

MANAGING PROGRAMMES  
TO IMPROVE CHILD HEALTH

# Workbook



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Managing Programmes to Improve Child Health

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# Workbook

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**Worksheets for  
Step 2. Review implementation status**

## **Exercise B: Review implementation status**

### **Part 1–STEP 2.1: Review programme goals and objectives**

Review your national strategic plan for child health or similar documents to locate statements of the programme goals and objectives. If the child health programme is split between different departments, then it will be necessary to review plans from each of these departments. Write these down on the *Worksheet: Review Current Programme Goals and Objectives*. You should keep these goals and objectives in mind during all assessment and planning.



**WORKSHEET: Review Current Programme Goals and Objectives**

<b>Programme goals</b>	<b>Programme objectives</b>

**Part 2—STEP 2.2: Review current coverage of interventions and compare it to targets**

The worksheet on the next page lists key effective child health interventions and some coverage indicators.

- (1) Review the interventions listed and **highlight those that your programme delivered in the past year**. Use a colored highlighter to mark or put a star next to interventions that were implemented by **your** programme.
- (2) At the top of the first blank column, write the year for which the targets were set. Fill in the coverage target set for each indicator (if any, from your national or regional strategic plans).
- (3) At the top of the second blank column, write the current year (that is, the year recently completed for which you have data). For each **highlighted** intervention, estimate the current coverage of your programme based on your data. Coverage data are usually available in reports of population-based surveys that report national and regional-level data (for example DHS or MICS). If the data is not current, use the best available.
- (4) In the right column, specify the source of data for the coverage estimate.

## WORKSHEET: Review Current Intervention Coverage

Period	Intervention	Coverage indicator	TARGET Year: _____	Current coverage Year: _____	Source of data
<b>PREGNANCY</b>	Antenatal care	% of pregnant women who receive at least 2 ANC visits			
	Tetanus toxoid to all pregnant women	% of newborns protected against tetanus at birth			
	Intermittent preventive therapy with antimalarials	% of pregnant women who received at least 1 dose of IPT (in endemic areas)			
	Voluntary counselling/testing for HIV and PMTCT	% of HIV+ women attending ANC who receive ARV prophylaxis			
<b>LABOUR AND DELIVERY</b>	Skilled care at birth	% of births attended by skilled birth attendants			
		% of births that occurred at health facility			
	Emergency obstetric and newborn care	% of expected obstetric emergencies who receive treatment (met need)			
		% of pregnant women having a caesarean section			
<b>POSTNATAL /NEWBORN PERIOD</b>	Postnatal care visit	% of mothers/newborns who had a postnatal check-up in the 1 <sup>st</sup> two days of life			
	Immediate initiation of breastfeeding	% of newborns put to the breast within 1 hour of birth			
<b>INFANTS AND CHILDREN</b>	Exclusive breastfeeding (EBF)	% of infants less than 6 months of age who are exclusively breastfed			
	Safe and appropriate complementary feeding	% of infants aged 6-9 months who receive breastfeeding and appropriate complementary feeding			
	Vitamin A supplementation	% of children aged 6-59 months who have received a dose of vitamin A in the previous 6 months			
	Immunizations against vaccine preventable diseases	% of children aged 12-23 months who are fully vaccinated (national EPI schedule)			
	Sleeping under insecticide-treated bednet (ITN)	% of children under 5 years sleeping under ITN the previous night (in malaria risk areas)			
	Treatment of common childhood illness	% of children under 5 years with fast/difficult breathing who received an antibiotic			
		% of children under 5 years with fast/difficult breathing taken to a health provider for care			
		% of children under 5 years with fever who received an antimalarial			
% of children under 5 years with diarrhoea who received ORT					

**Part 3—STEP 2.3: Review status of indicators related to increasing availability, access, demand and quality of health services for children, and knowledge of families relevant to child health**

The worksheet on the next page lists major intervention packages relevant for child health and some activity-related indicators. You can add an additional package that is implemented in your area.

Data related to availability, access, demand and quality of health services and knowledge of families are usually difficult to find but are very useful in planning implementation. Appropriate sources of these data are health facility surveys, and small-sample household surveys. If supervision is done and reported well, many of these indicators can also be calculated from supervisory visit data.

- (1) At the top of the first blank column, write the year for which the targets were set. Then fill in the target set for each indicator (if any, from your country's plans).
  
- (2) At the top of the second blank column, write the current year (that is, the year recently completed for which you have data. Fill in the current level of each indicator based on available data.

When you have completed Parts 1, 2 and 3, discuss your work with a facilitator.

**WORKSHEET: Status of Indicators Related to Increasing Availability, Access, Demand, or Quality of Health Services and Knowledge of Families Relevant to Child Health**

<b>Intervention Package</b>	<b>Indicator</b>	<b>Target for Year: ____</b>	<b>Current level Year: ____</b>
ANC	% of pregnant women attending ANC who receive all interventions listed in your ANC package		
Skilled care at birth, emergency obstetric and newborn care	% of skilled birth attendants trained in newborn care at birth		
	% of first-level health facilities providing basic emergency obstetric and newborn care (24 hours/day, 7 days/week)		
	% of hospitals providing comprehensive emergency obstetric and newborn care (24 hours/day, 7 days/week)		
Postnatal care	% of villages with trained health worker or CHW to make postnatal home visits		
IMCI (Management of newborn and child illness)	% of health facilities with at least 60% of health workers caring for children trained in IMCI		
	% of health facilities with no stock-outs of essential medicines and supplies for managing common childhood illnesses in the previous 6 months		
	% of health facilities receiving at least one supervisory visit with observation of case management in the previous 6 months		
	% of sick children attending health facilities assessed correctly		
	% of children attending health facilities who need an antibiotic and/or an antimalarial who are prescribed the medicine correctly		
	% of referral facilities that manage severely ill children with oxygen and paediatric delivery systems available in the paediatric ward		
Community IMCI	% of villages with at least one mass media communication activity (radio, TV, groups etc) for maternal, newborn or child health in the previous 3 months		
	% of villages with a trained CHW or volunteer for promoting key family and community practices		
	% of caregivers who know 2 danger signs for seeking care		
EPI	% of health facilities with immunization services available daily		
Nutrition	% of health facilities with breastfeeding counsellors		

**Part 4—STEP 2.4: Review major activities in the last plan and assess how well they were implemented**

Complete the worksheets to assess planned activities. You can use the following categories to classify the activities:

1. Advocacy/Resource mobilization	5. Communication/Development of community supports
2. Training/Human resource development	6. Supervision
3. Strengthening supplies of medicines and equipment	7. Monitoring progress
4. Strengthening referral pathways	8. Other (specify): _____

Notice that this worksheet has 3 sections for the three levels of the health system.

**Planned activity** (left column): List some major activities that were planned for the home and community, first-level health facilities and referral facilities. Planned activities can usually be found in workplans, proposals, schedules, or other implementation documents. For this exercise, try to list some activities related to different interventions along the continuum of care for the mother and child, such as ANC, postnatal and newborn care, and care for infants and children.

**Status of implementation** (2<sup>nd</sup> column): Based on programme reports such as monitoring data, supervision reports, discussions with staff, or your own knowledge, describe whether the planned activity was implemented **fully** (e.g. 10 completed out of 10 planned), **partially** (e.g. completed 2 out of 5 planned), or **not at all**.

**Geographic scope** (3<sup>rd</sup> column): Note the number or percentage of districts or health facilities in which the activity was completed.

**How well the activity was conducted** (4<sup>th</sup> column): Information on how well activities were done can be obtained from programme documents and discussions with staff. Examples of questions and criteria for assessing activities are provided in Annex C of module 2.

**Reasons for observed implementation performance** (right column): List reasons that contributed to the extent of implementation of the activity (fully, partly, not at all), or to the quality of the activity (good or poor). Programme documents may state reasons, or you may have knowledge of some reasons.

When you have completed Part 4, discuss your work with a facilitator.



## WORKSHEET: Assess How Well the Planned Activities Were Implemented (page 2)

FOR IMPLEMENTING INTERVENTION PACKAGES AT **FIRST-LEVEL HEALTH FACILITIES**

Planned activity	Status of implementation	Geographic scope (implemented in _ % of districts/HF)	How well the activity was done	Reasons for observed implementation performance

FOR IMPLEMENTING INTERVENTION PACKAGES AT **REFERRAL FACILITIES**

Planned activity	Status of implementation	Geographic scope (implemented in _ % of districts/HF)	How well the activity was done	Reasons for implementation performance



## Exercise C: Review implementation status

### Part 5–STEP 2.5: Analyse information and generate ideas on what is needed to reach targets.

Review the worksheets that you have completed up to now to answer the following questions. Think of each activity that helped to improve services for child health.

-----

#### **WORKSHEET: Analyse Information and Generate Ideas on What is Needed to Reach Targets**

**What are the main STRENGTHS of the child health programme in your area?**

- 1.
- 2.
- 3.
- 4.
- 5.

**What are the main WEAKNESSES of the child health programme in your area?**

- 1.
- 2.
- 3.
- 4.
- 5.

**Are there any issues related to POLICY, STRATEGY, or REGULATORY FRAMEWORK that need to be tackled to address the weaknesses?**

- 1.

(exercise continues on next page)

2.

3.

**Are you on course to meeting your targets with the current activities? If no, what CHANGES or what ADDITIONAL ACTIVITIES would be needed in the next plan to meet targets?**

1.

2.

3.

4.

5.

**What RESOURCES would be needed to conduct the ADDITIONAL ACTIVITIES?**

1. Change in policies or regulations:

2. Human resources:

3. Financial resources:

4. Material resources:

5. Community support:

**What OPPORTUNITIES can be used for obtaining these resources?**

1.

2.

3.

**Worksheets for  
Step 3. Decide on programme activities**

## Exercise E—Plan activities to implement intervention packages

### STEP 3.3: Decide on activities to implement interventions/packages in the home and community, first-level health facilities and referral facilities.

Based on the framework given in your strategic plan and your analysis of implementation status from the previous worksheets, decide on the key activities to include in your plans for the next year.


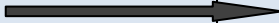
#### Part 1:

Describe how the interventions will be delivered along the two continua of care. Use the *WORKSHEET: Who Will Deliver Interventions along the Continua of Care*.

- List the key interventions/packages that the child health programme will implement in the first blank column.
- In the remaining boxes, state **who** will deliver the intervention at each level and the **type of activity** they will do (e.g. give education, provide care, counsel).

Refer to the example worksheet (Figure 17, page 45 of *Module 2: Planning Implementation*) if needed.

## WORKSHEET: Who Will Deliver Interventions along the Continua of Care

<b>Continua</b> 	<b>Who will deliver interventions</b> 			
	<b>Interventions/ packages*</b>	<b>In the home and community</b>	<b>At first-level health facilities</b>	<b>At referral facilities</b>
<b>Pregnancy</b>				
<b>Birth and Immediate postnatal period</b>				
<b>Newborn period</b>				
<b>Infancy and childhood</b>				

(exercise continues on next page)

## Exercise E—Plan activities to implement intervention packages (continued)

### Part 2:

Keeping in mind your framework for delivery of interventions along the continua of care, list key activities that you will include in your plans to implement those interventions next year. Use the *WORKSHEET: Plan Activities to Implement Intervention Packages*. Notice that there is a worksheet page for each level of the health system (3 pages).

In deciding activities, keep in mind that activities should be aimed at increasing coverage of interventions and should contribute to increasing one or more of the following:

- a) availability of services
- b) access to services
- c) demand for services
- d) quality of services
- e) information and knowledge of families and communities relevant to child health.

Use your own experience to think through what is needed. You may plan to continue or expand current activities or plan new activities to overcome problems identified in the programme assessment. **For each activity that you decide to include in your plan, you should be able to explain which of the above aims it contributes to.**

**WORKSHEET: Plan Activities to Implement Intervention Packages**  
*In the home and community*

**Interventions/packages:** \_\_\_\_\_

**Activities:**

Advocacy/Resource mobilization 1. 2. 3.
Training/Human resource development 1. 2. 3.
Strengthening supplies of medicines and equipment 1. 2. 3.
Strengthening referral pathways 1. 2. 3.
Communication/Development of community supports 1. 2. 3.
Supervision 1. 2. 3.
Monitoring progress 1. 2. 3.

(worksheet continues on next page)

## WORKSHEET: Plan Activities to Implement Intervention Packages (page 2)

### At first-level health facilities

Interventions/packages: \_\_\_\_\_

#### Activities:

Advocacy/Resource mobilization 1. 2. 3.
Training/Human resource development 1. 2. 3.
Strengthening supplies of medicines and equipment 1. 2. 3.
Strengthening referral pathways 1. 2. 3.
Communication/Development of community supports 1. 2. 3.
Supervision 1. 2. 3.
Monitoring progress 1. 2. 3.

(worksheet continues on next page)



**WORKSHEET: Plan Activities to Implement Intervention Packages (page 3)**

***At referral facilities***

**Interventions/packages:** \_\_\_\_\_

**Activities:**

Advocacy/Resource mobilization 1. 2. 3.
Training/Human resource development 1. 2. 3.
Strengthening supplies of medicines and equipment 1. 2. 3.
Strengthening referral pathways 1. 2. 3.
Communication/Development of community supports 1. 2. 3.
Supervision 1. 2. 3.
Monitoring progress 1. 2. 3.

## **Exercise F—List tasks and types of resources needed**

### **STEP 3.4: List tasks in each activity**

Use the *WORKSHEET: List Tasks in Key Activities that You Have Planned*. Select 3 key activities from your lists of activities (written in the previous worksheets) and copy them into the left column. Then, in the right column, list some tasks that would be involved in performing each activity. A good list of tasks should be complete and state the tasks in sufficient detail that one could delegate each task and monitor whether it is done. Tasks should also be listed in a reasonable sequence.

### **STEP 3.5: Specify types of resources that will be needed for activities**

Use the *WORKSHEET: List Types of Resources Needed for Activities*. Copy the same 3 activities into the left column. Then list the types of resources needed to do each activity in the right column.

**WORKSHEET: List Tasks in Key Activities that You Have Planned**

<b>Activity</b>	<b>Tasks</b>
1.	
2.	
3.	

(exercise continues on next page)

**Exercise F—List tasks and types of resources needed  
(continued)**

**WORKSHEET: List Types of Resources Needed for Activities**

Activity	Types of resources needed
1.	
2.	
3.	

**Worksheets for  
Step 4. Plan monitoring of implementation of  
activities**

## Exercise G—Select indicators for monitoring

### STEP 4.2: Choose priority indicators for monitoring implementation of activities

Use the *WORKSHEET: Choose Indicators for Monitoring Activities* on the next page to continue planning for your programme. To complete this worksheet, you will select some indicators to help monitor implementation.

- A. At the top of the worksheet on the next page, specify the interventions/packages that you are planning.
- B. Turn back in this **Workbook** to the worksheets you completed in Exercise E (pages 17–19). Review the activities you planned there.
- C. Write in the left column of the worksheet (on the next 2 pages) some key activities that are important to monitor. List at least 2 activities at each level of the health system.
- D. Then:
  - List 2–3 possible indicators to track each activity. Remember that activity-related indicators may track whether activities are **completed** or may measure **results** of those activities in terms of increasing availability, access, quality, demand, or knowledge of family members.
  - Consider the feasibility of measuring each indicator. Eliminate any that are not feasible to monitor on a regular basis.
  - Consider which indicator would tell you more about the effectiveness or result of the activity.
  - Put a star by the priority indicators that you choose.

## WORKSHEET: Choose Indicators for Monitoring Activities

Interventions/packages: \_\_\_\_\_

*In the home and community*

A. Key activities planned	B. Activity-related indicators to monitor

*At first-level health facilities*

A. Key activities planned	B. Activity-related indicators to monitor

(worksheet continues on next page)

**Exercise G—Choose indicators for monitoring activities (continued)**

*At referral facilities*

<b>A. Key activities planned</b>	<b>B. Activity-related indicators to monitor</b>



## **Exercise H—Plan monitoring of implementation of activities**

### **STEP 4.3: Decide how to monitor, when, and who will monitor**

Use the *Worksheet: Plan for Monitoring of Implementation of Activities* on the next page.

- A. Copy some of the activity-related indicators that you selected for monitoring (from page 25–26 of your **Workbook**) into the left column, What to monitor.
- B. Complete the worksheet by filling in the remaining columns for each indicator:
  - monitoring method
  - when to monitor
  - who will collect data

### **STEP 4.4: Plan how to summarize, analyse and interpret data, and use and disseminate results from monitoring**

Use the *Worksheet: Plan How to Summarize, Analyse, and Interpret Data, and Use and Disseminate Results from Monitoring* on page 29. Write answers to the questions on the worksheet.

**WORKSHEET: Plan Monitoring of Implementation of Activities**

<b>What to monitor</b>	<b>Monitoring method</b>	<b>When to monitor</b>	<b>Who will collect data</b>
<b>In the home and community</b>			
<b>At first-level health facilities</b>			
<b>At referral facilities</b>			

**WORKSHEET: Plan How to Summarise, Analyse, and Interpret Data and Use and Disseminate Results from Monitoring**

1. How will reports from supervisory visits be summarized and analysed?

How will training and personnel reports be summarized and analysed?

How will reports on medicines and supplies be summarized and analysed?

2. Who will interpret the monitoring data?

How often?

3. How and by whom are the monitoring data and results likely to be used?

4. Who will be responsible for disseminating the results of monitoring?

How and to whom will monitoring results be disseminated?

How often?



**Worksheet for  
Step 5. Plan for the next review of implementation  
status**



**Exercise I–Plan for the next review of implementation status (continued)**

**4. When will the next review of implementation status be conducted?**

(Consider what will be the period of time for data collection? When can the data can be summarized? When can preparations for the review be completed? When will the next implementation planning cycle be conducted?)

**5. Will special data collection activities be needed in order to measure the indicators you have specified?**

**6. How will the data be summarized prior to the review?**

(Who will summarize it?)

**7. How will the review of implementation status be conducted?**

(Who will conduct it? How?)

**8. How will the report/results of the review be used and disseminated?**





**Worksheets for**  
**MODULE 3: MANAGING IMPLEMENTATION**

## Exercise A—Advocate for child health

Use the *WORKSHEET: Summary of Approach to Child Health Advocacy* on the next page. Choose an intervention, and answer the questions below. Write your answers on the worksheet.

1. Decide what you want to achieve with advocacy (the advocacy objectives). Do you want to raise awareness? Do you want more funds? Are there particular elements required for implementation that you need but do not have? Are there policies or guidelines that you would like to be changed? Write a few objectives in the left column.
2. Decide on the target audiences for your advocacy objectives. Each target audience should be one that can make needed changes or influence the changes specified in your advocacy objective.
3. Work out the messages that you want to give. Keep them simple and appropriate for each target audience.
4. Describe what methods (or channels) you will use to deliver your message.
5. Estimate the resources you will require to develop and deliver your advocacy messages.
6. Decide how you will measure whether or not your advocacy has been effective.

## WORKSHEET: Summary of Approach to Child Health Advocacy

Interventions/packages: \_\_\_\_\_

1. Advocacy objectives (desired changes)	2. Target audience	3. Advocacy message	4. Methods for delivering message	5. Resources required for advocacy (human, material, financial)	6. Measures of effectiveness of advocacy

## Exercise B—Assess potential strategic partners

**Part 1. Review potential strategic partners who could help with implementation of the intervention package in your programme.**

### **A. Key Questions for Potential Strategic Partners**

- Use the *WORKSHEET: Key Questions for Potential Strategic Partners* on the next page.
- Select three potential strategic partners – one government, one UN/multilateral agency, and one NGO/community partner/other. Write the name of each organization in the top row of the worksheet.
- Assess each of the partners by answering key questions about their interests and objectives. Write answers in the appropriate column and row of the worksheet.

### **B. Resources Inventory for Potential Strategic Partners**

- Then turn to the next page in your **Workbook**, *WORKSHEET: Resources Inventory for Strategic Partners* (page 40). Write the names of the same 3 organizations in the top row of the worksheet. Complete the worksheet by listing resources of each type (specified for each row) that the organization could provide.

**C. Decide whether or not each of the potential partners is likely to be useful to help with implementing your intervention package.**

## WORKSHEET: Key Questions for Potential Strategic Partners

Key questions	Government Name: _____	UN/Multilateral agency Name: _____	NGO/Community partner/ Other Name: _____
What is their mission? How does it fit with improvement of child health?			
Are there any specific criteria that they use to determine partners?			
Do they have any history of working with child health programmes?			
What positive features would they see in collaborating with you?			
What time of year do they develop their annual work plans? How far ahead do they plan their activities?			
What is their legal status e.g. registered NGO, international organization?			
How well are they regarded by other agencies?			
Do they have a system for financial management and auditing in place to ensure that funds are properly spent?			

(exercise continues on next page)

**Exercise B—Assess potential strategic partners**

**WORKSHEET: Resources Inventory for Strategic Partners**

	<b>Government</b> Name: _____	<b>UN/Multilateral agency</b> Name: _____	<b>NGO/Community partner/Other</b> Name: _____
<b>Human resources available</b>			
Staff who can help in the planning of activities			
Staff who can help in the implementation of activities			
Volunteers, free consultancy			
Training courses, study visits, and scholarships			
<b>Material resources available</b>			
Specialist equipment for short or long-term use			
Supplies of consumables, e.g. medicines, injection equipment, training materials			
Offices or service equipment			
Vehicles/other transportation			
<b>Financial resources available</b>			
Funds for project activities			
<b>Other</b>			

## Exercise C—Mobilize funds from a donor

### WORKSHEET: Donor Inventory

List some organizations that are active in your geographic area and indicate whether they are likely to want to provide financial support for child health activities.

Category of organization	Organizations	Likelihood of interest in child health activities
NGOs/ International NGOs		
Civil society organizations		
Community-based organizations		
Religious groups/ Institutions		
UN agencies		
Bilateral donors		
Multi-lateral donors		
International foundations		
Private companies		
Other		

## Exercise F—Improve the Organization of Supervision

Complete the *WORKSHEET: Organization of Supervision* on the next page. Write answers in the appropriate column and row of the worksheet.

- In the left column, specify where the work that will be supervised is occurring. (In the 3rd and 4th rows you may specify additional locations, such as referral facilities, training courses.)
- In the second column, list what and who to supervise. Be specific.
- In the remaining columns, specify:
  - The method(s) to be used to supervise the person/activity/task
  - How frequently supervision should be conducted (based on what is locally feasible)
  - Staff who will conduct the supervisory visits
  - Other interventions or packages that could be supervised at the same time (i.e. how could you integrate supervision to make it more efficient?)



## WORKSHEET: Organization of Supervision

**INTERVENTIONS/PACKAGES:** \_\_\_\_\_

Where	What and who to supervise	Supervisory methods	When: Frequency	Who will conduct supervisory visits	Interventions that could be supervised at same time
Community					
First-level health facilities					

*Note:* Areas for supervision could include:

- a) medicines, equipment, supplies
- b) case management practices

- c) administrative tasks such as reporting and medicine ordering
- d) knowledge and practices of caregivers