

**COMMUNITY ENGAGEMENT**

**TRAINING OF TRAINERS**

**FOR USE BY FRONT-LINE TRAINERS IN LEBANON**

**Evaluation of Training**

An evaluation is the systematic and objective assessment of an ongoing or completed project, program or activity, its design, implementation and results.

The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability[[1]](#footnote-1).

A training program evaluation is the systematic collection of information about the activities, characteristics, and Intended Learning Outcomes (ILOs) of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming[[2]](#footnote-2).

Training Management Cycle is composed of three important steps: planning, implementation, and evaluation as seen in the diagram below.

**Step 1:**

**Planning**

**Step 2:**

**Implementation**

**Step 3:**

**Evaluation**

**Steps of Training Evaluation**

The processes of training evaluation can be divided into five steps: identifying the purposes of the evaluation; selecting evaluation methods; designing evaluation tools, collecting data; analyzing and reporting on results.

Step 1: Identify the purpose of evaluation

Step 2: Select evaluation aspect

Step 3: Design evaluation tools

Step 4: Collect data

Step 5: Analyze & report results

**Step 1: Identify the Purposes of Evaluation**

* Before developing evaluation systems, the purposes of evaluation must be determined.
* Why do we want to evaluate training programs? And what aspects are we interested in evaluating.

**Step 2: Select Evaluation aspect**

* Four aspects could be evaluated in a training program: {(1) Reaction/feedback; (2) Learning, skills/capacities acquired; (3) Behavior; and (4) Results/impact.}

**Step 3: Design Evaluation Tools**

Various evaluation tools can be selected depending on the purposes and methods of evaluation:

* Questionnaires
* Surveys
* Tests
* Interviews
* Focus Group Discussions
* Observations
* Performance Records

|  |  |  |
| --- | --- | --- |
| **Level 1: Reaction/feedback** | **Level 2: Learning, skills/capacities acquired** | **Level 3: Behaviors****Level 4: Results/impact** |
| Questionnaire | Pre / Post Test | Impact Survey |

**Step 4: Collect Evaluation Data**

How, when, who to collect data?

1. **Training process Evaluation (Process Evaluation)**
* **Questionnaire:** The following are some helpful guidelines to improve the effectiveness of questionnaire data collection:
* Keep responses anonymous;
* Distribute questionnaire forms in advance;
* Explain the purpose of the questionnaire and how the information will be used;
* Allow enough time for completing the questionnaire.

One common way of evaluating using questionnaires is **Pre/post Tests:** Giving the same set of questions to the training participants on the first day of training before all the sessions start (pre-test), and on the last day of training after all the sessions have been completed (post-test).

1. **Outcome Evaluation:** is an evaluation of what has been accomplished, in terms of numbers: looking into number of training workshops, number of people trained, etc…
2. **Impact Evaluation:** can be conducted to assess the actual impact of the training, and usually done after a certain time of completion of the training program(a year or two years). it can be done through a number of methods like:
* Semi-Structured Interview for Impact Survey;
* Focus Groups Discussion;
* On-the-job observation.

**Step 5: Analyze and Report Results**

* Data analysis and Reporting

**Data Input:** Before summarizing and analyzing data, make sure that data collected is kept in a secured place or entered into a computer (based on the number of courses and trainees). Many statistical software programs are available for such data. Unless you have extremely large data sets or must conduct highly sophisticated analysis, a simple program like Excel may be enough.

**Evaluation Report Outline**

* **Summary**
* Purpose of evaluation
* Evaluation audiences
* Major findings and recommendations
* **Program Description**
* Program background
* Program goals/objectives
* Program participants
* Program activities
* **Evaluation Design and Methods**
* Purpose of the evaluation
* Evaluation designs
* Data collection methods
* **Findings and Results**
* Description of how the findings are organized (e.g., by evaluation questions, themes/issues)
* Results of analyses of quantitative and/or qualitative data collected
* **Recommendations**
* Recommendations for action based on these conclusions
* **Appendices**
* List of participants
* Seminar/training materials
* Questionnaires, pre/post tests
* Program expenditure summary
1. Source: Glossary of Key Terms in Evaluation and Results Based Management [↑](#footnote-ref-1)
2. Source: Patton, M.Q. (1997). Utilization-focused Evaluation: The New Century Text (3rd ed.).

Thousand Oaks, CA: Sage. [↑](#footnote-ref-2)