Learning objectives

- Participants will be able to do one or more of the following:
  - Describe the components of typical evaluation measures
  - identify and/or develop a method and an instrument that is culturally appropriate for evaluating a training delivery;
  - explore measurement issues and considerations
Monitoring the training

- **Evaluating the Training (includes monitoring)** addresses how one determines whether the goals or objectives were met and what impact the training had on actual performance on the job or in the community.

- Generally there are 4 kinds of standard training evaluation: formative, process, outcome, and impact.
Types of evaluation

- **Formative** evaluation provides ongoing feedback to the curriculum designers and developers to ensure that what is being created really meets the needs of the intended audience.

- **Process** evaluation provides information about what occurs during training. This includes giving and receiving verbal feedback.
  - These two constitute monitoring
Types of evaluation

- **Outcome** evaluation determines whether or not the desired results (e.g., what participants are doing) of applying new skills were achieved in the short-term.

- **Impact** determines how the results of the training affect the strategic goal e.g. health promotion goal of reducing the incidence and prevalence of HIV/AIDS.

  - These two constitute what is usually referred to as evaluation or final evaluation
Evaluation methods can be either qualitative (e.g., interviews, case studies, focus groups) or quantitative (e.g., surveys, experiments).

Training evaluation usually includes a combination of these methods and reframes our thinking about evaluation in that measurements are aimed at different levels of a system.
<table>
<thead>
<tr>
<th>Qualitative Methods</th>
<th>Quantitative Methods</th>
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<tr>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
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<tr>
<td>• Generating new product ideas/concepts</td>
<td>• Participant surveys to assess the differences in changes in behavior back on the job as a result of training</td>
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<td>• Identifying key product attributes or attitudes using focus groups</td>
<td>• Comparison of perceptions of usefulness of training</td>
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<td>• Secondary data analysis (obtaining exploratory information from experts, using techniques such as Delphi, informants, archival data, case studies, journals, one-on-one interviews, etc.)</td>
<td>• Studies to assess demographic differences between individuals/groups, etc.</td>
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<td><strong>Characteristics</strong></td>
<td><strong>Characteristics</strong></td>
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<tr>
<td>• Is exploratory: most appropriate for exploring ideas, problem areas, concepts for design, etc.</td>
<td>• Describes: used for description of characteristics, relationships, similarities and differences</td>
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<tr>
<td>• Often used to define problem(s), identify relevant variables, and provide direction for further research</td>
<td>• Can suggest correlations but not prove cause/effect relationships between two or more variables (e.g., there is a correlation between attending training and changes in job related behavior, but cannot say for sure that training alone caused changes in behavior)</td>
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<tr>
<td>• Uses fairly informal research design.</td>
<td>• Employs a well planned design that clearly identifies who, what, when, where, etc.</td>
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<tr>
<td>• Provides depth of understanding</td>
<td>• Asks &quot;How many?&quot; &quot;How often?&quot;</td>
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<tr>
<td>• Asks &quot;Why?&quot;</td>
<td>• Usually involves completing a questionnaire (e.g., pencil and paper instrument or telephone) to gather information</td>
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<tr>
<td>• Is subjective</td>
<td>• Strives to be objective</td>
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<tr>
<td>• Enables discovery</td>
<td>• Usually involves statistical analysis</td>
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<tr>
<td>• Studies motivations</td>
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Formative Evaluation may be defined as "any combination of measurements obtained and judgments made before or during the implementation of materials, methods, or programs to control, assure or improve the quality of program performance or delivery."

It answers such questions as, "Are the goals and objectives suitable for the intended audience?" "Are the methods and materials appropriate to the event?" "Can the event be easily replicated?"
Formative evaluation furnishes information for program developers and implementers.

It helps determine program planning and implementation activities in terms of (1) target population, (2) program organization, and (3) program location and timing.

It provides "short-loop" feedback about the quality and implementation of program activities and thus becomes critical to establishing, stabilizing, and upgrading programs.
Process Evaluation

- **Process Evaluation** answers the question, "What did you do?" It focuses on procedures and actions being used to produce results.

- It monitors the quality of an event or project by various means. Traditionally, working as an "onlooker," the evaluator describes this process and measures the results in oral and written reports.

- **Process evaluation is the most common type of training evaluation.** It takes place during training delivery and at the end of the event.
Most of you probably have done it in one form or another. The question we try to answer is "What did you do?"

Following is a sample list of the kinds of information collected to answer this question:

- Demographic data (characteristics about participants and their physical location)
- What was taught; how long it took
- Whether or not the objectives were met
- Who did what to whom, and when
Outcome Evaluation answers the question, "What happened to the knowledge, attitudes, and behaviors of the intended population?"

Specific and observable changes in behaviors that lead toward healthier or more productive lifestyles and away from problem-causing actions indicates a successful program.

For example, a successful project is one that is successful in causing a higher percentage of students to use condoms when…. This project would produce both "outcomes" and "impacts."
Outcome evaluation is a long-term undertaking.

Outcome evaluation answers the question, "What did the participants do?"

Because outcomes refer to changes in behavior, outcome evaluation data is intended to measure what training participants were able to do at the end of training and what they actually did back on the job or in their community as a result of the training.
In essence

- For example, at the end of the training, were participants able to:
  - Develop their own goals and objectives?
  - Develop an action plan for a specific issue?

- Back on the job, were participants able to
  - Conduct a needs assessment of the intended audience identified for a new curriculum design effort?
  - Actually use the Toolkit?

- In other words, outcome evaluation looks at whether or not participants and/or organizations/agencies/units achieved the desired results from applying the knowledge, attitudes, and/or skills learned in the training.
Impact Evaluation takes even longer than outcome evaluation and you may never know for sure that your project helped bring about the change.

The focus is on changes that have occurred in key social indicators which are used to gauge the levels of problem occurrence.

Examples of "impacts" are reduction in the incidence of HIV/AIDS; increase in condom use among students.

Impacts occur through an accumulation of "outcomes."
Impact Evaluation

- Impact evaluation is meant to answer the question, "How did what was taught in the training affect the problem?" (Think back on the problem statements you developed.)

- Impact evaluation tries to measure whether or not training has affected the initial problem you identified.

- In other words, an impact evaluation is meant to assess the extent to which what was learned is making a difference at the community level, or targeted groups, or beneficiaries of the intervention.
Though this type of evaluation usually takes a long time and costs a lot of money, it is the type that really focuses, for instance, on assessing whether or not there has been a reduction in the incidence and prevalence of specific problems in the community.

The idea here is that the impact of training will hopefully be far reaching and make a difference in peoples' lives.
<table>
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<tr>
<th>Technique</th>
<th>Subject</th>
<th>Information Collected</th>
<th>Description of Technique</th>
<th>Point of Application</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant Profile</td>
<td>Participant</td>
<td>Information on professional background and current work experience.</td>
<td>Short instrument with forced choice and open-ended item.</td>
<td>Prior to the training event.</td>
<td>Indicates participants’ training requirements, characteristics, and special needs.</td>
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<tr>
<td>Reactive Participant Questionnaire</td>
<td>Participant</td>
<td>Information on reactions to the training sessions and overall event and recommendations for improvement.</td>
<td>Short instrument with forced choice and open ended item.</td>
<td>Following each training session and at the end of the event.</td>
<td>Indicates to what extent training sessions and overall event are useful, interesting, and effective from the participants’ perspective.</td>
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<tr>
<td>Participant Oral Feedback</td>
<td>Participant</td>
<td>Observations and recommendations on the training content and methods.</td>
<td>Open discussion facilitated by the evaluator. Participant feedback is recorded.</td>
<td>At the close of each training day.</td>
<td>Indicates problem areas, and is used to identify needed modifications.</td>
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<tr>
<td>Training Session Observation</td>
<td>Observer</td>
<td>Assessment of trainer presentation, participants’ interests, and group involvement.</td>
<td>Observer records perceptions and recommendations for each session. The notes are collected and analyzed.</td>
<td>During each training day.</td>
<td>Indicates strengths and weaknesses of the course components.</td>
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<tr>
<td>Observer-Trainee Debriefing</td>
<td>Observer Training Personnel</td>
<td>Observations on training content and methods, trainer presentation, and group involvement.</td>
<td>Open discussion facilitated by the evaluator. The discussion is recorded.</td>
<td>At the close of each day and at the end of the training event.</td>
<td>Indicates problem areas, and is used to identify needed modifications.</td>
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Sample Evaluation Tool

● What are the three most important things you learned during this training?

● Do you think you will have the opportunity to utilize the training skills you’ve practiced during this workshop within the next three months? Yes/ No
  ▪ If yes, please briefly describe when and how you might apply these skills.
  ▪ If no, please explain why you will not be able to utilize these training skills within the next three months.

● If you were given the task of redesigning the workshop, what would you change?
Take a break! Eat Something!