Evidence-Based Planning for Sustainability of Government Reproductive Health Services

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Purpose

This training manual is designed to be used to prepare local government health teams to use evidence-based methods to develop long-term plans to strengthen their Reproductive Health (RH) programs. It is designed to actively involve participants in the learning process. Sessions include discussions, mini-lectures, group exercises to stimulate skills development, and role plays. This training manual adds two new dimensions to the plethora of materials detailing how local governments can improve how they plan their RH programs:

- An insistence on the systematic use of local and national data, statistics, and policies to develop an appropriate response; and
- A recognition that local governments in most countries develop plans in the context of competing priorities for a limited budget, so plans are only as good as the local government health department’s ability to defend them.

A full set of trainer resources, participant exercises, participant handouts, training evaluation tools, and a major references section are included in the manual. PowerPoint slides can be downloaded at http://www.pathfind.org/icb.

Suggestions for Use

- The manual provides flexibility in planning, conducting, and evaluating the training course.
- The manual includes a suggested training schedule, but this can be reformulated based on results from the training needs assessments.
- The manual can be adapted for different countries, different levels of local government (district, region, or province), and for health programs other than RH (e.g., HIV/AIDS, maternal, newborn and child health, etc.). Examples used throughout the manual can be changed based on local statistics, governmental practices, socio-economic background, and local health issues.
- The manual can also be lengthened or shortened depending on the level of training and expertise of participants.
- To foster changes in behaviour, the manual targets participants’ knowledge, attitudes, and skills. General and specific objectives are presented in terms of achievable changes in these three areas.
- Training references and resource materials for trainers and participants are identified.
- The module is arranged in the following manner:
  1. Session guides detail information about learning objectives, training methodology, suggested duration of the session, materials needed, preparation prior to the session, and procedure notes. The procedure notes will indicate which handouts, tools, and processes
need to be used at each stage of the training.

2. Handouts are numbered sequentially. All handouts are linked to a specific session; for example, Handout 1 will refer to the handout in Session 1 (Introduction to the Workshop). Handout 5 will refer to the handout in Session 5 (Organizational Self Assessment).

3. Exercises are also numbered sequentially and correspond to particular sessions. For example, Exercise 2.2 (Mapping the Planning Process) refers to the second exercise in Session 2 of the module.

4. Appendices contain materials such as the list of references and the workshop evaluation that trainers may use if needed.

To ensure appropriate application of learning from the classroom setting to management practice, each participating local government health team will be asked to develop an action plan describing how they will integrate the principles, tools, and processes of this training into their everyday work. Because of time limitations, local government health teams attending this training will not leave with a fully developed evidence-based plan at the end of the training. Follow-up within a few weeks of training is imperative to ensure that gains made during the training do not go to waste. Based on previous experience, Pathfinder encourages the organization conducting the training to institute a multi-year, on-site coaching, mentoring, and follow-up support program to ensure that the training results in improved planning practices.

**Required Resource Materials for Facilitators**

The trainers should make sure that the following materials are available for participants.

- Projector, if using PowerPoint presentations
- Overhead projector, if using transparencies
- Screen for presentations
- Flipchart stand
- Flipcharts
- Pens, notepads, pencils
- Photocopies of all handouts and exercises (one for each participant, and one for each facilitator). These should have punched holes to make it easy for participants to file.
- Ring-binders for each participant (to file handouts, exercises, and notes)
- Paper punch
- Staplers
- Marker pens
- Printed and signed Certificates of Participation for each participant.
- Reference materials for the environmental scan. While participants should be asked to bring statistics relevant to their government administrative unit, the facilitators of this process should also try to bring reference documents to the training for participants to use during the
environmental scanning process. Examples include:

- Relevant national health statistics;
- National, regional, or district survey results relevant to the issue for which evidence-based plans are being developed;
- Demographic Health Survey (DHS) reports;
- National census information;
- National health policies or strategies, e.g., the National Family Planning and RH Policy, or the National Adolescent RH Policy;
- Other relevant government policies and strategies, e.g., poverty eradication policies, government decentralization, etc.;
- Ministerial decrees;
- Published research papers, articles, and other documents that document evidence-based programs; and
- If possible, trainers/facilitators should try to familiarize themselves with these documents since they will significantly inform the choice of strategies, objectives, and activities.

**Notes on Participants**

Participants for this training should include:

- The head of the local government health team;
- Senior members of the local government health team, including the people responsible for oversight of RH programs;
- The local government planning officer (important in allocating and defending budgets); and
- A local government human resource or personnel officer (important in defending increases in number of health professionals responsible for provision of RH services).

Since the training depends on the use of evidence for long-term planning purposes, to a large extent its success depends on the quality of the information the participants bring to the workshop. In the invitation, the organization conducting the training should ask participants to bring the following materials to the workshop:

- Client statistics from health facility reports in the local government area;
- Mystery client interviews;
- Aggregated health and population statistics (if collected) for the local government area for the past 12 months;
- Health policies, including local by-laws and guidelines;
- RH plans from the previous year; and
- Budgets and budget ceilings.
Dos and Don’ts of Training

The following “dos and don’ts” should ALWAYS be kept in mind by the trainer during any learning session.

DOS

✦ Do maintain good eye contact.
✦ Do prepare in advance.
✦ Do involve participants.
✦ Do use visual aids.
✦ Do speak clearly.
✦ Do speak loudly enough.
✦ Do encourage questions.
✦ Do recap at the end of each session.
✦ Do bridge one topic to the next.
✦ Do encourage participation.
✦ Do write clearly and boldly.
✦ Do summarize.
✦ Do use logical sequencing of topics.
✦ Do use good time management.
✦ Do K.I.S. (Keep It Simple).
✦ Do give feedback.
✦ Do position visuals so everyone can see them.
✦ Do avoid distracting mannerisms and distractions in the room.
✦ Do be aware of the participants’ body language.
✦ Do keep the group on focused on the task.
✦ Do provide clear instructions.
✦ Do check to see if your instructions are understood.
✦ Do evaluate as you go.
✦ Do be patient.

DON’TS

✦ Don’t talk to the flip chart.
✦ Don’t block the visual aids.
✦ Don’t stand in one spot—move around the room.
✦ Don’t ignore the participants’ comments and feedback (verbal and nonverbal).
✦ Don’t read from the curriculum.
✦ Don’t shout at participants.
Session One
Introduction to the Workshop

Purpose
In this session the trainer will:

➤ Introduce learning objectives and set the stage for the workshop.

Learning Objectives
By the end of the session, participants will be able to

➤ Identify the learning objectives of the workshop,
➤ Introduce participants and trainers, and
➤ Establish group norms for workshop conduct

Methodology
Presentation, ice-breaker, and discussion

Suggested Time
105 minutes

Materials
Handout 1: Workshop Objectives, Outcomes, and Schedule

Preparation
➤ Prepare a PowerPoint slide or a flipchart with the following questions to help participants to get to know each other better:
    ➤ If you had another chance in life, what would you be doing? What would your profession be?
    ➤ If you could make a movie, what would the theme of the movie be?
➤ Prepare a PowerPoint slide or flipchart listing the workshop’s learning objectives and the outcomes as cited in the table on Handout 1.
➤ Make copies of Handout 1 for each participant.
Introduction to the Workshop

**Procedure**

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<th>PROCESS</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Open the workshop with a welcome by the organizers and a speech by a guest of honor (if appropriate), following local customs.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Follow this with a formal welcome from the facilitators.</td>
<td>5 minutes</td>
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<tr>
<td>Introduction Exercise</td>
<td>15 minutes</td>
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<tr>
<td>Turn the flipchart or the PowerPoint to the slide with the introduction exercise questions. Ask participants to share their responses with one other participant (someone that they know the least in the room).</td>
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</tr>
<tr>
<td>a. If you had another chance in life, what would you be doing? What would your profession be?</td>
<td></td>
</tr>
<tr>
<td>b. If you could make a movie, what would the theme of the movie be?</td>
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<tr>
<td>Tell them that each participant will introduce their partner in plenary including their name, their life choices, and the theme of the movie they would make.</td>
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<tr>
<td>Convene participants back into plenary and ask them to introduce each other.</td>
<td>20 minutes</td>
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<tr>
<td>Once they are done, introduce the facilitators.</td>
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<tr>
<td>Talk about the workshop objectives, expected outcomes, and workshop schedule in plenary. These are all listed in Handout 1, which should also be shared with participants at this stage.</td>
<td>15 minutes</td>
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**Workshop Objective**

To build the capacity of district/region/province health teams to systematically analyze internal and external variables, prioritize resources, and develop evidence-based plans for Reproductive Health (RH) programming.

**Expected Outcome**

Enhanced capacity of district/region/province health teams to develop
evidence-based plans to improve and sustain quality RH services.

**Work Week Schedule**

Review the schedule. Tell the participants that the schedule is a roadmap and may change based on what emerges from the discussions on the previous days and the participants’ learning pace. Nevertheless, the overall design will be guided by the objectives, expectations, and participants’ questions.

- Take the group through an exercise to uncover and articulate the ground rules that will be required to ensure the group’s satisfaction throughout the retreat.

  The ground rules established at this stage should include timeliness, active participation, restricted use of cell phones, and other rules identified by the group.

  Write the ground rules on flipchart papers and when done, display the flipcharts in a prominent place in the workshop room. Leave the ground rules up for the rest of the workshop and make reference to them when needed.

- Review logistical or housekeeping issues including accommodations, meals, time management, tea/coffee and lunch breaks, per diems, etc.

15 minutes

5 minutes
Session Two
Introduction to Planning

Purpose
In this session the trainer will:
- Review the current planning/budgeting process for district/region/province health teams;
- Introduce various plans, strategic planning processes, and appropriate terminology; and
- Introduce a scenario for practicing the steps of the planning process.

Learning Objectives
By the end of the session, participants will be able to
- Identify different kinds of plans and the purpose of and differences between each,
- Explain why planning is crucial,
- Explain why it is necessary to plan the planning process, and
- Describe the scenario (e.g., developing and defending the annual or midterm plan for reproductive health programming) and explain why and how it will be used.

Methodology
Presentation, group exercises, plenary presentations, and discussions

Suggested Time
90 minutes

Materials and Handouts
Handout 2: Introduction to Planning
Exercise 2.1: Identifying and Categorizing Plans
Exercise 2.2: Mapping the Planning Process

Preparation
- Prepare a PowerPoint presentation or a flipchart with the following discussion questions:
  - What are the different kinds of plans that are used?
  - What are the differences between each?
  - When do you use certain kinds of plans?
  - Why do we plan?
What is a planning process?
Why and how do we manage the planning process?
Prepare PowerPoint slides or flipcharts to explain the exercises.
Prepare additional slides summarizing the key points made in Handout 2.
Print copies of Handout 2, Exercise 2.1, and Exercise 2.2 for all participants.
Get blank cards measuring 3” x 5,” 5 per participant, plus some extra.
# Introduction to Planning Procedure

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<td>Start this session by sharing the session objectives. Tell the participants that you will focus on definitions and understanding of the planning process in this session. Explain that they will participate in two exercises to help them identify and categorize plans and map the planning process.</td>
<td>5 minutes</td>
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<td>Exercise 2.1</td>
<td>15 minutes</td>
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<td>Hand out the instructions for Exercise 2.1, five blank 3” x 5” cards, and a pen to each participant. Ask each participant to list as many types of planning processes that they can think of in five minutes. Remind them to use one card for each type of plan. Ask participants to come up individually and put up their cards on the wall. Ask participants to group the same kinds of plans together. Reconcvene participants in plenary and jointly discuss the following questions based on the kinds of plans identified in the exercise:</td>
<td></td>
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<tr>
<td>- What are the different types of plans that are used?</td>
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<tr>
<td>- What are the differences between each?</td>
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</tr>
<tr>
<td>- When do you use certain kinds of plans?</td>
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<tr>
<td>- Why do we plan?</td>
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<tr>
<td>Present the slides summarizing the different types of plans, their purpose, and the benefits of planning. Do not make any presentations on the planning process yet.</td>
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<tr>
<td>Exercise 2.2</td>
<td>40 minutes</td>
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<tr>
<td>Divide participants into groups of people who come from the same district/region/province and ask them to go through Exercise 2.2. In your groups, please list the steps that are involved in the annual or midterm planning process.</td>
<td>(20 minutes group work, 20 minutes presentations)</td>
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Prepare a visual representation of the annual planning process on a flipchart. You will be required to present the planning process to other participants.

Remind them that they have only five minutes to present their diagram in plenary.

After all the groups have presented, ask questions for clarification.

Finally, give a brief presentation on the planning process, outlining the issues and the planning process diagram in Handout 2. Make sure that you draw on parallels between what has been detailed in the presentation and the planning process diagrams developed by the participants.

During your explanation, emphasize that the rest of the training will focus on each of the steps identified in the planning process diagram.

Discuss the presentation and respond to participant questions.

Close this session by telling participants that for the rest of the training, they will be developing the district/regional/provincial five-year plan for RH services, which should compliment the National Family Planning and RH Services Strategy (or similar document).
Session Three
Environmental Scan

Purpose
In this session, the trainer will:
- Introduce the concept and process of an environmental scan as an integral part of the planning process,
- Outline the various components included in an environmental scan,
- Highlight how this information is used in the planning process, and
- Complete an environmental scan exercise.

Learning Objectives
By the end of the session, participants will be able to:
- Identify the key areas covered in an environmental scan;
- Explain why an environmental scan is integral to the planning process; and
- Build an environmental scan template to use as a basis for the development of a five-year local or regional government RH plan, which aims to improve and sustain quality RH services.

Methodology
Presentation, group exercises, plenary presentations, and discussions

Suggested Time
195 minutes

Materials and Handouts
Handout 3: Environmental Scan
Exercise 3.1: Modifying an Environmental Scan Template
Exercise 3.2: Conducting an Environmental Scan

Preparation
- Prepare a PowerPoint presentation or a flipchart with the following discussion questions:
  - What is an environmental scan? What is its purpose?
  - What are the benefits of conducting an environmental scan?
  - How is the environmental scan linked to the planning process?
  - What are the key components in an environmental scan?
How do you design an environmental scan?
How or when do you use the data gathered from an environmental scan?
Prepare PowerPoint slides or flipcharts to explain the exercises 3.1 and 3.2.
Prepare additional slides summarizing the key points made in Handout 3.
Modify the template in Exercise 3.2 if the group being trained is gathering information on a subject other than RH service delivery, such as HIV/AIDS prevention, care, and treatment services.
Print copies of Handout 3, and Exercise 3.1 and 3.2 for all participants.
Share the session objectives with the participants. Tell them that in this session, they will deepen their understanding of the first step of the planning process: environmental scanning. They will go through two exercises to help them understand how to conduct an environmental scan and the kind of information that needs to be collected.

In plenary, ask the participants the following questions (one at a time):

- What is an environmental scan? What is its purpose?
  Discuss and share slides summarizing the definition and purpose included in Handout 3.

- What are the benefits of conducting an environmental scan?
  Discuss and share slides summarizing the benefits included in Handout 3.

- How is the environmental scan linked to the planning process?
  Discuss and share slides summarizing the link to the planning process included in Handout 3.

- What are the key components of an environmental scan?
  Discuss and share slides summarizing the key components of an environmental scan.

- How do you design an environmental scan?
  Discuss and share slides summarizing how to design an environmental scan.

- How and when do you use the data gathered from an environmental scan?
  Discuss and share slides summarizing how to report findings from an environmental scan.

Exercise 3.1
Divide participants into their administrative groups, e.g., members of a Provincial Health Team, or members of a Regional Health Bureau,
or members of a Council Health Management Team. Hand out Exercise 3.1 to each participant.

Tell participants that each group will modify an environmental scan template. Tell them that the template included in the exercise suggests issues for consideration when conducting an environmental scan to support the development of a five-year plan for RH services supporting implementation of the National Strategy on RH.

State that the questions listed in the template are by no means exhaustive and are meant to serve as a guide for stimulating discussion and further developing an environmental scan which responds to the planning needs of their health setting.

Share the instructions for the exercise in plenary, using the appropriate slide or flipchart.

When they are done, ask each group to pair with another group to share their changes, subtractions, and new questions.

Once all the groups have modified their environmental scan template and shared it with one other group for feedback, bring them back into plenary. Ask them the following questions:

- What was confirmed for you about the kind of data you need to collect when doing evidence-based planning?
- What was new for you?
- What kind of information did your group recommend be added or changed in the environmental scan template?
- How do you anticipate using this tool in your own teams?

Exercise 3.2
Distribute the instructions for Exercise 3.2. Participants have a total of 60 minutes to complete this exercise.

In their work groups, ask them to draw on the documentation that they were asked to bring with them: relevant national and local health statistics, survey results (e.g., DHS reports), health policies, poverty eradication policies, and ministerial decrees. Tell them to also draw...
on the supplementary documents that the training team has brought to the training. (35 minutes)

Ask participants to write down all the information they do not currently have and need to collect. (10 minutes)

When they have finished, ask them to spend 15 minutes answering the following questions:

- What opportunities are there in the external environment that they can leverage or take advantage of to maximize the effectiveness of their RH program?
- What threats are there in the external environment that could derail their program?

Tell the participants that each group will have 10 minutes to present all three parts of this exercise: (a) the results of the scan, (b) the data challenges, and (c) the opportunities and threats.

Once all the groups have presented, ask participants if they have any questions that they would like addressed about the contents of this session.

Address all the questions that you feel you are able to answer.

On a flipchart, record all the questions that you are unable to address immediately. Tell participants that you will try to address these questions during the workshop.
Session Four
Stakeholder Analysis

Purpose
In this session the trainer will:

- Describe how to conduct a stakeholder analysis and explain its importance.

Learning Objectives
By the end of the session, participants will be able to

- Make a list and map out key stakeholders;
- Identify the benefits, concerns, interests, and expectations of these stakeholders in relation to RH in the government administrative unit; and
- Propose solutions to maintain and enhance support from various stakeholders.

Methodology
Presentation, group exercises, plenary presentations, and discussions

Suggested Time
105 minutes

Materials and Handouts
Handout 4: Stakeholder Analysis
Exercise 4.1: Listing and Grouping the Stakeholders
Exercise 4.2: Stakeholder Analysis

Preparation
- Prepare a PowerPoint presentation or a series of flipcharts with a list of the following discussion questions, one question on each slide or flipchart:
  - What is a stakeholder?
  - What is stakeholder analysis?
  - What are the benefits of a stakeholder analysis?
  - How do you identify your stakeholders?
  - How can your stakeholders be grouped according to their importance and opposition/support?
  - How is a stakeholder analysis carried out?
- Prepare slides or flipcharts (included after each question) summarizing the key points made in Handout 4.
- Prepare slides or flipcharts to explain Exercises 4.1 and 4.2.
- Print copies of Handout 4, Exercise 4.1, and Exercise 4.2 for all participants.
Stakeholder Analysis
Procedure

**PROCESS**

![Share the session learning objectives with the participants. Tell them that you will introduce the concept of stakeholder analysis and that they will go through two exercises to help them understand the analysis process.](image)

![In plenary, ask the participants the following questions (one at a time). Record their responses on flipcharts.](image)

- **What is a stakeholder?**
  Discuss and share slides summarizing the definition of a stakeholder, as explained in Handout 4.

- **What is stakeholder analysis?**
  Discuss and share slides summarizing the purpose of a stakeholder analysis, as explained in Handout 4.

- **What are the benefits of a stakeholder analysis?**
  Discuss and share slides summarizing the benefits of a stakeholder analysis, as explained in Handout 4.

- **How do you identify your stakeholders?**
  Provide a brief explanation of the stakeholder mapping process, as explained in Handout 4.

- **How can your stakeholders be grouped according to their importance and opposition/support?**
  Present the Bryson matrix for interpreting stakeholders, as explained in Handout 4.

- **How is a stakeholder analysis carried out?**
  Share the two steps in stakeholder analysis and then tell the participants that they will now go through two exercises to help them better understand how to conduct stakeholder analysis.

**Exercise 4.1**

Distribute the instructions for Exercise 4.1: Listing and Grouping the Stakeholders to all participants.
In their work groups, ask them to list and group stakeholders in the matrix provided. Tell them to make as exhaustive a list as possible. Tell them to think also about people or departments within the government who may support or be antagonistic towards RH programs.

They will have 20 minutes to complete this exercise and 5 minutes each to present their findings in plenary.

Discuss their findings. Typically, participants will have difficulty in identifying people, organizations, or institutions that are antagonistic or have a problematic relationship with RH programming. Nevertheless, as a facilitator, you will need to push them to think about those who may oppose (be antagonistic toward or problematic for) the program.

**Exercise 4.2**

Distribute the instructions for Exercise 4.2: Stakeholder Analysis to all participants.

In their work groups, ask them to identify reasons why stakeholders support or oppose RH programming through an analysis of stakeholders’ benefits, concerns, interests, and expectations. Ask them to also propose solutions to maintain, enhance, or inspire stakeholder support.

Tell them that they will have 30 minutes for the exercise and 5 minutes per group to present their discussions in plenary.

Discuss their findings and seek to deepen their understanding of stakeholder analysis. Tell them that normally stakeholder analyses take two to three days to complete. Usually, the group responsible for planning can assign one or two people to conduct the main exercise. Their findings can then be shared and fine-tuned in the full planning group.
Session Five

Organizational Self Assessment

Purpose
In this session the trainer will:

- Introduce the organizational self assessment process as an integral part of the planning process;
- Introduce the modified Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis;
- Highlight the importance of conducting an internal self assessment and how this information is used in the planning process; and
- Instruct participants on creating and conducting a modified strengths and weaknesses analysis.

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

- Explain why an internal self assessment is integral to the planning process,
- Develop a strengths and weaknesses analysis for their department or organization, and
- Analyze the strengths and weaknesses of their RH programs to serve as a basis for developing a five-year plan for RH services.

Methodology
Presentation, group exercises, plenary presentations, and discussions

Suggested Time
275 minutes

Materials and Handouts
Handout 5: Organizational Self Assessment
Exercise 5.1: Reviewing/Revising the Modified Strengths and Weaknesses Templates
Exercise 5.2: Modified Strengths and Weaknesses Analysis

Preparation
- Prepare a PowerPoint presentation or a flipchart with the key discussion questions listed below, one question per slide or flipchart:
  - What is an organization self assessment?
  - What does SWOT stand for?
  - What are the benefits of an organizational self assessment?
How is the self assessment information linked to the planning process?

What are the key areas of analysis of a modified SWOT?

How do you conduct a self assessment?

Prepare slides or flipcharts summarizing the key points made in Handout 5 to be shown after the discussion of each question.

Prepare slides or flipcharts to explain Exercises 5.1 and 5.2.

Print copies of Handout 5, Exercise 5.1, and Exercise 5.2 for all participants.
Organizational Self Assessment

Procedure

**PROCESS**

- Share the session learning objectives with the participants.

Tell them that in this session they will increase their understanding of the third step of the evidence-based planning process: internal self-assessment through presentations, discussions, and group exercises.

- In plenary, ask the participants the following questions (one at a time). Record their responses on flipcharts.
  - What is an organizational self assessment?
    Discuss and share slides summarizing the definition of an organizational self-assessment included in Handout 5.
  - What does SWOT stand for?
    Discuss and share slides summarizing the attributes of a Strength, Weakness, Opportunity, and Threat (SWOT) framework included in Handout 5. Explain to the participants that a strength and weakness analysis focuses on the dynamics, processes, and systems inside an organization, while an opportunity and threat analysis focuses on the external environment that affects the ability of an organization to perform.
  - What are the benefits of an organizational self assessment?
    Discuss and share slides summarizing the benefits of an organizational self-assessment included in Handout 5.
  - How is the self assessment information linked to the planning process?
    Discuss and share slides summarizing the link between an organizational self-assessment and the planning process as included in Handout 5.
  - What are the key areas of analysis of a modified SWOT?
    Discuss and share slides summarizing the key areas of a modified SWOT included in Handout 5. Many participants may be familiar with SWOT analysis, so make sure you explain the modifications that have been made to a standard SWOT and the reasons why these modifications were made.
How do you conduct an organizational self assessment?

Explain that an internal self-assessment can be carried out in a number of ways, including through an anonymous questionnaire sent to key staff, a management meeting, an externally facilitated self-assessment process. What is important is that the organizational self-assessment brings together the views of a diverse group of staff. Ideally, multiple methods should be used to conduct an internal assessment and the results triangulated to ensure that the key strengths and weaknesses have been identified.

Exercise 5.1
Distribute Handout 5 and Exercise 5.1 to all participants. They have 30 minutes to complete the exercise.

Ask participants to gather in their work groups to review and revise or modify the strengths and weaknesses template included in Handout 5.

In plenary, ask participants for feedback on how they would modify the internal self-assessment tool. Do not ask for individual group presentations at this stage. Discuss their opinions and guide the participants into making good decisions about the kind of information they need to include in their analysis and what they should probably exclude.

Exercise 5.2
Distribute Exercise 5.2 to all participants. They have 90 minutes to prepare a 10 minute presentation.

Ask the participants to return to their work groups to fill out the illustrative organizational self-assessment template included in Handout 5 to the best of their ability and knowledge.

Based on this information, using the table included in Exercise 5.2, ask them to list their district/region/province’s strengths and weaknesses and to include references and support to back up each strength or weakness identified.
Make sure there is enough time in plenary for additional discussions about the organizational self-assessment process. Ask participants:

- What did they like about the tool?
- What do they anticipate being some of the difficulties of administering the tool?
- Is there anything they would change?
- What new learning or insights emerge as a result of using the tool?
- How well can this tool be used in their district/region/province?

End the session by summarizing the main learning points of the day, reiterating the learning objectives of the two sessions.
Session Six
Identifying the Desired Future

Purpose
In this session the trainer will:
✧ Identify the desired future of a health department and set objectives to move toward this goal.

Learning Objectives
By the end of the session, participants will be able to:
✧ Describe the health department’s desired future in relation to the National RH Policy/Strategy, the district/regional/provincial socio-economic development objectives, the strengths and opportunities of the health department, including achievements of supported programs and projects, and the weaknesses and threats the health department must overcome;
✧ Map out the designed future; and
✧ Identify the goals, overall objectives, and the overall targets of the RH system that will result in the designed future.

Methodology
Presentation, group exercises, plenary presentations, and discussions

Suggested Time
120 minutes

Materials and Handouts
Handout 6: Identifying the Desired Future
Exercise 6.1: Identifying a Desired Future
National Reproductive Health Strategy or Policy Document

Preparation
✧ Prepare a PowerPoint presentation or a flipchart with a list of the following discussion questions:
  ✧ What is a desired future?
  ✧ What is the purpose of identifying a desired future?
  ✧ What are the benefits of mapping your desired future?
  ✧ How is the desired future linked to the planning process?
- Prepare slides or flipcharts to explain the instructions for Exercise 6.1.
- Prepare additional slides summarizing the key points made in Handout 6.
- Make a copy of the National Reproductive Health policy for each participant.
- Print copies of Handout 6 and Exercise 6.1 for all participants.
Identifying the Desired Future
Procedure

**PROCESS**

Share the session objectives with the participants.

Tell them that in this session, they will increase their understanding of the fourth step of the planning process, identifying the desired future.

Now that the environmental scan, stakeholder analysis, and internal organizational assessment have been completed, it is time to imagine the future situation towards which they would like to work.

In plenary, ask the participants the following questions (one at a time). Record their responses on flipcharts.

- **What is a desired future?**
  Discuss and share slides summarizing the description of a desired future as explained in Handout 6.

- **What is the purpose of identifying a desired future?**
  Discuss and share slides summarizing the purpose of identifying a desired future for the health department, as explained in Handout 6.

- **What are the benefits of mapping your desired future?**
  Discuss and share slides summarizing the benefits of mapping your desired future, as explained in Handout 6.

- **How is the desired future linked to the planning process?**
  Discuss and share slides summarizing the links between the desired future and the planning process, as explained in Handout 6.

**Exercise 6.1**

Distribute Handout 6 and Exercise 6.1 to all participants. Groups have 20 minutes to complete the first part of their exercise and 45 minutes to complete the second part. Each group will have 10 minutes to present in plenary.

Provide the following instructions for Exercise 6.1, using the notes on the handout as a guide.

Ask participants to gather in their work groups.
There are two parts to this exercise, reading the national strategy or policy on RH and commenting on it, and identifying the district/region/province’s desired RH, care system, keeping in mind national strategies and policies.

After the plenary presentations, discuss the exercise with the participants.

- What was difficult for them in this exercise?
- What went well for them?
- Did they gain any new insights about the process of identifying the desired future?
- What would they do differently to improve the process of identifying the desired future?

End the session by summarizing the key points.

10 minutes
Purpose
In this session, the trainer will:
❖ Explain the process of identifying the key issues that must be considered in moving a health department from its current state to its desired state,
❖ Illustrate how this process is linked to the planning cycle, and
❖ Explain how a list of key issues can be developed.

Learning Objectives
By the end of the session, participants will be able to:
❖ Explain the purpose and importance of identifying key issues in developing the five-year plan for RH services, and
❖ Develop a list of key RH issues affecting the district/region/province to serve as a foundation for setting specific objectives of the five-year plan for RH services.

Suggested Time
75 minutes

Materials and Handouts
Handout 7: Identifying Key Issues
Exercise 7.1: Identifying Key Issues

Preparation
❖ Prepare a PowerPoint presentation or a flipchart with a list of the following discussions questions:
  ❖ What is a key issue?
  ❖ Why is it important to consider?
  ❖ How does it link to the planning cycle?
  ❖ What should organizations look for when identifying key issues?
❖ Prepare additional slides to summarize the key points made in Handout 7.
❖ Prepare slides to explain the instructions for Exercise 7.1.
❖ Print copies of Handout 7 and Exercise 7.1 for all participants.
# Identifying Key Issues

## Procedure

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share the session objectives with the participants. Tell them they will increase their understanding of the fifth step of the planning process, identifying key issues.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>In plenary, ask the participants the following questions (one at a time). Record their responses on flipcharts.</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>
| ✤ **What is a key issue?**  
Discuss and share slides summarizing the definition of a key issue as explained in Handout 7. | |
| ✤ **Why is it important to consider?**  
Discuss and share slides summarizing why it is important to identify key issues as explained in Handout 7. | |
| ✤ **How does it link to the planning cycle?**  
Discuss and share slides summarizing how key issue identification links to the planning process. | |
| ✤ **What should organizations look for when identifying key issues?**  
Discuss and share slides summarizing what organizations should look for when identifying key issues, as explained in Handout 7. | |
| **Exercise 7.1**  
Distribute Handout 7 and Exercise 7.1 and ask participants to gather in the same groups. | 55 minutes |
| Explain that they will develop a list of key issues that they need to consider in the process of developing their five-year plan for RH services. | |
| Tell them to phrase the key issues as open-ended questions (questions that do not end with yes or no answers). When issues are stated as questions they tend to open up inquiry and enable people to seek solutions; whereas when issues are put in statements they tend to get people to restate their positions, rather than seeking creative solutions. | |
| Tell participants that they have 20 minutes to complete this exercise and | |
| | |
that each group will have a 5 minute presentation in plenary.

Once the groups have presented, ask the participants if they have any questions for clarification of the issue identification process. Respond to their questions and facilitate a group discussion.
Session Eight

Identifying Expected Outcomes

Purpose
In this session the trainer will:

- Develop a common vocabulary around goals, objectives, indicators, targets, expected outcomes and activities;
- Identify and develop objectives, indicators, targets, and expected outcomes of the district/region/province’s five-year plan for RH services that meet Specific, Measurable, Action-oriented, Realistic, and Time-bound (SMART) principles;
- Demonstrate how to prioritize set objectives; and
- Illustrate how objective setting is linked to the planning cycle.

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

- Distinguish between a goal, objective, indicator, target, expected outcome, and activity;
- Develop objectives, indicators, and targets for the district/region/province five-year plan for RH services that meet SMART principles; and
- Identify expected outcomes relevant to each objective.

Suggested Time
120 minutes

Materials and Handouts
Handout 8: Setting and Prioritizing Objectives and Identifying Expected Outcomes
Exercise 8.1: Common Vocabulary
Exercise 8.2: Setting Objectives, Indicators, Targets, and Expected Outcomes

Preparation
- Prepare a PowerPoint presentation or a flipchart summarizing the definitions and key points made in Handout 8.
- Prepare slides to explain the instructions for Exercise 8.1 and 8.2.
- Print copies of Handout 8, Exercise 8.1, and Exercise 8.2.
Identifying Expected Outcomes
Procedure

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Share the session objectives with the participants.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>In this session, they will increase their understanding of the sixth step of the planning process, setting and prioritizing objectives and identifying outcomes.</td>
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<tr>
<td>After spending a fair bit of time analyzing the situation, it is now time to make some decisions. Setting objectives and identifying outcomes is the first step in the decision-making stage of the planning process and helps make the link between analysis and activity and clarify what results that the district/region/province is seeking to accomplish.</td>
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<tr>
<td>Exercise 8.1</td>
<td>35 minutes</td>
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<tr>
<td>A lot of different words are used during the planning process. These words have the potential to be confusing. Ask participants to go through Exercise 8.1 in their work groups and define the words “goal,” “objective,” “indicator,” “target,” “expected outcome,” and “activity.” They have 15 minutes to respond.</td>
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<tr>
<td>In plenary, ask for feedback on each word and then share a slide outlining the different definitions. Use the definitions in Handout 8 to guide your presentation. Spend enough time ensuring that participants understand these definitions and their differences. These terms will be used extensively in the rest of the sessions.</td>
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<td>Once the definitions have been addressed, talk about the benefits of this session, as explained in Handout 8 and its links to the planning process.</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Explain that this specific session focuses on setting objectives, identifying targets, and clarifying expected outcomes. Other sessions in the planning process will focus on the other terms introduced in this session.</td>
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</table>
Using the explanations included in Handout 8, make a presentation on how objectives are developed and how to prioritize them.

Go through this explanation very thoroughly; these are difficult concepts and learning takes time.

Make sure that you address SMART principles for developing objectives.

**Exercise 8.2**

Distribute Exercise 8.2. Participants will have 30 minutes for group work and 5 minutes per group for presentations.

Tell the participants that they will now be setting objectives, indicators, targets, and expected outcomes for their health department’s RH plans.

Tell them that they will be identifying and prioritizing five objectives for the health department.

They will identify expected outcomes and targets for one of the objectives.

Provide them with examples and clear directions on how to fill out Part 2 of the exercise.

Discuss their presentations and help each group fine tune their tables.

Make sure most participants are comfortable with the concepts and the development of objectives, targets, and expected outcomes before moving on to the next session.
Purpose
In this session, the trainer will:
- Identify the activities that must take place to accomplish the set objectives, and
- Identify assumptions and risks that may affect the accomplishment of the objectives.

Learning Objectives
By the end of the session, participants will be able to:
- Set activities in relation to the objectives, and
- Identify assumptions and risks that may affect the accomplishment of the objectives and activities.

Suggested Time
45 minutes

Materials and Handouts
Handout 9: Identifying Activities and Assumptions
Exercise 9.1: Identifying Activities and Assumptions

Preparation
- Prepare a PowerPoint presentation or a flipchart with the following questions (one per slide or flipchart):
  - What is an activity?
  - Why set activities?
  - How do activities relate to objectives?
  - How do activities relate to the implementation plan?
  - What is an assumption? Why identify assumptions for strategic plans?
- Prepare additional slides summarizing the key points made in Handout 9.
- Prepare slides to explain the instructions for Exercise 9.1.
- Print copies of Handout 9 and Exercise 9.1.
# Identifying Activities and Assumptions

## Procedure

<table>
<thead>
<tr>
<th>Process</th>
<th>Time</th>
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</table>
| Ask the participants the following questions and record their responses on a flipchart:  
- What is an activity?  
- Why do we need to set activities?  
- How do activities relate to objectives?  
- How do activities relate to the implementation plan?  
- What is an assumption? Why do we need to identify assumptions for strategic plans? | 5 minutes |
| Once the participants have shared their understanding, share the session objectives.  
Tell them that in this session, they will increase their understanding of the seventh step of the evidence-based planning process, identifying activities and assumptions.  
Give a brief lecture summarizing the key points made in Handout 9. | 15 minutes |
| **Exercise 9.1**  
Divide participants into their work groups and distribute Handout 9 and Exercise 9.1.  
Tell the participants that they will have 35 minutes to complete this part of the exercise. Ask them to select the one objective they had set targets for in Exercise 8.2 of the previous session. Based on the analysis of the external environment, organizational self assessment, and stakeholder analysis, to list the specific activities required to achieve the selected objective within the timeframe indicated.  
Ask them to identify the assumptions related to the set objective and activities.  
Ask participants to quickly present their activity tables. Help them deepen their understanding and motivate them to critique each other’s | 55 mins  
(35 mins group work, 20 mins plenary presentations) |
Tell them that in the next session they will be developing a detailed implementation plan drawing on the training today.
Session Ten
Developing the Implementation Plan

Purpose
In this session the trainer will explain how to develop an implementation plan, including Monitoring and Evaluation (M&E) activities, and a budget.

Learning Objectives
By the end of the session, participants will be able to:
✓ Identify the components of a good plan,
✓ Develop an implementation plan with M&E activities, and
✓ Prepare a budget.

Suggested Time
1 day = 390 minutes

Materials and Handouts
Handout 10: Developing the Implementation Plan
Exercise 10.1: Developing the Implementation Plan
Exercise 10.2: Preparing the Budget
Exercise 10.3: Modifying the Planning Checklist

Preparation
✓ Prepare a PowerPoint presentation or a flipchart with the following questions (one per slide or flipchart)
  ✓ What are the components of a good plan?
  ✓ What is the purpose of an implementation plan?
  ✓ What are the multiple uses of an implementation plan?
  ✓ Where does plan development fit within the planning cycle?
✓ Prepare additional slides summarizing the key points made in Handout 10.
✓ Prepare slides to explain the instructions for Exercises 10.1, 10.2, and 10.3.
✓ Print participant copies of Handout 10 and Exercises 10.1, 10.2, and 10.3.
Developing the Implementation Plan
Procedure

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Ask the participants the following questions and record their responses on a flipchart:</td>
<td>10 minutes</td>
</tr>
<tr>
<td>- What are the components of a good plan?</td>
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<tr>
<td>- What is the purpose of an implementation plan?</td>
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<tr>
<td>- What are the multiple uses of an implementation plan?</td>
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<tr>
<td>- Where does plan development fit within the planning cycle?</td>
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<tr>
<td>Once the participants have shared their understanding, share the session objectives. Tell them that in this session, they will increase their understanding of the eighth step of the evidence-based planning process, developing an implementation plan.</td>
<td>15 minutes</td>
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<tr>
<td>Give a brief lecture summarizing the key points made in Handout 10.</td>
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<tr>
<td>Exercise 10.1</td>
<td>110 minutes</td>
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<tr>
<td>Divide the participants into their work groups and distribute Handout 10 and Exercise 10.1 to all participants.</td>
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<tr>
<td>Exercise 10.1 asks the work groups to fill in the log-frame or implementation plan provided as part of the exercise.</td>
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<tr>
<td>They will notice that many of the pieces of the plan have already been developed the previous day, so their main focus today is in identifying the inputs, outputs, means of verification, agency or person responsible, and the year in which the proposed set of activities will take place.</td>
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<tr>
<td>Let them know that the budgets will be developed at a later stage. Show them where they need to fill in this information on the table provided.</td>
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<tr>
<td>When they are done, ask them to present their work in plenary. Each group will have 15 minutes to present. Encourage active participation to help each group improve the quality of its work.</td>
<td>75 minutes</td>
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</tbody>
</table>
Exercise 10.2
Distribute copies of Exercise 10.2. Tell all participants that they will now learn how to develop a budget for activities with four different assumption scenarios. They will have 60 minutes to respond and to prepare a 10 minute presentation summarizing the group’s work for Exercise 10.2.

Remind them not to forget to allocate a budget for monitoring and evaluation activities.

Reconvene the participants and ask each group to present their work on budgeting under the different scenarios. Engage them in a discussion to deepen understanding.

Exercise 10.3
Distribute copies of Exercise 10.3.

Tell participants that planning is a dynamic and time consuming process that needs to be carefully planned, managed, and monitored in and of itself. One of the ways in which this can be done is through a planning checklist. Tell participants that they have 30 minutes to carefully review the checklist and make recommendations for change.

In this exercise, participants will return to their workgroups and review the planning checklist, and make modifications, additions, or subtractions that they feel are necessary.

Give each group no more than five minutes to present what they would like to see modified, added, or subtracted from the checklist. After the presentations, engage the participants in a discussion.
Session Eleven
Defending the Plan

Purpose
In this session, the trainer will:
✦ Introduce the concept of an evidence-based argument,
✦ Introduce and review presentation skills as they relate to evidence based plans, and
✦ Introduce and review negotiation techniques for selling your plan.

Learning Objectives
By the end of the session, participants will be able to:
✦ Identify and present the key elements and important features of their plan,
✦ Develop an evidence-based argument for presenting their plan, and
✦ Respond to difficult questions.

Suggested Time
225 minutes

Materials and Handouts
Handout 11: Defending the Plan
Exercise 11.1: Challenges to Date
Exercise 11.2: Developing an Outline for Defending the Plan
Exercise 11.3: Developing an Evidence-Based Argument
Exercise 11.4: Defending a Plan Role-Play

Preparation
✦ Prepare a PowerPoint presentation or a flipchart with the following questions (one per slide or flipchart):
  ✦ What is an evidence-based argument?
  ✦ Why do you use an evidence-based argument?
  ✦ What are the key features of an evidence-based presentation?
  ✦ How to present your argument persuasively?
✦ Prepare additional slides summarizing the key points made in Handout 11.
✦ Prepare slides to explain the instructions for Exercises 11.1, 11.2, 11.3, and 11.4.
✦ Print participant copies of Handout 11 and Exercises 11.1, 11.2, 11.3, and 11.4.
Defending the Plan
Procedure

### PROCESS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Ask the participants the following questions and record their responses on a flipchart:</td>
<td>5 minutes</td>
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<tr>
<td>- What is an evidence-based argument?</td>
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<tr>
<td>- Why do you use an evidence-based argument?</td>
<td></td>
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<tr>
<td>- What are the key features of an evidence-based presentation?</td>
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<tr>
<td>- How can you present your argument persuasively?</td>
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<tr>
<td>Once the participants have shared their understanding, share the session objectives.</td>
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<tr>
<td>Tell them that in this session, they will increase their understanding of the ninth step of the evidence-based planning process, defending the plan.</td>
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<tr>
<td>In this session, participants will learn how to identify and present the key elements and important features of their plan, develop an evidence-based argument for presenting their plan, and respond to difficult questions.</td>
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<tr>
<td>Exercise 11.1</td>
<td>15 minutes</td>
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<tr>
<td>Distribute Handout 11 and Exercise 11.1. Organize participants into pairs and give them five minutes to talk to each other about the top three challenges they face in defending their plan.</td>
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<tr>
<td>Record the feedback from the groups and generate discussion among the participants.</td>
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</tr>
<tr>
<td>Give a brief lecture summarizing the key points made in Handout 11.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Exercise 11.2</td>
<td>45 minutes</td>
</tr>
<tr>
<td>In their original work groups, ask participants to now work on Exercise 11.2. Go through the instructions included in the exercise to make sure the participants understand the questions and what is required of them. Tell them that they have 25 minutes to prepare their outline.</td>
<td>(25 minutes group work, 20 minutes presentation and discussion)</td>
</tr>
</tbody>
</table>
Have each group present their questions and outline in plenary. Ask the rest of the participants to provide critical feedback on the group’s outline and whether it would adequately address the questions identified.

**Exercise 11.3**

Tell participants that they will now build on the outline developed in Exercise 11.2 to develop a brief and compelling argument to convey only the information the audience wants to hear as well as respond to the questions they might have. They have 30 minutes to develop the script of their presentations and only seven minutes per group to present.

In plenary, have each group present their arguments. Invite participant feedback only after all the groups have finished presenting. Encourage discussion and help deepen participant understanding.

**Exercise 11.4**

Tell the participants that they will now have an opportunity to present their arguments to a panel of senior National Ministry Officials in a 10 minute role-play.

Distribute Exercise 11.4 and ask each work group to take 30 minutes to finalize their presentation and incorporate feedback received from their colleagues.

Also tell the participants that when a group is presenting, the remaining groups will be asked to play the roles of the Ministry of Planning representative, Ministry of Finance representative, and representative of the elected body of the district/region/province.

Remind participants that these officials will not be familiar with health terminology or jargon, and they will focus a lot more on the extent to which the plans presented are within budget, follow national policies and strategies, and demonstrate multisectoral collaboration.

Each group will present a 10 minute role play followed by 5
minutes of feedback.

End the session with a summary of the key points.
Session Twelve
Monitoring and Evaluating the Plan

Purpose
In this session, the trainer will:
✓ Review how to monitor the implementation plan,
✓ Illustrate how M&E data is used for decision making, and
✓ Introduce quality evaluation measures throughout the implementation cycle.

Learning Objectives
By the end of the session, participants will be able to:
✓ Explain the importance of monitoring and evaluating the plan,
✓ Explain how they will monitor and evaluate their plan, and
✓ Identify and explain which quality evaluation measures could be used in monitoring their five-year plans for RH services.

Suggested Time
120 minutes

Materials and Handouts
Handout 12: Monitoring and Evaluating the Plan
Exercise 12.1: M&E Self Diagnostic
Exercise 12.2: Evaluating Quality

Preparation
✓ Prepare a PowerPoint presentation or a flipchart with the following questions (one per slide or flipchart):
  ✓ How do you monitor the plan?
  ✓ How do you evaluate the plan and what is the evaluating process?
  ✓ How and why is this kind of information important?
  ✓ What are quality evaluation measures?
  ✓ Why are they useful?
  ✓ When do you implement the evaluation process?
  ✓ How do you implement these measures?
  ✓ How do you use the subsequent information?
How do these activities link to the overall planning process?

Prepare slides summarizing the main points in Handout 12.

Prepare additional slides to highlight the instructions on Exercises 12.1 and 12.2.

Print participant copies of Handout 12 and Exercises 12.1 and 12.2.
## Monitoring and Evaluating the Plan
### Procedure

<table>
<thead>
<tr>
<th>Process</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the participants the following questions and record their responses on a flipchart:</td>
<td>15 minutes</td>
</tr>
<tr>
<td>‣ How do you monitor the plan?</td>
<td></td>
</tr>
<tr>
<td>‣ How do you evaluate the plan and what is the evaluating process?</td>
<td></td>
</tr>
<tr>
<td>‣ How do these activities link to the overall planning process?</td>
<td></td>
</tr>
<tr>
<td>‣ How and why is this kind of information important?</td>
<td></td>
</tr>
<tr>
<td>‣ What are quality evaluation measures?</td>
<td></td>
</tr>
<tr>
<td>‣ Why are they useful?</td>
<td></td>
</tr>
<tr>
<td>‣ When do you implement the evaluation process?</td>
<td></td>
</tr>
<tr>
<td>‣ How do you implement these measures?</td>
<td></td>
</tr>
<tr>
<td>‣ How do you use the subsequent information?</td>
<td></td>
</tr>
</tbody>
</table>

| Once the participants have shared their understanding, share the session objectives. | 15 minutes |
| Tell them that in this session, they will increase their understanding of the tenth step of the evidence-based planning process, monitoring and evaluating the plan. |            |
| They will learn how to monitor their implementation plan, use M&E data for decision making, and identify the quality evaluation measures that could be used to monitor their five-year plans for RH Services. |            |
| Make a brief presentation summarizing the key points included in Handout 12. |            |

### Exercise 12.1

Ask participants to work in their working groups and distribute Handout 12 and Exercise 12.1.

Explain the instructions for the exercise and tell participants they have 30 minutes to prepare for this exercise, and 7 minutes for their presentation.
Reconvene the participants in plenary and invite the groups to present. Discuss the key issues that emerge through the presentation.

**Exercise 1.2**
Distribute Exercise 1.2. Explain the instructions for the exercise to the participants. Tell participants that they have 20 minutes to complete the exercise and 5 minutes per group for presentation.

Reconvene the participants in plenary and invite the groups to present. Discuss the key issues that emerge through the presentation.

Congratulate the participants and tell them that they have now completed the learning part of the training. Only a few short steps remain in the training:
- Development of a follow-up action plan to ensure that participants incorporate the training into their district/region/province planning system, and
- A workshop evaluation.
Session Thirteen
Follow-Up Action Planning and Workshop Closure

Purpose
Participants will be asked to develop a post-workshop action plan. This plan will outline what activities will take place to support the transfer and application of RH planning skills to their health department within the district/region/province and what resources are required to make this happen. Someone from each health department will be appointed to ensure that follow-up actions are occurring.

Learning Objectives
By the end of the session, participants will:

✦ Develop a post-workshop action plan to outline how the skills developed in this training will be transferred to their district/region/province.

✦ Complete the workshop evaluation form.

Suggested Time
75 minutes

Materials and Handouts
Exercise 13.1: Post-Workshop Action Plan
Participant Evaluation (Reference Documents)
Participant certificates of participation

Preparation
✦ Prepare a PowerPoint slide with a blank Post-Workshop Action Plan template.

✦ Print copies of Exercise 13.1, the Participant Evaluation form, and certificates of participation for all participants. A sample Participant Evaluation form is included in the Reference Documents section of this manual.
### Follow-up Action Planning and Workshop Closure

**Procedure**

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ Ask each group to spend 30 minutes completing Exercise 13. Tell them that they are being asked to complete this plan because this is a commitment on their part to return to their workplace and put the training into action. The post-workshop action plan also helps the organizers of the training provide necessary follow-up support. Ask them to share a copy of their plans with the workshop organizers.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>➤ Ask each participant to complete a workshop evaluation form.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>➤ Give final remarks and thank the participants for all the hard work they have done over the past five days.</td>
<td>20 minutes</td>
</tr>
<tr>
<td>➤ Invite the guest of honor (if there is one) to make final remarks and to present certificates of participation.</td>
<td></td>
</tr>
</tbody>
</table>
Section B: Handouts and Exercises
Handout 1: Workshop Objectives, Outcomes, and Schedule

The evidence-based planning workshop outlines a systematic process for planning and identifies a series of tools that can assist in the planning process.

<table>
<thead>
<tr>
<th>Workshop Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To build the capacity of district/region/province health teams to systematically</td>
<td>Enhanced capacity of the district/region/province health teams to develop evidence-based plans to improve and sustain quality RH services.</td>
</tr>
<tr>
<td>analyze internal and external variables, prioritize resources, and develop evidence-</td>
<td></td>
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<tr>
<td>based plans for Reproductive Health (RH) programming.</td>
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</tr>
</tbody>
</table>

**Workshop Structure**

The workshop will consist of the following components:

- **Session 1**: Introductions and Welcome
- **Session 2**: Introduction to Planning
- **Session 3**: Environmental Scan
- **Session 4**: Stakeholder Analysis
- **Session 5**: Organizational Self Assessment
- **Session 6**: Identifying the Desired Future
- **Session 7**: Identifying Key Issues
- **Session 8**: Setting and Prioritizing Objectives and Identifying Expected Outcomes
- **Session 9**: Identifying Activities and Assumptions
- **Session 10**: Developing the Implementation Plan
- **Session 11**: Defending the Plan
- **Session 12**: Monitoring and Evaluating the Plan
- **Session 13**: Follow-Up Action Planning and Workshop Closure
<table>
<thead>
<tr>
<th>Time</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 a.m.</td>
<td>Official Opening: Introductions, questions, group work, logistics</td>
<td>Stakeholder Analysis</td>
<td>Identifying the Desired Future: -Introduction -Group work -Presentations</td>
<td>Developing an Implementation and M&amp;E Plan: -Development of plan -Group work</td>
<td>Defending the Plan: -Introduction -Group work</td>
</tr>
<tr>
<td>10:15 a.m.</td>
<td>Tea/Coffee Break</td>
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</tr>
<tr>
<td>10:30 a.m.</td>
<td>Exploring our understanding of the planning process: -Introduction to planning -Planning exercises</td>
<td>Organizational Self Assessment: -Introduction to organizational self assessment -Group work</td>
<td>Identifying Key Issues</td>
<td>Budget Preparation (optional): -Group work</td>
<td>Defending the Plan, continued: -Group work -Presentation</td>
</tr>
<tr>
<td>12:00 p.m.</td>
<td>Lunch</td>
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</tr>
<tr>
<td>1:30 p.m.</td>
<td>Environmental Scan: -Introduction -Group work -Discussion</td>
<td>Organizational Self Assessment/Modified SWOT: -Group work</td>
<td>Setting and Prioritizing Objectives: -Introduction -Objective setting -Presentations</td>
<td>Developing an Implementation and M&amp;E Plan, continued</td>
<td>Monitoring the Plan: -Introduction -Group work</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Tea/Coffee Break</td>
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<td></td>
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</tr>
<tr>
<td>3:45 - 5:00 p.m.</td>
<td>Environmental Scan, continued</td>
<td>Organizational Self Assessment/Modified SWOT, continued: -Presentations -Discussion</td>
<td>Setting Activities</td>
<td>Developing an Implementation and M&amp;E Plan, continued</td>
<td>Follow-Up Action Planning Workshop Evaluation</td>
</tr>
</tbody>
</table>
Handout 2: Introduction to Planning

Definitions

**Strategic Plan:** A strategic plan is a written document that serves as a compass, or roadmap, for the organization. It arises out of a planning process and provides a clear and compelling vision, a well-defined mission, and clearly stated desired results and strategies. The strategic plan provides direction and drives other planning processes such as annual, business, and marketing planning. It describes the overall direction and targeted outcomes required to achieve the organization’s mission. Strategic plans require the organization to look at their needs from a longer term (three-to-five-year) perspective.

Strategic planning requires assessing the current external environment (funding, competition, political, economic, social, religious) within which your organization operates, defining your organizations’ purpose or mission, deciding what you want your organization to look like in three to five years, recognizing your organization’s strengths, weaknesses, opportunities, and threats, and mapping out a course of action to take the organization from its current to its desired position.

**Project Plan:** Sometimes a project may also have a three to five year plan, depending on the duration of the funding. In this case, a long-term project plan may be developed. The project plan only details how a long-term project will be implemented. Since a project plan is usually not an organization-wide plan, encompassing all the activities of an organization, it is considered only a part of the strategic plan.

**Business Plan:** The business plan is a written document that conveys a company’s prospects and growth potential and thereby promotes the business to potential backers.

The business planning process begins with determining why you are writing the plan and identifying the intended audience, gathering relevant data, outlining the sections of the plan, designating responsibility, and establishing the review and evaluation process.

**Tactical/Annual/Implementation Plan:** Tactical, annual, and implementation plans describe overall activities, measurable outcomes, responsibilities, and targeted completion dates required to succeed during a relatively short period (such as one year). Ideally, these plans should be aligned with the strategic plan and provide the level of detail necessary to make the strategic plan operational.
**Advocacy Plan:** The advocacy plan describes the process by which you will gain support for the strategic plan at different levels of government or with decision makers. It describes the objectives, target audiences, messages, and action items. The action plan outlines specific activities to achieve the set advocacy objectives, needed inputs, responsible persons, and time frames to implement those activities.

An advocacy plan identifies the issues that can only be achieved or changed by targeting authorities who can make decisions on policy changes or resource allocation.

**Budget Plan:** A budget plan outlines the staffing and resource requirements for a particular project, endeavor, or initiative. It should include the costs for personnel, materials, equipment, activities, and monitoring and evaluation.

**Monitoring and Evaluation (M&E) Plan:** The M&E plan outlines how the results of an intervention will be measured. It also provides a means for staff to see how well the project is functioning, which will influence programmatic decisions throughout the life of the project. The M&E plan includes the indicators that will be measured, where the information (data) will come from, who will collect the data, how and how often the data will be collected, and how and how often reporting will occur.

**Marketing Plan:** The marketing plan focuses on the organization’s activities in relation to the users of its services. The marketing planning process begins with market research, or information gathered in relation to the need for services, other institutions (public or private) providing these services, and the users of the services. The plan is then developed to make product and service positioning decisions to promote your product or service.

**Other Plans:** project, financial, investment, sustainability, etc.

All plans require a systematic approach and strategic planning. Planning strategically is a way of approaching the planning process that may include many of the same considerations as the strategic planning process. It is not however limited to the same process or areas of analysis of the strategic plan and is meant to encourage a planning process that adequately and appropriately responds to the planning needs of a particular organization, unit, or department.

**Purpose of the Strategic Plan**

To provide a framework to articulate and reach institutional, programmatic, financial, marketing, and other stated objectives in an informed, systematic, and effective manner.
**Benefits**

The benefits of a strategic plan are:

- It is an indispensable management tool that allows managers to think through an idea or venture in detail.
- It provides an opportunity to consider all the facets of an idea or project from goal setting, to testing feasibility, to monitoring results.
- It provides an opportunity to generate management and organizational support for a project or initiative.
- The planning process increases an organization’s ability to establish and meet goals and objectives.
- It provides a framework against which to measure strategic and financial goals.
- It provides an opportunity to raise funds and/or create strategic alliances.
- It allows managers the opportunity to take advantage of organizational strengths and eliminate or reduce organizational weaknesses.
- It affords managers the opportunity to take defensive steps to reduce threats facing their organization.
- It encourages the alignment of organizational resources and directs them toward specific goals such as growth, productivity, sustainability, and service.
- It allows management to refocus where to spend time and energy.
- It encourages the allocation of resources and the assignment of responsibilities.
- It provides a means to measure progress and take corrective action if necessary.

**The Planning Process**

Planning is a dynamic process that occurs over time, involves different stakeholders at different points and different steps, and ultimately determines the tangible output, or the plan. To develop a comprehensive, relevant, and feasible plan, it is important to clearly identify stakeholders and advocate for their support and active participation in the planning process.

There is no single best planning process or plan and most organizations tailor the planning process to incorporate their individual needs and organizational philosophy. A detailed overview of the strategic planning process can be found in the Reference Documents at the end of the training materials.

One such process is diagrammed on the next page.
Figure 1. The Planning Process

1. Environmental Scan
2. Stakeholder Analysis
3. Organizational Self Assessment
4. Identifying Key Issues
5. Identifying Your Desired Future
6. Setting Priorities and Objectives
7. Setting Activities
8. Developing the Implementation Plan
9. Implementing the Plan
10. Monitoring and Evaluating the Plan

Start your planning process here!
**A Scenario for the Planning Process**

Evidence-based planning plays a very important role in improving and sustaining quality RH services. To thoroughly understand the steps necessary in an evidence-based planning process in the RH care system in your country, the following scenario will be used to practice all the steps of the planning process.

**Scenario:** Develop the District/Regional/Provincial Five-Year Plan for Reproductive Health Services in order to implement the National Strategy on Family Planning and Reproductive Health.
Exercise 2.1: Identifying and Categorizing Plans

On the cards that have been provided to you, please list as many different kinds of planning as you can think of. Please remember to use one card per type of plan.

You have 5 minutes to list the different types of plans.
Exercise 2.2: Mapping the Planning Process

**Part 1:**
In your groups, please list the steps that you believe are involved in the planning process.

**Part 2:**
Please prepare a visual representation of the planning process. You will be required to present your planning process to the other participants. Please take no more than five minutes for your presentation.

You have 20 minutes to complete this exercise, including preparing your presentation on a flip chart.
Handout 3: Environmental Scan

Definitions
An environmental scan is a process for discovering and documenting facts and trends in the environment that are likely to affect an organization or government administrative unit and its future work. Environmental scan findings are used to orient participants in the planning process and are one of the key sources of information on which an evidence-based plan is built.

Purpose
The purpose of this session is to explore the environment outside the government administrative unit in order to identify the opportunities and threats it faces.

Benefits
The benefits of an environmental scan are:
• It provides vital information regarding the environment, particularly around opportunities and threats.
• It allows managers to identify and capitalize on opportunities and emerging trends.
• It identifies opportunities to raise funds and/or create strategic alliances.
• It enables managers to more effectively respond to the future by being more informed about what the future is likely to look like.
• It allows the planning team to see the local government as a whole in relation to its environment.
• If the environmental scan is institutionalized and health management information systems are established, the local government will routinely turn its attention to major and minor external trends, issues, and events. The chances of encountering major surprises are reduced, and the possibilities for taking proactive actions are increased.
• Local governments become more externally oriented (aware of their surroundings).
• It prepares the local governments to focus on identifying key issues stemming from the convergence of its mandates, mission, strengths, weaknesses, opportunities, and threats.

Link to the planning process
Through an environmental scan, key issues and trends can be discovered, as well as their implications for the government administrative unit and its future work. This information is used to orient planners on the context in which the national health strategy is to be carried out.

Information derived from the environmental scan is one of the key sources of information from which plans are developed. It should identify and analyse the key trends, forces, and influences...
that have a potential impact on the formulation and implementation of strategies.

There is absolutely no one best environmental scan formula or methodology and the scan will vary in size, complexity, formality, and depth based on the size, population, and strength of the government administrative unit. Regardless of the shape it takes, the environmental scan should include a review of the following categories in order to produce an informed analysis that serves as input into the creation of an evidence-based plan.

**Key components of an environmental scan**

1. **Changing demographics of current and potential user groups.** For example, earlier sexual activity among youth results in increased needs for reproductive and sexual health services.

2. **Evolving RH issues and the competition among RH institutions.** For example, the promotion of services through social marketing, growth and liberalization of privatization, and the shift to self-financing of hospitals and health facilities.

3. **Relevant cultural or social trends.** For example, gender equality, social perception of premarital sex, more births in “good” years.

4. **Trends in the economy or funding environment.** For example, the phasing out of a program/project or increased funding for a particular disease.

5. **Politics, legislation, or new policies or regulations that affect the organization and those it serves.** For example, the Millennium Development Goals, government policy priorities such as safe motherhood and the decentralization of health services to the district level.

6. **New technologies, models, or methods, including new models and approaches of intervention programs/projects.** For example, approval of National RH Standards and Guidelines and the National RH Curriculum, and youth-friendly services.

**Designing the environmental scan**

The scope of an environmental scan can differ with each planning process. Some are full-scale projects that may require months to complete. Others are narrowly focused and much shorter term. It is best for the planning team to begin with a wish list of all the questions to be answered and all the scanning techniques that might be employed. Then rank the items on the list, address questions of data collection feasibility, and decide what can be done to gain the most critical information.

To design the environmental scan, the planning team:

1. Determines as specifically as possible the areas the environmental scan should address;

2. Identifies information already available within the government administrative unit that can be used in the scan;

3. Identifies outside sources for information that already exists;
4. Determines the information needs of the government administrative unit and identifies the appropriate methods to obtain the information (e.g., collecting data available at all levels and from different sectors, surveys, opinion polls, focus groups, or other forms of original research); and

5. Develops a work plan for obtaining and organizing information and makes assignments.

For health and RH facilities, environmental scan information can be obtained from a great variety of sources: health and RH facilities at all levels, concerned sectors and organizations, universities, the Demographic and Health Survey chambers of commerce, and research institutions are frequent providers of free or low-cost information, as are numerous web sites and print and broadcast media.

The planning team will design the environmental scan, possibly with guidance from the facilitator or a research consultant. The department head will most likely be responsible for overseeing the scan and gathering data. Specific tasks may be assigned to staff, volunteers, or paid consultants.

**Report of findings from the environmental scan**

When the scan is completed, the planning team should hold one or more meetings to review the information and guide the writer in identifying the strongest points that paint a picture of the organization’s context. Although a tremendous amount of information may have been gathered and reviewed, the brief report

- States only key findings—facts, trends, implications, and points of interest that highlight challenges and opportunities in the government administrative unit’s operating environment;
- Supports key findings with bullet points or short quotes summarizing the most relevant information; and
- Includes an appendix with sources of information.

There are many ways to organize the report. Three common formats are:

1. Question and answer: You pose the questions you want the scan to answer and respond to them.

2. Categories: You report findings in each of the seven categories in the environmental scan template – (1) demographic overview; (2) evolving RH issues and competition among RH players; (3) appropriate social and cultural trends; (4) trends in the economy or funding environment; (5) politics, legislation, or regulation that affects the organization and those it serves; (6) new technologies, models, or methods; and (7) epidemiology/RH related issues and patterns.

3. Key themes: You report the important themes that emerged through the scan.
Exercise 3.1: Modifying an Environmental Scan Template

The following template suggests issues for consideration when conducting an environmental scan to support the development of the government administrative unit’s five-year plan for RH services to implement the National Strategy on RH Care. The questions listed are by no means exhaustive and are meant to serve as a guide for stimulating discussion and further developing an appropriate environmental scan that responds to the planning needs of your health setting.

Your instructions for the exercise are as follows:

1. Review the environmental scan template provided.
2. Modify the template to ensure that it captures the categories (or kinds) of information required for the development of your local government’s five-year plan for RH services.
3. Modify the template to ensure that it captures the particular questions for which your government administrative unit requires answers.
4. Describe which methodologies you will use to collect this information.
5. List the data sources that will be referenced.
6. Each group will share their modified template with another group for feedback (using a round robin approach).

You have 25 minutes to complete this exercise.
## Environmental Scan Template

### Development of a Five-Year Plan for Reproductive Health Services

<table>
<thead>
<tr>
<th>#</th>
<th>Content</th>
<th>Information Sources</th>
<th>Data collection method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Demographic Overview</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>• Total population of district/province/region area_____________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Total population disaggregated by sex: Male: ___________</td>
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<td></td>
<td>Female: ___________</td>
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<tr>
<td>1.2</td>
<td>• Total population disaggregated by age group</td>
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<tr>
<td></td>
<td>° 1-14:__________________<em><strong><strong><strong>persons (</strong></strong></strong></em>%)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>° 15-24:___________________<strong>persons (</strong>_____%)</td>
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<tr>
<td></td>
<td>° 25-49:____________________persons (_______%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>° &gt; 50:______________________<strong>persons (</strong>_____%)</td>
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</tr>
<tr>
<td>1.3</td>
<td>• Forecasts about the increase/decrease in the population</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of district/province/region five years from now.</td>
<td></td>
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<tr>
<td>1.4</td>
<td>• What are the reasons for this increase/decrease?</td>
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<tr>
<td>1.5</td>
<td>• What are the demographic characteristics and trends of your current</td>
<td></td>
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<tr>
<td></td>
<td>client groups (e.g., common age of marriage, age of first delivery,</td>
<td></td>
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<td></td>
<td>number of children)?</td>
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<tr>
<td>1.6</td>
<td>• What are the demographic characteristics and trends of your potential</td>
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<tr>
<td></td>
<td>client groups (e.g., sexual behavior of youth, migrant workers)?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Evolving RH issues and competition among RH players</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>• What are the most pressing RH needs in the district/province/region?</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Evidence-Based Planning

#### 2.3 Number of Public Pharmacies and Health Care Settings in the District/Province/Region:

- Maternity homes: ____________________
- Ob/Gyn examination clinics: ____________________
- Primary health care facilities: ____________________
- Dispensaries: ____________________
- Hospitals: ____________________
- Pharmacies: ____________________
- Others (please, specify): ____________________

#### 2.4 List All Public RH Services Delivered in the District/Province/Region:

- ____________________
- ____________________
- ____________________

#### 2.5 What Are the Emerging RH Needs in the District/Province/Region (e.g., HIV/AIDS, Adolescent RH)?

- ____________________
- ____________________

#### 2.6 Estimate the Percentage of Clients with Emerging RH Needs Who Receive Services at Each Type of Health Facility:

- Public health facilities: ____________________
- Private health facilities: ____________________
- Nongovernmental health facilities: ____________________
- Other health facilities?: ____________________
2.7 • Provide yearly data on method mix in the district/province/region for the past five years.

• Provide data on method mix that will be set for the next five years of the district/province/region. What are the solutions for this end?

2.8 • List all unmet RH needs of clients:

• List all solutions to meet these needs:

3  **Appropriate social and cultural trends**

3.1 What are the cultural and/or social trends that impact health care activities (stigma/discrimination, son preference, more births in “good” years, perception on marriage and sex) in your government administrative unit? What are their impacts?

4  **Trends in the economy or funding environment**

4.1 Is the current district/province/region’s socio-economic development in favor of RH work or not? Why?

4.2 What is your prediction of the increase/decrease of government or international funding amount for RH care in the next five years?

4.3 What is your prediction of the increase/decrease of local funding amount for RH care in the next five years?
| 4.4 | What is the current funding situation for RH in the district/province/region?  
   ° Current funding sources (include major projects affecting RH):  
   ° Prediction of any new funding sources in the next five years?  
   • What is your prediction of the increase/decrease of funding volume for RH care in the next five years? |
| 4.5 | Are there any new policies, mechanisms, or regulations related to the mobilization and allocation of resources of related departments and organizations (e.g., finance or planning and investment sectors)? |
| 4.6 | Do district/provincial/regional health settings have any plan for self-financing in the next five years? If any, what division/unit is most affected by the plan? |
| 4.7 | Do the district/provincial/regional RH care facilities have any plan to increase the fee of their services in the next five years? If any, what will be the impact (e.g., number of clients, investments for RH, local government allocations for RH)? |

5 **Politics, legislation, or regulation that affects the organization and those it serves**

<p>| 5.1 | Do you expect a change in how health and administrative management will be organized? If so, does it affect your unit, health facilities, or services (e.g., plan approval, funding amount, goals or objectives to be pursued)? |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>5.2</strong></td>
<td>• Is there any current or future legislation that promotes or hinders the implementation of the National RH Strategy?</td>
<td></td>
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<td></td>
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<tr>
<td><strong>5.3</strong></td>
<td>• Does the nation/province/region/district have any new policies or regulations (e.g., new clinical protocols, new RH services, national RH training curriculum, national RH policy, national adolescent reproductive health strategy)? If any, please specify.</td>
<td></td>
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<tr>
<td><strong>5.4</strong></td>
<td>• Are there any current policies or policies that will be issued in the next five years regarding private and public partnership in the RH care area? If any, please specify.</td>
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<td></td>
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<tr>
<td><strong>6</strong></td>
<td><strong>New technologies, models, or methods</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6.1</strong></td>
<td>• What new technologies and models (including models and approaches of supported programs/projects) will be applied/introduced in the district/province/region (e.g., new contraceptive methods, social marketing, youth-friendly services)?</td>
<td></td>
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<tr>
<td><strong>6.2</strong></td>
<td>• What are the positive and negative impacts of new RH technology?</td>
<td></td>
</tr>
</tbody>
</table>
6.3 • How will you solve arising problems when applying new RH technologies and models?

<table>
<thead>
<tr>
<th>Sources of information for environmental scan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demographic and Health Surveys (DHS)</td>
</tr>
<tr>
<td>• National/regional/provincial/district socio-economic development plan or poverty reduction strategy</td>
</tr>
<tr>
<td>• National/regional/provincial/district health master plan, or comprehensive council health management plan</td>
</tr>
<tr>
<td>• National health programs</td>
</tr>
<tr>
<td>• Provincial/regional/district sectoral development plans (agriculture, educational, telecommunications)</td>
</tr>
</tbody>
</table>
Exercise 3.2: Conducting an Environmental Scan

**Part 1**

Based on the supporting documentation and your knowledge of the RH environment in your country, region, province and district, each group should discuss the outline you developed in Exercise 3.1 and fill it in with as much information as possible.

You have 35 minutes to complete this exercise.

**Part 2**

After attempting to answer the questions in your environmental scan, mark the information you do not currently have and need to collect.

You have 10 minutes to answer this question.

**Part 3**

Based on your environmental scan, answer the following questions:

- What opportunities are there in the external environment that they can leverage or take advantage of to maximize the effectiveness of their RH program?
- What threats are there in the external environment that could derail their program?

Please list.

You have 15 minutes to answer this question.

Your group will have 10 minutes to present your environmental scan. Be prepared to present all three parts of this exercise, namely the results of your scan, the data challenges you encountered, and your opportunities and threats.
Handout 4: Stakeholder Analysis

Definitions

A stakeholder is defined as any person, group, or outside organization that is influenced by and exerts an influence on the organization or issue at hand, directly or indirectly. Different stakeholders have different roles and are needed for different parts of the planning process. An example of a government’s stakeholders include citizens, taxpayers, service recipients, employees, related sectors and ministries, unions, mass organizations, nongovernmental, community-based, and faith-based organizations, and other governments.

Stakeholder analysis is the process of systematically gathering and analyzing information to identify an organization’s stakeholders and determine their major benefits, interests, concerns, and expectations in relation to the organization. A stakeholder analysis helps develop appropriate organizational programs, policies, and advocacy activities. Performing a stakeholder analysis is an ethical necessity, since only by understanding stakeholder interests and concerns, is an organization likely to take into consideration all information necessary to implement the program.

Benefits

The benefits of a stakeholder analysis are that:

• It helps identify stakeholders of an organization and to understand their benefits, concerns, interests, and expectations in relation to the organization.

• It provides invaluable information for identifying strategic issues and developing effective strategies for the organization, and is crucial in preparation for the development of a mission statement in an organization.

• It helps propose solutions to maintain and enhance stakeholders’ support and participation as well as reduce obstacles to the implementation of the organization’s program.

• It is an important step in the process of developing strategic plans, annual plans, and advocacy plans.

How do you identify your stakeholders?

Mapping is used to develop a more integrated picture of an organization’s stakeholders and how they are related to each other and the organization.

Figure 2 shows an example of a map of potential stakeholders for the regional/provincial health services.
Figure 2. A Stakeholder Map for Regional/Provincial Health Services
How to group stakeholders according to their importance and support/opposition?

Different strategies will be needed to group different organizational stakeholders, depending on the importance of the stakeholders and their position (support/opposition) with respect to the organization or its course of action. Figure 2 presents a two-dimensional representation of stakeholders. One dimension represents the stakeholder’s importance to the organization, particularly in relation to the proposed course of action. The other dimension indicates whether the stakeholder supports or opposes the proposed course of action. For a given proposed course of action, the planning team locates stakeholders on the matrix in order to determine: (1) whether a winning coalition is possible; (2) the likely size of the opposition coalition, and (3) the neutral or “swing” stakeholders. The latter group of stakeholders might be targeted for advocacy efforts.

Figure 3. A Stakeholder Map for Regional/Provincial Health Services
According to Bryson (1995), there are four groups of stakeholders and two dimensions for assessing stakeholders (importance and position on any given issue or proposal of an organization). The stakeholders are categorized the following groups:

**Group 1:** Potentially antagonistic stakeholders are those who are very important to the organization, but would oppose the proposed course of action.

**Group 2:** Potential supporters are stakeholders who are very important to the organization and who support the proposed course of action.

**Group 3:** Problematic stakeholders are those who are relatively unimportant to the organization and oppose the proposed course of action. These stakeholders present fewer problems than antagonists, but caution should be taken nonetheless to prevent problematic stakeholders from becoming antagonists.

**Group 4:** Low-priority stakeholders, who are relatively unimportant to the organization but do support the proposed course of action.

Additionally, this matrix will help you identify the audiences you may want to target in your advocacy efforts, as well as identify potential advocacy partners.

How is the stakeholder analysis carried out?

- Map the possible stakeholders and assign each to the appropriate group.
- Uncover the main concerns and interests of each stakeholder in relation to your organization through surveys, interviews, or group discussion.

**Link to the planning process**

The stakeholder mapping and analysis identifies key stakeholders of the organization and their concerns and interests in relation to the organization. This information is crucial for the planning process, especially in the steps of (1) identifying the desired future of the organization and key issues surrounding it, (2) setting and prioritizing objectives, and (3) defending the strategic plan.

Stakeholder analysis helps planners identify key individuals and agencies that have an interest in the strategic planning process. It plays an important role in identifying and analyzing the concerns and expectations of those involved in the plan’s approval process as either primary or secondary audiences. After completing the analysis, you will have the information needed to design advocacy activities that will build support for the approval of the strategic plan.
Exercise 4.1: Listing and Grouping the Stakeholders

Based on your experience and the information you received from the environmental scan, list and group your district/region/province’s stakeholders as they pertain to RH programming, as indicated in the table below.

This exercise will be done in groups.

You have 20 minutes to complete this exercise. You will have five minutes to present your findings in plenary.

<table>
<thead>
<tr>
<th>List of Stakeholders</th>
<th>Supporter</th>
<th>Antagonistic</th>
<th>Problematic</th>
<th>Low Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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**Exercise 4.2: Stakeholder Analysis**

Based on the results of Exercise 4.1: Listing and Grouping the Stakeholders, identify reasons why stakeholders support or oppose RH programming via analysis of stakeholders’ benefits, concerns, interests, and expectations and propose solutions to maintain and enhance their support.

This exercise will be done in groups. You have 30 minutes to complete this exercise and you will need to present your findings in 5 minutes.

Suggested questions for discussion:
1. What are the stakeholders’ concerns and interest?
2. What do the stakeholders expect from RH programs in your district/region/province?
3. What do you need to do to meet the stakeholders’ expectations?

After answering above questions, each group should discuss and fill in the appropriate columns in the table below.

<table>
<thead>
<tr>
<th>List of stakeholders</th>
<th>Why do they support the work of our organization?</th>
<th>Why do they not support the work of our organization?</th>
<th>What are the solutions to address their concerns or to maintain and enhance their support?</th>
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Handout 5: Organizational Self Assessment

Definitions

Organizational Self Assessment: An organizational self assessment assesses an organization’s internal environment in order to identify its strengths and weaknesses. Specifically, it is used to assess an organization’s resources (inputs), present strategy (process), and performance (outputs). Organizational self assessment findings are used as inputs in the evidence-based planning process. The modified Strength, Weaknesses, Opportunities, and Threats (SWOT) analysis is one way to capture this information, specifically the strengths and weaknesses of an organization.

SWOT analysis: SWOT stands for Strengths, Weaknesses, Opportunities and Threats. The SWOT analysis is a way of examining internal and external factors influencing an organization, in this instance a district/region/province’s response to RH.

The strengths and weaknesses list describes the district/region/province’s main strengths and weaknesses. The opportunities and threats list describes the main opportunities and threats. Strengths and weaknesses are internal to the health department in a district/region/province, and opportunities and threats describe forces external to the health department in a district/region/province.

Purpose

The purpose of this session is:

• To identify how organizational strengths and weaknesses within the district/ government/ province health department can be appropriately aligned to maximize opportunities and minimize threats; and
• To identify key issues and problems that the district/region/province health department may need to address.

Benefits

The benefits of a strengths, weaknesses, opportunities, and threats analysis of the district/region/ province health department are:

• It enables decision makers to identify and take advantage of the organizational strengths.
• It enables decision makers to identify and eliminate (or reduce) weaknesses.
• It allows decision makers to capitalize on opportunities and emerging trends.
• It permits decision makers to take defensive steps to reduce threats facing the organization.
• It allows decision makers to align financial, material, and human resources and direct them toward specific goals in areas such as growth, productivity, sustainability, and service.
Link to the planning process

Any effective response to threats and opportunities must be based on an intimate knowledge of the organization's strengths and weaknesses. Effective responses build on strengths and minimize or overcome weaknesses to take advantage of opportunities and minimize or overcome threats. The output of the organizational self assessment will be a list of the organization’s strengths and weakness or problem areas, which are crucial elements for setting objectives and action planning.

Key areas of analysis of a modified SWOT

The key areas of analysis of an organizational self assessment will vary depending on the nature of the health facility, where it is in terms of its development (nascent, emerging, mature, developed), and to some extent the purpose of the assessment (what it is being used for, the audience, and other variables). It is therefore up to the management team to decide which areas of analysis should be included in an assessment to realistically and accurately provide a picture of the health facility’s strengths and weaknesses.

It is imperative to remember that the SWOT analysis should be based on fact and an accurate assessment of the external and internal environment. For the SWOT analysis to be useful it must be more than merely opinion or platitudes. Information recorded in the SWOT analysis should be verifiable, and should include a means of verifying the data.
Modification # 1: Adding Supporting Evidence

For example, a SWOT analysis may look like the following:

<table>
<thead>
<tr>
<th>Internal Forces</th>
<th>External Forces</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths + Supporting Evidence</strong></td>
<td><strong>Opportunities + Supporting Evidence</strong></td>
</tr>
<tr>
<td>• District government clinics are able to provide gynecological exams for women of reproductive age (15-49): 90% of women of reproductive age received a gynecological exam.</td>
<td>• New government funding available through child and maternal health: Ministerial decree allowing self financing; decision on privatization of health sector; national health insurance policy (this could be both opportunity and threat).</td>
</tr>
<tr>
<td>• Management team: Three out of four senior managers in the district health team have prior managerial experience and training.</td>
<td>• There are more and more private health facilities providing RH services in the district: In 2007 alone, 20 new private health facilities were licensed to provide RH services.</td>
</tr>
<tr>
<td>• Extensive RH experience: 10 years; the district is regularly called upon by the MOH to provide RH training and educational programs and act as a model site for the provision of RH services.</td>
<td>• Stable political and economic environment: GNP and GDP have shown sustained growth rates of over 5% per annum for the past 10 years.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weaknesses + Supporting Evidence</th>
<th>Threats + Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Staff in health facilities are not qualified to insert IUDs: No providers trained on IUD insertion.</td>
<td>• Donor funds for RH were reduced due to reprioritization: Funds for RH reduced 10% and nutrition funds increased 20% compared to last year.</td>
</tr>
<tr>
<td>• High service provider turnover: 30% of service providers retired or moved in the past two years.</td>
<td>• High competition of private, joint-venture health facilities due to high investment of this sector in RH services: Percentage of clients of private, joint-venture health facilities increased 30% compared to last year.</td>
</tr>
<tr>
<td>• Non-strategic approaches to advocacy: Advocacy activities for youth-friendly services were carried out ad hoc without a thorough stakeholder analysis. As a result, some key stakeholders, such as youth-led NGOs and parents associations were overlooked.</td>
<td>• Male attitudes toward condoms: They think that using a condom reduces pleasure.</td>
</tr>
<tr>
<td>• Reduction in client loads in the government-run clinics: Client loads have gone down by 20%—from 10,000 to 8,000 per month in government health facilities.</td>
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</tbody>
</table>
Modification #2: Adding Areas of Analysis

The second modification to the SWOT involves identifying the areas of performance that must be evaluated to determine how well a health department in a district/region/province is performing. Adding these areas or categories for analysis helps focus the SWOT in relation to a particular category and hence provides a richer, more focused analysis of a health department’s strengths and weaknesses.

Illustrative Organizational Self Assessment Template

Development of District/Regional/Provincial Five-Year Plan for Reproductive Health Services

<table>
<thead>
<tr>
<th></th>
<th>Area 1: Leadership/Governance (Vision, Strategic Direction, Organizational Identity)</th>
<th>Means of Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Is there a vision in the organization?</td>
<td>Yes: No:</td>
</tr>
<tr>
<td>1.2</td>
<td>Is everyone in the organization aware of the vision and what it means?</td>
<td>Yes: No:</td>
</tr>
<tr>
<td>1.3</td>
<td>Is there a strategic direction? (This is usually articulated in a strategic plan.)</td>
<td>Yes: No:</td>
</tr>
<tr>
<td>1.4</td>
<td>Does an organizational identity exist? How is it known inside and outside the health department?</td>
<td>Yes: No:</td>
</tr>
<tr>
<td>1.5</td>
<td>Are the functions of the health department identified clearly?</td>
<td>Yes: No:</td>
</tr>
<tr>
<td>1.6</td>
<td>Are all staff aware of the organization’s function?</td>
<td>Yes: No:</td>
</tr>
<tr>
<td>1.7</td>
<td>What is the leadership style?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Area 2: Organizational Culture (Organizational norms and values/the way things are done)</th>
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</thead>
<tbody>
<tr>
<td>2.1</td>
<td>What does the organizational culture look like? (Examples: risk taking and innovation, encouragement to try new ideas, commitment to excellence in performance, participatory decision-making, trust, and willingness to change.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Area 3: Operations (Systems, structure processes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>To what degree does the organization’s structure support its response to the National RH Policy over the next five years?</td>
</tr>
<tr>
<td>3.2</td>
<td>How many staff are there in the health department?</td>
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<td>--------------------------------------------------</td>
</tr>
<tr>
<td>3.3</td>
<td>How many staff would be enough to meet the health system's demand for support, monitoring, and supervision of the district RH program in the coming years?</td>
</tr>
<tr>
<td>3.4</td>
<td>How are the reporting system and financial and budgeting management system organized and managed to ensure the transparency, reliability, and availability of the information?</td>
</tr>
<tr>
<td>3.5</td>
<td>Is there a client reporting system in the organization? If yes, how does this system ensure the quality of services provided?</td>
</tr>
<tr>
<td>3.6</td>
<td>How is the coaching and supervision of services organized to ensure the quality of services?</td>
</tr>
<tr>
<td>3.7</td>
<td>Are there any documented policies or regulations related to human resource management and development, financial management, monitoring and supervision of services, or information management?</td>
</tr>
<tr>
<td>4</td>
<td><strong>Area 4:</strong> Management (planning, decision-making, communicating, monitoring, coaching, mentoring, team-building, listening, and learning)</td>
</tr>
<tr>
<td>4.1</td>
<td>Describe the types of planning that take place. How often do they take place?</td>
</tr>
<tr>
<td>4.2</td>
<td>How does the planning process take place? Does it use an evidence-based approach? Is the plan communicated and reviewed?</td>
</tr>
<tr>
<td>4.3</td>
<td>How are decisions made?</td>
</tr>
<tr>
<td>4.4</td>
<td>Does the health department have any means to collect client opinions and their satisfaction of the services? How is this information used to improve the quality of services?</td>
</tr>
<tr>
<td>4.5</td>
<td>Are objectives clearly defined as specific figures in your RH strategy/plan? Yes: No:</td>
</tr>
<tr>
<td>4.6</td>
<td>To what degree does management motivate employees? High Medium Low</td>
</tr>
<tr>
<td>4.7</td>
<td>To what extent does management coach or mentor staff and foster motivation? High Medium Low</td>
</tr>
<tr>
<td>4.8</td>
<td>To what extent does the management support team work? High Medium Low</td>
</tr>
<tr>
<td>4.9</td>
<td>To what degree does management place a priority on learning? High Medium Low</td>
</tr>
<tr>
<td></td>
<td><strong>Area 5: Services (quality, coverage)</strong></td>
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<td>-----------------------------------------</td>
</tr>
<tr>
<td>5.1</td>
<td>What kind of RH services do you provide in the district (please specify)?</td>
</tr>
<tr>
<td>5.2</td>
<td>What services do you lack?</td>
</tr>
<tr>
<td>5.3</td>
<td>Which of these services will be implemented in the next five years?</td>
</tr>
<tr>
<td>5.4</td>
<td>Do you conduct a needs assessment for RH services in the locality before planning?</td>
</tr>
<tr>
<td>Yes:</td>
<td>No:</td>
</tr>
<tr>
<td>5.5</td>
<td>To what extent are clients satisfied with services provided at your facilities?</td>
</tr>
<tr>
<td>Completely satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Satisfied</td>
<td>Somehow satisfied</td>
</tr>
<tr>
<td>Unsatisfied</td>
<td>Completely unsatisfied</td>
</tr>
<tr>
<td>5.6</td>
<td>What are the reasons for their dissatisfaction?</td>
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<tr>
<td>Attitude of service providers</td>
<td>Poor equipment</td>
</tr>
<tr>
<td>Inconvenient place</td>
<td>Price</td>
</tr>
<tr>
<td>Others (please specify)</td>
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<tr>
<td>5.7</td>
<td>In your locality, are there any people in need who haven’t received RH services? List the different groups of people who are not reached. This could include women with unmet need for family planning, adults who have not received any information on safer sex practices and contraceptive choices, etc.</td>
</tr>
<tr>
<td>5.8</td>
<td>Do you have a plan to meet the need of those people?</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5.9</td>
<td>Please indicate specific needs for support to improve RH activities’ effectiveness.</td>
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EVIDENCE-BASED PLANNING
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<tr>
<th></th>
<th><strong>Area 6:</strong> External Relations (Relationships with other government bodies, donors, partners, cooperating agencies; marketing and communication activities)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Is there an external relations plan for relating to other government bodies, cooperating agencies, or donors? If yes, specify.</td>
<td></td>
</tr>
</tbody>
</table>
| 6.2 | Are all of the staff informed about this plan? | Yes  
No |
| 6.3 | Is this plan being implemented? | Yes  
No |
| 6.4 | How does this plan contribute to the implementation and sustainability of RH care (please specify)? |   |
| 6.5 | Does the health department have plans to advocate for specific issues? | Yes  
No |
| 6.6 | Please indicate specific needs for external relations support. |   |
| 6.7 | Is there a concerted marketing strategy? Explain. |   |
| 6.8 | Does this support the strategic direction? Why? |   |
Exercise 5.1: Reviewing/Revising the Modified Strengths and Weaknesses Template

Based on your experiences thus far and the information presented to date, work in groups to review the Organizational Self Assessment template introduced in Modification #2 to serve as basis for the development of the health department’s five-year plan for RH services.

You have 30 minutes to complete this exercise.
Exercise 5.2: Modified Strengths and Weaknesses Analysis

In your assigned group, please do the following:
1. Fill in the illustrative organizational self assessment template with as much information as possible on your health department.
2. Based on the information, list the health department’s strengths and weaknesses.
3. For each strength and weakness, include references or support to back up this claim.
4. Prepare a 10-minute presentation outlining the strengths and weaknesses, including a discussion of why the factors listed are considered strengths and weaknesses.

You have 90 minutes to complete this exercise, including preparing your presentation.

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<th>Area of Analysis:</th>
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<th><strong>Weaknesses + Supporting Evidence</strong></th>
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Handout 6: Identifying the Desired Future

Definitions

The desired future is how you would like to see your RH system operate in the future. In some respects it is a picture of the destination of where you would like to be after your journey. It is a mental picture of what your health facility should look like, how it will feel, and how you will interact with its stakeholders.

Purpose

The purpose of this session is to provide a picture of the desired RH response in your administrative area (district/region/province) so that activities can be organized and directed toward achieving this outcome.

Benefits

The benefits of identifying a desired future are that:

- It provides direction and an end line.
- It communicates to management and staff what the desired future will look like.
- It provides an end point at which to conduct gap analysis.

Requirement: Changing your Frame of Reference

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<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>Today</td>
<td>The future</td>
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<tr>
<td>Reflecting back</td>
<td>Looking forward</td>
</tr>
<tr>
<td>Current circumstances</td>
<td>Future successes</td>
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<tr>
<td>Assumptions that yielded past successes</td>
<td>Assumptions that will achieve future successes</td>
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</table>

Links to the planning process

Data and information collected from the external and internal assessment in a district/region/province will provide a clear picture of the response to RH at a particular moment. The goal of virtually all planning exercises is to move the response to RH issues forward. Identifying the desired future of the RH system provides a goal or target for the health department to strive for. Exploring the differences between the desired future and the current position, most commonly referred to as gap analysis, helps the organization set objectives and prioritize activities and move toward that desired future state.
**Link to advocacy**

Involving key stakeholders in lively discussions about the vision for the future of the RHC facility/system is essential because it encourages their involvement and support. This can be accomplished through joint meetings between key stakeholders and concerned staff of the RHC facility/system.
Exercise 6.1: Identifying a Desired Future

The following exercise has two parts and should be worked on in groups.

**Part 1: Understanding the RH context**
You have 20 minutes to complete the first part of the exercise.

Read through the National Strategy on RH Care and answer the following questions:
- Are there any key issues that your clinic needs to be aware of? If so, what are they?
- What stands out in this strategy?
- How does this strategy currently affect your work?
- How will this strategy affect your work in the future?

**Part 2: Identifying your desired future**
You have 45 minutes to complete the second part. You will have 10 minutes in plenary to present your findings.

The idea behind this exercise is for you to paint a picture of how you would like to see the district/regional/provincial response to RH operating in the future. You should be bold and creative when painting your desired future. The future should not be impossible to achieve, nor should it be very easy to achieve. The desired future you paint should stretch you and your staff beyond where you are at present.

**Desired future for district/regional/provincial response to RH**
Bearing in mind the National Health policy, National RH strategy, and your district/regional/provincial context, explain what the desired RH future will look like. For example:
- What will be the change in the targets reflected in the National Strategy on RH Care?
- How will the various players in the sub-sector work together?
- How will resources be coordinated and allocated?
- What kinds of services will be added?
- What quality measures will be put in place?
- How will management operate?
- How will management relate to staff, clients, and other stakeholders?
- What kinds of (new and existing) services does the health department envision providing?
Handout 7: Identifying Key Issues

Definition

Key issues are the critical factors that will determine the long-term success of a RH program. There are crucial questions related to these issues that must be addressed to take the district/regional/provincial response to RH from its current to its desired strategic position.

Examples of questions about key issues related to RH include:

- Who are the people and groups that the RH care system should be supporting?
- What services should be included to provide a comprehensive range of services?
- Is information, education, and communication a focus of the RH program?
- What should be the unique role of the district/regional/provincial RH system?
- How do we build strategic alliances and partnerships to expand the coverage of RH care and utilize resources more effectively?
- How can we generate or mobilize resources?
- How can we sustain the intervention program?

Purpose

The purpose of this session is to identify the key issues. It is one of the most critical steps in the planning process and provides the foundation to build your plan.

Links to the planning process

Once you have identified the district/region/province’s desired future for RH programming, the final stage of a review is to transform this information into a set of key issues that need to be addressed. Key issues can be generated by reviewing the internal and external information gathered to date and comparing this information to where the district/regional/provincial RH programming would like to be.

Note: The key issues require you to ask fundamental questions about how you are going to move from your current position to your desired future position. What does the district/region/province need to change about their RH programming? These questions are often derived from the SWOT results.

Link to advocacy

Even in the early stages of the planning process, advocacy can be used to communicate the key issues under discussion to the government authorities. This will result in early support...
for the issues and can also identify areas of concern to be addressed by the planners. Frequent consultation with stakeholders, particularly government authorities, on the identified issues will lead to increased support and will facilitate the approval of the strategic plan later on.
Exercise 7.1: Identifying Key Issues

Prepare a list of key issues that you think are important for consideration in the process of developing your district/region/province’s five-year plan for RH services by comparing its current status (based on information obtained from the environmental scan, stakeholder analysis, and organizational self assessment) with its desired future within the context of relevant national policies, strategies, and guidelines. Phrase the key issues as questions and indicate why you are including them in your list.

You have 20 minutes to complete this exercise.

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Handout 8: Setting and Prioritizing Objectives and Identifying Expected Outcomes

Definitions

Goals are overall outcome statements that guide the health department’s programs and management/operations functions. So, for example, the health department may have a goal of meeting the Millenium Development Goal (MDG) of achieving universal access to RH care.

Objectives are precise, measurable, time-phased results that support the achievement of a goal. Well set objectives are often referred to as SMART objectives. SMART stands for Specific, Measurable, Action-oriented, Realistic, and Time-bound. Objectives generally answer the question: What does the organization want to accomplish?

For a strategic plan, an objective is the intended effect, or impact, of the plan on the target population. The objective should consider how long it will take to achieve this change, and who will be affected. These changes are normally measured by a set of indicators and targets.

Indicators are descriptions or statements of what is monitored or evaluated to give evidence of project achievement. Indicators can be qualitative or quantitative. For RH, key indicators include:

- Population growth rate
  - (Birth rate – Death rate +/- Migration rate)
- Total fertility rate
  - Number of children born per woman in her life time
  - Replacement-level fertility = 2.1 children per woman
- Infant mortality rate
  - Number of babies who die before their first birthday per 1,000 newborns
- Maternal mortality ratio
  - Number of maternal deaths per 100,000 live births
- Contraceptive prevalence rate
  - Percent of women (or their partners) of reproductive age currently using contraception at the time of inquiry
- Couple years of protection
  - Projected number of years protected from conception due to use of a method
- Contraceptive method mix
- Percent distribution of method users
- Contraceptive continuation rate
  - Percent of users who continue to use a specific method at the end of 12 months
- Contraceptive failure rate
  - Percent of users of a method who conceive within 12 months

**Targets** are commitments that programs make about the level and timing of results to be achieved (for each indicator). Targets can be expressed in the following ways:
- Absolute level,
- Change in level, or
- Creation or provision of something new.

**Expected outcomes** are the results or changes that are expected to be realized as a result of the achievement of specific objectives. One objective may result in a number of expected outcomes.

**Activities** are the specific actions required to produce services and products. An objective or a strategy is made up of a group of related activities.

**Purpose**
The purpose of setting objectives, indicators, targets, and expected outcomes is to link analysis with activity.

**Benefits**
The benefits of setting objectives and identifying expected outcomes are:
- It results in precise statements about what a health department would like to accomplish within a specific timeframe.
- It breaks down goals into more manageable pieces.
- Objectives describe the intended results, which can ultimately be monitored and measured.

**Links to the planning process**
Until this point, the focus of this process has been on analysis: the environmental scan, the stakeholder analysis, the SWOT analysis, the identification of a desired future, and the identification of key issues. Objective setting transforms this analysis into specific action statements. Objectives and expected outcomes are then broken down into a series of activities, which are the discrete steps that must be taken to realize an objective. These in turn form the basis of the implementation plan.
Link to advocacy

Setting objectives, indicators, targets, and expected outcomes is an important step in the strategic planning process. Advocacy involves communicating this information and seeking an appropriate level of guidance from key stakeholders to develop relevant objectives, indicators, and targets that are in line with the national strategy and appropriate to the specific situation and conditions of the district/region/province.

Drafting objectives, indicators, targets, and expected outcomes

One strategic objective is usually accompanied by indicators and targets that ensure SMART principles. The indicators consider the following elements:

- Direction of change,
- Area of change,
- Target population,
- Degree of change, and
- Time frame.

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<thead>
<tr>
<th>Drafting an objective</th>
<th>Indicator: Target (Degree of change)</th>
<th>Expected outcome</th>
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<tbody>
<tr>
<td>Area of change</td>
<td>Unexpected pregnancy</td>
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<td>Direction of change</td>
<td>Reduce (unexpected pregnancy)</td>
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<tr>
<td>Target population</td>
<td>Couples and women of reproductive age (15-49)</td>
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<td>Time frame</td>
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<tr>
<td>Objective</td>
<td>Reduce unwanted pregnancies among couples and women of reproductive age (15-49) by the year 2013.</td>
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</tbody>
</table>

1. Percentage of couples using any contraceptive method (indicator): 60% (target)
2. Percentage of couples using modern contraceptive methods: 52%
3. Percentage of unsafe abortions per 100 live births: 10%
4. Percentage of women who accepted contraception after postabortion care: 75%

1. Maintained and increased utilization of contraceptive methods among couples, including modern contraceptive methods.
2. Reduced unsafe abortion.
Prioritizing Objectives

It is important to include a rigorous model to evaluate possible objectives. The challenge is to weigh the benefits against the costs and the risks of pursuing different objectives.

There are a number of techniques that can be employed to evaluate objectives, such as:

- Reviewing objectives against the mission,
- Developing a weighting system and using it to evaluate objectives,
- Using a scheduling method based on priority,
- Using the health department’s recent experiences or lessons learned as a method of prioritizing objectives,
- Evaluating objectives based on health department distinctiveness,
- Examining the social value potential or the ability to produce value for the customer,
- Assessing the ability of an objective to meet market demand for the customer and funder, and
- Assessing the sustainability potential of an objective.

This list is by no means exhaustive and is meant to be illustrative. The point to remember is that all objectives for consideration must be subjected to some assessment model before decisions can be taken as to their feasibility, value added contribution, viability, and ultimately health department priority.
Exercise 8.1: Common Vocabulary

In your work groups define the following words, based on your current understanding of the concepts below:

Goal:
____________________________________________________________________________________
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____________________________________________________________________________________
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Objective:
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____________________________________________________________________________________
____________________________________________________________________________________
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Indicator:
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____________________________________________________________________________________

Target:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Expected Outcome:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Activity:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What is the difference between a goal and an objective?

What is the difference between an objective and an activity?

You have 15 minutes to complete this exercise.
Exercise 8.2: Setting Objectives, Indicators, Targets, and Expected Outcomes

Part 1:

1. Based on results of internal and external environment analysis, desired future, and key RH issues facing your district/region/province, set objectives for your five-year plan for RH services, in line with the context of the national RH strategy.

2. Given both internal and external resource constraints, and a desire to have a manageable portfolio of objectives, prioritize the top five objectives and include your rationale for doing so.

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<thead>
<tr>
<th>Top 5 Objectives</th>
<th>Rationale for ranking</th>
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Part 2:

Using results from Part 1, please develop and fill in indicators, targets, and expected outcomes for ONE objective of your five-year plan for RH services in the table below:

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Expected Outcomes (EO)</th>
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<tbody>
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<td>EO 1:</td>
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<td>EO 3:</td>
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<table>
<thead>
<tr>
<th>Targets</th>
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Handout 9: Identifying Activities and Assumptions

Definitions

Activities are the specific actions required to produce services and products. An objective or a strategy is made up of a group of related activities.

Assumptions are the opportunities or risks that may affect the achievement of objectives or activities. They are generally external factors, which are out of the control of the district/region/province. The assumptions must be thoroughly taken into consideration throughout the planning process to assess whether the set objectives and activities are realistic and feasible. Although these factors are uncontrollable, it is important to follow them during implementation of an evidence-based plan to allow for timely, sound strategic adjustments when necessary.

Purpose

The purpose of this session is:

• To identify how an objective will be accomplished;
• To break down an objective into bite-sized pieces that show the steps required to realize an objective; and
• To identify opportunities and risks that may affect positively or negatively to the achievement of objectives and activities agreed but out of control of the district/region/province.

Benefits

The benefits of identifying activities and assumptions are:

• They describe how an objective will be accomplished;
• Identifying activities allows resources to be allocated to these activities (time, money, staff);
• Identifying assumptions helps planners and implementers become aware of uncontrollable factors that may affect the achievement of objectives and activities.

Links to the planning process

Activities can be set once the objectives and expected outcomes have been determined. Activity setting forms the basis of the implementation plan that outlines which resources are required to carry out a particular activity.

Assumptions are identified when setting objectives and activities.
Exercise 9.1: Identifying Activities and Assumptions

1. Select one objective that you have set for your five-year plan for RH services and its respective indicators, targets, and expected outcomes. Based on the analysis of the external environment, organizational self assessment and stakeholder analysis, list the specific activities required to achieve the selected objective.

2. Identify the assumptions related to the set objective and activities.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Indicators</th>
<th>Targets</th>
<th>Expected Outcomes</th>
<th>Activities</th>
<th>Assumptions</th>
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Handout 10: Developing the Implementation Plan

Definitions

The implementation plan is a pictorial representation that brings together the objectives and activities into a workable table or Gantt chart, clearly illustrating objectives, expected results, activities, inputs, outputs, responsibilities, time-frames or deadlines, and other performance measures. The implementation plan may also be expanded to include budget information.

Inputs are the time, human resources, and materials necessary to perform an activity.

Outputs are the results of completed activities, which are within the control of management, and which use the inputs provided. The outputs should lead to the achievement of the expected outcomes and objectives.

Means of verification are the ways of measuring or collecting information to verify if the objectives and activities accomplished.

The purpose of an implementation plan is to provide management with a summary of inputs and outputs that can be tracked over time so that project progress and quality can be monitored and evaluated and decisions can be taken in a timely manner.

Benefits

The benefits of an implementation plan are:

- It links inputs, outputs, activities, and objectives in one place;
- It links activities to resources to illustrate the resources necessary for a given activity;
- It shows management if activities are being carried out according to time and budget;
- It enables management to see if outputs are being met;
- It allows management to see if processes meet quality standards; and
- It provides information that allows management to make decisions and changes.

Links to the planning process

The implementation and M&E plans synthesize the planning process by combining the information and analysis conducted thus far into one table or Gantt chart. For a strategic plan, the implementation plan is represented in the form of a log-frame and serves as a basis for developing annual plans. Developing the implementation plan is not the last step in the planning process. The implementation and M&E plan is a live document that should be used
periodically to review progress. The M&E plan will help identify discrepancies, variances, inactivity, and other problems, allowing the project team to take appropriate remedial actions.

**Link to advocacy**

At this stage, a comprehensive log-frame of the strategic plan has been developed. Therefore, it is important to communicate with relevant local and national government authorities to provide them with the whole picture of the strategic plan, instead of just pieces. Their advice is of great importance to win support and commitment, particularly for the proposed budget.
Exercise 10.1: Developing the Implementation Plan

Based on the objective the work group selected of the five-year plan for RH services, and the corresponding expected outcomes, assumptions and activities you have set or developed in the previous session, please fill in the log-frame/implementation plan template provided below.

You have 110 minutes to complete this exercise. You will have 15 minutes in plenary to present your work.
# Log-frame of Five-Year Plan Template

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Indicators</th>
<th>Targets</th>
<th>Expected Outcomes</th>
<th>Assumptions</th>
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<th>Activities</th>
<th>Inputs</th>
<th>Outputs</th>
<th>Means of Verification</th>
<th>Agency/ person responsible</th>
<th>Time (Year)</th>
<th>Budget</th>
<th>Assumptions</th>
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<th>Indicators</th>
<th>Targets</th>
<th>Expected Outcomes</th>
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<th>Activities</th>
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Exercise 10.2: Preparing the Budget

In your work groups, prepare a budget for the same activity with different assumption scenarios. You will have 45 minutes to complete this exercise.

**Scenario 1**
You have been asked to conduct the following activity: provide training to strengthen the capacity of health facility staff in your district/region/province/area to improve the quality of FP counseling and improve forecasting of contraceptive needs.

• List the sub-activities involved in this activity.
• Prepare a budget for this activity and the corresponding sub-activities.
• Please include any budget assumptions. One assumption is that you will have a 5% increase in the same budget line over last year.
• How would you use the information that you have collected in the planning process to justify your budget?

Remember it is important to justify your budget and clearly state any assumptions.

**Scenario 2**
You have been asked to conduct the following activity: provide training to strengthen the capacity of health facility staff in your district/region/province/area to improve the quality of FP counseling and improve forecasting of contraceptive needs.

• List the sub-activities involved in this activity.
• Prepare a budget for this activity and the corresponding sub-activities.
• Please include any budget assumptions. One assumption is that the National RH strategy or policy has been approved by the government and a budget increase is expected for capacity building.
• How would you use the information that you have collected in the planning process to justify your budget?

Remember it is important to justify your budget and clearly state any assumptions.
Scenario 3
You have been asked to conduct the following activity: provide training to strengthen the capacity of health facility staff in your district/region/province/area to improve the quality of FP counseling and improve forecasting of contraceptive needs.

• List the sub-activities involved in this activity.
• Prepare a budget for this activity and the corresponding sub-activities.
• Please include any budget assumptions. One assumption is that the National RH strategy or policy has been approved by the government however, there is a budget deficit and money and/or increases in the budget for this kind of activity is very limited.
• How would you use the information that you have collected in the planning process to justify your budget?

Remember it is important to justify your budget and clearly state any assumptions.

Scenario 4
You have been asked to conduct the following activity: to provide training to strengthen the capacity of health facility staff in your district/region/province/area to improve the quality of FP counseling and improve forecasting of contraceptive needs.

• List the sub-activities involved in this activity.
• Prepare a budget for this activity and the corresponding sub-activities.
• Please include any budget assumptions. One assumption is that it is very likely that international donor support will be available for this kind of activity.
• How would you use the information that you have collected in the planning process to justify your budget?

Remember it is important to justify your budget and clearly state any assumptions.
Exercise 10.3: Modifying the Planning Checklist

Planning is a dynamic and time consuming process; a process that needs to be carefully planned, managed and monitored in and of itself. One of the ways in which this can be done is through a planning checklist. This simple tool outlines the key steps and processes, as well as any critical information that needs to form part of the overall process and plan. Using a planning checklist throughout the process and reviewing it toward the end of the process helps to ensure that all necessary information is included in the plan. It also helps management prepare for the next steps in the planning process, namely defending the plan to other departments.

Please review the following checklist and make any modifications, additions, or subtractions that you feel are necessary.
Annual Planning Checklist

Environmental Scan
☐ An environmental scan has been conducted.
☐ A demographic overview has been given.
☐ Demographic characteristics of current and potential users have been identified.
☐ Pressing and emerging RH needs have been identified.
☐ RH players have been identified both in terms of who they are currently serving and who they are likely to serve.
☐ Relevant cultural and social trends have been identified and their actual or potential impact on your operations has been explained.
☐ Relevant trends in the economy and their potential impact on your operations have been explained.
☐ Key trends in funding sources have been identified and their impact on your operations has been explained.
☐ Changes in politics, legislation and regulations have been identified and any pending impact on your operations has been explained.
☐ Any new technologies, methods or models have been identified and their significance in relation to your operations has been explained.
☐ Any other environmental influences that have the potential to affect your operations have been explained.

Stakeholder Assessment
☐ A mapping of stakeholders has been conducted for program, policy, and advocacy purposes.
☐ The list of stakeholders has been divided into four groups.
☐ The concerns and interests of each stakeholder have been identified.
☐ The expectations of stakeholders from the organization have been listed.

Organizational Self Assessment
☐ Internal assessment data has been collected and analyzed.
☐ Facility/system strengths and weaknesses including advocacy capacity have been identified.
☐ Problems have been identified as a result of this exercise.
**Desired Future State**
- A desired future has been identified and articulated.
- Meetings with stakeholders and district/region/province health department staff have taken place to articulate the desired future.

**Key Issues**
- Key issues have been identified.

**Objectives Set**
- Objectives have been set to achieve the desired future and respond to key issues.
- Objectives are SMART.
- The objectives promote sustainability on their own or in combination.
- The objectives reflect a combination of new objectives and quality improvement objectives as they pertain to routine or daily work.
- The objectives in the plan also include or reflect the advocacy objectives.

**Activities Set**
- Activities have been identified to reach the objectives.
- Activities in the plan include or reflect the advocacy objectives.

**Implementation Plan**
- An implementation and M&E plan has been developed.
- A budget has been developed in relation to objectives and activities.
- All budget assumptions have been noted and explained.
- The budget identifies additional sources of funding where possible.

**Monitoring the Plan**
- Plans have been made for using the implementation and M&E plan.
- This plan has been communicated to the relevant staff members.
- A mechanism has been put in place for communicating M&E feedback to the appropriate internal and external partners.
- Plans have been put in place to evaluate processes to ensure quality is present and sustained.
Defending the Plan

☐ The team defending the plan is aware of who it will be defending the plan to (persons on the panel).

☐ Research has been conducted on the panel members to ascertain biases, interests, concerns, and requirements.

☐ The presentation has been developed taking this information into consideration.

☐ The presentation has been developed using factual and current data.

☐ The presentation conforms to the allotted time.

☐ The presentation has been rehearsed.

☐ Anticipated questions have been identified and responses prepared.
Handout 11: Defending the Plan

Defending the plan involves a combination of presenting, defending, negotiating, advocating, and building relationships.

Definitions

**Presentation:** a talk giving information about something

**Defense:** protection or support against attack, criticism, or infection

**Negotiation:** the process of discussing something with someone in order to reach an agreement with them, or the discussions themselves

**Advocacy:** a set of actions targeted to policy makers/decision makers with the goal of motivating them to change policy

**Relationship building:** developing links with internal and external partners to establish relationships that can then be leveraged for the purposes of promoting and advancing your organization's goals and objectives

Concept of evidence-based argument

An argument is a reason or reasons why we support or oppose an idea or suggestion, or the process of explaining them. In order to defend a plan, it is important to use evidence-based arguments.

Purpose

The purpose of an evidence-based argument is to convince someone to do or support something through presentation, defense, negotiation, advocacy, and relationship building. In this particular case, the purpose is to convince representatives from the Ministry of Finance, the Ministry of Planning, and the elected body of the district/region/province of the necessity to support the five-year plan for RH services.

Benefits

The benefits of an evidence-based argument are:

- Defending the plan by definition ensures that planning is done,
- It provides an opportunity to communicate the work that you have planned for your
particular center,

- It increases your chances of receiving programmatic and financial support from government authorities, and
- It forces management to think through their plan in a thorough and strategic way.

**Links to the planning process**

Defending the plan is one of the last discrete steps in the planning process and is generally done once the plan is complete. Bearing this in mind, it is imperative that the opportunity for defending the plan is used to its best advantage and that the presentation and pitch is well researched, delivered, and supported. Defending the plan provides an excellent opportunity to also promote it. It will also help you gain the support and commitment from government authorities. Presenting a systematic strategic plan with strong evidence-based arguments is at the heart of advocacy efforts. Communicating with government authorities and addressing their concerns throughout the planning process will help ensure the success of the defense event.
Exercise 11.1: Challenges to Date

Each group of two participants should list their top three challenges in defending their plan and then report back in plenary.

You have five minutes to discuss.
Exercise 11.2: Developing a Presentation Outline For Defending the Plan

Part 1:
Your group is assigned to defend the one objective of your five-year plan for RH services that you have selected in the previous session. Based on the challenges listed and your experiences to date, list the top five questions that you believe you need to answer to make a compelling case. Try to think of the most difficult questions that you could be (or have been) asked and that you would like to be adequately prepared for.

Top five questions in order of difficulty (most difficult question first):

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Part 2:
Again, drawing from your previous experiences and the questions that you have listed above, how would you turn these questions into an outline for a presentation?

Provide an outline for a presentation to defend your objective.

In addition to the outline, list what you believe to be other important ingredients for making a compelling case:

1. 
2. 
3. 

Exercise 11.3: Developing an Evidence-Based Argument

Based on the outline developed in the previous exercise and the key ingredients that you listed as being important for making your case, along with what other participants have contributed, develop an evidence-based argument for your presentation. The argument should be presented in a compelling and articulate fashion. Please keep in mind that the presentation time is limited; therefore be sharp and straight to the point. The objective of this exercise is to organize the argument to convey only the pertinent information including what the audience wants to hear as well as respond to questions they might have. This is a key presentation and marketing skill.

You have 30 minutes to complete your script and 7 minutes per group to present.

Describe your argument as you will present it:
Exercise 11.4: Defending a Plan Role-Play

Each group will have 10 minutes to make a presentation to a panel. Members of the panel will assume the roles of Ministry of Planning representative(s), Ministry of Finance representative(s), and representative(s) of the elected body of the district/region/province. The presentation should be clear, concise, and articulate. It is vital to remember that you have to convey important messages in a compelling manner to gain support from the committee.

Each group will rotate the roles of Ministry of Planning representative(s), Ministry of Finance representative(s), and representative(s) of the elected body of the district/region/province.

Sample Questions for Ministry of Planning Representatives

You have been asked to take on the role of a Ministry of Planning representative as you watch the presentations. Below are an illustrative series of questions that the presenter should have addressed in his/her presentation. In addition to these suggestions, please refer back to the challenging questions you identified in Exercises 1 and 2 when reviewing the following presentations.

Sample questions:

• Are the goals, objectives, and targets relevant and feasible? Why?
• Do the expected results and activities serve the achievement of the objectives and targets?
• How is the planning process implemented? Why?
• How is the information/data collected? Does the given argument take into consideration uncertainties and assumptions?
• What is the plan to mobilize other resources?
• Is there a detailed plan to mobilize the other partners and sectors?
• What has been the spending rate for implementation of the previous five-year plan? Please provide justifications.
• Is there a back-up planning scenario to deal with different realities?

Sample Questions for Ministry of Finance Representative

You have been asked to take on the role of a Ministry of Finance representative as you watch the presentations. Below are an illustrative series of questions that the presenter should have addressed in his/her presentation. In addition to these suggestions, please refer back to the challenging questions you previously identified in Exercises 1 and 2 when reviewing the following presentations.
Sample questions:
• What has been the spending rate for implementation of the previous five-year plan? Please provide justifications.
• Has spending occurred in relation to the budget lines?
• Is there an estimated budget for each activity? Does budget estimation follow stipulated norms of expenditures?
• Are the budget allocations clearly explained?
• Are the budget allocations justified?
• Are the funding sources outlined?
• Is the budget mobilization from different sources feasible? Is there a back-up plan developed to deal with different realities?

Presentation Style Checklist for Elected Local Council Representatives
You have been asked to take on the role of an elected official of the local council as you watch the presentations. Below is a series of observations to look out for.

☐ The presentation is clear, free of jargon, and easily understandable by someone who is not an expert.
☐ The presenter is clear.
☐ Key points are made and substantiated.
☐ The presenter remains calm and non-defensive.
☐ The presenter is able to make compelling arguments.
☐ The presenter is able to clearly convey key messages.
☐ The written report is clear.
☐ The visual aids are clear and support the arguments being made.
☐ Does the presentation address the needs of my constituency?
☐ Are there programmatic choices that would be difficult for my constituency to approve of?
☐ Are there programs missing?
☐ Am I convinced enough to approve the request for funding for RH programs for the district/region/province?
Handout 12: Monitoring and Evaluating the Plan

Definition

**Monitoring:** a systematic and continuous process of collecting and analyzing information on outputs, costs, human resources, and implementation time to ensure the plan is being implemented appropriately.

**Evaluation:** a systematic process of collecting and analyzing information to measure whether expected outcomes were achieved and determine what impact the program has had on the target population.

Purpose

The purpose of monitoring and evaluating the plan is:

- To provide management with reasonably valid, reliable, and timely information for implementation, review, and revision purposes;
- To evaluate both the planning process and the planning document; and
- To build on successes and ensure successful future planning efforts.

Benefits

The benefits of M&E are:

- It is a useful tool for management and organizational learning; it provides information for decision makers to make proper decisions.
- Monitoring provides a constant reference to guide the assessment of results.
- An effective monitoring system provides performance information that helps ‘tell your story’ better.
- Monitoring helps the team to focus on what is important by clearly assigning accountability for results.
- Evaluation allows the health department to gain a measure of the project’s success and to see what lessons can be learned.
- Evaluation also provides insight into the skills gained by staff, mistakes not be repeated, tools and techniques of particular value, and tasks or procedures to be tackled differently next time.

Links to the planning process

The M&E process should be built into strategic and operational plans from the beginning. The M&E process should collect and analyze data that measures the performance of programs, processes, and activities against expected results at the activity, objective, and goal levels.
Monitoring will take place throughout the life of the project to ensure that activities are being completed according to plan (time and budget) and to provide feedback to the relevant partners in the implementation process.

Evaluation will take place at different points throughout the project lifecycle. For example, processes can be evaluated throughout the project lifecycle to ensure that quality forms the basis for performance. A midterm evaluation is often carried out to review the results of the project/plan and to make timely strategic adjustments if necessary. A final evaluation often takes place at the end of a project to evaluate the overall effectiveness and impact of the project in meeting outcomes and goals.

Given the importance of M&E in ensuring implementation quality, building M&E into a strategic plan is a way to convince key stakeholders that the plan is comprehensive and well developed. More importantly, M&E activities will demonstrate how well resources are being used, what impact the program has had in the target population, and what issues require additional support and attention.
Exercise 12.1: M&E Self Diagnostic

This self-diagnostic exercise has three parts. In Part 1, you will focus on visually representing the M&E process for RH services in your district/region/province. In Part 2, you will focus on the activities and internal systems within the process and how well they work individually and as part of the M&E process. In Part 3, you will answer a series of questions to identify areas of disconnect between activities, processes, and feedback to provide a series of recommendations for improvement.

You will have a total of 15 minutes to deliver your presentation. It is suggested that you allow for 5 minutes per component of this exercise.

Part 1:
Please draw what the current M&E process for RH services looks like in your district/region/province. This should reflect the key components/steps in your M&E process and the relationships among the components, along with any other relationships that the M&E system supports.

Part 2:
Please identify and list what internal systems/activities your RH system currently has in place to support the M&E process for your five-year plan for RH services. M&E activities may include quarterly, semi-annual, and annual review meetings, midterm and final reviews among stakeholders, regular and irregular monitoring visits conducted by management at different levels, and midterm and final evaluations. Then, please indicate the purpose and frequency of the activity, to what extent the activity functions well, and what you would do differently to improve the activity.

<table>
<thead>
<tr>
<th>Internal M&amp;E Systems/Activities</th>
<th>Purpose</th>
<th>Frequency</th>
<th>What works well?</th>
<th>What would you do differently?</th>
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Part 3:

Please answer the following questions regarding your M&E process, system, and activities:

1. To what extent do the internal systems/activities form a part of a coordinated M&E process?
2. In what ways is the M&E information being used?
3. In what ways is the M&E information being fed back within the RH system—to health facility managers, stakeholders, Ministry of Health, contraceptive supply chain managers, and others—to make improvements?
4. What could be done differently to improve the system?
Exercise 12.2: Evaluating Quality

Based on the results of your analysis in Exercise 12.1, describe what processes you currently use to evaluate quality within your RH services system.

Please list the evaluation activities that your RH system has initiated to evaluate processes of the system (service delivery, training, management, planning and implementation, communication, etc.). Please describe how the evaluation of your processes has led to quality improvements.

<table>
<thead>
<tr>
<th>Process</th>
<th>Evaluation Activity</th>
<th>Quality Improvement</th>
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Please identify any quality measures that you feel would be helpful for the RH system:

________________________________________________________________________
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Exercise 13.1: Post-Workshop Action Plan

District, region, or province:

Name of district/region/province area:

Name of director/manager:

Name of post-workshop action plan champion:

Time frame:

<table>
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<tr>
<th>Task/activity for Follow Up</th>
<th>Person Responsible</th>
<th>Due Date</th>
<th>Implementation Progress</th>
<th>Support Required</th>
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Reference Documents
Action-Learning: Steps and Questions

Useful Questions in Using Action-Learning as a tool

• What significant things happened?
  Describe the events.
• Who was involved, what did they do?
• What picture emerges?
• How did I/we feel?

• What do I/we want?
• What do I/we want to do?
• What are we going to do differently?
• How will we not repeat the same mistake?
• What steps will we use to build these new insights into our practice?

• Why did it happen?
• What caused it?
• What helped, what hindered?
• What did we expect?
• What assumptions did we make?
• What will happen if the situation does not change?

• What would we have done differently if we knew what we know now?
• What did we learn?
• What new insights have we gained?
• What was confirmed?
• What new questions have emerged?
Key Principles of Action

Action is central to action-learning. Action means carrying out tasks, or engaging in processes. When we become bold and commit ourselves to action, we increase our opportunities to learn.

• Understanding develops naturally from experience and does not necessarily need to involve formal teaching or academic models.
• People know their own experience.
• Actions, feelings, and one’s understanding, as well as the “objective, real facts” are all essential knowledge.
• People’s understanding and feelings are as much part of them as their values, thoughts, or behavior.
• Action means risk because failure may occur.

Key Principles of Reflection

Reflection involves examining and thinking about an event. The experience must first be made conscious, then analyzed, evaluated, and understood. When we use the action-learning cycle, reflection becomes a planned activity. A group, or individual, spends time reflecting upon their experience to draw out the learning.

• Asking deep and searching questions helps reflection and evaluation.
• Conscious reflection and evaluation are best achieved in discussion with others.
• Reflection tests what you see, understand, and assume about reality with how others see the same reality.
• The reflection process tries to look at the whole range of factors that might contribute to an event taking place, and not just one simple cause.

Key Principles of Learning

Reflection does not always result in learning. We often incorrectly assume that the knowledge gained through reflection will automatically impact the way things are done in the future.

• Reflection does not automatically result in generalized learning.
• The purpose of learning is to improve future action.
• The only way to measure whether or not learning has taken place is to examine the quality of future action.

Key Principles of Planning

Planning is the link between past learning and future learning. When you plan, you draw together all previous experience and learning to help you predict what needs to happen for you to achieve your goals. Planning that is unrelated to learning from the past is a waste of time.
• Planning is thinking about the future and deciding how to move towards it.
• The future is unknown, so planning is seldom perfectly accurate.
• Plans that result in failure are as valuable to learning as those that succeed.
• Regular evaluation must be built into all plans.
Major References


Evidence-Based Planning for the Sustainability of Local Government Reproductive Health Programs
Participant Evaluation

Rate each of the following statements as to whether or not you agree with them, using the following key:

5  Strongly agree
4  Somewhat agree
3  Neither agree nor disagree
2  Somewhat disagree
1  Strongly disagree

Course Materials
I feel that:

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<th>Statement</th>
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<td>The objectives of the module were clearly defined</td>
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<td>The material was presented clearly and in an organized fashion</td>
<td>5 4 3 2 1</td>
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<td>The handouts and tools were useful</td>
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Technical Information
I learned new information in this course.  
I will now be able to:

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<th>Task</th>
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<td>Develop evidence-based plans for RH in my local government health office</td>
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<td>Conduct an external environmental scan</td>
<td>5 4 3 2 1</td>
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<tr>
<td>Conduct a stakeholder analysis</td>
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<td>Conduct an organizational self assessment</td>
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<td>Use SWOT analysis to prioritize interventions</td>
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<td>Develop objectives for the long-term plan</td>
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<td>Develop indicators to support objectives</td>
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</table>
Develop targets 5 4 3 2 1
Identify activities 5 4 3 2 1
Use the logframe to develop plans 5 4 3 2 1

**Training Methodology**
The trainers’ presentations were clear and well organized 5 4 3 2 1
Class discussion contributed to my learning 5 4 3 2 1
I learned practical skills in the role plays and case studies 5 4 3 2 1
The required reading was informative 5 4 3 2 1
The trainers encouraged my questions and input 5 4 3 2 1

**Training Location and Schedule**
The training site and schedule were convenient 5 4 3 2 1
The necessary materials were available 5 4 3 2 1

**Suggestions**
What was the most useful part of this training?

What was the least useful part of this training?

What suggestions do you have to improve the module? Please feel free to reference any of the topics above.