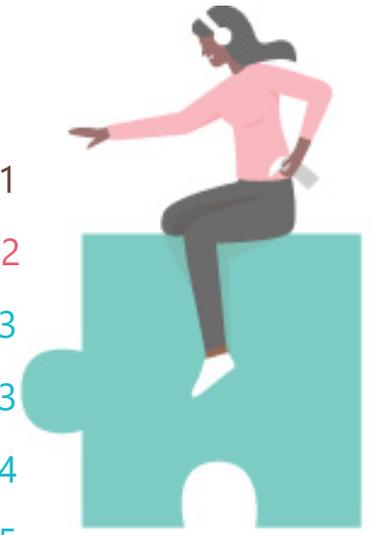
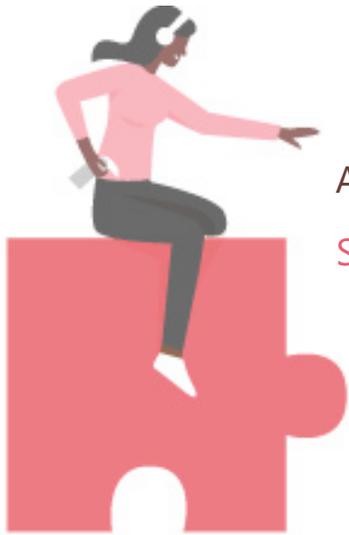




# Planning to Impact Evaluation

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# About this guide



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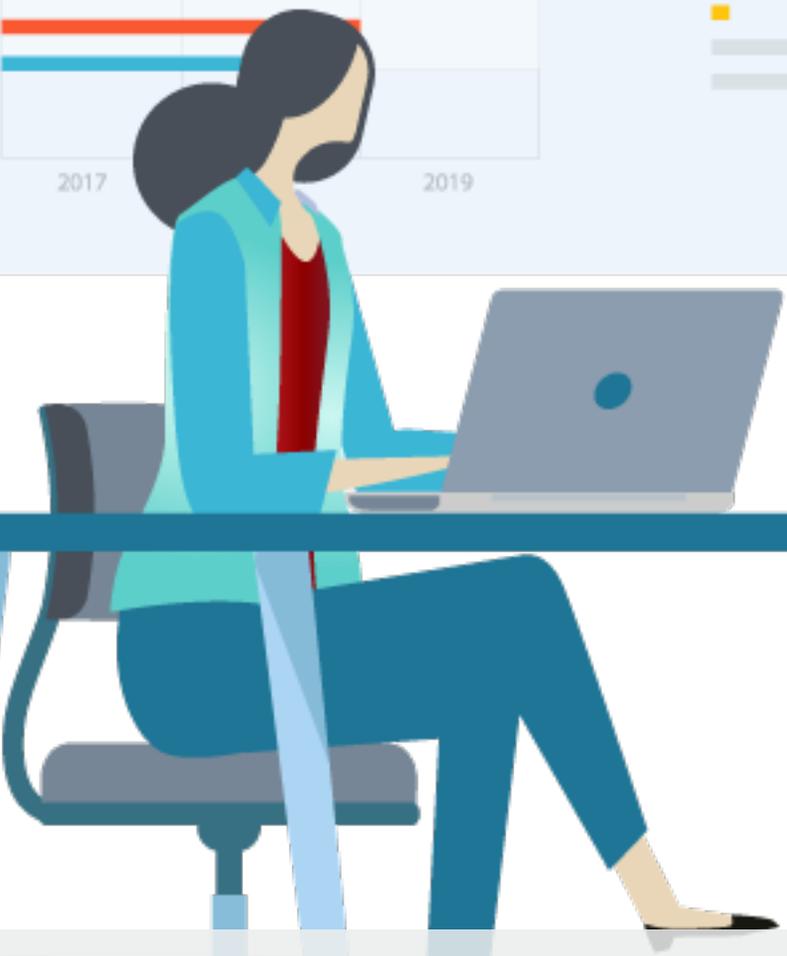
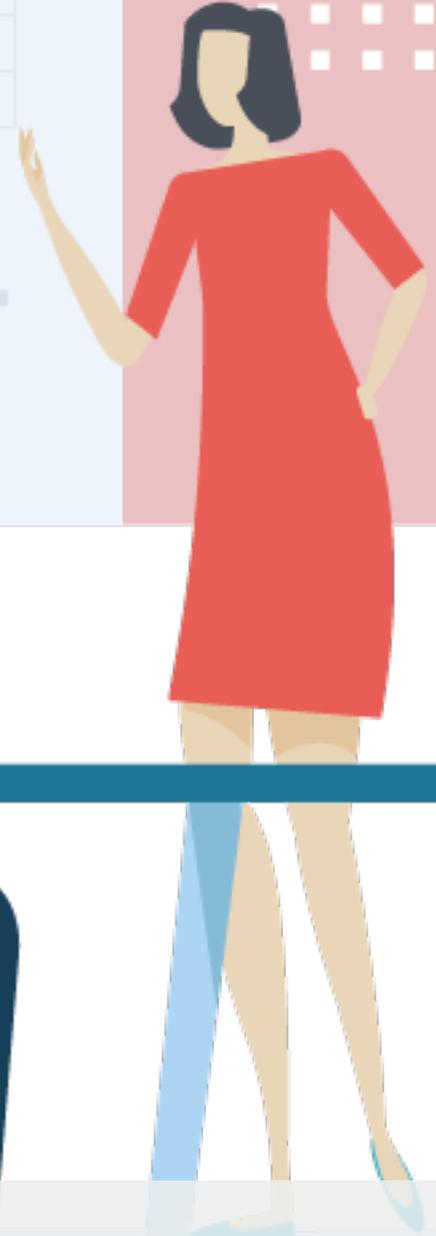
Training activities contribute greatly to the realisation of environmental, social, and cultural changes. This guide looks at the ways in which non-formal learning approaches strengthen the completeness of the theory of change through the training interventions, which if effectively planned, organised, designed, and delivered, can empower the participants and strengthen the capacity of youth-based organisations for greater social, cultural, or environmental changes. For twelve years, TERRAM PACIS has been involved in youth education and training through youth work in the context of non-formal education. Based on this expanding practical experience and lessons learned at the field and research level, we have developed a comprehensive methodological approach to training that has been piloted, fine-tuned through training-of-trainers programmes.

Therefore, this guide presents TERRAM PACIS training methodology and provides practical guidance on all phases of the training cycle: **planning**, **designing**, **delivering**, and **follow-up**, as well as training evaluations. It aims primarily to outline ways to maximise the impact of projects carried out to empower the youth and may prove useful to youth workers, adult educators, and other actors in the field of youth education and training. Thus, this manual is designed for youth educators with little experience and those with more practical experience in designing, developing, and delivering training interventions in youth work.

Throughout this guide, the terms **the learner(s)** or **the participant(s)** are used interchangeably to refer to the targeted audience that is involved in the non-formal education training interventions. The term **transfer of learning** is used to refer to the transfer of knowledge, skills, and attitudes from one situation to another, which demonstrates some changes in the learners' behaviours. Transfer occurs after the training intervention when the learners have returned to their organisations, and communities, and shared or integrated new skills, values, or attitudes into their practices.

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# SECTION - 1.

## Introduction to the theory of change

## 1.1. Defining a theory of change

Pathway to Social Change/Impact Pathway, is defined as a logical causal chain from project's context to project impact. It looks at how an environmental, social, and/or cultural change is anticipated to happen based on the training and post-training interventions undertaken by the project's targeted groups. Hence, training and post-training interventions are at the core of an Impact Pathway, more explicit, both a training and a post-training intervention play a major role in achieving project results at the Output, Outcome and Impact levels, which in reality contribute to the achievement of the 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 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, can be a challenge, as it requires the project manager 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 the 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 therefore a thinking which is built on the 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.

Hence, 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 training beneficiaries at the individual learners, organisational, and the community level contribute to projects results at the Outcome level, and finally, how use or satisfaction of Outputs by post-training interventions beneficiaries contribute to project results at the Impact level.



## 1.2. Basics of an impact pathway

An Impact Pathway is a process through which a project contributes to desired social, gender, economic, cultural, or environmental change within a particular community or among a particular group. It begins with defining the project in terms of the 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 terms for which the needs for a project to address a problem or the human rights violations within a specific community can be fully understood. Thus, the first step is conducting a needs assessment to determine its relevance, the targeted groups, and their learning needs or gaps, to define and set long-term results, goal, and objectives.

- 1. Long-term result(s):** describe the expected situation after the project life-cycle.
- 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 overall results to be achieved at Outputs and Outcomes levels.

### 1.2.2. Project inputs

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

### 1.2.3. Project interventions

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

A training is only one of the many possible interventions to address a specific social, cultural, gender, economic or environmental problem or issue within a country or community, or among a 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. Logical framework matrix

The project Logical Framework is an analytical tool used for conceptualising project's objectives. Log-frame tool is built on planning concept of a hierarchy of levels that link the project inputs, activities, outputs, outcomes, and impacts. There is assumed cause-and-effect relationship among these elements, with those at the lower level of the hierarchy contributing to an 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 a log-frame outlines causal means-ends relationships of how a training is expected to contribute to its objectives. It is then possible to configure clear 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 organisers to monitor and evaluate the management, implementation and progress of the training towards outputs, outcomes and impacts. Hence, the 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-01. Logical Framework Matrix**

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

## 1.4. Elements of an effective training

Achieving the project's impact, relies heavily on some training methodological principles, which when appropriately adapted, provide guidance for planning, design, delivery monitoring, and evaluating an effective training:

### 1.4.1. 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 on the relevance of their learning needs and gaps towards project's long-term result(s). Its content and methodology should thus be tailored and structured around learning needs, gaps and experiences of learners, and context in which their work or live in.

### 1.4.2. A practical approach

A training begins with the recognition that 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, issue or challenge they are struggling with bring to their work or life? A training that ignores this fact is likely to be neither credible nor effective.

### 1.4.3. 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 the exchange of expertise and experience is facilitated.

### 1.4.4. 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 the

knowledge and develop skills and attitudes that encourage behavioural change. Thus, an effective training combines different learning methodologies, where each methodology has its well-defined and structured learning activities.

## 1.5. Project performance management

The first step in project performance measurement involves clarifying project objectives, by defining precise, measurable statements concerning project's long-term results to be achieved. However, it is very unproductive to formulate project overall objectives without at least predefined project long-term results: ultimate developmental, social, economic, cultural, gender and environmental change to which the project aims contribute to, and the project's overall goal: the means to be employed in order to contribute to achieving desired long-term results.

### E.g.: Project impact:

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.: Project goal:

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

Thus, project objectives are precise and measurable statements of what youth workers can do because of their participation in training intervention, which logically contribute to the achievement of the project overall goal and desired long-term results or impacts. Though for this to happen, each project objective must be connected to either a specific training or post-training intervention.

### E.g.: Project objectives:

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

1. Use a basic instructional design model to plan and 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.
3. Build capacity of youth activists to develop and conduct awareness-raising campaigns to advocate for the integration of menstrual health and hygiene education or training in schools or youth clubs' activities.

Project objectives are introduced by action verbs that are aligned toward the cognitive process dimensions so that during reflection, learners can reflect on how they are making progress in achieving the project's objectives.

#### Box-02. Project objectives' introduction verbs

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

## 1.6. Project performance indicators

Once the project's long-term results, goal, and objectives have been clarified, the next step is to develop indicators for measuring performance to determine whether progress towards achieving the long-term results is being made or not. Whereas the objective is a precise and measurable statement concerning the long-term results to be achieved, a performance indicator specifies observable and measurable milestones concerning project's results being achieved, which is measured along a scale or dimension, but does not indicate the 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 might 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 the output, outcome, and impact level.

Performance or results indicators can be outlined as in the following:

1. **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 training materials or intellectual outputs produced, or number of learners who attended and trained in a training course.

**2. 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.

**3. Impact indicators:** measure longer-term effects of a training through advocacy actions taken by post-training interventions' beneficiaries who can directly use project outputs in terms of services or products to contribute to situation or change, which the project want or desire to make within their community or society.

- **E.g.:** the quantity of awareness-raising actions taken by post-training interventions' 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 products or services 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 life-cycle to results continuing after the project life-cycle. Sustainability means:
  - **Fidelity:** The fidelity of digital-based interventions is inherent as the materials on the website remain the same, no matter how many times it is used. The content of the interventions can be shared widely exactly as initially developed.
  - **Scalability:** A digital-based intervention can be shared with literally thousands of users beyond the locality in which it was

created, while remaining accessible to the original locality. The content can be immediately opened and used by anyone with web access, which also allows effectiveness evaluation on a wide scale.

- **Sustainability:** The cost of maintaining a website hosting an evidence-based digital intervention is relatively modest, especially if the site is an interactive, open educational platform.

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.:**

- If a key aim is to reduce costs or savings, then it is common to focus on cost measures, such as efficiency.
- If a key aim is accountability, then it is common to focus on outputs measures, which are directly within control of project coordinator.
- 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.

Thus, using a variety of different indicators may 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

#### 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 ender-users who perceived project outputs as useful during prototype testing and during product review, provides a measure that qualitative change is taking place.

## Rating Scales

At different points in a project lifetime, the 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

The result target, or target(s), is a specific observable and measurable indicator value concerning results to be achieved by a specific date within a project time line, which further indicate the direction of change.

### E.g.: Results targets:

1. From 01 to 09 months, a result target of 30 youth workers is 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.
2. From 01 to 12 months, a result target of 30 youth workers is trained, and thus, they are applying facilitation skills that are consistent with a participatory approach in delivering community-based interventions.
3. From 09 to 18 month, a result target of 240 youth activists is 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 project are needed, to set realistic targets to be achieved within the constraints of resources and time available, on two levels:

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

Targets represent commitments signifying what a project intends to achieve in concrete terms and become the standards against which the project's degree

of success is judged on. Therefore, 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 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 and at levels originally envisioned. They tell us how well a project is progressing. However, it is important to note that tension exists between the need to set realistic and more achievable targets versus setting them high enough to ensure implementing partners will stretch to achieve them. On the other hand, if targets are unrealistically high and unattainable, confidence and credibility suffer, which may set in motion perverse incentives to distort the data.

Therefore, 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 just before project begins. Baseline may be established using existing secondary data sources or may require primary data collection effort.
2. **Beneficiaries' expectations:** while targets are set on an objective basis of what can realistically be accomplished given certain resources and conditions, it is useful 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.

## 1.8. Project monitoring

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

A distinction is thus made between:

1. Implementation monitoring which focuses on maintaining records and accounts of a project inputs and tasks or processes; and

2. Performance or 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 life-cycle: 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 life-cycle 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, and/or quarterly) to assess compliance with budget, schedules, and work-plan, 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. 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 work-plan 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 these results and the complexity of collecting their 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.

## 1.9. Advantages of digital education

Exploring the use of digital tools and technologies gives youth workers and the learners opportunities to design and participate in engaging training and learning processes that take the form of blended learning through youth work in non-formal learning settings.

**Blended learning** combines the traditional face-to-face training with digital learning processes in a seamless, complementary flow of learning. Digital tools can 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 create post-training communities for practicing exchanging training outputs.
2. **Training delivery integrates techniques** that allow the participants to benefit from participatory presentations, info-graphics, or videos, which are used as visual aids for learning. Whereas other components may be delivered through Online platforms, such as manuals, handouts, etc.
3. **Evaluation** is facilitated by various digital tools used for conducting evaluation surveys among the learners or among other stakeholders, and for analysing collected data that support training evaluation processes.



## SECTION - 2.

# The mechanisms of the training cycle

FIGURE-1. Training cycle



## 2.1. Understanding a training

A training is a process, where the training delivery, which is the most visible component, is just one of the final stages. A training cycle is therefore a model that conceptualises different phases of a training, from the initial idea to post-training interventions. Hence, the first step of the training cycle is a training 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. Furthermore, 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, the 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 the short-term and medium-term perspective. Finally, during the follow-up phase, training's beneficiaries and implementing partners, create enabling environment, conditions for conducting and assessing post-training interventions because of their participation in the training.

Throughout this guide, a training is understood as a learning process which involves a wide spectrum of learning activities aimed at empowering and/or strengthening 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 further 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 targeted group:

- 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 knowledge:** the 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 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 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 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.

## 2.2. Planning phase

Before deciding to conduct a training, it is essential to analyse the context in which such a training is to take place 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.

### 2.2.1. Training needs assessment

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. A needs assessment can broadly be defined as a systematic process to gather information and opinions from different sources on the problem or the issue to make effective decisions, interventions, or recommendations about the most appropriate efforts and actions to take. A training needs assessment is thus conducted once it has been determined that a 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 and/or transform the effects of an existing problem, and that training is a way to help address the situation. Thus, 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 the 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 capacity gaps or needs of learners in relation to addressing an existing problem.

A solid understanding of the context and the characteristics of learners, guides training design, which helps training organisers to determine learning needs, the 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, it does not only ensure that training content is tailored to meet the real needs of learners, but it also gives credibility to training efforts. 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, to save both time and resources.

#### Box-03. Needs assessment tools

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

## 2.2.2. Analysing the information

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

1. Checking the data collected for omissions or errors.
2. Interpreting data to identify trends and priorities in terms of training needs, including learners' expectations to close identified gaps.
3. Validating the data with representative learners or other stakeholders.

Organising and reflecting on the data gathered through the training needs assessment makes it possible to develop the profile of the learners and the description of the environment and conditions in which they work or live. This process can furthermore highlight other factors which can support the training efforts. Disaggregating the data by gender, sex 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 or racial identity, and that inequality and discrimination are not perpetuated.

## 2.3. Design and organisation phase

With the information gathered through the training needs assessment, the training organiser can proceed with designing and organising a training course, which addresses the learning needs expressed by the learners. So, this process focuses on the development of training results, goals, and learning objectives. It furthermore addresses identification of appropriate training methodology, session plans, and learning activities and conducting formative evaluation.

### 2.3.1. Results, goals, and learning objectives

The training organiser analyses the overall context based on the training needs assessment data, in order to define both the desired results, which describe the expected situation after the training, and the overall goal for the training, which describes how the 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

is expected that the learners will be able to do as a result of the learning process, which contribute logically to the achievement of the training's overall goal and desired results.

### 2.3.1.1. Training results

After understanding the context and the characteristics of learners and their needs or gaps, and the change that they need, it is important to determine what that desired change would actually look like in terms of results and how those results will be measured. Although it may seem like thinking backwards, 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. Thus, clearly articulating desired results enables the setting of a clear goal and realistic objectives for a training and the development of the evaluation tools needed, to confirm, over time, that the desired change has indeed occurred. Results are thus identifiable, and measurable indications describing expected situation after the training, which demonstrate that the training goal and learning objectives have been achieved. Whether measured in the shorter, medium, or longer-term perspective, they are about the desired change. Hence, the training organiser should be able to identify and measure positive changes or results to which their training has contributed. Throughout this guide, a training intervention is seen as the main activity of a project in our youth work, which is the core element of our Impact Pathway approach that contributes to achieving the project's desired results, measured at three levels: Individual, Organisational/Group, and Community.

#### Individual level:

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

**Example of individual-centred change:** Learners become familiar with the participatory approach in human rights education and are confident to begin to use it in their human rights education work.

#### Organisational/Group level:

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

**Example of group-centred change:** the learners' organisations or groups incorporate participatory approach in their human rights training work.

### **Broader community/society:**

Changes we anticipate when an organization transfers its learning to the broader community/society. What effects might be observed?

**Example of the community-centred change:** The participatory approach is incorporated into the human rights work of other groups as well as into their other work and into other aspects of life in the broader community.

Through Results-Based-Management, performance management, the Impact Pathway focuses on improving performance and ensuring that the training interventions contribute to achieving long-term result or impact. The Results-Based-Management is thus a project management strategy aimed at achieving social, cultural, economic, gender, or environmental changes in ways that the targeted groups wish or desire, through a logical causal chain from project inputs to project impacts:

**1. Short-term results - Outputs:** these are the immediate consequences or effects a training, observed at two levels:

- **Direct products or services** stemming from the training such as the actual training sessions delivered and the training materials, tools, and resources produced.
- **The number** of learners served by the training.
- **E.g.: As short-term results of this project:**
  - 30 youth workers are trained on developing effective menstrual health and hygiene awareness interventions in youth work.
  - A training manual on the basic instructional for delivering community-based interventions and facilitation skills through participatory approach is produced.

**2. Medium-term results - Outcomes:** these are the intermediate effects or consequences of a training, observed at two levels. Outcomes time-frame in the project execution plan should be organised in the way that they are achieved within the project lifecycle:

- **Immediate outcomes:** These are the initial learning outcomes among the learners that participated in the training, which are

directly attributable to the outputs. They represent a change or an increase in skills, awareness, behaviours, or ability among learners.

- **Intermediate outcomes:** They constitute a change in behaviour or practice among the learners' organisations and/or communities, observed based on quantity of post-training intervention delivered by implementing partners, the number of beneficiaries served, or the satisfaction level with outputs usability by beneficiaries.

• **E.g.: As medium-term results of this project:**

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

**3. Long-term results - Impacts:** the longer term consequences or effects of the training that lead to the ultimate change to which the project contributes to, observed based on the actions taken by beneficiaries who participated in post-training interventions at the local or national level.

• **E.g.: As long-term results of this project:**

- 24 youth activists are developing and conducting awareness-raising campaigns to advocate for the integration of menstrual health and hygiene education or training in their schools, youth clubs, organisations' activities.
- 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.
- 50 youth local organisations are using produced training manual in planning and delivering menstrual health & hygiene awareness interventions through participatory approach in their youth work.

Impacts are the most difficult results to attribute to a specific project activity. Their time-frame is such that they might not be achievable or measurable within the project lifecycle, but expected to be achieved by practices through the learners' organisations or community or the 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 the end-users such as other youth workers, youth activists, teachers, trainers, educators or youth organisations, etc.

### 2.3.1.2. 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.: Project goal:

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

#### Box-04. Link between project goals and long-term results

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

### 2.3.1.3. Learning objectives

Training learning objectives describe measurable statements towards learning outcomes 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. It cannot be stressed enough that 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 should be able to evaluate their achievement. Learning objectives are therefore conceptualised in a manner that allows the training's 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 and thus achieve the goal and desired results?
2. Which **learning activities** should the training audience undertake, to acquire or strengthen those knowledge, skills, and attitudes?

#### E.g.: Learning objectives:

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

1. Illustrate menstrual health and hygiene awareness framework in the context of youth work. **Knowledge.**
  - Can be met, only if through collaborative learning, critical thinking learning activities on illustrating menstrual health and hygiene awareness framework in the context of youth work are held during the training.
2. Develop and apply effective menstrual health and hygiene awareness training through participatory approach in their youth work. **Skills.**

- Can be met, only if through experiential learning, workshop learning activities on developing and applying effective menstrual health and hygiene awareness training through participatory approach are held during the training.
3. Create menstrual health and hygiene awareness-raising campaigns to initiate period conversations towards behaviour changes. **Attitude.**
- Can be met, only if through game-based or problem-based learning, role plays or case studies on creating menstrual health and hygiene awareness-raising campaigns to initiate period conversations are held during the training.

**Box-05. Link between project goals, objectives, and long-term results**

PROJECT GOAL	LEARNING OBJECTIVE	LONG-TERM RESULT
The goal of this project is to enhance the capacity of youth workers to develop and deliver effective training interventions using a participatory approach in their youth work.	On successful completion of this training, learners will be able to define the characteristics of a target audience.	As a result of this training, youth workers are youth workers are developing and delivering effective training interventions using a participatory approach in their youth work.
The goal of this project is to enhance the capacity of youth workers to develop and deliver effective training interventions using a participatory approach in their youth work.	On successful completion of this training, learners will be able to apply facilitation skills for managing group dynamics in their training.	As a result of this training, youth workers are youth workers are developing and delivering effective training interventions using a participatory approach in their youth work.
The goal of this project is to enhance the capacity of youth workers to develop and deliver effective training interventions using a participatory approach in their youth work.	On successful completion of this training, learners will be able to develop conflict resolution and emotional awareness skills in their training.	As a result of this training, youth workers are youth workers are developing and delivering effective training interventions using a participatory approach in their youth work.

Developing learning objectives is an essential component of training designing

process that is further linked to training summative evaluation design, which focusing on capturing changes or results 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 the desired result. The knowledge, skills and attitudes should be broken down in an effective way for the training, to enable the learners to reach the desired goal.

For example, if the goal is to: Enhance the capacity of youth workers to develop and deliver effective training interventions using a participatory approach in youth work. The question is, given this goal, what do learners need to know?

### 2.3.2. Training agenda

The training's agenda serves as a roadmap for the training 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 training contents and arrange them in a logical manner early on. The 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, briefer stretching moments may also be needed between scheduled breaks. Longer or extra breaks may be needed in the case of learners with disabilities. While developing the agenda, it is always crucial to refer to the findings of the training needs assessment, to make sure that training content is consistent with the contextual realities and to ensure that the sessions come together as a one structure that will allow learners to achieve the learning objectives for the course.

#### 2.3.2.1. Designing session plans

While the agenda provides an overall roadmap for the training, each individual session needs to be planned in detail, to maximise what can be achieved within the allocated time. If the entire training course is viewed as a jigsaw puzzle, then each session is a piece that contributes to the whole. Thus, for each session, a session plan containing the key information required to conduct it, should be developed, drawing on training learning objectives and the needs identified through the training needs assessment. Although the 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 or 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 resources:** these may include presentations, instructions for activities, handouts, or reading lists for the participants.
6. **Equipment and supplies:** tools needed to conduct sessions effectively, depending on the used methodology. E.g.: computers and projectors, flip-charts and flip-chart paper, sticky notes, and markers, etc.

### 2.3.3. Learning methodology and learning activities

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

#### Box-06. Learning methodology and learning activities

LEARNING METHODOLOGIES	METHODS OR LEARNING ACTIVITIES
<p><b>1. Collaborative learning</b> 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><b>1. Critical thinking learning activities</b> Include efforts to transfer knowledge which correlates positively with learners' achievement of learning objectives, and their perception of learning in a training course.</p> <p><b>E.g.: 1.1. Group discussions</b> As the term suggests, it is a discussion among a group of participants. Such 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><b>E.g.: 1.2. Brainstorming sessions</b> The session combines a relaxed and informal approach to problem solving with lateral thinking. It encourages participants to come up with thoughts and ideas that are crafted into original, creative solutions to a problem.</p>
<p><b>2. Experiential learning</b> 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><b>2. Workshop learning activities</b> Include efforts to develop skills and attitudes by producing concrete post-training interventions visualising how learners will transfer or use the training outputs at the individual, organisational, or community level.</p> <p><b>E.g.: 2.1. Reflecting on Experience</b> A workshop 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.</p> <p><b>E.g.: 2.2. Assimilating &amp; Conceptualising</b> 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><b>E.g.: 2.3. Experimenting and Practicing</b> 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><b>E.g.: 2.4. Planning for Application</b> This workshop provides a stimulus for applying new learning outside the training context. It prepares participants for and increase the likelihood of transferring and applying of learning.</p>
<p><b>3. Game and problem-based learning</b> It is an instructional learner-centred approach that empowers 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><b>3. Role plays and case studies</b> 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>

### 2.3.4. 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 the training content while it is under formation. Formative evaluation validates the training design, which enables the training team to verify whether or not the overall learning approaches, learning activities, and materials they have planned to use in the 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 future improvements. In addition, formative evaluation provides further benefits to collect inputs from different stakeholders, while allowing the participants' perspectives to be included, to ensure that the training content tackles the most current developments of the problem. Overall, it improves the credibility of the training efforts.

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

1. Does the goal of the training course 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 and related learning activities appropriate for the target learners?
4. Are the training materials appropriate for the target 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 course consider gender considerations and participants' physical and mental abilities, identified in the training needs assessment?
7. Are evaluation tools appropriate for the content of the training course and for the target learners?

Conducting reviews with the learners is perhaps the best indication of whether the training course will ultimately be effective. This process could also involve piloting the parts of the training course with representative who have continued access to learners, to see how well the content and methods suit their needs and what types of problems they may encounter along the way.

## 2.4. Delivery phase

Throughout the training course implementation, there is direct, regular contact between the trainers and the participants, and among participants themselves. Therefore, the image projected by the trainers, and the environment the trainers can develop and maintain within a training room, will effectively facilitate the learning and performance process. Delivering a training in a safe and inclusive environment requires the trainers:

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

### 2.4.1. Process evaluation

In keeping with practice of ongoing evaluation throughout the training cycle, process evaluation or the real-time formative evaluation takes place during the training course, and it should be 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 and/or merging some activities and increasing time for others. To discuss gathered information or any resultant changes to the programme and/or methodology, the training team can meet after training hours for daily debriefings. Engaging in process evaluation is particularly important as it is grounded in the experience of the learners, which respects and responds to their needs. It further contributes to the end-of-training evaluation, as it gathers information about the effectiveness of training design, and about the learners' learning progress and performance, that are tracked over time to demonstrate changes.

## 2.4.2. Summative evaluation

End-of-training evaluation, summative evaluation involves activities conducted at the end of 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 the 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 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 is not enough simply to 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.

## 2.5. Training follow-up

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

### 2.5.1. 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 training report, an important source

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

Rather than narrating every single 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. It can also give a breakdown of participants by region, country, type of organisation, etc. Full participants list could 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 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.

## 2.5.2. Post-training interventions

For the purposes 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 possible 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 impacts. A post-training intervention is delivered by implementing partners staff or their volunteers who took part in the training, who should have both the expertise in the subject matter and the experience in applying participatory methodologies as trainers, educators or facilitators. Therefore, the implementing partners are responsible for conducting the post-training interventions, and for their design, delivery, and evaluation. Just like a training course, a post-training intervention is also composed of (1) the session(s), each of them with a specific thematic focus, and (2) a programme, consisting of a series of interconnected activities that may include:

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

### 2.5.2.1. Systematic follow-up

A systematic follow-up to the training is an important dimension of effective training, and post-training intervention that could boost the training effects can already be identified in the training design phase. It is thus very important for the implementing partners to remain in regular contact with the learners after the training course, and to give the learners ongoing assistance by sharing materials, contacts, and advices. 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, the materials, experiences, or how to address other challenges identified after the training.

### 2.5.2.2. 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 improvements in the learners' behaviours and capability, and their application in their work context through what they have learned during the training. **E.g.**, were learners able to apply the training outputs in their work? Whereas Impact refers to the effects of the learning on broader community. **E.g.**, have learners, because 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 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.



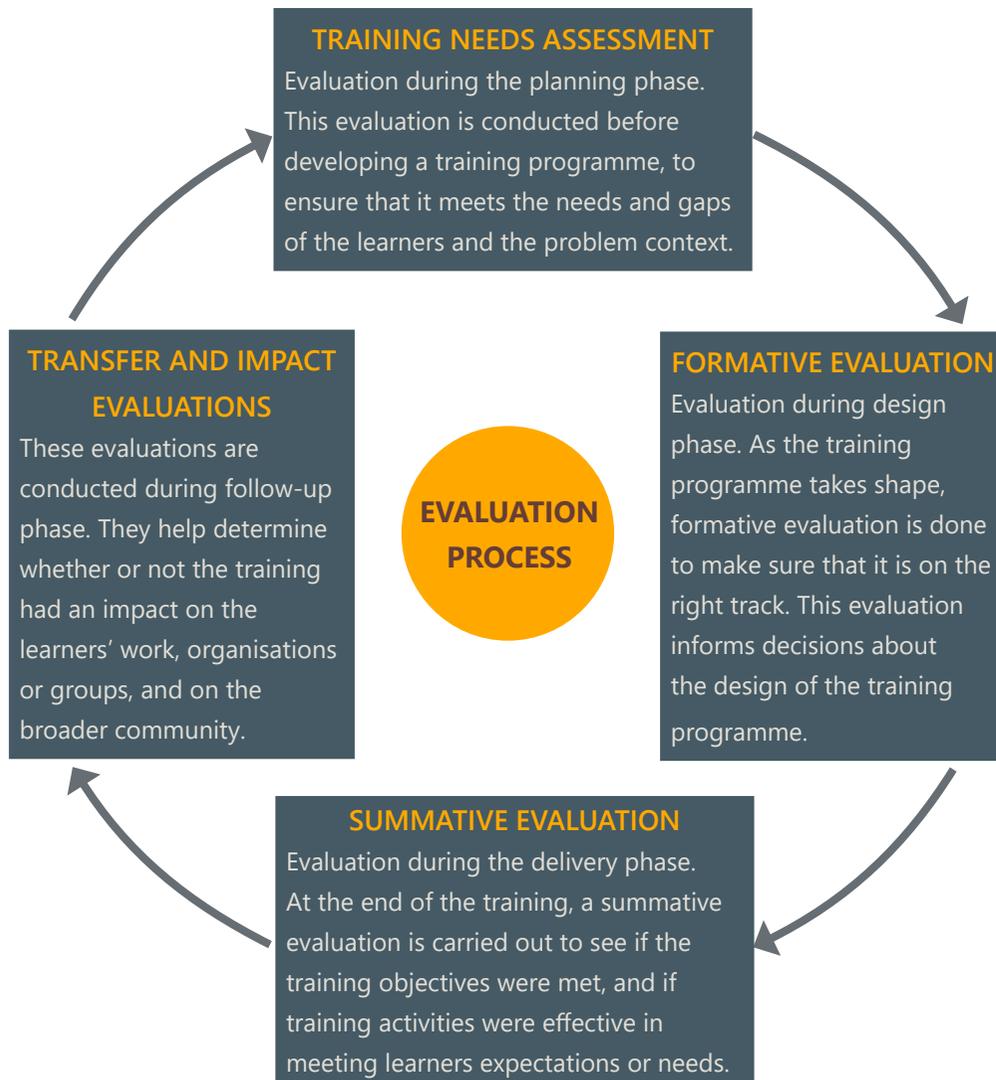
## SECTION - 3.

# Evaluation techniques and data analysis

## 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



### 3.1.1. 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 are connected to training and post-training interventions.

2. Supporting decisions on how to furthermore improve the effectiveness of futures training interventions.

The purpose of evaluation is to:

1. **Improve effectiveness:** Evaluation helps to ensure whether a project consortium is accomplishing what it set out to do through the training. 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. **Ensure accountability:** It demonstrates to project consortium, other stakeholders, and donors, that the learning objectives necessary to contribute to project impact, have been met, and that funds have been well spent, which further demonstrates the professionalism of the staff in the project consortium and gives them credibility.
3. **Share experiences:** Institutions can learn from training successes and mistakes by reviewing evaluation reports of previous training programmes. This contributes to existing knowledge about which practices work and which do not work with certain types of learners.

So, 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. Who are the audiences for the evaluation of results?
4. What types of evaluation do we need to carry out?
5. 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 and 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.

EVALUATION LEVELS	DESCRIPTION & QUESTIONS	PRACTICALITY & RELEVANCE
<b>1.: Reaction</b>	<p><b>Measures the learners’:</b></p> <ol style="list-style-type: none"> <li>1. Personal reactions about the training and learning experience;</li> <li>2. Perceptions about what they actually learned in the training;</li> </ol> <p><b>Questions that can be addressed:</b></p> <ol style="list-style-type: none"> <li>1. Did the training meet the learners expectations? Was the level of the training appropriate for them?</li> <li>2. Was the training relevant to their work? Were content, skills, values and attitudes addressed during the training relevant?</li> </ol>	<ul style="list-style-type: none"> <li>• Feedback about reactions, feelings, satisfaction is easy to obtain;</li> <li>• Costs for gathering and analysing feedback data are generally low;</li> <li>• Important to know whether learners were disappointed or not;</li> <li>• Important to know learners’ general satisfaction with the training, relevant for future training.</li> </ul>
<b>2.: Immediate outcome</b>	<p><b>Measures changes in the learners:</b></p> <ol style="list-style-type: none"> <li>1. Whether or not there was an increase in learners’ knowledge and skills or changes in attitudes and behaviours resulting from the training.</li> </ol> <p><b>Questions that can be addressed:</b></p> <ol style="list-style-type: none"> <li>1. Did learners learn what was intended in the design of the training?</li> <li>2. What is the degree of advancement or positive change in the learners after the training, based on objectives?</li> </ol>	<ul style="list-style-type: none"> <li>• Requires more thought and resources than level 1 but not difficult to undertake;</li> <li>• Easier when the training is on more technical skills that can be quantified such as how to design an awareness and advocacy campaign.</li> <li>• Not as easy for more complex learning such as development of attitudes only.</li> </ul>
<b>3.: Intermediate outcome</b>	<p><b>Measures change in organisations and/or community:</b></p> <ol style="list-style-type: none"> <li>1. What learners did with their learning once returned to their organisations. Behaviour or transfer of learning can be partially assessed by identifying performance or results indicators.</li> </ol> <p><b>Questions that can be addressed:</b></p> <ol style="list-style-type: none"> <li>1. Did the learners put their learning into practice once they returned to their work and/or life contexts?</li> <li>2. Did the learners apply the relevant skills and knowledge? Was there any noticeable and measurable change in actions of the learners once returned to their usual roles in organisations or community?</li> </ol>	<ul style="list-style-type: none"> <li>• Measuring changes in behaviour and transfer of learning are more difficult to quantify and require a well-designed evaluation system from the outset.</li> <li>• Although challenging, evaluation at this level is critical as it examines implementation and application of the learning from the training. Level 1 &amp; level 2 lose their value if nothing changes in the learner’s work and/or community context.</li> </ul>
<b>4.: Impacts</b>	<p><b>Measures sustained changes in the broader community:</b></p> <ol style="list-style-type: none"> <li>1. the effect on organisation or broader community resulting from learners’ involvement in the training.</li> </ol> <p><b>Questions that can be addressed:</b></p> <ol style="list-style-type: none"> <li>1. What connections can we reasonably make between broader changes at the level of the work of the community, and the learners?</li> <li>2. How did the training contribute to broader changes in the community, through the work of the learners?</li> </ol>	<ul style="list-style-type: none"> <li>• Easier at the level of individual learners but much more challenging across a broader community.</li> <li>• 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.</li> </ul>

## 3.2. Data collection methods

The information collected on reactions, and on immediate and intermediate outcomes can be quantitative, where data is expressed in numbers, statistics., or qualitative, where data is expressed as patterns, commonalities, or shared experience. It might be popular to think that, to be credible, evaluations must be carried out using quantitative methods only, for example, proving 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 the documented results, requires to be systematic in data collection and undertaking 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 the reaction and immediate and intermediate outcomes.

### 3.2.1. Evaluation data analysis

After information has been gathered about results of a training, the next step is to analyse this data, draw conclusions, or make recommendations. Initially, it may seem intimidating to compile the results from various questionnaires, interviews, and observations, and certainly many arrive feeling overwhelmed. Naturally, if a lot of information is requested, one will be faced with a lot of information to analyse, but if one's questions were purposeful, data analysis should be relatively straightforward. Another reason that some people may feel intimidated as they come upon data analysis, is that they may lack the knowledge and experience necessary to compile the training results.

#### 3.2.1.1. Tabulating quantitative data from questionnaires

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

#### BOX-07. Tabulating quantitative data from questionnaires

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 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	Number of respondents*	Average rating
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.

### 3.2.1.2. Analysing qualitative data from questionnaires

If in conducting an evaluation, comments from learners have been requested or if the learners 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 interprets this data, carefully sifting through information with an objective of identifying the 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, the 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.

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 common words, organise data, use sort and filter functions.

### 3.2.1.3. 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, the patterns analysis and triangulation remain two important methods for effective data analysis. Certainly, tabulating questionnaires is also a common practice in data analysis for transfer and impact evaluations. When trying to draw conclusions about the 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 following example illustrates a comprehensive process for tracking results over time.

### BOX-08. 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"><li>1. More examples needed, (8x)</li><li>2. More reading materials needed, (1x)</li><li>3. Use of computer slides would improve the presentation, (2x)</li><li>4. Not enough time, (9x)</li></ol>	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.

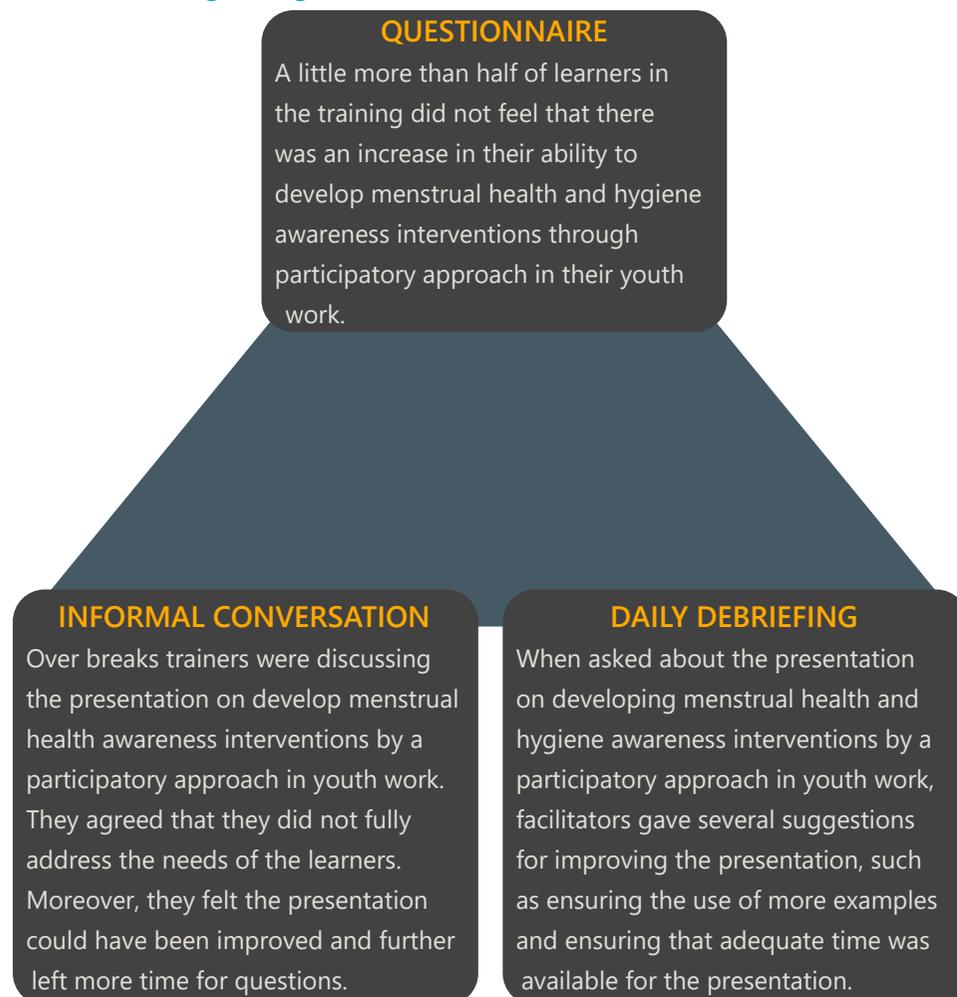
- To draw conclusions from the data, the following terms could be useful:
  - **Presence of...** e.g.,  
The presence of aspects of the participatory approach in developing menstrual health and hygiene awareness interventions and the language associated with it was noted in all the learners' action plans.
  - **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.

### 3.2.1.4. Triangulation

When data from different data sources are compared to confirm the results, this is called triangulation. If similar findings emerge from several sources, ideally three, then, we can increase the certainty with which we can draw conclusions. What we are aiming for in using three methods to arrive at the answer to the 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. Using quantitative and qualitative information gathered from a questionnaire, information picked up from trainers' informal conversation during breaks, and information collected through the debriefing sessions, it is possible to explain why the objective related to:

1. 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.

**FIGURE-3. Triangulating data**



### 3.2.1.5. 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.

Therefore, by focusing on reducing uncertainty around the 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.

## BOX-09. Contribution analysis

This example shows how impact data can be analysed using contribution analysis for a two-year project that started in January 2018 and ended in December 2020.

1. Briefly describe evidence of change based on the data collected.
2. Describe the contribution we think we made by building a **contribution story**.
3. Provide alternative reasons for change. Brainstorm ideas, research if we 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 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.

## BOX-10. Tracking results related to training over time

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

### 3.2.1.5.1. Conclusion

To explain the contribution of training, it is important to show how it is different from the contribution of another training. Reducing uncertainty about training contribution will lead to more clarity. Thus, 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 as well as 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 that 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.

- **From our previous example:**

One plausible result of the training sessions delivered to the youth workers on menstrual and gender challenges different menstruating persons face while managing their periods shows that there was a significant increase

about (75%) of the 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 the 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.

Hence, based on comparison of data related to menstrual health and hygiene awareness before and after the project, it is anticipated that the 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. Further, the improved menstrual training attitudes may have reduced taboos, stigma and myths associated in menstruation in youth work.

### 3.3. Challenges encountered in evaluation

One challenge inherent in the projects evaluation is defining where evaluation starts and where evaluation ends. The information that is gathered about the 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, compiling the results for end-of-training summative evaluation, serves as basic baseline data for our future projects' training interventions.

- **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/or 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 ourselves faced with more data than we 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 the 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.

Hence, it is important to try to remain objective at this points and really draws conclusions based on what the data revealed. Hence, the realistic conclusions on the data and recommendations, can greatly enhance the credibility of your organisation and of your youth work.

#### 3.3.1. Addressing encountered challenges

Evaluating the 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 the impact of the 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 the learners become re-immersed in their work, the 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 priorities related to past, present and future training is a skill that needs developed, to work effectively.

## 3.4. Evaluation process of a training

### 3.4.1. Planning phase

#### 1. Understanding 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:

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

#### 2. Describing the desired change

**How to do it:** Define results:

Defining desired results involves:

- Developing a clear understanding of the expected 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 evaluation tool to measure the results.

Defining desired results guides decisions regarding the content of the training and helps to draw the conclusions about what learning has occurred, achieved.

### 3.4.2. Development phase

#### 3. Increasing effectiveness

**How to do it:** Conduct formative evaluation:

Conducting formative evaluation involves:

1. 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:
  - Determine whether the length of the training is appropriate (i.e., the number of days, the number of hours per day, etc.);
  - 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.

### 3.4.3. Implementation phase

#### 4. Changes occurring in the short, and medium-term

**How to do it:** Conduct summative as well as:

Conducting end-of-training evaluation involves:

1. Collecting information about reactions, learning, behaviours and short-term desired results or changes;
2. 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.

### 3.4.4. Follow-up phase

#### 5. Result dissemination, to highlight occurred changes

**How to do it:** Transfer & impact evaluations and evaluation report:

Conducting transfer and impact evaluations involves:

1. 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;
2. Analysing the data collected to determine whether the goals of training have been achieved or not.

Preparing an evaluation report involves:

1. Determining the audiences for the report;
2. 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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