IENE 2
STRATEGIC GUIDE FOR THE IMPLEMENTATION PLAN
OF THE PTT/IENE MODEL

- The implementation plan begins during each of the planned workshops that will be delivered in each country. During each workshop the group will spend some time filling in their time and task plan using the data from their curriculum analysis completed templates[1] (See Appendix 1). It is advisable that the questions included in this document are considered by the participants prior to attending the workshop.

- During each workshop the headings from this plan (table 1&2 below) will be put on a flipchart or blackboard and the group will work with the partner that is hosting the workshop to fill the dates in. The agreed plan will then be transferred on the templates (table1&2) and will be disseminated to the whole 'change group' for further discussion and finalisation.

- Each stage has a staff development element particularly the 2nd and 4th stage. This is why the workshop is called '*Train the Trainers*' as those attending the workshop will have to undertake some training of their colleagues to enable them to take part in a curriculum change in a meaningful and constructive way.

- In order to be realistic with the implementation of change we should recommend that this is at a modular, study day or topic level. We cannot expect the institutions involved to undertake whole curriculum changes in the time we have available for this project. However, they may like to do this once the pilot phase is over.

- Table 2 is for inserting the specific details about the nature of change, who will lead the 'change project' who will participate in which tasks, the methods that will be used to bring about the change, and when the 'change project' will be implemented and completed. This information is important in terms of monitoring and evaluating the change at a later stage.

- As you can see I have estimated that the implementation stage will take 20 weeks.

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[1] The templates must be completed during the pre-workshop meetings which the partners have with relevant colleagues and associates.

Table 1: Time plan

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
WORKSHOP	A) DISSEMINATION OF INFORMATION AT OWN INSTITUTION B) STAFF DEVELOPMENT	RECRUITMENT OF COLLEAGUES INTO CHANGE GROUP	A) CHANGE GROUP DISCUSSIONS AND PLANNING. B) STAFF DEVELOPMENT	IMPLEMENTATION OF PLAN	INTERNAL EVALUATION	EXTERNAL EVALUATION
Week 1	Week 2-4	Week 5-6	Week 7-12	Week 13-20	Week 20	

Table 2: Task plan

WHAT	WHO	HOW	WHEN
Insert details of **the task**	a) Insert details of **who will lead** on the task b) Insert details of **who will participate** in the task	Insert details of **how** the task will be **implemented**	Insert details of **when** the task will **start and finish**

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Appendix I
IENE2 – TRAIN THE TRAINERS WORKSHOP
Curriculum analysis - Template for group activity

Name:
Place of Work:

Cultural Awareness

1. Are topics aimed at raising **cultural awareness²** covered in your curriculum/programme?

1.1   If YES, please list 2 topics:
a)

b)

1.2   If NO, please list 2 topics you would like added in your programme:
a)

b)

2. How are the topics you listed in 1.1 above being taught? Give 2 examples:
a)

b)

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² **Please read the handout entitled 'The Papadopoulos, Tilki and Taylor model of transcultural health and cultural competence'**

3. How much time is given for each of the topic you listed in 1.1 above?

4. Where in the curriculum/programme are the topics you listed in 1.1 being taught? For example are they at the beginning of the programme, in the middle or at the end?

5. Who teaches the topics you listed in 1.1 above?

6. Regarding the topics you listed in 1.2 above, where in the curriculum/programme would you like to place them, how much time would you allow for them and who do you think should teach these?

Cultural knowledge
1. Are topics aimed at raising **cultural knowledge** covered in your curriculum/programme?

1.1   If YES, please list 2 topics:
a)

b)

1.2   If NO, please list 2 topics you would like added in your programme:
a)

b)

2. How are the topics you listed in 1.1 above being taught? Give 2 examples:
a)

b)

3. How much time is given for each of the topic you listed in 1.1 above?

4. Where in the curriculum/programme are the topics you listed in 1.1 being taught? For example are they at the beginning of the programme, in the middle or at the end?

5. Who teaches the topics you listed in 1.1 above?

6. Regarding the topics you listed in 1.2 above, where in the curriculum/programme would you like to place them, how much time would you allow for them and who do you think should teach these?

Cultural Sensitivity
1. Are topics aimed at raising **cultural sensitivity** covered in your curriculum/programme?

1.1   If YES, please list 2 topics:
a)

b)

1.2   If NO, please list 2 topics you would like added in your programme:
a)

b)

2. How are the topics you listed in 1.1 above being taught? Give 2 examples:
a)

b)

3. How much time is given for each of the topic you listed in 1.1 above?

4. Where in the curriculum/programme are the topics you listed in 1.1 being taught? For example are they at the beginning of the programme, in the middle or at the end?

5. Who teaches the topics you listed in 1.1 above?

6. Regarding the topics you listed in 1.2 above, where in the curriculum/programme would you like to place them, how much time would you allow for them and who do you think should teach these?

Cultural Competence

1. Are topics aimed at raising **cultural competence** covered in your curriculum/programme?

1.1   If YES, please list 2 topics:
a)

b)

1.2   If NO, please list 2 topics you would like added in your programme:
a)

b)

2. How are the topics you listed in 1.1 above being taught? Give 2 examples:
a)

b)

3. How much time is given for each of the topic you listed in 1.1 above?

4. Where in the curriculum/programme are the topics you listed in 1.1 being taught? For example are they at the beginning of the programme, in the middle or at the end?

5. Who teaches the topics you listed in 1.1 above?

6. Regarding the topics you listed in 1.2 above, where in the curriculum/programme would you like to place them, how much time would you allow for them and who do you think should teach these?

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