

GUIDE TO PARTICIPATORY TRAINING

FOR

TRAINERS OF PRIMARY HEALTH CARE WORKERS

This booklet is intended as a guide for trainers of primary health care workers. It outlines an active learning methodology for trainers to use in conducting workshops to improve the knowledge and skills of health care personnel. Many years of experience have shown these training methods to be effective in helping adults to learn how to perform new tasks.

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<u>CONTENTS</u>	<u>Page</u>
Active Learning	2
The Five Step Training Process	5
Needs Assessment	5
Goals and Objectives	8
Session Plans	10
Implementation – Training Methods and Materials	12
Monitoring and Evaluation	19



ACTIVE LEARNING

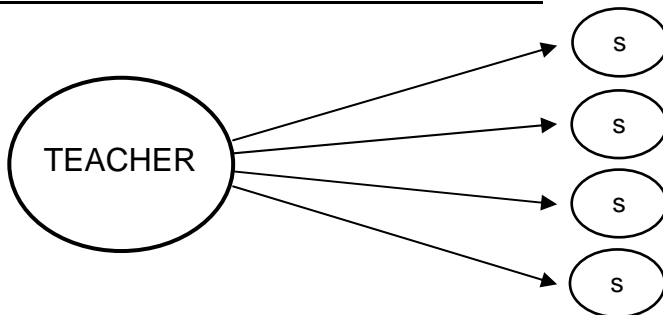
What?

Active learning is a method of adult education which incorporates direct participation and creates an atmosphere for sharing experiences. It involves adults practicing new skills and applying new knowledge and attitudes during training activities.

Why?

THIS DIAGRAM SHOWS THE TRADITIONAL METHOD OF TEACHING.

The Didactic "Teacher → Student Method"



The Characteristics of this model include:

Teacher

- is very big and important
- is full of knowledge
- ignores students' experience

Student

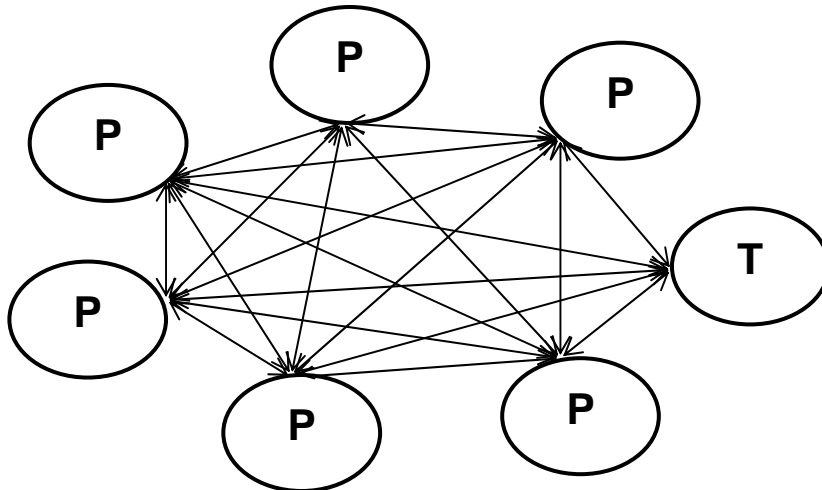
- is small and unimportant
- has little knowledge about the topic
- must keep quiet during lecture
- has no experience to share

The didactic Teacher-Student Method is often not an effective training model for adults for two reasons.

- It disregards a very important resource — the students' knowledge and experience.
- Adults learn better and remember what they learned when they:
 - hear information
 - see demonstrations and illustrations
 - discuss information and ideas
 - practice techniques

THIS DIAGRAM SHOWS ACTIVE LEARNING THEORY.

Participatory Training



The characteristics of this model include:

The Trainer

- is a facilitator
- is a good communicator
- works at the same level as the participants
- respects participants' ideas and experiences
- is supportive of the learning process
- is an organizer of learning experiences

The Participants

- are members of a communication network
- feel at ease
- participate actively
- share experiences
- ask questions, make mistakes, and take risks as part of the training process
- use the trainer as a resource, guide and mentor

The active learning model takes into account adult education principles and applies them to training methods.

How?

ADULT EDUCATION PRINCIPLES AND IMPLICATIONS FOR TRAINING

<u>Adult Education Principle</u>	<u>Implications for the training plan</u>
Adults learn best when they perceive learning as relevant to their needs.	<ul style="list-style-type: none">• Provide "real life" situations and emphasize the application of learning to real problems.• Identify learners' needs and what is important to them.
Adults learn by doing and by being actively involved in the learning process.	<ul style="list-style-type: none">• Provide activities which require active participation of learners.• Provide activities which involve the learners as whole people: their ideas, attitudes, feelings, physical being.
Adults have unique learning styles. They learn in different ways, at different rates, and from different experiences.	<ul style="list-style-type: none">• Use a variety of training techniques.• Establish an atmosphere of respect and understanding of differences.
Participants bring relevant and important knowledge and experiences to the workshop.	<ul style="list-style-type: none">• Provide opportunities for sharing information.• Discuss and analyze participants' experiences.• Use participants as a resource and encourage them to participate and share their experiences.

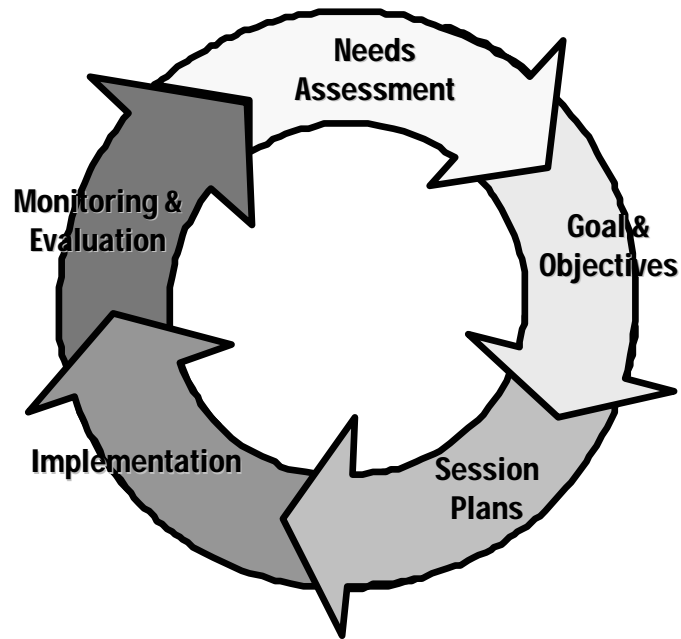
RESULT

By using adult education principles and practices, the trainer can expect active participation by persons attending the workshop. Personnel trained using these methods learn quickly and retain new knowledge and skills.



THE FIVE STEP TRAINING PROCESS

The training process described in the following sections follows five steps as illustrated by this diagram. The training process begins with a needs assessment which results in the formulation of goals and objectives. Goals and objectives determine the content of session designs which guide implementation of the workshop. Monitoring and evaluation activities assess whether the needs of the workshop participants were met and lead to the refinement future workshops.



NEEDS ASSESSMENT

What?

A needs assessment is the process of identifying the requirements in a given situation, in this case, what the workshop participants need to learn.

Why?

A needs assessment will enable the trainer to design a workshop that will provide the participants with the knowledge, skills, and attitudes needed in their jobs.

How?

Analyze Job Descriptions

See if the job description is complete and accurate. (Add or revise tasks as needed.)

Conduct a Task Analysis

A task analysis shows the skills, facts and attitudes necessary for completing a task. It gives the trainers a set of objective for the course, determines the content of the course, and helps the trainer choose teaching methods and testing methods for evaluation.

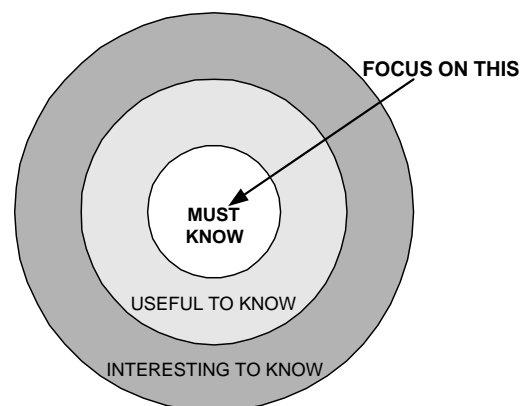
- Collect information about how to perform each task in the job description.
Possible information sources include:
 - trainer's memory and experience
 - observation of skilled person performing task
 - manuals and other written protocols on how to do the task
 - discussion with others
- Write down how you think the is done.
 - Compare your experience with how task is done according to written standards and protocols.
 - Discuss task with other professional health workers.
 - Check task analysis by watching a skilled professional do the task .
- Decide the knowledge, skills, attitudes needed for each task.

Determine skills, facts and attitudes which participants already have and identify those they need to learn.

In the workshop stress only those facts that participants MUST learn to be competent in their work.

Encourage participants to learn other information which is related to the task, but not essential, from other sources such as books, conversations, and experience.

- Prepare a task analysis chart.



Write out a chart showing the knowledge, skills, and attitudes necessary for a particular task.

Here is an example of a task analysis chart for counseling a family planning client.

CATEGORY OF WORKER: NURSE/MIDWIFE			
TASK: Counseling a family planning client			
<u>TASK</u>	<u>KNOWLEDGE</u>	<u>SKILLS</u>	<u>ATTITUDE</u>
1. Greet the client.	Local language	Ability to establish a relationship	Warm
2. Take a sexual and reproductive health history. Determine client's family planning needs.	Reproductive anatomy, reproductive health, sexual behavior, family planning benefits	Listening, probing, clarifying	Accepting
3. Tell the client about available contraceptive choices.	Contraceptive methods which are locally available, how they work and how they are used	Ability to speak in clear and simple language	
4. Help the client decide whether to choose a contraceptive method, and if client wants a contraceptive, which method to choose.	Contraindications for contraceptives. Client's culture, lifestyle, and other non-medical factors which will influence contraceptive choices.	Listening, questioning, and providing information.	Supportive

- Determine skills, facts, and attitudes which participants already have.
Use any combination of methods:
 - Survey participants.
 - Observe participants.
 - Give pre-test to participants.
 - Ask participants to identify problems experienced on the job.
 - Survey clients.
 - Other
- Delete from your chart those skills, facts, and attitudes which participants already have.

Result

After conducting a needs assessment, you will have a list of skills, knowledge and attitudes which participants must learn in order to do their jobs.

Use this list to determine the objectives for the training.

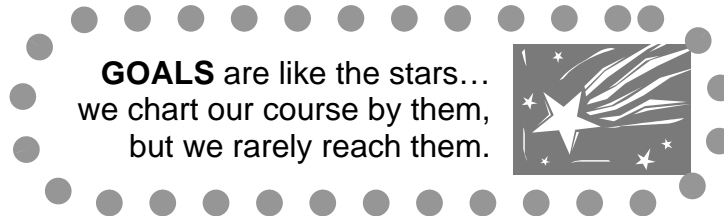


GOALS AND OBJECTIVES

GOAL

What?

A goal is a broad statement of purpose.



A training goal generally describes how the training workshop will contribute to achieving program goals. For example, how the training workshop will contribute to improving community health.

Why?

A goal provides a cohesive vision and direction to the training.

How?

- Decide on the overall purpose of the training. Think about what circumstance you would like to exist at the end of the training.
- Discuss the goal with program managers and other trainers.

Examples of goals:

- Health workers will provide effective counseling about family planning methods.
- Health program managers will provide participatory training workshops for health care personnel they supervise.

Result

All levels of persons involved in the training — planners, trainers, evaluators, and participants — have a shared vision of the purpose of the training.

OBJECTIVES

What?

An objective is a specific statement of **what a participant must be able to do** to demonstrate that he or she has achieved the knowledge, attitudes, and skills necessary to complete a task.

Each objective must be:

Specific — It states exactly what the participant will do.

Measurable — It contains quantitative terms (e.g., numbers, percentages).

Attainable — It is possible for the participant to accomplish.

Relavant — It is related to what is needed on the job.

Time Bound — It states how long achieving the objective will take.

Why?

Objectives serve the following purposes:

- They relate the content of the training to the knowledge, skills, and attitudes identified in task analysis, which is based on the desired job performance of the participants.
- They make planning and implementation of training focused, effective, and efficient.
- They are the standards used to evaluate the training.

How?

- Use the list of tasks which was created by the task analysis. Put each task in a statement which has the five qualities listed above.
- Use active verbs when writing objectives.

Examples of Objectives:

- By the end of the training each participant has demonstrated 10 successful IUD insertions and 5 IUD removals, according to protocol, under the supervision of a skilled physician.
- At the end of the training each participant will be able to list five accepted health benefits of oral contraceptives
- By the end of the training each participant has correctly filled out data charts for ten clients at the family planning clinic.

Result

The objectives of the course are directly linked to what the participants need to learn.



SESSION PLANS

What?

Session plans are written instructions for the training. They describe in detail how the training will be conducted and are based on the tasks that the participants need to learn.

Why?

Session plans help the trainer organize the workshop. They are like a recipe that guides the trainer in conducting the lessons.

How?

- Write a session plan to accomplish each objective. The session plan should include:
 - objectives of the session
 - time necessary to teach each objective
 - teaching methods to be used during the session
 - resources needed for the session
 - evaluation techniques for measuring achievement of objectives

- For each session, draw up a chart as shown below.

Remember to plan enough time for participants to practice skills. When planning a workshop, give participants enough time for practice in a variety of settings: on models, on each other, in the classroom, under supervision in clinics.

As a rule, allow twice as much time for practicing skills as for lecturing.

SESSION PLAN FORMAT

Session Title:				
Objectives for the Session: (SMART statements describing what the participants will learn)				
Time	Topic	Teaching Methods	Resources	Evaluation
Indicate the duration of the session and of each activity.	List the topic which the lesson will cover. List the sub-topics (skills, knowledge, & attitudes) which will be taught	List the training methods which will be used. Write down instructions which the trainer will follow.	List resources needed for the session. <ul style="list-style-type: none">• Resource materials used for planning session (books, manuals, audio-visual aids).• Co-trainers, experts and personnel contributing to the lesson.• Transportation and other requirements.	Write down indicators trainer will use to measure how well objective was achieved.

Result

A session plan outlines what the trainer needs to prepare for each training session and how to conduct and evaluate the workshop.

*There once was a teacher
Whose principal feature
Was noted in quite an odd way.
Students by millions
Or possibly zillions
Surrounded her all of the day.*

*When finally seen
By the scholarly dean
And asked how she managed the deed,
She lifted three fingers
And said, "All you swingers
Need only to follow my lead.*

*"To rise from a zero
To Big Campus Hero,
To answer these questions you'll strive:
Where am I going,
How shall I get there, and
How will I know I've arrived?"*



IMPLEMENTATION: TRAINING METHODS AND MATERIALS

What?

Training is a highly specialized skill. Each trainer uses his or her own experience, talents, and style to implement the workshop. Training methods and materials are the techniques and resources the trainer uses to implement the workshop and transfer new knowledge, skills, and attitudes to participants.

Why?

Active learning workshops use a variety of training methods in order to engage participants in the learning process.

How?

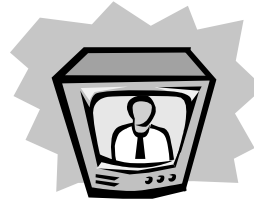
TRAINING METHODS - GENERAL POINTS

- When choosing teaching methods for a particular lesson, consider the following questions:
 - Is the method suitable for the objective?
 - Does the method require more background knowledge or skills than the participants possess?
 - How much time does it take to prepare? To use? Is that time available?
 - How much space does it take? Is that space available?
 - Is the method appropriate for the size of the learning group?
 - What kind of teaching materials does it require? Are they available?
 - Does the method require special skills to use? Does the trainer possess these skills?

TRAINING METHODS FOR KNOWLEDGE

- Teach only those facts which the participants need to know.
- Get the participants' attention - explain why they need to know the topic. Tell a story that shows why it is important.
- Give a summary. Explain the main themes you are going to cover.
- Present the facts and information.

- Use handouts to reinforce the talk. Participants learn more by listening and actively participating than by taking detailed written notes.
 - Ask participants to tell stories about how the facts will be used.
 - When possible, use audio-visual aids such as:
 - Chalk board
 - Photographs
 - Flip chart
 - Overheads
 - Models
 - Slides
 - Posters
 - Video
 - Plan an exercise for participants to practice the knowledge they learned.
- Examples of exercises for teaching knowledge:



- If the lesson includes anatomy, put a chart on the wall and ask individual students to explain the name and function of relevant body parts.
–or– Ask participants to pull the name of an organ from a bag, place it correctly on the chart and describe its function.
- Ask participants how they will use this knowledge to improve their work performance.
- Ask individual or small groups of students what would you do if... ?
–or– How would you... ?
Then have them present their conclusions to the rest of the class.
- Ask participants to share myths about the facts which you taught and to explain why the myths are not true.

TRAINING METHODS FOR *SKILLS*

- Name the skill.
- Tell why it is important.
- Explain when to use it.
- Describe the steps involved in performing the skill.
- Demonstrate the skill.
 - The demonstration must use effective methods which are applicable to the work environments of the participants.
 - Use only equipment which is available to participants in the field.
 - All participants must be able to see what you are doing.
 - Explain what you are doing (a written handout with pictures will help reinforce the explanation).



Arrange practice sessions.

This is the most important part of teaching skills.

- Take time to practice.
- All participants must practice the skill.
- Each participant must receive feedback from the trainer.

Practice methods for skills training

Role play

Role play is often used when teaching communication skills. In this method, the participants take different parts as if they were in a play.

- The trainer provides an outline of a situation which they must act out.
- Other participants observe the role play and note the things that the health worker does well and any mistakes he or she may make.
- When the role play is over the trainer facilitates a discussion with all of the participants. What happened? How did the health worker feel? How did the client feel? Was body language important? What could have made the interaction more effective?
- It is important that a safe and supportive atmosphere is created during the discussion. Focus on what the participant did right. Use concrete suggestions to improve what might have been done better.
- Be sure that participants understand that the purpose of feedback is to use other people's observations to improve techniques and skills. The atmosphere during the feedback discussion should be constructive rather than critical.

Examples of role play scenarios

- Ask participant A to be a counselor and to provide family planning counseling to participant B. Ask participant B to be a mother with five children who wants to use a contraceptive, but may want to have more children in the future. Participant A should guide Participant B in choosing a method.
- Ask participant A to be a health worker who is conducting an STD check on participant B. Ask participant B to be a young, married man who lives in a rural area but goes to the city frequently for work. Participant A should prepare Participant B for possible positive lab results.

Case studies

Case studies are useful when teaching problem-solving and decision-making skills. Case-studies describe a situation in words and participants write down, or say, what they would do. The situations may relate to diagnosis or treatment of patients or to managerial or organizational problems.

Example of a case study

On market day, a twenty-year-old woman who has three children, ages 3, 2 and 1 years, comes from her rural village to the family planning clinic in town. At the clinic she requests a pregnancy test. The results of the pregnancy test are negative. The client is disappointed because her mother-in-law wants her to have more child.

- How would the participant counsel this client?
- Should the mother be advised about child spacing and contraceptive methods? How can the health worker explain to the mother that it may be best to wait before having more children?
- Which family planning methods would be appropriate for this client?

Job experience

- Trainer arranges for participants to practice skills in a clinical setting.
 - Trainer demonstrates how skill is correctly performed.
 - Participant practices skill on job-site under supervision of skilled practitioner.
 - Gradually skilled practitioner asks participants to do more and more of the work independently.

TRAINING METHODS FOR ATTITUDES

An attitude is a tendency to behave in a certain way. Knowledge and skills are not always sufficient to complete a task effectively. A caring attitude is key to the relationship between health care workers and their clients. There are five methods which are often useful when teaching attitudes.

Provide information – The trainer can present information about the importance of the correct attitude toward accomplishing a particular task.

Example:

“A supportive attitude is important when counseling teenage clients about family planning methods.”

Provide examples or models – Skilled senior health personnel and the trainer him or herself are very powerful models for participants.

Example:

If the trainer is considerate to other people, demonstrates active learning techniques, and handles training equipment carefully, participants are likely to behave in similar ways.

Provide experience – Direct experience has a more powerful impact on participants than reading about the effects of poor maternal and child health.

Example:

Seeing an infant recover after receiving oral rehydration therapy can be a powerful motivation for participants to take the time to teach oral rehydration therapy to mothers of small children.

Arrange small group discussion – Participants' attitudes can change when they discuss their opinions with others. Make sure the groups are small enough so that EVERY participant has a chance to speak.

Example:

Topics for small group discussions could include:

- the importance of accurate record keeping;
- how to take a sexual history and talk about STD prevention,
- religious barriers to family planning

Role Play – Give the participant the experience of what it feels like to be a client.

Example:

Participant A is a health care worker explaining the benefits of child spacing. Participant B is a mother with 3 young daughters who is being pressured by her family to have a son.

TRAINING MATERIALS AND RESOURCES

- When planning which training materials to use, the trainer should consider the following questions:
 - What materials are available?
 - Will the material facilitate active learning?
 - What can the training facility accommodate?
 - Does the trainer know how to use the material?
 - Can the participants learn how to use the material?

Types of Training Materials

Written materials are useful when teaching knowledge. They may already be available at the appropriate learning level or the trainer may have to develop new materials.

Examples of written materials

- equipment instructions
- check lists for decision-making skills
- examples of blank charts for record-keeping
- lists of contraindications for contraceptives



- Things to consider when developing and using written materials:
 - They contain only the knowledge that participants need to know.
 - They are clear.
 - Layout is very important. Keep pages looking 'clean' and uncluttered.
 - Use language and diagrams appropriate to participants' level of knowledge. For example, only use graphs if participants can read a graph.

Audio-visual materials are useful for teaching knowledge and skills.

Examples of audio-visual materials

A stylized illustration of a person in a white shirt and dark trousers standing next to a flip chart on a tripod stand. The person is pointing at a pie chart on the flip chart. The entire illustration is enclosed in a rectangular box.	• black board	• photographs
	• flip charts	• overheads
	• charts and diagrams	• slides
	• models	• videos

- Things to consider when choosing audio-visual materials:
 - How does the material enhance active learning?
 - Is the material appropriate to the knowledge level of the participants?
 - How will the trainer use the material?
 - Is the material available for the training?
 - Will all the participants be able to see and hear the material?
 - Does the method require any supplemental materials? Are the supplemental materials available? (To show a film you need a screen or blank white wall. To use a flip chart you may want to use different color markers.)
 - Are the facilities appropriate for use of the material?

Result

The trainer will implement the workshop by choosing training methods and materials which are suited to the objectives of the lesson and which require active participation of the persons attending the workshop.



MONITORING AND EVALUATION

What?

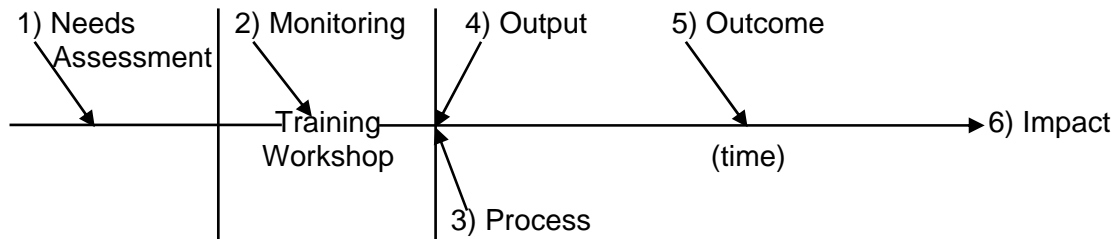
Monitoring and evaluation are processes of collecting and analyzing information in order to assess the effectiveness of the training workshop.

Why?

Monitoring and evaluation activities are conducted to improve the quality of the training and to determine whether the participants have acquired the knowledge, skills, and attitudes necessary to do their jobs. The results of monitoring and evaluation are also used to plan future training workshops.

How?

This diagram shows the five points of evaluation and when they are conducted.



- 1) Needs assessment is conducted prior to the workshop to determine what participants need to learn in order to do their jobs properly.
- 2) Monitoring is conducted during the workshop to assess training activities daily and to determine whether any immediate changes should be made to improve the quality of the workshop.
- 3) Process evaluation is conducted at the end of the training and focuses on how well the workshop was implemented.
- 4) Output evaluation is also conducted at the end of the training and measures whether the participant training objectives were met.
- 5) Outcome evaluation is a follow-up activity which is conducted to see if workshop participants use their new knowledge, skills, and attitudes on the job.
- 6) Impact evaluation shows whether the training contributed to the overall goal of the program. Impact may not be seen until quite a long time after the workshop. This level of evaluation is difficult to conduct and some projects do not have the time or funds necessary to determine the true impact of their activities.

MONITORING

Monitoring is a useful exercise which can be conducted every day of the training to determine what improvements might be made during the course of the workshop.

Start each day with a short time devoted to a "**Where Are We?**" exercise. This is a way for participants to share experiences with one another and with the trainer. It is a valuable tool for the trainer to learn how the participants are responding to various lessons and training methods and to modify the curriculum accordingly.

- Ask participants to identify
 - problems which may have come up for them individually or for the group
 - ways in which these problems may be resolved

- insights which they have gained
- topics being covered in the training which are not relevant to their work
- topics not being covered which they need to do their jobs

End each day with a “reflections” session.

➤ Ask participants the following questions:

- What happened today?
- How did it happen? What techniques were used?
- What did we learn?
- How can we apply what we learned to our work?



➤ The trainer can also lead a reflections session by asking each participant to complete at least one of the following sentences.

- Today I learned that.....
- Today I re-learned that....
- Today I noted that....
- Today I discovered that.....
- Today I realized that....
- Today I was surprised that.....
- Today I was glad that....
- Today I was disappointed that.....
- Today I.....

EVALUATING THE PROCESS OF THE WORKSHOP

This type of evaluation focuses on the implementation of the workshop.

- Compare your planning of the workshop arrangements with what actually happened.
- How many participants were trained? More or less than planned?
 - What were the training topics? Were new topics added or deleted during the course of the workshop?
 - How many sessions were held? Was this the right number of sessions?
 - Was audio-visual equipment available? Did the equipment work properly?

- Was the training site the right size? Were participants able to get to the training on time?
 - Were the arrangements for the workshop modified? Were the modifications successful?
 - How could the workshop arrangements be improved for future trainings?
- Assess whether workshop participants actively participated in the training.

Each participant should be able to answer yes to at least half of the items on the following checklist.

<p><u>Participant Activity Checklist</u></p> <p>As a participant of this workshop, I.....</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> led a “Where Are We?” session <input checked="" type="checkbox"/> led a “reflection” session <input checked="" type="checkbox"/> led a small group discussion <input checked="" type="checkbox"/> led a large group discussion <input checked="" type="checkbox"/> reported on a small group discussion <input checked="" type="checkbox"/> led a question and answer session <input checked="" type="checkbox"/> participated in a role play <input checked="" type="checkbox"/> presented a case-study <input checked="" type="checkbox"/> demonstrated a new skill <input checked="" type="checkbox"/> practiced in a clinical setting

EVALUATING THE OUTPUT OF THE WORKSHOP

The output evaluation should focus on whether the learning objectives have been met. Remember, the objectives were written to be specific and measurable.

Methods for evaluating knowledge

Tests are often used to evaluate whether participants have acquired new knowledge.

- Testing – general points

- Final tests are given once, at the end of the training.
- The trainer may also use pre-tests and post-tests.
With this type of testing, the trainer administers the same test before and after the training. The pre-test helps the trainer know which topics need the most emphasis during lectures. By comparing the results of the pre- and post-tests the trainer can gain an idea of what knowledge the participants have learned during the workshop.
- Tests can be written or can be given orally.
- They can be multiple choice, true/false, short answer, or essay tests.
- Another kind of test is a patient-management problem. This type of test presents a case study and then asks participants to answer questions about the case. It is often well-suited to training workshops.

Examples of objectives involving new knowledge and relevant testing methods:

Objective: Participants will be able to list 3 teaching methods for skills at the end of the workshop.

Evaluation: Pre-test and post-test will ask clients to list 3 teaching methods for skills. Responses will be checked against a list of acceptable answers.

Objective: Participants will be able to counsel a client about contraindications for contraceptive methods and help client choose an appropriate method.

Evaluation: A case study describing a client who comes to the clinic for family planning is presented to participants. The participants list what questions they would ask the client in order to determine what types of contraceptives are appropriate for the client to choose from. Participants take part in a role play and show how they would guide the client in choosing a method.

Methods for evaluating skills

Skills are often evaluated by observing the participants practice the skill.

- Observation may take place inside and outside the workshop.
 - Observe the participants during role play exercises in the workshop.
 - Participants may be observed using models in the workshop.
 - Observe the participants practicing skills in the clinic.

Examples of objectives which involve new skills and methods of observation.

Objective: By the end of the training each participant has demonstrated 10 successful IUD insertions and 5 IUD removals, according to written protocols, under the supervision of a skilled physician.

Evaluation: The trainer will arrange for each participant to work in a clinic and perform 10 successful IUD insertions and 5 IUD removals under the supervision of a skilled physician. The physician will verify on a written chart that the participant has successfully completed the required tasks according to written protocols.

Objective: By the end of the training, each participant has correctly filled out data charts for ten family planning clients.

Evaluation: During a role play at the workshop, trainer will ask participants to complete ten data charts on family planning clients who come in for contraceptive refills. The participants' data charts are checked against correctly completed charts.

Methods for evaluating attitudes

Attitudes underlie the motivation for participants to achieve knowledge and skills objectives and for performing their work effectively. They are often difficult to evaluate. Evaluation should focus on asking participants to describe how attitudes contribute to clients' well-being in specific situations and by observing participants complete particular tasks.

Example: A thorough attitude may be assessed by asking participants to list the reasons why record keeping is essential and observing participants fill out client charts.

Example: A caring attitude can be assessed by observing participants recognize a client's feelings during a contraceptive counseling session.

EVALUATING THE OUTCOME OF THE WORKSHOP

There should be follow-up of the training to ensure that participants use what they learned in training when they are on the job. Outcome evaluation should be scheduled for approximately six months after the completion of training. Participants should be observed while at work in their normal assignment. Local conditions, including the availability of necessary equipment and supplies, should be noted. Has the training resulted health workers providing in improved services?

EVALUATING THE IMPACT OF THE WORKSHOP

If this level of evaluation is conducted, it is usually done by a research team. Impact evaluation would determine if the training workshop contributed to improved health

status among the population and whether the training contributed to any relevant demographic changes.

Result

Needs Assessment helps the trainer write specific learning objectives and select training methods which will help participants learn job related skills, knowledge and attitudes.

Monitoring helps the trainer to assess the day-to-day activities of the workshop. The trainer can use this information to tailor the workshop to the particular group of participants.

Process evaluation helps the trainer to assess the implementation of the workshop. The trainer can learn whether he or she needs to make different arrangements for future workshops and also can examine how actively the learners participated in the workshop.

Output evaluation shows the trainer whether or not the participants have learned the knowledge, skills, and attitudes they need to complete their jobs.

Outcome evaluation shows whether participants are using their newly acquired knowledge, skills, and attitudes in the field.

Impact evaluation shows whether the workshop contributed to program goals, for example, improvement in the health status of the population.

