



MANAGEMENT SCIENCES FOR HEALTH

10-MSH-498

**EXECUTIVE SEMINAR IN
STRATEGIC MANAGEMENT FOR
THE EXECUTIVE DIRECTORS OF
FAMILY PLANNING ASSOCIATIONS
AFRICA REGION**

AUGUST 1993

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EXECUTIVE SUMMARY

Two simultaneous strategic management seminars took place in Abidjan for French- and English-speaking Executive Directors of Family Planning Associations from the Africa Region. A total of 26 executive directors (or their designate), one staff member from the Centre for Family Studies (Togo Office) and the Director of IPPF's West Africa Office participated in this two-week long event.

The focus of the workshop was on helping the Executive Directors develop the skills they will need to increase the impact of their associations on the availability and use of contraception in the Africa Region. The topics that were extensively studied and discussed included Management of Quality Services, Strategic Planning and Management, Managing Volunteers and Relationships with other Organizations, Management of Change, as well as Leadership, Team Motivation, Fundraising and Managing Information.

The seminar was a first of its kind in the region and the experience was well received. Informal and written evaluations supported this type of seminar and suggested that others in their associations (volunteers, program directors) be exposed to similar training.

Recommendations pertain to various follow-up actions that could be undertaken to reinforce what was taught and support the Executive Directors further in their quest to make their associations strong and responsive to the needs of the region.

I. INTRODUCTION AND BACKGROUND

During one of its annual meetings, the membership of the Association of Chief Executives of Family Planning Associations in Africa (ACEFPAAR), acknowledged a need to strengthen their management skills and gave its President, Mme Koue, Executive Director of the Ivorian Association for Family Welfare (AIBEF) the mandate to look for funding for such an endeavor. In the summer of 1991, she approached MSH with the request to help her develop the idea further and propose a design. During the next year, MSH's Deputy Director of Management Training and an MSH consultant visited Abidjan and developed an outline for such a seminar with Mme Koue.

AIBEF then requested USAID funding through the Regional Office in Abidjan (REDSO/WCA). REDSO expressed interest and sent out cables to all USAID missions in Africa that might be interested in supporting such a seminar. The original draft outline was included to illustrate seminar content and comments were solicited from the missions. Some twenty missions responded, in general positively, and eight missions agreed to sponsor the participant from their country. Several suggestions were made to improve the suggested content.

In February 1993, REDSO/WCA contacted the POPTECH project with a request to send a consultant to finalize the design of the seminar on the basis of mission responses and discussions with AIBEF and USAID, and to organize the seminar itself, later in the year. The request for the design consultancy was forwarded to the FPMD project, whose mandate more closely matched the required inputs. FPMD's senior trainer visited Abidjan, revised the design and left Abidjan with dates, goals and objectives and training team identified. The funding mechanism and roles were subsequently worked out between Poptech, USAID, Pathfinder International and MSH. Under a contract between Dual Inc. and MSH, MSH was given the task of conducting the seminar and all related technical tasks. Participants expenses were funded either by missions or through Pathfinder International. Local support was provided by AIBEF with additional help from FPMD, Pathfinder International and USAID.

II. GOAL AND OBJECTIVES OF THE SEMINAR

The purpose of the seminar was to reinforce the management skills of the Family Planning Associations of Africa with a view to increasing their impact on the availability and use of contraception in Africa Region.

Overall Goal and Objectives

The goal of the seminar was to provide an opportunity to the Executive Directors to acquire and improve their conceptual and analytical competence in the area of strategic management and to develop their capacity to manage a process of innovation in the implementation of family planning programs in Africa.

Specifically, at the end of the seminar, the executive directors would be able to:

1. adopt a strategic approach to the management of their associations;

2. adopt behaviors which facilitate productive collaboration with diverse organizations;
3. increase the use of volunteers in the management of their programs;
4. develop strategies to improve the quality of the management systems in their associations.

III. PROGRAM DESIGN

The outline of the program, its main goals and objectives were initially developed in Abidjan during the design consultancy. At this time it was decided to conduct two seminars simultaneously, one for the French-speaking and one for the English-speaking executive directors. The content of the two seminars would be similar. Ample time for group discussion during the seminar would allow the two groups to adapt the content to their particular needs. Plenary sessions were planned, with simultaneous translation to allow the two groups to meet periodically and exchange experiences.

In the months preceding the seminars the design was developed further. An unforeseen change in the composition of the training team made it necessary to postpone finalizing the detailed design until the last week before the seminar. This decision had important repercussions for the team, requiring them to do at least two weeks worth of work in one single week. However, the result of this was positive, in that the actual design nearly perfectly reflected the needs and expectations of the participants, as they were expressed at the beginning of the seminar.

The following figure shows the final design and the sequence of topics that were included.

	Monday 09/08/93	Tuesday 10/08/93	Wednesday 11/08/93	Thursday 12/08/93	Friday 13/08/93
AM	Opening Ceremony Cocktails Administrative Aspects	The Executive Director	Strategic Management	Team Building	Relationships with other organizations
PM	Overview	The Executive Director (continued)	Leadership	Managing the Volunteers	Fund Raising
	Monday 16/08/93	Tuesday 17/08/93	Wednesday 18/08/93	Thursday 19/08/93	Friday 20/08/93
AM	Management Information System	Quality Management in Family Planning Clinics (Site Visit)	Development of Individual Plans	Management of Change	Synthesis and Evaluation
PM	Management Information System (continued)	Quality Management in Family Planning Clinics (continued)	Development of Individual Plans (continued)	Management of Change (continued)	Closing

IV. METHODOLOGY

The key concept guiding the design and implementation of the seminar was that the executive directors brought with them a wealth of experience which could be tapped into and used to the benefit of all, especially those new to the job and less experienced. It was also assumed that the expertise was unevenly distributed and that, for each topic, some would be teachers and others would be learners.

Various training techniques were used to stimulate active participation throughout the seminar: small group discussion, brainstorming, exercises and plenary discussions with time for individual reflection as well. In addition, a field visit was organized to explore how theory translates into action in the real world. This was one, albeit it not the only way, in which attention was paid to the realities of being an executive director. Most of the sessions followed a similar format: the theoretical concept was introduced, in lecture format, participants were then asked to reflect on the concept, identify obstacles, then strategies to overcome these, producing in the end a set of recommendations that reflected a strategic mind-set and feasible actions to move their program forward.

Although most of the training took place in the two separate language groups, frequent combined sessions integrated the groups and their learnings and created an atmosphere of camaraderie that was recognized as beneficial to all.

V. TRAINING TEAM

The training team consisted of four trainers, two of whom were bilingual and two familiar with the other language. The composition of the training team provided as broad a range of expertise as was possible given the language requirements and the broad scope of the seminar. Thus, the training team represented expertise in training and training design, management skills and concepts, personal knowledge of the IPPF volunteer system, and quality clinic management.

The training team accomplished the extremely difficult feat of juggling two courses simultaneously, covering a multitude of topics, with a short period of time for collective planning, and the difficult task of making available similar documentation in two languages. Their flexibility, concern for the cohesion and consistency of the two seminars, and willingness to work long days without rest were certainly a key ingredient of the success of the seminar, as some of the participants acknowledged during evaluation discussions.

VI. PARTICIPANT PROFILE

A list of participants can be found in Annex 1. With very few exceptions, all 28 participants were executive directors of the IPPF-affiliate association in their country. The Anglophone group consisted of 12 participants, the Francophone group of 16. Countries represented in the two groups were:

Francophone group: Ivory Coast, Mali, Togo, Guinea Conakry, Rwanda, Niger, Senegal, Benin, Tchad, Burundi, Central African Republic, Congo, Madagascar, Guinea-Bissau

Anglophone group: Gambia, Botswana, Zambia, Kenya, Uganda, Swaziland, Lesotho, Tanzania, Nigeria, Ghana, Mauritius, Cameroon.

The director of IPPF's sub-regional office in Lomé and a staff member from the Centre for African Family Studies (CAFS/CEFA) participated throughout the seminar. Although strictly speaking they weren't registered as participants, their active participation in both groups (they changed groups from time to time) turned out to be another important ingredient in the success of the seminars. Participants appreciated their support, sharing, encouragement and facilitation of discussions. It was unfortunate that program staff from IPPF/Nairobi had been unable to attend and to participate in a similar way.

VII. RESULTS AND EVALUATION

Towards the end of the seminar, participants were asked to classify their organization using the FPMT framework of stages in development (emergent, expanding, mature, sustainable - see annex 2). In similar-stage groups participants identified key actions/strategies they would need to implement to move their association toward the next stage. Each executive director then developed his or her own action plan focusing on one particular (set of) intervention(s). An accompanying change management plan was developed to ensure that the changes would actually be implemented.

The seminar was evaluated in three ways: (1) a review of the expectations expressed at the first day of the seminar; (2) free flowing discussions in each group as participants were asked to share what they had learned, how they had experienced the seminar, and how they planned to use the seminar learnings; and (3) a written evaluation on the last day.

The evaluation questionnaire and combined responses are shown in Annex 3. On a 9 point scale, scores for both groups were close together, all in the 7 and 8 range. The differences between the French and the English group were negligible.

The group discussions about the seminar elicited several testimonials from participants. The in depth discussions, the learning from colleagues, the close contact and interactions with their colleagues in the other group, the access to management tools, and the awareness that much was still to be learned and a sense of humility, were cited by participants as examples of what they would take home from the seminar. Some participants had acquired new insights and an increased level of awareness of the impact of their style or behavior on the morale and productivity of their staff. One particular exercise, aimed at identifying and acknowledging the contributions of subordinates, was quoted as particularly powerful by some.

It was interesting to note how the close contact between the two groups had been appreciated. Apparently the Francophone and Anglophone groups interact little, if at all, particularly if they do not master the other group's language. The positive experience of frequent interactions, review sessions and social events, supported the difficult decision,

made months earlier, to hold the two seminars at the same time and place.

For new executive directors, the experience was particularly helpful, as few had felt adequately oriented for their new job. Their interactions with seasoned executive directors provided them with a useful frame of reference for their new and challenging job. For others, the access to the wealth of FPA management experience was helpful as well: they served each other as informal consultants. It was interesting to hear that the difference in management experience and expertise among the participants, which at first had been considered a liability, actually became an asset, as the design of the seminars allowed this expertise to flow from the highest levels to the lowest.

The French group was somewhat handicapped with respect to the documentation. An enormous translation budget would have been necessary to provide exactly equal documentation in both languages. Several documents were indeed translated, but not all the ones that were handed out. In their evaluations several Francophone participants expressed disappointment about not having as much French material as they would have liked.

Both groups expressed disappointment about not having received materials and documentation two weeks before the workshop. The structure of the seminar (two simultaneous seminars with periodical plenary sessions) was mentioned only by a few, with opinions going both ways. A complete transcription of comments can be found in Annex 3.

Finally, a review of the expectations that were expressed at the beginning of the seminar revealed that all those had been met and participants were satisfied with what they had learned. (A list of these expectations is attached in Annex 4).

VIII. CONCLUSIONS AND RECOMMENDATIONS

From the evaluation, several conclusions can be drawn. First of all, although the groups have much in common, there are also marked differences which came to light in their evaluations. For example, when asked on which topics they would have liked to spend more time, the responses of the French and the English group differed clearly: the Francophone group would have liked to spend more time on quality management, strategic planning and management, management of volunteers and management of change. About half the Anglophone participants listed MIS and three out of the twelve mentioned strategic planning. As for topics they would like to see in future seminars there was, again, a difference between the two groups. The Anglophones emphasized financial management and sustainability, project development and evaluation; the French group listed strategic planning and/or management, human resource management and management of change.

Recommendations can be grouped in three categories: Planning and preparation; Seminar content and training team; Follow-up and future actions.

1. PLANNING AND PREPARATION:

The planning and preparation of a similar scenario (two language groups, broad scope) requires more time than a one-language seminar focused on one technical issue. The selection of the training team, the fine-tuning of the design with trainers in different

continents, the decisions which materials to use first of all and then which to translate, and finally the complexity of a subcontracting arrangement and the large number of institutional actors involved complicated affairs even more. The contracting and technical preparation, and even implementation of the task did not go hand in hand; the composition of the training team changed creating both a budget and a training design problem. The number of institutional actors created confusion at times as to who was responsible for what (financially, logistically and administratively). Although most problems were ironed out in time, they did add to the workload of an already heavily burdened team. With hindsight, in-country preparation of one week was clearly insufficient as it put excessive demands on the training team, who ended up with more tasks than they bargained for (including last minute translations). Furthermore, the necessity to provide similar documentation in two language is an enormous challenge if one does have a limited translation budget. Unfortunately, some of these situations are unavoidable, as budgets are finite.

Recommendations:

- Provide for at least two weeks of training team planning time (preferably at the site of the seminar) if the design is a new one.
- Establish clear lines of responsibilities and authority among the logistics and training teams.
- Negotiate a large translation budget, hire at least one full time translator for a period double the length of the seminar or else decide on a very limited number of handouts.

2. SEMINAR CONTENT AND TRAINING TEAM:

The topics covered during the seminars seemed to have been more or less on target. However, the amount of time spent on each might need to be adjusted if such a seminar were to be held again. The topics cited most often by the English group for more attention were: financial management, MIS, project development and evaluation; the French group cited change management and volunteer management; both insisted on strategic planning and management, and management of quality service delivery.

The constitution of the training team requires particular care in a situation where two training courses take place at the same time. Ideally the training team is completely bilingual and covers all topics to be addressed. In reality compromises always have to be made. In the evaluation, some participants mentioned that the use of outside resource people, like an MIS or management of change expert, would have been useful. It is true, that, despite the wide range of subject matter with which the training team was familiar, MIS and change management were among the least developed.

Recommendations:

- Set aside considerable time for the topics mentioned above.
- Arrange for outside resources persons, to the extent that this is logistically and financially feasible, to travel to the seminar in order to complement the skills and experience of the training team.

3. FOLLOW-UP AND FUTURE ACTION:

Although action plans were developed, no commitments were made as to follow-up of these plans. Given the ad-hoc nature of the seminar, and the way it was funded, it was not possible for the trainers to make any commitments about follow-up. Yet, follow-up is a key determinant of action plan implementation: actions plans without planned follow-up get easily lost in the busy-ness of daily life.

One of the documents used in the seminar is an orientation manual for Planned Parenthood executive directors written by Planned Parenthood of America. The manual, called Jumpstart, was adapted and translated into French. Many of the topics discussed in the manual (see annex 5 for table of contents) were used as a point of departure for reflection and discussion during the seminar. These discussions resulted in documents and suggestions for an African adaptation of this manual. This was a task that could not be achieved within the confines of the seminar, but one that ought to be pursued. Given the fact that the orientation of new executive directors (to their new functions) leaves much to be desired, such a manual could fill this gap.

There is always a dearth of French-language management documentation, it is a recurrent problem. Several participants from the Francophone group would have liked more documentation. One suggested that a training booklet be prepared.

Several participants suggested that their volunteers or their program directors would greatly benefit from a similar course.

Recommendations:

- Encourage MSH staff to contact participants as they travel to their respective countries and inquire after the action plans.
- Organize a short session during the next ACEFPAAR meeting to discuss what happened since the seminar.
- Bring together a team consisting of two or three participants from each group, with involvement from one or more IPPF officials (preferably one who attended the seminar) to adapt the Jumpstart manual for African audiences, using materials developed during the seminar.
- Develop a repository of French-language (management) training documentation which could be accessed by any group preparing training seminars for French-speaking managers.
- Evaluate the effects of this seminar on the effectiveness of the executive directors and their associations, to support requests for funding similar seminars for volunteers and/or program directors.

ANNEX 1: PARTICIPANT LIST

FRANCOPHONE GROUP

KOUE LOU Yvette (AIBEF - Ivory Coast)
LANSINA Sidibe (AMPPF - Mali)
KWASI Mensah (CAFS/CEFA - Togo)
GNOUMOU Andre Dedouza (ABBEF - Burkina Faso)
MUNGWAKUZWE Canisius (ARBEF - Rwanda)
KPATOUKPA Lydie (ABPF - Benin)
BENADJLEL Mbaissour (ATBEF - Tchad)
RYANGUYENABI Claire (ABUBEF - Burundi)
EREGANI Clement (ACABEF - Central African Republic)
MBOUNGOU Florent (ACBEF - Congo)
MANITRA Andriamasinoro (FISA - Madagascar)
RODRIGUES Cesar (AGUIBEF - Guinea Bissau)
DIOP Adama (ASBEF - Senegal)
KOUDAYA Aurelien (ATBEF - Togo)
LAMARANA DIALLO Amadou (AGBEF - Guinee Conakry)
MAHAMADOU BAGNE Baba (ANBEF - Niger)

ANGLOPHONE GROUP

TUNDE TAYLOR Thomas (GFPA - Gambia)
RAMALEFO Cally (BOFWA - Botswana)
MUTAMBO Margaret (PPAZ - Zambia)
MZENZE Godwin (FPAK - Kenya)
WALLA Grace (CAMNAFA - Cameroon)
KODJO A. Efu (IPPF/WEST AFRICA - Togo)
NIMA Joyce (FPAU - Uganda)
KHETSIWE DLAMINI Gladys (FLAS - Swaziland)
LEAH MOOKHO MOSAASE (LPPA - Lesotho)
MSUYA Agnes (UMATI - Tanzania)
HAREENARAINSINGH Jooseery Sangeet (MFPA - Mauritius)
SULAIMAN Abdul Kadie B. (PPFN - Nigeria)
BOATENG Isaac Kofi (PPAG - Ghana)

ANNEX 2: FPMT/D FRAMEWORK OF STAGES IN DEVELOPMENT

MANAGEMENT ISSUES AT FOUR STAGES IN PROGRAM DEVELOPMENT A MODEL FOR ANALYSIS AND PLANNING IN THE PRIVATE SECTOR				
MANAGEMENT COMPONENT	STAGE 1 EMERGENCE	STAGE 2 GROWTH	STAGE 3 CONSOLIDATION	STAGE 4 SUSTAINABILITY
MISSION	As defined by founders. Focus on municipal/regional targets, with simple service mix. Critical Task: Define target population/services.	Newly defined. Critical Task: Test ability to succeed in light of barriers to entry.	Under re-examination with concern for self-determination and sustainability. Critical Tasks: Expand definition of target population, service/product mix; explore links with public sector.	Success in fulfilling mission as re-interpreted by the Board of Directors. Critical Task: Re-define mission in light of changes in environment and roles of public/private sectors.
STRATEGIES	Emphasis on external environment including donor support. Critical Task: Surmount barriers to entry, such as • external policy environment • funding • service delivery competence	Characteristically donor directed, focused on establishing service delivery competence. Critical Task: Expand service delivery built upon effective marketing for increased funding and increasing FP clients; surmount the competition.	Formal strategy development to consolidate gains and deal with more complex internal and external management. Critical Tasks: Develop capacity to produce/deliver quality services/products thru cost containment/recovery, quality control, diversification of funding sources, and marketing	Focus on matching organizational competence with present needs/future possibilities. Critical Tasks: Maintain strong, local, diversified financial base. Respond to needs of market; Stay competitive. Maintain strategic mind-set.
STRUCTURE	Fluid. Direct executive control. Project geared. Board and staff functions not clearly delineated.	Centralized. Project-based. Critical Tasks: Develop effective structure for implementation; Develop Board of Directors, representing various stakeholders.	Empowered Board of Directors. Defined Board/Staff roles. Critical Task: Re-align structure with new strategies.	Congruent with strategies. Synergistic Board/Staff relations. Critical Task: Re-align structure as needed to support strategies.
SYSTEMS	Minimal and informal. Critical Task: Meet donor requirements; provide timely contraceptive supplies.	Minimal to basic. Inadequate for informed decision making. Critical Task: Meet donor requirements; develop personnel, financial, and logistic systems to support expansion.	Basic systems for effective functioning and decision making. Critical Task: Develop systems for monitoring, controlling, evaluating for efficiency and effectiveness.	Management systems support changing roles. Critical Task: Provide management information allowing appropriate innovation and change.

**MANAGEMENT ISSUES AT FOUR STAGES IN PROGRAM DEVELOPMENT
A MODEL FOR ANALYSIS AND PLANNING IN THE
PUBLIC SECTOR**

MANAGEMENT COMPONENT	STAGE 1 EMERGENCE	STAGE 2 GROWTH	STAGE 3 MATURITY	STAGE 4 SUSTAINABILITY
MISSION	Same as mandate. Tentative government support. Not clear which Min./group in charge. Critical Task: Identify key actors/constituents in gov't and public.	Development of broad goals and policy objectives (mission) based on mandate. Critical Task: Clarify mission for key actors/constituents in order to gain support.	Broad goals and policy objectives established and supported by key political and public leaders. Critical Task: Maintain political support; develop strong constituencies among users.	Family Planning supported by all. FP is a public good and a basic right. Critical Task: Re-define goals and objectives as the environment changes.
STRATEGIES	Donor-driven, politically suspect. Critical Tasks: Generate internal political support. Establish competence in service delivery.	Donor-uninfluenced, politically more acceptable. Critical Tasks: Increase internal political/financial support; organize for service expansion, with focus on effectiveness.	Reflect awareness of different pop. targets; threat of reduced funding; concern for efficiency. Critical Tasks: Develop market segment strategies; contain costs; explore cost recovery options; explore public-private sector roles.	Responsive to changing goals and objectives; responsive to needs of key constituencies. Critical Tasks: Maintain a strategic mind-set; identify key strategic issues and formulate appropriate strategies; innovate.
STRUCTURE	Centralized and vulnerable to political influences; ill-defined, no clear locus for FP. Critical Task: Develop and clarify roles/responsibilities of departments and bureaus.	Established administrative locus. Centralized, bureaucratic, subject to political influences. Critical Task: Align structure to support broad strategies.	Structure reflects major strategic directions. Critical Task: Develop staff capability to manage change.	Flexible structure, aligned with public sector trends and strategic choices. Critical Task: Maintain flexibility, congruence with mission and strategies.
SYSTEMS	Basic systems inherited from larger bureaucracy. Inadequate for informed decision-making. Critical Task: Meet donor requirements; provide timely contraceptive supplies.	Perception of inadequacies of current systems. Critical Task: Explore needs and develop staff capability in basic system design and use.	All management systems in place. Critical Tasks: Improve systems for monitoring, controlling, and evaluating for effectiveness and efficiency.	Management systems are used purposefully. Critical Task: Provide management information to allow appropriate innovation and change.

ANNEX 3: EVALUATION QUESTIONNAIRE

Seminar: Executive Seminar in Strategic Management Location: Abidjan, Ivory Coast

Trainers: Jana Ntumba, Bula-Bula LieLie, Barbara Waggoner, Georges Ntumba

Date: August 9 - 20, 1993

A. Educational Aspects:

Please circle the number which corresponds best to your evaluation of each educational aspect as indicated on the scale below :

Outstanding = Exceeded Expectations Satisfactory = Met Expectations Poor = Below Expectations

	Outstanding			Satisfactory				Poor	
	9	8	7	6	5	4	3	2	1
1. Overall Rating of the Seminar									
French group: 7.9									
English group: 7.5									
2. Achievement of Seminar Objectives									
French group: 8.3									
English group: 7.9									
Achievement of your personal Objectives									
French group: 7.8									
English group: 7.8									
Relevance of Content for your Job Situation									
French group: 8.2									
English group: 8.4									
Effectiveness of Training Methodology									
French group: 7.6									
English group: 7.4									

Organization of the Seminar	9	8	7	6	5	4	3	2	1
French group: 7.4	English group: 7.6								
Usefulness of Seminar Materials	9	8	7	6	5	4	3	2	1
French group: 7.6	English group: 8.1								
Effectiveness of Trainers	9	8	7	6	5	4	3	2	1
French group: 8.3	English group: 7.5								

3. Was the Length of the Seminar: ___ Too Long ___ Just right ___ Too Short

**French group: 13 just right; 2 too short
English group: 10 just right; 1 too long**

4. On which topic(s) would you have preferred to spend more time?

French group: Strategic Planning and Management (6x); Management of Quality of Services (6x); Volunteer management (6x); Change management (4x); Development of Action Plan (3x); Resource development (3x); MIS (2x); Team management; Relations with Partners.

English group: MIS (6x); Strategic Management and Planning (3x); Management of Quality Services (2x); Managing Volunteers (2x); Relations with Partners; Change Management; Relations with Other Organizations; Fundraising; Development of Action Plan.

5. Which additional topics would you like to have included in a future seminar?

French group: Strategic Planning and/or Management (3x); Change Management (2x); Human Resource Management (2x); Negotiation; Managing the Environment; Time Management; Resource Mobilization; Action Plan Development; Relations between IPPF Structures; Group Dynamics; Financial Management

English group: Financial Management (3x); Program Evaluation (2x); Project Development (2x); Team Motivation; Sustainability; Philosophy of Donors and Fundraising; Strategic Planning; Performance Management and Indicators; Exchange of Individual FPA Situations.

6. Please write below any additional comments and suggestions about the educational aspects of the seminar.

One should sell management publications to add to our documentation and to benefit the ACEFPAAR; Summarize the seminar each week so that participants can bring the final report home with them; Good in its totality; Excellent participatory methodology, very good quality of trainers, relaxed and pleasant learning environment; Insufficient time to read technical documents; No particular comments. Everything went well; Effort to produce documents translated into French to facilitate access of the French speakers to all information; Simultaneous training for both language groups to benefit from experiences and viewpoints from each; The learning sessions have been beneficial, though a bit long towards the end; The time was well managed; Would have liked to take home more documents; The seminar was good in two groups to master the themes; the plenary sessions were difficult because of the need to translate terminology; Hats off to the training team! Documents for each theme and in French; Less time for daily reviews; more exercises to illustrate concepts; Need more

documents in French; it would have helped to better understand concepts; All that was offered was good except that the facilitators of the English group seemed to be French oriented though they worked hard to put the content through. Some of the concepts especially new ones needed more discussion time which was very limited; It would have been helpful (very) if the organizers of the seminar invited specialists/experts/professionals in some of the topics covered. It is expecting too much for a set of 4 resource persons to effectively cover all topics to the satisfaction of participants. For example, MIS and change management topics could have been handled by other resource persons; Should aspire to produce a training booklet; The trainers did a good job to the best of their abilities, however, more resource persons would have been added as no one is a master of all trades. This featured a lot on the MIS topic; This seminar taught me a lot of things in: (1) ability of trainers to lead, guide and motivate when needed; (2) very accommodating and understanding; (3) sharing a lot of ideas among participants; (4) determination despite any problems on the part of trainers; For the Anglophones it would be better to have someone who could express him/herself better in English; Well arranged and very useful for executive directors' operations, but facilitators for the two groups should have swapped during second week to enable both Anglophones and Francophones to benefit from all the lecturers' experiences; The exercises should be limited to ensuring the principles are understood by going through one or two examples only.

B. ADMINISTRATIVE ASPECTS:

Please evaluate each of the following administrative aspects of the course by circling a number on the scale below:

	Outstanding			Satisfactory				Poor	
	9	8	7	6	5	4	3	2	1
<u>Logistics:</u>									
Accommodations	9	8	7	6	5	4	3	2	1
French group: 5.7									
English group: 4.7									
Information Received Prior to Seminar	9	8	7	6	5	4	3	2	1
French group: 6									
English group: 3.9									
Coffee Break	9	8	7	6	5	4	3	2	1
French group: 6.8									
English group: 7									
Training Rooms	9	8	7	6	5	4	3	2	1
French group: 7.5									
English group: 6.1									
Administrative Support	9	8	7	6	5	4	3	2	1
French group: 6.8									
English group: 7.7									
Clinic Visit Transport	9	8	7	6	5	4	3	2	1
French group: 7.6									
English group: 7.5									

Please provide additional comments on the above aspects of the seminar, indicating any changes we could make to improve the visits of the future participants.

Participants should be accommodated at a place which can meet their needs, at least a 3 star hotel; Seminar information and materials would have been received in advance; It is very essential to have information prior to training; Details about the seminar should be sent at least two weeks before to the participants as to enable them to get prepared properly.

Social Activities:

Trip to Yamoussoukro	9	8	7	6	5	4	3	2	1
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French group: 7.3 English group: 6.8

AIBEF President's Dinner	9	8	7	6	5	4	3	2	1
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French group: 7.6 English group: 7.8

Final Party	9	8	7	6	5	4	3	2	1
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French group: 6.8 English group: 7.6

Please provide additional comments regarding the social events. Any suggestions changes?

A visit to AIBEF HQ would also have been useful; the dinners could have been spread out; Perhaps for the future the organizers could arrange for a cultural night where participants would show various aspects of their culture, eg. song, dance, arts and craft, etc.; Quite OK; Thankful to the organizers - they have shown very good hospitality; Participants should have an opportunity to visit local FPA offices; The President of AIBEF was nice but one does not offer water to one's guests, otherwise, excellent. Some problems with the music at the party; The social activities have been well studied and inserted in the program; recreational activities that are complementary and indispensable; Visit to Yamoussoukro too short; Party service and ambience was OK but could have been better; Organize better and avoid delays; avoid going to far away places; Put in place a system to take care of illness (doctor, pharmacy, special diets); Only negative point is that the rooms in IBIS were not set up to work in; The trip to Yamoussoukro has not allowed us to take the best advantage of it; a complete dinner consists of food and drink - drinks were missing; The trip to Yamoussoukro should have been on a Sunday so that the Christians among us could attend the Mass.

Thank you for your participation in the seminar and in the evaluation process.

ANNEX 4: LIST OF PARTICIPANTS' EXPECTATIONS

1. To have the tools for managing change.
2. To have confidence in the daily management of their work.
3. To learn how to manage current resources and look for management strategies to involve the public sector.
4. To acquire skills for long term planning.
5. To learn how to effectively implement strategic plan and fund raising.
6. To develop effective programs in a deteriorating economic environment.
7. To learn how to improve volunteer participation and integration.
8. To learn basic skills in financial management and contraceptive supplies management.
9. To observe and learn about the family planning program in the Ivory Coast.
10. To share experiences and problems and to learn from colleagues.
11. To explore collaboration among the executive directors and the potential of visiting each others' programs.
12. To take advantage of this opportunity to plan future directions as an organization (ACEFPAAR).
13. To have more mature associations share with others about increasing contraceptive rates.
14. Strategic planning
15. The management between the FPA and the regional offices
16. To be empowered with added innovative skills in terms of human and other resources.
17. Management information systems.
18. To learn how to develop relationships with funders.
19. To learn management skills to increase the credibility of FPA.
20. Mobilization of local resources (covering program costs).
21. To increase management skills to manage programs.
22. Management capacity in decentralizing program.
23. Relations between volunteers and staff.
24. To understand better the problems of management for executive directors.
25. To learn about the community-based distribution (CBD) programs already in place.
26. To learn about different approaches to IEC - away from motivation toward uses.
27. To learn how to achieve self-reliance through owning their own buildings.
28. To learn how to run a family planning organization in multi-party systems.

ANNEX 5: TABLE OF CONTENTS OF JUMPSTART MANUAL

- A. OVERVIEW OF PPFA (=USA) STRUCTURE AND RELATIONSHIPS**
- B. BOARD AFFAIRS**
- C. PLANNING AND PROGRAM EVALUATION**
- D. CLINIC OPERATIONS**
- E. PUBLIC RELATIONS/MARKETING**
- F. FINANCIAL MANAGEMENT**
- G. RESOURCE DEVELOPMENT**
- H. PERSONNEL ISSUES**
- I. PUBLIC AFFAIRS**
- J. INTERNATIONAL ADVOCATES/SISTER AGENCY PROGRAM**
- K. EDUCATION AND COUNSELING**
- L. LEGAL ISSUES**
- M. WHAT TO SEND WHERE**
- N. PERSONAL RESOURCES**
- O. WORKING WITH YOUR MENTOR**