

PN-AAZ-245

UN-54527

**REPORT ON SUPERVISION WORKSHOP  
FOR GOVERNMENT OF HAITI  
REGIONAL AND DISTRICT  
FAMILY PLANNING OFFICERS**

**NOVEMBER 1987**

**Beth F. Harrison  
Jean-Georges Dehasse**

TABLE OF CONTENTS

	<u>PAGE</u>
ACKNOWLEDGEMENTS . . . . .	1
LIST OF ACRONYMS . . . . .	2
I. BACKGROUND TO WORKSHOP . . . . .	3
II. PRE-WORKSHOP PREPARATION . . . . .	5
III. SUMMARY OF TRAINING GOALS AND OBJECTIVES . . . . .	6
IV. PARTICIPATION. . . . .	7
V. TRAINING METHODOLOGY AND WORKSHOP MATERIALS. . . . .	9
VI. WORKSHOP ACTIVITIES, RESULTS AND FINDINGS. . . . .	10
VII. RECOMMENDATIONS. . . . .	12
VIII. EVALUATION BY PARTICIPANTS. . . . .	13
LIST OF ANNEXES. . . . .	14

## ACKNOWLEDGEMENTS

The members of the Family Planning Management Training Project would like to express their sincere thanks and appreciation to the many individuals and organizations who contributed their time, energy, and resources to the success of the workshop. In particular, we would like to express our gratitude to the following individuals without whose support, the workshop would not have been possible:

Ms. Leslie Curtin	Population Officer USAID/Port-au-Prince
Ms. Gisèle Balmir	Population Advisor USAID/Port-au-Prince
Dr. Gardner Michaud	National Coordinator for Family Planning
Dr. Fayla Lamothe	Deputy Director Ministry of Public Health Division of Family Hygiene and Nutrition

## LIST OF ACRONYMS

BCN	Office of the National Coordinator
DESE	Division of Health Training and Education
DFPOS	District Family Planning Officers
DHFN	Division of Family Hygiene and Nutrition
DRS	Regional Division of Sanitation
GOH	Government of Haiti
MOPHP	Ministry of Public Health and Population
MPSS	Ministry of Planning and Social Services
ONG	Non-Governmental Organization
NCFP	National Coordinator for Family Planning
RFPOS	Regional Family Planning Officers

## I. Background to Workshop

The Family Planning Management Training Project (FPMT) was initiated in late 1985 in order to provide training and technical assistance to leaders and managers of family planning programs. Over the five year life of the project, FPMT will work in approximately 25 countries.

The Project is implemented by a consortium of U.S. based institutions, each with extensive overseas networks. The consortium is comprised of the following institutions: Management Sciences for Health (MSH), the Centre for Development and Population Activities (CEDPA), the Pathfinder Fund, and the Latin American Scholarship Studies Program (LASPAU). To expand its ability to provide management training and technical assistance, FPMT is negotiating sub-agreements with management and family planning training institutions in each region of project activity.

During May, 1987, FPMT conducted a needs assessment visit to Haiti. The assessment team consisted of Dr. Sara Seims, Deputy Director for Operations for FPMT and Mr. Jean-Georges Dehasse, FPMT consultant and Organizational Development specialist. The team visited health and family planning leaders from the Ministry of Public Health and Population (MOPHP) to discuss the family planning system in Haiti and identify specific management problems that could be addressed through training and technical assistance.

The plan for management training that grew out of the needs assessment visit called for a series of workshops designed to meet the management needs of the MOPHP. Following a 2 week strategic planning session with the National Coordinator for Family Planning, the USAID Population Advisor, and the Deputy Director of the DHFN held in Boston in July, plans for a supervision workshop were initiated.

The purpose of this supervision workshop, the third intervention outlined in the management development plan, was to introduce concepts and techniques in supervision. A presentation of the dimension of the fp program in Haiti (range of activities and systems into place; systems being developed under the project; how responsibilities are allocated in the program) would provide a framework for the following topics in supervision:

- basic notions and definitions of supervision
- human relation skills: communication skills, leadership skills, teaching skills, and in general how to deal with people in various situations. Cases should be used to illustrate various supervision situations that participants might face as supervisors. Supervision in Haiti will be developed for support and monitoring of local fp activities rather than specific people.
- presentation and critical review of the supervision protocol previously developed at the DHFN
- review of supervisor and job descriptions

The workshop was planned for 15 RFPOs and DFPOs. In addition, 4 members of the DHFN participated in the workshop. The approach to this workshop included both training and operational objectives.

The five day workshop was held in Port-au-Prince, Haiti and was organized, conducted and funded by FPMT. Dr. Gadner Michaud, National Coordinator for Family Planning, collaborated with Mr. Jean-Georges Dehasse, Consultant and Trainer, to plan and implement the training. Dr. Fayla Lamothe, Deputy Director, Division of Family Hygiene and Nutrition, and Mrs. Gisèle Balmir, USAID Population Advisor, served as facilitators. Administrative and logistical support for the workshop was provided by Ms. Beth Harrison, Senior Coordinator for Participant Training.

The workshop was held at the Montana Hotel in Pétionville, Haiti from 8:00 a.m. to 3:00 p.m. during 3-7 November, 1987.

## II. Pre-Workshop Preparation

Preparation of the workshop took place at MSH in Boston from October 26 to 28 by Jean-Georges Dehasse, Consultant to FPMT, with assistance from Dr. Gadner Michaud, National Coordinator for Family Planning in Haiti, and from Mr. Thomas Leonhardt, Director of Training for CEDPA.

A two week supervision workshop was initially planned for November 3-13 to be held in Jacmel, Haiti. The topics to be covered during the workshop were determined at the conclusion of the Planning workshop held in Falmouth, Massachusetts in September 1987 (see "Background to Workshop, Section I.)

However, following discussions with Dr. Michaud it was decided that the original two-week workshop to be held in Jacmel ( a province two hours outside of the capital), would be limited to one week and held in Port-au-Prince. Consequently, some of the material initially intended for the workshop (human resource management and communication skills) would be eliminated from the curriculum for this workshop and added to the planning workshop scheduled for April/May 1988 in Haiti.

The workshop was officially opened on 3 November, 1987 at 9:00 a.m. by Mr. Dehasse and Dr. Michaud.

### III. Summary of Training Goals and Objectives

As mentioned in Section I., "Background", the workshop aimed at providing the participants with a clear understanding of the infrastructure of the Haitian family planning program and the functional allocation of responsibilities within this structure, and with basic concepts and techniques of supervision. Didactic methodologies, group exercises, cases, role playing and plenary sessions were implemented. A specific breakdown of these methods is found in the preparation of the workshop in Annex II.

The training and operational objectives follow below:

#### Training Objectives

At the end of the workshop the participants will be capable of:

1. Describing all of the functions and implementing organizations within the family planning program in their respective regions
2. Providing an operational definition of supervision within the context of family planning in Haiti
3. Describing the qualities and characteristics of a good supervisor
4. Analyzing the primary activities and tasks to be supervised
5. Conducting a supervision visit using the supervision chart
6. Identifying and resolving the problems of performance

#### Operational Objectives

1. Review the supervision chart prepared by the DHFN and propose modifications
2. Establish a prioritized list of activities and tasks for supervisors in each region

#### IV. Participation

A total of 19 participants attended the Supervision Workshop from 3-7 November, 1987. The workshop was originally intended to last for two weeks, however due to the political situation in Haiti as well as time constraints for the trainers, the workshop was held for only one week. Fifteen of the participants represented regional and district family planning officers from the 4 regions of Haiti: North, South, West and Transversal. In addition to these FPOs, 4 representatives from the Department of Family Hygiene and Nutrition attended the workshop. Both the USAID Population Advisor and the Deputy Director at the Division of Family Hygiene and Nutrition participated in the workshop and served as facilitators where necessary.

A complete list of participant names follow below:

##### Regional Family Planning Officers

Northern Region: Dr. Myrto Julien  
Southern Region: Dr. Arthénice Guillaume  
Transversal Region: Dr. Brunel Hypolite  
Western Region: Dr. Joëlle Deas

##### District Family Planning Officers\*\*

Northern Region: Miss Yanick Ambroise (Fort-Liberté)  
Miss Nelta Desravines (Grandé Rivière)  
Southern Region: Miss Janine Louis (Jérémie)  
Miss Maude Frédéric (Miragoane)  
Transversal Region: Miss Marthe O. Sainvil Box (Port-de Paix)  
Miss Kettly Ferere (St. Marc)  
Miss Marie May Roxane Georges (Hinche)  
Miss Lourdes Antoine (Belladère)  
Western Region: Miss Cardine Jean-Baptiste (Jacmel)  
Miss Joane Jean-François (Petit-Goave)  
Miss Marie Carmelle Charles (Croix des Bouquets)

##### Division of Family Hygiene and Nutrition

Dr. Polynice Pierre-Louis  
Dr. Jocelyne Pierre  
Mr. Kercy Jacob  
Mr. Guy Fred Célestin

\*\* "Miss" is a Haitian title which is used to address nurses

The FPMT training team for the workshop included the following members:

Mr. Jean-Georges Dehasse	Consultant to FPMT
Dr. Gadner Michaud	National Coordinator of Family Planning

Facilitators:

Dr. Fayla Lamothe	Deputy Director Division of Family Hygiene and Nutrition
Ms. Gisèle Balmir	Population Advisor USAID/Port-au-Prince
Ms. Beth Harrison	Senior Coordinator for Participant Training, FPMT

Administration and logistical support was provided by Ms. Beth Harrison.

## V. Training Methodology and Workshop Materials

The workshop was designed to be participative, experiential and learner-centered. Participants worked both in plenary sessions and small groups. The groups were chosen according to region and remained the same throughout the workshop. Each of the four DHFN members were assigned to a region. The small group exercises allowed for full discussion and cross-fertilization of ideas, as participants shared experiences and assisted one another in the clarification of functional responsibilities and the concepts of supervision. Full discussions provided a forum for participants in each group to compare results and discuss areas of conflict as well as to devise appropriate and acceptable solutions for differences.

The following techniques and methods were included in the workshops:

- o Lecturettes
- o Small group exercises and discussions
- o Plenary discussions for entire group
- o Participant presentations
- o Course evaluation instruments
- o Case method
- o Role playing

The course material, which was distributed throughout the workshop, was presented in a form and framework that supported the development of both knowledge and skills. Participants had opportunities for ongoing interaction in their respective small groups as in the plenary sessions. The trainers and facilitators provided the small groups and general discussions with technical support and guidance where necessary.

## VI. Workshop Activities and Results

### A. Activities

The workshop began on Tuesday, November 3 at 9:00 a.m. with an introduction from Dr. Fayle Lamothe. After reviewing the objectives of the workshop, the participants were exposed to a few basic concepts in organizational design, which were subsequently applied to their own fp program in order to clarify the functional responsibilities of each program. FP organizations or programs who are considered most important were identified. The purpose of this exercise was to provide the participants with a sense of the diversity and range of activities which comprise an FP system as well as a sense of the dimensions of the Haitian system.

Wednesday, November 4 was devoted to identifying and developing definitions of supervision, the qualities of a competent supervisor. In addition, a review of the different styles of supervision was presented and discussed. As a practical exercise, the participants analyzed a case pertaining to the selection of an appropriate supervisor for a health district. (see work schedule)

The activities of the following day focused on task analysis techniques. The objective was to provide the participants with the necessary skills to determine the detailed content of a task or set of tasks to be supervised, and to use the results of the analysis as a reference for objective supervision of tasks and activities performed in dispensaries and health centers. Participants applied this technique to the task of receiving and welcoming FP users at the health center.

Friday morning's activities were devoted to the application of already introduced concepts and techniques of supervision through a role playing exercise which implemented the results of the task analysis conducted the previous day. While participants played the roles of patients and nurses, two of them supervised the activities and prepared a supervision report. Their performance was reviewed in a plenary session. The exercise gave a useful demonstration of the participants' level of preparation and ability related to their forthcoming responsibilities as communicators and supervisors.

The second part of this day was devoted to training participants to identify and solve problems of performance of FP field personnel. A protocole for identifying and solving problems proposed by the facilitators was well received by the participants who will make use of it in their supervision activities in the future.

On the final day of the workshop a DHFN staff member introduced the participants to the use of newly designed forms used to collect statistical FP data at the district and regional levels. The participants were then given job descriptions of various actors in the FP system such as social workers, community workers, supervisors of community worker, promoters, etc. A review of a list prepared by the DHFN of tasks to be supervised in the Haitian FP system represented the final task for this workshop and the final step in the completion of the supervision protocol.

## B. Results

During the workshop the participants produced a series of documents which constitute the results of the workshop in operational terms. These documents are found in the annexes of this report and are as follow:

1. List of the most important FP organizations in Haiti (Annex 3)
2. Allocation of functional responsibilities in the FP system in Haiti (Annex 4)
3. A definition of supervision appropriate to the context of the FP system in Haiti
4. A list of the most important qualities of a competent supervisor for the FP system in Haiti
5. A list of FP activities and tasks to be supervised in Haiti (Annex 5)

## VII. Recommendations

- 1) It is recommended that the planning workshop scheduled for spring 1988 in Haiti be organized for the end of April, beginning of May, after the Francophone Regional Advisory Committee Meeting (FRAC) in Morocco. It will be a three week workshop which will review the complete set of planning steps and techniques from the determination of objectives to the preparation of budgets. During the workshop the participants will prepare, as a practical application, the 1988-89 workplan for TITLE III funds.
- 2) It is recommended that a two week supervision workshop be organized during the summer of 1988. The topics covered will be (i) human resource management skills and (ii) a critical review of the supervision activities conducted by the participants during the 6 months prior to the workshop.
- 3) It is recommended that the Memorandum of Understanding be reviewed and adapted as necessary during the spring workshop.

In addition to the above-mentioned recommendations which were discussed amongst the FPMT staff, USAID and the local counterparts in the DHFN, it was proposed that FPMT place a long-term resident technical advisor in Port-au-Prince whose role it would be to oversee project management interventions. FPMT is in the process of interviewing candidates for this position.

### VIII. Evaluation by Participants

Upon completion of the workshop, participants were asked to complete an overall course evaluation form. Completed, unsigned evaluation forms were received from 16 participants.

As can be seen in Annex 8, the workshop was reviewed very favorably by the participants, with 100% of them indicating that they would recommend that their colleagues attend a similar course. Most participants listed as their primary objective for attending the course, to learn how to conduct an effective supervision visit. The majority of the participants found the course useful in terms of meeting their stated objectives.

When asked which sessions they found most useful, a broad range of responses was noted. The most commonly selected response, however, was "all sessions." Session 5 on how to receive patients in a clinic as well as other strictly supervision-related sessions were selected.

Regarding the sessions found least useful, 14 participants indicated that none of the sessions were least useful. One participant indicated that Sessions I and IV (functional allocation of responsibilities and styles of supervision, respectively) were less useful.

None of the participants indicated that any of the sessions were too long. As well, the majority of the participants noted that none of the sessions were too short. A couple of participants would have liked the third session on qualities of a good supervisor to be longer.

During the course, a wide variety of teaching methods were used. The participants were asked to rate the effectiveness of the methods on a scale of 1 (ineffective) to 5 (very effective). All of the respondents gave the methods a rating of 4 or 5. Comments about the methods indicated that they were found to be useful, effective and understandable, and that the format for presenting the sessions was appropriate. Participants were extremely active during the group exercises and the role playing activity. Plenary discussions were comparatively less participative. Only one participant expressed a desire for more didactic material on supervision theory.

In general, the results of the final course evaluation support that the course content was appropriate to the needs of the participants, the sessions were organized and presented in an understandable and effective manner. The participants felt that they benefitted from the workshop and would strongly recommend that similar courses be offered in the future. In addition, the participants were particularly impressed by the trainer and the logistical support provided throughout the workshop which significantly contributed to the team spirit and therefore, the overall success of the workshop.

## LIST OF ANNEXES

- Annex 1 - Workshop Schedule
- Annex 2 - Preparation of Workshop
- Annex 3 - List of the Principal Organizations with FP Activities
- Annex 4 - Allocation of Functional Responsibilities in the FP System in Haiti
- Annex 5 - List of FP Tasks to be Submitted to Supervisor
- Annex 6 - Sample Evaluation Forms
- Annex 7 - Results of Participant Evaluations

Ministère de la Santé Publique et de la Population, Haiti  
et  
Management Sciences for Health, Boston

PROGRAMME DE L'ATELIER DE SUPERVISION EN PF  
(3 - 8 novembre 1987)

Mardi 3 novembre 1987

- de 9 à 10 H Ouverture, accueil des participants et discussions des problèmes logistiques
- de 10 à 11 H Présentation et discussion des objectifs et de la méthodologie de l'atelier
- de 11 à 12 H Session I sur les fonctions et activités principales sans un système de PF: les concepts principaux.
- de 13 à 14 H Session I: liste des fonctions et liste des organisations faisant du PF en Haiti
- de 14 à 15 H Session I: Exercice pratique sur l'allocation des responsabilités fonctionnelles en matière de PF pour chaque région.

Mercredi 4 novembre 1987

- de 8 à 9 H Session I: conclusions des travaux de groupe sur l'allocation des responsabilités fonctionnelles. Place de la supervision
- de 9 à 10 H Session 2 sur une définition opératoire de la supervision dans le contexte de la PF en Haiti: travaux de groupe
- de 10 à 11 H Session 2: plénière sur les résultats des travaux de groupe
- de 11 à 12 H Session 3 sur les qualités du bon superviseur: travaux de groupe
- de 13 à 14 H Session 3: plénière sur les conclusions des travaux de groupe
- de 14 à 15 H Session 4 sur les styles de supervision: concepts et introduction d'un cas à résoudre en groupe

**Jeudi 5 novembre 1987**

- de 8 à 9 H            **Session 4 (les styles de supervision):  
présentation des résultats des travaux de groupe  
sur le cas présenté la veille.**
- de 9 à 10 H           **Session 5 sur l'analyse des tâches: les concepts  
et exercice sur la liste prioritaire des tâches à  
superviser dans chaque région**
- de 10 à 11 H          **Session 5: exercice pratique d'analyse des tâches  
(travaux de groupe)**
- de 11 à 12 H          **Session 5: plénière sur les résultats de  
l'exercice pratique**
- de 13 à 15 H          **Session 5: Analyse d'une tâche réelle (par ex.  
l'accueil des patientes dans un Centre de Santé).  
Travaux de groupe suivi d'une plénière.**

**Vendredi 6 novembre 1987**

- de 8 à 9 H            **Session 6 sur la pratique de la supervision:  
introduction d'un exemplaire de fiche de  
supervision**
- de 9 à 12 H           **Session 6: jeux de rôles sur une visite de  
supervision dans un centre de santé avec  
l'objectif de voir comment l'accueil des  
patientes est fait. Conclusions en plénière.**
- de 13 à 14 H          **Session 7 sur les problèmes de performance:  
présentation des concepts et d'une fiche  
d'identification des problèmes et exercice  
pratique en groupe**
- de 14 à 15 H          **Session 7: plénière sur les résultats des travaux  
de groupe.**

**Samedi 7 novembre 1987**

- de 8 à 15 H           **présentation et revue critique de la fiche de  
supervision préparée à la DHFN. Propositions de  
modifications**

ANNEX II

Programmation de l'atelier de planification  
 JOURNEE: Novembre 3/ 87

ACTIVITE	DUREE	METHODE	MATERIEL	OBSERVATION
Cérémonie d'ouverture	9.00 15'			
Logistique	9.15 15'			
Présentation des participants et facilitateurs	9.30 15'			
Attentes des participants	9.45 30'			
Paum Cap	10.15 15'			
Objectifs, programmes et méthode de travail	10.30 45'		thumb out	
Repasiteca en groupe de travail =				
Classification des travaux du jour: - objectifs	11.15 15'		Flip chart	
QUELLES <del>LES</del> SONT LES FONCTIONS PRINCIPALES D'UN SYSTEME DE PF	11.30 30'	<u>Brainstorming</u>	thumb out	
LUNCH	12			
Classification de quelques concepts: Systeme / organisation // Fonction // Activite / Tache	13.00 30'			
<del>QUI FAIT QUOI dans le 15.00 Systeme de PF en Haut</del>	<del>30'</del>			

Programmation de l'atelier de planification

JOURNEE: Novembre 5/87

ACTIVITE	DUREE	METHODE	MATERIEL	OBSERVATION
<p>Le list des activités par tâche présentation 1330</p>	<p>30'</p>	<p>Présentation</p>		
<p>Le list des "organisations" impli- quées en PP 1400</p>	<p>30'</p>	<p>Brainstorming</p>		
<p><u>QUI FAIT QUOI</u> 1430 <u>à faire à l'hôtel.</u></p>	<p>30'</p>	<p>Travaux de groupe (à achever à l'hôtel)</p>	<p>haut out</p>	<p>les participants remplissent l'exercice 1 à l'hôtel</p>

Programmation de l'atelier de planification

JOURNEE: Mercredi 4 1987

ACTIVITE	DUREE	METHODE	MATERIEL	OBSERVATION
Conclusion de l'exercice <u>8 00</u> Séance Plénière <sup>proceder</sup> <u>la zones d'ins</u> et la place de la supervision	60	Séance Plénière discussion		faire une copie <u>definitive</u>
Donner une définition <u>3 00</u> opérationnelle de la supervision dans le cadre des activités SM/ PF de la D. R. et dégager les implications qui découlent de cette définition	60	Travaux de groupe		
Pausé Café <u>10 00</u>	15'			
Présentation des résultats de Travaux de groupe <u>10 15</u>	45'	Séance Plénière - Discussion	Haut out	
Définir les qualités <u>11 30</u> et les caractéristiques d'un superviseur efficace et dégager pour chaque qualité au moins un critère d'appréciation (préciser par quel <u>LU N CH</u> ) <u>12 00</u>	30'	Travaux de groupe (à continuer depuis le lundi) (préciser par 1 petit transformer par classification)		
Présentation et synthèse Travaux de groupe <u>13 00</u>	60'	Séance Plénière (discussion)		
Présentation des styles de supervision <u>14 00</u>	30'	Séance Plénière Recluse	3 haut out exercice individuel	→ les styles de supervision → les avantages → le conseil

Programmation de l'atelier de planification  
JOURNEE:

(3)

ACTIVITE Novembre 4 87	DUREE	METHODE	MATERIEL	OBSERVATION
Présentation du cas #17 Quel type de supervision est le plus approprié pour la zone 14 + 30	30'	lecture du cas pose de questions <del>de discussion</del>	<u>le cas # 17</u>	les participants résolvent le cas en groupe à l'hôtel.

Programmation de l'atelier de planification  
JOURNEE: Novembre 5.

ACTIVITE	DUREE	METHODE	MATERIEL	OBSERVATION
<del>Présentation</del> Présentation des travaux de groupe - au 6 cas # 17 <u>880</u>	45'	Plénière, discussion		
Analyse d'une tâche - Clarification / concept <u>845</u>  (Pour café) <u>10h</u>	<u>90</u>  15')	Présentation		Lors de la présentation expliquer le schéma ouibocent ① quels sont les différents activités à superviser ② priorités (ne pas vouloir faire H à la fin) ③ on prend une tâche comme exemple
Faire une tasse de café <u>1000</u> 1) description du travail 2) analyse des tâches 3) analyse de détail 4) remplir fiche des tâches 5) protocole de supervision de la tâche	<u>120</u> '	exercice en groupe pratique d'initiation 30'  consulte en plénière Brainstorming		
<u>LUNCH</u> <u>1200</u>				
Analyse d'une tâche <u>120</u> "Accueil des patients à la clinique" (sans séquence)	<u>120</u> '	exercice en groupe		
Présentation des Travaux de groupe <u>1500</u>	60'	Présentation en plénière		

Programmation de l'atelier de planification

JOURNÉE: Novembre 6. 87

⑥ 22

ACTIVITE	DUREE	METHODE	MATERIEL	OBSERVATION
Présentation de la fiche de supervision (Exemple - 8 00	15	Présentation en plénière	la fiche "exemple"	
Remplir la fiche pour la tâche "accueil des patients" 8 15	30	Travaux en groupe		
Exercice pratique de supervision (même cas)				
a) répartition en 4 groupes 8 45 - les patients - - les infirmières - - les superviseurs - les critiques	30'	Présentation classifiée		
b) les groupes préparent un scénario sur leur intervention 9 15	30	Travaux en groupe		instructions données par le facilitateur
c) jeu de rôle 9 45 (3 x 1/2 heures)	80			
d) discussion / leçon 11 15  check	45'	Plénière		

Programmation de l'atelier de planification  
JOURNÉE:

(7)

ACTIVITE	DUREE	METHODE	MATERIEL	OBSERVATION
<p>Novembre 1987</p> <p>- les problèmes de performance Présentation <u>1300</u> du protocole -</p>	45'	Plénière <u>Brauerforum</u>		
<p>- Application pratique aux de l'accueil - <u>1345</u></p>	45'	Travaux de groupe		
<p>- Présentation des travaux de groupe <u>1430</u></p>	30'	Plénière		
				<p>Demander à chaque participant la fiche de supervision préparé par la DDFN pour l'apporter à la maison.</p>



Programmation de l'atelier de planification  
JOURNÉE: November 3 1987

ACTIVITE	DUREE	METHODE	MATERIEL	OBSERVATION
Cérémonie d'ouverture 0900	15'			
Logistique 0915	15'			
Présentation des participants et des facilitateurs. 09.30	15'			
Attentes des participants 0945	30'			
Pause Café 1015	15'			
- Objectifs, programme et méthode de travail 1030	45'		Document de travail	
- Répartition en groupes de travail			Flip-chart	
- Clarification des travaux du jour - Objectif 1115	15'			
- Clarification de quelques concepts organisationnels 1130	30'		Document de travail	
LUNCH 1200				
- les fonctions principales d'un système de PF 1300	30'	Braintstorming	Document de travail	

Programmation de l'atelier de planification  
JOURNEE: November 3 1987

ACTIVITE	DUREE	MEHODE	MATERIEL	OBSERVATION
Liste des Activités et Tâches 1330	30'	Présentation		
La liste des organisations impliquées en PF en Haïti 1400	30'	Brainstorming		
Qui FAIT quoi Lex		exercice d'allocation des responsabilités fonctionnelles en Haïti Travaux de groupe	Table d'allocation des responsabilités fonctionnelles	à faire à l'hôtel

Programmation de l'atelier de planification  
 JOURNEE: Novembre 4 1987

3

ACTIVITE	DUREE	METHODE	MATERIEL	OBSERVATION
Conclusions de l'exercice sur l'allocation des responsa- bilités fonctionnelles <u>0800</u>	60'	Séance plénière (discussion)		Produire une version définitive à retourner aux participants.
Donner une définition opératoire de la super- vision et dégager <u>900</u> les implications.	60'	Travaux de groupe		
Pause-café <u>1000</u>	15'			
Présentation des résultats des travaux de groupe <u>1015</u>	75'	Séance plénière (discussion)	Document de travail	
- les qualités d'un bon superviseur - <u>1130</u>	30'	Travaux de groupe	Document de travail	à donner après l'exercice
LUNC <u>1200</u>	60'			
- Présentation de résultats des travaux de groupe <u>1300</u>	60'	Plénière		

Programmation de l'atelier de planification

JOURNEE: November 4 1987

ACTIVITE	DUREE	METHODE	MATERIEL	OBSERVATION
Présentation des styles de supervision 1400	30'	Plénière	3 documents de travail : les styles de supervision - les avantages et inconvénients - le concept	
Présentation du Cas #17: la sélection d'un superviseur approprié pour la zone de... 1430	30'	lecture du cas	- documents de travail.	les participants résolvent le cas en groupe de travail le soir à l'hôtel

Programmation de l'atelier de planification  
 JOURNEE: Novembre 5 1987

ACTIVITE	DUREE	METHODE	MATERIEL	OBSERVATION
Resultats de Travaux de groupe sur le cas #17. <u>800</u>	45'	Pleinier discussions		
Analyse d'une tâche - clarification des concepts <u>845</u>	75'	Présentation	document de travail sur l'analyse de tâches	lors de la présentation expliquer ce qui suit. 1- les différents activités de supervision 2- les priorités (ne pas vouloir être superviser) 3- prendre une tâche comme exemple
Pause Café. <u>1000</u>	15'			
Exercice: decrire l'activité de préparer une tasse de café. <u>1015</u> 1- description du travail 2- analyse de tâches 3- analyse de détail 4- unifier les tâches 5- protocole de supervision	30'	Exercice en groupe sol mots pleins brainstorming	exemple de protocole de supervision	exercice mené par Beth Harrison.
LUNCH <u>1200</u> - Analyse d'une tâche: l'accueil des patients à la clinique <u>1300</u> - Présentation des résultats <u>1430</u>	90' 30	exercice d'application - en groupe Pleinier		

Programmation de l'atelier de planification  
 JOURNEE: Novembre 6 1987

ACTIVITE	DUREE	MEHODE	MATERIEL	OBSERVATION
- Presentation de la fiche de supervision - <u>800</u>	15	presentation en plénier	la fiche (exemple)	
- Remplir la fiche pour la tâche "accueil de patients" <u>815</u>	30	en groupe		
- Jeu de role: exercice pratique de supervision. (même cas) <u>845</u>	30'	Clartification des rôles.		
a) repartition en 4 groupes - les patients - les nurse - les superviseurs - les observateurs	30'	en groupe		
b) les groupes préparent les scénarios de leur acte <u>915</u>	30'	en groupe		
c) jeu de role <u>945</u>	90'	plénier jeu + observations		
d) discussion les cas. <u>1115</u>	45'	plénier.		
LUNCH 1200	60'			instruction données éventuellement par les facilitateurs (séparément)

Programmation de l'atelier de planification  
JOURNEE: Novembre 6 1987

ACTIVITE	DUREE	METHODE	MATERIEL	OBSERVATION
<ul style="list-style-type: none"> <li>- Les problèmes de performances</li> <li>- présentation du protocole</li> </ul> <p style="text-align: right;"><u>13 00</u></p>	45'	Plénière Brainstorming	document de travail : les problèmes de performances et le protocole.	
<ul style="list-style-type: none"> <li>- Application pratique dans le cas de l'accueil</li> </ul> <p style="text-align: right;"><u>13 45</u></p>	45'	en groupe		
<ul style="list-style-type: none"> <li>- Présentation des travaux de groupe</li> </ul> <p style="text-align: right;"><u>14 30</u></p>	30'	Plénière		
				<p>Unmettre à chaque participant la fiche de supervision préparée par le DHFN pour examiner à l'hôtel -</p>



## LISTE DES TACHES SOUMISES A SUPERVISION

ASPECTS/ ET ACTIVITES A SUPERVISER	Hopital	Centre avec ou sans lit	Dispens.	Agent de Santé	Sup. Ag. Commun.	Ag. Com. Promoteur	Col-Vol
1) Formation spéciale en PF (Lieu de la formation, durée)							
2) <u>Information/Education des Clients/es</u>							
2.1 Moyen d'information (affiches, posters, livrets)							
2.2 Education individuelle (Visites domiciliaires, éducation individuelle à la clinique, etc.)							
2.3 Education collective (réunions de groupe, éducation collective à la clinique, radio, etc.)							
3) <u>Méthodes Contraceptives Disponibles</u>							
Contraceptifs Oraux							
Stérilet							
Dépo Provera							
Norplant							
Condom							
Spermicides							
Méthodes Chirurgicales							
Contraception naturelle							
4) Liste des contre-indications à la pilule.							
5) Problèmes liés à l'utilisation des méthodes (Identifier le problème et noter les solutions apportées).							

ASPECTS/ ET ACTIVITES A SUPERVISER	Hopital	Centre avec ou sans lit	Dispens.	Agent de Santé	Sup. Ag. Commun.	Ag. Com. Promoteur	Col-Vol
6) Système de référence y compris référence pour stérilisation volontaire (lieu, raison, suivi).							
7) <u>Disponibilité en Contraceptifs</u> 7.1 Approvisionnement (D'où) (moyen de transport) 7.2 Conservation (conditions, validité) 7.3 Rupture de stock (fréquence, durée) 7.4 Inventaire (à effectuer) 7.5 Contrôle des contraceptifs distribués.							
8) <u>Personnel Encadré/Supervisé</u> (Type, nombre, problèmes rencontrés dans l'encadrement ou la supervision)							
9) <u>Système d'Informations Statistiques</u> 9.1 <u>Registre de PF</u> (Formation à l'utilisation du registre, application du registre, problèmes dans l'application du registre) 9.2 <u>Rapport Mensuel</u> (Préparation, expédition, conservation) 9.3 <u>Rapport Mensuel du Mois Dernier</u> (Consulter et comparer avec les données du registre).							

ASPECTS/ ET ACTIVITES A SUPERVISER	Hopital	Centre avec ou sans lit	Dispens.	Agent de Santé	Sup. Ag. Commun.	Ag. Com. Promot.	Col-Vol
<p>10) <u>Structure Physique</u></p> <p>10.1 Etat physique de l'édifice (propreté, état des murs, etc)</p> <p>10.2 Salle pour éducation de groupe</p> <p>10.3 Salle pour consultation médicale</p> <p>10.4 Archives</p> <p>10.5 Salle d'opération.</p>							
<p>11) <u>Equipement/Matériels</u></p> <p>11.1 Matériels pour consultation médicale (liste matériels)</p> <p>11.2 Classeur / fichier pour archives</p> <p>11.3 Mobilier pour salle d'éducation</p> <p>11.4 Matériels pour opération de stérilisation volontaire.</p>							
<p>12) <u>Relations Humaines</u></p> <p>(Avec le personnel, avec la communauté, avec les leaders communautaires et religieux).</p>							

PROJET DE FORMATION EN MATIERE DE GESTION  
DES PROGRAMMES DE PLANNING FAMILIAL

# 4: EVALUATION DU SEMINAIRE/DE L'ATELIER

NOM: \_\_\_\_\_

1. Veuillez décrire votre but de suivre ce séminaire/cette atelier
2. Est-ce que ce(s) but(s) a(ont) été achevé(s)

_____	_____	_____	_____	_____
5	4	3	2	1
complètement				pas du tout

Veuillez expliquer votre réponse:

---

---

---

---

3. Quelles sont les sessions que vous avez trouvées les plus utiles? Pourquoi?

---

---

---

---

4. Quelles sont les sessions que vous avez trouvées les moins utiles? Pourquoi?

---

---

---

---

5. Est ce que le temps consacré à certaines sessions était trop long? lesquelles/laquelle?

---

---

---

---

6. Est-ce que le temps consacré à certaines sessions était trop court? Lesquelles/laquelle?

---

---

---

---

7. Dans votre opinion, est-ce que les méthodes d'enseignement étaient efficaces?

_____	_____	_____	_____	_____
5	4	3	2	1
très efficace				pas efficaces

Veillez expliquer: \_\_\_\_\_

---

---

---

8. Veuillez indiquer ci-dessous tout ce qui aurait pu améliorer le séminaire/l'atelier

- \_\_\_\_\_ a. plus de temps
- \_\_\_\_\_ b. moins de temps
- \_\_\_\_\_ c. utilisation des exemples et applications plus réalistes
- \_\_\_\_\_ d. plus de temps pour pratiquer des nouvelles techniques et talents
- \_\_\_\_\_ e. plus de temps pour se familiariser avec la théorie et le cadre conceptuel
- \_\_\_\_\_ f. des animateurs/trices plus efficaces
- \_\_\_\_\_ g. plus de participation des membres de groupe
- \_\_\_\_\_ h. moins de participation des membres de groupe
- \_\_\_\_\_ i. autres arrangements logistiques (place de réunion, logement, repas)
- \_\_\_\_\_ j. plus de temps pour préparation hors des sessions
- \_\_\_\_\_ k. plus de temps pour activités pratiques
- \_\_\_\_\_ l. concentration plus limitée des sujets spécifiques
- \_\_\_\_\_ m. considération des sujets plus larges et compréhensives
- \_\_\_\_\_ n. autre: \_\_\_\_\_

9. Est-ce que vous avez des besoins qui n'ont pas été adressés pendant ce cours? Lesquels?

10. Est-ce que vous conseilleriez à vos collègues de suivre ce cours: Pourquoi? (pourquoi pas?)

---

---

---

---

11. Autres commentaires:

---

---

---

---

Veuillez apprécier les compétences de l'animateur/trice dont le nom figure ci-dessous en entourant d'un cercle le chiffre qui correspond le mieux à chacune des compétences ou qualités suivantes:

		<u>Excellent</u>				<u>Inadequat</u>
1. Organisation pédagogique	5	4	3	2	1	
2. Connaissances techniques	5	4	3	2	1	
3. Explication des sujets	5	4	3	2	1	
4. Réponses aux questions	5	4	3	2	1	
5. Animation	5	4	3	2	1	
6. Enthousiasme Intérêt	5	4	3	2	1	
7. Rendre le sujet pertinent	5	4	3	2	1	
8. Etablir une ambiance favorisant l'apprentissage	5	4	3	2	1	
9. Accepter des points de vue divergents	5	4	3	2	1	
10. Résumer les idées principales	5	4	3	2	1	

Qu'est-ce qui vous a plu le plus chez l'animateur/trice

---



---



---

Quelles recommandations pourriez vous faire pour que cet animateur/trice perfectionne davantage ses compétences?

---



---



---

ANNEX VII

FINAL COURSE EVALUATION BY PARTICIPANTS  
16 RESPONDENTS

Note: Numbers indicate number of participants responding to a question or item, not percentages).

1. What was your objective in attending this course?

- 8 to be able to conduct an effective supervision visit
- 4 to obtain more information on how to supervise an fp program
- 1 to make the haitian family planning program more effective using supervision methods
- 1 to become a good supervisor
- 1 become familiar with modern supervision concepts
- 1 expand knowledge of fp to work more effectively

2. In light of your objective, was the course:

Very useful (5)	4	3	2	(1) Useless
	7	8		

Please explain your answer briefly:

- 5 provides important guidelines to follow during supervision visits
- 3 hone supervision skills
- 2 not completely achieved due to lack of time
- 1 would like more basic clarification of health system in Haiti before focussing on fp
- 1 fulfilled all expectations
- 1 all aspects of program addressed and respected

3. Which sessions or activities did you find most useful?

- 10 all sessions
- 2 session 3--qualities of a good supervisor
- 2 session 6--supervision instruments
- 3 session 5--welcoming patients to a health centre
- 2 session 4--styles of supervision
- 2 operational definition of supervision
- 1 functional allocation of responsibilities

4. Which sessions or activities did you find least useful? Why?

- 14 None
- 1 functional allocation of responsibilities
- 1 styles of supervisor

5. Was the time allocated for sessions too long? Which ones?

16 None

6. Was the time allocated for sessions too short? Which ones?

14 None

2 development of operational definition of supervision

7. In your opinion, how effective were the teaching methods used during this course?

(5) Very effective      4      3      2      Ineffective

9                                  6

Comments:

- 1 work in groups facilitates participation in exercises which increases comprehension of material
- 2 practical and pedagogical
- 1 would have liked more theoretical and didactic information than time allowed for
- 2 yes, understood and assimilated all material

8. Please check any of the following that you feel could have improved the course:

- 6 a) Additional time
- 0 b) Less time
- 4 c) Use of more realistic examples
- 7 d) More time to practice skills and techniques
- 4 e) More time to become familiar with theory and concepts
- 0 f) More effective trainers
- 2 g) More participation by group members
- 0 h) Less participation by group members
- 2 i) Different training site
- 0 j) More preparation time outside sessions
- 4 k) More time to spend on hands-on activities
- 2 l) Concentration on more limited and specific topics
- 2 m) Need for more courses
- 2 n) Other

9. Do you have any needs which were not addressed during the course?

Yes      No

16

10. Would you consider recommending that one of your colleagues attend this course? Why not?

Yes                      No.  
16

Reasons:

- 1    because it is part of a complete training of a nurse working in primary health care
- 4    to be able to be more effective in the field
- 2    imperative for supervisors
- 1    further knowledge of family planning
- 1    because course was clear and precise
- 1    brought to neglected supervision issues to light

11. Other comments:

- 17   None
- 1    Would be more enriching if participants were residing in same hotel where conference held since transportation problems caused lateness, etc.
- 1    if all personnel interested in supervision were trained as such, the data would be available for proper evaluation