

**CURRICULUM IN GOVERNANCE, LEADERSHIP &
MANAGEMENT OF HEALTH FACILITY-LEVEL MANAGERS**

PREPARED BY

**MAKERERE UNIVERSITY SCHOOL OF PUBLIC HEALTH-
MONITORING AND EVALUATION TECHNICAL SUPPORT
PROGRAM**

AND

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ACRONYMS AND ABBREVIATIONS

CQI	Continuous Quality Improvement
DATIM	PEPFAR Data for accountability Transparency Impact Monitoring
DHIS2	District Health Information System 2
DQA	Data Quality Assessment
GLM	Governance Leadership Management
HFA	Health Facility Assessment
HMIS	Health Management Information system
HRIS	Human Resources Information system
HRM	Human Resource Management
HRP	Human Resource Planning
HSSIP	Health Sector Strategic and Investment Plan
IFMS	Integrated Financial Management System
LMIS	Logistics Management System
M&E	Monitoring & Evaluation
MoH	Ministry of Health
OpenMRS	Open Medical Records System
PPDA	Public Procurement and Disposal of Public Assets Authority
QA	Quality Assurance
QI	Quality Improvement
SQA	Service Quality Assessment
SWOT	Strengths Weakness Opportunities Threats
WAOS	Web-Based ARV Ordering and Reporting System
WHO	World Health Organization

1.0. Background

Health Governance, Management and Leadership are a critical part of the health system and set the tone for improving health services. As service delivery occurs at the facility-level, it is critical that managers of health facilities have adequate skills in health governance, leadership and management. However, in Uganda Facility-level managers are not adequately prepared to perform their roles in governance, leadership and management. Often, they find themselves dealing with unstable work conditions including shortages of health workers, supplies and medications. They are also expected to plan and coordinate health facility activities and work with the Health Unit Management Committees with little support and supervision as their supervisors visit only once every three months. Further, scenarios where recently graduated physicians and registered nurses are posted as managers of health facilities without prior training in leadership and management skills to manage the operations of the facilities and offer the necessary services are common.

Since 2016, the Makerere University School of Public Health-Monitoring and Evaluation Technical Support Program has conducted training in GLM of the District Health Teams (DHT) including DHOs, Assistant DHOs and Managers of high-volume health Facilities. The experience from these trainings was also used to develop this curriculum.

2.0. Purpose of the training

The purpose of the training is to equip the existing facility-level managers with the skills and competencies that they require to succeed in their role as leaders and managers. With adequate in-service training and support, they will be able to achieve national and global health goals that can generate more significant and sustainable health gains for their populations.

3.0. Goal

The goal of the training is to enhance Governance, Leadership and Management at Health Facility-level. Participants will be equipped with knowledge and practical skills in governance, leadership and management. Participants will be able to plan, coordinate, manage performance and make evidence-based decisions to improve health services delivery.

4.0. Course Objectives

The course will equip participants with core competences in health governance, leadership, management specifically in:

1. Leadership qualities: Acting with integrity, Continuing personal Development.
2. Vision and strategy development: Creation of a vision, communicating the vision, developing the strategy and implementing the strategy.
3. Manage services: Planning and Coordination, Managing Resources/Finances, Managing People and Managing Performance

4. Improving Services: Quality Improvement and Innovation, Ensuring Patient Safety, Monitoring & Evaluation, and Facilitating Change.
5. Setting the direction: Identifying the context for change, Data use for decision making.
6. Team building: Development of networks, building and maintaining relationships, working within Teams, Conflict resolution, Encouraging contribution.

5.0. Target Audience

This training is designed for health facility-level managers from Health Center IIIs to General Hospitals including medical superintendents, facility in-charges, department heads and clinic managers.

6.0. Course Methodology and Delivery

The training is not intended to make participants specialists in GLM, but rather to provide them with the essential competencies, skills, and tools needed for playing a leadership role in their work environments. They will learn to identify the main health challenges within their areas of influence and lead their teams to focus on priority areas for intervention, implement proven public health activities, align and mobilize resources from multiple sources, and inspire other health workers to produce significant and sustainable results.

Three methodologies will be used to conduct the training: experiential learning; action-based learning; and challenge and feedback.

Experiential Learning:

Participants will learn by reflecting on their experiences in leading and managing based on their routine jobs. Participants will be encouraged to share their experiences and practices in real work challenges and engage in continuous reflection and improvement in their teams.

Competence-based and output-driven learning:

Participants will be encouraged to critically think and translate acquired knowledge into work place improvements.

Challenge and Feedback:

Didactic teaching that uses mainly adult learning methods, balancing content with local Ugandan application will be used. Participants will be given challenging assignments to develop their leadership and management knowledge. They will be provided with feedback to improve their capabilities in leadership and management.

7.0. Teaching Methods

Facilitators will employ a mix of methods appealing to the visual, sensory and auditory learning experiences/perspectives of the participants. Below are the various modes of instruction that will be used:

1. Group discussions
2. Individual and group exercises
3. Brain storming
4. Illustrations
5. Question and Answer sessions
6. Role plays
7. Demonstrations
8. Case studies
9. Learning visits

8.0. Training Duration

The Governance, Leadership and Management (GLM) training for the facility-level managers will last five days.

9.0. Assessment of Learning and comprehension

To assess prior knowledge in GLM, a pretest will be administered to each participant. Similarly, to assess acquisition of knowledge and comprehension of the training Programme a post-test assessment will be administered.

Assessment of participants' ability to transfer knowledge acquired in class into practice will be through development of quality improvement projects to be implemented at their work places. Supervision of the implementation of these projects will be achieved through the respective members of the DHT trained in the GLM Fellowship. Reports of the implemented projects will be submitted to the District Health Officer (DHO).

10. Award

Upon completion of the training, participants will be awarded a “**Certificate of Attendance in Governance, Leadership and Management of Health-Facility Managers**” offered by MakSPH in conjunction with MoH.

11.0. Evaluation of the curriculum

The curriculum will be subject to regular quality evaluation and where necessary modifications made. The evaluation of the course content and quality as well as the competence of the facilitators will be done by the participants at the end of every training session. Furthermore, online questionnaires that probe participants' perception of their learning will be used to yield additional information for improving both participants' learning and delivery approaches. Lastly, the relevancy of the course will be evaluated through follow on assessments of the health facility performance against set health goals.

12.0. Course Outline

12.1. MODULE 1: INTRODUCTION TO HEALTH SYSTEMS

Module introduction

The purpose of this module is to enable participants understand the health system building blocks and their components and to understand the rationale for a health systems approach to delivery of health services.

Module Objectives. By the end of this module participants should be able to describe the Ugandan Health System and the rationale for a systems approach to health services delivery.

Allocated time. 9 hours

Teaching Methods: Modified lectures, group discussions and Q&A, case studies

Session 1: Introduction to the health system and Systems thinking (2 hours).

- Definition of the health system and its components
- Systems thinking for health systems strengthening
- Components and organization of the Uganda health system
- Characteristics of a functioning health system
- Challenges of the health system performance in Uganda

Session 2: Health Governance and the Governance Structures of Uganda (3 hours).

- Concepts, Principles and good Governance practices for health
- Health Governance structures in Uganda, their functions and their relationships.
- Health Laws and regulations on governance in Uganda.
- Linking Leading, Managing, and Governing Practices for Results

Session 3: Ethics, transparency and accountability (2 hours).

- Meaning of terms: Ethics, transparency and accountability
- Ethical practices and behavior in health service management and delivery
- Importance of ethics and accountability for health performance
- Enforcing ethics, transparency and accountability practices

Session 4: Internal controls & prevention of Fraud (2 hours).

- Meaning of fraud, symptoms and detection of fraud
- Whistle blowing
- The internal control system
- The roles of the internal auditor and the external auditor (Auditor General Office) in management of resources

12.2. MODULE 2: LEADERSHIP AND MANAGEMENT FOR HEALTH

Module introduction

The purpose of this module is to enable participants to identify the differences between leadership and management practices. Participants will also be able to understand how leading and managing effectively leads to improved health service delivery and improved health outcomes.

Module Objectives. By the end of this module, participants should be able to identify the different practices of leading and managing and to describe the relationship between leading and managing practices and health outcomes.

Allocated time: 7 hours

Teaching Methods: Modified lectures, group discussions, demonstrations, oral presentations by participants, individual and group exercises and role plays

Session 1: Leadership and Management Concepts (2 hours).

- Concepts and styles of leadership and management.
- Characteristics of effective leadership and management.
- Differences between leadership and management and their complementarity.
- Traditional and contemporary roles of leadership and management.
- Managing change

Session 2: Strategic Planning (2 hours).

- Creating a shared and an inspiring organizational vision.
- Setting strategic direction – SWOT analysis, mission statement, core values
- Planning following Ministry of Health planning processes, procedures and tools
- Resource mobilization

Session 3: Skills for effective leadership and management (1.5 hours).

- Effective communication and negotiation
- Advocacy
- Team building and Conflict management
- Delegation
- Giving effective feedback
- Problem solving
- Building relationships and how to influence the wider healthcare system

Session 4: Coordination and partnerships building (1.5 hours)

- Meaning and importance of coordinated action for health between actors
- Meaning and types of partnerships
- Principles of partnership (Trust, Mutuality, Solidarity, Accountability)

- Conflicts in a partnership and how to address them

12.3. MODULE 3: USE OF DATA FOR DECISION MAKING

Module introduction

The purpose of this module is to introduce the concept of use of data for decision making and show its importance in delivery of quality health services and improvement of health outcomes.

Module Objectives: By the end of this module, participant should be able to describe the National Reporting System (HMIS) and to explain practical ways of using data for decision making

Allocated time: 4 hours.

Teaching Methods: Lectures, discussions, demonstrations, practical exercises

Session 1: Review of the National Health Information System (2 hours).

- Overview of the national reporting system (HMIS)
- Data collection and reporting tools
 - DHIS2
 - WAOS
 - Open MRS
 - DATIM
 - HRIS

Session 2: Introduction to data management and use (2 hours).

- Creating a data management plan
- Data quality assessments and service quality assessments.
- Data summarization and presentation
- Performance review meetings

12.4. MODULE 4: MONITORING AND EVALUATION

Module introduction

The purpose of this module is to introduce and reinforce the basics of monitoring and evaluation for health programs. The module addresses competencies for monitoring and evaluating outcomes of health interventions.

Objectives. By the end of this module participants should be able to define key monitoring and evaluation terms, formulate appropriate indicators for their measurable results and to identify key data sources for monitoring and evaluating health programs.

Allocated Time. 3 hours.

Teaching Methods: Lectures, Group discussions, Case studies and oral presentations

Sessions 1: Overview of Monitoring and Evaluation (1 hour)

- Introduction to the project or program cycle
- Concepts and principles of M&E (meaning and purpose of M&E)
- When to conduct M&E and the role of a manager in M&E

Session 2: Monitoring and Evaluation Frameworks (1 hour)

- Logic model or results chain
- Logical framework
- Indicators – definition, categories and uses
- Characteristics of good indicators
- National M&E frameworks

Session 3: Designing a monitoring and evaluation system (1 hour).

- Steps for developing an M&E system
- Stakeholder analysis and involvement for M&E system development
- The importance of M&E in performance monitoring.
- Dissemination and use of evaluation findings.

12.5. MODULE 5: HEALTH SERVICES DELIVERY AND QUALITY IMPROVEMENT

Module introduction

The purpose of this module is to have participants understand the different health service delivery approaches in Uganda and the rationale for selection of different service delivery models. Participants will be motivated to increase clients' access to quality health services. Competencies addressed include quality improvement and ensuring patient safety.

Objectives. By the end of this module, participants should be able to define the various approaches of delivering health services within the Uganda Health System

Allocated Time. 3 hours

Teaching methods: Lectures and Group discussions.

Session 1: Models of service delivery (1 hour)

- Approaches of delivering health services at various levels including the community level
- Public-private partnership approaches in health service delivery
- Factors to consider in selecting an appropriate service delivery model in a given context
- Promoting access to and efficient use of health services
- The Ugandan referral system (for internal & external services)

Session 2: National Quality Improvement frameworks (1 hour)

- Ministry of Health Quality Improvement Framework
- Methodology for Quality Improvement in Uganda
- Quality Improvement Coordination Structures
- The Regional Quality Improvement Committee and its Responsibilities
- Quality Assessment and Accreditation

Session 3: Continuous Quality Improvement (CQI) – (1 hour).

- Principles of Quality Improvement
- Definition of CQI, principles and tools of CQI
- Quality improvement cycle
- Process of Problem identification, analysis and prioritization
- Monitoring quality
- Customer care

12.6. MODULE 6: HUMAN RESOURCES FOR HEALTH MANAGEMENT (HRHM)

Module introduction

The purpose of this module is to enable participants to effectively plan, manage and lead the available Health Work Force in their facilities. Competencies addressed include working within Teams and Managing People.

Module Objectives. By the end of this module, the participants should be able to define the concept of human resources management for health and performance management for better health services delivery.

Allocated time: 4 hours

Teaching methods: lectures, brain storming, group discussions,

Session 1: Human Resources for Health Management

- Introduction to Human Resources for Health
- Managing the Health Work Force for optimal performance
- Gender dimensions in the Health Sector
- Ministry of Health Human Resource Policies and Plans
- Human Resources Development, retention and exit management.

12.7 MODULE 7: FINANCE MANAGEMENT FOR HEALTH FACILITIES

Module introduction

The purpose of this module is to introduce participants to the principles of accounting and financial management including approaches to strengthening internal financial controls. Participants will obtain competencies to manage resources.

Objectives. By the end this module, the participant should be able to describe the basic concepts and terms of accounting and financial management and to explain the basics of internal controls.

Time Allocated: 3 hours

Teaching Methods: Lectures, group discussions

Session 1: Health financing, Budgeting and Budget Tools (1.5 hours)

- Sources of finances for health
- Policies for health financing e.g. Performance Based Financing
- Types of budgeting
- Local Government health sector budgeting process and cycle
- Budget tracking and tools used

Session 2: Budget monitoring performance and accountability (1.5 hours)

- The Meaning, Purpose and Uses of Financial Accounting
- Budget as a performance monitoring tool
- Use of expenditure tools for performance monitoring and accountability

12.8. MODULE 8: LOGISTICS AND SUPPLY CHAIN MANAGEMENT

Module introduction

The purpose of this module is to familiarize participants with the national commodity management approaches and their strengths and weaknesses and to introduce participants to tools for commodity management within their facilities. The module addresses competences in managing non-finance resources.

Module Objectives. By the end of this module, the participant should be able to describe the principles of commodity management principles and to explain the importance of supply chain management in health care delivery. Further, participants will be able to describe the national supply chain and to discuss its strengths and weaknesses

Allocated Time: 4 hours

Teaching Methods: Lectures, discussions, group work

Session 1: Introduction to supply chain management

- The principles of supply chain management: inventory management, stock control, demand forecasting, storage management, disposal of medicines.

Session 2: National Commodity Procurement, Warehousing, and Distribution

Models Logistics Management Cycle

- Policies, Laws and Regulations and Their Impact on Supply Chain Management
- Public Procurement and Disposal of Public Assets Authority (PPDA)
- The push and pull models for commodity distribution
- Quality Improvement in Supply Chain Management and rational medicines use

13.0. References and Resources

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In-service Leadership, Management and Governance Syllabus. (2016). Retrieved from http://www.msh.org/sites/msh.org/files/in-service_leadership_management_and_governance_syllabus.pdf

Management Sciences for Health. Health Systems in Action: An eHandbook for Leaders and Managers. (2010). Cambridge, MA.

14.0. ANNEXES

14.1. IMPORTANT TIPS FOR TRAINERS

Below are some important tips for facilitators and training coordinators in preparing for the training:

- Ensure that the training venues are booked well in advance.
- Ensure that transport, accommodation, and other logistics are arranged and communicated to participants and facilitators.
- Arrange seating that encourages group work to take place with minimal disruptions.
- Send invitations to participants with lots of advance notice and send follow-up reminders a few days before the training.
- Ensure that participants have all the relevant materials and information needed for the workshop.
- Have all the training materials ready ahead of time, including:
 - o Participants' manuals with handouts, workshop agenda, pre- and post-test questionnaires and evaluation forms
 - o Note pads, pens, markers, name tags, sticky notes, masking tape rolls
 - o Facilitator guides
 - o LCD projector (if required)—ensure that it is available and in working order
 - o PA system (if required)—ensure that it is available and in working order
- To ensure things move smoothly, prepare a checklist for logistics, training materials, and other issues and follow it throughout the preparations.
- At least one day before the training, confirm that the training venue is appropriate and arranged well and that all training materials are available.

14.2. PRE AND POST TEST

**PRE/POST ASSESSMENT IN HEALTH GOVERNANCE, LEADERSHIP AND
MANAGEMENT FOR FACILITY-LEVEL MANAGERS**

Name: _____ Date: ____/____/____

ID No: _____

Q1. What is meant by the term "Health System" Mention three components of the Health System (5 marks)

Q2. List four differences between **management** and **leadership** (4 marks)

Q 3. What does strategic planning mean in management terms? (4 Marks)

Q4. Name four characteristics of an effectively functioning team? (4 Marks)

Q5. Name three symptoms a manager should be on look-out for that may indicate the dysfunctioning of his/her team? (3 Marks)

Q6. What do you understand by the term ‘Ethics’ in relation to Governance, Leadership and Management? (2 marks)

Q7. List four practical ways of using data for decision making (4 marks)

Q8. Answer True or False to the following statements (6 marks).

No	Statement	T or F
8.1	Both monitoring and evaluation are periodic processes	
8.2	Unlike monitoring evaluation focuses on results as opposed to activities	
8.3	Monitoring identifies lessons for new projects	
8.4	Evaluation acts as an early warning system	
8.5	Monitoring is done by internal project staff	
8.6	Evaluation is done internally and externally	

Q.9 List three quality improvement principles (3 marks)

Q.10. What do you understand by the term performance management in relation to Human Resources for Health (2 marks)

Q.11. List three tools of finance management in health (3 marks)

Q.12. What are the five principles of supply chain management (5 marks)

14.3. TRAINING EVALUATION FORM

Date: DD/MM/YYYY

Evaluation scale	1=strongly agree	2=agree	3=neither agree nor disagree	4=disagree	5=strongly disagree
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Please tick the appropriate response that closely matches your opinion about the statement. Your feedback will help us in planning subsequent trainings. If you have any comments pertaining to the statement scored, please indicate them in the column marked ‘Comments/Remarks’ to the extreme right of the table.

	1	2	3	4	5	‘Comments/Remarks’
NAMES OF TRAINER (MODULE/SESSION TITLE)						
The facilitator was knowledgeable about the subject						
The facilitator was well prepared						
The Topic was useful						
The Content was appropriate						
The length of the session was appropriate						
The exercise(s) were beneficial (if applicable)						
The audio-visual aides were helpful (handouts, slides, etc.)						
The training environment promoted learning						
Overall, issues from the topic are applicable in my work						