STANDARD SECTOR INDICATOR CODE: HE-187	**Supply Chain Training:** Number of Individuals who received competency-based, certificate, or higher-level training to conduct or support supply chain, inventory management, supportive supervision or distribution activities.	
HEALTH SECTOR	**Sector Schematic Alignment** • **Project Area:** HIV Mitigation	
Type: Output	**Unit of Measure**: Individuals	**Disaggregation:** Pre-Service Training In-Service Training

To be counted for this indicator the following criteria must be met:
- Training may include traditional, class-room type approaches to training as well as on the job or "hands-on" so long as it does have:
  - Training objectives are clearly defined and documented
  - Training outcomes are explicitly defined as job behaviors and routines to be performed as a result of the training (what will participants be doing differently or better as a result of the training)
  - Participation in training is documented (e.g. through sign-in sheets or some other type of auditable training)
  - Training is clearly linked to specific cadres/jobs within the national system.
  - The program clearly defines what it means to complete training (e.g. attend at least four days of a five-day workshop, achieve stated key competencies, score XX% on post-test exam, etc.)
- Provide opportunities to practice relevant training skills
- The training or services must have been provided by the PCV or their partners in an individual or small group setting. Research shows ideal group size is 25 individuals or less, although in some instances group size can be significantly larger.
- Attendance in the session/s must be documented by the Volunteer or their partner

Definitions:
Training-This refers to training or retraining of individuals and must follow a curriculum with stated (documented) objectives and/or expected competencies.

Pre-Service Training- The training of "new" supply chain managers. All training must occur prior to the individual entering the supply chain workforce in his or her new position. The intent of the goal is to expand the number of workers in the workforce trained in supply chain management.

In-Service Training- These training sessions are for practicing providers to refresh skills and knowledge or add new material and examples of best practices needed to fulfill their current job responsibilities. In-service training may update existing knowledge and skills, or add new ones. Care should be taken to base trainee selection on content and skill needs. This can occur through structured learning and follow-up activities, or through less structured means, to solve problems or fill identified performance gaps. In-service training can consist of short non-degree technical courses in academic or in other settings, non-academic seminars, workshops, on-the-job learning experiences, observational study tours, or distance learning exercises or interventions. It requires a shorter, more focused period of time than pre-service

education, and is often more "hands-on". It can be a workplace activity (led by staff, peers or guest lecturers) or an external event. An in-service training program must meet national, international or other model standards and have specific learning objectives, a course curriculum, expected knowledge, skills, and competencies to be gained by participants, as well as documents minimum requirements for course completion. The duration and intensity of training will vary by cadre.

Types of In-service Training:

1. Continuing education: Education/training offered to current providers to either update or add new knowledge and skills. While in-service training is often limited to practitioners in the public sector and/or managed by the Ministry of Health (or similar entity), continuing education is often used to describe education/training that is provided by other sources, such as professional associations, that reaches private sector practitioners and which can be linked to re- licensure and/or certification.
2. On-the-job training: Instruction in a specific task or skill is provided via mentoring by a practitioner using explanations, demonstration, practice and feedback. On-the-job training may be combined with academic or technical training to provide a practical experience component.
3. Computer based training: An interactive learning experience in which the computer provides most of the stimuli, the learner responds, and the computer analyzes the responses and provides feedback to the learner. Components most often consist of drill-and practice, tutorial, or simulation activities offered alone or as supplements to traditional instruction. CBT is sometimes also used as a component of a pre-service education course.

Rationale: Supply chain management is critical to the HIV/AIDS response as it ensures health centers are receiving the proper, unexpired, medicines and supplies. Proper supply chain management can help locate bottlenecks within the system, which could prevent patients from receiving needed commodities, or cause needless stock-outs or expiries. It is widely acknowledged that the lack of trained health workers, including supply chain managers, is a major barrier to scaling up health services. The lack of a sufficient workforce in countries presents a serious challenge to every area of health.

Measurement Notes:

1. **Sample Tools and/or Possible Methods (for Peace Corps staff use):** Volunteers should use data collection tools to measure progress against project indicators. A data collection tool to measure this indicator could be based on the following method—program records —though there may be other data collection methods that are appropriate as well. Please check PCLive for data collection tools. Once a tool has been developed, post staff should have a few Volunteers and their partners pilot it, and then distribute and train Volunteers on its use.

1. **Reporting on Disaggregated Data in the VRF:** This indicator is disaggregated by the type of training the individual completed: pre-service or in-service. In addition, the in-service trainings are further disaggregated by each of the following:

   "Total number who passed a competency training to…
   - Conduct supply chain activities."
   - Perform inventory management."
   - Develop distribution plans."
   - Perform supportive supervision."
   - Perform quantification."

Data Quality Assessments (DQA): DQA are needed for each indicator selected to align with the project objectives. DQAs review the validity, integrity, precision, reliability, and timeliness of each indicator. For more information, consult the Peace Corps MRE Toolkit.

Alignment with Summary Indicator: