

Namibia National HIV M&E system Training Curricula

Curriculum 1: Training in Monitoring and Evaluation (M&E) Concepts

Target Audience/s	All HIV implementers without M&E systems Regional HIV M&E staff National HIV M&E staff Sectoral HIV M&E staff
Overall Training course learning objectives	To equip participants to develop their own M&E plans for their own organisation/s or projects within organisations, and to implement these plans
Training Course Duration	5 days

Content	Session Objectives	Activities & Methodology	Evaluation	Timeframe
Session 1 Monitoring & Evaluation definitions	By the end of the session, trainees should be able to distinguish between monitoring and evaluation.	<ol style="list-style-type: none"> 1. Plenary discussion: identify examples of monitoring and evaluation in 'real life' 2. Group work exercise 1 – identify which of the activities are monitoring and which of the activities are evaluation activities 3. Presentation on M&E-related definitions: with relevant examples 4. Plenary discussion: benefits of monitoring and evaluation 	Results of group exercise 1: participants should be able to identify which of the activities are monitoring, and which of the activities are evaluation	Day One 240 min 8:30 – 10:30 am 11:00 am – 1:00 pm
Session 2 Core aspect of monitoring and evaluation	By the end of the session, participants should know that there are core aspects to monitoring and evaluation: indicators, informed by data sources, analysed to prepare information products, which are disseminated to stakeholders	<ol style="list-style-type: none"> 1. Plenary discussion on real life examples of how monitoring and evaluation fits together and how the different definitions link with each other 2. Presentation: core aspects of a monitoring and evaluation system 	Ask participants to close their notes and draw the conceptual diagram. Then, ask them to explain the diagram to the person sitting next to them	Day One 120 min 2:00 – 4:00 pm
Session 3 Indicators	By the end of the session, participants should be able to design new indicators and evaluate existing indicators	<ol style="list-style-type: none"> 1. Plenary: Circulate a set of indicators, and ask participants to identify which indicators they feel are good indicators, and which indicators are bad indicators. State reasons for answers 2. Presentation: Indicator definitions, types (levels) of indicators, indicator matrix, and criteria for good indicators 3. Group work exercise 2 – ask participants to identify, from the same list, good and bad indicators. For all the bad indicators, ask groups to re word the indicators. 	Results of group work exercise 2 – check how many groups could correctly identify the good and bad indicators, and who designed new indicators for the bad ones	Day Two 240 min 8:30 – 10:30 am 11:00 am – 1:00 pm
Session 4 Data Sources (Strategic Information)	By the end of the session, participants should be able to identify and describe appropriate data sources for a set of indicators	<ol style="list-style-type: none"> 1. Plenary discussion – identify types of data sources for the indicators listed in group work exercise 2 2. Presentation: Introduction to the concept of strategic information; types of strategic information in the field of HIV M&E; distinguishing between episodic and routine data sources; primary and secondary data; and developing a data source matrix 3. Exercise 3 – ask participants to classify each data source as an episodic or routine data source; and to assign one data source to each indicator discussed in exercise 2 4. Hand out appropriate indicators and data sources for exercise 2 	Results of individual exercise – check the number of participants that correctly classified a data source as routine or episodic	Day Two 120 min 2:00 – 4:00 pm

Content	Session Objectives	Activities & Methodology	Evaluation	Timeframe
Session 5 Data analysis and preparation of information products	By the end of the session, participants should be able to understand basic data analysis concepts – and apply them using real data	<ol style="list-style-type: none"> 1. See Swaziland introduction to descriptive statistics 2. Conduct group work exercise 4, as per Swaziland example 	Results of group work exercise: number of participants that attained the correct descriptive statistics results	Day Three 8:30 – 10:30 am 11:00 am – 1:00 pm
Session 6 Dissemination to stakeholders	By the end of the session, participants should be able to understand the need for dissemination to stakeholders, identify different communication tools (reports, etc) and design dissemination channels	<ol style="list-style-type: none"> 1. Presentation: strategies for data use 2. Illustration: development of an information product matrix and a dissemination matrix 3. Group work exercise 5: for all the data sources identified in exercise 3, design a data dissemination strategy 	Results of group work 5: number of mistakes made in the dissemination matrix	Day Three 120 min 2:00 – 4:00 pm
Session 7 Data Use	By the end of the session, participants should be able to describe with real life examples how data can be used and identify how they can use data better in their own organisations	<ol style="list-style-type: none"> 1. Presentation: Types of graphs for visual presentation 2. Group work exercise 6: see Zanzibar example: how data can be used to inform decision making 	Number of groups that correctly used the data for decision making	Day Four 240 min 8:30 – 10:30 am 11:00 am – 1:00 pm
Session 8 Components of functional monitoring and evaluation systems	By the end of the session, participants should be able to identify the 11 components of a functional M&E system	<ol style="list-style-type: none"> 1. Presentation: components of a functional HIV M&E system 2. Exercise 7: ask participants to explain the 11 components to each other. For those participants that have worked in organisations where M&E already takes place, ask them to identify which of these components are applicable to their organisations 	Number of participants that could correctly explain the 11 components of a functional M&E system	Day Four 120 min 2:00 – 4:00 pm
Session 9 Developing an M&E plan	By the end of the lesson, participants should be able to develop a Monitoring and Evaluation Plan for their own organisation	<ol style="list-style-type: none"> 1. Presentation: components of an M&E plan 2. Group work: ask participants to work in pairs. Hand out the case study project. Ask each pair to develop an M&E plan of no more than 4 written pages for the project. It should at least contain an indicator matrix, data source matrix, information product matrix and data dissemination matrix, as well as data quality control mechanisms 	Designing a project-level Monitoring and Evaluation System	Day Five 300 min 8:30 – 10:30 am 11:00 am – 1:00 pm 2:00 – 3:00 pm
Session 10 Workshop closure	Not applicable	<ol style="list-style-type: none"> 1. End of workshop evaluation 2. Signing pledge of commitment to using data for decision making 3. Workshop closing ceremony 	Not applicable	Day Five 3:00 – 4:00 pm

Namibia National HIV M&E system Training Curricula

Curriculum 2: Implementing PMS within an organisation

Target Audience/s	All HIV implementers Regional HIV M&E staff Nacional HIV M&E staff Sectoral HIV M&E staff
Overall Training course learning objectives	To equip HIV implementers to execute their PMS responsibilities in terms of reporting HIV service data every quarter, as defined in the PMS guidelines
Training Course Duration	3 days

Session Content	Session Objectives	Activities & Methodology	Evaluation	Timeframe
Session 1 Training course Logistics	By the end of the session, participants should have: 1. Registered 2. Agreed on ground rules for the training course 3. realised which of their own workshop expectations would have been met 4. understood the training course goals and objectives	1. Facilitators should be at the training venue earlier than participants to set up the training course conference room. 2. As participants arrive, welcome them & request them to register using RM&E registration forms. 3. Ask participants to sit in pairs. Conduct a training course energiser to get participants to know each other. 4. Discuss & agree on the training course ground rules with participants. Jot these on a flipchart and display them on the wall so that facilitators can refer to them throughout the training course. 5. Discuss participants' expectations of the training course by writing them on coloured cards. These should be read and displayed for reference during the training course. 6. Present the training course Goals and Objectives, making reference to the participants' handout package & file. Identify & match some of the participants' expectations (on coloured cards) with the training course objectives. 7. 7. Confirm with participants that throughout the 3-day training course, a flipchart sheet – the PARK sheet – will be kept with possible problem areas or challenges in terms of PMS reporting and management. These will be addressed on the last day of the training course.	Facilitators to ensure that: 1. The number of registration forms matches the number of participants. 2. Each participant has had an opportunity to introduce him/herself to the participants. 3. The ground rules have been displayed on the wall. 4. The participants' expectations about the training course have been displayed on the wall. 5. Each participant has a copy of the training course programme, goals and objectives.	Day One 120 min 8:30 – 10:30 am
Session 2 Introduction to Namibia HIV Monitoring & Evaluation Plan 1. Namibia National Medium Term HIV Plan 3 (MTP3) 2. Namibia National Multisectoral HIV M&E System (HIV-MES) 3. PMS 4. Relationship between PMS and on organisation's M&E system	By the end of the session, participants should be able to: 1. Identify the components of a comprehensive HIV response 2. Describe the components of the HIV-MES. 3. Explain to other participants what is the relationship between the HIV-MES and PMS. 4. Explain to other participants what is the relationship between PMS and their own organisations' M&E system	1. Presentation – an introduction to the MTP3 2. Plenary discussion 3. Presentation: conceptual framework of the HIV-MES, components of the M&E system, and documentation for the HIV-MES. 4. Initiate a group work exercise – Ask the participants to give examples from their organisations of activities that fit in with the Operational Plan 5. Presentation: an introduction to PMS and its relationship to the HIV-MES 6. Ask participants in plenary to identify the relationship between PMS and their organisations' M&E systems. 7. Presentation- the relationship between PMS and an organisation's M&E system	Facilitators to ensure that: 1. Each participant has a copy of all PowerPoints, and of the M&E Plan. 2. Participants identify correctly relevant aspects of how their organisations relate to the M&E Plan 3. Participants identify that PMS is one of the data sources in the HIV-MES and the PMS guidelines is one of the documents in the set of HIV-MES documentation	Day One 120 min 11:00 am – 1:00 pm

Session Content	Session Objectives	Activities & Methodology	Evaluation	Timeframe
<p>Session 3</p> <p>Introduction to the PMS guidelines</p>	<p>By the end of this session participants shall be able to describe all the different sections of the Table of Contents of the PMS guidelines.</p>	<ol style="list-style-type: none"> 1. Hand out copies of the PMS guidelines to each participant 2. Initiate a group work exercise: ask participants to discuss the meaning of the cover page illustration of the PMS guidelines. 3. Presentation: Unpack each section of the Guidelines, and inviting comments from participants 4. Divide participants into groups 5. Group Work Assignment: Ask each group to identify two key aspects of the section of the PMS guidelines assigned to them 6. In plenary, ask each group to summarise the section of the Guidelines that they have study, using flip charts. 	<p>Facilitator to ensure that:</p> <ol style="list-style-type: none"> 1. Each participant has a copy of the PMS guidelines and PowerPoints 2. All participants are members of a group 3. All participants participate in group work 4. All groups accurately and comprehensively describe the PMS guidelines (if groups make mistakes, facilitator to supplement and correct mistakes) 5. All groups accomplish work assignment describing each section of PMS. 6. Each group presents its work in plenary and the facilitator notes and make corrections where necessary. 	<p>Day One</p> <p>120 minutes</p> <p>2:00 – 4:00 pm</p>
<p>Session 4</p> <p>PMS Reporting Principles</p>	<p>By the end of this session, participants shall be able to use the PMS guidelines to guide their organisations in how to report data using PMS forms.</p>	<ol style="list-style-type: none"> 1. Recap from Day One. 2. Introduce the Session by narrating briefly about the significance of reporting at workstations. 3. Hand out PowerPoint on PMS Reporting Principles and present it while allowing for comments throughout the presentation 4. Divide participants into 4 groups and hand out the group work exercise sheet 5. Group work: Each group is to review the assigned sections of the PMS guidelines and design a role play to illustrate the principle/s assigned to their group. 6. Ask all groups to present their role-plays/drama at the plenary and comment at the end of all the presentations. 7. Clarify any mistakes made during the presentations, or any areas of uncertainty 	<p>Facilitator to ensure that:</p> <ol style="list-style-type: none"> 1. All participants have copies of the PMS guidelines, group work exercise sheet and PowerPoints 2. All participants are members of a group and participate actively in the group discussions 3. All groups correctly present the PMS reporting principles 	<p>Day Two</p> <p>150 min</p> <p>8:00 – 10:30 am</p>

Session Content	Session Objectives	Activities & Methodology	Evaluation	Timeframe
Session 5 The Roles of Stakeholders in PMS	By the end of this session, participants shall be able to: 1. Describe the roles of all stakeholders in PMS. 2. Implement the roles that have been assigned to them.	1. Presentation - the roles of the following stakeholders in PMS reporting and PMS management: 2. Divide participants into 4 groups and hand out group work exercise 3. Ask each group to prepare & demonstrate the stakeholder roles in a role-play 4. Give each group a chance to do their role play 5. Provide comments after each role play by correcting mistakes and clarifying confusions	Facilitator to ensure that: 1. All participants have copies of the PMS guidelines, group work exercise sheet and PowerPoints 2. All participants are members of a group and participate actively in the planning of the role play 3. All groups correctly present the roles of stakeholders in the role plays	Day Two 120 min 11:00am – 1:00 pm
Session 6 PMS Focal Person Appointment & Assigned Tasks for Execution	By the end of this session, participants shall be able to convince to nominate a PMS focal person for the organisation	1. Presentation – the appointment of a PMS focal person 2. Divide participants into 4 groups and hand out the group work exercise 3. Conduct the group work exercise – ask each group to prepare a memo to the head of their organisation motivating why a PMS focal person is needed 4. Each group to read out their memo to the rest of the class 5. Hand out and briefly discuss the sample memo (prepared as a teaching aid and part of this course) to show participants all the aspects that should be on a memo of this nature	Facilitator to ensure that: 1. All participants have copies of the PMS guidelines, group work exercise sheet, sample memo, and PowerPoints 2. All participants are members of a group and participate actively in the writing of the memo	Day Two 60 min 2:00 – 3:00 pm
Session 7 PMS Benefits	By the end of this session, participants shall be able to explain how PMS would benefit their organisations	1. Divide participants into groups and hand out the group work exercise. 2. Ask groups to leave their PMS guidelines at their desks and to go outside to conduct the group work exercise. 3. Conduct the group work exercise – ask each group to explain how PMS would benefit their organisations (WITHOUT referring to the PMS guidelines). This should NOT be done on flipchart 4. Each group to present the benefits to the rest of the class in a plenary discussion format 5. Ask workshop facilitator to note all benefits that have been reported on one consolidated flipchart 6. Compare, in plenary, the benefits listed to the benefits contained in section 3 of the PMS guidelines. 7. Add benefits from the PMS guidelines (if they were not all listed by the groups) so that the list of benefits contain AT LEAST all 6	Facilitator to ensure that: 1. All participants have copies of the PMS guidelines and group work exercise sheet 2. All participants are members of the groups 3. Each member participates actively in explaining how PMS will benefit their organizations. 4. All PMS benefits have been listed on the consolidated flipchart	Day Two 60 min 3:00 – 4:00 pm

Session Content	Session Objectives	Activities & Methodology	Evaluation	Timeframe
		benefits listed in the PMS guidelines		
<p>Session 8</p> <p>Compilation of a Namibia Output Monitoring System (PMS) Form</p> <p>1. Quarterly PMS Form</p> <p>2. Annual PMS Resource Tracking Form</p>	By the end of this session, participants shall be able to compile a quarterly PMS form and an annual PMS resource tracking form.	<ol style="list-style-type: none"> 1. Start the day with a recap 2. Presentation: Quarterly and annual PMS forms, component-by-component using PMS data element definitions handout. 3. Divide participants into groups and hand out the group work exercise sheet to review the PMS forms 4. Group Work exercise: Each group to first review the forms, together complete a quarterly PMS form AND an annual PMS resource tracking form using the raw data that they have been given and the PMS data element definitions. After the group, then individuals in the group should complete the forms, share within the group for corrections when necessary before the next step. 5. Conduct a market place display – where each group visits all the other groups to see how they have completed their 2 PMS forms 6. Ask each group in plenary to identify areas where they had problems in compiling the forms. 7. Discuss and agree on solutions to the problems that participants experienced during the compilation of the 2 PMS forms. 8. Facilitator should provide a summary of conclusions and agreements of the groups concerning the filling of the PMS Forms. 	<p>Facilitator to ensure that:</p> <ol style="list-style-type: none"> 1. All participants have copies of the PowerPoints, PMS data element definitions, PMS quarterly form, annual PMS resource tracking form, raw data (i.e. filled-in data collection tools) and group work exercise sheet 2. All participants are members of a group 3. They participate actively in the compilation of PMS forms 4. The PMS forms of the groups have been compiled correctly and, where they have not been compiled correctly, errors have been pointed out and corrected 	<p>Day Three</p> <p>270 minutes</p> <p>8:00am – 1:00 pm</p>
<p>Session 9</p> <p>Harmonisation of organisation's data collection tools with PMS Reporting Requirements</p>	By the end of this session, participants shall be able to adapt their organisations' data collection tools (record keeping tools) so that they are harmonised with PMS reporting requirements	<ol style="list-style-type: none"> 1. Present implementation/initiation steps of PMS, then focus on data collection tools. 2. Present the steps involved in harmonising an organisation's data collection tools to accommodate PMS reporting 3. Divide the class into groups and hand out the group work exercise 4. Conduct the group work exercise – ask each group to: <ul style="list-style-type: none"> ▪ Identify which data collection tools they have in front of them and which aspect of the PMS form it relates to. ▪ Identify as to whether each PMS data element requirement is on the data collection tool by referring to the PMS data element definition sheet, and change 2 data collection tools elements to accommodate PMS data and ensure that the PMS data can be reported on it. 5. Ask each group to present the 2 data collection tools that they 	<p>Facilitator to ensure that:</p> <ol style="list-style-type: none"> 1. All participants have copies of the PMS guidelines, PowerPoints, PMS data element definitions, filled-in data collection tools (raw data), and group work exercise sheet 2. All participants are members of a group and participate actively in the review of the data collection tools 3. The new data collection tools that the groups have compiled are correct and comprehensive (i.e. they address all aspects of PMS reporting requirements) 	<p>Day Three</p> <p>120 min</p> <p>2:00 – 4:00 pm</p>

Session Content	Session Objectives	Activities & Methodology	Evaluation	Timeframe
		have changed and provide reasons for the changes		
Session 10 Troubleshooting for PMS	By the end of the session, participants should be able to: <ol style="list-style-type: none"> 1. Identify potential challenges in PMS reporting, 2. Identify ways to solve these challenges. 3. Know where to go if the problems cannot be solved at the district level 	<ol style="list-style-type: none"> 1. Take the consolidated flipchart with 'PMS challenges' off the wall 2. Divide the class into groups (use a training course energiser to divide them into groups) and hand out the group work exercise 3. Undertake the group work exercise in which participants are asked to provide answers to the PMS challenges recorded throughout the 3-day training course (depending on the number of challenges, they may be sub divided between participants) 4. Receive feedback from groups on how to solve the challenges. Provide input and additional information as each group is presenting. 	Facilitators are to ensure that participants: <ol style="list-style-type: none"> 1. Have correctly identified solutions to the challenges that have been listed 2. Know where to obtain additional information if they do not know how to address the challenges themselves. 	Day Three 30 minutes 4:00 – 4:30 pm
Session 11 1. Make Arrangement For Mentorship Visits 2. The Training course Evaluation 3. Training course Official closing	By the end of this session, participants shall be able to: <ol style="list-style-type: none"> 1. Know when mentorship visits will take place with their organisation 2. Evaluate the training course. 	<ol style="list-style-type: none"> 1. Presentation – Mentorship visits and mentorship visit arrangements 2. Discuss and agree on how organisations will be grouped for the mentorship visits. 3. Hand out evaluation forms and ask participants to evaluate the training course. 4. Conduct the training course closing ceremony. 	Facilitators to ensure that: <ol style="list-style-type: none"> 1. All organisations that were trained and that are HIV implementers have been included in the mentorship visit schedule 2. Each participant has completed a training course evaluation form 3. The training course evaluation forms have been archived in a separate marked envelope 	Day Three 60 min 4:30 – 5:00 pm

Namibia National HIV M&E system Training Curricula

Curriculum 3: Management of the PMS

Target Audience/s	All national level staff involved in PMS management Regional HIV M&E staff Nacional HIV M&E staff Sectoral HIV M&E staff
Overall Training course learning objectives	Participants are able to manage all aspects of the PMS at the regional and district level
Training Course Duration	2 days

NOTE: Participants cannot go attend a training course using Curriculum 3 if they have not already attended Training course 2 on PMS reporting requirements.

Session Content	Session Objectives	Activities & Methodology	Evaluation	Timeframe
<p>Session 1</p> <p>Training course Logistics:</p> <ol style="list-style-type: none"> 1. Arrival & Registration 2. Welcome and Self-Introductions 3. Training course Ground Rules 4. Training course Expectations 5. Training course Goals & Objectives 	<p>By the end of the session, participants should have:</p> <ol style="list-style-type: none"> 1. Registered 2. Agreed on ground rules for the training session 3. Raise their expectations about the training course and understood whether these would be met 4. Relate their expectations with the training course goals and objectives 	<ol style="list-style-type: none"> 1. Facilitators should be at the training venue earlier than participants to set up the training course conference room. 2. As participants arrive, welcome them & request them to register using RM&E registration forms. 3. Ask participants to sit in pairs. Conduct a training course energiser to get participants to know each other 4. Discuss & agree on the training course ground rules with participants. Jot these on a flipchart and display them on the wall so that facilitators can refer to them throughout the training course. 5. Discuss participants' expectations of the training course by writing them on coloured cards. These should be read and displayed for reference during the training course. 6. Present the training course Goals and Objectives, making reference to the participants' handout package & file. This is the time to identify & match some of the participants' expectations with the training course Objectives. 7. Confirm with participants that throughout the 3-day training course, a flipchart sheet will be kept with possible problem areas or challenges in terms of PMS reporting and management. These will be addressed on the last day of the training course. 	<p>Facilitators to ensure that:</p> <ol style="list-style-type: none"> 1. The number of registration forms matches the number of participants. 2. Each participant has had an opportunity to introduce him/herself to the participants. 3. The ground rules have been displayed on the wall. 4. The participants' expectations about the training course have been displayed on the wall. 5. Each participant has a copy of the training course programme, goals and objectives. 	<p>Day One 120 min 8:30 – 10:30 am</p>
<p>Session 2</p> <p>Managing all Aspects of PMS Implementation</p>	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Identify who is involved in managing PMS 2. Execute all PMS management tasks 	<ol style="list-style-type: none"> 1. Ask participants in plenary to identify the stakeholders that will be involved in PMS management. 2. Presentation: Overview of all the tasks involved in managing PMS (as per list of learning objectives) – i.e. tasks that all managers of PMS would need to complete on a regular basis. 3. Divide the class into groups representing each of the stakeholders involved in PMS management Conduct the group work exercise, in which you ask each group to brainstorm how they would carry out each of the PMS management tasks listed in section ?? 4. Ask participants to remain in groups 5. Presentation: Key points to remember for each PMS management task. 	<p>Facilitator to ensure that:</p> <ol style="list-style-type: none"> 1. All participants have copies of the PMS guidelines, group work exercise sheet, and PowerPoints 2. All participants are members of a group. 3. All participate actively in the group discussions 	<p>Day One 120 min 11:00 am – 1:00 pm</p>

Session Content	Session Objectives	Activities & Methodology	Evaluation	Timeframe
<p>Session 3</p> <p>Organising a regional HIV Planning and Feedback Workshop</p>	<p>By the end of the session, participants should be able to organise and lead an HIV regional planning and feedback workshop.</p>	<ol style="list-style-type: none"> 1. Announce that the session will be in the form of a competition, and announce what the prize will be 2. Conduct the group work exercise in which each group is asked to develop an agenda for the quarterly HIV feedback and planning workshop in the regions 3. Ask each group to write their agenda on a flipchart and put it on the wall of the training venue 4. Ask each group to walk from agenda to agenda and rate each agenda (each agenda should have 7 scores from the other 7 groups, as a group cannot score their own agenda) 5. Add up the scores and determine the winning team's agenda 6. Award a prize to the winning team 7. Presentation: Tips of how to organise a district-level HIV planning and feedback workshop. 8. In group work, the activity on developing an agenda to use in the training and how to facilitate it will be shared through market view among groups 9. Update the flipchart with PMS challenges throughout the session 	<p>Facilitator to ensure that:</p> <ol style="list-style-type: none"> 1. All participants have copies of the PMS guidelines, group work exercise sheet, and PowerPoint 2. Participants have identified the strong points of the agenda that ranked higher than the other groups' agendas. 3. Through Question & Answer and a walk-through, ensure that participants have considered all aspects of organising a regional-level HIV planning and feedback workshop. 	<p>Day One</p> <p>120 min</p> <p>2:00 – 4:00 pm</p>
<p>Session 4</p> <p>PMS Supervision, Support and Mentoring</p>	<p>By the end of the session, participants should be able to:</p> <ul style="list-style-type: none"> ▪ Conduct support and supervision visits ▪ Compile and submit necessary report forms ▪ Follow up after support and supervision visits 	<ol style="list-style-type: none"> 1. Start with Day one recap. Hand out Supervision, Support and Mentorship Guidelines 2. Presentation: Key aspects of PMS support and monitoring data auditing guidelines. Throughout the presentation, refer to the relevant sections in the Guidelines 3. Group work: Practice supervision skills through role play: use the steps in the guidelines and compiling the required report form 4. Invite participants to share their experiences whilst following the visit steps compiling the report forms, and to list challenges that they have experienced. 5. Close the session by asking participants to identify how the support and monitoring visit report data may be used after the visits. 6. Update the flipchart with PMS challenges throughout the session 	<p>Facilitator to ensure that:</p> <ol style="list-style-type: none"> 1. All participants have copies of the PMS Support and Monitoring Guidelines, group work exercise sheet, and PowerPoint 2. The role plays are done effectively, and participants are corrected if they make mistakes 	<p>Day Two</p> <p>270 min</p> <p>8:00 am – 1:00pm</p>

Session Content	Session Objectives	Activities & Methodology	Evaluation	Timeframe
Session 5 Troubleshooting for PMS	By the end of the session, participants should be able to: <ol style="list-style-type: none"> 1. Identify potential challenges in PMS reporting, 2. Identify ways to solve these challenges. 3. Know where to go if the problems cannot be solved at the district level 	<ol style="list-style-type: none"> 1. Take the consolidated flipchart with 'PMS challenges' off the wall 2. Divide the class into groups (use a Training Course energiser to divide them into groups) and hand out the group work exercise 3. Undertake the group work exercise in which participants are asked to provide answers to the PMS challenges recorded throughout the 2-day Training Course (depending on the number of challenges, they may be sub divided between participants) 4. Receive feedback from groups on how to solve the challenges. Provide input and additional information as each group is presenting. 	Facilitators are to ensure that participants: <ol style="list-style-type: none"> 1. Have correctly identified solutions to the challenges that have been listed 2. Know where to obtain additional information if they do not know how to address the challenges themselves. 	Day Two 60 minutes 2:00 – 3:00 pm
Session 6 Training Course Closing Ceremony Training Course Evaluation Training Course Official closing.	By the end of this session, participants would have evaluated the Training Course.	<ol style="list-style-type: none"> 1. Review the Training Course objectives and point how these were achieved while displaying the presentation PP2-1A 2. Hand out the workshop evaluations 3. Ask participants to evaluate the Training Course. 4. Inform the participants that they will be supported through mentorship visits after the first round of submission of PMS forms 5. Conduct the Training Course closing ceremony. 	Facilitators to ensure that: <ol style="list-style-type: none"> 1. Each participant has completed a Training Course evaluation form 2. The Training Course evaluation forms have been archived in a separate marked envelope, so that they do not get lost 	Day Three 60 min 3:00 – 4:00 pm