

**CAPACITY DEVELOPMENT  
COUNTRY SUPPORT**

**TRAINING NEEDS ANALYSIS  
TOOLKIT**

**IMMUNIZATION SUPPLY CHAIN**

**MODULE III**

**TEMPLATE FOR  
ISCM TRAINING STRATEGY**



# TNA Toolkit for the Immunization Supply Chain Workforce

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A collaboration between

UNICEF Supply Division

and

The People that Deliver (PtD) Initiative

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## Documents in this series:

Module I.	Introduction to Training the ISC Workforce
Module II.	Tools for ISCM Training Needs Analysis
<b>Module III.</b>	<b>Template for ISCM Training Strategy</b>
Module IV.	Template for ISCM Training Plan
Module V.	Templates for ISCM Training Implementation

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# TNA Toolkit Overview



## Module I. Introduction to Training the ISC Workforce

Provides an introduction to the suite of documents that make up the TNA Toolkit. Describes its purpose and intended target group. The People that Deliver (PtD) Initiative Competency Compendium is introduced as the primary basis for the TNA methodology (Module II). Training options are described, as well as the stepped approach to carrying out a TNA as the basis for developing a Training Strategy (Module III) and Training Plan (Module IV).



## Module II. Tools for ISCM Training Needs Analysis

Describes two methods that may be used to assess the competence of individuals or teams of ISCM workers. The first method is Employee Self-Assessment, which is best done as a dialogue between an employee and his/her line manager. The second is the Employee Proficiency Test, which takes a snapshot of the current level of knowledge of the individual ISCM worker. Some examples are given of practical applications of both methods.



## Module III. Template for ISCM Training Strategy

Provides a template, i.e. detailed outline, of a generic ISCM Training Strategy for countries to use and adapt to their own specific needs. Section headings and content of sections are suggested, not prescribed. The Training Strategy is meant to be developed, based on the outcome of a Training Needs Analysis (Module II).



## Module IV. Template for ISCM Training Plan

Provides a generic template for a costed ISCM Training Plan and is accompanied by several templates that can be downloaded, used and adapted to suit the specific needs of the country and of those planning and facilitating training events. A costed training action plan is an essential tool to ensure access to the necessary funds, facilitators and venues to implement planned training.



## Module V. Templates for ISCM Training Implementation

Provides a selection of templates that may be used for training implementation, including formats for training curricula and training evaluation. All templates can be downloaded. Countries are encouraged to adapt these to their own specific needs.

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# 1 INTRODUCTION

## 1.1 Context and Purpose

State the context and purpose of this document, the intended audience, any revisions to this document, etc. Alternatively, this document may have a Foreword in which this information will be included.

## 1.2 Training Strategy Objectives

State the broad and specific objectives that this Training Strategy aims to achieve.

Note:

Training objectives are basically the training goals of the Training Strategy. For example, what kind of competencies and qualifications would you like your trainees to have, or how many personnel does your organization need to train annually in order to meet its strategic training goals? By addressing these kinds of questions, your organization will be able to develop and maintain a good Training Strategy and Training Plan.

Examples of broader organizational objectives are:

- The objective of the Training Strategy is to focus on providing quality, cost-effective training designed to increase both individual and organizational productivity and enrichment.
- The objective of the Training Strategy is to provide development opportunities that enhance knowledge, skills and abilities among employees that will enrich the organization and lead to improved overall performance.

Examples of specific employee-focused objectives are:

- Learn new supply chain procedures and technologies.
- Acquire job-related knowledge, skills and abilities for staff moving to new positions or duties
- Obtain and enhance knowledge, skills and abilities, in order to attain self-determined goals or career objectives.
- Improve staff motivation and job performance.

## 1.3 Link to Broader Strategies and Objectives

State that the content of this document is in agreement with broader programmatic and organizational strategies, plans and objectives. For example, make reference to:

- MoH HR Strategies and Workplans
- MoH HR Budgets/Financial Plans
- Country Programme documents
- HSS Strategies and Plans
- Immunization/EPI-Related Reports
- EVM Assessments and Improvement Plans

Note:

A national health sector strategy will include statements on staffing needs and workforce training requirements. Explain that this document is an interpretation of that broader objective, targeting a specific section of the workforce.

## 2 COUNTRY PROFILE

### 2.1 The National Health System

Give a concise overview of how the health system in the country is organized. This section should not be more than two pages and may include:

- Size of population
- Type and number of health facilities
- Type and number of health staff
- Organogram of Ministry of Health
- Centralized or decentralized system
- Type of Supply Chain (push/pull)
- Critical issues, emergencies

### 2.2 Immunization Services

Briefly explain how immunization services are organized. This should not take more than two pages and may include details of:

- Immunization service delivery
- Immunization schedules
- Trends in national immunization coverage
- Key challenges in immunization
- Role of partner agencies

### 2.3 National ISCM/EPI Programme

This section shows the organogram of the ISCM/EPI staff structure. Briefly explain how the immunization supply chain operates and whether Standard Operating Procedures are in place for all aspects of the supply chain. This should not take more than two pages and may include:

- Organogram and staff structure
- Immunization Supply Chain
- Standard Operating Procedures

### 2.4 Human Resources for ISCM/EPI

List the type and number of staff working in the EPI Program. Examples of how to do this are shown here:

TABLE 1 ISCM STAFF CATEGORIES: EXAMPLE 1

Functional Level	National Level (HQ)	Sub-National Level	Lowest Distribution Level	Service Points	Total
Director					
Manager					
Specialist					
Officer					
Assistant					
Worker					
Totals					

TABLE 2 ISCM STAFF CATEGORIES: EXAMPLE 2

Level	Function
<input type="checkbox"/> National level	<input type="checkbox"/> EPI Manager <input type="checkbox"/> EPI Deputy Manager <input type="checkbox"/> Cold Chain Officer <input type="checkbox"/> Logistics Officer <input type="checkbox"/> Data Management Officer <input type="checkbox"/> Other .....
<input type="checkbox"/> Provincial level	<input type="checkbox"/> Provincial EPI Manager <input type="checkbox"/> Public Health Nurse <input type="checkbox"/> Logistics Officer <input type="checkbox"/> Other .....
<input type="checkbox"/> District Level	<input type="checkbox"/> EPI Focal Person <input type="checkbox"/> Nurse/Midwife <input type="checkbox"/> Other .....

**Note:**

Having a country-specific classification of functions within the EPI Program is important. It is the basis for carrying out the Training Needs Analysis (Module II).



### 3 CURRENT ISCM TRAINING PRACTICE

#### 3.1 Training Budget

Describe the annual budget available for training of immunization-related staff. If historic information is available, include a trend graph of investment in training over time. For example:

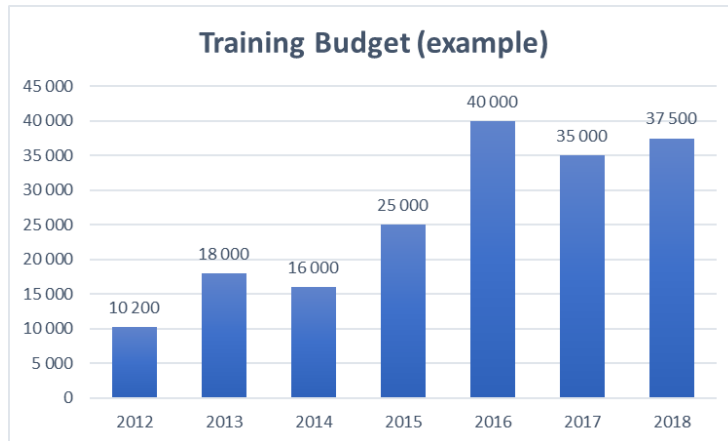


FIGURE 1 ISCM TRAINING BUDGET (EXAMPLE)

#### 3.2 Training Implementation

Describe the number of training courses and the number of staff trained annually. For example:

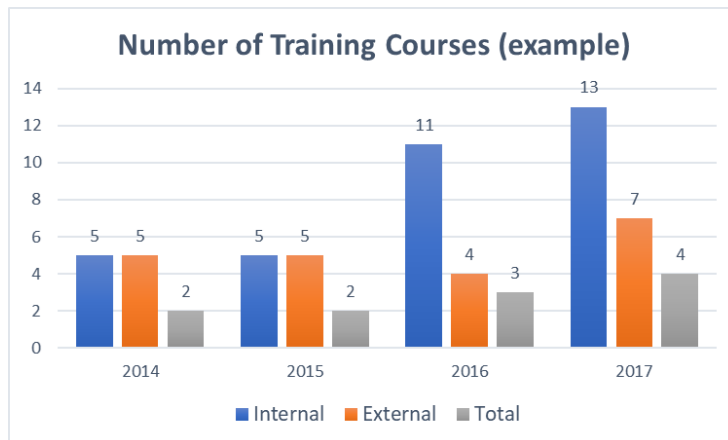


FIGURE 2 NUMBER OF ISCM TRAINING COURSES (EXAMPLE)

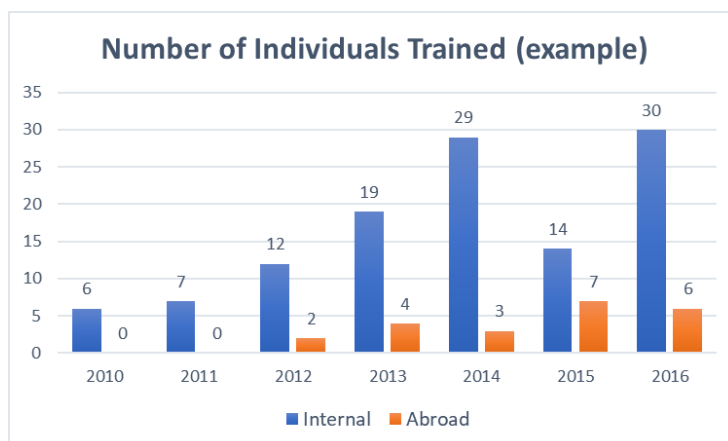


FIGURE 3 NUMBER OF INDIVIDUALS TRAINED (EXAMPLE)

### 3.3 Training Coordination

Describe how the training for EPI staff is coordinated and who is responsible for organizing the training.

### 3.4 Training Facilities

Describe the physical training facilities that are used for training of EPI staff.

### 3.5 MoUs with Training Providers

Describe existing training MoUs (Memoranda of Understanding) with national, regional and international training providers.

## 4 TRAINING NEEDS ANALYSES

### 4.1 Previous TNAs

Describe whether any TNAs were carried out among immunization staff in the past. If so, describe them and summarise their findings. This information will provide a baseline for the monitoring and evaluation of training and be useful for trend analysis (Refer to Section: Training Monitoring & Evaluation).

### 4.2 Most Recent TNA

Describe the findings and recommendations from the most recently carried out TNA. A recent TNA, not older than 12 months, is critical to developing this strategy and a practical training plan.

### 4.3 Future TNAs

Set out an agenda for future TNA's, for example once every 3-5 years.

## 5 TRAINING IMPLEMENTATION

### 5.1 Training Modalities

Interpret the findings from the recent TNA and decide on which training methods are best suited, given the specific circumstances of the country and its ISCM/EPI workforce. Module I gives a detailed list of possible types of training methods.

### 5.2 Trainer Requirements

Describe how trainers and facilitators will be identified/sourced.

Note:

Training, whether done in-house or externally, will normally be conducted by institutions duly accredited by an established accreditation authority. In cases where training is provided by individual specialist trainers, care will be taken that these trainers meet the minimum criteria required for the specific training interventions. Reference checks should be conducted to validate the trainers' track record. Local training providers will be given preference over external providers, provided that the locally available service is of the required quality standard.

The role of a trainer is to provide efficient and effective training activities within the overall framework of the Training Programme. The following pointers suggest the elements of the role of the trainer.

1. The role of a trainer (or however they may be designated) is to offer and provide efficient and effective training programmes aimed at enabling the participants to learn the knowledge, skills and attitudes required of them.
2. The trainer plans and designs the training programmes, or otherwise obtains them (for example, distance learning or online programmes), in accordance with the requirements identified from the results of the TNA (Training Needs Analysis) for the staff concerned.
3. Following discussion with or directed by the Training Manager, the trainer decides on the most appropriate training method in a given situation.
4. The trainer designs the training programme using the most effective approaches, techniques and methods.
5. The trainer designs the training evaluation method before the start of the training intervention.

Different circumstances will require adaptation and modifications of these roles.

### 5.3 Training Content

Describe how relevant training content will be sourced or developed from scratch to support and implement the planned training.

Note:

It is recommended that for each planned training intervention a detailed course specification is developed, to serve as a reference for the organization and as a guideline for training facilitators. The development of content of all training courses is outside the scope of this assignment, however some examples are given in Module V.

## 5.4 Resource Mobilization

### 5.4.1 Training Budget

Describe how training will be financed from MoH's own resources.

### 5.4.2 Strategic Partnerships

Give details of current and potential partner agencies, as well as collaboration with local and external training institutions, who are able to partake in training implementation. Specify intended agreements for collaboration with national, regional and international partners. With respect to training and capacity building of employees, promote a more rigorous approach to establishing collaboration with suitable partners, for mutual benefit.

Note:

Choosing the right partners ensures the greatest value to the organization. Collaboration with other capacity development agencies is a proven method of addressing specific shortcomings in staff competencies. There are several aspects to inter-agency collaboration for the purpose of workforce development. Some examples are:

- Prepare future leaders by sharing in the development of promising individuals
- Sharing the costs of training for individuals and groups of employees
- Allowing employees to visit other organizations to gain skills and insight
- Influence the types of courses offered by internal and external educational institutions
- Exchange advisory services related to staff development and retention

### 5.4.3 Alternative Training Strategies

In the event that financial resources for formal training interventions are limited, describe alternative and innovative methods for training. These may include:

- Exchange programmes
- In-house coaching and mentoring
- Job shadowing

## 6 TRAINING MONITORING & EVALUATION

### 6.1 Introduction

Give details of how the implementation of the Training Strategy will be monitored and evaluated. Indicate persons or staff positions who take responsibility for this.

Note:

Monitoring of training is typically the responsibility of a designated training manager or training coordinator. The purpose of training monitoring is to make sure that the training strategy is achieving the goals that it is meant to achieve. It also seeks to measure the responsiveness of the trainees to their training. For the purpose of this strategy, a distinction is made between process (or output) indicators and outcome (or impact) indicators.

### 6.2 Training Management

Describe how training is planned, coordinated and managed administratively, notably using a computerised training management system.

Note:

Module I gives detailed information of what a modern Training Management System may look like (Module I, Section: Training Management).

### 6.3 Key Training Indicators

#### 6.3.1 Process Indicators

Describe the indicators that will be used to monitor the training process. If relevant data is available, express the data as baseline indicators and/or indicators of progress.

Note:

Process or output indicators describe the processes that contribute to the achievement of outcomes. While they do not guarantee the achievement of outcomes, they do monitor the activities of the organization that are expected to lead to desirable outcomes in terms of improved performance and staff morale. Process indicators may include:

- 1) **Training days per employee.** Total number of training days of all employees combined, divided by the total number of employees, gives average number of training days per employee.
- 2) **Internal training ratio.** The total number of internal training courses relative to the total number of training courses (internal plus external).
- 3) **Training implementation rate.** Number of training events implemented divided by total number of training courses planned.
- 4) **Trainees committed.** Total number of trainees trained, divided by total number of trainees planned to be trained.
- 5) **Training budget allocation.** Percentage of total budget allocated to training.
- 6) **Training cost per day.** The total annual training budget divided by the total number of training days (of all trainees combined). Gives the average cost of training per day of training.

Indicators relate to the 12-month period leading up to the assessment, or are related to the most recent calendar year for which figures are available.

The application of these indicators results in a comprehensive set of baseline indicators, which will be useful as a baseline for future monitoring of training implementation and impact.

### 6.3.2 Outcome Indicators

Describe the indicators that will be used to monitor training outcome, or impact.

Note:

Indicators may be used to determine the outcome or impact of the training activities. These indicators typically refer to the 12-month period leading up to the assessment. Two examples:

- **Training Satisfaction**

This indicator measures the level of satisfaction of managers, of training given to their subordinates. Managers are asked whether they are satisfied with the quantity and quality of training available to them and to their staff. A questionnaire may be used as an online anonymous survey, to ensure confidentiality.

- **Client Satisfaction**

Mothers with children who benefit from immunization programmes may be asked for their level of satisfaction with immunization services. The findings will to some extent reflect the performance of immunization staff, which is partly due to the quality of the training that they receive.

### 6.3.3 Setting 5-Year Targets

Describe the targets for the next five years, in terms of indicators of training performance.

Note:

With respect to training indicators we aim for a gradual improvement in performance over a 5-year period. Figures for a given year are typically available during the first quarter of the following year. The Table below gives an example of a targets schedule, using the suggested indicators described above.

TABLE 3 SETTING 5-YEAR TRAINING TARGETS (EXAMPLE)

Process Indicators	Baseline 2018	2019	2020	2021	2022
Training Days per Employee	1.5	2	3	4	5
Internal Training Ratio	50%	60%	65%	70%	75%
Training Implementation Rate	70%	75%	80%	85%	90%
Trainees Committed	70%	75%	80%	85%	90%
Training Budget Allocation	2%	3%	4%	5%	6%
Training Cost per Day	1000	800	500	400	400
Outcome Indicators	Baseline 2018	2018	2019	2020	2021
Training Satisfaction	40%	50%	60%	70%	80%
Client Satisfaction	40%	50%	60%	70%	80%

## 6.4 Training Evaluation

Assess and verify the effectiveness of the training strategy as a whole. Refer back to the training objectives (Section 1) and discuss whether these objectives are being achieved.

**Note:**

Training evaluation is the process of determining whether broader training objectives are being achieved and whether there is a better way of planning and managing training interventions in the future. The evaluation process should be based on relevant data and conducted in a planned and logical way. Evaluations are meant to measure the aggregate results of the training, and their overall effects on the organization. This information will then be used to analyze the effectiveness of the training strategy itself in order to make improvements where possible.

## 6.5 Periodic Updates of the Training Strategy

Indicate when the Training Strategy will be updated.

**Note:**

It is recommended that the Training Strategy is revised and updated at least once every 5 years. The Training Needs Analysis (TNA) should be carried out at least once every 5 years as well, since it informs the Training Strategy and Training Plan. In the event that it is clear that the Training Strategy is not meeting its objectives, or if some of those objectives have become obsolete or redundant, then an earlier revision of the Training Strategy will be needed to ensure effectiveness of its implementation.



# ANNEXES

## Annex 1: Record of Revisions

Date	Description	Author(s)
February 1, 2018	First draft of this Module, by UNICEF SD\Capacity Development Section	MK,AA,BR