

Capacity Project Resource Paper

Supporting Existing Health Cadres in Learning New Skills: Tools and Approaches

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Introduction

In many developing countries, the challenge of developing human capacity for health care occurs in the context of severe staff shortages. In addition to increasing the sheer number of health care providers, most countries have expressed a need for existing cadres to learn new skills more quickly. At the same time, however, more efficient training should impart the high-quality skills that countries need to address pressing health care problems and should be supported by other factors that affect the performance of health care workers, such as clear job expectations, performance feedback, adequate physical environment and tools and motivation to perform.

Some countries have approved policies that support task realignment among various health care cadres. In some instances, countries have shifted existing tasks from one cadre to another. For example, a policy may allow nursing cadres to insert IUDs or provide postabortion care where previously these tasks were performed only by physicians. In other cases, facilities may add services that require providers to take on new responsibilities. For example, when facilities add programs or services in prevention of mother-to-child transmission (PMTCT), providers may need to strengthen their existing skills or acquire new skills in voluntary counseling and testing (VCT), focused antenatal care (ANC), safe delivery, provision of antiretroviral therapy (ART), workplace safety and so forth.

Various tools and approaches can help accelerate the process of providing health care workers with the skill sets needed to tackle current health care needs. To this end, the Capacity Project has identified and categorized existing tools and approaches that support health cadres in learning new skills, especially in the area of HIV/AIDS. In this paper, we briefly describe and give examples of these potential resources, providing web links (where available) in the appendices. It should be noted that this is not an exhaustive compilation of resources, nor does the Capacity Project endorse any particular tool or approach.

We discuss four categories of tools and approaches (not all mutually exclusive):

1. Existing short courses and curricula
2. Guides and tools for course design and curriculum development
3. Alternative training approaches
4. Tools for performance support

I. Existing short courses and curricula

Before investing time and resources in developing new training interventions, a first step is to identify what already exists, including short courses or training materials that might be suitable for the level of trainee and new job tasks to be learned.

Existing short courses at country or regional training centers: There are many training centers that offer short courses on a variety of topics for health providers. Health organizations

can examine the syllabus, learning objectives, intended learner profile, costs and other aspects of existing courses to determine appropriateness for their providers. These already existing short courses can be efficient alternatives for quickly preparing particular providers for new job tasks.

Appendix I contains selected examples of training centers in Africa that offer short courses on HIV/AIDS and other topics.

Existing generic or country-based curricula and supporting materials: Existing curricula often can be adapted to speed up the training development process and eliminate the need to start from scratch. Many generic or country-based training packages and materials are available for download from specific organizational or project websites. Appendix 2 contains selected examples of training packages and materials on HIV/AIDS available from the World Health Organization (WHO), Family Health International's Implementing AIDS Prevention and Care (IMPACT) Project and other organizational websites.

Existing curricula also may be found through searchable web-based **training resource databases and gateways** such as those listed in Appendix 3. These databases are usually updated periodically and often are searchable by topic, cadre or other categories. Two examples of such databases are I-Tech (International Training & Education Center on HIV) and AETC (AIDS Education and Training Centers National Resource Center).

I-Tech: I-TECH has developed an HIV/AIDS Clinical Training Materials Database with support from the HRSA HIV/AIDS Bureau and the CDC Global AIDS Program to provide program planners and trainers an efficient way to find clinical training materials for use in resource-limited settings. The content and organization of the database is informed by experience working in Africa, Asia and the Caribbean helping to build local capacity for clinical training and care. Materials from over 300 organizations around the world are included. While English is the predominant language of these materials, over a dozen other languages are represented.

AETC: 11 regional centers (and more than 130 local performance sites) conduct targeted, multidisciplinary education and training programs for health care providers treating persons with HIV/AIDS. The AETC website provides a central repository for AETC program and contact information and for training materials developed within the AETC network.

2. Guides and tools for course design and curriculum development

Guides and tools can assist course developers in either adapting existing training courses or creating new courses from scratch. For example, the PRIME II **Performance Learning Methodology (PLM)** is a focused training development approach that has been used to develop pre-service education and in-service training in India, Bangladesh, Ethiopia and Rwanda. The PLM process helps training and education designers distill essential knowledge and skills, eliminate unnecessary content, refine learning objectives and determine the most appropriate training methods to help participants learn and perform specific job tasks. This focused

approach results in more precise decision-making about essential curriculum content, more efficient training, more effective learning and improved job performance. The *PLM User's Guide* describes the process and contains worksheets and tools for each phase.

A variety of other **manuals and tools** can guide course design and curriculum development or adaptation. Appendix 4 lists resources that contain useful guidance, such as:

- *Training Works! What you need to know about managing, designing, delivering and evaluating group-based training*, JHPIEGO, IntraHealth International, Training Resources Group, Family Health International and Population Leadership Program/Public Health Institute, USAID/W (2003)
- *Transfer of Learning: A Guide for Strengthening the Performance of Health Care Workers*, PRIME II Project/IntraHealth International and JHPIEGO (2002)
- *Effective Training in Reproductive Health: Course Design and Delivery Reference Manual and Trainer's Manual*, Ipas (2003)
- *Effective Teaching: A Guide for Educating Healthcare Providers*, JHPIEGO (2005)
- *Pre-service Implementation Guide: A Process for Strengthening Pre-service Education*, JHPIEGO (2002).

3. Alternative training approaches

Some countries are using new training and education approaches to accelerate and support skill development for their health workers. These include structured on-the-job training for skill and performance-based learning (including clinical attachments), e-learning for knowledge transfer, blended learning for knowledge and skills and others (see Appendix 5).

Structured On-the-Job Training for Skill and Performance-based Learning. On-the-job training (OJT) is intended to provide the necessary knowledge and hands-on practice of new skills needed to perform job tasks. OJT is usually conducted at the worksite during work hours and is often facilitated by a trained OJT trainer or preceptor, a supervisor or an experienced co-worker. Structured OJT follows a planned curriculum with learning objectives, learning guides and competency-based assessment. Several OJT experiences are noteworthy:

- In **Ethiopia**, the IntraHealth-led Hareg Project is using a structured OJT approach to train facility teams in comprehensive VCT and PMTCT service skills. Concurrent with other activities to prepare the facilities to offer VCT and PMTCT services, the OJT program includes the following components:
 - A structured, competency-based OJT curriculum
 - A centralized training of OJT trainers in PMTCT and how to use the OJT curriculum
 - Pairs of trainers assigned to each PMTCT facility to conduct the OJT
 - Sensitization sessions for community stakeholders and health facility staff about PMTCT and the planned activities

- On-site OJT training of the four to eight service providers who will directly provide the VCT and PMTCT services in each facility—this includes clinical practicum sessions in the morning and small group-based sessions in the afternoon.
- Both JHPIEGO (in **Kenya** and **Zimbabwe**) and IntraHealth (in **Bangladesh**) have used a structured OJT approach facilitated by proficient health providers trained to be OJT trainers in their own service sites. These OJT courses have used trainee self-study and OJT trainer facilitation and skills coaching to implement structured competency-based curricula in family planning services, including counseling, infection prevention and FP method provision.¹
- **Clinical attachments** are another OJT approach in which an existing provider gains new skills by following a clinical preceptor or mentor in their regular practice. Clinical attachments are practical and hands-on; however, because they sometimes lack a formal structured curriculum, their effectiveness may depend on the mentor’s skills and diligence or on the characteristics of the clinical caseload. Many antiretroviral (ARV) programs use clinical attachments at a center for excellence—the Treatment Research AIDS Center (TRAC) in **Rwanda** or the Lighthouse Clinic in **Malawi**, for example.

E-learning for knowledge transfer: E-learning is an approach to facilitate learning through use of computers and communications technologies. E-mail courses can help address the need for rapid transfer of knowledge to large numbers of people at low cost and in low-resource settings. For example, JHPIEGO developed and tested a ten-week e-mail course using a listserv to provide weekly knowledge-based lessons for policy makers, program managers, service providers and trainers in the areas of HIV/AIDS primary care and family planning/reproductive health (FP/RH). Each lesson comprised a lecture, quiz and learning exercise, and the listserv allowed discussion among all the participants. The course resulted in a substantial increase in knowledge scores (average increase of more than 30%) and a very positive response to e-mail as a way to learn new information. Other examples of e-learning courses in a web-based format can be found in Appendix 5.

Blended learning for knowledge and skills. “Blended learning” combines multiple approaches to training and learning to effectively and efficiently address specific learning objectives, learner characteristics and existing resources and systems. Appendix 5 contains several examples of blended learning approaches that have been used by various countries to develop knowledge and skills. These approaches typically combine two or more of the following methods and techniques:

- | | |
|--|------------------------------------|
| - Group-based sessions | - Distributed or distance learning |
| - Self-study (using print or electronic materials) | - Mentoring |
| - Learning partners | - Peer review |
| | - Tutorials |

¹ http://www.reproline.jhu.edu/english/6read/6training/ojt/astd_ojt1.htm

- Clinical practica
- Coaching or guided practice
- Structured OJT
- Job aids/learning aids
- Facilitator consultations
- Problem-based learning
- Skills application plans/action plans

For example, because nursing colleges in **Kenya** are unable to absorb all qualified applicants, the African Medical and Research Foundation (AMREF), The Nursing Council of Kenya and Accenture (a global management consulting and technology service provider) are collaborating on a **distance learning** program, launched in September 2005, to upgrade 26,000 nurses from certificate to diploma level. Students can complete the e-learning course in one and a half years (compared with three years of coursework at a nursing college). The course consists of four **self-study e-learning** modules and a **clinical attachment** to a hospital after each self-study module, where students practice skills under the supervision of a **mentor**. The clinical attachments help to polish students' skills and bring the nurses up-to-date on new technologies to prepare them for Nursing Council of Kenya examinations at the end of the program.²

4. Tools for performance support

Tools that are typically used for supporting job performance can also be effective in supporting learning. The use of these tools for training purposes can speed up both the learning process and application of new skills on the job. Performance support tools include job aids or protocols and help lines or hotlines.

Job aids and simplified protocols. A job aid is any mechanism that cues the performer or learner on when and how to perform a task. Examples include lists, decision trees, posters, signs, wallet cards and flipbooks. According to a Quality Assurance Project summary of current research on job aid formats and the impact of the aids on health care provider job performance,³ job aids “relieve the user of the need to memorize information and can promote learning over time through repetitive use of the information, all in a cost-effective manner. This is because . . . users are not consciously attempting to learn but instead become used to doing a task until they no longer need the aid.”

During the PRIME I and PRIME II projects, IntraHealth provided assistance to the **Ghana** Ministry of Health (MOH) in developing their national reproductive health policies and standards. IntraHealth and the MOH prepared summary sheets and posters of key information and procedures, which were used as both training aids and job aids for health providers.

Help lines or hotlines. Telephone and two-way radio systems have long been used to get immediate counseling or other help in crisis situations. These systems can also be used to provide educational opportunities for workers in remote low-resource locations. For example, in the rain forest of the Upper Amazon province of **Peru**, the Enlace Hispano Americano de

² See story of Jenipher Kidaha on AMREF website: www.amref.org/index.asp?PageID=387

³ Quality Assurance Project, *The Use of Manual Job Aids by Health Care Providers: What Do We Know?* (February 2000). <http://qaproject.org/pubs/PDFs/ISSUESJA.PDF>

Salud (EHAS) program created a low-cost telecommunications system linking 40 health establishments (one urban hospital, six health centers, 33 health posts).⁴ Each site received a VHF radio transceiver, a solar system to power batteries for the transceiver, a laptop computer and a small solar lighting system. The program enabled tele-consultations between the rural health sites and the urban hospital and more efficient urgent patient referrals. This service was provided 24 hours a day, seven days a week. Additionally, EHAS developed medical training courses that were sent by e-mail, along with complementary electronic publications, for offline study by health workers.

Conclusions

Accelerating the process of learning new skills can help existing health workers address the changing health care needs in their countries. This paper summarizes and gives examples of various tools and approaches that can support health cadres in learning new skills quickly without lowering the quality of the skills or health services. Additional interventions, such as task shifting, developing and utilizing new or community-based health cadres and creating new policies that modify school entrance and prerequisite and licensing requirements are addressed in other Capacity Project documents.

⁴ See summaries of the program on <http://www.ashdenawards.org/winners/amisf> and ICTs for Health in the Amazon Forest <http://www.inasp.info/newslet/june03.html#h3>

Appendix I: African Health Training Centers and Short Courses

Organization	Course	Course Objectives	Target Audience	Link
<p>African Medical and Research Foundation (AMREF) AMREF Headquarters Langata Road P.O. Box 27691–00506 Nairobi, Kenya Tel: +254 20 6993000 Fax: +254 20 609518 www.amref.org</p>	<p>Integrated HIV/AIDS prevention care and treatment course</p> <p>Nairobi, Kenya Three weeks \$720 (US)</p> <p>AMREF also provides distance learning courses, although they do not currently offer one in HIV/AIDS skills</p>	<p>By the end of this course, participants should demonstrate knowledge, skills and attitudes requisite to provision of comprehensive care for people living with HIV/AIDS (PLWHAs), including counseling and testing, preventive therapies, diagnosis and treatment of opportunistic infections, rational use of antiretroviral agents, care of children and women infected with HIV/AIDS and some programmatic issues in HIV/AIDS care</p>	<p>A multidisciplinary team of health care workers who provide comprehensive care for HIV-infected persons. These may include doctors, nurses, counselors, pharmacists, clinical officers, laboratory technicians, community health workers and others</p>	<p>http://www.amref.org/index.asp?PageID=340</p>
<p>Centre for African Family Studies (CAFS) Pamstech House Woodvale Grove Westlands P.O. Box 60054–00200 Nairobi, Kenya Tel: +254 20 4448618 Fax: +254 20 4448621 E-mail: info@cafs.org http://www.cafs.org</p>	<p>1. Managing HIV/AIDS Programs at the Workplace</p> <p>Two weeks Nairobi, Kenya \$2,000 (US)</p> <p>2. Managing HIV/AIDS Home-based Care Programs</p> <p>Three weeks Nairobi, Kenya \$2,800 (US)</p> <p>3. Transformational Leadership in Reproductive Health and HIV/AIDS</p> <p>Five days Nairobi, Kenya \$1,200 (US) <i>See course catalogue for</i></p>	<p>1. To equip participants with skills to design, develop, implement and manage HIV/AIDS workplace programs with interventions, including policies, prevention activities, treatment, care and support services to meet the needs of workers</p> <p>2. To develop hands-on skills for designing, managing, implementing and evaluating effective home-based care programs to meet the emerging needs of people infected and affected by HIV/AIDS</p> <p>3. To ensure the development of comprehensive leadership competencies through exposure to state-of-the-art development, approaches and</p>	<p>1. Managers from private, public and civil society organizations that either desire to initiate or strengthen their organizational response to HIV/AIDS in the workplace</p> <p>2. Program officers and managers working in the field of HIV/AIDS in various sectors, including ministries of health, HIV/AIDS NGOs and CBOs, reproductive health organizations, civil society and for-profit organizations</p>	<p>http://www.cafs.org/2005CourseCatalogue.pdf</p>

Organization	Course	Course Objectives	Target Audience	Link
	<i>other courses</i>	schools of thoughts and through sharing of experiences and lessons learned	3. Senior program managers and chief executives of governments and NGOs involved in reproductive health, HIV/AIDS and related health sectors	
All Africa Leprosy, Tuberculosis and Rehabilitation Training Centre (ALERT) Training Division P.O. Box 165 Addis Ababa, Ethiopia Tel.: +251 1 717190/ +251 1 717189 Fax: +251 1 211351 leprosytb@telecom.net.et	Strategy for HIV/AIDS patient management One week Addis Ababa, Ethiopia	To support and facilitate proper management and scale-up of antiretroviral therapy (ART) to PLWHAs. The course deals with indications for ART, monitoring and assessing therapeutic effects with first- or second-line regimens, treatment for TB and other HIV-related conditions, etc.	Health workers managing HIV/AIDS patients	http://www.telecom.net.et/~tdalert/training.htm
Regional AIDS Training Network (RATN) P.O. Box 16035–00100 Nairobi, Kenya Tel: +254 20 571016 +254 20 572201 +254 20 572235 +254 20 572129 Fax: +254 20 572270 ratn@ratn.org P.O. Box 8921 Dar es Salaam, Tanzania Tel: +255 (0)22 244 32 05 +255 (0)22 244 34 50 Fax: +255 (0)22 244 32 44 info@tgnp.co.tz http://www.ratn.org	1. Antiretroviral Therapy: A Course for Counselors Kampala, Uganda Two weeks \$1,100 (US) 2. Community Care of HIV/AIDS Mutare, Zimbabwe Three weeks \$1,500 (US) 3. HIV/AIDS Management Chikanakata, Zambia Three weeks \$1,500 (US) 4. Imparting Training Skills to Community-based Workers in HIV/AIDS Education,	1. Use of ARVs and skills for counseling people or clients about ARVs and how to effectively use them 2. Community care, youth peer education and monitoring and evaluation 3. Identify HIV/AIDS care models and workable strategies that enhance family coping abilities and educate caregivers and develop skills in health education and communication of AIDS prevention to enhance behavior change 4. Training skills, mobilization of communities to respond to HIV/AIDS and build community-based AIDS programs, train workers to	Counselors and trainers who are involved in HIV/AIDS care and training	http://www.ratn.org/course1.htm#commu

Organization	Course	Course Objectives	Target Audience	Link
	<p>Care and Prevention Kampala, Uganda Three weeks \$2,400 (US)</p> <p>5. A Systemic Approach to HIV/AIDS Counseling Harare, Zimbabwe Four weeks \$2,000 (US)</p> <p>6. AIDS Counseling: Current Challenges Nairobi, Kenya Four weeks \$1,780 (US)</p>	<p>support and supervise community volunteers</p> <p>5. Develop counseling skills for individuals, families and other social groups infected or affected by HIV/AIDS</p> <p>6. Definition of counseling; education and counseling; counseling as a therapeutic intervention; self-image, self-esteem, body image and ideal self; model of the self-concept in relation to HIV-positive people and its evaluation</p>		
<p>Reproductive Health Research Unit Department of Obstetrics and Gynaecology S Makhafola, Clinical HIV Management Course Chris Hani Baragwanth Hospital P.O. Box Bertsham, 2013 Johannesburg, South Africa Tel: +27 (0)11 726 7037/8/9 Fax: +27 (0)11 720 0125 s.makhafola@rhrujhb.co.za</p>	<p>Clinical HIV Management Johannesburg, South Africa Two weeks \$910 (US)</p>	<p>Skills to clinically manage the HIV/AIDS epidemic the African continent is facing. A principal aim is to provide the course contents in a user-friendly format to regions where no teaching facilities are available</p>	<p>Doctors within the Southern African region</p>	<p>http://www.rhrh.co.za/site/HIVmanagementCourse.htm</p>
<p>The Mountain-Plains AIDS Education and Training Center (MPAETC) 4200 East 9th Avenue, A089 Denver, CO 80262 Tel: (303) 315-2516 Fax: (303) 315-2514</p>	<p>The HIV/AIDS Clinical Training Program Denver, CO Three days</p>	<p>To improve practitioners' abilities to provide ongoing care to their HIV-infected patients and increase the number of practitioners working with HIV-infected persons throughout the Rocky Mountain region (Although a U.S.-based course,</p>	<p>Health practitioners</p>	<p>http://www.mpaetc.org/pages/training.asp</p>

Organization	Course	Course Objectives	Target Audience	Link
		this may offer some insight on curricula)		
University of Pretoria CEatUP, Pretoria, South Africa +27 (012) 420 5015 webmaster.ce@up.ac.za	1. Comprehensive HIV/AIDS Training 2. HIV/AIDS Counseling and Management	Empowers counselors with the knowledge and skills needed to intervene in the challenging field of HIV/AIDS. Delegates gain insight into various aspects, such as the basic facts concerning HIV/AIDS; pre- and post-test counseling; living positively with HIV; managing HIV/AIDS in the workplace; counseling those infected and affected in the long term; caring for the caregiver; psychosocial and ethical issues; and terminal care and bereavement counseling	1. Health professionals and health care workers 2. Social workers, psychologists, EAP practitioners, nurses	http://scarlacc.up.ac.za/CEatUP/default.aspx
African Centre for HIV/AIDS Management, Stellenbosch University http://www.aidscentre.sun.ac.za/	Post-Graduate Diploma in the Management of HIV/AIDS	Formulate an HIV/AIDS policy at work that is cost-effective and evidence-based, taking due account of the legal, ethical, social, economic and health issues Influence and facilitate strategic and business planning, manage productivity and carry out performance assessment within the HIV/AIDS context Develop a comprehensive HIV/AIDS prevention and continuum of care program Implement legislation and policies affecting HIV/AIDS at work Facilitate community support and community actions Conduct labor planning for a future in which HIV/AIDS is prevalent Monitor and assess HIV/AIDS prevention and care programs Assess the impact of HIV/AIDS	The entry requirements for the diploma are (i) Any bachelor's degree or National Higher Diploma or equivalent (ii) Appropriate managerial experience (iii) Computer, internet and e-mail skills	http://www.aidscentre.sun.ac.za/diploma.html

Organization	Course	Course Objectives	Target Audience	Link
		in the workplace; and carry out a research project on HIV/AIDS in the workplace		
Makerere University P.O. Box 7062 Kampala, Uganda Tel: +256 41 532631-4/540436	AIDS Training Program			
Regional Centre for Quality of Health Care (RCQHC) Institute of Public Health Makerere University P.O. Box 29140 Kampala, Uganda Tel: +256 (0) 41 530888 +256 (0) 41 533768 Fax: +256 (0) 41 530876 Mobile: +256 (0) 77 200680 Email: mail@rcqhc.org	Improving Quality of Care: HIV/AIDS Update	Enhance capacity-building and expand the use of lessons learned from better practices; the Centre offers a series of short-term courses and a Graduate Diploma course in Quality of Health Care through Makerere University		
The Eastern and Southern African Management Institute (ESAMI) P.O. Box 3030 Arusha, Tanzania Tel.: +255 27 2508384/5/7/8 Fax: +255 27 2508285 esamihq@esamihq.ac.tz , mbd@esamihq.ac.tz www.esami.africa-org	ESAMI/ARCAN Management and Administration of HIV/AIDS Projects	Explain general and technical issues in HIV/AIDS programs Assist participants in formulating HIV/AIDS projects Describe the role of information management in HIV/AIDS Share national and regional experiences in the management of HIV/AIDS programs Upgrade skills in the prevention, treatment, care and support of HIV/AIDS patients	People involved in the management and administration of HIV/AIDS projects and health programs, including project managers, coordinators of donor projects, planning officers and medical personnel managing health care programs	http://www.esami-africa.org/content.asp?subcontentid=206&contentid=36&categoryid=3&image=&mytitle=ESAMI%2FARCAN+Management+and+Administration+of+HIV%2FAIDS+Projects

Appendix 2: Sample Curricula in HIV/AIDS

Publisher	Title	Country Relevance	Link
Family Health International	<p>HIV Voluntary Counseling and Testing: Skills Training Curriculum: Facilitators Manual</p> <p>HIV Voluntary Counseling and Testing: Skills Training Curriculum: Participants Manual</p>	General	<p>http://www.fhi.org/NR/rdonlyres/esaykh67z7kitivgipm6kmm4guku6b3o73kf4rrmehlkvzckyo7tw3cyk2a5tiniguuwutu25lrbnna/VCTFaciliatatorsGuide1.pdf</p> <p>http://www.fhi.org/NR/rdonlyres/e6hgusprlxcn4ztimwc7b653uzutlpijclbc3dirspupup4ueo7quzn7qeqq5lqv7iwso3wllf6tp/VCTParticipantsManual.pdf</p>
Family Health International	<p>Trainer's Manual: HIV/AIDS Counseling: Supervision and Training</p> <p>Participants Manual: HIV/AIDS Counseling, Supervision and Training</p>	General	<p>http://www.fhi.org/NR/rdonlyres/eanavapskhviidx5y4w3lhxpuz7u4o7xi6ksnk2xuah45mguu2zodygroc7vpxlpz64yo7bx6fksb/FHIVCTTrainerManualFINAL.pdf</p> <p>http://www.fhi.org/NR/rdonlyres/eanavapskhviidx5y4w3lhxpuz7u4o7xi6ksnk2xuah45mguu2zodygroc7vpxlpz64yo7bx6fksb/FHIVCTTrainerManualFINAL.pdf</p>
JHPIEGO	<p>Counseling and Testing for HIV Reference Manual Course Handbook for Participants Course Notebook for Trainers Counseling and Testing Protocol Booklet</p> <p>Care of Women with HIV Living in Limited Resource Settings</p>	General	<p>http://www.jhpiego.net/scripts/pubs/category_detail.asp?category_id=31</p>
I-Tech and Tambaram Sanitorium	<p>HIV Basics Course for Nurses Facilitator's Guide Participant's Handbook Slides</p>	India	<p>http://www.go2itech.org/itech?page=co-05-01</p>
WHO	Testing and Counseling Toolkit	General	<p>http://who.arvkit.net/tc/en/index.jsp</p>
WHO and HHS/CDC	Prevention of Mother-to-Child Transmission of HIV (PMTCT) Generic Training Package	General	<p>http://www.cdc.gov/nchstp/od/gap/pmtct/curriculum.htm</p>

Appendix 3: Training Resource Databases and Gateways

Database	Link
AETC: AIDS Education and Training Centers National Resource Center	http://www.aidsetc.org/
AIDS Alliance: publications and resources	http://www.aidsalliance.org/sw5439.asp
Capacity Project: Health Worker Training and Education: Selected Resources	http://www.capacityproject.org/edresources/
CDC: Centers for Disease Control and Prevention	http://www.cdc.gov/
Development Gateway	http://www.developmentgateway.org/
I-Tech: HIV/AIDS Curricula, Manuals, Training Tools	http://www.go2itech.org/itech?page=db-01-00&rt=101&type=rt&bkto=db-00-00&bktopost=1&p-name=rt&p-value=101
I-Tech: Clinical decision-support tools	http://www.go2itech.org/itech?page=db-01-00&rt=205&type=rt&bkto=db-00-00&bktopost=1&p-name=rt&p-value=205
Reproductive Health Gateway	http://www.rhgateway.org/
USAID DEC: USAID Development Experience Clearinghouse	http://dec.usaid.gov/

Appendix 4: Manuals and Tools for Course Design and Curriculum Development

Manual/Tool	Link
<i>Effective Teaching: A Guide for Educating Healthcare Providers</i> JHPIEGO (2005)	http://www.jhpiego.com/resources/pubs/effteach/EffTeach_man.pdf
<i>Effective Training in Reproductive Health: Course Design and Delivery Reference Manual</i> <i>Trainer's Manual</i> Ipas (2003)	http://www.ipas.org/publications/en/Effective_Trainers/EFFTRAIN_E03_en.pdf http://www.ipas.org/publications/en/EFFTRAIN_E03_en.pdf
<i>Performance Learning Methodology</i> PRIME II/IntraHealth (2004)	http://www.prime2.org/prime2/section/69.html
<i>Pre-service Implementation Guide: A Process for Strengthening Pre-service Education</i> JHPIEGO (2002)	http://www.jhpiego.com/resources/pubs/psguide/psimpgden.pdf
<i>Training Works! What you need to know about managing, designing, delivering and evaluating group-based training</i> JHPIEGO, IntraHealth International, Training Resource Group, Family Health International and Population Leadership Program/Public Health Institute, USAID/W (2003)	http://www.reproline.jhu.edu/English/6read/6training/Tngworks/index.htm
<i>Transfer of Learning: A Guide for Strengthening the Performance of Health Care Workers</i> PRIME II Project IntraHealth International and JHPIEGO (2002)	http://www.prime2.org/prime2/section/70.html

Appendix 5: Sample Alternative Learning Approaches

Approach	Source	Link
Structured OJT	ReproLine Reading Room	Reading Room: Structured On-the-Job Training - Innovations in International Health Training
E-Learning Course	EngenderHealth	http://www.engenderhealth.org/res/onc/index.html
E-Learning Course	USAID Global Health Learning	USAID Global Health E-Learning Center Login
E-Learning Course	Management Sciences for Health (MSH)	Management Sciences for Health - Resources - E-Learning - Featured Products
Distance Learning Course	AMREF	AMREF - Info centre - E-Learning opens new doors for Jenipher
Blended Learning Tanzania: Health attendants training	PRIME PAGES	http://www.prime2.org/prime2/pdf/2ESA_300.pdf
Blended Learning Ghana: GRMA self-directed learning	PRIME PAGES	http://www.prime2.org/prime2/pdf/6WCNA_300.pdf http://www.prime2.org/prime2/pdf/RR_2002_Ghana_RTL_300.pdf
Blended Learning MOH self-paced learning for safe motherhood	PRIME PAGES	http://www.prime2.org/prime2/pdf/7WCNA_300.pdf
Blended Learning Armenia: MOH blended learning for maternal and newborn health	PRIME PAGES	http://www.prime2.org/prime2/pdf/1EEA_300.pdf
Blended Learning Benin: Training pharmacists	PRIME PAGES	http://www.prime2.org/prime2/pdf/4WCNA_300.pdf
Blended Learning Benin: Testing national FH protocols	PRIME PAGES	http://www.prime2.org/prime2/pdf/RR_2002_Benin_RTL_300.pdf

The Capacity Project is an innovative global initiative to strengthen human resources for health funded by the United States Agency for International Development (USAID). The Capacity Project applies proven and promising approaches to improve the quality and use of priority health care services in developing countries by:

- Improving workforce planning and policy making
- Developing better education and training programs for the workforce
- Strengthening systems to support workforce performance.

The Capacity Project Partnership



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*Supporting Existing Health Cadres in Learning New Skills:
Tools and Approaches*