
Session 27

INSTITUTIONALIZATION OF INTEGRATED (PRE AND IN-SERVICE) REPRODUCTIVE HEALTH TRAINING NETWORKS

CAPACITY, CAPABILITY, COMMITMENT-DEFINING INSTITUTIONALIZATION: A CASE STUDY OF FERTILITY MANAGEMENT/HUMAN SEXUALITY TRAINING IN NURSING SCHOOLS IN COLOMBIA

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The goal of much of the donor supported family planning (FP) training assistance is to assist countries contribution to institutionalize their FP training programs. While there is no universally accepted definition of the term 'institutionalization', there is general agreement that 'capacity', 'capability', and commitment can all be considered abstract factors that contribute to a self-sustaining program. The outcome of a donor supported project that measured these factors in the context of a fertility management/human sexuality (FM/HS) training program for nurses in 19 universities in Colombia will be presented. A project evaluation was conducted using both quantitative and qualitative data collection strategies. Interviews with school deans formed the basis for measuring institutionalization. They revealed that the course had been held in over fifty percent of the schools after outside funding had ended – an indicator of commitment. Using set criteria to define institutionalization, 8 of the 19 schools had successfully institutionalized the training program at the time of evaluation. Focus groups with professors from participating schools provided insights into the effect of the project in terms of their attitude and success as course teachers – an indicator of capability. Responses from interviews with a random sample of 750 students who attended the course also were compared with an equal-sized random sample of students from other facilities in the same university to assess the effect of the course on the target audience. Although attitudes between the two groups did not differ significantly, knowledge levels about FM/HS were significantly higher among students who had attended the course – another indicator of capability. Thus, preliminary results seem to indicate that the participatory educational approach used in teaching the course was effective. Implications for other nursing school training will be discussed.