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Signature of Person Submit

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B. Tooker

Ryita Tooker

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EFFICIENCY, EFFECTIVENESS AND RELEVANCE OF TRAINING ACTIVITIES

**AN ASSESSMENT OF THE EFFECTIVENESS, EFFICIENCY AND
RELEVANCE OF THE TRAINING ACTIVITIES SUPPORTED BY THE
COUNTRY PROGRAMME TODATE**

**By: Agency for Integrated Development Training Services (AIDTS)
P.O.Box 355,
Mbarara
Tel: 20853 - Mbarara**

Consultants:

Mary Katushabe:	Team Leader
Mr. Nkamuhebwa Willy:	Executive Director, AIDTS
Mr. Musingwire Jeco:	Government Institutional

July 1997

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Special appreciation goes to contact persons interviewed in the line ministries, NGOs, the District leadership and the numerous men and women who provided useful information.

We hope that the experiences discussed will help to stimulate and develop an improved training strategy for the remaining period of the Country Programme.

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ACRONYMS

BECCAD	-	Basic Education Child Care and Adolescent Development Programme
CAO	-	Chief Administrative Officer
CCA	-	Coordination Communication & Advocacy Programme
CCB	-	Community Capacity Building
CDA	-	Community Development Assistants
DDC	-	District Development Committee
GOU	-	Government of Uganda
LC	-	Local Council
OPL	-	Operational Level
TNA	-	Training Needs Assessment
TOT	-	Training of Trainers
UCBHCA	-	Uganda Community Based Health Care Association
UNPAC	-	Uganda National Programme of Action for Children
WES	-	Water and Environmental Sanitation Programme

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EXECUTIVE SUMMARY

The mid-term review for the GOU-UNICEF Country Programme, includes an assessment of the effectiveness, efficiency and relevance of training activities in the programme. Training activities are designed to help promote more systematic awareness and analysis at all levels of the problems affecting women and children as well as the actions required to solve them including clear definition of the purpose of these actions in terms of expected behaviour and performance.

The review was conducted in June and July in the five Districts of Mbarara, Iganga, Tororo, Lira and Masindi. Training activities across the four programmes of Health, Basic Education Child Care and Protection, Water and Environmental Sanitation, Coordination, Communication and Advocacy were reviewed.

The following training activities were reviewed as per District visited:

- Mbarara: - Community capacity building.
- Training on childcare and protection.
- Iganga: - OPL/Life saving skills.
- Adult literacy.
- Community capacity building.
- Tororo: - Training on childcare and protection.
- Adolescent development/HIV/AIDS.
- Masindi: - Training of water user committees.
- Adult literacy.
- Lira: - Training of water user committees.
- Training on childcare and protection.

The review team used questionnaires, focussed group discussions and observation to collect information on the efficiency, effectiveness and relevance of training activities in the Country Programme.

Major findings were that, planned training activities were actually taking place but at a slow pace. This is due to administrative/Resource flow problems which are delaying disbursement of funds for training from the centre to the Districts and demand driven training whereby weak Districts lag behind. Some programmes like BECCAD are multi-sectoral in nature. This inevitably bogs down planning and implementation of training activities.

It was also found out that there is no proper way of assessing training needs. However, this did not bring a lot of divergence between needs perceived by target beneficiaries and training initiators.

It was also found out that the planning and management of training activities is done without involvement of participants. This has led to short duration of courses, poor timing of workshops that coincided with other activities, non-residential courses, and sometimes cancellation of workshops.

Though there are good structures in place to enhance coordination of training activities, these structures are not fully utilised. There is poor attendance of meetings, little coordination between programmes was seen.

At the District level, coordination exists between sectoral departments, but there is no coordination between the training activities.

Most trainees reported they had gained knowledge and skills which they are applying at their places of work. This is because the trainers were knowledgeable, skilled and had practical experience from which to draw. The training methodology was also participatory which encouraged trainees to learn. However, the theoretical nature of workshops and limited training materials for some training activities were listed as hindrances to the learning process.

The efficiency and effectiveness of training which is designed to cascade to lower levels is hindered by lack of training materials at the subcounty and limited facilitation to the trainers in form of funds, for training, remuneration training materials and means of transport.

Furthermore, there are no well spelt out guidelines and procedures which the programme managers can use to monitor performance at the different levels. In view of the above findings the following recommendations were made.

Training Needs Assessment should be done before a training package is to be designed. There should be a built in system to enable trainers reconcile the training content with the needs of the participants.

The network for planning and management activities should be improved by:

Involving Districts in planning, promoting cooperation between the programmes, assigning one district official the role of coordinating training activities and speeding up the process of training Districts and subcounty facilitators.

The managers of the Country Programme should develop a monitoring guide booklet that includes: activity description sheets, background information on the participants, summary report on training activities, financial report and quarterly report on training activities, that will be used by the District Training Coordinators while following up, supervising or monitoring training activities. Through this guide the programme managers will be able to assess the pre-training and post-training situation of the trainees and design an appropriate post training support.

1.0 INTRODUCTION

1.1 Historical Context

UNICEF began working in Uganda in 1962 through its Eastern Africa office, but left soon after the military coup of 1971. On its return to Uganda in 1979, UNICEF assisted Government through a programme of reconstruction and rehabilitation. Since then, it has implemented three Country programmes, the 1995-2000 country programme is the fourth. The overall programme is designed to contribute to the implementation of the Uganda National Programme of Action for Children (UNPAC) whose overall aim is achievement of survival, protection and development goals related to children and women.

1.2 The Government of Uganda-UNICEF Country Programme 1995-2000

One of the key strategies of the Government of Uganda-UNICEF Country Programme is to promote more systematic awareness and analysis at all levels of the problems affecting women and children, as well as the actions required to solve them, including clear definition of the purpose of these actions in terms of expected behaviour, performance and objectives.

To achieve this, the programme has increased support for training activities both at the district and subcounty levels, with the objectives of enabling trainees to have more understanding of their environment in regard to women and children, and at the same time acquire skills to assess, analyse and take action towards improving the lives of women and children.

truly the aim?

The components to which the training have been targeted are community capacity, service delivery, resource mobilisation and management, policy and quality assurance. This has been done within the framework of the four programmes of Health, WES, BECCAD and CCA.

The country programme is premised on a systems approach that emphasizes cost effectiveness and more effective mobilisation and use of local resources. It fits in well with the government decentralisation policy in that it supports existing systems. It also helps beneficiaries to develop the outlook, the competence, the self-confidence and the commitment which will ensure a sustained and responsible community effort.

1.3 Mid-term Review of the Training Activities

This report depicts the results of the mid-term review of training activities in the Country Programme 1995-2000. As so much of the achievement of the objectives of the Country Programme is dependent on training, the Mid-term Review is used as a priority to assess the effectiveness of the training supported by the Country Programme. This report depicts the results of the review of training activities. The review targeted training activities undertaken at national level most of which are intended to cascade to lower levels like Training of Trainers (TOT).

best methodology?

2.0 OBJECTIVES OF THE STUDY

The objectives for this study were as follows:

2.1 General Objectives

To assess the effectiveness, efficiency and relevance of training activities in the country programme to date and recommend an improved training strategy for the remaining period of the programme.

2.2 Specific Objectives

The specific objectives for this study were;

- To determine the extent to which communities, government partners and UNICEF staff are involved in Training Needs Assessment (TNA), examining efficacy of methods used and the extent to which training addresses needs by target beneficiaries.
- To assess the extent to which identified training needs are appropriately addressed in the planning, design and facilitation of training activities, identifying key factors which impede the efficiency, effectiveness and relevance of these processes and propose feasible remedial strategies.
- To review the extent to which UNICEF, collaborating government institutions and other partners coordinate the planning and implementation of training activities. Propose mechanisms to improve coordination and collaboration at District, subcounty and community level.
- To assess the impact of training on awareness, knowledge, skills and behaviour of trainees and those they relate to in the programme. Highlight key societal factors which inhibit the acquisition and application of new skills and knowledge during the training process, in the trainees working environment and propose remedial strategies which could be addressed in the context of the next three years of the country programme.
- To assess the effectiveness and efficiency of training which is designed to cascade to low levels. Propose a monitoring framework consistent with the emerging new training strategy outline, including range of process, output and outcome indicators which conform with internal UNICEF and local government management reforms.

3.0 METHODOLOGY

The review employed three major methods of data collection: interviews, focussed group discussions and observation. Literature review was also done to enable the team familiarise itself with the country programme.

3.1 Interviews

Interviews were conducted with managers of the country programme at national, district and subcounty levels. They were also targeted at facilitators of the training workshops and those who had benefited from the training. Each interview took between 30 minutes to one hour and followed a standardized format.

The purpose was to elicit information on how training needs are assessed and addressed in the workshops, the skills gained from the training, how they are being applied, and factors hindering or enabling their application. Monitoring and coordination procedures that are in place were also considered.

The data was summarised on data sheets and used for aggregate analysis.

3.2 Focus Group Discussions

These were targeted at groups of beneficiaries of the programme like trained parish development committees, water source committees, beneficiary committees and District managers and planners. They were also used to get information on Training Needs Assessment, training and coordination procedures and performance of the programme. They gave a general picture that helped back the individual interviews.

3.3 Sample Selection

Most of the sample was purposively selected. At national level, UNICEF programme heads, component focal points both in UNICEF and government were interviewed (see Appendix D). At district level, the heads of sectoral departments were interviewed plus the CAO and members of the DDC. At subcounty level it was the service deliverers and in the communities, beneficiaries of the training programme. Districts were selected on the basis of availability of at least one of the programmes.

3.4 Validity and Reliability of Results

How did we ensure that the review gives a true picture of the achievements of the Country Programme? There was extensive use of cross-checking mechanisms. For instance, similar questions were administered to different groups of people during the review, (UNICEF staff, government counterparts, beneficiaries of the training). The use of a self-administered interview schedule enabled further probing into situations where investigators were not satisfied with the answers.

This was supplemented by review of records like workshop reports and annual programme reports.

Though interviews were conducted by three different people, they followed a standardized format. However, the review was confined to only five out of 39 districts where there are activities. This was a making of those who commissioned the review. One can however argue that, since there was regional representation, results are representative in that districts in one region operate almost under similar circumstances.

3.5 Data Analysis and Presentation

Data was analysed and presented using descriptive statistical methods. Answers were coded and put on summary sheets. This enabled us to get numbers and averages to back up described situations.

3.6 Model of Assessment

The first task in the study was to establish the practical success in achieving capacity building through training. In this endeavour, two approaches were used; first the beneficiaries of the training (those that have taken part in training), and second the delivery system that has produced the training. Our model builds on an assessment of effects at four levels:

- (a) The *reaction level* that is, whether the participants appreciate the training contents and think they learnt something new. Their appreciation of the programme, critique and suggestions for improvement are worth noting for the future of the programme.
- (b) The *knowledge level*; that is, whether the participants really did learn something and could be judged by an outside, unbiased judge. This level also helps to give an unbiased and professional review of the content of training.
- (c) The *application level*; that is, whether the new knowledge can be applied in a working environment. If the new skills are to have an impact, they must be used practically in the participants working environment.
- (d) The *organisational level*: that is, whether the application of new knowledge changes the performance of the district subcounty in assessing, analysing and taking action. The effectiveness of training not only depends on whether new skills are disseminated, but also whether these skills lead to improved performances.

Figure 1: Mid-term review activities in relation to the model of assessment

	Beneficiaries of the training	Members not part of the training	Trainers and training organisations
Reaction level	Questionnaire and interviews		- Workshop reports - Interviews
Knowledge level	Interview		Interviewing trainers
Application level	Focus of interview observation	Focused group discussion	Observation
Organisation level	Part of the questionnaire		Interview observation
Delivery system	Focused group discussion	Key informant interviews	Interviews

3.7 Training Activities Followed

The Country Programme has supported many training activities in its four programmes. The team followed a sample of the training activities in the five districts of Mbarara, Iganga, Tororo, Lira and Masindi. A summary of which is given in figure 2 below.

Figure 2: Type of training activities reviewed by district

DISTRICT	ACTIVITY FOLLOWED
Mbarara	- Community Capacity Building (CCB) - Training on child care and protection
Iganga	- OPL - Adult literacy - CCB
Tororo	- Training on child care and protection - Adolescent development - HIV/AIDS
Masindi	- Training of water user committees - Adult literacy
Lira	- Training of water user committees. - Training on child care and protection.

4.0 FINDINGS

4.1 Training Needs Assessment (TNA)

The review set out to investigate how training needs were being assessed and addressed in the training workshops. From the responses given by 69 people out of 87 who were interviewed at National, District and subcounty levels, it was found that **there is no proper system for assessing training needs**. The National actors contended that training needs were identified through experience and interaction with District officials, baseline surveys as for WES, sentinel community surveillance as for health. Some courses are technical in nature and their curricula were developed after doing needs assessment. It was also noted that needs are sometimes identified by the district and forwarded to Country Programme managers.

However 43 out of 51 District officials interviewed, maintained that training activities organised at the district are pre-determined by the National actors and forwarded to the District levels. The same method is used by the District to reach lower levels.

However, this did not bring divergence between needs perceived by target beneficiaries and training initiators because the course content was new to participants and therefore was considered useful.

4.2 Planning and Management of Training Activities

The team was interested in finding out how workshops were planned at district, subcounty and community levels. **It was found that the planning and management process is top down.** All the 51 district officials interviewed reported that training activities at district level were planned by the Country Programme managers who also provided all training facilities and facilitators. **Though the districts are required to contribute towards the cost of the training, this is usually not forthcoming.**

Participants complained of poor timing of the workshops, many of which coincided with other activities, short duration, and being non-residential, thus hindering the learning process. There were frequent cancellations of workshops which inconvenienced the districts so much. Regional trainings limited the number of participants per district. District contributions were not easy to secure due to low revenue base and low prioritization of training. Divergence in the amount of allowances for facilitators and participants was raised as another problem of top-down planning.

At district level, district trainers plan the workshops and forward requests to the Country Programme managers. Workshop participants, who are in most cases subcounty trainers, CDAs, Health Assistants, CHWs, LCs and members of different committees, are not involved in planning.

All the participants complained about the duration of the training (except for CCB) which is always short forcing the facilitators to rush through the content, limiting the learning process of participants.

Both district and subcounty trainers complained of **limited facilitation in terms of funds and transport**. This is because they relied mostly on Country Programme funds as district contributions are not forthcoming.

It was also found out that **trainers' allowances were not encouraging**. They do not match the time, energy and sacrifice made by the trainers. For instance the CCB trainers in Mbarara were paid Ug.shs 5,000 per day as an allowance whereas the coordinator is paid shs 8,000/=.

Delayed allowances for the trainers was cited as another hindrance to performance. Literacy instructors in Iganga District had received only one allowance this year, whereas the ones in Masindi have never received any allowance since they started last year. It was also reported by 45 out of 51 District officials that **the flow of information, funds and materials from the Country Programme to the Districts was very slow**. The procedures involved in the requisition and disbursement of funds from the Country Programme delays implementation of planned training activities.

4.3 Trainers

The skills and knowledge of facilitators are crucial to any training activity. The team found out that, National trainers facilitated trainings organised by the Country Programme at District and Regional levels. Training activities by the District are facilitated by the District trainers assisted by the National facilitators.

The team also found out that, in case of CCB, UCBHCA and COMBINE consultants were engaged to support the efforts of District trainers in the west.

All the trainees appreciated trainers' skills, knowledge, practical experience and the ability of making the subject enjoyable and lively.

However, scarcity of District trainers was raised as an issue of concern by all the District officials interviewed. They ranged between three and eight for all the activities reviewed.

4.4 Training Methodology

All the trainees interviewed stated that the training methodology is generally participatory. They were actively involved through group discussions, brainstorming and role plays. Video shows and field visits were sometimes used to deliver the course content. This helped participants to grasp the

contents of the training. The team was able to observe one training session of CCB subcounty trainers in Mbarara which was organised along these lines.

However 45 out of 51 trainees were also critical of the theoretical nature of some workshops, that did not accord them chance of having practical demonstrations of the issue in question. OPL trainees expressed need to be trained in a hospital situation rather than classroom environment. CCB trainees expressed to be trained within communities which have made a break through in community capacity building processes other than classroom situation. The same applies to literacy.

4.5 Training Materials

It was also of interest to find out whether trainees were given training materials. Trainees of the Regional and District trainings said that they were given handouts, charts, and manuals. However, **trainers at the subcounty level have no manuals and at times have to translate materials into local language**. For trainings which are designed to cascade to lower levels this is a limiting factor.

An example was given of the CCB trainers manual. It was not edited, the flow of information is uncoordinated and there are some gaps which have to be filled in by the trainer. This implies lack of uniformity as each trainer interprets the material in a different way.

The primers for literacy are rather advanced for the target group. And where adult learners wish to buy and own them they are not available. Need for an instructors manual was expressed. Other less costly and practical approaches to adult learning like REFLECT (Regenerated Frierean Literacy through Empowering Community Techniques) could be used. They help learners develop their own training materials.

The team found out that there **has been a delay in producing training materials by CCA for the cross-cutting issues**.

4.6 Knowledge and Skills

The team was interested in finding out whether the trainees gained knowledge and skills from the trainings.

More than 85% of the trainees interviewed said they had gained knowledge and skills that is useful to their work. In addition to practical skills, the most commonly acquired skills were communication, planning and facilitation or teaching skills. All the trainees of the child care and protection training activities gained more knowledge on women and children issues. The water users committee were proud of organisational and management skills.

4.7 Post Training Support

Whereas at National level the managers informed the team that they offer refresher courses as a form of post training support, **participants at the district and subcounty level stated that refresher courses have not been organised**. In some districts like Mbarara the CCB trainers had their first TOT in November 1996 and after the completion of the field work they have never had an opportunity to interact and share experiences as one form of post training support. The water users committee in Masindi informed the team that they have never seen the trainers who introduced to them the idea of community based sustainability of their water source. Even the money which was collected from the community is still lying idle as they do not know what to do with it. **Support supervision was found to be lacking.**

4.8 Monitoring Mechanism

The implementors of the Country Programme at national level, indicated that they do monitoring through follow up visits, regional review meetings, involvement in training, supervisory reports by CDAs, District reports, facilitators reports.

However, 12 out of the 16 people interviewed, at National level were not satisfied with the monitoring mechanisms. This was also expressed by the District people, who stated that visits from National managers were rather rare. Wherever the review team went, they requested for reports on already done activities. It was only in two Districts of Tororo and Iganga where we got good elaborate reports. If they did not conceal reports from us then a question arises as to which reports UNICEF and government counterparts referred to.

At the District level, monitoring activities included reports from CDAs and field visits. It is worth noting that there seemed to be no guidelines which can be followed by the District and subcounty officials for reporting. Except for adult literacy under CCA which has a monitoring form filled in by the instructors.

For instance, in the CCB training we observed in Mbarara, the trainers and participants were trying to agree on a reporting format for the workshop. One wonders whether such a format would incorporate all the monitoring information required by the National managers.

All in all, there seemed to be no well spelt out guidelines and procedures which the programme managers can follow to monitor at different levels.

4.9 Coordination

The review sought to know how the programme was coordinated at different levels.

4.9.1 National level

There exists a good structure for coordinating the country programme at national level. However, it was the feeling of 12 people out of 16 interviewed at National level that the structure is not fully utilised. The major problem was failure to attend scheduled meetings where most issues would be discussed. Government counterparts complained of multiple roles which make their scheduled work heavy thereby limiting time devoted to the Country Programme.

4.9.2 District Level

All programme heads or programme officers in UNICEF indicated existence of a concerted effort at national level to coordinate training in districts, especially sensitization activities. However going down to the districts, it was found that each programme supports training activities separately.

At district level, coordination exists between the different sectoral departments within a programme. For instance, District Probation Officer, District Education Officer and District Medical Officer collaborate in executing BECCAD training activities. However, respondents indicated that there is no coordination and collaboration in training activities between the different programmes. The team while in Mbarara district found CCB training going on for CDAs, Health Assistants, LCs, opinion leaders and Chairmen of Sectoral Committees and at the same time WES managers from the National level came for the same target group, so the meeting flopped.

5.0 EFFICIENCY

The programme has been in operation for three years and yet training has not gone far. However, the health programme should be commended because wherever we went it was ahead of all the programmes. **This is partly because health is a monosectoral programme as opposed to the other programmes which are multi-sectoral in nature.** Training efficiency within districts is hampered by the fact that **few trainers are trained per district.**

in different districts
Regional trainings also hinder the speed of implementation because even fewer trainers are trained per district, and "faster" districts have to wait for "slower" districts before they go to the next phase of training.

However, demand driven training approach also make weak districts lag behind.

Efficiency is further hampered by the fact that training activities are dependent on one another. There are series of assignments to be fulfilled in between training sessions, they require time and resources which are not forthcoming sometimes.

In regard to efficiency, delays in implementation of planned training activities was noted. c.f. section on planning.

Efficiency for the last year was hampered by the National elections and the anticipated local council elections have affected training both at District and subcounty levels. As per now the Local Authority do not see training as a priority. They are pre-occupied with making money in the remaining period. The Country Programme managers should therefore take note of the fluid environment in which the programme is operating.

The team found out that **the trainer/trainee ratio was high which is costly to the Country Programme** in terms of transportation and remuneration. The average ratio is 6 trainers to 30 participants or 1 trainer to 5 participants.

6.0 EFFECTIVENESS AND RELEVANCE

The programme has scored highly in the areas of relevance and effectiveness. All the trainees gained something from the training, which enabled them understand their job the more. More so they appreciated the need to take action for women and children seriously.

The Education Officer Tororo, conceded, "when we were still handling education issues from the offices we had not known the complexity of the problems facing children out there. But now with the involvement of parents and teachers in their school situation we have come to appreciate that our work is a lot more."

The programme has not only benefited the trainees. They have passed on this awareness to people at the lower levels. The Probation Officer Lira, gave the rising number of referral cases he receives in his office as one indicator he uses to measure awareness about the situation of children at lower levels.

"These days I spent most of my time in the court handling children cases. There is an awareness that children rights have been abused. The settlement of defilement cases in LC and family courts is no longer accepted."

7.0 GENDER

A good programme should reach both men and women equitably. Since much of the training activities are targeted at department heads and lower level government employees, fewer women are reached. But as you go down to different committees, the participation of women increases. For instance the water source committee visited in Masindi consisted 9 women and 3 men. But when it comes to decision making committees like Parish Development Committees, health committees, etc. men's influence is still paramount.

Most men and women have not appreciated the need for both genders to participate. We witnessed a case in Iganga where a lady was elected to replace a deceased chairman of the subcounty health committee. Men on the committee did not want her to become a signatory to the account because she would not manage.

9.0 LESSONS LEARNT

In this section we present general conclusions about the training activities of the Country Programme as they arise from the findings of the review.

- The lack of a proper system for **assessing training needs has lessened beneficiaries sense of ownership of the training activities in the programme.**
- Failure to involve participants in the planning of training activities limits their scope of learning.
- The number of planning and **managerial problems encountered by the trainers does not promote the cascade strategy of training.**
- The **scarcity of trainers at the District and subcounty levels compounded by low remuneration hinders the speed of implementation of training activities in the programme.**
- The theoretical training methods limit the learning process and later the practicability of the skills acquired.
- The fact that training materials are limited at the subcounty levels and the need to translate them into the local languages **affects the quality of training.**
- The traditional literacy training materials like **Primers limit the scope of learning of trainees as they limit creativity and innovativeness.**
- The low level of **collaboration** between the different programmes of the Country Programme has led to the delay in the production of training materials.
- The **limited level of post-training support and lack of well spelt out guidelines and procedures for monitoring** has hindered the effectiveness of the Country Programme in achieving training objectives.

- The delays in the transfer of resources, materials and funds to the districts due to bureaucracy in the Country Programme has delayed implementation of planned training activities.
- There is need to stimulate demand for the training activities in the Country Programme in Districts which are weak in planning.
- Lack of flexibility in country programme training activities is a hindering factor to the cascade strategy.
- In programmes which are multi-sectoral in nature there are likely to be more delays.
- The Country Programme should be extra-conscious during election time and maximise public knowledge as far as transfer of resources are concerned.
- Cooperation between technocrats and politicians is a prerequisite for the success of the training activities in the Country Programme.
- The failure to emphasize gender issues in some training modules has led to less involvement of women in the training activities.

10.0 RECOMMENDATIONS

In this section we recommend an improved training strategy on future support to the training activities in the Country Programme.

10.1 Training Needs Assessment

Recognising the importance of assessing training needs before the training we recommend the following:

- Training needs assessment should be done before the design of a training package or training modules.
- It is also important that there be a built in system to enable trainers adjust a training activity to the needs of the trainees.
- The capacity of the Districts should be developed to enable them do training needs analysis from which a district training programme can be developed.

10.2 Planning Management

In order to enhance the cascade strategy, training activities should be strengthened by:

- Involving Districts in the planning of training activities and providing avenues to stimulate demand for training in districts which are lagging behind.
- Supporting districts to develop adequate teams of trainers in each programme so as to speed up training.

- Removing bottlenecks and problems namely; lack of funds to organise trainings, low remuneration, lack of transport, limited training materials and support supervision, delay in transfer of funds from the centre to the districts.
- Strengthening and cooperating with community based organisations, training agencies and consultations to supplement District and subcounty trainers in their work.

10.3 Training Materials

In order to ensure the quality of training in the cascade strategy, the team recommends that, the Country Programme should develop adequate and appropriate training materials for the different target groups.

We strongly recommend that, concerted effort be put in the production of training materials for cross-cutting issues by all the programmes instead of leaving it to CCA. This will not only increase the production speed, but will promote teamwork and awareness of those important issues by managers of the Country Programme at different levels, as they are a basis for the success of the programme.

10.4 Post Training Support

In order to enhance the effectiveness of the training activities in the Country Programme we recommend that, every training activity undertaken should be backed up by support in form of support supervision, funds and materials to do the job, exchange visits, study tours and refresher course where applicable.

10.5 Coordination

The team strongly recommends that in order to enhance coordination of training activities at district level and between sectoral departments in one programme, each district appoints a District training coordinator to oversee and coordinate training activities, follow-up training activities and ensure prompt and timely reporting. We propose this assignment can be given to the District Population Officer or any other person in the District Planning Unit.

10.6 Monitoring

To ensure efficiency, effectiveness, relevance and quality of training activities in the programme, the team recommends that a monitoring guide booklet be developed to be used by District training coordinators and trainers.

The monitoring guide booklet should be developed along the framework below, and should supplement already existing monitoring procedures.

10.6.1 Activity Description Sheets and Milestone Charts

Activity description sheets will assist the country programme managers and implementors at different levels to plan manageable activities for a stipulated period. They will permit planning within available resources and spell out respective responsibility for each personnel.

Milestone charts, will on the other hand, provide implementors with defined time to start and complete specific activities.

10.6.2 Background Information on Workshop Participants

A questionnaire should be developed to help collect useful information from every person who attends a training. It should be filled at the beginning of the training to give the trainer a pre-situation of the participants and enable trainers adjust to the needs of the trainees.

The information on the questionnaire will be useful for the trainer when planning future follow up activities like refresher courses, exchange visits, individual counselling, etc. It also helps to establish the profile of participants and gives the trainer information to use when writing a summary report on the training.

10.6.3 Summary Report on Training Activity

This report should provide Country Programme Managers with the profiles of people who attend the workshops. It should give summary information on who is trained, in what, where, and any other monitoring information which the managers would wish to be included in the report. The report will be kept at the District for accountability and monitoring purposes. The Country Programme managers will be given a copy of the report.

10.6.4 Training Activity Financial Report

The report is compiled by the person who has utilised training funds. It compares expenditure with the budget. This will enable the programme manager to assess whether the amount released for specific activities is realistic in terms of costs. It also speeds up the process of reporting on used funds.

10.6.5 Quarterly Report on Training Activities

The Training Coordinator should make a quarterly report giving a summary of all training activities in that quarter at different levels of implementation. In addition to giving information on programme indicators of performance, it should also give general information like District training capacity, amount of local support, etc. This would enable the programme managers to plan for specific needs of that District so as to speed up implementation.

10.7 Follow Up

All the above guidelines and procedures for monitoring, should be backed by intensive follow up visits and support supervision.

11.0 SPECIFIC RECOMMENDATIONS FOR EACH PROGRAMME

11.1 Health

For the OPL trainings, you should provide other methods of assessing trainees level of knowledge other than pre-tests which demoralises participants when they fail them.

OPL training activities should be phased in order to adequately cover the content and give trainees and trainers breathing space during the training.

There is need to review the CCB 1st trainers manual and develop training guides/manuals for subcounty trainers.

There is need to increase allowances for CCB trainers so as to give them morale to do their work. Support supervision for OPL workers and CCB trainers should be intensified to enable the programme identify problems which are hindering application of acquired knowledge and skills and to provide remedy.

11.2 Basic Education Child Care and Adolescent Development (BECCAD)

BECCAD is a multi-sectoral programme and therefore the team recommends improved coordination especially at the District level.

The programme should provide more training materials to the trainees so as to promote information dissemination as far as children and adolescent development issues are concerned.

Increase training duration for child care, protection and adolescent development.

We recommend increased speed of implementing BECCAD activities which the team reviewed.

We recommend that post-training support activities and resources be strengthened to enhance the efficiency and effectiveness of training activities.

11.3 Coordination, Communication and Advocacy (CCA)

The team recommends that Training Needs Assessment on functional literacy should be carried out to help the programme managers modify the primers to the level of learners.

We recommend the development of supervisors and trainers guide to enable supervisors and instructors be at a higher level and give appropriate advice.

If adult literacy activities are to survive, we recommend that the issue of remunerating instructors should be looked into seriously.

We recommend the need to supplement the traditional approach to literacy training with simple and modern participatory learning methods like REFLECT.

The team further recommends the urgent need to promote cooperation between the sectoral and non-sectoral managers of the Country Programme at both district and subcounty levels so as to enhance resource mobilisation and allocation to training activities.

The team strongly recommends follow up and intensive post training support to all the training activities undertaken to ensure efficiency.

11.4 Water and Environmental Sanitation

The team recommends that the programme managers should speed up the release of funds and training materials to ensure that training activities take place as scheduled.

The team further recommends the need to facilitate district and subcounty trainers to carry out training activities.

The programme managers should highly consider post-training support when planning training activities. The in-built support will lead to the realisation of the cascade strategy of the programme.

We further recommend that in order to activate end users e.g. water committee, income generating activities training sessions should be included in the training activities.

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APPENDIX I

SPECIFIC FINDINGS FOR TRAINING ACTIVITIES REVIEWED

TRAINING TITLE	PURPOSE OF TRAINING	NATURE OF TRAINERS AND NO.	NATURE OF TRAINEES AND NO.	TRAINEE R/TRAINEE RATIO	DURATION VENUE	NATURE OF TRAINEES AND NUMBER	METHODOLOGY USED & TRAINING AIDS	PARTICIPANTS OBSERVATIONS
Health Training of CCB District trainers TOT I	To introduce participants to PHC concept and give their knowledge and skills for: -sensitization -advocacy -train trainers -revitalise committees	-UNICEF staff -Ministry of Health staff -UCBHCA No. 8		7:30	2 weeks social training centre	Health inspectors DHI DHTS Health educators Sanitation Coordination Nurses Midwives M/Assistants No. 30	Group discussion Field visits Participatory Trainers manuals Handouts	-Content of training was relevant. -Facilitators were good and knowledgeable. -Trainers manuals given. -Duration adequate. -Trainers manual not edited.
Health Training of subcounty trainers on CCB TOT I	To equip subcounty trainers with training and community mobilisation skills advocacy	CCB district trainers 6 1 ministry of health 2 combine consultants (9)	CDAs Subcounty Health assistants Opinion leaders LCs	9:30 Iganga	St. Michael training centre 2 weeks		-Group discussions -field visits -Charts -Participants evaluation	-Workshop participants -No training materials given -Training relevant -2 weeks adequate -Allowances as inadequate -Facilitators good
Health Life saving skills June 96	To strengthen the capacity for delivery of essential integrated health services	Ministry of Health DMO Medical officer in DMOs office Senior nursing officer DHT	-Midwives -Clinical medical officers -Health visitors -Nurses	5:30	2 weeks Hotel	Hotel with hospital practicals 2 weeks	-Lecture -Working groups -Demonstrations -Hospital visits -Flip charts -Participants evaluation -Delivery instruments -Booklets -Role plays	-Course material relevant to my work -Duration short course should be put in phases -Facilitators good -Training materials, and instruments given.

TRAINING TITLE	PURPOSE OF TRAINING	NATURE OF TRAINERS AND NO.	NATURE OF TRAINEES AND NO.	TRAINER/TRAINEE RATIO	DURATION VENUE	METHODOLOGY USED & TRAINING AIDS	PARTICIPANTS OBSERVATIONS
BECCAD Training extension workers/subcounty personnel for child care and protection	To create awareness among subcounty leaders and personnel on children issues.	-District population officer -Country development officer -ACAO 3	-Opinion leaders -CDAs -Education officer -Youth mobiliser -10 males 15 females	3:25	5 days	-Lecture -Working groups -Handouts	-Refresher courses needed -Content of training relevant -Duration of 5 days not enough -Materials given not adequate -Non-residential training -Lack of transport -Follow up by UNICEF & District should be more frequent
BECCAD Training/sensitization of communities for adolescents health and development, Tororo	-Improve health status of adolescence -Establish counselling team on HIV AIDS	-DMO -TASO manager -Medical superintendent -DHI -Assistant health educator	-Community health workers -Youth selected from subcounties. 16 males 6 females 22	5:22	4 days	-Discussion groups. -Brainstorming -Lecturing	-Training materials needed -Few people trained -No facilitator from national level -Allowances were small -Duration should be extended to 6 days. -Refresher courses be organised

TRAINING TITLE	PURPOSE OF TRAINING	NUMBER OF TRAINERS & NO.	NUMBER OF TRAINEES & NO.	TRAINER/TRAINEE RATIO	DURATION VENUE	METHODOLOGY AND TRAINING AIDS	OBSERVATION
CCA Functional adult literacy	Facilitate literacy instructors to adopt participatory learning approach.	-District community development officer -CDAs trained as trainers at Mukono.	Literacy instructors 30	1:5	5 days District	-Group discussions -Primers -Handouts	-The training materials (primers) are a bit advanced for beginners. -Instructors are not facilitated and motivated, thus abandoned the classes. -Limited support supervision -Some adults are able to read and write -Some households have initiated income generation.
WES Training water source committees including care takers	To train the committee in community water source sustainability systems.	-District health inspector -Sanitation officer -Water development officer	12 participants 7 females 5 males Water source committee and care takers	1:4	2 days source site	-Discussions -Training materials of water source protection	-Duration was too short. -No follow-up -Representation by gender was high -District trainers lack facilitation to organise support supervision. -Need for exchange visits of these committees -Committees are not functional. -Need to introduce IGAs to these committee which may activate the committee.

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APPENDIX II

CHECKLIST FOR UNICEF STAFF

1. Designation
2. Years of service with UNICEF
3. What training activities have been undertaken under your programme/component?
4. How are these activities;
 - identified
 - planned.
5. How are training activities coordinated?
6. What support is extended to the Districts to enable them conduct training (material, financial, human, etc.)
- 6a. Comment on the:
 - adequacy
 - timeliness
 - qualityof the above named resources.
7. What contribution do the Districts make towards training?
8. What would you list as the major achievements of this programme?
9. What problems/constraints do you encounter while fulfilling training objectives?
10. What monitoring mechanisms have you put in place to enable you follow performance at the lower levels?
11. Do you have any suggestions on how training can be improved in future?

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APPENDIX III

CHECKLIST FOR GOVERNMENT COUNTERPARTS

1. Ministry
2. Designation
3. For how long have you interacted with the GOU-UNICEF Country programme and what role do you play on the programme?
4. How are training activities in the country programme;
 - identified
 - planned.
5. Comment on the coordination of training activities between government and UNICEF and between programmes.
6. What does the government contribute to the programmes.
7. What would you list as the achievements of this programme?
8. What problems/constraints hinder implementation of planned training activities?
9. Comment on the monitoring procedure for this programme?
10. Do you have any suggestion on how this programme can be made better.

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APPENDIX IV

INTERVIEW SCHEDULE FOR DISTRICT LEADERS/PERSONNEL

Section A: Respondents background

- 1)
 - i) Sex
 - ii) Designation
 - iii) Years of service
 - iv) District

Section B: Needs assessment

- 2) Who is involved in Needs Assessment at;
 - i) National level
 - ii) District level
 - iii) Community level
- 3) What are the methods used to do Training Needs Assessment?
- 4) What factors facilitate or hinder the TNA process in the district?
- 5) Can you give suggestions on how TNA can be improved to appropriately address

Section C: Planning of training activities

- 6) How are workshops planned out at;
 - i) District level
 - ii) Subcounty level
- 7) How are the participants (target group) identified at;
 - i) District level
 - ii) Subcounty level
- 8) What factors are considered in planning and designing training workshops?
- 9) What contribution does the district make to the training.
- 10) What contribution do you get from UNICEF?
- 11) Comment on;
 - i) Adequacy
 - ii) Timeliness
 - iii) Quality
- 12) Who facilitates in these workshops?
- 13) Have you ever attended any workshop?

- 14) Comment on the methodology of the workshop/s
- 15) What training materials/aids do facilitators put at your disposal?
- 16) Comment on the skills of the facilitators
- 17) Give the practical recommendations which the trainers can use to meet your needs.

Section D: Coordination and follow up

- 18) How are training activities coordinated at;
 - i) National
 - ii) District
 - iii) Subcounty
- 19) Do you keep in contact with other course participants.
- 20) What post training support do you get from;
 - i) UNICEF
 - ii) District

Section E: Performance

- 21) How has the training facilitated you to do your work?
- 22) Are there any factors hindering you in putting into practice the learned skills?
 - i) Technical
 - ii) Financial
 - iii) Cultural
- 23) Do you have any suggestions on how this training programme can be improved?

THANK YOU FOR YOUR COOPERATION

APPENDIX V

INTERVIEW SCHEDULE FOR PARTICIPANTS IN UNICEF-ASSISTED TRAINING ACTIVITIES

Section A: Background information on respondent

- 1) i) Sex
- ii) Designation
- iii) Years of service
- iv) District
- v) Subcounty
- vi) District

Section B: Training Needs Assessment(TNA)

- Q2. How did you know about this training programme?
- Q3. How were you selected for the training programme?
- Q4. What role did you play in training needs assessment (TNA)
- Q5. Who else was involved in TNA process?
- b. Are you satisfied with the TNA process in the District?

Section C: Organisation of training activities

- 6. What role did you play in planning and designing the training programme?
- b. Do you think you should participate and why?

7. What was the representation by gender in the training?
.....
.....
- i) No. of males
- ii) No. of females
8. Were the contents of the training course relevant to your work?
.....
.....
9. What do you say about the training materials and handouts that you were given during training?
.....
.....
10. How would you rank the skills of the facilitators in developing the subject matter?
.....
.....
11. How would you rank the pedagogical skills of the facilitators of the programme i.e. their competency in making the subject lovely and interesting and helping you to learn?
.....
.....
- 11a) Comment on the methodology of the workshop
.....
.....
12. What is the duration of the training programme? Is it adequate?
.....
.....
13. Do you keep in contact with the organisers of the course?
.....
.....
14. Do you take part in any follow up activities?
.....
.....
15. Do you keep in contact with other course participants?
.....
.....

a) What post training support do you get from UNICEF?

.....
.....

DISTRICT

.....

Section D: Performance

16. Can you list few things that you do differently now as the consequence of training, things that you learnt and you apply on your work?

.....
.....

17. Are there any factors hindering you in executing the acquired skills, (technical, financial, cultural, environmental, etc).

.....
.....

18. Do you have any suggestions on how this training programme can be improved or are there any other comments that you would like to make?

.....
.....
.....

19. How are training activities coordinated at District level

.....
.....

20. Are you satisfied with this coordination structure, if yes continue to Q. 25.

.....
.....

21. What are the problems that hinder proper coordination?

.....
.....

22. Suggest measures which can be put in place to ensure proper coordination

.....
.....

23. What has enhanced district coordination?

.....
.....

24. What would you list as the major achievements of this training programme at:

District:

.....

Subcounty:

.....

Community:

.....

25. What are the short comings of this training programme?

.....

26. What methods do you use to assess the performance of training at the lower levels?

.....

27. What indicators do you look for?

.....

28. What resources do you put at trainers disposal to enable them put in practice what they have learned?

.....

29. What post training support do you give to the trainers?

- i) Refresher:
- ii) Counselling services:
- iii) Exchange visits:
- iv) Any other

30. What post training support do you get from:

- i) District:
- ii) Is it adequate?
- iii) What needs strengthening?

31. What measures has the district put in place to strengthen and sustain this programme after UNICEF has pulled out?

.....

32. Do you have any comment/suggestion to make which can improve on this training programme?

.....

APPENDIX VI

LIST OF PEOPLE INTERVIEWED

COUNTRY PROGRAMME MANAGERS

Health Programme Focal Point (UNICEF)
WES " " " "
CCA " "
CCA Programme Focal Point (UNICEF)
BECCAD A/G Programme Focal Point (UNICEF)
CCA Component 1, 2, 3 Focal Point (UNICEF)
Monitoring and Evaluation Officer (UNICEF)
Senior Programme Officer (UNICEF)
Health Component 1 Focal Point (UNICEF)
UNICEF Assistant Component 2 Focal Point (UNICEF)
BECCAD Focal Point (Government)
BECCAD comp 2 Focal Point (UNICEF)
BECCAD comp 2 Focal Point (Government)

GOVERNMENT AND NGO PARTNERS

Commissioner for Gender
Commissioner for Community Development

Mr. Kyeyune - UCBHCA
Ms Gabulaya Diana - UCBHCA
Ms Maria Lutagwera - COMBINE

MBARARA DISTRICT

Deputy CAO
Vice Chairman LC V
DMO
District Health Inspector (CCB Coordinator)
District CCB Trainers 4
Participants CCB workshop 4
District Probation officer
District Community Services and Coordinator
District Rehabilitation officer
District Youth Officer
Deputy Probation Officer
Education Officer
General Secretary LC V
District Water Officer
District Community Development Officer
Gender Officer
CDA Masha subcounty
Municipal Health Trainer

IGANGA DISTRICT

Medical Officer in DMOs office
District Health Visitor
District Coordinator CCB
District Health Inspector
Medical Assistant - Namungalwe Health Centre
Enrolled midwife " "
Registered midwife " "
Assistant Health visitor " "
Nursing Assistant " "

TORORO DISTRICT

Deputy Population Officer
District Education Officer
District Probation Officer
District Inspector of Schools
Teachers Assistant
Health Educator - Tororo county
Education Officer
Participants Adolescent Workshop - 4

MASINDI DISTRICT

District Health Inspector
Ag. D/CAO
Sanitation Coordinator
District Community Development Officer
CDA Pabanyi subcounty
Water User Committee members 12
Kisomabufuzi 4

LIRA DISTRICT

CAO
District Probation Officer
District Field Officer WES
Borehole Maintenance Supervisor
Water Development Officer
Foreman
District Community Development Officer
Deputy CAO
Secretary for Women Affairs
CDA Bari subcounty
CDA Dokolo subcounty
CDA Lira subcounty
Water User Committee members 9, Adekokuok.