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AN EVALUATION REPORT OF THE WHO/UNICEF  
MIDWIFERY TEACHERS TRAINING COURSE

by  
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I. Regional Teacher Training Programme in Child Health  
and Midwifery, American University of Beirut

A post-basic midwifery programme in administration and teaching of midwifery, as a joint project of WHO and UNICEF, was started at the American University of Beirut in 1971. The original aim was to provide training in midwifery to nurses as it was realized that there was a shortage of qualified midwives in all countries of the EM Region both for service and teaching. However this was not materialized and only the programme of administration and teaching for graduate midwives was carried out.

The project was located in the School of Public Health, American University of Beirut, and made use of the facilities of the Department of Obstetrics/Gynaecology of School of Medicine and those of the Department of Community Health Practice. Practice areas were in urban and peri-urban setting, and in rural areas when possible. The programme covered a period of two regular semester and one summer session. The language of instruction was English.

Students were recruited from all countries of the Region and the first group commenced in October 1971. As most of the available midwives for the course in the Region could not meet the admission requirements of the American University of Beirut for diploma level some of them were trained at certificate level. However during the year 1973/74 all courses of instruction were upgraded to diploma level. Since English comprehension was a problem special classes and summer courses for English language were arranged and conducted.

In addition to theoretical instruction (a summary of curriculum attached) practice teaching was provided by giving simplified courses to local midwives. Assignments were given for observation of techniques and administration of services in the obstetrics wards of the American University of Beirut hospital. A limited teaching and practical experience in Family Planning was given for the second, third and fourth group of students.

During five years, 1971 - 1976, a total of 39 midwives enrolled in the post-basic midwifery programme at the American University of Beirut. Students represented 13 countries and UNRWA (Annex I of EM/MCH/106 - EM/NUR/245 attached).

The programme was discontinued at the American University of Beirut in 1976 due to the prevailing conditions in Lebanon, and was transferred to the University of Alexandria.

#### Problems Areas

From the report of the WHO nurse assigned to the above programme following problems could be identified:

1. Most students admitted to the course did not have adequate knowledge of English to benefit fully from the instructions. Special classes in English were given each year to help students improve their English. These classes could not have been of much help in the first semester or early weeks of their training in teaching and administration.
2. A small number of students (maximum 12) were admitted to the course each year, as sufficient practice teaching experiences were not available.

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3. Only one full-time teacher was assigned to give seminar type classes. Therefore, it would not have been possible for a large number of students to participate in such classes.

4. Practice-teaching of students were limited to giving simplified courses to local midwives. A basic midwifery programme was not available for practice teaching of post-basic student. Family planning component of the programme in both theory and in practical experience has also been limited.

## II. Regional Midwifery Teacher Training Programme, University of Alexandria.

The post-basic programme for nurse midwives in the countries of EMR was started at the University of Alexandria in 1976. The defined objective was to prepare qualified nurse midwives for teaching and administration.

In a plan of action, the responsibility for organization and implementation, of the programme was given to the Faculty of Medicine, Obstetrics and Gynaecology Department, Higher Institute of Nursing, and Higher Institute of Public Health.

The programme was planned for nine months in the area of midwifery education and a course of family planning was added for two months to the curriculum of the first group of students. For the second group of students a programme of nine months in midwifery and one month of family planning was planned and implemented.

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Participants were recruited by WHO from various countries of the Region and the language of instruction was English for the first group. However, it was changed to Arabic for the second group of students since English comprehension presented a major problem.

University and Ministry of Health facilities in terms of classrooms, laboratories, outpatient clinics, and secondary technical schools were utilized for carrying out the theoretical and practical components of the programme.

WHO provided relevant textbooks and reference materials and pelvic models for participants. Books and handouts in Arabic were given to students after the language of the programme was determined to be Arabic.

At the beginning the programme was divided into four phases and included:

- 1) principles and methods of teaching,
- 2) designing curriculum and development of procedures,
- 3) integrated approach in the delivery of MCH within the health care system,
- 4) family planning.

It has been revised and readjusted and at present it includes:

- 1) Phase One, Educational Planning: 8 weeks
- 2) Phase two, Teaching/learning Process: 16 weeks
- 3) Phase three, Evaluation: 8 weeks
- 4) Phase four, Clinical Aspects of Family Planning: 4 weeks

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Learning activities of participants include identifying midwifery competency tasks and stating educational objectives, designing instructional formats, and selection and development of various evaluation tools.

Participants are provided with opportunity to conduct teaching activities for students in the secondary technical schools of nursing. In family planning, clinical learning experience is provided at the post-natal family planning clinics of university hospitals.

Clinical observations and field trips to see health care delivery to mothers and children have been included in the clinical experiences.

Participants have been assisted to design and develop audio-visual materials for instruction at the learning resource centre of University of Alexandria.

#### Participants

The first group of participants who received training from November 1976 to October 1977 were from five countries as follows:

Sudan	3
Dem. Yemen	1
Syria	2
Jordan	1
Kuwait	<u>1</u>
TOTAL	8

Seven of the participants had training for midwifery and Family Planning and one received training in Family Planning component only. The second group who received training from October 1978 to July 1979 represented five countries:

Egypt	3
Bahrain	2
Kuwait	3
Jordan	1
Sudan	2
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TOTAL	11

Problems Areas

From the reports submitted by the administrative committee of the programme as well as the reports of some participants regarding the Regional Midwifery programme, the following problems could be identified:

1. All students seem to have started the course with a poor knowledge of English. Therefore, English comprehension of participants has been a major problem, although all clinical teaching has been carried out in Arabic and they have been provided with notes and handouts in Arabic language. As a result of this problem, the language of instruction has been changed from English to Arabic confining the admission to participants from Arabic speaking countries of the Region. Nevertheless, some participants suggest in their reports that the course be conducted in English language.
2. Participants' experiences in the area of midwifery and MCH teaching and supervision have varied, and five out of eleven participants in the second group have not been nurse midwives. As a result, the programme content has been adapted to the previous experience of students to make up for areas of inadequacies.

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3. Reports of students indicate that emphasis of the programme was more on theoretical and less on practical teaching. Three out of seven reported the ratio between theory and practice as 75 to 25% and four of them gave a ratio of 50%.

One participant has commented that the course was too long and at too low a level, while two of them consider it too short and suggest a 12 months course.

Practice teaching of participants has been limited to students of secondary technical schools of nursing. Teaching of basic midwifery students and local midwives has not been included in the programme.

According to two participants, family planning and neonatal nursing components of the programme were insufficient and the time allotted for these subjects were too short.

4. Adequate books, reference materials, and models have not been available to participants early during the course.

#### Conclusion

The Regional Teacher Training programmes at the American University of Beirut and University of Alexandria in a period of seven years have prepared 58 midwifery teachers for 15 countries of the region and UNRWA. These programmes have been conducted on certificate and diploma level. As there are not many midwives in the Region with B.Sc. degrees the programmes have not been given at post-graduate level. Due to small number of recruitments the programmes have not produced enough midwifery teachers compared to the existing need for this type of health workers in the countries of the Region. However, the courses seem to have made

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the participants aware of the purpose of teaching midwifery and educational planning and have equipped them for better teaching and greater contribution to maternal and child health.

#### Recommendations

1. A follow-up evaluation be planned and carried out as regards the programme outcome and utilization of services of the participants in their home countries.
2. More practical experiences be provided during the training in the area of midwifery practices and especially in teaching and supervision of basic midwifery students and traditional birth attendants.  
Plans should be made to provide clinical practices in domiciliary midwifery services in the future.
3. Family planning concept and family health be integrated throughout the entire training programme rather than separate or special parts in the course.
4. While midwifery teacher training programmes could meet the need of the countries for better prepared teachers, there is a greater need for midwives whose services could be utilized for minimum safe care of women during the maternity cycle. Therefore establishment of training programmes in basic midwifery, on practical nursing or secondary school level, whose graduates would be available for smaller and less privileged communities, should be promoted and supported.

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5. Those who attend these programmes should be placed in teaching positions in their home countries.
6. Courses in the area of administration and supervision of midwifery services be included in the Regional post-basic or post graduate programmes of midwifery, so that the graduates of these programmes could effectively function in the administration and supervision of health services for mothers and infants.
7. Efforts be made to recruit and admit a larger number of students to the post-basic training programmes so that the outcome may meet and serve greater existing needs.

#### Resources

1. Final Report, A Regional Training Programme in Child Health and Midwifery, American University of Beirut, Lebanon, December 1970 - August 1975, by Miss N.M. O'Brien, WHO Nurse.
2. Report on Post-Basic Training Programme in Midwifery and Family Planning Teaching, University of Alexandria, Egypt, November 1976 - October 1977, by University of Alexandria, Faculty of Medicine.
3. Report on Regional Midwifery Training Programme, October 1978 - July 1979, by Administration Committee of the Programme, University of Alexandria.
4. Final reports of participants in the Post-basic Training programmes, by WHO Fellows.
5. Interview with one of the participants, a WHO Fellow of 1978 - 1979.

## ANNEX I

Numbers of students accepted to Post-Basic Midwifery Programme, by country

COUNTRY	YEAR				
	1971	1972	1973	1974	1975 (recruited)
Ethiopia	-	2	-	-	-
Somalia	-	-	-	2	-
Sudan	3	1	3	-	2
Egypt	3	-	-	-	-
Libyan Arab Republic	-	-	1	-	-
Syrian Arab Republic	-	2	-	4	2
Jordan	2	1	-	1	1
Iraq	-	-	1	3	· have B.Sc. in nursing
Iran	-	-	-	1	-
Yemen Arab Republic	1	-	-	-	-
Democratic Yemen	-	1	-	1	1
Afghanistan	-	1	-	-	-
Kuwait	-	-	3	-	2
Pakistan	-	-	-	-	1
Bahrain	-	-	-	-	1
UNRWA	2	-	-	-	-
<b>Total</b>	<b>11</b>	<b>8</b>	<b>8</b>	<b>12</b>	<b>10</b>
No. with diploma level entrance	5	5	5	6	7 + '1
No. with Cert.level entrance	5	3	0	6	2 + '1
No. with neither of above	1	0	3	0	0

Curriculum

<u>First Semester</u>		Lect. hours per.week	Lab. hours per week	Semes. credit hours
ID	203 Soc/Psych. foundations of Public Health	3	0	3
HSA	201 Public Health Administration	1	2	2
CHP	205 Growth and Development	1	2	2
CHP	209 Public Health Education	1	2	2
CHP	211 Family Health and Population Dynamics	1	2	2
CHP	203 Advanced Midwifery	4	3	5

Second Semester

CHP	202 Principles and Methods of Midwifery Teaching	2	3	4
CHP	212 Midwifery Administration	2	2	3
CHP	204 Nutrition in Public Health	2	1	2
CHP	213 Solving Community Problems	2	2	3
EB	202 Introduction to Epidemiology	1	2	2
EB	206 Descriptive Statistics	1/2	1	1

Summer Session

Audio-visual aids practice

Teaching practice - preferably with midwifery students

Administration of midwifery practice - including discussions and written assignments

Curriculum development practice

Procedure development practice