TRAINING FOR EDUCATION SECTOR TEAMS (TEST)
Evaluation of the Design, Development and Implementation of the Introduction to HICD Online Course

Program Project Management Training (PPMT)
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## TABLE OF CONTENTS

EXECUTIVE SUMMARY ........................................................................................................... 7

I. INTRODUCTION TO HICD ONLINE COURSE DESIGN .................................................. 9

II. INTRODUCTION TO HICD ONLINE COURSE DEVELOPMENT AND IMPLEMENTATION ......................................................................................................................... 11

III. RECOMMENDATIONS FOR DEVELOPING FUTURE ONLINE LEARNING RESOURCES ......................................................................................................................... 13

IV. APPENDIX ...................................................................................................................... 15
EXECUTIVE SUMMARY

As a part of its efforts to improve education programming, USAID has undertaken the design and delivery of a suite of professional development courses entitled, Training for Education Sector Teams (TEST). The TEST project is being undertaken to improve education programming and to contribute to the Office of Education (EGAT/ED)’s goal of creating a professional development path for all Agency education staff.

USAID’s Human and Institutional Capacity Development (HICD) model and program initiative is a structured and systematic approach to capacity development that is increasingly being utilized in the Agency as a method to promote effective and sustainable U.S. foreign assistance. It is the Agency’s policy, under ADS 201, to “integrate a human and institutional capacity development approach when conducting regional, country, or sector strategic planning and when designing new development activities” (Mandatory Reference - 201maf). Furthermore, the HICD model is also a valuable resource for meeting USAID Forward Implementation and Procurement Reform (IPR) objectives related to supporting and increasing the use of partner country systems and institutions, as well as local civil society and private sector entities.

In order to help equip Agency staff with increased knowledge and understanding of the HICD model, the Office of Education included the development of a self-paced, online course on HICD as part of the FY 2010 TEST work plan. The goal of the course was to provide an overview of the HICD model, describe each component, and discuss how and when it can be implemented.

The PPMT TEST Team worked closely with USAID HICD staff to define the needs and delivery format for the HICD online course. Through initial meetings and discussions, it was determined that the course should be based on the Human and Institutional Capacity Development Handbook that was already being distributed within the Agency. Stephen Kowal, James Nindel, and Jeffery Shahan from the Office of Education’s HICD team would be available to provide subject matter expertise and guidance as well as content to supplement the handbook. It was also important that Mission-based staff be given the opportunity to participate in the course’s design and development. Once developed, the course would be open to Agency staff from all sectors and regions.

After the needs and specifications for the course were identified, the PPMT TEST Team issued a purchase order to Global Learning Systems (GLS) to design and develop the Introduction to HICD online course using their course authorizing software. GLS brought considerable instructional design and online learning expertise to the project as well as essential technical knowledge about how to implement the course on the USAID University Learning Management System (LMS). The PPMT TEST Team worked very closely with Lisa Williams, an instructional designer with GLS, throughout the course’s design, development and implementation.

The course design process began with a kick-off meeting to identify the key deliverables, the process for reviewing those deliverables, the roles and responsibilities across the project team, and the best methods for maintaining communication. A second kick-off meeting was held with members of the Review Team, which consisted of Mission-based USAID staff that had been asked to review and provide feedback on the project deliverables. The first deliverable for review was the Design Document, which defined the agreed upon approach and components for the Introduction to HICD online course and specified how the case study materials (pertaining to a fictional country called “Ubilian”) would be incorporated throughout the course.
Once the Design Document was approved by the USAID HICD staff, Ms. Williams began developing the remaining project deliverables, which included: a course prototype, the detailed content outline, the audio narration script, a Beta version of the course, and the finalized version of the Introduction to HICD online course (Gamma version). The USAID HICD staff provided considerable subject matter expertise throughout the project by developing custom content for the course as needed and by conducting detailed reviews of each deliverable. The Review Team also provided feedback on key deliverables.

Once the course was developed to the USAID HICD staff’s full specifications, the course was approved for implementation on two different LMSs. USAID staff have ongoing access to the course on USAID University, while implementing partners were given temporary, three-month access to the course through GLS’s KeyStone OnDemand Learning Management platform. The course was officially launched on both LMSs on April 13, 2011. The PPMT TEST Team supported and administered the KeyStone OnDemand pilot version of the course. The Team ensured that users were able to successfully access the course, helped troubleshoot any user issues, and administered a course feedback survey to those that completed the course.

The Introduction to HICD online course was a successful online learning effort that has received positive feedback from those within and outside of the Agency. The following are recommendations based on the processes and outcomes of this activity that may further strengthen the development of future online learning resources:

- Utilizing internal USAID expertise to develop training content can be more cost-effective and results in content that is more relevant to USAID staff.
- Early deliverables lay important groundwork during the development of online learning resources and, therefore, it is important that these deliverables are given a close review. Finalizing the audio narration script is an especially significant step as the script is the primary vehicle for communicating the majority of the course content.
- Involving Mission-based staff in the course development process helps secure Mission staff support for the project.
- It is important to identify a project team that includes individuals with the necessary expertise, including subject matter experts, those familiar with USAID’s organizational culture, instructional designers, project managers, and technically proficient LMS experts.
- The first step in the development process should be to review and update the source material. This will make the development process more streamlined and limit the amount of corrections later in the process, which are generally more costly to implement.
- Stakeholders that will need to approve the final course deliverables should fully participate throughout the course development process.
- It is important to identify which aspects of the project would most greatly benefit from Mission staff’s review and perspective and how to incentivize their participation.
- It is strongly advised to test each element of the online learning resource on the website or LMS where it will be hosted as each element is developed. The course should also be tested with various types of users, ideally at the Beta stage.
- Online learning projects should utilize flexible contracting mechanisms that can accommodate changes in scope without slowing down the course development process.
I. INTRODUCTION TO HICD ONLINE COURSE DESIGN

In order to equip Agency staff with increased knowledge and understanding of the Human and Institutional Capacity Development (HICD) model, the Office of Education included the development of a self-paced, online course on the HICD model as part of the FY 2010 TEST work plan. As initially conceptualized, this course was to be based on the Human and Institutional Capacity Development Handbook which was already being distributed within USAID, although the USAID HICD staff found that it was underutilized. The goal of the course was to provide an overview of the HICD model, describe each component, and discuss how and when it can be implemented.

The PPMT TEST Team and the USAID HICD staff worked closely to further define the needs and delivery format for the HICD course. Through a series of initial meetings, it was determined that:

- The course would be utilized by Agency staff from all sectors and regions, primarily Mission-based program and technical officers. Therefore, the course content should be general and not specific to any one sector.
- The course should be self-paced and presented in a sequenced, organized format. It should be delivered through the Agency’s USAID University Learning Management System (LMS) and participants should receive a certificate upon successful completion of the course.
- The HICD Handbook would form the basis of the course. The course should be developed in close collaboration with Jeffery Shahan and Stephen Kowal from the Office of Education’s HICD staff. James Nindel, the COTR of the TEST Task Order and the Activity Manager for the project, also played a key role as a subject matter expert and course reviewer.
- The course should use graphics and animation to visually present the elements of the model. Specific examples and case studies should also be included. Participants should be exposed to the HICD tools and templates that are available as resources.
- The course development process should involve Mission staff with varying levels of familiarity with the HICD model to ensure that the content will be relevant to their needs and to encourage their support of the process.

Based on these identified needs, the PPMT TEST Team sought the expertise of Global Learning Systems (GLS), an e-learning development and delivery firm that offered course authorizing software that fit the budget and timeline of the HICD course development project. It was determined that the HICD course would be developed on a three-month development timeline, which assumed that the HICD Manual would be used as the primary content source and allowed for extremely limited design customization options beyond GLS’s standard templates. The course would be hosted on two different platforms in order to meet the needs of two distinct audiences: USAID staff would access the course on USAID University, while implementing partners would have temporary, three-month access the course through GLS’s KeyStone OnDemand Learning Management platform. Once all of the course specifications were identified, in October 2010 the PPMT TEST Team issued a purchase order to formally bring GLS onto the HICD course development project. Lisa Williams from GLS was identified as the instructional designer and
project manager that would be dedicated to the project throughout its development and implementation.

USAID HICD staff, Ms. Williams and the PPMT TEST Team participated in a project kick-off meeting to discuss and define how the course would be developed, the key deliverables, the process for reviewing those deliverables, roles and responsibilities across the project team, and the best methods for maintaining communication. The project team agreed to attend weekly conference calls to discuss the project’s status. These meetings became a successful and very beneficial aspect of the project that would continue for the duration of the course’s development.

USAID HICD staff and the PPMT TEST Team also led a second kick-off meeting with the members of the USAID Review Team. This Review Team consisted of Mission-based USAID staff that were tasked with reviewing and providing feedback on key project deliverables to ensure that the course would be perceived as relevant and useful by Mission staff, which was a core audience for the course. In order to meet the three-month timeline for the course development, the project needed to stay on track with key milestones, and it was important that the Review Team understand their role and the importance of submitting timely feedback that focused on the objectives relevant to that deliverable.

Following the two kick-off meetings, Ms. Williams developed the first project deliverable which was the Design Document. The purpose of this document was to define the agreed upon approach and components for the online course, including the goals, how the components address those goals, and a high level content outline. The Design Document was reviewed by the Review Team, USAID HICD staff and the PPMT TEST Team and was then finalized by Ms. Williams. The final Design Document determined that the Introduction to HICD online course would be self-paced, modular, linear, and built around a threaded case study. The case study materials would be derived from a real USAID HICD initiative, though the identifying details of the USAID Mission would be omitted and it would instead be referred to by the fictional name of USAID/Ubilan. Where appropriate, the case study screens would require users to view completed versions of the HICD tools and templates that were designed and developed by the USAID HICD staff to assist with implementing the HICD process. The Design Document also specified that learners would complete quiz questions to check their progress and assess their mastery.

The Design Document identified the learning objectives for the course. These were later refined throughout the development process, so that, once completing the course, learners would be able to:

- Explain the difference between HICD and participant training
- List the key aspects of the HICD Model
- Describe the Updated Behavior Engineering Model
- Explain the HICD implementation process for both new and existing USAID programs
- Describe the Performance Improvement model
- List the benefits of the HICD process
- Guide implementers' work at each step of the HICD process
- Describe using HICD for existing versus new organizations
II. INTRODUCTION TO HICD ONLINE COURSE DEVELOPMENT AND IMPLEMENTATION

Once the final version of the Design Document was approved, Ms. Williams began developing the course components, which included the following key project deliverables:

- **Course Prototype:** The Review Team and the USAID HICD staff reviewed a sample segment of the online course to ensure that the look, feel, structure and functionality were being executed as envisioned. This version of the course was also implemented on USAID University to ensure that the GLS course software would function as needed through that platform.

- **Detailed Content Outline:** This blueprint listed each screen of the course, the course sequence, and specified how the content would be visually represented. The Review Team and the USAID HICD staff provided constructive feedback on this document, including reorganizing the content to best represent the subject matter and improving the quiz and comprehension questions so that they focused learners on the key topics of the HICD model.

- **Audio Narration Script:** The USAID HICD staff reviewed and enhanced the audio narration script for each screen of the course, ensuring accuracy and the use of proper USAID nomenclature.

- **Beta Course:** This version of the course included the content for all screens of the course with audio and visuals in place. The Review Team and the USAID HICD staff reviewed the course for content accuracy, graphic representation of the content and overall functionality. As a result of this review, the USAID HICD staff identified a large number of high-priority design and content changes. Because these changes required significant course customization that was beyond the scope of the purchase order that the PPMT TEST Team had issued to GLS, Mr. Nindel, the COTR for the TEST Task Order, granted approval for the PPMT TEST Team to modify the purchase order. Once the PPMT TEST Team issued the modification to GLS, GLS began to customize the course to the USAID HICD staff’s specifications. The USAID HICD staff then had the opportunity to review these changes to ensure that they were executed as intended. The changes requested through the modification extended the development timeline of the course beyond the original development timeline from a launch date of February 3, 2011 to a new expected launch date of March 18, 2011.

- **Gamma Course:** This was the final version of the online course which included the applied feedback from the Beta review. The USAID HICD staff and the PPMT TEST Team conducted multiple comprehensive reviews of this version of the course and identified further changes that had been missed during prior reviews. As a result, the Gamma course went through four review cycles before the USAID HICD staff was able to sign off on the course on March 28, 2011.
LMS Implementation: The PPMT TEST Team coordinated the implementation of the course on the two learning management systems. The PPMT TEST Team and USAID HICD staff tested the course in both environments to ensure that it was implemented correctly. A few technical issues were identified through this testing and were subsequently addressed. The course was officially launched on both LMSs on April 13, 2011. After the course was launched, the USAID HICD staff requested a small change to the course certificate functionality on the USAID University instance of the course. This change required an additional modification to the GLS purchase order. After this modification was executed, an updated version of the course was uploaded to USAID University on June 2, 2011.

Throughout all stages of the development process, Ms. Williams worked closely and collaboratively with the USAID HICD staff, consulting them for their subject matter expertise and asking them to provide content to supplement and enhance the course as needed. Mr. Kowal and Mr. Shahan provided considerable support to all deliverables, but their role was especially significant in reviewing and improving the script for the audio narration of the course. Their knowledge of USAID-preferred terminology and subject matter expertise were essential to making the course as relevant and accurate as possible.

The Review Team also played an important role in providing feedback and shaping the course structure and content. It did prove difficult for each member of the Review Team to contribute feedback to each and every deliverable, because they often had more pressing priorities from within their Mission. However, those that were able to contribute added a valuable perspective to the project that improved its overall quality and effectiveness.

The PPMT TEST Team provided key project management functions to ensure that all team members were informed about the course development process, their role in that process, and key milestones and deadlines. The Team created and maintained a Basecamp project management website throughout the project to manage communication with the Review Team and the USAID HICD staff and to organize the transfer of multiple project files. Additionally, the PPMT TEST Team consolidated and formatted the project documentation and feedback to support effective communication among all members of the project team. The PPMT TEST Team was also the primarily liaison between Global Learning Systems and USAID University technical support staff and facilitated the implementation and testing of the course prototype to ensure that the online course would function as intended on the USAID University LMS.

The PPMT TEST Team supported and administered the KeyStone OnDemand pilot of the Introduction to HICD course, which was intended for implementing partners and other non-USAID staff who could not gain access to USAID University. In this role, the PPMT TEST Team ensured that users were able to successfully access the course and helped to troubleshoot any user issues. The Team also administered a feedback survey to these users to learn about the course’s effectiveness and usability as a learning tool.
III. RECOMMENDATIONS FOR DEVELOPING FUTURE ONLINE LEARNING RESOURCES

Following the launch of the Introduction to HICD online course, USAID HICD staff, Lisa Williams from GLS, and the PPMT TEST Team participated in an After Action Review (AAR) to discuss what worked well throughout the project, what was less effective, and what might improve the process for developing future online learning resources. During that discussion, it was clear that all members of the project team felt that the design and development process was very successful, especially given that it was the first online course developed by USAID HICD staff, and that USAID HICD staff and their learning audiences were very pleased with the final product.

The following elements were specified as being especially successful and should be considered in future online learning development activities:

- USAID HICD staff made considerable time for this project. Their participation in generating content as well as reviewing, commenting and approving all deliverables was essential to creating a high-quality online course that will be useful and relevant to USAID staff and their implementing partners. The use of internal USAID expertise and the prior work that was put into developing the HICD Handbook both made the course development process more cost-effective.

- All members of the project team were committed to staying on track with the identified project timeline. While delays did occur later in the project once it was clear that the course needed to be designed beyond the initial scope that was identified, the project team’s commitment to the early deliverables helped minimize the delay. The entire project team took the review and subsequent changes to the early deliverables very seriously which helped to lay very strong groundwork for the course as a whole.

- The USAID HICD staff’s review of the audio narration script for the Introduction to HICD course was very helpful and ensured that the content used correct USAID terminology. It was important that the course was well proofread and error-free, so that grammatical errors did not detract from the final product.

- The participation of USAID Mission-based staff in the Review Team generated important buy-in and support for the Introduction to HICD course. The PPMT TEST Team used the Basecamp project management website to help coordinate the deliverables among project team members in various locations and time zones, which was a very helpful tool for maintaining clear communication and organization.

- The project team consisted of individuals with the necessary knowledge and expertise. Mr. Kowal, Mr. Shahan, and Mr. Nindel contributed important subject matter expertise and key knowledge of USAID’s organizational culture. Ms. Williams has considerable instructional design and online course development experience. PPMT TEST Team member, Jessica Morris, contributed strong project management skills, the ability to effectively communicate and troubleshoot technical issues with USAID University and GLS technical staff, and prior experience with designing professional development training for USAID. The project team worked well together and maintained good communication with one another throughout the course development process.
The following are recommendations based on lessons learned through the development of the Introduction to HICD online course:

- The HICD Handbook was a significant source of content for the Introduction to HICD online course. However, it became clear during the development process that parts of the handbook were outdated and that some key concepts were omitted. For future efforts, the first step in the course development process should be to review and update the source material. This will make the development process more streamlined and limit the amount of corrections later in the process, which are generally more costly to implement.

- It is important to clearly identify all key subject matter experts and stakeholders that will need to approve the final course deliverable during the project kick-off and to secure their participation throughout the course development process to the extent possible.

- All members of the project team should be informed of the importance of the audio narration script as it is often the vehicle for communicating the majority of the instructional content. All key subject matter experts should take part in its review during the development process.

- It was difficult to get USAID Mission staff to fully participate in reviewing the course deliverables in addition to their other priorities within the Mission. Therefore, it is important to identify which aspects of the project would most greatly benefit from Mission staff’s review and perspective as well as how to incentivize their participation.

- It was helpful to test the course prototype on USAID University early in the course development process. As a result, the project team was able to address a few key technical bugs without impacting the launch schedule. However, additional issues did arise once the final course was implemented on USAID University and so, for future offerings, it is advised to test each aspect of the online resource during its development with various types of users (such as Washington-based staff, Mission-based staff, users working remotely via VPN connections, etc.).

- Online learning projects should utilize more flexible contracting mechanisms to accommodate changes in scope without slowing down the course development process.

The Introduction to HICD online course represents a very successful online learning effort. With the addition of this course to the Agency’s suite of professional development courses, a large, dispersed audience now has convenient, ongoing access to increased knowledge and understanding of the HICD model and the benefits it can provide for USAID’s work.
IV. APPENDIX

IMPLEMENTING PARTNER COURSE FEEDBACK SURVEY RESULTS

The “Introduction to HICD Course Feedback Survey” was designed to gather information from implementing partners who completed the course via the GLS OnDemand LMS. The survey was opened in May and closed in early June with a total of 15 responses. Of those who responded, 80% (12) are local or field based implementing partners with 14 out of 15 respondents representing World Learning.

Nearly 75% of respondents had never completed an online training course prior to the Introduction to HICD Course and of those (9) who answered the question, only four indicated that they were currently implementing an HICD activity with USAID.

In general, the survey respondents rated the course positively and a worthwhile investment in their career. Notably, 85% of respondents indicated that the training will have a significant impact on increasing constituent/customer satisfaction. There was a high level of appreciation for the course, and an interest in participating in future HICD activities.

Detailed survey results are outlined on the next several pages.
### Survey Question 6

Please rate how strongly you agree with the following statements.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Somewhat agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The scope of the material was appropriate to my needs.</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>The material was organized logically.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>I feel better prepared to participate in an HICD initiative as a result of the course.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>I have a better understanding of how USAID works with implementing partners during HICD initiatives.</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>The case study example helped me to understand how the HICD model applies to USAID programs.</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>The Think About It and Quiz questions enabled me to assess my progress through the course.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>I will be able to apply the knowledge and skills learned in this course to my job.</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>This training will improve my job performance.</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>This training was a worthwhile investment in my career development.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>15</td>
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</table>

answered question 15

skipped question 0
Survey Question 7

Do you feel that you gained knowledge in the following areas as a result of the course?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>No</th>
<th>Yes</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The HICD model</td>
<td>1</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>The Updated Behavior Engineering model</td>
<td>1</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>The differences between HICD and participant training</td>
<td>2</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>How to implement HICD for new and existing programs</td>
<td>0</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>The Performance Improvement model</td>
<td>0</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>The benefits of the HICD process</td>
<td>1</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>How to use HICD for existing organizations</td>
<td>2</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>How to use HICD for new organizations</td>
<td>2</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>How to encourage partner organizations to develop HICD capacity</td>
<td>3</td>
<td>11</td>
<td>14</td>
</tr>
</tbody>
</table>

answered question 14
skipped question 1

Survey Question 8

Please answer the following questions about the HICD tools and templates.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>No</th>
<th>Yes</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you download the HICD tools and templates provided during the course?</td>
<td>0</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Did the examples of the completed tools and templates improve your understanding of how these resources are used for HICD?</td>
<td>0</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Will you use these tools and templates to perform your job?</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Please specify any additional tools or templates that would help you implement the HICD process:</td>
<td></td>
<td></td>
<td>3</td>
</tr>
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</table>

Comments:

- I hope I can become more involved in HICD in the future, but at present I don’t
- I wish the Mission here wanted to do HICD. I’d love to do it! I had participated in a workshop on HICD more than 5 years ago, but since I couldn’t use the skill, I didn’t remember everything. Another concrete, real life example would have been useful to me.
- I was unable to download the case study but I was able to access the tools.
Survey Question 9
Please list any aspect or topics of the course that were especially useful to you:

- Stakeholder group formation tool, tool for evaluation multiple partners and performance solution request form template

- Updated Behavior Engineering Model, the difference between participant training and HICD, methods used to conduct performance assessment, analyzing the performance gap, and developing viable and cost-effective performance solutions.

- It was extremely useful to have the example of the Inspectorate after every step. Even one more real example would have been useful, especially to see how the institution is monitoring its own progress.

- The templates are very helpful in giving the whole process structure. I hadn't really worked with the templates much before. Even if we are not asked to do HICD, some of the templates can be adopted for results oriented TA, etc.

- Think questions

- As I have been implementing HICD programs before and was aware of HICD methodology, this course was quite easy for me. Hope to see something more complicated soon.

- I was already familiar with HICD so some of the material was not new. I found the module reinforced earlier learning and also provided insight into USAID thinking regarding HICD.

Survey Question 10
Rate your increase in skill level or knowledge of this content before versus after the training. A 0% is no increase and a 100% is a very significant increase.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
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<tbody>
<tr>
<td>0%</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>10%</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>20%</td>
<td>13.3%</td>
<td>2</td>
</tr>
<tr>
<td>30%</td>
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</tr>
<tr>
<td>40%</td>
<td>6.7%</td>
<td>1</td>
</tr>
<tr>
<td>50%</td>
<td>13.3%</td>
<td>2</td>
</tr>
<tr>
<td>60%</td>
<td>13.3%</td>
<td>2</td>
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<td>70%</td>
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<td>80%</td>
<td>6.7%</td>
<td>1</td>
</tr>
<tr>
<td>90%</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>100%</td>
<td>13.3%</td>
<td>2</td>
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answered question 15
skipped question 0
**Survey Question 11**

This training will have a significant impact on: (Check all that apply.)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing quality</td>
<td>69.2%</td>
<td>9</td>
</tr>
<tr>
<td>Increasing productivity</td>
<td>46.2%</td>
<td>6</td>
</tr>
<tr>
<td>Increasing constituent/customer satisfaction</td>
<td>84.6%</td>
<td>11</td>
</tr>
<tr>
<td>Increasing employee satisfaction</td>
<td>46.2%</td>
<td>6</td>
</tr>
</tbody>
</table>

answered question 13
skippe[ed question 2

**Survey Question 13**

Please rate how strongly you agree with the following statements.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Somewhat agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall environment of the course was conducive to learning.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>The course was easy to navigate.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>The course was engaging.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>The combination of audio and visual elements contributed positively to my learning experience.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>15</td>
</tr>
</tbody>
</table>

answered question 15
skipped question 0