

Terminal Evaluation Report  
On  
A Training Course of the International Course on the  
JPBB - Joint Training Course for Tutors in Public  
Health  
In Brazil

Date: April 18<sup>th</sup> 2005.

JICA Brazilian Office  
Tokico Murakawa Moriya

# Content of Evaluation Report

Location Map of Project

Pictures

Summary (please use the format provided)

Chapter 1 Outline of Evaluation Study

- 1-1 Objectives of Evaluation Study
- 1-2 Members of Evaluation Study Team
- 1-3 Period of Evaluation Study
- 1-4 Methodology of Evaluation Study

Chapter 2 Outline of Evaluated Project

- 2-1 Background of Project
- 2-2 Summary of Initial Plan of Project (Cooperation Content)

Chapter 3 Achievement of the Training Program

- 3-1 Implementation Framework of Project
- 3-2 Achievement in Terms of Output
- 3-3 Achievement in Terms of Activity
- 3-4 Achievement in Terms of Input

Chapter 4 Result of Evaluation

- 4-1 Evaluation Results
  - 4-1-1 Analysis on the Achievement in terms of the Outputs
  - 4-1-2 Relevance
- 4-2 Conclusion
  - 4-2-1 Factors Promoting Effects of the Training Program
  - 4-2-2 Factors Inhibiting Effects of the Training Program
  - 4-2-3 Conclusion

Chapter 5 Recommendations and Lessons Learned

- 5-1 Recommendations
  - 5-1-1 Recommendation for Partner Country Side (Direction of Future Activities of Project)
  - 5-1-2 Recommendations for JICA (Necessity for Follow-up Cooperation)
- 5-2 Lessons Learned

- 5-2-1 Lessons Learned regarding Situations in Evaluated Country and Sectors (policy, technological level, social and cultural aspect, institution, economic and financial aspect, etc.)
- 5-2-2 Lessons Learned regarding Project Management (Finding, Formulation, Implementation, Evaluation, etc.)

## ANNEX

Project Information

Summary of Input

List of Persons Interviewed

Results of Questionnaire Survey

Other Materials Concerned

## Location Map of the Project



Figure 1. Map of South America and map of Brazil.



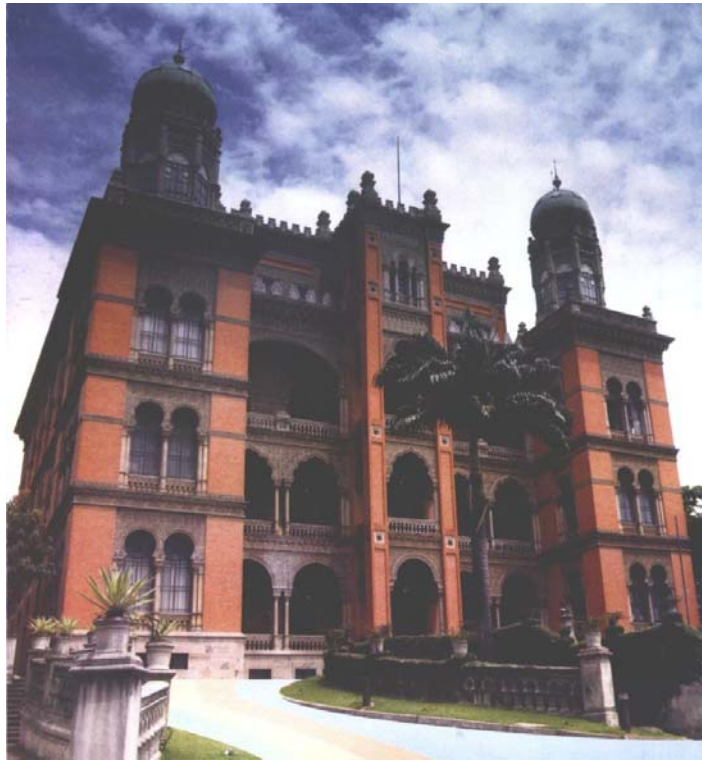
Figure 2. Map of Rio de Janeiro State.



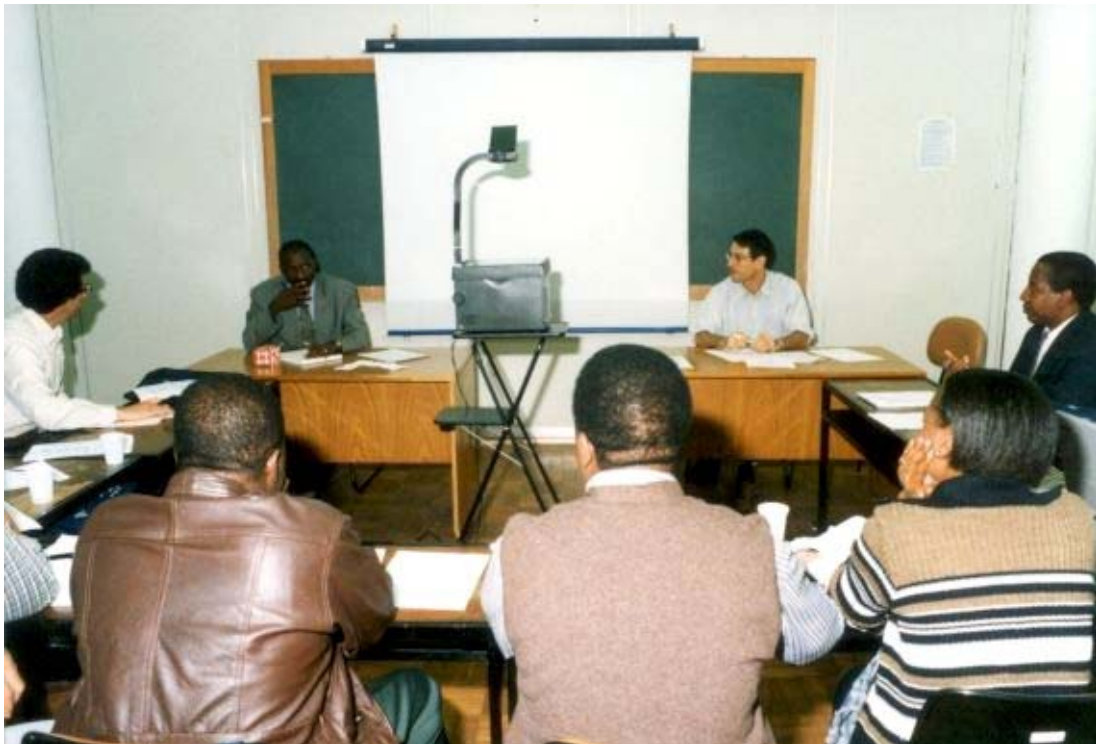
**Figure 3. Photo of ENSP/FIOCRUZ.**



## Pictures



**Figure 4. FIOCRUZ Presidency (Mourish Pavillion)**



**Figure 5. Students attending class on the International Course on the JBPP Joint Training Course for Tutors in Public Health.**



**Figure 6. Students attending class on the International Course on the JBPP Joint Training Course for Tutors in Public Health.**



**Figure 7. Students working on the International Course on the JBPP Joint Training Course for Tutors in Public Health.**





**Figure 8. Students working on the International Course on the JBPP Joint Training Course for Tutors in Public Health.**



**Figure 9. Seminars presentation Students on the International Course on the JBPP Joint Training Course for Tutors in Public Health.**





**Figure 10. Professor Luís Eduardo Fonseca - Coordinator of the International Course on the JBPP Joint Training Course for Tutors in Public Health.**



**Figure 11. Professor Luís Eduardo Fonseca (Coordinator) and Professor Tokico Murakawa Moriya (JICA's consultant).**

## Summary

<b>I. Outline of the Project</b>	
<b>Country :</b> Brazil	<b>Project title :</b> “JBPP - Japan-Brazil Partnership Program for the formation of Public Health tutors”
<b>Issue/Sector :</b> Japan-Brazil Cooperation Program	<b>Cooperation scheme :</b> Technical Cooperation
<b>Division in charge:</b> JICA – BRASIL <b>Dept._____ Division</b>	<b>Total cost</b> US\$381,587.00* <b>Cost per participant :</b> US\$ 10,313.00* <b>Share of Japan’s Contribution :</b> 49,30%* *For the three courses offered
<b>Period of Cooperation</b>	<b>(R/D) :</b>
	<b>(Extension) :</b> 5 years
	<b>(F/U) :</b>
<b>Partner Country’s Implementing Organization :</b> Escola Nacional de Saúde Pública – Fundação Oswaldo Cruz e Agência Brasileira de Cooperação do Ministério das Relações Exteriores- ABC-MRE	<b>Supporting Organization in Japan :</b> JICA
<b>Related Cooperation :</b>	Implementation of Public Health Training courses directed to technicians from PSAC’s (Portuguese-Speaking African Countries) and East Timor.

<p><b>1 Background of the Project</b></p> <p>Brazil and Japan maintain a Basic Technical Cooperation Agreement. In Brazil, this Agreement is contained in Decree nº 69.008, dated August 4th 1971. In July 2001, the Brazilian and Japanese Governments signed a Protocol of Intentions which, based on the Record of Discussion that had established the Japan-Brazil Partnership Program one year earlier, allowed for the implementation of Public Health training courses for technicians from Portuguese-speaking African Countries (PSAC's) and East Timor. The executors of this project are the JICA and the National Public Health School – Oswaldo Cruz Foundation (ENSP - FIOCRUZ), affiliated with the Brazilian Health Ministry.</p> <p><b>2 Project Overview</b></p> <p>The project was planned for a five-year period (2001-2005) and its program offers five different courses, one per year: Course I: Tutor Formation for Distance Education Training in Health Management; Course II: Formation for Distance Education Training in Sanitary Surveillance; Course III: Formation for Distance Education Training in Hospital Management; Course IV: Formation for Distance Education Training in Mental Health; Course V: Formation for Distance Education Training in Biosafety. At this moment, only the three first ones were offered.</p> <p><b>(1) Outputs of the Training Program</b></p> <p>1) Output 1</p>
--

To improve knowledge and techniques in the field of Public Health distance education.

2) Output 2

To collaborate for the consolidation of activities regarding human resources formation in several participant countries.

3) Output 3

To strengthen the exchange between the partner institutions and countries.

**(2) Inputs**

**Japanese side :**

**Long-term Expert:** 0

**Equipment:** 0

**Short-term Expert:** 0

**Local cost:** US\$ 15,000.00\*

**Trainees received:** 37\*

**Others:** US\$ 173,153.00\*

\*considering the three courses offered

**Brazilian 's Side :**

**Counterpart:** 0

**Equipment:** 0

**Land and Facilities:** 0

**Local Cost:** US\$ 153,679.00\*

**Others:** US\$ 39,755.00\*

\*considering the three courses offered

**II. Evaluation Team**

**Members of  
Evaluation  
Team**

Full Professor of Nursing College of Ribeirao Preto do University of Sao Paulo and  
Nursing School Coordinator of University Center Barao de Mauá  
Tokico Murakawa Moriya, Ph.D.

**Period of  
Evaluation**

January 10<sup>th</sup>, 2005~April 18<sup>th</sup>, 2005

**Type of Evaluation :** Final

**III. Results of Evaluation**

**III-1. Achievement of the Training Program**

The general aim of this training program is to implement courses directed to technicians from the PSAC's and East Timor in the area of Public Health. The three courses offered gave to participants the opportunity to improve their knowledge and techniques in the field of distance education in Public Health. These courses had the purpose to collaborate in the consolidation of activities regarding human resources formation and to strengthen the exchange with the training institution and between the countries involved in the program.

## **III-2. Evaluation Results**

### **(1) Analysis on the Achievement in terms of Outputs**

The courses enabled students to identify problems and make decisions in the construction of knowledge on distance education. The knowledge acquired and technologies obtained in the courses are being applied at services. Some students are continuing their formation in the area at ENSP and other institutions. Others are involved in local groups and among the PSAC's and FIOCRUZ working for the implementation of Education Groups and Centers in Public Health. The exchange between the former students and the training institution was strengthened and the program was a significant step in the promotion of Cooperation Networks involving the PSAC's and FIOCRUZ.

#### **Relevance**

PSAC's and East Timor need to develop human resources in the public health area as well as health policies. However, the needs and demands regarding formation are higher than these countries' capacity. The distance education will help to minimize this problem that the governments are striving to solve. Thus, the project is in accordance with these policies.

## **2. Factors promoting sustainability and impact**

### **(1) Factor concerning to Planning**

Training site. ENSP- FIOCRUZ is a national and international reference in distance education and has competent professors committed with Public Health teaching and Distance Education. The language similarity, same Portuguese colonization culture and climate conditions favored the communication, the interpersonal relationships and the participants' adaptation in Brazil.

Courses Content. It was adequate for each area and well structured to be offered in 4 or 5 weeks.

Targeted Countries. PSAC's and East Timor have a lack of qualified human resources in the area of public health associated to the territory extension and infrastructure problems. Distance Education is less onerous and enables the multiplication of knowledge to a greater number of participants.

### **(2) Factors concerning to the Implementation Process**

Targeted Countries. ENSP has a project with the Community of Portuguese Speaking Countries to support local Groups linked to their Health Departments aiming at equipping them with computers and enabling them to act in the formation of a Network of Portuguese Speaking Countries for the Capacitation in Public Health. The courses former students are the multiplying agents in this process. Angola and Mozambique have conditions to create an Education Center in Public Health to support the Centers from other countries. The first courses will be offered in the end of 2005 and beginning of 2006.

Lecturers. Several lecturers from ENSP have gone to Mozambique and Angola to offer workshops for the preparation of Education Groups and Centers in Public Health.

## **3. Factors inhibiting sustainability and impact**

### **(1) Factor concerning to Planning**

Participants Selection. One course requirement was the University degree. However, some participants were selected without this degree. Different professional categories and levels of formation impair knowledge acquisition due to the participants' distinct understanding level about the subjects.



## **(2) Factors concerning to the Implementation Process**

Targeted Countries. There is a lack of infrastructure and human resources in the majority of the countries involved in the project. As a consequence, the distance education methodology presented restrictions due to the poor communication systems (post office, telephone, Internet).

Participants Selection. In some cases, there were political indications, selecting participants who did not have a University Degree and causing problems to the implementation process.

### **4. Conclusion**

The Program enabled the acquisition of knowledge and techniques on distance education in Public Health and was significant to initiate a process to create Local Groups to work on this professional formation as well as a Network of Portuguese Speaking Countries for Capacitation in Public Health.

### **5. Recommendations**

ENSP must implement the two courses that were not offered (Mental Health and Biosafety), following the same patterns in order to assure the achievement of the project objective.

JICA must consider the importance of following up the proposed program (5 courses), analyzing with ENSP the possibility of implementing the two courses that were not offered (Mental Health and Biosafety), in this Japanese fiscal year.

### **6. Lessons Learned**

The diversity among the countries as well as the distance require more time for professors-students introduction and approximation. This situation must not be considered as the training program lack of effectiveness or relevance.

The professors' prior knowledge on the African countries reality would give them better conditions to offer more adequate courses.

Late evaluation interferes negatively in the results.

More evaluations are recommended in long term projects that involve different courses, as in this project.

### **7. Follow-up Situation**

JICA must consider the importance of finishing the proposed program (5 courses).

ENSP and JICA must implement the courses that were not offered (Mental Health and Biosafety), with the same patterns and aiming at assuring the achievement of the project objective.

# Chapter 1 Outline of Evaluation Study

## 1-1 Objectives of Evaluation Study

The objective of the study is to evaluate a training course in the field of the International Course on the JPBB Joint Training Course for Tutors in Public Health with the purpose to improve its planning and management and to enhance effectiveness of similar projects in the future.

## 1-2 Members of Evaluation Study Team

Tokico Murakawa Moriya

## 1-3 Period of Evaluation Study

January 10<sup>th</sup>, 2005 to April 18<sup>th</sup>, 2005

## 1-4 Methodology of Evaluation Study

The following methodologies were used to evaluate the project:

- a- Observation of the place where the courses were given (ENSP-FIOCRUZ) considering:
  - Infrastructure, equipments and materials;
  - Human resources including faculty and academic support staff;
  - Didactic and scientific resources;
  - Coordination and secretary files to collect data on the project, courses, students' evaluation, reports and others.
  
- b- Interviews
  - with the project coordinator;
  - with the coordinators of the courses on "Health Management", "Sanitary Surveillance" and "Hospital Management";
  - with a former student of one of the project's courses;

*(Please find attached the list of the persons interviewed - Attachment 1)*
  
- c- Questionnaire
  - applied to former students (alumni) who attended the courses on "Health Management",

“Sanitary Surveillance” and “Hospital Management”.

The questionnaire was validated by peers before its application. Five peers participated in this process: one former student of the “Health Management” course who is actually a master student in the Public Health Program offered by ENSP-FIOCRUZ; two university professors (one physician and one electrical engineer with a broad experience on research), one nursing master student and one accountant.

*(Please find attached the questionnaire sent to former students (alumni) of each course – Attachment 2)*

d- Active Search

- through phone calls to the former students in order to ask them to send the questionnaires

## Chapter 2 Outline of the Training Program

### 2-1 Background of the Training Course

Brazil and Japan maintain a Basic Technical Cooperation Agreement. In Brazil, this Agreement is contained in Decree nº 69.008, dated August 4th 1971.

The responsibility for implementing and coordinating the agreement on the Brazilian side belongs to the Brazilian Cooperation Agency (ABC), which belongs to the Ministry of Foreign Affairs. The ABC aims to coordinate, negotiate, approve, accompany and evaluate cooperation for the development of all knowledge areas, which is received from other countries and international bodies, as well as the cooperation between Brazil and developing countries, supporting the execution of projects negotiated between Brazil and other countries.

In July 2001, the Brazilian and Japanese Governments signed a Protocol of Intentions which, based on the Record of Discussion that had established the Japan-Brazil Partnership Program one year earlier, allowed for the implementation of Public Health training courses for technicians from Portuguese-speaking African Countries (PSAC's) and East Timor. The executors of this project are the JICA and the National Public Health School – Oswaldo Cruz Foundation (FIOCRUZ), affiliated with the Brazilian Health Ministry.

In Brazil, the course entitled “JBPP - Japan-Brazil Partnership Program for the formation of Public Health tutors (object of this evaluation) aims to provide participants from Portuguese-Speaking African Countries (PSAC's) and East Timor with the opportunity to: 1) improve their knowledge and techniques in the field of distance public health education; 2) collaborate with a view to the consolidation of human resource training activities in the different participant countries; and 3) strengthen the exchange between participant institutions/countries.

The technical cooperation between FIOCRUZ and Portuguese-speaking African Countries has been increasing since 1980 and became a priority on the occasion of the II Meeting of PSAC Health Ministers, held at FIOCRUZ in 1994.

Since then, in coordination with the Health Ministry's Advisory Office for International Issues (AISA) and the Brazilian Cooperation Agency – Ministry of Foreign Affairs (ABC-MRE), besides the project under



analysis, the following projects were implanted: with the Perez Guerreiro Foundation, aimed at situational diagnosis and future program orientation; with the Japan International Cooperation Agency (JICA), a five-year worker's health training program; with the Community of Portuguese-Speaking Countries (CPLP), collaboration for the realization of the first local public health course in Angola and Mozambique in 2005 and distance courses in other PSAC's; with the Health Ministry's Unit of Sexually Transmitted Diseases – AIDS (DST-AIDS), FIOCRUZ participated in the discussion about the implementation of an essential medication factory in Mozambique and projects aimed at pedagogical orientation for specialization in the field of care and programs against AIDS. In 2004, FIOCRUZ developed a project related to Laboratory Training with a view to a better diagnosis and treatment of malaria in Angola, which was supported by the Eduardo dos Santos Foundation (FESA). Through the ABC-MRE, negotiations are in course about the possibility of supporting the establishment of the first Public Health Schools in Mozambique and Angola. Both of these projects are advised by FIOCRUZ. With the World Health Organization (WHO), FIOCRUZ has been discussing about the implantation of a health sciences information network for CPLP in 2005. With France, FIOCRUZ has been expanding its negotiations about trilateral cooperation with the PSAC's in different health areas. *(Data obtained from interview with the Project Coordinator - Attachment 3).*

## 2-2 Summary of Initial Plan of the Training

<b>(1) Course title</b>	"JBPP - Japan-Brazil Partnership Program for the formation of Public Health tutors"
<b>(2) Number of participants a year</b>	<p>Course I - 2001 = 14 participants*</p> <p>Course II - 2002 = 10 participants*</p> <p>Course III - 2004 = 13 participants</p> <p>* One participant attended 2 Courses: in 2001 and 2002.</p>
<b>(3) Duration</b>	<p>Each course was of approximately 4 weeks.</p> <p>- Course I: 4 weeks and 3 days (from 09/24 to 10/24/2001)</p>

	<ul style="list-style-type: none"> <li>- Course II: 5 weeks (from 01/27 to 02/28/2003)</li> <li>- Course III: 4 weeks (from 08/16 to 09/10/2004)</li> </ul>
<b>(4) Year of cooperation</b>	from 2001 to 2004 (4 years)

### Requirement for Application

<b>(1) Level of knowledge and/or skills which participants are expected to have</b>	<ul style="list-style-type: none"> <li>- University Degree.</li> </ul>
<b>(2) Desirable current position/duties</b>	<ul style="list-style-type: none"> <li>- To have a student visa to enter Brazil and stay during the course period.</li> <li>- Indication by the government or affiliated institution.</li> <li>- Considering that some participants in the two first courses did not present their university degree, in the third course, the registrations were analyzed by the Brazilian Diplomatic Representation, Embassy or Consulate, at the student's country of origin.</li> </ul>
<b>(3) Years of experience in the sector/issue in question</b>	<ul style="list-style-type: none"> <li>- In the Courses I and II, there was a requirement of affiliation with a public research, teaching or service institution developing research in the area of Health Management or Health and Sanitary Surveillance Education.</li> <li>- The Course III required a practical experience of more than 2 years in the area of Public Health and affiliation or a concrete chance of affiliation to a public organization or involvement in activities in the area of public health.</li> </ul>
<b>(4) Age limit</b>	a. Preferably under 50 years old.
<b>(5) Target countries</b>	Angola, Cape Verde, Guinea-Bissau, Mozambique, Sao Tome & Principe and East Timor.

## Chapter 3 Outline of the Training Program

### 3-1 Implementation frameworks

This project was planned for a five-year period and its program offers five different courses, one per year:

- Course I: Tutor Formation for Distance Education Training in Health Management (offered in 2001);
- Course II: Formation for Distance Education Training in Sanitary Surveillance (offered in 2002);
- Course III: Formation for Distance Education Training in Hospital Management (offered in 2004);
- Course IV: Formation for Distance Education Training in Mental Health (to be offered);
- Course V: Formation for Distance Education Training in Biosafety (to be offered).

Course I aimed to train professionals to develop, in field and experimental conditions, distance training courses for health managers; to collaborate with a view to the consolidation of human resource management in different participant countries; and to strengthen the exchange between participant institutions/countries. The program contents consisted of: Distance Education Fundamentals; Reconstruction of the Health Management Course, organized in 15 modules, with respect to contents, form and application; Experiences in the Distance Education environment. The course evaluation considered participation and the development of a final project proposal.

Course II aimed to train professionals to develop, in field and experimental conditions, distance training courses in Sanitary Surveillance; to collaborate with a view to the consolidation of human resource management in different participant countries; as well as to strengthen the exchange between participant institutions/countries. The program contents consisted of: Distance Education Fundamentals; Distance Refresher Course in Sanitary Surveillance-I; Distance Refresher Course in Sanitary Surveillance-II; Experiences in the Distance Education environment. The course evaluation considered participation and the development of a final project proposal.

Course III aimed to contribute to the development of hospital administrators' management skills by improving their professional quality, in order to turn them, in view of their different basic formation and

professional experience in other technical areas, more apt to face the challenges imposed to their organizations, with a view to greater efficiency and better quality. During the first week, the participants could get familiar with the most recent discussion on Distance Education. Each country briefly reflected on its health situation and presented its human resource needs in the field of health management, the profile and competencies expected from potential candidates for this formation in Portuguese-Speaking Countries. During the following weeks, contents on Hospital Management were presented. The students were subject to a general evaluation by means of a specific individual instrument.

### 3-2 Achievement in terms of Output

	Year 1 2001	Year 2 2002	Year 3 2003	Year 4 2004	Year 5	Total
<b>Number of Applicants</b>  <i>Each country had a quota predefined by the course:</i> Angola (4) Cape Verde (2) Guinea-Bissau (2) Mozambique (4) Sao Tome & Principe (2) East Timor* (2)  * this country was included in 2002.	Angola - 4 Cape Verde - 2 Guinea Bissau - 2 Mozambique - 4 S. Tome & Principe - 2 East Timor - 0	Angola - 4 Cape Verde - 2 Guinea Bissau - 2 Mozambique - 4 S. Tome & Principe - 2 East Timor - 2	The course was not given.	Angola - 4 Cape Verde - 2 Guinea Bissau - 2 Mozambique - 4 S. Tome & Principe - 2 East Timor - 2		Angola - 12 Cape Verde - 6 Guinea Bissau - 6 Mozambique - 12 S. Tome & Principe - 6 East Timor - 4
<b>TOTAL</b>	14	16		16		
<b>Number of Participants</b>	Angola - 4 Cape Verde - 2 Guinea Bissau - 2 Mozambique - 4	Angola - 3 Cape Verde - 2 Guinea Bissau - 0 Mozambique - 3	The course was not given.	Angola - 3 Cape Verde - 1 Guinea Bissau - 2 Mozambique - 3		Angola - 10 Cape Verde - 5 Guinea-Bissau - 4 Mozambique - 10



	S. Tome & Principe - 2 East Timor - 0	S. Tome & Principe - 0 East Timor - 2		S. Tome & Principe - 2 East Timor - 2		S. Tome & Principe - 4 East Timor - 4
<b>TOTAL</b>	14	10		13		37
<b>Countries Participated</b>	Angola - Yes Cape Verde - Yes Guinea Bissau - Yes Mozambique - Yes S. Tome & Principe - Yes East Timor - No	Angola - Yes Cape Verde - Yes Guinea Bissau - No Mozambique - Yes S. Tome & Principe - No East Timor - Yes	The course was not given.	Angola - Yes Cape Verde - Yes Guinea Bissau - Yes Mozambique - Yes S. Tome & Principe - Yes East Timor - Yes		
<b>Duration</b>	4 weeks and 3 days	5 weeks		4 weeks		

### 3-3 Achievement in terms of Activities

	Year 1	Year 2	Year 3	Year 4	Year 5	Average	Note if any revision in criteria during the course duration
Output 1	3	3		3		3,0	
Output 2	3	2		2		2.7	
Output 3	3	2		3		2.7	
Output 4							
Output 5							

\*Achieved: 3, Partly Achieved: 2, Not Achieved: 1

### 3-4 Achievement in terms of Input

**Total cost:** US\$ 381,587.00 (\_\_\_\_\_Yen)

**Cost per participant:** US\$ 10,313.00 (\_\_\_\_\_Yen)

**Share of Japanese Contribution:** 49.30%

**Japanese Side:**

Short-term Experts	0	M/M
Training Expense	US\$ 15,000.00	Yen
Others	US\$ 173,153.00	
<b>Total Cost</b>	<b>US\$ 188,153.00</b>	<b>Yen</b>

**Host Country's Side:**

Lecturers, Staff	6	M/M
Training Expense	US\$ 153,679.00	Yen
Others	US\$ 39,755.00	
<b>Total Cost</b>	<b>US\$ 193,434.00</b>	<b>Yen</b>

*Data based on the estimated costs of each course. Attachment 4*

## Chapter 4 Result of Evaluation

### 4-1 Analysis of Outputs

(1) Output 1

1) a. Achieved b. Partly Achieved c. Not Achieved

Describe the reason for the above judgment.

a. Achieved

Although a pre-test and a final test to evaluate the increase on knowledge about Public Health were not applied, other instruments showed the adequacy of the program.

The evaluation in the end of the program by the coordinators of the courses I and II (*Attachments 5, 6*) showed the following results: 1) the courses enabled the identification of problems and decision making in the construction of knowledge on distance education; 2) the teachers, in their lectures, aimed at relating theory to practice; 3) the expectations of the students were met; 4) the themes studied were developed in a logical sequence and 5) the essays and activities were adequate, especially regarding quantity. With respect to time to develop the activities, 50% of the respondents partially agreed. Also, the great majority of the students (90%) mentioned that their knowledge increased and that the program's contribution was really significant for their capacitation.

The results of the evaluation of the course III emphasized the teachers' high performance and competence, the material available and the relevance of the themes studied. Although the general positive feedback, answers mentioned the lack of time compared to the great volume of content, what should demand a course with more hours (*Evaluation by the Course III Coordinator - Attachment 7*).

Other instrument that showed the increase of knowledge on public health was the questionnaire sent to the alumni. 100% of the alumni answered the questionnaire and affirmed that the program increased their knowledge on public health (*Questionnaire Results - Attachment 8*).

In addition, 11 students of the Course III – Hospital Management were interviewed by the course coordination. All participants (11) mentioned the importance of this cooperation and stated that they believe to be able to apply the knowledge apprehended in their daily practice in their own countries according to their reality (*Opinions of Course III participants - Attachment 9*).

2) What were the promoting (if you chose “a” or “b” in 1)) or impeding (if you chose “c” or “b” in 1)) factors?

- |  |   |   |  |   |
|--|---|---|--|---|
| <input checked="" type="checkbox"/> setting of outputs | <input checked="" type="checkbox"/> requirement of application      | <input checked="" type="checkbox"/> willingness of participants |  |   |
| <input checked="" type="checkbox"/> curriculum         | <input checked="" type="checkbox"/> targeted countries              | <input checked="" type="checkbox"/> duration                    | <input checked="" type="checkbox"/> text/materials | <input checked="" type="checkbox"/> lecturers |
| <input checked="" type="checkbox"/> equipments         | <input checked="" type="checkbox"/> others (accommodation and food) |   |  |   |

Describe the promoting/impeding factors in detail.

The factors that promoted the increase of knowledge, according to the majority of the alumni who answered the questionnaire and mentioned TC (Totally contributed) were: place, motivation, content, targeted country, material, lecturers, equipments and others (accommodation and food). (*Results of the questionnaire - Attachment 8*).

The alumni descriptions regarding the promoting factors were:

- The ENSP/Brazil is a school with competent professors, with great experience and knowledge on the theme, who used an adequate teaching methodology for a distance course and also that presents an adequate infra-structure for the development of the course;
- The contact with new references, the lecturers' experience, equipments available for learning and the availability of the teachers and coordinators showed the EAD/ENSP interest and effort;
- The factors with higher relevance were the material guidelines that enabled productive discussions, especially considering that each participant had the opportunity to show their knowledge and experience, as well as the members of the teaching and support teams.
- The materials in Portuguese facilitated the communication and understanding of the content in real time;
- Special equipments were not used during the course;
- The course content was well structured for three weeks and the texts and other materials were adequate;
- The countries participating in the courses, although in different development stages, contributed with their own experiences. All participants had experience on the theme and were highly motivated;



- The conditions offered in the course enabled the participants to increase their knowledge and showed a new perspective and possibilities to assure a good level of achievement in distance education;
- The scientific environment and the interaction favored the learning process.

The Course Duration was mentioned by the majority (73.3%) as PC (Partially Contributed) and the Selection also as PC (Partially Contributed) by 46.7%.

The alumni descriptions regarding the factors that partially promoted the increase of their knowledge on public health were:

- The participants' selection (students) was not balanced (nurses and physicians), causing delays in the learning process. Some participants did not have any experience in the management of health units;
- The requirements for the selection of students were confused and professionals from different categories determined different participants' levels of interest;
- Some participants were not aware of the African reality, what in some ways impaired the interactions;
- The course should have a longer duration, what would enable a better understanding of the subjects;
- The material should be adapted to the reality of the different countries, facilitating the implementation of the project;
- The course duration was not enough, with a lack of time for reading and discussions.

*(Questionnaire Results - Attachment 8).*

(2) Output 2

1) a. Achieved    b. Partly Achieved    c. Not Achieved

Describe the reason for the above judgment.

a. Achieved

Before participating in the course, 80 (12) of the alumni responded the questionnaire informing that they were linked to a teaching, research or service institution developing activities in the public health area.

20% (3) were linked to service institutions. After the course, 86.7% (13) informed their linkage to a teaching, research and service institution, developing activities in the public health area. They stated that this was due to a country specificity (Cape Verde). (*Attachment 8*)

With respect to the application in their own work of knowledge and technologies acquired in the course after they returned to their home countries, 46.7% (7) mentioned positively, 40% (6) responded that they are applying it partially and 2 (13.3%) said that were not applying (did not have a linkage before or after the course with a teaching, research or service institution developing activities in the public health area). (*Attachment 8*).

The alumni responses showed that they are applying the knowledge and technologies acquired in the course, not only at a personal level, but at institutional and national levels.

Regarding the means of application of the knowledge apprehended with the course, the responses were as following:

- The application is facilitated because the student is a member of a team with the mission to assess general situations at the country hospitals aiming at implementing new management strategies;
- Other student is preparing a course on Hospital Management directed to members of the staff;
- A student is applying the knowledge on planning and implementation of specialization courses on health management for managers of basic and intermediary health units, using the school's resources and equipments;
- Another student is using the knowledge acquired with the course to improve his/her performance as Human Resources Manager;
- A student is applying the knowledge in the preparation of classes and following up the training of students from the hospital administration course;
- The knowledge is being applied in a course for general midwives;
- The practical application of knowledge is linked to other areas.

33.3% (5) of the alumni mentioned that the course enabled them to get a promotion, 46,7% (7) are still linked to the institution and performing the same function as before the course and 20% (3) informed not

to be linked to a teaching, research and service institution developing activities in the public health area.

(*Questionnaire results - Attachment 8*).

2) What were the promoting (if you chose “a” or “b” in 1)) or impeding (if you chose “c” or “b” in 1))

factors?

setting of outputs       requirement of application       willingness of participants  
 curriculum     targeted countries     duration     text/materials     lecturers  
 equipments     others

Describe the promoting/impeding factors in detail.

The promoting factors for the use of knowledge and technology at their work, according to the totality of alumni who responded the questionnaire and mentioned as TC (Totally Contributed) and PC (Partially Contributed) were: place, participants’ selection, motivation, content, targeted country, material, lecturers and equipments.

In the questionnaire sent to the alumni, a question about how these factors contributed or not for the use of knowledge and technologies at their work was not included. This question was not included after a test with a former student and the validation by peers who analyzed the instrument and affirmed that this question was not necessary, considering that it was included in an item of output 1. They mentioned that it was not worth to repeat it as it would increase the time to respond the questions and result in a tiring task to respondents.

Therefore, the description of the aspects that promoted the use of knowledge and technology at their work is in output 1.

Among the impairing factors, alumni mentioned (*Attachment 8*) the lack of infrastructure and human resources in their countries, as described below:

- “No, because the system (human, technological and others) is not prepared to receive this knowledge. It is going to take some time”;
- “The technologies and knowledge are applied with limitation considering the lack of equipments.

The communication is still deficient”.

(3) Output 3

1) a. Achieved    b. Partly Achieved    c. Not Achieved

Describe the reason for the above judgment.

a. Achieved

Due to several reasons, one can affirm that the exchange between alumni and the training institution was strengthened.

The interviews with the Project Coordinator and Course Coordinators (*Attachments 3, 10, 11, 12*) clearly showed this exchange:

“The training program was significant to promote the formation of networks and develop cooperation. The ENSP project for Portuguese speaking countries is an example”.

“We are developing a project between ENSP and the Community of Portuguese Speaking Countries that aims at supporting Local Groups (linked to the Health Departments) and to equip them with computers, enabling an action towards the formation of a network of Portuguese Speaking Countries for Public Health Capacitation”.

“The alumni from the Brazilian training courses are the multiplying agents in this process. These students are participating in the project discussions in order to form these groups, as they have technical and pedagogical skills. The ENSP lecturers participated in workshops for the preparation of Groups and Education Centers in Public Health”.

In Angola, there are 2 Groups, one Medical Health Institute and other Nursing Institute.

In Mozambique, there are two groups.

Angola and Mozambique have conditions to create an Education Center in Public Health to support the Centers from other countries. The first courses are due to the end of 2005 and beginning of 2006. The lecturers who have been to Africa have information regarding alumni participation in courses developed in Brazil and supported by ENSP-JICA.

The reliability on the training program increased regarding the improvement of capacity and ENSP recognition. It was observed an increasing interest from faculty with respect to the Portuguese Speaking Countries.

Findings showed that the training components were adequate, considering the alumni interest in the participation and discussions about the formation of groups and networks.

In spite that in the responses to the questionnaires, 53,3% (8) of the alumni answered that they did not visualize an increase in exchange and 6,7% (1) did not answer this question, 40% (6) mentioned that the exchange experiences with the training institution and also with the other participant countries were strengthened (*Questionnaire Results - Attachment 8*), as observed in the following descriptions:

- "ENSP-FIOCRUZ acted as a consultant in the area of Hospital Administration (in Mozambique) in January, 2005";
- "We had a new contact with faculty from FIOCRUZ in a capacitation program for lecturers on competencies for curricular structuring";
- "The relationship is more intense not only with faculty, but also with the Heads of ENSP and FIOCRUZ in general. Also, based on this training program they had the idea to implement an International Master Program at ENSP on Public Health, enabling the enrollment of students from Brazil and other countries";
- A Workshop was held in Maputo – Mozambique by ENSP. (*Questionnaire results - Attachment 8*).

2) What were the promoting (if you chose "a" or "b" in 1)) or impeding (if you chose "c" or "b" in 1)) factors?

- |  |  |   |  |   |
|--|--|---|--|---|
| <input checked="" type="checkbox"/> setting of outputs | <input checked="" type="checkbox"/> requirement of application | <input checked="" type="checkbox"/> willingness of participants |  |   |
| <input checked="" type="checkbox"/> curriculum         | <input checked="" type="checkbox"/> targeted countries         | <input checked="" type="checkbox"/> duration                    | <input checked="" type="checkbox"/> text/materials | <input checked="" type="checkbox"/> lecturers |
| <input checked="" type="checkbox"/> equipments         | <input checked="" type="checkbox"/> others                     |   |  |   |

Describe the promoting/impeding factors in detail.

The factors that TC (Totally Contributed) to increase the exchange between alumni and the training institution, according to the majority of alumni were: Place, Selection, Motivation, Content, Targeted Countries, Course Duration, Materials, Lectures and Equipments. (*Questionnaire Results - Attachment 8*).

In the questionnaire sent to the alumni, it was not included a question asking for the description of how these factors contributed or not to strengthen the exchange between alumni and the training institution.

Therefore, the description of aspects that promoted the use of knowledge and technologies at their work were analyzed in output 1.

Among the reasons mentioned by 6 alumni that impaired the strengthening of the exchange (*Attachment 8*), it is important to emphasize the following:

- “There is not a structured cooperation between FIOCRUZ and the Angola Health Department. There are issues regarding financing that are a constraining factor”;
- “We did not observe an increase in the relationship with ENSP/FIOCRUZ, not due to a lack of interest, but because the difficulties regarding communication; especially the lack of internet communication. Unfortunately, some institutions do not have resources to enable this closer contact”;
- “After the course, we did not have further contacts. Also, we have not received the Course Certificate”;
- “We had a meeting in Mozambique, when we scheduled a new meeting in Cape Verde for the organization of a course for Portuguese Speaking Countries. After that, we have not heard about the meeting again”;
- “The course was designed to promote a link with FIOCRUZ after its end.”

### (3) Overall judgment on the achievement of outputs.

Considering the descriptions above, we can state that the Project “JBPP – Joint Training Course for Tutors in Public Health in Brazil” achieved the proposed objectives.

The course gave to the participants from Portuguese-Speaking African Countries (PSAC's) and East Timor the opportunity to: 1) improve their knowledge and techniques in the field of distance education on Public Health; 2) collaborate for the consolidation of activities regarding the capacitation of human resources in the several participant countries and 3) strengthen the exchange among the institutions/participant countries (*Interviews with the Project Coordinator, Courses Coordinators and Alumni from one of the project courses - Attachments 3, 10, 11, 12, 13*).



## 4-2 Relevance

### (1) Relevance of the reasons for setting the training program

*Write the evaluation teams opinion regarding the following issues, with concrete evidence the team has found through its research.*

*1) Judging from the development needs and policies of the targeted countries, was the training program necessary?*

The training program was and is necessary for the development of human resources in the area of public health and health policies regarding the PSAC's. It represents a response to the needs expressed by these countries Health Ministries during a meeting with FIOCRUZ held in 1994 (*Interviews with the Project Coordinator and Courses Coordinators - Attachments 3, 10, 11, 12*).

In addition, according to the alumni who responded the questionnaire, 86% confirmed that the training program was and is necessary for the development of health policies at their own countries. The reasons expressed were diverse and consistent. (*Questionnaire Results - Attachment 8*).

In sum:

- The program increased the technicians' management capacity, at the level of health units and at the strategic level of the Health Department;
- The needs/demands regarding the capacitation are superior to the countries' capacities. The distance education program will help to minimize this problem that PSAC's countries strive to solve;
- The countries that are recently independent are beginning to interiorize the concepts and the importance of professional management in their institutions;
- The program helped in the definition of tasks for a function at the management level in sanitary regions as well as for the definition of a management function in different hospitals in these countries as a basis for scientific-technical development;
- Knowledge acquired during training enabled the alumni to transmit it to other colleagues and to apply it at the hospitals;

- Considering the lack of personnel trained in public health and the coherent and sustainable development of the system, this type of local capacitation is essential;
- Some countries are reconstructing and need this capacitation of resources to promote development;
- The PSAC's need a policy and programs (of sanitary surveillance) well elaborated and technicians with the necessary skills for their concretization. The program contributed to extend their possibilities. The PSAC's only had sanitary surveillance legislation about questions related to commercial transactions with other countries;
- The program (Sanitary Surveillance Course) enabled the countries to regulate several activities that impair public health.

2) *Was the training program the best way to transfer appropriate technology?*

The courses developed were, considering the possibilities, the better way to transmit the knowledge mentioned above.

In some PSAC's and East Timor, the application of distance education methodology is restrict due to the communication system (post office and telephones) that is still deficient as well as the lack of rapid communication, such as Internet. Although these problems, the training program can be considered the most appropriate way to transmit the proposed knowledge. As an alternative to these problems, they can opt for the use of recorders and/or radio instead of Internet. These countries' diversity and the distance requires a longer time for lecturers - students "introduction" or "approximation" that can be compensated with the CPLP program (ENSP project with the CPLP, with the support of local groups linked to the Health Departments that will be responsible for the formation of a Network of Portuguese Speaking Countries for public health capacitation). (*Interviews with the Project Coordinator and Courses Coordinators - Attachments 3, 10, 11, 12*).

Another aspect that offers consistence to the affirmation that the program was the most appropriate way to transmit the proposed knowledge was that, according to the majority (53.3%) of alumni who responded the questionnaire, the training program was and is necessary for the development and policies in

their own countries. The reasons expressed by them were the following (*Questionnaire Results - Attachment 8*):

- The needs/demands regarding the capacitation are superior to the countries' capacities. The distance education program will help to minimize this problem that PSAC's countries strive to solve;
- The costs are lower and the technology can be transferred through Internet. This is important as enables the multiplication of knowledge to several persons at the same time;
- Considering the lack of personnel trained in public health and the coherent and sustainable development of the system, this type of local capacitation is essential;
- Some countries are reconstructing and need this capacitation of resources to promote development;
- Participants were contemplated with tools and techniques that enabled the administration of the courses from their respective countries;
- The PSAC's and East Timor do not have institutions with enough financial, technical and scientific capacities;
- The lecturers responsible for the course have skills and materials that were appropriate for learning and also presented the practice regarding the theoretical concepts;
- Brazil has an organized Health System that is the result of good management.

3) *Was the condition for conducting training better in the host country than in Japan? If so, why?*

Data indicate that the conditions to conduct the courses were better in Brazil than in Japan, not only because the language but also due to the greater cultural identity with the PSAC's, that received the influence from Portuguese colonization. Besides, the training in Brazil optimized ENSP-FIOCRUZ human resources and materials. (*Interviews with the Project Coordinator and Courses Coordinators - Attachments 3, 10, 11, 12*).

According to the alumni who responded the questionnaire (*Questionnaire Results - Attachment 8*), the conditions for the courses were better in Brazil than in Japan. The reasons are synthesized in some

descriptions:

- If it was in Japan, we would have contact with a different reality, a country with a different organizational culture, other quality culture;
- It would not be better in Japan due to the language and their level of development;
- The realization of the course in Brazil was a good choice, considering the language similarity, cultural and climate realities;
- It would be a great opportunity to visit the country of our dreams. Japan has technology and equipments, but the PSAC's and East Timor need a functional technology.

*4) In case of TCTP, designing of curriculum, administration and management of the training course are entrusted and under the responsibility of training institutions in the host country. In this regard, was the entrustment of the training program reasonable in terms of improving capacity and ownership of the training institution?*

We observe an increase in the program's reliability considering the training institution improvement of capacity and recognition.

According to the Project Coordinator and Courses Coordinators (*Interviews with the Project Coordinator and Courses Coordinators - Attachments 3, 10, 11, 12*):

- Nowadays, we find an increasing interest of our faculty regarding the PSAC's. We also verify a need for some curricular changes in order to adapt the courses for these students;
- We can state that the courses offered by ENSP with JICA's support were a key point to deepen the cooperation between FIOCRUZ and the PSAC's;
- The ENSP, through its Teaching Coordination, is already implementing in Angola and Mozambique a program with alumni, stimulating them to enroll "strictu sensu" courses (master and doctoral) in their countries;
- FIOCRUZ is recognized the health institution with a more effective presence in the PSAC's.

*5) Was the training program meaningful in terms of promoting networking and cooperation among developing countries?*

The training program promoted the networking and cooperation among developing countries.

The Project Coordinator and Courses Coordinators (*Interviews with the Project Coordinator and Courses Coordinators - Attachments 3, 10, 11, 12*) affirmed that:

- We are developing a program financed by the Community of Portuguese Speaking Countries that aims at not only supporting local groups, but also at equipping them with computers and therefore, enabling them to act in the professional formation as well as in the formation of a Network of Portuguese Speaking Countries for Public Health Capacitation;
- Several alumni were able to be members of local groups that are developing with FIOCRUZ, supported by the Community of Portuguese Speaking Countries, regular and distance learning courses at the PSAC's.;
- After the program with JICA, the FIOCRUZ extended the number of technical cooperation projects with the PSAC's in different health fields: such as AIDS, among others;
- Several alumni are continuing their studies in the public health area at ENSP.

For the majority (66.7%) of alumni who responded the questionnaire (*Questionnaire Results - Attachment 8*), the training program was also significant to promote the formation of networks (networking) and the cooperation among developing countries:

- The training enabling the exchange of experiences among the participant countries (Sao Tome & Principe, Angola, Cape Verde, Mozambique and Guinea Bissau);
- With East Timor the exchange was not so effective, due to the distance, but with the other PSAC's there are several joint activities with other donors;
- The contact among the participants of the study increased as well as the exchange of scientific experiences;
- The program enabled the exchange of experiences among countries, mainly with Brazil;
- The diversity of experiences enriched the knowledge of the ones involved, through the exchange of impressions among the participants.

6) *What were the pros/cons of conducting the training course in the host country?*

Based on the interviews with the Project Coordinator and Course Coordinators (*Attachments 3, 10, 11, 12*) as well as on questionnaire responses (*Attachment 8*), some aspects about conducting the courses in Brazil may be emphasized:

- Language and culture similarities;
- ENSP – FIOCRUZ experience in distance learning education;
- Qualified lecturers;
- The similarities of the countries regarding some aspects, enabling the application of technologies and knowledge with nearly no context adaptation;
- The participants were able to learn what the Brazilians are doing and how they are doing.

Considering the same sources of information, we did not find aspects against the conduction of the course in Brazil. However, some comments and suggestions were mentioned from alumni in the questionnaire and during the final evaluation.

Among the alumni's descriptions mentioned in the questionnaire (item: comments and suggestions), it is important to highlight:

- The airline tickets should be arranged in order to allow the anticipated arrival of the participants;
- The trips were too long (tiring) and they had migratory problems in countries they had to stop;
- The organization should be improved enabling an anticipated reception of the course's participants and also paying the fellowships before they arrive;
- The training time should be longer;
- The evaluation should occur in two phases: the first one still in Brazil;
- It is important to find ways to evaluate the program in a meeting with lecturers and participants in order to verify the stage of the implementation of the projects;
- We must find in the law alternatives to assure that the countries will support the financial costs regarding the participants' transportation for the concentration sessions.



In the final evaluation, participants and courses coordinators (*Attachments 5, 6, 7*) mentioned the following observations:

- The students affirmed that the process within the Brazilian Cooperation Agency/Department of Foreign Affairs is too slow and bureaucratic and that they had problems to receive their fellowship (daily stipend);
- They also emphasized the difficulty to make their travel arrangements. Some students arrived after the beginning of the course. This process was due to limitations in the communication between ENSP and the agents from different countries, such as the embassies and other agencies that were responsible for the indication of students to participate in the courses;
- The time available was not proportional to the content. The course should be extended;
- The secretary was informed that the students were going to arrive in a certain date. However, they arrived two days before and this situation was really embarrassing, because they were not prepared to pay the hotel and the students' daily stipend. Some students arrived without visa and with their return tickets schedule for before the end of the course. The costs with internal transportation were not included in the budget. The health insurance should be planned before. A course with such a duration and international should be organized with some time what would have prevented several problems.

It is important to mention an incident commented during an interview with one alumni:

- One participant, when returning to his/her country, left the plane in its stop in Portugal and did not return to Guinea Bissau. (*Interview with an alumnus who is still in Rio de Janeiro - Attachment 13*).

Another comment observed in the questionnaire was the students compliment to JICA: "I would like to present my gratitude to JICA's President and FIOCRUZ for their help".

## (2) Appropriateness of Output Setting and Curriculum Design

*Write the evaluation teams opinion regarding the following issues, with concrete evidence the team has found through its research.*

1) *Was the setting of output 1 and training components (lecture / practice etc....) appropriate?*

During the final evaluation realized by the Courses Coordinators (*Attachments 10, 11, 12*), the majority of participants mentioned that: 1) The course enabled the identification of problems and decision making in the construction of distance education knowledge; 2) the lecturers aimed at, during their classes, relating theory to practice; 3) their needs were met; 4) the themes were developed in a logical sequence and 5) the pedagogical tasks were adequate, also considering the quantity. For almost the total of participants (90%), their knowledge on the themes was significantly increased and the courses contributed to improve their formation. (*Final Course Evaluation by their respective Coordinators - Attachments 5, 6, 7*).

Another instrument that showed the increase in the knowledge of participants regarding public health was the questionnaire sent to alumni. The totality of students (100%) from the JBPP Joint Training Course for Tutors in Public Health in Brazil responded the questionnaire and affirmed that their knowledge on public health was expanded. (*Questionnaire Results - Attachment 8*).

2) *Was the setting of output 2 and training components (lecture / practice etc....) appropriate?*

The alumni are applying the knowledge and technologies apprehended in the courses to their practice: some students continued their formation in the area at ENSP and other institutions and are members of local groups that are programming with FIOCRUZ the development of regular and distance learning courses (*Interviews with the Project Coordinator and Courses Coordinators - Attachments 3, 10, 11, 12*).

According to the Project Coordinator and Courses Coordinators, the majority of the alumni are able to apply the knowledge and techniques apprehended, transferring information for the development of health services in their own countries. Also, for some lecturers that had the opportunity to visit the PSAC's and coordinate pedagogical workshops, the difference regarding the alumni involvement and knowledge for the capacitation in Public Health can be noted by the functions they perform at health services as well as in their participation in local groups and among the PSAC's, playing an important role in the formation of Education Groups and Centers in Public Health with FIOCRUZ with the support of CPLP (*Interviews with the Project Coordinator and Course Coordinators - Attachments 3, 10, 11, 12*).

The alumni who responded the questionnaire (*Questionnaire Results - Attachment 8*) mentioned that

before they were enrolled in the course in Brazil, 80% had a linkage with a teaching, research or service institution developing activities in the public health area. After the course, 86.7% confirmed their linkage with a teaching, research or service institution developing activities in the public health area.

With respect to the application of knowledge and technologies acquired in the course to their practice after they returned to their home countries, 46.7% (7) confirmed this application, 40% (6) responded that they are applying it partially and 13.3% (2) mentioned that they are not applying it (they did not have and still do not have a linkage with a teaching, research or service institution developing activities in the public health area).

The alumni responses showed that 86.7% are applying the knowledge and technologies acquired not only at the personal level, but institutional and national levels as well.

### 3) *Was the setting of output 3 and training components (lecture / practice etc....) appropriate?*

The exchange between the alumni and training institution was strengthened.

The interviews with the Project Coordinator and Course Coordinators (*Attachments 3, 10, 11, 12*) showed that the training program was significant to promote the formation of networks and cooperation. The ENSP project with the PSAC's is an example.

Regarding the alumni, 40% mentioned that the exchange with the training institution (ENSP) increased as well as among the participant countries. The following descriptions demonstrate this assertion: ENSP-FIOCRUZ was a consultant in the area of hospital administration in Mozambique in the beginning of 2005; there were several contacts with FIOCRUZ lecturers for the capacitation of tutors and to work on competences in the area of curricular structuring. (*Questionnaire Results - Attachment 8*).

### (3) Appropriateness of Requirement for the Applicants, and selection

The requirements for participation in the courses were adequate but the selection had some problems.

According to the Project Coordinator and Courses Coordinators (*Attachments 3, 10, 11, 12*), although the course's profile was well defined, they received some students without the University degree and others who did not have the necessary documentation. The justification was that their documents disappeared due

to internal conflicts in their country. In spite of that, some certificates were not considered as a University title, and some participants' indications were political. Also, some students still need to present their documents.

As this is a specialization course (*lato sensu*) offered by ENSP, the solution for the students without University degree, was to have a certificate issued by the *Escola Politécnica de Saúde Joaquim Venâncio – FIOCRUZ*.

Not all the students had a prior formation on the theme. Therefore, some students had problems to follow the course. The candidates for the first two courses were chosen by their own country. In the third course, the students were selected by ENSP.

The descriptions of the alumni who responded to the questionnaire (*Questionnaire Results - Attachment 8*) demonstrate the inadequacy of the participants' selection:

- The different levels of knowledge among the participants (nursing technicians, physicians, psychologists with no experience in the area);
- Considering the course content and duration, the selection requirements should be more clear and objective;
- Different professional categories with different formation levels impaired the learning as there is a difference in their level of understanding. In addition, the participants' level of influence and responsibility with their own governments varied and had a negative impact on the initial program's proposal.

#### (4) Overall Judgment on Relevance

Considering the prior comments, one can affirm that the "JBPP Joint Training Course for Tutors in Public Health" in Brazil that offered three courses from 2001 to 2005 was really relevant.

Some reasons justify this statement:

- The training program was and is necessary for PSAC's development and health policies, as it met the needs expressed by these countries Health Ministries in a meeting at FIOCRUZ in 1994 (*Interviews with the Project Coordinator and Courses Coordinators - Attachments 3, 10, 11, 12*).

According to the alumni who responded the questionnaire, 86.7% affirmed that the training program was and is necessary for their countries' development and policies. They expressed different reasons that justify this assertion (*Questionnaire Results - Attachment 8*):

- The training program was the most appropriate way to transmit the proposed knowledge.

In some PSAC's and the East Timor, the distance learning methodology offers some restrictions due to the communication system (mail and telephone) that is still precarious and, consequently, there is a lack of rapid communication such as Internet. Hence, they chose to use recorders and radio instead of Internet. The diversity among the countries and their distance imply in more time for lecturers-students "introduction" or "approximation" that can be compensated with the Portuguese Speaking Countries Community (*Interviews with the Project Coordinator and Courses Coordinators - Attachments 3, 10, 11, 12*).

Considering the majority (86.7%) of the alumni who responded the questionnaire, the training program was and is necessary for the development and policies of their own countries. (*Questionnaire Results - Attachment 8*).

- There is a strong indication that the conditions to conduct the course in Brazil were better than in Japan, not only because of the language but also considering the greater cultural identity between Brazil and the PSAC's that were influenced by the Portuguese colonization as well. The training in Brazil optimized ENSP-FIOCRUZ human and material resources. (*Interviews with the Project Coordinator and Courses Coordinators - Attachments 3, 10, 11, 12*).

The alumni who responded the questionnaire (*Attachment 8*) also confirmed that the conditions to conduct the course in Brazil were better than in Japan.

- We found a higher reliability in the training program in terms of improving the capacity and also considering the recognition of the training institution

For the Project Coordinator and Courses Coordinators (*Interviews with the Project Coordinator and Courses Coordinators - Attachments 3, 10, 11, 12*), nowadays, we find at ENSP a greater interest from lecturers regarding the PSAC's; the courses offered by ENSP with JICA's support were a key point to strengthen the cooperation between FIOCRUZ and the PSAC's; the ENSP is already developing in Angola

and Mozambique a program with alumni in courses for tutors to implement strictu sensu programs (master and doctoral levels) in their countries. FIOCRUZ is recognized as the health institution with greater presence among the PSAC's.

- The training program was significant in networking promotion and formation and to stimulate developing countries cooperation.

According to the Project Coordinator and Courses Coordinators (*Interviews with the Project Coordinator and Courses Coordinators - Attachments 3, 10, 11, 12*), there is a project financed by the Portuguese Speaking Countries Community that aims at supporting local groups and equipping them with computers, enabling them to act in formation of professionals and in the construction of a network of Portuguese-Speaking Countries for Public Health Capacitation. Several alumni had the chance to be members of these local groups that are developing with FIOCRUZ and the support of the Portuguese Speaking Countries Community, a program of regular and distance learning courses in the PSAC's in several health areas such as AIDS and others.

The majority of alumni (66.7%) who responded the questionnaire (*Questionnaire Results - Attachment 8*) consider the training program really important for the promotion of networks and developing countries cooperation.

In sum, the interviews with the Project Coordinator and Courses Coordinators (*Attachment 3, 10, 11, 12*) as well as the Alumni responses to the questionnaire (*Attachment 8*) only showed aspects in favor of the conduction of the courses in Brazil.

## 4-3 Conclusion

### 4-3-1 Factors Promoting the Effectiveness of the Training Program

The factors that promoted the effectiveness of the training program were:

- Training site. ENSP-FIOCRUZ is a national and international reference in distance learning education. The language similarity, the same cultural background and the climate conditions favored the communication, interpersonal relationships and participants' adaptation to Brazil;
- Motivation. This is a fundamental factor in the teaching-learning process;
- Courses Content. The courses contents were adequate to each area and well structured for a four week program;
- Targeted Countries. The PSAC's presented a lack of qualified personnel in the public health area, associated to a great territory extension and infrastructure problems. The distance learning program enables, with lower costs, the multiplication of knowledge to a greater number of professionals. This is one strategy to minimize the problems that PSAC's aim at solving;
- Equipments and Education Materials. Equipments and audiovisual materials are essential elements in the teaching-learning process. The Materials in Portuguese, adequate to the level of the course and study area, facilitated the comprehension of the contents;
- Lecturers. ENSP-FIOCRUZ has lecturers who are competent and committed to the teaching of public health as well as distance education.

### 4-3-2 Factors Inhibiting the Effectiveness of the Training Program

As mentioned before, in some PSAC's and East Timor, the use of distance learning methodology presents some restrictions due to the precarious communication system (regular mail and telephones) and the lack of rapid communication, such as Internet.

In these cases, they can use recorders and/or radio instead of internet.

The diversity among the countries and their distance imply in a greater time for lecturers-students "introduction" and "approximation".

The difficulty to previously learn about the reality of some African countries results in problems to offer courses that are adequate to the participants' reality

In addition, there are other factors that contributed, with a lower intensity, to the effectiveness of the training program: selection and duration.

The requirements asked in the selection were well defined. However, some candidates were selected without the University degree. There were some political indications that influenced this process in some countries. The University certificates of some students were not considered and there are still students who need to send their documentation. The presence of professionals with different formation levels impairs the learning process as the level of understanding is not the same among all the participants.

The course duration (four weeks) is another factor that may have influenced the effectiveness of the training program. It is important to consider the need of a prior period for the participants to adapt to the new place. Besides, the diversity regarding knowledge and formation among participants requires content and teaching adequacy.

#### 4-3-3 Conclusion

Considering the three courses offered by the "JBPP Joint Training Course for Tutors in Public Health" in Brazil, among the five proposed courses, from 2001 to 2005, one can affirm that they gave to the participants from PSAC's and East Timor the opportunity to: 1) improve their knowledge and techniques in the field of public health distance education, 2) collaborate for the consolidation of human resources capacitation activities in several countries, 3) strengthen the exchange among students and the participant countries.

The training program was and is necessary for the PSAC's development of health policies, as it is a response to the needs expressed by several PSAC's Health Ministries in a meeting at FIOCRUZ in 1994.

In some PSAC's and East Timor, the distance education methodology presents several restrictions due to the precarious communication system (regular mail and telephone) and the lack of rapid communication through Internet. In spite of this, the training program was the most appropriate way to transmit the proposed knowledge.



The conditions for the conduction of the courses were better in Brazil than in Japan, not only due to the language similarity and cultural identity between Brazil and the PSAC's, but also to climate factors. Besides, the training in Brazil optimized ENSP-FIOCRUZ human and material resources.

The training program was reliable considering the improvement of capacity and the recognition of the training institution. FIOCRUZ is, nowadays, the health institution with greater presence in the PSAC's.

Also, the program promoted the networking and the cooperation among developing countries.

Based on these considerations, one can conclude that the development of the "JBPP Joint Training Course for Tutors in Public Health" in Brazil, regarding the three courses offered among the five courses proposed from 2001 to 2005, was efficient and relevant for the formation of tutors in Public Health, although some technical and administrative problems.

## Chapter 5 Recommendations and Lessons Learned

### 5-1 Recommendations

#### 5-1-1 Recommendations for Partner Country Side (Direction of Future Activities of Project)

Please find below some recommendations for the partner country side:

- ENSP-FIOCRUZ must study conditions to offer the other two courses that are part of the project (Mental Health and Biosafety), following the same patterns of the prior ones and aiming at assuring the quality of the objective proposed in the project;
- The airline tickets must be sent in order to enable participants to arrive some time before the courses begin;
- There is a need to find mechanisms to assure that the financial support for the expenses with accommodation and food will be paid when the students arrive in Brazil;
- It is important to verify the possibility to increase the training course duration;
- It is necessary to apply a pre-test and post-test to evaluate the knowledge of students about the course content, before and after its development.

#### 5-1-2 Recommendations for JICA (Necessity for Follow-up Cooperation)

Please find attached some recommendations for JICA:

- JICA must consider the importance of continuing the proposed program (5), analyzing with ENSP the possibility of offering the two courses (“Tutors Capacitation for a Distance Course on Mental Health” and “Tutors Capacitation for a Distance Course on Biosafety”), in this Japanese Fiscal Year.
- It is important to have an evaluation after the end of each course, in a period from 6 to 12 months after the conclusion of the course and another final evaluation in the end of the project. In this project, three courses were offered from a total of five proposed courses with different themes: Health Management, Sanitary Surveillance and Hospital Management. Two courses are programmed in the areas of Mental Health and Biosafety. The greater number of responses to the questionnaires (62.5%) was from alumni from the Course III offered in 2004. We only received responses from 35.7% of the questionnaires sent to alumni from Course I developed in 2001 and

20% from the Course II offered in 2002;

- It is necessary to verify the possibility of extending the courses duration.

## 5-2 Lessons Learned

### 5-2-1 Lessons Learned regarding Situations in Evaluated Country and Sectors (policy, technological level, social and cultural aspect, institution, economic and financial aspect, etc.)

The project showed the applicability of the Distance Learning Methodology to the Health Area.

The diversity among the countries and the distance requires, in some cases, a greater time for lecturers-students "introduction" or "approximation". This situation must not be considered as a lack of effectiveness or relevance of the training program.

The prior knowledge about the reality of African countries by the lecturers should give them better conditions to offer courses that are more appropriate to these countries' realities.

More lecturers from ENSP are having the opportunity to increase their knowledge about these socio-cultural realities (Africa and East Timor).

To have clear criteria for the students' selection is not enough. It is necessary to have a greater control and strictness in the selection.

Thus, it was necessary to strengthen the institutional focus in order to implement the different courses, considering that they were on distinct areas of health knowledge.

### 5-2-2 Lessons Learned regarding Project Management (Finding, Formulation, Implementation, Evaluation, etc.)

The late evaluation interferes negatively in the results.

The courses management and organization gradually improved.

Also, the theoretical contents were gradually adapted to the different courses duration.

We found a common opinion about the importance and need of a permanent evaluation in this kind of project (5 years).

The management of the project depends on the prior knowledge about the diversity regarding each one of the targeted countries.

