**Guidance** for MSI Workshop 1

**Location:**

One of the districts in the group

**Length of workshop:**

2 days (approximately)

**Objectives:**

1. Review findings of the situation analysis in all three districts
2. Initiate comparing the findings across the districts
3. Identify further data requirements for the situation analysis
4. Conduct problem analysis on one of the prioritised problems identified by each DHMT
5. Stimulate sharing of experiences, information and lessons learned across the three DHMTs

**Required inputs:**

1. Presentations of situation analysis based on district situation analysis tools (completed HMIS tool and situation analysis tool)
2. A list of workforce performance problems or other problems with clear link to workforce performance, which has been prioritised by the DHMT
3. Other workshop presentations and materials (see programme)
4. Annual district plans and any long-term plans (if available)
5. Guidance for choosing HR/HS strategies

**Expected outputs:**

1. Problem analysis for one problem for each district
2. Plans for further data collection for each district, including any further data needed for the comparative analysis
3. Brief report of workshop

**Outline for workshop report:**

A brief report of the workshop will be developed by the facilitators. This will be a useful resource for the process evaluation. Notes will need to be taken on the content and process for all sessions. The report should include:

* Workshop objectives
* Workshop programme with brief commentary on the sessions of the workshop
* List of participants (with their designations)
* Outputs of the workshop including problem analyses (see 1-3 above)
* Evaluation results
* Reflections on process of workshop by facilitators, such as the interactions within the DHMTs and interactions between DHMTs and facilitators[[1]](#footnote-1)
* Presentations made and products of group activities (as photos or embedded Word or PowerPoint files)
* Tools/worksheets used
* Photographs

**Suggested programme**

The CRT and RT can decide how to share the workload of the workshop. They are referred to collectively as “facilitators” in the programme. The use of presentations and other tools is **optional** and they can also be **adapted** as necessary

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| **Day 1** | **Programme activities** | **Explanation** | **Materials**  |
| **Welcome / Ice breaker**  | An ice breaker will help all participants to get to know each other.  | List of ice breakers and energisers Blank name tags so people can write their names and attach to their clothes. |
| **Introduction to workshop*** Purpose of workshop
* Objectives
* Programme
* Expected outputs
 | The facilitators can then introduce the purpose of the workshop, where the workshop stands in the MSI process, objectives and expected outputs.  | Sample presentation – “Introduction presentation for MSI Workshop 1”- to be adapted for country context  |
| **Presentations of situation analyses including list of problems:** * District 1 presentation
	+ District 2 leads feedback using checklist
	+ Other districts and facilitators give feedback
* District 2 presentation
	+ District 3 leads feedback using checklist
	+ Other districts and facilitators give feedback
* District 3 presentation
	+ District 1 leads feedback using checklist
	+ Other districts and facilitators give feedback
 | It is important that all districts know what the other districts have done in the situation analysis and what problems were identified. The activity presented in the left-hand column is one approach to ensuring this happens. **There may be other approaches that you could use – please share with consortium.**Use an energiser in between presentations to keep everyone awake and motivated. Each DHMT can then present the findings from the situation analysis including the list of problems to the plenary.To encourage participation from all participants, nominate one of the other DHMTs to lead the feedback using the observation checklist (each DHMT member completes a checklist). Following their feedback, then open it up to the plenary for further comments.The observation checklist includes areas such as:* Any surprising /interesting findings
* Any missing data
* Further data requirements
* Any problems in data collection
* Evidence for problems selected
* Justification for prioritisation of problems
 | Presentations based on situation toolsTemplate for presentation on situation analysis Observation checklist for situation analysis presentation List of energisers  |
| **Comparing findings across the three districts:*** Presentation by facilitators
 | Facilitators compare a few selected indicators analysis across the three districts from the areas of:- HR and HS- DHMT (structure and management processes)- the problems identified (as part of the situation analysis); and- the process of doing the situation (including access to data). The DHMTs are invited to comment on the comparisons. The main purpose of this activity is to encourage teams to share experiences, information and lessons. |  |
| **Problem analysis** Each district with facilitators:* Selects the problem to be addressed
* Develop the problem into a problem statement
* Carries out a problem analysis
 | The facilitators help the DHMT to select the problem they want to address – this problem will be from the list developed from the situation analysis.The facilitators then support the DHMT to formulate a clear problem statement based on this prioritised problem. The facilitators can decide which method of problem analysis to use. It doesn’t matter which method is used as long as it analyses the root causes of the problems and is in depth. The facilitators will support the DHMTs to do the analysis by asking questions, helping them to think of other possible causes, and ensuring that all members contribute. By working through the problem analysis, the problem statement may be revised.  | Guidance on formulating a problem statementGuidance on problem tree analysisGuidance on fishbone problem analysis |
| **Day 2** | **Energiser**  |  |  |
| **Problem analysis continued** Each district with facilitator:* Continues to work on the problem analysis
* Identify additional data needed to strengthen the problem analysis
 | The DHMTs will not have had time on day 1 to complete the problem analysis. Having a break and rest may help them to view the problem differently and encourage more thinking about the root causes.  |  |
| **Gallery walk of problem analyses** * All DHMTs and facilitators walk around the room to review the problem analyses
* Each DHMT presents their problem analysis to the other DHMTs and facilitators for their comments and feedback
 | Presenting the problem analysis to other DHMTs and facilitators will encourage the DHMT to express the problem clearly and help identify any other avenues for analysis. Other DHMTs and facilitators will use the checklist to review the analysis. Feedback from other DHMTs and facilitators may identify gaps or inconsistencies in the analysis. The DHMT can make notes of the feedback and use this to help refine the problem analysis in the following weeks.  | Worksheet for reviewing the problem analysis  |
| **Wrap up and next steps**  | Review of agreed tasks for DHMTs and facilitators, with timelineAgreement of tentative date for MSI Workshop 2Give guidance document “Guidance for choosing HR/HS strategies” | Guidance for choosing HR/HS strategies |
| **Workshop evaluation**  |  | Workshop evaluation form  |

1. This will be an important data source for reviewing the action research process. [↑](#footnote-ref-1)