Session 3.3

Evaluation of Training Programmes

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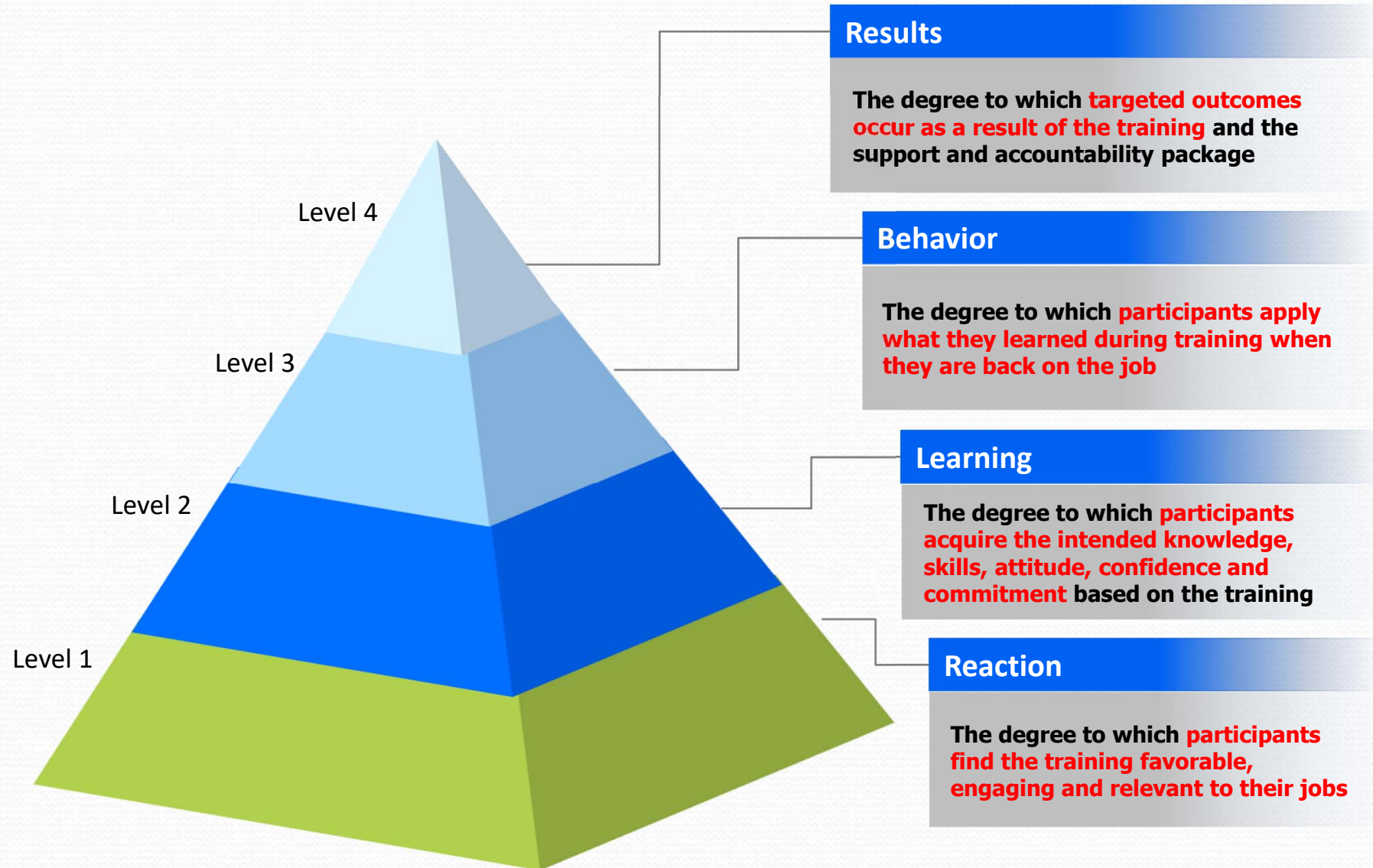**Training is only effective if the knowledge is retained and applied**

Evaluation of training is critical after training is completed

Why evaluate Training programes

- **Determine the effectiveness of the program design**
  - How the program was received by the participants
  - How learners fared on assessment of their learning

- **Determine what instructional strategies work**
  - presentation mode
  - presentation methods.
  - learning activities
  - desired level of learning

- **Determine the return on investment for the program**
- **Look for program improvements**

The MICRO level: the classical Kirkpatrick Training Evaluation Model

Results

The degree to which **targeted outcomes occur as a result of the training** and the support and accountability package

Behavior

The degree to which **participants apply what they learned during training when they are back on the job**

Learning

The degree to which **participants acquire the intended knowledge, skills, attitude, confidence and commitment** based on the training

Reaction

The degree to which **participants find the training favorable, engaging and relevant to their jobs**

Level 4

Level 3

Level 2

Level 1

Ramón Bouzas Lorenzo (USC) - 2021

Understanding the Kirkpatrick Evaluation Model

DESCRIPTION

Level 1: Reaction

- This level measures the **learner's perception** (reaction) of the course. Attitude **questionnaires** are often used. **This level is not indicative of the training's performance potential** as it does not measure what new skills the learners have acquired or what they have learned that will transfer back to the working environment.

Level 2: Learning

- This is the extent to which participants **change attitudes, improve knowledge, and increase skill as a result of the learning process**. This level requires some type of post-testing to ascertain what skills were learned during the training. The post-testing is only valid when combined with pre-testing. Measuring the learning that takes place in a training program is important in order to validate the learning objectives.

Level 3: Behavior

- This evaluation involves **testing the students capabilities to perform learned skills while on the job**. Evaluations can be performed formally (testing) or informally (observation). It determines if the correct performance is now occurring by answering the question, "Do people use their newly acquired learnings on the job?"
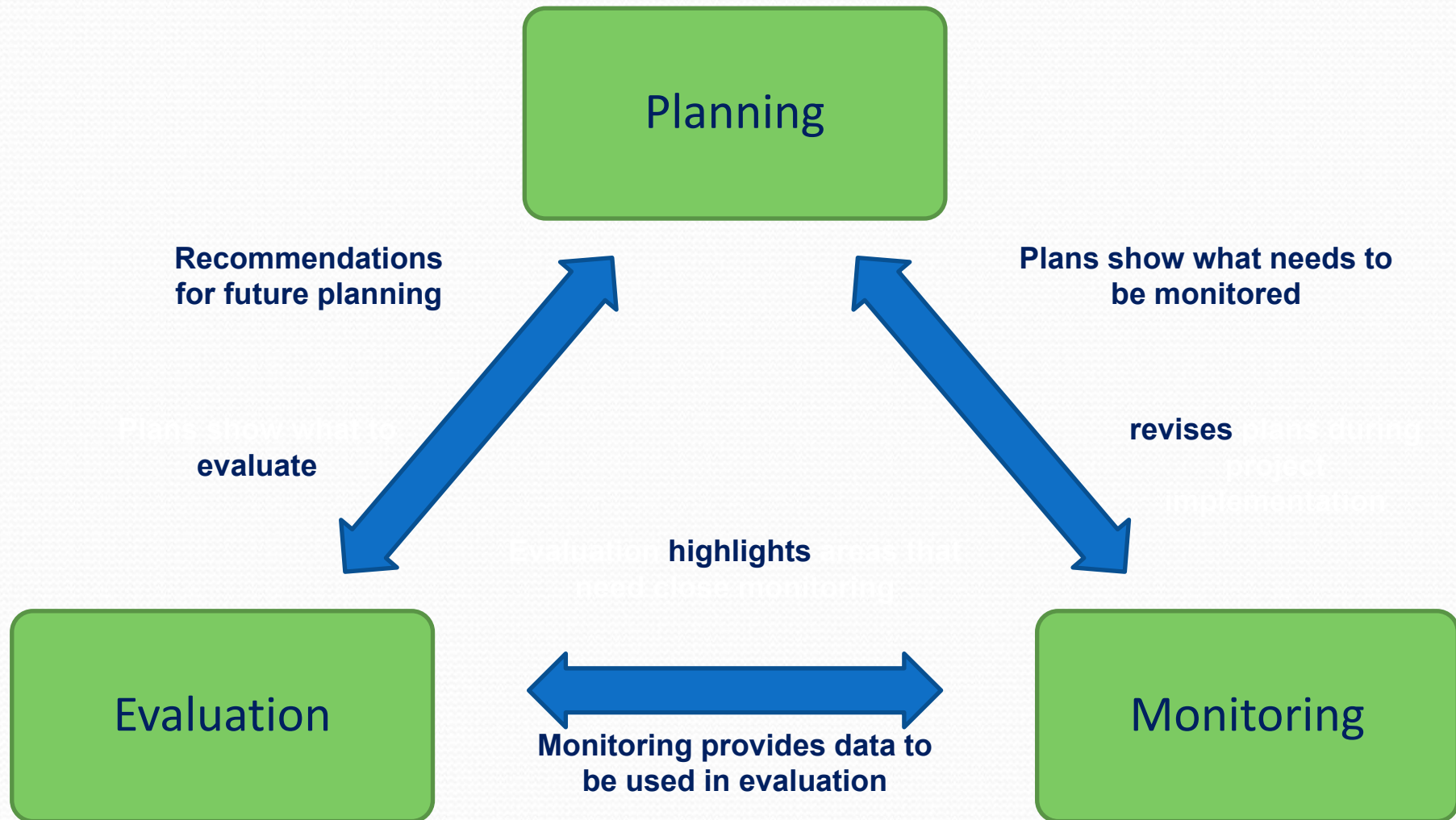
Level 4: Results

- This level of evaluation measures the training program's effectiveness, that is, **"What impact has the training achieved?"** Impact informs you of the return the organization receives from the training. Decision-makers prefer this.

The MACRO level: Evaluating the training program as a whole
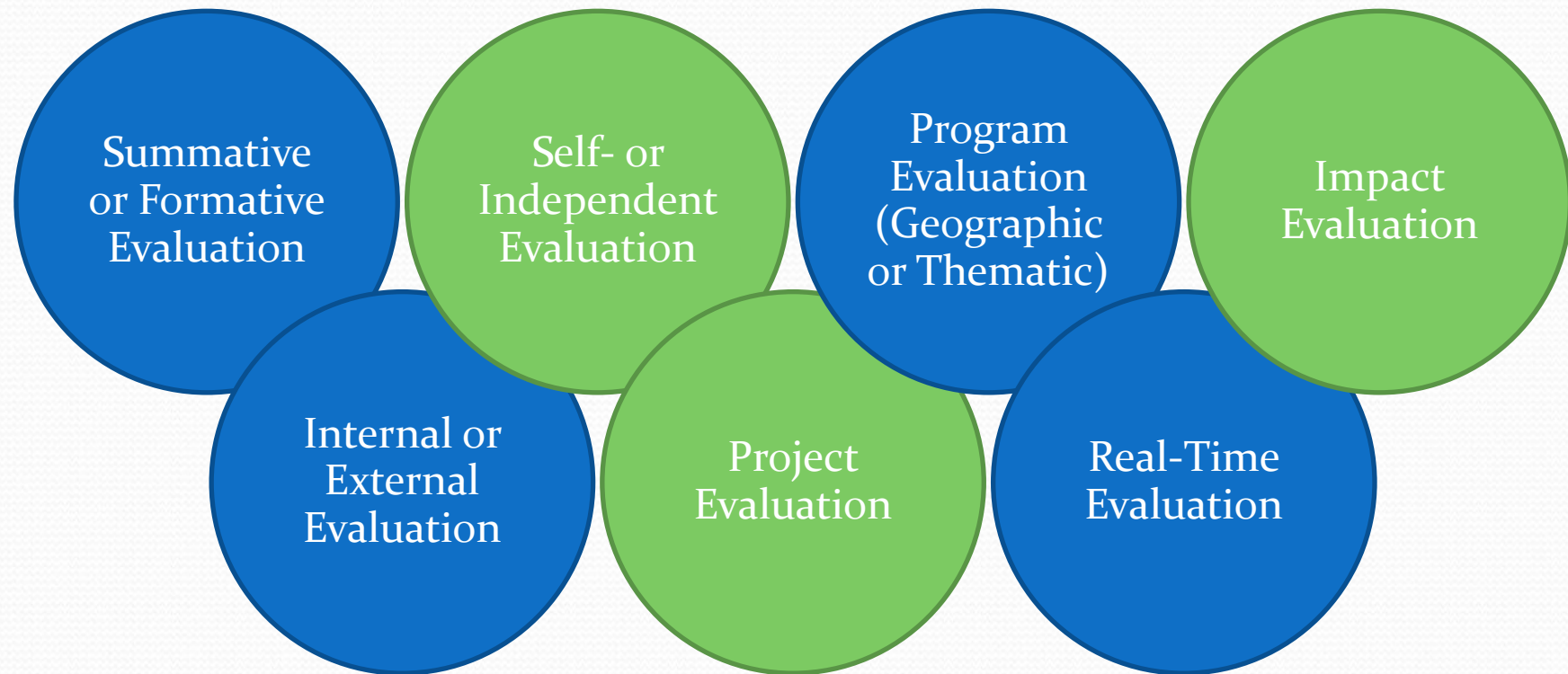
Defining Monitoring and Evaluation

- **Monitoring** is the **systematic and continuous assessment of progress of a piece of work over time** which checks that things are going according to plan and enables positive adjustments to be made.

- **Evaluation** is the **systematic and objective assessment of an ongoing or completed project, program, or policy, its design and implementation**.

- The aim of evaluation is to determine the relevance and fulfillment of objectives, effectiveness, efficiency, impact, and sustainability.

- An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into decision-making processes.

Adapted from Bruce Britton / Oliver Serrat

The Planning, Monitoring, and Evaluation Triangle

Planning

Recommendations for future planning

Plans show what needs to be monitored

evaluate

revises

highlights

Evaluation

Monitoring

Monitoring provides data to be used in evaluation

Adapted from Bruce Britton / Oliver Serrat

Main Types of Evaluation

Summative or Formative Evaluation

Self- or Independent Evaluation

Program Evaluation (Geographic or Thematic)

Impact Evaluation

Internal or External Evaluation

Project Evaluation

Real-Time Evaluation

A quality evaluation should provide credible and useful evidence to strengthen accountability for results or contribute to learning processes, or both.

Adapted from Bruce Britton / Oliver Serrat

The Results Chain
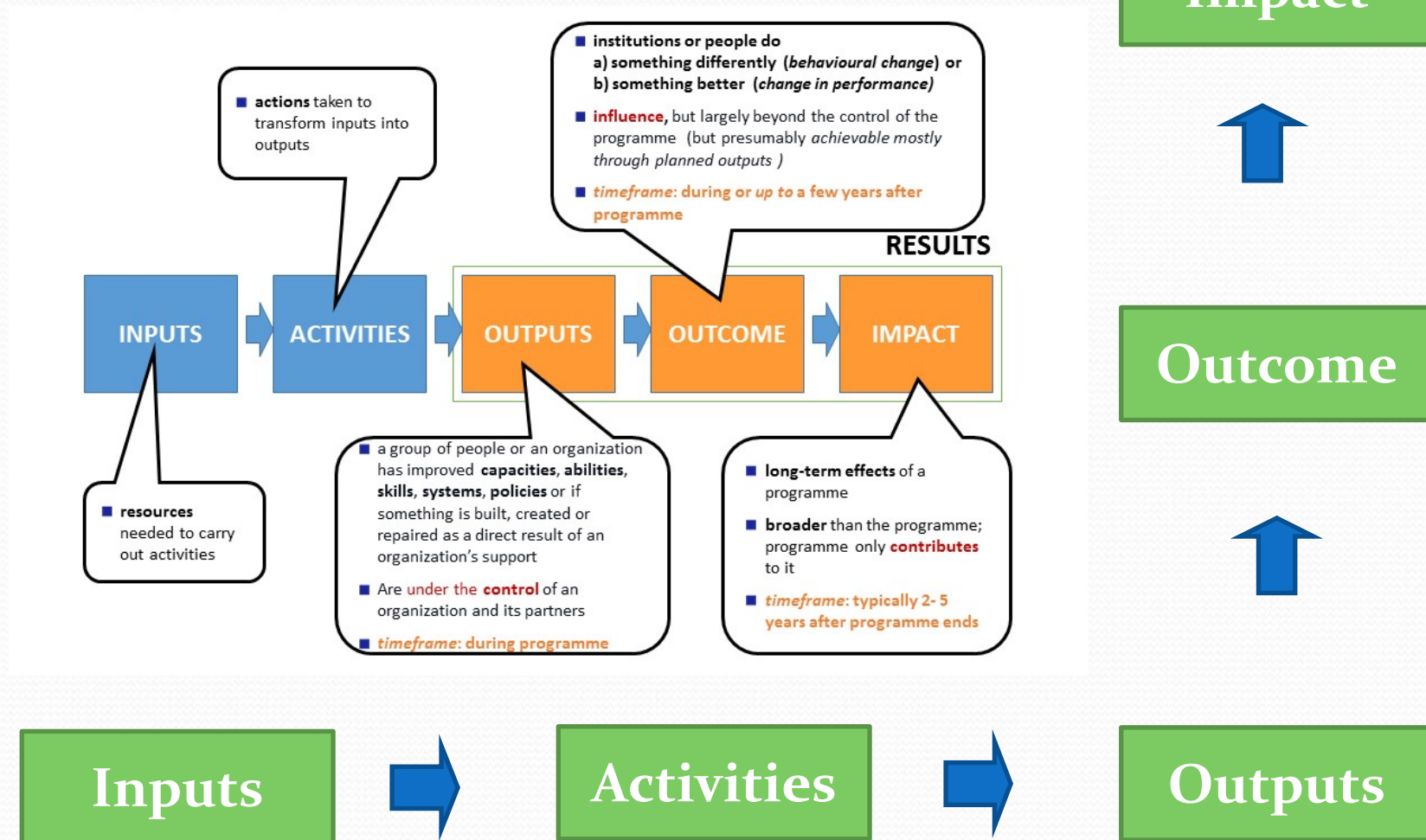
Adapted from Bruce Britton / Oliver Serrat

Outputs, Outcomes, Impacts

Outputs

The products, capital goods, and services that result from a project; they may also include changes resulting from the project that are relevant to the achievement of its outcome.
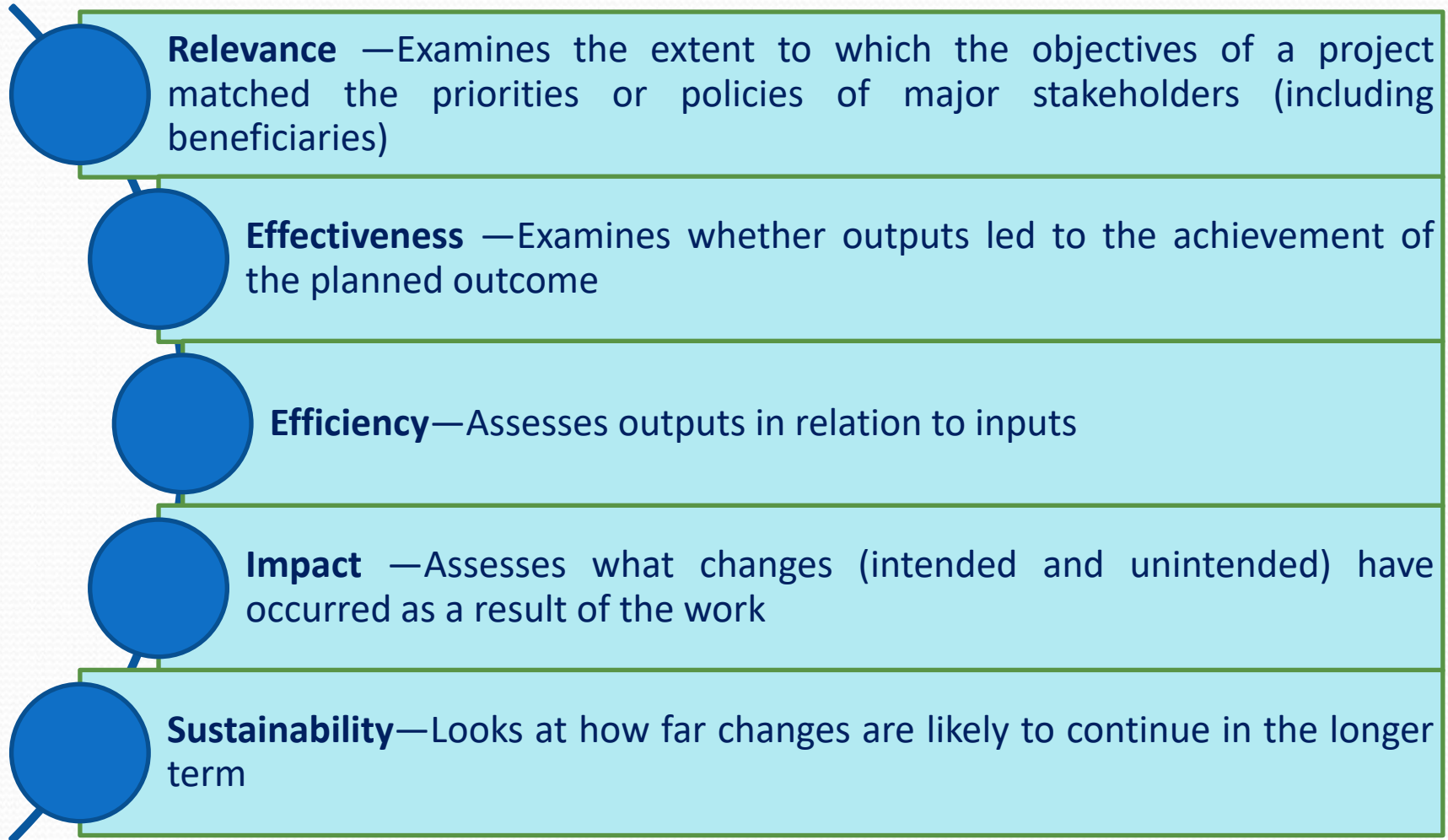
Outcomes

The likely or achieved short-term and medium-term effects of a project's outputs.

Impacts

The positive and negative, primary and secondary, long-term effects produced by a project, directly or indirectly, intended or unintended.

Adapted from Bruce Britton / Oliver Serrat

OECD Evaluation Criteria

Relevance —Examines the extent to which the objectives of a project matched the priorities or policies of major stakeholders (including beneficiaries)

Effectiveness —Examines whether outputs led to the achievement of the planned outcome

Efficiency—Assesses outputs in relation to inputs

Impact —Assesses what changes (intended and unintended) have occurred as a result of the work

Sustainability—Looks at how far changes are likely to continue in the longer term

Adapted from Bruce Britton / Oliver Serrat

The Results Chain and the OECD Evaluation Criteria

Adapted from Bruce Britton / Oliver Serrat
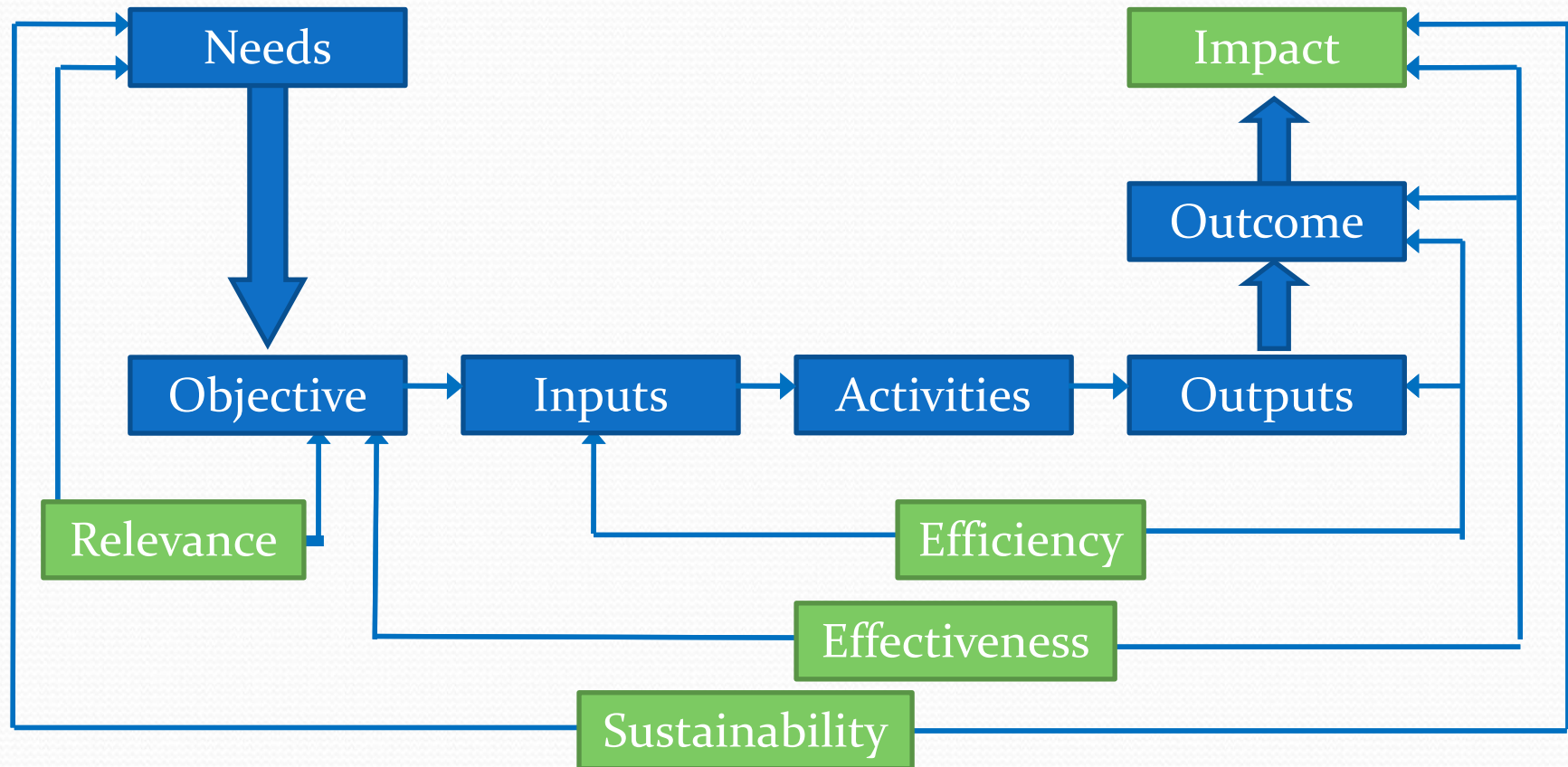
Challenges and Limits to Management

Logic				Degree of Control	Challenge of Monitoring and Evaluation
Impact			What the project is expected to contribute to	Decreasing Control	Increasing Difficulty
Outcome		What the project can be expected to achieve and be accountable for			
Outputs	What is within the direct control of the project's management				
Activities					
Inputs					

Adapted from Bruce Britton / Oliver Serrat

Indicators

An indicator is a quantitative or qualitative factor or variable that offers a means to measure accomplishment, reflects the changes connected with a project, and helps assess performance.

Indicators do not provide proof so much as a *reliable sign* that the desired changes are happening (or have happened).

It is important not to confuse indicators with outputs, outcomes, or impacts. Achieving the expected change in the indicators should not become the main purpose of a project.

Adapted from Bruce Britton / Oliver Serrat

Purposes of Evaluation

Accountability

- To provide a **basis for accountability**, including the provision of information to the public

Learning

- To **improve the development effectiveness of future programs, strategies, and operations** through feedback of lessons learned

Adapted from Bruce Britton / Oliver Serrat

What is Accountability?

Accountability is the obligation to demonstrate that work has been conducted in compliance with agreed rules and standards or to report fairly and accurately on performance results vis-à-vis mandated roles and/or plans. This may require a careful, even legally defensible, demonstration that the work is consistent with the contract aims.

Accountability is about demonstrating to donors, beneficiaries, citizens that expenditure, actions, and results are as agreed or are as can reasonably be expected in a given situation.

Adapted from Bruce Britton / Oliver Serrat

Evaluation for Accountability

Relates to standards, roles, and plans

Is shaped by reporting requirements

Focuses on *effectiveness and efficiency*

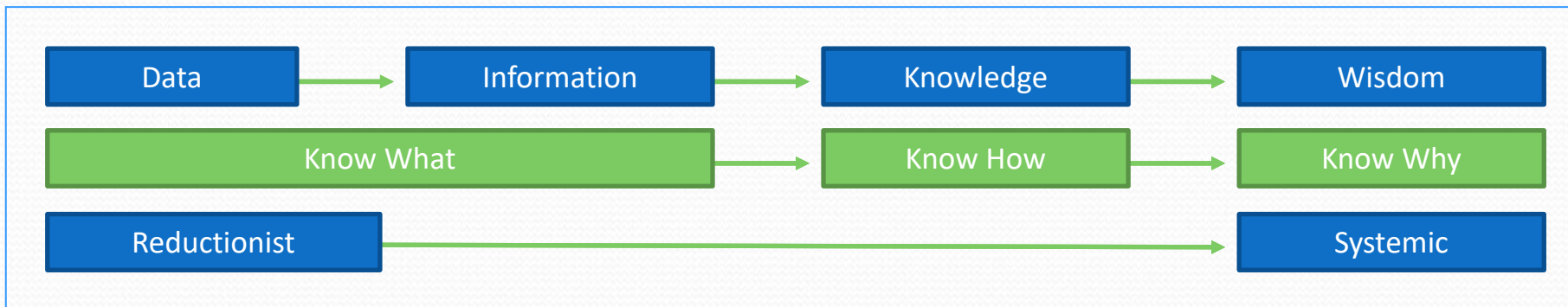Measures *outputs* and *outcomes* against original intentions

Has a limited focus on the *relevance* and *quality* of the project

Overlooks unintended outcomes (positive and negative)

Concerns mostly single-loop learning

Adapted from Bruce Britton / Oliver Serrat

So... what is Learning?

- Learning is the **acquisition of knowledge or skills through instruction, study, and experience**.

- Learning is driven by organization, people, knowledge, and technology working in harmony—urging better and faster learning, and increasing the relevance of an organization.

- Learning is an integral part of knowledge management and its ultimate end.

| Data | → | Information | → | Knowledge | → | Wisdom |

| Know What | → | Know How | → | Know Why |

| Reductionist | →→→→→→ | Systemic |

Evaluation for Learning

Recognizes the difference an organization has made

Understands *how* the organization has helped to make a difference

Explores assumptions specific to each component of a project

Shares the learning with a wide audience

Adapted from Bruce Britton / Oliver Serrat

Evaluation for Accountability and Evaluation for Learning

Item	Evaluation for Accountability	Evaluation for Learning
Basic Aim	The basic aim is to find out about the past.	The basic aim is to improve future performance.
Emphasis	Emphasis is on the degree of success or failure.	Emphasis is on the reasons for success or failure.
Favored by	Parliaments, media, pressure groups	Development agencies, developing countries, research institutions, consultants
Status of Evaluation	Evaluation is an end product.	Evaluation is part of the project cycle.

Adapted from Bruce Britton / Oliver Serrat

And more...

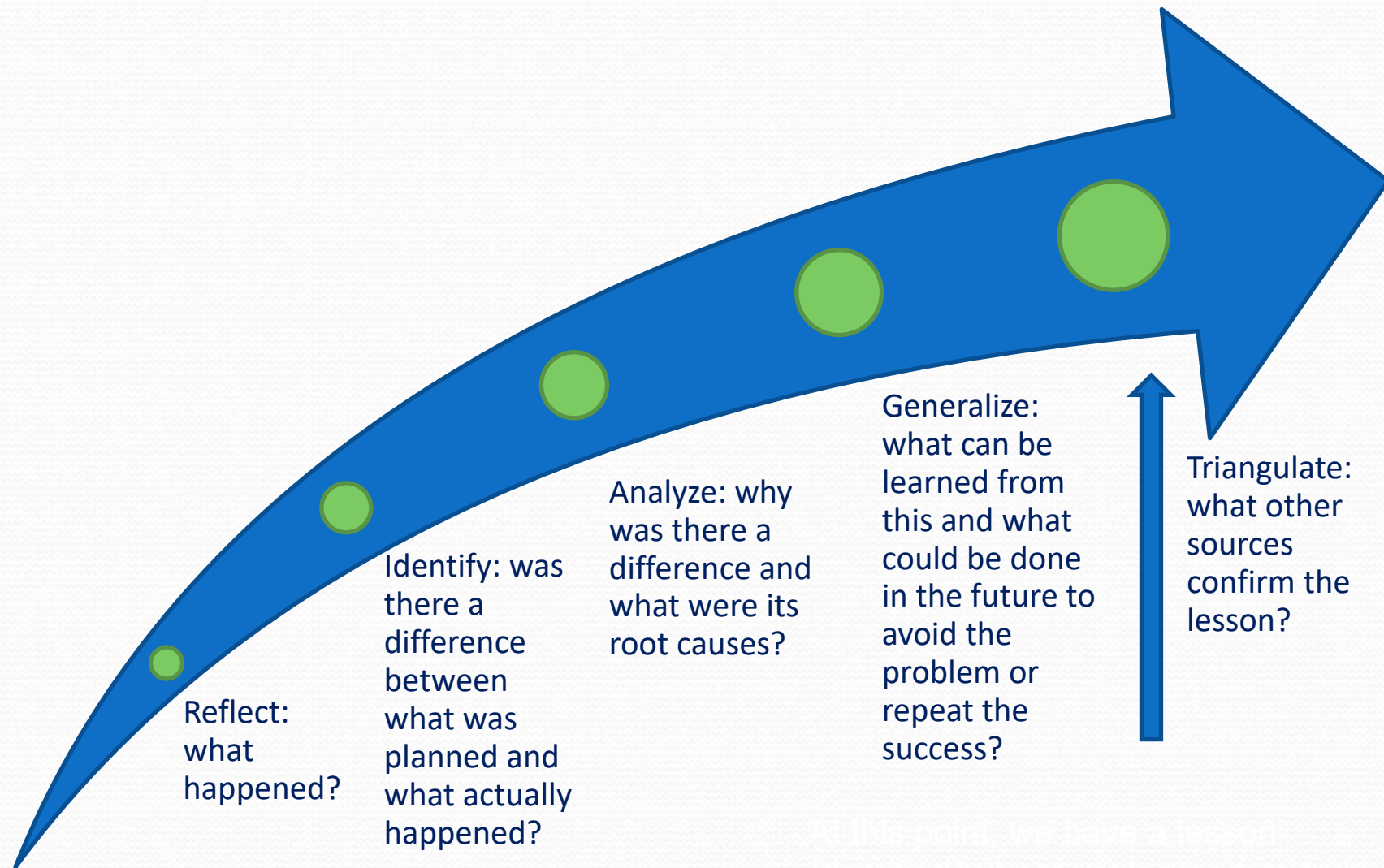| Item	Evaluation for Accountability	Evaluation for Learning
Status of Evaluators	Evaluators should be impartial and independent.	Evaluators usually include staff members of supporting institution.
Importance of Data from Evaluations	Data are only one consideration.	Data are highly valued for the planning and appraising of new development activities.
Importance of Feedback	Feedback is relatively unimportant.	Feedback is vitally important.

Adapted from Bruce Britton / Oliver Serrat

Why We Need a Learning Approach to Evaluation

Learning should be at the core of every organization to enable adaptability and resilience in the face of change.

Evaluation provides unique opportunities to learn throughout the management cycle of a project.

To reap these opportunities, **evaluation must be designed, conducted, and followed-up with learning in mind**.

Adapted from Bruce Britton / Oliver Serrat

What is Needed to Learn a "Lesson"?

Reflect: what happened?

Identify: was there a difference between what was planned and what actually happened?

Analyze: why was there a difference and what were its root causes?

Generalize: what can be learned from this and what could be done in the future to avoid the problem or repeat the success?

Triangulate: what other sources confirm the lesson?

Adapted from Bruce Britton / Oliver Serrat

Cost-Benefit Analysis

Consider the costs associated with the training, the extent to which the training will address the performance gap, and the impact or benefit on organization

Cost factors include:

- Training time

- Content development time

- Training provider evaluation

- Training content delivery method

- Lost productivity from time spent in training

- Travel and logistical expenses

Final remarks about the design of leadership training programs (Day, 2017)

- Resist the temptation to think that leaders cannot be trained; evidence suggests leadership training programs are effective.

- Conduct a TNA and identify the desired outcomes based on stakeholder goals before designing a leadership program.

- Use multiple delivery methods when possible (e.g., information, demonstration, and practice) and if limitations prevent this, choose practice instead of other delivery methods.

- **Use caution when spending additional resources on 360-degree feedback (evidence indicates that it might not be more effective than single-source feedback).**

- **Provide multiple training sessions that are separated by time rather than a single, massed training session.**

- **Use caution when implementing self-administered training and instead, choose an internal or external trainer (evidence shows no differences in the effectiveness of internal and external trainers but indicates that self-administered training is less effective).**

- **Consult with others outside of your field to ensure the program is both evidence-based and practically relevant.**

- **Ensure the program is designed appropriately according to the desired outcome.**

Thank you for your attention

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