

Health Centre Management (HCM 00/01)

Introduction to the Health Centre Management Training Course (HCM 00)

PHC Fund Management (HCM 01)



The ACT PRIME Study

Infectious Disease Research Collaboration, Uganda.
ACT Consortium, London School of Hygiene & Tropical Medicine, UK.



Table of Contents

TRAINER BRIEF – HCM 00 & HCM 01	2
TRAINING AGENDA – HCM 00 AND HCM 01	4
INTRODUCTION TO THE MODULE	7
Preparation	8
1. Greetings	9
2. Training rationale and learning outcomes	12
HCM 00: INTRODUCTION TO THE HCM TRAINING COURSE	15
1. Thinking about accountability in health centre management	15
HCM 01: PHC FUND MANAGEMENT	19
1. Introduction to the topic	19
2. Thinking about the topic	20
3. Principles	21
BUDGETING	23
1. Thinking about the topic	23
2. Principles	26
3. Practice	30
ACCOUNTING	35
1. Principles	35
2. Practice	41
BUDGETING & ACCOUNTING – PUTTING IT ALTOGETHER	45
1. Discussion	46
2. Planning	47
CONCLUSION	49
ANNEX	51

Trainer Brief – HCM 00 & HCM 01

From October 2009 until February 2010, the Uganda Malaria Surveillance Project / Infectious Disease Research Collaboration conducted research activities in Tororo District. We surveyed households, health workers and community medicine distributors, and talked to groups of community members and health workers to learn more about how health care is provided to sick children in this area, especially at health centres.

HCM 00

The health workers, community medicine distributors, and community members described 'poor health centre management' as a barrier to delivering good quality health care at health centres. This included drug stock-outs, lack of equipment, poor management skills of in-charges, and inadequate funding for operational costs at the health centre. Underlying these barriers was a lack of trust of health workers by the community and politicians. Through the health centre management modules, we will build the skills, confidence and accountability of in-charges in areas of health centre management including PHC Fund management, Drug Supply Management, and Information Management.

HCM 01

During discussions health workers acknowledged that insufficient PHC Funds made management of their health centres almost impossible. At the health centre level, the PHC Funds are meant to pay for: support staff; cleaning materials; transportation of drugs and photocopying documents. Health centres are allocated an amount set by the district and expenditure appears to vary depending on the individual needs of the centres. The PHC Funds are insufficient and fail to arrive on time, so members of the support staff go unpaid and maintenance to the facility is neglected.

We also learned from the District Health Office that more accountability and documentation of the PHC Fund is required. When health facilities collect their quarterly PHC Fund instalment, the District would like to see documentation of how the anticipated funds were budgeted and how the funds received were spent. This budgeting and accounting documentation will help the District to understand the needs of health centres and the actions of in-charges to use the PHC Fund appropriately.

We are introducing the PHC Fund Management Tool to assist health workers with the quantification and prioritization of the PHC Funds, as well as to help account for their PHC Funds. This tool is designed to help in-charges with both budgeting and accounting for funds on a monthly and/or quarterly basis. The tool will also help in-charges build accountability and communicate with the District and the MOH about the need and viability of continued and increased PHC Funding for health centres.

The **key learning outcomes** for HCM 00/01 are as follows:

Topic	Learning outcomes: By the end of this module, participants will:
Thinking about Accountability in HCM	<ul style="list-style-type: none"> Understand the meaning and role of accountability for in-charges. Recognize how being accountable impacts on others' perception of in-charges. Describe the role of accountability in good health centre management.
The PHC Fund Management	<ul style="list-style-type: none"> Describe the Ministry of Health policy for PHC Funds for HC II/IIIs. Understand the rationale for training in budgeting, accounting, and PHC Fund management. Describe how the health centre uses its PHC Funds. Recognize how in-charges can build trust and accountability in their roles through good PHC Fund management.
Budgeting	<ul style="list-style-type: none"> Describe the principles of budgeting and accounting.
Accounting	<ul style="list-style-type: none"> Develop and apply budgeting and accounting skills using the PHC Fund Management Tool.
Budgeting and Accounting – Putting it all together	<ul style="list-style-type: none"> Describe the importance and benefit of budgeting and accounting for the PHC Fund. Understand how budgeting and accounting contributes to showing accountability and skill as an in-charge. Plan and commit to completing the PHC Fund Management tool regularly at their health centres.

TRAINING AGENDA

HCM 00 & HCM 01 will last 3 hours & 20 minutes from start to finish.

Note to Trainer:

- Trainers, please use the table below to complete the start and end times for each training section using the 'Time Allocated' as a guide.
- Keep this agenda visible and as a guide to help you keep track of time.

Today's training will start at ____: ____ Today's training will end by ____: ____

Topics	Time allocated	Start time	End time	Total Time	Materials
Introduction to the module					Flip chart Markers Tape
- Greetings	5 minutes			15 minutes	
- Training rationale and Learning outcomes	10 minutes				
HCM 00 Introduction to the HCM training course					
- Thinking about accountability in health care management	10 minutes			10 minutes	
HCM 01 PHC Fund Management					
- Introduction to the topic	5 minutes				Flip chart Markers Tape
- Thinking about the topic	10 minutes			25 minutes	
- Principles	10 minutes				
Break				30 minutes	
Budgeting					
- Thinking about the topic	10 minutes				Flip Chart Markers Tape Annex A, B & C
- Principles	20 minutes			50 minutes	
- Practice	20 minutes				
Accounting					
- Principles	20 minutes				Flip chart Markers Tape Annex D, E, F, G
- Practice	20 minutes			40 minutes	
Budgeting & Accounting – putting it altogether					
- Discussion	10 minutes				Flip chart Markers Tape
- Planning	15 minutes			25 minutes	
Conclusion	5 minutes			5 minutes	Flip chart Markers
TOTAL				3 hours & 20 minutes = 200 minutes	

Additional Notes

Additional Notes

INTRODUCTION TO THE MODULE



Total Time: 15 minutes

Purpose: To welcome and orient the participants to the training and help them to understand what they can expect of the training and what will be expected of them as participants.

Learning Outcomes: By the end of this session participants will:

- 1) Know the names of co-participants.
- 2) Know the name of the training leader.
- 3) Review a set of ground rules for the training.
- 4) Know the learning outcomes and purpose of the module.

Materials required:

- Flip chart
- Markers
- Tape
- Ground rules pre-prepared flip chart

Training methods used:

- Group Discussion
- Lecture



Page 9

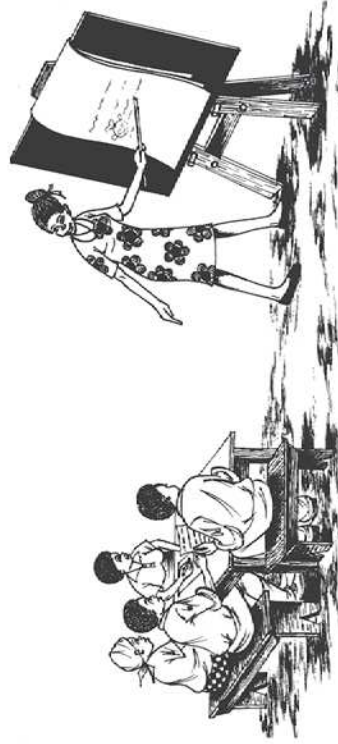
Preparation

To be completed before participants arrive:

- 1) Hang up a flip chart and arrange your manual and supplies.
- 2) Write on the flip chart: the name of the module, your name & the organisation you work with.
- 3) Ensure the room is swept & clean.
- 4) Ensure all the chairs are in a friendly well spaced and there are enough chairs for all the participants you are expecting.
- 5) Set the time you will start the training and complete the 'start' and 'end' times on the Training Agenda for each training section. Write the start and end times on the flip chart.
- 6) Hang up the 'Ground Rules' flip chart from PCS 00. If you do not have the flip chart or the ground rules, you may ask one of the participants to help you create the flip chart when he/she arrives – the participants should have the rules written in their Learner Manual.



Room Set up



1. Greetings



5 minutes

Training Steps



Step 1: GREET:

With a friendly smile, welcome all participants as they arrive. Give each person a name tag, learner manual and any supplies and ask them to take a seat anywhere they like.

Note to Trainer:

- Once all of the participants have arrived, or it is the scheduled time to start the training, begin with introductions as described below.



Step 2: EXPLAIN:

My name is _____ and I work with the Uganda Malaria Surveillance Project/ Infectious Diseases Research Collaboration (IDRC). I am going to be leading you today through the first of the HCM modules. Thank you all for coming on time, this makes me feel you value this training, and motivates me to give you the best training.

Note to Trainer:

- Share one thing that you like the most about your professional work – this will illustrate what you are about to ask them to do as an introductory activity.



Step 3: ASK:

Please turn to the person on your right and ask for:

Each others' name; the name that each of you prefers to be called during this training; your current positions and health centre in which you work; and one unique or interesting thing about each of you in your professional lives, which you would like your fellow participants in the course to know.

Note to Trainer:

- Place yourself beside the 'last' person at the end of the circle, so that this person has someone to talk to when he/she turns to the right.
- Share one thing that you like the most about your professional work – this will illustrate what you are about to ask them to do as an introductory activity.



Step 4: ASK:

Please introduce your partner to the bigger group.



Step 5: EXPLAIN:

There are some housekeeping items to review before we begin the training:

- The restrooms/toilets are located
- The break is scheduled for ___ and will last 30 minutes.
- You are responsible for yourselves and should take a restroom break early if you need one – there is no need to ask permission.



Step 6: ASK:

In the previous modules we agreed on a set of ground rules that we would follow as group. Let's review these and add any new ones we feel are necessary. You can write these in your manuals on page 9.



Note to Trainer:

- Read through the ground rules flip chart from PCS 00 that is on the wall.
- Ask if there are any additional ground rules that the group would like to propose.



Step 7: EXPLAIN:

As with previous modules we have created a Learner Manual for you to use today and to take home with you. I will help you follow along in your Learner Manual throughout the training. There will be times we will write in our Learner Manual to help us remember what we have learned today. I will let you know when to do this, but please also feel free to take your own notes.

Additional Notes

Lined area for additional notes.

Introduction to the Module

2. Training rationale and learning outcomes



10 minutes

Training Steps



Step 1: INTRODUCE THE MODULE:

Note to Trainer:

- Use points from the Trainer Brief on page 2 to introduce the module and explain the rationale and purpose of this module.
- Similar information in the Trainer Brief is also included in the Learner Manual on page 4 for participants to review.



Introduction to the Module



Step 2: EXPLAIN:

The learning outcomes for the module can be found in your Learner Manual on page 10 and are as follows:



Topic	Learning outcomes: By the end of this module, participants will:
Thinking about Accountability in HCM	<ul style="list-style-type: none"> • Understand the meaning and role of accountability for in-charges. • Recognize how being accountable impacts on others' perception of in-charges. • Describe the role of accountability in good health centre management.
The PHC Fund Management	<ul style="list-style-type: none"> • Describe the Ministry of Health policy for PHC Funds for HC II/IIIs. • Understand the rationale for training in budgeting, accounting, and PHC Fund management. • Describe how the health centre uses its PHC Funds. • Recognize how in-charges can build trust and accountability in their roles through good PHC Fund management.
Budgeting	<ul style="list-style-type: none"> • Describe the principles of budgeting and accounting.
Accounting	<ul style="list-style-type: none"> • Develop and apply budgeting and accounting skills using the PHC Fund Management Tool.
Budgeting and Accounting – Putting it all together	<ul style="list-style-type: none"> • Describe the importance and benefit of budgeting and accounting for the PHC Fund. • Understand how budgeting and accounting contributes to showing accountability and skill as an in-charge. • Plan and commit to completing the PHC Fund Management tool regularly at their health centres.



Step 3: ASK:

Does anyone have any questions?

Note to Trainer:

- Receive responses.

HCM 00: INTRODUCTION TO THE HCM TRAINING COURSE



Total Time: 10 minutes

Purpose: To introduce participants to the Health Centre Management training course and to have participants start thinking about their role as an in-charge.

Learning Outcomes: By the end of this session participants will:

- 1) Understand the meaning and role of accountability for in-charges.
- 2) Recognize how being accountable impacts on others' perception of in-charges.
- 3) Describe the role of accountability in good health centre management.

Materials required:

- Flip chart
- Markers
- Tape

Training methods used:

- Group Discussion
- Group Activity

Page 11



1. Thinking about accountability in health centre management

10 minutes

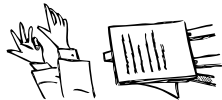


Training Steps

Step 1: EXPLAIN:

- *In the introduction to the Patient Centred Services training course, we discussed the qualities of a good health worker. Some of these qualities included being a good listener, giving good advice, being a good communicator, being compassionate and showing empathy.*
- *We learnt that showing these characteristics helps us to become better health workers and helps us to provide patient centred services.*
- *Today we are going to discuss what it means to be a good in-charge and the qualities we need to help us manage our health centres especially related to PHC Fund Management, Drug Supply Management and Information Management. We will learn which skills and characteristics are needed to become better in-charges and will help us to improve the management of our health centres.*



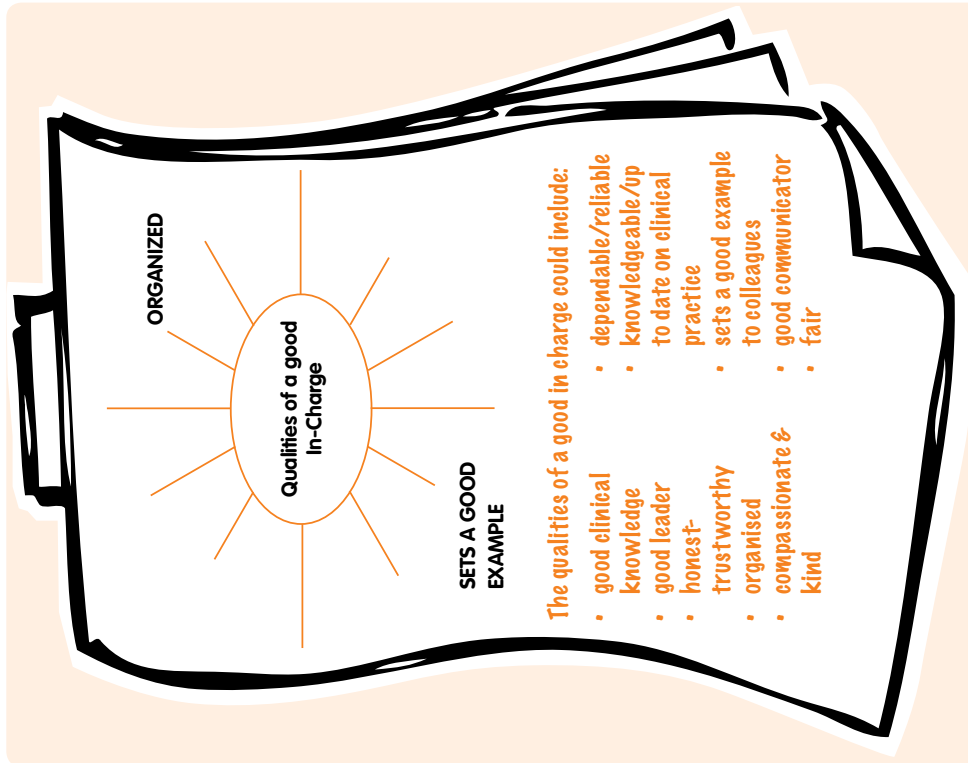


Step 2:

ACTIVITY A – Qualities of a good in charge

Activity Steps

- 1) **INVITE** the group to call out the qualities of a good in charge.
- 2) **WRITE** these up on a flipchart using the spoke method.
- 3) **INTRODUCE** two qualities if the group needs encouragement.



REFER participants to page 12 in their manuals, where they can complete the spoke diagram.



Step 3: EXPLAIN:

- Each of these qualities is important and contributes to making a good in-charge.
- When we combine some or all of these characteristics into one health worker, we create the picture of an in-charge who is 'accountable' or shows accountability.
- Accountability means acting with responsibility and transparency in everything we do including what we say and how we do our daily tasks as manager of the health centre.
- As in-charges, having accountability means providing more than just health care for our patients, it means supporting an environment where health workers have the skills, tools, and support needed to do their job. And where patients feel they are treated well and want to return to the health centre.
- Being a good in-charge means being accountable for the things such as:
 - Health centre finances like the PHC Fund;
 - Management of drugs and supplies;
 - Patients and how they are treated;
 - Our staff and their actions;
 - General operations of the health centre.
- In the following Health Centre Management (HCM) modules, we will be discussing and learning how we can build skills, confidence and accountability as in-charges in three areas of health centre management.
- The agenda for the whole HCM training course is:

HCM 01	PHC Fund Management Budgeting, Accounting, and the PHC Fund Management Tool
HCM 02	Drug Supply Management Drug Distribution System, Stock Card, Order Forms and the ADDAT
HCM 03	Information Management Using and communicating patient information



Summary Box – Introduction to the HCM training

For reference for trainers and learners

Accountability means acting with responsibility and transparency in everything we do including what we say and how we complete our daily tasks.

The qualities of a good in-charge may include:

- good leader
- honest and trustworthy
- organised
- compassionate & kind
- dependable/reliable
- knowledgeable/up to date on clinical practice
- sets a good example to colleagues
- good communicator
- fair

When we combine some or all of these characteristics into one health worker, we create the picture of an in-charge who is 'accountable' or shows accountability.

Being a good in-charge means being accountable for many parts of the health centre including :

- Health centre finances like the PHC Fund;
- Management of drugs and supplies;
- Patients and how they are treated;
- Our staff and their actions;
- General operations of the health centre.

HCM 01: PHC FUND MANAGEMENT



Total Time: 25 minutes

Purpose: To introduce the basic concepts underlying PHC fund management.

Learning Outcomes: By the end of this session participants will:

- 1) Describe the Ministry of Health policy for PHC Funds for HC II/IIIs.
- 2) Understand the rationale for training in budgeting, accounting, and PHC Fund management.

Materials required:

- Flip chart
- Markers
- Tape

Training methods used:

- Group Discussion
- Buzzing
- Games

Page 15



1. Introduction to the topic

5 minutes



Training Steps

Step 1: EXPLAIN:

- Today we are going to learn about the PHC Fund and the skills we need as in-charges to manage the PHC Fund at our health centres.
- We will learn about PHC Fund management in the context of 'accountability.'
- We have chosen to focus on management of the PHC Fund because we learned from the District Health Office that more accountability and documentation of the PHC Fund is required.
- When health facilities collect their quarterly PHC Fund installment, the District would like to see documentation of how the anticipated funds were budgeted and how the funds received were spent.
- This budgeting and accounting documentation will help the District to understand the needs of health centres and the actions of in-charges to use the PHC Fund appropriately.



Step 2: EXPLAIN:

- The terms 'PHC Fund management', 'budgeting' and 'accounting' may be new or seem overwhelming and complicated, but they do not have to be.
- Today, we are going to learn about budgeting and accounting using the PHC Fund as an example. The PHC Fund is a manageable amount of money that is used every day at your health centres, so it is important that we manage it well.
- Once you are comfortable with budgeting and accounting for a small amount of money, you see that you can apply these skills to bigger budgets and other activities. Let's start with an activity to get us thinking about budgeting and accounting.

2. Thinking about the topic

10 minutes



Training Steps

Step 1:

ACTIVITY B – Reflection



Activity Steps

- 1) **ASK** the pairs to BUZZ:
'Think about a time when you had to use your money for something like a trip to the health centre, paying school fees, buying or maintaining your bicycle or anything else.'
 - a) What did you do?
 - b) What was the outcome?
 - c) What was useful about how you planned for the purchase?
- 2) **GIVE** participants up to 3 minutes to buzz with the person sitting next to them. Refer participants to page 15 - 16 in their manual.
- 3) **ASK** if a participant would like to share their experience with the group.
- 4) **SHARE** the following if no one has an example:
At Christmas time I knew that I wanted to buy a small gift for my children. I decided how much I wanted to spend. Then I thought about my pay check and decided how much I could afford to spend and still have money left for my other regular purchases. I went to the shop and looked for something that fitted the amount of money I had to spend. So, I was able to buy something for my children and still have money for my regular purchases – I didn't have to buy on credit or borrow money. Thinking ahead prevented me from going to the shop and buying something I couldn't afford.



Step 2: EXPLAIN:

We can see that we have had some success with thinking about how we will use our money and then taking actions to be responsible about what and how we use our money. This is the bases of budgeting and accounting!

3. Principles

10 minutes



Training Steps

Note to Trainer:

- A representative from the District Health Office (DHO) or Health Sub-District Office (HSD) may present the following section.



Step 1: EXPLAIN:

Let's first understand how the PHC Fund is administered by the District Health Officer. You can follow along in your manuals on page 17.



- The system used to allocate PHC Funds was designed by the Ministry of Health.
- In the system, 10% of the funds are allocated to the DHO's office for management of support supervision, transportation and monitoring activities.
- The remaining 90% is divided equally among the Health Sub-Districts.
- From the portion allocated to the Health Sub-District, a certain percentage is set aside for the Health Sub-District management and the remainder is divided based on the population capacity and function of the different levels of health centres.
- From what is allocated to the health facility, 50% is designated for drug procurement and remains at the Health Sub-District. The other 50% is given to health centres for ongoing operational requirements.
- So, at the health facility, the PHC Fund should be used for health facility management and administrative activities. This includes: outreach, payment of support staff, maintenance of facility premises, purchase of sundries and infection prevention materials, volunteers, etc.

**Step 2: ASK:**

Are there any questions on the PHC Fund and how it is administered?

Note to Trainer:

- Participants may have many questions about the PHC Fund.
- If there are many questions, or there are un-related but important questions, set up 'parking lot' on a flip chart to the side, and record questions, as well as in your manual for reference and discuss later or ask a representative from the District or Health Sub-District to draft responses that can be given to all health centres.

**Summary Box – PHC Fund Management**

For reference for trainers and learners

- The PHC Fund is a manageable amount of money that is used every day at our health centres, so it is important that we manage it well.
- More documentation of how the PHC Fund is budgeted and accounted for at health centres is required to show accountability.
- At the health facility, the PHC Fund should be used for health facility management and administrative activities.
- The PHC Fund can be used for: outreach, payment of support staff, maintenance of facility premises, purchase of sundries and infection prevention materials, and support for volunteers.

BUDGETING

Total Time: 40 minutes

Purpose: To understand the purpose of the PHC funds and the relevance of budgeting.

Learning Outcomes: By the end of this session participants will:

- 1) Describe how the health centre uses its PHC Funds.
- 2) Recognize how in-charges can build trust and accountability in their roles through good PHC Fund management.
- 3) Describe the principles of budgeting.
- 4) Develop and apply budgeting skills using the PHC Fund Management Tool.

Materials required:

- Flip chart
- Markers
- Tape
- Pre-prepared flip chart with the diagram of the financial management cycle.
- Pre-prepared Budget Items
- Annex A, B, C
- Pre-prepared budget flip chart to show the different parts of the 'Budgeting' section of the PHC Fund Management Tool including starting balance, item, cost, amount required, total budget.

Training methods used:

- Group Discussion
- Practice

Page 19

**1. Thinking about the topic**

10 minutes

**Training Steps****Step 1: ASK:**

How do health centres decide when to spend the PHC fund?

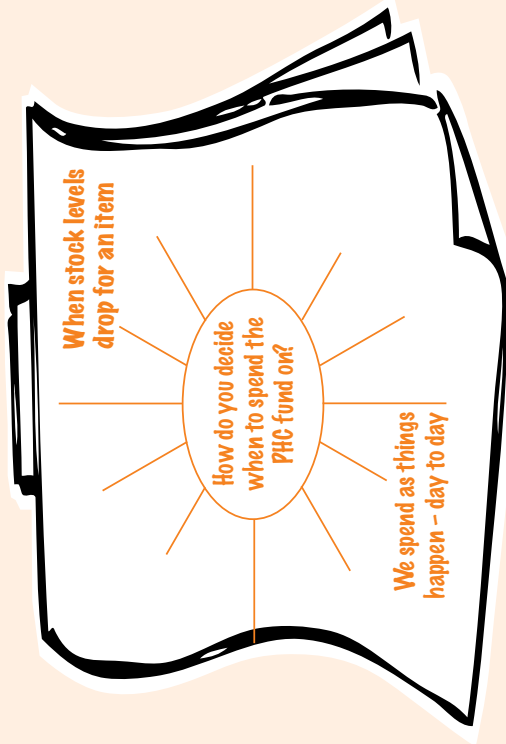
Budgeting

Step 2:

ACTIVITY C – How health centres decide when to spend money

Activity Steps

- 1) **INVITE** the group to call how they decide when to spend the funds?
- 2) **WRITE** these up on a flipchart using the spoke method and refer the participants to page 19.
- 3) **INTRODUCE** two factors if the group needs encouragement.



How facilities decide when to spend money, could include:

- stock level (buy what has run out)
- prioritize (I see what needs to happen this month/quarter)
- reaction to needs (I just spend as things happen)
- use my judgement (I know that community outreach is needed to get people to the health centre)
- told what to do (the District / Health Sub-District tells me when and what to spend it on)

Budgeting

Step 3: ASK:

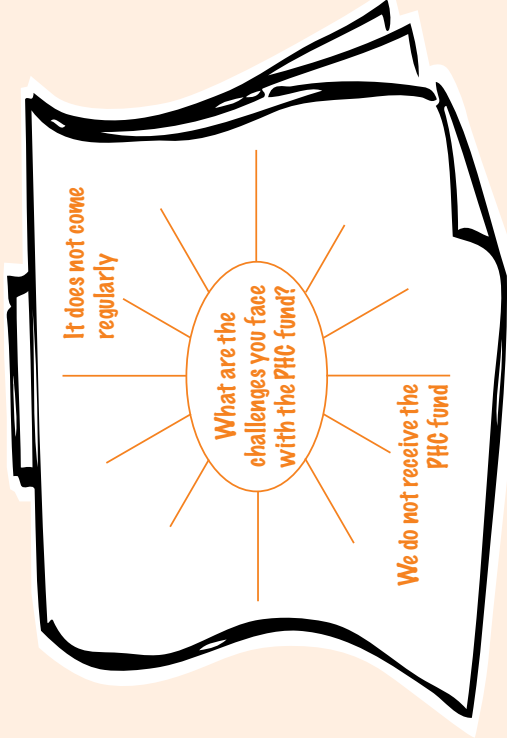
What challenges does the health centre face with the PHC fund?

Step 4:

ACTIVITY D – The challenges health centres face with the PHC fund

Activity Steps

- 1) **INVITE** the group to call out the challenges that the health centre faces with the PHC fund.
- 2) **WRITE** these up on a flipchart using the spoke method. Refer participants to page 20.
- 3) **INTRODUCE** two factors if the group needs encouragement.



Challenges the participants face with the PHC fund, could include:

- There is not enough in the PHC Fund.
- We do not receive the PHC Fund from the district / Health Sub-District.
- It does not come regularly so we can never plan.
- We are accused of taking from the PHC Fund.
- The politicians come and take the PHC Fund.
- There are too many things that the PHC Fund needs to be used for.

Budgeting

Note to Trainer:

- This exercise may bring out many challenges and negative/frustrated emotions from participants;
- It's important that you take time to show that you appreciate their frustrations and experiences;
- Through this training we hope to equip in-charges with skills to build accountability and trust in their roles;
- However, we are not addressing the issues of lack of, or insufficient PHC Funds with the District or Ministry of Health.



Step 5: EXPLAIN:

- Thank you very much for sharing these challenges. We understand that these are very real and frustrating challenges. Many of these challenges are out of your control. You cannot predict what will happen at the Ministry of Health, District or Health Sub-District level.
- But there is still much we can do as in-charges to address the challenges we face at the health centre.
- We can make sure that we are planning and prioritizing, spending the PHC Fund appropriately, accounting for how we have spent the PHC Fund and communicating our actions.
- By doing this we are building accountability and trust in our roles as in-charges. This is a very important first step and helps us to communicate about the need for continued and increased PHC Funding for health centres.

2. Principles



20 minutes

Training Steps



Step 1: ASK:

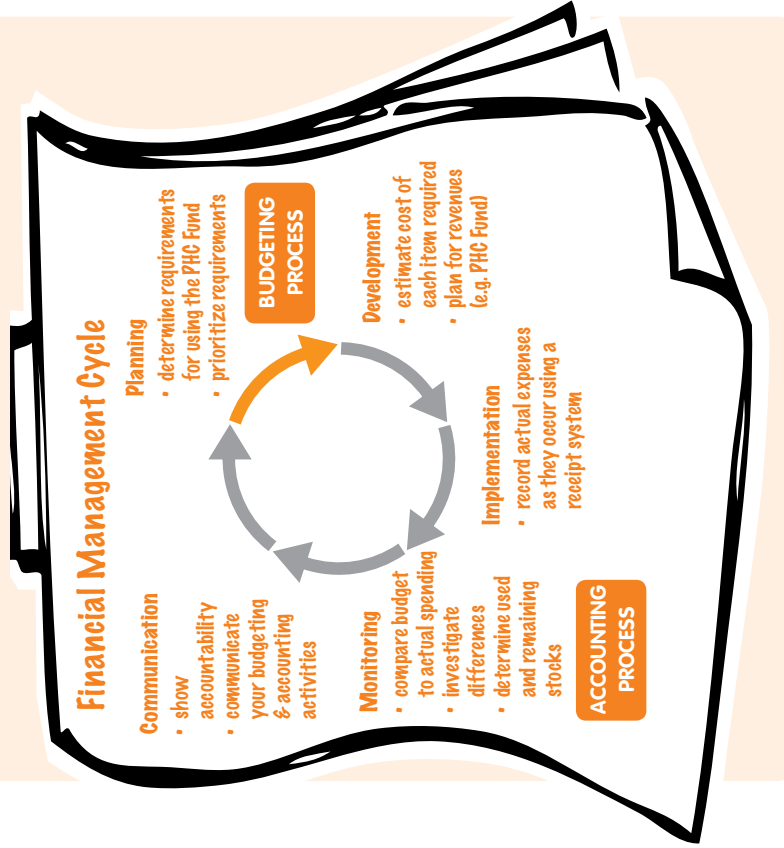
- We can follow the simple principles of budgeting and accounting to help us with our PHC Fund management. This is a simple diagram which shows the entire financial management cycle.
- This diagram is also on page 21 of your Learner Manual.
- Do not worry about reading or understanding all of the steps right now. We will discuss them all throughout this training. We are first going to discuss the budgeting phase and how it relates to the PHC Fund, and then we will discuss the accounting phase later in this module.



Budgeting

Note to Trainer:

- Point to your pre-prepared flip chart with the diagram of the financial management cycle as you go through the diagram below. (Annex A)



Step 2: EXPLAIN:

- The question we have to ask is 'Why do we budget?' The answer is that we must commit to managing the money instead of letting the money manage us.
- Budgeting involves planning, prioritization and development of your budget.
- **Planning** is collecting information on costs and amounts of items you want to spend your money on. For most items purchased with the PHC Fund, you can easily find out the cost of items from previous purchases or general knowledge.

Budgeting

- **Prioritization** is identifying the needs of your health centre and determining what to spend the PHC Fund on. This is different than prioritizing based on pressure from others. Prioritization can seem difficult when there is limited money, but it is an important exercise to make sure you are spending money on items that are the most required.
- **Development of a budget** is identifying how much of each item you can afford and appropriately allocating available funds to the most required areas and/or items.
 - To develop a budget you need to know:
 - How much money you have to spend (starting balance)
 - Each item you are going to spend money on
 - Cost of each item
 - How much of each item you need every month or quarter
 - Cost to purchase each item every month or quarter
 - We can use the PHC Fund Management Tool to help us develop and record this information into a budget. Turn to the sample PHC Fund Management Tool in your Learner Manual on page 23. (Annex B).



Note to Trainer:

- Use the PHC Fund Management Tool found in Annex B to show the different parts of the 'Budgeting' section of the PHC Fund Management Tool including starting balance, item, cost, amount required, total budget.



Step 3: EXPLAIN:

In completing a budget, you need to think about what item/service you will spend money on, how much it costs, and how much you will spend for that item for the whole month or quarter. For example look at page 24: if you want to buy 3 bars of soap and it costs 2,500/= per bar, you would budget 7,500/=.



Item	Cost for item	Number of items needed	Total cost for items
Soap-bar	2,500	3	7,500
Jik - bottle	3,500	5	17,500
Water - Jerry can	100	10	1,000

Budgeting

Note to Trainer:

- Explain how to do the calculation for each item (soap: $2,500 \times 3 = 7,500$, etc). See Table below for explanation on how to do it.
- Tell participants that they can use the calculator on their mobile phones.
- Repeat for the other items on the list.



Step 4: EXPLAIN:

Once you have calculated the total cost of each item, you need to add up how much you will spend on all of the items in a month or quarter and deduct that from the balance to be sure you have enough to cover your estimated expenses.

Item	Cost for item	Number of items needed	Total cost for items
Soap-bar	2,500	3	7,500
Jik - bottle	3,500	5	17,500
Water - Jerry can	100	10	1,000
TOTAL BUDGET			26,000



Step 5: EXPLAIN:

Therefore, if you had a starting balance of 30,000/= and you budgeted to spend 26,000/= on all items, you would have 4,000/= remaining in your budget.

Note to Trainer:

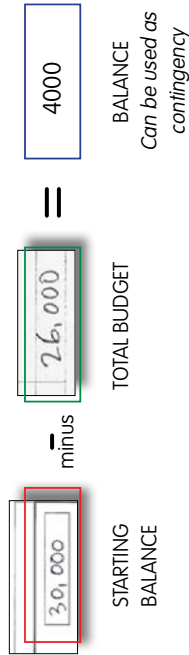
- Explain how to subtract the total budget from the balance (30,000 – 26,000 = 4,000) referring to page 25 in their manual.



Budgeting

PRIMARY HEALTH CARE (PHC) FUND MANAGEMENT TOOL			
Health centre code 1011	Health worker ID 211	Reporting Month / Year 01 3 11	Starting Balance (Amount remaining from last quarter + new fund this quarter) 30,000

Once you have calculated the total cost of each item that you need for a month or quarter, deduct that from the balance to be sure that you have enough to cover your estimated expenses.



Step 6: ASK:

Are there any questions on how to develop a budget and complete the calculations using the PHC Fund Management Tool?

Note to Trainer:

- Receive the responses and questions.

3. Practice



20 minutes



Training Steps

Step 1: EXPLAIN:

Now let's practice making a budget together.

Budgeting

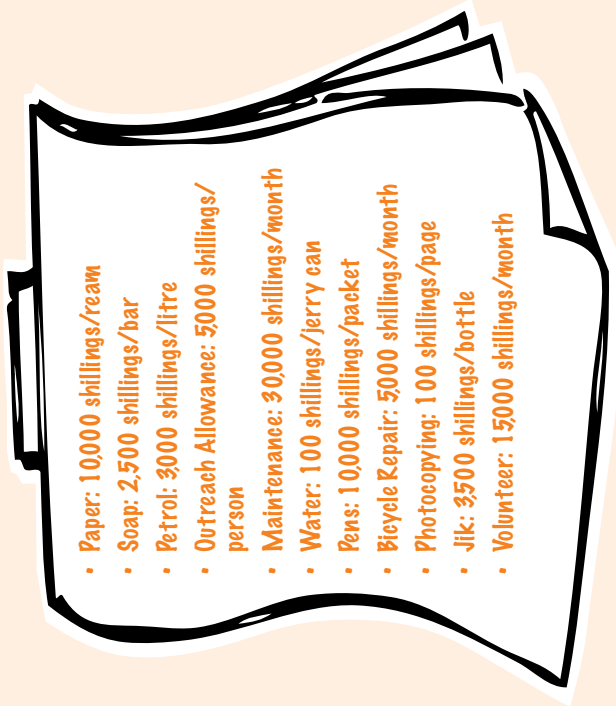
Step 2:

ACTIVITY E – Developing a budget



Activity Steps

1) **PLACE** your pre-prepared 'budget items' on the wall (Annex C) if you have not already done so.



2) **ASK** participants get into pairs with someone from the same level health centre.

3) EXPLAIN

- On the wall, I have placed signs that list different items you may want to purchase with your PHC Fund and their prices.
- Your starting balance is 200,000/=.
- I would like you to use these items to make a budget that is realistic and based on your experiences at your health centre.
- Please do this exercise with someone from the same level health centre as you so that you can learn from and help each other.
- On page 49 of your manuals you will find a blank PHC Fund Management Tool.



Budgeting

4) **EXPLAIN**

- If there are other items not on the wall that you would like to budget for, please include them in your budget.
- 5) **GIVE** participants 10 minutes to complete their budget.
- 6) **WALK** around and see how participants are working and to see if anyone needs help with the Tool or the calculations.

**Note to Trainer:**

- Regroup when complete and ask for each group to share what they have included in their budget including their total budget amount. Write responses on the flip chart.

**Step 3: ASK:**

Has anyone gone over or under their 200,000/=?

**Step 4: ASK:**

Why, do you think you have gone over or under?

Note to Trainer:

- Encourage them to think about how they can re-adjust the budget to ensure they are able to buy/provide as many items as possible?
- Potential answers include: don't buy as many pens, don't budget so much money for petrol, don't buy as much ilk, only buy what you need.

**Step 5: EXPLAIN:**

When developing a budget, it is also important to reserve some money, about 10% of your budget for unexpected or emergency expenses. We call this 'contingency' and you should include it in your budget. So, if your starting balance is 200,000/=, 10% of this would be 20,000/=.

Budgeting

**Step 6: EXPLAIN:**

This has been a valuable practice time. We have seen how important this first stage is in the financial management cycle – we need to plan, prioritize and develop our budget, while keeping in mind the amount available and our short and long term needs. Are there any questions about budgeting or using the PHC Fund Management Tool?

**Summary Box – Budgeting**

For reference for trainers and learners

- In-charges must budget in order to commit themselves to managing the money instead of letting the money manage them.
- Budgeting includes Planning, Prioritisation and Development.
- Health workers must build accountability and trust in their roles as in-charges. This is a very important first step and helps them to communicate about the need for continued and increased PHC Funding for health centres.
- Simple principles of budgeting and accounting can be used to help with PHC Fund management.

ACCOUNTING



Total Time: 40 minutes

Purpose: To introduce the concept of accounting and to build accounting skills in your participants.

Learning Outcomes: By the end of this session participants will:

- 1) Describe the principles of accounting
- 2) Develop and apply accounting skills using the PHC Fund Management Tool

Materials required:

- Flip chart
- Markers
- Tape
- Pre-prepared flip chart with the diagram of the financial management cycle.
- Pre-prepared Budget Items – Annex C
- Annex D, E, F, G, H
- Pre-prepared budget flip chart to show the different parts of the 'Accounting' section of the PHC Fund Management Tool.

Training methods used:

- Group Discussion
- Practice



Page 29

1. Principles



20 minutes

Training Steps



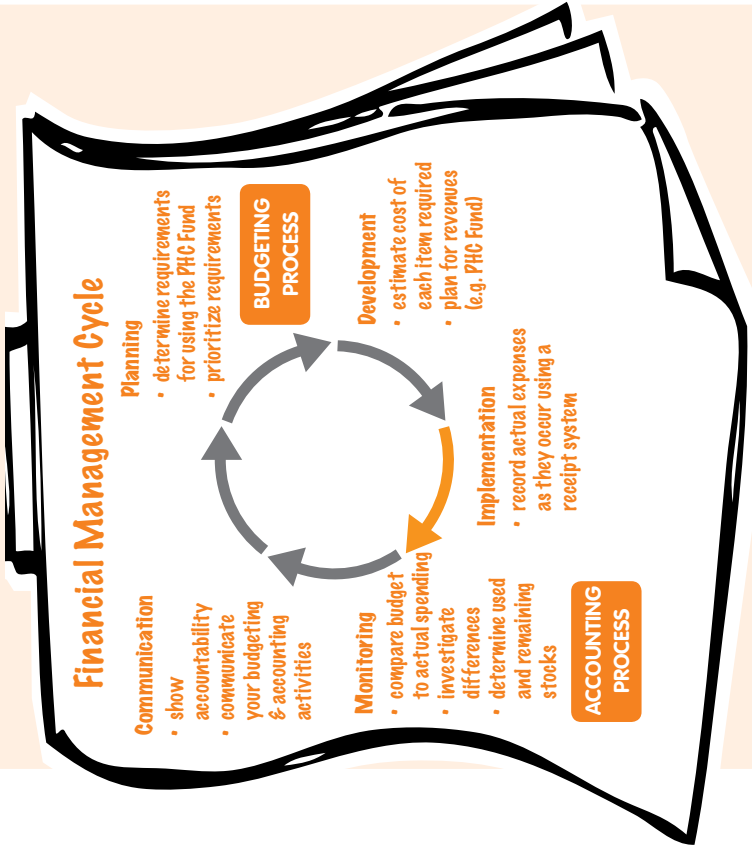
Step 1: EXPLAIN:

Now that we have learned about making a budget, we need to think about how to keep track of what we are spending and to adjust our spending for future months. We call this 'accounting'.



Note to Trainer:

- Point to your pre-prepared flip chart with the diagram of the financial management cycle as you go through the diagram below. (Annex D).
- Refer participants to page 29 in their manuals.



Step 2: EXPLAIN:

The question we have to ask is 'Why do we **do accounting**?' The answer is that we must **see if we are meeting the plans made in our budget**.

Note to Trainer:

- Point to each of the areas on the 'Financial Management Cycle' diagram as you explain the following.



Step 3: EXPLAIN:

- Accounting involves implementing your budget, monitoring your spending, and communicating your planned and actual spending for accountability.
- Implementation is recording expenses as they occur or at a specific time so that you are able to monitor your budget. This helps to check if you are over spending or under spending and not meeting the priorities in your budget.
- Monitoring is comparing your actual expenditures with the planned expenditures in your budget to determine if you are spending as planned.
- Communication is keeping your PHC Fund Management Tool up to date and taking action to communicate your planned and actual spending to the District or Health Sub-District. Communication shows accountability.

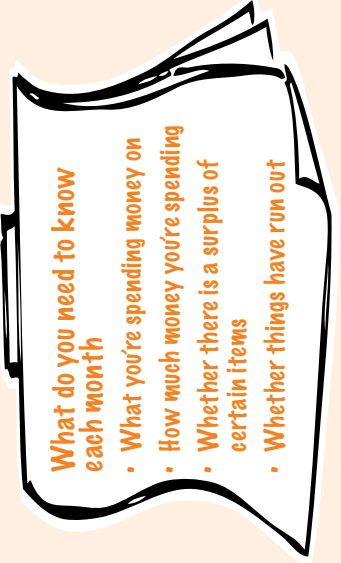


Step 4: ASK:

- What do you need to know each month to help complete these accounting activities?
- Please shout out your answers and I will write them down?

Note to Trainer:

- Write down answers from participants on the flip chart. Refer them to page 30 in their manuals.
- Possible answers include:





Step 5: EXPLAIN:

We can continue to use the PHC Fund Management Tool to help us capture this information and help account for and spend the PHC Fund appropriately. Turn to the sample PHC Fund Management Tool on page 31 in your Learner Manual.



Note to Trainer:

- Use your pre-prepared budget flip chart to show the different parts of the ‘Accounting’ section of the PHC Fund Management Tool (Annex E).



Step 6: ASK:

What is the best way to keep track of each thing we buy or spend money on? Please call out your thoughts!



Note to Trainer:

- Participants may provide many answers.
- GUIDE them to providing the answer and refer them to page 30 in their manuals:



Step 7: ASK:

- It is very good practice and a very good way to show accountability by using a receipt for each item we spend money on using a receipt or receipt book. You should all be familiar with receipts.
- You should keep your receipts in a safe place in the health centre, such as a folder or box file.
- Sometimes there are items we can not get a receipt for, such as a boda-boda ride or an item purchased at a local shop or stand that does not give a receipt.
- In this case, you can create your own receipt in your receipt book and ask the person you are giving the money to, such as the boda-boda driver or shop attendant, to sign the receipt and provide their contact information, such as a mobile number.



Step 8: EXPLAIN:

Let's use the PHC Fund Management Tool (on page 31 Annex G) to help us complete the steps of the accounting: side of the financial management cycle. The first step is ‘implementation’.



- 1) Gather your receipts and invoices together, so that you can get the cost for everything you've purchased. (Annex F)
- 2) Calculate the total amount of money you have spent on each type of item. You may need to do this on a separate sheet of paper.
- 3) Record the total amount of money spent on each item and then add up all monthly costs to determine the total amount of money spent for the month.



Step 9: ASK:

Note to Trainer:

- Pick an item from the accounting side of the PHC Fund Management Tool and ask a participant to explain how the item is totalled.
- Repeat with another participant for another item.
- Ask another participant to describe how all of the items are added together to get the ‘total amount spent.’



Step 10: EXPLAIN:

- The next step in accounting is ‘monitoring’. Now you are able to compare your actual expenditures from the ‘Accounting’ section of the tool with the ‘Budgeting’ section of the tool.
- You can determine if you have over or under spent on any item, and if you have spent money on something that was not in your original budget.
- It is okay if you over or under spent or if you spend money on something that was not in your original budget.
- Budgets help us plan, but things do not always go according to plan, so it's important for us to be flexible.
- But if your actual spending, as shown on the right side of the tool in the ‘Accounting’ section is very different from your ‘Budgeting’ on the left side, then something might be wrong.

**Step 11: ASK:**

- Can we think about reasons why the Budget and the Actual Expenditure don't equal each other or match up and what you as in-charges could do about that?
- I am going to give each table a card. On the cards is a reason why the Budget and Actual Expenditure are not matching, you need to give a reason why this has happened.

ACTIVITY F – When the budget and actual costs don't add up**Activity Steps**

- 1) **GIVE** each group a card (Annex H). Refer them to page 35 in their manuals.
 - 1) You forgot to add ijk to the budget and ended up spending 30,000/= of your PHC Fund on ijk instead of another item.
 - 2) There was a storm causing damage to the roof of the health centre that you had to repair.
 - 3) Soap increased to 5,000/= per bar.
 - 4) The in-charge made a mistake in her calculations
- 2) Give each group 2 minutes to brainstorm the **CAUSE** of the problem and **ACTION** to deal with the problem.
- 3) Ask each group to nominate one person to feedback to the group.
- 4) Repeat with the other groups and allow every group to feedback.
- 5) Then summarize or ask another participant to summarize.
- 6) Answers may include:
 - 1 - **CAUSE:** The budget was not based on the needs of the health centre.

ACTION: Make a note of the reason for the difference (forgot to budget for ijk) on the PHC Fund Management Tool. Ensure all needs of the health centre are known and prioritised when making the next budget.

2 - **CAUSE:** Something happened that was not planned for.

ACTION: Make a note of this on the PHC Fund Management Tool as an unexpected expense. Pay for the repair from the contingency money or re-prioritize funds budgeted for other items to see if there are enough funds to pay for the repairs.

3 - **CAUSE:** Prices went up unexpectedly.

ACTION: This should be accounted for in the contingency of 10%.

4 - **CAUSE:** Mistakes are sometimes unavoidable and may be due to forgetting to add in a receipt, errors in calculations, etc

ACTION: Make note of the mistake on the PHC Fund Management Tool and take actions to correct the error and ensure all calculations are correct.

**Step 12: EXPLAIN:**

- You can use the information from your accounting activities to help you make your next budget. You may need to budget more or less money on different items, or budget for new items.
- Finally, the last step in the cycle is 'communication' once you have completed the PHC Fund Management Tool, you should communicate it to your District or Health Sub-District.
- The documentation will help the District and Ministry of Health understand what the PHC Fund is used for and why. This information will help the District and Ministry of Health plan for appropriate allocation and distribution of the PHC Fund.
- The information you provide will be very useful for any revision and decision making activities regarding the PHC Fund.

2. Practice**20 minutes****Training Steps****Step 1: EXPLAIN:**

Now let's practice an accounting activity together.

Step 2:**ACTIVITY G – Accounting****Activity Steps**

- 1) **DIVIDE** the group into pairs – to complete this activity.
- 2) **REFER** the participants to pages 37 - 38 of their manual – A sheet of receipts for purchases made with your PHC Fund. (Annex F).
- 3) **ASK** the participants to use the receipts to complete the PHC Fund Management Tool.
- 4) **ASK** the participants to use the PHC Fund Management Tool with the 'Budgeting' side already completed that can be found in their Learner Manual on page 41.
- 5) **EXPLAIN** participants have 10 minutes to complete the activity.
- 6) **WALK** around to each group to be sure they understand how to complete the PHC Fund Management Tool and calculations.





Step 3: ASK:

How much money did you spend this month? Did you stay within your budget?



Note to Trainer:

- Refer participants to page 40. Call on a few different participants until you get a consensus (that agrees with the one you had already calculated = 100,000).
- If no one came up with the correct answer, go over the scenarios again and instruct participants step-by-step how to fill out the PHC Fund Management Tool.
- If a few people came to the right answer but others seem confused, ask one of the in-charges to come up and explain how they came to calculate the balance.



Step 4: EXPLAIN:

When we look at the 'Budgeting' side of the PHC Fund Management Tool - what differences do you notice?

Potential answers

- Spent more than budgeted on soap, slashing & photocopying
- Boda ride cost more than budgeted
- Paraffin, disinfectant, outreach still not purchased
- Not enough money remaining to buy everything that is in the budget



Step 5: EXPLAIN:

You've also checked your stocks and found that you now have a surplus of 12 bars of soap, but no disinfectant. How would you adjust your budget for the coming month?

Potential answer

- Not buy soap and adjust the priority to allocate the money to buying paraffin.



Step 6: EXPLAIN:

If you have any money left over after buying/acquiring all of your budgeted items, you can 'carry over' this money to your next budget. You include this amount on the line in your budget called 'starting balance'.

Note to Trainer:

- Show participants where the 'starting balance' is on the budget template and how to add it to any income (i.e. received PHC Funds) on page 41 of their manuals.



Step 7: EXPLAIN:

There is one additional section on the PHC Fund Management Tool that you likely have not seen on any other budgeting or accounting form. It is the section at the bottom with two additional questions.

Note to Trainer:

- Point out the section on the PHC Fund Management Tool on page 41 and read the questions out loud.



Step 8: EXPLAIN:

- These questions can help you to determine what items you may need to budget for in the next quarter.

- It also helps to communicate to the District and Ministry of Health about the use and necessity of the PHC Fund for paying for key items and services at the health centre.

- As part of our research study, we will be collecting your answers to these questions to help us determine the needs and priorities of selected health centres that are participating in the study.



Step 9: ASK:

Do you have any questions about this section on the PHC Fund Management Tool?

Note to Trainer:

- Receive any questions.

Summary Box – Accounting

For reference for trainers and learners



- Accounting is a way to keep track of what you are spending and to adjust your spending for future months.
- Accounting allows one to see if one is meeting the plans made in the budget.
- It includes: Implementation; Monitoring and Communication.
- Showing accountability by using a receipt for each expense is essential.

BUDGETING & ACCOUNTING – PUTTING IT ALTOGETHER



Total Time: 25 minutes

Purpose: To understand the benefit of good budgeting and accounting and to make a plan for completing the PHC Fund Management Tool regularly.

Learning Outcomes: By the end of this session participants will:

- 1) Describe the importance and benefit of budgeting and accounting for the PHC Fund.
- 2) Understand how budgeting and accounting contributes to showing accountability and skill as an in-charge.
- 3) Plan and commit to completing the PHC Fund Management tool regularly at their health centres.

Materials required:

- Flip chart
- Markers
- Tape

Training methods used:

- Group Discussion
- Lecture



Page 43



1. Discussion

10 minutes



Training Steps

Step 1: EXPLAIN:

In pairs we are going to buzz around the following question:
 How would completing a similar activity in your own health centre every month be beneficial to you as an in-charge?



Note to Trainer:

- ASK participants to buzz around the question above and report back with 1-2 responses each. Refer participants to page 43 in their manuals.

Possible Answers

- It will help us justify our expenditures to staff, the district, and politicians
- It will help us explain to others why things can / can not be purchased
- It will show that we are being accountable / honest
- It will help us see exactly where the money is going and how much has been spent
- We will know the balance of our PHC Fund and know whether we've run out of money
- We will be able to track when we received the PHC Funds, how much we received, and how much we needed.
- It can help us advocate for more funding
- To see if we're spending as we had planned
- To predict if we're going to spend within our means
- To have better control over our health centre because we'll know what is going to happen
- To improve transparency
- To report to the district and politicians

2. Planning

15 minutes



Training Steps

Step 1: Ask:

When do you think it would be the most useful to complete and communicate the PHC Fund Management Tool?

Note to Trainer:

- Ask for responses from participants and record on the flip chart.
 For example:
 - Every month
 - Every week
 - When we know funds are coming
 - Each time we use the PHC Fund



Step 2: EXPLAIN:

Let's decide which of these timeframes is the most useful and realistic considering all of the other work we do as in-charges.

Note to Trainer:

- Have a short discussion and arrive at a consensus.
- Try to lead the participants to choosing 'every month'



Step 3: EXPLAIN:

Can we agree to commit to each other here today that we will complete and communicate the PHC Fund Management Tool **every month** (or other timeframe agreed by the group if reasonable). Please write this commitment in the section in your Learner Manual on page 44.





Step 4: EXPLAIN:

Let's create a checklist to help us remember how to complete the PHC Fund Management Tool. What are some of the things we need to remember when completing these forms?

Note to Trainer:

- Once you have collected a few responses, direct participants to the 'Checklist' in their Learner Manual, on page 44.
- Explain to participants that there is a duplicate copy of this checklist at the back of their manual (see below) so that they can pin up one copy at their health centre to help them each time they are completing the form.



PHC FUND MANAGEMENT CHECKLIST

- Keep receipts and invoices in an organized way.
- Use a receipt book and get a signature & contact information for payments where a receipt is not usually issued.
- Update and communicate the PHC Fund Management Tool every _____ (complete as decided)
- Only use the PHC Fund for health centre expenses.
- Communicate your completed PHC Fund Management Tool with the District or Health Sub-District each time you collect your PHC Fund (quarterly).

CONCLUSION



Total Time: 5 minutes

Purpose: To conclude and summarize

Materials required:

- Flip chart
- Markers
- Tape
- Parking lot questions

Training methods used:

- Discussion
- Trainer explanation

Page 45



Training Steps



Step 1: EXPLAIN:

This is now the end of the session and an opportunity for you to ask any questions and for me to answer any questions in the parking lot.



Step 2: ASK:

Let's look back at our learning outcomes in our Learner Manual on page 10. Does anyone have any comments or questions about what we have covered today?

Please comment on what you think helped you learn well, and which points may still be unclear.



Note to Trainer:

- Make a note of any suggestions or queries in your manual and follow up on these for the next module where possible.
- Address any new questions.
- Answer any questions still waiting in the parking lot.



Step 3 EXPLAIN:

Thank you for participating today!

Sharing your experience and insight has been very helpful and informative. Please use the Learner's Manual regularly to review what you have learned. Discuss any challenges with your colleagues; they will be most helpful for finding solutions to problems and challenges at your health centre. Goodbye.

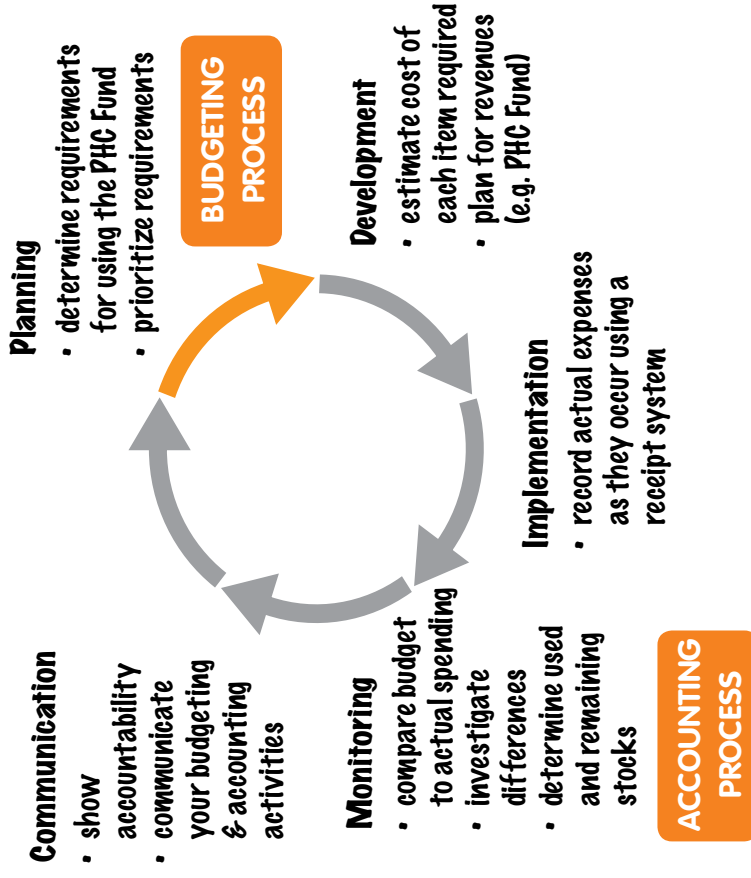
Your Notes

Lined area for taking notes.

Annex

Annex A - Budgeting Cycle	53
Annex B - Budgeting	55
Annex C - List of items	57
Annex D - Accounting Cycle	59
Annex E - Accounting	61
Annex F - Receipts	63
Annex G - Blank PHC FUND MANAGEMENT TOOL	69
Annex H - Balancing the budget and expenditure	67

FINANCIAL MANAGEMENT CYCLE



Annex B - BUDGETING - PHC Fund Management Tool

To show the different parts of the 'Budgeting' section of the PHC Fund Management Tool including starting balance, item, cost, amount required, total budget.

The ACT PRIME Study

PRIMARY HEALTH CARE (PHC) FUND MANAGEMENT TOOL

Health centre code: [014] Health worker ID: [211] Reporting Month / Year: [01/2011] Starting balance (amount remaining from last quarter + PHC Fund this quarter): [3,01,000]

BUDGETING			ACCOUNTING		
Item	Cost for item	Number of items needed	Actual cost for item	Number of items purchased	Total amount spent
Soap - bar	2,500	3	2,500	4	10,000
Jik - bottle	3,500	5	3,500	4	14,000
Water - jerry can	100	10	1,000	10	1,000
				2	2,000
				1	500
TOTAL BUDGET			24,000		27,500

Remaining Balance (Starting balance - Total Amount Spent) Yes No I don't know Refuse to answer

Did you have enough money to pay for all items and services budgeted for this quarter? Yes No I don't know Refuse to answer

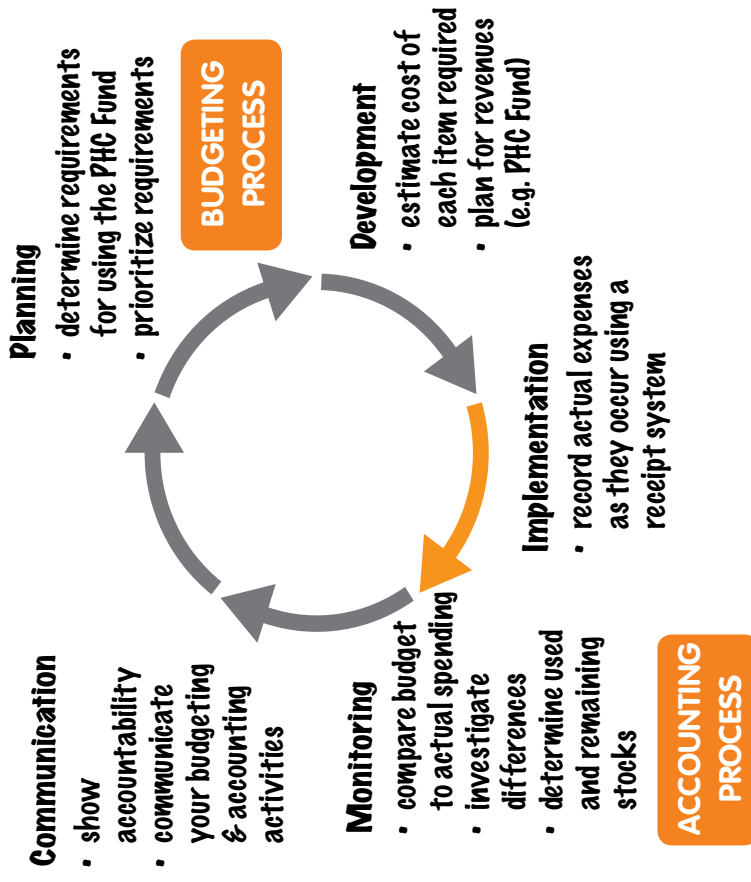
If 'no', what items or services were you not able to pay for? List all that apply.

BUDGETING			
Item	Cost for item	Number of items needed	Total cost for items
Soap - bar	2,500	3	7,500
Jik - bottle	3,500	5	17,500
Water - jerry can	100	10	1,000
TOTAL BUDGET			26,000

Annex C - List of items - Pre-prepared on a flip chart

Paper	10,000 shillings/ream
Soap	2,500 shillings/bar
Petrol	3,000 shillings/litre
Outreach Allowance	5,000 shillings person
Maintenance	30,000 shillings/month
Water	100 shillings/jerry can
Pens	10,000 shillings/packet
Bicycle Repair	5,000 shillings/month
Photocopying	100 shillings/page
Jik	3,500 shillings/bottle
Volunteer	15,000 shillings/month

FINANCIAL MANAGEMENT CYCLE



Annex E - ACCOUNTING - PHC Fund Management Tool

To show the different parts of the 'Accounting' section of the PHC Fund Management Tool.

The ACT PRIME Study

PRIMARY HEALTH CARE (PHC) FUND MANAGEMENT TOOL

Health centre code: 1014 Health worker ID: 211 Reporting Month / Year: 01/2018 Starting Balance (amount remaining from last quarter + PHC Fund this quarter): 100,000

BUDGETING		ACCOUNTING	
Item	Cost for item	Actual cost for item	Number of items purchased
Soap-bar	2,500	2,500	4
Volunteer	15,000	15,000	2
Maintenance - stocking	5,000	5,000	2
Photocopying - page	100	100	10
Books - vide - things	2,000	2,000	1
Jik - bottle	3,500	3,500	5
Water - Jerry can	1,000	1,000	10
Paraffin - bottle	6,000	6,000	2
Waste disposal	2,750	2,750	2
Outreach	5,000	5,000	2
Contingency - 10%			
TOTAL BUDGET	100,000		

Item	Actual cost for item	Number of items purchased	Total amount spent
Soap-bar	2,500	4	10,000
Volunteer	15,000	2	30,000
Maintenance - stocking	5,000	2	10,000
Photocopying - page	100	10	1,000
Books - for drugs	4,000	1	4,000
Window repair	10,000	1	10,000
Jik - bottle	3,500	5	17,500
Water - Jerry can	100	10	1,000
TOTAL AMOUNT SPENT			81,500
Remaining Balance (Starting balance - Total Amount Spent)			18,500

Did you have enough money to pay for all items and services budgeted for this quarter? Yes No I don't know Refuse to answer
 If 'no', what items or services were you not able to pay for?
 List all that apply.

ACCOUNTING			
Item	Actual cost for item	Number of items purchased	Total amount spent
Soap-bar	2,500	4	10,000
Volunteer	15,000	2	30,000
Maintenance - stocking	5,000	2	10,000
Photocopying - page	100	10	1,000
Books - for drugs	4,000	1	4,000
Window repair	10,000	1	10,000
Jik - bottle	3,500	5	17,500
Water - Jerry can	100	10	1,000
TOTAL AMOUNT SPENT			81,500
Remaining Balance (Starting balance - Total Amount Spent)			18,500

Annex F - Receipts

RECEIPT No. HC 02

Date: 21/04/2011

Amount Received: 10000 Cash
 Check, No. _____
 Money Order, No. _____

For: Window repair

Money Received by: Ali John Repairman

RECEIPT No. HC 05

Date: 30/04/2011

Amount Received: 30000 Cash
 Check, No. _____
 Money Order, No. _____

For: Volunteer payment for 2 volunteers @ 15000 each

Money Received by: Flora Jackson and Mercy Owar

TOTALSO HEALTH SUPPLIES
SALES RECEIPT

Date: 01/04/2011

Qty.	Description	Price	Amount
4	Soup bars	2500	10000
5	Milk bottle	3500	17500
Subtotal			17500
Tax (x%)			
Total			17500

Sale Made with:
 Cash
 Credit Card
 Check, No. _____
 Other _____

Annex F - Receipts

Togo Health Suppliers
SALES RECEIPT

Date: 01/04/2011

Qty.	Description	Price	Amount
4	Soap bars	2500	10000
5	Jik bottle	3500	17500

Subtotal: 17500
Tax: incl
Total: 17500

Sale Made with :
 Cash
 Credit Card
 Check, No. _____
 Other _____

Pump water Suppliers
SALES RECEIPT

Date: 10/04/2011

Qty.	Description	Price	Amount
10	Jemgans Water	100	1000

Subtotal: 1000
Tax: N/A
Total: 1000

Sale Made with :
 Cash
 Credit Card
 Check, No. _____
 Other _____

Annex F - Receipts

RECEIPT No. HC.01

Date: 05/04/2011

Amount Received: 4 000 Cash
 Check, No. _____
 Money Order, No. _____

For: Boda Boda ride to collect drugs

Money Received by: Charles K. - Boda Boda driver

RECEIPT No. HC.01

Date: 05/04/2011

Amount Received: 4 000 Cash
 Check, No. _____
 Money Order, No. _____

For: Boda Boda ride to collect drugs

Money Received by: Charles K. - Boda Boda driver

PRIMARY HEALTH CARE (PHC) FUND MANAGEMENT TOOL

Health centre code _____	Health worker ID _____	Reporting Month / Year _____ / _____	Starting balance _____ <small>(amount remaining from last quarter + PHC fund this quarter)</small>
-----------------------------	---------------------------	---	---

ACCOUNTING				BUDGETING			
Item	Actual cost for item	Number of items purchased	Total amount spent	Item	Cost for item	Number of items needed	Total cost for items
TOTAL AMOUNT SPENT				TOTAL BUDGET			
<i>Remaining Balance (Starting balance – Total Amount Spent)</i>							

Did you have enough money to pay for all items and services budgeted for this quarter? Yes No I don't know Refuse to answer

If 'no', what items or services were you not able to pay for?
 List all that apply.

<p>1) You forgot to add jik to the budget and ended up spending 30,000/= of your PHC Fund on jik instead of another item.</p>
<p>2) There was a storm causing damage to the roof of the health centre that you had to repair.</p>
<p>3) Soap increased to 5,000/= per bar.</p>
<p>4) The in-charge made a mistake in her calculations.</p>



The ACT PRIME Study

Infectious Disease Research Collaboration, Uganda.
ACT Consortium, London School of Hygiene & Tropical Medicine, UK.

Date of publication: 2011



Technical Support on Manual Development provided by:
WellSense International Public Health Consultants
www.wellsense-iphc.com



Manual designed by: Spot On Design
www.spoton.biz