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TRIP REPORT: BANGLADESH TECHNICAL ASSISTANCE IN TRAINING IMPACT EVALUATION

OCTOBER 31 - NOVEMBER 18, 1993

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FAMILY PLANNING MANAGEMENT DEVELOPMENT

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CONTENTS

I. EXECUTIVE SUMMARY 1

II. BACKGROUND 2

III. PURPOSE AND SCOPE OF WORK 2

IV. ACTIVITIES 4

V. FINDINGS/CONCLUSIONS 9

VI. RECOMMENDATIONS FOR FUTURE ACTION 9

VII. ANNEXES 10

ANNEX A: ORGANIZATIONS AND PERSONS CONTACTED AND WORKSHOP PARTICIPANTS 11

ANNEX B: DOCUMENTS REVIEWED 13

ANNEX C: GUIDELINES FOR CA INTERVIEWS 15

ANNEX D: MEMO TO CAs/NGOs 17

ANNEX E: WORKSHOP AGENDA 19

ANNEX F: RESULTS OF INITIAL EXERCISE 20

ANNEX G: STAGES IN THE EVALUATION OF TRAINING 22

ANNEX H: TECHNICAL ASSISTANCE IN TRAINING IMPACT EVALUATION PROPOSED NEXT STEPS 23

I. EXECUTIVE SUMMARY

In April 1993, three scopes of work for technical assistance were developed by the five Cooperating Agencies (CAs) that provide financial and technical support to over 100 local non-governmental organizations (NGOs), and FPMD, in collaboration with USAID/Dhaka. These scopes of work were designed to support the CAs' efforts to achieve the three strategic goals of their five-year cooperative agreements: the improvement of service quality, the expansion of coverage, and the strengthening of institutional, managerial and financial sustainability of NGOs supported by the CAs. The strategy is known as "QES". As a result of the April visit, three areas for FPMD technical assistance were identified: (1) promotion of institutional and managerial sustainability, (2) training impact evaluation, and (3) program management information systems (MIS).

The purpose of the training impact evaluation (TIE) scope of work is to strengthen the capacity of the CAs' training program staff to conduct systematic impact evaluation, and to use the results to continuously refine the effectiveness of training. This report describes the first consultancy conducted under the TIE scope of work conducted during October 31 - November 18, 1993.

The consultancy involved a review of relevant documents on TIE methodologies, the collection of data through interviews with CA directors and training program staff, and a workshop that was designed to respond to the concerns of the CAs as revealed in the interviews:

A. Diverse understandings and expectations of the purposes of TIE

B. Recognition that carrying out TIE is not only a matter of building technical expertise; that different organizational expectations and purposes can affect the choice of indicators, interviewers, and instruments, as well as the application of TIE findings.

C. Acknowledgment that, despite the ostensible intent to link training to performance needs, only rarely are performance gaps or discrepancies criteria for attendance at basic or refresher training courses.

D. A view of the ideal cycle in which training is linked to performance and assessment of performance leads back to more effective training, and identification of strengths and weaknesses as the CAs attempt to go through this cycle.

In the light of these concerns, a 2-day workshop was designed with two purposes: 1) to begin to build the skills needed for analyzing performance discrepancies and relating them to training; and 2) to address some of the underlying tensions resulting from different organizational expectations of TIE. Working in cross-organizational groups, the workshop

participants -- training and program staff from all the CAs and Concerned Women for Family Planning (CWFP) -- undertook the first step in TIE: developing indicators that would reveal competence or lack of competence in the skills taught in four refresher courses. They agreed to refine their indicators within their individual agencies and through another cross-organizational workshop before the consultants' next visit (March/April 1994), during which evaluation instruments will be developed, field tested, and refined.

II. BACKGROUND

This consultancy took place in the context of three scopes of work jointly developed in April 1993 by the five CAs that provide financial and technical support to over 100 local NGOs, and FPMD. These scopes of work were designed to support the CAs' efforts to achieve the three strategic goals of their five-year cooperative agreements: the improvement of service quality, the expansion of coverage, and the strengthening of institutional, managerial and financial sustainability of NGOs supported by the CAs (QES). As a result of the April visit, three areas for FPMD technical assistance were identified: (1) promotion of institutional and managerial sustainability, (2) training impact evaluation, and (3) program management information systems (MIS).

This report describes the first visit conducted under the training impact evaluation (TIE) scope of work. This visit took place from October 31 - November 18, 1993.

III. PURPOSE AND SCOPE OF WORK

The purpose of the entire scope of work is to strengthen the capacity of the CAs' training program staff to conduct systematic impact evaluation, and to use the results to continuously refine the effectiveness of training. This consultancy was intended to begin the process. The technical assistance team consisted of Ann Buxbaum, Senior Program Associate, Population Program, MSH, and Sylvia Vriesendorp, Organization Development Specialist, FPMD.

Under their cooperative agreements, the Family Planning Services and Training Centre (FPSTC) and Concerned Women for Family Planning, through its subgrant with The Asia Foundation (TAF), and the Family Planning Association of Bangladesh (FPAB) are responsible for providing training for the majority of NGO family planning field personnel -- field workers, supervisors, and sub-project managers. In addition, the Association for Voluntary Surgical Contraception (AVSC) has initiated the Clinical Master Trainers' Program (CMT) which is helping to upgrade the clinical skills of NGO service providers. The CMTs come from all the organizations mentioned above, as well as from Pathfinder International (PFI). Thus, the five CAs and CWFP all provide some kind of training for their own field staff and/or the staff of their fellow-CAs.

FPMD was asked to work with the training staff and selected program staff of these organizations to develop or adapt a methodology, techniques, and tools for impact evaluation. Because impact evaluation is a relatively new and growing area of concern in all parts of the

world, the scope of work proposed coordination with other agencies and donors attempting to develop appropriate methodologies and tools -- specifically, the Working Group on Impact Evaluation of Training, formed by the Information and Training Division of the AID/Washington Office of Population.

The objectives of the visit were to:

1. Meet/coordinate with representatives of the AID Working Group on Impact Evaluation of Training, other international donors, and sister family planning agencies to collect information on methodologies developed to assess the impact of training.

2. Review methodologies and materials developed locally.

3. Work with FPSTC, TAF, CWFP FPAB, and AVSC training staff and selected program staff to review their training program operations, including existing systems for assessing the impact of training. (PFI was not included in the original scope of work but became an active participant.)

4. Organize a 3-4 day working meeting for CA training staff and selected program staff to:

   a. discuss the principles and practices of training impact evaluation;

   b. working with CA staff, develop and/or adapt tools and procedures to collect and analyze information on the impact of training on job performance. The draft methodology will include general guidelines on conducting impact evaluation of training for use by CA training staff and selected program staff.

5. Develop a specific scope of work for the next technical assistance consultancy and review the draft scope of work with USAID/Dhaka staff and CA executives. Schedule dates for the next technical assistance consultancy.

IV. ACTIVITIES

Before traveling to Bangladesh, the consultants collected the most current literature available on training impact evaluation and spoke with representatives of agencies and organizations involved in this effort. In the field, they carried out the assignment in four phases:

- Review of relevant documents on TIE methodologies in general and the Bangladeshi experience in particular.
- Collecting data through interviews with the directors and training program staff of the CAs (Annex A)
- Designing a workshop
- Implementing the workshop.

A. Document review

Discussions with representatives of the AID Working Group on Impact Evaluation of Training and a review of documents on impact evaluation methodologies (Annex B) yielded a variety of evaluation frameworks, some lists of suggested indicators for judging post-training job performance, and diverse descriptions of the evaluation process. Although some of these materials were useful in highlighting the issues and problems in impact evaluation, predictably, no tool emerged that could be "given" to the CAs to use or adapt for their particular evaluation needs. The most worthwhile resources were descriptions of the evaluation process that can be used by the CAs as they develop their own indicators and evaluation instruments and carry out their evaluations.

In-country reports and instruments were of varying degrees of usefulness. The study conducted by Rapport Bangladesh Ltd. was too general to be of much value to the Bangladesh CAs and NGOs; there is more to be learned from the instruments that have been developed by virtually all the CAs themselves in their individual efforts to link job performance with training. These instruments will be shared and discussed among the CAs at the next stage of this scope of work.

B. Data collection

After initial meetings with USAID and the CA/NGO Coordinating Committee, interviews were conducted with staff from USAID; with the directors of FPSTC, CWFP, TAF, Pathfinder, FPAB and AVSC; and with training and program staff from each of these agencies. The interviews were designed to solicit information on

the importance attached to TIE, on each organization's view of the anticipated benefits of TIE, and on the processes now underway to attempt to link job performance with existing training programs (Annex C).

FPSTC and CWFP provide basic and refresher training to CA field personnel -- field workers, supervisors, project coordinators, and volunteers. All the CAs which support NGO projects use the services of these two training organizations, except FPAB which trains its own field personnel. But the CAs also provide some training for their own field staff in organizational policies and procedures or, in some instances, in specific issues identified as important to that organization's program. Each CA also has one or more staff members on the Clinical Master Trainers team, responsible for training NGO paramedics and clinic managers.

Thus the interviews revealed that all the CAs and CWFP are both providers and users of training. To varying degrees, they expressed an interest in systematically evaluating the effectiveness of training programs in strengthening the job performance of field workers, supervisory personnel, and project and clinic managers.

A content analysis of the interviews was conducted to identify common themes and points of divergence among the different organizations. This analysis revealed several concerns:

1. The CAs expressed diverse understandings and expectations of the purposes of TIE, with several purposes often co-existing within a given CA. TIE was viewed as:

    - A way for training institutions and units to validate existing courses and deflect criticism from users

    - A tool for training institutions and units to position themselves to market training in the future to a potentially much larger audience, including the Government

    - A way of ensuring the continuous improvement of training institutions and units

    - A way of building the capacity of training programs to adapt training to field realities and changing program needs (particularly the implementation of the QES strategy).

2. For the CAs, carrying out TIE is not only a matter of building technical expertise: different organizational expectations and purposes can affect the choice of indicators, interviewers, and instruments, as

well as the application of TIE findings. The results of a TIE carried out by one organization may not be convincing to those whose expectations and purposes are different.

3. Despite the ostensible intent to link training to performance needs, employees are sent for training on the basis of formal job requirements, changes in organizational mandates (e.g., QES), or time in the field. Only rarely are performance gaps or discrepancies the criteria for attendance at basic or refresher training courses.

4. The CAs share a view of the ideal cycle in which training is linked to performance and assessment of performance leads back to more effective training. This cycle is depicted in Figure 1 on the following page.

   As they described current practice vis-a-vis this ideal, there was agreement on the parts of the cycle with which they are generally satisfied:

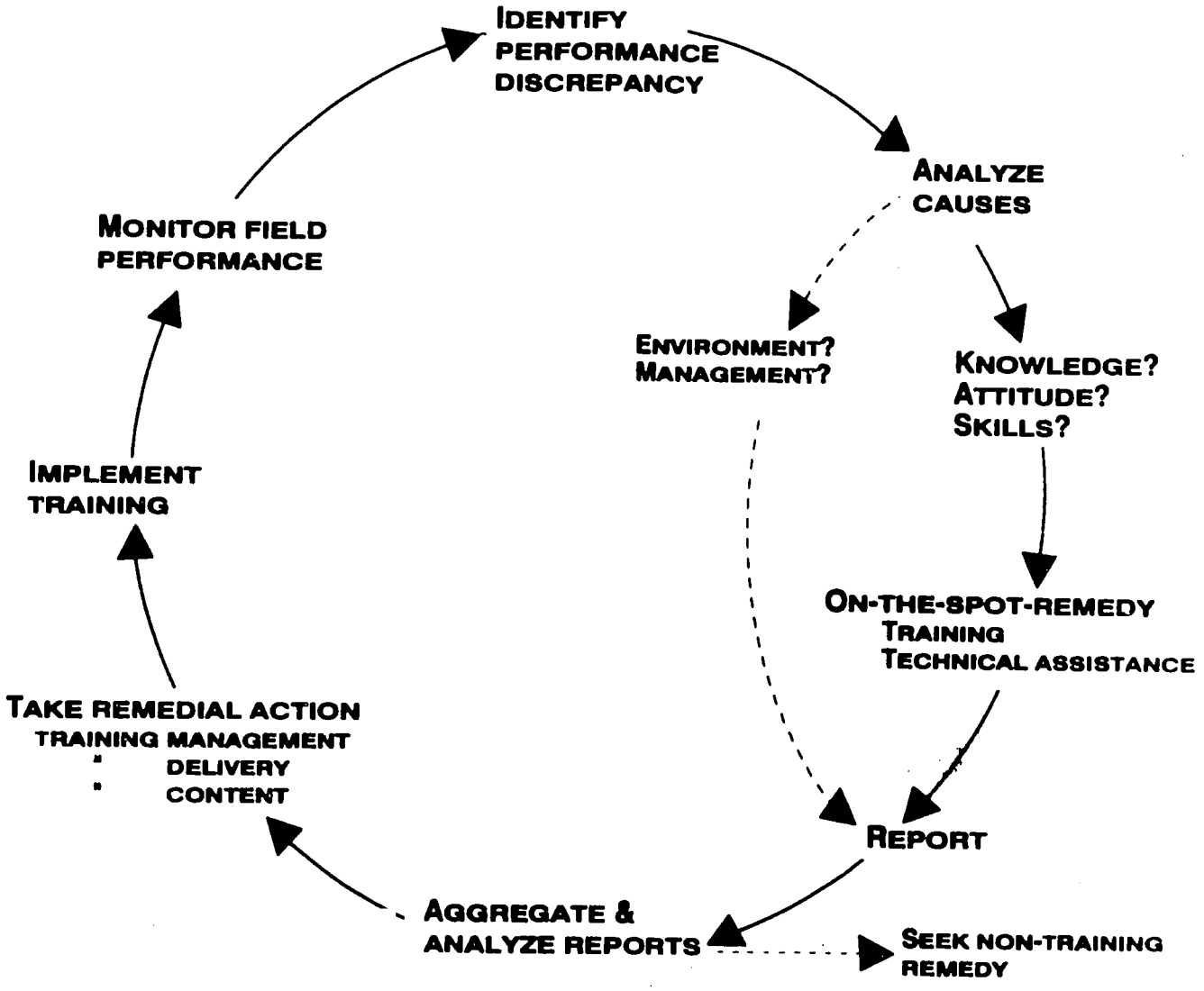
   - Immediate evaluation of the training process, through participant feedback on sessions and trainers and occasional post-course meetings between trainers and representatives of client organizations

   - Evaluation of knowledge gained by participants, through pre- and post-tests

   - Monitoring of trainees' performance in the field, by supervisors, project coordinators, and CA program officers

   - On-the-spot remediation of skill gaps through technical assistance from supervisors or project officers.

LINKING PERFORMANCE AND TRAINING



There was similarly agreement on the less satisfactory parts of the cycle, (but with differing views of who bears the main responsibility for these areas of weakness). These areas of concern were:

- Analysis of the causes of performance discrepancies: (e.g., training vs. organizational management vs. the working environment)

- A formalized process for giving, receiving, and using feedback between those who train and those who receive training

- Use of information from the field to improve training management, delivery, or content.

C. Workshop Design

These findings were shared with all the participating organizations through a written memo (Annex D). In addition, discussions were held with the executive directors of the two key training organizations, FPSTC and CWFP. Their input was extremely helpful in validating the findings and formulating the workshop objectives.

D. The Workshop

The 2-day workshop was held at FPSTC. The workshop agenda (Annex E) attempted to fulfill two purposes: 1) to begin to build the skills needed for analyzing performance discrepancies and relating them to training; and 2) to address some of the underlying tensions resulting from different organizational expectations of TIE.

Of the 24 participants, 10 were drawn from the training units of the organizations, 12 from the program side, and 2 from the USAID Mission. The directors of the six organizations were asked to take part in only the first three activities: establishing a common sense of purpose and mutual respect among all the participating organizations (Annex F), defining the theoretical framework within which TIE takes place (Annex G), and detailing the findings that emerged from the previous week of organizational interviews.

After the directors left, the participants reviewed all the present training courses provided for field personnel and selected four courses on which to concentrate for the remainder of the workshop: the refresher courses for paramedics, field workers, supervisors, and volunteers. They then divided themselves into cross-organizational working groups, combining training staff with program st[illegible] Each group worked on one refresher course and devoted the rest of the workshop to the first step in TIE: developing indicators that would reveal competence or lack of competence in the skills taught in that course. They planned to continue working on the indicators

within each organization and to meet again to review and refine the indicators before the next consultant visit. They selected Jim Griffin, Senior Staff Associate for Training of AVSC, to coordinate their efforts, and the consultants worked with him to specify his responsibilities and schedule the interim activities.

V. FINDINGS/CONCLUSIONS

A. Comments from the participants at the time and during the final debriefing with the CA/NGO Coordinating Committee revealed that the small group work and ensuing discussions were the most successful aspects of the workshop.

The groups brought together in a common effort people from different organizations and from the training and field perspectives. This effort helped to demystify TIE and create an awareness of the value, costs, and limitations of the process. The participants began to appreciate the importance of collecting precise and relevant data and to experience the rigor involved in specifying indicators. They are able to use each other as resources in refining the indicators in preparation for the next consultancy.

B. The least successful aspect of the workshop was the initial presentation of a technical framework to both senior staff and their less experienced subordinates.

The explanations that were needed by staff members inexperienced in impact evaluation were somewhat tedious for those who are fully familiar with the theoretical concepts and methodologies that underlie evaluation of training. Future workshops will be planned so that they do not try to reach such different levels through the same activity.

VI. RECOMMENDATIONS FOR FUTURE ACTION

A. The TIE methodology and instruments should continue to be developed jointly across CAs, to ensure the fullest use of the training and field expertise within the NGOCC community and to reinforce the sense of mutual purpose.

B. The future consultancies in this scope of work should involve those whose job responsibilities are most directly relevant: training and program personnel. CA/NGO directors and other senior staff should devote only as much time as is needed to remain familiar with the direction and progress of the work.

C. The next steps proposed by the consultants (Annex H) should be scheduled realistically in the context of the other obligations of CA/NGO staff. In this way, by the end of the present contract all six organizations will be able to design and implement TIE when it is appropriate, have confidence in each other's results, and use the results to validate or improve training.

VII. ANNEXES

A. ORGANIZATIONS AND PERSONS CONTACTED AND WORKSHOP PARTICIPANTS
B. DOCUMENTS REVIEWED
C. GUIDELINES FOR CA INTERVIEWS
D. MEMO TO CAs/NGOs
E. WORKSHOP AGENDA
F. RESULTS OF INITIAL EXERCISE
G. STAGES IN THE EVALUATION OF TRAINING
H. PROPOSED NEXT STEPS

ANNEX A

ORGANIZATIONS AND PERSONS CONTACTED AND WORKSHOP PARTICIPANTS

Note: Persons whose names are marked (*) participated in the workshop.

USAID Dhaka, Office of Health and Population

Mr. William Goldman, Chief
Mr. Alan Foose, Population Officer
*Ms. Louisa Gomes, Project Management Specialist
*Mr. Quasem Bhuyan, Project Management Specialist

AVSC

Dr. A. Jamil Faisel, Country Representative
*Dr. Sukanta Sarker, Senior Program Officer
*Mr. James Griffin, Senior Staff Associate (Training)
*Mr. Md. Golam Nasiruddin, Assistant Program Monitor

FPAB

Mr. Mukarram Chowdhury, Director General
*Ms. Shamima Hasam, Deputy Director (USAID)
*Mr. Md. Nazrul Haq, Deputy Director (IEC and Training)
*Mr. Md. Abdus Salam, Senior Program Officer

FPSTC

Mr. Abder Rouf, Chief Executive
*Mr. Md. Anwarul Islam, Assistant Chief Executive (Training)
*Ms. Roxana Parveen, Training Officer
*Dr. Selina Ahmed, Program Officer (Medical)
*Mr. Md. Kamrul Hossain, Program Officer
*Ms. Sakeba Khatun, Associate Training Officer
*Ms. Mamataz Begum, Assistant Training Officer
*Mr. Md. Mahbubur Rahman, Assistant Training Officer
*Ms. Zubaida Rukhsana, Assistant Training Officer

PFI

Dr. M. Alauddin, Country Representative
Mr. Saiful Islam, Program Manager

*Mr. Md. Mustafizur Rahman Bhuiyan, Program Officer
Mr. Toslim Uddin Khan, Program Officer
*Dr. Ferdousi Begum, Assistant Program Officer (Medical)
*Mr. Ahm. Sultanur Reza, Assistant Program Officer (MIS)

TAF

Ms. Kirsten Lundeen, Program Manager
*Mr. Nazrul Islam, Senior Program Officer (Training)
*Ms. Tushar Quader Haq, Program Officer
Ms. Serajum Munira, Project Director
Mr. Abdur Rob, Project Director

CWFP

Ms. Mufaweza Khan, Executive Director
*Ms. Nargis Sultana, Director (Training)
*Ms. Rokeya Sultana, Deputy Executive Director
*Ms. Syeda Ferdous Ara, Training Coordinator
*Ms. Jahanara Sobhani, Director (Services)

ANNEX B

DOCUMENTS REVIEWED

FPMD Trip Reports

April 11-28, 1993: "Visit to Bangladesh to Develop a Plan for Technical Assistance to the CA/NGO Project" (Ellis, Helfenbein, Sacca)

June 15-July 9, 1993: "Visit to Bangladesh" (Management Development Process, Brooks, Helfenbein, Sacca)

Documents on Training Impact Evaluation

USAID, Training Evaluation Sub-Committee of the Evaluation Working Group, Information and Training Division: Final Report, "Frameworks for Family Planning Training Evaluation," April 1992

Association for Voluntary Surgical Contraception: Trip Report from The Philippines on first phase of training impact evaluation study of minilaparotomy training, December 1992

Association for Voluntary Surgical Contraception: Working Paper #2, "The Use of Self-Assessment in Improving the Quality of Family Planning Clinic Operations: The Experience with COPE in Africa," December 1992

Carolina Population Center: The Evaluation Project, Working Group, "Evaluation of Family Planning Training," April 1993

Family Health International/Obafemi Awolowo University, Nigeria: "Evaluating the Impact of Training Activities of the Nigerian Family Health Services Project," April 1993

Garcia-Nunez, Jose: *Improving Family Planning Evaluation*

Pathfinder International:

Siffin, W.J.: "Factors Involved in the Evaluation of Management Training Institutions"

In-Country Documents

USAID Cooperative Agreement amendments of the CAs

USAID Memo: Update on Key Achievement Indicators Decided by CAs and USAID, April 1993

Pathfinder International: Workshop report summaries, "Sustainability of Family Planning NGOs in Bangladesh," August 1991; "Quality of Care in Family Planning In Asia," April 1993

Rapport Bangladesh Limited: "Developing Training MIS, Needs Assessments Instruments and Training Impact Evaluation Instruments," June 1993

Documents Found Most Useful

(These documents were distributed to the CAs)

INTRAH: *Glossary of Training Evaluation Terms*

Scholl, Edward (Development Associates, Inc.): *Family Planning Training Evaluation Manual*

Stanley, Lloyd (International Research Project on Human Resource Development): *Guide to Evaluation of Training*

ANNEX C

GUIDELINES FOR CA INTERVIEWS

Note: These questions were used only as a reminder to the consultants, to ensure that important issues were covered. The answers emerged from free-flowing conversation, rather than from formal question-and-answer sessions.

For organizations as providers of training

What training courses do you conduct?
- For your own personnel?
- For the personnel of other CAs/NGOs?

Describe the process you have gone through in developing or revising one of your training courses (probe for NA, including baseline for changes; determination of course objectives, content, training methods). How did you determine the needs of the trainees? (Any discussion with clients?)
Did you have a written evaluation plan?

In general, how do you presently evaluate your training? Are there one (or more) staff members specifically responsible for evaluation? What training have they had for this task?

Has your organization ever evaluated the performance of trainees after they have returned to work? How has it been done?

How often do course developers and trainers visit the field? What happens on those visits?

Has your organization ever evaluated trainees' job performance vis-a-vis their training? How has this evaluation been done?

Has your organization ever evaluated changes in the quantity or quality of services vis-a-vis training of personnel? How has it been done?

Have the findings of these evaluations been shared with those who developed and provided the training? How? What was the result?

How does your organization determine the content of refresher courses?

What else would you like to learn from evaluating your training?

What do you think are the strengths of your training program?

In what areas do you think it could be improved? What makes you think so?

For organizations as users of training

What outside training courses do you use to train your personnel?

Are your supervisors and female project managers trained by FPSTC or CWFP? Why?

How do you determine the need for refresher courses?

How do you determine what the trainees should achieve from each of these courses -- basic and refresher? How do you determine whether or not they have achieved it?

Are your training officers welcome to observe courses given by other CAs? How often do they do so?

Has your organization ever evaluated trainees' performance vis-a-vis their training? How has it been done? How do you determine whether performance is related to training or to other factors in the environment?

Have the findings of these evaluations been shared with those who provided the training? How? What was the result?

What are the current roles of supervisors, POs, project coordinators, and trainers vis-a-vis evaluating performance? What do you think these roles should be?

Do you think trainers get to the field often enough for follow-up or observation of trainees? Do you believe they can evaluate the impact of training without bias?

Do the training organizations solicit feedback from you? How? Do you give them some kind of regular feedback? Who? How? If so, how do they respond?

Is your program staff ever involved in the development of new curriculum by training organizations or units? If so, describe the process. Do you feel you have adequate input into the content of new or revised courses?

Do the training organizations have a training coordinator assigned to your organization? If so, who works with that person? How do they work together?

What is your general reaction to the results of training by training organizations? Examples?

(If negative) Where do you think the problem lies? (Curriculum? Trainers? Etc.) Examples?

ANNEX D

MEMO TO CAs/NGOs

To: CAs/NGOs of the NGOCC
From: Ann Buxbaum and Sylvia Vriesendorp
Re: Workshop agenda and plans
Date: 11 November, 1993

This is a reminder that the Training Impact Evaluation (TIE) workshop will take place at FPSTC on Sunday and Monday, 14 and 15 November, from 9:00 to 4:30 each day. Executive directors will be asked to participate during the first morning and possibly part of the first afternoon.

As we agreed in our meeting with you on 2 November, we have met with training and program staff of all your organizations during the past week. Several concerns or themes have emerged from our discussions that have guided us in preparing the workshop. These themes are:

Purposes of TIE

- To further the QES strategy by ensuring that training helps to improve the **quality** of services; to maintain quality as services **expand;** and to contribute to **sustainability** through marketing of training.

- To ensure continuous improvement of training institutions and units.

- To build the capacity of training programs to adapt training to field realities and changing program needs.

Factors that will help TIE become reality

- Differentiation among the possible causes of good and poor performance of field staff: training, management, the environment.

- A formalized process for giving, receiving, and using feedback between those who train and those who receive training.

- Clarification and coherence between the expectations of those who train and their customers.

- Confirmation of the positive aspects of current training efforts.

- Use of training expertise available across the NGOCC community to improve training.

Emerging from these themes are the following **objectives** for the workshop:

1. To establish a shared understanding of the context within WHICH training evaluation takes place.

2. To place TIE within the broader training evaluation framework.

3. To discuss the themes that emerged from the interviews of the past week.

4. To explore current efforts and find new ways to link training with field performance.

5. To learn, practice, and apply a method of analyzing performance lapses.

ANNEX E

WORKSHOP AGENDA

1. The Broader Context
2. An Evaluation Framework: Stages in the Evaluation of Training
3. Findings from our Conversations with Each Organization
4. Linking Performance and Training: A Model
5. TIE: Costs and Benefits
6. Data Collection and Analysis: An Overview
7. Developing Performance Indicators
8. Next Steps

ANNEX F

RESULTS OF INITIAL EXERCISE

PURPOSES OF THE CA/NGO FAMILY PLANNING COMMUNITY

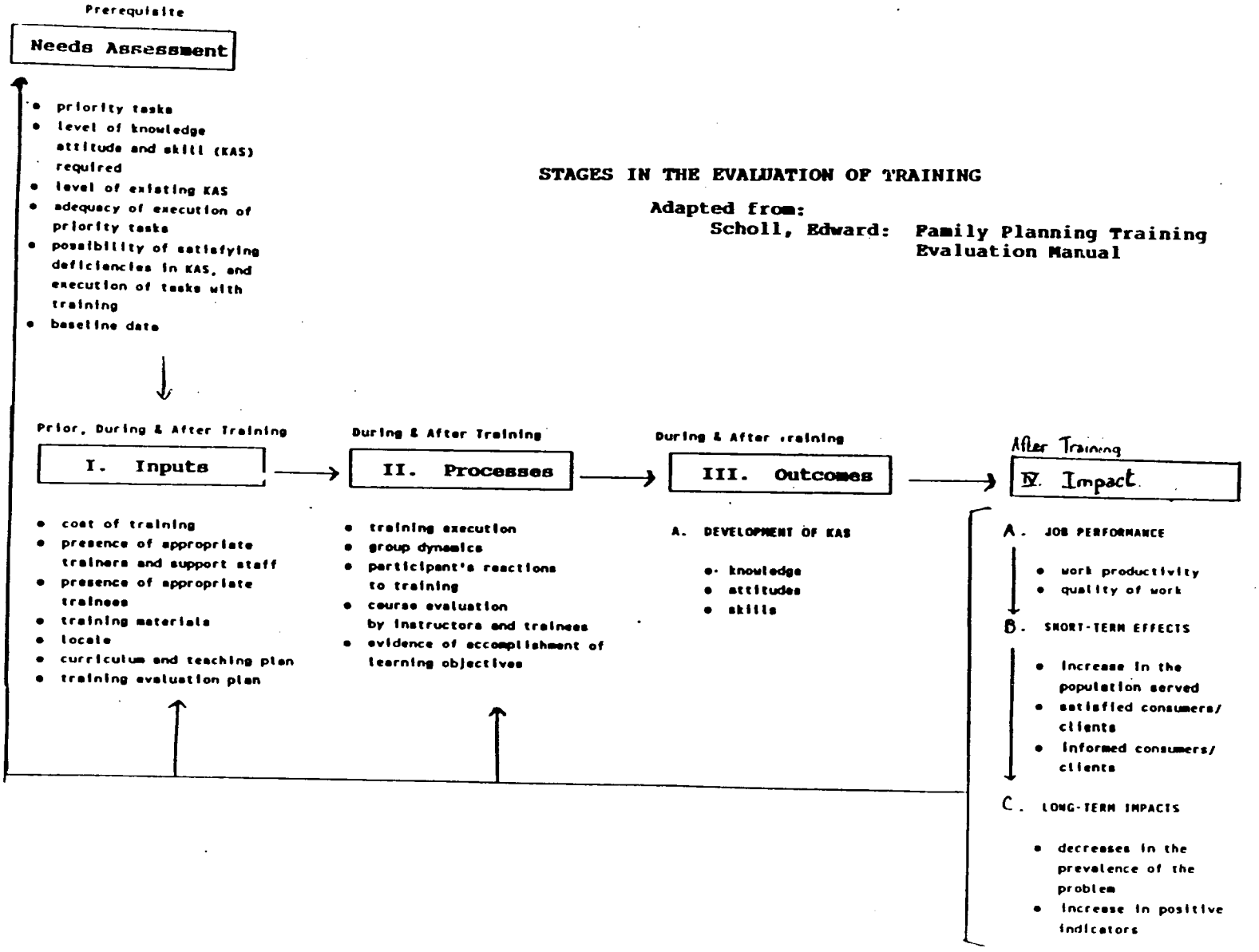
To provide quality family planning services	To improve quality of life	To provide quality training	To provide leadership to the family planning community	To innovate	To improve health status
Dedicated professionals Availability of services Performance improvement Quality services FP professionalism Population program expertise Momentum of FP program Success of FP program Expertise in FP program Population decrease	Improve quality of life of the people Improve conditions of community people Access to FP as a basic human right Make a difference in the welfare of families we serve Serve the society Serve the community	Expertise in training Experienced trainers Expertise in training Expert trainers Expertise in FP training and communication Better opportunity for ourselves	Creative leadership Recognition--followed by others Strong leadership	Innovation Innovation	Improved health status of women and children To promote health

CONTRIBUTIONS OF CA/NGO OTHER THAN MY OWN

AVSC: Providing quality training services to increase expertise in the CA community
PF: Innovating the 2-child family
CWFP: Providing quality training to field workers
CWFP: Providing services that improve the quality of life
AID: leadership for all
PF: Providing conceptual definitions of quality services
FPAB: an old organization, has long history of leadership
FPSTC: Leadership in coordination between government and NGOs
FPSTC &
CWFP: Training field workers -- innovation and quality
TAF: Technical assistance to grantees
TAF: Oversees foreign training, leading to quality of performance, innovation
FPAB: Coordinates orientation of religious leaders
FPSTC: Has provided facilities for this workshop
FPAB: Wonderful resource library, literature for IEC
AVSC: Coordination of the CMT, initiating quality clinical services.

ANNEX G

STAGES IN THE EVALUATION OF TRAINING



ANNEX H

TECHNICAL ASSISTANCE IN TRAINING IMPACT EVALUATION

PROPOSED NEXT STEPS

Nov.-Feb. '94

1. Jim Griffin prepares and distributes form for all organizations to use in listing impact indicators and suggested evaluation instruments for the course they have chosen to concentrate on.

2. CA and NGO representatives work in their own organizations to complete lists of impact indicators for their selected course, soliciting input from field level.

3. Workshop participants hold one-day meeting 4 Jan. '94, to:

   - Share their individual organizational work in their cross-organizational small groups
   - Agree on a list of impact indicators for their course
   - In plenary session, critique all indicators and reach consensus on appropriate indicators for each course.

4. Indicator lists are sent to MSH for consultants to review, critique, and send back.

Visit II: 1st 3 weeks of March '94

1. Consultants conduct workshop to help CA/NGO staff develop skills in:

   - Identifying appropriate samples for field tests
   - Preparing evaluation instruments or fine-tune existing instruments
   - Administering a variety of impact-evaluation instruments.

2. Cross-organizational teams and consultants carry out field tests.

3. Consultants conduct one-day workshop for CAs/NGOs to share experiences, refine instruments, and prepare for next steps.

March-May '94

Cross-organizational teams administer instruments and gather data for sample of workshop trainees, wherever possible relying on scheduled field visits.

Visit III: 1st 2 weeks of June '94

1. Consultants conduct workshop (1-2 days) on data analysis and reporting (format, content, and routing).

2. Consultants meet with small groups to analyze actual impact data, agree on recommended actions, and prepare outlines for reports.

June-Oct. '94

1. CA/NGO teams write reports and circulate them as agreed.

2. Organizations internally discuss recommended actions.

Visit IV: 1st 3 weeks of Oct. '94

Focus on application of TIE results and work with selected organizations as indicated by results.