The Process Continues

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Section A

Utilizing Evaluation Information
Program developers

- For redesign, or for future efforts

The trainers

- So they can do a better job next time
Audiences for Evaluation

The trainees
- So that they can understand the experience more fully, account for deficiencies

Program sponsor(s)
- So that they can decide whether resources are well spent, and whether to continue funding

Continued
Audiences for Evaluation

Potential recruits
- So that they can decide whether to apply

Agency managers
- So that they can decide whether the program met their needs
Assemble Evaluation Information

From the workshop
- *Process evaluations*
- *Content evaluation*

From supervision—performance evaluation

From graduates’ feedback

From technical and professional sources

Critique evaluation instruments
The content: provide details of the training event being evaluated

- Purpose and objectives of the training event
- Key content areas and training methods
- Dates and time span (put schedule in annex)
- Number of trainees, how and where recruited
- Sponsors and their contributions
- Training team and committee members
Describe the evaluation methods

- *Pre-tests and formative data gathering*
- *Describe procedures, instruments, and findings for:*
  - Process evaluation/monitoring
  - Summative/outcome evaluation
  - Follow-up/impact evaluation
Training Report

Analyze the findings

- Compare baseline and follow-up
- Identify areas of achievement and gaps
- Provide qualitative information, too
  - Feedback from trainees, agencies

Interpret and explain

- Use process findings to explain outcomes
- For example, maybe materials were in short supply—hence few could practice new skills
Make recommendations

- Improvements in the design
- Needs for follow-up of trainees

Annexes

- Schedules, key handouts, evaluation instruments, participant lists, etc.
## Acting on Findings

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<thead>
<tr>
<th>Finding</th>
<th>Response</th>
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<tbody>
<tr>
<td>Effective training was the main reason for acceptable and excellent performance</td>
<td>Both the training and service delivery organizations need to maintain the quality of training</td>
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<td>Extend training to other staff whose duties are similar to those who were just trained</td>
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<td>Apply lessons learned about effective methods, etc. to new courses</td>
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<tr>
<td>Finding</td>
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<tr>
<td>Ineffective training was the main cause of unacceptable performance</td>
<td>The training organization needs to improve the training</td>
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<td>• Content</td>
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### Acting on Findings

<table>
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| A widespread performance problem was related to the qualification or characteristics of the trainees, **and was not correctable by the training** | Both the training or service delivery organization or unit should focus on:  
  - Improving the trainee selection process  
  - Adapting the training to meet the needs of special groups of trainees |
### Acting on Findings

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<td>Performance problems were primarily related to organizational systems or procedures, <strong>and were not correctable by training</strong></td>
<td>The service delivery organization whose staff has been trained needs to improve the systems or procedures for ensuring:</td>
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<td>• Trainees have supportive work environments for applying acquired KAS</td>
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<td>• Focused supervision after the training to reinforce new skills</td>
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## Acting on Findings

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<td>Performance problems were related to the local government</td>
<td>The service delivery organization must seek ways to strengthen community understanding and support of the program</td>
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An Example: Health Education Planning Workshop

One of the biggest problems found after the training workshops was the inability of trainees to secure funds for planned activities.

Follow-up consultation revealed lessons about the health ministry budgeting processes.
Addressing Organizational Realities

During subsequent training, trainees asked to:

- *Bring information about available budget*
- *Plan advocacy for funding on return*
In an early VHW training program, we found that some months after training, VHWs weren’t performing.

Community members were not interested in the health education and prevention tasks unless VHWs would also treat illness.
Subsequent training was preceded by discussions with villagers in advance about their own responsibilities.

Including donating to stock a village drug kit.
Peer Educators

An adolescent reproductive health education project trained 25–35 peer educators in each of 10 urban communities in Nigeria and Ghana.

Six sites were school-based while four were community-based.
School-Based and Community-Based

Differences found in PE effect: Only the differences between in-school groups are significant

![Bar chart showing differences in PE effect between school-based and community-based approaches.](chart.png)
Peer Education Conclusions

Despite equal training, intervention had different effects in different settings

- Learned that social networks of peer educators in community settings were smaller
- Determined that training intervention was less appropriate for an urban community setting
- Followed up with work through community-based organizations and the media
Section B

Continuing Education Revisited
Integrate with Performance Management System

Human resource elements of a performance management system include:

- A written job description for each position in the organization
- Defined supervisory relationships
- Regular work planning meetings between supervisors and their staff
- Periodic performance review meetings
- Opportunities for training and staff development
Opportunities for continued learning will not materialize on their own.

Ideally, there should be a training or continuing education function/unit designated within human resources.
Build Capacity for CE Needs Assessment

Developing simple instruments

- Interviews
- Observation checklists
- FGDs

Develop capacity to collect and analyze

Enable initiative to plan and deliver CE
In-House Approaches to CE

Challenging job assignments that prompt self-learning

Structured on-the-job learning

Mentoring

In-house technical presentations to staff

Rotational assignments

Internet: “electronic” training, educational resources
Self-study needs to be enabled through an agency library or resource center

Trainers need to consult with agencies to help develop this resource
Training programs for community volunteers may be short in nature since volunteers cannot afford to be away from home for long.

Additional sessions can be offered to build on the basic training and address new issues as they arise.
Volunteers Take Responsibility

The VHW association in Idere took responsibility for CE

- At each fortnightly meeting, one member was assigned responsibility for reviewing a lesson with the group
- Association leaders met with trainers to explore new topics of interest: family planning, leprosy, HIV/AIDS, etc.
Volunteers Develop Capacity to Sustain Programs

The association

- Made the arrangements for hosting new sessions
- Recruited and trained new VHWs
- Incorporated them into the association
People feel motivated and challenged when they:

- Have opportunities to learn
- Develop new competencies
- Assume new responsibilities
- Believe that their efforts will strengthen their careers
Providing these opportunities can also be an important way for an organization to recognize its employees

Participating in training and learning activities

- Increases staff collaboration and teamwork
- Can increase overall performance and productivity