

PD-ABM-245

97488

**Human Resources Development Assistance Project
Technical Support Contracts**

ANNUAL REPORT

FY 1995

for the period October 1, 1994 to September 30, 1995

**Submitted by: Lorraine Denakpo, Project Manager
HRDA Project (698-0463)**

for:

**Agency for International Development
G/HCD/FSTA**

Contract No. AOT-0463-C-00-3215-00

Contract No. AOT-0463-Q-00-3216-00

**AMEX International, Inc.
Washington, D.C.
November 1995**

TABLE OF CONTENTS

| | |
|--|----|
| Introduction | 1 |
| I. Disseminating and Coordinating Information among the Missions | 3 |
| Production of Newsletter | 3 |
| Plans and Recommendations | 3 |
| Planning, Supporting and Conducting Workshops | 5 |
| APRIL 1995 Workshop | 5 |
| Evaluation and Follow-on | 6 |
| Other Training Activities | 7 |
| Eritrean Training Officer | 7 |
| Impact Evaluation Materials for the G/HCD workshop in El Salvador .. | 7 |
| Impact Evaluation and Institutional Needs Assessment Training for 5 Training Office staff | 8 |
| Providing Other Information | 8 |
| Plans and Recommendations | 8 |
| II. Assisting USAID Missions in Developing Scopes of Work | 8 |
| III. Providing Training Outreach Services and Technical Field Support | 9 |
| USAID/Cape Verde | 9 |
| IV. Providing Training Management Assistance to Missions | 9 |
| Activities to Date | 9 |
| Plans and Recommendations | 10 |
| V. Project Management | 10 |
| VI. Trip Reports | 10 |
| ETHIOPIA (core-funded) | 10 |
| MALI (core-funded) | 12 |
| CAPE VERDE (core-funded) | 13 |
| NAMIBIA (core-funded) | 14 |
| SENEGAL (requirements contract) | 15 |
| MADAGASCAR (requirements contract) | 19 |
| ZAMBIA (requirements contract) | 21 |
| ZIMBABWE (requirements contract) | 22 |
| CAPE VERDE (requirements contract) | 24 |
| TANZANIA (requirements contract) | 26 |
| VII. Samples of Materials and Recommendations made in Year Two | 27 |
| List of HRDA Core-Funded Technical Reports | 27 |
| Additional Core-Funded Documents | 28 |
| List of HRDA technical reports (requirements contract) | 28 |

| | |
|---|----|
| Making Training Count Workshop, March 1995 | 29 |
| Training Plans | 35 |
| from USAID/Namibia, "Recommendations for Improving Training Management" | 35 |
| from USAID/MALI: REVIEW OF TRAINING MANAGEMENT WITH RECOMMENDATIONS FOR REENGINEERING | 41 |
| Impact Monitoring and Evaluation | 48 |
| from USAID/ZAMBIA: HRDA IMPACT MONITORING PLAN | 48 |
| from USAID/SENEGAL: IMPACT ASSESSMENT OF PARTICIPANT TRAINING | 56 |
| from USAID/ZIMBABWE: INTERIM EVALUATION OF THE ZIMBABWE MANPOWER DEVELOPMENT PROJECT | 60 |
| From training materials developed for the G/HCD/FSTA FSN Enhancement Workshop in El Salvador | 64 |

Introduction

AMEX International, Inc., with its subcontractor Creative Associates International, Inc., was awarded a two-year contract with USAID in 1993 to provide assistance to the AID/W office managing the HRDA Project (then AFR/ONI/TPPI, now G/HCD/FSTA) as well as to individual Missions with technical and management services required for the implementation of HRDA training programs. The Contractor was tasked with assisting AID/W and Missions, as requested, in the designing, delivering, managing, monitoring, implementing and evaluating the impact of HRDA training. Specifically the Contractor's task has included delivering regional training programs, disseminating information through newsletters and reports, and providing clients with technical leadership in how HRDA training can be best implemented to increase development impact.

The 1994 Annual Report, distributed in October 1994, and available at AMEX International, provides a detailed summary of the tasks performed by the Contractor during the first year of contract performance as well as a review of the technical recommendations and guidance made to nine client Missions during the first year.

The 1995 Annual Report provides a similar description of tasks completed, recommendations for future assistance and a summary of guidance provided to AID/W and Mission clients. It is important to note, however, that the second year of contract performance differed from the first year in two significant ways:

- 1) the shift of the HRDA Project from the Africa to Global Bureau and the change in Project Officer contributed to a "slowing down" of core-funded activities, especially direct field assistance.

During the period from January through April, while contract staff focused on the preparation of the March 1995 workshop, the Project Officer became familiar with the Project and the needs of its African Mission customers. As a direct result, contract staff were enlisted in the development of a new Field Support Strategy. The development of the Field Support Strategy took place from May through August 1995. In September 1995, several of components of the Field Strategy were field-tested at the HCD FSN training program held in El Salvador and at a three-day training program for a small group of Mission training professionals held in Washington, D.C. AMEX/CAII developed training materials and handouts for both sessions and facilitated the training program in Washington.

- 2) the number of requests for "buy-ins" to the requirements contract increased significantly during the post-workshop period (from April to September 1995).

Four Task Orders were accepted and work completed during the period from May through

September. Overall six Task Orders were completed in Year Two, none in Year One. Unfortunately since the requirements contract was not extended for an additional year and no Task Orders could be performed after September 1995, several Missions were advised that their needs for technical services could not be met through AMEX's requirements contract.

In general, however, the second year of contract performance was characterized by a greater understanding of the far-reaching needs for improving overall HRD program management within client Missions. The overwhelming success of the second workshop, where USAID training professionals made convincing cases for increasing the role of training in achieving development objectives, galvanized HRDA staff commitment to providing field personnel with state-of-the art guidance in HRD best practices. Project management and technical and contract staff agreed that providing technical leadership in HRD management in the most timely, responsive manner would be the cornerstone of the new Field Support Strategy to be implemented in FY 96.

During the second year of contract implementation, AMEX/CAII continued to provide quality, timely assistance to HRDA Project staff in AID/W and to a number of USAID Missions in sub-Saharan Africa. Specific results included:

- ▶ training over forty African training professionals in management, communication, and technical skills to improve the development impact of USAID's training investments.
- ▶ developing a detailed impact monitoring plan for HRDA training interventions in Zambia -- a model for a simple, manageable impact monitoring system that can be implemented cost-effectively by relying on the services of host-country firms.
- ▶ writing and distributing the quarterly newsletter *Directions* to provide information on training success stories, HRD best practices, and management strategies to over 25 USAID Missions in Africa, to other Missions worldwide and to USAID's senior staff in Washington.
- ▶ furthering USAID's ability to assess the development impact of its participant training efforts by refining an impact evaluation methodology -- tested through an analysis of USAID/Senegal's participant training programs over the last twenty years.
- ▶ leading efforts to examine the changes required to ensure that USAID's traditional Training Office meet the challenges of a results orientation in a recommendations to two Reengineering Laboratories: USAID/Senegal and USAID/Mali as well as developing draft resource guides for USAID's training practitioners in HRD best practices.

I. Disseminating and Coordinating Information among the Missions

Production of Newsletter

During the second year of the contract, the contractor produced five newsletters entitled *Directions*. TABLE 1 below provides a summary of the topics covered in the five issues published this year.

The mailing list for *Directions* includes USAID Missions worldwide, AID/W offices, Historically Black Colleges and Universities, and contractors working on AID participant training programs. The first edition, including inserts on accessing AMEX/CAII services for HRDA and on the HRDA MIS strategy, was approved by the AID Publications Review Board in February 1994.

The contractor solicits field input to *Directions* through contacts and communications with Mission staff. Other field "stories" have been identified by AID/W staff and developed at their request. As a result of these efforts, recent issues have highlighted success stories in Niger, Guinea, Swaziland, and Madagascar.

Plans and Recommendations

In the final year of the contract, three issues of *Directions* will be published. Each issue will be four pages in length and each will support one aspect of the new HRDA Field Support Management Strategy. For example, one issue will focus on the use of the Best Practices Guide, another on Impact Evaluation and the third on Institutional Strengthening. Core Specialists will be responsible for authoring articles in their areas of expertise as well as soliciting success stories from the field.

In the next year, *Directions* will be provided to field staff in USAID Missions in Africa as well as to AID/Washington staff, especially those in the Global and Africa Bureaus.

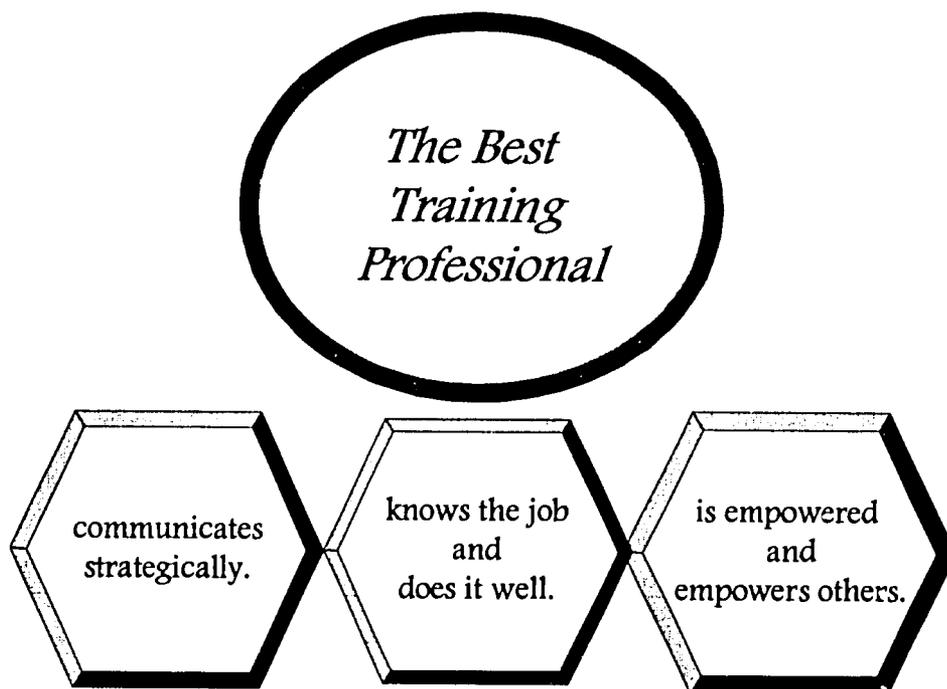
TABLE 1: A SYNOPSIS OF FIVE ISSUES OF *DIRECTIONS*

| 4th issue of <i>Directions</i> November 1994 | 5th issue of <i>Directions</i> February 1995 | 6th issue of <i>Directions</i> June 1995 | 7th issue of <i>Directions</i> August 1995 | 8th issue of <i>Directions</i> September 1995 |
|---|--|---|---|--|
| <p>Lead articles:</p> <p><i>Managing Training for Impact: Examples from the Field</i></p> <p><i>Women Entrepreneurs get Boost in Guinea</i></p> <p><i>Innovative Training for Gambia's Court Reporters</i></p> <p><i>Reducing the Contracting Burden of In-Country Training</i></p> <p><i>USAID/Zambia Takes the Lead in Monitoring and Evaluating Impact</i></p> | <p>Lead articles:</p> <p><i>Reengineering: Will Training Survive?</i></p> <p><i>Travel Officer or HRD Specialist?</i></p> <p><i>Targeting Training for Excellence and Change</i></p> <p><i>Collecting Data for Impact Monitoring and Evaluations</i></p> | <p>Lead articles:</p> <p><i>Making Training Count: The Harare Workshop</i></p> <p><i>Action Planning: On the Road to Impact</i></p> <p><i>Entrepreneurs International: Making a Difference through Training</i></p> <p><i>USAID/Guinea Training Office Success Story</i></p> <p><i>HRDA Project Officer Visits Africa</i></p> | <p>Lead articles:</p> <p><i>Corporate Evaluation Model Used to Understand Training Impact in Senegal</i></p> <p><i>Focus on an HRD Professional: Maman Sidikou, USAID/Niger</i></p> <p><i>USAID/Swaziland Organizes Seminars for Policy Dialogue</i></p> <p><i>Keeping Tabs on Participants</i></p> | <p>Lead articles:</p> <p><i>HRDA Announces New Field Support Strategy</i></p> <p><i>What is the Best Practices Guide?</i></p> <p><i>Why Recruit U.S. Graduates?</i></p> <p><i>Study Uncovers Vital Training Impact in Chad</i></p> <p><i>Public Sector Training: Involving Workgroups for Greater Impact</i></p> |

Planning, Supporting and Conducting Workshops

APRIL 1995 Workshop

The second of two core-funded regional workshops was held in Harare, Zimbabwe from March 15 to 24, 1995 for Mission Training and Project Office staff. The eight-day workshop was organized around the theme "Making Training Count." Workshops sessions were organized around three themes, all of which contribute to the development of "The Best Training Professional."



The workshop offered participants opportunities to develop and deliver persuasive presentations to influence senior Mission management about the importance of training as an essential development tool. Participants also benefitted from a series of sessions and working groups on designing training to support strategic objectives by analyzing management issues, understanding the target institutions and trainees, and preparing to track and demonstrate training results. The third component of the workshop provided participants with tools for examining their own and others' leadership styles and developing strategies for empowering themselves and those around them.

USAID/Zimbabwe, as hosting site for the workshop, was represented at the opening luncheon by Mr. Sandy Shapleigh, the Private Sector Officer, who bore witness to the importance of human capacity development in the attainment of strategic objectives by sharing several success stories

from USAID/Zimbabwe's experience training private sector tradesmen and business owners.

Workshop participants received:

- ▶ a 30 page resource book, supplemented by handouts.
- ▶ the desktop publishing software package, Microsoft Publisher; interested participants also received EPI INFO, a software package useful for data entry and analysis of questionnaires.
- ▶ a video including a presentation they made to workshop participants as well as the feedback session with critical comments made after each presentation.
- ▶ a copy of the report, "HRDA Impact Monitoring Plan" prepared for USAID/Zambia as part of the HRDA requirements contract. The report offers a model for setting up an impact monitoring system.

Annex 1 provides the workshop agenda and a list of participants and facilitators.

Evaluation and Follow-on

During the workshop, the contractor administered two evaluation instruments. The first, in the form of personal interviews with each participant conducted by the facilitators, allowed the collect of baseline information on participants and their role in their respective Missions. Participants were asked to reveal their level of participation and influence in Mission decision-making on matters related to training design, implementation and evaluation. Results of these interviews revealed that slightly over 50% of workshop attendees participated regularly in senior staff meetings in their Missions and had, over the past three months, substantive involvement in the development of policies or in the allocation of resources related to Mission-funded training programs. A follow-up questionnaire was sent to workshop attendees in July 1995. Since the response rate to the follow-up questionnaire was small, the contractor recommends that FY 96 Field Support Teams conduct individual phone interviews with workshop participants to complete the collect of the data required for an full analysis of workshop results. Nevertheless, the few responses received reveal some changes in the role of several participants in Mission decision-making:

- ▶ one participant moved from the Training Office to a position as Project Specialist in the Human Resource Development Division and has participated in decisions to re-organize the Training Office to be responsive to Mission-wide training needs;

- ▶ another felt that his improvement in communication and presentation skills had improved his performance significantly; and
- ▶ another has made it her task to be as knowledgeable as possible about each project with a training component and has convinced Mission management to devote more resources to the Training Division.

The second evaluation instrument was a short questionnaire which participants completed at the end of the workshop. The questionnaire was designed to give workshop staff immediate feedback on the content, delivery and management of the training program. The questionnaire required participants to rate each workshop session on a scale from 1 to 5 with 5 being the best rating. The average rating for the 19 sessions was 4.5 with the lowest rated sessions receiving 3.8 out of 5. In addition, 13 of the 19 respondents to the questionnaire gave the HRDA staff “excellent” ratings for the training/learning environment.

Other Training Activities

Eritrean Training Officer

AMEX staff contributed to a training and orientation program that G/HCD/FSTA provided for USAID/Eritrea’s HCD Manager. In a three-hour session, Lorraine Denakpo and Donald Hart provided introductory information on developing training strategies linked to Mission strategic objectives and on drafting terms of reference for training-related services.

Impact Evaluation Materials for the G/HCD workshop in El Salvador

AMEX/CAII staff developed materials for use at the G/HCD FSN Professional Development Workshop in El Salvador in September 1995. Three FSN Training specialists from the Africa-region attended the workshop. The Contractor developed four sessions on the theme, “Evaluation: with a Focus on Impact” including:

- ▶ What is evaluation? Why does USAID evaluate?
- ▶ Evaluating Training Impact: What is impact and why is it important?
- ▶ Planning for Impact Evaluation
- ▶ Identifying Resources to better understand Evaluation and the importance of impact

Donald Hart, an AMEX core consultant, also developed an “Impact Evaluation Resource Guide” which provides introductory information on impact evaluations and descriptions of three impact evaluation methodologies used to study the impact of USAID training programs.

Impact Evaluation and Institutional Needs Assessment Training for 5 Training Office staff

In September 1995, the contractor also provided a three-day training program for several USAID training professionals from African and Asian Missions. The three-day program, conducted by Lorraine Denakpo and Donald Hart of AMEX and by Lowell Phillips from Creative Associates had the following two objectives:

- ▶ to prepare trainees to contribute more effectively to the design, content and outcomes of institutional assessments of local training providers; and
- ▶ to prepare trainees to contribute more effectively to the design, management and conduct of evaluations of training impact.

Providing Other Information

The Contractor also provided other information about human resources development practices and recommendations for Mission management of training portfolios by:

- ▶ providing copies of HRDA reports to requesting Missions and interested individuals;
- ▶ responding to specific Mission inquiries for information on topics as varied as performing needs assessments to identifying video training materials; and
- ▶ meeting with other G/HCD/FSTA training practitioners to discuss impact evaluation, best practices, and other topics of professional interest.

Plans and Recommendations

During the next contract year, through the establishment of Field Support Teams, the Contractor will be more directly in contract with the thirteen HRDA Missions and will be able to provide information and resources to assist Missions in a more timely, effective manner. The Contractor will also work to develop a series of resource guides, directly related to the Best Practices Guide, that will increase overall understanding of best practices and develop a common resources base for support to individual Missions.

II. Assisting USAID Missions in Developing Scopes of Work

During the second year of this contract, AMEX/CAII core staff worked with USAID/Zambia, USAID/Namibia, USAID/Madagascar, USAID/Zimbabwe, USAID/Tanzania, USAID/Cape Verde on the development of scopes of work for technical assistance to develop Impact Evaluations, Needs Assessments, and Country Training Strategies.

TABLE 2
Technical Assistance Assignments

Year One of Contract

| | |
|----------------|---------------------------------------|
| Benin: | <i>Country Training Strategy</i> |
| Guinea: | <i>Evaluation of Grant Funds</i> |
| Guinea Bissau: | <i>In-Country Training Management</i> |
| Madagascar: | <i>Country Training Strategy</i> |
| Namibia: | <i>Country Training Strategy</i> |
| Senegal: | <i>Training Management</i> |
| Tanzania: | <i>Training Management</i> |
| Uganda: | <i>Training Management</i> |
| Zambia: | <i>Training Management</i> |

Year Two of Contract

| | |
|-------------|--|
| Zambia: | <i>HRDA Impact Monitoring Plan</i> |
| Ethiopia: | <i>Training Management</i> |
| Mali: | <i>Training Management</i> |
| Cape Verde: | <i>Needs Assessment and Marketing Training</i> |
| Zimbabwe: | <i>Evaluation of the ZIMMAN II Project</i> |
| Namibia: | <i>Training Management</i> |
| Tanzania: | <i>Evaluation of a Linkage Program</i> |
| Senegal: | <i>Impact Evaluation of Participant Training</i> |
| Cape Verde: | <i>Feasibility Study for EFL Centers</i> |
| Madagascar: | <i>Training Needs Assessment</i> |

III. Providing Training Outreach Services and Technical Field Support

USAID/Cape Verde

USAID/Cape Verde requested the services of HRDA Private Sector Advisor Donald Hart at AMEX International to prepare and deliver a presentation on intra-organizational training needs assessments. The presentation was to be the opening and sole technical presentation during a two-day HRDA programming workshop held in Praia from 1/30-1/31.

IV. Providing Training Management Assistance to Missions

Activities to Date

In late 1993, AFR/ONI/TPPI announced, through an Africa-wide cable, that it would make core-funded technical assistance available to selected African Missions for training management assistance. Approximately twelve Missions requested such assistance in early 1994 and plans were made to send two-person teams to work directly with Mission Training Office staff for

approximately one week to respond to these specific requests.

As indicated in Table 2, during the first year of this contract, core-funded technical field support has been provided for 9 countries: Benin, Guinea, Guinea-Bissau, Madagascar, Namibia, Senegal, Tanzania, Uganda, and Zambia. In the second year of the contract, core-funded training management assistance was provided to Ethiopia, Mali, and Namibia.

In response to Mission requests for services, the AMEX/CAII team also provided assistance as

part of the Requirements contract. During the second contract year, IQC services were provided to the following Missions: Zambia, Zimbabwe, Senegal, Tanzania, Cape Verde, and Madagascar.

The final section of this report provides a list of the reports completed (for both the core and the requirements contracts) as well as highlights from selected reports. At the end of the second contract year, 12 countries have benefitted from core-funded technical assistance to improve Mission-managed training, assist in the preparation for or perform needs assessments, develop training strategies, assessments of local training providers, and design impact monitoring plans.

Plans and Recommendations

In the third year of contract activity, a new Field Support Management System will be put into place to provide more regular, focused support to the 13 HRDA Missions. Initially each Mission will be assigned a Field Support Team and will use a specially developed tool to assess the Mission's current performance in several key HRD best practice areas. The Field Support Team will work with the Mission to develop an Action Plan for improving performance in key areas which will include a delineation of Mission needs for HRDA technical assistance. The Contractor will work with AID/W HRDA staff to provide technical leadership, advice and resources to each Mission through regular communication and at least one field visit.

V. Project Management

During the second year of the contract, AMEX's Project Manager met with the AID/W Project Officer and with G/HCD/FSTA HRDA staff on a regular basis to discuss contract activities and to develop outlines for providing the March workshop, the new Field Support Management Strategy, and the development of HRDA resource guides. In addition, the Contractor attended several project planning meetings to discuss project-related activities and planning with a wider group of collaborators; two such meetings were held in November 1994 and in May 1995.

VI. Trip Reports

ETHIOPIA (core-funded)

The Human Resources Development Assistance (HRDA) Project offered USAID Missions in sub-Saharan Africa core-funded technical field visit assistance to work with Mission Training Offices. At the request of USAID/Ethiopia, AFR/SD/HRD and G/HCD/FSTA staff spent one week in Addis working with USAID/Ethiopia, Office of Human and Institutional Development (HID), Training Unit (TU).

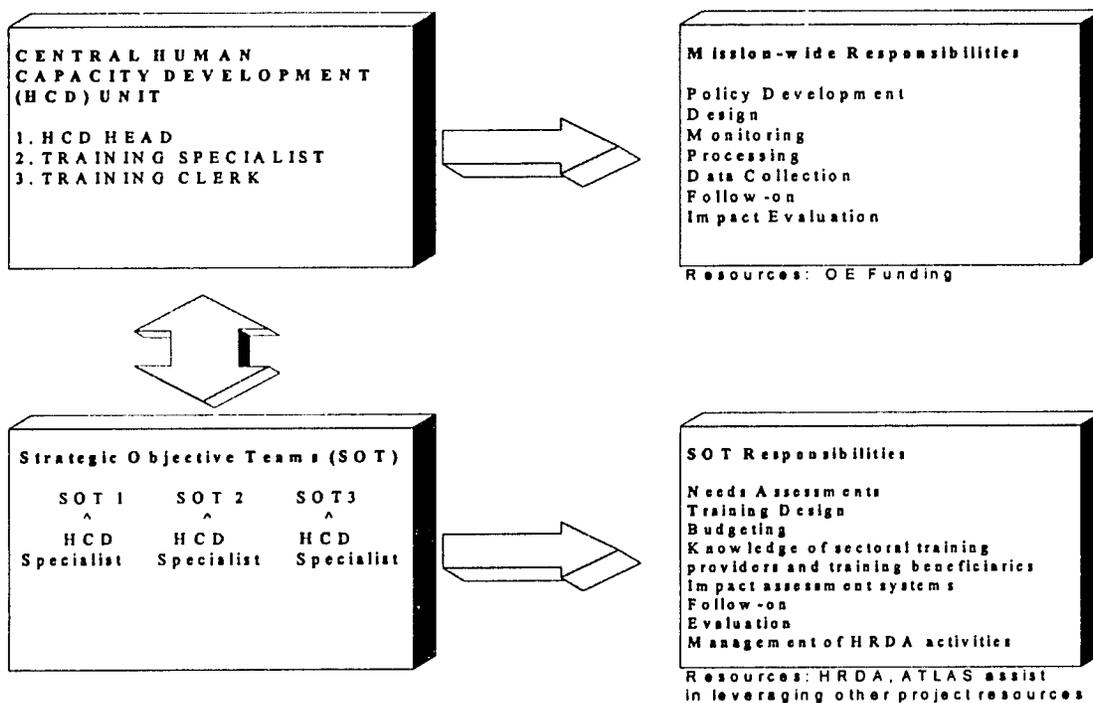
Through discussions with key Mission staff, the following activities were addressed by the TDY team of Rita Wollmering, AFR/SD/HRD; Ronald Raphael, G/HCD/FSTA, who spent an additional ten days on this assignment; and Lorraine Denakpo, AMEX International:

- ▶ Made recommendations on how training components of upcoming projects could be planned to ensure maximum effectiveness. Specific recommendations were made for the BESO Project and for the planned agricultural sector project.
- ▶ Provided technical advice to Training Unit staff to: define responsibilities, understand workload, clarify processes involved in organizing training, develop strategies for the Training Unit to support and collaborate with staff from other project offices.
- ▶ Trained Training Unit staff on program and project development steps and provided guidance on complying with Handbook 10 to complete PIO/Ps, draft cables for USAID/Washington, and develop strategies to work more effectively with Partners in International Education and Training (PIET).
- ▶ Conducted a preliminary assessment of the capabilities of local English language training providers and provided guidelines for securing ELT training in short and long term.
- ▶ Provided rationale and guidance for developing a Mission Training Plan and provided some draft language about training and training management responsibilities to be included in project paper and requests for proposals for institutional contractors with the Training Unit and project offices.
- ▶ In collaboration with the Training Unit staff, re-wrote the Mission Training Order and made a comprehensive review of MTO in order to clarify each and every step in the training process.
- ▶ Led a discussion of draft Handbook 10 policy changes with senior mission staff.

MALI (core-funded)

At the request of USAID/Mali, Rita Wollmering of AFR/SD/HRD and Lorraine Denakpo of AMEX worked with Mission staff over a two-week period on 10 tasks as well as providing preliminary documentation on training-related policy and procedures. The Mission Director asked the team to put particular emphasis on:

- ▶ training in a re-engineered Mission;
- ▶ mission-wide staff training policies; and
- ▶ more strategic use of the HRDA Project.



Specific guidance, steps, and sample documents were provided to:

- ▶ develop a Mission Training Plan;
- ▶ establish a Country Training Strategy;
- ▶ develop an appropriate spousal training policy as well as gender-specific targets for training;
- ▶ maximize training investments through support to returned participant associations; and
- ▶ delineate and clarify the responsibilities of contractors responsible for managing training components.

In addition, the team provide USAID/Mali with a detailed analysis of options for organizing and staffing a training division in a re-engineered Mission. The figure above provides a summary of the relationship and responsibilities of a new HCD unit.

CAPE VERDE (core-funded)

USAID/Cape Verde requested the services of HRDA Private Sector Advisor Donald Hart to prepare and deliver a presentation on intra-organizational training needs assessments. The presentation was to be the opening and sole technical presentation during a two-day HRDA programming workshop held in Praia in late January 1995.

During his one-week technical assistance assignment in Cape Verde, Mr. Hart:

- ▶ Prepared, in Portuguese, a 90-minute presentation on training needs assessments.
- ▶ Prepared, in Portuguese, a 60-minute presentation entitled "Marketing and Sales: an American Perspective" (Marketing e Vendas: uma Perspectiva Americana).
- ▶ Delivered training needs presentation during opening session of workshop in Praia, 1/30.
- ▶ Participated in the private sector working group of the programming workshop for the remainder of the two days allotted.
- ▶ Delivered marketing presentation to the São Tiago (Praia) business association (Associação Comercial do Sotavento).
- ▶ Delivered marketing presentation to the São Vicente (Mindelo) business association (Associação Comercial do Barlavento).

USAID/Cape Verde is working towards close-out in 9/1996. The HRDA workshop was the first step in programming \$1.4 million for in-country training. These funds were allocated in unequal amounts to several areas of development priority to the Mission. Each area constituted a working group, whose objective was to negotiate among members those projects which would be submitted to USAID for approval for financing under HRDA.

While the idea of a formal presentation on needs assessments was appropriate, the presentation was not timely, since participants arrived at the workshop with their proposals already formulated. Given the Mission's urgency to program the obligated funds, it is unlikely that the local approach towards training needs be modified by either the donor or the beneficiaries.

Nonetheless, the Mission's methodology for programming funds seems innovative and worthy of emulation. It alleviates the Mission of considerable labor and, by putting the decision-making where it ought to be, it generates good will and respect towards the donor.

NAMIBIA (core-funded)

During a one-week assignment in Namibia in March 1995, Lorraine Denakpo, AMEX HRDA Project Manager, worked directly with the Mission's General Development Office to assist in the preparation of :

- ▶ HRDA Project Budget for FY 95-97
- ▶ Public Sector Training Plan for FY 95
- ▶ Process for the selection of public sector institutions and offices for training support
- ▶ Topics for Initial Training Session for planning Public Sector Training (1 1/2 day session)
- ▶ Host Government Contribution and Private Sector Contribution
- ▶ Public Sector Advisory Board
- ▶ Issuing the PIO/P and Preparing for Training
- ▶ The structure of the ATLAS/HRDA office

SENEGAL (requirements contract)

The objective of the task order was to assess the development impact of participant training financed by USAID/Senegal from 1961 to the present. The Team was made up of four people: two training and evaluation experts from AMEX International, Mr. Andrew Gilboy, Team Leader, and Dr. Donald Hart; Mr. Ousmane N'Dao, Director of USAID's Training Office; Mr. Boubacar Leye, a free-lance Senegalese human resources consultant; and Mr. Alioune Diagne, research assistant. The in-country work commenced on May 19 and terminated on June 9, 1995.

The Team's report does not treat in depth the management or logistics of training, nor does it attempt to evaluate training programs or training providers. The Team made no effort to judge the wisdom of past development priorities or strategic objectives, as to do so would have diverted the study from its proper course. The report also does not provide a continuous historic perspective of USAID's participant training over the thirty years.

For the purpose of the study, **development impact** is defined as

*change inspired by training which has led to
improvements in sectors of strategic interest to USAID.*

The Team followed an impact evaluation methodology, originated by Donald L. Kirkpatrick, that is being refined by human resources evaluation experts at AMEX International. Summarily stated, it traces impact from training at four levels: **(1) Reaction (2) Learning (3) Performance and (4) Results**. Change attributed to training at Levels 2, 3 or 4 is *impact*.

Data collection proceeded by three means: individual interviews, group interviews, and focus groups. Time would not permit over 100 interviews, and the target population comprised approximately 1,200 former participants trained since 1961. The survey population was predominately masculine and overwhelmingly from the public sector. Eighteen of the 100 participants interviewed were female and only seven came from the private, for-profit sector. Participants came largely from agriculture (including environment and natural resources) and health. The geographic reach of the survey was constrained principally by time. Eighty-one percent of the interviews were held in Dakar, 10 percent in Kaolack and 9 percent in Bambey. The Team also held three focus groups and three group interviews.

FINDINGS

Overall Impact by Level

Aggregate data drawn from the 100 respondents indicated an exceptionally high degree of participant satisfaction with the quality of the training arranged by USAID.

The participants surveyed attested overwhelmingly that the skills and knowledge acquired were, indeed, useful to their work. The data indicated that over 80 percent of respondents reported they applied the skills gained from training in their work.

The responses to the Level 4 impact question show that USAID/Senegal clearly has produced impressive *results* from its investments in training. Fully 70 percent of respondents indicated, and gave examples of, improvements at their institutions they believe derive from training. At Level 3, survey data indicated 87 percent applied their improved knowledge *at the work place*. The Team concludes that a 70 percent positive response rate to this cardinal question represents a laudable yield for significant, diverse training programs sponsored primarily in the United States by USAID/Senegal since 1961.

Although the overall level of positive indication of training results (70%) was high, why did short-term trainees note fewer positive institutional results than academic participants? Data from cross-tabulations failed to explain this phenomenon for Senegal.

Conditions of Training

As noted above, impact can occur at Levels 2, 3 or 4, although for the purposes of assessing *development impact*, evaluators of donor-funded training try to focus on the change induced at institutions by returned employees (Level 4). A host of elements contribute to the success, or failure, of a training program. Variables such as length and place of training, specificity of design, selection, link to institutional and individual needs, and employer involvement play major roles in the training equation. Although no one doubts the power of these "conditions" to affect training outcome, no single factor can be held responsible in the end.

The Team sought to identify key variables that might provide insight to the training management process. Were there correlations between Level 4 impact and selection, involvement of employer in the training design, or any of the other "conditions" to training?

Twenty-eight percent of the survey universe took responsibility for identifying and pursuing the training opportunity. There were considerable diversions among the categories. Women at the rate of nearly double that of men took charge to ensure that their programs materialized, as was also the case for long-term over short-term participants.

The issue of selection can be indicative of an institution's interest in a participant's training. It can also reflect aspects of USAID's training practices in the country. Women were more likely (44.4%) than men (31.7%) to be selected by USAID. Did women seek out USAID

involvement in selection because of their doubts about being nominated by their employers? Long-term participants were selected by USAID at more than twice the rate (58.3%) than short-term trainees (20.3%).

Whether training is designed to address needs which were assessed in some fashion (formally or informally) is central to achieving impact. The survey asked, "Was the training linked to a needs assessment of your organization?" In response,

- ▶ overall seventy-eight percent of the survey population indicated that training was linked to a needs assessment, an impressively high figure;
- ▶ long-term participants indicated a link to needs assessment at a significantly higher rate (97.7%) than short-term trainees (64.1%);

A series of questions were designed to determine the employer's level of involvement in the training of its employee. A high number of respondents (between 70% and 73% overall) indicated that there was follow-up by USAID or their employer during the training program. There was little variation by strata in the frequency that USAID was selected over the employer as the agent undertaking the follow-up. Only the short-term participants selected USAID less often (67.2%) than the general population (73%).

Overall an impressive number of Senegalese long-term participants (87.0%) were integrated back by their employer. When considered in conjunction with the low "non-return rate" (i.e., participants who do not return upon completion of their sponsored degree) recorded for USAID/Senegal, the data demonstrate a crucial pre-condition to impact not always found in Africa: *a high percentage of participants return home.*

Results by Strata

Projects, Institutions and Sectors. The data led to two findings associated with Levels 1 and 4. First, HRDA participants rated their training programs lower in quality (Level 1) than those funded by the other projects (65.4% compared to an average of 87.3% for the others). When HRDA participants were disaggregated for further analysis, no other variation (such as existence of needs assessments, selection committee, explicit training objective, etc.) emerged to explain the divergence. Second, health participants reported a significantly lower level of effectiveness improvements (Level 4) at their institutions than the others.

Gender. The effect of gender in determining impact from training has been raised several times during the analysis of data in this chapter. As noted, women were more frequently

selected by USAID than by their institutions for training and they were more proactive in identifying their program than men. Women also reported significantly less Level 4 impact (improvements in efficiency, productivity and profitability) than men.

Private Sector. As a percentage of overall training funds spent since 1961, a small portion has benefitted the private sector. The survey instrument included a series of questions designed for business people. However, with only seven participants surveyed from the "for-profit" sector, the data generated draws from such a small sampling as to provide a dubious foundation for analysis.

Comments on the Management of Training

The scope for this report does not include an assessment of the strengths and weaknesses of the Mission's implementation its participant training programs. However, the data collected during the survey shed light on several issues concerning implementation.

- ▶ A high number of participants surveyed were selected by a committee (74.0%), which attests to the Training Office's commitment to proper training management;
- ▶ Seventy-eight percent of all respondents reported that a needs assessment accompanied their training;
- ▶ Eighty percent stated they had explicit objectives defined for their training programs;
- ▶ Seventy-six percent believed that the training undertaken addressed a real need in the participant's organization.

These favorable response rates indicate that an acceptable level of appropriate training management is occurring within USAID. However, a government selection committee which works behind closed doors, or an institutional needs assessment conducted by a donor without input from the employer, do not result in high impact training. In laboring to institute proper training processes with government, the Mission must continue to insist on the fundamentals (needs assessment, recruitment, selection, design, monitoring, etc.) without which USAID's investments will not yield commensurate benefits.

MADAGASCAR (requirements contract)

Dr. Emile Ahohe, Public Sector Training Needs Assessment Specialist, led a training needs assessment in the Ministry of Finance and Plan in order to focus HRDA's intervention on training priorities that will help the government carry out its economic development plan. Over a period of three weeks in September 1995, the assessment team reviewed various Mission and GOM project documents, met with various concerned parties, and took a survey in senior staff of the ministry. A total of eleven (1) Ministry units were covered by the assessment. In the course of this investigation, the team focused on recent donor training assistance and major challenges facing the Ministry, and came up with the Ministry's training needs and proposed USAID's interventions.

A number of problems were found to handicap training interventions in the Ministry of Finance and Plan, including: lack of formal needs assessment prior to training, restriction of information on training opportunities, emphasis on individual rather than on group training, and lack of training impact assessment.

The team identified two categories of major challenges/problems facing the ministry:

- ▶ problems that may not be solved through training such as low pay, under staffing associated with recruitment ban, aging of employees, political interference, etc. These problems were outside of the scope of the assignment and therefore, were not covered in the final present report.
- ▶ the second category of problems includes: lack of knowledge/awareness of the overall principles of adjustment and market reform on the part of a large number of senior staff, and subsequent inappropriateness of technical and managerial skills to meet reform demands.

These challenges limit the capacity of Ministry staff to design and implement appropriate fiscal policies that promote growth private sector.

The team also identified two categories of training needs: **macro needs** and **micro needs**, in the Ministry. Macro needs are defined here as needs detected across several Ministry departments and for a large number of personnel, while micro needs are those related to specific units and/or to a small number of employees.

The team proposed that USAID's intervention emphasize a mixed approach of intensive in-country seminars/workshops combined with a dose of overseas seminars and study tours. It is also strongly suggested to use these in-country interventions to build internal training capacity in the Ministry. In order to achieve this objective, it is recommended to start the in-country program with a TOT workshop for selected Ministry senior staff and other potential local instructors. Thereafter, they will constitute a pool of local trainers from which to draw for

future training. The expatriate instructors should arrive in Madagascar at least one (1) week prior to seminar dates to engage in team building efforts with local instructors. Actual program design and material review/selection should take place during team building exercises, along with the assigning of roles among expatriate and local trainers.

The team also recommended the integration of impact assessment mechanisms in the proposed program. In this regard, a questionnaire should be passed out to participants upon completion of each training to get first-hand reactions regarding delivered interventions; and a survey and/or interview should be conducted with participants, their immediate supervisors and subordinates, three (3) to six (6) months after completion of the training.

In view of the implementation of the proposed interventions, it is important that the Mission, in collaboration with Ministry officials, make a decision regarding the exact tasks it wants to have implemented. Once this decision is made, these tasks would make up the Scope of Work for a contract. Our recommendation here is that the Mission should select one US firm to handle: a) all the in-country training; b) all or some of the US and third country training, over the two year period.

ZAMBIA (requirements contract)

A three-person team of Felipe Tejada, AMEX Team Leader, Elizabeth Torrey, USAID International Program Specialist, and Melanie Sanders-Smith, Creative Associates Training Evaluation Specialist, designed a monitoring plan for assessing USAID/Zambia's HRD project implementation and impact. The assistance was provided in November 1994. The scope of work included five major tasks:

- ▶ Review the Clark Atlanta University (CAU) written training strategy to analyze project training activities' relationship to the CPSP, target populations and the month-by-month outline of the courses the project will offer between the current date and September 1995 (end of CAU contract).
- ▶ Develop instruments and a methodology to assess the training courses, trainers, design, content and achievement of training objectives.
- ▶ Develop instruments and a methodology to assess the impact of project training on the trainees, their employing institutions and the private sector in Zambia.
- ▶ Develop instruments and a methodology for evaluating the project's management — including the contractor, the project training sub-committees and the USAID/Zambia Mission.
- ▶ Specify indicators for the assessment of overall significance of USAID sponsored training activities vis-a-vis nation-wide needs and target group needs.

ZIMBABWE (requirements contract)

Harry Petrequin, AMEX International and Neil Currie and Gloria Ndoro-Mkombachoto of Creative Associates conducted an Interim Evaluation of the Zimbabwe Manpower Development Project (ZIMMAN II 613-0229) for USAID/Zimbabwe in March 1995.

ZIMMAN II was undertaken to: a) improve the technical capacity and management capability of the private sector and strengthen institutional support to private sector development; and b) improve the policy environment and skills in the application of government regulations affecting the private sector, thereby improving the efficiency of public sector services to the private sector, thus facilitating and enhancing the private sector's contribution to the economy.

The objective of this assessment is to review ZIMMAN II's progress to date in achieving project targets and to provide USAID/Zimbabwe with recommendations on bringing this project to a successful conclusion. A summary of the major findings and conclusions of this assessment follows:

- ▶ The ZIMMAN II Project's objective and purpose are sound; it addresses a critical constraint to the development of the changing Zimbabwe economy, bringing resources to bear in an area in which the U.S. enjoys a comparative advantage.
- ▶ The prime contractor has proven responsive to USAID/Zimbabwe directions in the preparatory work for this activity to date. The current contract activities programmed through FY 1995 are overly ambitious, and they will not allow the project to concentrate on the task of leaving a viable institutional training base in the wake of ZIMMAN II.
- ▶ Talented individuals are available locally for conducting the courses envisaged under ZIMMAN II, and trainees targeted to date have demonstrated they can put the training given to good use, if the economic environment and capital accessibility allow.
- ▶ Changes in the economy and in the roles of the public and private sectors in Zimbabwe's development make it possible and desirable to increase public sector involvement in and awareness of ZIMMAN II activities.
- ▶ To achieve sustainable results of all previous exploratory, testing and development efforts, the ZIMMAN II Project Agreement should have its PACD extended for three (3) years from September 30, 1995 to September 30, 1998; this amendment should outline the project's planned course of action, set measurable outputs in activities, participants and institutions, revise the project budget to support these activities, and redefine the role of GOZ counterparts, training institutions and NGOs participating.

- ▶ In the light of goals for participation of women in training, the CPSP sectors and ZIMMAN concentration on existing SME owner/managers need to be revisited.
- ▶ During the next two years of ZIMMAN II Project implementation, USAID and the prime contractor should concentrate on strengthening the local institutional capacity to administer and refine existing training modules, develop new relevant training modules from experience gained, and produce a seasoned cadre of trainers linked to local institutions in place by September 8, 1997.

CAPE VERDE (requirements contract)

The objective of this assignment was to provide a “needs assessment of the conditions, potential, limitations and opportunities of English language training in Cape Verde, complemented by a feasibility study of business English language training centers.” The results of this assessment will be used by USAID/Cape Verde to explore available options to support the opening of self-sustained Business English Language Training Centers on the islands of Santiago, San Vicente, and Sal.

This report was researched and written over a three-week period in September 1995. The 3-person team fielded by AMEX International, Inc. was composed of Amy Hart Vrampas, Team Leader and Director of USIA’s English Language Training Program in Burundi, Marie Line Sephocle, foreign language specialist from Howard University, and Candida Goncalves, who provided the team with excellent logistic support.

Cape Verde, a beautiful group of islands with little resources other than its friendly population, has taken on a massive and urgent process to advance its private sector and international relations to the benefit of the entire country. In today's world, the LWC (language of wider communication) is English. With this in mind, the consultants undertook the project of assessing the need for English in Cape Verde and analyzing the feasibility of maintaining self-sustaining English language centers. Their research concentrates on three islands, and in particular four cities: Praia on Santiago, Mindelo on Sao Vicente, and Espargos and Santa Maria on Sal.

Preliminary to the assessment, a set of guidelines for a successful Cape Verdian English language program are provided to use as a basis for people not trained in English language acquisition. Based upon ideas gleaned from other African English language programs, training needs seen in Cape Verde, and the existing language training available, these guidelines offer advice for overall programming, testing, teacher selection, services rendered and cost structure.

In assessing the need for English language training, the team discerned that English is desperately needed for all areas, especially commerce, industry, and tourism. The current level of English language competency is very low, and demand for these skills is high. Employers prefer, in vain, to hire candidates with English skills and would willingly finance language training for their employees. Individuals now realize that English proficiency is necessary for career advancement and, consequently, financial improvement. No one in Cape Verde that the team spoke to disagrees.

In the feasibility section, the team concluded that a well-run, pedagogically sound English language center whose main objective is English language improvement and which offers a variety of ESP (English for Specific Purposes) and other programming on top of a regular, general English program should not only be self-supporting but financially profitable. The

center would need, however, an initial outlay of funds, something not readily available in Cape Verde. The options occur as to where and how much to invest.

The team's recommendations are based geographically. In Praia, two choices exist: investing in the Antonio Aurelio Professional Training Institute (IFAAG), and creating a new center. Mindelo already benefits from an excellent program only four months old. There training might be necessary but nothing else. In Sal, where the need is greatest due to the tourism trade, there is nothing; a center would have to be created and teachers trained. The feasibility report gives the advantages and disadvantages of various options based on pedagogical and financial factors.

TANZANIA (requirements contract)

In July and August 1995, a two-person team from Creative Associates of Dr. Anne Parrish from Pennsylvania State University and Daniel Moshy, conducted an External Evaluation of the Tuskegee-Sokoine University of Agriculture (SUA) Linkage Project for USAID/Tanzania.

The major deliverables of this contract were:

1. An evaluation and explanation of the success/failures of the past four and one-half years implementation of the Linkage Project, with the major focus being upon the past two years performance;
2. Recommendations for improving future collaboration between TU-SUA to improve teaching, research, and outreach of the SUA faculty;
3. A four page written summary and an oral report of the SUA-TU Linkage Project evaluation submitted to USAID/Tanzania staff members on 31 July 1995; and a final report.

The major recommendations of the evaluation are:

- ▶ provide additional training opportunities at SUA on how to collect and analyze qualitative data.
- ▶ SUA should conduct applied research and the subject areas should be discussed with extension personnel and smallholders. Further research areas should include crop and storage pest management and post-harvest technologies.
- ▶ Enhancement of SUA library facilities should be a priority.
- ▶ Research funding should be continued.
- ▶ SUA should work more closely with the Ministry of Agriculture extension service to initiate and improve contracts with NGOs and bilaterals working in the region.

VII. Samples of Materials and Recommendations made in Year Two

List of HRDA Core-Funded Technical Reports

1. *USAID/BENIN: TRAINING PORTFOLIO REVIEW AND COUNTRY TRAINING STRATEGY*, Andrew C. Gilboy, Elizabeth Torrey, and Isabel Dillener, June 1994
2. *USAID/NAMIBIA: A TRAINING NEEDS ASSESSMENT AND COUNTRY TRAINING STRATEGY FOR AFFIRMATIVE ACTION*, Donald C. Hart, Susan Votaw, Richard Betz, and Anne Newman, June 1994
3. *USAID/UGANDA: OVERVIEW OF TRAINING PORTFOLIO WITH RECOMMENDATIONS FOR IMPROVING TRAINING MANAGEMENT AND IMPACT*, Lorraine Denakpo and Rita Wollmering, June 1994
4. *USAID/TANZANIA: OVERVIEW OF TRAINING PORTFOLIO WITH RECOMMENDATIONS FOR IMPROVING TRAINING MANAGEMENT AND IMPACT*, Lorraine Denakpo and Rita Wollmering, June 1994
5. *USAID/SENEGAL: REVIEW OF TRAINING MANAGEMENT WITH RECOMMENDATIONS FOR IMPROVING IMPACT MONITORING, PARTICIPANT SELECTION, AND REPORTING*, Andrew C. Gilboy and Esther Addo, August 1994
6. *USAID/ZAMBIA: HRDA PROJECT, RECOMMENDATIONS FOR IMPROVING TRAINING MANAGEMENT*, Susan Votaw and Rita Wollmering, September 1994
7. *USAID/GUINEA-BISSAU: HRDA/TIPS IN-COUNTRY TRAINING*, Donald C. Hart, September 1994
8. *USAID/MADAGASCAR: COUNTRY TRAINING STRATEGY*, Andrew C. Gilboy and Elizabeth Torrey, September 1994
9. *USAID/GUINEA: EVALUATION OF OIC GRANT FOR IN-COUNTRY TRAINING ACTIVITIES*, Andrew C. Gilboy and Thierno Kane, September 1994
10. *USAID/ETHIOPIA: GUIDANCE FOR THE TRAINING UNIT ON PROCEDURES, TRAINING PLANS, AND ENGLISH LANGUAGE TRAINING*, Lorraine Denakpo, Ronald Raphael, and Rita Wollmering, December 1994.

11. *USAID/MALI: REVIEW OF TRAINING MANAGEMENT WITH RECOMMENDATIONS FOR RE-ENGINEERING*, Lorraine Denakpo and Rita Wollmering, December 1994.

Additional Core-Funded Documents

1. HRDA WORKBOOK, March 1994.
2. HRDA RESOURCE BOOK, March 1995.
3. BEST PRACTICES GUIDE, draft, September 1995.
4. IMPACT EVALUATION RESOURCE GUIDE, draft, September 1995.
5. MISSION SELF-ASSESSMENT INSTRUMENT, draft, September 1995.

List of HRDA technical reports (requirements contract)

1. *USAID/ZAMBIA: HRDA IMPACT MONITORING PLAN*, Felipe Tejada, Elizabeth Torrey, and Melanie Sanders-Smith, January 1995.
2. *USAID/ZIMBABWE: INTERIM EVALUATION OF THE ZIMBABWE MANPOWER DEVELOPMENT PROJECT*, Harry Petrequin, Neil Curries, and Gloria Ndoro-Mkombachototo, April 1995.
3. *USAID/SENEGAL: IMPACT ASSESSMENT OF PARTICIPANT TRAINING*, Andrew Gilboy, Donald Hart, Boubacar Leye, and Ousmane Ndao, September 1995.
4. *USAID/TANZANIA: FINAL EVALUATION REPORT OF THE SOKOINE UNIVERSITY OF AGRICULTURE - TUSKEEGEE UNIVERSITY LINKAGE PROJECT*, Dr. Anne M. Parrish and Daniel Moshy, August 1995, draft.
5. *USAID/CAPE VERDE: AN ANALYSIS OF ENGLISH LANGUAGE TRAINING IN CAPE VERDE*, Amy Hart Vrampas and Marie Line Sephocle, September 1995.
6. *USAID/MADAGASCAR: MADAGASCAR MINISTRY OF FINANCE AND PLAN, TRAINING NEEDS AND USAID INTERVENTION FOR FY 1996 AND FY 1997*, Emile Ahohe and Maurice C. Andriamampianina, September 1995.

Making Training Count Workshop, March 1995

AGENDA

Wednesday, March 8

- 8:00-8:15 *overview*
- 8:15-10:15 Introductory Activities
- 10:15-10:30 *refreshment break*
- 10:30-12:00 Communication and the Modern Professional
- 12:00-1:30 *lunch break (lunch at hotel) - Invited guests from USAID/Zimbabwe*
- 1:30-3:00 Having More Influence
- 3:00-3:15 *refreshment break*
- 3:15-4:45 Having More Influence: Identifying Your Influence Style
- 4:45-5:00 *closing*

Thursday, March 9

- 8:00-8:15 *overview*
- 8:15-10:00 Learning about AID/W; Introduction to G/HCD/FSTA
- 10:00-10:15 *refreshment break*
- 10:15-12:00 Where does Training Fit in a Restructured USAID?
- 12:00-1:30 *lunch break (lunch at hotel)*
- 1:30-3:00 Having More Influence: Strengthening What Works
- 3:00-3:15 *refreshment break*
- 3:15-4:45 Two is a Team: Collaboration for Results
- 4:45-5:00 *closing*
- 6:00-7:30 Optional evening sessions on:
Designing newsletters/brochures
Understanding the Global Training Information System
Using EPI Info to Collect and Analyze Impact and Evaluation Data

Friday, March 10

| | |
|-------------|--|
| 8:00-8:15 | <i>overview</i> |
| 8:15-10:00 | Communications and Strategies |
| 10:00-10:15 | <i>refreshment break</i> |
| 10:15-11:00 | Modes of Communication |
| 11:00-12:00 | Mission Strategic Planning: Viewed from the Training Unit |
| 12:00-12:30 | <i>group photo</i> |
| 12:30-1:30 | <i>lunch break (lunch at hotel)</i> |
| 1:30-2:30 | Using Training Strategically Through Better Design, Part I |
| 2:30-3:00 | Improving Annual Training Plans |
| 3:00-3:15 | <i>refreshment break</i> |
| 3:15-4:00 | Improving Annual Training Plans |
| 4:00-4:15 | <i>closing</i> |

Saturday, March 11

| | |
|-------------|--|
| 8:00-8:15 | <i>overview</i> |
| 8:15-10:00 | Building Presentation Skills |
| 10:00-10:15 | <i>refreshment break</i> |
| 10:15-11:00 | Presentation skills: Evaluation and Feedback |
| 11:00-11:15 | <i>closing</i> |

Monday, March 13

| | |
|-------------|---|
| 8:00-8:15 | <i>overview</i> |
| 8:15-8:30 | Giving and Receiving Feedback |
| 8:30-10:00 | Participant Presentations, Part I |
| 10:00-10:15 | <i>refreshment break</i> |
| 10:15-12:00 | Participant Presentations, Part I |
| 12:00-1:30 | <i>lunch break (lunch at hotel)</i> |
| 1:30-3:00 | Using Training Strategically through Better Design, Part II |
| 3:00-3:15 | <i>refreshment break</i> |
| 3:15-4:45 | Using Training Strategically through Better Design, Part II |
| 4:45-5:00 | <i>closing</i> |

Tuesday, March 14

| | |
|-------------|---|
| 8:00-8:15 | <i>overview</i> |
| 8:15-10:00 | Participant Presentations, Part II |
| 10:15-10:15 | <i>refreshment break</i> |
| 10:15-12:00 | Participant Presentations, Part II |
| 12:00-1:30 | <i>lunch break (lunch at hotel)</i> |
| 1:30-2:45 | Enhancing the Role of the Training Professional |
| 2:45-3:00 | <i>refreshment break</i> |
| 3:00-4:30 | Empowerment: Something for Everyone |
| 4:30-5:00 | Preparation for field trip, Presentation Results, Closing |
| 6:00-7:30 | Optional evening sessions on: Designing newsletters/brochures Using EPI Info to Collect and Analyze Impact and Evaluation Data Knowing More About Yourself |

Wednesday, March 15

Field Trip, schedule to be announced

Thursday, March 16

- 8:00-8:15 *overview*
- 8:15-10:00 Menu of Management skills
 planning meetings, action planning,
 setting priorities
- 10:00-10:15 *refreshment break*
- 10:15-12:00 Thinking Strategically about Impact: A Panel Discussion
- 12:00-1:30 *lunch break (lunch at hotel)*
- 1:30-3:00 Designing HRDA II
- 3:00-3:15 *refreshment break*
- 3:15-4:45 Communicating Training Strategies
- 4:45-5:00 *closing*
- 6:00-7:30 Optional evening sessions on:
 Designing newsletters/brochures
 Using EPI Info to Collect and Analyze Impact and Evaluation Data
 Knowing More About Yourself

Friday, March 17

- 8:45-9:00 *overview*
- 9:00-10:00 Workshop Wrap Up
- 10:00-10:15 *refreshment break*
- 10:15-12:00 Action Plan review, Evaluation exercise
- 12:00-2:00 *lunch break (lunch at hotel)/ certificates*

FACILITATORS

Rita Wollmering
G/HCD/FSTA, Public Sector Training Advisor

Howard Opper
G/HCD/FSTA, International Program Specialist

Lorraine Denakpo
AMEX International, HRDA Project Manager

Andrew Gilboy
AMEX International, Private Sector Training Coordinator

Donald (Duca) Hart
AMEX International, Private Sector Training Coordinator

Twyla Jones-Konte
AMEX International, Associate Project Manager

Patricia Flederman
Creative Associates International, Training Specialist

Derry Velardi
Creative Associates International, Conference Logistics
Coordinator

PARTICIPANT LIST

| | |
|--------------------|---|
| USAID/BENIN | Roger Blassou |
| USAID/BURUNDI | Methode Ndikumana Germaine Basita |
| USAID/BOTSWANA | Gary Clark |
| USAID/CAPE VERDE | Antero Veiga Adelaide Lima |
| USAID/ETHIOPIA | Gedlu Jara Hajera Abdullahi |
| USAID/GUINEA | Moustapha Diallo |
| USAID/MADAGASCAR | Perline Rasoanoromalala |
| USAID/MALAWI | Chris Kaliu |
| USAID/NAMIBIA | Dr. Itah Kandjii-Murangi |
| USAID/NIGER | Sidikou Maman |
| REDSO/WCA | Thierno Kane |
| USAID/SENEGAL | Mamadou Diarra |
| USAID/SOUTH AFRICA | Dipuo Headbush |
| USAID/TANZANIA | Magdalena Hiza |
| USAID/ZAMBIA | Bessie Thornicroft Sylvia Zulu |
| USAID/ZIMBABWE | Sarah Bishop Mili Garati Joyce Nyandoro |

Training Plans

from USAID/Namibia, "Recommendations for Improving Training Management" memo from Lorraine Denakpo to USAID/Namibia, April 1995.

PROCESS FOR THE SELECTION OF PUBLIC SECTOR INSTITUTIONS AND OFFICES FOR TRAINING SUPPORT

Overall goal for the public sector: Promoting improved management capabilities as well as the general productivity of individuals, thus increasing the promotability of historically disadvantaged Namibians into senior management ranks.

End of Project Status

By the end of the project:

- at least 12 offices or departments will have benefitted from the improved management capabilities and improved productivity of their mid-level non-white Namibian employees
- 80% of the trainees benefitting from HRDA training will, within one year of their training, receive promotions or significantly improved employee ratings
- 60% of the trainees benefitting from HRDA training will, within one year of their training, initiate or seek approval for changes leading to improved management performance or improved productivity in their respective offices

The Process of Benefitting from Training

A one or two day workshop will introduce those concerned to the process.

1. Each directorate, department or institution wishing to have its historically disadvantaged Namibian, mid-level staff, benefit from training must provide a detailed training proposal to the Public Sector Advisory Board (PSAB) for approval. (Up to two proposals per Ministry per selection process)
2. The training proposal shall include :
 - a description of the problems or weaknesses to be overcome, and how disadvantaged Namibian staff are affected by those weaknesses

- a description of what supervisory staff feel is required to improve management capabilities, increase capacity, or improve productivity
- a list of persons (titles only) who would benefit most from this training and why
- specific training objectives for each category of persons
- benchmarks: how will we know when the training objective is met?
- institutional commitment to affirmative action: how will improved performance or increased capacity increase the trainees promotability and levels of responsibility in the institution?

3. The Public Sector Advisory Board will review each proposal and rank them according to previously agreed upon criteria. If no proposals meet minimum standards of acceptability, a second training session for Ministry will be carried out and new proposals submitted. Otherwise the proposals will be ranked and the three with the highest scores will be retained for the first round of training programs.

Public Sector Advisory Board

A relatively small committee works best with about 7 members. Members may need to be absent from time to time, so that the quorum for a meeting can be set at five. Suggested full-voting members include:

- USAID HRDA Project Manager
- the public sector staff person responsible for HRDA oversight (preferably the person or his/her designate who has PIO/P signing authority) This person will serve as the Chair.
- other members might come from the key government offices, the University or a training center with public management expertise, the National Planning Commission, and/or possibly from a Union of Public Sector Employees or an Affirmative Action Council if such things exist. Nominees may also be officials who are already working closely with USAID on other Projects.

The Board members should be selected based on their personal integrity, interest in affirmative action, and willingness to serve. It is not necessary that each public institution eligible for training have voting representation on the Board. They can be allowed to send observers to meetings, especially during a selection process.

The HRDA Project Manager will serve as Board Secretary and will be responsible for calling all meetings and for issuing meeting minutes after each meeting.

Process:

1. The Chair could suggest nominations for the Board to USAID. Nominees should include one or two women and one or two members who have studied abroad, preferably in the U.S.
2. USAID approves the nominations and letters from the OPM are sent to nominees seeking their acceptance to serve for an 18-month period.
3. An initial Board meeting is set during which Board members agree on their roles and responsibilities and on a three-month calendar of meetings. During the initial stages and during selection processes, meetings will be more frequent. Otherwise a short bi-monthly meeting can be planned to keep Board members up to date on training progress and to advise Itah on selected issues.

The HRDA Project Manager's role on the Board is crucial. S/he will always have to be one step ahead in terms of planning. In general s/he will provide drafts to the chair for whatever topics are being discussed.

For example, if the purpose of the meeting is to develop selection criteria for reviewing Ministry training proposals, the HRDA Project Manager will prepare draft criteria for the OPM chair to consider. Changes and suggestions will be incorporated into the draft before presenting it to the entire Board for discussion.

Another example: If the purpose of the meeting is to make an initial review of proposals submitted and there are 25 proposals, the Project Manager will prepare a Table listing the basic points of each proposal for the Board to consider prior to the meeting. S/he will also ensure that copies of each proposal are made for each member.

Good planning is important to having a Board that is willing to serve. They will feel that they are not wasting their time on administrative matters.

Board members receive no remuneration from USAID for their service. Once or twice a year, in appreciation of their services, USAID may want to organize a reception with Mission staff, participants and Board members.

ILLUSTRATIVE TRAINING PLAN - FISCAL YEAR 1995
(April thru Sept. 30, 1995)

PUBLIC SECTOR:

| Type of Training | Estimated No. of Participants | Length training per person | Cost per program | Total Cost per Training Type | Illustrative Fields of Study |
|---|-------------------------------|----------------------------|------------------|------------------------------|---|
| Third Country Regional (e.g. ESAMI) | | | | | |
| * Short-term | 2 | 0.5 month | \$4500 | \$9000 | * Human Resource Planning * Managing the Training Function * Strategic Planning |
| * Short-term | 2 | 1.0 month | \$6200 | \$6200 | |
| United States | | | | | |
| * Short-term | 10 | 0.5 month | \$9200 | \$92,000 | * Developing Managerial Effectiveness * Leadership and Management Skills * Managing for Results |
| * Short-term | 4 | 1 month | \$12000 | \$48,000 | |
| * Short-term | 2 | 2 months | \$18500 | \$37,000 | |
| In-Country | | | | | |
| * Opening Conference | 50 | 1/2 day | \$5000 | \$5000 | |
| * Developing Public Sector Awareness of HRDA | 15 | 1.5 day | \$5000 | \$5000 | |
| Other Activities: | | | | | |
| * Establishment of a Public Sector Advisory Board | | | | | |
| * Management Needs Assessments in selected government offices | | | | | |
| * Development of Terms of Reference for In-country Training Program for the Ministry of Finance | | | | | |

ILLUSTRATIVE TRAINING PLAN - FY 95 - FY 97

PRIVATE SECTOR:

| TRAINING AND ASSISTANCE (GRANT) | FY 95 | FY 96 | FY 97 | TOTALS |
|---|---|--|--|--|
| Technical Assistance and Development of Individual Career Plans | 3 companies with up to 10 targeted employees each | 10 companies with up to 10 targeted employees each | 10 companies with up to 10 targeted employees each | * 23 companies * 230 employees |
| Third Country Training: Short Courses | * 3 trainees | * 20 trainees | * 20 trainees | * 45 trainees |
| In-Country Training: 1-2 day conferences on diversity and management issues | * 3 programs with 50 participants each | * 5 programs with 50 participants each | * 5 programs with 50 participants each | * 13 programs with total of 650 participants |
| U.S. Training Programs: Business Internships | * 5 trainees | * 20 trainees | * 20 trainees | * 45 trainees |
| TRAINING (USAID Managed) | FY 95 | FY 96 | FY 97 | TOTALS |
| U.S. Training Programs: Short Courses | * 5 trainees | * 20 trainees | * 10 trainees | * 45 trainees |

*from USAID/MALI: REVIEW OF TRAINING MANAGEMENT WITH
RECOMMENDATIONS FOR REENGINEERING, Lorraine Denakpo
and Rita Wollmering, December 1994.*

MISSION TRAINING PLAN (MTP)

It is critical for the Mission Training Office to be familiar with and understand the Mission's training portfolio, including both participant training and project funded training. The Training Officer (TO) should understand the total training investment and serve as a resource to project offices and staff on designing, managing, and evaluating training as well as on developing mechanisms for collecting training data to demonstrate impact.

One easy way to accomplish this is to initiate the development of an annual Mission Training Plan (MTP). This plan will promote better understanding of training processes and also serve as an important information resource to all of the Mission staff on the types of training programs and activities planned. **This MTP should be discussed and agreed upon by project staff and issued by senior level Mission management.**

The purpose of an annual Mission Training Plan is to describe the various training interventions planned during the next fiscal year. The plan enables Project Officers to set reasonable targets for new training starts and to set priority areas for training in accordance with their project's stated objectives. The plan also provides the Mission with an overall view of training opportunities available to host country nationals in the next year -- a view which is helpful in enabling Mission staff to respond more knowledgeably to outside requests for training assistance. Finally, the plan enables the Training Office to predict the level and type of assistance it will be required to provide --- such as approving PIO/Ps, applying for U.S. visas for participants, and advising Project Staff as they carry out their specific training programs.

The following are steps leading to the publication of a Mission Training Plan:

1. Training Officer (TO) collects information concerning on-going activities with training components: contractor workplans and training plans for previous and current year, PIRS for previous and current year, PTMS data by project for previous and current year.
2. TO requests information from project officers/managers on planned activities for FY 95 by sending a memo explaining purpose and deadline for reporting as well as a simple one page form for them to complete and return to the Training Office (by an agreed upon date).

3. From the information acquired in steps 1 and 2, TO drafts a simple document (see draft example) describing current training plans, with attached project by project reports as well as a summary report for the whole mission.
4. If TO needs to fill in gaps, contacts with project staff will provide missing information.
5. TO queries Program and PDO office about planned design, evaluation, assessment activities that might have a training component. TO asks about possible timeframes for such activities.
6. TO incorporates information obtained from step 5 in report. Other information to be included are statements about mission-wide targets -- for women or other targets, and other mission-wide issues considered important in the implementation of training/HRD activities during the coming fiscal year.
7. Draft Mission Training Plan is circulated to all offices for corrections, additions, and revisions.
8. TO finalizes and issues plan for the Mission. This plan can be distributed throughout USAID Mission and to key Government of Mali (GOM) partners.
9. The plan can also be used as the basis for a short descriptive 3-4 page brochure, handout on mission training opportunities that can be distributed or made available to a general audience of interested Malians and used to respond to specific or ad hoc requests for training. It would specify target institutions, selection mechanisms (such as selection is done through the Department of x, Ministry of x) and it should also include the Missions Training Office contact person's name for where more information could be obtained.

One result of yearly MTPs is that the Training Office will be better able to plan activities in support of project needs. HRDA and ATLAS training interventions can also be more targeted and directly supportive of and complementary to other project-based training. The Mission should also receive fewer ad hoc requests for training assistance while also developing the capacity of the Training Office to respond directly to requests -- passing on only relevant requests to the appropriate project office for more detailed consideration and clearance based on specific project parameters.

At the end of each fiscal year, the process begins again -- with project staff submitting their training plan information to the Training Office by September 30 (end of fiscal year) and then the TO is charged with submitting and issuing the MTP no later than the end of October.

DATA COLLECTION FOR MISSION TRAINING PLAN
PLANNED STARTS FOR FY 199X

PROJECT NUMBER: _____ PACD: _____
PERSON RESPONSIBLE FOR TRAINING COMPONENT: _____

| TYPE OF TRAINING | NO. OF SLOTS | | | MAJOR FIELDS OF STUDY | AMOUNT BUDGETED (\$000) |
|--|--------------------|---------|-----|-----------------------|-------------------------|
| | BACHELORS | MASTERS | PHD | | |
| U.S. Academic | | | | 1. 2. | |
| Short-term Technical U.S. | | | | 1. 2. 3. | \$ |
| Short-term Third Country | | | | 1.. 2. 3. | |
| In-country Training (organized seminars/workshops) | NO. OF WORKSHOPS | | | 1.. 2. 3. | |
| | TOTAL PARTICIPANTS | | | | |
| TOTAL NUMBER OF PARTICIPANTS: _____ | | | | TOTAL FUNDING: _____ | |

TARGET BENEFICIARIES: PERCENT WOMEN: _____ PERCENT MEN: _____

PERCENT PUBLIC SECTOR: _____ PERCENT PRIVATE SECTOR: _____

Does the project have an annual workplan for 199X? If so, please attach it to this form. If you have any questions, please call ____ at ____.
Thank you.

USAID/MALI MANAGEMENT OPTIONS FOR A TRAINING DIVISION IN A
RE-ENGINEERED MISSION

Create a Central HCD Unit, a 2 or 3 person central team, with a HRD specialist in each "strategic objective team" (SOT). A graphic illustration of this is included in the section on Mali above.

The central HCD Unit will have the following responsibilities:

1. Provide overall oversight and supervision of all mission human capacity development initiatives, including both participant training and in-country training activities and the management of all centrally-funded and regional training programs, such as ATLAS and HRDA.
2. Collect sectoral training plans and prepare an annual mission-wide training plan, provide a yearly assessment and analysis of HCD constraints and needs in Mali with collaboration with key government offices, international donors, training institutions and ELT responsible. This can be accomplished by convening and hosting quarterly meetings with the GOM, donors, and PVOs to share information about HCD initiatives in Mali, in part to ensure complementarily and not duplication of activities.
3. Lay the groundwork for the development of a Country Training Strategy in conjunction with the mission's upcoming CPSP exercise and be an active member of the CPSP design.
4. Provide for the collection, management, analysis, and dissemination of training related statistics, information and data, including the Participant Management Training System (PTMS). Responsible for training staff (both project and contractors) in the use of the PTMS system. Coordinates all participant records with the most up-to-date addresses of participants for impact assessments.
5. Supervise Sectoral HCD Specialists, providing guidance and support in the development of sectoral training needs assessments, training strategies, and in the development of impact monitoring systems including the identification of training impact indicators and baseline data to be collected about all trainees and beneficiary institutions.
6. Responsible for ensuring mission-wide discussion and consensus on policy matters related to participant training (including in-country training activities), such as serving as liaison with AID/W on Mission views on proposed policy changes, HB 10 revisions, and for proposing targets and benchmarks related to training for mission discussion and adoption. This is especially important since AID/W G/HCD is proposing more authority

and decision-making be given to the Mission to design their own specific policies related to their missions situation.

7. Supervise and provide overall guidance for the processing staff of the central unit: including the centralized operation of the PTMS systems, travel and financial arrangements for external training, visa operations, monitoring of long-term participants, dis/approvals for extension of programs, spousal training policy, etc. Serve as final arbiter on interpretation of HB 10 regulations and prepares all requests for HB 10 waivers. Provide support for budgeting for training activities and maintain a directory of relevant training courses (by sector) and of information on Malian, and regional training institutions. Provide orientation programs for participants traveling outside of Mali.
8. Maintain oversight/responsibilities for ensuring that HCD specialists have involvement and input into project design, development, monitoring and evaluation activities, including team participation in such activities.
9. Manage the Mission's follow-on programs for all participants and trainees and provide support and guidance to SHCDS for the development of sectoral follow-on activities
10. Publish a quarterly newsletter about the Mission's HCD activities and ensure that it is mailed to all participants in long-term training, Mali US Mission staff, donors, returnees and other relevant groups. Produce an informational brochure detailing USAID's external (long-term and short-term) training possibilities, sectoral objectives, target institutions and target beneficiaries.

Responsibilities of Sectoral HCD Specialists (one attached to each Strategic Objective Team)

1. Serve as team member in design, development, monitoring, and evaluation activities for all sectoral activities with training components. Review training components of RFPs to ensure deliverables by contractor for training activities are complete and guidelines are clear.
2. Provide oversight for all contractor activities in sector which involve training -- including ensuring that contract requirements vis a vis training are accurately targeted and met.
3. Work with HCD Unit and SOT to determine impact indicators and baseline data requirements for training. Coordinate with Central HCD office the collection and analysis of such data.

4. Develop and maintain sectoral working groups with key institutions -- work with institutional staff to assess staff training needs and to set parameters for USAID-funded training assistance.
5. Develop a good understanding of the sectoral HRD constraints, key institutions, and the target beneficiaries of USAID's interest in the sector in order to draft a "human resources development" strategy.
6. Draft a "HRD" strategy that (1) defines training priorities both in training institutions and in the sector at large, (2) details a program for strengthening the management, marketing and technical competencies of key sectoral institutions or groups and (3) recommends levels and types of training interventions to help USAID achieve its sectoral targets.
7. Develop strong collegial relationships with counterparts in Malian training community and institutions, current private sector users of private training institutions, and as broad a number of private sector groups as possible.
8. Collect information and data for the annual training plan from the different projects and submit it to the HCD Unit in an agreed-upon form.
9. Provide guidance to contractors on training activities, draft scopes of work and coordinate technical assistance for needs assessments, diagnostic studies, curriculum design, course preparation and implementation, and training evaluations.
10. Design (in technical collaboration with the HCD Unit) evaluation instruments to be administered to returned participants.
11. Coordinate recruitment and selection for overseas training candidates.
12. Plan, organize and manage funds from the HRDA and perhaps ATLAS Projects to meet strategic objectives and develop key indicators for assessment of training impact

Expansion of Training Assistant Position Description

The following new, or expanded responsibilities can be included:

- With input from other staff and returned participants, draft information documents such as pre-departure orientation materials, brochures describing ATLAS and HRDA, newsletters, etc. Using desktop publishing software, prepare copy for printing in-house and/or ready it for an outside printer.

- Maintaining the Participant Training Management System and, eventually, supervise the input of data into the system by the Training Clerk. Provide basic training in PTMS to other staff (project assistants, contractors, etc) as required. Download data for quarterly transmission to AID/W and produce PTMS reports as required, particularly in preparation for semi-annual PIRs, the CP, and API.
- Use PTMS to track funds earmarked for HRDA PIO/Ps and training-related PIO/Ts. Provide the TS with quarterly reports listing each PIO/P, the amount obligated, and the current status of the PIO/P (active or completed).
- Track processing steps for ATLAS Fellows, for HRDA public sector participants, and HRDA private sector participants (funded outside the Africare Grant.) Maintain a calendar of important steps and important dates for each participant (or group of participants) selected for training. Advise others responsible for processing actions of relevant deadlines and requirements.
- Seek out and maintain information about third-country training facilities. Write to the institutions listed in the AMEX report and request up-to-date information on course schedules and costs. If the Global Training Information (GTI) system is available, use the query capabilities to identify other institutions in the region and send similar letters to them. Once information becomes available, develop a filing or database system for organizing it.
- Set up and maintain a filing system for US based training for potential ATLAS and HRDA candidates. The system can also be maintained in areas related to the Mission's other projects and strategic objectives.
- Use PTMS and course information to respond to inquiries about participants, and available courses.
- Monitor progress of ATLAS Fellows in training by reviewing AETRs and maintaining contact with AAI. Report on academic progress to relevant USAID staff, employing institutions, and host government. Report academic or other problems, especially those that could lead to a request for an extension, immediately to the Training Specialist. (For this responsibility, the TA may first need some training in understanding and interpreting AETRs, since the TS studied in the U.S. she will be able to familiarize the TA with AETRs during an initial 3-6 month period.)

Impact Monitoring and Evaluation

Monitoring Plan

from USAID/ZAMBIA: HRDA IMPACT MONITORING PLAN, Felipe Tejada, Elizabeth Torrey, and Melanie Sanders-Smith, January 1995.

The purpose of this plan is to provide guidance for regular and systematic monitoring that highlights critical information needed by decision makers and project managers, USAID/Zambia staff, local training providers, GRZ officials and project committee members. The information is intended to facilitate well-informed decisions about policies, implementation, and management at any given point during the HRD project.

The design for the monitoring plan was based on (1) the scope of work (SOW) for the HRDA Washington team, (2) the logical framework (logframe) used widely throughout USAID for designing and evaluating project assistance, and (3) the Africa's Bureau training impact methodology presented in the previous section. The team found that monitoring of HRD is occurring at several levels of project management, yet it is not systematically conducted nor documented. This plan recommends refinements, and some additions, that will standardize and add focus to collecting, analyzing, and reporting HRD's monitoring data.

The key characteristics of the plan are:

- **User-driven:** the plan was developed after the HRDA Washington team's discussions with those who will use the data resulting from this effort. The plan is intended to respond to their issues and concerns about the project, as well as focus data collection, analysis, and reporting on key issues. The plan does not recommend collecting any data for which there is no clearly defined use.
- **Built on existing systems:** the plan introduces few additional tasks and instruments, maximizing on those that already exist and coordinating with the Mission's PTMS database and standard USAID reporting requirements. Most new tasks will be performed by a local impact monitoring contractor to be identified by USAID/Zambia in the near future.

The main components of the plan include:

- Delineation of the end-users of the information and the key issues that concern them.
- Clarification of the project goal and purpose.
- Identification of leading indicators related to project management, workshop content and delivery, training impact, and contribution to the Mission's overall goal.

- Guidance on data collection as well as draft instruments for measuring training impact.
- Recommendations for analyzing, reporting, and giving feedback on monitoring data.

The plan is tailored-designed for the HRD project. Therefore, the issues and instruments relate specifically to monitoring and evaluating in-country, short-term training that targets SMEs. Virtually all HRDA-funded training in USAID/Zambia currently fits this description. However, the general approach could be applied more broadly for other projects in USAID/Zambia or other Missions.

The plan is also limited in its ability to measure progress toward previously established targets, traditionally found in the project logframe or in the signed contract. This is not possible, however, because no logframe was required or drafted in the early stages of the HRD Project. Several attempts have been made to develop a logframe in retrospect — one by CAU in early 1994 and one by the HRDA Washington team in late 1994 — but neither draft includes targets or objectively verifiable indicators. Furthermore, the current Cooperative Agreement with CAU does not specify expected outputs from the training — either in quality or quantity — or the indicators of impact. Neither does it have implementation targets or timetables. However, while there are no standards against which to measure progress and accomplishments, descriptive and analytical data derived from this plan will give end-users a sense of the project's successes and failures.

Information Framework

Information Users

The main users of the information generated from this impact monitoring plan and their need for information are outlined in the following table.

INFORMATION USERS

| INFORMATION USERS | INFORMATION USE |
|-----------------------------|--|
| USAID/Z Senior Management | Policy making and funding decisions |
| USAID/Z Project Officer | Project direction and management |
| CAU/Atlanta | Project direction and management |
| CAU/Lusaka | Project direction and implementation |
| Project Executive Committee | Policy making and project direction |
| Training Subcommittee | Project direction and implementation |
| Training Providers | Workshop design and delivery |
| USAID/Washington, AMEX/CAII | HRDA program implementation and evaluation methodology |

HRD Project Goal, Purpose, Outputs and Inputs

To effectively manage, monitor, and evaluate a USAID project, it is important to be clear about contractual requirements and expected results. Identifying the goal and end-of-project status (EOPS) was the first challenge faced by the HRDA Washington team. In reviewing HRD project documents from the past few years, the team found a number of goal and purpose statements. They varied by content and level of specificity, with the most consistency among the goal statements. Some purpose statements tended to be more at the level of a goal (a higher purpose), while some were at a lower level and were characteristic of project outputs (e.g., the activities of the project).

In meetings with the USAID/HRDO and CAU/Lusaka's Project Implementation Officer, as well as meetings with USAID's General Development and Program Officers, the following statements were agreed upon:

HRD Goal: *Market-oriented economy established with broad participation.*

HRD Purpose: *Increased productivity and growth among existing SMEs in the formal private sector.*

It is important that the goal and purpose statements remain fixed throughout the remainder of the project, as consistent standards are imperative to monitoring and evaluating the project.

To facilitate the design and implementation of the monitoring plan, the HRDA Washington team attempted to draft a new project logframe, stating the goal, purpose, outputs, and inputs as well as indicators for determining whether the project was on target in these areas. This

effort was impeded by a number of issues that the team was unable to resolve during their limited time in-country and by their scope of work. The effort is documented in Annex E, which is accompanied by guidance for writing and interpreting a logframe, and a discussion of the issues encountered by the team. This may prove enlightening to any future effort to develop a logframe for the HRD project.

Priority Issues

With the aim of developing a monitoring plan that would be useful and focused, the HRDA Washington team first identified the most critical issues facing those who must make policy decisions about HRD and those who manage it from day-to-day. This was done through interviews and document reviews. The issues were prioritized and organized around the team's SOW, which included the following categories: project management, workshops, project impact, and the project's relationship to the CPSP. For each of the issues, criteria and instruments were identified that would help address them, as well as monitoring concerns.

For example, the table below addresses the second task of the team's SOW and is related to project management, or in logframe terminology "project inputs." The first "priority question" in this area is whether CAU implementation is on target, with the "possible criteria" being (1) actual versus planned activities, and (2) actual versus planned expenditures. Information to answer this question ("data source") should be included in the CAU Quarterly Report. "Issues and concerns" were identified either by the team or by the end-users, and they relate both to current practices and challenges that will be faced in project monitoring.

Data Collection

This section covers all aspects of the HRD project — project inputs, outputs, purpose, goal — with primary attention given to collecting data on the project purpose.

Input Level

Collecting data on HRD at the input level — project management — generally involves informal assessments of management activities and performance of CAU, the project committees, and USAID.

CAU should be responsible for collecting information on CAU's (a) projected and actual implementation schedule and (b) projected and actual project expenditures, as well as the committees' (c) Terms of Reference, (d) membership selection criteria, (e) contact with CAU, and (f) meeting schedule.

USAID/Zambia should collect information and report on the following key issues: (a) adherence to the CAU Cooperative Agreement, (b) Mission approval and feedback on CAU activities and

reports, (c) Mission management's contact with the project, and (d) the Mission's reporting to USAID/Washington.

Output Level

Data collection on project outputs — workshops and IEC — should continue to be the responsibility of CAU. The focus of the data collection should be on: (a) qualifications of the trainers, (b) design and content of the workshops, (c) achievement of workshop objectives, and (d) IEC activities.

CAU will rely on Workshop Questionnaires and the Training Providers' Reports to prepare CAU Workshop Reports and CAU Quarterly Reports that document project outputs.

Purpose Level

Primary responsibility for collecting data on the project purpose — achieving impact — should be assigned to the local impact monitoring contractor, that is to be selected by the Mission. The contractor also will rely on data collected by CAU in the Pre-Workshop Questionnaire and the Workshop Questionnaire.

The HRDA Washington team recommends using three standard data collection methods to ascertain training impact:

- Intermediate Method - using self-administered questionnaires distributed to all project participants, and contractor-administered focus groups with purposely selected participants.
- Case Study Method - detailed follow-up interviews with selected participants and other key informants, at several points in time.
- Secondary Method - using existing USAID data, such as PTMS reports.

The questions regarding preconditions to impact and impact are based on the table below, "Table of Indicators for Assessing In-country SME Training Workshops Over Time." To complete the table, the HRDA Washington team reviewed the workshop objectives, with the exception of two workshops (MIS and Human Resources) that were not included in CAU's April 1994 Strategic Planning Document.

The team had limited information to complete the table, and recommends that CAU carefully review and refine it. The questionnaire must then be revised accordingly. This will assist CAU in implementing the training plan for the remainder of their Cooperative Agreement, and will provide USAID with the assurance they are seeking that the workshops are, in theory at least, linked to significant sectoral indicators (i.e., revenues and investments).

The table represents the team's attempt to link the workshop objectives to the sectoral impact indicators (increased revenues and increased investments) by inferring what actions and impact

would have to occur to move from one stage to another. So, for example, with the marketing workshops, trainees should acquire new marketing skills (indicating increased capacity of the trainee) that they would then apply to their work by developing a marketing strategy (improved performance of the trainee). A marketing strategy should then result in the firm seeking new markets (improved performance of firm) and hopefully expand the client base locally, nationally or internationally (impact on firm). In turn, this should result in increased revenues (sectoral impact).

The indicators listed in each column of the table were converted into questions that are found on the Post-training Impact Questionnaire. The questionnaire also includes questions that will indicate the internal and external factors constraining or contributing to impact, as well as attribution and criticality. All questions were based on the Issues Table, except those regarding biographical data.

Most questions can be easily coded, tabulated and cross-tabulated, with the exception of a few open-ended questions. The open-ended questions need not be coded, but can form a pool of examples and can be cited as quotes.

D R A F T
**TABLE OF INDICATORS FOR ASSESSING
 IN-COUNTRY SME TRAINING WORKSHOPS OVER TIME**

| PRECONDITIONS TO IMPACT | | | IMPACT | |
|--|--|--|--|---|
| INCREASED CAPACITY OF TRAINEE --> (Acquisition of skills, knowledge, attitudes, contacts) | IMPROVED PERFORMANCE OF TRAINEE --> (Application of Training) (Primary expected application) | IMPROVED PERFORMANCE OF INSTITUTION --> (Primary expected change) | INSTITUTIONAL IMPACT --> | SECTORAL IMPACT |
| New skills in business planning and basic finance | Prepared book of accounts Prepared business plan | Improved financial analysis and management Used plan to apply for loan and/or to guide business decisions | Made more informed decisions Accessed credit | Increased Revenues Increased Investments |
| New skills in marketing | Developed marketing strategy | Approached new markets | Expanded client base locally, nationally, and/or internationally | |
| New skills in business contracting | Prepared tender | Increased quantity/quality of tenders | Awarded more contracts | |
| New skills in management information systems | TBD (course objectives not available) | TBD | TBD | |
| New skills in design and productivity improvement and TQM | Introduced quality control techniques | Improved quality of products | Sold more products | |
| New skills in production management | Introduced improvements to production management | Increased production | Sold more products | |
| New skills in accounting and finance | Improved record keeping and accounting | Improved financial management | Made more informed decisions | |
| New skills in human resources management | TBD | TBD | TBD | |
| TIMETABLE | | | | |
| By the end of the workshop | Within 3 months of workshop | | Within 1 - 3 years | |

Goal Level

There is no need for HRD to conduct on-going monitoring of the project goal, since HRD is only one of the Mission's projects contributing to this goal. However, each PIR should document the following, which are related to the goal-level issues identified by the key information users:

- Human resources is a priority constraint in Zambia's development (as verified in the CPSP).
- The targeted groups are receiving training (as indicated in the Annual Training Plan and verified by PTMS reports).
- The project goal is tied to CPSP subgoal #1.
- Project outputs and purpose indicators are quantitatively and/or qualitatively significant in terms of the potential impact on private sector development.
- There is a plausible link between the workshops and the goal of HRD.
- HRD activities complement other USAID/Zambia activities.

The text, once agreed upon by USAID managers, should remain constant throughout the PIRs.

Impact Evaluation

*from USAID/SENEGAL: IMPACT ASSESSMENT OF PARTICIPANT TRAINING,
Andrew Gilboy, Donald Hart, Boubacar Leye, and Ousmane Ndao, September
1995.*

For the purpose of this study, **development impact** is defined as

*change inspired by training which has led to
improvements in sectors of strategic interest to USAID.*

METHODOLOGY

Approach and Framework

Impact assessments conducted by development agencies typically lack three critical elements in determining whether skills were acquired: a) baseline data upon which a trainee's skill change can be measured; b) control groups of peers to use for comparison; and, c) follow-up surveys of supervisors to examine trainee increases in skills and knowledge. More often than not, evaluators must resort to participant self-assessments in judging whether critical training outputs were achieved.

To resolve these constraints in measuring development impact from training, the Team followed an impact evaluation methodology, originated by Donald L. Kirkpatrick, that is being refined by human resources evaluation experts at AMEX International.

Summarily stated, it traces impact from training at four levels:

- (1) *Reaction* - the trainee's impression of the program; to a great degree the level of satisfaction with the course, trainer, pace of instruction, content and materials;
- (2) *Learning* - the acquisition of skills and knowledge from the training;
- (3) *Performance* - the behavior of the trainee on the job following training;
- (4) *Results* - changes that the trainee's performance brought to the organization in efficiency, productivity or profitability.

Change attributed to training at Levels 2, 3 or 4 is *impact*.

The Survey

Data collection proceeded by three means: individual interviews, group interviews, and

focus groups. Time would not permit over 100 interviews, and the target population comprised approximately 1,200 former participants trained since 1961. The heterogeneity of this population argued against using non-stratified random sampling, since the data obtained from 100 interviews could not be easily analyzed in terms of project objectives, historical periods, or institutions.

The survey population was predominately masculine and overwhelmingly from the public sector. Eighteen of the 100 participants interviewed were female and only seven came from the private, for-profit sector. Participants came largely from two sectors in which USAID has been active for many years: agriculture (including environment and natural resources) and health. The geographic reach of the survey was constrained principally by time. Eighty-one percent of the interviews were held in Dakar, 10 percent in Kaolack and 9 percent in Bambey. The Team also held three focus groups and three group interviews.

The nature and scope of the present task order did not permit rigorous random sampling of the target population or fully representative stratification of the population. One cannot assume, therefore, that the data presented are statistically representative of the whole target population.

Measuring Impact: the Kirkpatrick Model

Largely through its institutional contractors, USAID has essayed various means to assess the impact of its investment in training. While some of the means proposed reveal considerable insight, none has established itself firmly in the minds of project officers or other development professionals intimately involved in human resources activities. To address this subject of primary importance to USAID, human resources and management experts at AMEX International are urging adoption of a proven corporate evaluation model. Known as the "Kirkpatrick Model" after its author,¹ the methodology suggests that impact from training is subject to evaluation at four levels. These levels are:

- Level 1: *Reaction*
- Level 2: *Learning*
- Level 3: *Behavior (Performance)*
- Level 4: *Results*

We offer below a brief description with examples of each level and indicate the questions from the survey instrument which address illustrative levels.

¹ Donald Kirkpatrick first outlined the model in a 1959 article at the University of Wisconsin. Since then he has published several papers on the subject in *Training and Development*, the journal of the American Society for Training and Development. Recently, Mr. Kirkpatrick published his first book, *Evaluating Training Programs: the Four Levels*, (San Francisco: Berrett-Koehler, 1994).

LEVEL 1: REACTION

This level simply appraises the trainee's reaction to the training program: is the trainer competent, are the facilities adequate, are the subject matter and pace of teaching acceptable? Much of what in USAID is called "monitoring of training" occurs at this level. Reaction is important, because satisfaction is a condition for effective learning. In the questionnaire for this research, we inquired about the level of the participant's satisfaction with his or her program.

Example: Reaction

A company sends its staff of accounting clerks to a three-week course to learn financial software. The employer monitors reaction to the course after the first few days and upon completion. Early signs of dissatisfaction might point to weaknesses that can be quickly rectified. Dissatisfaction compromises learning.

LEVEL 2: LEARNING

Training is used to transfer knowledge, build skills, or change attitudes. In order for training to be successful, learning must occur. Learning can and should be tested. Normally the training provider should have first-line responsibility for demonstrating each trainee's absorption of the subject taught; the employer should also seek to evaluate what a trainee has learned. Our questionnaire addresses Level 2 directly through a grounded analysis inquiry into what useful knowledge the participant acquired during training.

Example: Learning

The employer presumably enjoys the right to ask the training provider to test the learning of the trainees. Can they use the software? Are they now able to do journal entries, conduct trial balances, provide balance sheets and P & L statements on the computer? Such testing is not meant to grade trainees but to know if the course has achieved its objectives.

LEVEL 3: BEHAVIOR OR PERFORMANCE

The first evidence of the payoff of training is lodged in new behavior of the trainee. In what fashion has the trainee applied the acquired skills or knowledge on the job? We are not asking questions at this point about the benefits from training accruing to the trainee's firm or organization; we are exploring whether training has induced any behavior changes. The applicable question in our survey (No. 83) asked that each participant give a concrete example of how training changed performance.

Example: Behavior/Performance

When trainees return, their employers will want to see evidence of improved performance, in this case a certain mastery of specific computer software designed for accounting. The employer will also want to see increased efficiency of the accounting staff. Are bookkeeping operations now computerized? Are individuals getting out their financial reports more quickly? More accurately?

LEVEL 4: RESULTS

When we disclose measurable benefits to a business or organization resulting directly from training, we have traveled the path of impact as far as circumstances normally allow. At this level, we show that the new performance of a trainee or group of trainees has improved the efficiency, productivity, or profitability of a business or institution. Usually this is the final level of payoff for training, for once we venture beyond an organization to a sector, or nation, many variables impede attributing a given change to the training intervention alone. In the survey instrument, participants were asked to supply one or more specific, preferably measurable, examples of how some benefit accrued to their organizations as a result of their improved skills, knowledge or attitudes directly induced by the USAID-sponsored training.

Example: Results

The employer will want to assess, formally or otherwise, whether the performance of the individual bookkeepers and accountants, improved through training, has translated into measurable benefits for the institution. Are customer invoices sent out more quickly and tracked more efficiently, resulting in earlier payments which ease cash flow constraints? Is the accounting department able to produce accurate, more comprehensive reports enabling management to plan and maximize the organization's financial and human resources? Are waste and corruption better controlled? Are the quantifiable gains to the business as a direct result of the training greater than the costs of the training?

Level 4 evaluations (results) are often either ignored or, curiously, put forth as the sole valid measurement of the training program. Both approaches are wrong. To disregard Level 4 is to overlook the highest potential payoff of training. On the other hand, to judge the success of a training program exclusively by the benefits it has brought to the trainee's employing institution is to slight the benefits of training at all other levels and to risk judging as a failure training which has achieved its objectives. If, for example, five civil servants were sent to learn wordprocessing but returned to their workplace to find no operational computers, the training cannot be held to blame for either lack of performance or absence of results. (The management of the training would be, however, faulty, in that effective planning for training should evaluate the needs and capacity of institutions targeted for strengthening.)

Donor agencies, and USAID in particular, strive to report successes at the highest level of impact. The present research has sought to disclose such successes where they can be accurately described by return participants. In using the Kirkpatrick model, we have also ensured that the successes of training are reported at the levels of learning and performance. It remains the primary challenge of the donor agency to establish the best possible conditions for allowing the performance of return participants to boost organizational results.

USAID is also responsible for reporting on the impact of its interventions at the level of sectoral or even national goals. Such reporting, for projects and non-project assistance, is

fraught with issues of causality and attribution, and the logical framework exercise recognizes these issues. The same applies to training. It is often difficult enough to track the direct effect of a training program on an organization; except in rare instances, one should despair of attributing broad sectoral gains to training. To do so, even with the best intentions, does training a disservice; for the logical converse is to blame training as ineffectual when losses occur.

The impact of training is revealed through convincing evidence, not absolute proof. The Kirkpatrick model, adopted by AMEX International for this assessment, offers a cogent sequence for disclosing evidence at levels of increasingly significant meaning for development programs.

Another Model for Measuring Training Impact

*from USAID/ZIMBABWE: INTERIM EVALUATION OF THE ZIMBABWE
MANPOWER DEVELOPMENT PROJECT, Harry Petrequin, Neil Currie, and
Gloria Ndoro-Mkombachototo, April 1995.*

Training effectiveness is measured by how well the training achieves desired results. Different measures of impact at the individual level are available. One set of data is being collected by the prime contractor which compares pre and post training competency. This assumes that all participants are owner/managers, which has not been the case in the first series of in-country training. The follow-up business interview coupled with some technical advice is more useful in evaluating impact on the business. Measuring both the impact on the individual participant and on the institution (SME) is necessary, and the system being used by the prime contractor will improve the measurement of impact that is, the benefits of training. This proof of results will be needed to strengthen the emerging SME training industry.

The base line data survey of 4,000 SME's will provide information, but it is not certain how many of the SMEs contacted will continue to represent ZIMMAN II targets. Another measure is the results of the interviews conducted by the Assessment Team, and another in the reports from sub-contractors in Zimbabwe and the USA.

In general the participants have given the courses they attended a resounding thumbs up. ZIMMAN II training has opened the eyes of the vast majority of its participants and improved their ability to perform both managerial and technical tasks. In the absence of base line data, the following chart presents a model for evaluating (not measuring) impact on the individual, the sector, and the institutional level:

| IMPACT ASSESSMENT THEORETICAL MODEL | | | | | |
|--|-----------------|----------|-----|------|---------|
| IMPACT FACTORS | LEVEL OF IMPACT | | | | RANKING |
| | High | Moderate | Low | None | |
| 1. CONTRIBUTION TO | | | | | |
| a CPSP Objectives | | | | | |
| b ZIMMAN II Objectives | | | | | |
| c Sector/Institution | | | | | |
| 2. RELEVANCE TO | | | | | |
| a Participant's job | | | | | |
| b Institutional needs | | | | | |
| 3. APPROPRIATENESS TO culture, technology or institution | | | | | |
| 4. MULTIPLIER EFFECT | | | | | |
| 5. FOLLOW-UP SUPPORT | | | | | |

The overall ranking of each program would be used in a cost/effectiveness matrix found in the following section of this paper to make project decisions.

Following is a brief description of the five factors.

Contribution - In general the contribution to the CPSP, ZIMMAN II and institutional goals of the training offered thus far is subjective. Project indicators such as increased employment, exports, competitiveness and productivity are not available. The training that demonstrates the highest contribution is the Entrepreneur International, but it has not been linked to the CPSP sectors, perhaps indicating that these sectors are too narrowly defined. The highest contribution to a local institution is the long term U.S. participant training for the University of Zimbabwe.

Relevance - Note that the relevance to the participant implies that course design and participant screening matched. This is most frequently a problem when the design is done by individuals who have limited understanding of participant needs, or the screening is done without appropriate understanding of the design. Customized training is generally more relevant than off-the-shelf as long as the screening is appropriate. E.I. design for example is done in the U.S. by individuals with limited understanding of SME operations in Africa

or the U.S. Added effort from the participant, past participants and SME training specialists is necessary to approve design. The prime contractor's in-country training experiences in 1993-94 show that the best customized materials lose impact when participants are not screened to match the design.

Appropriateness - training which is designed for other cultures and needs, such as short term, off the shelf training in the U.S. or other regions, is generally less appropriate than training which has been successfully tested locally. In-country, customized training is generally more appropriate for individual, technical and institutional impact. An example of highly appropriate training is the small grant to the CCZ to do short workshops around the country. The Grant to the IBDC/ZBCA used volunteers from the UK because of building codes and customs much closer to those of Zimbabwe than the U.S. Participants and reports on the MSI Small Business Counsellor Workshop indicate that impact fell short due to factors of relevance to participant needs and appropriateness to the cultures and institutions represented.

Multiplier effect - the impact on individuals is most valuable when those individuals influence the opinions and behaviors of others. Identification and development of leaders or "agents of change" in all phases of training is a key to multiplication of the benefits. Some EI participants have made presentations to their associations and have shared contacts and lessons learned. The use of past participants as "showcase" businesses, or to take participants on field trips to see how others are putting the training to work, multiplies the impact. Training of trainers or developing alternative learning methodologies which allow SMEs to learn at their own pace at low cost are examples of a multiplier effect. The prime contractor reports that it expects to multiply the effects of its micro enterprise training by printing and distributing course materials for the Service Miller course to NGO's around the country. At the same time, we have learned that a great deal of information, educational and technical materials are already available in other areas, such as horticulture, but they don't seem to be making a difference. Another multiplier activity which the prime contractor has begun is building all of the components of a SME training product which are expected to spawn an industry. The Assessment Team did not find sufficient data in reports or interviews to substantiate or invalidate the assumption that the investment in this specific multiplier effect is sustainable without long term subsidies.

Follow - on activities - Training is a continuous process and it is most important that the participant find support and motivation to put new skills to work and keep learning. This is even more important for the owner/manager of an SME who may not have developed an appreciation for, or an ability to learn, doesn't work in a sophisticated environment with specialists in different departments, doesn't share ideas or opinions with his peers, etc.

Part of this problem is addressed by the prime contractor's introduction of the business simulation in the courses and the emphasis on competencies in the training programs. The SME itself is an institution, and needs to be developed as such.

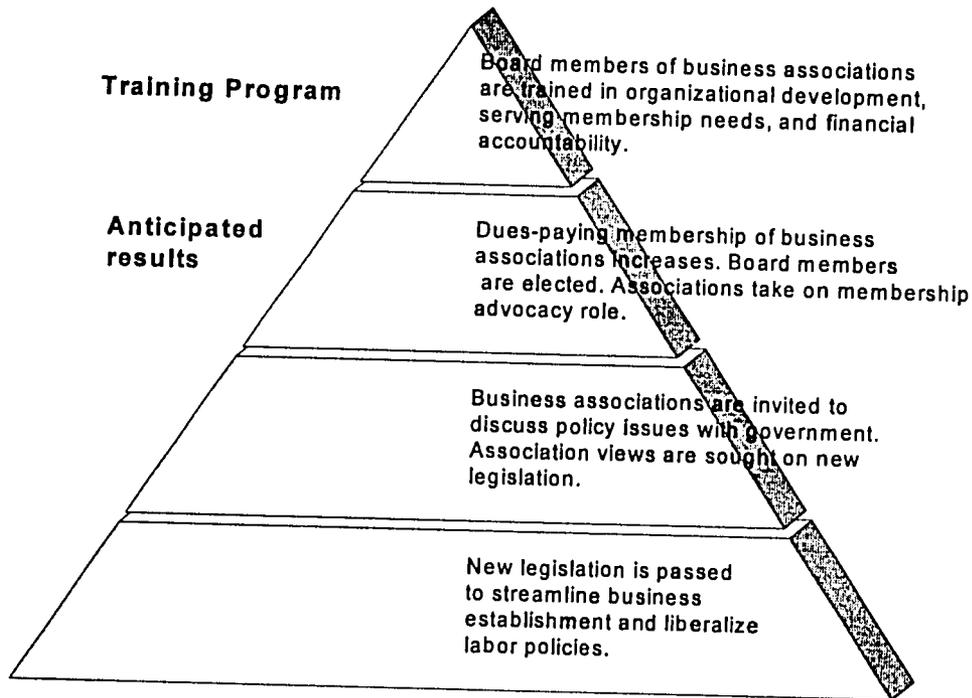
Linkages between ZIMMAN II and other institutions that support the SME owner/manager have been slow to develop. The PSAB had representatives of business associations, and they have failed to take full advantage of the opportunities that ZIMMAN II offers to their members. Some of the members of the PSAB are anxious to renew their relationship with ZIMMAN II in some constructive fashion. The linkage to the GOZ through the Ministry of Higher Education had institutional strengthening and follow-up support potential in the initial stages, but that is no longer valid. A shift to the Ministry of Commerce and Industry will open up opportunities to approach that Ministry and other relevant Ministries with the objective of building an institutional capacity to support ZIMMAN II skills training, policy dialogue and regulatory efficiency goals.

NGO support is an alternative approach to providing a continuing learning and support for SME owner/managers. Outreach under ZIMMAN II has been effective in helping train NGO managers and trainers in management and technical skills, as well as managing grants needed to better serve their targets. Efforts in the prime contractor program of work indicate that these activities will continue.

The use of grants to local institutions allows them to learn by doing. The lessons learned from a limited use of grants to local institutions (a two year grant to IBDC/ZBCA, and a sub-grant to the African Holistic Resources Management Center) and the fact that other donors have grants agreements with ZIMMAN II target institutions, such as CZI, ZNCC, and ZIC, indicate that there may be opportunities to help build institutional capacity as originally designed in the prime contractor's contract. The success of volunteers has been mixed in support of associations and NGO's. Reports during interviews indicate that Peace Corps Volunteers are working out well in support of SME in ZNCC and ZIC offices in Bulawayo and Mutare.

Other institutional follow-up activities were mentioned in the interviews with EI participants who would like to share their experiences, successes and problems with other EI, USAID, AED, and GOZ officials.

From training materials developed for the G/HCD/FSTA FSN Enhancement Workshop in El Salvador.



Three board members from 9 business associations with over 50 members each were selected to attend a two-week training program on OD development in 1990. Additional training was provided in a series of ten one-day seminars in 1991.

It is now 1995 and USAID's 15 million private sector promotion program and project will soon be evaluated.

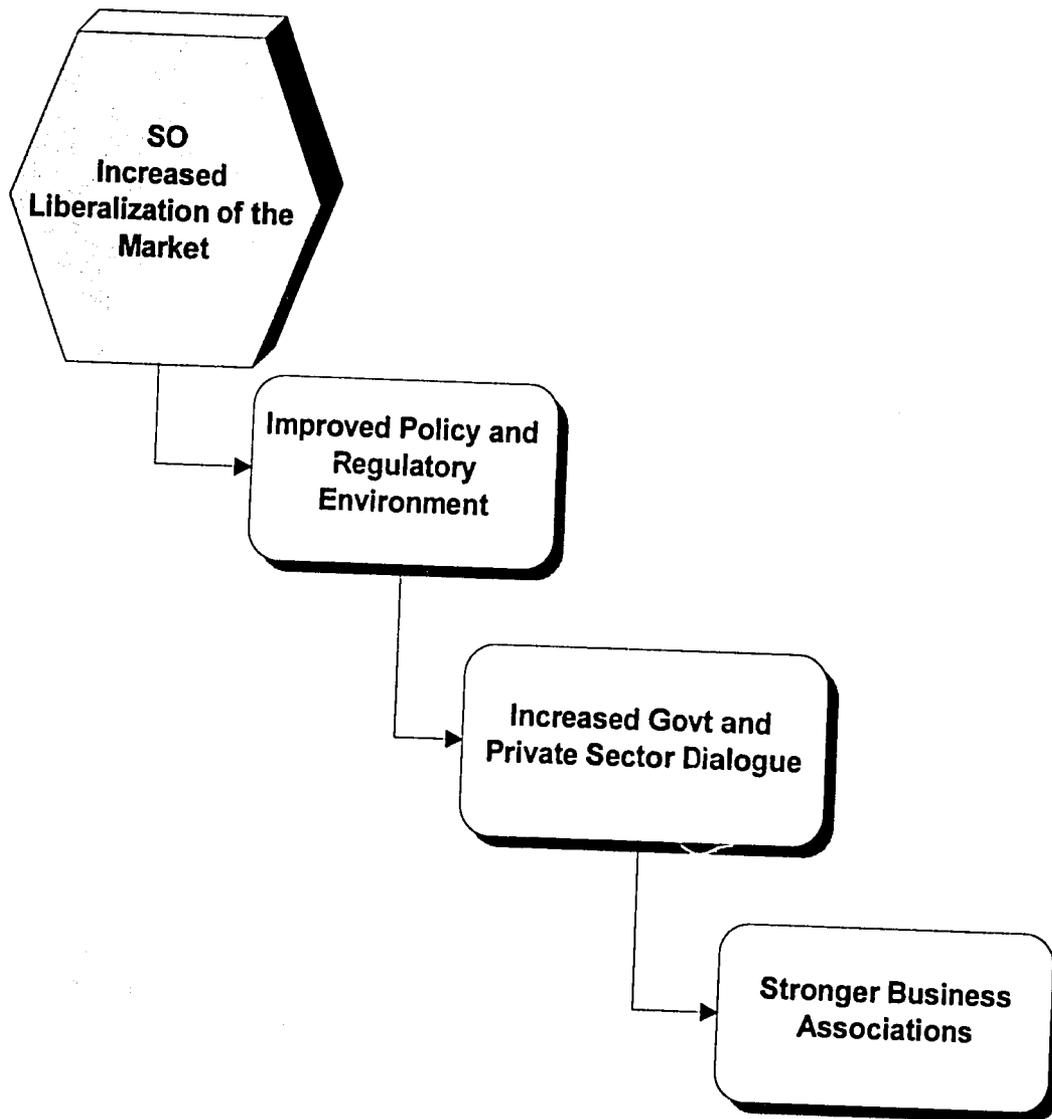
One of the questions evaluators have to answer is :

"What effect did the training of business association board members have on improving the policy and regulatory environment?"

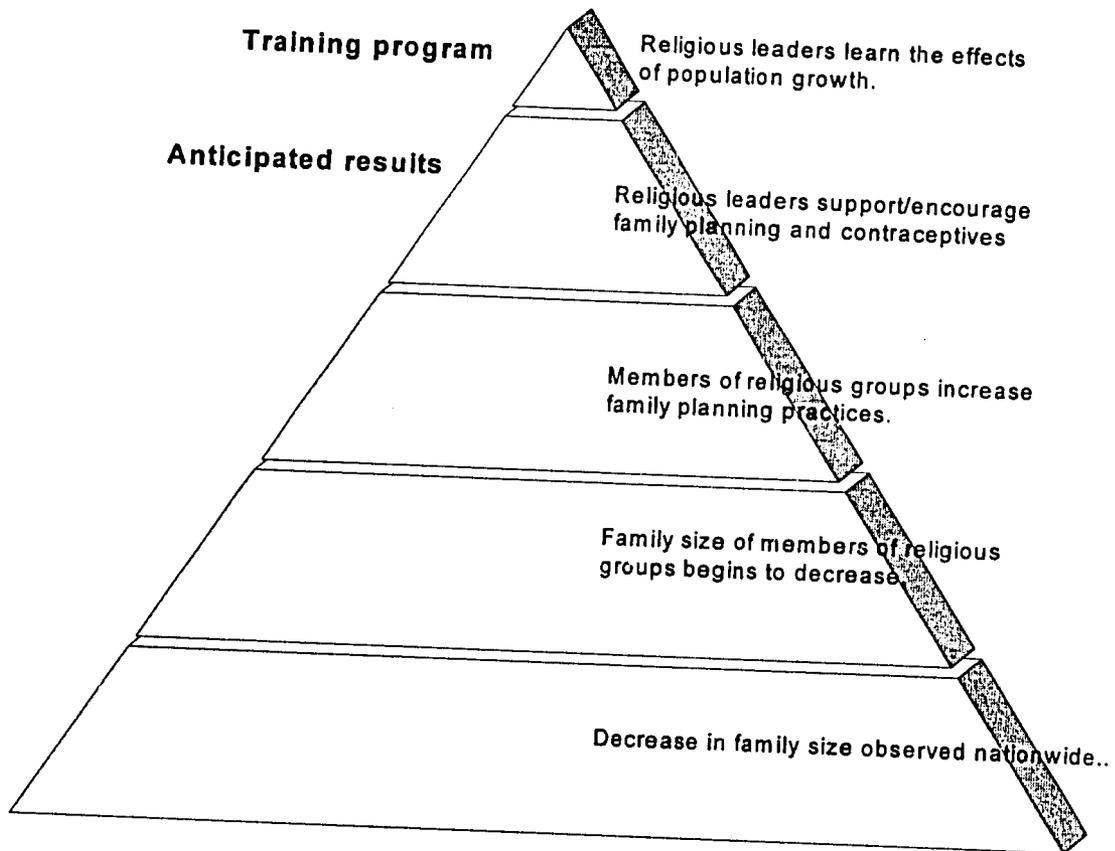
1. What questions could evaluators ask to assess the impact of training business association board members on changes in the policy and regulatory environment?

2. What data would you need to respond to the questions you listed in #1?

3. If we can show that the top and the bottom of the pyramid above are true, can we say that the training (the top) was responsible for the new legislation (the bottom)? Why or why not?



Sample Strategic Objective and Support Rationale
– Will training be required to
strengthen business associations?

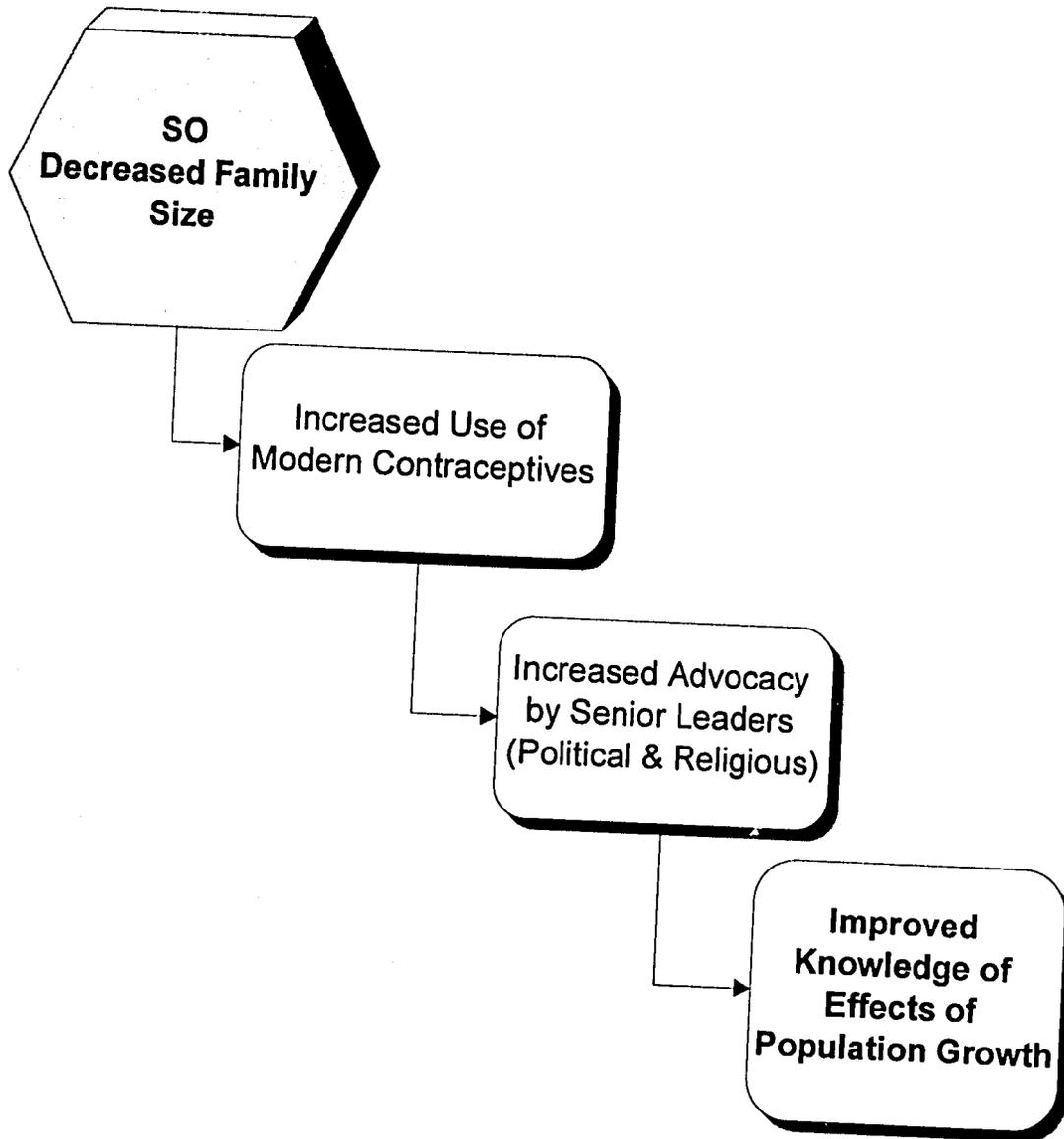


200 religious leaders in three provinces in northern Docna participated in 50 hours of instruction in the effects of population growth and the benefits of family planning. Over 75% of those who received training promised to actively promote family planning among their congregations.

Six months have passed since the training ended.
You want to evaluate the impact of this training program.

1. What can be evaluated?
2. What data is required?
3. List three key questions to be included in the evaluation.

prepared by L. Denakpo, AMEX International, Inc.



Sample Strategic Objective and Support Rationale
-- Will training be required to
improve knowledge of effects of population growth?

EVALUATION MATRIX

| Levels (Kirkpatrick) | What might be measured? | What are the sources of data? | How should data be collected? | What are the potential problems? |
|--|-------------------------|-------------------------------|-------------------------------|----------------------------------|
| 1. Trainee reactions to the course | | | | |
| 2. Trainee learning <ul style="list-style-type: none"> ● Knowledge ● Skills ● Attitudes | | | | |
| 3. Trainee behavior on the job | | | | |
| 4. Organizational results | | | | |

from ASTD Trainer's Toolkit: Evaluation Instruments, "Evaluation Techniques that Work" by Herman Birbrauer

Strategic Objective: increased value of Tree Production

Target: Increased Conservation of Trees

Training Program Objective: Train primary school teachers to emphasize tree conservation as part of environmental protection lessons in primary school

Key Assumption: students who learn about tree conservation in school will practice tree conservation as adults

| DURING TRAINING PROGRAM DESIGN | DURING TRAINING AND FOLLOW-ON | MAKING ARRANGEMENTS FOR AN EVALUATION |
|--|---|--|
| Develop a learning outcome: | Strategy to monitor learning: | Is an evaluation necessary? Why or why not? |
| Develop an application-oriented outcome: | Strategy to monitor performance: | What will you measure or gather information about? |
| Construct an impact indicator: | Strategy to monitor workplace/institutional change: | Who will evaluate? Will stakeholders be involved? |
| What data should be collected? | | Who will develop the SOW and budget? |
| | | Who will oversee the evaluation activity? |

Strategic Objective: Increased Value of Tree Production

Target: Increased Conservation of Trees

Training Program Objective: Train women in the use of alternate technology stoves using compost instead of firewood

Key Assumption: Women will use alternate energy instead of time-consuming collection of firewood

| DURING TRAINING PROGRAM DESIGN | DURING TRAINING AND FOLLOW-ON | MAKING ARRANGEMENTS FOR AN EVALUATION |
|--|---|--|
| Develop a learning outcome: | Strategy to monitor learning: | Is an evaluation necessary? Why or why not? |
| Develop an application-oriented outcome: | Strategy to monitor performance: | What will you measure or gather information about? |
| Construct an impact indicator: | Strategy to monitor workplace/institutional change: | Who will evaluate? Will stakeholders be involved? |
| What data should be collected? | | Who will develop the SOW and budget? |
| | | Who will oversee the evaluation activity? |

PERSONAL PLANNING FOR CONTRIBUTING TO EVALUATIONS

| LIST ACTIVITIES/PROGRAMS TO BE EVALUATED IN NEXT TWO YEARS | LIST YOUR CONTRIBUTION TO EVALUATION PLANNING AND IMPLEMENTATION | LIST RESOURCES YOU NEED TO MAKE THESE CONTRIBUTIONS AND TIME FRAME FOR GETTING RESOURCES |
|--|--|--|
| 1. | | |
| 2. | | |
| 3. | | |

What questions about your Mission's evaluation activities do you have? List them on the back of this page and make plans to seek answers from Mission staff in the next two weeks.