PN ABY-527
99193

BASICS

Trip Report

REGIONAL FRANCOPHONE TRAINING MANAGEMENT WORKSHOP

BASICS is an USAID-funded project administered by the Partnership for Child Health Care, Inc.

Academy for Educational Development
John Snow, Inc.
Management Sciences for Health

1600 Wilson Blvd., Suite 300
Arlington, VA 22209

USAID

REGIONAL FRANCOPHONE TRAINING MANAGEMENT WORKSHOP

Dakar, Senegal

October 23 - November 17, 1995

Paultre P. Desrosiers
Dana B. Inerfeld

BASICS Technical Directive: 000 FA 53 015
USAID Contract Number: HRN-6006-C-00-3031-00

TABLE OF CONTENTS

APPENDICES

ACKNOWLEDGMENTS

ACRONYMS

EXECUTIVE SUMMARY 1

BRIEF HISTORY OF WORKSHOP DEVELOPMENT 2

PREPARATION FOR THE WORKSHOP 2
- Pre-workshop planning and administration 2
- **Preparation of workshop curriculum and reference materials** 3
- Facilitators 3
- Participants 3
- Workshop site, dates and opening 3
- Overview of the workshop objectives and structure 4
- Workshop schedule and content 4
- Training methods and techniques 4
- Administration of the workshop 5

WORKSHOP MONITORING AND EVALUATION 6
- Evaluation techniques 6
- Workshop findings and lessons 6

REFLECTIONS AND RECOMMENDATIONS 6
- Reflections on the workshop 6
- Recommendations 6

APPENDICES

A. List of Participants, Facilitators/Trainers and Administrative/Logistical Support

B. Speeches

C. Course Schedule

D. Guidelines for Field Visit

E. Monitoring and Evaluation Instruments

F. Workshop Budget and Expenses

ACKNOWLEDGMENTS

We would like to thank the Management Sciences for Health (MSH) Management Training Division staff for their collaboration and partnership in the organization of this workshop. Particular recognition must be given to the Minister of Health and Social Action for supporting this regional training management workshop in Senegal, and the BASICS Regional Office in Dakar for their help regarding administrative and logistical issues pertaining to BASICS-sponsored participants and for their thoughtful guidance and assistance. In addition, we sincerely thank Mr. Alpha Dieng, SANFAM Director and his able staff for providing much needed secretarial support and for their hospitality.

From USAID/Senegal, the team gives special thanks to Dr. Charles Debose and Ms. Fatimata Sy for their assistance and contributions to the success of the workshop.

We would also like to acknowledge the support and collaboration of many representatives of international agencies in Senegal.

ACRONYMS

BASICS	Basic Support for Institutionalizing Child Survival
MOH	Ministry of Health
MSH	Management Sciences for Health
NGO	Non-governmental Organization
FAM	Santé de la Famille
TOT	Training of Trainers
TNA	Training Needs Assessment
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

BASICS Training Coordinator Paultre Desrosiers and Program Assistant Dana Inerfeld traveled to Dakar, Senegal to coordinate and provide logistical support to the first BASICS Francophone Regional Training Management Workshop which was held in Dakar in collaboration with MSH, from October 23 to November 17, 1995.

Twenty-five participants from six countries of the sub-region participated in this first BASICS Francophone Regional Workshop. They came from a range of disciplines and collaborated with colleagues with a variety of skills and viewpoints. Twelve of the participants were sponsored by BASICS and selected by BASICS field staff in four BASICS countries (Niger, Madagascar, Mali, Senegal). The four trainers/facilitators had considerable experience in using participatory training methods, and a good understanding of the participants' cultures, as well as the reality of the participants' work situation. The theme of the workshop was "Managing Successful Training Programs." The principal objectives were to help the participants:

- Develop training programs that address organizational and national strategic objectives
- Understand the steps to follow to establish effective training programs which respond to the needs of the community
- Design courses that use the latest concepts and tools in adult learning
- Develop their own skills as trainers
- Manage training courses, programs, and departments
- Evaluate training courses and programs

The workshop was twenty working days in length and consisted of eight modules of twenty-seven sessions. The first ten days were dedicated to training management principles, and the ten remaining days to training techniques and practicing training skills.

The workshop was practical in orientation. Each session focused, in turn, on an important step in training management and training techniques. Participants were able to relate every step to their work experience and developed their own training plans. In addition, a field visit was undertaken immediately following the training needs assessment (TNA) session, and each working group had the opportunity to field test the TNA instruments they had adapted. This was perhaps the most useful experience of the course, as it gave participants a preview of the realities of a TNA and provided valuable feedback to improve the TNA instruments and designs.

While there were some lectures, most of the sessions took the form of group discussions, small group exercises, microteaching sessions and field work.

The workshop achieved its overall objective of providing participants with greater skills and knowledge in successfully managing and conducting training. Various innovative techniques such as active learning were used, and an atmosphere of respect and understanding was established to encourage participation and sharing of participants' experiences.

Monitoring and evaluation activities were conducted to improve the quality of the training and to determine whether the participants had acquired the knowledge, skills, and attitudes necessary to become good training managers and trainers. The results of the monitoring and evaluation will be used to plan future regional training workshops.

A follow-up assessment of the effects and impact of the workshop is scheduled as part of the long-term training plan. Distribution and later analysis of the follow-up evaluation instruments will be organized by BASICS field staff in BASICS countries.

BRIEF HISTORY OF WORKSHOP DEVELOPMENT

The BASICS Training Coordinator and a Program Assistant traveled to Dakar, Senegal to respectively coordinate and provide logistical support to the first BASICS Francophone Regional Training Management Workshop, was held in Dakar in collaboration with MSH, from October 23 to November 17, 1995.

This workshop was part of BASICS' overall training strategy to strengthen the conditions necessary for BASICS' countries to sustain their ability to continue training their health personnel.

PREPARATION FOR THE WORKSHOP

Pre-workshop planning and administration

A preliminary meeting was held on January 12, 1995, between Steve Reimann, Director of Management Training; BASICS Deputy Director for Operations Patricia Taylor; and BASICS Training Coordinator Paultre Desrosiers during which the parties expressed the possibility of a collaborative effort for the realization of a regional training management workshop in Dakar, Senegal. Other meetings followed to discuss BASICS' and MSH's respective roles in the planning and implementation of the workshop, review the content of the training, and determine the appropriate adaptations to the curriculum to fit BASICS' training strategy. In addition, training costs, logistics and coordination of the workshop, and certification of participation were all discussed during subsequent meetings that were held with MSH (see trip report entitled *Preparatory Meeting for the Francophone Regional Training Management Workshop*).

Preparation of workshop curriculum and reference materials

The workshop curriculum and reference materials were developed in collaboration with MSH trainers. Various meetings were held at MSH/Boston to review and refine the existing course materials that were developed previously by MSH. MSH agreed to minor adaptations of the course to address BASICS' special concerns. The original objective was to strengthen the skills of managers and supervisors of health programs whose responsibilities included the management of training programs or activities, but who are not necessarily trainers. BASICS' suggestion to MSH was that some of the modules could be modified in such a way that participants would learn additional topics such as management of training functions, training in the strategic context, training program design, and evaluation of training programs in a ten day block, and the delivery of training programs (TOT) in another ten days. As such, the workshop was twenty working days in length and consisted of eight modules of twenty-seven sessions. The first ten days were dedicated to training management principles, and the ten remaining days to training techniques and practicing training skills.

Facilitators

The four trainers/facilitators had considerable experience in using participatory training methods and a good understanding of the participants' cultures, as well as the reality of the participants work situation. Dr. Bula Bula Lielie Romain, the Course Director, is a Professor of Health System Management and an Adult Training Specialist. Georges Ntumba has considerable experience in public administration, project management and experiential learning. Dr. Mariam S. Sangare is a Training Specialist and Head of the Service Provider Unit of the Centre d'Etude sur la Famille Africaine. Dr. Paultre P. Desrosiers is the BASICS Training Coordinator with considerable experience in developing, planning and managing technical assistance for the benefit of BASICS supported activities.

Participants

Twenty-five participants from six countries of the sub-region participated in this first BASICS regional workshop. They came from a range of disciplines and collaborated with colleagues with a variety of skills and viewpoints. Twelve of the participants were sponsored by BASICS and selected by BASICS field staff in four BASICS countries.

DESCRIPTION OF THE WORKSHOP

Workshop site, dates and opening

The workshop was held at Santé de la Famille (SANFAM), a local NGO, in Dakar, Senegal, from October 23 to November 17, 1995. The workshop was officially opened by His Excellency,

the Minister of Health of the Republic of Senegal in the presence of various representatives from Africare, BASICS, MSH, SANFAM and USAID, among others.

Overview of the workshop objectives and structure

The Regional Training Management Workshop is a practical course focused on how to manage and design successful training programs. This workshop is designed for managers and supervisors of public and private health and reproductive health programs whose responsibilities include the management of training programs or training related activities, and potential trainers who will move into training management positions, as well as improve their training skills.

The workshop should help the participants:

- Develop training programs that address organizational and national strategic objectives
- Understand the steps to follow to establish effective training programs which respond to the needs of the community
- Design courses that use the latest concepts and tools in adult learning
- Develop their own training styles
- Manage training department, programs and courses
- Evaluate training courses and programs

Workshop schedule and content

The workshop was twenty working days in length and consisted of twenty-seven training sessions. The first ten days were dedicated to the management of training programs, and the ten remaining days to the delivery of training and training evaluation skills. The basic course content is divided into the following major sections:

Training Management Principles
Cultural Aspects of Training
Strategic Planning Process
Training Needs Assessment
Training Program Design
Delivery of Training Programs
Principles of Adult Education
Evaluation of Training Programs

Training methods and techniques

The course atmosphere was collaborative in nature and every participant was encouraged to contribute to the numerous exercises during the different sessions. The role played by the trainers during small group discussions and exercises was that of facilitator rather than group member or leader/instructor. Various strategies were implemented to involve participants actively in discussions, as well as organizing and giving clear instructions for group exercises. The workshop was practical in orientation. Each session focused, in turn, on an important step in the management of training programs and the delivery of training. Participants were able to relate every step to their work experience and develop their own training plans.

In preparation for the Training Needs Assessment Module, participants were asked to make a chart outlining the knowledge, skills, and attitudes which category of health worker must learn to perform a task. They used this assessment to determine the objectives for the training. This was perhaps the most useful experience of the course, as it gave participants a preview of the realities of a TNA and provided valuable feedback to improve the TNA instruments and designs. A field visit was undertaken following the training needs assessment session, and each working group had the opportunity to field test the TNA instruments they had adapted. In addition, participants were asked to develop lesson plans or written instructions that describe in detail how each training sessions will be conducted and evaluated.

While there were some lectures, most of the sessions took the form of group discussions, small group exercises, microteaching sessions and field work. The microteaching was especially important because each participant had a chance to practice teaching a session for which they had formulated specific objectives, and to present appropriate content, develop lesson plans, ensure participatory learning and assess the learning of participants. This exercise was followed by feedback on the performance given by the presenter.

Administration of the workshop

Most of the administrative arrangements were made in close collaboration with the MSH Course Supervisor. The support staff was provided by SANFAM, and coordinated jointly by the MSH Course Supervisor and BASICS Program Assistant. All supplies, course training materials, and equipment were provided by MSH. A written orientation sheet was prepared and sent to participants prior to their arrival. It covered such topics as:

- Arrangements for transportation
- Arrangements for hotel accommodation
- Per diem for participants and how and when it would be distributed
- Location and times of orientation and workshop sessions
- General information about Dakar and Senegal

The BASICS Program Assistant developed bookkeeping procedures, prepared receipt forms, distributed per diem, negotiated with the hotel and worked closely with the BASICS Regional Administrator and Training Coordinator to prepare workshop documents and meet the needs of the participants, including banking and travel arrangements among others.

Logistical arrangements related to the field visit(s) at the health centers were organized by the BASICS Training Coordinator and BASICS Senegal Advisor. Social outings were successfully coordinated by both the MSH Course Supervisor and BASICS Program Assistant.

WORKSHOP MONITORING AND EVALUATION

Evaluation techniques

Various approaches to, or methods of evaluation were used during the training program. Effective training programs require the evaluation of participants' competence at different points in the training cycle. Some methods can be more formal than others. For example, the participants responded daily to an " Individual Journal Reflection " stating, among other things, what they had learned for the day and what their goals were for the following day. They had an objectives-based evaluation after each session to monitor the program and give evaluative feedback so that changes could be made to the program. A final evaluation was used to provide feedback on the effectiveness of the program planning, the structure of the educational process, and the efficiency of the use of resources in relation to the outcome(s). In addition, a follow-up assessment of the effects and impact of the workshop has been scheduled as part of the long-term training plan. Distribution and later analysis of the follow-up evaluation instruments will be organized by BASICS field staff in the Francophone sub-region.

Workshop findings and lessons

Many issues were addressed, debated, commented on, and considered by the workshop participants. Because of the heterogeneity of the audience from educational level to areas of interests, many participants who were implicated in the health sector seemed to feel that the training was geared too much toward training health workers.

REFLECTIONS AND RECOMMENDATIONS

Reflections on the workshop

The most important space for all training programs is the training rooms. In general, a workshop offered to twenty-five people from a wide geographic area should benefit from a central meeting place in local hotel or university facilities. It seems that in choosing the training site, MSH did not put enough emphasis on details that could contribute to participant learning. The room was overcrowded, lightning was inadequate at times, and there were very frequent electrical outages.

Recommendations

- The Ministries of Health (MOHs) and their technical assistance partners such as BASICS should reexamine their allocation of resources to ensure that new skill gains in training are supported in field sites.

- When planning for in-service training programs, the donors and the MOHs should conduct TNAs that would lead to the development of adequate learning objectives. They should also plan for monitoring and follow-up activities.

- There is a need to develop sustainable supervisory systems that could potentially enhance the positive effect of discrete workshops in maintaining health worker performance, and mechanisms to finance them.

- Although it may be difficult to demonstrate that program outcomes are tied to the workshop activities, a follow-up assessment of the effects and impact of the workshop is scheduled as part of the BASICS long-term training plan. For this to happen, we should:

  - Secure the support for the evaluation from those who have a stake in the results
  - Involve BASICS representatives in BASICS countries in planning and overseeing the evaluation
  - Define the purpose of the evaluation and how the results will be used
  - Specify the evaluation approach to be used
  - Determine the data collection technique to be used and when the data will be collected
  - Specify the analysis procedure to be used
  - Specify what criteria will be used to make judgments about the training program or what process will be used to determine the criteria
  - Determine the specific timeline and the budget needed to conduct the evaluation
  - Respond to the recommendations for changes

APPENDICES

APPENDIX A

List of Participants, Facilitators/Trainers and Administrative/Logistical Support

List of Participants, Facilitators/Trainers and Administrative/Logistical Support

Participants:

1. Dr. Jean Nizigama, Burundi
2. Dr. Andriamahefa Rakotoarisoa, Madagascar*
3. Dr. Joachim Marius Rakotomanga, Madagascar
4. Mme. Claudine Lucienne Lala Ramiandrazafy, Madagascar
5. Dr. Jean Pierre Ramilison, Madagascar*
6. Dr. Mountaga Bouré, Mali*
7. Mme. Mariam Camara, Mali
8. Dr. Sidiki Kokaina, Mali*
9. Dr. Aissata Bâ Sidibe, Mali*
10. Mme. Aminata Dagnoko Touré, Mali*
11. Mr. Amadou Amadou, Niger *
12. Dr. Ousseini Adamou Hamadou, Niger*
13. Mme. Adamou Hadjia Hamsatou, Niger*
14. Mr. Mamadou Danfa, Senegal
15. Mme. Germaine Dasylva Ndiaye, Senegal
16. Mr. David Diatta, Senegal
17. Dr. Etienne Dioh, Senegal*
18. Mme. Fatou Bintou Ndour Sane, Senegal
19. Dr. Jerôme Tormadji Madjidabaye, Senegal*
20. Mr. Mamadou Kamara, Senegal
21. Dr. Ibra Sene, Senegal*
22. Mr. Momath Soce, Senegal
23. Mme. Khady Sy, Senegal
24. Mr. Amadou Thiam, Senegal
25. Mme. Innocente Bakanseka Yabadi, Zaire

* BASICS-sponsored participants

Facilitators/Trainers

Dr. Paultre Desrosiers, BASICS
Prof. Bula-Bula Liélié Romain, MSH consultant
Mr. Georges Ntumba, MSH consultant
Dr. Mariam Sangare, MSH consultant

Administrative/Logistical Support

Ms. Dana Inerfeld, BASICS
Ms. Jennifer Webster, MSH

APPENDIX B

Speeches

Discours du Représentant de l'USAID
(SANFAM 17 Novembre 1995 - Gestion des Programmes de Formation: MSH/BASICS)

- Monsieur le Ministre de L'Integration,
- Monsieur le Représentant de MSH,
- Monsieur le Représentant de BASICS,
- Mesdames, Messsieurs les Directeurs et Chefs des Services Nationaux
- Monsieur le Directeur de SANFAM,
- Mesdames, Messieurs les encadreurs,
- Mesdames, Messieurs les participants.

Madame Anne Williams, Directeur de l'USAID empéchée, m'a demandé de vous présenter ses excuses et m'a chargé de la représenter à cette cérémonie de clôture du cours Internationale sur la Gestion des Programmes de Formation

Je voudrais en cette occasion, remercier Monsieur le Ministre de la Santé et de l'Action Sociale pour avoir autorisé et facilité la tenue de ce cours au Sénégal; d'une part, et d'autre part, nos partenaires que sont MSH et BASICS d'avoir choisi Dakar pour l'abriter.

Monsieur le Ministre, Mesdames, Messieurs, permettez-moi de féliciter chaleureusement MSH et BASICS pour avoir pris l'initiative d'organiser conjointement cette formation; cela traduit l'esprit de collaboration et de coordination fortement souligné dans le Projet Survie de l'Enfant/Planification Familiale; et constitue un bon exemple de rationalisation des ressources et d'harmonisation des approches des agences de coopération.

Monsieur le Ministre, Mesdames, Messieurs, le theme du cours qui a été mené est d'une grande importance si l'on sait la place qu'occupe la formation dans les programmes de Santé Publique; nous savons tous que la gestion des activités de formation préoccupe de plus en plus les responsables de nos programmes du fait du temps et des ressources qu'elles nécessitent, et ceci, souvent au détriment des activités de prestations de services.

Comment intégrer les diverses formations? Comment orienter la formation vers la résolution des problèmes? Comment rationaliser le temps et les ressources alloués aux programmes de formation? Tels sont quelques défis que nous avons à relever.

Je suis persuadé que durant ces quatre semaines, vous avez debattu de ces questions et leur avez trouvé des réponses appropriées.

Pour terminer je souhaite un bon retour à l'ensemble de nos hôtes. Je suis sûr que vous avez passé un agréable séjour au Sénégal.

Je vous remercie de votre aimable attention.

APPENDIX C

Course Schedule
Gestion des Programmes de Formation
23 octobre à 17 novembre 1995

Lundi, Octobre 23	*Mardi, Octobre 24*	*Mercredi, Octobre 25*	*Jeudi, Octobre 26*	*Vendredi, Octobre 27*
MODULE A: *Vue d'ensemble* 1. Ouverture & orientation	**MODULE A:** (suite) 2. Concept de l'éducation des adultes 3. Evaluation des compétences et styles d'apprentissage	**MODULE B:** *Direction stratégique de la formation* 4. Vision 5. Processus de la planification stratégique	**MODULE B:** (suite) 6. Formation et développement des ressources humaines **MODULE C:** *Gestion opérationnelle de la formation* 7. Processus de la gestion des programmes de formation	**MODULE C:** (suite) 8. Identification des besoins organisationnels de formation
Lundi, Octobre 30	*Mardi, Octobre 31*	*Mercredi, Novembre 1*	*Jeudi, Novembre 2*	*Vendredi, Novembre 3*
MODULE C: (suite) 9. Planification administrative	**MODULE C:** (suite) 10. Gestion du budget	**MODULE C:** (suite) 11. Evaluation et suivi des programmes de formation	**MODULE D:** *Conception des programmes de formation* 12. Détermination des besoins individuels de formation	**MODULE D:** (suite) 13. Visite de terrain
Lundi, Novembre 6	*Mardi, Novembre 7*	*Mercredi, Novembre 8*	*Jeudi, Novembre 9*	*Vendredi, Novembre 10*
MODULE E: *Elaboration d'un programme de formation* 14. Formulation du but et des objectifs 15. Elaboration d'un plan du cours	**MODULE E:** (suite) 16. Formulation des objectifs spécifiques 17. Choix de méthodes et techniques	**MODULE E:** (suite) 18. Elaboration des plans de formateurs **MODULE F:** *Exécution d'un programme de formation* 19. Communication	**MODULE F:**(suite) 20. Co-formation 21. Facilitation et dynamique du groupe	**MODULE F:** (suite) 22. Utilisation des matériels et des aides visuelles 23. Présentations
Lundi, Novembre 13	*Mardi, Novembre 14*	*Mercredi, Novembre 15*	*Jeudi, Novembre 16*	*Vendredi, Novembre 17*
MODULE F: (suite) 24. Gestion de changement **MODULE G:** 25. Evaluation d'une session de formation	**MODULE G:** (suite) 25. Evaluation d'une session de formation (suite) **MODULE H:** *La Pratique* 26. Micro-enseignement: Préparation	**MODULE H:** (suite) 26. Micro-enseignement: Présentation Feed-back	**MODULE H:** (suite) 26. Micro-enseignement: Présentation Feed-back	27. Intégration des apprentissages Evaluation et clôture

APPENDIX D

Guidelines for Field Visit

Visite sur le terrain

PROCÉDURE A SUIVRE POUR MENER L'ENQUÊTE DE DÉTERMINATION DES BESOINS DE FORMATION
GUIDE A L' INTENTION DES EQUIPES

Avant la visite

Les facilitateurs du cours auront contacté les établissements à visiter à l'avance et obtenu la permission de mener l'enquête.

1. Sélectionnez un coordinateur d'équipe (cette personne, qui collectera aussi les données, sera responsable de présenter l'équipe dans l'établissement et aura le dernier mot en matière de procédures).

2. Examiner les procédures qui suivent pour vous assurer que chacun ait bien compris ses responsabilités.

3. Assurez-vous que vous disposez du matériel suivant:

   - Un exemplaire du questionnaire d'observation, d'entretien ou d'examen des archives selon l'objective de votre équipe.

   - Un exemplaire de la politique nationale du pays sur la prise en charge de l'enfant malade (en cas de maladie diarrhéique, infections respiratoires aigues, fièvre, nutrition et vaccination).

Au cours de la visite

1. A son arrivée à l'établissement, le coordinateur de l'équipe doit demander à voir le responsable. Celui-ci doit être au courant de la venue de l'équipe.

2. Entretenez-vous brièvement avec le responsable. Examinez les points suivants:

   - But de la visite sur le terrain; (donner l'occasion aux participants de l'atelier d'être formés à l'évaluation ou détermination des besoins de formation des agents de santé de l'établissement de santé, et leur faire examiner comment les données recueillies peuvent les aider à planifier leurs programmes de formation).

   - Présentation des membres de l'équipe.

   - Ce que doit fournir le personnel de l'établissement; (permission d'observer les consultations, de vous entretenir avec les mères et le personnel, et d'examiner l'équipement, les médicaments et les archives cliniques disponibles).

3. Demandez au responsable la permission de visiter l'établissement et de présenter les membres de l'équipe au personnel. Au cours de cette visite veuillez noter les points suivants:

   - Lieu d'entrée des mères et de leurs enfants, et méthode d'enregistrement;

   - Le nombre de prestataires administrant des soins aux enfants de moins de cinq ans;

   - Lieux des archives cliniques et des stocks.

A la fin de la visite, réunissez l'équipe et décidez:

- Du lieu où les 2 observateurs se mettront en attendant l'arrivée des enfants;
- Du lieu où les 2 enquêteurs conduiront leurs entretiens avec les mères;
- Du moment auquel le cinquième membre de l'équipe examinera les archives et les stocks.

Discutez de ces décisions avec le responsable.

4. Les membres de l'équipe qui sont responsables de chaque élément de l'évaluation (observations, entretiens avec les mères, examen des stocks et archives) doivent collecter des données au moyen de procédures standard convenues au cours de l'atelier

5. Vous aurez 3 heures et demi de temps pour compléter l'évaluation et la collecte des données.

6. Les membres de l équipe auront besoin d'un endroit tranquille de l'établissement pour examiner les formulaires remplis. Toute omission ou erreur doit être rectifiée. Au besoin, consultez de nouveau les membres du personnel de clinique pour vous aidez à compléter les données.

7. Remerciez le personnel. Rassurez les membres du personnel que cet exercice a été fait uniquement à des fins de formation.

RAPPELEZ-VOUS!

ESSAYEZ DE NE PAS DÉRANGER LES OPÉRATIONS DE L'ÉTABLISSEMENT. NE FAITES PAS DE COMMENTAIRES AU PERSONNEL DE L'ÉTABLISSEMENT. LE COORDINATEUR DE L'ÉQUIPE DOIT NOTER TOUTE PROCÉDURE NE S'INSCRIVANT PAS DANS LE CADRE DES INSTRUCTIONS.

Après la visite

1. Les membres de l'équipe qui sont responsables de chaque élément de l'évaluation doivent résumer leurs données au moyen d'un questionnaire vierge. Par exemple:

   Les observateurs doivent comptabiliser le nombre d'enfants pesés et inscrire le nombre total de réponses positives (OUI) sur le formulaire et le nombre total de réponses négatives (NON).

   Les enquêteurs doivent totaliser le nombre des mères qui ont répondu "OUI" et "NON" à chaque question et les inscrire sur le formulaire

   Le membre de l'équipe qui s'est chargé de l'inventaire a seulement besoin de faire la synthèse des données résumées à partir des archives des patients, en comptant le nombre d'enfants pour lesquels on disposait de données sur le diagnostic, le poids et l'âge et combien d'ordonnances ou traitements pour une maladie donnée étaient conformes à la politique nationale ou de l'OMS.

Vous devez terminer cette synthèse avant le commencement de la session de l'après-midi.

APPENDIX E

Monitoring and Evaluation Instruments

AVANT LE COURS

Qu'est-ce que vous attendez de ce cours?

Considérant les objectives du cours, qu'est-ce que vous espérez bénéficier personnellement en participant à cet atelier?

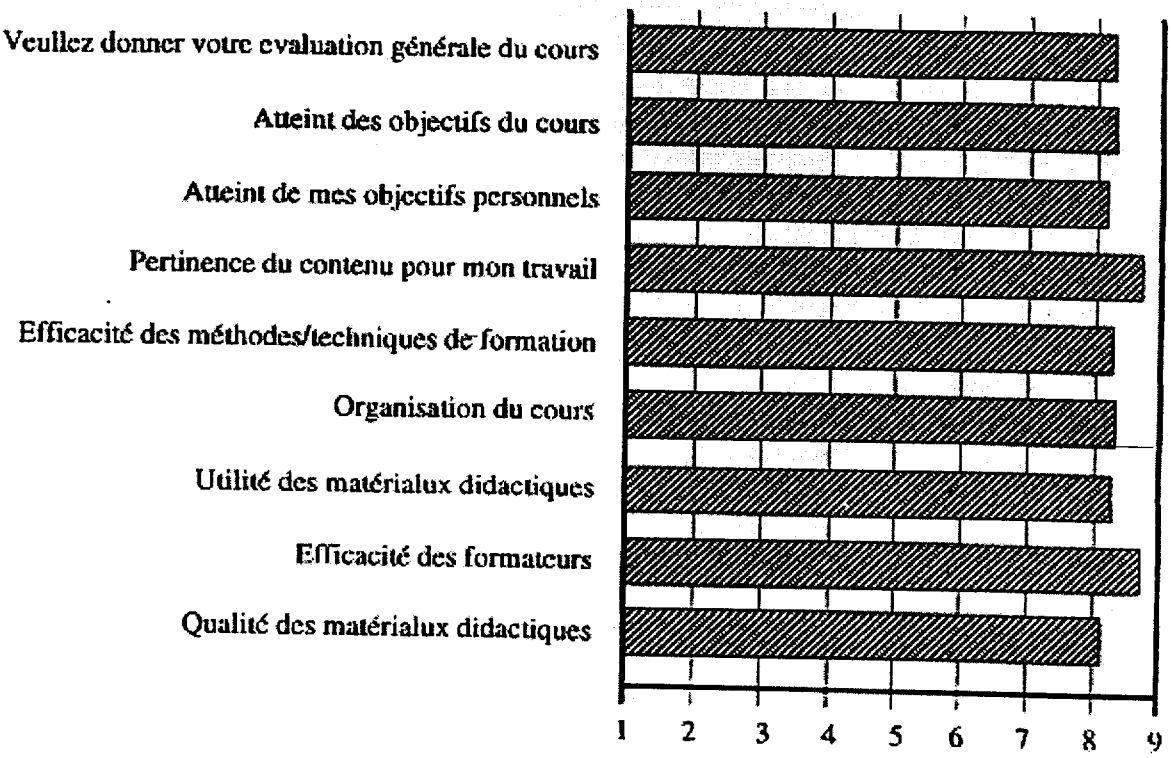
Quelles sont les attentes de votre superviseur?

Quels sont les besoins de formation que ce cours/atelier doit résoudre pour vous?

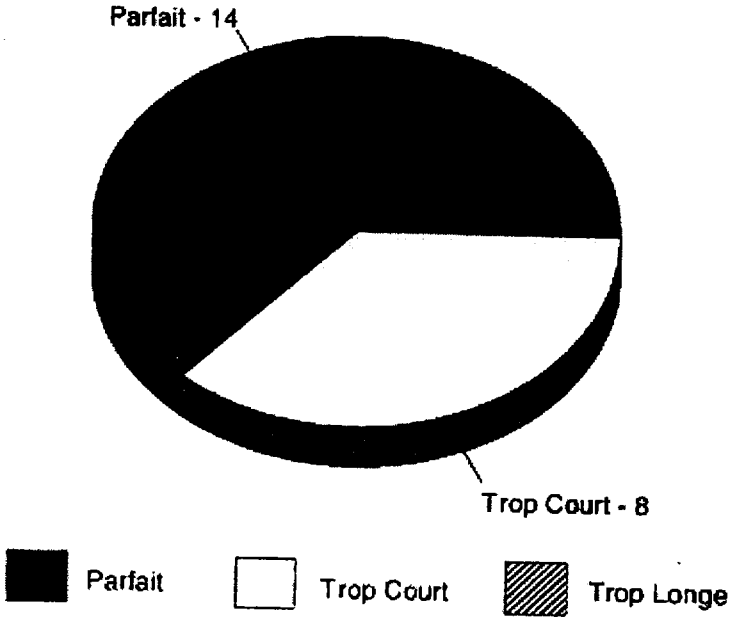
Individual Journal Reflection

Question	Day Six
The day for me was...	
Important learnings from today...	
Right now I am feeling...	
My goal for tomorrow...	
Feedback I want...	
Other comment / Questions / Concerns...	

Gestion des programmes de formation
EVALUATION FINALE



La durée du cours



APPENDIX F

Workshop Budget and Expenses

APPENDIX F

Workshop Budget and Expenses

Development costs	
Promotional Materials	$ 1,300
Delivery costs	
Participants fees (Tuition)	$ 43,450
Travel expenses and visas	
Participants	$ 9,750
Staff (Senegal)	$ 2,500
Staff (Boston/DC)	$ 1,750
Local travel and airport taxes	$ 400
Lodging	
Participants	$ 10,315
Staff	$ 4,715
Per Diem	
Participants	$ 14,865
Staff	$ 3,410
Staff Salaries	
Program coordinator/trainer	$ 19,020
Program Assistant	$ 8,320
Other	
Luncheon and closing ceremony	$ 225
Group photograph	$ 60
Health insurance	$ 535
Miscellaneous ODC	$ 1,000
TOTAL	**$121,615**

Evaluation costs -- to be determined -- anticipated to be paid by field support

Travel (in country)
BASICS Country Advisor (3)
Administrative costs