

Title:**Evaluation Strategies for Technical Training Partnerships Between Developed and Developing Countries: A Case Study in Haiti****Authors:**

Victoria L. Hunter, MPH, CPH^{1,2}; Meghan Nodurft-Froman, MPH¹; Michael Lauzardo, MD, MSc^{1,3}

Affiliations:

¹Southeastern National Tuberculosis Center; ²University of Florida College of Public Health and Health Professions; ³University of Florida College of Medicine

Background/Statement of Problem:

Tuberculosis (TB) is the most deadly infectious disease in the world. The vast majority of TB cases and deaths occur in developing countries, which lack the capacity to efficiently and effectively diagnose and treat TB. The Southeastern National Tuberculosis Center (SNTC) has partnered with the Laboratoire National de Sante de Publique (LNSP) in Haiti to build capacity by training Haitian laboratorians in diagnostic protocols. The purpose of this project was to develop a comprehensive evaluation strategy for future cohorts of trainees in Haiti and other developing countries.

Methods:

This study consisted of two phases: in-depth, semi-structured interviews with stakeholders within the SNTC/LNSP training partnership and the development of a new conceptual model based on extant training evaluation models. In phase 1, notes from 7 stakeholder interviews were analyzed using thematic content analysis and these themes were used to develop a set of recommendations for future evaluations. For phase 2, the author conducted a metasynthesis of the literature, which involved assessing relative strengths and weaknesses of 8 models and associated constructs. Identified constructs were then used to develop a new conceptual model.

Results:

Six overarching themes emerged from the stakeholder interviews: 1) cultural and linguistic considerations, 2) Importance of team coordination, 3) Need for clear evaluation plan, 4) The "human element," 5) Political considerations, and 6) Evaluation tool development and implementation. The metasynthesis of existing evaluation models identified constructs that were integrated into a new model. This model includes five opportunities for assessment: Context, Input, Process, Output, and Outcome and is aimed specifically at technical training programs in an international context.

Conclusions:

Increased foreign investment in the health infrastructure of developing countries necessitates appropriate evaluation processes. The conceptual model and practical recommendations will be used to develop a user-friendly guide to technical training evaluation in developing countries.