

PN-ABI-743
2-28-82

RONCO CONSULTING CORPORATION

Family Planning Training Project
(PAC II)

DEVELOPMENT OF A CADRE OF REGIONAL CONSULTANTS

FINAL REPORT

WASHINGTON, D.C. OFFICE

1629 K St., N.W., Suite 602
Washington, D.C. 20006
Phone: (202) 785-2791
FAX: (202) 785-2078
TLX: 6971725

CALIFORNIA OFFICE

1995 University Avenue
Suite 330
Berkeley, CA 94704
Phone: (415) 548-3922

PNMRE-743.

RONCO CONSULTING CORPORATION

SUBPROJECT:

DEVELOPMENT OF A CADRE OF REGIONAL CONSULTANTS

FINAL REPORT

TABLE OF CONTENTS

	<u>Page</u>
I. Introduction	1
II. Analysis of Field Experience	3
III. Wrap-Up Meeting	6
IV. Conclusions	11
V. Recommendations	11
VI. Annexes	
1. List of Participants	
2. Individual Assessment Form	
3. Objectives and Program of Workshop	
4. Results of Questionnaire	
5. Sample Advertisement	

I. INTRODUCTION

Under the regional training component of the PAC II project, RONCO PAC II has implemented a subproject with the overall goal of "strengthening the ability of family planning institutions in the RONCO PAC II countries and Lebanon to provide consultative assistance in their home country or the region in the field of family planning training and technical assistance." This goal was based on the rationale that consultants from within the region who are not only specialists in FP training, but also fully acquainted with the languages and cultures of the region, are indispensable in order to provide efficient and meaningful technical assistance. The subproject also aimed at strengthening the capacities of Host Country Institutions (HCIs) to provide technical assistance through in-country resources. HCIs were invited to nominate participants (preferably non-physician health workers) who had previously worked in a PAC II subproject and who would be available to complete the entire cycle of planned activities.

The specific objectives of the project were to:

1. Train a cadre of 10-14 NENA region consultants from HCIs in consulting skills and in AID and RONCO PAC II approaches to family planning training and the provision of technical assistance; and,
2. Increase opportunities for the utilization of newly trained regional consultants in RONCO PAC II activities.

The expected subproject outcomes included:

1. Increased and improved regional training activities (particularly in terms of language and communication);
2. A pool of 10 regional consultants who can work in a variety of PAC II activities during and after the lifetime of PAC II;
3. Improved regional expertise and experience in family planning training as measured by evaluation strategies conducted during and after workshop and field practicums;
4. A design for the effective training and development of regional consultants; and,
5. A set of recommendations for establishing a system for sustaining and utilizing a regional consultant pool.

The subproject comprised 3 major phases:

1. Phase I consisted of an introductory workshop during which 14 participants were given orientation in the basic skills of a consultant and RONCO/AID reporting requirements;
2. Phase II, during which 10 participants who had participated in the introductory workshop were selected, based on the introductory workshop results, to perform supervised internships as consultants-in-training under a PAC II subproject activity within the region; and,
3. Phase III, during which the same participants took part in activities as co-consultants, under the overall supervision of more experienced RONCO consultants.

Finally, a wrap-up meeting was held (June 19-20, 1989) to review and assess the experience of the participants who had completed training under the subproject and to make recommendations for the future. At the time of the wrap-up meeting, 9 participants had completed their Phase II assignments and 7 participants had completed Phase III. At the time of this writing, the last Phase II assignment was completed and 1 more participant completed Phase III. The final Phase III assignment for one participant was waived due to their level of expertise and another was not completed due to scheduling conflicts.

The wrap-up meeting was held in Tunisia June 19-20, 1989 with the purpose of:

1. Reviewing the field experiences in order to obtain participants' feedback and provide them with an opportunity to exchange their experiences among themselves;
2. Assessing individual participants' skills and identifying areas for further improvement; and,
3. Identifying areas for enhancement for future similar activities.

A list of participants can be found in Annex 1.

This report serves the dual purpose of a report on the wrap-up meeting and final subproject report. It covers the major outcomes of Phases II and III in the project as analyzed during the final meeting, and summarized the outcomes of Phase I of the subproject (the Consultant Skills Workshop held in Tunis February 26 - March 2, 1988, has been covered earlier under a separate report).

II. ANALYSIS OF FIELD EXPERIENCE

As already stated, the major feature of the subproject was to provide potential regional consultants with practical, hands-on internship under the supervision of experienced RONCO staff and/or consultants.

Phase I: Introductory Workshop

RONCO PAC II held its first regional "Consultants Skills Workshop" in Tunis from February 26 through March 2, 1988. Fourteen participants took part in the workshop after being selected on the basis of a set of pre-established criteria. These criteria emphasized, among others, previous experience in Family Planning training and the availability to take part in all three phases of the sub-project. Family Planning institutions within RONCO PAC II countries were requested to submit nominations in order to ensure that the project contributed to the institutional strengthening effort within the region.

The objectives of the workshop were to:

- o identify how to apply particular areas of expertise to future consulting;
- o identify the specific skills and roles of a consultant;
- o identify and discuss the similarities and differences between external and internal consulting;
- o demonstrate the use of 3-5 effective consultant skills;
- o demonstrate an ability to follow A.I.D. and RONCO PAC II training and technical assistance methodology and reporting procedures; and,
- o with workshop staff, determine appropriate, convenient practicum assignments.

Two consultants designed and moderated the workshop. Activities were designed to provide participants with the skills specified in the workshop objectives as well as to demonstrate and promote the RONCO participatory approach to training. The workshop was marked by a high level of participation and positive group interaction. A field visit was arranged on day four of the workshop in order to provide the participants with the opportunity of applying their institutional needs assessment skills in the field.

The workshop agenda was covered in full although time proved to be a constraint. Some of the objectives could not be covered in depth and 64% of the participants felt that the workshop was too short. Self-assessment forms were completed (see Annex 2) in order to develop individual workplans for the following phases of the subproject.

In general, participants felt more confident in their ability to provide consulting services by the end of the workshop and the post-test demonstrated an improvement in skills in many areas, particularly those of institutional needs assessment, communication, and cross-cultural communication.

Of the original 14 participants in the Consultant Skills Workshop, 10 were selected to continue on to Phases II and III of the subproject. The selection process was based on the demonstrated skills/performance of the participants during the workshop. Based on the analysis of the self assessment forms, together with a review of on-going/planned subproject PAC II activities in the NENA region, participants were allocated field assignments in the form of internships.

Phase II Internship

During their first internships (Phase II), participants were invited to take part in training or related activities under the close supervision of RONCO consultants and/or staff. The consultants-in-training (CITs) participated in the planning, preparation and implementation of training activities as team members, observing the actual performance of experienced RONCO staff and/or consultants.

Prior to participating in both Phase II and III internships, participants were given terms of reference and were informed of the products which they were expected to produce as a result of their participation. Participants were also provided with background documents and received full briefings before their field assignments.

The CITs were assigned the following objectives for their Phase II internships:

1. Demonstrate 5-7 effective consultant skills;
2. Identify 2-3 consultant skills not yet mastered and steps which would help to improve them;
3. Identify and discuss the differences and similarities between their regular jobs and the consulting role; and,
4. Demonstrate their ability to follow RONCO PAC II/AID methodologies and reporting procedures.

Consultants-in-training were required to write a report evaluating their achievement of the objectives; including the perceived differences and similarities between their work as consultants and their routine day-to-day duties. To assist them, the supervising consultant met with the consultant-in-training to discuss their

observed strengths and weaknesses. In addition, the supervising consultant was required to write a report summarizing the strengths and weaknesses of the intern.

Without exception, supervising consultants and staff found Phase II consultant trainees to be valuable, effective members of their team. Generally, all were found to exhibit positive enthusiasm and considerable energy for the assigned task. Individual comments ranged from "ready to take initiative", "demonstrated a command of content", and "contributions throughout were clearly equivalent to a fully participating trainee" to more positive criticisms such as trainee needs to "develop skills as neutral observer", needs to "learn to listen" and "think an issue through" before making a decision. All Phase II CITs were recommended to proceed to Phase III of the project.

Examples of Phase II internships included:

- o Regional training of Jordanian MOH personnel in IEC in Morocco;
- o A workshop on participatory training in Family planning in Turkey; and,
- o A workshop to design the implementation of the evaluation of the decentralized in-service training program in Tunisia.

Phase III Internship

After successfully completing Phase II, CITs went on to the final phase in their training, during which they participated as co-consultants in a training or training-related activity, under the overall supervision of a RONCO consultant or staff member.

The following objectives were set for Phase III internships:

1. Demonstrate 8-10 effective consultant skills; and,
2. Demonstrate efficiency and ease in utilizing RONCO PAC II/AID methodologies and reporting procedures.

Participants were expected to contribute to the drafting of the report on the activity in which they had participated.

Internships included the following activities:

- o participation in the planning and facilitation of TOT workshops in IEC and Evaluation for FP in Jordan;
- o participation in workshops for the development of decentralized training strategies/systems/implementation guides in Morocco;

- o the observation of trainers' performance in field-level workshops in Jordan; and,
- o monitoring of participants' performance in practical training at the field level in third countries in Morocco, Tunisia, and Turkey.

Table 1 summarizes the Phase II and III internships of the 10 participants who were selected to complete the subproject.

It is worth noting at this point in the report that all of the participants in the subproject were highly enthusiastic about their participation and very active during their field assignments. Many of them used their annual vacation time in order to be able to participate in the internships, since in many cases it would have been otherwise difficult for their institutions to release them.

III. WRAP-UP MEETING

The wrap-up meeting provided both RONCO and the Consultants-in-Training with the opportunity to assess the real value of the field experience and to provide feedback to RONCO/A.I.D. or other CAS providing family planning assistance in the region to implement further activities. The objectives and program of the wrap-up meeting are included in Annex 3.

Prior to the wrap-up meeting, participants were asked to complete a follow-up questionnaire giving their assessment of their field experience and of the subproject as a whole. The results of the compilation of this questionnaire are given in Annex 4. During the workshop each participant also gave a brief presentation of his/her field assignments, highlighting the strengths, weaknesses, and skills acquired.

In general, almost all participants gave favorable feedback on the experience. They found that they had been more active than they had anticipated during their internships; they had participated in their assignments as full team members rather than simply as consultants-in-training. For the most part, they also felt that their relationship with their supervisors had been clearly defined. In addition, most participants found that they had been given exposure to innovative training and/or service delivery approaches that may be applicable in their home countries/institutions.

TABLE 1
PHASE II AND III ASSIGNMENTS

PARTICIPANT	COUNTRY	PHASE II (Consultant-in-Training)	PHASE III (Co-Consultant)
Dr. Maaly Guimei	Egypt	Observation of trainers' on-the-job performance (Jordan) Supervisor: Abderrazak Thraya	Phase III assignment waived
Ms. Munira Shaban	Jordan	Monitoring of practical training for Jordanian trainers (Morocco) Supervisor: Abderrazak Thraya	Observation of trainers' on-the-job performance at the governorate level (Jordan) Supervisor: Suha Majdalani
Ms. Hiam Musharrafieh	Lebanon	GDHT workshop on participatory learning in FP (Turkey) Supervisor: Michael Basile	GDHT workshop for midwifery school teachers (Turkey) Supervisor: Kristina Engstrom
Mr. Mohamed Boulgana	Morocco	TOT workshop in management of FP training/service delivery (Jordan) Supervisor: Waleed Al Khateeb	Institutional strengthening activity (Tunisia) Supervisor: Abderrazak Thraya
Dr. Mustafa Tyane	Morocco	Workshop for trainers on the impact of training on the FP program (Jordan) Supervisor: Abderrazak Thraya	2nd workshop for the evaluation of the impact of training on the FP program (Tunisia) (Programmed but unattended due to professional commitments)
Mr. Abdelwahab Abdi	Tunisia	TOT workshop in IEC for FP (Jordan) Supervisor: Abderrazak Thraya	Observation of trainers' on-the-job performance at the governorate level (Jordan) Supervisor: Bushra Jabre
Mr. Nourredine Ben Rejeb	Tunisia	Compilation of FP training materials inventory (Tunisia) Supervisor: Suzanne Reier	Workshop to develop decentralized training management guide and action plan (Morocco) Supervisor: Pierre Renaud
Mr. Ahmed Mejri	Tunisia	Field observation of trainers' on-the-job performance (Jordan) Supervisor: Ayman Abu Laban	TOT workshop on the management of FP training/service delivery (Jordan) Supervisor: Waleed Al Khateeb
Mr. Hamouda Rouis	Tunisia	Workshop to develop strategy for decentralized in-service training (Jordan) Supervisor: Tahar El Amouri	TOT workshop in evaluation/FP (Jordan) Supervisor: Ayman Abu Laban
Ms. Fatma Uz	Turkey	Field observation of trainers' on-the-job performance (Jordan) Supervisor: Abderrazak Thraya	Monitoring of practical training in evaluation for Jordanian trainers (Turkey) Supervisor: Abderrazak Thraya

Almost all participants stated that their own institutions had favorable reactions towards their participation in the project, although one participant stated that his absence during internships was perceived as having a negative impact on his on-going work. For most participants, however, this was a new and invigorating experience.

In addition to the success of the experience in gaining new skills in the field, the overwhelming majority of participants found the structure of the program to be supportive and positive. Most participants found that they had been able to develop a very positive relationship with their supervisors during their assignments and that they had been made to feel that they were full team members as opposed to interns.

The responses to the questionnaire showed that, generally, all participants felt they had been well-briefed for their field assignments. However, most participants stated that they had not been given sufficient feedback on their performance, particularly between Phases II and III. They also felt that they had not received sufficient guidelines on report writing and on financial matters. In addition, participants would have preferred greater involvement in selecting their assignments. They also expressed the need for more networking and information sharing (in general) during the life of the project.

Individual Skills/Profiles

The wrap-up meeting provided participants with an opportunity to analyze their skills and experience and to identify their major strengths as well as areas which require further development. They were also given the opportunity to describe their own profiles as consultants. This was achieved for the major part through simulated situations and role plays.

These simulated situations/role plays provided the participants with a situation in which they had to identify and formulate how to present their skills to match a particular assignment, or how to "market themselves" as consultants. A sample advertisement was distributed (see Annex 5) and the participants were divided into pairs and spent 15 minutes interviewing each other for the job offer. This role play was considered to be very useful since it enabled each participant to probe into the nature of the skills that he/she is trying to "sell".

To a certain extent, the workshop helped the participants to identify gaps in their skills by sharing and analyzing their experiences/skills with the other participants. Participants were asked to identify their three major areas of competency as consultants as well as the three areas in which they most needed to improve their skills. These strengths/areas for improvement are summarized in Table 2.

Table 2

SUMMARY OF PARTICIPANTS' STRENGTHS/AREAS FOR IMPROVEMENT

The following table summarizes the strengths and areas for improvement as identified by participants.

	Communi- cation	Facili- tation	Team Work	Problem Solving/ Identification	Project Design	Project Moni- toring	Project Implemen- tation	Nego- tiation	Managing People & Resources	Working in Different Country	Super- vision	Informa- tion Systems	Decision Making
Participant 1	+				+	+	+						
Participant 2		+		-		+	+	-			+		
Participant 3	+	+	+	-	-	-							
Participant 4		+		-	+	+		-			-		
Participant 5	+				+		+	-			+		
Participant 6		+	+		-			-	-				
Participant 7													
Participant 8													
Participant 9			+	-			+	-			-		
Participant 10	-			+		+		-	+	-			

KEY:

+ Strengths

- Areas for Improvement

Participants generally felt that their strengths resided in facilitation, project design and project implementation, while many participants felt that they needed to improve their negotiation and problem solving/identification skills. It is interesting to note that in the pre-test during Phase I, skills in negotiation and strategy formulation were least appreciated by the trainees; only 8% of these participants listed negotiation and strategy formulation as important consulting skills. However, their experience has taught them otherwise. Most are leaving this project with a great appreciation for the importance of these skills in the consulting business.

According to the responses to the questionnaire, 7/9 (77%) of the participants who had completed one or more internship felt capable of providing consulting services in their specialized area. Of these participants, 2/9 (23%) felt capable but that they also required a little more experience. This, compared to the responses of the pre-test questionnaire administered to the same participants during the beginning of Phase I, indicates a great improvement in the consultants-in-training's perceptions of their consulting skills. In the pre-test, only 4/13 (31%) stated they felt capable of providing consulting services; 5/13 (39%) stated that they felt somewhat capable; and, 3/13 (23%) felt they did not feel capable of providing consulting services. However, CITs will need to better articulate their consulting skills. When asked to identify areas in which they would be providing consulting services, many gave very general responses. This issue was thoroughly discussed during the wrap-up meeting where it was pointed out that consultants-in-training need to identify their areas of expertise more precisely and communicate their skills more articulately.

The Consultants-in-training's responses to the final questionnaire also indicates that they have gained in skills they believed to be essential to effective consulting work. In the pre-test during Phase I, 88% believed that front-end analysis and diagnosis are critical consulting skills. In their end of project questionnaire, the majority of participants stated that they have gained these skills during their Phase II and III experiences. While only 48% of the participants initially mentioned communication skills as essential components to successful consulting, on the wrap-up questionnaire 100% of the respondents stated that they have gained skills in this area. Almost all have gained a deeper understanding of the importance of effective communication skills to the successful completion of a consulting assignment. When asked about the exceptional skills demonstrated by the supervising RONCO staff/consultants most responses came under the category of effective communications. It is also interesting that, while in the pre-test, evaluation skills were among the less frequently cited consulting skills needed in the field, in the final questionnaire almost all participants stated that they have gained skills in the area of evaluation and that they appreciate the need for such skills for future consulting experiences.

IV. CONCLUSIONS

It can be generally stated that the subproject has successfully achieved its major objective by producing a group of 10 consultants capable of providing technical assistance in various aspects of FP training within the region.

At the same time, by developing the consulting capacities of the subproject participants, the subproject has resulted in strengthening HCIs' capacity for providing technical assistance within their own countries/institutions.

It can also be said that the subproject has provided a design for the effective training and development of regional consultants. The participants were provided with hands-on training in a context that would have not normally been available either within their own countries or through regional or U.S.-based training institutions. This design still needs further refinement, however, in the areas of providing participants with feedback on their performance between the various stages of their training. The new design should build a stronger coordinating mechanism, more effective follow-up, and greater attention to the timely circulation of project-related materials and information. Future projects of this nature should also strengthen the participants' skills in reporting in compliance with A.I.D. requirements.

It is worth noting the spirit of collaboration demonstrated by HCIs receiving consultants-in-training during their subproject activities. This is largely due to the fact that they themselves had consultants-in-training participating in internships in other countries of the region, as well as to their awareness of contributing to a regional effort/program which extended beyond the traditional regional conference or workshop.

The level of competency of individual participants at the end of the subproject is quite varied. Most participants are fully capable of providing technical assistance with no other support, while others still require a certain amount of supervision/support in specific areas. This need should be catered to in future subprojects.

V. RECOMMENDATIONS

The following recommendations should be taken into consideration for future projects of a similar nature, and in order to enhance the capabilities of a number of participants in this subproject.

1. That a system be developed and implemented for providing future participants in similar activities with feedback between each phase of their training.

2. That time be allocated for developing participants' reporting skills.

In addition, the following recommendations which were made by participants at the end of the wrap-up workshop should be implemented before the end of PAC II.

WRAP-UP WORKSHOP RECOMMENDATIONS

During the wrap-up meeting the participants made the following recommendations for consideration by RONCO:

1. That an individual profile letter be drafted highlighting the skills of each participant.
2. That participants be given end-of-internship certificates (Phases I and II).
3. That participants be given a letter of recommendation.
4. That the participants' names be placed on the roster of consultants according to their main areas of interest.
5. That participants' individual skills assessment forms be updated.
6. That the end-of-project evaluation be circulated to all participants, together with a copy of the report of the wrap-up meeting.
7. That participants submit their CVs according to the guidelines.
8. That travel guidelines and other important documents be translated into French and Arabic.
9. That the opportunity be taken during the remaining PAC II project activities to provide internships for those participants who have still not completed their training as consultants.

ANNEX 1

PARTICIPANTS

Dr. Maaly Guimei	Egypt
Ms. Munira Shaban	Jordan
Ms. Hiam Musharrafieh	Lebanon
Mr. Mohamed Boulgana	Morocco
Dr. Mustapha Tyane	Morocco
Mr. Abdelwahab Abdi	Tunisia
Mr. Nouredine Ben Rejeb	Tunisia
Mr. Ahmed Mejri	Tunisia
Mr. Hamouda Rouis	Tunisia
Ms. Fatma Uz	Turkey

Please tick the most appropriate number in front of each of the following:

ASSESSMENT TOOL FOR IDENTIFICATION OF
 PERSONAL AND PROFESSIONAL SKILLS

	TRAINING					IEC					SERVICE DELIVERY					MANAGEMENT					EVALUATION				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
ANALYSIS																									
Data gathering																									
Perception																									
Decision-making																									
Alternative approaches																									
COMMUNICATION																									
Objectivity																									
Confidentiality																									
Resource identification																									
Trustworthiness																									
PARTICIPATORY																									
Networking																									
Team building																									
Tolerance																									
Host country involvement																									
PERFORMANCE																									
Creativity																									
Flexibility																									
Risk-taking																									

KEY:

1. Very well skilled
2. Well skilled
3. Skilled
4. Not so well skilled
5. Not skilled at all

14

RONCO CONSULTING CORPORATION
 CONSULTANT SKILLS WORKSHOP
 February 26 - March 2, 1988

Please tick the most appropriate number in front of each of the following:

ASSESSMENT TOOL FOR IDENTIFICATION OF
 PERSONAL AND PROFESSIONAL SKILLS

	TRAINING		IEC		SERVICE DELIVERY		MANAGEMENT		EVALUATION	
	A	B	A	B	A	B	A	B	A	B
ANALYSIS										
Data gathering										
Perception										
Decision-making										
Alternative approaches										
COMMUNICATION										
Objectivity										
Confidentiality										
Resource identification										
Trustworthiness										
PARTICIPATORY										
Networking										
Team building										
Tolerance										
Host country involvement										
PERFORMANCE										
Creativity										
Flexibility										
Risk-taking										

KEY:

A = Interested in improving skills for consulting work

B = Not interested in improving skills for consulting work

15

ANNEX 3

Workshop Objectives

1. To share and analyze, with the participants, their experiences as consultants-in-training.
2. To identify problems and difficulties encountered during the accomplishment of their field assessment.
3. To identify what has transpired as strengths and weaknesses of these assignments.
4. To define the knowledge and type of skills acquired during this internship.
5. To identify further training needs as consultants.
6. To draw out the individual profile for each participants in view of his/her future role as a consultant.
7. To define the characteristics and the potential of the network of consultants established by the RONCO project.
8. To propose suggestions for the rational utilization of the resources represented in this network of consultants.

Consultant-In-Training Workshop

June 19 - 20, 1989

Agenda

Monday, June 19

- 8:30 - 9:15 Participants' expectations (Tour de table)
Presentation and discussion of the agenda
- 9:15 - 10:30 Participants' individual presentations on their
experiences in the project (5 minutes general
presentation for each phase, and 5 minutes for
questions)
- 10:30 - 10:45 Break
- 10:45 - 12:30 Participants' presentations - continued
- 12:30 - 2:00 Lunch
- 2:00 - 3:00 Presentation of questionnaire results
- 3:00 - 4:00 Group discussion of presentation: observations
and clarification
- 4:00 - 5:30 Next steps (i.e. identification of further
training needs)

Tuesday, June 20

- 8:30 - 10:00 Individual profile review and development
(small groups)
- 10:00 - 10:15 Break
- 10:15 - 11:30 Characteristics of the consultant network
(matrix of all profiles)
- 11:30 - 12:30 Opportunities in international consulting
(brief presentation by Suzanne Reier and
discussion)
- 12:30 - 2:00 Lunch
- 2:00 - 2:45 Administrative, financial and reporting issues
facing international consultants (brief
presentation by Barbara Jackson and discussion)
- 2:45 - 3:00 Break
- 3:00 - 4:00 Wrap-up session and final evaluation

ANNEX 4

RONCO PAC II

CONSULTANT SKILLS SUBPROJECT

Consultant Skills Participants' Follow-Up Questionnaire Results

NO Phases II, III 1
 Phase II only 11 /
 Phase II + III IIII 1

1. How well were you briefed about the following components of your assignments? Please rate your response by circling one number opposite to each of the statements below. 1= Not briefed, 5= very well briefed.

- a) objectives of the consulting skills assignment; 1 2 3 4 5 I IIII IIII
- b) objectives of the technical assistance/ consultancy visit; 1 2 3 4 5 I IIII IIII
- c) background information about the activity and the project under which it is has been implemented; 1 2 3 4 5 I IIII IIII
- d) in case of a training activity, background of trainees, objectives, content and anticipated outcomes of the training activity; 1 2 3 4 5 II III IIII II
- e) definition of your role and tasks during the planning, implementation and evaluation of activity ; 1 2 3 4 5 I II IIII II
- f) RONCO's expectations as well as your expectations as to the outcomes of this consultancy training; 1 2 3 4 5 I I IIII III
- g) Who to contact for information and general guidance; 1 2 3 4 5 I IIII IIII
- h) what, how, when and who would assess and give you feedback on your performance; 1 2 3 4 5 I IIII IIII
- i) guidelines for writing technical reports; 1 2 3 4 5 I IIII IIII I
- j) guidelines for writing financial/ expense reports ; 1 2 3 4 5 I II III IIII
- k) AID/RONCO travel guidelines; 1 2 3 4 5 II IIII III
- l) provision of relevant documents in any of above areas. 1 2 3 4 5 I IIII III

2. a) For each of the following areas please rate the degree to which you were involved during your consultancy visit. Check one number for each of the phases you took part in. If you have not completed Phase III do not mark it.
 1= not involved at all, 5= extremely involved

	Phase II					Phase III				
	1	2	3	4	5	1	2	3	4	5
Meetings and negotiations with HCI officials;										
planning and designing of training activity;										
implementation of training activity;										
management of problems and difficulties that may have risen during the activity;										
evaluation of activity;										
debriefing with HCI officials following completion of consultancy visit;										
debriefing with RONCO staff;										
report Writing;										
Others, please specify: <u>Debriefing with AID/Tunis</u>										

b) In which of the above areas would you have liked to be more involved?
 Please list.

- Would like to be involved in training activity from beginning to end
- I was too involved as a C-I-T
- Involvement balance
- Debriefing with RONCO staff in Phase III
- RONCO staff for better clarification of roles
- More involvement in workshop
- Management and negotiating with authorities
- Evaluation of activity with authorities
- Planning and designing activity
- Implementation of activity

3. How would you describe the nature of your relationship with the supervising RONCO staff /consultants. please check one of the following responses for each of Phases II and III, and explain your response in the comments section .

	Phase II	Phase III
Extremely well defined	IIII	III (consultant) no staff
Clear enough	III	I
Not clear at all		I

- Comments:
- would like to spend more time with them
 - some original documents needed to be translated from English
 - Phase II - staff very helpful, supportive, provide information needed, but consultant had to ask; Phase III - no staff but consultant very supportive, assertive, clear and open
 - Phase III - only met last day of training
 - Consultant wasn't sure of role of CIT and didn't delegate

4. In your opinion, what skills did you bring to the RONCO consultancy and the training situation during phase II and III of the consulting skills activities? Please describe and differentiate between Phase II and III when applicable.

Skills brought to Phase II

- experiences about FP services and training
- analysis of documents produced
- approach of drafting report
- participatory training skills
- feedback training skills
- communication skills
- patience
- determination
- flexibility
- participation in elaboration of strategy of in-service training
- acquiring common skills (listen/observation)
- analysis of organization
- can't tell because no benchmarks
- monitoring

Skills brought to Phase III

- experiences about FP services and training and to develop a connection between the group and HCI
- coordination
- observation skills
- feedback skills
- patience
- importance of consulting with others
- sense of achievement
- observation of trainers with feedback
- observation of the way a program operates in another country
- training 40 participants in evaluation
- orient training methodology more in form than content

5. To what degree did the consulting experience make you realize the existence of certain gaps in your repertoire of skills?

Ph. II
same person) III Not at all
III Somewhat
Ph III II Extremely

Please explain your response:

- in terms of involvement in an impact evaluation process I got more familiar with the impact of a program
- helped in terms of some trainer skills and giving feedback
- supervisor helped by repetition and practice
- performance - understanding subject and methodology
- lacunes - didn't clearly explain the references
 - difficulty in speaking/expressing self
- to adapt to the needs of the clients
- self-control (but didn't get feedback concerning performance and report writing)
- realize I have no gaps in skills, but lack practice

6. What are these gaps and what adjustments did you have to make as a result of realizing these gaps?

Gaps

Solutions

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> - Explaining references - Language barrier - Expressing self - Using other competencies - Setting example for others - Consulting with others - Getting involved among training - 1 - none | <ul style="list-style-type: none"> - To point out each time I make a reference - Better word management - Tried out in Phase III - More specialized documents - Have good relationships - Make it more acceptable - More self-control |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

7. What skills/knowledge have you gained as a result of your participation in the RONCO consultancy and the training activity? Please rate the extent to which you have gained each of the skills listed below. 1= No gain at all in this area, 5= great gains in this area. Use NA=not applicable for areas irrelevant to your experience.

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| <ul style="list-style-type: none"> - Analysis of roles and functions of consultants in FP training and service delivery; | <p>1 ⁰ 2 3 4 ^{III} 5 NA</p> |
| <ul style="list-style-type: none"> - Analysis of the FP training and delivery systems and institutions; | <p>1 2 3 4 5 NA</p> |
| <p>20
Research</p> <ul style="list-style-type: none"> - Analysis of the relationship between regional FP training systems and institutions; | <p>1 2 3 4 5 NA</p> |
| <ul style="list-style-type: none"> - Analysis of strengths and constraints that operate within the environment of a given FP training/ service delivery institution; | <p>1 2 3 4 5 NA</p> |

EX
FRENCH:

- Communication skills in how to facilitate consulting performance in a specific situation, for example: listening, observing, paraphrasing, etc. 1 2 3 4 5 NA
- Communications skills in how to perceive and manage intercultural difference; 1 2 3 4 5 NA
- Participatory approaches to setting objectives and strategies for the consulting assignment; 1 2 3 4 5 NA
- X Ability to identify personal areas of expertise; 1 2 3 4 5 NA
- Ability to provide technical assistance in the area of FP training and service delivery; 1 2 3 4 5 NA
- Ability to monitor and evaluate the progress of a technical assistance assignment; 1 2 3 4 5 NA
- Ability to describe and implement RONCO/Aid reporting requirements. 1 2 3 4 5 NA

8. Looking back at the roles, functions and responsibilities that you had to perform,

(a) What were the most difficult parts? Please describe.

- to involve the HCI
- drafting an English report
- ensure daily reports were completed
- time management
- expected output
- work space
- negotiating training objectives
- lack of information/orientation
- trainers didn't know my role
- RONCO/AID reporting procedures
- analysis of strengths and constraints
- analysis of roles and functions of consultant

(b) What was the easiest part of your assignment? Please describe.

- all except English report
- stand-up training
- talking with consultant and supervisors
- monitoring training in FP/BS
- observation guide for training sessions
- providing feedback to trainers
- contacts with officials
- teamwork
- observation
- feedback to RONCO consultant

11

9. What major cultural, logistical, or other situational difficulties did you face during your assignments? How did you cope with these problems/difficulties? Please describe.

- the consultancy interfered with a religious holiday
- no information on per diem
- language - the hard time to be able to sit with the project director to discuss on-going details - coped with language by using translators and being tolerant; as for director, flexibility and patience helped me cope
- transportation
- photocopying
- supervisor consultant should be more aware about RONCO, its objectives and activities
- contacts with officials
- agreeing with one of the two other co-consultants on communication/facilitation techniques
- monitoring 2 activities at one time
- rivalry between officials

10. What was the reaction of your own institution regarding your involvement in this project? Have you observed any difference in this reaction between your Phase I, II, and III. Please describe.

- more or less favorable
- institution gave me opportunities to apply new experiences and new responsibilities added to job
- encouragement, jealousy, fear
- positive
- pride - no difference between phase
- difficulty in parking
- extended absence had major impact on on-going work

11. To what extent did your participation in the consulting skills project provide you with:

a) exposure to innovative FP training and/or service delivery approaches that may be applicable in your home country ;

III Very much so

II Somewhat

I Not at all

Please describe.

- through interaction with the consultants and exposure to new ideas in training (service delivery-less)
- yes, because we have expanding FP/MCH service project - doing training beginning with planning, designing training, implementation
- almost all I learned during Phase I
- method and approach to IEC training
- comparing objectives and expectations
- not had time to start practicing

b) opportunity to exchange experiences related to FP service and/or training with the host country representatives;

III Very much so

I Somewhat

III Not at all

Please describe.

- stressed technical aspects of training rather than services
- opportunity to exchange experiences and training
- organizational aspects
- exchange of experience in in-service training and FP services
- exchange of FP/contraceptive knowledge which I had from before
- with trainers during training sessions
- with RONCO consultants
- with officials

c) opportunities for future contacts with professionals/officials in the region who share your interests and concerns;

III Very much

III Somewhat

I Not at all

Please describe.

- practicing and participating with JFPPA, Albastire Hospital, WHO
- discussed possibility of collaboration with head of training and head of FP
- teaching methods - Morocco
- friendships with officials and physicians

12.a) To what extent do you feel that the RONCO consultant/staff who supervised your Phase II and III of consulting skills project were effective role models?

Ph II → Ronco staff
consultants III Very much so
III Somewhat
II Not at all
Ph III →

b) What exceptional consulting skills have they demonstrated?
Please describe.

- motivation
- group creating
- briefing/debriefing
- sharing responsibility
- involving others
- teamwork
- patience and self-control
- knowing how to deal with consultant and make best use
- how to deal with different/difficult persons
- listening
- observing
- rephrasing
- listening
- synthesis
- analysis
- observation
- consultancy with others
- provide technical assistance
- diplomacy
- seriousness
- tact
- helpfulness
- transfer of knowledge and skills
- controlling group
- negotiating

c) As role models what could they have done to be more helpful to you ?

Yes ?

Nothing - |||

- Prepared a training approach for consultants-in-training by setting an example to others by sense of achievement
- Deciding in advance on skills to be developed
- Providing feedback on performance
- Develop a guide

13. Please list what you see as the 5 most important skills of a consultant:

- problem identification analysis
- developing a new strategy according to new/unexpected situations based on reality
- exchange of information
- group creating
- communication/feedback
- involving others
- dealing with different cultures
- briefing/debriefing
- discussion/evaluation
- analysis of FP structures in 3rd country
- report writing
- rephrasing
- analysis
- summarizing
- monitoring
- relationships
- planning
- needs assessment
- data collection
- problem solving
- negotiating
- creativity/flexibility
- team work
- project implementation
- host country participation
- design
- adaptability
- developing and using observation tool
- drafting trip reports
- translating objectives into program
- good listening
- patience/tolerance
- expertise
- availability
- technical assistance

14. In your opinion, what were the major strengths of this project in each of the following areas?

- a) Project conception:
- realistic and acceptable, meets major needs of country
 - very good
 - basic and appropriate to given situation
 - depends on the quality of consultants
 - items, documents, materials
- Yes
- Yes
- Excellent

- b) Project design: - many plans, but for what purpose?
 - Yes - still need many explanations
 - Yes - consultants
 - logistic
- c) supervision: -.good
 - Yes - sufficient, but needed more RONCO staff
 - Yes - experience and capabilities
- d) Follow-up:
 - Very little, especially feedback
 - More on behalf of HCI
 - Yes in Phase II but not in Phase III
- e) Quality of the assignment:
 - Very good in general - conditions of stay, acceptable enough but not choice of certain periods not pertinent
 - Very good - Yes - Yes
- f) Appropriateness of the assignment:- gave opportunity to gain more experience
 - Very
- h) Others, please describe:
 - contacts with the local RONCO staff in charge very useful and positive

15. In your opinion what were the major weakness of this project in each of the following areas?

- a) Project conception: - heavy for the country at the beginning because don't have enough experience
 - objectives not clear
- b) Project design:
 - each consultant should have attended briefing
- c) Supervision:
 - not enough
 - feedback lacking
- d) Follow-up:
 - weak
 - should have been more follow-up and communication wise we know more about other consultancies/circulate project materials
- e) Quality of the assignment:
- f) Appropriateness of the assignment:
 - Should have taken into greater consideration the background of participants
- h) Others, please describe: - lack of supervision - no newsletter or document

16. In your opinion what is the importance of a project of this type?

- health staff has started to talk about FP and they're involved in activities
- reinforcement of competencies in the region making a better knowledge of the socio-cultural environment
- provides many new activities to apply in our own programs
- development of a regional and local group
- training of cadres
- development of regional consultants is important to overcome cultural difficulties
- development of group of regional consultants from similar cultures who can serve their own institutions and 3rd country
- exchange of experiences
- benefitting from successes

- 21

17. To what extent do you feel capable of providing consulting services in your specialty area? Please check one of the following responses.

- Not capable, still need much more experience
- somewhat capable, still need some experience
- capable but needs little experience
- capable
- Very capable

18. If you like to pursue consulting work, what are your areas of specialization?

- FP services and training (pre and inservice)
- programming, management, evaluation of health programs, information systems, PHC
- training
- needs assessment
- training and communication
- design of training programs
- facilitation techniques
- development of audiovisual materials
- training of trainers
- observation (follow-up)
- social psychology
- FP/MCH/training of TBAs/health education

19. Please write down any additional comments you may have that are not covered in the above questions.

- Hope to leave this meeting with a clearer understanding of the relationship between RONCO and consultants
- Meet with RONCO again and know whether we have done any consultancies
- Send us information about consultant skills project
- Give us a certificate
- Give us your feedback about each of us, especially from supervisors
- More experience and practice
- Develop more skills
- All activities should have been clearly spelled out; consultants should have been given a chance to express their opinions
- Could have communicated better
- Out of context

ANNEX 5

Advertisement

National Council for International Health

Bright, energetic individual required to develop pilot project for MOH in rural mountainous area with 20 CHW's from 6 provinces. Project deliverables include appropriate training curriculum in FP/IEC, plan for pilot-testing in first phase as well as evaluation, and plan for expansion throughout the country in second phase. Duration: 2 one-month periods 9 months apart. EOE.

Name _____