In-country elearning & digital material

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Speakers: Aprisa Chrysantina, Eric Alladé, Shayna Padovano
18 June 2019
Let’s start with a brief activity!

What are some of your current training challenges?

Please do the following:

- Write down 1 challenge per sticky note
- Max 3 challenges per participant
- Stick your note within the category it belongs to on the board
Some identified training challenges

- Limited resources
- Geographically distributed workforce
- Turnover among MoH staff
- Changes to organisational requirements
- Time to roll out and updates
- Continuity of learning (refresher for instance)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
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<tbody>
<tr>
<td>Introduction &amp; Activity</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Indonesia Use Case</td>
<td>20 minutes</td>
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<tr>
<td>Questions</td>
<td>5 minutes</td>
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<tr>
<td>Côte D’Ivoire Use Case</td>
<td>20 minutes</td>
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<tr>
<td>Questions</td>
<td>5 minutes</td>
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<tr>
<td>PEPFAR Virtual Academy (PVA)</td>
<td>20 minutes</td>
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<tr>
<td>Questions</td>
<td>5 minutes</td>
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<tr>
<td>Activity &amp; Debrief</td>
<td>20 minutes</td>
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</table>
Objectives

To provide participants with examples of virtual and blended capacity building for ministries of health and large institutions, that highlight how digital learning could be leveraged for their current training strategy.
>265 million people

>17,000 islands

514 districts

>2,000 users in 2022

Highly heterogeneous
Timeline

Multimedia Development
- Translating LMS platform and learning materials
- Updating Video

Beta Testing
- July 2018

Ongoing - Batch 2
- 19 Dec 2018 - present

Jan 2018
- Pre-production (Jan - Mar)
  - Building foundation
  - Developing framework & curriculum

Feb 2018
- Production (Apr - Jul)
  - Adjusting and localizing DHIS2 Fundamental online training materials

Mar 2018
- Launching: Batch 1
  - 27 Aug - 27 Nov 2018

Apr 2018
- Evaluation
  - Data Collection and analysis

Routine team coordination. Input From MoH, UiO, UGM via online meeting,
Design and Develop
Create, Reduce, Reuse + Recycle :D

Module 1 - Overview & Getting Started
Module 2 - Introduction to DHIS2
Module 3 - Introduction to DHIS2 Analysis
Module 4 - Introduction to DHIS2 Customization
Module 5 - Introduction to Tracker
Module 6 - Summary Concepts

Pre-Test
Modul 1 - Pengenalan Online Training
Modul 2 - Pengenalan DHIS2
Modul 3 - Pengantar Analisis DHIS2
Modul 4 - Implementasi DHIS2 di Dinas Kesehatan
Modul 5 - Konsep Ringkas
Develop
Translating LMS (openedX) using Transifex
DHIS2 Fundamental Indonesia

Video - Analisis Terpadu, Dashboard, Pesan, dan Sharing
Implement

- In batches
- Delivery methods
  - Fully online
  - Blended
- Integration
  - Integrated with national capacity building plan
  - Embedded within bachelor/master degree curriculum in CoE
Evaluation

Batch 1

Total registered: 627 learners
Out of all 627 learners:
- 384 (61%) passed the pretest
- Pretest score average: 36.41%
- 150 (23.59%) learners completed the course

Batch 2

Total registered to date: 376 learners
Out of them:
- 165 passed the pretest
- Pretest score average: 46.97%
- 107 (28%) learners completed the course

Learners’ feedback > to the next batches
Challenges

Resource needed

1. Assess
   - Establish the specifications of the project:
     - Objectives
     - Goals
     - Desired outcomes
     - Define your audience
     - Specify logistics

2. Design
   - Design the curriculum and courses:
     - Learning objectives
     - Structure and length of sessions
     - Content for exercises and assessments

3. Develop
   - Develop the courses:
     - Videos
     - Course guides
     - Assessment materials
     - Job Aids
     - Instructor materials

4. Implement
   - Training & delivery:
     - Test functionality of platform (if applicable)
     - Consider learner tracking (attendance/progress)

5. Evaluate
   - Process & Training review:
     - Learner self-assessments
     - Assessment of course delivery
     - Use feedback to determine if learning objectives were met

Project management

Evaluation methods

How to measure impact?
Key Takeaways and Future Development

● 6 principles
  ○ Creating a **local team** and defining a **training strategy**
  ○ Ensuring capacity building **translation instead of transfer**
  ○ Obtaining **government ownership**
  ○ Gaining and using **momentum**
  ○ Engaging **local academic institutions** to optimize utilization and development
  ○ Comprehensive **monitoring and evaluation** methods

● Potentials of digital learning platform and materials for HIS capacity building

● Things to think about:
  ○ More advanced and bite size courses >> mapping HR needs
Methodological and Technical Approach of the Implementation of e-Learning Platform for Capacity Building on DHIS2

Eric Alladé
18 June 2019
Introduction

- **Context:**
  - We can notice an increase of the use of distant learning, both for pre-service and continuous learning
  - In 2015, the MoH in Côte d’Ivoire has adopted DHIS2 as its national HMIS
  - Users have been trained on-site and through supervision

- **Challenge:**
  - After 2 years of use of DHIS2 as a HMIS: update of DHIS2, new functionalities, new datasets,
  - New staff

- **Solution:**
  - Distant training using an elearning plateforme: SPOC SIGSANTE
Methodology

● **Phase 1:**
  ○ SPOC DHIS2 (Small Private Open Course DHIS2) targeting any current DHIS2 user.
  ○ Blended Learning
  ○ 5 weeks course from 05 Sept till 08 Oct 2017

● **Course structure:**
  ○ Week 0: official launch, introduction to the tools & resources
  ○ Week 1 to 4: training in modules:
    ■ Data quality in DHIS2
    ■ Creation of thematic Dashboards in DHIS2
    ■ Cause of Death notification in DHIS2, using ICD10

● **Learning material & Tools:**
  ○ LMS: Moodle, [www.sigsante.gouv.ci/formation](http://www.sigsante.gouv.ci/formation)
  ○ Powerpoint presentations and video tutorials)available the Sunday before the next week
  ○ Live session via Adobe Connect every Tuesday from 10am till 12pm

● **Certification policy:**
  ○ Certificate advanced DHIS2 user.
  ○ Pass grade: 80%
### Results

<table>
<thead>
<tr>
<th>Week</th>
<th># of Expected participants</th>
<th>Participants attending the Live Session</th>
<th>Participants going through the final test</th>
<th>Participants who validate the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 0</td>
<td>158</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>21</td>
<td>54</td>
<td>49</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>14</td>
<td>38</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>36</td>
<td>18</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>14</td>
<td>14</td>
<td>10</td>
<td></td>
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</tbody>
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At the end of the training one third of the participants earned their certificates.
Conclusions - Recommendations

● Conclusions:
  ○ Elearning: opportunity for continuous capacity building throughout the health pyramid
  ○ After facing some resistance, the project could be implemented thanks to strong partnership with USAID (via MEASURE Eval) and local champions.
  ○ Use of the ADDIE methodology to choose the right technology and pedagogy based on the context of Côte d’Ivoire.

● Recommendations:
  ○ Add more active learning mechanisms to better involve the learners and reduce the learning barriers
MERCI
PEPFAR Virtual Academy (PVA)

Shayna Padovano, Matthieu Pinard
18 June 2019
PEPFAR Virtual Academy (PVA)

PVA Homepage

Course currently available on PVA
PEPFAR Virtual Academy (PVA) - Questions

Question 1: How can we build an online learning environment in which we can develop and deliver high-quality training content necessary to help staff work towards achieving HIV epidemic control?

Question 2: How can we keep up/administer this platform by engaging stakeholder groups across the institution to develop and deliver courses that are aligned to specific learner/program needs?
PEPFAR Virtual Academy (PVA) - Approaches

Approach to Question 1:

- Using the Open edX platform; collaboration with UiO to model PVA after DHIS2 Online Academy.
- Developing content that aligns to staff learning needs around systems, data, and program; continuous feedback loop with staff to understand what content is needed and when.
- Deliver content in a more frequent and cost effective manner by using a virtual learning platform.
- Structured approach to creating and evaluating courses using the ADDIE methodology.
Approach to Question 2:

- Decentralizing course creation and delivery enables more stakeholder groups to use the platform in a way that aligns to their learning needs:
  - Bi-weekly office hours to support interagency groups at PEPFAR headquarters
  - SharePoint site for stakeholders to access materials, share feedback, and ask questions.
  - Development of course administrator guidance document that includes outlining best practices for adult learning.
  - Management of the platform resides within the PEPFAR Centrally Supported Systems Team, but use of the platform is decentralized to groups across the institution.
  - Focus on organic platform growth.
PEPFAR Virtual Academy (PVA)

What are the features of PEPFAR Virtual Academy (PVA)?

- Allows for blended digital and in-person learning
- Engages learners through videos, quizzes, and (where applicable) the opportunity to earn certification in a topic or skill
- First introduced in August 2017
- **As of June 2019:**
  - 4 courses have launched
  - 2 courses are in development
  - 4 stakeholder teams have courses on PVA
  - Over 600 registered users
Creating a Virtual Workshop

Background

The purpose of the PEPFAR/MoH Data Alignment Activity is:

• To provide a comprehensive and unambiguous view of national programs to understand the full HIV landscape, and PEPFAR’s contribution, ultimately helping to define targeted interventions.

Virtual Workshop:

• Due to time and resource constraints, PEPFAR needed to provide flexible and accessible virtual training content to support USG and MoH teams with the alignment activities.
Key Takeaways

- **Listen closely** to what people are saying they need - through surveys, conversation, etc.
- **Empower groups** to use platforms for their own learning needs (provide necessary support).
- **Be flexible** and responsive to needs of stakeholder groups as they arise.
- **Be prepared** with a support system: office hours, guidance documents, helpdesk, and conversation forums/community of practice.
Summary of the use cases

**DHIS2 Indonesia Online Academy**
- Localisation of generic learning materials to meet country needs - materials creation, reuse, reduce, and recycle

**SPOC SIG SANTÉ**
- Running a refresher training for all the DHIS2 users simultaneously while reducing the costs involved

**PEPFAR Virtual Academy (PVA)**
- Decentralizing course creation and delivery enables more stakeholders group to use the platform in a way that aligns to their learning needs.
Great! So how do we use all of this information?

The ADDIE Methodology is a learning and development industry best practice for creating training strategy and content.
Activity

Directions: Using the **challenges around training that you wrote down** at the beginning and using the **ADDIE model** (if you can), **turn to the person next to you** and **discuss how you might be able to address some of these challenges** based on today’s presentation.

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