

**Central and Eastern Europe
and New Independent States**

Training Program Impact

Fiscal Year 1998

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Section I: Introduction

The Model

The ENI monitoring and evaluation process addresses both the process and impact of the various training activities in the Bureau. Monitoring of the training process is achieved through the maintenance and analysis of a comprehensive database on all participants during and after training. Biographical and basic program data is collected from the biographical and application forms. The participants' assessment of program management, procedures, and quality is gathered using Exit Questionnaires administered at the end of the training program and a limited number of site visits. Impact data are collected through in-country interviews of a sample of returnees using an impact assessment protocol.

The entire monitoring and evaluation process was reformed in 1997–1998 as a result of the new GTD implementation contracts in the region, a revised SOW for the monitoring/evaluation contract, and re-engineering in USAID. The three contractors—AED, World Learning, and Aguirre International—revised the instruments and the procedures for evaluation. A set of core questions which responded primarily to the information needs of the ENI Bureau was developed for both the Exit and Returnee Questionnaires. The core questions were designed to be compatible with the data collected in previous years by both Aguirre and AED in order to allow for longitudinal analysis. Contractors and missions were also allowed to add other questions as they deemed necessary for program management. The Exit Questionnaires were to be applied and analyzed by each training contractor for internal management control, and the data on core questions were to be forwarded to Aguirre for Bureau-wide reporting. Although the exit data has been collected by the training contractors, the transmission of data to Aguirre for global reporting has been slow. Therefore, the first complete report to the Bureau on the quality of the training process will be completed by the future ENI support contractor as the data becomes available.

The revisions to the Returnee Questionnaire involved a substantively different approach to evaluating training outcomes. This new approach reflects the broader re-engineering process in USAID and seeks to more closely integrate training into Results Frameworks and enable missions to report on the contribution to Strategic Objectives (SOs) more effectively. The new impact evaluation process uses an interview format with a defined protocol that assesses whether pre-defined performance improvements are achieved at the individual and organizational level. This evaluation system is built on continuing efforts by the ENI Bureau to improve the focus on results, including the introduction of the Results Chain conceptual framework.

The five critical questions on the impact assessment protocol can be restated as:

1. Did you learn the skills and knowledge that you needed to accomplish your objectives?
2. Were you able to apply the new skills and knowledge at work in the way that you had expected?
3. Did you accomplish your job-related objectives?
4. Did your work improve the performance of your employing organization in the way that had been planned, and that had been the justification for the training program?
5. What other results and changes were you able to accomplish that were not originally planned?

The impact assessment process reform was implemented in stages in 1998. As part of a Bureau-wide agreement, the training contractors were responsible for identifying local people in each country who would be responsible for coordinating and applying the questionnaires, translating the answers into English, and transmitting the completed forms to Aguirre. In order to maintain a consistent application of the protocol and to safeguard the quality of the data, Aguirre technical support staff developed a one–two day training program for all contractor personnel who would be applying the interviews. A training manual and trainers’ guide were also developed. Over the course of 1998, training sessions were held in all of the CEE/NIS countries for the interviewers.

The training activity had two goals. The first was simply to train staff to be effective interviewers who fully understood the protocol and issues of the evaluation. This objective of developing tangible skills in interviewing was largely achieved through the training. The second objective was to develop an operational understanding of the Results Chain that could be used for program planning, and in particular the critical importance of having clearly defined training and organizational performance objectives. The entire Results Chain, and the causal linkages to USAID intermediate results, are based on clearly articulated objectives and target groups for each training event. The key question in the evaluation protocol is “did you accomplish what you had planned to accomplish?” Therefore, the evaluation protocol is fully applicable only when the training program is planned and implemented with defined objectives in mind. For this reason, the Results Chain is designed as *plan down* and *evaluate up*.

The importance of the planning side of the program evaluation framework has implications for the application of the protocol and the data analysis in 1998. All of the interviews completed in this first year were for programs that had been planned and implemented prior to the intensive training in the Results Chain. Therefore, the step model of related objectives for learning, application, and organizational impact had not been consistently applied in all programs. To compensate for this, the training included a session in *retrofitting* the training objectives and training plans into this model by scanning all of the available documents (training request, TIP, action plan, etc.). This served as an interim step that allowed the evaluation process to get started, but is not reflective of the full application of the training for results model. Therefore, 1998 is a transition year in the full implementation of the training model, and the data should be viewed with this in mind.

The Results

As of December, 1998, Aguirre International had received 240 completed questionnaires from 14 countries in the ENI region, relating to nine different strategic objectives. Of these, only a few countries had a sufficient number of completed questionnaires to allow a country report. Country reports are included below for Bosnia, Bulgaria, Romania, Slovakia, Armenia, the Central Asia Republics, and Georgia. These country reports provide aggregate measures of the utility of the training activities in each country.

As a general measure of the impact and utilization of the training being conducted, a few aggregate analyses were conducted. These measures offer at best generic impressions about the management of the programs under different missions and in response to different objectives. However, the programs are very different and the rigor in planning and evaluation is different in each country. For these reasons, the country comparisons are inherently flawed and should not be used to draw conclusions comparing one country program to another. These measures, if they prove of value to the ENI Bureau, will be more comparable after another year of experience. However, even with more uniformity in planning and evaluation, the primary valid use of this data will be at the mission level in tracking progress against specific objectives, and by the contractors in monitoring their programs.

Table 1: Impact Questionnaires by Country and Strategic Objective

Country/Mission	1.2	1.3	1.4	1.5	2.1	2.2	2.3	3.1	3.2	Total
CEE										
Bosnia	3		6	6	15					30
Bulgaria	1	2	2		4	2	5		3	19
Hungary	3		3				1		4	11
Latvia						4	3			7
Macedonia	2	1	1		2				1	7
Romania	11		1		5		4		32	53
Slovakia						6	4		8	18
NIS										
Armenia	9		3	6	7	5				30
Azerbaijan					6					6
Georgia	2	3			14	3		2		24
Kazakhstan	1		1	1	3				1	7
Kyrgyzstan					2	1			3	6
Tajikistan				2	5					7
Ukraine		5			4	4				14
Total	32	11	17	15	73	24	13	2	52	239

Note: The total questionnaires received and entered to date is 240. One form is unclear as to the SO. Allocation to SO's was done by Aguirre personnel as this information was not consistently entered in the evaluation forms.

It should be emphasized that the impact data are most meaningful in relation to the specific organizational and strategic objectives in each mission and hence are difficult to aggregate in a meaningful way. The most relevant use of the impact data is on the mission level as a means of tracking progress toward the strategic objectives and intermediate results. Options for managing this

process and implications for the ENI Bureau will be discussed later.

The impact data are analyzed in several ways.

- ▶ The first section analyzes the data on each of the two key impact questions on a country level and against strategic objectives. While these are comparative analyses, it is important to emphasize that the comparison across countries and objectives has a limited meaning. While the broad purpose of the SO's are generally consistent across the missions, the specific circumstances and concrete intermediate results are unique for each mission. Therefore, the comparative statistics are included in order to identify any general trends, but should not be interpreted to judge the comparative worth of missions or objectives.
- ▶ The second section breaks the data into SO categories. This section goes into somewhat more depth, identifying trends in achievement of learning and performance measures, reporting participant's views about their specific accomplishments, and identifying the major constraints in each area to fully achieving their objectives.
- ▶ The third section disaggregates the data by country. This section includes a summary review of the results to each evaluation question and identification of the issues raised.
- ▶ The last section of the report presents a case study approach to integrating training into a programmatic assessment. The purpose of the case study is to explore how the ENI/GTD training fits into the larger framework of a mission SO/IR, and how the evaluation and reporting needs might be integrated.

It should be noted that not all data are included in all of the analyses. The sample sizes are significantly different in each country and for each SO. Sample sizes of less than 10 responses are not included in the comparative statistics. This means that the responses from the individual CAR countries, Latvia, and Macedonia are not compared to the other countries because the sample size was smaller than ten. Also, the answers to the organizational objectives question were not tabulated this year because these objectives were usually not specified prior to the training event. It is expected that as the Chain of Results is more consistently applied, this indicator will provide the most useful information. However, in this first year of implementation the data is less reliable than are the data for the other questions.

Section II: Analysis by Impact Objective

If we aggregate responses from participants across the program, we have the following results.

Achievement of Learning Objectives

Most of the participants achieved their learning objectives either completely or almost completely. Overall, 90 percent of the participants learned the skills, knowledge, or attitude that they wanted when they entered the program.

- ▶ 49% of the returned participants completely achieved their learning goals.
- ▶ 41% of the participants almost completely achieved their goals.
- ▶ Missions with over half of participants responding that they had completely achieved their learning objectives were Hungary (72%), Slovakia (61%), Ukraine (57%), Armenia (53%), and Romania (51%).
- ▶ The countries with the lowest proportion of participants reporting that they had completely achieved their learning goals were Georgia (29%), Bulgaria (31%), and Bosnia (30%).

Table 2: Achievement of Learning Objectives, by Strategic Objective

Strategic Objective	Completely	Almost Completely	Partially	Not at all	Total
1.2 Increased soundness of fiscal policies/fiscal management practice	17	15	0	0	32
1.3 Accelerated development and growth of private enterprises	6	4	1	0	11
1.4 More competitive/market-responsive private financial sector	10	7	0	0	17
1.5 More economically sound and environmentally sustainable energy system	7	5	3	0	15
2.1 Increased citizens' economic/ political decision-making	28	36	9	0	73
2.2 Legal system that better supports democracy/market reform	13	7	3	0	23
2.3 More effective responsible/accountable local government	7	6	0	0	13
3.1 Reduced human suffering and crisis impact	1	1	0	0	2
3.2 Improved sustainability of social benefits/services	28	17	7	0	52

Total	117	98	23	0	238
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Participants in most of the Strategic Objective areas succeeded in completely achieving their learning objectives. Six of the eight SO areas reported that between 50 and 58 percent of the participants had completely achieved their learning goals. Only two strategic objective areas reported fewer than 50 percent of participants who had “completely achieved” their learning objectives. These were:

- ▶ In SO 1.5, “More economically sound and environmentally sustainable energy system,” only 46 percent of the participants reported that they had “completely” achieved their learning goals.
- ▶ In SO 2.1, “Increased citizens’ economic and political decision making,” only 38 percent of the participants reported that they had completely achieved their learning goals.

Accomplishment of Objectives for Applying Training At Work

The majority of the participants from all countries either completely or almost completely accomplished their objectives for applying the training at work. Overall, 69 percent of the participants either completely or almost completely accomplished their job performance objectives.

- ▶ Twenty-seven percent (27%) of the participants completely accomplished their stated job performance goals.
- ▶ Forty-two percent (42%) of the participants responded that they had almost completely accomplished their job performance goals.
- ▶ The only countries with a valid number of responses (i.e., more than ten) with more than 30 percent of the participants stating that they had completely accomplished their objectives were Georgia (37%), Ukraine (36%) and Armenia (33%).

The variation in successfully applying training was greater between SO areas than between missions. The proportion of participants responding that they had completely achieved their objectives for applying their training at work ranged from a low of 21 percent (SO 3.2, Improved Sustainability of Social Benefits/Services) to a high of 47 percent (SO 1.4, More Competitive Market/Responsive Private Sector) for the valid responses.

- ▶ SO 1.4, *More Competitive Market/Responsive Private Financial Sector*, had the highest proportion of participants (47%) who had completely achieved their performance objectives.
- ▶ SO 1.5, *More economically sound and environmentally sustainable energy system*, had the second highest proportion of participants (40%) who had successfully implemented their performance objectives.
- ▶ SO 1.2, *Increased Soundness of Fiscal Policies/Fiscal Management Practice*, had the lowest proportion of participants (16%) responding that they had completely accomplished their performance objectives.

- ▶ SO 3.2, *Improved Sustainability of Social Benefits/Services*, had the next lowest proportion of participants (21%) responding that they had completely accomplished their performance objectives. This SO also had the highest proportion of responses (38%) that the participants had only been able to “partially” accomplish their performance objectives.
- ▶ SO 2.3, *More Effective Responsible/Accountable Local Government*, had the third lowest proportion of participants (23%) who had completely accomplished their performance objectives.

Table 3: Accomplishment of Performance Objectives, Applying the Training at Work, by Strategic Objective

Strategic Objective	Completely	Almost Completely	Partially	Not at all	Total
1.2 Increased soundness of fiscal policies/fiscal management practice	5	15	11	1	32
1.3 Accelerated development and growth of private enterprises	4	5	2	0	11
1.4 More competitive/market-responsive private financial sector	8	7	2	0	17
1.5 More economically sound and environmental sustainable energy system	7	5	3	0	15
2.1 Increased citizens' economic/ political decision-making	18	34	21	0	73
2.2 Legal system that better supports democracy/market reform	7	7	7	2	23
2.3 More effective responsible/ accountable local government	3	8	1	1	13
3.1 Reduced human suffering and crisis impact	2	0	0	0	2
3.2 Improved sustainability of social benefits/services	11	20	20	1	52
Total	64	101	67	5	237

Note: the totals for this category are less than the total number of questionnaires received, due to incomplete forms.

Impact on Career and Employment

The impact of training on career and employment status is generally very positive, as only eight respondents, or 3 percent of the total, reported no change in their job situation. Some of the participants had multiple impacts, such as both promotion and increased responsibility. Overall, half of the participants reported an increase in responsibility after the training program, 22 percent reported receiving a salary increase, and 32 percent had been promoted. Twenty participants (32%) indicated that there has been no change in their employment status. Of these, the group with the least impact on their career were in SO 1.5, in which 66 percent of the participants indicated that there had been no change in their employment status. The group that had been most affected in a positive way were in SO 2.1.

Participant Satisfaction with Training

Overall, the great majority of participants from all countries have been either very satisfied or satisfied with their training program. Only five respondents, or 2 percent of the total, expressed dissatisfaction with the training activity. Analyzing and comparing program satisfaction in the different SO technical areas presents some interesting findings.

The SO area with the highest overall satisfaction, 75 percent of participants being “very satisfied” with the program, were from SO 3.2, “Improved sustainability of social benefits and services.” It is worth noting that although the participants in this area had reported the lowest levels of successfully applying training programs at work and improving job performance, they were nonetheless highly satisfied with the training program. Why this might be is open to speculation. Perhaps it is that the social sectors have not received many such opportunities for training and hence were particularly grateful for the opportunity. Alternatively, it is possible that the barriers to effective application in this sector are more difficult than in other areas. The question is worth investigating in future evaluations.

The SO with the second highest level of satisfaction is SO 1.4, “More competitive, market responsive private sector,” with 65 percent of the respondents being “very satisfied” with the program. All of the other SO areas were in the 30–40 percent range of the participants being very satisfied with the programs. The only SO area with notably lower satisfaction ratings was SO 1.5, “More economically sustainable and environmentally sustainable energy systems,” with only 13 percent of the respondents being very satisfied with the program.

Section III:

Analysis of Impact by Strategic Objective Area

Table 4: SO 1.2—Increased Soundness of Fiscal Policies/Fiscal Management Practice

Strategic Objective	Completely	Almost Completely	Partially	Not at all	Total
Achievement of learning objectives	17	15	0	0	32
Accomplishment of objectives for applying training at work	5	15	11	1	32

The learning objectives that were most often cited by participants in this area were to learn about the U.S. banking system, to learn about the U.S. tax system, to acquire specific knowledge in their functional fields, and to learn U.S. business practices. It is noted that most of these objectives were stated in relatively vague terms.

In seeking to apply the training at work, the most common activities cited by the participants, stated generally, were to initiate new projects and services, to improve specific operational procedures, and to influence or make policy.

Participants identified the major constraints to applying the skills and knowledge at work as: the training does not apply to the reality of the country (25%), the country lacks relevant or suitable legislation (19%), and that participants lacked the financial, staff, or equipment support necessary to implement the changes.

Table 5: SO 1.3—Accelerated Development and Growth of Private Enterprises

Strategic Objective	Completely	Almost Completely	Partially	Not at all	Total
Achievement of learning objectives	6	4	1	0	11
Accomplishment of objectives for applying training at work	5	15	11	1	11

The learning objectives that were most often cited by returned participants as having completely or almost completely achieved were to learn about the market economy, to learn about U.S. business, and to learn about U.S. transportation system, all with about 45 percent of the total.

The objectives for applying the skills and knowledge at work that had been completely or almost completely achieved were to initiate new products or services and to improve operational procedures, with about 50 percent of the responses.

The major constraints cited to accomplishing performance objectives in this area were not enough time to carry out the objectives and the need for additional staff help, suitable legislation, and insufficient training.

Table 6: SO 1.4—More Competitive/Market-responsive Private Financial Sector

Strategic Objective	Completely	Almost Completely	Partially	Not at all	Total
Achievement of learning objectives	17	10	0	0	17
Accomplishment of objectives for applying training at work	8	7	2	0	17

The learning objectives that were most often cited by returned participants as having completely or almost completely achieved were to learn about accounting and finance (41%), learn about the U.S. banking system (53%), and to acquire knowledge in a specific field (29%).

The objectives for applying the skills and knowledge at work that had been completely or almost completely achieved were to produce literature and materials (41%), to train others (29%), to initiate new projects (24%) and to improve operational procedures (18%).

Few major constraints were noted in this area. The major responses were that training does not apply to the reality of the country (11%) and that the participants lacked the time, resources, or support of supervisor to carry out their objectives (6% for each).

SO 1.4—Selected Accomplishment

- On return from the two and a half week U.S. training program, the participant was appointed head of a newly created Custodial Department at the bank. “Now, I know the conditions necessary for work with international partners: reliability of the host bank, insurance policies of the bank, speed of operations, quality of work, and questionnaires used. I met executives at the Bank of New York on my training, and after I returned we continued to work with them. My bank is their official custodian in this country.”

Table 7: SO 1.5—More Economically Sound and Environmentally Sustainable Energy System

Strategic Objective	Completely	Almost Completely	Partially	Not at all	Total
Achievement of learning objectives	7	5	3	0	15
Accomplishment of objectives for applying training at work	7	5	3	0	15

The learning objectives that were most often cited by returned participants as having completely or almost completely achieved were to acquire knowledge in a specific field (40%), learn about U.S. conservation and energy policies (40%), and to make professional contacts (40%).

The objectives for applying the skills and knowledge at work that had been completely or almost completely achieved were to make operational improvements (53%), apply learned U.S. models (40%), and to influence or make energy policy (13%).

The major constraints noted in this area were lack of financial means (26%) and lack of necessary

equipment and computers (20%).

SO 1.5—Selected Accomplishments	
▪	After a two-week program in the U.S. on the management of international rivers, the participant returned to create public ecological organizations in several provinces to promote ecological education of the public. He has also continued to work on a cooperative agreement with neighboring countries about water use of a common river.
▪	Another member of a U.S.-based energy and water uses study tour helped to develop international protocols for the region for power pooling and water use. He became a member of the regional economic council and is working on general methods on the operation of water reservoirs and a legal agreement for their primary reservoir. He is also working on a book about energy issues in the region.

Table 8: SO 2.1—Increased Citizens' Economic/Political Decision-making

Strategic Objective	Completely	Almost Completely	Partially	Not at all	Total
Achievement of learning objectives	28	36	9	0	73
Accomplishment of objectives for applying training at work	18	34	21	0	73

The learning objectives that were most often cited by returned participants as having completely or almost completely achieved were: to learn about the non profit sector (30%), to acquire leadership skills (15%), to promote citizen participation (25%), to learn about the U.S. election system (15%), to learn about media and journalism (16%), to acquire fundraising skills (11%), and to learn about grassroots, civic action activities (16%). The broad range of learning objectives in this area reflects the diversity in the programs.

The objectives for applying the skills and knowledge at work that had been completely or almost completely achieved were to initiate new projects or services (41%), to train others (22%), to manage an office or project (10%), and to improve financial means (11%).

The major constraints noted in this area were lack of financial means (16%), not enough time to carry out the objectives, staff shortages, and lack of relevant legislation. Six percent of the participants noted that they needed more training to accomplish the objectives.

SO 2.1—Selected Accomplishments

- A group of women entrepreneurs attended a program in Poland and the U.S. designed to develop business skills and facilitate the development of business networks. As part of the program, they learned about women’s support organizations. On return, one participant developed an organization, “Women and Contemporaneity,” to provide assistance to women in crisis situations, to provide psychological support, and to create a business incubator for women.
- A group of NGO leaders attended an advanced program in NGO leadership and management in the U.S. On return, one leader of a women’s NGO developed and won five new grant activities, including a charity bakery, an ecology project, food aid, and a resource center for entrepreneurship in the region. Another participant helped to draft two new national programs for rural women and established an association of business women and a rural training center for women.
- Six members of different political parties attended a U.S. training program in party development, campaign team development, building coalitions, and national elections. They learned a number of thought-provoking ideas and some tangible tools. For example, one party used the “visual campaign” approach, of organizing all team activities on a large whiteboard to improve planning. They developed manuals for party activists and one party even tried a door-to-door campaign for the first time in that country.

Table 9: SO 2.2—Legal System That Better Supports Democracy and Market Reform

Strategic Objective	Completely	Almost Completely	Partially	Not at all	Total
Achievement of learning objectives	13	7	3	0	23
Accomplishment of objectives for applying training at work	7	7	7	2	23

The learning objectives that were most often cited by returned participants as having completely or almost completely achieved were to learn about the U.S. legal system (65%) and to acquire fundraising skills (13%).

The objectives for applying the skills and knowledge at work that had been completely or almost completely achieved were to apply the new knowledge to career goals (48%), to influence policy decisions (22%), to apply U.S. models (17%) and to improve operational procedures (13%).

The major constraints noted in this area were lack of financial means (17%), not enough time to carry out the objectives, lack of relevant legislation, and lack of adequate equipment.

SO 2.2—Selected Accomplishments

- A group of academic experts, judges, and senior government officials who comprised the Administrative Law Reform Working Group attended a two-week training program in the U.S. On return, this group drafted a new national Administrative Code addressing a wide range of issues about the function, rules of conduct, and ethics for civil servants in the country. The new code has been approved by the government.
- A group of parliamentary staff from another country attended a two-week program in the U.S. on the process of drafting public laws. The training was focused on the process rather than on any particular subject area, and was useful to all of the participants in their daily work. Upon return, they developed a legislative database and have encouraged public participation in the law making process.
- A rule of law program is addressing ineffective judicial administration in one country, which sent a senior MOJ official to the U.S. to learn about court administration procedures, alternative dispute resolution procedures, professional education of judges, and the use of paralegals and assistants. On return, he initiated an ADR law to introduce the system, completed a survey on the system of judicial assistants and drafted a law, and assisted in the development of a law for self-government of the judiciary.

Table 10: SO 2.3—More Effective, Responsible and Accountable Local Government

Strategic Objective	Completely	Almost Completely	Partially	Not at all	Total
Achievement of learning objectives	7	6	0	0	13
Accomplishment of objectives for applying training at work	3	8	1	1	13

The learning objectives that were most often cited by returned participants as having completely or almost completely achieved were to acquire local government skills (69%), learn about public administration (31%), acquire fundraising skills (31%), and gain teaching/multiplier skills (23%). Participants in this area were relatively successful in successfully gaining the skills and knowledge that they wanted.

The objectives for applying the skills and knowledge at work that had been completely or almost completely achieved were to improve operational procedures (54%), to influence policy decisions (23%), to improve financial means (31%), and to initiate new projects (15%).

The major constraints noted in the local government strategic objective area were lack of authority to implement the training (23%) and lack of relevant legislation (15%).

SO 2.3—Selected Accomplishment

- A mayor and several staff and town council members, including the press secretary, attended a one-month training program in the U.S. On return, they initiated several activities, including: re-writing the regional development plan; initiating a new energy project on co-generation; modernizing dump sites; developing a GIS system, and establishing a tourist information center and a local commerce center. They also established a high school teachers' board that is working on the conception of the "student town hall," an innovation they observed in the training program.

Table 11: SO 3.2—Improved Sustainability of Social Benefits and Services

Strategic Objective	Completely	Almost Completely	Partially	Not at all	Total
Achievement of learning objectives	28	17	7	0	52
Accomplishment of objectives for applying training at work	11	20	20	1	52

The distinction between learning objectives and objectives for applying training at work was not well differentiated in the responses for this strategic objective. Virtually all of the objectives are for application of skills rather than a clear identification of what skills were to be gained.

The learning objectives that were most often cited by returned participants as having completely or almost completely achieved were to initiate new projects and services (38%), to improve operational procedures (17%), to apply U.S. models (21%), and to apply knowledge to teaching others (15%).

The objectives for applying the skills and knowledge at work that had been completely or almost completely achieved were to initiate new projects and services (58%), to improve operational procedures (25%), to apply U.S. models (27%), to apply knowledge to teaching others (19%), and to improve communications (8%).

SO 3.2—Selected Accomplishment

- An NGO director attended a U.S. based program on drug prevention programs and techniques. On return, he established a web-site designed to disseminate information about drug abuse and rehabilitation. He also prepared and disseminated materials for use in schools.

Section IV: Analysis of Impact by ENI Mission

The following country reports highlight the experience and impact in seven missions.

USAID/Armenia: Findings from Interviews with Returned Participant Trainees

Background

Between July 1 and December 31, 1998, thirty (30) returned Armenian participants, trained in the U.S. in 1997 and the first half of 1998, were interviewed in-country.

The interviews sought to determine the participants' responses in the following areas:

- The extent to which the training objectives were achieved by the U.S. training program;
- The extent to which they have been able to accomplish their objectives since their return home from training;
- The accomplishments since their return;
- The problems faced in applying their training;
- The extent to which training was shared with others;
- How the training was shared with others;
- If the participant or the organization maintained professional or commercial contacts developed while in U.S. training;
- The nature of the contacts; and
- The overall satisfaction with the training program.

Trainee Profile

The participants surveyed (14 females and 16 males) were trained under the following Strategic Objectives:

- ▶ Increased soundness of fiscal policies/fiscal management practice (9)
- ▶ More competitive market/responsive private financial sector (3)
- ▶ More economically sound and environmentally sustainable energy system (6)

- ▶ Increased citizens’ economic/political decision-making (7)
- ▶ Legal reform that better supports democratic/market initiatives (5)

The largest number of participants were trained in the field of Banking (10), followed by Non-Government Management (7), Energy/Environment(6), Criminal Justice (5), and Marketing (2).

All of the returned participants were employed. Most (27) had received some type of job change since their return.

- ▶ Seventeen had received increased responsibilities.
- ▶ Nine received a salary increase.
- ▶ Three were promoted.

Accomplishment of Objectives

◆ *Training Objectives*

Slightly more than half of the 30 respondees (53%) reported that their training program *completely* achieved its objectives. Ten respondees felt that the training program *almost completely* achieved its objectives, and four thought that it only *partially* achieved its objectives.

◆ *Accomplishment of Objectives Upon Return*

When asked to what extent the participants had been able to accomplish the objectives set out in their training plans, the participants responded mostly positively. The following table shows the differences between male and female responses.

Table 12: Armenia—Accomplishment of Objectives Upon Return

Responses	Completely		Almost Completely		Partially		Not At All	
Females (14)	4	29%	9	64%	1	7%	0	0%
Males (16)	6	38%	5	31%	5	31%	0	0%
All Respondees (30)	10	33%	14	47%	6	20%	0	0%

Eighteen of the thirty respondees cited the following as accomplishments since their return from training (some cited more than one):

- ▶ Implemented U.S. methods learned in training (7)
- ▶ Gained more knowledge and skills to improve the quality of their work (3)
- ▶ Carried out programs and projects (2)

- ▶ Gained more knowledge and skills to improve their organization (1)
- ▶ Improved communication skills (1)
- ▶ Acted as multiplier agent, transferring knowledge to others (1)
- ▶ Increased professional contacts (1)
- ▶ Improved customer relations (1)
- ▶ Published articles or newsletters to disseminate information (1)

Problems Faced in Applying Training

Eighteen of the thirty respondents responded to the question asking why they were unable to achieve all of their job performance objectives. These responses included:

- ▶ Lack of financial means (3)
- ▶ The training did not apply to the reality of the country (3)
- ▶ Lack necessary computer equipment (2)
- ▶ Not enough time to carry out training objectives (1)
- ▶ Lack of relevant/suitable legislation for reform (1)
- ▶ Unstable political/economic environment (1)

The Multiplier Effect

All 30 of the returned participants interviewed said that they had shared their U.S. training knowledge with co-workers or others. They shared their training in a number of ways:

- ▶ Through meetings with co-workers and colleagues (16)
- ▶ Through normal conduct of the job (10)
- ▶ Through seminars and conferences (9)
- ▶ Through discussions and workshops (4)
- ▶ Through on-the-job training (3)
- ▶ Through the use of media (2)

Professional Contacts

Thirteen of the 30 participants responding have maintained either professional or commercial contacts which they had developed during their U.S. training time.

Most of these maintain contact with U.S. training institutions and instructors (8); contact with U.S. organizations (2); personal contact with other participants (2); and contact with U.S. citizens met while in training (1).

Overall Satisfaction

Participants were asked to evaluate their satisfaction with their U.S. training program now that they have been at work in their home country and had an opportunity to apply their new skills and knowledge in their work. The following table shows that there was not significant differences between males and females in regard to their satisfaction with their programs.

Table 13: Armenia—Overall Satisfaction with U.S. Training Program After Application of Skills Learned

Responses	Very Satisfied		Satisfied		Undecided		Dissatisfied	
Females (14)	4	29%	9	64%	0	0%	1	7%
Males (16)	2	13%	9	56%	5	31%	0	0%
All Respondees (30)	6	19%	16	60%	2	17%	1	3%

USAID/Bosnia: Findings from Interviews with Returned Participant Trainees

Background

Between July 1 and December 31, 1998, thirty (30) returned participants from Bosnia and Herzegovina, trained in the U.S. in 1997 and the first half of 1998, were interviewed in-country.

The interviewers sought to determine the participants' responses in the following areas:

- The extent to which the training objectives were achieved by the U.S. training program;
- The extent to which they have been able to accomplish their objectives since their return home from training;
- The accomplishments since their return;
- The problems faced in applying their training;
- The extent to which training was shared with others;
- How the training was shared with others;
- If the participant or the organization maintained professional or commercial contacts developed while in U.S. training;
- The nature of the contacts; and
- The overall satisfaction with the training program.

Trainee Profile

The participants surveyed (8 females and 22 males) were trained under the following Strategic Objectives:

- ▶ Increased citizens' economic/political decision-making (15)
- ▶ More economically sound and environmentally sustainable energy system (6)
- ▶ More competitive/market responsive private financial sector (6)
- ▶ Increased soundness of fiscal policies/fiscal management practices (3))

The largest number of participants were trained in the field of Banking (10); followed by Marketing (6); Energy/Environment (6); Political Parties/Elections (4); and Journalism/Media(4).

All of the returned participants were employed. More than half (17) had experienced some change in job status since their return.

- ▶ Sixteen had received increased responsibilities.
- ▶ Seven received a salary increase.
- ▶ Four were promoted.

Accomplishment of Objectives

◆ *Training Objectives*

Ten of the thirty respondees (33%) reported that their training program *completely* achieved its objectives. Fourteen respondees (47%) felt that the training program *almost completely* achieved its objectives, and six (20%) thought that it only *partially* achieved its objectives.

◆ *Accomplishment of Objectives Upon Return*

When asked to what extent the participants had been able to accomplish the objectives set out in their training plans, the female participants responded more positively than the males. The following table shows the differences between male and female responses.

Table 14: Bosnia—Accomplishment of Objectives Upon Return

Responses	Completely		Almost Completely		Partially		Not At All	
Females (8)	1	13%	4	50%	3	37%	0	0%
Males (22)	5	23%	8	36%	8	36%	0	0%
Total (30)	6	20%	12	40%	11	37%	0	0%

Twenty-nine of the thirty respondees cited the following as accomplishments since their return from training (some cited more than one):

- ▶ Implemented U.S. methods learned in training (11)
- ▶ Introduced/drafted legislation (7)
- ▶ Carried out programs and projects (6)
- ▶ Acted as multiplier agent, transferring knowledge to others (6)
- ▶ Gained more knowledge and skills to improve their organization (5)
- ▶ Gained more knowledge and skills to improve the quality of their work (3)
- ▶ Gained more knowledge and skills to improve the quality of their department (3)

- ▶ Participated in relevant seminars and conferences (3)
- ▶ Created more democratic environment (2)
- ▶ Better organized (2)
- ▶ Improved fund-raising skills (1)
- ▶ Increased professional contacts (1)

Problems Faced in Applying Training

Twenty-two of the thirty respondents responded to the question asking why they were unable to achieve all of their job performance objectives. These responses included:

- ▶ Lack of financial means (8)
- ▶ Need more staff help (6)
- ▶ Do not have necessary computers, equipment or instruments (4)
- ▶ Training does not apply to reality in participant's country (3)
- ▶ Lack of relevant/suitable legislation for reform (3)
- ▶ Not enough time to carry out training objectives (2)
- ▶ Insufficient training (2)
- ▶ Lack of support of local authorities (2)
- ▶ Training not in participant's field of work (1)
- ▶ Unstable political/economic environment (1)

The Multiplier Effect

All thirty of the returned participants interviewed said that they had shared their U.S. training knowledge with co-workers or others. They shared their training in a number of ways:

- ▶ Through meetings with co-workers and colleagues (26)
- ▶ Through seminars and conferences (7)
- ▶ On-the-job training with co-workers (4)

- ▶ Through normal conduct of job (4)
- ▶ Through publications, books, and other materials (2)
- ▶ Through training classes (1)

Professional Contacts

Sixteen of the thirty participants responding have maintained either professional or commercial contacts which they had developed during their U.S. training time.

Most of these maintain contact with U.S. organizations (6); U.S. citizens met while in training (4); contact with U.S. training institutions and instructors (4); and personal contact with other participants (2).

Overall Satisfaction

Participants were asked to evaluate their satisfaction with their U.S. training program now that they have been at work in their home country and had an opportunity to apply their new skills and knowledge in their work.

Table 15: Bosnia—Overall Satisfaction with U.S. Training Program After Application of Skills Learned

Responses	Very Satisfied		Satisfied		Undecided		Dissatisfied	
Females (8)	2	25%	5	63%	0	0%	1	12%
Males (22)	10	45%	12	55%	0	0%	0	0%
Total (30)	12	40%	17	57%	0	0%	1	3%

USAID/Bulgaria: Findings from Interviews with Returned Participant Trainees

Background

Between July 1 and December 31, 1998, nineteen (19) returned Bulgarian participants, trained in the U.S. in 1997 and the first half of 1998, were interviewed in-country.

The interviewers sought to determine the participants' responses in the following areas:

- The extent to which the training objectives were achieved by the U.S. training program;
- The extent to which they have been able to accomplish their objectives since their return home from training;
- The accomplishments since their return;
- The problems faced in applying their training;
- The extent to which training was shared with others;
- How the training was shared with others;
- If the participant or the organization maintained professional or commercial contacts developed while in U.S. training;
- The nature of the contacts; and
- The overall satisfaction with the training program.

Trainee Profile

The participants surveyed (7 females and 12 males) were trained under the following Strategic Objectives:

- ▶ More effective and accountable local government (5)
- ▶ Increased citizens' economic/political decision-making (4)
- ▶ Improve sustainability of social benefits and services (3)
- ▶ Legal reform that better supports democratic/market initiatives (2)
- ▶ More competitive market/responsive private financial sector (1)
- ▶ Accelerated development and growth of private enterprise (1)

- ▶ Increased soundness of fiscal policies/fiscal management practice (1)

The largest number of participants were trained in the field of Non-Government Management (5), followed by Public Administration (3), Law/Legal Studies (2), Journalism/Media (2), Social Security/Pension Reform (2), Computer and Information Technology (2).

All of the returned participants were employed. Most (16) had received some type of job change since their return.

- ▶ Eleven had received increased responsibilities.
- ▶ Five were promoted.
- ▶ One received a salary increase.

Accomplishment of Objectives

◆ *Training Objectives*

Five of the nineteen respondees (26%) reported that their training program *completely* achieved its objectives. Twelve respondees (63%) felt that the training program *almost completely* achieved its objectives, and one (5%) thought that it only *partially* achieved its objectives.

◆ *Accomplishment of Objectives Upon Return*

When asked to what extent the participants had been able to accomplish the objectives set out in their training plans, the participants responded mostly positively. The following table shows the differences between male and female responses.

Table 16: Bulgaria—Accomplishment of Objectives Upon Return

Responses	Completely		Almost Completely		Partially		Not At All	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Females (7)	2	26%	4	57%	1	14%	0	0%
Males (12)	3	25%	8	67%	0	0%	1	8%
All Respondees (19)	5	27%	12	55%	1	5%	1	5%

Eighteen of the nineteen respondees cited the following as accomplishments since their return from training (some cited more than one):

- ▶ Gained more knowledge and skills to improve their organization (5)
- ▶ Acted as multiplier agent, transferring knowledge to others (3)
- ▶ Carried out programs and projects (3)

- ▶ Implemented U.S. methods learned in training (1)
- ▶ Improved communication skills (1)
- ▶ Gained more knowledge and skills to improve the quality of their work (1)
- ▶ Increased professional contacts (1)
- ▶ Participated in relevant seminars and conferences (1)
- ▶ Introduced/drafted relevant legislation (1)
- ▶ Improved planning (1)
- ▶ Gained more knowledge and skills to improve their department (1)

Problems Faced in Applying Training

Eleven of the nineteen respondents responded to the question asking why they were unable to achieve all of their job performance objectives. These responses included:

- ▶ Did not have the authority to implement training (4)
- ▶ Not enough staff to carry out objectives (3)
- ▶ Not enough time to carry out training objectives (1)
- ▶ Lack of relevant/suitable legislation for reform (1)
- ▶ Insufficient training (1)
- ▶ Stated other reasons but did not specify (2)

The Multiplier Effect

All nineteen of the returned participants interviewed said that they had shared their U.S. training knowledge with co-workers or others. They shared their training in a number of ways:

- ▶ Through meetings with co-workers and colleagues (7)
- ▶ Through normal conduct of the job (5)
- ▶ Through seminars and conferences (3)
- ▶ Through teaching and lectures (2)

- ▶ Through on-the-job training (2)

Professional Contacts

Fifteen of the nineteen participants responding have maintained either professional or commercial contacts which they had developed during their U.S. training time.

Most of these maintain contact with U.S. training institutions and instructors (8); contact with U.S. organizations (4); personal contact with other participants (1); contact with U.S. citizens met while in training (1); and shared information with contacts (1).

Overall Satisfaction

Participants were asked to evaluate their satisfaction with their U.S. training program now that they have been at work in their home country and had an opportunity to apply their new skills and knowledge in their work. The following table shows that there was not significant differences between males and females in regard to their satisfaction with their programs.

Table 17: Bulgaria—Overall Satisfaction with U.S. Training Program After Application of Skills Learned

Responses	Very Satisfied		Satisfied		Undecided		Dissatisfied	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Females (7)	1	14%	6	86%	0	0%	0	0%
Males (12)	5	42%	7	58%	0	0%	0	0%
All Respondees (19)	6	31%	13	69%	0	0%	0	0%

USAID/Central Asian Republics: Findings from Interviews with Returned Participant Trainees

Background

Between July 1 and December 31, 1998, twenty (20) returned Central Asian participants (7 from Kazakhstan, 7 from Kyrgyzstan and 6 from Tajikistan), trained in the U.S. in 1997 and the first half of 1998, were interviewed in-country.

The interviewers sought to determine the participants' responses in the following areas:

- The extent to which the training objectives were achieved by the U.S. training program;
- The extent to which they have been able to accomplish their objectives since their return home from training;
- The accomplishments since their return;
- The problems faced in applying their training;
- The extent to which training was shared with others;
- How the training was shared with others;
- If the participant or the organization maintained professional or commercial contacts developed while in U.S. training;
- The nature of the contacts; and
- The overall satisfaction with the training program.

Trainee Profile

The participants surveyed (14 females and 6 males) were trained under the following Strategic Objectives:

- ▶ Increased citizens' economic/political decision-making (10)
- ▶ Improve sustainability of social benefits/services (4)
- ▶ More economically sound and environmentally sustainable energy system (3)
- ▶ Increased soundness of fiscal policies/fiscal management practice (1)
- ▶ More competitive market response for private financial services (1)
- ▶ Legal reform that better supports democratic/market initiatives (1)

The largest number of participants were trained Non-Government Management (10), followed by Health Care (4), Finance/Economics (2), Energy/Environment (2), Social Security/Pension Reform (1), and Law/Legal Studies (1).

All of the returned participants were employed. Most (17) had received some type of job change since their return.

- ▶ Sixteen had received increased responsibilities.
- ▶ Five were promoted.
- ▶ Four received a salary increase.

Accomplishment of Objectives

◆ *Training Objectives*

More than one-half of the 20 respondees (65%) reported that their training program *completely* achieved its objectives. Six respondees felt that the training program *almost completely* achieved its objectives, and one thought that it only *partially* achieved its objectives.

◆ *Accomplishment of Objectives Upon Return*

When asked to what extent the participants had been able to accomplish the objectives set out in their training plans, the participants responded mostly positively. The following table shows the differences between male and female responses.

Table 18: Central Asian Republics—Accomplishment of Objectives Upon Return

Responses	Completely		Almost Completely		Partially		Not At All	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Females (14)	4	29%	7	50%	3	21%	0	0%
Males (6)	4	67%	1	17%	1	17%	0	0%
All Respondees (20)	8	40%	8	40%	4	20%	0	0%

Eighteen of the twenty respondees cited the following as accomplishments since their return from training (some cited more than one):

- ▶ Carried out programs and projects (9)
- ▶ Increased professional contacts (6)
- ▶ Introduced/drafted relevant legislation (3)
- ▶ Participated in relevant seminars/conferences (3)

- ▶ Acted as a multiplier agent/transferring knowledge (3)
- ▶ Published articles or newsletters to disseminate information (2)
- ▶ Gained more knowledge and skills to improve the quality of their work (1)
- ▶ Gained more knowledge and skills to improve organization (1)
- ▶ Implemented U.S. methods learned in training (1)

Problems Faced in Applying Training

Thirteen of the twenty respondents responded to the question asking why they were unable to achieve all of their job performance objectives. These responses included:

- ▶ Lack sufficient financial means (7)
- ▶ Lack relevant/suitable legislation for reform (3)
- ▶ Not enough time to carry out objectives (1)
- ▶ Lack necessary computer equipment (1)
- ▶ Unstable political/economic environment (1)
- ▶ Materials not translated into local language (1)
- ▶ Need more staff support (1)

The Multiplier Effect

All twenty of the returned participants interviewed said that they had shared their U.S. training knowledge with co-workers or others. They shared their training in a number of ways:

- ▶ Through meetings with co-workers and colleagues (7)
- ▶ Through seminars and conferences (7)
- ▶ Through on-the-job training (4)
- ▶ Through use of media (3)
- ▶ Through teaching/lectures (3)
- ▶ Through discussions and workshops (2)

- ▶ Through training classes (2)
- ▶ Through normal conduct of job (1)

Professional Contacts

Twelve of the twenty participants responding have maintained either professional or commercial contacts which they had developed during their U.S. training time.

Most of these maintain contact with U.S. organizations (7); share information with contacts (6); established personal contact with other participants (2); established personal contact with other participants (2); with U.S. citizens met while in training (1);with U.S. citizens met while in training (1) and maintain contacts with U.S. training institutions and instructors (1).

Overall Satisfaction

Participants were asked to evaluate their satisfaction with their U.S. training program now that they have been at work in their home country and had an opportunity to apply their new skills and knowledge in their work.

Table 19: Central Asian Republics—Overall Satisfaction with U.S. Training Program After Application of Skills Learned

Responses	Very Satisfied		Satisfied		Undecided		Dissatisfied	
Females (14)	9	64%	4	29%	0	0%	1	7%
Males (6)	3	50%	1	17%	0	0%	2	33%
All Respondees (20)	12	60%	5	25%	0	0%	3	15%

USAID/Georgia: Findings from Interviews with Returned Participant Trainees

Background

Between July 1 and December 31, 1998, twenty-four (24) returned Georgian participants, trained in the U.S. in 1997 and the first half of 1998, were interviewed in-country.

The interviewers sought to determine participants' responses to the following:

- The extent to which the training objectives were achieved by the U.S. training program;
- The extent to which they have been able to accomplish their objectives since their return home from training;
- The accomplishments since their return;
- The problems faced in applying their training;
- The extent to which training was shared with others;
- How the training was shared with others;
- If the participant or the organization maintained professional or commercial contacts developed while in U.S. training;
- The nature of the contacts; and
- The overall satisfaction with the training program.

Trainee Profile

The participants surveyed (13 females and 11 males) were trained under the following Strategic Objectives:

- ▶ Increased soundness of fiscal policies/fiscal management practice (2)
- ▶ Accelerated development and growth of private enterprise (3)
- ▶ Increased citizens' economic/political decision-making (14)
- ▶ Reduce human suffering and crisis impact (2)
- ▶ Legal reform that better supports democratic/market initiatives (3)

The largest number of participants were trained in the field of Political Parties/Elections (8), followed by Non-Government Management (4), Law/Legal Studies (3), Information Technology (3),

Journalism/Media (2), Communications Technology (1), and Conflict Resolution (1).

All returned participants were employed, and most (22) had received some type of job change.

- ▶ Fourteen had received increased responsibilities.
- ▶ Two were promoted.
- ▶ One received a salary increase.

Accomplishment of Objectives

◆ *Training Objectives*

More than one-quarter of the 24 respondents (29%) reported that their training program *completely* achieved its objectives. Fourteen respondents felt that the training program *almost completely* achieved its objectives, and three thought that it only *partially* achieved its objectives.

◆ *Accomplishment of Objectives Upon Return*

When asked to what extent the participants had been able to accomplish the objectives set out in their training plans, the participants responded mostly positively. The following table shows the differences between male and female responses.

Table 20: Georgia—Accomplishment of Objectives Upon Return

Responses	Completely		Almost Completely		Partially		Not At All	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Females (13)	7	54%	3	23%	3	23%	0	0%
Males (11)	2	18%	6	55%	3	27%	0	0%
All Respondees (30)	9	37%	9	37%	6	24%	0	0%

Nineteen of the twenty-four respondents cited the following as accomplishments since their return from training (some cited more than one):

- ▶ Gained more knowledge and skills to improve the quality of their work (6)
- ▶ Implemented U.S. methods learned in training (6)
- ▶ Improved communication skills (2)
- ▶ Increased professional contacts (2)
- ▶ Gained more knowledge and skills to improve organization (2)
- ▶ Gained more knowledge and skills to improve department (1)

- ▶ Carried out programs and projects (1)
- ▶ Improved planning (1)
- ▶ Created more democratic environment (1)
- ▶ Published articles or newsletters to disseminate information (1)
- ▶ Introduced/drafted relevant legislation (1)

Problems Faced in Applying Training

Ten of the twenty-four respondents responded to the question asking why they were unable to achieve all of their job performance objectives. These responses included:

- ▶ Lack relevant/suitable legislation for reform (3)
- ▶ Not enough time to carry out objectives (3)
- ▶ Lack necessary computer equipment (1)
- ▶ Not enough time to carry out training objectives (1)
- ▶ Lack support of co-workers (1)
- ▶ Training not within field of work (1)
- ▶ Materials not translated into local language (1)

The Multiplier Effect

All twenty-four of the returned participants interviewed said that they had shared their U.S. training knowledge with co-workers or others. They shared their training in a number of ways:

- ▶ Through meetings with co-workers and colleagues (14)
- ▶ Through seminars and conferences (8)
- ▶ Through discussions and workshops (4)
- ▶ Through on-the-job training (3)
- ▶ Through training classes (3)

Professional Contacts

Seventeen of the twenty-four participants responding have maintained either professional or commercial contacts which they had developed during their U.S. training time.

Most of these maintain contact with U.S. organizations (8); with U.S. citizens met while in training (4); share information with contacts (3); maintain contacts with U.S. training institutions and instructors (1); and established personal contact with other participants (1).

Overall Satisfaction

Participants were asked to evaluate their satisfaction with their U.S. training program now that they have been at work in their home country and had an opportunity to apply their new skills and knowledge in their work. The following table shows that there was not significant differences between males and females in regard to their satisfaction with their programs.

Table 21: Georgia—Overall Satisfaction with U.S. Training Program After Application of Skills Learned

Responses	Very Satisfied		Satisfied		Undecided		Dissatisfied	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Females (13)	5	38%	8	62%	0	0%	0	0%
Males (11)	1	9%	10	91%	0	0%	0	0%
All Respondees (24)	6	25%	18	75%	0	0%	0	0%

USAID/Romania: Findings from Interviews with Returned Participant Trainees

Background

Between July 1 and December 31, 1998, fifty-three (53) returned Romanian participants, trained in the U.S. in 1997 and the first half of 1998, were interviewed in-country.

The interviewers sought to determine participants' responses to the following:

- The extent to which the training objectives were achieved by the U.S. training program;
- The extent to which they have been able to accomplish their objectives since their return home from training;
- The accomplishments since their return;
- The problems faced in applying their training;
- The extent to which training was shared with others;
- How the training was shared with others;
- If the participant or the organization maintained professional or commercial contacts developed while in U.S. training;
- The nature of the contacts;
- The overall satisfaction with the training program; and a
- Special look at the 26 child welfare participants who responded to the interviews.

Trainee Profile

The participants surveyed (37 females and 16 males) were trained under the following Strategic Objectives:

- ▶ Increased soundness of fiscal policies/fiscal management practice (11)
- ▶ More competitive market/responsive private financial sector (1)
- ▶ Increased citizens' economic/political decision-making (5)
- ▶ More effective responsible/accountable local government (4)
- ▶ Improved sustainability of social benefits/services (32)

The largest number of participants were trained in the field of Child Welfare (26), followed by Tax and

Fiscal Policy (11), Health Care (10), Municipal/Local Government (4), and Energy/Environment (1). One individual did not respond to this question.

All of the returned participants were employed. Most (30) had experienced some change in job status since their return.

- ▶ Twenty-three had received increased responsibilities.
- ▶ Eight received a salary increase.
- ▶ Five were promoted.
- ▶ Four reported *other* changes, but these were not specified.

Accomplishment of Objectives

◆ *Training Objectives*

Slightly more than half of the 53 respondees (51%) reported that their training program *completely* achieved its objectives. Nineteen respondees felt that the training program *almost completely* achieved its objectives, and seven thought that it only *partially* achieved its objectives. The seven participants who reported that their training program only *partially* achieved their objectives were women.

◆ *Accomplishment of Objectives Upon Return*

When asked to what extent the participants had been able to accomplish the objectives set out in their training plans, the participants responded mostly positively. The following table shows the differences between male and female responses.

Table 22: Romania—Accomplishment of Objectives Upon Return

Responses	Completely		Almost Completely		Partially		Not At All	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Females (37)	7	19%	16	43%	13	35%	1	2%
Males (16)	2	12%	7	44%	7	44%	0	0%
All Respondees (53)	9	17%	23	43%	20	38%	1	2%

Forty-three of the fifty-three respondees cited the following as accomplishments since their return from training (some cited more than one):

- ▶ Implemented U.S. methods learned in training (9)
- ▶ Gained more knowledge and skills to improve the quality of their work (9)
- ▶ Gained more knowledge and skills to improve their organization (9)

- ▶ Carried out programs and projects (7)
- ▶ Improved communication skills (5)
- ▶ Acted as multiplier agent, transferring knowledge to others (4)
- ▶ Better organized (3)
- ▶ Improved planner (3)
- ▶ Introduced or drafted relevant legislation (3)
- ▶ Published articles or newsletters to disseminate information (2)
- ▶ Improved customer relations (1)

Problems Faced in Applying Training

Forty of the fifty-three respondents responded to the question asking why they were unable to achieve all of their job performance objectives. These responses included:

- ▶ Lack of relevant or suitable legislation for reform (11)
- ▶ Insufficient time back home to carry out objectives (9)
- ▶ Lack of financial means (8)
- ▶ The training did not apply to the reality of the country (5)
- ▶ The need for additional staff help (5)
- ▶ Do not have the support of supervisor or employer (3)
- ▶ Lack of support by local authorities (3)
- ▶ Insufficient training (3)
- ▶ The training was not in field of work (2)
- ▶ Current job does not require the skills learned in training (1)
- ▶ Organization undergoing re-organization (1)
- ▶ Do not have the support of co-workers (1)

The Multiplier Effect

All, but one, of the 53 returned participants interviewed said that they had shared their U.S. training knowledge with co-workers or others. They shared their training in a number of ways:

- ▶ Through meetings with co-workers and colleagues (42)
- ▶ Through seminars and conferences (11)
- ▶ Through discussions and workshops (7)
- ▶ Through publications, books, and other materials (6)
- ▶ Through the use of media (6)
- ▶ Through teaching and lectures (4)
- ▶ Through on-the-job training (2)
- ▶ Through normal conduct of the job (2)

Professional Contacts

Twenty-two of the 53 participants responding have maintained either professional or commercial contacts which they had developed during their U.S. training time.

Most of these contacts were with U.S. organizations (9); personal contact with other participants (6); contact with U.S. citizens met while in training (3); and maintaining contact with U.S. training institutions and instructors (2).

Overall Satisfaction

Participants were asked to evaluate their satisfaction with their U.S. training program now that they have been at work in their home country and had an opportunity to apply their new skills and knowledge in their work. The following table shows that there was not significant differences between males and females in regard to their satisfaction with their programs.

Table 23: Romania—Overall Satisfaction with U.S. Training Program After Application of Skills Learned

Responses	Very Satisfied		Satisfied		Undecided		Dissatisfied	
Females (37)	24	65%	11	30%	2	5%	0	0%
Males (16)	11	69%	5	31%	0	0%	0	0%
All Respondees (53)	35	66%	16	30%	2	4%	0	0%

Child Welfare Participants

Twenty-six participants (19 females and 7 males) who attended Child Welfare training in the U.S. were interviewed to find out about their U.S. training program and the extent to which they have been able to apply it to their work and their organizations.

Background

The participants surveyed were trained in the field of Child Welfare, under the Strategic Objective, “Improved sustainability of social benefits/services.”

Trainee Profile

All of the returned participants were employed. Most (15) had experienced some change in job status since their return home from U.S. training.

- ▶ Fourteen had received increased job responsibilities.
- ▶ Four received a salary increase.
- ▶ Two were promoted.

Accomplishment of Objectives

◆ *Training Objectives*

More than half of the 26 respondees (58%) reported that their training program *completely* achieved its objectives. Seven respondees felt that the training program *almost completely* achieved its objectives, and four thought that it only *partially* achieved them. The four participants who only *partially* achieved their objectives were women.

◆ *Accomplishment of Objectives Upon Return*

When asked to what extent the participants had been able to accomplish the objectives set out in their training plans, the participants responded mostly positively. The following table shows the differences between male and female responses.

Table 24: Child Welfare Participants—Accomplishment of Objectives Upon Return

Responses	Completely		Almost Completely		Partially		Not At All	
Females (19)	11	58%	4	21%	4	21%	0	0%
Males (7)	4	57%	3	43%	0	0%	0	0%
Total (26)	15	58%	7	27%	4	15%	0	0%

Forty-three of the fifty-three respondents cited the following as accomplishments since their return from training (some cited more than one):

- ▶ Gained more knowledge and skills to improve the quality of their work (6)
- ▶ Gained more knowledge and skills to improve their organization (5)
- ▶ Carried out programs or projects (5)
- ▶ Implemented U.S. methods learned in training (5)
- ▶ Improved communication skills (4)
- ▶ Improved planner (3)
- ▶ Acted as multiplier agent, transferring knowledge to others (1)
- ▶ Better organized (1)
- ▶ Introduced or drafted relevant legislation (1)
- ▶ Improved customer relations (1)
- ▶ Improved fund-raising skills (1)

Problems Faced in Applying the Training

Nineteen of the twenty-six Child Welfare participants interviewed responded to the question asking why they were unable to achieve all of their job performance objectives. These responses included:

- ▶ Lack of financial means (6)
- ▶ Insufficient time back home to carry out objectives (6)
- ▶ Lack of relevant or suitable legislation for reform (2)
- ▶ Lack of support by local authorities (2)
- ▶ Do not have the support of supervisor or employer (2)
- ▶ The training was not in field of work (2)
- ▶ The training did not apply to the reality of the country (1)
- ▶ The need for additional staff help (1)

- ▶ Insufficient training (1)
- ▶ Current job does not require the skills learned in training (1)
- ▶ Organization undergoing re-organization (1)
- ▶ Do not have the support of co-workers (1)

The Multiplier Effect

All of the 26 Child Welfare participants interviewed said that they had shared their U.S. training knowledge with co-workers or others. They shared their training in a number of ways:

- ▶ Through meetings with co-workers and colleagues (19)
- ▶ Through seminars and conferences (9)
- ▶ Through discussions and workshops (5)
- ▶ Through the use of media (4)
- ▶ Through teaching and lectures (3)
- ▶ Through on-the-job training (2)
- ▶ Through normal conduct of the job (1)
- ▶ Through publications, books, and other materials (1)

Professional Contacts

Twelve of the 26 participants responding said that they have maintained either professional or commercial contacts which they had developed during their U.S. training time.

However, few were able to cite specific instances. Some of these contacts were with U.S. organizations (2); contacts with U.S. training institutions and instructors (2); personal contact with other participants (1); and contact with U.S. citizens met while in training (1).

Overall Satisfaction

Participants were asked to evaluate their satisfaction with their U.S. training program now that they have been at work in their home country and had an opportunity to apply their new skills and knowledge in their work. The following table shows that there was not significant differences between males and females in regard to their satisfaction with their programs.

Table 25: Child Welfare Participants—Overall Satisfaction with U.S. Training Program After Application of Skills Learned

Responses	Very Satisfied		Satisfied		Undecided		Dissatisfied	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Females (19)	16	84%	3	16%	0	0%	0	0%
Males (7)	6	86%	1	14%	0	0%	0	0%
Total (26)	22	85%	4	15%	0	0%	0	0%

Satisfaction levels for the Child Welfare participants were higher than those of the group as a whole.

USAID/Slovakia: Findings from Interviews with Returned Participant Trainees

Background

Between July 1 and December 31, 1998, eighteen (18) returned Slovakian participants, trained in the U.S. in 1997 and the first half of 1998, were interviewed in-country.

The interviewers sought to determine participants' responses to the following:

- The extent to which the training objectives were achieved by the U.S. training program;
- The extent to which they have been able to accomplish their objectives since their return home from training;
- The accomplishments since their return;
- The problems faced in applying their training;
- The extent to which training was shared with others;
- How the training was shared with others;
- If the participant or the organization maintained professional or commercial contacts developed while in U.S. training;
- The nature of the contacts; and
- The overall satisfaction with the training program.

Trainee Profile

The participants surveyed (4 females and 14 males) were trained under the following Strategic Objectives:

- ▶ Improved sustainability of social benefits and services (8)
- ▶ Increased citizens' economic/political decision-making (6)
- ▶ Legal reform that better supports democratic/market initiatives (4)

The largest number of participants were trained in the field of Drug Prevention/Treatment (7); followed by Law and Legal Studies (4); Journalism/Media (4); Political Parties/Elections (2); and Health Care (1).

All of the returned participants were employed. Fewer than half (7) had experienced some change in job status since their return.

- ▶ Three had received increased responsibilities.
- ▶ Three received a salary increase.
- ▶ One was promoted.

Accomplishment of Objectives

◆ *Training Objectives*

Eleven of the eighteen respondees (61%) reported that their training program *completely* achieved its objectives. Six respondees (33%) felt that the training program *almost completely* achieved its objectives, and one (6%) thought that it only *partially* achieved its objectives.

◆ *Accomplishment of Objectives Upon Return*

When asked to what extent the participants had been able to accomplish the objectives set out in their training plans, the female participants responded more positively than the males. The following table shows the differences between male and female responses.

Table 26: Slovakia—Accomplishment of Objectives Upon Return

Responses	Completely		Almost Completely		Partially		Not At All	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Females (4)	3	75%	1	25%	0	0%	0	0%
Males (14)	1	7%	6	43%	7	50%	0	0%
Total (18)	4	22%	7	39%	7	39%	0	0%

All eighteen of respondees cited the following as accomplishments since their return from training (some cited more than one):

- ▶ Implemented U.S. methods learned in training (11)
- ▶ Acted as multiplier agent, transferring knowledge to others (6)
- ▶ Carried out programs and projects (6)
- ▶ Gained more knowledge and skills to improve their organization (4)
- ▶ Improved fund-raising skills (3)
- ▶ Gained more knowledge and skills to improve the quality of their work (2)
- ▶ Better organized (2)
- ▶ Improved communication skills (1)

- ▶ Increased professional contacts (1)
- ▶ Participated in relevant seminars and conferences (1)
- ▶ Publication/newsletter to disseminate information (1)
- ▶ Improved customer relations (1)

Problems Faced in Applying Training

Seven of the eighteen respondents responded to the question asking why they were unable to achieve all of their job performance objectives. These responses included:

- ▶ Not enough time to carry out training objectives (3)
- ▶ Lack of financial means (2)
- ▶ Need more staff help (2)
- ▶ Lack of support of local authorities (1)
- ▶ Lack of relevant/suitable legislation for reform (1)

The Multiplier Effect

All eighteen of the returned participants interviewed said that they had shared their U.S. training knowledge with co-workers or others. They shared their training in a number of ways:

- ▶ Through meetings with co-workers and colleagues (10)
- ▶ Through seminars and conferences (4)
- ▶ Through teaching and lectures (4)
- ▶ Through discussion and workshops (3)
- ▶ Through publications, books, and other materials (3)
- ▶ Through training classes (2)

Professional Contacts

Twelve of the eighteen participants responding have maintained either professional or commercial contacts which they had developed during their U.S. training time.

Most of these maintain contact with U.S. citizens met while in training (9); contact with U.S. training institutions and instructors (4); and personal contact with other participants (1).

Overall Satisfaction

Participants were asked to evaluate their satisfaction with their U.S. training program now that they have been at work in their home country and had an opportunity to apply their new skills and knowledge in their work. The following table shows that the satisfaction levels for female participants were higher than for males and females in regard to their satisfaction with their programs.

Table 27: Slovakia—Overall Satisfaction with U.S. Training Program After Application of Skills Learned

Responses	Very Satisfied		Satisfied		Undecided		Dissatisfied	
Females (4)	4	100%	0	0%	0	0%	0	0%
Males (14)	7	50%	7	50%	0	0%	0	0%
Total (18)	11	61%	7	39%	0	0%	0	0%

Conclusions and Recommendations

The initial review of impact questionnaires allows for a number of conclusions about the utility of the revised evaluation process and how it can or should be used.

1. The application of the Chain of Results integrated planning/evaluation framework is still in the formative stages in many missions. The framework requires the development of a linked series of clear learning objectives (changes in skills, knowledge, attitude), objectives for applying the skills at work (job performance objectives), and in some cases organizational performance objectives. When these objectives are not clearly established, the evaluation model loses some of its value. As was noted in the beginning of this report, 1998 was a transition year for the application of this approach to effective training. The transition status was evident in the unevenness of the objectives and the reporting.

Recommendation: The ENI Bureau should continue to facilitate and strengthen the application of the Results Chain in the ENI Training Program. This may entail further training or peer training through regional conferences. An option for on-going peer interaction and training might be the continuation of a chat room on the Internet focused on key issues of planning and evaluating training.

2. The impact questionnaire form needs to be reviewed and revised. One improvement would be to include a space for specific identification of the SO/IR related to the training.

Recommendation: The ENI Bureau should encourage feedback from contractors and missions based on their experience using the format during the first year, and revise accordingly. One important element will be the inclusion of data regarding the SO/IR at the most specific level.

3. The interview skills of the in-country staff can be further strengthened through regular feedback

from the ENI Bureau or the support contractor. The quality of the interviews, the completeness of the answer, and the richness of the story can be improved in many instances.

Recommendation: Encourage and facilitate feedback and peer interaction on interviewer skills.

4. While the process of developing a common evaluation framework for the region has been very useful, the paradox is that it may not be useful to report on this data on a regional level. The analysis of the data on a regional level produces relatively general findings with relatively limited linkages to strategic objectives. While the broad regional analysis of the application of training, participant satisfaction, and achievement of learning goals is of general interest, the primary applicability of this knowledge is at the mission level. If the Bureau, the contractors, and the missions find this type of information useful for program management purposes, it should be continued. However, the primary emphasis of the data analysis should be on mission level and SO/IR level reporting.

The same issue applies to the aggregate measures of the contribution of training to SO's. The comparative information about training in different SO categories sheds some interesting perspective on the relative quality and challenges of training in different fields. However, the ENI Bureau should make a determination as to whether the information is sufficiently useful to warrant the cost of analysis.

5. The effective application of the Results Chain requires that the primary unit of analysis, planning, and evaluation should be the SO. The primary measure should be program goals. This is substantively different than the traditional approach to participant training (including the ENI Model), which continues to use the participant or training group as the primary unit of analysis. The current process in most missions continues to focus on training in isolation, both strategically and operationally, rather than as an integrated input. The case study on Child Welfare in Romania might be one way of better integrating training into the SO framework and assuring that the best measures of progress are being used.

Recommendation: The ENI Bureau should continue to explore ways to better integrate training into the SO/IR framework.

6. The greatest value of the Results Chain planning/evaluation model may be the process of providing standard tools and approaches for mission and contractor staff to use. The analysis and reporting of the information collected is much more useful at the mission and SO Team level than at the Bureau level.

Recommendation: The ENI Bureau should consider reorienting the assistance and support contract to support to missions rather than on central collection and analysis of data. As noted above, the Bureau should facilitate and encourage opportunities for mission and contractor staff to exchange experience, build skills, and revise the process to meet their diverse needs. In some missions, SO teams could benefit from assistance in learning how to more effectively integrate training into the planning function and to fully utilize the training specialists provided through the GTD mechanism.

Section V: Romania Child Welfare (SO 3.2)—An Illustrative System for Planning and Evaluating Training

The following discussion is intended to explore an approach to integrating participant and in-country training with program objectives in a useful way to more easily measure progress toward achievement of strategic objectives. It is intended to address the question that many missions have asked

“What is the appropriate level of indicator for training and how can training be best related to strategic objectives and intermediate results?”

The challenges of planning and measuring training is complicated when the training is implemented through a third party mechanism like GTD. While the GTD mechanism brings a degree of professional management and improved quality to the training program, it is often implemented and evaluated as a separate entity. This exacerbates the main challenge of evaluating participant training under reengineering, which has been to relate training events of groups and individuals to the broader program goals. The training experience of individuals is usually only one event in an on-going program with technical assistance and multiple training events. However, training evaluations often seek to attribute large changes to each training event—a process comparable to attributing the sale of a new automobile to the installation of the transmission system.

The issue at the core of the evaluation—*attribution problem* for training (as well as many other inputs) is that evaluations of a particular input *necessarily* use that input as the unit of analysis. In other words, a training evaluation focuses primarily on training activities. Moreover, because the individual participants are usually the source of evaluation information, the assessment focuses on individual accomplishments. The evaluation process can thus easily be turned from assessing program impact to simply a mechanism for justifying each individual training program by attributing important program achievements to the training. Another distinction in training evaluation is to assess participant training (outside of the country) and in-country training differently, with a greater emphasis on individual responses in participant training.

The ENI Transit team believes that the most appropriate and meaningful approach to planning for and assessing training impact is to focus on the programmatic goals and the skills, knowledge, and attitudes that support those goals. The primary orientation, or unit of analysis, of this “model” for tracking and reporting on the impact of training is the “results package” of a strategic objective and a specific intermediate result. In this sense, the evaluation data is much more oriented toward project and program results than toward training, per se. Training evaluation data answers a different set of questions.

From this viewpoint, training impact data contributes at a level that measures steps of progress toward achieving the broader program objectives, rather than the objectives themselves. As such, assessment information from training or technical assistance activities is very important as a management tool in terms of making sense of the progress and accomplishments, and also as feedback to improve the effectiveness of the interventions. The objectives toward which training contributes (skills, knowledge,

and attitude) might be considered operational objectives rather than high level program impact objectives. As long as an evaluation system asks the right questions for each level, all of the data can be used in an integrated fashion to inform both process and impact of programs. It should be emphasized that process and impact are inseparably integrated.

Training assessment data is one part of a program management information system. All of the data in this type of MIS system are categorized by where they fit into the following questions:

- ▶ *What information is needed to make decisions?*
- ▶ *What is the information used for?*
- ▶ *Who will use the information?*

The following table shows several levels of information about training and how they might be used for planning and evaluation. Traditional training planning and evaluation systems focus on the individual level. The approach taken in the ENI Bureau in recent years is similar to the second tier—results-based individual performance. The third level is program based, reflecting the aggregate accomplishments and goals of the program. The first two levels are useful and important for program management. The third and fourth levels are important for higher level management and impact reporting. Whereas training evaluation systems have tended to concentrate on one level or another, these are actually not mutually exclusive measures, but rather are an integrated continuum of results, each of which informs the others and gives them meaning.

Table 28: Levels of Training Information

Level	Planning	Impact Evaluation	Romania Example
1. Individual	What skills or knowledge does the participant need?	What did she do after the training program with the new skills or knowledge? (open ended)	Child Welfare Directors need exposure to a full spectrum CW system in the US.
2. Results-based individual participant	What task or performance goal does the participant have to accomplish? What skills or knowledge are needed to accomplish it?	Did she acquire the skills and knowledge desired? Did she accomplish the task or performance goal?	CW Directors need knowledge of US systems to develop a manual of procedures for a foster care program.
3. Results-based program, in which training of individuals is one input	What are the component tasks? Who is responsible for them? What skills are needed? What technical assistance is needed? What equipment and commodities are needed?	Are the tasks being accomplished? Are the responsible parties willing and able to implement the program? Is the equipment appropriate and timely? Are other types of assistance needed?	Three counties will establish full spectrum community child welfare services. Are the county executives establishing new policies? Are they committed? Etc.
4. SO/IR	What is the problem to be resolved and what strategy can be used to resolve it?	Is the strategy effective?	Availability of good alternatives reduces rate of institutionalization of children

This illustrative approach to an integrated training information management system that collects appropriate and useful information that is used in higher level management and reporting uses the Child Welfare program in Romania as an example. This Child Welfare program is particularly appropriate for exploring options for this type of integrated evaluation process because it includes a strong training element and because it integrates the GTD training with in-country training and technical assistance. The factors that encourage this level of integration are:

- ▶ Extensive use of the GTD mechanism in an integrated fashion in the project.
- ▶ Outcomes are strongly dependent on the transfer of skills and knowledge.
- ▶ The training process includes both participant and in-country training conducted over a period of time.
- ▶ The goal is a combination of new policies, attitudes, and the establishment of organizational capacity in specific technical areas. Therefore, the training/TA combination is designed to help develop political will, understanding and acceptance of new approaches, and technical ability to implement the new changes.
- ▶ The technical skills that will contribute to an established organizational capacity are based on established professional standards of care and practice for the industry.
- ▶ The intermediate results are clearly stated and reflect the development and effective functioning of new institutions.

Program Background

During the twenty-four year rule of Nicolae Ceaucescu, Romania was faced with a situation of declining birthrates. Convinced that economic growth could only come with a growing workforce, the dictator implemented stringent pro-natalist policies that banned abortion and contraception for women under 45 years of age and with fewer than five children. To cope with the large numbers of unwanted children created by these policies, a centralized, nationwide system of orphanages was created. Prior to 1989, approximately 100,000 children, or 1.7 percent of all children in Romania, were living in orphanages. Child welfare policy was wholly focused on institutionalization of unwanted children. None of the alternatives found in the U.S. existed—family support services, adoption, family planning services, crisis intervention, etc. The institutionalized children even attended school within the orphanages, leaving them truly isolated from the communities. At the time of the revolution, the orphan situation was widely publicized.

Despite the worldwide attention to the Romanian orphans in the early 1990's, child welfare reform has been slow and the number of institutionalized children remains at almost the same number as under the communist regime. Two main reasons are cited for the continuing problem: economic poverty of families and the availability of institutions as an option. In 1997, the government began serious child welfare reform, creating a new organizational structure and decentralizing the responsibility and authority to the county level. Each county created a Commission for Child Protection, responsible for setting policy and implementing reform, and a Directorate for Child Protection, responsible for providing social workers to assess and implement the reforms.

USAID Program

In 1998, USAID/Romania established the child welfare project to assist the government in implementing the reform program. The SO framework for Romania is shown below.

Strategic Objective 3.2: Improved Welfare of Children and Women

- Intermediate Result 1:* Decreased Dependency of the Use of Institutions for Children
- IR 1.1: Improved child welfare policies and administrative procedures implemented
 - IR 1.2: Improved quality of community child welfare services
 - IR 1.3: Increased parental and citizen involvement with children
- Intermediate Result 2:* Increased Use of Women's Health Services
- IR 2.1: Improved quality of women's reproductive health services
 - IR 2.2: Improved access to women's health services
 - IR 2.3: Increased demand for women's health services

The program consists of training officials in the child welfare system, supporting policy development, and managing a demonstration project in three counties. The training program has been organized by the GTD contractor in Romania and the current technical assistance contractor. The first stage consisted of three groups of Romanian child welfare officials visiting the U.S. to learn about child welfare policies, community-based program management, and professionalization of child welfare

programs. The intended result of this training activity was to secure the attitudinal change and commitment by the key leaders needed to implement reform. One part of their program consisted of developing action plans for implementing reform in their counties.

These training programs in the U.S. were notably effective in developing the basic knowledge about child welfare programs and the range of community based services that constitute the full continuum of family support. They were also effective in developing and strengthening the commitment of key leaders on a national level and in target communities for welfare reform. An outcome of the training experience was the development of a network of county officials, including both the Secretary and the child welfare director, that community and share experience in implementing welfare reform.

However, there is still a significant distance between the initial training activities, much less the experience of each individual participant, and even the lowest level intermediate results. Implementation of the child welfare reforms and achievement of substantively better quality child protection services is an involved process that will take years of work. The U.S. based training is one element in the program.

The entire child welfare program consists of a range of support activities aimed at a broad swath of officials and social workers in target communities. After the U.S. training, follow-on training was conducted with returnees that included project implementation of community based child welfare programs, and citizen participation in child protection at the local level. These follow-on activities were designed to discuss the action plans and to develop strategies for implementing them.

In addition to the activities linked to the US training, three technical assistance contractors in child welfare programs are providing training for community social workers. This program builds on the foundation created by the U.S. training but reaches out to the *retail* level to achieve a degree of professionalization of thousands of social workers interacting with children at risk. This in-country training activity includes short-term modules of continuing professional education as well as long-term training in comprehensive child welfare curriculum for social workers unable to attend college.

Finally, the program also includes demonstration programs managed by the institutional contractors to develop and demonstrate improved policies and administrative procedures, improve quality of community child welfare services, increased use of community child welfare services, and increased parental and community involvement. These demonstration projects will establish services based on the case management model, which is new to Romania, to achieve the linked goals of de-institutionalization, family preservation, and community protection. All of these programs also include a substantial amount of training, which may include U.S. based, third country, and in-country training.

The following Training Impact Map illustrates the concept that each of the training events is contributing a piece to a broader puzzle. The Map is an illustrative attempt to relate the key training activities to the process goals and intermediate results. This training impact map seeks to accomplish several goals. First, it identifies the many key actors who are responsible for implementing the child welfare reforms in Romania. Training and technical assistance are directed toward assisting these people to implement a new program and to improve job performance. Second, it identifies (1) the skill/knowledge/attitude constraints to successful program implementation; (2) the training or TA

activity that might address the constraint; (3) the task or job performance of each actor that will be facilitated by the assistance; and (4) the broad process objective that must be accomplished in order to achieve the intermediate result. The process objectives might be considered to be key milestones in the program. It is evident from this impact map that a significant number of key actors and skill/knowledge elements contribute to improved performance and milestones. It is also clear that the links between the actors, skills, and outcomes are neither isolated nor linear, in the sense that a single training event may support knowledge that leads to multiple outcomes (or process objectives). It is also clear that some process objectives require a complex combination of people and skills to make it happen.

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Evaluation of Training Impact and Use of Data

As is clear from the preceding discussion, the program interventions needed to accomplish the goals of the child welfare reform program are based on an integrated web of training and technical assistance activities. In this, it is not significantly different than most development programs. It is also clear that each training event, whether in the U.S., third countries, or in Romania, contributes to the ultimate goal of successful reform in an incremental fashion. These incremental improvements or contributions measure the *progress* towards achieving the desired impact. Taken in isolation, each training event has only a modest contribution and none can be directly linked in a causal relationship to the ultimate accomplishment of establishing community based programs. Taken as part of a whole, however, each training event demonstrates progress towards those goals in a way that can be planned and implemented.

Given this, how can SO Teams and Missions best use training monitoring and evaluation information for program management and for reporting results? How can the training impact information be most usefully integrated into the broader M&E system of the Results Package team?

As we have argued earlier, the assessment of training activities is most useful and meaningful in the broader context of the SO/IR. What does this mean in operational terms? To begin with, it means that the focus of the evaluation, the unit of analysis, should not be on the individual participants or on the participant training activity. The central question is not “what did Mr. X accomplish?”, but rather would be phrased in terms of the process goals, “Is the county leadership committed to reform of the child welfare system and have functioning Child Protection committees been established?” Whereas many of the same questions will be asked, the emphasis will be on different elements of the problem.

Implementation of a planning and evaluation system for measuring and reporting on program impact is relatively straightforward for a program such as the child welfare activity. Each of the individual training activities links defined skill or knowledge needs to a training activity, and improved job performance. The combined efforts of many people’s improved job performance results in accomplishment of the intermediate results and, eventually, the strategic objective.

Using this framework, each trainee can be assessed in terms of whether he or she gained the skills and knowledge desired and whether the appropriate job performance was accomplished. This measure of training results can be regularly collected as the training activities are implemented. The process level indicators can be measured periodically to determine whether the appropriate milestones are being accomplished and, if not, what additional activities might be needed. This same measurement process can be applied to U.S., third country, and in-country programs.

Model for an Integrated Training Evaluation System

The following approach for integrating the training evaluation information into the SO Team M&E system uses a training information system composed of training plans and data, exit questionnaires or course evaluations, and follow-on interviews or surveys. For the most part, this information is useful at two levels—monitoring project and contractor performance, and assessing and interpreting progress towards achieving milestones. As such, the training impact information does not directly figure into IR reporting, but it is an essential element in making those reports meaningful.

The monitoring function is mainly used by the contractors to track the quality of their programs and to identify problems as they arise. Some elements of the monitoring function may also be useful to USAID in assessing contractor performance and in identifying new opportunities or needs to adapt the program. The monitoring function answers the following questions:

- ▶ Is the training of good quality?
- ▶ Is the training well managed and at reasonable cost?
- ▶ Do the participants learn the desired skills and attitudes?
- ▶ Are the performance objectives achieved?

An effective monitoring system has the following characteristics:

- ▶ The information flow quickly completes the feedback loop to the key decision makers affected by the program—the training provider, the supervisors and key counterpart clients, and the technical advisors.
- ▶ The data is systematically collected and saved, but at the minimum cost commensurate with the cost and importance of the training.
- ▶ Both process and impact data are collected.

The stage of assessing and interpreting progress towards milestones uses the same information about training outcomes and impact to answer program level questions from a broader perspective. The accomplishments of milestones is the effective point of interface between the reporting on training (and technical assistance) outcomes and the program level assessment needed by the SO team. These questions are more oriented toward understanding the process of development and whether the training and TA are effective in achieving the expected progress. Questions at this interpretive level might include:

- ▶ Are the county executives committed and knowledgeable about the child welfare reform program? Which are most committed? Which are least committed? How can they be better supported?

- ▶ Are the child welfare department directors capable of implementing the new programs? Do they understand the steps needed to establish and implement procedures to assure acceptable standards of practice? Do they have the skills to train staff? Do they understand the problem areas in different care situations? Are they networking effectively with their colleagues in other counties?

- ▶ Are the social workers trained to a level of competence in standards of practice? What percentage of social workers in each of the three target counties can be considered fully capable?

The table below presents a M&E framework for reporting on this SO. The table is a partial look at a few of the key processes of one IR. This framework reflects the monitoring and evaluation of the Results Package, to which the training evaluations contribute selected information at a certain level. The impact chain for this particular example moves from SO/IR level goals to Process goals that are necessary to accomplish the IR. Within each of these Processes, a number of specific, concrete Milestones can be identified that show whether the project is making progress. The next level, which we are calling Actions or activities, represent the combination of actions, acquired skills, knowledge, and essential attitudes that will enable the project team to complete each milestone. The contribution of the training program, as well as the contribution of the technical assistance program, is measured directly at the most fundamental levels of the program—inputs and activities.

This sample framework is far from comprehensive, or probably even particularly accurate in a technical sense. The formulation of comprehensive, insightful, and focused measures of progress are best developed by the professionals in the field. Rather, the utility of this framework is in developing an approach for understanding what kinds of information can most effectively be used to report on the process. And, equally importantly, how each kind of information can be used in an integrated fashion to support other sources of information. What we are seeking to do is to place the participant training information into the reporting system at an appropriate and useful level.

In this framework, evaluation information on U.S. and third country training, which is the “meat” of training evaluations, is not used directly to report on IR accomplishments. In fact, reporting on training impact may not show up at all in IR quantitative reports. However, data collected at this level is essential in making sense of the key indicators as well as in understanding whether the development process is happening as planned. It may be best used as narrative support to the evaluation reports.

Table 30: Monitoring and Evaluation Framework for SO/IR Reporting

Level	Activity or Milestone	Evaluation Measure	Source
SO 3.2	Improved Welfare of Children and Women	Achievement of IR objectives	Mission M&E
IR 3.2.2	Improved Quality of community child welfare services.	Achievement of designated Indicators showing effective CW systems in 3 Judets. Reduction of institutionalized children	Mission M&E
Process	Viable options to institutionalization available in 3 Judets. Key staff skills in independent community based child welfare meet professional standards.	Identified milestones achieved	SO team M&E system
Milestone	Establishment of Judet level CW policies and programs Establishment of child protection department Procedures for allocation of cases and case management Increasing percentage of key staff meet professional care standards	Policies in Place Department functioning Procedures written and used Passing grade on professional certification assessment	SO team M&E system and reporting
Actions/ activities	Judet Secretary supports and understands CW needs Secretary and CW director are familiar with best practice procedures and can implement them Staff training and professional development activities are conducted regularly and systematically Key staff develop measurable skills in CW practices	Secretary displays commitment to CW reform by initiating activities. Director displays knowledge of procedures Contractor and CW department conduct on-going training Staff are able to pass professional standards of care tests.	Participant training follow-up interviews. Follow up interviews Follow-on training Training provider skill testing
Inputs - quality	In country training Participant training Technical assistance Commodities and equipment.	Training is cost effective Trainees are satisfied with training. Counterparts are satisfied with TA Commodities are delivered on time	Training exit questionnaire Customer surveys

Using the above example, an annual progress report would use the training evaluation information in a descriptive manner to make the milestone information meaningful. It would not, however, be directly reported as an IR measure. It might look like the following table:

Table 31: IR 3.2.2. Improved Quality of Community Child Welfare Services

Indicators	Planned	Achieved
Judets with CW reform policies in place	3	7
Continuum of care services available in three target Judets	3	2
Community increasingly using alternative Child welfare mechanisms	3	—
Institutionalization level reduced by	25%	14%

Discussion

The CW reform program has developed a strong foundation with the training programs and follow-on networking training provided to the target Judet Secretaries and CW Directors. The U.S. training programs for 15 Judet secretaries and CW directors gave them a broad knowledge of what a full-fledged community based CW system can accomplish, and resulted in their strong commitment to reform. Seven of the secretaries have organized regular networking and workshops, supported by the technical assistance contractor, to share their experiences and reinforce their programs.

A series of 12 professionalization workshops on standards of practice for family support and preventative services, and family preservation and acute intervention, are being provided to the CW staff in three target counties. Twenty (20) percent of the CW staff in Cluj, 14 percent in Constanta, and 12 percent in Iasi counties have passed the professional certification exam after completing the series. It is anticipated that by the end of five years, at least 80 percent of the working staff will have been certified. The skills that have been most difficult to transfer have been in the foster care program—screening, placements, training foster parents, and monitoring. An intensive new program combining internships in U.S. foster home programs and follow-on workshops is planned for the coming year.

Thirty-four CW Directors and community leaders have participated in study tours in Hungary and the US on foster care programs. Upon return, they have established foster care programs in four Judets, with aggressive community outreach activities to share their experience and enthusiasm with other members of the community.

Summary Observations

For the ENI Bureau, the implication of this approach to planning and evaluation is that there may not be an overriding need to collect and analyze training data at the Bureau level. Nor should the bureau necessarily be encouraging missions to collect, analyze, and report on training results at the country level. Training impact information is mainly meaningful in the context of a specific results package. Identifying and reporting on the training impact of the U.S. trainees in an isolated fashion might be interesting and even impressive, but is not be particularly meaningful in terms of the SO/IR. Rather, the assessment of training impact can be appropriately and effectively integrated into the program assessment process to answer questions at an operational level. The role of the Bureau might usefully be to continue to provide tools and technical assistance for the planning, implementation, and evaluation of training, but only to the extent that it is of use by the missions.

The key to using this information system effectively is that the development process is envisioned so that the linkages between inputs, actions, milestones, process objectives, and IR goals are defined. In other words, the requirements needed at each step of the process must be understood and incorporated into the evaluation model. Many of these will be directly related to the training and technical assistance activities, because skills, knowledge, and attitude of the participating host country counterparts are usually 99 percent of program success.

The other major component of the ENI participant assessment system is “success stories.” These stories with a focus on individual participant accomplishments are usually used for USAID reporting to outside interest groups rather than for R4 reporting. While they are necessary as an accessible means for non-USAID people to visualize the impact of foreign aid, they can be strengthened with greater program context information. The ENI Bureau has promoted a success story format that moves in this direction. If training impact information is used in the integrated fashion discussed in this illustrative example, these contextualized success stories may be easier to write.