

4-5 Progress of Activities and Achievements of Output 4

4-5-1 Progress of Activities

(1) Definition of Supportive Supervision (Activity 4.1)

Objectives, mechanism and methodology of the supportive supervision were described in the Handbook for Training Teams (pp51-53).

(2) Supportive Supervision to S/R TT by CTT (Activity 4.2)

A record of the Project said CTT formulated the plan for supportive supervision twice a year and implemented it with support from the Project. Otherwise CTT faces difficulty to conduct the supportive supervision to S/R TTs due to the difficulties to arrange human resources.

(3) Supportive Supervision to T/S TT by S/R TT (Activity 4.3)

The report of former Chief Advisor of the Project in 2011 shows that S/R TTs could not implement supportive supervision as planned in 2010 (Table-5). However, the Mid-term Review Team observed an example of the implementation of supportive supervision integrated with the other activities in 2011 in Shan State (South) TT.

Table-5: Plan and Performance of Supportive Supervision by S/R TTs in 2010-2011

S/R TT	Year 2010		Year 2011
	Plan	Actual	Plan
Ayeyarwaddy Region	Monthly	6 times	Quarterly
Bago Region (East)	Twice	Once	Quarterly
Kayin State	None	None	Annually
Mon State	Twice	None	Quarterly
Magway Region	None	None	None
Mandalay Region	None	None	None
Sagaing Region	None	Once	Quarterly
Shan State (South)	Twice	None	None

Source: Report of the Former Chief Advisor of the Project (May 2011)

(4) Supportive Supervision to Health Centers by T/S TT (Activity 4.4)

T/S TTs do not formulate the plan of supportive supervision to health centers. However, most of them could manage to conduct the supervision as an integrated visit with a routine supervision to observe performance of the participants (Table-6).

Table-6: Plan and Performance of Supportive Supervision by Pilot T/S TTs in 2010

T/S TT	S/R	Year 2010
Nyaungdon	Ayeyarwaddy Region	6 times
Kyauktaga	Bago Region (East)	4 times
Kawkareik	Kayin State	None
Thanbyuzayat	Mon State	5 times
Chauk	Magway Region	9 times
Kyaukpadaung	Mandalay Region	5 times
Yinmabin	Sagaing Region	5 times
Nyaungshwe	Shan State (South)	16 times

Source: Report of the Former Chief Advisor of the Project (May 2011)

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4-5-2 Prospects to Achieve Output 4

(1) Formulation of Annual Supportive Supervision Plan by S/R TT (Indicator 4.1)

According to Table-5, the number of S/R TTs that formulated the annual plan for supportive supervision to T/S TTs is increased in 2011.

(2) Implementation of Supportive Supervision by S/R TT as Planned (Indicator 4.2)

The target for the Project is 75%. As mentioned above, S/R TTs in the first operating areas could not fully implement supportive supervision as planned. The Mid-term Review Team observed that a State TT planned supportive supervision in its plan, but it faced difficulties to mobilize financial and human resources. However, Shan State (South) TT shows a good example of implementation of supportive supervision integrated with the other activities.

(3) Implementation of Supportive Supervision by T/S TT (Indicator 4.3)

As shown in Table-6, most of pilot T/S TTs in the first operating areas could manage to conduct the supervision.

4-6 Progress towards the Project Purpose and Overall Goal

4-6-1 Progress towards the Project Purpose

(1) Formulation of Training Plan (Indicator 1)

According to the Handbook for Training Teams, CTT is not responsible for formulating the training plan.

In the first operating areas, eight S/R TTs commenced to formulate their annual plans for trainings. The Project will need to intervene in them to make CME of T/S TTs based on the disease pattern and implement supportive supervision to T/S TTs effectively.

All eight pilot T/S TTs in the first operating areas can formulate plans for CME in 2011. The Project will be expected to support them to sustain their efforts.

(2) Execution of Training as Planned (Indicator 2)

Based on the report of the former Chief Advisor of the Project, the pilot T/S TTs in the first operating areas can implement CME in 2011. The supportive supervision by the Project shows the T/S TTs can also adjust the topics based on disease pattern and actual situation.

This indicator can be used to measure the Overall Goal of the Project, as PDM describes that it is "the quality and coordinated in-service trainings are provided according to the needs of different levels".

(3) Adjustment of Training Plan to Unplanned but Important Subject (Indicator 3)

It is reported that the pilot T/S TTs in the first operating areas is conducting the training with appropriate resources for unplanned subject.

This indicator can also be used to measure the Overall Goal.

4-6-2 Progress towards the Overall Goal

(1) Training of Trainers to T/S TTs for Training Management from S/R TT and CTT (Indicator 1)

It is too early to mention the prospects of achievement of the Overall Goal with use of this indicator. It depends on the availability of financial resources regarding the possibility to implement training of trainers for all T/S TTs in Myanmar by CTT and S/R TTs, although CTT has now capacity to do.

(2) Utilization of TIS (Indicator 2)

Since TIS was just launched, it is too early to utilize the data. This indicator can be used to measure the Project Purpose, as it can be emerged in the process of evidence-based and well-coordinated training plans.

4-7 Remarks on Project Implementation

4-7-1 Commitment to CTT from Various Levels

Currently Deputy Director (BHS, Training), DOH, has tried to do what should be done to keep vitalizing CTT. In addition, getting commitment to CTT from various levels including higher level management of MOH will lead to more reinforcement of CTT.

4-7-2 Selection of Operating Areas for the Project

Taking consideration of equal distribution of benefits, the Project tried to cover all 17 S/Rs and selected one township from each. However after two years of implementation, it was found that effectiveness of project intervention could not be clarified, especially that of TIS.

Now the Project is focusing more on the establishment of a mechanism to provide BHS trainings in Mon State as a model area.

4-7-3 Establishment of "Training Section"

According to DOH, a Training Section is newly to be established soon within the Department to deal with in-service training comprehensively. With increase of staff members, the Section is expected to play a role of quality assurance of in-service trainings and management of TIS.

5 EVALUATION BY FIVE CRITERIA

5-1 Relevance

Implementation of the Project is relevant from the following viewpoints.

5-1-1 Alignment with Policy and Programs in Myanmar

According to the current National Health Plan covering 2006-2011, development of human resources for health is one of 12 prioritized programs for uplifting of the health standard of the entire nation and for sustainable development of health care system. Objectives of the program include development a system for CME, and provision of CME opportunities is a strategy.

As for BHS, the National Health Plan mentions necessity to upgrade capacity of BHS.

The Project is for capacity/institution building on management of in-service training as special attention: vitalization of training teams (CTT, S/R TT, T/S TT) and improvement of supportive supervision. "Handbook for training teams" and "TIS" are tools for the capacity/institution building.

5-1-2 Alignment with Japanese Support Policy and Program to Myanmar

According to the position paper of JICA named "JICA's Operation in Health Sector", priorities include "strengthening capacity of public administration for health" (pp6-8) and "addressing human resources for health" (pp9-10). Therefore, the Project is in line with them.

5-2 Effectiveness

5-2-1 Prospects to Achieve Project Purpose

In the first operating areas, eight S/R TTs commenced to formulate their annual plans for trainings, and pilot T/S TTs can plan CME. It is necessary for the Project to support to enable them to make their plans more effective through proper utilization of training information collected through TIS.

As stated in the Handbook for Training Teams, each training team has different duties and responsibilities. Therefore, it is necessary to redefine the indicators to measure the achievements of Project Purpose, "the capacity of training teams for in-service trainings to BHS is strengthened."

5-2-2 Prospects to Achieve Outputs

CTT was officially established and has held the meeting regularly. It is necessary for the Project to continue monitoring the effectiveness of the meeting. The duties and responsibilities of CTT should be reviewed based on the on-going decentralization of health administration.

As for TIS, data have been submitted regularly from most of S/R TTs and pilot T/S TTs in the first operating areas. S/R TTs are required to have knowledge

and skills of use and analysis of the data.

Based on the frequency of the meeting and planning process, S/R TTs need to vitalize and strengthen more. Regarding T/S TTs, the performance of those in the first operating areas is satisfactory. The Mid-term Review Team found a lot of innovative measures to implement the activities in accordance with the Handbook for Training Teams. In addition, development of teaching materials as contents of training, which is currently in absence, will result in more effectiveness of the Handbook. It is a good sign that CTT already collected and reviewed the existent textbooks and teaching materials.

Implementation of supportive supervision by S/R TTs is a concern.

5-3 Efficiency

The Project has faced some delay: e.g. procedure to dispatch experts, establishment of TIS and designation of a model area (Mon State).

In spite of such hindrances, it can be said that the Project has kept its efficiency. Mobilization of national consultants is one of the efforts to fill the geographical gap between the counterparts in Nay Pyi Taw and the Japanese experts in Yangon.

5-4 Impact

"Provision of quality and well-coordinated in-service trainings" (Overall Goal of the Project) is the result of well-designed training plans, depending on the operationalization of Handbooks for Training Teams and utilization of the information collecting through TIS. Since these mechanisms are still under development, it is too early to mention the impacts of the Project.

As mentioned in the chapter "**3 METHODOLOGY OF MID-TERM REVIEW**" (p8), unexpected positive and negative impacts as well as the prospects to achieve the Overall Goal are also identified in the mid-term review. At least the Mid-term Review Team observed firm implementation of CME in the pilot T/S TTs and a State TT participated in CME as a trainer at their expenses. It can be said it is emergence of impacts.

Possession of the capacity of CTT on training management and teaching methodology results in the impact of the Project. In 2011, Deputy Director of BHS (Training), DOH, assessed various trainings of HIV/AIDS supported by UNICEF, and was invited as a trainer for maternal and child health trainings supported by United Nations Population Fund (UNFPA). In 2012, Deputy Director of BHS (Training) will also conduct management trainings in five townships of Ayeyarwaddy Region supported by United Nations Office for Project Services (UNOPS).

5-5 Sustainability

There are some concerns over sustainability of strengthened capacity of

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training teams for BHS from the view of institutional and financial aspects.

5-5-1 Policy Aspect

According to MOH, human resources for health continue to be prioritized in the National Health Plan for the next five years, including CME as a mechanism of in-service trainings.

Therefore, the Project will continue to align with policy and programs in Myanmar.

5-5-2 Institutional Aspect

High turnover of human resources for health, especially management level such as S/R Health Director/Deputy Director and Township Medical Officer (TMO), is one of the major concerns to ensure sustainability of strengthened capacity of training teams for BHS.

Leadership of top management is a key to smooth operationalization of training teams. Therefore, it is necessary to orient the management level of S/R and T/S on the Handbook for Training Teams in the opportunity of newly appointed TMOs as an example.

An observation of the Mid-term Review Team implies that combination of the leadership of the leaders of training teams with mobilization of members that are highly familiar with actual situation in the frontline level and with the contents of the Handbook is a facilitator of T/S TTs.

New establishment of Training Section in DOH will be a major step for sustainability of quality and well-managed in-service trainings.

5-5-3 Financial Aspect

Financial constraint is another concern over the sustainability of strengthened capacity of training teams. The Mid-term Review Team observed measures initiated by S/R TTs and T/S TTs to integrate or coordinate assessment and supervision. It is necessary to continue these efforts.

6 RECOMMENDATIONS AND LESSONS LEARNED

6-1 Recommendations

6-1-1 To the Project

(1) Strategy for Scaling Up

Among the three levels, progress is particularly observed at the T/S level. To facilitate the T/S TT more to implement practical and needs oriented CME, the Project should collect lessons and ingenuity in the eight pilot S/R and Mon State, share them and the result in visible manner at each level, and reflect on the revision of Handbook and the related trainings for S/R TT and T/S TT respectively for scaling up. All T/Ss in the seven S/R of the first operating area will be the next expansion area. It is recommended for the Project to assist their dissemination of training management based on the updated handbook not only to all S/R TTs and pilot T/S TTs but also other T/S TTs in the seven first operating areas during the Project.

(2) Role of S/R TT

MTR team observed that strengthening of S/R TT's function is necessary but the approach how to strengthen is not clarified. It is expected that roles, training management method and training program for S/R TT should be modified through the implementation in Mon State.

(3) Sharing Updated Training Plan between T/S TT and S/R TT

In many cases, CME topics are found to be changed from the annual training plan to meet the needs and situation. The Project should modify the mechanism to promote coordination in preparation for CME in addition to annual planning (for example, add information to T/S TT monthly report on next three month CME plan and request information to S/R TT to provide technical support)

(4) Effectiveness of Training Management

It is recommended to evaluate the effectiveness of training management by combining training management to disease oriented programs etc.

(5) Modification of PDM

MTR team suggests some modification of PDM, especially describing expected situation of each level of TT. Both side should discuss the revision of PDM considering suggestions from MTR team and agree in the next JCC at the earliest.

6-1-2 To MOH

(1) National Health Plan

Regarding the next National Health Plan, it is expected to mention the necessity to upgrade capacity of BHS, as well as importance of training

management and practical training in any training and promotion of integrated supportive supervision at each level.

(2) Further Strengthening of CTT

It is expected that CTT and the Training section, will be established in near future, could promote concrete activities exemplified below continuously on their duties, such as:

- Training information sharing from program units
- Implementation of integrated supervision
- Sharing the supervision result and good practices in each training program

(3) Utilization of Training Information System

Regarding training information, MTR team recognizes that the purposes are different for central level and S/R TTs. Also at the central level, different stakeholders among CTT seem to have different views. At the moment, the concept of training information utilization is not described. It is urgently necessary to describe the concept to demonstrate its system in Mon State and discussion in CTT meeting. Since HMIS will start collecting training information from 2012, it is also necessary to clarify each role of TIS and HMIS for efficient management.

(4) Provision of Minimum Training Equipment

MOH should include minimum training equipment for CME in case of improvement of T/S Health Office/hospitals as a package.

6-2 Lessons Learnt

(1) Setting Clear Concept and Objectives

It is crucial for achievement of project purpose to clarify concept, purpose and expected situation at early stage of the Project. Its delay affects efficiency and effectiveness of the Project (e.g. Project as a whole, TIS)

(2) Importance of Having National Guidelines on Training Management

"Handbook for Training Teams" is effectively used in CME for BHS as a systematic tool for training management. Its authorization by the Government and sharing experiences are promoting utilization in other trainings else than CME.

(3) Learning from Practices

To implement CME, TTs are making various innovative measures to conduct CME which is not mentioned in the handbook. Those would be useful to share at each level, such as:

- After CME session, TMO asks the needs of BHS on CME topic, and T/S TT has a meeting to review the CME and to decide the next CME topic.

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- Evaluation of trainees understanding on CME contents is done just before the CME next month.
- During service performance supportive supervision, TTs follow up the understanding of CME contents and practices.

(4) Package Training

Package training of TMO and one or two T/S TT members, who know local situation and work long time in the T/S, is important.



7 CONCLUSION

At T/S level, implementation of CME in accordance with Handbook is taken root and the contents of the training and satisfaction of trainer/trainee are improving. This implementation of CME using HB is considered to continue to a certain extent in the future.

At S/R level, S/R TTs have an important role in Supportive Supervision (SS) to T/S TTs and MTR team found that S/R TTs come up with various ideas to implement SS in spite of the limitation of human resource or finance.

At central level, CTT has been revitalized. And the BHS section was established in 2009, and personnel are increasing gradually. CTT has enough technical knowledge and capacity to make Handbook and disseminate this nationwide.

Regarding training tools, although all tools except TIS were already made, it is necessary to strengthen all TTs to function together as a system continuously reflecting lessons learnt from actual practices. These lessons will be collected through implementation of all the components of the Project in Mon state as a Model area. It is recommended for the Project to assist their dissemination of training management based on the updated handbook not only to all S/R TTs and pilot T/S TTs but also other T/S TTs in the seven first operating areas during the Project.

Adjustment of TOR of all TTs (especially CTT and S/R TTs), development of training tool based on revised TOR, and training for TTs is indispensable to systematic function of all TTs.

Regarding training information, MTR team found that the purpose for CTT and for S/R TTs are different: grasp of the training information on program basis for CTT timely, grasp of all the training information (including program based and CME both) and feedback to T/S TTs for S/R TTs. The program-based training information will be collected by HMIS from 2012, coordination between DOH and DHP should be started to utilize TIS and HMIS training information efficiently and effectively from initial period to meet the different purpose at central and S/R level.

MTR team found that the capacity of all TTs is improving since commencement of the Project, but it is difficult to measure concrete achievement because of no indicators unclear to measure these achievement respond to duties and responsibilities for each level respectively in the present PDM so far. It is urgent to clarify expected functioning situation of each TT, examine the indicators and revise the PDM.

Appendix 1 Schedule of Mid-term Review

Date	Consultant (Mr.Take)	Officials		
		Dr. Miyoshi, Ms.Sato	Mr.Yoshizawa	Ms.Makimoto
1/Dec	Thu	9:00: Mtg at JICA Office PM: Mtg with Experts	/	
2/Dec	Fri	Mtg with Experts		
3/Dec	Sat	Internal Discussion		
4/Dec	Sun	Yangon - Nay Pyi Taw		
5/Dec	Mon	Discussion with MOH		
6/Dec	Tue	Discussion with MOH Nay Pyi Taw - Yangon		
7/Dec	Wed	Internal discussion	11:45 Narita →(TG643)→16:45 Bangkok 17:55 Bangkok→(TG305)→18: 40 Yangon	07:55 SIN-(SQ5012)-9:20 Yangon Airport - Project Office 14:00 Mtg at JICA Office
8/Dec	Thu	11:00: Arrival mtg at JICA Office 12:00: JICA Office - Airport Yangon 14:00 - Heho 15:10		
9/Dec	Fri	AM: Mtg with Shan State (South) Health Dept. PM: Taunggyi - Nyaungshwe		
10/Dec	Sat	AM: Mtg with Nyaungshwe T/S Health Dept. PM: Nyaungshwe - Heho Heho 15:30 - Yangon 18:35 Yangon - Hotel		
11/Dec	Sun	Yangon - Nay Pyi Taw		
12/Dec	Mon	Discussion with MOH PM: Preparation for JCC		
13/Dec	Tue	AM: JCC PM: Nay Pyi Taw - Yangon		
14/Dec	Wed	AM: Final report to JICA Office		
		Classifying materials	19:40 Yangon → (TG306) →21:35 Bangkok 22:35 Bangkok→ (TG640)→	
15/Dec	Thu	Classifying materials 19:40 Yangon →(TG306) →21:35 Bangkok 22:35 Bangkok→(TG640)→	→ Narita	

Appendix 2: PROJECT DESIGN MATRIX version 3
DATED ON 8 JUNE 2011



Project Title : The Project for Strengthening Capacity of Training Teams for BHS

Version 3 (Prepared on 8 June, 2011)

Project Period : 4 May, 2009 - 3 May, 2014

Implementing Organization: Department of Health, MOH in Myanmar

Target Group : CTT, 17 S/R TTs, 17 pilot T/S TTs and all T/S TTs in Mon State

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>SUPER GOAL Capacity of BHS is strengthened (Knowledge & skill of BHS is updated systematically)</p> <p>OVERALL GOAL The quality and coordinated in-service trainings are provided according to the needs of different levels</p> <p>PROJECT PURPOSE The capacity of training teams at different levels in the in-service trainings for the BHS is strengthened</p>	<p>1 75% of T/S TT receive TOT for training management from S/R TT and CTT</p> <p>2 Training Information System is utilized by CTT, all S/R TTs and 75% of all T/S TTs</p> <p>1 Each level of training team creates Annual Plan for training which reflects submitted reports more than 75% *Annual Plan should be based on Annual Report of previous year, data analysis, conclusion and feedback.</p> <p>2 Each level of training team conducts trainings according to their plan</p> <p>3 Each level of training team conducts the training with appropriate resources for unplanned subject</p>	<p>Training Report and Training Plan</p> <p>Training Report and Training Plan Training Report and Training Plan</p>	<p>The financial support is available for training management activities</p> <p>Government's administrative systems in MOH and States/Regions sustain</p>
<p>OUTPUTS</p> <p>1 CTT is functioning</p> <p>2 Training Information System (= Reporting System of Training) is established</p> <p>3 Training Management & Teaching methodology are strengthened</p> <p>4 Supportive Supervision for training team is strengthened</p>	<p>1.1 CTT is established</p> <p>1.2 CTT meeting is to be held quarterly</p> <p>1.3 No. of attendants in CTT meeting from external sections/organizations* other than DOH exceeds 5 by end of the project *①Department of Medical Science(DMS), ②Department of Health Planning(DHP), Department of Medical Research(DMR) & ③WHO, ④UNICEF, ⑤UNFPA etc.</p> <p>2.1 At least 50% of S/R TTs report training data quarterly</p> <p>2.2 At least 50% of T/S TTs report training data monthly</p> <p>3.1 75% of S/R TTs have training team meeting quarterly</p> <p>3.2 75% of pilot T/S TTs have training team meeting monthly</p> <p>3.3 50% of pilot T/S TTs conduct trainings according to the curriculum sheet</p> <p>3.4 100% of pilot T/S TTs and all T/S TTs in Mon State conduct CME monthly</p> <p>4.1 Development of annual Supportive Supervision plan done by S/R TTs once a year</p> <p>4.2 75% of Supportive Supervision according to plan done by S/R TTs in a year</p> <p>4.3 T/S TTs at pilot areas conduct supervisory visit to RHC at least once a year</p>	<p>Documents from DOH Meeting record by CTT Meeting record by CTT</p> <p>Training record by CTT Training record by 17 S/R TTs Meeting record by S/R TTs, Check List Meeting record by T/S TTs, Check List Curriculum sheet, Training Record Training Record Supervision Plan by S/R TTs Check List of Supportive Supervision for Training Team Check List of Supportive Supervision for Training Team</p>	<p>MOH's principle in development & utilization of Handbook remains unchanged</p> <p>The condition of access to all States/Regions and pilot T/S levels remains unchanged</p>

(別添 1.)

ACTIVITIES	[Japanese Side]	[Myanmar Side]
1.1	Size, member and Duties & responsibilities of CTT is officially approved	Project Director
1.1.1	To consider/discuss size(number), member and TOR of CTT	Deputy Project Director
1.1.2	Review & revise	Assistant Deputy Project Director
1.1.3	Approved and Publication	Project Manager
1.1.4	Other administrative procedure is discussed	Assistant Project Manager
1.2	To conduct regular CTT meeting	Office, Office furniture
1.3	To grasp current situation	Local cost
1.3.1	To observe sites (SR TTs and TIS TTs)	
1.3.2	To select pilot sites	
1.3.3	To measure capacity of training teams	
1.3.4	To implement monitoring & evaluation	
1.4	To share consensus for every training among all related sections/organizations	
1.4.1	To hold SIC meeting, JGC meeting	
1.4.2	To hold a HANDBOOK workshop	
1.4.3	To hold CTT meeting	
1.5	To discuss and develop a needs assessment mechanism	
1.5.1	To discuss the training needs based on TIS in CTT meeting	
1.5.2	To analyze whole trainings conducted by each training team	
1.5.3	To compile and distribute annual report based on analysis	
2.1	To establish mechanism for TIS(Training Information System)	
2.1.1	To discuss about TIS among CTT, SR TT and TIS TT	
2.1.2	Review & revise	
2.2	Mechanism for TIS is officially established	
2.2.1	Official approval	
2.2.2	Assignment of personnel at all levels	
2.2.3	Review & revise	
2.3	To operate TIS	
2.3.1	From T/S TT to SR TT (End of month)	
2.3.2	From SR TT to CTT (End of Mar. Jun. Sep. Dec.)	
2.4	CTT & SR TIS input training data	
3.1	Duties & responsibilities of SR TT and T/S TT are officially approved/publicized	
3.1.1	Approval	
3.1.2	Publication	
3.1.3	Review & revise	
3.2	CTT holds a HANDBOOK workshop	
3.3	CTT develops HANDBOOK for training teams	

<p>3.4 CTT trains about HANDBOOK and TIS to SR, TIs & pilot T/S TIs and distributes HANDBOOK, reporting and recording forms and Supportive Supervision check list</p> <p>3.5 Mon STT train about HANDBOOK and TIS to their T/S TIs and distributes HANDBOOK, reporting and recording forms and Supportive Supervision check list</p> <p>3.6 CTT develops annual training plan</p> <p>3.7 SR, TIs develop annual training plan</p> <p>3.7.1 8 SR TIs develop a training plan</p> <p>3.7.2 9 SR TIs develop a training plan</p> <p>3.7.3 Mon STTs develop a training plan</p> <p>3.8 T/S TIs develop annual training plan for Continuous Medical Education(CME) based on HANDBOOK</p> <p>3.8.1 8 pilot T/S TIs develop a training plan for CME</p> <p>3.8.2 9 pilot T/S TIs develop a training plan for CME</p> <p>3.8.3 All T/S TT in Mon State develop a training plan for CME</p> <p>3.9 SR TIs conduct trainings based on HANDBOOK</p> <p>3.9.1 8 SR TIs conduct trainings based on HANDBOOK</p> <p>3.9.2 9 SR TIs conduct trainings based on HANDBOOK</p> <p>3.9.3 Mon STT conduct trainings based on HANDBOOK</p> <p>3.10 According to CME plan, T/S TIs conduct CME</p> <p>3.10.1 According to CME plan, 8 pilot T/S TIs conduct CME</p> <p>3.10.2 According to CME plan, 9 pilot T/S TIs conduct CME</p> <p>3.10.3 According to CME plan, all T/S TT in Mon State conduct CME</p> <p>4.1 To define a rate of Supportive Supervision for training teams</p> <p>4.1.1. Approval</p> <p>4.1.2 Publication</p> <p>4.1.3 Review & revise</p> <p>4.2 CTT conducts Supportive Supervision of SR TIs based on HANDBOOK</p> <p>4.3 SR TT conducts Supportive Supervision to T/S TT based on HANDBOOK</p> <p>4.3.1 8 SR TIs conduct Supportive Supervision of 8 T/S TIs based on HANDBOOK</p> <p>4.3.2 9 SR TIs conduct Supportive Supervision of 9 T/S TIs based on HANDBOOK</p> <p>4.3.3 Mon STT conduct Supportive Supervision of all T/S TT in Mon State based on HANDBOOK</p> <p>4.4 T/S TT conducts Supervisory Visit to Health Center based on HANDBOOK</p> <p>4.4.1 8 T/S TIs conduct Supervisory Visit of Health Center based on HANDBOOK</p> <p>4.4.2 9 T/S TIs conduct Supervisory Visit of Health Center based on HANDBOOK</p> <p>4.4.3 All T/S TT in Mon State conducts Supervisory Visit of Health Center based on HANDBOOK</p>	<p>PRE-CONDITIONS</p> <p>Myanmar Government continuously prioritizes strengthening of capacity building for BHS based on the National Health Plan</p> <p>Political stability is maintained and movement inside the country is supported</p>
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Appendix 3: EVALUATION GRID



Appendix 3: Evaluation Grid

1. Progress of the Project
1. Inputs

Questions	Evaluation criteria	Required data/information	Method of data collection	Sources of data/information
1-1 Have the inputs from Japanese side been done as planned? (1) Contents; experts, equipment, training and operation cost (2) Timing of inputs (experts, equipment and training). (3) Duration of work by experts	- Compare "plan" with "actual" - Analyze difference between "plan" and "actual"	Actual inputs made by Japanese side	Relevant documents by experts	Experts
1-2 Have the inputs from Myanmar side been done as planned? (1) Contents: counterparts (C/P), project office, office furniture and local cost (2) Timing of inputs	- Compare "plan" with "actual" - Analyze difference between "plan" and "actual"	Actual inputs made by Myanmar side	- Relevant documents by experts - Questionnaires	- Experts - MOH, esp. Project Manager

Appendix 3: Evaluation Grid

Questions	Evaluation criteria	Required data/information	Method of data collection	Sources of data/information
2-1 Were the activities planned relevantly to achieve Output 1? 2-2 Have the activities been implemented as scheduled? Are there any impeders to the Project? 2-3 Are there any present targets for each indicator?	<ul style="list-style-type: none"> - Analyze logic of the Project - Review problem analysis for the Project - Compare "plan" with "actual" - Analyze difference between "plan" and "actual" 	<ul style="list-style-type: none"> - Description of PDM - Problem analysis compiled in JICA report - Planned schedule of activities in PO - Actual implementation of activities 	<ul style="list-style-type: none"> - Literature review - Questionnaires if necessary 	<ul style="list-style-type: none"> - JICA report - Experts - CIT
2-4 (Indicator 1) Was CIT established?	<ul style="list-style-type: none"> - Grasp present or "intermediate" target if any, to know the progress of the Project - Know the current status of CIT 	<ul style="list-style-type: none"> - Present target for each indicator - Timing to achieve target of Output 1 - Current official status of CIT - Role and responsibility of CIT 	<ul style="list-style-type: none"> - Questionnaires 	<ul style="list-style-type: none"> - Experts - CIT
2-5 (Indicator 2) Does CIT hold meeting quarterly? If not, what are impeders?	<ul style="list-style-type: none"> - Know the current status of CIT meeting and challenges of CIT 	<ul style="list-style-type: none"> - Current status of CIT meeting - Circumstances of CIT meeting 	<ul style="list-style-type: none"> - Literature review - Questionnaires if necessary 	<ul style="list-style-type: none"> - Experts - CIT
2-6 (Indicator 3) Are there any attendants in CIT meeting from external sections or development partners other than DOH?	<ul style="list-style-type: none"> - Know the attendants of CIT meeting 	<ul style="list-style-type: none"> - Attendants of CIT meeting 	<ul style="list-style-type: none"> - Review of list of attendants of CIT meeting - Questionnaires if necessary 	<ul style="list-style-type: none"> - Experts - CIT

2. Output 1

Appendix 3: Evaluation Grid

3. Output 2

Questions	Evaluation criteria	Required data/information	Method of data collection	Sources of data/information
3-1 Were the activities planned relevantly to achieve Output 2?	<ul style="list-style-type: none"> - Analyze logic of the Project - Review problem analysis for the Project 	<ul style="list-style-type: none"> - Description of PDM - Problem analysis compiled in JICA report 	<ul style="list-style-type: none"> - Literature review - Questionnaires if necessary 	<ul style="list-style-type: none"> - JICA report - Experts - CIT
3-2 Have the activities been implemented as scheduled? Are there any impeders to the Project?	<ul style="list-style-type: none"> - Compare "plan" with "actual" - Analyze difference between "plan" and "actual" 	<ul style="list-style-type: none"> - Planned schedule of activities in PO - Actual implementation of activities 	<ul style="list-style-type: none"> - Literature review - Questionnaires if necessary 	<ul style="list-style-type: none"> - JICA report - Experts - JCC report - CIT
3-3 Are there any present targets for each indicator?	<ul style="list-style-type: none"> - Grasp present or "intermediate" target if any, to know the progress of the Project 	<ul style="list-style-type: none"> - Present target for each indicator - Timing to achieve target of Output 2 	<ul style="list-style-type: none"> - Questionnaires 	<ul style="list-style-type: none"> - Experts
3-4 (Indicator 1) How many S/R TIs report training data quarterly?	<ul style="list-style-type: none"> - Compare actual situation with present target - Know the challenges to report training data 	<ul style="list-style-type: none"> - Number of S/R TIs that report training data quarterly - Challenges of S/R TIs to report training data 	<ul style="list-style-type: none"> - Literature review - Questionnaires 	<ul style="list-style-type: none"> - Experts - S/R TI
3-5 (Indicator 2) How many T/S TIs report training data monthly?	<ul style="list-style-type: none"> - Compare actual situation with present target - Know the challenges to report training data 	<ul style="list-style-type: none"> - Number of T/S TIs that report training data monthly - Challenges of T/S TIs to report training data 	<ul style="list-style-type: none"> - Literature review - Questionnaires 	<ul style="list-style-type: none"> - Experts - T/S TI

Appendix 3: Evaluation Grid

4. Output 3

Questions	Evaluation criteria	Required data/information	Method of data collection	Sources of data/information
4-1 Were the activities planned relevantly to achieve Output 3?	<ul style="list-style-type: none"> - Analyze logic of the Project - Review problem analysis for the Project 	<ul style="list-style-type: none"> - Description of PDM - Problem analysis compiled in JICA report 	<ul style="list-style-type: none"> - Literature review - Questionnaires if necessary 	<ul style="list-style-type: none"> - JICA report - Experts - CIT
4-2 Have the activities been implemented as scheduled? Are there any impeders to the Project?	<ul style="list-style-type: none"> - Compare "plan" with "actual" - Analyze difference between "plan" and "actual" 	<ul style="list-style-type: none"> - Planned schedule of activities in PO - Actual implementation of activities 	<ul style="list-style-type: none"> - Literature review - Questionnaires if necessary 	<ul style="list-style-type: none"> - JICA report - Experts - JCC report - CIT
4-3 Are there any present targets for each indicator?	<ul style="list-style-type: none"> - Grasp present or "intermediate" target if any, to know the progress of the Project 	<ul style="list-style-type: none"> - Present target for each indicator - Timing to achieve target of Output 3 	<ul style="list-style-type: none"> - Questionnaires 	<ul style="list-style-type: none"> - Experts
4-4 (Indicator 1) How many S/R TIs hold training team meeting quarterly?	<ul style="list-style-type: none"> - Compare actual situation with present target - Know the challenges to hold the quarterly meeting 	<ul style="list-style-type: none"> - Number of S/R TIs that hold quarterly training team meeting - Challenges of S/R TIs to hold meeting 	<ul style="list-style-type: none"> - Literature review - Questionnaires 	<ul style="list-style-type: none"> - Experts - S/R TI
4-5 (Indicator 2) How many pilot T/S TIs hold training team meeting monthly?	<ul style="list-style-type: none"> - Compare actual situation with present target - Know the challenges to hold the monthly meeting 	<ul style="list-style-type: none"> - Number of pilot T/S TIs that hold monthly training team meeting - Challenges of T/S TIs to hold meeting 	<ul style="list-style-type: none"> - Literature review - Questionnaires 	<ul style="list-style-type: none"> - Experts - T/S TI
4-6 (Indicator 3) How many pilot T/S TIs conduct trainings according to the curriculum sheet?	<ul style="list-style-type: none"> - Compare actual situation with present target - Know the challenges to conduct trainings 	<ul style="list-style-type: none"> - Number of pilot T/S TIs that conduct trainings according to the curriculum sheet - Challenges of T/S TIs to conduct trainings 	<ul style="list-style-type: none"> - Literature review - Questionnaires 	<ul style="list-style-type: none"> - Experts - T/S TI
4-7 (Indicator 4) How many pilot T/S TIs and how many T/S TIs in Mon State conduct Continuing Medical Education (CME) monthly?	<ul style="list-style-type: none"> - Compare actual situation with present target - Know the challenges to conduct trainings 	<ul style="list-style-type: none"> - Number of T/S TIs that conduct CME monthly - Challenges of T/S TIs to conduct CME 	<ul style="list-style-type: none"> - Literature review - Questionnaires 	<ul style="list-style-type: none"> - Experts - T/S TI

Appendix 3: Evaluation Grid

5. Output 4

Questions	Evaluation criteria	Required data/information	Method of data collection	Sources of data/information
5-1 Were the activities planned relevantly to achieve Output 4?	- Analyze logic of the Project - Review problem analysis for the Project	- Description of PDM - Problem analysis compiled in JICA report	- Literature review - Questionnaires if necessary	- JICA report - Experts - CIT
5-2 Have the activities been implemented as scheduled? Are there any impeders to the Project?	- Compare "plan" with "actual" - Analyze difference between "plan" and "actual"	- Planned schedule of activities in PO - Actual implementation of activities	- Literature review - Questionnaires if necessary	- JICA report - Experts - JCC report - CIT
5-3 Are there any present targets for each indicator?	Grasp present or "intermediate" target if any, to know the progress of the Project	- Present target for each indicator - Timing to achieve target of Output 4	Questionnaires	Experts
5-4 (Indicator 1) How many S/R TIs formulate annual plan for supportive supervision (SS)?	- Compare actual situation with present target - Know the challenges to formulate annual SS plan	- Number of S/R TIs that formulate annual SS plan - Challenges of S/R TIs to formulate annual SS plan	- Literature review - Questionnaires	- Experts - S/R TI
5-5 (Indicator 2) How many S/R TIs actually implement SS as planned?	- Compare actual situation with present target - Know the challenges to implement SS as planned	- Number of S/R TIs that implement SS as planned - Challenges of S/R TIs to implement SS as planned	- Literature review - Questionnaires	- Experts - S/R TI
5-6 (Indicator 3) How many pilot T/S TIs conduct supervisory visit to RHC at least once a year?	- Compare actual situation with present target - Know the challenges to implement supervisory visit	- Number of pilot T/S TIs that conduct supervisory visit to RHC at least once a year - Challenges of T/S TI to conduct supervisory visit	- Literature review - Questionnaires	- Experts - T/S TI

Appendix 3: Evaluation Grid

6. Project Purpose				
Questions	Evaluation criteria	Required data/information	Method of data collection	Sources of data/information
6-1 Are there prospects that each level (Central, S/R and township) can formulate annual training plan based on the annual report in the previous year?	- Review progress - Assess future prospects	- Current status - Future prospects	Questionnaires	- Experts - Myanmar C/P, e.g. Project Manager
6-2 What is the target and criteria to know that "each level of training team can conduct training according to their plans"? Are the prospect that they can achieve it?	- Know the target and criteria - Assess the current status and future prospects	- Current status - Future prospects	Questionnaires	- Experts - Myanmar C/P, e.g. Project Manager
6-3 What is the target and criteria to know that "each level of training team can conduct training for unplanned subject"? Are the prospect that they can	- Know the target and criteria - Assess the current status and future prospects	- Current status - Future prospects	Questionnaires	- Experts - Myanmar C/P, e.g. Project Manager

7. Overall Goal				
Questions	Evaluation criteria	Required data/information	Method of data collection	Sources of data/information
7-1 What is your plan to upgrade training management of T/S TIs from	- Assess the future plan and prospects	- Future plan and prospects	Questionnaires	- Experts - Myanmar C/P, e.g. Project Manager
7-2 What is your plan to roll out Training Information System (TIS) including its proper utilization?	- Assess the future plan and prospects	- Future plan and prospects	Questionnaires	- Experts - Myanmar C/P, e.g. Project Manager

Appendix 3: Evaluation Grid

II. Evaluation of the Project by Five Criteria

Questions	Evaluation criteria	Required data/information	Method of data collection	Sources of data/information
1. Relevance				
1-1 Is the Project aligned with Myanmar policy and programmes on health?	Review relevant documents	National Health Plan and other relevant documents on human resources for health (HRH)	Request of documents	- MOH - Experts - JICA
1-2 Can the Project meet the needs of the health sector in Myanmar?	Assess needs of the health sector in Myanmar	Current status and problems identified on HRH	- Request of documents - Questionnaires	MOH
1-3 Is the Project aligned with Japanese assistance programme to Myanmar?	Review relevant documents	JICA's program in Myanmar	Request of documents	JICA
2. Effectiveness				
Questions				
2-1 Does the Project move forward to the Project Purpose?	Evaluate based on "6. Project Purpose" of "1. Progress of the Project"	Results of analysis at "6. Project Purpose" of "1. Progress of the Project"		
2-2 Does the Project have the prospects to achieve Output 1 through 4?	Evaluate based on "2. Output 1" through "5. Output 4" of "1. Progress of the Project"	Results of analysis at "2. Output 1" through "5. Output 4" of "1. Progress of the Project"		
3. Efficiency				
Questions				
3-1 Are the inputs for the Project appropriate from the views of quantity, quality and timing?	In the context of achievement of Outputs: (1) Evaluate quantity, quality and timing of assignment of experts and counterparts (2) Evaluate components, quantity, specifications, timing of procurement and current condition of equipment (3) Evaluate contents and duration of training by the Project	(1) Assignment of experts and counterparts (2) Equipment (3) Training, both local and international	Documents compiled by experts	Experts

Appendix 3: Evaluation Grid

Questions	Evaluation criteria	Required data/information	Method of data collection	Sources of data/information
4-1 Does the Project move forward to achieving the Overall Goal?	Evaluate based on "7. Overall goal" of "1. Progress of the Project"	Results of analysis at "7. Overall Goal" of "1. Progress of the Project"		
4-2 Are there any other positive or negative impacts through implementation of the Project?	Assess the ideas of stakeholders of the Project	Ideas of stakeholders of the Project	Questionnaires	- MOH - Experts

Questions	Evaluation criteria	Required data/information	Method of data collection	Sources of data/information
5-1 Will the health policy and programs of Myanmar continue to prioritize capacity development of Basic Health Staff (BHS) even after the Project is finished?	- Assess prospects that Myanmar health policy and programs prioritize HRH in the future	National Health Plan and other relevant documents on human resources for health (HRH)	- Request of documents - Questionnaires if necessary	- MOH - Experts - JICA
5-2 How will Myanmar side sustain strengthened training teams for BHS institutionally after the end of the Project?	- Assess the ideas on institutional setting to sustain strengthened capacity of training teams in the future	- Ideas of MOH on sustaining strengthened capacity of training teams in the future	Questionnaires	- MOH - Experts
5-3 How will Myanmar side finance strengthened training teams for BHS after the end of the Project?	- Review current budget for in-service training and its management - Assess the ideas on financing training in the future	- Current budget of MOH for in-service training and its management - Ideas of MOH on financing training in the future	Questionnaires	- MOH - Experts

Appendix 4: LIST OF INTERVIEWEES

Ministry of Health (MOH)

Department of Health (DOH)

- Dr. Htun Naing Oo Director General
- Dr. Thein Thein Htay Deputy Director General (Public Health)
- Dr. Zaw Win Director (Public Health)
- Dr. Hla Mya Thway Einda Deputy Director (BHS Training)

Shan State (South) Health Department

State Training Team

- Dr. Aung Kyaw Htwe Deputy State Health Director (Leader of State TT)
- Ms. Khin Hla Win Nursing Officer
- Dr. Phyo Phyo Kyaw Township Health Officer
- Dr. Hla Aye Medical Officer (Central Medical Store Department)
- Dr. Lay Sanda Medical Officer (Nutrition)
- Mr. Kyaw Htoo Township Health Assistant

Nyaung Shwe Township Training Team, Shan State (South)

Township Training Team

- Dr. Myint Thein Oo Township Medical Officer
- Mr. Salai Nyi Nyi Htwe Health Assistant 1
- Dr. Ye Lyn Soe Township Health Officer
- Mr. Min Ye Hteik Kyi Public Health Supervisor 2

Others

- Ms. Khin Htwe Thein Lady Health Visitor
- Ms. Sabae Win Midwife
- Ms. Aye Aye Than Midwife
- Ms. Nang Khin Htay Win Public Health Supervisor 1

Japan International Cooperation Agency, Myanmar Office

- Mr. Masahiko Tanaka Chief Representative
- Mr. Katsuyoshi Saito Deputy Chief Representative
- Ms. Kayo Yokomori Project Formulation Advisor

Project Expert Team

- Ms. Chiyoko Hashimoto Chief Advisor
- Mr. Kazuhiro Ohtsuki Project Coordinator
- Dr. Maung Maung Gyi National Consultant
- Dr. Myint Myint Zin National Consultant

Appendix 5: LIST OF JAPANESE EXPERTS



MOH-JICA BHS Project
(Table 1) Dispatch of Japanese Expert

Field	Year Month	JFY 2009				JFY 2010				JFY 2011				JFY 2012																		
		4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
Long-term Expert	Chief Advisor	Ms. Hiroko BABA (15/Jun/09-14/Jun/11)																														
	Project Coordinator	Mr. Kazuhiro OTSUK (3/May/09-2/May/12)																														
	Training Information Management (1)	Prof. Toshio AKIBA (22/Aug-5/Sep/09)																														
	Monitoring and Evaluation (1)	Dr. Shigeki HANAFUSA (15/Oct-28/Nov/09)																														
	Training and Management Skill (1)	Dr. Jun KOBAYASHI (11-30/Jan/10)																														
	Monitoring and Evaluation (2)	Ms. Chiyoko HASHIMOTO (17/Jan-6/Mar/10)																														
	Training Information Management (2)	Prof. Toshio AKIBA (21/Feb-6/Mar/10)																														
	Training and Management Skill (2)	Dr. Jun KOBAYASHI (10-30/May/10)																														
	Monitoring and Evaluation (3)	Dr. Shigeki HANAFUSA (10/May-31/Jul/10)																														
	Monitoring and Evaluation (4)	Ms. Chiyoko HASHIMOTO (9/Jan-17/Feb/11)																														
	Training Information Management (3)	Prof. Toshio AKIBA (20/Feb-6/Mar/11)																														
	Training and Management Skill (3)	Dr. Jun KOBAYASHI (24/Jul-6/Aug/11)																														
	Training Information Management (4)	Dr. Nobuyuki HYOI (28/Sep-9/Oct/11)																														
	Monitoring and Evaluation (5)	Dr. Shigeki HANAFUSA (10/Jan-9/Mar/12)																														
	Training and Management Skill (4)	Dr. Jun KOBAYASHI (5-18/Feb/12)																														
	Training Information Management (5)	Unknown (End/Feb-Begin/Mar/12)																														

Appendix 6: PROVISION OF EQUIPMENT



MOH-JICA BHS Project
(Table 4-2) Provision of Equipment for JFY2010

JFY	No.	Item	Qty	Amount in USD	Delivery to	JFY	No.	Item	Qty	Amount in USD	Delivery to
2010	1	LCD Projector	1	1,690.89	Kayin SHD	2010	26		1	287.45	BHS Section, DOH
	2		1	1,690.89	Sgan South SHD		27		1	287.45	Thanbyuzayat THD, Mon
	3		1	1,690.89	Bago East RHD		28		1	287.45	Sagaing RHD
	4		1	1,690.89	Sagaing RHD		29		1	287.45	Yimmabin THD, Sagaing
	5	Computer (Laptop)	1	486.13	Ayeyarwaddy RHD		30		1	287.45	Kyauktaga THD, Bago East
	6		1	486.13	Magway RHD		31	Microphone Set (PA System)	1	304.36	Ayeyarwaddy RHD
	7		1	486.13	Bago East RHD		32		1	304.36	Kayin SHD
	8		1	486.13	Mandalay RHD		33		1	304.36	Magway RHD
	9	Laser Printer	1	587.59	Ayeyarwaddy RHD		34	Microphone Set (PA System)	1	304.36	Mon SHD
	10		1	587.59	Magway RHD		35		1	304.36	Shan South SHD
	11		1	587.59	Bago East RHD		36		1	304.36	Bago East RHD
	12		1	587.59	Mandalay RHD		37		1	304.36	Mandalay RHD
	13	Photocopier	1	3,213.00	BHS Section, DOH		38		1	304.36	Sagaing RHD
	14	Cabinet	1	287.45	Ayeyarwaddy RHD						
	15		1	287.45	Nyaungshwe THD, Shan South						
	16		1	287.45	Kayin SHD						
	17		1	287.45	Kawkareik THD, Kayin						
	18		1	287.45	Nyaungdon THD, Ayeyarwaddy						
	19		1	287.45	Magway RHD						
	20		1	287.45	Chauk THD, Magway						
	21		1	287.45	Kyaukpadaung THD, Mandalay						
	22		1	287.45	Mon SHD						
	23		1	287.45	Shan South SHD						
	24		1	287.45	Bago East RHD						
	25		1	287.45	Mandalay RHD						
									Total	21,592.97	

Up dated on : 11/Nov/2011

MOH-JICA BHS Project
 (Table 4-3) Provision of Equipment for JFY2011

JFY	No.	Item	Qty	Amount in USD	Delivery to
2011	1	LCD Projector	1	1,246.79	Kachin SHD
	2		1	1,246.79	Shan North SHD
	3		1	1,246.79	Shan East SHD
	4		1	1,246.79	Kayah SHD
	5		1	1,246.79	Chin SHD
	6	Computer (Laptop)	1	480.60	Kachin SHD
	7		1	480.60	Shan North SHD
	8		1	480.60	Shan East SHD
	9		1	480.60	Kayah SHD
	10		1	480.60	Chin SHD
	11	Laser Printer	1	528.55	Kachin SHD
	12		1	528.55	Shan North SHD
	13		1	528.55	Shan East SHD
	14		1	528.55	Kayah SHD
	15		1	528.55	Chin SHD
	16	Cabinet	1	347.40	Kachin SHD
	17		1	347.40	Shan North SHD
	18		1	347.40	Shan East SHD
	19		1	347.40	Kayah SHD
	20		1	347.40	Chin SHD
	21		1	347.40	Rakhine SHD
	22		1	347.40	Bago West RHD
	23		1	347.40	Yangon RHD
	24		1	347.40	Tanintharyi RHD
	25		1	347.40	Kyaikto THD
				Total	20,295.00

MOH-JICA BHS Project
(Table 4-4) Provision of Equipment for JFY2011 (Additional Provision)

JFY	No.	Item	Qty	Amount in USD	Delivery to
2011	1	LCD Projector	1	1,338.25	Rakhine SHD
Additional	2		1	1,338.25	Bago West RHD
	3		1	1,338.25	Yangon RHD
	4		1	1,338.25	Tanintharyi RHD
	5	Computer (Laptop)	1	512.42	Rakhine SHD
	6		1	512.42	Bago West RHD
	7		1	512.42	Yangon RHD
	8		1	512.42	Tanintharyi RHD
	9	Laser Printer	1	545.59	Rakhine SHD
	10		1	545.59	Bago West RHD
	11		1	545.59	Yangon RHD
	12		1	545.59	Tanintharyi RHD
	13	Cabinet	1	391.18	Mohnyin THD, Kachin
	14		1	391.18	Tiddim THD, Chin
	15		1	391.18	Maingyae THD, Shan North
	16		1	391.18	Tachileik THD, Shan East
	17		1	391.18	Taungup THD, Rakhine
	18		1	391.18	Okpo THD, Bago West
	19		1	391.18	Hlegu THD, Yangon
	20		1	391.18	Deemawsoe THD, Kayah
	21		1	391.18	Thayetchaung THD, Tanintharyi
	22	Microphone Set (PA System)	1	398.04	Mohnyin THD, Kachin
	23		1	398.04	Tiddim THD, Chin
	24		1	398.04	Maingyae THD, Shan North
	25		1	398.04	Tachileik THD, Shan East
	26	Microphone Set (PA System)	1	398.04	Taungup THD, Rakhine
Additional	27		1	398.04	Okpo THD, Bago West
	28		1	398.04	Hlegu THD, Yangon
	29		1	398.04	Deemawsoe THD, Kayah
	30		1	398.04	Thayetchaung THD, Tanintharyi
	31	UPS	1	89.22	BHS Section, DOH
	32		1	89.22	Bago East RHD
	33		1	89.22	Kayin SHD
	34		1	89.22	Mon SHD
	35		1	89.22	Shan South SHD
	36		1	89.22	Sagaing RHD
	37		1	89.22	Magway RHD
	38		1	89.22	Mandalay RHD
	39		1	89.22	Ayeyarwaddy RHD
	40		1	89.22	Kachin SHD
	41		1	89.22	Shan North SHD
	42		1	89.22	Shan East SHD
	43		1	89.22	Kayah SHD
	44		1	89.22	Chin SHD
	45		1	89.22	Rakhine SHD
	46		1	89.22	Bago West RHD
	47		1	89.22	Yangon RHD
	48		1	89.22	Tanintharyi RHD
			Total	18,293.98	(Estimated cost as of 29/Nov)

**Appendix 7: COUNTERPART TRAINING IN JAPAN
AND OTHER COUNTRIES**



MOH-JICA BHS Project
(Table 3) Counterpart Training in Japan / Other Country

Field	Year Month	JFY 2009												JFY 2010												JFY 2011												Remarks
		4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	
In Japan	Consultative Meeting and Site Observation	Dr. Nilar Tin (26/Jul-11/Aug/09) Director (Planning), DOH																																				
		Dr. Yee Yee Cho (26/Jul-11/Aug/09) Assistant Director (BHS), DOH																																				
	Consultative Meeting and Site Observation	Dr. Mya Lay Nwe (7-20/Feb/10) Assistant Director (WCHD), DOH																																				
		Dr. Ye Min Htwe (7-20/Feb/10) Assistant Director (School Health), DOH																																				
	Consultative Meeting and Site Observation													Dr. Hla Mya Thway Einda (29/Aug-18/Sep/10) Deputy Director (BHS Training), DOH																								
														Dr. Thuzar Chit Tin (29/Aug-18/Sep/10) Deputy Director (BHS), DOH																								
Others	In-Country Seminar for Training Teams (in Nay Pyi Taw)																									43 Participants (3-7/Oct/2011)												
	In-Country Seminar for Training Teams (in Mon State)																									36 Participants (17-20/Oct/2011)												

**Appendix 8: OPERATIONAL EXPENSES
ON LOCAL ACTIVITIES**



Up dated on : 30/Nov/2011

MOH-JICA BHS Project
(Table 5) Operational Expenses on Local Activities

Period	Year	JFY 2009	JFY 2010	JFY 2011	Grand Total	Remarks
1st quarter (Apr - Jun)		\$6,817.78	\$37,213.33	\$16,141.37	\$60,172.48	
2nd quarter (Jul - Sep)		\$19,330.44	\$23,230.17	\$23,155.01	\$65,715.62	
3rd quarter (Oct - Dec)		\$21,965.22	\$12,365.44	\$58,310.85	\$92,641.51	Status as of 30/Nov/2011
4th quarter (Jan - Mar)		\$31,475.33	\$36,008.76		\$67,484.09	
Total		\$79,588.77	\$108,817.70	\$97,607.23	\$286,013.70	

**Appendix 9: LIST OF KEY COUNTERPARTS
FOR THE PROJECT**



MOH-JICA BHS Project
(Table 2) List of Key Counterparts for the Project

Name	Designation	Relation to the Project as	C/P Training in Japan	Remarks
Ministry of Health				
Dr. Htun Naing Oo	Director General, DOH	Project Director (Jun/2011 -)		
Dr. Win Myint	Former Director General, DOH	Project Director (May/2009 - Jun/2011)		
Dr. Thein Thein Htay	Deputy Director General (Public Health), DOH	Deputy Project Director		
Dr. Zaw Win	Director (Public Health), DOH	Assistant Project Director (Aug/2011 -)		
Dr. Tin Win Kyaw	Former Director (Public Health), DOH	Assistant Project Director (Nov/2009 - Aug/2011)		
Dr. Hla Mya Thway Einda	Deputy Director (BHS Training), DOH	Project Manager (Nov/2009 -)	✓	
Dr. Thuzar Chit Tin	Deputy Director (BHS), DOH	Project Manager (May - Nov/2009)	✓	
Dr. Nan Naing Naing Shein	Assistant Director (BHS), DOH	Assistant Project Manager		
Dr. Myo Min	Assistant Director (BHS), DOH	Assistant Project Manager (- Jan/2011)		
Dr. Yee Yee Cho	Former Assistant Director (BHS), DOH	Assistant Project Manager (May/2009 - ???/2010)	✓	Resigned
Dr. Nilar Tin	Director (Planning), DOH		✓	
Dr. Ye Min Htwe	Former Assistant Director (School Health), DOH		✓	Transferred to Int'l Health Dept, MOH
Dr. Mya Lay Nwe	Assistant Director (MCHD), DOH		✓	

