

## **MODULE VI:**

### **PLANNING AND FOLLOW-UP OF TRAINING COURSES FOR TRADITIONAL BIRTH ATTENDANTS**



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# **INTRODUCTION**

**This module contains a series of guides that will facilitate your work in the planning, organization and follow-up of TBA training courses.**

**In the guides, you will find key points on organizing a training course or class and on planning the follow-up and supervision of TBAs. In addition, there are some forms for collecting information vital to the planning of follow-up activities.**

**Choose what is most applicable to the circumstances and needs of your work area. You do not need to use everything.**

## **A. A GUIDE FOR PLANNING A TBA TRAINING COURSE**

Careful planning ensures the success of a training course. Below you will find a list of details that you should remember when planning. Be sure to clearly designate the person responsible for each activity.

- **Scheduling**

Be sure that both the teacher(s) and the participants are available on the designated dates. Be sure that classes do not coincide with town holidays, preparation days for major holidays, the harvest or migration times, or with health-service activities.

- **Financing**

Provide funds for travel allowances, educational materials, coffee breaks, etc. If funds are not available, this must be explained very clearly to the participants. If funds are available, follow appropriate accounting procedures. The funds must be requested early enough to be able to have them for the activity. The necessary receipts or paperwork must also be ready to document and report the expenditures. Regarding transportation costs of the participants, determine how much money is required. Establish reimbursement procedures. Nominate someone to be in charge of the finances.

- **Invitations**

Ensure that the information on the training course arrives early enough -- not one day before, the same day as the course, or after the course has begun. Choose the most reliable form of communication, be it telegrams, notes sent with people, telephone calls or appointments. Send reminders with the date and place of the event. Do not forget to specify the date, starting time, duration and site of the event, as well as the items each participant must bring to the course (notebook, carrying bag).

- **Selection of participants**

Determine whether everyone speaks the same language or if a translator will be needed. If so, find a good translator and remember that the time needed for each class or topic will double.

Try to form homogeneous groups in which everyone speaks the same language. Instead of having a translator, consider giving two separate courses. If some participants do not need a translator, they will get bored. It is also convenient to give separate classes for literate and illiterate people, and for the young and old because these qualities affect the learning. You need to use different techniques and materials according to the group you are working with.

- **Permission/authorization for the participants**

If necessary, the attendance permission must be solicited from the respective authorities in time for the course.

- **Course facilities**

A favorable atmosphere is important. Consider whether there is enough space, cleanliness, necessary furnishings/equipment (chairs, tables, blackboards, flipcharts) and whether there are appropriate sanitary facilities, water, light, and ventilation (not too warm or too cold).

- **Housing for teachers and participants**

If necessary, make sure the location is appropriate and culturally acceptable. For example, find out if fire is needed to heat tortillas. Also try to make sure the housing is close to the course site. If this is not possible, make arrangements for transportation.

- **Food and snacks**

Food should be served where the course takes place, in order to avoid losing a lot of time. In addition to lunch, mid-morning and mid-afternoon snacks should be served. Food should be served on time to avoid delays in the program.

- **Training materials and supplies**

It helps to make a list of the materials needed, as well as the quantities and the date and place where they can be obtained. Prepare the materials ahead of time to avoid loss of time during the course.

- **Special invitations**

If you are going to have invited guests for the inauguration or closing of the course or visiting teachers, you must notify them in time and confirm their attendance.

- **Graduation/closing**

If you are going to give out diplomas or certificates of attendance, they must be ready ahead of time.

- **Participant registration**

A list of the names and addresses of each participant should be made on the first day of the course. The list can then be passed around each day to monitor attendance. At the end of the course, the list should be distributed to all participants so that they can remain in contact with one another.

## **B. HOW TO PLAN AND PREPARE A CLASS**

Some factors that you should consider in the planning and preparing of a class are:

- *What is the topic of the class?*
- *How much time is available?*
- *What teaching aids and visual materials will you need?*
- *When will you use the materials or educational techniques?*
- *Are the participants literate, illiterate, indigenous? What is their cultural background?*

Below is an example of how you can structure a class and what steps you can follow:

### **1. DYNAMIC ACTIVITY (2 or 3 minutes)**

A fun activity to begin and to "break the ice."

### **2. REVIEW OF PREVIOUS LECTURE (Approximately 10 minutes)**

Ask about the content of the last class to see how much information was retained. Let your students tell you what they remember. Take advantage of this time to reinforce weak areas.

### **3. INTRODUCTION OF THE NEW TOPIC (Approximately 15 minutes)**

Turn the class over to the students and see what knowledge and experiences they have regarding the new topic. This can be done by asking them to share what they know (starting with the question: "What does.....mean?") to see how they define the topic. Afterwards, introduce the correct concept via a group dialogue until everyone agrees on a single, clear definition. It is extremely important to share what the TBAs already know.

**4. GROUP DIALOGUE TO COVER KEY POINTS OF THE LESSON**  
**(Approximately 30 minutes)**

Guide the dialogue to ensure that all the points are adequately covered. This can be done through questions such as: Why is it important? What are the dangers for the mother and the baby? How is the problem detected? What signs must be looked for? When does this problem occur? What steps should be taken and in what order? What immediate measures can be taken (first aid)? What are the criteria for referring the patient to the hospital? What knowledge is needed to: (a) prevent this condition; (b) ensure early detection; (c) convince the family to agree to referral to the hospital? Is there any special care that can be given to the patient during transport to the hospital? It is important to present the TBAs' tasks very clearly.

When necessary, the TBAs' experiences can be reinforced during the conversation with simple scientific explanations. To present the technical information, demonstrations, models, live examples and audiovisual aids can be used. Do not lecture. Allow time for the participants to process the new information, reflect on what has been said, ask as many questions as they wish and discuss among themselves. Review your notes to make sure you have covered all the important points and reserve time to emphasize them at the end.

**5. QUESTIONS AND ANSWERS (Approximately 10 minutes)**

Leave time for the participants to ask questions. Ask them to ask questions. The answers should preferably be given by someone in the group. If this is not possible, the educator should answer.

**6. EVALUATION OF GROUP COMPREHENSION (Approximately 5-10 minutes)**

Ask the TBAs about the newly taught material. Ask what the central ideas of the lesson are. See if they can summarize what has been learned. If they do not ask questions, you will not know which points were not understood.

**7. DRAMATIZATION OR OTHER ACTIVITY TO REINFORCE THE LESSON CONTENT (Approximately 15 minutes)**

These activities must be carefully planned to ensure that they relate to the objectives of the class, help the TBAs relate theory and practice, and help them generate solutions to problems that they frequently face. These activities can include dramatizations of cases that can occur in real life using the TBAs themselves. Puppets, board games, bingo, or card games can also be used. Always focus on the topic. Contests can also be used to develop specific skills. The educator must use her creativity so that everyone actively participates in some fun activity.



**8. SUMMARY (Approximately 5-10 minutes)**

Repeat the key points of the lesson. It is best to have the participants do this.

**9. FEEDBACK (Approximately 5 minutes)**

Congratulate the group, tell them that they are doing well and indicate how much they are learning. Ask for their reactions and ask them to evaluate the class. Was everything clear? What recommendations do they have for improving the teaching?

The time scheme can vary depending on the topic. We recommend that feedback be included in each teaching session, as it serves as a guide to remember the different activities you need to cover in a class in order to systematically develop a topic. This kind of structure is useful not only for TBA training, but also for any class.

## **C. HOW TO SELF-EVALUATE OR EVALUATE ANOTHER TEACHER'S LESSON**

Evaluation and self-evaluation are necessary in order to improve your teaching abilities. This allows detection and strengthening of your weak points and the reinforcement and improvement of your strong points. What follows is a format for evaluating certain criteria of the effective development of a class. These criteria can be adapted to different needs.

### **HOW TO USE THE SELF-EVALUATION**

Make a cross in the appropriate box (good, average, bad, not applicable) according to your criteria. The purpose of this auto-evaluation is to detect specific weak points in order to modify or reinforce them.

# FORMAT FOR AUTO-EVALUATION OF A CLASS

|    |  | GOOD | AVERAGE | BAD | N/A | COMMENTS |
|----|--|------|---------|-----|-----|----------|
| 1. | UTILIZATION OF TIME  |      |         |     |     |          |
|    | -WERE ALL IMPORTANT POINTS COVERED IN THE ALLOTTED TIME?   |      |         |     |     |          |
|    | -WAS THE SCHEDULE RESPECTED?   |      |         |     |     |          |
| 2. | COMMUNICATION ABILITIES  |      |         |     |     |          |
|    | -COULD ALL THE STUDENTS HEAR THE TEACHER?  |      |         |     |     |          |
|    | -DID SHE SPEAK CLEARLY AND USE LANGUAGE THAT STUDENTS COULD UNDERSTAND?                            |      |         |     |     |          |
|    | -DID THE TEACHER LISTEN TO THE STUDENTS AND RESPOND TO THEM ADEQUATELY?                            |      |         |     |     |          |
|    | -IF AN INTERPRETER WAS USED, WAS AN EFFECTIVE TWO-WAY DIALOGUE ACHIEVED?                           |      |         |     |     |          |
|    | -WERE BRIEF, CONCISE MESSAGES FORMULATED FOR A SYSTEMATIC TRANSLATION IN A REASONABLE TIME PERIOD? |      |         |     |     |          |
| 3. | TECHNICAL CONTENT  |      |         |     |     |          |
|    | -HAD THE TEACHER MASTERED THE TOPIC PRESENTED?   |      |         |     |     |          |
|    | -DID SHE EXPLAIN THE TECHNICAL CONTENT ADEQUATELY? DID THE STUDENTS UNDERSTAND WELL?               |      |         |     |     |          |
|    | -WAS THE TOPIC DISCUSSED IN ENOUGH DETAIL TO COVER THE TBA's NEEDS?                                |      |         |     |     |          |
|    | -WAS THE INFORMATION LIMITED TO THOSE POINTS THE TBA's REALLY NEED TO LEARN?                       |      |         |     |     |          |
| 4. | FEEDBACK   |      |         |     |     |          |
|    | -DID THE TEACHER GIVE POSITIVE FEEDBACK?   |      |         |     |     |          |
|    | -WERE ERRORS CORRECTED WITHOUT NEGATIVE FEEDBACK?  |      |         |     |     |          |
|    | -WERE THE STUDENTS LISTENED TO?  |      |         |     |     |          |

|    |   | GOOD | AVERAGE | BAD | N/A | COMMENTS |
|----|---|------|---------|-----|-----|----------|
| 5. | TEACHING METHOD   |      |         |     |     |          |
|    | -DID THE TEACHER ASK QUESTIONS WHICH STIMULATED THINKING?                                       |      |         |     |     |          |
|    | -WERE GROUP DISCUSSION STIMULATED, AND WERE THE STUDENTS GUIDED TOWARDS ACTIVE LEARNING?        |      |         |     |     |          |
|    | -WERE VARIOUS METHODS USED?   |      |         |     |     |          |
|    | -WAS THE GROUP'S INTEREST MAINTAINED?   |      |         |     |     |          |
|    | - WERE THE STUDENTS ASKED TO SOLVE PROBLEMS OR TO APPLY THEORY TO PRACTICAL SITUATIONS?         |      |         |     |     |          |
|    | -DID THE TEACHER HELP THE PARTICIPANTS RELATE THE TRAINING TO REAL LIFE EXPERIENCES?            |      |         |     |     |          |
| 6. | GROUP DYNAMICS  |      |         |     |     |          |
|    | -DID THE TEACHER CREATE A SUPPORTIVE LEARNING ENVIRONMENT?                                      |      |         |     |     |          |
|    | -DID EVERYONE FEEL FREE TO PARTICIPATE?   |      |         |     |     |          |
|    | -WERE THE PARTICIPANTS INVITED TO SHARE THEIR EXPERIENCES?                                      |      |         |     |     |          |
|    | -WAS THE ACTIVE PARTICIPATION OF ALL THE STUDENTS ENCOURAGED?                                   |      |         |     |     |          |
| 7. | EDUCATIONAL MATERIAL  |      |         |     |     |          |
|    | -WERE THE VISUAL AIDS, DEMONSTRATIONS, EXAMPLES AND OPPORTUNITIES TO PRACTICE EFFECTIVELY USED? |      |         |     |     |          |
|    | -COULD ALL THE STUDENTS SEE AND PARTICIPATE EQUALLY?  |      |         |     |     |          |

|     |  | GOOD | AVERAGE | BAD | N/A | COMMENTS |
|-----|--|------|---------|-----|-----|----------|
| 8.  | EVALUATION OF STUDENT COMPREHENSION  |      |         |     |     |          |
|     | -DID THE TEACHER EXPLORE THE STUDENT'S UNDERSTANDING OF THE TOPIC AT THE BEGINNING OF THE CLASS? |      |         |     |     |          |
|     | -WAS THE CLASS ADAPTED TO THE STUDENT'S LEVEL?   |      |         |     |     |          |
|     | -WAS THE STUDENTS' COMPREHENSION EVALUATED AT THE END OF THE CLASS?                              |      |         |     |     |          |
| 9.  | QUESTIONS AND ANSWERS  |      |         |     |     |          |
|     | -WERE THE STUDENTS GIVEN ENOUGH TIME TO ASK QUESTIONS?   |      |         |     |     |          |
|     | -DID ALL QUESTIONS RECEIVE AN ADEQUATE RESPONSE?   |      |         |     |     |          |
| 10. | SUMMARY  |      |         |     |     |          |
|     | -UPON FINISHING THE CLASS, DID THE TEACHER GIVE AN APPROPRIATE SUMMARY?                          |      |         |     |     |          |
|     | -DID THE TEACHER SUMMARIZE THE TBA'S TASKS?  |      |         |     |     |          |

## **D. A GUIDE FOR TBA FOLLOW-UP/SUPERVISION**

To be able to plan and schedule an efficient and effective TBA follow-up and supervision, you must first consider some basic and fundamental aspects, such as:

**1. *What is the objective of the follow-up/supervision?***

In other words, what do you wish to achieve?

**2. *Who will be responsible for the activity?***

Examples:

Graduate nurse

Auxiliary nurse

Other

**3. *When or how often will there be follow-up?***

Examples:

Every month

Every two weeks

Irregularly

**4. *How much time will be made available for follow-up?***

Examples:

1 hour per month

5 hours per month

½ day every week

You must take into account other responsibilities that the personnel in charge of follow-up may have.

**5.     *Where will the follow-up take place?***

Examples:

In the TBA's house with the individual TBA or a group of TBAs

At some point close to the houses of a group of TBAs

In the health-care service, in the municipal building or local church

Although individual visits to each TBA are ideal, in reality the supervision of groups of TBAs is more feasible. Do not forget that group dynamics are very important. Groups of 12 to 15 persons function best (see participative methodology in the module on adult education).

**6.     *Who will make up the group?***

Examples:

Size of group

Literate - Illiterate

Young people - Older people

Language group

Homogeneity of the group

**7.     *What resources can you count on?***

Examples:

Per diem expenses

Educational materials

Teachers

Transportation

Classroom

If you have information on each of the points above, you will be able to establish your objectives and decide how, when, with what and with whom you can schedule the follow-up and supervision of the midwives.

It is important to remember that there are many ideal resources that we don't have. There are things we do routinely without thinking about their effectiveness, and there are things that are very pretty but that have little impact and use a lot of resources. The challenge is how to achieve the greatest impact with available resources.

**The follow-up or supervision of TBAs has various purposes:**

- **To collect information**
- **To evaluate**
- **To teach**
- **To improve the relationship between TBAs and the health-care services**
- **To support the TBAs**

**Various activities contribute to the realization of these goals:**

- **To collect information, the nurse can:**
  - **Review the birth registry to obtain information about pregnancies, births and neonates attended by TBAs in the community**
  - **Discuss complicated cases to obtain information on the referrals made by TBAs**
  - **Request feedback on the attention that referred patients received in health centers/posts or in the hospital (good treatment or bad treatment)**
  - **Talk with TBAs to obtain information about births or maternal or neonatal deaths in the community that were not registered**
  - **Ask what kind of technical training is needed in order to plan future training courses**
- **To evaluate, the nurse can:**
  - **Review birth registries**
  - **Discuss how complicated cases were managed**
  - **Attend patients and talk with them about their situations**
  - **Observe the TBAs' practical skills to reaffirm and/or correct as necessary**
- **To teach, the nurse can:**
  - **Examine pregnant women and/or delivered women and their babies together with the TBAs and discuss their progress subsequently**
  - **Reinforce previously taught technical material**
  - **Give the TBAs positive feedback on their work**
  - **Introduce new technical contents when appropriate**
  - **Answer questions**



- To improve the relationship between TBAs and the health-care services, the nurse can:
  - Observe and inform herself more about the customs and traditions of the families and TBAs in the community
  - Observe and inform herself about the real problems that confront the TBAs in their work
  - Provide feedback on their referrals (treatments given, diagnosis, final results)
  - Inform the TBAs about planned activities in health-care services, for example, infant vaccination programs and changes in clinic hours.
  
- To give support to the TBAs, the nurse can:
  - Provide materials for the delivery packs
  - Provide the forms necessary for their work (referral sheets, birth registers)
  - Explain to families and local leaders the role of the trained TBA in the maternal-infant health-care system and the need for referrals
  - Help TBAs negotiate with local leaders to obtain rapid transport in case of emergencies
  - Provide positive feedback regarding their good work (appropriate and early referrals)
  - Help TBAs resolve problems that they encounter in their work.

While these goals and activities are varied and complicated, remember that the most important point is to maintain regular contact with the trained TBAs so that they feel motivated and so that their work can be monitored. Also keep in mind that it is impossible to do all of these activities at each meeting or visit.

# **AN EXAMPLE OF HOW TO CONDUCT A TBA FOLLOW-UP MEETING**

**1. Conduct a fun activity to break the ice.**

**2. Ask the TBAs:**

- *What kinds of cases have you attended since the last meeting?*
- *What problems have you had?*
- *How have you managed them?*
- *How have you been treated in the health services?*
- *What happened when you referred cases to the health service?*

Take advantage of the complicated cases presented by the TBAs to determine if the management was appropriate or not. Conduct a general review and clarify any doubts the TBAs still have.

If the TBAs have a lot of cases to relate, a few hours will be needed to review and discuss them all. If time is left at the end of this, another topic that was part of the training can be reviewed in order to reinforce the TBAs' knowledge.

Remember that the more times a topic is repeated, the more information the TBAs will retain. However, be careful not to repeat topics too often or in exactly the same way, as the TBAs will get bored. Be creative and flexible, always trying to get the maximum participation from each TBA. Remember that a good sense of humor and a smile are very important in working with people.

If there is time to conduct other activities, take advantage of the opportunity to find out about births and pregnant patients attended by the TBAs, maternal deaths and peri-neonatal deaths in the community. See the list of objectives for follow-up meetings.

## **E. TBA ATTENDANCE AND COMPREHENSION REGISTER**

This form records the training sessions that each TBA has attended, as well as the degree of comprehension she has achieved. It also tells us if reinforcement is necessary.

This information is very important because it permits the individual evaluation of each TBA and takes very little time to complete.

# REGISTRATION FORM FOR TBA ATTENDANCE AND COMPREHENSION

| TBA's NAME | DATE | NAME OF CLASS | PRESENT | COMPREHENSION |  |  |  |  |
|------------|------|---------------|---------|---------------|--|--|--|--|
|            |      |               | YES/NO  |               |  |  |  |  |
|            |      |               |         |               |  |  |  |  |
|            |      |               |         |               |  |  |  |  |
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|            |      |               |         |               |  |  |  |  |

## COMPREHENSION CATEGORIES:

|         |   |   |
|---------|---|---|
| GOOD    | = | SUFFICIENT LEARNING<br>REPETITION OF INFORMATION NOT NECESSARY        |
| AVERAGE | = | UNSATISFACTORY LEARNING<br>REINFORCEMENT OF SOME KEY POINTS NECESSARY |
| BAD     | = | DID NOT UNDERSTAND THE CLASS<br>MUST RECEIVE THE CLASS AGAIN          |

## **F. REGISTER OF BIRTHS, COMPLICATIONS AND DEATHS ATTENDED BY TBAs**

This form registers births, complications and deaths attended by TBAs. Together with other births registered in the Civil Registry, it can furnish epidemiologic data on birth rates, death rates, and rates of complications. It also permits the evaluation of the success of cases managed in the community.

To complete this form, a considerable amount of time must be invested. You must decide whether the information is sufficiently important to warrant the time investment or if that time would be better spent doing other things with the TBAs.

## TBA BIRTH REGISTER

NAME OF THE TBA \_\_\_\_\_

[illegible]

**DISTRICT:** \_\_\_\_\_

[illegible]

## **G. REGISTER OF CASES REFERRED BY TBAs**

This form can be used to register the referrals to health services in the district made by the TBAs. The register must be filled in by the person responsible for the TBA program and by each person who receives a referral.

This form should be attached to the wall where everyone can see it.

### CASES REFERRED BY TBAs

**DISTRICT:** \_\_\_\_\_

**NURSE:** \_\_\_\_\_

PERIOD: \_\_\_\_\_

[illegible]



## **H. TBA REFERRAL SHEET**

This form includes pictures of the main obstetric and neonatal complications that TBAs must refer to the hospital or health center/post. The TBA simply has to put an "X" on or below the complication that her patient has.

On the other side of the paper is a space to describe the counter-referral. If the TBA cannot read, someone must read to her so that she knows what happened with her patient.

## **TBA REFERRAL CARD**

**Name:** \_\_\_\_\_

**Place:** \_\_\_\_\_

**Name of TBA:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Date:** \_\_\_\_\_

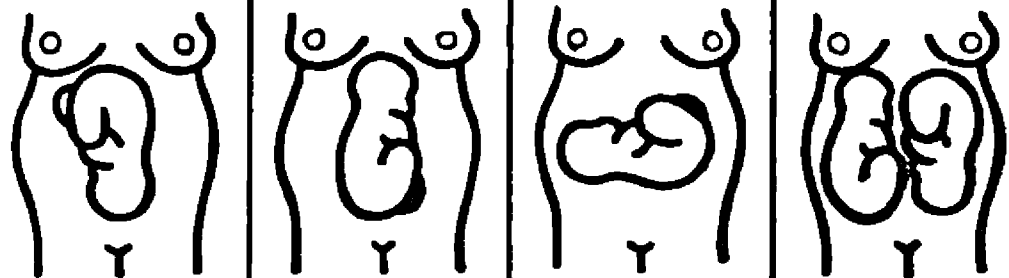
**Please do not throw this form away!**

**Read this form carefully and place it in the patient's file.**

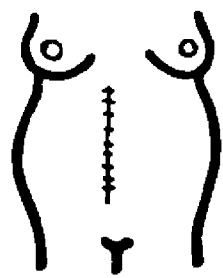
**Please fill in the reply to the referral on  
the back of this form.**

**Thank you.**

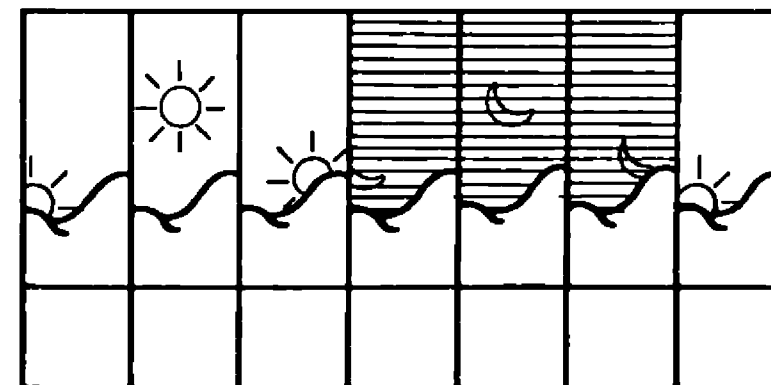
## PRESENTATION OF BABY



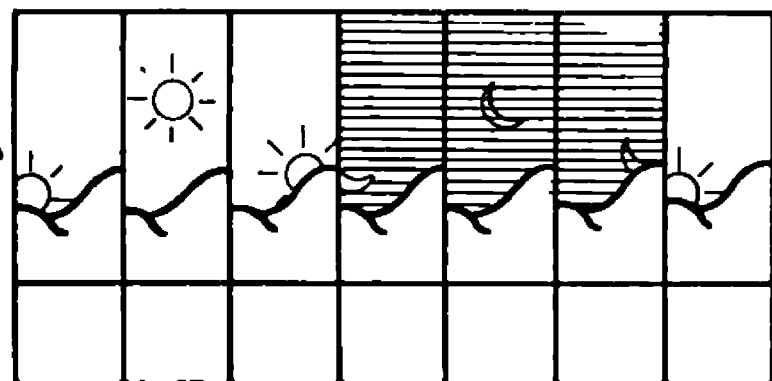
## PREVIOUS CESARIAN



## DURATION OF LABOR



## DURATION OF RUPTURED MEMBRANES



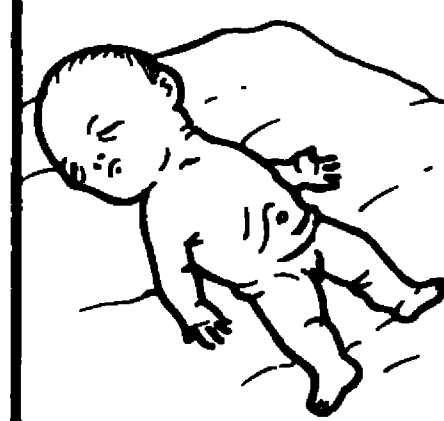
## BLEEDING IN PREGNANCY



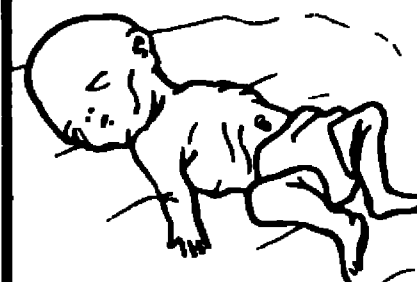
## ASPHYXIATED NEWBORN



## SEPTIC NEWBORN



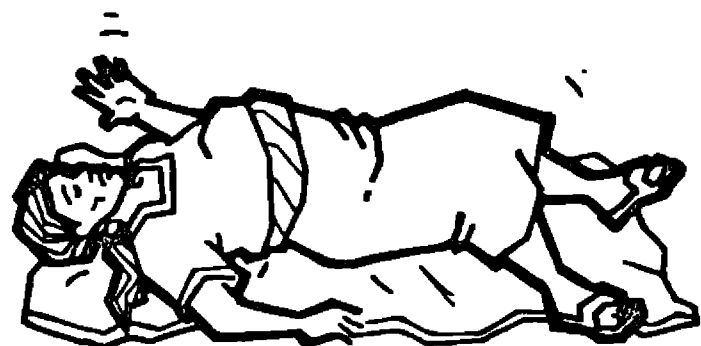
## PREMATURE NEWBORN



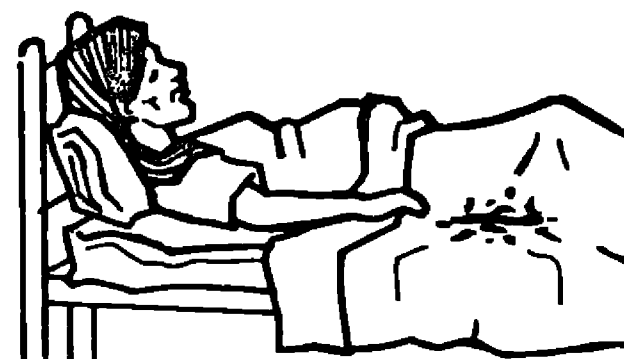
## SWELLING



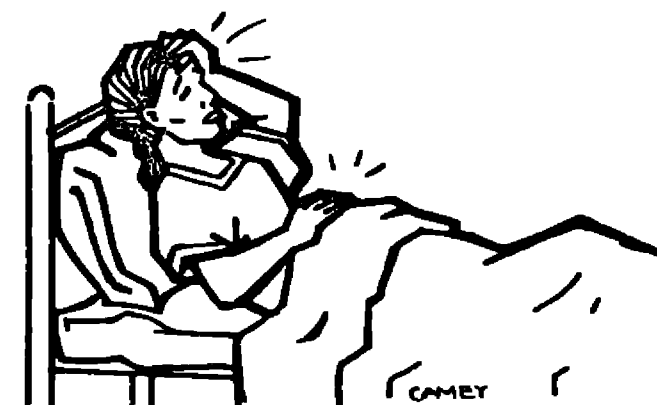
## SEIZURES



## BLEEDING AFTER DELIVERY



## INFECTION AFTER DELIVERY



## **REPLY TO THE REFERRAL**

Please clearly write the diagnosis of the patient and the care she needs. This will enable the TBA to follow up with this patient.

**Thank you very much for  
filling out this form.  
You are helping to save lives.**

What illness/problem did the patient have? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What care does she need? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name and title of the person referring: \_\_\_\_\_

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