

A guide to training methodology in the context of youth work!



From Planning to Impact Evaluation



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About this guide.



Training activities contribute greatly to the realisation of environmental, social and cultural changes. This guide looks at the various ways that non-formal learning-oriented approaches strengthen the completeness of the theory of change through educational and/or learning training interventions which if effectively planned, organised, designed, delivered and followed up, empower young people and further, strengthen youth organisation's capacity for a greater social, cultural, or environmental change through non-formal learning in the context of youth work.

For five years, **TERRAM PACIS** has been involved in educational training of both young and adult learners, as well as training of youth workers and adult educators. Based on such an expanding training practices, experience and lessons learned at the field level, and related research, we developed a comprehensive methodological approach to training interventions in the context of non-formal educational practices through youth work, which has been piloted and fine-tuned through our training-of-trainers programmes.

Therefore, this guide presents **TERRAM PACIS** training methodology for youth workers in non-formal education settings, and provides practical guidance on all the phases of a training cycle: **planning**, **designing**, and **delivering**, as well as **follow-up** by conducting post-training interventions, monitoring, and evaluation. It aims primarily to outline ways to maximise the impacts of youth projects carried out to empower youth and youth workers and may prove useful to youth workers, trainers, facilitators, adult educators, and other actors in the field of youth or adult education in non-formal education.

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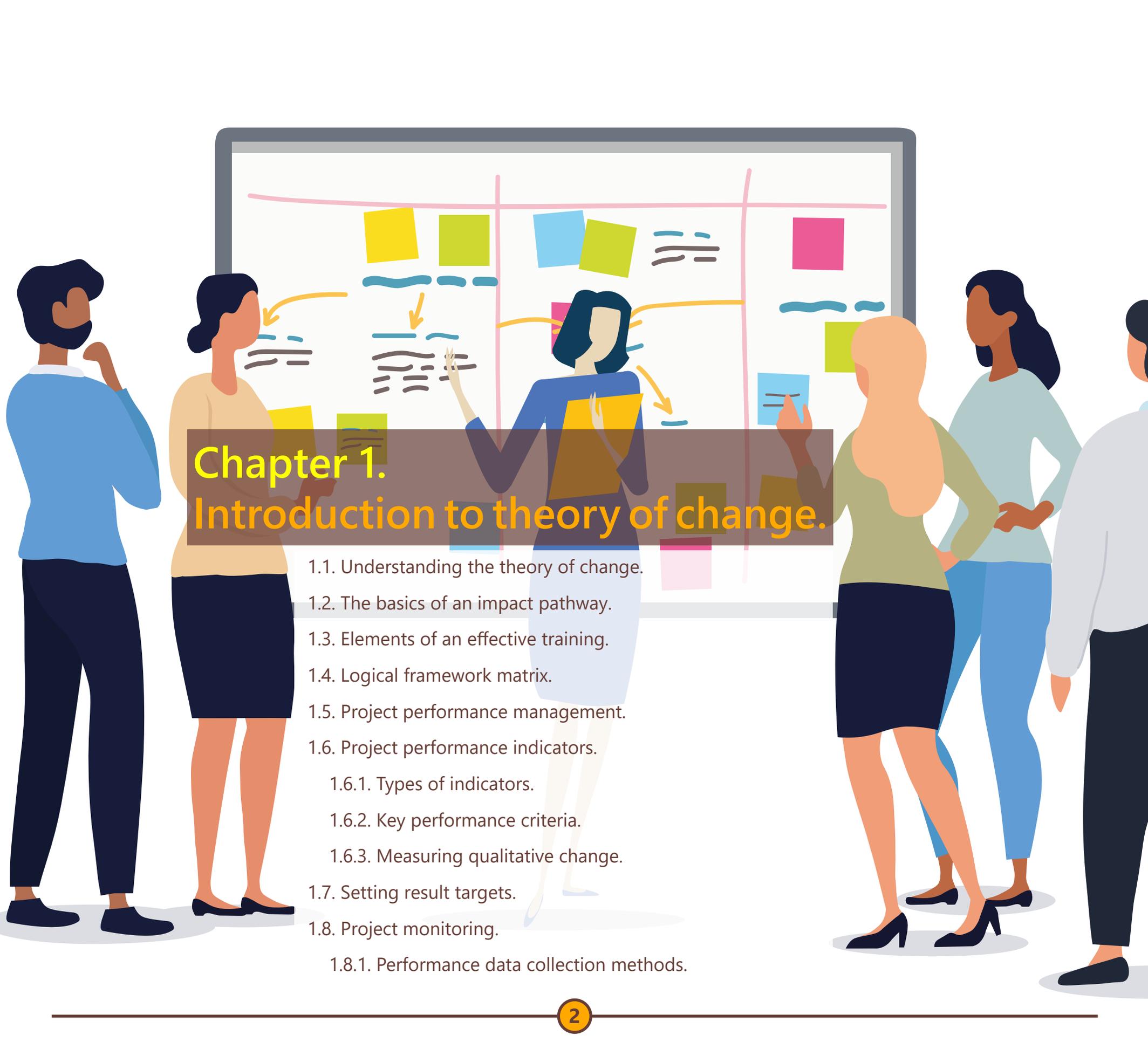
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Chapter 1. Introduction to theory of change.

- 1.1. Understanding the theory of change.
- 1.2. The basics of an impact pathway.
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1.1. Defining a theory of change.

Pathway to Social Change, or an Impact Pathway, is defined as a logical causal chain from a project context to a project impact. It looks at how an environmental, social, gender, or cultural change is anticipated to happen through a series of training and post-training interventions undertaken by projects targeted groups, beneficiaries and other relevant stakeholders.

Thus, the training and post-training interventions, are at the core of an Impact Pathway, more explicit, both training activities and post-training interventions play a major role in achieving the projects results at the Output, Outcome and Impact levels, which contribute to the achievement of a greater social, cultural, gender, economic, or environmental changes the project intends to contribute or make within a particular community and among its members.

However, for the training and post-training interventions to achieve results which contribute to the achievement of the desired social, cultural, or environmental changes within a particular community or among a particular group(s), can be a challenge, as it requires project managers to create the conditions for realising both project short-term and medium-term results within the project lifecycle, which contribute to the achievement of project long-term results.

Such a thinking guides our training techniques for achieving project long-term results (impacts), more explicitly, the greater environmental, social, or cultural changes, which the project intends to contribute to or make within a particular community or among a particular group. It is thus a thinking which is built on an **Impact Pathway**, by emphasising and visualising the contribution of training and post-training interventions towards long-term results, accompanied by a monitoring and evaluation process.

Therefore, our training techniques outline plausible pathways on how through training interventions, project inputs contribute to project results at the Output level, and how through post-training interventions, the use or satisfaction of Outputs by the training beneficiaries at the individual learners, organisational, or community level contribute to project results at the Outcome level, and finally, how a use or satisfaction of Outputs by post-training interventions beneficiaries contribute to project results at the Impact level.

1.2. The basics of an Impact Pathway.

Understanding **Impact Pathway** as a process through which a project contributes to a desired social, gender, economic, or environmental change within a particular community or among a particular group, begins with defining the project in terms of context, inputs, and foreseen interventions, which further attempts to capture a common project performance management system.

1.2.1. Project context

These are the circumstances that form the conditions for which the need for a project to address a problem, need, gap, or an issue within a specific community can be fully understood. The first step is thus conducting a needs assessment to determine its relevance and targeted groups and their learning needs or gaps, in order to define and set long-term result(s), goal and objectives.

The context set the overall pathways to a social change's:

1. **Long-term result(s):** describe the expected situation after the project lifecycle.
2. **Goal(s):** identify the means to be employed to contribute to achieving the desired long-term result(s).
3. **Objective(s):** define precise and measurable statements concerning the knowledge, skills, and attitudes to be developed to achieve desired results.

1.2.2. Project inputs

These are the financial, the materials and the human resources such as funds, staff time, equipment, or venue, travel, meals and accommodation costs and their arrangement, or learning materials, tools, or resources costs, etc. used in conjunction with project interventions to achieve project results.

1.2.3. Project interventions

These are the concrete activities, processes or tasks which the project's targeted groups undertake to transform project inputs into long-term result at the Output and Outcome levels.

A training course is thus only one of the many possible interventions to address a specific social, cultural, gender, economic, or environmental problem or issue within a particular country or community, or among a particular group. However, before deciding to carry out a training, it is essential to analyse the context in which such training is to take place and the problem it seeks to address, in order to assess whether it is the right project's intervention to use.

1.3. Elements of an effective training.

Achieving a project long-term results, or impacts, relies heavily on the training methodological principles, which when appropriately adapted, provide guidance for planning, designing, delivering, and monitoring, and evaluating of a training.

1.3.1. Audience specificity

A training should be learner centred. It should start from, and focus on, the reality and the life and/or work of the learners, and the relevance of their learning needs and gaps towards project long-term results. Its content and methodology should thus be tailored and structured around learning needs, gaps and experiences of learners and the context in which their work or live in.

1.3.2. A practical approach

A training begins with the recognition that the learners in the real world want to know what precisely is in it for them, that is, what value and benefits can a better understanding of how to address a social, cultural, gender, economic or environmental problem or challenge they are struggling with bring to their work? A training that ignores this fact is likely to be neither credible nor effective.

1.3.3. Participants' experience

Learners bring to a training room their own expertise and practical experience, which should be acknowledged and drawn upon for the benefit of the training. The extent to which training organisers do this, enhances the learners' reaction to the training. The trainers should thus create a collegial atmosphere in which exchange of expertise and experience is facilitated.

1.3.4. Participatory approach

An active participation by learners is one of the most important factors that enables learning and performance. Ensuring participation involves learners' own experience and facilitating critical reflection and analysis, so that they can develop strategies for action. Participatory training techniques encourage peer learning and lead to better knowledge, skills and attitudes retention.

1.3.5. Learning methodologies

The aim of a training intervention is to engage with learners through learning methodologies that are to result in achieving the intended learning objectives, by involving learners in learning activities which enable them to transfer knowledge and develop skills and attitudes that encourage behavioural change.

1.4. Logical framework matrix.

The project Logical Framework is an analytical tool used for conceptualizing project objectives. Logframe tool is built on planning concept of a hierarchy of levels that link project inputs, activities, outputs, outcomes, and impacts. There is an assumed cause-and-effect relationship among these elements, with those at the lower level of the hierarchy contributing to the attainment of those above:

1. **inputs** are used to undertake training activities that lead to the delivery of outputs;
2. **outputs** are used to undertake post-training activities events that lead to the attainment of outcomes;
3. **outcomes** are used to undertake actions by project beneficiaries that lead to impact, which contributes to the desired social change.

The analytical structure of the logframe outlines causal means-ends relationships of how a training is expected to contribute to objectives. It is then possible to configure indicators for monitoring implementation and results around such a structure by displaying project design logic (inputs, activities, outputs, outcomes, and impacts).

This guide further emphasises on the responsibility of training organiser to monitor and evaluate the management, implementation and progress of the training towards outputs, outcomes and impacts. Thus, Impact Pathway will only be effective based on how well the results chain and its assessment are designed and understood by everyone involved in the project, to ensure:

1. **Validity:** a measurement is valid to the extent that it represents what it is intended and presumed to represent and has no systematic bias. Do the data mean what we think they mean? Does the measurement technique indeed measure what it purports to measure? Though this may be affected by conceptual or technical errors, an indicator that is selected just because it happens to be available, may not be considered meaningful or valid. Even if the indicator itself is valid, technical errors during the data collection process may make measurement invalid.
2. **Reliability:** refers to the stability and consistency of the data collection process over time and from place to place within project area, so that measured progress reflects real social changes, rather than variations in data collection procedures, methods, or techniques. A measurement is reliable to the extent that, repeatedly applied to a given situation, it consistently produces the same results if the situation has not changed between applications.

BOX-1. Logical Framework Matrix.

NARRATIVE SUMMARY	OBJECTIVELY, VERIFIABLE INDICATORS	MEANS OF VERIFICATION
Impact: Deliver youth work actions to advocate for the integration of menstrual health and hygiene awareness in youth education or training policies.	Impact indicators > Social change.	Impact Evaluation data. • Partners-based survey.
Outcomes: Youth workers improved their menstrual knowledge and their organisations resources.	Outcome indicators > Impact.	Transfer and Impact evaluations data. • Beneficiaries-based surveys.
Outputs: 60 youth workers trained and two manual on menstrual health and hygiene awareness in youth work are produced.	Output indicators > Outcomes.	End-of training evaluation data. • Participants-based surveys.
Activities: Implement two training for youth workers on menstrual health and hygiene awareness through youth work.	Activities > Outputs.	Formative evaluation data: • Training organisers-based surveys
Inputs:	Inputs > Activities.	• Needs assessments.

1.5. Project performance management.

A first step in performance measurement involves clarifying project objectives, by defining precise and measurable statements concerning the project's results to be achieved.

It is, however, unproductive to formulate objectives without at least defined expected long-term results: ultimate developmental, social, economic, gender, or environmental change to which the project aims contribute to, and the overall project's goal: means employed to contribute to achieving desired result.

E.g. Defined project long-term result

- as a long-term result of this project, the implementing partners are delivering community-based interventions in their youth work to build young people's capacity to advocate for integration of menstrual health and hygiene awareness in country-based education or training policies.

E.g. Defined project overall goal

- The goal is to facilitate youth workers' empowerment in designing and delivering menstrual health and hygiene awareness community-based interventions in their youth work or practices.

Thus, project objectives are precise and measurable statements of what the youth workers are able to do as a result of their participation in a training intervention that contribute logically to an achievement of project overall goal and desired long-term result or impact. Though for this to happen, each objective should be linked to either a specific training, or post-training intervention.

E.g. Defined project objectives

By the end of this project, youth workers will be able to:

1. apply a basic instructional design model to plan or develop effective menstrual health and hygiene awareness interventions in youth work.
2. demonstrate a range of facilitation skills that are consistent with a participatory approach in delivering community-based interventions.

Project objectives are introduced by action verbs aligned toward cognitive process dimensions so that during reflection, learners can reflect on how they are making progress towards objectives.

BOX-2. Verbs toward cognitive process dimensions.

COGNITIVE PROCESS DIMENSION	VERBS
Remembering: Recalling (recognising) knowledge, facts, concepts.	Define, describe, identify, outline, list, name, match, etc.
Understanding: Constructing meaning from outlined instructional messages.	Illustrate, distinguish, defend, explain, interpret, translate, etc.
Applying: Using ideas and concepts to solve problems.	Implement, solve, organize, relate, construct, produce, use, etc.
Analysing: Breaking a thing(s) down in components, seeing the structure.	Analyse, break down, select, compare, contrast, identify, etc.
Evaluating: Making judgments based on criteria and standards.	Rank, assess, monitor, check, test, judge, etc.
Creating: Reorganise diverse element to form pattern or structure.	Generate, plan, compose, develop, create, compile, design, etc.

1.6. Project performance indicators.

Once project's long-term result, goal and objectives have been clarified, the next step is to develop indicators for measuring performance to determine whether progress towards achieving long-term result is being made or not.

Whereas an objective is a precise and measurable statement concerning the long-term result to be achieved, a performance indicator specifies observable and measurable milestones concerning the results being achieved, which is measured along a scale, dimension; but does not indicate direction of change.

1.6.1. Types of indicators

In this guide, our focus is on three types of indicators:

1. **Implementation indicators:** which track the project's progress at the operational level.
 - E.g. tracking if project inputs and tasks or processes are proceeding according to the execution plan, schedules and within the budget.
2. **Risk indicators:** which measure social, cultural, gender, economic or environmental risk factors or assumptions outside the control of the project manager but might affect the project success. Monitoring this data is thus, important for analysing why things are working or not work as planned.



3. **Result indicators:** which measure project performance in terms of achieving project's overall objectives.

- E.g. tracking quality and quantity of results that are being achieved at output, outcome and impact level.

Performance or results indicators can be outlined as:

4. **Output indicators:** measure the most immediate results of a training; that is, physical quantities of product produced, or services delivered, and the number of beneficiaries served by the training.

- E.g. quantity of material or intellectual outputs produced, or number of learners who attended and trained in a training course.

5. **Outcome indicators:** measure the medium-term effects of a training on individual learners and their organisations such an increase in skills, attitudes, practices or resources, or satisfaction with products or services quality by the beneficiaries.

- E.g. quantity of post-training interventions conducted, the number of beneficiaries who attended them and their satisfaction level with the quality and usability of the materials or intellectual outputs used.

6. **Impact indicators:** measure longer-term effects of a training through advocacy actions taken by post-training interventions' beneficiaries who can directly use outputs in terms of services or products to contribute to social change that the project aims to make within their community.

- E.g.: the quantity of awareness-raising actions taken by post-training beneficiaries and the number of people engaged with or reached by their advocacy campaigns.

1.6.2. Key performance criteria

Indicators may also address a few specific performance criteria, which involves making comparisons of ratios, percentages, etc.:

1. **Productivity:** compares outputs with physical inputs.
2. **Quality level:** compares quality of outputs to technical standards.
3. **Satisfaction level:** compares outputs in terms of product or service with beneficiaries' expectations.
4. **Efficiency:** compares outputs with their costs.
5. **Effectiveness:** compares outcomes or impacts with their costs.
6. **Sustainability:** compares results during project lifecycle to results continuing after the project lifecycle.

However, based on project type, it is important to place different emphasis on these criteria, noting that, the selected performance criteria reflect the overall project performance.

E.g.:

1. if a key aim is to reduce costs or savings, then it is common to focus on cost measures, such as efficiency.
2. if a key aim is accountability, then it is common to focus on outputs measures, which are directly within control of project coordinator.
3. if a key aim is improvement, emphasis is thus on satisfaction level, or effectiveness measures.

Though some of these dimensions may present potential conflicts:

E.g.

- if a key aim is achieving higher quality intellectual outputs, it may involve increased costs; efficiency might then be improved at the expense of effectiveness.

Using a variety of different indicators help balance these tensions and avoid some of the distortions and disincentives that focusing too exclusively on a single performance criterion might create.

1.6.3. Measuring qualitative change

1. Feedback Surveys

At different points in a project lifetime, beneficiaries may be asked to answer to whether they perceive the project's outputs to be useful or not.

E.g.:

- an increase in percentage from 40% to 75% of usability feedback by end-users who perceived project outputs as useful during prototype testing and during product review, provides a measure that qualitative change is taking place.

2. Rating Scales

At different points in a project lifetime, beneficiaries may be asked to rate their satisfaction level with project outputs on a numerical scale (1 to 10) or according to categories (very low, low, medium, high, very high). The responses can be presented as averages or as a distribution.

E.g.:

- from prototype testing to product review, usability rating may go up from 4.0 to 7.5 on a 1-10 scale, or the percentage of end-users who consider the product to be useful or very useful may increase from 40% to 75%.

1.7. Setting result targets.

A result target or target, is a specific observable and measurable indicator value concerning results to be achieved by a specific date within the project timeline, which further indicate the direction of change.

E.g. Defined results targets

- from 01 to 09 months, a result target of 30 youth workers are trained, and thus, they are applying a basic instructional design model to plan and develop effective menstrual health and hygiene awareness interventions in youth work.
- from 01 to 12 months, a result target of 30 youth workers are trained, and thus, they are applying facilitation skills that are consistent with a participatory approach in delivering community-based interventions.
- from 09 to 18 month, a result target of 240 youth activists are trained, and thus, they are developing and conducting campaigns to advocate for menstrual health and hygiene awareness.

Baseline values that measure conditions at the beginning of a project are needed to set realistic targets to meet within the constraints of resources and time available on:

1. **Interim targets:** expected values at various points-in-time over project lifetime;
2. **Final targets** are the values to be achieved by the end of the project.

Targets represent commitments signifying what the project intends to achieve in concrete terms and become the standards against which project's degree of success is judged on. Thus, the monitoring and analysis of performance becomes a process of gathering this data at periodic intervals and examining the actual progress achieved vis-à-vis the initial targets.

Further, targets orient the project coordinator and implementing partners to the tasks to be accomplished and motivate them to do their best to ensure that those targets are met on due time. Moreover, they serve as guideposts for judging whether progress is being made on schedule, at envisioned levels; tell us how well a project is progressing.

However, tension exists between the need to set realistic and achievable targets versus setting them high enough to ensure implementing partners stretch to achieve them. On the other hand, if targets are unrealistically high and unattainable, confidence and credibility suffer that may set in motion perverse incentives to distort data.

Thus, following the below steps helps to avoid such a tension:

1. **Establishing a baseline:** it is difficult if not impossible, to establish a reasonable target without a baseline, the indicator value before project begins; established using existing secondary data sources or primary data collection.
2. **Beneficiaries expectations:** while targets are set on an objective basis of what can realistically be accomplished, it is important to get opinions from beneficiaries about what they want, need or expect from the project.
3. **Implementing partners views:** to set realistic targets, it is important to seek inputs from implementing partners, who have a clear understanding of what is feasible to achieve or not in their given local context. Thus, their participation gives them ownership of targets and of the project.

1.8. Project monitoring.

As a project gets underway, empirical observations or data are collected at regular intervals to monitor if progress is happening. In other words, the project monitoring involves a periodic collection of indicator data in project execution phase.

A distinction is thus made between:

1. **implementation monitoring** that focuses on maintaining records and accounts of a project inputs and tasks or processes; and
2. **performance (results) monitoring** which focuses on measuring result at the output, outcome and impact level.

The relative importance of monitoring different types of indicator data shifts during project lifecycle: from an initial focus on implementation monitoring, to monitoring outputs and outcomes in the middle, and finally to monitoring of impact towards the end of the project lifecycle or ex-post.

Implementation monitoring data comes from ongoing financial accounting and field records systems that are maintained routinely by project team. This information is generally needed frequently (weekly, monthly or quarterly) to assess compliance with budget, schedules, and workplan, which guide day-to-day operations.

Results monitoring measures whether a project is moving towards its objectives; that is, what results have been accomplished relative to what was targeted. Information from results monitoring is important not only for influencing management decisions aimed at improving performance and achieving results, but also for reporting to donor agencies.

1.8.1. Performance data collection methods

Performance data collection involves different data sources and methods, frequencies of collection, and assignment of responsibilities. Best practices involve preparation of performance monitoring plans at the project's outset that spell out exactly how, when, and who will collect data.

The project coordinator has the overall responsibility for ensuring that the project performance monitoring plans and systems are established. There are several basic options for implementing data collection, depending on the level of results information and complexity of methods needed.

The assignment of responsibility for data collection works best if it is placed closely to those who use it. In other words, an implementing partner may be reluctant to collect data unless it is perceived as directly useful and relevant to their own decision-making processes or tasks at hand.

1. **Inputs monitoring**, which involves keeping records on resources used and available, completed tasks, etc. on on-going basis, with frequent checks to assess compliance with the workplan and budget, is the responsibility of project coordinator and implementing partners.
2. **Outputs monitoring**, which involves keeping records on the quantity of products or services and number of beneficiaries reached, which is collected immediately after a training, is the responsibility of project coordinator and implementing partners.
3. **Outcomes monitoring**, which involves keeping records on number of beneficiaries reached and their preference or satisfaction with output usability, which is collected after post-training interventions, is the responsibility of implementing partners, who in return report data to the project coordinator.
4. **Impacts monitoring**, given the long-term nature of this result and the complexity of collecting its data, it makes more sense to undertake beneficiaries-based surveys at the project's beginning to establish a baseline and at the end, to track progress made. An analysis of project attribution involves comparisons of the situation before and after a project, or in areas covered and not covered by project.



BOX-3. Blended learning in training.

Advantages of digital education in training.

Our digital education programme facilitates the innovative use of digital technologies during training and learning activities. Exploring the use of digital tools and technologies gives youth workers and learners the opportunity to design and participate in engaging training and learning processes that take the form of blended training through youth work in non-formal learning settings.

Blended learning combines the traditional face-to-face training with digital learning in a seamless and complementary flow of learning, which further ensures that the digital gender gaps in training are closed.

Tackling digital gender gaps focuses more on empowering youth and adults learners in the use, access and development of digital skills, to address digital gender-based discrimination in emerging technologies.

Therefore, digital tools considerably support face-to-face training efforts, to increase outreach, accessibility and content retention while reducing costs:

1. **Interaction and collaboration** between learners and trainers, and among the learners. For instance, online platforms can create post-training communities of practices for the learners to build on learning and exchanges, which took place during the training.
2. **Delivery** during the training integrates techniques allowing learners to benefit from participatory presentations, infographics or videos are used as visual aids for learning. Before the face-to-face component of training, other components may be delivered through online learning platforms, such training manual, handouts and application forms.
3. **Evaluation** is facilitated by various digital tools used for conducting evaluation surveys among the learners, or other stakeholders, and for analysing collected data that support training evaluation processes.

Clearly, how far the digital education can be incorporated into the training planning, design and delivery will vary greatly, depending on the context and scope of the training.





Chapter 2. The training cycle.

2.0. Defining a training.

2.0.1. Advantages of digital education

2.1. Planning phase.

2.1.1. Training needs assessment.

2.2. Design and organisation Phase.

2.2.1. Defining results, goals & learning objectives.

2.2.2. Developing training agenda.

2.2.3. Designing session plans.

2.2.4. Defining methodology & learning activities.

2.2.5. Conducting formative evaluation.

2.3. Delivery phase.

2.3.1. Conducting process evaluation.

2.3.2. Conducting summative evaluation.

2.4. Training follow-up phase.

2.4.1. The training report.

2.4.2. Post-training interventions.

FIGURE-1. Training cycle



1. **Organised efforts:** training should not be improvised. Training delivery is one of the final stages of training cycle, which starts with planning and design.
2. **Transfer the knowledge:** knowledge does not refer to just understanding of any standards, systems, or mechanisms but only to those specifically relevant to training audience in a specific context with regards to its reality.
3. **Develop the skills:** in learning activities, skills are strengthened by practice and application, a process which needs to continue after the training through appropriately, tailored post-training interventions.
4. **Develop the attitudes:** change negative attitudes or to reinforce positive ones, so that the learners can assume their responsibilities, and thus, take the necessary actions to resolve, reduce or prevent effects of a cultural, economic, gender, social, or environmental problem on them and/or their communities
5. **Encourage a behavioural change:** the effectiveness of training lies in the actions that the training fosters among the learners, and its effects on their lives: observable changes at the level of individual learners, their organisations or groups and their broader community or society that can reasonably contribute to project's long-term results.

2.0. Defining a training.

A training is a process, of which training delivery, which is the most visible component, is just one of the final stages. A training cycle is thus a model that conceptualises different phases of a training, from the initial idea to post-training interventions.

Therefore, throughout this guide, a training is thus understood as a learning process which involves a wide spectrum of learning activities aimed at empowering, or strengthening the learners' knowledge, skills, and attitudes as a means to address a specific cultural, economic, gender, social, or environmental problem.

Hence, in keeping with this context, a training refers to organised efforts to transfer the knowledge, and develop the skills and the attitudes that encourage behaviours, which contribute to resolving, reducing, or preventing the effects of a specific cultural, economic, gender, social, or environmental problem on the community or among a particular group(s).

The first step of training is needs assessment, a process which helps identify training's audience learning needs and gaps. The training organisers use this process to identify desired results, set training goal and learning objectives, and decide on the most appropriate content and methodology of the training.

The content and methodology are then worked out in depth in design phase, during which an overall training agenda and plans for each individual session are prepared. Moreover, design phase looks at administrative aspects such as training team, budget, timing, venue, accommodation, agreement letters, information to learners, training materials, etc.

After a training has been held (delivery phase), through a training report the training organisers documents main aspects of the course, used methodology and results that are identified in a short-term and medium-term perspective.

In the follow-up phase, training's beneficiaries and implementing partners, create enabling environment and conditions for conducting and assessing post-training interventions as a result of their participation in the training.

2.1. Planning phase.

Before deciding to conduct a training, it is essential to analyse the context in which such a training is to take place in and the problem it seeks to address, to build upon, rather than duplicate other efforts and to ensure that resources are efficiently used, other interventions that address the same problem also need to be taken into consideration.

2.1.1. Training needs assessment

2.1.1.1. Purpose and content

The decisions to develop a training are prompted by the perception that it can contribute to overcoming a specific problem, challenge, or issue. Training needs assessment substantiates that perception through a methodologically sound process, which supports the analysis of the situation.

Throughout the guide, a needs assessment will broadly be defined as a systematic process to gather information and opinions from different sources on a particular problem or issue in order to make effective decisions, interventions, or recommendations about appropriate efforts and actions to take.

A training needs assessment is thus conducted once it has been determined that the lack of a particular set of knowledge, skills, and/or attitudes and values is contributing to an existing problem, or is undermining the efforts and actions taken to resolve, prevent, reduce or transform the effects of an existing problem, and that a training intervention is the right way to help address the situation.

Therefore, a training needs assessment is a necessary evaluation process, which enables an organisation, a group, or members of a community to fully understand the change that is needed and to make appropriate decisions related to training design. It enables them to gather the necessary information to:

1. build an adequate picture of the problem context;
2. develop a profile on the characteristics of potential learners;
3. Identify the capacity, gaps or needs of learners in relation to addressing the existing problem.

A solid understanding of the context and characteristics of learners, guides training design, which helps training organisers to determine learning needs, desired results, goal and learning objectives. Further, a needs assessment informs decisions about the most appropriate content, methods, techniques and time frame of a training.

Moreover, training needs assessment does not only ensure that training content is tailored to meet the real needs of learners, it also gives credibility to training efforts toward a social change.

2.1.1.2. Tools and data

The training needs assessment data may come from variety of sources, however, before setting out to collect it, it is important to assess what information is already available, in order to save both time and resources. In addition to reviewing the available sources, additional information needs to be gathered, through different tools. or processes.

BOX-4. Needs assessment's tools and data type.

TOOL OR PROCESS	VERBS
Desktop-based research	<ul style="list-style-type: none">• Content of existing tools, materials, resources, or reports, etc. can be assessed for relevance;• They can provide reliable information about the context, or existing challenges, and gaps.
Questionnaire or survey	<ul style="list-style-type: none">• Information on non-formal learning, training, programmes, youth work contexts.• Demographic information on and about the learners and their existing knowledge and experience.
Consultations or Focus groups	<ul style="list-style-type: none">• Analysis of current training contexts for potential participants;• Information on and about the participants characteristics, particularly regarding existing knowledge and experience, and gaps;• Participants expectations and their motivation.
Formal interviews	<ul style="list-style-type: none">• More in-depth information about the learner characteristics, relating especially to existing knowledge and experience, as well as existing knowledge gaps and learners' motivation;• Information relating ways in which the existing interventions or programmes are not meeting learners needs or closing knowledge gaps in the current contexts.
Training application form	<ul style="list-style-type: none">• Demographic information about learners;• Information about existing knowledge and experience;• Information about the knowledge gaps, and the problem context.



2.1.1.3. Analysing the information

Data analysis involves organising the raw or source data collected through the needs assessment and extracting useful information from it. This includes:

1. checking the data collected for omissions, or errors;
2. interpreting data to identify trends, or priorities for training needs; including learners expectations to close identified knowledge or skills, gaps;
3. validating the data with representative learners or other stakeholders.

Organising and reflecting upon the data gathered through the training needs assessment makes it possible to develop a profile of learners and a description of the environment and conditions in which they work or live in. This process can further highlight other factors which can support the training efforts.

Disaggregating the data by gender provides information about any significant gender differences and gender minority groups' status that training organiser needs to consider when designing the course. Further, characteristics such as disability, language ability, etc. should also be disaggregated.

Gender analyses provide an insight into how gender affects the context of the learners, making it easier to design appropriate actions to ensure that learning activities benefits all learners regardless of gender identity, and that inequality is not perpetuated.

2.2. Design and organisation phase.

With the information gathered from training needs assessment, the training organiser can proceed with designing and organising phase, which addresses the learning needs expressed by learners. This process focuses on the development of training results, goals and objectives. It further, identifies appropriate training methodology, session plans, and activities and conducts formative evaluation.

2.2.1. Defining results, goals and learning objectives

A training organiser analyses needs assessment data, to define desired results, which describe the expected situation after the training, and the overall goal for training that describes how a training will contribute to achieving desired results.

With defined results and goal, it is possible to develop the learning objectives for the training, which describe learning outcome statements capturing what it is expected that the learners will be able to do as a result of the learning process, which contribute logically to achieving the training goal to the desired results.

2.2.1.1. Defining training results

After understanding the context and characteristics of learners and their needs or gaps, and the change that they need, it is important to determine what that desired change would look like in terms of results and how they will be measured.

Thus, developing a clear vision of what end results would be like and determining how to achieve them, helps to make sure that the training design is oriented in that direction. Hence, clearly articulating desired results enables the setting of a clear goal and realistic learning objectives for a training and development of evaluation tools needed, in order to confirm, over time, that the desired change has indeed occurred.

Results are therefore identifiable, and measurable indications describing the expected situation after a training, which demonstrate that the training goal and training's learning objectives have been achieved by the learners. Whether measured in a shorter, medium, or longer-term perspective, they are about the desired change at different levels. Hence, the training organiser should be able to identify and measure positive changes or results to which their training has contributed.

2.2.1.2. Levels of change.

Throughout this guide, a training intervention contributes to the below level of change:

Level-1: Individual

Changes we want to see in the individual learner. What knowledge, skills, attitudes, and behaviour can an individual acquire, reinforce, or modify?

E.g. individual-centred change:

- Learners become familiar with participatory approach through non-formal education and are confident to begin to use it in their youth work.

Level-2: Organisation or group

Changes we expect when the learners transfer their learning experiences to their organisation or to a group they work with such as members of their community; what effects might their new knowledge, skills, attitudes, and behaviours have on the organisation or group?

E.g. organisation-centred change:

- Learners' organisation or groups incorporate the participatory approach in their programmes in non-formal learning.

Level-3: Community or society

Changes we anticipate when an organisation or a group transfers its learning to the broader community; what effects might be observed?

E.g. community-centred change:

- A participatory approach is incorporated into youth work of other groups, into their other work, or into other aspects of youth policy in the broader community.

2.2.1.3. Type of results.

A training intervention is the main activity of a project in our youth work, which is the core element of our Impact Pathway approach that contributes to achieving project desired results, measured at three levels: Outputs, Outcomes and Impacts.

Through Results-Based-Management, the Impact Pathway focuses on improving performance and ensuring that training interventions contribute to achieving long-term result or impact.

1. Short-term results - Outputs:

The immediate consequences or effects a training, observed at two levels:

1. direct product or service stemming from the training: actual training sessions delivered, materials, tools, and resources produced.
2. the number of the learners served by the training.

E.g. as short-term results of this training;

1. 30 youth workers are trained to develop menstrual health and hygiene awareness interventions in youth work;
2. a manual on basic instructional for delivering community-based interventions and participatory approach facilitation skills is produced.

2. Medium-term results - Outcomes:

These are the intermediate effects or consequences of a training, observed at two levels:

1. Immediate outcomes:

These are the initial learning outcomes among the learners who participated in the training that are directly attributable to Outputs; represent a change or increase in skills, awareness, behaviours, or ability among learners.

2. Intermediate outcomes:

They constitute a change in behaviour or practice among the learners' organisations or communities, observed based on quantity of post-training interventions delivered by the learners, the number of beneficiaries served, or satisfaction level with output usability.

Outcomes timeframe in the project execution should be organised in a way that they are achieved within project lifecycle.

E.g.: as medium-term results of the training outputs;

1. 6 post-training interventions are delivered by implementing partners at the local community level;
2. 240 youth activists capacity to develop or conduct awareness-raising campaigns is built and strengthened.
3. 80% of youth activists responded to be satisfied with the training manual usability at 7.5 rate on a 1-10 scale.

3. Long-term results - Impacts:

These are the long-term consequences or effects of a training that lead to the ultimate change to which the project contributes to, observed based on actions taken by beneficiaries who participated in post-training events at the local level.

E.g.: as long-term results of the training outcomes;

1. Youth activists are developing, or conducting awareness-raising campaigns to advocate for the integration of menstrual health and hygiene education in their schools, youth clubs, or organisations.
2. 1500 teachers, educators, policymakers or civil society leaders are reached and engaged with the menstrual health and hygiene awareness advocacy campaigns, and thus, they are developing positive attitudes toward integrating menstrual health education in their youth work, social work, community work, etc.
3. Youth local organisations are using produced training manual in planning and delivering menstrual health and hygiene awareness interventions through participatory approach in their youth work.

Impacts are the most difficult results to attribute to a specific project activity. Their timeframe is such that they might not achievable or measurable within the project lifecycle but expected to be achieved by practices through the learners' organisations or community, or next users who directly use training outputs in terms of services or products in their youth work or organisations.

Therefore, the project manager and implementing partners should have the ability to conduct successful result dissemination and exploitation activities, in order to create an environment and the conditions to ensure that training outputs can reach and be used by end-users such as other youth workers, youth activists, teachers, trainers, educators or youth organisations, etc.

2.2.1.4. Defining training goal.

Training goal describes how a training intervention will contribute to achieving the project's desired long-term results or the expected impacts. It is thus more beneficiary and productive if the training goal reflects the overall project goal.

E.g.: defined training goal;

The goal of this training is to increase the capacity of youth workers in designing and delivering menstrual health and hygiene awareness interventions through a participatory approach in their youth work.

Thus, there is a connection between the starting point and the end point, an alignment of visions that greatly increases the likelihood that desired results will eventually be achieved. The challenge is to determine how to get from the goal to results. It is done by developing learning objectives for the training, which reflect the goal.

BOX-5. Connection between training impact and training goal.

LONG-TERM RESULT	GOAL
As a result of this training, youth workers are integrating menstrual health and hygiene awareness in their youth work.	The goal of this training is to increase the capacity of youth workers to integrate menstrual health and hygiene awareness in their youth work.
As a result of this training, youth workers are developing and design effective training interventions using a participatory approach.	The goal of the training is to enhance the capacity of youth workers to develop and design effective training interventions using a participatory approach.
As a result of this training, youth workers are integrating gender-sensitive practices into their work.	The goal of the training is to strengthen the capacity of youth workers to integrate gender-sensitive practices into their work.

2.2.1.5. Conceptualising learning objectives.

Training learning objectives describe measurable statements towards learning outcome that capture what knowledge, skills and attitudes the learners should be able to exhibit as a consequence of their participation in the training, which logically contribute to achieving the overall goal and desired results.

Therefore, training learning objectives should express what it is expected that the learners will be able to do as a result of the learning process, but not what the trainers will do during a training. Therefore, learning objectives relate to changes at the level of individual learners that can directly be attributed to the training, and which at the end of the training, the training organisers are able to evaluate achievement.

Learning objectives are thus conceptualised in a manner that allows a training audience to learn and perform toward achieving learning outcomes at three levels: knowledge, skills, attitudes. More precisely:

1. What knowledge, skills and attitudes does the training audience need to acquire to master learning objectives to achieve training goal and results?
2. Which learning activities should the training audience undertake, in order to acquire, and/or strengthen those knowledge, skills and attitudes?

E.g. training learning objectives:

On a successful completion of this training, the learners will be able to:

3. illustrate the menstrual health and hygiene awareness framework in the context of youth work. **Knowledge.**
 - this learning objectives is met, only if through collaborative learning, critical thinking activities on illustrating menstrual health and hygiene awareness framework in youth work are held during the training.

4. develop and apply effective menstrual health and hygiene awareness training through a participatory approach in their youth work. **Skills.**
 - this learning objectives is met, only if through experiential learning, workshop activities on developing, applying effective menstrual health and hygiene awareness training in a participatory approach are held.
5. create menstrual health and hygiene awareness-raising campaigns to initiate period conversations towards behaviour changes. **Attitude.**
 - this learning objectives is met, only if through game-based or problem-based learning, or case study on creating menstrual health and hygiene awareness-raising campaigns to initiate period conversations are held.

Developing training learning objectives is an essential component of the training design process that is further linked to training summative evaluation design, which focuses on capturing changes at individual learners' level. Keeping the goal in mind, training organisers should define what the learners need to know or do or experience, to achieve desired results. The knowledge, skills and attitudes should be broken down effectively, to enable the trainers to reach the desired goal.

E.g. let us recall one of the stated goals:

- the goal of this training is to enhance youth workers' capacity to develop and deliver effective training using a participatory approach in their youth work.

Given this goal, what does learners need to know? Some answers might include:

1. Illustrate the characteristics of a target audience;
2. Applying workshop learning activities in training;
3. Facilitation skills for managing group dynamics;
4. Conflict resolution and emotional awareness skills;
5. Developing an appreciation of a participatory approach.

Once necessary tasks, knowledge, skills and attitudes have been identified, it is then possible to write learning objectives that reflect those elements. At the same time, they need to be conceptualised in the manner that adequately reflects what can reasonably be achieved by the learners and that can further be useful to the training organiser, to measure and interpret results.

2.2.2. Developing training agenda

The training course's agenda serves as a roadmap for the course and is thus a valuable tool in both design and delivery. Although the agenda is likely to change during the planning process, it is important to set out a general picture of the course contents and arrange them in a logical manner early on.

An evolving agenda lists the sessions chronologically, indicating at least the time and title of each. For each day, a lunch break and at least two short breaks, one in morning and one in afternoon should be included. In practice, stretching moments are also needed between breaks. Longer or extra breaks may be needed in the case of learners with disabilities.

While developing agenda, it is crucial to refer to the findings of the training needs assessment, to make sure that training content is consistent with the contextual realities, to ensure that sessions come together as a one structure that will allow learners to achieve the learning objectives for the course.

2.2.3. Designing session plans

While the agenda provides an overall roadmap for a training, each individual session needs to be planned in more detail, to maximise what can be achieved within the allocated time. If the entire training is viewed as a jigsaw puzzle, then each session is a piece that contributes to the whole.

For each session, a plan containing key information required to conduct it, should be developed, drawing on the learning objectives and the needs identified in the needs assessment. Although formats and content can vary, a session plan should include at least the following information:

1. **Learning objectives:** specific learning objectives of the session, which should contribute to overall goal and learning objectives of the course.
2. **Content:** the subject matter, i.e. the specific topic of the session.
3. **Methodology:** the training techniques that will be used to deliver the content. Their selection should be based on session learning objective, time available and, more broadly, the characteristics of the learners.
4. **Timing sequence:** a detailed breakdown of how the time available for session is distributed: 30 minutes for an introductory presentation, followed by a 45-minute workshop and a 20-minute debriefing.
5. **Materials or resource:** may include presentations, instructions for activities, handouts, or reading lists for the participants.
6. **Equipment or supplies:** focus on the tools needed to conduct sessions effectively, depending on the used methodology. E.g.: computers and projectors, flipcharts and flipchart paper, sticky notes, and markers, etc.

2.2.4. Methodology and learning activities

Training learning activities are tasks or processes that learners engage with or involve in, and that prepare them to achieve and master the training's intended learning objectives.

BOX-6 Examples of methodology and learning activities.

LEARNING APPROACH OR METHODOLOGY	METHODES OR LEARNING ACTIVITIES
<p>1. Collaborative learning Involves learners working in pairs or small groups to discuss concepts or find solution to problems. This occurs in a training session after learners are introduced to a problem or topic through presentations, readings, or videos before forming pairs or groups.</p>	<p>1. Critical thinking learning activities Include efforts to transfer knowledge that correlates positively with learners' achievement of learning objectives, and their perception of learning in a training course.</p> <p>1.1. Group discussions Discussions among a group of participants; a group can be up to 5 persons, allowing them to express their views freely and frankly in a friendly manner, on a thematic of current topic in a set time.</p> <p>1.2. Brainstorming sessions Combine a relaxed, informal approach to problem solving with lateral thinking, encouraging learners to come up with thoughts, or ideas that are crafted into original, creative solutions to a problem.</p>
<p>2. Experiential learning Provides learners with an opportunity to think about, talk about, and process training materials through an exercise in which their work together to create or develop a final product, a declaration, a plan of action, a policy, etc.</p>	<p>2. Workshop learning activities Include efforts to develop skills and attitudes by producing concrete post-training interventions visualising how learners will transfer, apply, or use training outputs at the individual or organisational level beyond the training.</p> <p>2.1. Reflecting on Experience This workshop is used to capture motivation, imagination, and energy of learners. It encourages them to look back on their personal or professional behaviour in a way that prepares them for new learning and change.</p> <p>2.2. Assimilating & Conceptualising This workshop provides learners with new and outside information in the form of theories, data, and facts, or it can also inform the participants or individuals about themselves.</p> <p>2.3. Experimenting and Practicing This workshop encourages learners to use skills and attitudes in a practical way and provides a safe environment in which to try out new things before putting them into practice in real world.</p> <p>2.4. Planning for Application This workshop provides a stimulus for creating a final product used to apply new learning outside the training context. It further prepares participants for and increase the likelihood of transferring and applying of learning.</p>
<p>3. Game-based or problem-based learning An instructional learner-centred approach empowering learners to conduct research, integrate theory and practice, and apply knowledge, skills, and attitudes to develop a viable solution to a defined problem.</p>	<p>3. Role plays and case studies Include efforts to develop skills and attitudes that encourage behavioural change through a dramatization of a problem or situation in which learners perform different roles, followed by discussions, and during which they may to step out of their assigned roles. Whereas, a case study presents a problem or case for a group to analyse and solve.</p>

2.2.5. Conducting formative evaluation

Formative evaluation refers to a set of evaluation activities that take place as a training is being designed and before it is delivered. It is thus the process of assessing training while it is under formation.

Formative evaluation validates training design, which enables training team to verify whether or not the overall learning approaches, learning activities, and materials they have planned to use in a training are the most appropriate for meeting its learning objectives effectively.

The information gathered through this process can be used to make informed decisions and provides the rationale for any adjustments or improvements. In addition, formative evaluation provides further benefits to collect inputs from different stakeholders, while allowing learners' perspectives to be included, in order to ensure that the training course tackles the most current developments of the problem or issue. Overall, it improves the credibility of a training effort.

Our approach to formative evaluation involves two types of reviews: the design review, and the learner review. Design review addresses basic ideas and assumptions that shape a training course and seeks to ensure that, in the process of developing the training, there is coherence between the findings of the training needs assessment and training results, goal and learning objectives.

The design review focuses on the following questions:

1. Does the goal of the training address the gaps identified in the training needs assessment?
2. Do learning objectives reflect the key content (knowledge, skills, and attitudes) that is required to meet the goal of the training?
3. Is the methodology, learning activities appropriate for targeted learners?
4. Are the training materials appropriate for the targeted learners in terms of language level and types of activities?
5. Is the proposed time frame for training sessions realistic, given the content to be covered?
6. Does the design of the training consider gender and participants' physical and mental abilities, identified in the training needs assessment?
7. Are evaluation tools appropriate for training and for targeted learners?

Conducting reviews with learners is perhaps the best indication of whether or not a training course will ultimately be effective. This process could also involve piloting part of the training course with representative who have continued access on learners, to see how well the content and methods suit their needs and what types of problems they may encounter along the way.

2.3. Delivery phase.

Throughout the training implementation, there is direct, regular contact between the trainers and participants, and among participants themselves. Thus, the image projected by the trainers, and the environment they can develop and maintain in the training room, will effectively facilitate the learning process.

Delivering a training in a safe and inclusive environment requires to:

1. promote gender-sensitive, and gender perspective;
2. promote a respectful learning space;
3. foster participation throughout;
4. guide and synthesise;
5. monitor group dynamics.

2.3.1. Conducting process evaluation

In keeping with the practice of ongoing evaluation throughout the training cycle, process evaluation or real-time formative evaluation takes place during the training, and conducted daily.

Planning for a daily review of the course delivery enables the training team to make last-minute adjustments based on the realities encountered during delivery. E.g.: if it becomes clear on the first day that the group needs more time to complete activities because of language barriers, then the trainers can consider eliminating or merging activities to increase time for others.

To discuss gathered information and any resultant changes to the programme or methodology, the team can meet after training hours for daily debriefings. Engaging in process evaluation is particularly important as it is grounded in the experience of learners, which respects and responds to their needs; further contributes to the end-of-training evaluation, as it gathers information that is tracked to demonstrate changes.

2.3.2. Conducting summative evaluation

The end-of-training evaluation or summative evaluation involves activities conducted at the end of a training to assess its overall effectiveness and see whether or not the methods, learning activities and materials used resulted in the achievement of the overall goal and learning objectives of the course.

Summative evaluation is essential for conducting the following analyses:

1. Assessing learners' reactions, learning and performance;
2. Comparing intended short-term results with the initial results;
3. Identifying areas for improvements; if the training may be repeated;
4. Assessing whether or not the training course addressed the original gaps or problem identified during needs assessment;

5. Determining short-term changes connected to the training sessions;
6. Establishing accountability to stakeholders and funders.

This type of evaluation requires a combination of tools. It's not enough to simply distribute an evaluation questionnaire at the end of the training, even if this is a very important tool for obtaining learners' feedback on all aspects of the training process, including their own assessment of both their learning and performance, and the factors that might have affected them.

Therefore, the questionnaire should be supplemented, by an end-of-training debriefing with the training team; a review of the quality of products generated by the learners during the course, including learner action plans outlining how they plan to put or apply their learning into practice.

2.4. Follow-up phase.

Just as the work of the training organisers begins well before the delivery phase, it continues long after the training has been concluded. Hence, training follow-up phase focuses on training report, conducting post-training interventions, and a methodological evaluation of the results.

2.4.1. The training report

A training report documents the main aspects of the course, the methodology used and the results that can be identified in a short-term perspective. It may serve various purposes, such as sharing information internally and externally or informing future courses.

To prepare the report, an important source of information is the analysis of process and summative evaluations' data. This kind of analysis enables the training organiser to assess how far learning objectives were met, and measure learners' performance. It is thus crucial for recording good practices and lessons learned, particularly from the perspective of the learners.

Rather than narrating every session in detail, the training report should be concise, focusing on the following key aspects:

1. **Introduction:** context of the training, introducing information on the findings of the training needs assessment.
2. **Objectives:** overall goal and learning objectives of the training course.
3. **Participants:** a description of the profile of participants, disaggregated by sex, gender or age, and selection criteria applied. Full participants list should be included as an annex to the report.
4. **Training team:** members of the training team and resource persons.

5. **Programme:** an overview of the content covered in the course; the full agenda could be included as an annex.
6. **Methodology:** description of the training methodology and the learning activities used.
7. **Evaluation:** description of how evaluation was integrated into the training course during the planning, design and delivery phases, and overview about the planned follow-up interventions and evaluation.
8. **Session-specific comments:** a brief summary of each session, including participants' feedback.
9. **Good practices and lessons learned:** an assessment by the trainers, drawing upon participants' feedback, of aspects of the training course that went well, and why, and areas that need improvement.
10. **Photos from the course,** for which each person has given consent for, can be added to the report, to provide a visual narrative.

2.4.2. Post-training interventions

For the purpose of this guide, a post-training intervention is to be understood as an organised training activity that is self-contained and relatively short in duration. It is thus an intensive method of learning for participants and can be delivered once or on a recurrent basis.

There are many post-training interventions that can be used after a training to transform project Output into project Outcome, in order to address a specific problem or issue in a particular community, or among a particular group, which contribute to the achievement of the project's intended impact.

Just like a training course, a post-training intervention is also composed of the session(s), each of them with a specific thematic focus, and a programme, consisting of a series of interconnected activities that may include:

1. **Briefing:** a brief introductory overview of a topic or subject to introduce the audience to some basic concepts.
2. **Seminar:** an organised exchange of views and knowledge, bringing together various practitioners who examine a subject from different points of view.
3. **Workshop:** an exercise in which participants work together to develop a final product such as declaration, plan of action, policy, etc.
4. **Open-Ended Consultation:** an organised effort to voice the priorities, opinions, perspectives, needs, gaps or views among a particular group about a problem that members of that group wants to address, to achieve a desired social change.

A post-training intervention is delivered by implementing partners staff or their volunteers who took part in the training, who should have both expertise in the subject matter and experience in applying participatory methodologies as trainers, educators, or facilitators. Therefore, the training learners are responsible for conducting post-training interventions, and for their design, delivery, evaluation.

2.4.2.1. The need for a systematic follow-up

A systematic follow-up to a training course is an important dimension of effective training, and the post-training interventions that could boost training effects can already be identified in the design phase.

It is very important for the implementing partners to remain in regular contact with the learners after a training, and to give them ongoing assistance by sharing materials, contacts and advice. To this end, they should continue to gather information about the environmental factors that affect participants so that they can provide appropriate follow-up support.

In the short term, the project coordinator should distribute the report of the training and should use it to stimulate discussions on how the implementing partners are applying training outputs into practice. It is also possible to create and coordinate a community of practice through newsletter, or online network, where training beneficiaries can share success stories, materials, experiences, or how to address other challenges identified after the training.

2.4.2.2. Transfer and impact evaluations

Evaluation continues to be a key process after the training, with the evaluations of transfer and impact.

Transfer refers to the improvement in the learners' behaviour and capability, and their application in their work context through what they have learned on the training; e.g., were learners able to apply it in their work? Whereas, Impact refers to the effects of the learning on the broader community: have learners, as a result of participating in the training, contributed to any changes in their communities?

In transfer and impact evaluations, a follow-up survey from 03 to 09 months after the training, and again from 12 to 18 months after, can help both the project manager and implementing partners to see the extent to which training beneficiaries are using the materials provided during the training and applying new knowledge, skills and attitudes in their work.

These types of evaluations are aimed at assessing what project medium-term and longer-term results or changes the training has generated. They involve:

1. collecting data on changes in learners' behaviour and capability in the medium-term and longer-term perspective.
2. assessing whether or not the training course addressed original gaps or

problem identified in the training needs assessment.

3. determining how training outputs and learning outcomes have been transferred to groups, organisations, or communities.
4. identifying lessons learned and developing recommendations aimed at informing future projects.
5. tracking evidence on the effort made toward achieving desired impact.
6. establishing transparency and accountability to project's stakeholders and donor agencies.

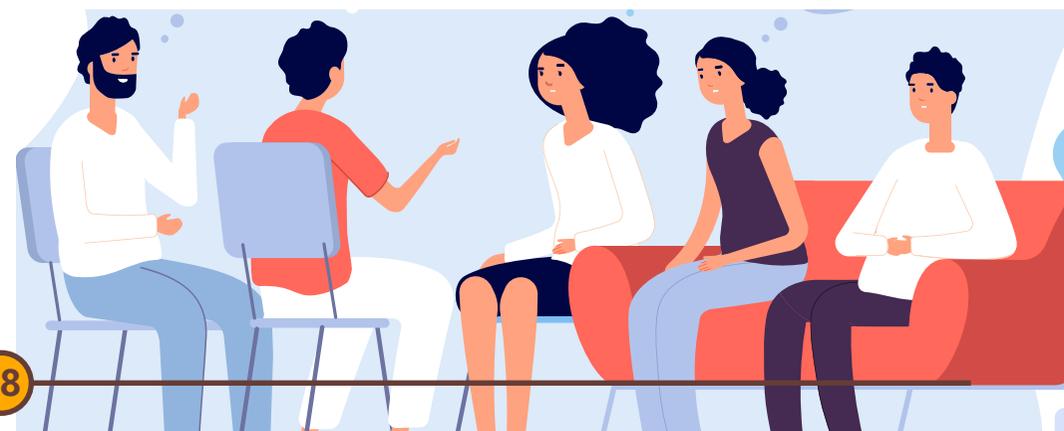
As discussed in Chapter 1, Impact Pathway is influenced by many factors and various interventions, thus, the challenge for evaluations lies in determining what changes can reasonably be connected to the training. Information about transfer and impact is gathered from sources connected with the individual learners.

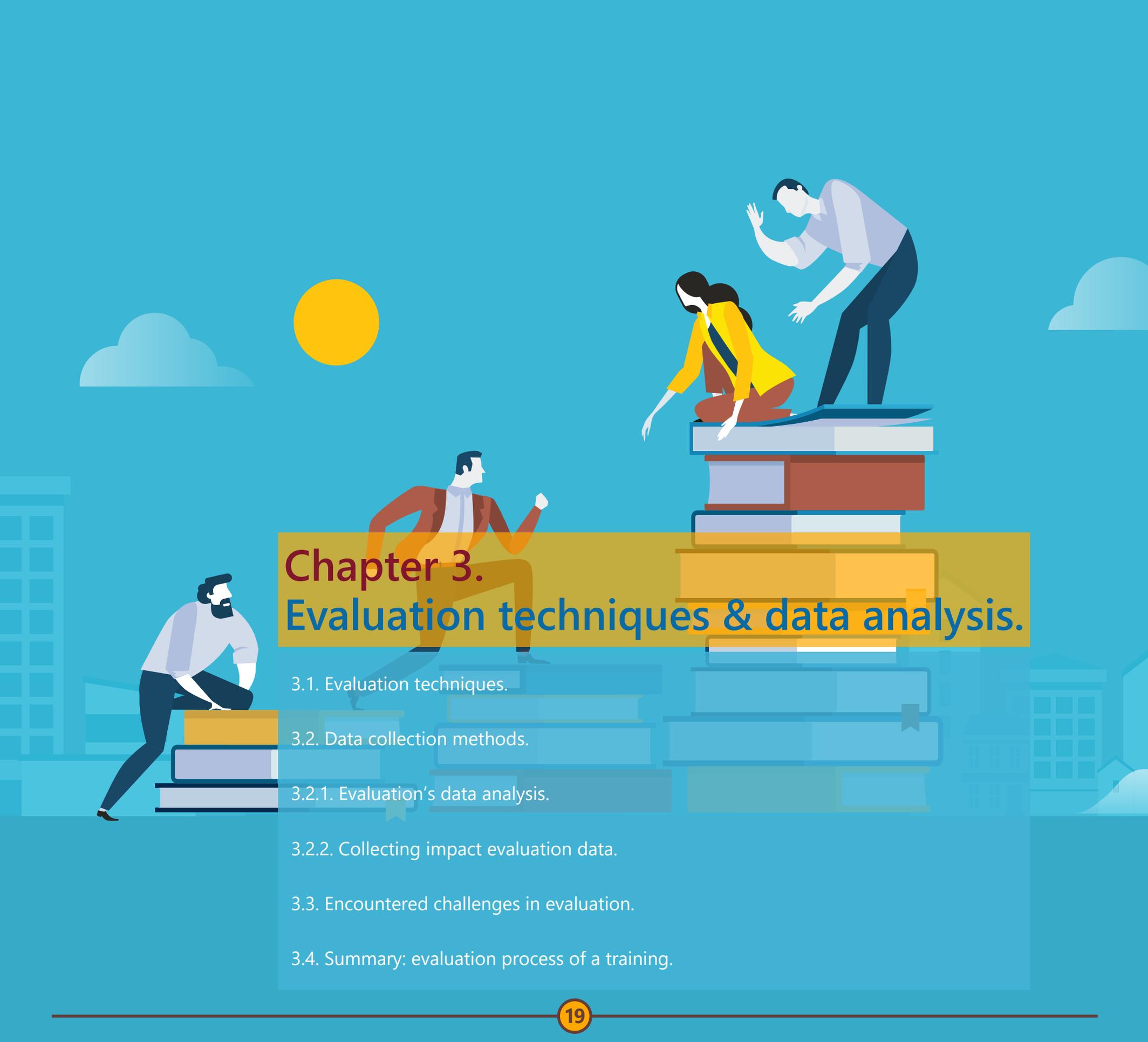
The most common sources of data are:

1. **Learners:** Learners are the key sources of information about transfer and impact. Others who may have a useful perspective include groups, organisations, peers, colleagues, and community members who have contact with the learners.
2. **Learner products:** Any information produced by the learners or actions undertaken by them during the period following a training course is a rich source of data for transfer and impact evaluations.

E.g.

- any experiences, projects, discussions, training, advocacy initiatives, materials, publications, newsletters, or changes in practices connected to a learner may illustrate the impact over time of the training being evaluated.
3. **Beneficiaries of post-training interventions:** Information collected from individuals, groups, organisations, or communities that benefited from the activities carried out by the learners after the training can provide valuable first-hand data on the actual results. This information can be found in organisation reports, media news, or reports by stakeholders.





Chapter 3. Evaluation techniques & data analysis.

3.1. Evaluation techniques.

3.2. Data collection methods.

3.2.1. Evaluation's data analysis.

3.2.2. Collecting impact evaluation data.

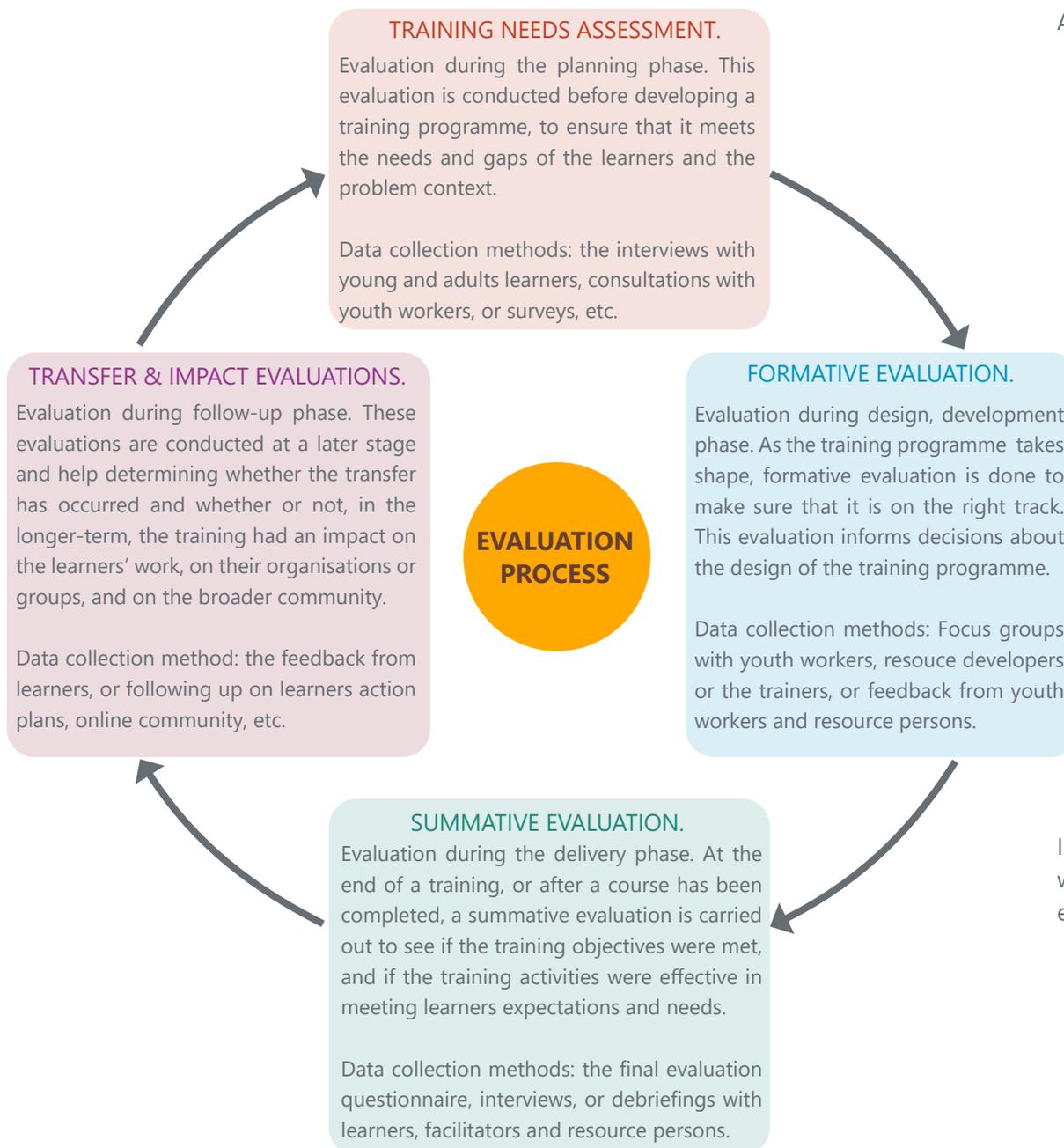
3.3. Encountered challenges in evaluation.

3.4. Summary: evaluation process of a training.

3.1. Evaluation techniques.

Evaluation is an essential component of any training, as it helps measure their impacts and improve their effectiveness. It should be viewed as an ongoing improvement process that takes place throughout the entire project lifecycle. Evaluation should start from the planning phase and continue well after the end of the training itself.

FIGURE-2. Evaluation process.



Definition and purposes

Evaluation is as a systematic process aimed at:

1. Gathering information about the training results at the level of the individual learners, their organisations and the broader community, which can reasonably be connected to training and post-training interventions.
2. Supporting decisions on how to furthermore improve the effectiveness of a training intervention.

Accordingly, the purpose of evaluation is:

1. **Improving effectiveness:** Evaluation helps to ensure whether the project consortium is accomplishing what it set out to do through the training courses. It also helps to measure the learning that has taken place and see whether the training has contributed to any changes. Finally, it helps with improving materials for future training.
2. **Ensuring accountability:** It demonstrates to project consortium, and other stakeholders, and the funders, that the learning objectives necessary to contributing to project impact, have been met, and that funds have been well spent, which further demonstrates the professionalism of the staff in a project consortium and gives them credibility.
3. **Sharing experiences:** Institutions working on training through non-formal education can learn from training successes and mistakes by reviewing the evaluation reports of previous training programmes. This contributes to an existing knowledge about which practices work and which do not work with certain types of learners.
4. **Increasing motivation:** evidence of positive training results boosts pride and motivation in project consortium.

In addition to providing an overall framework, and definition as well as the purposes; evaluation requires project coordinator earlier on, to think through the important questions:

1. Why are we doing the training in the first place?
2. What are the results we want to achieve?
3. What are the purposes of the evaluation of the training?
4. Who are the audiences for the evaluation of results?
5. What types of evaluation do we need to carry out?
6. When exactly do these evaluation need to take place?

This consists of four levels of evaluation of learning which measure:

1. **Reaction:** what learners thought, felt about the training and their learning;
2. **Immediate outcomes:** increase in knowledge, skills, attitudes or capacity as a result of the training;

3. **Intermediate outcomes:** behaviour & transfer, the extent of improvement in behaviour and capability and their implementation or application;
4. **Impacts:** effects of the training at a short-term, medium and long-term perspective.

BOX-7. Four levels of the evaluation of learning.

EVALUATION LEVEL	DESCRIPTION & QUESTIONS	PRACTICALITY & RELEVANCE
<p>LEVEL-1: Reaction</p>	<p>At this level, we can measure learners’:</p> <ul style="list-style-type: none"> • feelings and/or personal reactions about the training and their learning experience; • Attitudes towards the content and the training process; • Immediate perceptions about the usefulness of the training; • Perceptions about what they actually learned in the training; • Feelings about whether they have changed their ideas or perceptions as a result of the activities or discussions during the training; • Satisfaction with the trainers and training materials; • Satisfaction with the logistical aspects of the training. <p>Questions that can be addressed include:</p> <ol style="list-style-type: none"> 1. Did the learners enjoy the training? Were they at ease? 2. Did the training meet their expectations? Was the level of the training appropriate for them? 3. Did they appreciate the participatory approach? 4. Was the training relevant to their work? Were content, skills, values and attitudes addressed during the training relevant? 5. Was the training practical? Can they see how they could apply the learning in their own work or life contexts? 6. Would they recommend the training to others? 7. Did they like the venue, the accommodations, the facilities? 	<ul style="list-style-type: none"> • Feedback about reactions, feelings, satisfaction is easy to obtain; • Costs for gathering and analysing feedback data are generally low; • Important to know whether learners were disappointed or not; • Important to know learners’ general satisfaction with the training, relevant for future training; • Important to have the learners reflect on their learning during and at the end of the training, in order to prepare later evaluation efforts.
<p>LEVEL-2: Immediate outcome</p>	<p>At this level, we can measure changes in learners:</p> <ul style="list-style-type: none"> • whether or not there was an increase in the learners’ knowledge and skills or changes in attitudes and behaviours resulting from the training. <p>Questions that can be addressed include:</p> <ol style="list-style-type: none"> 1. Did the learners learn what was intended in the design of the training? 2. Did they experience what was intended? 3. What is the degree of advancement or positive change in learners after the training, based on objectives? 	<ul style="list-style-type: none"> • Requires more thought and resources than level 1 but not difficult to undertake; • Easier when the training is on more technical skills that can be quantified such as how to design an awareness and advocacy campaign. • Not as easy for more complex learning such as development of attitudes only.

<p>LEVEL-3: Intermediate outcome</p>	<p>At this level, we can measure change in learners organisations and/or community:</p> <ul style="list-style-type: none"> • what learners did with their learning once they returned to their organisations or groups or communities. Behaviour or transfer learning can be partially assessed by identifying performance or results indicators. <p>Questions that can be addressed include:</p> <ol style="list-style-type: none"> 1. Did the learners put their learning into practice once they returned to their work and/or life contexts? 2. Did they apply the relevant skills and knowledge? 3. Was there noticeable and measurable change in actions of the learners once they were back in their usual roles in organisations or community? 4. Did they pass along any of the gained knowledge, skills or attitudes to others in their organisations or communities? 	<ul style="list-style-type: none"> • Measuring changes in behaviour and transfer of learning (i.e., application of learning in work or life contexts and sharing learning with others in a practical way) are more difficult to quantify and require a well-designed evaluation system from the outset. • Although challenging, evaluation at this level is critical as it examines implementation and application of the learning from the training. Good reaction (level 1) and better capability (level 2) lose their value if nothing changes in the learner's work and/or community context.
<p>LEVEL-4: Impact</p>	<p>At this level, we can measure sustained changes in the broader community:</p> <ul style="list-style-type: none"> • the effect on organisation or broader community resulting from learners' involvement in the training. <p>Questions that can be addressed include:</p> <ol style="list-style-type: none"> 1. What connections can we reasonably make between broader changes at the level of the work of the organisation and/or the community, and the learners? 2. How did the training contribute to broader changes in the community, through the work of the learners? 	<ul style="list-style-type: none"> • Easier at the level of individual learners but much more challenging across a broader community; • External factors and the problem context can affect the capability of organisations and communities, both in positive and in negative ways, to carry out their work after the training; • This makes it more difficult to establish the links between the actions of organizations and changes occurring in the broader community.

3.2. Data collection methods.

The information collected on reactions, and on immediate and intermediate outcomes can be quantitative, where results are expressed in numbers, statistics, etc., or qualitative, where results are expressed as patterns, commonalities, or shared experiences.

It might be popular think that, to be credible, evaluations must be carried out using quantitative methods only, for example, proving the success of a training by establishing a statistically significant improvement in learners' level of knowledge. It is true that statistics communicate results efficiently and concretely but using these methods only do not tell the whole story.

While quantitative approach has long been the standard method of evaluation, an increasing volume of literature argues that this approach, does not always work in the real world, especially for projects that deal with ongoing social problems. Aiming at determining if there is a relationship between training and documented results, requires to be systematic in data collection and undertake

efforts to ensure that the collected data are reliable.

Therefore, the combination of both quantitative and qualitative information delivers credible results, providing project coordinator and implementing partners with complementary ways of understanding what change has occurred and why. Methods that can produce both quantitative and qualitative data are useful to effectively measure reactions and immediate and intermediate outcomes.

3.2.1. Evaluation's data analysis

After information has been gathered about results of a training, the next step is to analyse data, draw conclusions, and make recommendations. Initially, it may seem intimidating to compile the results from various questionnaires, interviews, and observations, and certainly many arrive at this step feeling overwhelmed.

Naturally, if you requested a lot of information, you will be faced with a lot of information to analyse, but if your questions were purposeful, data analysis should be relatively straightforward. Another reason that people may feel intimidated as they come upon data analysis is that they may lack the knowledge necessary to compile the results.

BOX-8. Tabulating quantitative data from questionnaires.

Almost every evaluation questionnaire contains some questions involving rating scales or scales which require respondents to choose the most appropriate response from a range of responses. Compiling the data from such survey, involves calculating the average response for each question as illustrated below.

This example shows how data can be analysed when a rating scale has been used.

- Build a table that illustrates the statements, or questions to be evaluated, the response options, the number of respondents and the average rating, which will be calculated.
- Assign a value to each rating on the scale.
E.g.: Strongly disagree = 1; Disagree = 2; Agree = 3; and Strongly agree = 4
- Calculate the average rating for each question. The average rating is determined by multiplying the number of responses for each rating by rating value and dividing the total by number of responses.
- The average rating is a number ranging from 1 (where all respondents strongly disagree with the statement) to 4 (where all respondents strongly agree).

E.g.: 15 participants responded to the question:

- 0 participants chose "Strongly disagree" (valued at 1);
- 8 participants chose "Disagree" (valued at 2);
- 7 participants chose "Agree" (valued at 3);
- 0 participants chose "Strongly agree" (valued at 4).

E.g.: Question-1:

After completing the training, I am better able to develop and apply effective menstrual health and hygiene awareness community-based interventions through participatory approach in my youth work.

1	2	3	4	number of respondents*	Average rating
Strongly disagree	Disagree	Agree	Strongly agree		
0	8	7	0	n=15	2.46

- The average rating is $(8*2 + 7*3)/15 = 2.46$. Does not include individuals who did not answer.

Suggested interpretation of the data:

- An average of 2.46 out of 4 is slightly over half. An appropriate conclusion might be that we could have done better in the training in terms of this learning objective.
- To confirm conclusion, however, it would be important to also review reasons given by the respondents who disagreed that this learning objective was met, and the reasons provided by those who agreed that this learning objective was met.
- "n-value" indicates the number of respondents. The n-value may change from one question to the next, depending on the number of learners who responded to the question.

3.2.1.1. Tabulating quantitative data from questionnaires

Almost every evaluation questionnaire contains some questions involving rating scales or Likert scales which require respondents to choose the most appropriate response from a range of responses. Compiling the data from such questions involves calculating the average response for each question as illustrated below.

3.2.2. Analysing qualitative data

If in conducting an evaluation, comments from learners have been requested or if they were asked to give reasons for their responses, there is thus a significant amount of qualitative data to analyse. Interviews, observations and open-ended questions all require that the evaluator interpret the data, carefully sifting through information with the objective of identifying trends, patterns or commonalities.

One useful technique for interpreting qualitative information is to note the frequency of similar words, concepts, or situations. In such events, coding, a process that involves translating collected data into meaningful categories, can greatly facilitate pattern analysis.

A simple coding process involves:

1. Carefully reading all the data several times and trying to make sense of the information;
2. Developing a category system that permits to categorise all the data and assigning a label or code to each category;
3. Ensuring that every category holds together in a meaningful way and that differences between categories are obvious;
4. Determining cross-cutting themes, data that belong in several categories;
5. Identifying patterns, associations, or relationships.

As it is productive to use computer spreadsheets to track quantitative responses, such software is equally useful in analysing qualitative data. Spreadsheets can enable to search for common words, organise data, use sort and filter functions.

3.2.3. Collecting transfer and impact evaluations data

In the case of transfer and impact evaluations, where a significant proportion of data collected are qualitative in nature, pattern analysis and triangulation remain two important methods for data analysis. Certainly, tabulating questionnaires is also a common practice in data analysis for transfer and impact evaluations.

When trying to draw conclusions about longer-term results, however, a more comprehensive analysis of the evaluation information collected over time is needed. Analysis of transfer and impact data involves not only looking at data collected during this step of the evaluation process, but also taking into account the cumulative effect of results tracked over time. The example below illustrates a comprehensive process for tracking results over time.

BOX-9. Compiling qualitative data.

This example shows one way to interpret comments collected in a final evaluation questionnaire.

1. Build a table that provides space for the questions to be evaluated, summary of responses, the frequency of certain terms or ideas and conclusions.
2. Read and summarize responses.
3. Note the frequency.
4. Make a judgement.

E.g.: Question-2:

What did you think of the session developing menstrual health and hygiene awareness interventions through participatory approach in youth work? Please comments.

Summary of responses collected from learners (n=15 respondents)	Conclusion
<ol style="list-style-type: none"> 1. More examples needed, (8x) 2. More reading materials needed, (1x) 3. Use of computer slides would improve the presentation, (2x) 4. Not enough time, (9x) 	<p>The quality of the session could be improved, particularly by ensuring use of more examples, using up to date visual aid slides, and ensuring adequate time for presentation.</p>

- To draw conclusions from the data, the following terms could be useful:
 - **Presence of... e.g.,**
The presence of aspects of the participatory approach in developing menstrual health and hygiene awareness interventions and the language associated with it was noted in all the learners' action plans.
 - **Quality of... e.g.,**
The quality of training facilitation was quoted repeatedly as excellent.
 - **Extent of... e.g.,**
The extent of learners' dissatisfaction with the training facilities indicates that serious consideration must be given to a change of venue for future training course.
 - **Level of... e.g.,**
The level of participation in the debate on the need of menstrual health awareness in youth work was very high and constitutes another illustration of the learners' increased motivation to explore this topic from the perspective of taboo, stigma and myths surrounding menstruation.

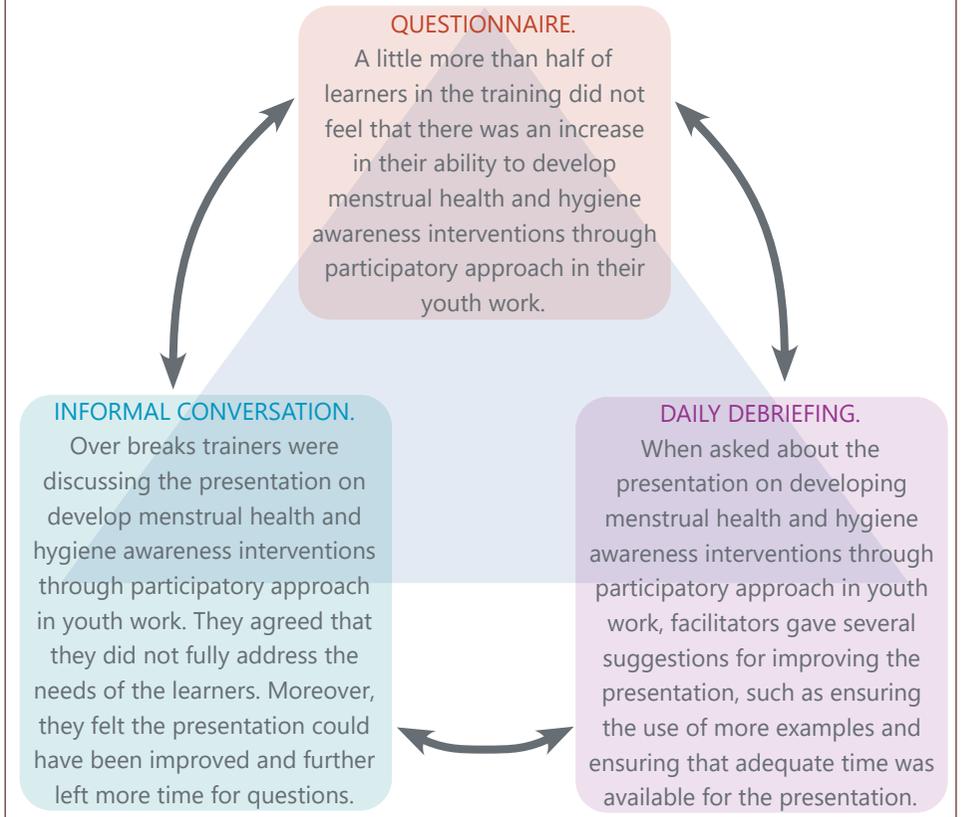
3.2.3. Triangulation.

When data from different data sources are compared to confirm results, this is called triangulation. If similar findings emerge from several sources, ideally three, then, we can increase the certainty with which we draw conclusions. What we are aiming for in using three methods to arrive at the answer to a question is for two of the three to yield similar answers. If we get three conflicting answers, then we know that we will need to review our questions and perhaps rethink our methods.

BOX-10. Triangulating data.

Using quantitative and qualitative information gathered from a questionnaire, information picked up from trainers' informal conversation during breaks, and information collected through a debriefing session, it is possible to explain why the objective related to:

- developing menstrual health and hygiene awareness interventions for participatory approach in youth work was achieved only partially. Certainly, the quality of the presentation was a significant factor.



BOX-11. track results related to menstrual health & hygiene awareness over time.

EVALUATION USED TO COLLECT DATA	SPECIFIC QUESTIONS FOR LEARNERS
<ul style="list-style-type: none"> • In the pre-training assignment, learners were asked: 	<p>Q.: Do you consistently integrate the gained concept of menstrual health and hygiene awareness in your work?</p> <p>Yes, or No.: Please explain your response.</p>
<ul style="list-style-type: none"> • In the 09-month follow-up questionnaire, learners were asked: 	<p>Q.: Is you or your organisation using any of the knowledge, skills, or methods you gained during the training?</p> <p>Yes, please describe used strategies. No, please explain why.</p>
<ul style="list-style-type: none"> • In the 18-month follow-up questionnaire, learners were asked: 	<p>Q.: Is your organisation or any other youth organisations in your community using any of the training outputs?</p> <p>Yes, please describe the output used. No, please explain why.</p>

3.2.4. Contribution analysis.

Contribution analysis is a specific type of data analysis undertaken to provide information on the contribution of a project to the problem or issue it is trying to influence. It acknowledges that achieving longer-term result or impact takes time and, consequently, it does not set out to prove an impact before that impact could be realised. Typically, most of the projects in the field of youth education and training, are relatively short-term, spanning a period of one to three years, making it difficult to assess the longer-term changes.

What can reasonably be measured given this time frame is the progress towards impacts, rather than, causal links between a project intervention and impact. Contribution analysis, with its focus on providing information regarding the likelihood that a programme or project will achieve the desired impact, offers an effective approach for measuring progress towards long-term results.

Contribution analysis suggests a six-step process that includes the development of a logic model or results chain for a project, data-gathering activities and the assessment of alternative explanations for longer-term results. Following these steps enables the evaluators to produce a plausible or credible contribution story that describes the level to which results can be connected to the project. Thus, the goal of this analysis is not to prove a contribution to an impact, but rather, to reduce uncertainty about the contribution a project have made or is making towards impacts.

Hence, by focusing on reducing uncertainty around observed impacts, contribution analysis enables the project manager to build certainty about the likelihood that they have indeed made a contribution towards some of the desired change.

- **E.g.:**

One of the ways you can reduce the uncertainty about the significance of a contribution is to assess alternative explanations for what you observe:

- If there is an increase in menstrual health and hygiene awareness in the community where the youth workers participated in your training that addressed taboos, myths and stigma around menstruation, you should find out whether those youth workers also received other similar training from any other organisations, before assuming that your organisation has made this impact.

Conclusion

To explain your contribution, it is important to show how it is different from the contribution of another. Reducing uncertainty about your contribution will lead to more clarity.

Eliminating alternative explanations requires some reflection and at times further

research. As a contribution story is being built, it is suggested that additional evidence might be needed to address the challenges that may arise concerning the credibility of findings. Seeking out additional evidence could include surveys of beneficiaries, case studies, literature reviews or field visits.

In our youth work, contribution analysis allows us to analyse information on the contribution of our project's training to longer-term results the project is trying to influence. Using the already described monitoring and evaluation framework in this guide, contribution analysis can enhance our capacity to evaluate the impact.

BOX-12. Contribution analysis.

This example shows how impact data can be analysed using contribution analysis for a two-year project that started in January 2017 and ended in December 2018.

1. Briefly describe evidence of change based on the data collected.
2. Describe the contribution you think you made by building a "contribution story".
3. Provide alternative reasons for change. Brainstorm ideas, research if you need more information, or cross-check with other sources.
4. Provide explanations of significance. Refute or support the likelihood of alternative explanations.
5. Draw conclusions about plausible connections and adjust your contribution story.

- **E.g.: Possible evidence of positive social and gender change:**

There was an increase in the number of youth organisations who have integrated menstrual health and hygiene awareness in their youth work in the second quarter of 2020.

- **Possible explanations:**

- **Our explanation:**

Training materials of youth organisations to advocate for menstrual health and hygiene awareness through youth work were strengthened because youth workers have been sensitised, in the training, to menstrual and gender challenges menstruating persons have traditionally faced over time in society while managing their menstruation.

- This tells and provides evidence of changed behaviour and capability among youth workers.

- **Alternative explanation:**

Youth organisations were encouraged to integrate menstrual health and hygiene awareness in their youth work through Online menstrual health and hygiene awareness advocacy campaigns.

- Less likely explanation because the media campaigns were launched only for three weeks in February 2020.

- **Alternative explanation:**

Youth organisations felt responsible to integrate menstrual health and hygiene awareness in their youth work, in order to enhance young people menstrual hygiene knowledge because trends in media news about period poverty.

- Less likely explanation because media news about period poverty cannot facilitate youth workers' empowerment with the essential skills on how to integrate menstrual health and hygiene awareness in youth work.

- **Conclusion:**

One plausible result of the training sessions delivered to youth workers on menstrual and gender challenges menstruating persons face while managing their periods shows that there was a significant increase (75%) of youth organisations integrating menstrual health and hygiene awareness in their youth work 18 months after the project.

Although two other factors may have influenced the situation, neither seems a likely explanation for the magnitude of an increase youth workers' capacity.

- A media campaign encouraged youth organisations to integrate menstrual health and hygiene awareness in their youth work but was launched only two months prior to the collection of data.
- Recent trends in media news about period poverty showed the need for menstrual hygiene knowledge in our society and they are motivating youth organisations to take actions. But this does not support the actual increase in the capacity of youth workers.

Based on a comparison of data related to menstrual health and hygiene awareness before and after the project, it is anticipated that youth workers played their role for behaviour and transfer through post-training interventions. In their community, periods positive attitudes towards menstruating persons have generally improved over the past year. The improved menstrual training attitudes may have reduced taboos, stigma and myths associated in menstruation in youth work.

3.3. Encountered challenges in evaluation.

One challenge inherent in projects evaluation is defining where evaluation starts and where it ends. The information that is gathered about learners' reactions and learning from one training can be used immediately to modify and/or improve the next training of an ongoing project or renewable training and other training in future projects. In the context of our youth work, compiled results for end-of-training summative evaluation, serve as basic baseline data for future project.

- **E.g.:**

- the result for summative evaluation reveals that 61.5% of learners felt that not enough time was spent on the process for delivering community-based interventions through participatory approach, it is then important to use this information to modify and improve the session on using a participatory approach in youth work for future training.

Another challenge that surfaces is managing the scope of the evaluation. It is so easy to add a question here and there and then, later, find yourselves faced with more data than you can analyse. This leads many of us feel overwhelmed or discouraged, subsequently, to put off or avoid compiling the results altogether.



The data collected with a clear purpose in mind, enable project manager to focus on what they really want and need to learn about their project approach. Sometimes we may find ourselves tempted to draw conclusions that reinforce impressions that we had throughout a project, or to infer and generalise from information gathered from very few people. It is important to try to remain objective at this point and really draw conclusions based on what the data revealed. Realistic conclusions on data and recommendations, can greatly enhance the credibility of your organisation and of your youth work.

3.3.1. Addressing encountered challenges

Evaluating changes that occur in the longer term and trying to determine whether or not these changes can be linked to any particular training, although difficult, is by no means impossible. Integrating aspects of new approaches like contribution analysis and approaching evaluation more systematically can help address the ongoing challenges of evaluating the transfer and of impact of a project.

Another challenge of transfer and impact evaluations is maintaining relationships with former learners and with the various stakeholders involved in a given project. Initially, immediately after the training, learners are usually still enthusiastic to stay in contact with other learners, and to share their stories and experiences. As time passes, and learners become re-immersed in their work, communication often slows and maintaining a sense of community among learners becomes more difficult.

Some best practices for maintaining relationships with former learners are to create a project with various activities so that they could meet face to face several times over the project lifecycle, which is necessarily in conducting transfer and impact evaluations. Taking the time to follow up on training that took place months or even years ago is challenging, especially when there are certainly current projects or more recent training that have urgent demands. Balancing these many priorities related to past, present and future training is a skill that youth workers need develop in order to work effectively.

3.4. Evaluation process of a training.

Planning phase

1. Understand the change that is needed.

How to do it: Carry out a training needs assessment:

The training needs assessment helps to develop an understanding of the gaps that exists between a current situation and a more ideal situation:

- Doing an environmental scan to determine how the problem contexts can influence the training;
- Developing a profile of the potential learners to determine how their characteristics can influence the training;
- Understanding gaps enable to identify training needs of learners.

2. Describe the desired change.

How to do it: Define results:

Defining desired results involves:

- Developing a clear understanding of the expect results at the level of individual, organisation, group, or community, and over time;
- Determining the overall goal that is likely to produce those results;
- Developing specific learning objectives that outline the knowledge, skills, values and attitudes needed to achieve the goal;
- Outlining end-of-training summative evaluation tool to measure the results.

Defining desired results guides decisions regarding the content of the training and helps to draw the conclusions after the training about what learning has occurred and what results have been achieved. In order to identify broader changes at the level of the organisation or community, it can be useful to define indicators that tell where to look for changes.

Development phase

3. Increase effectiveness.

How to do it: Conduct formative evaluation:

Conducting formative evaluation involves:

- Engaging stakeholders such as colleagues and learners in the review of the training materials and other aspects of the training;
- Conducting formative evaluation enables to:
 1. determine whether the length of the training is appropriate (i.e., the number of days, the number of hours per day, etc.);
 2. decide the number of sequential training sessions and duration;
- Make appropriate changes to training content, methods, activities, etc. to better suit the needs of learners.



Implementation phase:

4. Changes occurred in the short, and medium-term.

How to do it: Conduct summative as well as:

Conducting end-of-training evaluation involves:

- Collecting information about reactions, learning, behaviours and short-term desired results or changes;
- Analysing the data collected to determine whether the goals of training have been achieved or not.

Result of this evaluation inform decision on how to improve future training and enable to assess, over time, the contribution of a training to the advancement of learners' capacity and the achievement of social change.

Follow-up phase:

5. Result dissemination, to highlight occurred changes.

How to do it: Transfer and impact evaluations and preparing evaluation report:

Conducting transfer and impact evaluations involves:

- Collecting information about medium and long-term desired results or changes, including transfer of learning to work context of the learners, and broader impact on organisations, groups, communities or society;
- Analysing the data collected to determine whether the goals of training have been achieved or not.

Preparing an evaluation report involves:

- Determining the audiences for the report;
- Writing a clear and concise document that includes evaluation information that is relevant for the audiences identified.

Preparing an evaluation report that effectively communicates the results of the training, highlights the lessons learned, the encountered challenges and offers recommendations for improvements, helps to ensure credibility with learners, funders and other stakeholders.

Note that, in evaluation report, it may also be required to document training needs assessment and formative evaluation.

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