



Capacity Building: We know it, we've done it, but does it actually work?

Methods for assessing capacity building in global health programs

EnCompass LLC

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Introduction

Please stand if..

- you have ever attended, planned, or facilitated a training/capacity building program for a global health project

- you have ever taken a survey, questionnaire, or pre/post test during this training to gauge your opinion of the training and/or what you learned from the training

- you were contacted 4-6 months after this training by someone asking how successful you thought the training was and if you were applying the skills/competencies that you learned in your daily work

Introduction

Think of a time that you were involved in training that you thought was very successful...

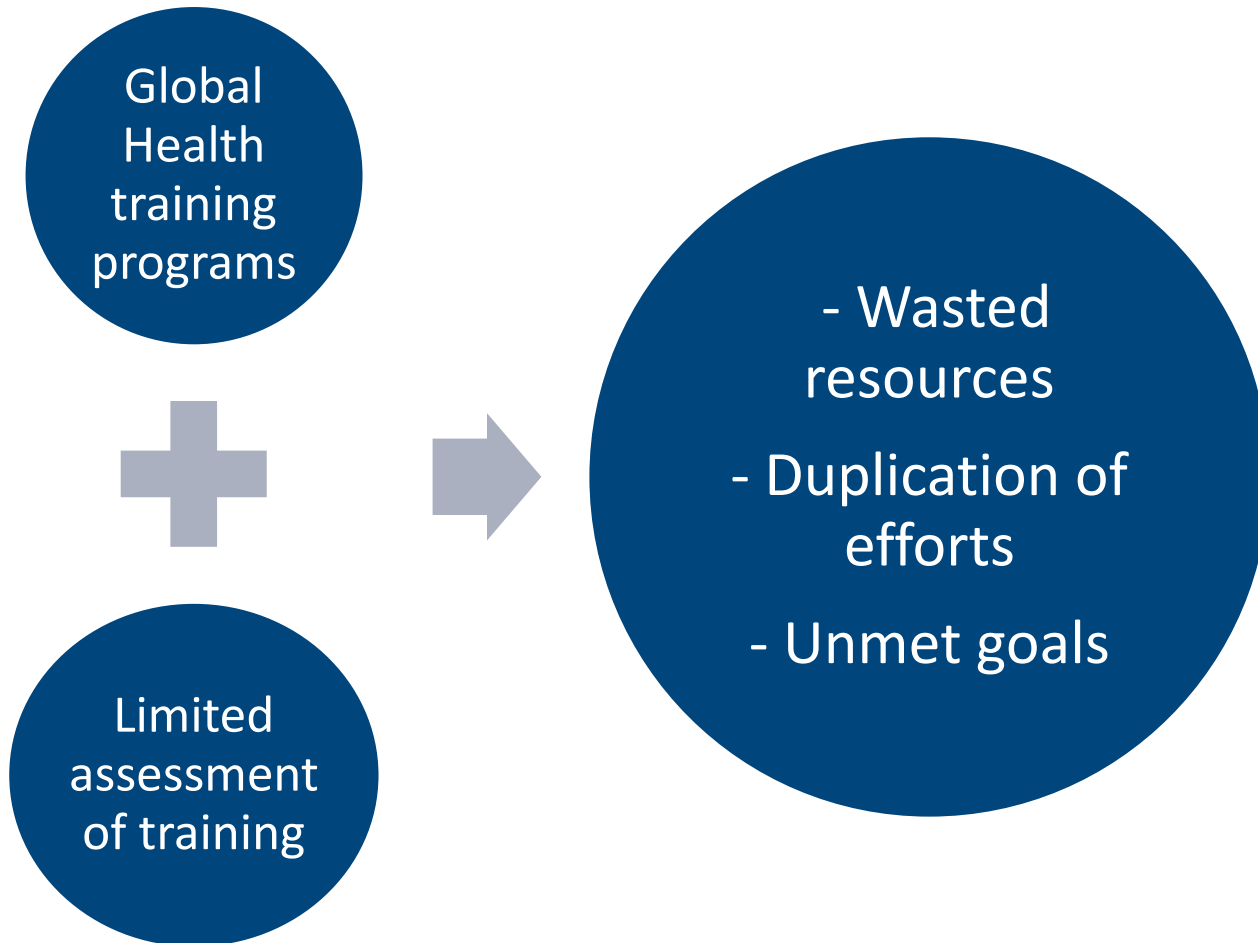
1. What happened? Tell the story of the training (Who was involved? What was your role? What were other's roles?).

2. How did you know it was successful (in the short-term term/long-term)?

3. How, if at all, did you demonstrate that it was successful to external stakeholders (donors, partners, participants, etc.)?

Introduction

The challenge at hand

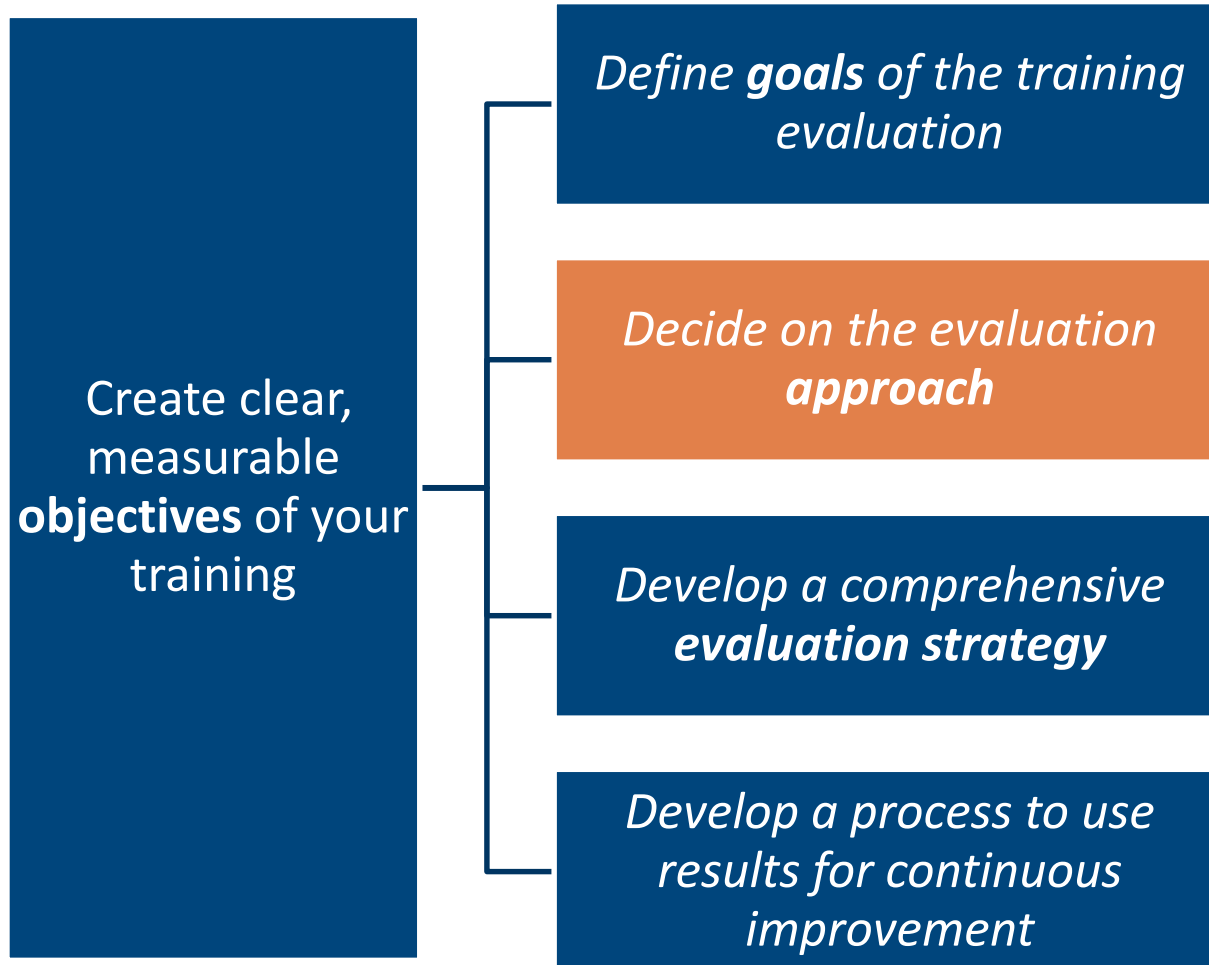


Evaluating Capacity Building & Training

How to think about success differently when it comes to training

Evaluating Training Programs

Setting your project up for success



Evaluating Training Programs

Training Evaluation Approaches

Kirkpatrick “Four Levels”

Phillips ROI Methodology

Brinkerhoff Success Case Method

Evaluating Training Programs

Kirkpatrick “Four Levels” Model



Evaluating Training Programs

Different methods for different levels

Level	Focus	Measurement
Level 1: Reaction	<ul style="list-style-type: none">• Is there intent to use skills?• Is the training relevant to the job?• What level of importance is this training to your job?• Would you recommend to others?	<ul style="list-style-type: none">• End-of-course survey• Action plans• Observation
Level 2: Learning	<ul style="list-style-type: none">• Do participants understand what they are supposed to do and how to do it?• Are participants confident to apply skills and knowledge learned?	<ul style="list-style-type: none">• Testing (Pre/Post/Other)• In-class knowledge checks• Self-assessment• Facilitator assessment• Portfolio assessment

Evaluating Training Programs

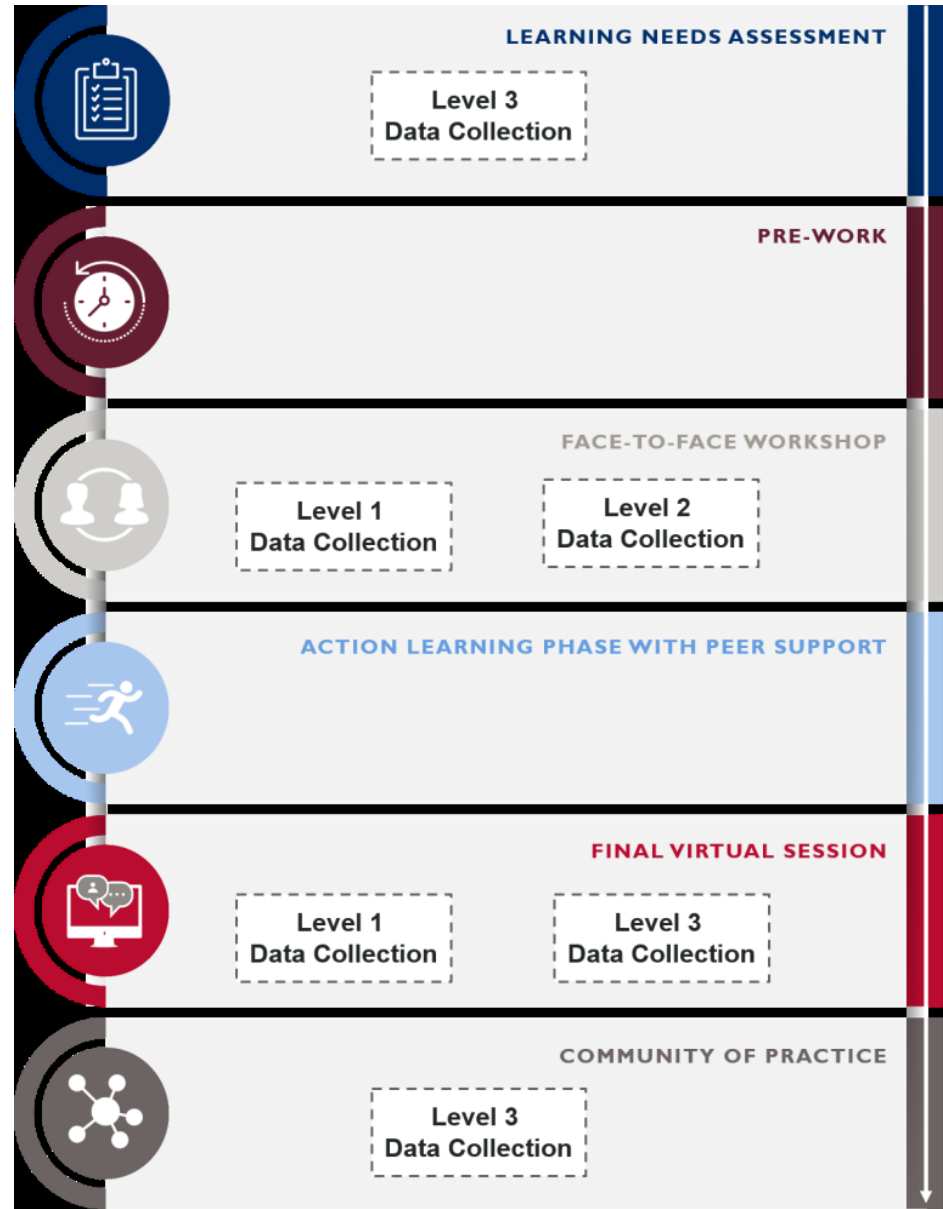
Different methods for different levels

Level	Focus	Measurement
Level 3: Behavior	<ul style="list-style-type: none">• To what extent and how frequently do participants apply knowledge/skills?• What supports or hinders participant application of knowledge/skills?	<ul style="list-style-type: none">• Questionnaires• Observation• Focus Groups• Interviews• Action Plans
Level 4: Results	<ul style="list-style-type: none">• To what extent have key measures improved as a result of the program?• What measure(s) improved the most as a result of the program?• How do you know it was the program?	<ul style="list-style-type: none">• Performance Monitoring• Questionnaires• Focus Groups• Interviews• Action Plans

EnCompass Examples

EnCompass Examples

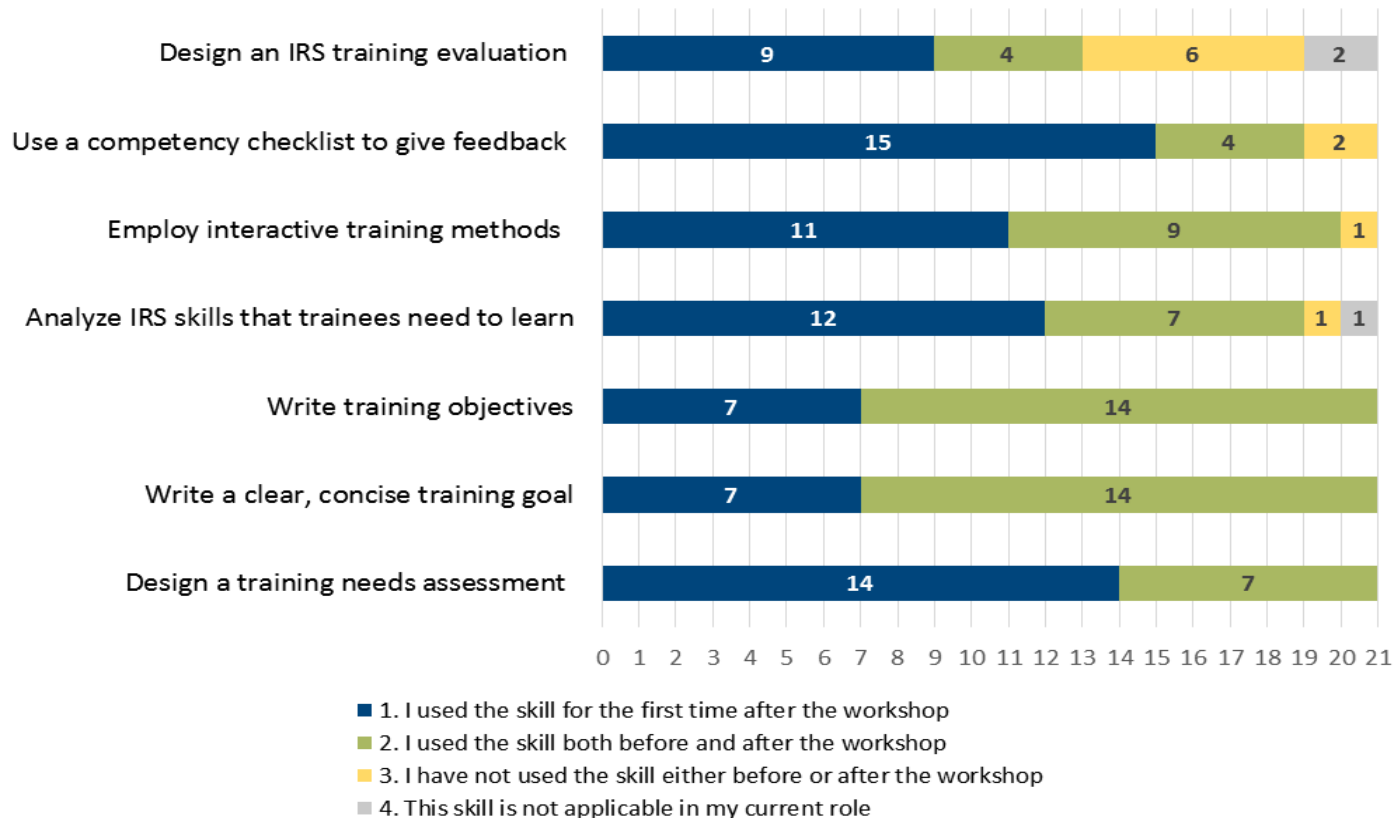
Blended Evaluation of USAID Gender Training Course



EnCompass Examples

Level 3 Evaluation of Malaria Indoor Residual Spraying Training

Self-reported use of facilitation skills and tasks
n= 21



EnCompass Examples

Level 3 Evaluation of WFP Training

Success Factors

Relevant Learning to Apply on the Job

Overall: At least **88 per cent** of all participants across all three groups of respondents reported that the programme contributed “somewhat” or “to a great extent” to their ability to perform the competencies on the job.

At least **95 per cent** of PL and EPL participants reported that the Action Learning Phase enhanced their skills and confidence at work “somewhat” or “to a great extent.”

At least **79 per cent** of all participants across all three groups reported that the discussions with the WFP Technical Advisor were helpful in enhancing their skills and confidence at work.

Similarly, at least **74 per cent** of all participants across all three groups reported that the discussions with the professional coach were helpful in enhancing their skills and confidence at work.



Key Results

Supervisor Perspectives

74%

Supervisors reported that the programme contributed “somewhat” or “to a great extent” to PL participants’ ability to perform the competencies on the job.

At least 46 per cent of all supervisors reported that the programme contributed “somewhat” or “to a great extent” to EPL participants’ ability to perform the competencies on the job.

Note: Forty-five (45) per cent of EPL supervisors noted “unsure” in response to this question.

EnCompass Examples

Examples of Level 3 Template

[Click or tap here to Insert Program Name.](#)

Thank you for participating in the [Click or tap here to enter text.](#) training/program! We are asking you to complete this survey to give us some feedback on how often you have been performing the tasks we covered in the training and how confident you are when performing each activity/competency. This is not an assessment of your abilities but rather your responses will provide us with valuable insights to use as we continue to improve the program. The survey should only take you 5 -10 minutes to complete.

Participation in this survey is voluntary your responses will never be attributed to you. We will be aggregating all data as we look for ways to improve the program. Thank you for your time and attention!

Application of Learning:

Please answer the following questions: **When needing to perform each listed activity below, how often do you perform it as taught in the course.** Please also indicate your confidence level performing the activity.

1. [Click or tap here to enter task from terminal learning objective.](#)

- a. Approximately how many times you have performed this activity/competency since taking the course?

FREQUENCY OF PERFORMANCE			
0	1-5	6-10	10 or more

- b. If you have not performed this activity/competency as taught in the course, why not?
-
-

- c. If/when performing this activity/competency, how often do you do it as taught in the course?

FREQUENCY OF PERFORMANCE			
Never or Very Rarely (1)	Sometimes (2)	Often (3)	Always or Almost Always

- d. How confident are you performing this activity/competency as taught in the course when needed?

CONFIDENCE IF/WHEN PERFORMING ACTIVITY			
Not at all confident (1)	Slightly confident (2)	Moderately confident (3)	Extremely confident

Results/Outcome:

1. To date, has your participation in this course resulted in: (check all that apply)
- Improvements in your ability to provide quality health care in your community
 - Broader capacity building within my organization
 - [Insert name of your desired behavior change from your course here.](#)
- a. Willing to share a story? [Please provide your name and email/phone here](#)

Discussion



Discussion

Applying to your programs

- 1. What opportunities do you see to use these approaches?*
- 2. What challenges do you see with these approaches?*
- 3. What questions do you have?*

Discussion

Resources

- *Kirkpatrick Partners* -- <https://kirkpatrickpartners.com/>
- *Phillips ROI Methodology* -- <http://roiinstitute.net/>
- *Comparison of Kirkpatrick and Phillips ROI* -- <https://www.td.org/insights/whats-the-difference-between-return-on-expectations-and-return-on-investment>
- *US Office of Personnel Management training wiki* -- <https://www.opm.gov/WIKI/training/Training-Evaluation.ashx>



Thank you!

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