

## 付 属 資 料

1. Minutes of Meeting
2. PDM (和訳)
3. PO (和訳)
4. PO (プロジェクトによる改訂版)



## 1. Minutes of Meeting

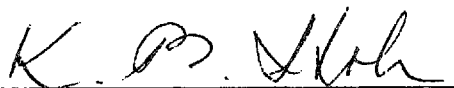
THE MINUTES OF THE MEETING  
BETWEEN THE JAPANESE MANAGEMENT CONSULTATION TEAM  
AND THE AUTHORITIES CONCERNED OF THE GOVERNMENT OF  
THE REPUBLIC OF KENYA  
ON THE JAPANESE TECHNICAL COOPERATION FOR  
THE KENYA MEDICAL TRAINING COLLEGE PROJECT

The Japanese Management Consultation Team (hereinafter referred to as "the Team"), organised by the Japan International Cooperation Agency (hereinafter referred to as "JICA") and headed by Dr. Kiyoomi Itoh, visited the Republic of Kenya from October 12 to 18, 2001, for the purposes of reviewing and evaluating the activities connected with the Kenya Medical Training College Project (hereinafter referred to as "the Project") and of discussing the future implementation plan of the Project.

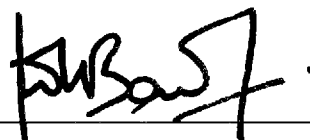
During the Team's stay in the Republic of Kenya, both sides reviewed and evaluated the activities and achievements of the Project. Based on the results of evaluation and discussions in the Project Cycle Management Workshop (hereinafter referred to as "PCM Workshop"), both sides have revised the Project Design Matrix (hereinafter referred to as "PDM") and reached a common understanding on the progress of the Project and the Plan of Operations (hereinafter referred to as "PO") for the rest of the cooperation period.

The common understanding of both sides is summarised in the document attached hereto.

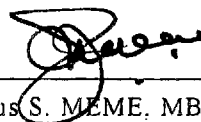
Nairobi, October 17, 2001



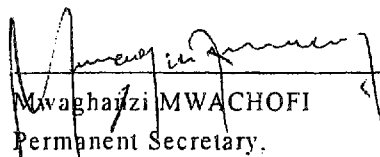
Kiyoomi ITOH, M.D.  
Leader,  
Management Consultation Team  
Japan International Cooperation  
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William K. A. BOIT  
Director,  
Kenya Medical Training College  
REPUBLIC OF KENYA



Julius S. MEME, MBS, EBS  
Permanent Secretary,  
Ministry of Health  
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Mwachofi MWACHOFI  
Permanent Secretary,  
Ministry of Finance and Planning  
REPUBLIC OF KENYA

## ATTACHED DOCUMENT

### I. Background of the Project

The Project started on March 1, 1998 with a five-year cooperation period and has been implemented by the Kenya Medical Training College (hereinafter referred to as "KMTC") in cooperation with JICA. Through the PCM Workshop conducted by both sides in February 2000, PDM was modified. The Overall Goal and Project Purpose specified in the PDM were agreed upon as follows:

Overall Goal: Competent co-medical personnel are produced in the Republic of Kenya.

Project Purpose: The educational capacity of teaching staff in KMTC is improved.

The major measures that were taken during the period from March 1, 1998 to September 30, 2001, are summarized below,

#### 1. Japanese side

In accordance with the Record of Discussions (hereinafter referred to as "R/D") signed by both sides on January 27, 1998, JICA dispatched long-term and short-term experts as described in Annex I, and accepted in Japan Kenyan counterparts as described in Annex II. JICA also provided the equipment necessary for the implementation of the Project, as described in Annex III.

#### 2. Kenyan side

In accordance with the Record of Discussions, the Kenyan side:

2-1. Provided offices equipped with telephones and furniture for Japanese experts of the Project.

2-2. Made available counterpart personnel from seven (7) department; Nursing (hereinafter referred to as "NURSING"), Health Records & Information (hereinafter referred to as "HRI"), Information Technology (hereinafter referred to as "IT"), Community Nutrition (hereinafter referred to as "NUTRITION"), Environmental Health Sciences (hereinafter referred to as "EHS"), Clinical Medicine (hereinafter referred to as "CM") and Medical Education (hereinafter referred to as "ME") and six (6) administrative staff.

2-3. Provided maintenance services for equipment, buildings and vehicles.

2-4. Granted exemption from duties and VAT for equipment for use by the Project as well as by the Japanese experts.

2-5. Insured two (2) vehicles for the Project.

2-6. Provided operational costs for daily activities.

2-7. Purchased necessary equipment, including computers, UPS, and printers, for the selected departments of KMTC.

2-8. Covered 60% of the budget for the 2001 Middle Level Manpower Training (hereinafter

referred to as "MLMT").

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## II. Achievements of the Project:

According to the classification of the activities in the PDM, which was prepared during the visit of the team and is attached as Annex VI, the major achievements of the Project in the period from its start on March 1, 1998 until September 30, 2001 are summarized below.

### 1. Core Knowledge & Skills

- 1-1. A quality assurance workshop to improve educational standards of KMTC was conducted for three (3) days in March 2001. Thirty (30) teaching staff participated.  
A quality assurance framework document was developed.
- 1-2. A needs survey and planning of IT activities were carried out in 1999.
- 1-3. A mid term evaluation survey on IT use in KMTC was carried out in February 2000.
- 1-4. Needs analysis was done with an aim of developing HRI curriculum in 2000.
- 1-5. Feedback seminar of Counterpart training in Japan was held in 2000, in 2001 and more than thirty (30) teaching staff have shared their experiences.

### 2. Conducting & Teaching Research

- 2-1. A joint KMTC and KEMRI nutritional study was conducted in Kibera in June 2001, and One (1) teaching staff in NUTRITION played a key role in this study with a Japanese long term expert's guidance.
- 2-2. One (1) teaching staff in NUTRITION was trained on the computer use for data entry in 2001.
- 2-3. Training needs assessment survey was conducted between November 1999 and March 2000 for NUTRITION graduates.
- 2-4. One (1) teaching staff was trained in research methodology in NUTRITION in 2000.
- 2-5. Base line data/information on water quality were collected in selected rural districts in Kenya with a Japanese short term expert's guidance to see feasibility on water quality improvement sites in 2000.
- 2-6. Ten (10) ITC staff received the training on SPSS in May 2001.
- 2-7. A research paper on child abuse in Kenya was presented on practical lecture by one teacher in CM at KMTC in 2001.
- 2-8. KMTC Management developed a questionnaire to appraise research performance of teaching staff in 2001.
- 2-9. Twelve (12) participants of MLMT in 1999 prepared six (6) reports from field studies of MLMT in 1999 with the assistance of Japanese short term expert at KMTC in July 2001.

### 3. MLMT

- 3-1. MLMT course was organized by the Project every year from 1998 as shown in Annex IV.
- 3-2. The Japanese side covered the 100% budget necessary for the MLMT course in the first year. However, in accordance with the agreement between both sides, the Japanese funding level reduced by 20% annually and, on the other hand, the Kenyan funding level increased by 20% annually.
- 3-3. A seven-member MLMT committee was set up in 2000 to enhance, sustain and promote the activities of MLMT.
- 3-4. MLMT committee prepared MLMT program, overseen the conduct of the course and prepared its final report yearly.
- 3-5. During 1999 and 2001 MLMT, field studies were carried out by the participants.
- 3-6. As one of the community participation and mobilization activities, one (1) community toilet was built at Riruta area in 2001 with the community participation. This activity enhanced the awareness of the community around the area about the importance of sanitation.

### 4. Competency in Teaching Methodology

- 4-1. Demonstration on simple water filtration process was conducted by a JICA short term expert in March 2001.
- 4-2. Twenty four (24) teaching staff in NURSING, were trained for two (2) weeks in 2000, on clinical teaching methodology.
- 4-3. Teaching methods were evaluated within a total period of fifty (50) hours by a feedback seminar in IT in 2000. In this exercise five (5) out of the six (6) core members took turns and each was evaluated by the others.
- 4-4. Two (2) teaching staff in HRI were trained teaching methodology on computer practice in 2001.
- 4-5. A workshop on teaching methodology was conducted by ME in July 31, to August 11, 2000. Forty three (43) teaching staff participated.  
And the same workshop was held in December 2000, thirteen (13) teaching staff participated.
- 4-6. Teaching staff were trained on the use of equipment with an advice of Japanese expert in NUTRITION, for example digital camera, laminator and scanner in 2000.
- 4-7. A questionnaire for students' evaluation of teachers' teaching performance was developed in 2001.
- 4-8. KMTC management developed a questionnaire to appraise teachers' teaching performance in 2001.

## 5. Curricula

- 5-1. A curriculum for ophthalmology and cataract surgery was reviewed in CM in 1999. Twelve (12) teaching staff participated.
- 5-2. Post basic ENT curriculum was reviewed in CM in 2000. Twelve (12) teaching staff participated.
- 5-3. Post basic reproductive health curriculum was developed. in CM in 2000. Twelve (12) teaching staff participated.
- 5-4. A workshop was conducted in NURSING to examine Post Basic diploma in Community Health Nursing in 2000, twenty (20) participants including three (3) from Nursing Council attended workshop.
- 5-5. A workshop on curriculum development was organized in NURSING in 2000.
- 5-6. Curriculum for basic and post basic Community Health Nursing have been developed in 1999 and 2000.
- 5-7. A needs survey of graduates and students were carried out on Post Basic diploma in Community Health Nursing curriculum in NURSING in 2000.
- 5-8. Data were collected to prepare the activity plans in NURSING in 1999.
- 5-9. An interim report of activities of curriculum development was prepared in NURSING in 2000.
- 5-10. A workshop on curriculum review was held in NUTRITION in 2001. Twenty five (25) teaching staff participated

## 6. Teaching Materials


- 6-1. Teaching staff in NURSING, produced 1426 slides, 30 video tapes, 68 wall charts, 7000 transparencies in 1999, in the following areas, to be shared with all other MTCs.
  - General Nursing Subjects,
  - Community Nursing Subjects,
  - Midwifery Nursing Subjects,
  - Intensive Care Nursing Subjects,
- 6-2. A bibliography of curriculum related references was prepared in NURSING in 2000.
- 6-3. ICN teaching manual was produced in NURSING in 2000.
- 6-4. A workshop on manual making was organized in NURSING in 2001. Twenty (20) teaching staff participated
- 6-5. One (1) teaching video on Health Records Management was produced by HRI in 2001.
- 6-6. Four (4) teaching manuals on "Management", "First Aid -one-", First Aid -two-", and "Personnel Management" were produced by HRI in 2001.
- 6-7. Fifteen (15) teaching manuals were produced in Intensive -one- course in







2000. Five (5) out of these were printed one hundred (100) copies each in order to be tested with students (Materials were on the field of specialization of IT –one- course participants).
- 6-8. Activity of Production of Teaching Materials (hereinafter referred to as “PTM”) was initiated in CM in 2000.
  - 6-9. A needs assessment on production and use of teaching/learning materials in KMTC was carried out in May 2001.
  - 6-10. CM produced three (3) manuals and prepared to print, more than one hundred (100) sheets of transparency for five (5) section, two(2) posters and one(1) brochure in 2001.
  - 6-11. Training of teaching staff was conducted on PTM in CM in April 2001. Fifteen (15) teaching staff participated.
  - 6-12. A workshop for teaching staff for clinical medicine staff outside KMTC Nairobi was conducted by CM in KMTC with an advice of Japanese long term expert for five (5) days in August 2001. Nine (9) teaching staff participated.
  - 6-13. Audio visual teaching aids were prepared in 2001, for Library use.
  - 6-14. The first volume of KMTC newsletter was issued in March 2001.

## 7. IT Infrastructure

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- 7-1. The Project prepared computers as shown in Annex V.
  - 7-2. Six (6) core members were trained in 1999 as resource persons to teach other instructors.
  - 7-3. Twenty eight (28) computer instructors were trained for support of IT activities at KMTC between 2000 and 2001.
  - 7-4. Workshop on Hardware baseline maintenance was organised in 2001 as a preventive measure. Twelve(12) instructors belonging to IT attended it .
  - 7-5. Operational maintenance system on computer related equipment was established in 2000.
  - 7-6. IT was formally established as a department in 2000.
  - 7-7. Creation of the project homepage was done in 2001.
  - 7-8. The planning of the KMTC Local Area Network for 2001 was completed and the scope included IT, HRI and Administration.
  - 7-9. Conducted an Information Technology seminar in August 2000 in which there were forty eight (48) participants, and a database modelling workshop in August 2000 in which there were thirty seven (37) participants.

## 8. IT Literacy

- 8-1. Two hundred and twenty seven (227) teaching staff were trained on basic computer applications between 1999 to date, and one hundred fifteen (115) teaching staff were from KMTC Nairobi, one hundred twelve (112) teaching
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staff were from other MTCs.

Sixty two (62) teaching staff who trained were from the project target departments. (According to the mid-term evaluation survey, the number about seventy percent (70%) are using computers in the project target departments.

- 8-2. Conducted MLMT courses in 1998, 1999 and 2001 where a total of ninety two (92) participants were trained, About 1/3 of this number was from KMTC Nairobi and this includes the number of lecturers trained in basic computer applications as stated in 8-1 above mentioned.
- 8-3. Two (2) Intensive -one- courses were conducted between 2000 and 2001 in IT.

### 9. Educational Infrastructure for Target Departments

- 9-1. Most of teaching staff were trained on the use of the teaching equipment for their lectures.
- 9-2. The Practical Training Building was constructed in August 2001, before that a Japanese short term expert did a feasibility survey on the construction of the Practical Teaching Building of EHS, and agreed on the design with a C/P in February 2001.
- 9-3. Target departments identified and provided specifications of relevant reference books and technical equipment usefull for their teaching activities. More than hundred (100) teaching staff of KMTC are currently using these books and equipment.
- 9-4. Counterparts and experts established the need to have three generators and three project vehicles in a span of three years, i.e. from 1998 to 2001 as a means of facilitating and supporting the educational environment. The teaching staff have thus far recognised the importance of having these facilities.

### 10. Others

- 10-1. IT planned Income Generation Activities to ensure sustainability of the project in 2001.
- 10-2. Japanese experts and Kenyan counterparts have held a monthly meetings and all direction which related to project activities are decided in this project meeting.
- 10-3. PCM workshop and/or project evaluation activity were conducted annually, and both sides have focussed on the appropriate direction of the project activities.
- 10-4. Coordination committee with VVOB was established in 2001, and continue to exchange the information.
- 10-5. A six-member computer committee was appointed in 1999 to oversee activities emanating from the development of information technology at KMTC.

### III. Workshop on Project Cycle Management

A PCM workshop was conducted during the stay of the present Team in order to revise and update the PDM(as described in Annex VI) in accordance with the actual activities and impacts of the Project. The participants(as described in Annex VIII) included the Japanese experts and the Kenyan personnel from the departments covered by the Project.

As the objectives of the workshop were to re-define and confirm the scope and activities of the Project, modifications and adjustments on the PDM were made reflecting the progress of the Project and redefinition of its purpose.

In accordance with the revised PDM, a draft PO(as described in Annex VII) was prepared by the participants of the Workshop and finalised by the Kenyan side, Japanese experts and the Team.

The revised PDM and PO will serve as a fundamental framework for monitoring and evaluation of the rest of the cooperation period.

However, concerning the PDM and PO, it was confirmed that the following are the matters to be paid attention to by both sides;

1. During the PCM workshop, it was confirmed that, in the course of the Project, educational environment was improved and maintained remarkably.

It was not only the results of the inputs such as equipment supply or construction of Practical Teaching Building by the Japanese side, but due to the technical interaction between the Japanese experts and KMTC counterpart personnel in the course of the situation analysis, planning or establishment of the maintenance system and institution building.

Taking into consideration the fact mentioned above, "Educational environment is improved and maintained" was newly added as one of the Outputs.

Consequently, it was confirmed that the Project has contributed not only to improving educational capacity of teaching staff but to strengthening the function of KMTC as a whole.

Both sides therefore agreed to revise the Project Purpose as "The educational capacity of KMTC is improved".

It was confirmed, however, that the revised Project Purpose does not mean any change or expansion of the scope of the Project, and that the emphasis should fall on the improvement of the capacity of the teaching staff, as it has been.

2. Together with the PDM, PO was also revised and attached hereto.

It was pointed out, however, that due to diversity of the Project and the time constraint, PO was not completed in a perfect manner during the stay of the Team. The importance of further elaboration of PO was recognised by both sides.

#### IV. Mid Term Evaluation

##### Summary

Through the health sector reforms commenced in 1999 planning and implementation responsibilities of health sector activities have been decentralized from Headquarters of the Ministry of Health to the district organization level. In this regard the importance of KMTC in provision of co-medical manpower with management and planning capability has increased. The role of KMTC has clearly increased with the reforms, because more than 90% of the health human resources are graduates of KMTC. These graduates provide health service at all levels of health care delivery system. Therefore the improvement of KMTC's educational capacity is an urgent need to meet this demand. The KMTC/JICA Project is the right scheme to contribute to the achievement of this requirement.

The Activities of the Project appear to have been contributing to the accomplishment of the Project Purpose defined as its direction. Although there has been no measuring activity for the achievement level of the Project Purpose, a certain degree of the achievement could be observed through the upgraded teaching practices of the KMTC. For example, in the classes in KMTC handouts and audio-visual teaching aids, which were rarely employed, are now commonly used. Widely spreading computer uses and increased awareness of its importance are evident.

It was rather difficult for the concerned personnel to clearly seize the approaches taken by the Project in reference with the previous PDMs. The project approaches in practice, which have been figured out through the survey/analysis and the PCM workshop, are the following:

- 1) To provide direct input for upgrading the educational competency of the teaching staff,
- 2) To provide information technology related input including computer usage for upgrading the general capability of the related personnel and efficiency in general, and
- 3) To provide adequate teaching environment that facilitate achievement of the above two core activities.

From this point of view it is clear that the following activities of the Project are all in line with the approaches:

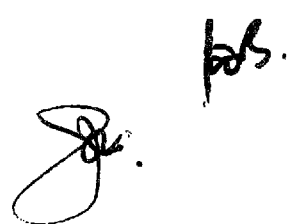
- 1) Long-term continuous activities for
  - a) Technology transfer of core knowledge and skills regarding teaching subjects, research works, and teaching material production, and
  - b) Development of educational courses, curricula and teaching methodologies, and respective trainings,



- 2) Holding short-term training courses including Middle Level Manpower Training (MLMT) for particular needs,
- 3) Overseas training of selected staff in their subject fields, and required skills and/or knowledge
- 4) Diffusion of utilizing computer and other modern equipment including IT infrastructure development, and
- 5) Improvement of teaching environment.

The fact that the Project targets mainly seven departments seems to create impression of the complicated project configuration. As the actual needs and corresponding activities differ from department to department, integration of the project activities is difficult to be seen easily. The genuine integration, however, is clearly kept when these activities are viewed in accordance with the approaches.

In the revised PDM, which was prepared through the PCM workshop conducted from October 8 to 12, 2001, the approaches and integration of the project stated above are easily identifiable. In the workshop more effort was devoted for the formulation of the PDM, which reflects and incorporates the project activities already accomplished and ongoing as well as the ones to be executed. At the same time the PDM shows versatile lines of undertakings, which have been implemented, for the achievement of the Project Purpose.



## 1. Effectiveness

### 1.1 Achievements of Project Purpose

#### 1.1.1 Modification of the Project Purpose

Slight modification of the Project Purpose in the previous versions of PDM, “the educational capacity of teaching staff in KMTC is improved,” was proposed during the Project Cycle Management Workshop. The proposed Project Purpose is “the educational capacity of KMTC is improved.”

Since the proposed Project Purpose is better in representing its essential aim of the Project, which has materialized through the actual activities in detail, the Project Purpose was modified to the proposed one.

At the same time difficulty in establishing proper Indicators for the Project Purpose was identified both by the Project and by the Team. In addition to the student evaluation and the teaching staff evaluation, both of which involve problems with subjectivity, evaluation based on the expertise the education and/or educational institutions is required to establish the proper targets and their measurements.

Internalization of these activities into the project was agreed by the Project consisting of KMTC staff, JICA Experts, and the Team.

#### 1.1.2 Degree of Achievements

Although it is difficult to measure the degree of the achievements of the Project Purpose, some improved aspects of this level are clearly seen at least as the achievement of the Outputs.

### 1.2 Achievements of Outputs

Since the Project targets mainly seven departments, degrees of the achievement of the Outputs are not uniform in many items of Outputs. Overall achievements of the Outputs, however, appear to be successful at this point of the project duration.

#### 1.2.1 Acquisition of Competency in Teaching Methodology

Through technical transfer by the JICA Experts and training courses including MLMT courses, it seems that a certain degree of achievement in acquisition of competency in teaching methodology has been attained.

The technical transfer activities including seminars and workshops as well as regular advisory and assistance on the related works by the JICA Experts in this regard have

been conducted in most of the targeted departments i.e. the Departments of Community Nutrition, Nursing, Environmental Health Sciences, Medical Education, Health Records and Information, Clinical Medicine, and Information Technology.

Achievement of this is shown in increased number of teaching guidelines, the variety of teaching methods and teaching aids in use.

### 1.2.2 Curriculum Review and Development

Basically through the technical transfer including joint work by the JICA Experts, curriculum review and development activities are being institutionalized in the targeted departments and in KMTC in general.

Intensive activities in this regard have been conducted with the JICA experts in the Departments of Nursing, Community Nutrition, Health Records and Information, Clinical Medicine, and Information Technology. Continuous activities in this area with the JICA experts are expected in the Departments of Nursing, Health Records and Information, and Information Technology while new activities has just commenced in the Department of Environmental Health Sciences with the new JICA Expert.

Curriculum review and development activities have been and are conducted to include issues of global concern e.g. STI/HIV/AIDS, management and cost sharing, community based rehabilitation, and counseling. Curricula have been shifted from the traditional approach to the community oriented one. Furthermore, subjects including information technology, research, preventive maintenance, income generation activities, poverty eradication through community mobilization & participation have been or are being incorporated into the curricula.

Major achievements are the following:

- 19 curricula have been reviewed and further reviewing activities are ongoing and planned.
- 1 curriculum has been developed and further development activities are ongoing and planned.
- Bibliography for the curriculum review and development was produced in the Department of Nursing.
- New teaching courses and programs have been established for IT education.

### 1.2.3 Development and Usage of Teaching Materials

As the results of the IT Literacy improvement activities and the particular training courses implementation number of teachers with basic ability to produce a handout and/or a transparency sheet has increased and the production by themselves is

becoming a common practice.

In addition a lot of teaching materials including videotapes, slides, wall charts, transparencies, and handouts have been and are being produced in the Departments of Nursing, the Department of Community Nutrition, Clinical Medicine, and Health Records and Information.

Apart from the above the special activities of production of textbooks, teaching manuals, educational/informational posters, and audio-visual materials are ongoing in the Department of Information Technology and the newly established teaching material production activity under the Department of Clinical Medicine.

#### 1.2.4 Acquisition of Core Knowledge and Skills in Subject Disciplines

Figuring out the degree of achievement in “teaching staff have adequate core knowledge and skills in various health-related disciplines” is difficult without the special measuring activity. However, it is true, especially with the overseas trainings for the particular purpose, that a certain achievement is attained.

Contribution of technology transfer by the JICA Experts, MLMT, and provision of books is also able to be expected without doubt for the achievement of this Output.

#### 1.2.5 Acquisition of Research Competency in Conducting and Teaching

The JICA Experts’ technology transfer including research works assisted by the JICA Expert stationed in the Department of Community Nutrition and MLMT activities have increased the number of teaching staff with research execution ability and with research teaching ability. Several research works have been completed and the educational courses in research have been implemented.

#### 1.2.6 Teaching Environment including IT Infrastructure

Especially Output items of “establishment and maintenance of Information Technology (IT) infrastructure” and “improvement of educational environment and its maintenance,” of which improvement works have been completed, have good achievements. Major achievements are the followings:

- 70 computers and peripheral equipments are already introduced and maintained by the responsible department (the Department of Information Technology) established under the Project in ready-to-use condition.
- Installation procedure of Local Area Network (LAN) is well ongoing.
- Modern teaching equipments introduced under the Project are well maintained.
- Demonstration building is being in use.



### 1.2.7 Improvement in IT Literacy

IT Literacy among the teaching staff has been significantly improved compared to the almost no IT utilized state at the commencement of the Project. Number of teaching staff who are able to use computer has increased drastically.

Along with the establishment of the Department of Information Technology activities regarding development and implementation of the IT training courses including the practical IT teaching to the students are well on track. At the same time opportunities of MLMT are utilized for the training for this purpose.

### 1.2.8 Annual Holding of MLMT

It is evident that annual holding of MLMT has been institutionalized. Already four courses with accumulated more than 120 participants have been held for the particular needs. Follow up activities including survey, analysis and feedback is subject for execution.

## 2. Impacts

### 2.1 Direct Impacts

Although the impact at the Project Purpose level is not so clear at this stage, certain impacts are easily observed.

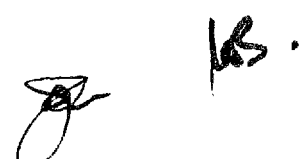
Increased number of teaching staff with computer using ability and with wide spread awareness concerning the usefulness of IT together with the increased number of ready-to-use computers has significant impact in KMTC. Practical use of the computer has enhanced not only basic capability but also teaching capability of the teaching staff as stated above.

### 2.2 Indirect Impacts

As positive indirect impacts, motivation of the teaching staff has been raised mainly through teaching environment improvement such as increased availability of modern teaching equipment and through increasing opportunities of computer using.

At the same time teaching staff of departments other than those target departments have slight jealousy against the staff in the targeted departments although some of them are now able to use computer and its related equipment..

## 3. Efficiency



Level of utilization of the provided equipments and facilities is quite high in the project. Computers and peripheral equipments, equipments for teaching material production, and modern teaching equipments are well utilized for the intended purposes. Simultaneously they are well maintained i.e. well kept in ready-to-use condition while this relates to the issue of Sustainability.

Although some delay in procurement and delivery occurred in early stage of the Project, Inputs of the Project have been well fitting with the activities and contributing to the Outputs accomplishment now.

#### 4. Relevance

Through the health sector reforms commenced in 1999 planning and implementation responsibilities of health sector activities have been decentralized from Headquarters of the Ministry of Health to the district organization level. In this regard the importance of KMTC in provision of co-medical manpower with management and planning capability, and with quality of health care services has increased. The role of KMTC has clearly increased with the reforms, because more than 90% of the health human resources are graduates of KMTC. These graduates provide health service at all levels of health care delivery system. Therefore the improvement of KMTC's educational capacity is an urgent need to meet this demand. The KMTC/JICA Project is the right scheme to contribute to the achievement of this requirement

Internal conformity of the PDM among Project Purpose, Outputs, Activities, Inputs, and Plan of Operations is well confirmed with the current PDM.

#### 5. Sustainability

##### 5.1 Organization, institution and base of activities

KMTC has put a lot of effort in institutionalization of particular project activities including establishment of the Department of Information Technology and the teaching material production activity in the Department of Clinical Medicine. The major activities for the other Outputs are also institutionalized or being institutionalized.

Both JICA Experts and KMTC are well aware of and committed to this aspect of sustainability and necessary activities have been incorporated in to the Project Activities. Appropriate activities in this respect for the remaining period of the project are also highly expected.

##### 5.2 Financial aspects

Although KMTC has been granted the semi-autonomous status by the Government of Kenya, income generation in current economic condition is associated with difficulty. Considering the shrinking national budget and difficulty in income generation, financial sustainability of the activities to be achieved solely by KMTC is an issue that requires serious attention..

However, initiation of new income generation activities still has high potential and the fact that some departments (outside the Project) have started income generation makes it a near possibility.

### 5.3 Technical aspects

Basically technical transfer necessary for sustaining the activities to be achieved solely by KMTC is well considered by the JICA Experts and is well designed. Even though there might still be a few weaknesses in KMTC in this aspect, efforts by the Project will serve to reduce the constraints.

## 1. Dispatch of Japanese Experts

### 1-1. Long-Term Experts

<u>NAME</u>	<u>FIELD</u>	<u>TERM</u>
1.Toshiro YAMASAKI	Chief Advisor	01.03.1998-31.03.1999
2.Koji KANEMARU	Coordinator	01.03.1998-29.04.2000
3.Ikuko SEKI	Nursing Education	01.07.1998-30.12.2000
4.Yasuyo HONDA	Information Management	09.01.1999-02.03.2003
5.Nobutaka OSAWA	Chief Advisor	21.03.1999-20.03.2000
6.Ritsuko AIKAWA	Nutrition Education	20.07.1999-19.07.2001
7.Toshiro YAMASAKI	Chief Advisor	13.02.2000-15.03.2001
8.Katsunori SHIRAI	Coordinator	20.04.2000-19.04.2002
9.Yutaka HASEGAWA	Chief Advisor	01.03.2001-02.03.2003
10.Masahide USHIYAMA	Teaching Materials Production	29.03.2001-02.03.2003
11.Kazuko NARUSE	Nursing Education	13.05.2001-02.03.2003
12.Masahiro TAKEUCHI	Environmental Health	05.09.2001-02.03.2003

### 1-2. Short-Term Experts

<u>NAME</u>	<u>FIELD</u>	<u>TERM</u>
1.Nobuyoshi WATAHIKI	Public Health / Data Analysis	03.08.1998-11.09.1998
2.Choko ARAI	Nursing Education	30.08.1998-12.09.1998
3.Kuninori TAKAGI	School Management	30.10.1998-09.11.1998
4.Ryozo HOSOI	Presentation Skills	14.11.1998-29.11.1998
5.Nobuyoshi HYOI	Project Cycle Management	14.11.1998-29.11.1998
6.Toru RIKIMARU	Nutrition Education	11.03.1999-06.04.1999
7.Ikuo WATANABE	Promotion of Equipment Utilization	22.03.1999-18.04.1999
8.Yoneatsu OSAKI	Research Methodology	30.07.1999-29.08.1999
9.Makoto HOUMAN	Clinical Medicine/Pediatrics	30.07.1999-23.08.1999
10.Yotaro TAKAGAKI	Research Methodology	02.08.1999-27.08.1999
11.Yoneatsu OSAKI	Research Methodology	03.11.1999-04.12.1999
12.Tetsuo HAYAKAWA	Public Health	08.01.2000-31.01.2000
13.Masato ONOZAWA	Project cycle Management	20.02.2000-03.03.2000
14.Junko TASHIRO	Improvement Curriculum	08.08.2000-04.09.2000

15.Megumi TESHIMA	Clinical Practice & Evaluation	14.08.2000-01.09.2000
16.Ryozo HOSOI	System Management	20.08.2000-18.09.2000
17.Kazuko KIMURA	Improvement of Curriculum	24.08.2000-15.10.2000
18.Ikuo WATANABE	Environmental Health	09.02.2001-09.03.2001
19.Yoneatsu OSAKI	Research Methodology	08.07.2001-28.07.2001




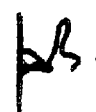
1. Training of Kenyan Personnel in Japan

1-1. Counterpart Training Course

<u>NAME</u>	<u>FIELD</u>	<u>TERM</u>
1.A. N. KIMEU	Computer Technology	31.03.1998-07.07.1998
2.W. K. BOIT	School Management	07.06.1998-21.06.1998
3.A. M. MUENDO	Nursing Education	22.02.1999-04.07.1999
4.H. B. KIWINGA	Health Statistics and Information	01.03.1999-24.08.1999
5.D. A. BWONYA	Radiology	08.03.1999-03.09.1999
6.P. M. TUUKUO	School Management	20.09.1999-23.11.1999
7.A. N. BWIKA	Nursing Education	20.09.1999-26.10.1999
8.G. A. KOYENGO	Clinical Medicine	26.10.1999-29.12.1999
9.J. K. SANG	Public Health	26.10.1999-25.04.2000
10.E. WAIHENYA	Nutritional Education	07.05.2000-31.05.2000
11.R. WAMALWA	Health Statistics and Epidemiology	03.05.2000-31.03.2001
12.C. T. NKONGE	Medical Education	07.11.2000-31.03.2001
13.M. KARIUKI	Nursing Education	03.09.2001-02.03.2002
14.N. OTIENG	Clinical Medicine	12.09.2001-11.03.2002
15.F. OKUKU	Public Health	25.09.2001-24.03.2002

1-2. Group Training Course

<u>NAME</u>	<u>FIELD</u>	<u>TERM</u>
1.M. C. NGENY	Nursing Technology	23.03.1998-19.09.1998
2.J.K.KURUI	Health Management System	03.08.2000-25.11.2000
3.M. A. NYALLA	Information Promotion	02.10.2000-29.11.2000
4.J. M. MUNYAO	International Parasite Control	26.11.2000-10.12.2000

### 1-3. Long Term Training

<u>NAME</u>	<u>FIELD</u>	<u>TERM</u>
1.M. M. OWANG	Population Statistics & Epidemiology	24.01.2000-31.03.2002
2.B. YATICH	International Health	21.01.2001-31.03.2003

### 2. Training of Kenyan Personnel in Third Country

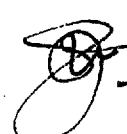
#### 2-1. In Thailand

<u>NAME</u>	<u>FIELD</u>	<u>TERM</u>
1.F. L. NGETI	Primary Health Care	01.08.1999-31.05.2000
2.G. M. NJUKI	Primary Health Care	01.08.2000-31.08.2001
3.R. WASIKE	Primary Health Care	11.06.2001-31.03.2002

#### 2-2. Exchange Program to Sri-lanka

<u>NAME</u>	<u>POSITION</u>	<u>TERM</u>
1. A. N. KIMEU	Project Coordinator	11.11.2000-18.11.2000
2. R. KAMAU	Head of Dept. Nursing	11.11.2000-18.11.2000
3. A. IRUNGU	Lecturer in Nursing	11.11.2000-18.11.2000

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## ANNEX III.

## Provision of Machinery and Equipment

JFY	Approx. Amount	Main Items of Equipment
1998	¥ 39,701,000	Vehicles, Personal Computers, Copy Machines, Printers, Computer Tables and Chairs, Slide Projector, TV Monitors with Sands, Over Head Projectors (OHP), Video Cameras, Practical Teaching Materials, Scanners, Digital Cameras, Others
1999	¥ 28,793,000	Vehicle, Dynamo, Personal Computers, Copy Machines, Video Projector, Slide Projectors, OHP, Digital Cameras, Books, Practical Teaching Materials, Computer Tables and Chairs, Others
2000	¥ 26,611,000	Generators, Personal Computers, Copy Machine, Medical Equipment, Printing Machine, Typewriters, Audio Visual Equipment,, Technical Books, UPS, Others
2001	¥ 27,750,000 expected	Local Area Network System, Personal Computers, Copy Machine, Medical Equipment, Audio Visual Equipment, Practical Teaching Material, Others
	¥ 9,964,000	Construction for Practical Training Building
Total	¥ 132,819,000 expected	






## ANNEX. IV-I

	Theme of MLMT
1998	Project Cycle Management
1999	Research Methodology
2000	Curriculum Review and Development
2001	Primary Health Care through Community Mobilization and Participation

## The number of Participants of MLMT

		Department	1998	1999	2000	2001	Total
KMTC	Nairobi	Nursing	1	1	2	1	5
		Clinical Medicine	1	2	1		4
		Medical Education					0
		Environmental Health Sciences	1	2	2	1	6
		Health Records and Information	1	1		1	3
		Information Technology					0
			Karen	Nutrition		1	1
		Sub. Total	4	7	6	4	21
	Nairobi	Orthopaedic		1	1	1	3
		Physiotherapy	1	1		1	3
		Med. Lab. Sciences	1	2	1	1	5
		Dental Technology		1	1	1	3
		Health Education			1		1
		Pharmacy	1	1	1		3
		Occupational Therapy		1	1		2
		Radiography	1	2			3
		Medical Engineering	1				1
		Community Oral Health			1		1
		Sub. Total(1)	5	9	7	4	25

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## The number of Participants of MLMT

MTC	Department	1998	1999	2000	2001	Total
Matuga	Environmental Health Sciences	1	1		1	3
Kisii	Clinical Medicine				1	1
	Nursing	1			1	2
Mombasa	Med. Lab. Sciences	1	1		1	3
	Nursing		1	1		2
Kakamega	Nursing				2	2
	Med. Lab. Sciences	1		1		2
	Environmental Health Sciences			1		1
Nakuru	Environmental Health Sciences		1	1	1	3
	Med. Lab. Sciences	1		1		2
	Clinical Medicine	1	1	1		3
	Nursing	1				1
Kisumu	Nursing		1	1	1	3
	Environmental Health Sciences	1		1		2
	Clinical Medicine		1			1
	Med. Lab. Sciences	1				1
Nyeri	Environmental Health Sciences		1	1	1	3
	Med. Lab. Sciences	1		1		2
	Nursing	1			1	2
Kabarnet	Environmental Health Sciences	1		1	1	3
	Nursing		1	1	1	3
Embu	Environmental Health Sciences	1			1	2
	Nursing	1			1	2
Karuri	Environmental Health Sciences		1		1	2
Port Reitz	Clinical Medicine	1				1
Mathare	Nursing				1	1
Meru	Nursing	1	1		1	3
Homabay	Nursing			1	1	2
Thika	Nursing	1	1			2
Eldoret	Nursing	1	1			2
Murang'a	Nursing	2			1	3
Lodwar	Nursing				1	1
Garissa	Nursing	1		1	1	3
Machakos	Nursing	1		1	1	3
	Med. Lab. Sciences			1		1
	Clinical Medicine			1		1
	Environmental Health Sciences	1	1			2
Loitoktok	Medical Engineering			1		1
Kilifi	Medical Engineering			1		1
Sub. Total(2)		23	14	19	22	78
Total(1)+(2)		32	30	32	30	124

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ANNEX V

Computer Allocation List in KMTC

Department	1998	1999	2000	2001	Sub total
Nursing	1	2	4	0	7
Health Records & Information	21	26	2	0	49
Information Technology			4	1	5
Nutrition	0	0	2	3	5
Environmental Health Sciences	0	1	1	1	3
Medical Education	0	1	0	0	1
Clinical Medicine	1	0	0	1	2
Production of Teaching Materials				2	2
Administration /Project/Experts	5	3	2	0	10
Sub total	28	33	15	8	84

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**Project Design Matrix (PDM): Kenya Medical Training College (KMTC) Project**

Version 4 (Revised on 2001.10.12)

Version history: Original (1998.1), revised (1999.3), further revised (2000.3)

Project Duration: 1998.3.1 to 2003.2.28

Target Group: KMTC

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><b>GOAL</b> Competent co-medical personnel are produced in the Republic of Kenya.</p>	<p>About 2,000 competent co-medical personnel are graduated from KMTC annually.</p>	<p>Name list of students graduating from KMTC. National statistics on health workers</p>	<p>Demand of co-medical personnel in Kenya maintains the current level.</p>
<p><b>PROJECT PURPOSE</b> The educational capacity of KMTC is improved.</p>	<p><b>END OF PROJECT STATUS (EOPS)</b></p> <ol style="list-style-type: none"> <li>1. Capacity survey result is improved</li> <li>2. Teacher's self-evaluation on teaching performance is improved (target to be set)</li> <li>3. Students graduating from KMTC give better than "acceptable" rating in their final evaluation on teaching performance (target to be set)</li> </ol>	<ol style="list-style-type: none"> <li>1. Results of educational capacity surveys to</li> <li>2. Result of teacher's self-evaluation questionnaire survey</li> <li>3. Result of questionnaire survey on student's evaluation on teaching performance</li> </ol> <p><u>Reference baseline data:</u> Institutional Analysis (1998)</p>	<p>Government of Kenya continues to support the mission of KMTC.</p> <p>The economic and political conditions of the Republic of Kenya maintain current level of stability.</p> <p>KMTC implement students' evaluation of teachers' teaching performance in line with the set evaluation guidelines.</p>
<p><b>OUTPUTS</b></p> <ol style="list-style-type: none"> <li>1. Teaching staff have competency in teaching methodology.</li> <li>2. Curricula are revised &amp; developed</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Number of variety of teaching methods used by teaching staff (target to be set)</li> <li>1.2 Number of variety of teaching aids used (target to be set)</li> <li>1.3 Number of passes in the examination increased by 20%</li> <li>1.4 Students' satisfaction with the teachers' performance at 70%</li> <li>1.5 KMTC Management satisfaction with teachers' teaching performance</li> <li>2.1 All basic programs' curricula reviewed/developed</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Checklist on student's evaluation of teachers' teaching methods</li> <li>1.2 Checklist on different teaching aids used.</li> <li>1.3 Examination results analysis sheets</li> <li>1.4 Results of questionnaire on students' evaluation of teachers' teaching performance</li> <li>1.5 Teaching performance appraisal report by management</li> <li>2.1 Reports of guideline on review and development of curricula and Final copies of reviewed and developed curricula</li> </ol>	<p>Teaching staff who received the training continue to work in KMTC.</p>

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NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>3. Development and usage of teaching materials are increased</p> <p>4. Teaching staff have adequate core knowledge &amp; skills in various Health-Related disciplines.</p> <p>5. More teaching staff have competency in conducting and teaching research</p> <p>6. IT infrastructure is established and maintained</p>	<p>2.2 Bi-annual meetings held by the college curriculum committee.</p> <p>3.1 Number of sessions each material is used (target to be set)</p> <p>3.2 Number of materials developed (target to be set)</p> <p>3.3 All the teachers using teaching materials</p> <p>4.1 Increased number of teaching staff, which is 40% of total staff, with adequate knowledge &amp; skills in health-Related disciplines.</p> <p>5.1 Number of teaching staff able to carry out research increased by 50%</p> <p>5.2 Number of teaching staff able to teach research in their respective disciplines increased by 30%</p> <p>5.3 Number of presentations in scientific conferences increased by 100%</p> <p>5.4 Ten (10) research publications by teaching staff</p> <p>6.1 One (1) PC per 5 lecturers which is connected to LAN/Internet is available</p> <p>6.2 Number of IT staff supporting to KMTC lecturers increased to the level at ratio of 1:10</p>	<p>Final copies of R/D curricula</p> <p>2.2 Minutes and reports of the curriculum Review Development Committee</p> <p>3.1 Students evaluation record</p> <p>3.2 Record of teaching materials produced</p> <p>3.3 Teacher's self evaluation</p> <p>4.1 Result of questionnaire to teaching staff with before &amp; after conditions</p> <p>5.1 Annual report of KMTC management appraisal using questionnaire on research performance of teaching staff</p> <p>5.2 List of teaching staff who teach research in their respective disciplines</p> <p>5.3 List of presentations made at scientific conferences by teaching staff</p> <p>5.4 List of published research papers by teaching staff</p> <p>6.1 Inventory of IT equipment Report on evaluation survey</p> <p>6.2 Report on IT activities</p>	<p>Teacher's competencies are measured based on the list of competency developed at the PCM workshop.</p>



<p>7. Lecturers have IT literacy</p> <p>8. Educational environment is improved and maintained</p> <p>9. MLMT programs for teaching staff held on annual basis</p>	<p>7.1 70% of lecturers (KMTC NBI) are trained in basic IT courses</p> <p>7.2 50% lecturers (KMTC NBI) use the computer</p> <p>7.3 Increased no. of IT courses available for lecturers (Target to be set)</p> <p>8.1 Required demonstration rooms are prepared (80%)</p> <p>8.2 90% of teachers use supplied books satisfactorily</p> <p>8.3 90% of teachers using teaching equipment</p> <p>8.4 Supportive infrastructure conditions are improved (Electricity, transport)</p> <p>9.1 Increased number of teaching staff who have undergone MLMT programs</p>	<p>7.1 List and performance of participants</p> <p>7.2 Report on evaluation survey User register</p> <p>7.3 Schedule of IT courses conducted</p> <p>8.1 Report on Survey on Needs</p> <p>8.2 Questionnaire analysis on teachers</p> <p>8.3 Questionnaire analysis on teachers</p> <p>8.4 Inventory survey</p> <p>9.1 Reports Minutes of MLMT Committee</p>	
<p><u>Activities</u></p> <p><u>Teaching Methodology</u></p> <p>1.1 Carry out a needs assessment</p> <p>1.2 Develop training plans/programs</p> <p>1.3 Develop teaching guidelines</p> <p>1.4 Japanese experts' technology transfer on teaching methodology</p> <p>1.5 Institutionalize workshop and seminar activities for training</p> <p>1.6 Conduct MLMT program for teaching methodology</p> <p>1.7 Conduct feedback seminar for teaching practice</p> <p>1.8 Develop checklists for students' evaluation of teachers performance</p> <p>1.9 Analysis of examination results</p>	<p><u>Inputs</u></p> <p>(By Japan)</p> <p>A. Experts</p> <p>1. ST/LT experts as required with the Activities</p> <p>2. Providing C/P training.</p>	<p>(By Kenya)</p> <p>A. Local costs and personnel</p> <p>1. Local costs and C/Ps as required with the Activities</p> <p>2. KMTC has a responsibility of training its teaching staff in community mobilization.</p> <p>3. KMTC has a responsibility for training its teaching staff in counseling.</p>	<p>Staff training programs/policies institutionalized.</p> <p>Long/short-term experts are available for assignments in a timely manner. Relevant supporting institutions in Japan are found.</p> <p>Delivery of materials, equipments, etc., in a timely manner.</p> <p>KMTC appropriates a necessary budget and provides resources in a timely manner.</p>

<p>1.10 Develop a questionnaire for students' evaluation</p> <p>1.11 Conduct teaching performance appraisal by management</p> <p>1.12 Set target no. for teaching aids</p> <p>1.13 Set target no. for teaching methods</p> <p><u>Curriculum</u></p> <p>2.1 Establish fully "functional" college curriculum review &amp; development committee</p> <p>2.2 Draw up TOR for the curriculum review &amp; development committee</p> <p>2.3 Set up departmental curriculum review &amp; development committees</p> <p>2.4 Conduct college needs assessment</p> <p>2.5 Identify resources for the curriculum review &amp; development activities</p> <p>2.6 Train teachers on curriculum review &amp; development</p> <p>2.7 Conduct needs assessment at Departmental level</p> <p>2.8 Review and develop curricula</p> <p>2.9 Conduct evaluation of curricula</p> <p><u>Teaching Material</u></p> <p>3.1 Conduct survey on new teaching materials</p> <p>3.2 Conduct Survey on current teaching material situation</p> <p>3.3 Identify the materials to be produced</p> <p>3.4 Identify required equipments for material development</p>	<p>B. Equipments and materials</p> <p>Books, journals, supplies, computer (incl. servers) software packages, printers, uninterrupted power supplies, generators, terminal adapters, routers, cables etc. (specifications and numbers in detail to be determined based on the specific needs of the project)</p> <p>* Local costs include the following costs, but not limited to: Space and facilities, salary of faculty members and support staff, utilities, such as electricity, gas and water supply, and maintenance costs of the facilities, vehicles and various pieces of equipment, which are provided by JICA.</p>	<p><b>PRECONDITIONS</b></p> <p>Government of Japan maintains the current level of support to the KMTC project</p> <p>Government of Kenya and KMTC maintain support to the project.</p>
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<p>3.5 Execute requisition of equipments 3.6 Conduct training on the use of the equipments 3.7 Conduct training of teaching staff on how to produce/develop the material 3.8 Produce teaching materials 3.9 Establish teaching material development system 3.10 Institutionalize preventive maintenance of the equipment 3.11 Conduct monitoring and evaluation of teaching material development and usage 3.12 Set targets</p> <p><u>Core Knowledge &amp; Skills</u></p> <p>4.1 Carry out staff training needs assessment 4.2 Conduct short courses for continuing education in various departments 4.3 Identify training needs in various departments 4.4 Mobilize resources required for staff training within KMTC 4.5 Identify appropriate training institutions for staff development 4.6 Carry out evaluation for each program 4.7 Identify prospective sponsors for local and overseas training 4.8 Recruit teaching staff for local and overseas training 4.9 Develop questionnaire for follow up survey 4.10 Develop standard for the adequate knowledge and skills</p>		
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<p><u>Research</u></p> <p>5.1 Establish research committee</p> <p>5.2 Conduct needs assessment for training in research methodology</p> <p>5.3 Develop program for research training</p> <p>5.4 Conduct training in research methodology (including training through MLMT)</p> <p>5.5 Conduct training in writing research papers</p> <p>5.6 Conduct joint KMTC and KEMRI nutritional study in Kibera</p> <p>5.7 Conduct community-based research studies during MLMT courses</p> <p>5.8 Conduct research works</p> <p>5.9 Develop Questionnaire on research performance of teaching staff (by KMTC Management)</p> <p>5.10 Conduct questionnaire survey on research performance of teaching staff (by KMTC management)</p> <p><u>IT Infrac. Development &amp; Maintenance</u></p> <p>6.1 Conduct IT survey on current situation and needs</p> <p>6.2 Establish IT organization structure and support system</p> <p>6.3 Train resource personnel</p> <p>6.4 Acquire the PC's</p> <p>6.5 Install LAN</p> <p>6.6 Connect to Internet</p> <p>6.7 Provide IT services to MTC</p> <p>6.8 Evaluate survey on IT status KMTC</p> <p>6.9 Support MLMT activities</p>		
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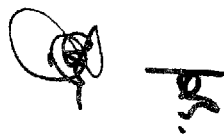
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<p><u>IT Literacy</u> 7.1 Conduct IT surveys on current situation &amp; needs 7.2 Plan &amp; schedule IT courses 7.3 Create standardized teaching material on computer courses 7.4 Conduct IT courses to lecturers 7.5 Conduct MLMT computer course 7.6 Conduct teaching practice 7.7 Evaluation on IT use in KMTC</p> <p><u>Educational Infrast. Dev. &amp; Mainte.</u> <u>General</u> 8.1 Establish an operation and maintenance system for educational infrastructure in general 8.2 Develop questionnaire for satisfactory surveys on E. Infra. 8.3 Conduct satisfactory surveys on E. Infra.</p> <p><u>Dmonstration Rooms</u> 8.4 Conduct needs survey on classrooms/Demonstration room 8.5 Request for design/specification of building 8.6 Construct of building 8.7 Hand over 8.8 Register in the inventory 8.9 Carry out preventive maintenance</p> <p><u>Technical Books</u> 8.10 Conduct collection of request for books from departments 8.11 Acquire books 8.12 Prepare suitable place in Library 8.13 Develop questionnaire for analysis</p>		
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<p><u>Teaching Equipment</u>                  8.14 Collect departments request for equipment                  8.15 Acquire equipment  <u>Supportive Facilities</u>                  8.16 Identify and purchase the supportive facilities                  8.17 Carry out installation of equipment  <u>Project Purpose Indicator Related</u>                  8.18 Develop educational capacity survey questionnaire                  8.19 Conduct educational capacity survey                  8.20 Conduct students's evaluation on teacher' performance                  8.21 Develop questionnaire on teacher's self evaluation                  8.22 Conduct teachers' self evaluation                  8.23 Set Targets  <u>MLMT</u>                  9.1 Establish KMTC MLMT committee                  9.2 Allocate adequate budget                  9.3 Announce MLMT training course                  9.4 Survey current situation and needs for MLMT                  9.5 Identify suitable training theme for MLMT                  9.6 Prepare curriculum for specific themes of MLMT programs                  9.7 Procure necessary equipment/materials                  9.8 Identifying field training sites for demonstration and practical experience                  9.9 Conduct MLMT programs                  9.10 Carry out evaluation for each program</p>		
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No.	Activity	Expected Results	Yr2001				YR2002				03	Current Status and necessary input
			FY2001		FY2002		FY2002		FY2002			
			I	II	III	IV	I	II	III	IV		
<b>Plan of Operations</b>			<b>PDM Output: Competency in Teaching Methodology</b>									
1-1	Carry out a needs assessment	Variety of teaching methods identified										
1-2	Develop training plans/programs	Teaching is systematically carried out										
1-3	Develop teaching guidelines	Developed guidelines become basis for the teaching manual										
1-4	Japanese experts' technology transfer on teaching methodology	Teachers acquire new teaching methodologies										
1-5	Institutionalize workshop and seminar activities for training	Improvement of teaching activities										
1-6	Conduct MLMT program for teaching methodology	Teachers use of variety of teaching methodology										
1-7	Conduct feedback seminar for teaching practice	Improved teachers' teaching practice										
1-8	Develop checklists for students' evaluation of teachers performance	Improved teaching performance										
1-9	Analysis of examination results	Impact of improved teaching performance										
1-10	Develop a checklist for variety of teaching methods	Improved usage of variety of teaching methods										
1-11	Conduct teaching performance appraisal by management	Impact of improved teaching performance										
1-12	Set target no. for teaching aids	Target										
1-13	Set target no. for teaching methods	Target										

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No.	Activity	Expected Results	FISCAL YEAR (Japan)								Current Status and necessary input	
			2001				2002					
			I	II	III	IV	I	II	III	IV		
<b>Plan of Operations</b>												
<b><u>PDM Output: Teaching Materials</u></b>												
3-1	Survey of new teaching materials		■	■	■	■	■	■	■	■	■	■
3-2	Identification of materials to be produced		■	■	■	■	■	■	■	■	■	■
3-3	Identification of equipment needed for material development		■	■	■	■	■	■	■	■	■	■
3-4	Requisition of equipment		■	■	■	■	■	■	■	■	■	■
3-5	Training on the use of equipment		■	■	■	■	■	■	■	■	■	■
3-6	Training teaching staff on how to develop the material		■	■	■	■	■	■	■	■	■	■
3-7	Production of teaching material		■	■	■	■	■	■	■	■	■	■
3-8	Establish teaching material development system		■	■	■	■	■	■	■	■	■	■
3-9	Preventive maintenance of the equipment		■	■	■	■	■	■	■	■	■	■
3-10	Conduct monitoring and evaluation of teaching material development and usage		■	■	■	■	■	■	■	■	■	■
3-11	Conduct survey on current teaching material situation		■	■	■	■	■	■	■	■	■	■

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No.	Activity	Expected Results	FISCAL YEAR (Japan)			Current Status and necessary input
			FY 00'	FY 01'	FY 02'	
<b>Plan of Operations</b>						
<b><u>PDM Output: Core Knowledge &amp; Skills</u></b>						
4-1	Carry out staff training needs assessment	Training needs identified				For 2002 not yet
4-2	Recruiting teaching staff for local and overseas training	Teaching staff to be trained identified				For 2002 not yet
4-3	Identifying training needs in various departments	Training needs per department identified				Done
4-4	Conducting short courses for continuing education in various departments	Short courses conducted Improved Knowledge & Skills				IT courses done T.M
4-5	Mobilizing resources required for staff training within KMTC	Resources for training are identified & put in place				KMTC contributing a percentage on MLMT cost
4-6	Identifying appropriate training institutions for staff development	Training institutions identified				Institutions available but no funds
4-7	Carry out evaluation for each program	Evaluation Report of each program				
4-8	Identifying prospective sponsors for local and overseas training	Sponsors identified				
4-9	Develop questionnaire for survey	Questionnaire results obtained				
4-10	Develop standards for adequate knowledge & skills	Standards for adequate knowledge & skills developed				

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No.	Activity	Expected Results	Fiscal Year (Japan)		Current Status and necessary input
			FY 01'	FY 02'	
<b>Plan of Operations</b>					
<b><u>PDM Output: Research</u></b>					
5-1	Establishment of research committee	Start of work of research committee	Nov		
5-2	Conduct needs assessment for training in research methodology	Assessment survey	Nov		
5-3	Programme development for Research training	Developed programme	Dec		
5-4	Training in research methodology (including training thro' MLMT)	Overseas training, training at MLMT	Nov	July	
5-5	Training in writing research papers	Training at MLMT		July	
5-6	Joint KMTC and KEMRI Nutritional study in Kibera	To plan another study		May (tentative)	
5-7	Community-based research studies during MLMT courses	Research studies during MLMT		July-Aug	
5-8	Conduct research work	To start when funds are available		Sept (tentative)	
5-9	KMTC Management develop Questionnaire on research performance by teaching staff	To finalize Questionnaire	Nov		
5-10	Questionnaire survey by KMTC management on research performance of teaching staff	To conduct Questionnaire survey		Jan	

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No.	Activity	Expected Results	1998	1999	2000	2001	2002	Current Status and necessary input
			JFY1998	JFY1999	JFY2000	JFY2001	JFY2002	
Plan of Operations			I	I	I	I	I	
<b>PDM Output 6---IT Infrastructure is provided</b>								
	Indicator 1: A Computer per 5 lecturers which is connected to LAN/internet is available	Means of Verification 1: Inventory of IT equipment and report on evaluation survey						
	Indicator 2: Increased number of IT staff supporting KMTC lecturer at the ratio of 1 to 10	Means of Verification 2: Report on IT staff activities						
6-1	Survey on current IT situation & needs	Survey report						completed
6-2	Establish IT organization structure and support system	Computer committee, support section with 11 full-time members, procedure manuals						Not enough personnel assigned. Provided input: Room, telephone, furniture, equipment
6-3	Train resource personnel	20 resource personnel who can : 1. teach other lecturers the operation of basic applications 2. Plan, conduct, and manage the computer training courses, then 30 who can assistant main instructor.						Group training in Japan: Application Program Design, Information systems promotion training: Epidemiology and Health Information System JICA expert, JICA expert from MOH (MR. Hiruma), KMTC sponsoring KU course
6-4	Acquire the equipment	Equipment, inventory						equipment
6-5	Install LAN	LAN is running and administered by ITC						JICA experts requested, JICA trainee planned
6-6	Connect to internet	256K Leased line, e-mail and internet being used by lectures						leased line
6-7	Provide IT services to KMTC	Good working environment with IT for KMTC lecturers						
6-8	Evaluation survey on IT status in KMTC	Survey report						
6-9	Support MLMT (setup and remove equipment, support S/T experts)	Smooth running of MLMT, activity report						

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No.	Activity	Expected Results	1998	1999	2000	2001	2002	Current Status and necessary input
			JFY1998	JFY1999	JFY2000	JFY2001	JFY2002	
<b>Plan of Operations</b>			I	I	I	I	I	
<b>PDM Output 7---IT literacy is obtained by KMTC lecturers</b>			I	I	I	I	I	
	Indicator 1: 70% of lecturers (KMTC NRB) are trained in basec IT courses	Means of Verification 1: List of participants and their performance						
	Indicator 2: 50% lecturers (KMTC NRB) use the computers	Means of Verification 2: Report on evaluation survey and user register						
	Indicator 3: Increased number of IT courses available for lecturers	Means of Verification 3: Schedule of IT courses conducted						
7-1	Survey on current IT situation and needs	Survey report						
7-2	Plan & schedule IT courses	Courses running						
7-3	Create standardized teaching manuals and materials for computer courses	Standardized teaching materials for identified courses						
7-4	Conduct IT courses to lecturers	Trained lecturers (80% of Nairobi KMTC) on basic applications						equipment such as PC, UPS, and computer room, instructors
7-5	Conduct teaching practice (HRI)	Competent lecturers						equipment, computer room, instructors, HRI lecturers
7-6	Conduct MLMT computer component	Participants successfully complete the MLMT utilizing computers.						equipment such as PC, UPS, and computer room, instructors
7-7	Evaluation on IT use in KMTC	Survey report						

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Plan of Operations

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PDM OUTPUT; Education Infrastructure

	Activities	Expected Results/Indicators	2001				2002				Current Status and necessary input
			I	II	III	IV	I	II	III	IV	
8-1	Technical Equipment										
8-1-1	Conduct Needs Survey on Equipment	Teaching staff can use the equipment for thier lecture, and teaching curriculum is improved			---	---					
8-1-2	Request					---					
8-1-3	Install						---				
8-1-4	Register to Inventory					---	---	---	---	---	---
8-2	Books										
8-2-1	Requested by Departments	90% of Teaching staff use the goods for thier lecture			---	---					
8-2-2	Requisition of Books					---	---				
8-2-3	Develop Questionnaire for analysis							---	---		
8-3	Supportive facilities										
8-3-1	Project Meeting					---	---	---	---		

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No.	Activity	Expected Results	FISCAL YEAR (Japan)			Current Status and necessary input
			FY 00'	FY 01'	FY 02'	
<b>Plan of Operations</b> <b><u>PDM Output:MLMT</u></b>						
9-1	KMTC MLMT Committee established	MLMT Committee	█	█		All MLMT's have committee meet regularly
9-2	Allocate adequate budget	Budget for MLMT	█	█		Budget allocated for MLMT
9-3	Announce MLMT training course	Applications from prospective candidates	█	█		For 2002 not yet
9-4	Survey on current situation and needs for MLMT	Needs report	█	█	█	Needs assessment done
9-5	Identify suitable training themes for MLMT	Training at MLMT	█			For 2002 not yet identified
9-6	Preparing curriculum for specific themes of MLMT	Curriculum	█	█		All MLMT's have curricula
9-7	Procuring equipment/material necessary for MLMT programs	Equipment and materials	█	█		Equipment and materials were provided
9-8	Identifying field training sites for demonstration & practical experience	Identified field sites for training experiences	█	█		All MLMT's had field training sites
9-9	Conducting MLMT programs	MLMT with theme	█	█		2002 not yet
9-10	Carrying out evaluation for each program	Evaluation report	█			Report for MLMT 2001 not yet out

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## Annex VIII.

### Project Cycle Management Workshop Held at KMTC on 8<sup>th</sup> to 12<sup>th</sup> October 2001

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#### Present

- |                      |   |
|----------------------|---|
| 1. Mr. P. Tuukuo     | Principal KMTC                                    |
| 2. Prof. Y. Hasegawa | Chief Advisor KMTC/JICA project                   |
| 3. Mrs. A. Kimeu     | Project coordinator (KMTC)                        |
| 4. Mr. K. Shirai     | Project coordinator (JICA)                        |
| 5. Ms. Y. Honda      | Information Technology expert                     |
| 6. Ms. K. Naruse     | Nursing Education expert                          |
| 7. Mr. M. Ushiyama   | production of teaching Materials expert           |
| 8. Dr. M. Takeuchi   | Environmental health expert                       |
| 9. Mr. J. Sang       | Head- Department of Environmental Health Sciences |
| 10. Mr. W. Ndetto    | Deputy head- "                                    |
| 11. Mr. F. Okonji    | Deputy head- "                                    |
| 12. Mr. J. Kurui     | Head- Department of Health Records & Information  |
| 13. Mr. R. Wamalwa   | Deputy head- "                                    |
| 14. Mr. J. Ahomo     | Lecturer- "                                       |
| 15. Mr. P. Kandagor  | Head- Department of Information and Technology    |
| 16. Mrs. L. Kuria    | Deputy head- "                                    |
| 17. Mr. J. Kisukwa   | Lecturer- "                                       |
| 18. Mrs. E. Waihenya | Principal- Karen College                          |
| 19. Mrs. A. Mwangi   | Lecturer- "                                       |
| 20. Mrs. S. Gichuhi  | Lecturer- "                                       |
| 21. Mrs. G. Koyengo  | Head- Department of Clinical Medicine             |
| 22. Mr. R. Waswa     | Lecturer- "                                       |
| 23. Mr. B. Kamuti    | Lecturer "  |
| 24. Mrs. E. Mburu    | Head- Department of Nursing                       |
| 25. Mrs. M. Chege    | Lecturer- "                                       |
| 26. Mrs. L. Macharia | Lecturer- "                                       |
| 27. Mr. N. Boruett   | Head- Department of Medical Education             |
| 28. Mrs. M. Kanyottu | Lecturer- "                                       |
| 29. Mr. S. Ajwang    | Lecturer- "                                       |