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# **Effectiveness of Children's Welfare Institute Staff Training**

## **Assessment Report**

**October 29, 1999**

*Horizon Research*

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# Part I Introduction

In the world today, the development of a social welfare sector is a significant symbol of enlightenment. Following the development of the Chinese market economy and the improvement of living conditions, the Chinese government has come to recognize the importance of social welfare projects, and its support in the social welfare sector is significant. Children's Welfare Institute (CWI) is among the top social welfare projects in China today and the government has attached great importance to its success from the start. In order to improve the management of CWI, the Chinese government contributed human and financial resources to open four national CWI staff training centers in Beijing, Hangzhou, Nanjing, and Wuhan in 1996. Every year since then, the Chinese government has supported CWI's training sessions for managers and technical staff nationwide. These activities have also been actively supported by UNICEF since their inception in 1996.

In order to gain an understanding of the conditions and training capabilities of the CWI training centers, to ascertain the effectiveness of the training activities and services of CWI, to assess their current value and CWI's plans for development, UNICEF and the Chinese State Ministry of Civil Affairs, Social Services and Social Affairs Department entrusted Horizon Research to carry out this assessment. Having carried out several assessments for UNICEF in the past, Horizon Research is adding onto an existing wealth of experience.

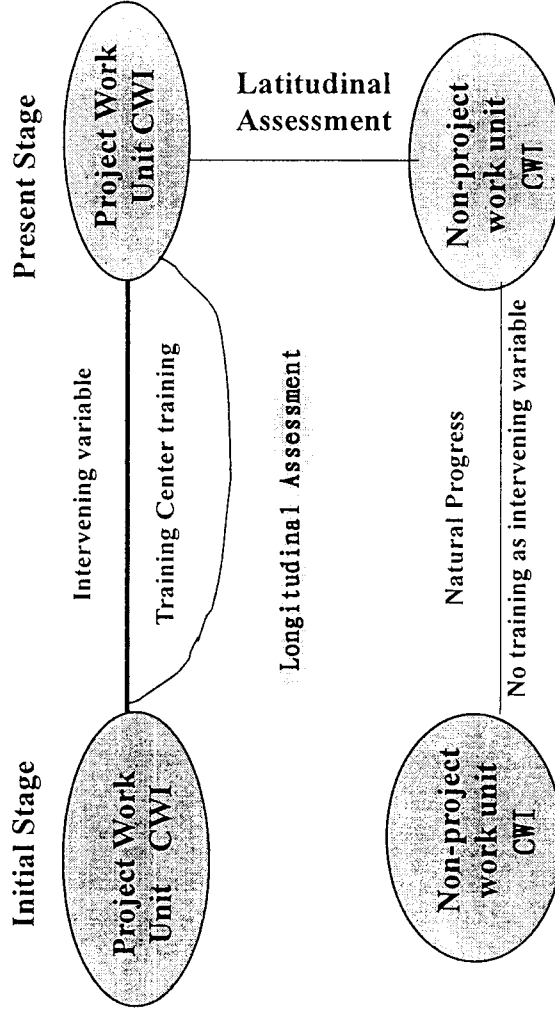
# Part II Research Methods

## 1. Assessment strategy

Comparative assessments have been carried out to determine the effectiveness of the training as an intervening variable in aiding the development of the institutes. The assessments were carried out in two phases:

- (1) “Longitudinal Assessment”: a comparative assessment of each training centers’ development from 1996 until the present.
- (2) “Latitudinal Assessment”: a comparative assessment of two training centers.

The main assessment principles follow:



## 2. Assessment sites

Altogether there were six assessment sites, among them two training centers, and four CWI. The four CWI included one provincial-level CWI project work unit (with training), two prefecture-level CWI project work units (one with and one without training) and one county-level non-project work unit (without training).

Table 1 Assessment Sites

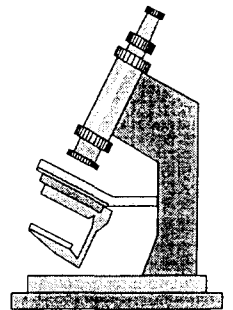
<b>Training Centers:</b>	Nanjing Children’s Welfare Institute Staff Training Center (Nanjing CWI Training Center)	
	Wuhan Children’s Welfare Institute Staff Training Center (Wuhan CWI Training Center)	
<b>CWI:</b>	Provincial:	Nanjing CWI (Project Work Unit)
	Prefecture:	Jingzhou Municipality, Hubei Province CWI (Project Work Unit)
		Huangshi Municipality, Hubei Province CWI (Non-Project Work Unit)
County:	Daye County-level, Huangshi Municipality, Hubei Province CWI (Non-Project Work Unit)	



### 3. Assessment methods

For assessment purposes Horizon employed qualitative research methods, including individual in-depth interviews and group discussions. Interviewees included managers and leaders from parent-organizations and instructors, staff, and children at CWI from two training centers and four CWIs. Horizon conducted ten group discussions, and in-depth interviews with more than forty professionals — more than 100 individuals all together.

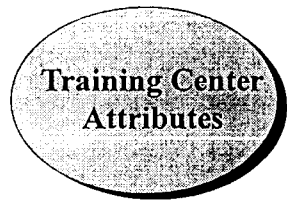
In addition to the two methods mentioned above, researchers utilized observation as a third qualitative research tool. In order to evaluate the day-to-day practices of staff and the children’s daily life and educational activities, and to ascertain changes in their approach and in the lives of the centers’ children, researchers devoted time to observing life at the training centers and CWI.



# **Part III Main Results of Assessment**

## **Section One: Assessment of CWI training centers' training capacity and resources**

## I. CWI training centers' basic attributes



- training center's parent-organizations are CWI and Children's Rehabilitation Center; non-autonomous
- training is only one of many tasks carried out by training centers; many other functions in addition
- training centers' work short on initiative, characterized by passive reaction to parent-organizations
- training is non-continuous



- highly-structured management, three-levels of administration, including high-level government managers, mid-level collaborative team, and grass roots work team
- role of management is to carry out the orders handed down by the State Ministry of Civil Affairs and participate in training activities

## 1. Training center attributes

The table below explains the basic structure and organizational details of Nanjing and Wuhan CWI training centers:

*Table 2 Organization of Nanjing and Wuhan CWI Training Centers*

	Nanjing CWI Training Center	Wuhan CWI Training Center
Parent-Organization	Nanjing CWI Nanjing Jinling Children’s Hospital Nanjing Handicapped Children’s Rehabilitation Center	Hubei Handicapped Children’s Rehabilitation Center Hubei Rehabilitation Center for Deaf Children
Training Centers Founding Date	1996	1996
(Additional Information) Background of Parent-Organization	300 employees Judged as the second best social welfare project nationwide in 1994 Founding Date: 1959	50 employees Founding Date: 1979

The two training centers under assessment are both under the direction of other children’s social welfare organizations, which will be referred to as “parent-organizations”. Training center tasks are assigned through these parent-organizations.

### **(1) Relationship between parent-organizations and training centers**

Nanjing CWI is the parent-organization of the Nanjing CWI training center; Hubei Rehabilitation Center for Deaf Children is the parent-organization of the Wuhan CWI training center. The training centers are only one of many different responsibilities of the parent-organizations. Training managers and staff are in fact, all managers and staff of the parent-organization, and their work at the training center is determined by their main employer; the training centers then, cannot be separated from the parent-organizations.

### **(2) Operations and additional functions of training sessions**

In addition to running training sessions, as the training center is subordinate to CWI, it has the additional responsibilities of providing foster care, raising, educating, and rehabilitating the children at CWI. In addition, Nanjing Jinling Children's Hospital and Nanjing Handicapped Children's Rehabilitation Center provide services for CWI, while at the same time actively trying to open society's attitudes towards the handicapped and providing social services. The Wuhan training center, under the auspices of Hubei Rehabilitation Center for Deaf Children and Hubei Handicapped Children's Rehabilitation Center, functions as an education center for listening and language development and for the rehabilitation of handicapped children, in addition to running training sessions.

Nanjing CWI training center is headed by a Chief Officer, who is simultaneously the head of CWI, Nanjing Handicapped Children's Rehabilitation Center, and Nanjing Jinling Children's Hospital. The Chief Officer of Wuhan's training centers also holds three positions concurrently: director of CWI, Hubei Rehabilitation Center for Deaf Children, and Hubei Handicapped Children's Rehabilitation Center.

### **(3) Top-down Chain of Command**

Decisions regarding the two training centers' sessions, including scheduling, content, frequency of training sessions, requirements of qualifications of trainees, and training fees, are not made by the training centers themselves; rather, injunctions are handed down to them by the State Ministry of Civil Affairs. Typically, the decision is made at the State Ministry of Civil Affairs, is passed down to the responsible work unit at the provincial level, further to the responsible work unit at the prefecture level, until it finally reaches the training centers. Once the training center has received the injunction detailing the content and scheduling of the training, it designs the sessions and activities to fulfill these requirements.

### **(4) Non-continuous training**

Training sessions are held at most, four times a year, though in some years there have been none. Every session is 20-30 days long. Some years there have been four months of training, while others there has been no training at all. In the latter instance, training center staff spend their time in their regular positions at the parent-organizations and actual training work becomes secondary. Training centers have neither a department devoted to training nor specialized training operations staff. Instead, a month before the start of the training, the center's management will delegate a few staff members as the responsible individuals for the ensuing training session. This system contributes to the lack of coordination between sessions.

## 2. Organizational Attributes

### (1) Highly-structured

Since the inauguration of the jointly-sponsored UNICEF and Chinese Government training center project in Nanjing and Wuhan in 1996, the system of organization has become increasingly structured. The system of organization is the same in both cities, divided into three administrative levels:

- ❶ **High-level Managers:** overseeing training organization are the Chief Officer and Deputy-Chief Officer. The Chief Officer is Deputy Director-General in the Bureau of Civil Affairs; the Deputy Director, is the Deputy-Director General of the Bureau of Civil Affairs and Social Services.
- ❷ **Mid-level Collaborative Team:** composed of leaders of sections related to social welfare work, including the Board of Health, Board of Education, and Board of Finance among others.
- ❸ **Grass Roots Work Team:** in charge of micro-managing training centers, composed of training center supervisors, including principals at training centers, and principals in other related sections.

## **(2) Functional**

The most significant attribute of the system of organization is the presence of the government among high-level managers. The most visible support that the government gives to the training center is funding and favorable tax policies. To date, upon application for funds, training centers in both cities received 3 million RMB from their local governments, funds to construct a multi-storied building for the training center and to ameliorate facilities at training centers; in addition, during the process of construction of the building, the government reduced all taxes, including labour tax, property tax, and municipal building tax.

## **(3) Participatory**

Another important attribute of the system of organization is the government's participation in training center activities. Besides the tax breaks and other accommodations that the government has made on the financial end, there has also been a certain degree of participation in training center organizational activities. For example, leaders from the different government sections attended the opening ceremony of each training center, as did UNICEF and high-ranking government officials.



## Assessment:

1. The assistance that the government has given to training centers, specifically in terms of the funding and tax breaks for building, is responsible for the maintenance and sustainability of the project; at the same time, government officials' presence at the main activities of the training centers deepens understanding of the program's value among other departments in the government, and adds to training center leaders' and staff's level of confidence in the development of their work and their overall enthusiasm. But, as high-level managers of the project, they more often passively react to the demands of the training center, showing little understanding of the principles of the centers or the details of their work, and distinctly failing to provide necessary guidance to the training center.
2. The interest and support that parent-organizations devote to training center affairs is fleeting and short-term. Content to involve themselves in the training sessions once a year, they fail to consider the long-term development of the training centers. When the center organizes activities, the parent-organizations limit their involvement to the level required by the central government, and do not volunteer any advice or suggestions of their own. When the State Ministry of Civil Affairs does not inform the parent-organization of the work that the training centers are engaged in, and does not actively promote the work, the training centers come close to dormancy. As a result of the disparate nature of the leadership of the training centers, the managers do not seem to give any consideration to the centers' future development. The individuals in charge of running the training centers are at a loss, especially due to the fact that in the last few years the tasks assigned to the training centers by the State Ministry of Civil Affairs have decreased, making it virtually impossible to further the development of the training centers.

## II. Training Resources and Assessment



Instructors



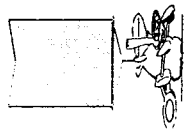
- ◆ more in-house instructors, fewer visiting instructors
- ◆ instructors satisfy training demands in terms of their numbers, ability, and expertise
- ◆ discrepancy in level of instruction at the two training centers



Teaching Materials



- ◆ most training classes have teaching materials for each student, while some still work from outlines and notes
- ◆ many training materials have already been compiled and published, while others await publication
- ◆ Nanjing training center has compiled more and better materials than Wuhan



Teaching Method



- ◆ lectures are the most common teaching method; with management-level classes interactive discussions supplement the lectures
- ◆ staff classes utilize practical hands-on work as well as observation



Facilities



- ◆ training is held in a building of a parent-organization; space and facilities are satisfactory
- ◆ teaching equipment include: projectors, slide shows, camcorders, tape recorders; still in need of computers

## **1. Training center instructors**

### **(1) Origin of instructors**

Training center instructors are either in-house staff or visiting instructors.

#### **A. Visiting Instructors**

At the Nanjing and Wuhan training centers the visiting instructors come mostly from local universities, like Nanjing Normal University, Nanjing Medical University, Wuhan China Normal University, Wuhan University, and Wuhan Medical University. These visiting instructors are all at least adjunct professors with several years' experience, specializing in children's social welfare issues. Their expertise ranges the spectrum from psychology to social security to special education to medical treatment to rehabilitation.

## **B. In-house instructors**

In-house instructors are mainly staff at parent-organizations. As training centers in both cities are subordinate to work units that specialize in children's welfare, both have abundant resources from which to engage extremely qualified and experienced individuals. When teaching class, these instructors are charged with passing on to the trainees the knowledge and skills that they have gained from years of professional experience. For instance, the Nanjing training center, through its relationship with CWI, has access to nurses, child-care specialists, rehabilitation therapists, and doctors. The Wuhan training center also taps the Children's Rehabilitation Center's technical staff, auditory testing staff, and language training staff, as well as other employees who are trained as cerebral palsy and rehabilitation therapists. These individuals easily integrate their practical work with their teachings.

In addition, in the initial stages of establishing the centers, visiting instructors included foreign experts. At the first session of the Nanjing training center, experts from the Hong Kong Yangzhen Foundation taught class. At the Wuhan training center's first session, the Hong Kong Association of Rehabilitation provided specialists on hearing rehabilitation, as well as Danish and Swedish auditory training specialists. From today's financial standpoint however, there is hardly enough funding to invite foreign experts.

## (2) Qualifications of Instructors

**A. Recent training sessions included ten instructors for each session, of which more than 60% were in-house professionals.**

*Table 3 Breakdown of Instructors at Nanjing and Wuhan Training Centers*

	<b>Nanjing</b>	<b>Wuhan</b>
Visiting Instructors	2-3	3-5
In-house Instructors	6-8	5-6
<b>Total</b>	<b>8-10</b>	<b>8-10</b>

### **B. Increase in the number of in-house instructors**

In the training centers' early days, during the very first and second training sessions, the quality of the instruction was lower simply because the instructors lacked both teaching experience, and an accurate conception of the training centers' mission. In comparison, visiting instructors knew how to teach, even though they were equally uncertain about the training centers' mission; they constituted more than 60% of instructors. Through the accumulation of experience and through training offered by other organizations, the professional knowledge of in-house staff has become increasingly systematic, and importantly, staff pass on what they have learned to their colleagues. The number of visiting instructors at both training centers has decreased significantly. In Nanjing there are now usually between 2-3 visiting instructors per session, while in Wuhan the number is slightly higher at 4-5 university professors. The rest are in-house instructors.

**(3) The discrepancy of teaching capabilities among training centers**

Among the visiting instructors, whether specialists in psychology, sociology, or social security, there should be no great discrepancy in the teaching quality, because these instructors are experienced professors or researchers. However, since these instructors come directly from the parent-organization, there is a direct correlation between the quality of the teachers and the quality of the parent-organization’s operations. This in turn, leads to a discrepancy in the quality of training at the different centers.

*Table 4 Nanjing and Wuhan training center trainees*

<p><b>Nanjing Training Center</b></p>	<p>Two categories of trainees:</p> <ul style="list-style-type: none"> <li>❶ Managers and professional staff: substantial managerial and operations experience; received specialized training either domestically or abroad with experience of reviews at other CWI; graduates of junior college or above; form CWI’s core professional staff.</li> <li>❷ Child-care staff: the majority have more than ten years professional experience, and have attended special training at the Welfare Institute in Hong Kong or in-house training; most are high school graduates.</li> </ul>
<p><b>Wuhan Training Center</b></p>	<p>Instructors specializing in handicaps: relatively high level of education, including staff with masters degrees. In comparison to Nanjing there are also a higher proportion of college graduates, most with specialized training at home or abroad. No CWI managers or child-care specialists.</p>

## Assessment:

1. Visiting instructors seem to lack an in-depth understanding of CWI. Both in Nanjing and Wuhan visiting professors are selected only after careful consideration of their fields of specialization and their relationship with CWI; for instance, the professors and specialists whom they invite have all worked with CWI, and have either used CWI as a base for their work, or frequently exchange technical expertise with CWI. In reality however, the professors and specialists who are invited to teach have an entirely superficial understanding of CWI, not clear about the details of CWI's operations, service method, management method, and certainly unaware of the problems that CWI has faced throughout its development. Thus, when reflecting upon the instruction at the center, trainees responded with answers like, the instructors' "abundant knowledge, and deep understanding of their field, widen our perspective, but practically speaking, the actual guidance that they provide us with is comparatively (much) lower."
2. In-house instructors lack teaching experience. Despite the fact that the in-house instructors actually work at the center and have received training themselves, they are, in the end, staff and not teachers. In attending their classes, the advantage is that they teach information that is practicable — lessons that they have learned from years of hands-on experience. However, they are not as theoretical or systematic as the visiting instructors.

3. Curriculum planning is not coherent enough. As a result of the stringent injunctions of the government on the training center's work, the training center does not have the freedom to design its own development and is therefore hindered by its imposed liminality and the inability to provide a linked and continuous curriculum. In reality, the way the system is set up presently, the team of in-house instructors is assembled only once the timing of the next training session has been set, and are disbanded immediately upon completion of the training session. Each individual returns to his or her parent-organization to continue his or her regular work. This lack in continuity results in an unawareness of the last sessions' conclusions and limits the usefulness that tentative plans would have for the following session. The training program seems to be rather slow in its development.
  
4. The prevalence of in-house instructors is more clearly evident in Nanjing than in Wuhan. The scope of the Nanjing CWI training center is so wide, and the expertise of the staff so varied, so that there is less need to hire instructors from the outside. In comparison, the parent-organizations in Wuhan prioritize hearing rehabilitation, and their expertise is concentrated in this area. When they hold CWI staff training, they need to invite colleagues from institutes with whom they have cooperative relationships to teach; thus, the need for assistance from early care and education (ECE) staff.





## 2. Teaching Materials

At their inception, the two training centers had neither experience in training, nor any teaching materials. In order to solve this problem, at the suggestion of the State Ministry of Civil Affairs, the individuals in charge of the training centers visited and reviewed CWI nationwide. In this way they were able to gather first-hand information, which they supplemented through in-depth conversations and exchanges with local junior college professors and professionals. This left them with a large quantity of high-quality information with which to plan the content of the training center curriculum. During the first training session, each had his or her respective teaching materials, but at that stage the materials were still elementary and undeveloped. After two years of teaching experience and the accumulation of more materials, all the materials underwent extensive revision. The materials that are now being used can be divided as follows:

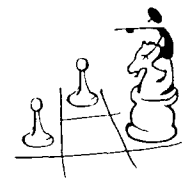


Table 5 Nanjing and Wuhan teaching materials

<p><b>Nanjing Training Materials</b></p>	<p><b>Three types:</b></p> <ol style="list-style-type: none"> <li>1. "Management rules and regulations," already compiled, but due to limitations in the funding, as yet unpublished;</li> <li>2. "Training materials of CWI managers";</li> <li>3. "Training materials of CWI staff";</li> </ol> <p>Materials 2 and 3 have already been consolidated into one volume called, "Training Handbook," and is awaiting the necessary funds to be published in 1999.</p>
<p><b>Wuhan Training Materials</b></p>	<p><b>Four types:</b></p> <ol style="list-style-type: none"> <li>1. "Standards of Training for Deaf Children", edited and ready for publication;</li> <li>2. "Handbook on the Standards of Rehabilitation of Deaf Children", edited and ready for publication;</li> <li>3. "Rehabilitation of Deaf Children and Management", edited after opening of the training center, and completed one portion;</li> <li>4. "Community-based Handicapped Children's Rehabilitation Handbook", published by UNICEF.</li> </ol>

**Assessment:**

1. As the above materials were written and compiled almost entirely by internal specialists and staff, they are relevant to their daily work. These materials mostly comprise of a summary of practical experience, and thereby provide extremely useful practical guidance.
2. After the founding of the Nanjing training center, the manpower and resources devoted to compiling teaching materials was far greater in comparison to Wuhan, and as a result, the materials are also superior. The materials that the Nanjing center uses now, except for materials on government policy and psychology, are all written internally and compiled in the training handbook, which is then used as the basis for the training courses. Wuhan's training center materials, though also compiled internally, are not published for training per se. but for more general uses at the parent-organizations. Materials written and produced for training are still few.
3. Training materials are still limited and at times are pertinent only for the parent-organizations institutions. When teaching at training sessions, visiting instructors and welfare work units have teaching materials, but they are in no way specialized for the training sessions, nor at times, particularly pertinent. In addition, there are very few instructors who pass out teaching materials beforehand or even at all. Only if an excited or animated student approaches the teacher him or herself, does the teacher lend his materials to the student to photocopy.
4. The content and teaching materials are always in accordance with the annual orders handed down by the State Ministry of Civil Affairs – and from year to year these orders are incongruous at best, further contributing to the incoherence of the training curricula. Add to this the part time staff, the passivity in the preparation of training content and materials, and the lack of materials when a new course is introduced, and one sees the reasons behind the incongruities in the training sessions over the years. Because the subjects of the training courses varies, they are often missing teaching materials completely. After training, there is seldom a summary of the highlights, so at the next training, the same problems arise again, and any possibility for improving the teaching materials is reduced.

### **3. Teaching Method**

While teaching training sessions, instructors employ several different teaching methods.

#### **(1) Lectures**

Since visiting instructors are few, they usually teach classes by lecturing, to accommodate the many students; their approach is academic and theoretical. The trainees do not particularly like this kind of instruction — they prefer teaching where there is a deeper understanding of CWI, a looser structure to the lessons, and a bridging of the theoretical and practical experience. The kind of instructors who are able to provide all of the above are extremely sought after and coveted, but unfortunately make up only a small minority.

#### **(2) Integrated Lectures and Discussions**

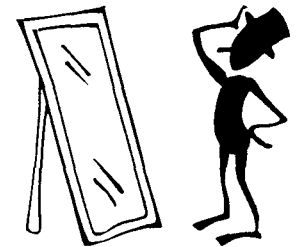
Manager-level CWI classes integrate lectures and discussion as the most effective way to run training classes. Managers' classes are characterized by the trainees' high-level of knowledge gained from their substantial experience, in particular their longtime experience in management. When conducting these sessions, the in-house instructors have two motives: on the one hand, they hope that if trainees discuss problems that they face in their own position with other managers in similar positions, they might find some solutions; they also hope that in the process of exchanging ideas, there can be mutual learning. Most in-house instructors employ this teaching method.

### **(3) Integrated lectures and observations**

In order to improve the trainees' practical skills, the training concentrates on rules and methodology, especially for infant-care, nursing, rehabilitation, care for the mentally disabled, education training. Classes are conducted using lectures to explain the concepts, and then allowing students to observe and practice.

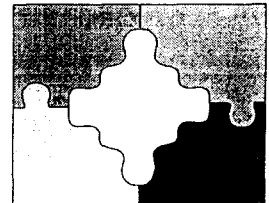
### **(4) Fieldtrips to other CWI**

In order to give trainees broader experience and a wider perspective, the Nanjing training center organizes fieldtrips to visit other CWI and learn by observation. With these kinds of activities the trainees can gain more CWI managerial experience while at the same time exchanging ideas with others. In this form of teaching the trainees have the opportunity to travel to the south – an added bonus.



**Assessment:**

1. Nanjing training center has superior facilities and opportunities for practical experience. As the Nanjing training center operates in the same building as Nanjing CWI, it avails itself of the valuable opportunities for practical experience. Nanjing's CWI has ample facilities, which can accommodate the trainees and allow them to observe the various treatments that takes place there. Wuhan does not have access to the same resources, and can not provide as much practical experience; it does not have the same amount of space. Their office building is old and the observational method of instruction is limited.
2. Nanjing's training center is a model for trainees. Due to the superior resources of Nanjing CWI and the experience they have with early care and education, trainees watch superb CWI managers whom they can emulate. Wuhan's parent-organization, the Children's Hearing Rehabilitation Center, is able to provide superior training and observational/ practical experience for hearing rehabilitation and language training but for the time being, as deaf children at CWI are rare, the level of interest in this kind of training is not very high. Wuhan training center's parent-organization has only a few children with cerebral palsy, but since such children are still few, the center can offer neither detailed explanations nor practical experience to the trainees in what they need most, namely rehabilitation of children with cerebral palsy.



## **4. Training center basic facilities and assessment**

### **(1) Training classroom locations**

The Nanjing training center is located on the seventh floor of the Nanjing CWI Rehabilitation building; the Wuhan training center is on the fifth floor of the Hubei Handicapped Children's Center. Nanjing's training center, at more than 700 square meters, is larger than Wuhan's and is able to hold two training sessions at the same time. Wuhan's training center can accommodate 80 trainees in its 500 square meters. In both centers, the rooms where the training is held have multiple uses; classrooms during training, conference rooms at other times.

### **(2) Superior opportunities for practical experience**

As the training content is usually determined by the area of specialization of the parent-organizations, the parent-organization not only provides professional instructors, they also provide trainees with superior opportunities for practical experience.

### **(3) Trainees' living conditions improved due to funding**

In order to solve the problem of trainees' meals, the Nanjing training center has spent 300,000 yuan to renovate the cafeteria; the Wuhan training center was given more than 400,000 yuan by the Municipal Bureau of Civil Affairs, which they are using to rebuild their old offices as trainee dormitories, to buy new beds, improve living facilities, and provide air conditioners, to make trainees' stay at the center more enjoyable.

### **(4) New training sites currently under construction**

The Nanjing training site began construction in 1998. It is expected to be finished by the end of October 1999, and will be ready to move into by the end of the year. At the time of Horizon's evaluation of the Wuhan center, 3 million yuan had already been invested in the building, and the estimates were that the building would be ready for use by next year.

### **(5) Basic teaching equipment adequate**

Managers and instructors at both centers agree that the present equipment is entirely adequate to satisfy the educational needs. The equipment that they use when teaching include: projectors, slide shows, camcorders, and tape recorders. Just this year, the Wuhan center obtained a computer projector. All these pieces of equipment represent a huge change over the traditional teaching tools. Still, the required computers for CWI manager's computer training classes are still unavailable, since there are only 3-5 computers at the center to-date.



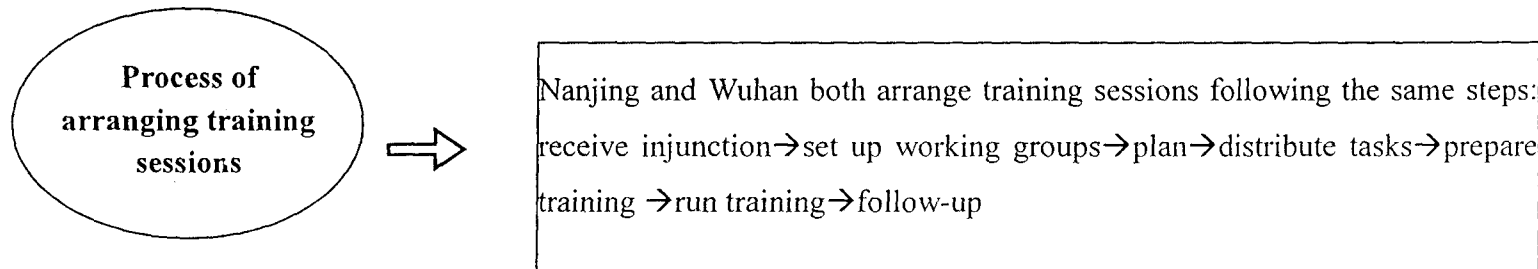
**Assessment:**

1. The quality and availability of the teaching equipment does not reflect the same level of development as the training centers themselves. For the training centers' present state of development, facilities are still adequate —with reference to teaching space, space for practical experience, and the basic teaching equipment, improvements could be dispensed with. In reality of course, the training centers are constantly developing the content of their courses, and the needs of the trainees are also changing. The immediacy of their needs is most apparent when compared to the economy's constant development, and the new managerial skills and technical skills that are necessary to survive and perform successfully in the increasingly modern world. The increase and novelty in the content of the training courses needs to be matched by new teaching equipment. The Nanjing training center once ran a computer-training course for CWI managers, but because the work unit had only five computers, that were all for office use, the students were unable to use them. The training centers cannot rely on the same teaching equipment that they began with, but must instead provide equipment that can supplement the new content of the courses.
2. Facilities are still insufficient. Although both training centers have already sunk a lot of money into the improvement of the facilities, like the dormitory, food, and entertainment, according to the trainees, there are still some areas that warrant improvement. For instance, the present living quarters for the trainees in Nanjing is a 15 to 20 minute walk from the training center; students complain that on rainy days or extremely humid days, it is too far. In Wuhan trainees are dissatisfied because in the current dormitory, the bathrooms are not conveniently located, and without a television, they cannot watch news or other programs. In addition, the center is still missing a minivan to transport trainees to and from the station, which results in complaints from the staff.

### III. Organization of training sessions and assessment

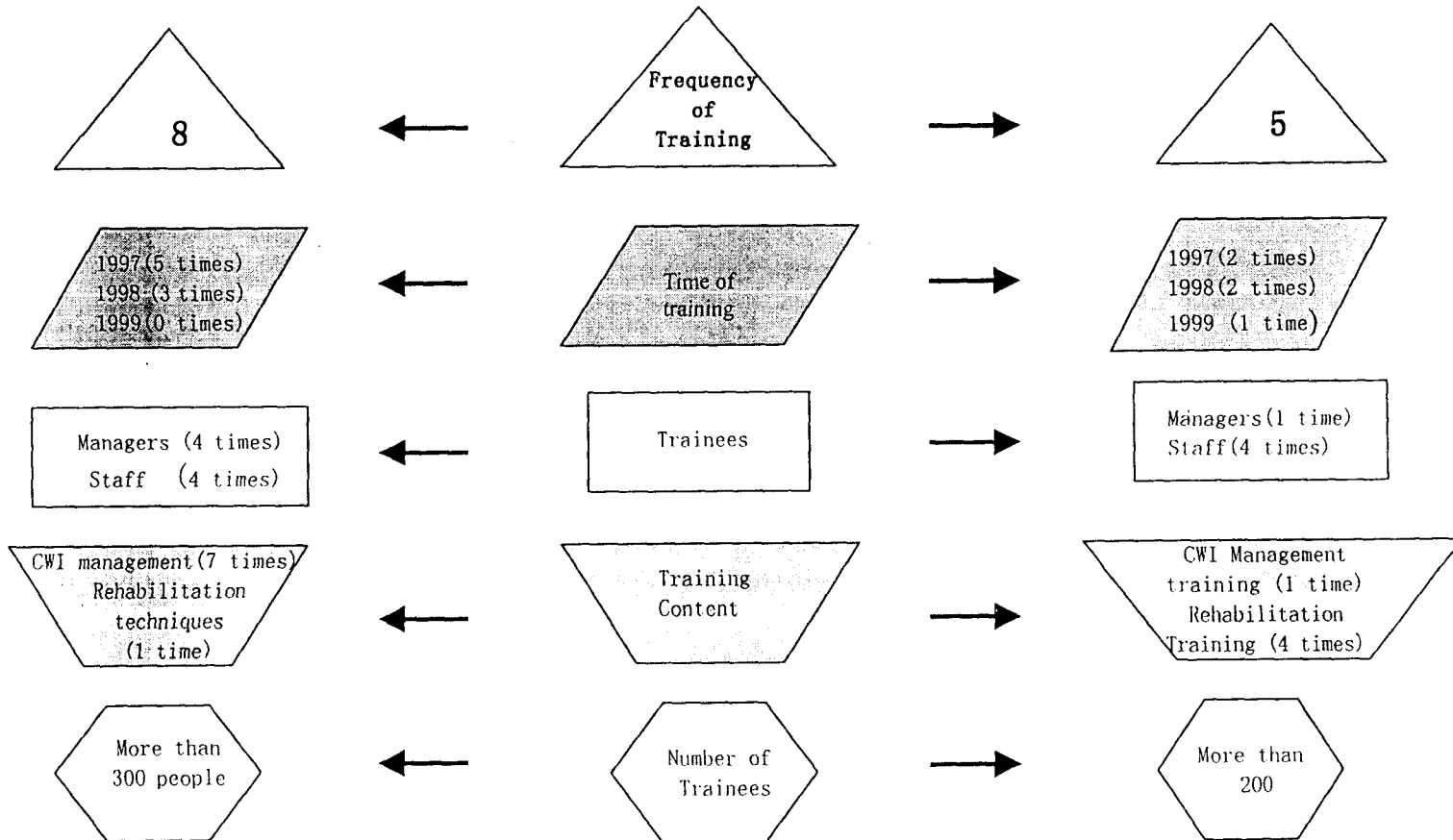
#### 1. Procedure for arranging training sessions

Every time training sessions are held, specific procedures need to be followed. Over the course of the last few years, these procedures have become standardized and efficient. The seven steps that need to be followed when arranging a training session can be seen in the chart below. The process in the two training centers is comparable.

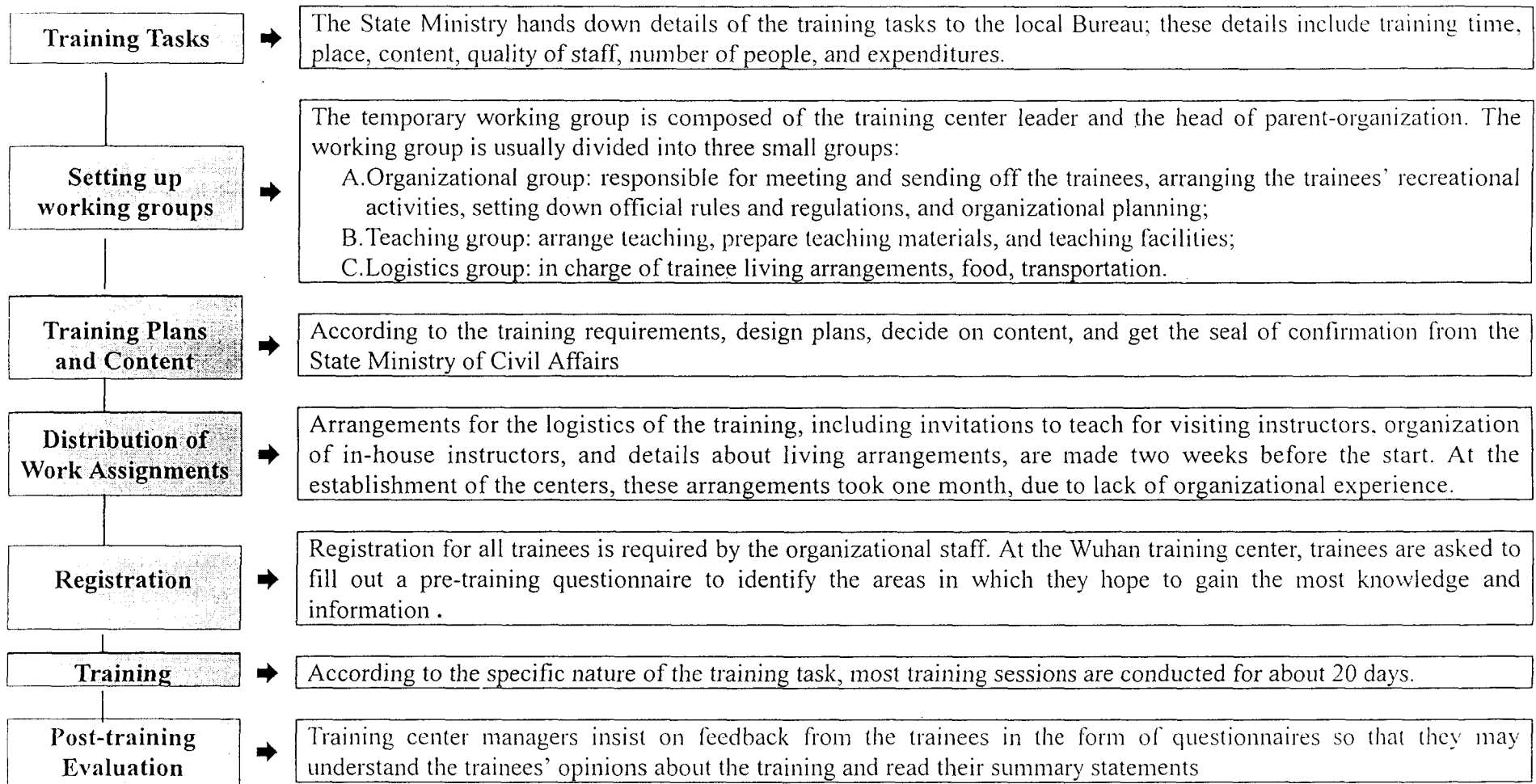


Nanjing CWI training center

Wuhan CWI Training Center



**Chart 2 Basic proceedings for organizing a training session**



## 2. Schedule and topics of training sessions

For an overview of the organization of training sessions at the two training centers' from 1996 until this year, please see the table below:

*Table 4 Schedule and topics of training sessions from 1996 - 1999 in Nanjing and Wuhan*

	<b>Date</b>	<b>Training Session Name</b>
Nanjing Training Center	April - June 1997	CWI Manager Training Child-care staff Training
	Aug. - Sept. 1997	CWI Manager Training Child-care staff Training Handicapped Children's Rehabilitation Training (child-care staff)
	April - May 1998	CWI Manager Training Staff Training
	July - August 1998	CWI Manager Training
Wuhan Training Center	April - May 1997	1. "Community-based handicapped children's rehabilitation Handbook" Training
	July - August 1997	2. National Hearing Rehabilitation Training
	April - May 1998	3. National Cerebral Palsy Rehabilitation Training
	July - August 1998	4. Handicapped Children's Rehabilitation Manager Training
	July - August 1999	5. National CWI Management Training

### **(1) Frequency of Training Sessions**

The Nanjing training center has offered training more frequently than the Wuhan center. Altogether eight training sessions have been held at the Nanjing center, while only five have been held in Wuhan. Nanjing's trainings all took place in 1997 and 1998, and so far there have been none in 1999. While in Wuhan there has already been a training this year, compared to Nanjing, there have been fewer sessions on average each year.

### **(2) Training Type**

The Nanjing training center organizes mainly CWI management training and specialized staff training. Wuhan's sessions are primarily focused on rehabilitation techniques. There is a direct correlation between the type of training that each center runs, and the institutions under whose direction it operates.

### **(3) Scheduling of Training**

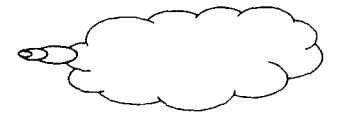
Both training centers arrange their sessions to take place in either spring or summer, either April - June, or July - August, with each session lasting between 20 to 30 days.

#### **(4) Number of Trainees**

The number of trainees is about the same at every training — between 40 and 50 people. At the time of assessment, the Nanjing center had trained more than 300 people in total, and the Wuhan center about 200 people from all around the country.

#### **(5) Training Content and Trainees' Background**

Generally speaking, training can be divided into two kinds: training for CWI managers, and training for CWI staff (child-care staff). The Nanjing training center caters mostly to CWI managers and child-care staff, and the content of the training comes mainly from the “Training Handbook” and “Management Regulations” booklet. For the managers’ training, there is also information about regulations and policy-making, social psychology, and basic computer skills. While the curriculum in Wuhan is geared towards teaching about handicapped children’s rehabilitation, and takes a technical approach, it also offers courses in management, special education, and medical training. There is a significant difference in the content of the courses offered at the two centers.



**Assessment:**

1. Training centers are assigned tasks without attention to each centers' strengths. Horizon found that while there is a large discrepancy in Nanjing's and Wuhan's areas of specialization, the tasks handed down by the overseeing bodies appear somewhat random, and are not logically assigned. In Wuhan, for instance, rehabilitation training is clearly the strong suit, and yet the State Ministry of Civil Affairs orders them to provide CWI management training. The lack of practical experience in CWI management, due to the fact that their overseeing organ is the Rehabilitation Center, obviously affects the quality of the teaching. Trainees are not nearly as satisfied with the CWI management training classes in Wuhan, as they are by their rehabilitation training classes.
2. Training classes do not take into consideration the wide range of trainees' abilities and experience. From discussions with instructors, Horizon found that although trainees are required to meet certain standards in order to enroll in the training sessions, it is sometimes difficult to enroll trainees who fulfill the standards. For example, among the trainees in the CWI management course, there are accountants and child-care staff as well. Even among the trainees who meet the requirements, who are all highest level employees, there is still a large discrepancy between the different CWI: among provincial-level CWI and prefecture-level CWI, and county-level CWI, the range in the quality of managers is wide. At the prefecture-level and above, all the managers have received higher-education. Below the prefecture-level, they have all graduated from high school, but higher-education is much rarer. Present trainees can be divided into three types:



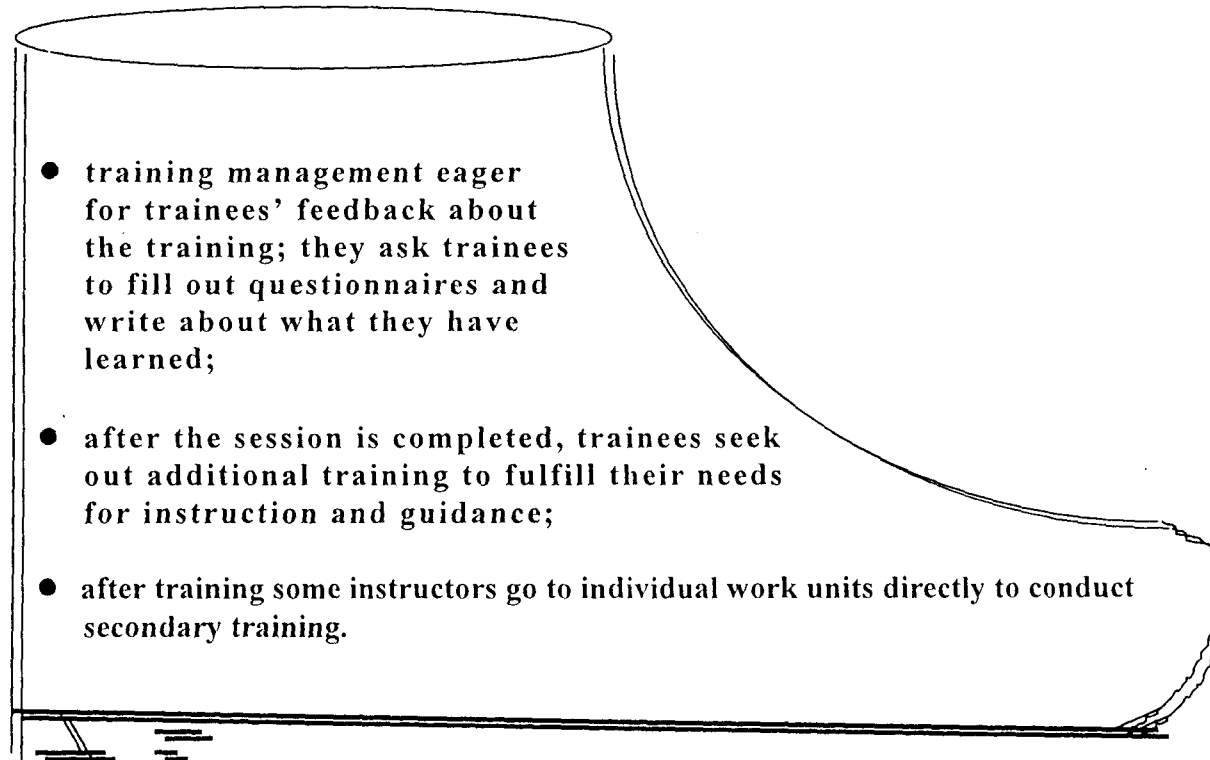
- ① those who believe that their own office has already implemented the policies and work objectives discussed in the training courses, and actually think that they have surpassed the level that the training sessions aspire to (few);
- ② those who believe that the training content is extremely helpful to them, and has practical application (many);
- ③ those who believe that the content of the training sessions is interesting in abstraction—for the ideal it presents, for its introduction of new theories and ideas—but do not see its applicability to their own office (some).

Despite the obvious discrepancy in the trainees' background, experience, and needs, they all attend class together, covering the same materials, in the same format. The training centers have still not resolved this problem by arranging classes catered to the needs of the different levels of trainees.

3. The scheduling of the training sessions did not take into consideration the different seasons. The spring session is at a good time, but both Nanjing and Wuhan are extremely hot in the summer, so that the July-August session is not ideal. Additionally, a large portion of the trainees are from the northern parts of China and are not used to the heat. The combination of the above problems and the limitations of the living conditions impairs the students' ability to study effectively.

4. It is not up to the training centers to determine the number and quality of the trainees in each sessions. Each time a training session is announced, the decision comes down from the State Ministry of Civil Affairs, to the province, to the prefecture, until it finally reaches CWI. Only then are the training centers notified. However, the details of which CWI and which staff will attend, are only revealed at registration. Since the training center does not know how many trainees there will be, nor from which CWI they will come, they may entirely over-estimate the number of trainees. This not only undermines the efficacy of the organizational efforts, it is also financially inefficient, and may keep other interested CWI from participating. In Wuhan, this type of situation has in fact arisen. According to the Ministry of Civil Affairs, there should have been 45 trainees enrolled in the training session, from all different provinces, but two days before the start of the session only 20 people had registered. In order to fill these vacancies, the Wuhan training center contacted the provincial bureau, which then informed every county in Hubei to recruit more trainees.
  
5. Training is characterized by its transience. Commonly, the training activities start with the organizational work. The organizational teams are created after the announcement of the training session. The working groups then set about making preparations for the session, including announcing the session, setting down rules and regulations, inviting instructors, and gathering teaching materials. During the organizational process they are working to ensure that trainees will receive the best training, and that their living conditions will be comfortable and adequate. However immediately after the conclusion of the session, the working groups disband, and there is no collective reflection on the successes or failures of the session and no thoughts about future sessions.

#### IV. Assessment of follow-up methods

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- **training management eager for trainees' feedback about the training; they ask trainees to fill out questionnaires and write about what they have learned;**
  - **after the session is completed, trainees seek out additional training to fulfill their needs for instruction and guidance;**
  - **after training some instructors go to individual work units directly to conduct secondary training.**

## 1. Questionnaire as a feedback tool

In order to understand trainees' level of satisfaction their opinions, and suggestions, the organizers of the session require trainees to give feedback at the end of the last class. The main feedback tool is a questionnaire, and in Nanjing they also ask trainees to reflect on what they have learned, as another way to evaluate the effectiveness of the training. From the trainees' answers one can see: more than 90% of trainees express satisfaction or extreme satisfaction with the classes, living arrangements, and other arrangements. Only 10% express dissatisfaction. Their main complaints are:

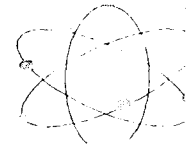
- training sessions too short;
- the opportunity for training through observation is too limited (only in Wuhan);
- too little time to exchange ideas and take advantage of the instructors' wealth of knowledge;
- materials that are covered in classes are new and advanced; in practice, they are rather difficult; trainees ask for more guidance (in Nanjing only);
- some of the materials taught by instructors have very limited application in the field; trainees ask for knowledge more directly relevant to problems that occur at CWI.

## 2. Active feedback from trainees' work units

The Nanjing training center provides training in CWI management and staff matters, and provides opportunity for observational and on-site practical experience. CWI staff who received training, especially at provincial and prefecture CWIs near the center, often pass on their knowledge and experience to their colleagues. At times even non-project work units hear about new methods and initiate contact with project work units in order to learn from them. The Wuhan training center has received little of such feedback.

## 3. Sending instructors to follow-up is rare

Project and non-project work units often invite instructors to teach class or supervise practical work at their work units; these invitations are all initiated by work units of former trainees; in Wuhan, such invitations are extended much more seldom, but once, a Hong Kong Conference on Rehabilitation provided funding to bring two such instructors to run a two-week training at trainees' CWI. This experience was particularly valuable as the materials covered in class related directly to their work. At Nanjing CWI there have still not been any such follow-up sessions, while in Wuhan the funding has always come from outside.



## Assessment:

1. Limited funding is the main reason for the limited development in the training follow-up activities. Both leaders of the training centers and instructors recognize the importance of follow-up training: work units who have received training know that they would benefit and thus, demand more instruction. As the training sessions are so short, there is little time to process the information, and most trainees have difficulty relating the information they obtain in the training into their practical work. Only if the experts in those CWI which need training give guidance as they work and reinforce what they have learned, can there be an increase in the rate of implementation of the learned skills. The most pressing problem for the directors of the training center then, is the total lack of funds for such follow-up activities.
2. Training follow-up is still relatively passive. Training center staff have not been very proactive in arranging follow-up activities, and there has not been effective evaluation of the trainees' CWI after its staff has received training. Only if the trainees themselves contact instructors, will the instructors answer their questions and try to help solve the problems, normally by telephone.

