abubakar, a CBD agent bought 10 pieces of female condom, 10 pieces of male condom, 8 cycles of Exluton and 18 cycles of Microgynon on 3<sup>rd</sup> Septmeber 2005 from Lami Dauda who is the service provider working at sherada clinic.

**ANSWERS:**

| CBD VOUCHER  |               |                           |                              |                   |               |                     |       |
|--|---------------|---------------------------|------------------------------|-------------------|---------------|---------------------|-------|
| <b>Date:</b>   |               | <b>3 February 2005</b>    |                              |                   |               |                     |       |
| <b>Name of CBD agent:</b>  |               |                           | <b>Hajiya Aisha Abubakar</b> |                   |               |                     |       |
| <b>Product Name</b>  | <b>Unit</b>   | <b>Quantity Purchased</b> | <b>Unit Price</b>            | <b>Total Cost</b> | <b>Margin</b> | <b>Total Margin</b> |       |
| 1  | Condom Female | Piece                     | 10                           | 0.85              | 8.50          | 0.15                | 1.50  |
| 2  | Condom Male   | Piece                     | 10                           | 0.85              | 8.50          | 0.15                | 1.50  |
| 3  | Exluton       | Cycle                     | 8                            | 13                | 104.00        | 2                   | 16.00 |
| 4  | Lo-Femenal    | Cycle                     |                              | 13                |               | 2                   |       |
| 5  | Microgynon    | Cycle                     | 18                           | 13                | 234.00        | 2                   | 36.00 |
|  |               |                           |                              |                   |               |                     |       |
|  |               |                           |                              |                   |               |                     |       |
|  |               |                           |                              |                   |               |                     |       |
| <b>Total to be Paid</b>  |               |                           |                              |                   | 355.00        | <b>Total Margin</b> | 55.00 |
| Received from <b>Hajiya Aisha Abubakar</b>                             |               |                           |                              |                   |               |                     |       |
| The Sum of <b>Three Hundred and Fifty- five</b> Naira <b>zero</b> Kobo |               |                           |                              |                   |               |                     |       |
| Naira  |               | 355                       | Kobo                         |                   | 0             |                     |       |
| Issuer's Signature <b>Lami Dauda</b>                                   |               |                           |                              |                   |               |                     |       |

**PART 3: Processing** (5 minutes)

When all of the small groups have exhausted the available time for completing the CBD Voucher exercises, the lead trainer should call their attention to the front of the room. Have a co-facilitator prepare to note any problems identified by the participants on a blank flipchart. Ask the participants the following process questions:

What were the main problems you encountered in completing the CBD Voucher? Were you able to use the job aid to help you fill in the form? If no, why not?

Did you have all of the necessary data? How could you tell if the voucher is accurate/complete?

Did you encounter any problems with the Job Aid? What were the most confusing instructions? How would you make the job aid less confusing?

Did you encounter any problems with the exercise itself? Where did you find the data you needed?

Did you encounter any problems with the forms? If yes, what was most confusing? If the form was not self-explanatory, how would you improve it?

## SESSION 7: PRACTICAL SESSIONS CONT'D.

### Daily Consumption Record (60 minutes)

Practical Exercises Parts 1 – 2 are to be done in small groups (4 – 5 participants per group). Practical Exercise Part 3, processing, is to be done in plenary so the facilitators can get feedback on the training exercises, the job aids and the forms.

### Part 1 Reviewing the Job Aid for the Daily Consumption Record (10 minutes)

| Trainer Handouts              | Participant Handouts       |
|-------------------------------|----------------------------|
| DCR – T1: Blank DCR           | DCR – P1: Blank DCR        |
| DCR – T2: DCR Job Aid         | DCR – P2: DCR Job Aid      |
| DCR – T2 suppl. a, Part 1 Q/A | DCR – P2 suppl., Part 1 Qs |

Hand each copy of blank CBD Voucher (Handout 3.C.1) and CBD Voucher Job Aid (Handout 3.C.2) and Part 1 Questions (3.C.3), and then see if they can find the answers on the CBD Voucher Job AID. Give them five minutes to look.

Ask the following questions:

1. Whose responsibility is to fill the daily consumption record?  
\_\_\_answer\_\_\_\_\_ (Service Providers)
2. Where is the data recorded on the Daily Consumption Record obtained? (From the clinic's daily register or exercise book (Consumption), from CBD Vouchers (Consumption) from physical counts and observation (Beginning Balance, Losses))
3. How often should the form be filled in? (Daily, summarized monthly with CBD Vouchers)

### Part 2 Filling in the Daily Consumption Record (40 minutes)

i. Exercise 1, Trainer completes the form (20 minutes)

| Trainer Handouts                             | Participant Handouts                  |
|--|---------------------------------------|
| DCR – T2: DCR Job Aid                        | DCR – P2: DCR Job Aid                 |
| DCR – T6: Ex. 1, Completed CBD Vouchers      | DCR – P6: Completed CBD Vouchers      |
| DCR – T4: Ex. 1, FP Register, Sherada Clinic | DCR – P4: FP Register, Sherada Clinic |
| DCR – T5: Ex. 1, Partially completed DCR     | DCR – P5 : Partially Completed DCR    |
| DCR – T5a : Ex. 1, Completed DCR             |                                       |

Explain to the participants that you are going to fill in the Daily consumption record and that the one of the participants is going to help you do it. Have one participant follow with the job aid, and give another participant the data set (FP Register with dispensing information). For each cell you complete on the DCR, ask the participant to tell you what goes into the cell from the instructions on the Job Aid.

## ii. Pairs exercise (20 minutes)

| Trainer Handouts                         | Participant Handouts                     |
|--|--|
| DCR – T2: DCR Job Aid                    | DCR – P2: DCR Job Aid                    |
| DCR – T3 : Ex. 2, Completed CBD Vouchers | DCR – P3 : Ex. 2, Completed CBD Vouchers |
| DCR – T7: Ex. 2, FP Register             | DCR – P7: Ex. 2, FP Register             |
| DCR – T8: Ex. 2, Partially completed DCR | DCR – P8: Ex. 2, Partially completed DCR |
| DCR – T8a : Ex. 2, Completed DCR         |  |

Give participants a partially completed DCR with a table of data to input and completed CBD vouchers. Have them work in pairs to complete the form and do end of month calculations. Encourage them to refer to the job aid if they have questions. Circulate among the participants and be prepared to offer assistance – but do not do the exercise for them.

**Part 3: Processing** (10 minutes)

When all of the small groups have exhausted the available time for completing the DCR exercises, the lead trainer should call their attention to the front of the room. Have a co-facilitator prepare to note any problems identified by the participants on a blank flipchart. Ask the participants the following process questions:

What were the main problems you encountered in completing the DCR? Were you able to use the job aid to help you fill in the form? If no, why not?

Did you have all of the necessary data? How could you tell if the DCR is accurate/complete?

Did you encounter any problems with the Job Aid? What were the most confusing instructions? How would you make the job aid less confusing?

Did you encounter any problems with the exercise itself? Where did you find the data you needed?

Did you encounter any problems with the forms? If yes, what was most confusing? If the form was not self-explanatory, how would you improve it?

If you were a the service provider in charge of family planning activities at Sherada Clinic, what concerns would you raise with the LGA RH Coordinator when you make your re-supply visit in March?

## SESSION 8: PRACTICAL SESSIONS CONT'D.

### Cost Recovery Record - SDP (50 min)

Practical Exercises Parts 1 – 2 are to be done in small groups (4 – 5 participants per group). Practical Exercise Part 3, processing, is to be done in plenary so the facilitators can get feedback on the training exercises, the job aids and the forms.

### TRAINER NOTES

The Cost Recovery Records in the CLMS are used to

- record the quantities of commodities sold to clients
- calculate the amounts realised from the sales of commodities to FP clients or distribution between levels of the system
- record the amount realised from sales of commodities to CBDs (SDP level only)
- calculate the margin values for transportation and communication at all levels and for incentives for providers at the SDP level and for supervision at the State and LGA levels
- calculate the supply value

### Part 1 Reviewing the Job Aid for the Cost Recovery Record (10 minutes)

| Trainer Handouts          | Participant Handouts       |
|---------------------------|----------------------------|
| CRR – T1: Blank CCR       | CRR – P1: Blank CCR        |
| CRR – T2: CRR Job Aid     | CRR – P2: CRR Job Aid      |
| CRR – T2a: CRR Part 1 Q/A | CRR – P2 Supl: CRR Pt 1 Qs |

Distribute blank copies of the SDP Cost Recovery Record, the Job Aid for the CRR and the Part 1 Questions. Ask participants to study the Job Aid silently for 5 minutes. Then review the following questions:

4. Who fills in the CRR? \_\_\_answer\_\_\_\_\_ (Service Provider)
5. What is the form used for? \_\_\_answer\_\_\_\_\_ (For tracking sales of contraceptives and separating the amount for re-supply and margin)
6. From what other document would the SDP draw data in order to complete the CRR? \_\_\_answer\_\_\_\_\_ (Daily Consumption Record and CBD Vouchers)

### Part 2: Filling in the Cost Recovery Record (30 minutes)

i. Exercise 1, Trainer fills in the form (15 minutes)

| Trainer Handouts    | Participant Handouts |
|---------------------|----------------------|
| CRR – T1: Blank CCR | CRR – P1: Blank CCR  |

|   |   |
|---|---|
| CRR – T2: CRR Job Aid<br>CRR – T5: Ex. 1, Completed CBD<br>Vouchers<br>CRR – T4: Ex. 1, Completed DCR<br>CRR – T4a : Ex. 1, Completed CRR | CRR – P2: CRR Job Aid<br>CRR – P5: Ex. 1, Completed CBD<br>Vouchers<br>CRR – P4: Ex. 1, Completed DCR |
|---|---|

Explain to the participants that you are going to fill in the Cost Recovery Record and that one of the participants is going to help you do it. Have one participant follow with the job aid, and give another participant the data set (Completed January and February DCRs and CBD Vouchers for Sherada). For each cell you complete on the CRR, ask the participant to tell you what goes into the cell from the instructions on the Job Aid.

ii. Individual exercise (15 minutes)

| Trainer Handouts   | Participant Handouts   |
|--|--|
| CRR – T1: Blank CCR<br>CRR – T2: CRR Job Aid<br>CRR – T3: Ex. 2, Completed CBD<br>Vouchers<br>CRR – T6: Ex. 2, Completed DCR<br>CRR – T6a : Ex. 2, Completed CRR | CRR – P1: Blank CCR<br>CRR – P2: CRR Job Aid<br>CRR – P3: Ex. 2, Completed CBD<br>Vouchers<br>CRR – P6: Ex. 2, Completed DCR |

Give participants a blank CRR. Using the results sheets from the preceding DCR and CBD Voucher exercises, have them work individually to complete the form and do end of month calculations. Encourage them to refer to the job aid if they have questions. Circulate among the participants and be prepared to offer assistance –but do not do the exercise for them.

**Part 3: Processing the Cost Recovery Record (10 minutes)**

When all of the small groups have exhausted the available time for completing the CRR exercises, the lead trainer should call their attention to the front of the room. Have a co-facilitator prepare to note any problems identified by the participants on a blank flipchart. Ask the participants the following process questions:

- What were the main problems you encountered in completing the CRR?
- Did you have all of the necessary data? How could you tell if the CRR is accurate/complete? Were you able to use the job aid to help you fill in the form? If no, why not?
- Did you encounter any problems with the Job Aid? What were the most confusing instructions? How would you make the job aid less confusing?
- Did you encounter any problems with the exercise itself? Where did you find the data you needed?
- Did you encounter any problems with the forms? If yes, what was most confusing? If the form was not self-explanatory, how would you improve

it?

- If you are a service provider, what are some of the issues that you would raise about the CRR? How would you use the information? How would it tie into other records kept at the SDP?
- Briefly explain and discuss the cash book.

## SESSION 9: PRACTICAL SESSIONS CONT'D.

### Requisition, Issue and Report Form (95 min)

► Trainer should first take sufficient time to clearly explain all the fields of the RIRF to Pax.

Practical Exercises Parts 1 – 2 are to be done in small groups (4 – 5 participants per group). Practical Exercise Part 3, processing, is to be done in plenary so the facilitators can get feedback on the training exercises, the job aids and the forms.

### Part 1: Reviewing the Job Aid for the Requisition, Issue and Report Form (20 minutes)

| Trainer Handouts              | Participant Handouts          |
|-------------------------------|-------------------------------|
| RIRF – T1 Blank RIRF, SDP     | RIRF – P1 Blank RIRF, SDP     |
| RIRF- T1b Blank RIRF, LGA     | RIRF—P1b Blank RIRF LGA       |
| RIRF – T2: RIRF Job Aid – SDP | RIRF – P2: RIRF Job Aid – SDP |
| RIRF – T2a Suppl. Part 1 Q/A  | RIRF – P2 suppl. Part 1 Q     |

Hand each copy of blank RIRF and the RIRF Job Aid) plus the Small Group Discussion Questions, below. Ask the participants to look on the RIRF Job Aid and see if they can answer the questions below:

1. What is the form used for? \_\_\_\_answer\_\_\_\_ (For Requisition, Issuing and Reporting)
2. Which level is responsible for filling this form? \_\_\_\_answer\_\_\_\_  
(SDP=Service Delivery Point; LGA = LGA Stores and state stores )
3. How often is the form supposed to be filled? \_\_\_\_answer\_\_\_\_  
(SDP=Every 2 months; LGA = Every 3 months, state= Every 4 months)

### Part 2: Filling in the RIRF (60 minutes)

Trainer fills in the form (20 minutes)

| Trainer Handouts                 | Participant Handouts             |
|----------------------------------|----------------------------------|
| RIRF – T1 Blank RIRF, SDP        | RIRF – P1 Blank RIRF, SDP        |
| RIRF – T2: RIRF Job Aid – SDP    | RIRF – P2: RIRF Job Aid – SDP    |
| RIRF – T3: Ex. 1, Completed DCRs | RIRF – P3: Ex. 1, Completed DCRs |
| RIRF –T3a: Ex. 1, Completed RIRF |                                  |

Explain to Pax that you are going to fill in the Requisition, Issue and Report Form and that one of the participants is going to help you do it. Have one participant follow with the job aid, and give another participant the data set (Daily Consumption Records for January and February from the DCR exercise and completes CBD Vouchers). For each cell you complete on the RIRF, ask the participant to tell you what goes into the cell from the instructions on the Job Aid.

ii. Individual exercise (25 minutes):

| Trainer Handouts                  | Participant Handouts             |
|-----------------------------------|----------------------------------|
| RIRF – T1 Blank RIRF, SDP         | RIRF – P1 Blank RIRF, SDP        |
| RIRF – T2: RIRF Job Aid – SDP     | RIRF – P2: RIRF Job Aid – SDP    |
| RIRF – T4: Ex. 2, Completed DCRs  | RIRF – P4: Ex. 2, Completed DCRs |
| RIRF – T4a: Ex. 2, Completed RIRF |                                  |

Give Pax a blank RIRF and have them use the completed DCRs from the preceding exercise. Have them work individually to complete the form and calculate order quantities based on the data. Encourage them to refer to the job aid if they have questions. Circulate among the participants and be prepared to offer assistance –but do not do the exercise for them.

iii. Spot the errors (15 min)

| Trainer Handouts                           | Participant Handouts                  |
|--|---------------------------------------|
| RIRF – T5: Ex. 3, finding errors w/answers | RIRF – P5, exercise 3, finding errors |

Provide participants with a completed copy of a RIRF for Sherada Clinic

Ask them if they can identify any mistakes.

**Part 3: Review Questions** (15 minutes)

When all of the small groups have exhausted the available time for completing the RIRF – SDP exercises, the lead trainer should call their attention to the front of the room. Have a co-facilitator prepare to note any problems identified by the participants on a blank flipchart. Ask the participants the following process questions:

If you are a service provider, what are some of the issues that you would raise about the RIRF? How would you use the information? How would it tie into other records kept at the SDP? What is different about the RIRF as compared to the CBD Voucher, the DCR and the CRR? **[It's the only form that travels to the LGA to communicate the SDP needs.]**

What were the main problems you encountered in completing the RIRF?

Did you have all of the necessary data? How could you tell if the RIRF is accurate/complete? Were you able to use the job aid to help you fill in the form? If no, why not?

Did you encounter any problems with the Job Aid? What were the most confusing instructions? How would you make the job aid less confusing?

Did you encounter any problems with the exercise itself? Where did you find the data you needed?

Did you encounter any problems with the forms? If yes, what was most confusing? If the form was not self-explanatory, how would you improve it?

**Congratulate the participants on having completed all of the SDP level forms.**

## **SESSION 10: Can You Keep the Five Forms Straight? -- 15 Minutes**

### **Objectives:**

Participants will reinforce their knowledge of the purpose and use of these five CLMS tools.

### **Session Total: 15 minutes**

**Materials:** --Markers, flip chart stand and papers, masking tape  
--CLMS Handbook and PGs  
--Participants will need their calculators

**Display:** At this point the erasable posters with these forms should be prominently displayed for easy reference.

**There is only one Learning Activity in this 15 minutes session. Follow the bullets below.**

- ▶ At this point, the participants have learned about five forms, and a review exercise to reinforce their understanding will help.
- ▶ Begin by pointing to the form they learned first, the FP Register, and ask for a few facts on what it is used for. Do the same with the CBD Voucher, the DCR, the CRR and the RIRF.
- ▶ Explain that now you want them to do the exercise in the PG with the title Can You Keep the Seven Forms Straight?
- ▶ Remind them that according to the directions, they should actually draw a circle around the correct answer, and that sometimes they will need to draw more than one circle because more than one answer will be correct.
- ▶ It should take them only ten minutes to do this exercise. They may refer to their SOP Manual or any place in their PG as needed. Ask them to begin.
- ▶ Some of the participants will complete the exercise very rapidly. If you are very sure that one or two of them are accurate and can give good explanations, invite them to come up and share their answers with the others at the end and to give explanations as requested to the others. However, if you do not have such candidates, process the answers interactively as you have elsewhere.
- ▶ As you or one or more Pax give the explanations, it will be important to keep pointing at the appropriate erasable poster with the form(s) being discussed and the columns under discussion. This is especially important when there is discussion or disagreement.
- ▶ Pointing to the columns is an important visual reinforcement for the oral instruction that is going on.

- ▶ Show some leeway with what is officially the correct answers. Sometimes people will interpret a question differently.
- ▶ Close out the session by thanking them for their good participation and reminding them that when they started the course many of them did not know these forms well at all. Congratulations!

## **ANSWER KEY FOR CAN YOU KEEP THE SEVEN FORMS STRAIGHT?**

For the convenience of the trainers, an answer key is provided for this exercise. Note that some answers are more open-ended and may lead to good discussion.

1. You will not be resupplied if you do not supply these forms!  
**RIRF FP REGISTER**
2. Which form (or forms) require the use of the formula for “quantity to order?”  
**DCR CRR RIRF**
3. You could go for months or years and never use this form.  
**CRR RIRF CBD VOUCHER**
4. Which form (or forms) counts people rather than product quantities?  
**DCR FP REGISTER RIRF**
5. Which form (or forms) never leave(s) the facility under ordinary circumstances?  
**CRR RIRF DCR**
6. Which form is least used at SDPs?  
**DCR FP REGISTER CBD VOUCHER**
7. Which form or forms are in quadruplicate?  
**FP REGISTER CRR RIRF**
8. Which form or forms travel from one place to another?  
**DCR CRR RIRF**
9. Which form (or forms) should you always check your mathematics twice on?  
**DCR RIRF CRR**

## **SESSION 11: MONITORING AND SUPPORTIVE SUPERVISION (MSS)**

### **Objectives:**

By the end of the session, participants will be able to:

1. Describe the relationship of Supportive Supervision and FP Commodity Security
2. Know how to support staff when at their sites
- 3.

**Time:** Session Total: **20** minutes

| No. | Activity   | Time       |
|-----|--|------------|
| 1   | Review of Key CLMS Themes and Supportive Supervision Definition  | 5 minutes  |
| 2   | Presentation and Discussion of Supportive Supervision Principles | 15 minutes |

### **Materials:**

- Markers, flipchart stand and papers, masking tape
- Participants and trainers should also have on hand their Participant Guide.

**Flipchart Prepared in Advance:** Supportive Supervision Principles (These are written in a short version. They may have to be written over two pages so that the letters will be large and everybody can see them. ) See the flipchart boxes in Activity 2.

## **Learning Activities**

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### **Activity 1: Review of The Key CLMS Themes and Supportive Supervision Definition - 5 minutes**

Ask participants to open their PG to **Seven Key Themes** which they looked at earlier.

- ▶ Ask Pax if they can think of ways that the themes apply differently to supervisors than to staff at health facilities.
- ▶ The answers should contribute to the fact that supervisors have to support staff at the sites in the Commodities Security work.

- ▶ The way this support is done is through Monitoring and Supportive Supervision (M&SS). Ask if any of them have been trained or had workshops on MSS.
- ▶ If so, ask them what some of the most important points that they remember are.
- ▶ Mention that you will be asking them to bring up those points during the discussion on Supportive Supervision and CS.
- ▶ Point out that there is one very important question that you have, and it has a very important answer.
- ▶ The question is: “Why is it better to use Supportive Supervision instead of traditional supervision?”
- ▶ See what their answers are. See if colleagues agree or disagree. Conclude by writing the word **IMPACT** on a flipchart, noting that all the good answers to that question lead to the fact that Supportive Supervision is better to use because it has greater impact on what staff do. It helps them do their work better.
- ▶ In the CLMS and other health programs, what we are interested in is impact.

### **Activity 2: Presentation and Discussion of Supportive Supervision Principles – 15 minutes**

- ▶ Tell participants that in their PG there are **Ten Principles of Supportive Supervision**, principles that have a good impact on staff work.
- ▶ Ask them to take a few minutes to read through those principles. While they are reading, display the flipchart that you have prepared in advance with the short version of the principles. (It is a good idea to write this flipchart over two pages so that it is easy to read. If you have only one flipchart stand, you may need to tape one page to the top of the stand and one below, or maybe you can post the pages on the wall. Just make sure everybody can see.)



1. Be a colleague
2. Listen more than you speak
3. Use two-way communication
4. Assume they know more
5. Bring good news

6. Look for the good first
7. Don't take away responsibility
8. Focus on priorities
9. Don't let lack of resources stop you
10. Leave with agreements

- ▶ As participants finish up their reading, ask if they have any questions about the principles. If you get questions, as usual, try to get good answers from other participants.
- ▶ Then, ask participants to think back to the very worst supervisor, boss, or school master that they ever had. Everybody has had somebody like that in their career or in their school days. Ask them not to mention the name. Just think of a person they clearly remember as the worst.
- ▶ Now say that you will give them a few minutes to read through the list of Supportive Supervision principles again in their manual and on the flipcharts and see which of the principles this person did not follow or use. You will be asking if they can give examples of how the person did not follow one or more of the principles, always without mentioning the person's name. Give them a few minutes to go through the list again.
- ▶ After most of them have gone through the list again, ask if anybody has an example of one of the principles, some way in which the person they are thinking about did not follow the principle. (The example doesn't have to be from the first principle; you do not have to cover the principles in order, and you don't have to cover all of them.)
- ▶ Try to get some good concrete examples, but at the same time, do not slow down for long stories. (It will be important to spend time on the positive examples that come next.) Point to the flipcharts and ask for examples of the various numbers. Try to cover at least five of the principles.

*[Note to trainers: This can be a time for very strong comments and feelings. Be respectful, but remember you will be looking for the good examples shortly.]*

- ▶ At this discussion, ask if in general the very bad supervisor, boss, or school master had a good impact on your work. There should be very general agreement that on the contrary, he or she had a very negative impact.
- ▶ Next say that you want to be more positive. Now you want them to think of the opposite. You want them to try to remember a very good supervisor, boss or schoolmaster they had. This time they should go through the list of principles seeing how that person used those principles very well.

- ▶ Give them a little time to think about a person and to go through the list again. They can make notes in their manuals as they go through the principles, if they like.
- ▶ When they have had time to complete the list, ask for volunteers with examples again. This time the examples will be much more positive. And you may get through the list faster.
- ▶ Now ask if this supervisor, boss, or schoolmaster had a good impact or a bad impact on their work. There should be general agreement that the impact was very good.
- ▶ Stress that the purpose of Supportive Supervision is to have a very good impact. And research shows that Supportive Supervision does this better than other systems of supervision. (If possible, tape the two flipcharts on the wall for display the rest of the course.)
- ▶ Now ask the participants if they think that Supportive Supervision is really just saying nice things, being very polite to people, and saying that everything is very good. The participants may be surprised by this question, but sometimes people get the incorrect idea that Supportive Supervision just means being very nice to people and ignoring problems and negative things.
- ▶ Ask the participants to read the box in the manual with the title “What Supportive Supervision Is Not.”
- ▶ Make sure they understand that Supportive Supervision is positive, but it is also very clear and honest, even about difficult topics. This means supervisors have to be skilful in communication.
- ▶ An important fact is that no supervision system works for everybody, but Supportive Supervision has a much better impact with more people. Ask Pax to turn to the page in their PG “**No Supervision System Works for Everybody**” and ask them to read the top three paragraphs.

## SESSION 12. A PREVIEW OF THE COURSE COMPETENCY TEST.

**Objectives:** By the end of Session 12, Pax will be able to use the format of the course competency test. They will be more confident about succeeding on it.

**Time:** Total Time: **20** minutes

| No. | Activity                            | Time       |
|-----|-------------------------------------|------------|
| 1   | Introduction to the Competency Test | 20 minutes |

**Materials:** --Flip chart, marker, and tape.  
--Pax should have their Participant Guide so they can look at the Sample Competency Test in it.

► Explain to Pax that you want to introduce them to the Competency Test so that they will be familiar with it and so that they can do well on it. Explain that they have the Sample Copy the in the Participant Guide Give them the page number. (It is called “Version X”) is almost identical to the real test, but it has different numbers in the problems.

► Tell them you will give them a few minutes to look at the explanation of how the competency test questions on the page in their PG with the title A Preview of the Course Competency Test are answered.

► After a few minutes, go over the instructions of the test with them. Ask if they have questions, and then give clarifications. Then go into the first problem with them, explaining how they will use a sheet of notebook paper for their answers to hand in, and a separate sheet of notebook paper to do their calculations on. They will not hand in the calculation sheet.

► Ask them to look at the second page (Part II) of the practice test. It is on the next page. Note how this is part of a RIRF form, and they have to see if it has calculation errors on it.

► They should not forget that it is an error if there is not a “0” written in when the Quantity to order is 0.

► On a flip chart, write how the answers for Part II should be written. Explain that this is just the format.

Part II: There are \_\_\_\_\_ errors.

1. Product 1. Col H should be \_\_\_\_\_.
2. Product 2. Col F and H should be \_\_\_\_\_ and \_\_\_\_\_.
3. Product 4. Column D should have a subtraction and be \_\_\_\_\_.

► Ask them what materials they would assemble now if they were going to take the real Competency Test. The answer should be

--a piece of notebook paper to write their name on and the answers. (Not their calculations.)

--a piece of notebook paper for them to do their calculations on

--their calculators

--their Participant Guide and the Logistics Handbook

► Tell them that you would like them to take 10 minutes now to take the Practice Competency Test to see how they will do. Ask them to assemble their materials and begin.

► As they work, you should circulate occasionally to be sure they are calculating on notebook paper and they have a separate sheet to write their answers on.

► Tell them when they have five minutes left to go and when they have three minutes left to go. (Note that if the group is really struggling on this first attempt, you may choose to give them 20 minutes or more.)

► Note that if you have a very mixed group, with some doing very well and others going more slowly, you may invite pairs who say they have done well and have double checked their calculation to go out in the hall or someplace nearby and go over their work together. Tell them you expect them to get 100% correct!

► Circulate quietly to see if people need help. Mostly, you should not be helping them do the test but clarifying the directions for the test.

► After 15 (or 30) minutes, call time, and tell them you will ask for volunteers to give their answers.

► But you will not call on any volunteer who has not checked his or her calculations twice! If you have time, ask for volunteers to come up and give two answers each, but it may be quicker to write the math briefly on a flipchart yourself –or ask another trainer to write it.

► The Pax give the numbers, you write them up, and the group confirms if the answers are correct. Remind them that on the real test, the trainers will want to see only your notebook sheet with your name and the answers –not the calculations.

► End this part of the course by asking if any Pax have 80% or higher. Congratulate them, and tell them that if they can get 80% on two versions of the test, they will get their competency certificates.

► But tell them that you want to give them an “Invitation to Excellence.” You want them to do better than just 80% on two versions so that they get a certificate. You want to see them get very high grades like 90% and 100%, and you believe that they can, too. Many Pax have had scores like this and excellent success!

## SESSION 13. COURSE COMPETENCY TEST

### Objectives:

There are no learning objectives as such to this part of the course. The Pax demonstrate what they have learned. It is also an invitation to excellence. They may show excellent mastery, as many other Pax have when they took the course!

**Time:**           **Total Time: at least 30 minutes, but trainers may choose to give some Pax a little extra time.**

**Materials:**   Pax may have their SOP Manuals, their PG, their calculators, a sheet of paper to do their calculations on and a sheet to give the trainers with their answers and name written on it.

### Prepared Flip Charts:

The only prepared flip chart that is useful at this time is one that says, “Have You Checked Your Calculations Twice?” Point to this flip chart when Pax hurriedly bring up their answers, and you are not sure they have checked their answers.

|   |
|---|
| <p><b>Activity 1:   The Invitation to Excellence and the Final Explanation and Distribution of Tests -- 5 Minutes</b></p> |
|---|

▶ Please remember that Pax can be nervous at this time, so please be especially warm and friendly with them, reminding them how well they have done in the course so far, including the practice Competency Test in their PG.

▶ Keep the explanation short, because mostly Pax just want to begin.

▶ Begin by telling the participant that this is “**An Invitation To Excellence.**” While they will receive Course Competency Certificates by passing the test with 80% or higher, you would love to see them do excellent work!

▶ Many Pax have done excellent work in the past, getting scores of 90% and even 100%, and you believe that they can, too. If they work carefully and accurately, they will do very well. This will help them work very well and help get the drugs and tests the “Final Kilometre” to their site with no stock outs so that every man and woman who wants to be tested and treated can be.

▶ Explain that they will need two sheets of notebook paper, one for their calculations and one with only their names and the numbers answers on it. To make it very clear, show them two pieces of notebook paper, one with calculations on it and the other with a name on it and the numbers 1, 2, 3, and 4,

down the left side. Note that only the answers are written on the second sheet. They should not write the questions.

▶ Explain that this is what they need to have on their desks:

- ◆ Their calculator
- ◆ The SOP Manual
- ◆ Their Participant Guide
- ◆ A pen and pencil
- ◆ Two sheets of notebook paper as described above, with more sheets available as they take a second or as many versions of the test as they need.

▶ They may not talk to their neighbour during the test. If they have a question about something, they should raise their hand, and a trainer will help them.

▶ Point to the flip chart saying “Have You Checked Your Calculations Twice?” and tell them the trainers will not correct a test from anybody who has not checked the math.

▶ Ask if there are any final questions before the trainers distribute the tests.

▶ Then the trainers distribute the tests, giving different versions to persons seated near each other.

### **Activity 2: Pax Take the Competency Test Individually.**

▶ Very likely, a few people will finish very quickly. Do not begin to correct their test until you are sure that they have checked their calculations twice. Do not waste your time or theirs. And be sure to “Invite them to Excellence.”

- If an explanation is needed about how the test works, give it quickly and quietly, and let the participant go back to make the changes. Do not correct the answers if there is confusion about how the test works.
- If the paper looks OK, quickly check the answers to both parts of the test and give a score. This is not a time to explain or discuss anything with the participant unless there are very few people left in the room.
- Do not go over the calculations that the participant did. Your concern now is only if the answers are correct. You want to see only the answer sheet.
- As soon as a person has taken the test, and has a minimum score of 80%, congratulate the person warmly. It is important for them to be recognized for their success. Tell them they may leave the room for a break, and the large group will meet again when the timekeeper calls everybody.