

Prepared for

Office of Population
Bureau for Science and Technology
Agency for International Development
Washington, D.C. 20523
Under Contracts No. DPE-3024-Z-00-7079-00 and
DPE-3024-Z-00-8078-00
Project No. 936-3024
and for REDSO/WCA under PIO/T 624-0510-3-70035

**EVALUATION REPORT
CAFS FAMILY PLANNING TRAINING
SUPPORT PROJECT
FOR FRANCOPHONE AFRICA**

by

Norine C. Jewell, MPH, JD

Field Work
July 21-August 22, 1988

Edited and Produced by

Population Technical Assistance Project
Dual & Associates and
International Science and Technology Institute, Inc.
1601 N. Kent Street, Suite 1014
Arlington, Virginia 22209
Telephone: (703)243-8666
Telex No.: 271837 ISTI UR

Report No. 88-155-079
Published January 4, 1989

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GLOSSARY

AED	Academy for Educational Development
A.I.D.	Agency for International Development
CAFS	Centre for African Family Studies
CPFH	Center for Population and Family Health
FPIA	Family Planning International Assistance
FPMT	Family Planning Management Training project
IEC	Information, education, and communication
INTRAH	Program for International Training in Health
IPPF	International Planned Parenthood Federation
MSH	Management Sciences for Health
PCS	Population Communication Services Project
REDSO/ESA	Regional Economic Development Services Office for East and Southern Africa (A.I.D.)
REDSO/WCA	Regional Economic Development Services Office for West and Central Africa (A.I.D.)
WHO	World Health Organization

structure, policies, procedures, in-house expertise, and course materials clearly support the continued delivery of the communications course. CAFS is not yet operating at the same level of capacity with regard to the management course. A co-trainer has not yet been hired, and the primary trainer needs more professional development. A system needs assessment process was not instituted. Course material, such as case studies, has not been fully developed. Furthermore, selection of management theories, which underline a course design, has been far more problematic than in the communications field. Management training in the public sector in Third World countries is seriously deficient, hampering A.I.D. and CAFS efforts to develop and institutionalize the course.

CAFS has successfully developed the capacity to ensure that training programs operate smoothly, with the result that trainees are able to give their complete attention to the training course. Transport, visas, lodging, meals, health coverage, field practice, and other support services have been very effectively provided for, even though the training site is far from the CAFS base of operations. Problems such as communications with USAID missions and REDSO are relatively minor.

Recommendations for improving the quality of the communications course center on extension of the program by at least a week, improvement of the training process, and greater clarity and documentation regarding the concept of the Village Persuader. Little is recommended for the management course until staffing is complete, and more needs analysis, in-country evaluation, and course development have been conducted.

With regard to CAFS' ability to offer training, it is recommended that CAFS assume responsibility for the communications course, that the communications co-trainer be elevated to primary trainer/coordinator once the Deputy Director reduces his training role, and that a third staff trainer be hired. More developmental work needs to be carried out on the management course, however, before CAFS can assume responsibility for its continuation. Highest priority needs to be given to filling management training staff vacancies and furthering the opportunities for all staff and consultants to synthesize their experience to date and further the course design. Consideration should be given to entering into agreement with one or more A.I.D.-supported institutions to accomplish this task.

Recommendations are also made for the expansion of the Francophone program. Highest priority should be given to systematic in-country follow-up to ensure that CAFS remains a relevant resource to family planning programs. The follow-up visits currently under way in three Francophone countries for both courses were preceded by several months of preparation of a visit protocol, which paves the way for institutionalizing this function. Results of the visits should be analyzed to project future training and technical assistance needs for former trainees and potential candidates.

Follow-up assistance to former trainees could include greater effort to increase competency in skill areas already learned and provision of training skills to enable graduates to replicate in-country the training programs in which they participated.

EXECUTIVE SUMMARY

This evaluation is a supplement to the 1987 mid-term evaluation of the Agency for International Development (A.I.D.)-funded Centre for African Family Studies (CAFS) Project signed in 1985 and amended in 1986. The major achievements expected under this project are quality training courses, which should strengthen family planning programs in Africa, and an institutional capacity at CAFS to deliver these courses.

This evaluation addresses the goals of the project as they relate to the two Francophone training course programs--program management and communications. The focus is on the quality of these two training course programs and on the ability of CAFS to develop and deliver them during the next three-year project period. The consultant was specifically asked to evaluate the success of training objectives, progress toward goals as envisioned in workplans, the impact of training, the quality of trainers, the timeliness of technical assistance, and the effectiveness of all developmental and implementation phases of the courses.

To carry out the evaluation, one consultant spent a month in four Francophone countries and Kenya. The consultant interviewed current and past trainees, supervisors, USAID mission personnel, International Planned Parenthood Federation (IPPF) regional program officers, A.I.D.'s Regional Economic Development Services Offices in West and Central Africa (REDSO/ WCA) and East and Southern Africa (REDSO/ESA) and CAFS staff; observed one week of each training course; reviewed all available documents; and analyzed questionnaires that were sent out to former trainees prior to the consultant's visit.

The indicators selected to measure quality of training were the process of course development, progress toward training goal and objectives, effectiveness of the training process, competence of trainers, and the organization and atmosphere of courses. The indicators selected to measure the level of

institutional training capability were the CAFS organizational structure, its institutionalized training functions, staff expertise, course documentation, and course management.

The results from assessing project performance are very positive. Both the communications and management courses received high grades for overall content, process, and trainers. The high rating is due in large part to the relevancy of course content to the trainees' setting and to the opportunities provided during training to practice the skills acquired. Criticism of the communications course stemmed primarily from lack of time to assimilate in full skills and knowledge, and the lecture style and theoretical content of certain sessions. The management course had few criticisms, but there were suggestions that additional time be devoted to certain subject areas.

The two courses differ with respect to the process of course development. The communications course benefited from continuity in consultants and CAFS staff over the life of the project. The process outlined in detail in the Project Paper was closely followed, under an agreement with Population Communication Services (PCS) at Johns Hopkins University and a subcontract with the Academy for Educational Development (AED). Each management course was developed by a different combination of consultants and CAFS staff and there was far less detail in the Project Paper to guide them. The communications course is a product of an extensive needs assessment, and a workshop to prepare the overall design for all four courses based on the needs analysis. The management course is a product of the extensive experience of the trainers who were brought in for each training program. The primary management trainer, however, has provided some measure of uniformity in design over the last three courses.

Progress toward institutional development is primarily related to the process of course development. The CAFS organizational

I. INTRODUCTION AND BACKGROUND

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I.1 Scope of Evaluation

This evaluation is a supplement to the 1987 mid-term evaluation of the A.I.D.-funded Centre for African Family Studies (CAFS) Project, which was signed in 1985 and amended in 1986. The two major achievements expected under this project are quality training courses, which should strengthen family planning programs in Africa, and an institutional capacity at CAFS to deliver these courses. The project provides for four types of training in Anglophone Africa and two in Francophone Africa--communications and management.

The 1987 mid-term evaluation focused on the efficiency and effectiveness of CAFS' internal organization in Nairobi as it relates to the entire A.I.D.-funded project and evaluated some of the courses offered in Anglophone Africa. This report focuses on the quality of the two courses offered in Francophone Africa and the ability of CAFS to develop and deliver the courses during the next three-year project period.

Specifically, the consultant was asked to evaluate performance with respect to training objectives, progress toward goals as envisioned in workplans, the impact of training, the quality of trainers, the timeliness of technical assistance, and the effectiveness of all developmental and implementation phases of the courses. These phases were identified as needs assessment, curriculum development, training materials and resource development, training techniques, selection of trainees, duration and place of training, environment, ratio of trainers to trainees, and evaluation techniques (see Scope of Work, Appendix A).

I.2 Evaluation Methodology and Framework

The consultant spent one month (July 21-August 22, 1988) in Cote d'Ivoire, Togo, Burkina Faso, Zaire, and Kenya. She interviewed current and past trainees, supervisors of trainees, trainers, technical assistance

consultants, USAID mission personnel, IPPF (see glossary for full names of organizations identified in the text by their acronyms) regional program officers, REDSO/WCA and REDSO/ESA staff, and CAFS staff (see Appendix B); observed one week of each training course; and reviewed all available documents (see Appendix C). In addition, some 118 questionnaires were sent out to former trainees prior to the consultant's visit and the 35 responses received were analyzed. These included 4 from trainers who were also supervisors of trainees (see Appendix D).

For purposes of this evaluation, indicators have been selected by which progress can be measured toward the primary goals of delivering quality training and developing an institutional capability within CAFS to deliver the training.

Indicators selected to measure project performance regarding quality of training are as follows:

- process of course development
- progress toward training goal and objectives
- effectiveness of training process
- competence of trainers
- organization and atmosphere of course

Indicators selected to measure project performance regarding institutional development are as follows:

- organizational structure
- institutionalized functions
- staff expertise
- documentation
- course management

I.3 History of Project

An extensive history of the development of the CAFS Project is contained in the 1987 report. In brief, family planning services in Africa have expanded rapidly, creating the

need for effective managers and communications programs for family planning programs. Many staff lack formal training or lack access to organized opportunities for updating skills, and trainers do not have opportunities to develop or update skills in training program development or methodology.

A.I.D. has identified a need for indigenous African organizations to train mid-level family planning staff, with particular needs in the areas of management, communications, contraceptive technology, and staff training. Most training has been carried out in the United States or through one-time, country-specific training programs. The capability for providing such training is in very short supply in African institutions.

CAFS was established by IPPF in 1975 as a specialized training center for local family

planning associations and other programs. By 1983 CAFS was operating as an autonomous institution with a separate legal identity. CAFS remains dependent on IPPF funding, however, and looks to IPPF to cover core costs as well as funding for specific activities.

Since the early 1980s, CAFS has attempted to decrease its dependence on IPPF funding by attracting new clients for its training programs. As part of this effort, CAFS, using technical assistance from Columbia University/Center for Population and Family Health (CPFH), developed two new courses, one on program management, the other an update of contraceptive technology. Both were judged successful in a 1984 evaluation. This experience paved the way for the CAFS project, which provided A.I.D. funding to enhance staff and institutional capabilities to conduct more specific family planning courses.

II. CAFS A.I.D. PROJECT

II.1 Project Summary

Under the original project, it was planned that there would be four courses, two each in communications and management. Under the amendment supplement that was signed in June 1986, funds were provided to support four additional training workshops, again two each in management and communications, doubling the number provided for in the original project (see Appendix E). In both the project and the amendment, workshops were to have 15-20 participants. The supplement was developed under REDSO/WCA's Family Health Initiatives project. The rationale for the supplement was that the need for communications and management training in French was great and few opportunities were available. CAFS had requested additional support from REDSO/WCA for a contraceptive up-date in the Francophone region, and funds will be available for a course in Zaire in the autumn of 1988.

The total cost of the project was estimated at \$3,187,000, of which the A.I.D. contribution was \$2,300,000, including \$160,000 for the buy-ins to John Hopkins University Population Communication Services (PCS) project. CAFS is to contribute \$465,000 in direct support to the project, primarily for core administrative costs. Contributions from the participants were estimated at \$422,000. The amendment was in the amount of \$271,000.

II.2 Project Components

II.2.1 Family Planning Communications

The two major content areas in this course are 1) interpersonal skills in counseling and motivation, and 2) national information, education, and communication (IEC) program planning and implementation, including strategies for using mass media. The Project Paper specifies that the course is intended for two groups: mid-level personnel working in

program management or service delivery and high-level personnel charged with developing national and regional campaigns. It was intended that both groups would participate in the same course, which would combine both content areas (Project Paper p. 20-21 and Annex C4).

The goal of the course is to provide a cadre of trained IEC family planning specialists in selected African countries who will support local and regional programs (Project Paper, Annex C.4). In general, the objectives (detailed in the Project supplement) are to enable participants to

- explain scope/role functions of IEC in family planning
- describe management of IEC
- systematically analyze steps in communications
- relate communications to socio-cultural context
- relate interpersonal communication to use of media
- organize audience research to develop messages
- develop a complete IEC strategy

II.2.2 Management of Family Planning Programs

This course focuses on the development of managerial skills for family planning personnel who plan, direct, and evaluate family planning programs. Priority is to be accorded to staff from government institutions, and to those who have not previously been trained. The methodology envisioned for the course is experiential learning, through which participants have the opportunity to prepare plans which can be implemented upon return to work.

The goal of the course is to increase the cadre of family planning program managers formally trained in management skills (Project Paper, Annex C.1). In general, the objectives (detailed in the Project supplement)

ment) are to provide participants with specific skills and knowledge in management so that they will be able to

- demonstrate an understanding of management process
- identify and suggest solutions to problems
- describe planning, monitoring, evaluation process
- develop techniques in problem-solving/decision-making
- describe principles of supervision
- demonstrate ability to evaluate programs and staff
- develop a project applying skills/knowledge learned

II.3 Project Design/Strategy

II.3.1 Regional Approach

The Project Paper specified a regional approach to training as the most effective way to achieve the project purpose. The rationale was that regional training establishes a cadre of personnel who can conduct in-country courses and demonstrate new techniques in family planning delivery. Furthermore, it was believed that the interregional exchange of ideas and experiences would likely strengthen individual national programs and establish a network for continued communication.

The Project Paper also specifies that CAFS will continue to conduct in-country programs and provide technical assistance, where appropriate (Project Paper, p.11). Pre- and post-training site visits to evaluate the courses are envisioned, personnel and funds permitting (p. 15).

II.3.2 Process of Course Development/ Institutional Development

The process for developing the courses is described in the Project Paper and includes training needs assessment; training plan/design, including selection of goals, objectives, content, syllabus, learning methodology, materials development, and feedback instru-

ments; implementation; and evaluation. It was expected that institutional development would occur throughout this process, with technical assistance from a variety of sources.

For the communications course, the project bought into the PCS project to enable CAFS to carry out planned activities. The Project Paper provides a detailed description of the technical assistance and collaborative relationship between PCS and CAFS, which was expected to culminate in a quality course as well as institutional development.

With regard to the management course, based on the 1984 REDSO/ESA assessment of Columbia University (CPFH) assistance to CAFS, A.I.D. concluded that it would be unnecessary to contract with any of the A.I.D.-supported institutions to carry out planned activities. Rather, it was expected that CAFS would seek assistance on an as-needed basis from Columbia, INTRAH, or other projects. The 1986 amendment, however, did specify the Family Planning Management Project (FPMT) of Management Sciences for Health (MSH) as a resource for developing and delivering the management courses. This was a departure from the original project grant, which had not mentioned MSH.

II.3.3 CAFS Management of Courses

Under the project, CAFS has responsibility for planning, implementing, evaluating, and coordinating all training activities. This includes selecting training sites and candidates, and arranging for and briefing instructors, arranging for and collaborating with consultants in the developmental process for each course, and providing all necessary logistical and administration support services throughout the training period for trainers and participants.

The Project amendment details a specific process for selection of candidates, which includes notification to USAID missions, and the right of A.I.D. to approve candidates supported by the Project (15 per course).

The requirements and suggested location for each course are described in the Project Paper Annex. Specifications and require-

ments include staff qualifications, detailed technical assistance, materials, and facilities.

III. PROJECT PERFORMANCE

Over the project life to date, approximately 150 people from 17 Francophone countries have been trained in the two training programs, including several who participated for short periods in the first two communications courses.

III.1 Communications Course

The communications course received high grades for overall content, process, and trainers. The high rating is due in large part to the relevancy of course content to the trainees' setting and to the opportunities provided during training to practice the skills acquired. Criticism and suggestions center primarily on the lecture style of some trainers; certain theoretical aspects of content; and length of course, perceived as too short and intense to assimilate skills or to practice techniques.

III.1.1 Process of Course Development

The process of course development has been very thorough, generally conforming to plans detailed in the Project Paper. A nine-country needs assessment in Francophone and Anglophone countries was conducted, and a workshop was held with several organizations to design a course to meet identified needs. Course documents are very complete and include goals, objectives, curriculum, feedback and evaluation instruments, a training guide, and a participant resource manual. The pre- and post-tests are appropriate to course objectives, and there is clear internal consistency among objectives, training techniques, and content. Technical assistance has been systematically provided by both PCS and the Academy for Educational Development (AED), and there has been continuity in both CAFS staff and

consultants.

The only aspect of the course that has not been developed through this procedure has been a segment on the Village Persuader concept, which deals with the issue of how to use change agents to bring about behavioral change in contraceptive use. Rather, the component has been developed by the course's primary trainer, based primarily on his research in villages in Togo.

III.1.2 Training Goal and Objectives

The goal and objectives have been largely met. Numbers of courses and participants are generally on target. Trainee expectations articulated at the beginning of each course were generally met, the pre- and post-tests showed significant progress toward objectives, and both the participant survey and interviews with trainees and supervisors revealed a high degree of satisfaction with the application of skills in their programs. Concrete examples of this application of skills include the modification of existing IEC plans; development of 1988 plans; donor project proposals and review and action on proposals submitted to family planning programs; using criteria taught in the course; and pretest of messages and subsequent modifications (see Appendix D).

One criticism was that specific objectives for each session were not provided in advance by each trainer or guest lecturer. Trainees believe such information would facilitate the learning process. Another criticism was that the counseling session was too short for the learning objectives. A third issue was related to the necessity of including three theoretical

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courses--socio-economic consequences of demographic growth, development in Third World and Western countries, and certain aspects of the Village Persuader concept. A number of participants expressed the view that it was possible to learn about communications without exposure to the background information offered in these courses.

The first two communications courses expanded the target groups of the course to include decision-makers, in particular, volunteer members of family planning associations and government decision-makers. Representatives from these groups were invited to the first week or ten days of the course. These participants gave high grades to the course, but staff participants expressed dissatisfaction with the arrangement. It was felt that the non-staff participants did not work with the same intensity as the original target groups and that they detracted from the quality of the course.

Frequently mentioned in describing practical application of skills were the development of annual IEC programs following the procedure taught in the course, pretest of messages leading to improved products, and preparation of proposals for donors, some of which have already been initiated.

III.1.3 Training Process

III.1.3.1 Experiential Model. On the whole, the course received high grades for the learning process used. The Project Paper called for an experiential model of training, which promotes maximum participation from trainees, engages them in group and individual projects, and permits them to practice skills as they are learned. In most respects this model was applied. Techniques were used to stimulate maximum trainee participation, and field work at the village level required direct application of skills learned. Negative comments tended to focus on the lecture and academic style of certain sessions and trainers, and the insufficiency of time to practice skills in the field or assimilate knowledge.

III.1.3.2 Field Practice. The village level field practice involves preparation of instruments during the morning for three field interventions, which take place in the afternoon: community analysis, focus group discussion, and pretest of messages. The evening is used to prepare reports to be presented the next morning just prior to preparation of field instruments.

The major shortcoming of the practical experience was the insufficiency of time. A single afternoon was perceived as too short a period in which to practice any of the skills being taught, particularly if a field encounter did not develop as planned. Most felt they could not assimilate the enormous amount of information generated by each experience because they were so preoccupied in preparing reports and getting ready for the subsequent activity.

III.1.4 Trainers

The course was conducted by a primary trainer and a co-trainer, always in company with a consultant from either PCS or AED. In addition, several guest lecturers supplemented the regular staff over the life of a four-week session.

Performance of trainers was ranked high from the perspective of their competence in subject matter and their willingness to expend every effort to assist and support trainees. The primary trainer serves as training coordinator, and is also the CAFS Deputy Director and therefore has responsibilities in Nairobi as well as in Lome. This individual has an extensive academic background in communications, and has applied this in the process of developing the Village Persuader concept (see Section III.1.1). In his role as coordinator, his excellent performance was reflected in the impressively smooth operations of course organization. He was, however, subject to some criticisms about lecture style and excessive theoretical content.

The co-trainer has an extensive background in health, education, interpersonal

communications, counseling, training, and media. He is completely bilingual. His style is dynamic, he obtains maximum participation from trainees, and is skilled at reading the mood of the group and directing the flow of participation. He is the only CAFS staff who has participated from the very beginning of the course development, and he is highly rated for his training and management skills by technical assistance consultants and trainers.

A detraction from the training process is the pairing of the primary trainer and the co-trainer in nearly every session. An added element is the apparent informality with which the primary trainer comes and goes during the session. This disruption may be due, in part, to the primary trainer's administrative duties. The perception is that the training techniques for each session have not been carefully planned, and the net effect has been to confuse trainees and interfere with the learning process.

Pairing of trainers was originally justified as a means of transferring expertise from consultants or experienced CAFS staff to less experienced staff, and sometimes it is required if a consultant is not a native French speaker. It may also enhance learning if the styles complement each other. In this case, however, the conflict in style between the trainers, (i.e., between an academic/lecture style and a group dynamic style), undermines the effectiveness of the trainer who has primary responsibility for the particular unit. Improvised participation or spontaneous remarks from a second trainer tends to interfere with control over the group dynamic. In sessions requiring intensive group process, it is likely that the co-trainer would be more effective if left to conduct the session alone.

Consultants were generally perceived to be very competent in their subject matter and several received high marks for delivery. Trainees believed, however, that those who were not native French speakers should always have someone present to facilitate more in-depth or abstract discussions of the material.

It is questionable whether two CAFS trainers represent an adequate staff for the workload involved. The month-long course is intense and is carried out away from the CAFS base of operations. The pressure on trainers is enormous. They must keep up with the experiential learning model, which requires constant analysis and integration of results into subsequent sessions. They must also assume responsibility as CAFS personnel for the proper use of all resources throughout the course. While resource persons and consultants alleviate the pressure of delivering content, they are an added responsibility for the CAFS trainers because they must be directed, supported, and evaluated.

III.1.5 Course Organization and Atmosphere

III.1.5.1 Operations and Logistics. Barring the issue of time constraints, trainees seemed generally satisfied with the organization of the course. All the operations, both the logistics of moving into the field and carrying out field practice and support during the stay in the city, are very smooth. No complaints were made about transportation, communications, administrative support, or lodging.

All logistical and administrative support is provided by a national coordinator, who is a staff member from the local IPPF affiliate seconded to handle administrative details for each training session. This arrangement has been extremely successful, with the IPPF staff having performed with considerable competence.

III.1.5.2 Course Schedule and Time Management. The time pressure experienced during field practice (see Section III.1.3.2) characterizes the classroom segment of the training as well. Each evening designated students must prepare reports that synthesize the daily activities for presentation the following morning. In addition, time outside the scheduled sessions is required for reading assigned materials, work on group or individual projects, and participation in organized recreational activities.

A frequent criticism was that free time was often lost to last-minute scheduling of unplanned activities. Free time is viewed as a valuable part of the course for assimilating knowledge and reading assigned materials, and trainees believe it should not be filled in with unscheduled activities.

A case in point was the last-minute scheduling of a guest lecturer on the second-to-last day, when trainees were visibly tense about completing their projects, taking the post-test, and preparing for departure. It did not help matters that the subject matter--an indigenous method not accepted or promoted by organized family planning programs--did not warrant the emphasis implied by this scheduling of a lengthy special session.

III.1.5.3 Atmosphere. The course is conducted in a very large government hotel on the edge of the city. The advantages are several. Special room rates represent a significant contribution from the government of Togo, conference facilities and materials accommodate most training needs, and hotel management is very supportive.

There are some disadvantages, however. The hotel is very enclosed, with very little open-air space for meals or work. The location is far from the marketplace and restaurants, evening meals are expensive, and time and distance make it difficult to go elsewhere when reports and projects take up evening time. No refrigerators or other facilities are available to preserve food and drink.

On the other hand, participants were very pleased with the atmosphere in the field.

III.2 Management Course

The management course received high grades for overall content, process, and trainers. As with the communications course, the high rating is due in large part to the relevancy of content to the trainees' settings, and to the opportunity for field practice. There were few criticisms. Suggestions center primarily on additional course content.

III.2.1 Process of Course Development

Although the ad hoc process envisioned for course development set forth in the Project Paper has appeared to work in Anglophone Africa (see Section II.3.2), several factors have interfered in pursuing a similar strategy for the Francophone management course.

The major problem was the loss of the bilingual consultant from Columbia/CFPH who had helped develop the Anglophone course and was expected to do the same for the Francophone course. His departure came just prior to his planned participation in the CAFS Francophone course. Subsequently, although CAFS has been able to tap the resources of MSH, neither CAFS nor MSH has been able to provide continuity in staffing. MSH provided a consultant for the first course, but CAFS had no management trainer available to work with her and so used a non-management person to run the course. For the second course, CAFS supplied as primary trainer a professional trainer who had some background in program management but who arrived only a week before the course began. MSH, meanwhile, had to supply a different consultant for the second course.

Without continuity in either CAFS staff or consultants, the theoretical and conceptual development process for the course has been somewhat fragmented. The primary management trainer, however, has provided some measure of continuity in design over the last three courses. Moreover, MSH has provided experienced management trainers for each of the four courses, and all staff and consultants have been highly competent and experienced and thus able to produce quality courses.

A second problem relates to the lack of solid data on which to base the courses. A needs assessment dated January 1985 provides little information about organizational problems in Francophone family planning programs that could be resolved through management training. The Anglophone course on the other hand was able to profit from on-going relationships between IPPF and family planning programs and to build

upon IPPF country evaluations supplemented with interviews and desk audits by CAFS trainers. Anglophone program managers were already grounded in management theory and were able to articulate specific problems around which training could be developed. Family planning programs in the Francophone region are far less developed, staff have much less training, and CAFS staff have less knowledge about their needs. Thus, it has been clear to all concerned that the management training needs of the Francophone region cannot be met by merely translating the Anglophone training program into French.

A third problem, again in contrast to the communications course, is that the state of management training in the public sector of Third World countries is seriously deficient, both in content and process. The paucity of management resource materials, especially in French, is one indication of this deficiency. A World Health Organization publication for family planning managers is frequently used in training, but is in great need of rewriting if it is to be more effectively used. ("Si Vous Etes Charge de..." publication of World Health Organization).

Documentation of each course is very complete. Trainees are provided with written objectives and activities in advance of each session, and some resource materials are available. Pre- and post-tests and feedback instruments are consistent with course objectives. There are fewer replicable course materials than in the communications course, however. The content and underlying management theories are still in need of development, and trainers rely on the experience from each course to prepare the subsequent courses.

III.2.2 Training Goal and Objectives

The project goal and objectives have largely been met. Planned targets for number of courses and participants have been reached. Trainees' expectations were realized, and pre- and post-tests reflect significant achievement toward objectives. Interviews revealed a high degree of satisfaction with the

applicability of skills in the field, such as delegation of authority; program planning; preparation of project documents and reports for donors; and improvements in management and record-keeping for supplies and vehicles (see Appendix D). Trainers believe, however, that needs analysis and in-country follow-up would help them to tailor objectives even more closely to management problems in the field.

III.2.3 Training Process

The course received high praise for the experiential learning process it uses. Every task carried out by trainees serves a dual purpose, providing both an opportunity to apply knowledge and skills as well as material for management analysis once it is completed. Practical field experience has been satisfying. Far fewer trainees cited lack of sufficient time as a problem in the management course than in the communications course, although several suggested that the course be lengthened to include more on evaluation and more opportunities to practice skills.

III.2.4 Trainers

In addition to the problem of turnover of CAFS trainers and consultants, a co-trainer has not yet been hired, due to a year-long delay in revising CAFS salary structures. Nevertheless, the CAFS primary trainer and consultants have all received high praise for their techniques and their supportive attitude toward trainees. All trainers are experienced in management or related training in Francophone Africa. In addition, the primary trainer is an experienced trainer with his own developed training style and training of trainer expertise and the experience of having held responsible management positions in other training institutions.

Both trainers in the course observed exhibited highly creative training techniques. Approaches to teaching new, theoretical content included assigning material to groups of participants to study and teach other participants, and formulation of hypothetical

questions and problems to draw participants into the elaboration of theoretical content.

III.2.5 Course Organization and Atmosphere

There were few criticisms about management of time. Trainers believe the intensity of the learning process, in which trainees must both carry out an assigned task and then analyze the process by which it was carried out, requires that non-classroom time for analysis and assimilation be planned and adhered to.

The training site, and use of a national coordinator, are the same as for the communications course, and the comments in Section III.1.5 are applicable here as well.

III.3 CAFS Institutional Development

CAFS has gained a reputation in the Francophone region--among public and private sector family planning program personnel, USAID missions, and IPPF regional personnel--for delivering quality training programs. This reputation reflects progress toward the goal of establishing a capability for training.

The primary vehicle for institution-building has been the development and delivery of each course in collaboration with institutions and consultants that have expertise in each area. A thorough process of course development and documentation ensures that staff can acquire competency in all phases of training, courses can be replicated and routinely updated to ensure uniform quality and relevancy, training development and delivery functions become institutionalized, and valuable communications can be forged between family planning programs and the training institution.

To determine the extent to which an

institutional training capability has been developed, the following issues have been examined: organizational structure; institutionalized training functions; staff expertise; documentation of training development and delivery; and course management. The examination shows that CAFS has developed a specific capability for the continued operation of the communications course, and a general capability for providing program support for any course. Additional institution-building is required for CAFS to become more self-sufficient in operating a management course in the Francophone region.

III.3.1 Organizational Structure

The 1987 evaluation addressed many organizational issues relevant to the goal of institutional development. This report and the subsequent responses from CAFS and A.I.D. should also be taken into account in assessing project performance in this area.

The overall allocation of CAFS training and support staff and outside consultants to the development and implementation activities appears to be consistent with what was envisioned in the Project Paper, since most targets were met. Nevertheless, there was not enough time to analyze and compare estimated and actual use of program and administrative staff time or outside consultant time for each identifiable activity. Such analysis would have been helpful in preparing the next Project Paper.

Staffing of trainers in the communications course, including number of positions and qualifications, meets the expectations of the Project Paper. Staffing, however, appears to be in a state of flux since it is anticipated that the primary trainer will reduce the time he devotes to training to enable him to devote more time to his job as CAFS Deputy Director. He indicated that a new staff person would be hired to replace him as primary trainer.

Staffing of trainers in the management course is not yet completed, as a co-trainer must be hired.

The job description for trainers developed by CAFS is entitled "program officer" and is fairly general in nature, omitting mention of the specific skills needed to teach a particular course. Together with the description of the individual course, however, the job description should ensure the hiring of appropriate staff for current vacancies or vacancies resulting from turnover.

Although the number of positions is consistent with the organizational structure envisioned in the Project Paper, trainers in the fully staffed communications course feel extremely pressured in delivering courses so far from the CAFS base of operations. They have not had time during the year for developmental work or in-country follow-up, outside the preparation required to deliver courses. The primary management trainer is under even greater pressure because he has no co-trainer.

Support staff, including a national training coordinator and secretarial staff from the host country, are provided for in the training plans and budgets. Their role and performance are further described in Section III.3.5.2.

The organization's primary vehicle for planning, programming, and conducting training activities is the annual work program/budget document. The plan guides staff in preparing for training, including distribution of course announcements, recruitment and selection of candidates, and organization of the courses. Financial management also centers around the annual work program/budget, which outlines financial requirements for each course. Training staff are expected to develop a more detailed budget, which is reviewed by the CAFS accountant and submitted to the

CAFS director for approval before forwarding to A.I.D. The accountant performs cash flow analyses, and prepares quarterly reports. No major problems were uncovered in a financial analysis that was performed at the time of the 1987 evaluation.

III.3.2 Institutionalized Functions

The annual work program/budget, training documents, and written reports by CAFS staff for each course help to ensure that uniform policies and procedures are followed for the organization and implementation of every training program. Documentation for each phase in course development also ensures that critical human resource development functions become institutionalized, from training needs assessments to course design, delivery, and evaluation. Since the communications course has benefited from a more thorough developmental process, such functions are more institutionalized at CAFS with respect to this course than to the management course.

"The annual work program/budget, training documents, and written reports by CAFS staff for each course help to ensure that uniform policies and procedures are followed for the organization and implementation of every training program."

Of particular importance to training institutions are needs assessment and evaluations. The needs assessment for the communications course provides an information base for CAFS, which can now be updated and serves as a procedural guide for conducting future assessments. Needs assessment has not only ensured relevant training but has helped to forge relationships between communications trainers and national programs, which can be strengthened in subsequent visits. Such relationships are essential if CAFS hopes to attract appropriate staff to the training courses and encourage top management to ensure that acquired skills are effectively used.

Since no adequate needs assessment was conducted for management training, this function is far less developed within CAFS

for that course, and the CAFS primary management trainer has not established many relationships with family planning decision-makers in the Francophone region. Communication through mailings of training course descriptions and candidate qualifications is clearly inadequate and can be misleading. In one case, a family planning program nominated former trainees for the same management course when it was offered again simply because the course title had been modified.

The evaluation function is critical to ensuring relevant training, appropriate candidate selection, effective use of skills, and timely assistance or advanced training for former trainees. In-country follow-up is the most effective means for conducting evaluation. The first such in-country effort is scheduled to be completed within a month of the termination of this evaluation. The instruments for the follow-up are the product of careful research, field testing, and final design by several CAFS staff and consultants. The results from this effort will contribute valuable knowledge to future training activities. Equally important, the results will furnish more information about the extent to which CAFS has acquired a training capacity.

Although the participation of trainers in in-country follow-up is essential, the primary management trainer will not be available for the Francophone region field visits.

III.3.3 Staff Expertise

Several techniques have been used to develop the capabilities of CAFS staff. The most useful include participation with consultants in needs assessments and course design and direct observation of consultants in a classroom setting.

The process followed for staff development in the communications course was detailed in the Project Paper. CAFS staff participated in a nine-country needs assessment in both the Anglophone and Francophone regions, travelled to PCS in Baltimore, participated in the workshop for designing the course, and observed consultants during implementation of the course.

The communications trainers have acquired expertise in course development and delivery. In particular, the co-trainer has mastered the creative use of training techniques to enhance the learning process. Since the training program has begun, however, neither trainer has had an opportunity to practice the subject matter he teaches.

Due to the last-minute assembly of the management course content (see Section III.2.1), the primary technique for professional development of the primary management trainer has been observation of the consultant. This has proved to be rather unsatisfactory, as the utility of this approach is extremely limited. Few professionals who

are involved in training are expert in all training-related functions, which range from design of needs assessment instruments to classroom training. Furthermore, not all of these functions are best learned through observation.

In addition, the CAFS trainer was not very experienced in delivering training explicitly devoted to program management, and no amount of observing of other professionals could fill that gap. Nevertheless, with his extensive training background in other settings (see Section III.2.4), he was already well versed in the skills that were more easily transferable (i.e., training techniques) and had absorbed all he needed after observing only one course.

"Several techniques have been used to develop the capabilities of CAFS staff. The most useful include participation with consultants in needs assessments and course design and direct observation of consultants in a classroom setting."

The primary management trainer is very cognizant of his need for further professional development. It is planned that he and a co-trainer, when hired, have opportunities to acquire any skills or knowledge they may lack.

The Project budgeted \$75,000 for staff development, but neither the amount remaining nor plans for their use were identified in the course of this evaluation.

III.3.4 Documentation

Although the communications course documents are already very thorough (see Section III.1.1), an effort is under way with AED to elaborate the underlying theory and justification for the course design. This should ensure that the integrity of the design is maintained, including allocation of time to subject matter, ordering of topics, and selection of training techniques. Documentation of the theoretical underpinnings of the Village Persuader component is still incomplete, particularly with respect to its relationship with mass media and other communications strategies (see Section IV.1.3).

Complete documentation of the management course must await a more thorough developmental process.

III.3.5 Course Management

CAFS has performed well in managing the peripheral activities that are essential to quality training programs, including selection of participants, logistical support for courses, and timely completion of workplans within approved budgets.

III.3.5.1 Participant Selection. The selection of participants is difficult to assess without interviewing a significant proportion of the trainees and their supervisors and without more intimate knowledge about each of the family planning programs from which they come. Nevertheless, interviews and a review of participant biographies indicate that CAFS is training the level of personnel that was intended in the Project Paper. Emphasis was

to have been given to the public sector, but a public-private sector analysis is not readily available since participant lists do not fully describe affiliations.

IPPF affiliates already were familiar with CAFS and have been quicker to apply and to receive CAFS approval. It would therefore not be surprising to find strong representation from this sector. IPPF regional officers and some affiliate staff even questioned whether training in the public sector was worthwhile. They believe that staff in the public sector have less authority to apply new skills and knowledge and that staff turnover is greater.

The procedure for selection of participants, which was described only in the Project supplement, has been problematic. Problems include inadequate participation of USAID missions, failure to notify the missions either of potential candidates or final approvals, and inadequate promotion of training with non-IPPF affiliates. For example, the Burkina Association of Nurse Midwives, supported by FPIA, has the oldest program in the country but until this evaluation had not been directly approached regarding their interest in CAFS training. REDSO/WCA and CAFS have agreed to an application process for the future that should address most areas of concern.

III.3.5.2 Logistical Support. The provision of logistical support for eight training courses within a year and a half on the other side of the continent from the CAFS base of operations is an enormous challenge, and it has been successfully met by CAFS. The Deputy Director has done an excellent job, reflected in the relative ease with which participants arrive and depart from over a dozen countries, and receive health coverage, transportation, lodging, and meals. Field practice and trainee interactions with villagers have been successful as a result of extensive groundwork that precedes each course.

III.3.5.3 Workplans and Budget. Targets contained in workplans have been met in the time allowed by a no-cost extension of the project, although certain activities, such as hiring, are still incomplete. Targeted budgets

have not been met. The Francophone costs have exceeded estimates and have been picked up through savings from the Anglophone courses. The CAFS director points to higher living costs in the Francophone region as a primary reason for the difference in expenses.

III.4 Relationship Between CAFS and Interested Parties

The Project Paper did not clearly articulate expectations with respect to the relationship among CAFS, REDSO, USAID missions, and family planning programs. In general, REDSO/WCA is pleased with the way CAFS has carried out its progress reporting responsibilities. Very detailed reports are promptly forwarded at the completion of each course, and documentation of courses is very thorough. In addition to the issue of participant selection, however, there have been problems in communication between REDSO and USAID missions during the preparatory phase for each course. These have stemmed principally from fragmented and confused cable and telex messages, failure to respond directly to questions forwarded to CAFS, and lack of timely confirmation on approval of candidates. REDSO/WCA believes communications are much smoother at this time.

Although the Project Paper did not detail a role for USAID missions, it was clear from interviews that the missions want to, and can, play a valuable role in ensuring effective use of CAFS training. The Burkina Faso USAID mission, for example, is committed to providing training to three organizations. The staff of these organizations in turn expressed great satisfaction and enthusiasm about this support from the mission, and were able to point to concrete examples of how training has furthered their programs. All former

CAFS trainees--except two whose office has been undergoing reorganization--illustrated how their skills had been put into practice.

The missions have not always been informed of CAFS activities in a timely fashion. Improved communications would greatly assist the mission to encourage national decision-makers to give their staffs the opportunity to benefit from training and to make better use of their trained staff once back on the job. Such communication would ensure greater coherency in A.I.D.'s efforts to support family planning programs and IEC activities in general.

III.5 CAFS Facilities

Although the Project Paper did not address the issue of the CAFS base of operations, it has been a factor in project performance. Operating the Francophone program far from the CAFS office in Nairobi has resulted in considerable strain for staff, since their management and administrative support systems must depend upon host country willingness to offer services. CAFS plans to open an office in Dakar, in the hope that it will furnish greater support to Francophone staff.

The rationale provided by the CAFS director for selecting Dakar over Lome, where nearly all courses have been conducted to date, rests on several premises: that transportation in and out of

Dakar is more frequent from more points in Africa, making it more practical for staff and consultants to travel to several locations for shorter periods of time, and with far greater choice of scheduling; that communications are apparently more efficient; and that there are more health and human service organizations and a larger academic presence in Dakar, on which CAFS can draw for a variety of

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developmental and implementation activities.
Once the Dakar office is established, consi-

deration will be given to transferring the
training site for at least some courses.

IV. CONCLUSIONS

IV.1 Quality of Communications Course

Based on observations, trainee and supervisor interviews, and evidence of application of acquired skills in the field, the conclusion is that the communications course meets the expectations set out in the Project Paper. Trainees rated the content and process very highly, supervisors were pleased with results, and there was considerable evidence of practical application of skills in the field. The course has benefited from the thorough developmental process envisioned in the Project Paper and from continuity in CAFS staff and consultants throughout the life of the project. The in-country follow-up under way will provide additional information which can be used to adjust the content and process according to field conditions. Areas for improvement are the use of time, the training process and clarification of the Village Persuader concept.

IV.1.1 Time Management and Duration of Course

There is near-unanimous opinion that too little time is provided to assimilate the many experiences, practice the skills, and do the assigned readings that together constitute training. Last-minute additions to the schedule, departures from scheduled activities, and filling in free time with guest speakers were often cited as problems. Even with better managed time, four weeks is insufficient for so intense a course. Trainees and supervisors seemed to think an extra week or even two away from their jobs would not be problematic.

IV.1.2 Training Process

In general, the training process has succeeded in implementing an experiential approach. Use of lectures, theoretical content

in some sessions, and pairing of trainers with conflicting styles, however, detract from an otherwise effective learning process. A course in communications should be especially careful to employ only those learning techniques that are desirable for trainees to emulate when playing the role of communicator back in their work place. Several trainees also cited the absence of specific objectives for certain sessions as a source of difficulty in the learning process.

IV.1.3 Village Persuader Concept

The content of the segment devoted to the Village Persuader concept promises to be an important means of bringing about behavioral change in the Francophone region of Africa. A number of issues, however, remain to be resolved, in particular the relationship between the Village Persuader and mass media. Some statements appear to promote the concept at the expense of mass media, with claims made that it is a less expensive communications technique. Other statements seem to view the two communications techniques as wholly complementary. It is also unclear how the concept relates to communications theory as it is taught in the Anglophone course, particularly with respect to the relationship with mass media.

"The content of the segment devoted to the Village Persuader concept promises to be an important means of bringing about behavioral change in the Francophone region of Africa."

Second, it does not appear that sociological research and community development experience of other Francophone countries--especially those that have been integrated into family planning program strategies--have been studied in any depth in the process of developing the Village Persuader concept in Togo. Finally, only males have thus far been identified as Village Persuaders; further research appears warranted to learn whether there are also women who are perceived by

the community as Village Persuaders.

IV.2 Quality of Management Course

The quality of the management course is judged to be very high by trainees and supervisors. Many, however, felt it should be longer. The course meets the standards for relevancy and applicability of skills learned set out in the Project Paper. Credit should go to individual CAFS staff and consultants who prepared and delivered each course, since the evolutionary developmental process envisioned in the Project Paper was not followed.

IV.3 CAFS Institutional Capability

IV.3.1 Delivery of Communications Course

The development of the course as envisioned in the Project Paper, with close collaboration from PCS and AED, has resulted in an organizational structure, policies and procedures, in-house expertise, and course documentation that allow CAFS to assume responsibility for offering quality communications courses. Extensive course materials are available, and participants are provided with ample resources. It would be impractical and expensive for CAFS, as it would for any training institution, to attempt to provide all training resources in-house. Outside expertise should always be available to ensure on-going course development, updated needs assessments, and delivery of training sessions.

IV.3.2 Delivery of Management Course

Institutional development is not yet complete with respect to the management course. The program is not yet fully staffed, the primary trainer has not yet had an opportunity to complete his own professional devel-

opment, and there has not been continuity in staff and consultants over the life of the Project. Staff and consultants have needed to rely on their extensive experience to identify needs and design the course, because an appropriate needs assessment was never conducted. As a result, the needs assessment function has not been systematically developed and established within the institution, although the in-country follow-up visits currently under way should provide valuable information regarding needs and impact of prior training.

A critical factor, which has slowed the process of institution-building far more than in the communications course, is the lack of tested theories in family planning management in Francophone Africa on which to base a course design. Management training in the

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public sector in developing countries is a challenging and undeveloped field, and the paucity of resources has been an obstacle to course development. The primary trainer and consultants have made an effort to remain abreast of management theory, and some indigenous research in Francophone Africa is beginning to emerge. As a recent publication concluded, both training content and process in this field are clearly in need of research and scholarship, since the efficacy of traditional forms of managerial training are being seriously questioned (Management Training Strategies for Developing Countries, Kerrigan and Luke. See Appendix C).

Columbia/CPFH is the only other institution identified that has systematically developed a replicable family planning management training module for delivery at regional level for the Francophone region. Several institutions, including MSH, respond to requests of individual countries to assess needs and offer training tailored to specific participants. No institution has made a concerted effort to collaborate with any of the others in develop-

ing the same or similar management theories or training content and process.

IV.3.3 CAFS Internal Operations and External Relationships

On the whole, project targets have been met. CAFS has demonstrated its ability to provide excellent logistical support to training courses. The strategy and the results of selecting candidates from the private sector and public sector have not yet been analyzed. Remaining problems, such as procedures for candidate selection and communications among interested parties, appear to be on their way to resolution.

The Project Paper is not clear with respect to expectations regarding the role of USAID missions in candidate selection or any other aspect of the CAFS program. Nor did the Project Paper delineate a role for IPPF program officers. Nevertheless, two of the IPPF program officers expressed strong interest in learning more about and contributing to the management course. They believed they could reinforce the skills learned by the staff whom they supervised.

Costs for the Francophone programs have proven to be higher than estimated. This is understandable in light of higher costs of living in these countries, and the greater distance of the courses from the CAFS base of operations. The opening of the Dakar office should provide greater support to the Francophone program and may make a difference to costs.

IV.4 Future Training Strategies

Beyond the issues of quality of specific training courses, two overriding concerns

about the future of the Francophone courses need to be addressed by A.I.D. and CAFS. The first deals with the composition of the target audience. Without a reliable inventory of family planning management and IEC staff in Francophone Africa, it is difficult to determine the extent to which training needs have been met for each country. How many more staff in these areas remain to be trained? What about those who have been trained: Are they now competent to apply the skills learned to their jobs? A second deals with how training should be provided--through CAFS or through providing a training of trainers program for CAFS alumni, who could offer comparable courses in-country.

The implementation of the first Francophone in-country follow-up has important implications for development of future training strategies. The results of the visits are eagerly awaited by CAFS. The value of in-country visits cannot be overstated. Former trainees can provide valuable information regarding applicability of their skills so that courses can be modified for future participants, and refresher courses can be organized for those who have already attended.

Characteristics of potential participants will begin to alter as higher level personnel complete their training, and CAFS needs to adapt the nature of the courses to the changing levels and categories of these new trainees. In-country visits also serve the purpose of forging stronger relationships between programs and the training institutions so that training is more effectively used by top management.

In short, if it is to remain a relevant resource to Francophone family planning training programs, CAFS must now have an opportunity to assess the impact of training and update current needs.

"The value of in-country visits cannot be overstated."

V. RECOMMENDATIONS

It should be noted that some recommendations based on comments from trainees of earlier courses may already have been addressed in the process of modifying later courses.

V.1 Communications Course

V.1.1 Content and Process

1. The practice of inviting volunteers and other decision-makers to participate at the beginning of the course should not be resumed. CAFS may, however, wish to consider offering, on a regional basis, a shorter program directed toward these key people.
2. The course should be extended by at least one week. Priority should be given to adding time to field practice to alleviate the intense cycle of morning reports and field preparation, afternoon field visits, and evening preparation of reports. The time allocated to practice of counseling skills merits examination to ensure it is sufficient to meet training objectives.
3. Attention should be focused on the extent to which training techniques used by staff can also become a learning experience in communications techniques for trainees. Thus, any sessions that currently rely on lectures should be carefully examined to determine which learning process would be more effective for transferring knowledge to trainees, and which would also serve as part of the trainees' repertoire of communications skills. This effort could be undertaken by the communications co-trainer, the management primary trainer, and the CAFS training of trainer staff, as they are all specifically skilled in the learning process and creative training techniques.
4. Staff and consultants should examine the proportion of theoretical content to determine how much is essential to acquiring communications skills, and what learning process would be most dynamic when theory is necessary. Particular attention should be accorded to courses in the socio-economic consequences of demographic growth and development in developing and developed countries, as well as to certain aspects of the Village Persuader concept.
5. Closer attention should be given to how the learning process is advanced by pairing trainers. Use of co-trainers as a training technique should be distinguished from pairing trainers so that one may observe the other, in which case the observer should be as inconspicuous as possible. The value and purpose of using more than one trainer should be judged by how the interaction of styles affects trainees. Once the decision is made to use more than one trainer, the interaction should be planned and strictly adhered to. It is critical that staff and consultants with expertise in adult learning and training of trainer skills collaborate to identify where pairing is appropriate.
6. Time should be more effectively used. A detailed schedule should be prepared and strictly followed, with no impromptu guest lecturers or other activities that reduce scheduled free time. Departures from the schedule should be made only in consultation with all trainers, and only when the training objective and learning process would be more effectively advanced than by adhering to the original schedule. Free time should be planned as part of the learning program and acknowledged as necessary to assimilate knowledge and to complete assigned readings.
7. Specific objectives should be set forth at the beginning of each session. Guest lecturers should prepare the specific objectives of their sessions to ensure that they fit into the overall objectives of the course.
8. CAFS should explore the possibility of providing refrigerators and other facilities at the hotel where participants reside.
9. The theory underlying the relationship between the Village Persuader concept and

use of mass media should be precisely defined and documented, and it should be consistent in both the Anglophone and Francophone communications courses. Furthermore, tools for bringing about behavioral change must be consistent with currents of thought in the trainees' family planning programs. It would therefore be highly desirable to explore the Village Persuader concept with professionals in other Francophone countries who conduct sociological and other research for family planning programs in their countries. Finally, further study is merited to determine whether the community perceives women as Village Persuaders.

V.1.2 CAFS Capability for Delivering Course

Staffing

10. The Communications co-trainer should be elevated to primary trainer/coordinator when the Deputy Director's training role is reduced.

11. Serious consideration should be given to hiring a third trainer for the course, especially if the course is to be extended into a fifth week. This view is fully shared by the AED consultants who have worked very closely with CAFS since the beginning of the project.

12. CAFS trainers should have opportunities to participate as practitioners in family planning IEC projects, perhaps by acting as team members in technical assistance consultancies of PCS or AED. This would further their professional development, and enhance their credibility as trainers.

13. Qualifications for new trainers must take into account both the job description for the CAFS program officer position and the specific requirements of the courses which they will be expected to teach.

Course Development

14. Sufficient resources must be assured for current collaborative activities with PCS and AED to be carried through to completion. These include the current effort with AED to

document the underlying theory of the course design and the analysis of the results of the in-country follow-up visits, including modifications in course design.

15. Once the underlying theory of the Village Persuader concept as it relates to mass media has been elaborated, it should be documented to ensure that its presentation in all CAFS courses is standardized, and not subject to differing interpretations.

16. In the next Project Paper, CAFS should assume responsibility for the continued development and delivery of communications courses and design the kind of technical resources that it requires to complement its in-house capabilities. The next Project Paper should also address recommendations 1-9 for improving the course.

V.2 Management Course

V.2.1 Content and Process

1. Efforts to improve the course should await an evaluation by trainers of the fourth management course, (which was in process at the time of this evaluation), the results of developmental work recommended below, and the in-country follow-up currently being conducted. Consideration could be given to extending the course an additional week, however, since many trainees expressed a need for more time and the Anglophone management course is five weeks.

V.2.2 CAFS Capability for Delivering Course

Staffing

2. Highest priority must be given to hiring a co-trainer. Serious consideration should also be given to a hiring a third trainer, especially if the course is lengthened.

3. Similar to the Communications course, staff must have opportunities to pursue their professional development and to participate in program activities that will bring them into

close contact with management of family planning services. Opportunities include observation tours and participation as team members in donor agency activities such as evaluation or project planning (see Recommendation 12, Section V.1).

4. Similar to the Communications course, qualifications for new trainers must take into account both the job description for the CAFS program officer position and the specific requirements of the courses that they will be expected to teach (see Recommendation 13, Section V.1).

Course Development

5. The primary trainer and other staff with related expertise, as well as all consultants responsible for developing and delivering the four training courses, need ample opportunity to develop the course in a systematic manner. Time and resources are required to synthesize their experiences in consultation with each other, conduct needs analyses, research existing management theories in developing countries, adapt theories to Francophone Africa, compile resource materials and case studies for use in the course, and pursue activities to further their professional development. Because the primary trainer is not participating in the scheduled in-country follow-up, it is especially important that he be involved in the analysis of the results related to management. He and management training consultants should have an opportunity to pursue the analysis further, including additional in-country visits if needed.

6. Specific activities included in the course development effort should be participation where possible in any donor agency evaluation of Francophone family planning programs, analysis of evaluations already conducted, analysis of results from the in-country follow-up currently being conducted, and collaboration with the Columbia/CPFH staff responsible for the Francophone management training program to be offered in Abidjan this fall. Documented activities of the FPMT and INTRAH projects in Francophone countries should be reviewed. For example, a manage-

ment diagnosis and subsequent training was recently carried out in Burkina Faso for regional managers, and would be useful in establishing a needs assessment protocol (see Chaponniere and DeHase report listed in Appendix C).

7. To implement the recommendations for completing the management course development, including professional development of CAFS trainers, consideration should be given to entering into agreement with another institution or project. Possibilities include MSH, which currently is offering an FPMT project in Francophone Africa, and Columbia/CPFH. It is advisable that the FPMT, CPFH and CAFS adopt management training methodologies in Francophone Africa that are at least consistent with each other in theory, content, and process, since they will likely continue to train staff from the same or related programs.

8. In the process of incorporating Recommendations 5 and 6 on course development into a Project Paper, the workplan for PCS/CAFS collaboration contained in the original Project Paper could serve as a model. In line with this model, activities should be described in detail accompanied by timelines, the technical assistance requirements should be elaborated, and the budget should be organized around the project objectives and activities in the workplan to ensure the availability of time, travel, and other resources. The successful activities and experiences gained by the primary trainer and chief consultants during the first four management courses must be taken into account.

V.3 Management Issues

1. The new application process for candidates should be implemented and monitored to ensure that USAID missions become more involved in the process.

2. The results of in-country follow-up visits should be examined to determine whether priority should continue to be given to public sector candidates and to make refinements if necessary to the new application process for

candidate selection.

3. The financial experience of Francophone programs should be analyzed to develop a more realistic budget for the next Project Paper.

V.4 Expansion of Francophone Training Program

1. Results of the in-country follow-up visits should be integrated into the objective and activities of the next Project Paper. In-country follow-up visits should become a routine and systematic part of the CAFS evaluation function. The purpose of the visits should be to update needs assessments for the basic course for new trainees, organize refresher courses and technical assistance for former trainees, and solidify relationships with decision-makers and USAID missions. Trainers for each course must be integrally involved in developing the visit protocols, conducting the visits, analyzing the results, and integrating results into training strategies.

2. Consideration should be given to both sub-regional refresher courses, which would be tailored to three or four countries instead of all 17, and to conducting some in-country refresher courses when numbers and uniqueness of conditions warrant such individual attention.

3. One priority topic for refresher courses should be training of trainers. This is the most effective means of multiplying the effect of management and communications training. It is critical that Francophone trainers have proven competency in training of trainer skills before such a course is developed, however. Other topics should be based on analysis of obstacles to application of communications and management skills, and to skills or knowledge that would further the application of those already learned. Frequently mentioned by communications trainees were

mastery over specific IEC methods such as production of audio and visual materials. Some trainees and trainers cited the desire for further mastery over supervision, management of resources, and program evaluation.

4. The recently approved Contraceptive Update course for the Francophone region should be carefully documented. Since a stable client load and a well-managed, well-supplied clinic are essential for such a course, the groundwork required to prepare such field work should be elaborated in detail in the training guide.

5. Consideration should be given to involving IPPF Regional Program Officers in the training program so they can better support the management trainees from their affiliates.

6. To promote CAFS as a valuable resource for family planning programs in Francophone Africa, more attention should be given to highlighting for decision-makers the critical role of training in strengthening program management and expanding IEC efforts, and to reinforcing relationships with USAID missions, family planning programs, and donor agencies. Opportunities should be provided for the Deputy Director to carry out development activities in the next project period such as building up external relations, informing and education decision-makers about the importance of human resource development to better achieve family planning goals, identifying other sources of financial and material support, and expanding the demand for CAFS resources. Specific activities might include seminars for decision-makers in sub-regions of Francophone Africa. Former trainees should be utilized to carry out these activities.

Another means identified by some participants was the use of CAFS newsletters. A newsletter would facilitate communication among graduates and their programs, and this in turn should generate public discussion within the Francophone Region about CAFS.

APPENDICES

**APPENDIX A
SCOPE OF WORK**

SCOPE OF WORK

Department of State

INQUIRY
TELEGRAMPAGE 01 OF 02 ABIDJA 10356 00 OF 02 190858Z 7334 062674 A103710
ACTION AID-00

ABIDJA 10356 00 OF 02 190858Z 7334 062674 A1037

ACTION OFFICE POP-04
 INFO AAAF-03 AFCD-02 AFEA-03 AFCD-03 AFDP-06 SEOP-01 FPA-02
 AFPD-04 SERP-01 AFTR-03 SECS-02 AMAD-01 AAPF-01 PDPR-01
 PPPB-02 STNE-03 STFR-02 SAST-01 IT-06 HNS-05 ONS-02
 RELO-01 /065 A0

INFO LOG-00 AMAD-01 OES-05 /010 V
 -----127570 190100Z /65 30

R 181607Z MAY 88
 FR AMEMBASSY ABIDJAN
 TO SECSTATE WASHDC 7469
 INFO AMEMBASSY NAIROBI

UNCLAS ABIDJAN 10356

AIDAC

SECSTATE FOR ST/POP/FPSS; NAIROBI FOR REDSO/ESA, ART
 DANART

E.O. 12356 R/A
 SUBJECT: POPULATION: EVALUATION OF CENTER FOR AFRICAN
 FAMILY STUDIES' (CAFS) FRANCOPHONE TRAINING PROGRAM

1. REDSO/WCA REQUESTS ST/POP ASSISTANCE IN PROCURING
 AND PREPARING PLO/T FOR SERVICES OF A CONSULTANT TO
 CARRY OUT SUBJECT EVALUATION. THE CONSULTANCY WILL BE
 FUNDED THROUGH REDSO/WCA BUY-IN TO THE POPTECH CONTRACT
 UNDER PLO/T NO. 624-0462-3-88809.

2. BACKGROUND: CAFS RECEIVED A \$2.3 MILLION GRANT FROM
 REDSO/ESA IN SEPTEMBER 1985, USING FNI-I PROJECT FUNDS
 FOR THE FAMILY PLANNING TRAINING SUPPORT PROJECT.
 DURING THE LIFE OF PROJECT OF 3 YEARS, 18 COURSES IN
 ENGLISH AND 4 COURSES IN FRENCH ARE TO BE CONDUCTED IN
 THE AREAS OF FAMILY PLANNING PROGRAM MANAGEMENT,
 INFORMATION, EDUCATION AND COMMUNICATION (IEC) AND
 CONTRACEPTIVE TECHNOLOGY. THE PROJECT WILL BE EXTENDED
 TO MARCH 1989 TO ALLOW CAFS TO COMPLETE ITS WORK PLAN.

REDSO/WCA PROVIDED AN ADDITIONAL \$280,000 IN SEPTEMBER
 1987 USING FNI-II FUNDS FOR 4 ADDITIONAL COURSES IN
 MANAGEMENT AND IEC, FOR A TOTAL OF 8 COURSES IN FRENCH.
 CAFS HAS COMPLETED THREE MANAGEMENT AND THREE IEC
 COURSES IN FRENCH, AND WILL BE CONDUCTING THE REMAINING
 MANAGEMENT AND IEC COURSES IN JULY/AUGUST 1988.

3. A MID-TERM EVALUATION OF THE CAFS PROJECT WAS
 CONDUCTED BY ISTI IN AUGUST 1987. AS ONLY ONE
 FRENCH-SPEAKING COURSE HAD BEEN COMPLETED AT THAT TIME,
 THE FRENCH-SPEAKING TRAINING PROGRAM COULD NOT BE
 EVALUATED. IN ORDER TO PREPARE FOR THE FOLLOW-ON
 DESIGN, REDSO/WCA WISHES TO CONDUCT AN EVALUATION OF THE
 FRENCH-SPEAKING TRAINING PROGRAM WHICH WILL ALSO SERVE
 AS THE FINAL EVALUATION FOR THE PROJECT. THE EVALUATION
 SHOULD INCLUDE THE LAST WEEK OF JULY AND THE FIRST WEEK
 OF AUGUST SO THAT THE EVALUATOR CAN OBSERVE PART OF BOTH
 THE MANAGEMENT AND IEC COURSES. THE DATES OF THE
 COURSES HELD IN LOME, TOGO, ARE: IEC - JULY 4-29, 1988,
 AND MANAGEMENT - AUGUST 1-26, 1988.

4. THIS EVALUATION IS CONSIDERED A SUPPLEMENT TO THE
 MID TERM EVALUATION AND THE SOW IS THEREFORE NOT
 DUPLICATED. SCOPE OF WORK FOR EVALUATOR IS AS FOLLOWS:

A. ASSESS ACHIEVEMENTS AND EXPECTED OUTCOMES OF THE
 GOALS AND OBJECTIVES OF TRAINING PROGRAM.

B. ASSESS PROJECT PROGRESS ACCORDING TO ESTABLISHED
 WORK PLANS AND SCHEDULES.

C. ASSESS THE TRAINING PROCESS, INCLUDING:

- - NEEDS ASSESSMENT;
- - CURRICULUM DEVELOPMENT;
- - TRAINING MATERIALS;
- - TRAINING METHODOLOGY;
- - SELECTION PROCEDURES OF PARTICIPANTS;
- - DURATION AND LOCATION OF TRAINING;
- - TRAINING ENVIRONMENT - TRAINEE/TRAINER RATIO;
- - PROVISION OF TECHNICAL ASSISTANCE BY JNU/PCS AND
 HSH - ADEQUACY, TIMELINESS AND FOLLOW-UP;
- - EVALUATION OF TRAINING - FORMATIVE AND SUMMATIVE
 EVALUATION; VALIDITY AND RELIABILITY OF WRITTEN
 AND ORAL TESTS AND ASSIGNMENTS; SUPERVISION OF
 FIELD PRACTICE; SELF-EVALUATION OF TRAINEES AND
 TRAINERS; AND FOLLOW-UP;

D. ASSESS THE QUALITY OF TRAINERS - CAFS STAFF OR GUEST
 LECTURERS, REVIEW ALL PROJECT RELATED DOCUMENTS
 INCLUDING BOTH FNI-I AND FNI-II CAFS SUBPROJECT PAPERS
 AND MID-TERM EVALUATION REPORT, AND COMMENTS FROM
 REDSO/ESA AND CAFS ON THE EVALUATION. POPTECH
 CONTRACTOR SHOULD PROVIDE MAJOR DOCUMENTS SUCH AS
 PROJECT PAPERS AND EVALUATION REPORT TO THE EVALUATOR
 PRIOR TO THE DEPARTURE FOR THE FIELD VISITS.

E. INTERVIEW TRAINERS AND DETERMINE IF THEY FILL
 ROLE AS DEFINED IN PROJECT PAPER AND IF THE TRAINING
 SKILLS ACQUIRED THROUGH THE PROJECT ARE SATISFACTORY.

F. INTERVIEW AND OBSERVE SELECTED NUMBER OF TRAI
 AT LEAST THREE COUNTRIES AND DETERMINE IF TRAINING
 PROVIDED UNDER PROJECT, APPLICATION OF SKILLS LEARNED,
 AND IMPACT OF TRAINING ON PERFORMANCE ARE SATISFACTORY.

G. COLLECT INFORMATION FROM EACH TRAINEE AND HIS/HER
 SUPERVISOR THROUGH A MAILED QUESTIONNAIRE SUCH AS THAT
 USED IN THE MID-TERM EVALUATION. A LIST OF TRAINEES AND
 THEIR ADDRESSES CAN BE OBTAINED FROM CAFS. THESE
 QUESTIONNAIRES SHOULD BE COLLECTED IN ADVANCE OF THE
 FIELD VISITS TO CAFS.

H. ASSESS ADEQUACY OF PROJECT INPUTS.

I. ASSESS CAFS' RELATIONSHIP WITH AND ITS ABILITY TO
 COMMUNICATE WITH THE REDSO'S AND MISSIONS.

J. IDENTIFY PROBLEMS ENCOUNTERED, LESSONS LEARNED,
 WEAKNESSES OF THE TRAINING PROGRAM, UNMET TRAINING NEEDS.

K. MAKE RECOMMENDATIONS FOR FUTURE PROGRAM OBJECTIVE,
 STRATEGY, DESIGN, MANAGEMENT AND COORDINATION.

S. LEVEL OF EFFORT - 1 PERSON FOR 1 MONTH. EVALUATOR
 WILL BE REQUIRED TO VISIT CAFS/NAIROBI, REDSO/ESA IN
 NAIROBI, REDSO/WCA IN ABIDJAN, AND MAKE SITE VISITS TO
 LOME AND TWO OTHER WCA COUNTRIES FROM WHICH PARTICIPANTS
 HAVE BEEN TRAINED. APPROXIMATE TIME SPENT AT EACH
 LOCATION SHOULD BE AS FOLLOWS:

ABIDJAN - 1 WORK DAY FOR INTERVIEW OF REDSO/WCA
 - POPULATION OFFICERS
 LOME - 10 WORK DAYS FOR INTERVIEW OF CAFS
 - DEPUTY DIRECTOR AND TRAINERS, AND TRAINEES;
 - OBSERVATION OF COURSES; INTERVIEWS
 WITH GRADUATES OF PAST CAFS COURSES
 NAIROBI - 4 WORK DAYS FOR INTERVIEWS WITH REDSO/ESA

UNCLASSIFIED

UNCLASSIFIED
Department of State

INCOMING
TELEGRAM

PAGE 02 OF 02 ABIDJA 18398 00 OF 02 198058Z 7334 062674 A103718

- POPULATION OFFICERS, CAFS DIRECTOR AND
- STAFF

- 2 VCA COUNTRIES - 2 WORK DAYS IN EACH FOR INTERVIEWS
- WITH GRADUATES OF CAFS COURSES.

EVALUATOR SHOULD HAVE FRENCH LANGUAGE CAPABILITY AT FSI
4/4.

6. REDSO/VCA WOULD PREFER THAT ONE OF THE EVALUATORS WHO CONDUCTED THE MID TERM EVALUATION, FREEMAN POLLARD AND GERRI BURMAN, CARRY OUT THIS ASSIGNMENT IF THEY HAVE THE FRENCH CAPABILITY. IF THAT IS NOT POSSIBLE, POYTECH SHOULD ARRANGE BRIEFING BY FREEMAN AND/OR BURMAN IN ORDER TO FAMILIARIZE THE EVALUATOR WITH CAFS BACKGROUND.

7. POYTECH CONTRACTOR WILL BE RESPONSIBLE FOR ALL INTERNATIONAL AND IN COUNTRY TRAVEL ARRANGEMENTS, LOGISTICAL SUPPORT, PUBLICATION AND DISTRIBUTION OF THE FINAL REPORT TO BOTH REDSO'S, ST/POP, AFR/TR/NPH AND CAFS. FINAL EVALUATION REPORT MUST BE COMPLETED PRIOR TO THE FOLLOW-ON PROJECT DESIGN WHICH IS SCHEDULED FOR OCTOBER 1988.

8. PLEASE PROVIDE CONTRACTOR'S COSI ESTIMATE. FARLEY

UNCLASSIFIED

APPENDIX B
LIST OF PERSONS CONTACTED

**APPENDIX B
LIST OF PERSONS CONTACTED**

REDSO/WCA - Abidjan

Ming Hung
Sarah Clark
Joyce Holfeld (by telephone while in U.S.)
Nancy Nolan

REDSO/ESA - Nairobi

Art Danart
Rosalind Waithaka

Management Sciences for Health

Ken Heise (Boston)
Jana Glenn Ntomba (Consultant/Trainer, Lome, Togo)

USAID

Caroline Koroma, Lome, Togo
Richard Greene, Ouagadougou, Burkina Faso
Perle Combar, Ouagadougou, Burkina Faso
Roxanne Desole, Ouagadougou, Burkina Faso

Academy for Educational Development

Michele Lioy
Allan Kulakow
Mark Lediard

Columbia University/Center for Population and Family Health

Dr. Thioye
Elaine Rossi

International Planned Parenthood Federation

Joseph M. Koroma, Charge de Programmes (Lome, Togo)
Kodjo Adzewoda EFU, Charge de Programmes (Lome, Togo)

Centre for African Studies, Nairobi

Prof. K.E. de Graft-Johnson, Director
Dr. Yao Ahade, Deputy Director (in Lome)
Guy Moutia, Program Officer (in Lome)
Salwa Kazadi
Jane Kwawu

Cote D'Ivoire

Alli Traore
Kimou Assi Monsoh
Yvette Koue-Lou-Tie

Togo

Dr. D'Almeida (CAFS Trainer/MSH Consultant)
Mensah Kwasi, Executive Director, ATBEF
Sodji Kouamui Dometo
Fanidji Yaouvi
Budema Bandawa Fisima
Gnon-Manley Nikabou
Sokpoh
Dr. Lafif Salami (Supervisor of some participants/MCH-FP Division Chief)

Burkina Faso

Gnoumou Andre
Yameogo Alfred Francois
Sebgo Kourago Marie Pascaline
Konombo Minougou Irene
Barro Ouattara Tassini
Zougmore Ibrahim Nawidega
Oubda Dieudonne
Brigitte Thiombiano (Assoc. of Burkinabe Nurse Midwives)

Zaire

Chirwisa Chirhamolekwa (Supervisor of some participants/FP Project Director)
Bata Kyala Ngangu
Shamp A Mabudi
Zawadi Mwenye
Musau Mpoy
Manguelo Mundewa (August '88 trainee)
Mukoka Makolo (August '88 trainee)
Muhemeri Cherezi (August '88 trainee)

**APPENDIX C
DOCUMENTS STUDIED**

APPENDIX C DOCUMENTS STUDIED

Report on the Assessment of Training Needs in 6 Francophone African Countries, 2-25 January, 1985 (CAFS) (translated from French)

Les Persuadeurs du Village Dans les Strategies du Developpement National, Stage de Formation, 2-13 fevrier, 1988, Lome, Togo (Yao Ahade, CAFS)

Guide de Formation/Stage de Formation IEC-PF (CAFS) (detailed guide for trainers of Communications course in Francophone countries)

Resource Manual prepared by CAFS/Johns Hopkins, provided to each participant of CAFS communications course in Francophone countries (nearly 30 articles, monographs, excerpts from books)

Management Training Strategies for Developing Countries. John E. Kerrigan and Jeff S. Luke. 1987 Lynne Rienner Publishers, Inc., Boulder Colorado

Proposal for Establishing an African-Based Family Planning Management Training Program, Volume One. Center for Population and Family Health, Columbia University. December 15, 1987

Work Program/Budget 1988, Centre for African Studies, Mlima House, Nairobi, Kenya

Reports:

The Francophone management courses held 9 March - 3 April, 1987; 19 October - 13 November, 1987; 11 April - 6 May, 1988

The Francophone communications courses held 20 July - 14 August, 1987; 14 September - 9 October, 1987

The Anglophone management course held 28 September - 30 October, 1987

Rapport Sur L'Etude-Diagnostic Concernant Les Problemes de Gestion dans les Directions Provinciales de la Sante et Sur L'Atelier-Seminaire Pour Directeurs Provinciaux de la Sante au Burkina Faso. Fev-Mars, 1988 Paulette Chaponniere, Jean-Georges DeHasse

Midterm Evaluation Report, Family Planning Training Support Project, Centre for African Family Studies, August, September 1987, Freeman T. Pollard, Geri Marr Burdman

APPENDIX D
CAFS COURSE PARTICIPANT SURVEY

APPENDIX D

CAFS COURSE PARTICIPANT SURVEY

SURVEY RESULTS

Nom : _____ 14 Management and 21 Communications

Adresse : MGT: Togo (4) Burkina (2) Zaire (2) Maurr(1) Chad(1) RW(1) Gu(2) Mad(1)
COMM: Togo (2) Burkina (5) Zaire (3) Cote d'Ivoire (3)
Maurr(2) Chad (1) Rw (2) Guin(2) Gabon (1)

Sexe : MGT: 9 male, 5 female COMM: 15male, 6 female

Age : _____

Poste actuel : MGT: 6 public sector, 8 private sector
COMM: 12 9

Poste occupé au moment du cours : MGT: 3 Exec Dir/IPPF COMM: 1 Ex Dir/IPPF
4 DivChief 9 IEC Div Chief
4 Midlevel/natl. office 2 Volunteers/IPPF
3 Reg. Director 5 Other IEC Resp.
5 High-level Other

Lieu du cours suivi : _____

Dates du cours suivi : MGT: 1st course - 6 COMM: 1st course - 7
2nd 3 2nd 4
3rd 5 3rd 10

A. Selon quelle fréquence utilisez-vous dans votre poste actuel ce que vous avez appris pendant le cours ?

	MANAGEMENT	COMMUNICATIONS
_____ souvent	9	14
_____ assez souvent	2	4
_____ parfois	2	1(volunteer)
_____ rarement		
_____ jamais Not Yet	1 (course too recent)	2 (Ministry being reorganized)

Expliquez :

MANAGEMENT: concrete examples of application of skills - delegation of authority; institution of systematic planning and data collection; Annual Plan document using course technique; preparation of project documents and reports for donors; specific improvements in management and record-keeping for supplies and vehicles, including completed training programs for support/logistics staff

COMMUNICATIONS: concrete examples - modification of existing IEC plans; development of 1988 Plans; donor project proposals; review and action on proposals submitted to f.p. program, using criteria taught in course; pretest of messages and subsequent modifications

B. A votre avis, les objectifs du cours étaient-ils clairs et est-ce que le cours répondait à ces objectifs ? Expliquez.

"Yes " - all respondants

C. Quelle appréciation pourriez-vous donner au contenu de ce cours ?

	MANAGEMENT	COMMUNICATIONS
_____ excellent	3	7
_____ très bien	7	13
_____ bien	4	1
_____ un peu insuffisant		
_____ insuffisant		

Expliquez :

MANAGEMENT: strengths were trainers, relevancy of content, training method
needs indicated were more resource documents, a segment on evaluation,
training of trainers

COMMUNICATIONS: strengths were practicality/relevancy; training techniques;
and trainers

D. Quelles sont les qualifications que vous avez acquises dans le cours qui vous sont le plus utiles dans votre poste actuel ? Expliquez.

All phases of both courses were cited by at least one respondant

E. Y a-t-il d'autres sujets qui auraient dû être abordés dans le cours ?

	MANAGEMENT	COMMUNICATIONS
_____ oui	8 - supervision, evaluation, IEC	13- evaluation, pro-
_____ non	6	7 production of materials
		not sure 1

Expliquez :

F. Quelle appréciation pourriez-vous donner aux enseignants du cours ?

	MANAGEMENT	COMMUNICATION
_____ excellent	2	4
_____ très bien	10	14
_____ bien	2	3
_____ un peu insuffisant		
_____ insuffisant		

Expliquez :

G. Avez-vous trouvé que la durée du cours était _____ trop longue, _____ trop courte, ou _____ comme il faut ?

Expliquez :

MANAGEMENT: too short 11 as is 3
COMMUNIC: too short 10 as is 11.

Interviews had the contrary results, in that Communications was considered to be definitely too short, while Management was considered to be adequate, with a need for a follow-up course

H. Voudriez-vous suivre d'autres cours organisés par CAFS ?

oui
 non

"Yes" all respondents

Expliquez :

I. Est-ce que vous recommanderiez le cours que vous avez suivi à d'autres employés de planning familial ?

oui
 non

"Yes" all respondents

Expliquez :

APPENDIX E
LIST OF CAFS COURSES AND PARTICIPANTS

APPENDIX E

LIST OF CAFS COURSES AND PARTICIPANTS

Tableau 2 Participants formés dans 6 stages financés par le projet USAID

PAYS	MANAGEMENT			COMMUNICATION				TOTAL
	1	2	3	1	2	3	4	
Bénin	2	3	1	4	-	2	-	12
Burkina	2	1	1	1	5	4	-	14
Burundi	-	-	-	-	-	-	-	-
Cameroun	-	-	2	-	-	1	1	4
Centrafrique	-	2	1	-	-	1	2	6
Tchad	-	-	1	-	-	1	-	2
Congo	-	2	1	-	-	2	-	5
Gabon	-	-	1	-	-	1	-	2
Guinée	2	2	1	-	4	-	1	10
Cote d'Ivoire	2	-	-	5	-	-	1	8
Madagascar	1	-	1	-	-	-	1	3
Mali	1	-	-	-	5	-	1	7
Mauritanie	-	-	2	-	-	2	-	4
Niger	-	-	2	-	-	1	1	4
Rwanda	1	-	-	6	-	-	-	7
Sénégal	2	3	1	1	5	-	2	14
Togo	4	3	2	2	5	3	4	23
Zaïre	2	-	1	4	1	1	3	12
TOTAL	19	16	18	23	25	19	17	137*

* Le dernier stage en management n'est pas inclus dans les données statistiques, mais ramène le nombre total de participants à 153.

Des préoccupations furent exprimées dans l'évaluation à mi-parcours au sujet des stages anglophones qui seraient surchargés avec la moitié de tous les participants venant seulement de trois pays sur un nombre d'environ 15 retenus. Les stages francophones ont également des penchants pour certains pays, mais à un moindre degré. Il est à rappeler qu'une proportion beaucoup plus infime de pays francophones ont mis au point des programmes de Planification Familiale que ce soit au niveau gouvernemental ou privé. Des 18 pays retenus, seul le Burundi n'est pas représenté, autrement la répartition géographique est la suivante sur le Tableau 3.

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STAGES EN COURS DE REVISION ET PARTICIPATION PAR PAYS

L'équipe s'est concentrée spécifiquement sur les stages francophones du CEFA financés par l'USAID. Ceux-ci comprennent:

Le Management des Programmes de Planification Familiale
Lomé - Togo 9 Mars - 3 Avril, 1987
19 participants

Communications en Planification Familiale
Kigali - Rwanda 20 Juillet - 14 Août, 1987
23 participants

Communications en Planification Familiale
Lomé - Togo 14 Septembre - 9 Octobre, 1987
29 participants

Management en Planification Familiale
Lomé - Togo 19 Octobre - 13 Novembre, 1987
16 participants

Management en Planification Familiale
Lomé - Togo 11 Avril - 6 Mai, 1988
18 participants

Communications en Planification Familiale
Lomé - Togo 2 - 27 Mai, 1988
19 participants

Communications en Planification Familiale
Lomé - Togo 4 - 29 Juillet, 1988
17 participants

Management en Planification Familiale
Lomé - Togo 1 - 26 Août, 1988
20 participants

TENTATIVE POPTECH WORKPLAN

As of: January 7, 1989

ASSIGNMENTS	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
88-001 CAFS EVAL	P											
88-002 GHANA FP EVAL	P											
88-003 PAK CSM EVAL		P										
88-004 NEPAL EVAL		P										
88-005 TUNISIA EVAL		P										
88-006 CAFS REDESIGN	ASSIGNMENT COMPLETED											
88-007 FAF												
88-008 ENTERPRISE EVAL	--S-- B 9-FW-7 D-24											

Key: B = Briefing
P = Publication

S = Survey
D = Debriefing

FW = Fieldwork
PR = Preparation

* = Possible Assignments

TENTATIVE POPTECH WORKPLAN

ASSIGNMENTS	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
88-009 TIPPS				FW								
88-010 LOGISTICS MGMT	PR	--S-----	B --FW--	D	P							
88-011 PCS	PR			B --FW--	D		P					
88-012 IMPACT	PR		S-----		B --FW--	D	P					
88-013 FPMT					-FW--							
88-014 CEDPA			--FW--									
88-015 BANGLADESH Contraceptive Use/Data Anal.	PR				FW							
88-016 Local Production of Contraceptive Study	PR		Desk Study									

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TENTATIVE POPTECH WORKPLAN

ASSIGNMENTS	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
88-017 INDONESIA Vol. Steriliza- tion Eval	PR		--FW--									
88-018 INDONESIA Urban FP Eval	PR		-FW-									
88-019 KENYA MOH Clinical FPT Traning Eval	PR		---FW---									
88-020 NIGER Baseline Bilateral	PR			-FW-								
88-021 ECUADOR FP Eval of Popula- tion Private Sector Activities	PR			-FW-								
88-022 MALI Evaluation of Health Project	PR			-FW-								
88- BOLIVIA PP*												
88- EL SALVADOR*												

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TENTATIVE POPTECH WORKPLAN

ASSIGNMENTS	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
88- JAMAICA*												
88- PHILIPPINES*												

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