Improving Proximity Responses for the Adaptation of Vocational Education and Training

2015-1-ES01-KA202-015976

TOOLKIT

Coordinator	Consorcio del Pacto Territorial por el Empleo .
Authors	Belén García Jaramillo
Date of delivery	10 agosto
Date of revision	
Version	V1

Toolkit

This toolkit is a compilation of global recommendations and tools for an effective development of project plan and carry out communications more effectively. The contents are not binding and each project should be aware of their programme-specific requirements.

Project Background

The goal of the Toolkit is to ensure the relevance and the impact of VET in any territory and to highlight the priorities addressed by any programme in the field of VET.

The Model is intended to guide local actors in its way of designing, implementing and assessing a local action plan for the continuous monitoring of labour market needs and the adaptation of VET provided. According to this purpose, the Model will be structured in 4 different "How to Guides". Thus, different tools have been gather in order to easily carry put these 4 steps in any territory.

In general terms, the Tool Kit has been produced to assist any stakeholder in the partnership creation, market needs analysis, Vet programming and conducting of effective evaluations of VET programs. The ToolKit is not meant to be prescriptive in any way but rather it is envisaged that stakeholders will modify, adapt and customise to their own realities as well as the available instruments in order to meet their own circumstances and requirements. Underpinning the use of this tool is the creation and development of the four guides will inform and direct the evaluation process.

How the Toolkit Has Been Put Together

The knowledge compiled in this Toolkit has been gathered from the experience and investigation carry out by the partners who have implement each guide in their own territory. The Toolkit has been designed to start a VET program in any territory, regardless of its local, regional or national level as it can be adjusted to its own needs.

Index

Toolkit 1– Tools to the Guide 1: Local partnership

SWOT ANALYSIS

A SWOT analysis for schools is a tool that can provide prompts to the governors, management teachers and staff involved in the analysis of what is effective and less effective in the school's systems and procedures. Often used in preparation for a plan of (that could be an audit, assessments, quality checks etc.). In fact, a SWOT can be used for any planning or analysis activity which could impact future finance, planning and management decisions of the school or establishment. It can enable to carry out a more comprehensive analysis.

What is

SWOT analysis is a tool used in the framework of Strategic Planning. It is a useful and easy to use a tool whose aim is to identify the positive and negative factors, both external and internal, that can influence an organization or project development and the achievement of its objectives. Indeed, SWOT stands for "**S**trengths, **W**eaknesses, **O**pportunities and **T**hreats"

How does it work

SWOT analysis can be used in a wide range of situations, by several agents (as enterprises, organizations, project managers, strategic planners…) and in different fields (business, organization's development, project management…). Therefore, we are going to focus on its utilization in the framework of a diagnosis study.

SWOT analysis aims to identify the key internal and external factors considered as the most important in order to achieve an objective. As a consequence, generally, SWOT is a second step tool, once you have identified your organization's or project's objective, which can be done with the support of specific tools as well, and once you have carried out a research in order to identify all the relevant elements that can have an impact on this achievement.

Let's say that the objective of your organization is to raise the number of enrolments in your Dual Vocational Training programme. You will conduct a research to identify which actions you should prioritize in order to achieve it. This research can be both quantitative (looking at statistics and public information sources) and qualitative (by means of questionnaires or interviews to key agents in the relevant field).

As a result of this research, you will have a lot of elements and you will have to decide on which of them you should act. In order to clarify the situation and to help you to take the right choice, you can organize those elements in four groups.

- Strengths, meaning internal elements (of your organization or of the VET programme itself), that could help you to increase the enrolments.
- Weaknesses, the internal elements that, on the contrary, could prevent the achievement of your objective.

But apart from the internal elements (as the quality of your contents, your premises, your reputation in VET…) some external elements will have an influence, too. You will organize them in another two groups:

- Opportunities. Those external elements that could help you to achieve your objective if you take the right choice (as changes in the legal framework, increase the number of foreign students in the city…)
- Threats. Those external elements that can be harmful to your objective (as an oversized offer of VET programmes in your area, for instance).

Once you have the information organized you are ready to proceed to identify which should be your action lines in order to achieve your objective. With this aim, you will identify the most relevant elements in each group and try to see if they linked. The action lines will come out from the questions:

- How can I use my most relevant **Strengths** in order to achieve the objective?
- How can I work in my relevant **Weaknesses,** so that I can tackle them?
- What should I do to take advantage of the identified **Opportunities**?
- How can I prevent **Threats** to harm my effort?

Again, another thing that you can do is to ask these questions and look for the answers in a participative way, by means of workshops with the involved agents.

You can find a lot of information on this tool in the net. Herewith a link to Wikipedia:

https://en.wikipedia.org/wiki/SWOT_analysis

Who uses it

As already mentioned, it can be used by a wide range of agents. As far as our guide is concerned, the initial draft can be elaborated by technical staff in charge of development of feasibility studies and territorial diagnosis. But this draft document can be the base for a participative process in which all the involved agents take part in order to improve and complement it. Therefore, in this second stage, the tool will be used by all of them within activities such as workshops or work groups.

Issues to pay attention to

Keep in mind that the objective of the SWOT analysis is always to act on those issues considered as the most important. Therefore, do not overload it with a huge amount of input. Many factors could have some influence, but try to select those that, according to the qualitative and quantitative information, seem as more relevant.

According to our experience, SWOT analysis is more relevant and useful when you use it with a participative approach. Let key agents work with you not only in the research phase but on the prioritization of the elements to tackle and the identification of actions, too.

Do not hide or underestimate threats or weaknesses.

Toolkit 2 – Tools to the Guide 2: Market Need Analysis

Sub-sections

1) Report Sample Fiche

2) Toolkit indicators

1) REPORT SAMPLE FICHE

A market needs report shows the data and analysis from an actual market. The main goal of a labour market need analysis is to identify the best-fit training education directions for the society.

A training needs assessment identifies individuals' current level of competence, skill or knowledge in one or more areas and compares that competence level to the level required for their position or another position within an organization. The difference between the current and required competencies can help determine training needs. Rather than assume that all employees need training or even the same training, management can make informed decisions about the best ways to address competency gaps among individual employees, specific job categories or groups/teams.

What it is

A report sample is a tool which represents the data gathered by analyzing the market. In general terms, it is the list of what the labour market and the potential professionals consider as necessary to achieve their common goals.

Developing a market needs analysis would be the first step in the training process, as performance gaps that can be remedied by training. After gathering all the information, it is necessary to have a tool to communicate properly the data.

How it works

The market needs assessments can help improve the quality of education policy or program, thus leading to improvements in performance and the accomplishment of desired results. It helps to improve results, that is, moving from current to desired performance, and it is typically a worthwhile and valuable effort.

The results of a market need assessment will guide subsequent decisions—including the design, implementation, and evaluation of projects and programs that will lead to

achieving desired results.

For this reason, to be able to pass or publish this information there must be a clear structure, thus a great variety of users will take advantage of the discoveries.

How uses it

A report is a part of planning processes, often used for improvement in individuals, education/training, organizations, or communities.

It is important to communicate significant information to other organizations/users explicitly by displaying it in writing and calling attention to it throughout a report.

This is why having a report sample is essential. Thus, users will have a clear structure which will show all the elements which lead to the proper communication of all gathered data.

Issues to pay attention

Conducting a labour market needs analysis is usually done to gauge what training is needed for new employees or to identify and find solutions to:

1. Problems with performance
2. New system, task or technology
3. An organizational need to benefit from an opportunity

FICHE 1

REPORT SAMPLE

- Title page: Authors' Names, Institutions, and Date
- Executive Summary (this is written last-after the report has been completed)
- Acknowledgments
- Table of Contents
- Lists of Tables and Figures
- List of People consulted/List of Abbreviations/Glossary (as appropriate)
- Introduction (Including background to study and organization of the report)
- Study Design and Organization
- Study aims, objectives, and intended outputs
- Description of study team
- Study schedule
- Training
- Study Site(s) and Population(s)
- Background (including maps of study sites)
- Sampling strategies
- Methods and Tools Used for Investigation and Analysis
- Results (Including descriptive analysis but no interpretation)
- Discussion (including interpretation and judgment of findings)
- Appraisal of Methods/Tools Used
- Conclusions and Recommendations
- References (a list of any documentary materials used and referred to in the report)
- Appendices/Annexes (these may include details of the study schedule; complete diary of activities; observation and interview schedules used; questionnaires, fieldnotes such as transcriptions of interviews, and anything else judged to be relevant to the contents of the report but is too bulky to be included in the main body of the report.)

2) TOOLKIT INDICATORS

In our How to guide about Monitoring Labour market needs, we have based our indicators analysis on this study made by Dr. Annette Mummert in Deutsche Gesellschaft fur Internationale Zusammenarbeit (GIZ) GmbH, 2014. You can find more in:
http://www2.giz.de/wbf/4tDx9kw63gma/201403_Guidelines_Employment%20Analysis_ELMA_Final_web.pdf

ELMA provides a methodological tool for a comprehensive analysis of the labour market and employment situation and its respective underlying causes. It is based on the logic of the integrated approach for employment promotion of German development cooperation. Hence, possible factors are structured and analysed according to their impact on labour demand, labour supply and the matching process of the labour market.

What it is

The purpose of the present guidelines for "Employment and Labour Market Analysis" (ELMA) is to address this need for a deeper understanding of country specific challenges to employment generation. The main method of inquiry in ELMA is qualitative research. It can be used for analysing labour markets in low-income countries, transformation countries, as well as in middle income countries.

How it works

In order to optimize time and resource constraints, ELMA is principally based on existing data and literature (e.g. studies, reports, research papers). Analyses of these data sources should be complemented by field interviews in order to validate and deepen information. To facilitate implementation of ELMA and ease planning and calculating of time and resources, we will inform you about possible indicators and data sources throughout the guidelines.

Who can use it

ELMA might be useful for a broad range of stakeholders in development educational programs: it may help decision makers in operational departments and sector experts in technical departments at headquarters.

Issues to pay attention to

- financial resources
- political commitment and should reflect the institutional, organisational, technical and financial capacities
- tackling the labour market and employment policy

Guidelines for an Employment and Labour Market Analysis (ELMA)

BMZ Federal Ministry for Economic Cooperation and Development

Future-makers. Building the future. Let's join forces.

LABOUR MARKET NEEDS INDICATORS

ELMA in five stages	
A (1-6)	**What is the basic potential for employment in the country?** Objectives of steps 1 to 6: ■ Familiarising with basic factors influencing labour demand and labour supply ■ Getting to know degree and intensity of employment problems
B (7-11)	**What prevents firms from demanding more labour?** Objectives of steps 7 to 11: ■ Getting to know the conditions of business environment in general as well as in more detail for specific sectors ■ Identifying the most relevant constraints for business expansion, which subsequently impedes labour demand and employment generation
C (12-14)	**What prevents the labour force from offering (in sufficient quantities) the skills in need?** Objectives of steps 12 to 14: ■ Assessing the problem of skill mismatch ■ Getting to know the extent and quality of the provision of educational services ■ Identifying major challenges in the education system to provide adequately skilled labour supply
D (15-17)	**In which way do labour market institutions, regulations and policies impact on the matching process?** Objectives of steps 15 to 17: ■ Understanding wage formation as the central coordination mechanism in the labour market by connecting wage/productivity development with major factors influencing wage formation, e.g. labour law and regulations, wage policy, collective bargaining system ■ Assessing the effectiveness and efficiency of labour market and social protection policies: To what extent can active labour market policy address inefficiencies in the matching process? To what extent can passive labour market and – more general – social protection policies safeguard people from poverty and loss of income due to unemployment?
E (18-20)	**What are the main challenges to employment creation?** **What kind of consequences can be drawn regarding reform efforts of the respective country in general and in particular of German development cooperation programmes, supporting employment promotion?** Objectives of steps 18 to 20: ■ Getting to know the relative importance of the main constraints to employment generation identified before ■ Based on a participative process defining possible areas and options for government action ■ Proposing options for German development cooperation programmes of how to incorporate the findings of ELMA

Steps	Labour Supply	Matching in the Labour Market	Labour Demand
A (1-6)	**What is the basic potential for employment in the country?** Objectives of steps 1 to 6: ■ Familiarising with basic factors influencing labour demand and labour supply ■ Getting to know degree and intensity of employment problems		
	Orientation: *We start ELMA with checking for the basic conditions for growth, because a growth potential is a necessary precondition for labour demand and subsequently employment.*		
1			Geographical situation
2			Patterns of economic development in the past
	Orientation: *In order to realize as much employment as possible the demand for labour should correspond in terms of numbers, but also in terms of skills and qualifications to the supply of labour. The identified growth patterns can be used as a first rough indicator for quantitative aspects of labour demand. We will focus on quantitative aspects of employment also in the following steps 3 and 4 by looking into demographic structure and labour migration. Both factors shape labour supply: demographic structure indicates an increase or decrease of the working age population in need of jobs; the extent of labour migration represents an indicator for excess labour supply generally reducing (or increasing) the labour force.*		
3	Demographic structure		
4	Labour migration		
	Orientation: *After having identified possible basic constraints to productive employment on the demand and supply side of the labour market we turn to the performance of the labour market in general, pinning down (among others) the dimensions of employment problems.*		
5		Labour market trends	
	Orientation: *Many developing countries face development constraints (e.g. locational, geographical, resource endowments, climate change) which more or less have to be taken as given. But this does not necessarily mean that the country is doomed to fail in generating employment and income. In this case special responsibility is borne by the public sector and the way the government carries out its function. The quality of public actions might compensate for unfavourable initial conditions for employment creation. Therefore, we complement our first round of diagnostic with analysing the basic situation regarding this role of the public sector.*		
6	Public Sector as a cross-cutting issue: Political situation and economic policy orientation		

Steps	Labour Supply	Matching in the Labour Market	Labour Demand
B	**What prevents firms from demanding more labour?**		
(7-11)	Objectives of steps 7 to 11: ■ Getting to know the conditions of business environment in general as well as in more detail for specific sectors ■ Identifying the most relevant constraints for business expansion, which subsequently impedes labour demand and employment generation		
7			Business environment in general Infrastructure conditions and policy Regulatory framework for businesses Financial market conditions and policy
	***Orientation**: Based on this first inventory of challenges to business expansion and subsequently employment generation we look at the business environment and the respective sectorial policies in specific sectors.* *The first step of this specific sector analysis is to explain your choice of sectors by referring to their relevance for employment generation (step 8).*		
8			Explaining the choice of sectors, which need to be analysed in more detail regarding their business environment
	***Orientation:** After checking for challenges in the business environment in the selected sectors, the conditions for MSMEs (including informal economy) and in the public sectors should be scrutinized. This step is advisable because labour demand in both sectors usually exerts influence on the formal and informal labour market. Therefore, you should state to what extent and in what way this is the case in the actual country.*		
9			Sector specific analysis of labour demand conditions
10			Employment prospects in MSMEs (including informal economy)
11			Employment in the public sector

Steps	Labour Supply	Matching in the Labour Market	Labour Demand
C	**What prevents the labour force from offering (in sufficient quantities) the skills in need?**		
(12-14)	Objectives of steps 12 to 14: ■ Assessing the problem of skill mismatch ■ Getting to know the extent and quality of the provision of educational services ■ Identifying major challenges in the education system to provide adequately skilled labour supply		

Steps	Labour Supply	Matching in the Labour Market	Labour Demand
D	**To what extent do labour market institutions, regulations and policies impact positively on the matching process?**		
(15-17)	Objectives of steps 15 to 17: ■ Understanding wage formation as the central coordination mechanism in the labour market by connecting wage/productivity development with major factors influencing wage formation, e.g. labour law and regulations, wage policy, collective bargaining system ■ Assessing the effectiveness and efficiency of labour market and social protection policies: To what extent can active labour market policy address inefficiencies in the matching process? To what extent can passive labour market and – more general – social protection policies safeguard people from poverty and loss of income due to unemployment?		
15		Wages, labour law and regulations, collective bargaining system	
16		The role of active labour market policies and institutions	
17		The role of passive labour market and social protection policies and institutions	

Steps	Labour Supply	Matching in the Labour Market	Labour Demand
E	**What are the main challenges to employment creation?**		
(18-20)	**What kind of consequences can be drawn regarding reform efforts of the respective country in general and in particular of German development cooperation programmes, supporting employment promotion?** Objectives of steps 18 to 20: ■ Getting to know the relative importance of the main constraints to employment generation ■ Based on a participative process defining possible areas and options for government action ■ Proposing options for of German development cooperation programmes of how to incorporate the findings of ELMA		
18	Summary of challenges and their relative importance to employment generation		
19	Possible options and approaches for reforms to take up the challenges		
20	Conclusions and consequences for German development cooperation		

Toolkit 3 – Tools to the Guide 3: VET Programming

Sub-sections

1) Template for a training plan

2) Example of a monitoring plan

Example of a monitoring dashboard

3) Example of a Training Program

1. Template for a training plan

The objective of the Training Plan is to define the strategies, tasks, and methods that will be used to meet the training requirements. It is revised on a continuous basis as decisions, feedback and other issues are resolved. The training plan shall consider the following concepts:

- Training Scope. Clearly states a list of the objectives and goals of the training, as well as a list of assumptions.

- Training Offerings. Describes the offerings that define the training, including the training groups, types of training, training approach, training curricula, training schedule, and logistical information.

- Roles and Responsibilities. Presents the roles and responsibilities of the staff responsible for preparing, conducting, and evaluating the training, and includes a clear definition of the resources and a work plan.

- Contingency Plan. Identifies anticipated contingencies and details a plan for each contingency.

- Training Material Design, Standards, and Guidelines. A copy of the Training Material Design, Standards, and Guidelines that will be used to prepare the training materials.

A training plan

What it is

This tool is a template for a training plan, which is the final output of the first step 'Preparation' within the How-to Guide on VET programming. The training plan summarizes the different considerations you need to take into account when planning a series of training. Therefore, it serves as an overview of what you are planning to do in terms of VET within your territory.

How it works

Following the recommendations of the Guide, the partnership needs to define the aims and objectives of a training plan for the territory. The results of the discussions about the different aspects (e.g.: timing, target group, etc.) are reflected in the training plan template. Therefore, the following questions need to be answered and the answers should be put into the template:

For the training plan overview (part A):

In which period should the training take place?

How many training activities are planned for this period?

How many people should benefit from the training activities?

How much will the training activities cost?

Who is involved in the organization of the training?

For the list of activities (part B):

What are the training needs and what is their priority?

Through which activities will these needs be addressed?

What are the costs for each of the activities?

For the planning (part C):

This part needs to be filled in for each training activity separately.

What is the expected impact of the training activity?

What is the target group and/ or sector for the training?

What are the main requirements?

From which funds can the activity be financed?

Where and when will the training take place with how many participants

and who will be responsible to carry out the training?

Who uses it

The training plan is established by the local partnership. It is also possible that some of the partners or one partner develops the training plan. In this case, the plan also needs to be presented to and be agreed upon by the whole partnership.

Issues to pay attention

1. Time and resources are limited.
2. Check if the training isn't engaging or effective for the learners
3. The objectives are feasible to achieve
4. Possibility to adjust the objectives to the reality

TRAINING PLAN

A. Training plan overview

Period covered
Number of training activities planned
Number of beneficiaries
Total Budget
Organizations involved
Related documents

B. List of Activities and Needs covered

Training Needs (as described in Need Analysis)	Activities	Budget

C. Planning

Training Need 1. To improve adaptation capacities of those senior workers in danger of being made redundant in the natural stone sector

Activity 1. Name: CNC machinery operation			
Expected impact			
Target group / Sector			
Main requirements			
Funding sources			
Training program			
Location	Timing	Nº of participants	VET Provider

TRAINING PLAN FOR EMPLOYMENT
VINALOPÓ 2016 – 2017

A. Training plan overview

Period covered
2016 - 2017
Number of training activities planned
5
Number of beneficiaries
105
Total Budget
35.500 €
Organizations involved
Consorcio Pacto por el Empleo del Vinalopó, SERVEF, Technological Institute of Natural Stone, Integrated Center of VET – Department of Education
Related documents
Training Need analysis for Vinalopó Valley 2016 – 2017 National Portfolio of Professional Qualifications How to Guide on VET programming – ImproVET project How to Guide on Impact assessment – ImproVET project Monitoring and Evaluation Procedure

B. List of Activities and Needs covered

Training Needs (as described in Need Analysis)	Activities	Budget
To improve adaptation capacities of those senior workers in danger of being made redundant in the natural stone sector *Priority: High*	1. CNC machinery operation	15.000
	2. Enterpreneurial skills	7.000
To increase labour opportunities for youngsters which have not obtained a secondary degree, enabling them to cover identified labour opportunities in the tourist sector Priority:	3. English for the tourist sector	2.500
	4. Web development for the tourist sector	4.000
	5. Enterpreneurial skills	7.000

C. Planning

Training Need 1. To improve adaptation capacities of those senior workers in danger of being made redundant in the natural stone sector

Activity 1. Name: CNC machinery operation			
Expected impact			
To increase labour and career development opportunities for 35 senior workers			
Target group / Sector			
Senior workers older than 50 / Natural stone			
Main requirements			
As described in the National Portfolio of Professional Qualifications. Certificate number:XXXX			
Funding sources			
Grant to the Vinalopó Employment Pact by Valencian Government			
Training program			
Location	Timing	Nº of participants	VET Provider
Novelda	First quarter 2017	20	Technological institute of Natural Stone
El Pinós	Third quarter 2017	15	Technological institute of Natural Stone

2. Example of a monitoring plan & Example of a monitoring dashboard

Monitoring plans should be created after the planning phase and before the design phase of an intervention programme. Monitoring should be executed by all individuals and institutions which have an interest (stake holders) in the project. To efficiently implement a project, the people planning and implementing it should plan for all the interrelated stages from the beginning. Generally, the plan should outline:

- the underlying assumptions on which the achievement of programme goals depend;
- the anticipated relationships between activities, outputs, and outcomes (the framework);
- well-defined conceptual measures and definitions, along with baseline data;
- the monitoring schedule;
- a list of data sources to be used;
- cost estimates for the monitoring and evaluation activities;
- a list of the partnerships and collaborations that will help achieve the desired results; and
- a plan for the dissemination and utilization of the information gained.

A Monitoring dashboard

Dashboards can provide a powerful means to monitor what's going on at a glance. Two characteristics of a dashboard are largely responsible for this ability: their visual nature and the way they integrate everything you must keep track of, however disparate, onto a single view.

An educational dashboard summarizes and visualizes a great variety of information that can be useful to support the learner in the learning process and the teacher in the teaching process.

What it is

This tool is an example of a monitoring plan in combination with a monitoring dashboard. These tools help to keep track if the implementation of the training plan is in accordance with the original planning. The training plan demonstrates ways to monitor the program level as well as the individual action level. When the monitoring activities planned are carried out, the development of a monitoring dashboard helps to give an overview of the progress of the whole partnership.

How it works

In order to monitor the progress of the training plan, some data from the training plan is transferred into a table to have an overview how many training activities are planned, who is responsible for the organization of each training activity, at which training provider the training will take place and when the training is scheduled. Within an additional column, the progress is measured by marking if a training is not started yet, on track, behind schedule or done. In the case of any deviations from the original plan, short comments to explain the situation can be added. In addition, the partnership can be asked to give feedback on their perception regarding the progress to the predefined objectives. This can take place during discussions or with a questionnaire to the partners of the partnership.

On the individual action level the partnership needs to monitor some quantitative indicators and get information from the training provider about the number of participants, the number of days missed by participants, the number of drop-outs from the training activity and how many days of the training have been achieved so far. In terms of qualitative indicators, the partnership can develop questionnaires for the training provider, the trainer and the participants. To have the same questionnaires for all training has the advantage, that the results can be compared in an easier way.

The monitoring dashboards gives a short overview on the progress of the whole program, which can be presented to the partnership and disseminated to stakeholders. In this way, each partner can see how many trainings are in progress or already done, if the implementation meets the predefined objectives and what is the perception of the training by trainers and participants.

Who uses it

The monitoring plan, as well as the dashboard, are developed within the partnership and they are tools for the partnership to monitor the progress of the training plan.

Issues to pay attention to

It is worthwhile to note some of the most common and costly problems that you should avoid when designing a real-time operational dashboard.

Let's look at the following problems:

- Too much complexity
- Too many alert conditions
- Alerts that cannot be differentiated
- Overwhelming visuals

- Distracting visuals Inappropriate visual salience
- Mismatch between information and its visual representation
- Indirect expression of measures
- Not enough context

ImproVET

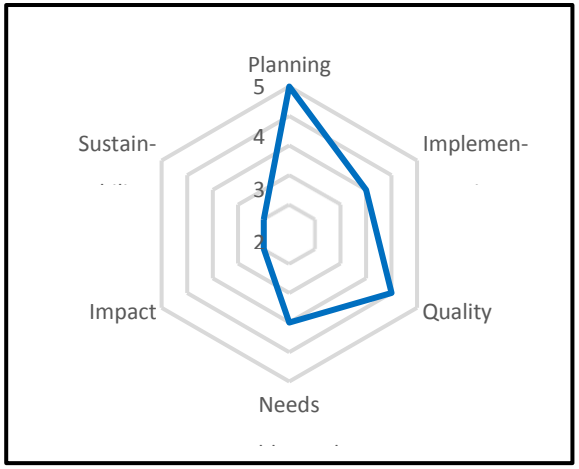
ImproVET

Monitoring & Evaluation of a local VET Program – Dashboard Example

1. Training scheduled

Training	Not begun X	On track O	Done! √
Training 1			√
Training 2		O	
Training 3	X		
Training 4	X		
Training 5	X		

2. Perception on progress to objectives



3. Indicators for a good training

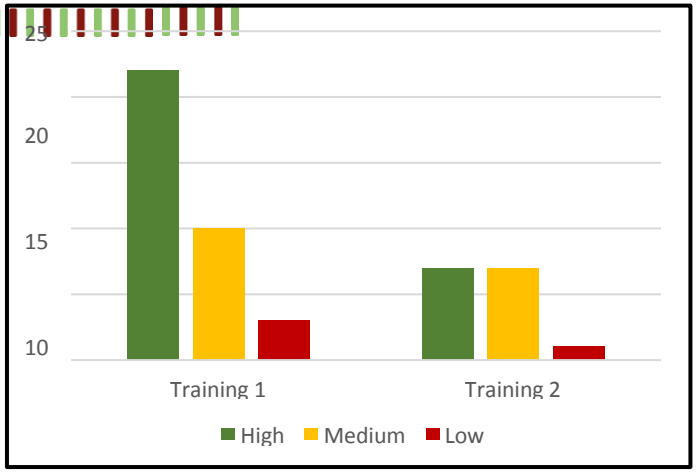
	Training 1		Training 2	
Indicator	**Expected**	**Real**	**Expected**	**Real**
Quantitative indicators – Number of participants				
Number of participants				
Number of days missed by participants				
Number of drop-outs				
Qualitative indicators – Participants' satisfaction				
Quality of trainers				
Quality of training materials				
Appropriateness of training methods and tools				
Appropriateness of group size				
Appropriateness of timing				
Appropriateness of location (room, equipment, location)				

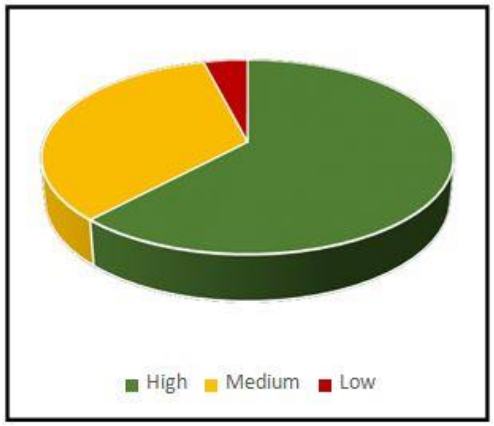
4. Trainers' perception: Progress of participants

5. Participants' perception: Usability of training for work

Erasmus+

Improving Proximity Responses for the Adaptation of Vocational Education and Training/ 2015-1-ES01-KA202-015976



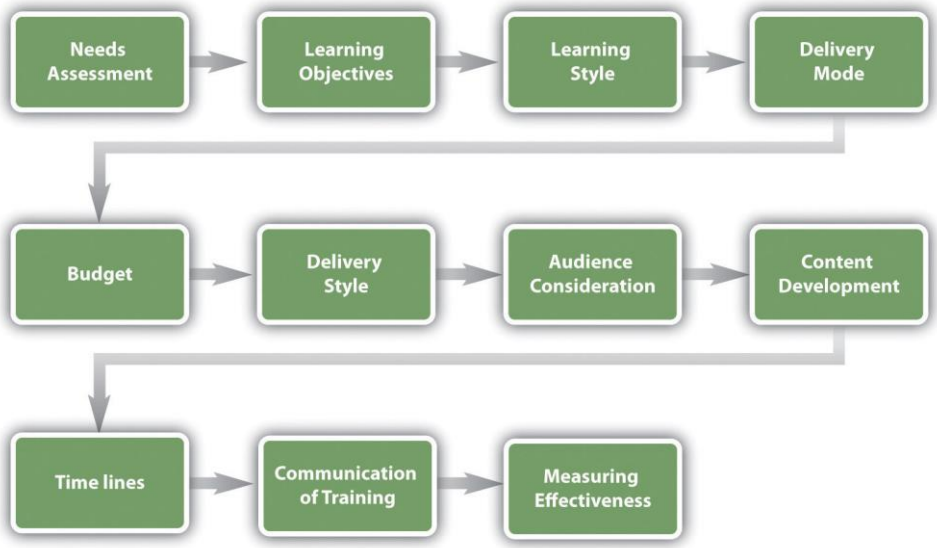


Funded by the
Erasmus+ Programme
of the European Union

3) Example of a Training Program

The next step in the training process is to create a training framework that will help to set up a training program. A training program will focus on learning goals and objectives and how they impact a session's lesson plan.

When developing your training plan, there are a number of considerations as training is something that should be planned and developed in advance.



.

What it is

This tool is an example of a training program for an individual training within the training plan.

How it works

Parts of the training program need to be established by the partnership. The Partnership defines for each training the context and in cooperation with the training, provider decides on the target group, the type of training, the timing and scope as well as the infrastructure. The detailed training program – the content of the training for each day – can then be developed by the training provider. The partnership should agree on the training program and give feedback to the training provider if necessary.

Who uses it

The context of a training program is given by the partnership and the details of the training are then negotiated between the partnership and the training provider.

Issues to pay attention to

There are a number of key considerations in developing a training program. Training should not be handled casually but instead developed specifically to meet the needs

- Distinguish between goals and objectives
- Explain the importance of learning objectives
- Explain common characteristics of learning objectives
- Construct lesson plans
- The audience for the training is an important aspect
- how it will be measured

Example of a Training Program

Basic IT Training

Context

A company is going to reorganize their internal organization of the employees and wants to use a special software for things like time tracking and vacation planning. Most of the employees regularly use computers and will not have any problems with the new software. However, 20 employees in the company never used computers before. In order to train them on the new software, they will first need basic computer training.

During the training, their reserves to computers should be reduced. They should learn how to switch a computer on and off, how to use the mouse and the keyboard, how to open programs and write simple letters, how to save and file documents and how to use the internet.

Target Group

20 employees of a company who have never used a computer.

Type of training

Since the participants have never used a computer before, it is necessary to do the training in form of a face-to-face training. The participants need practical experience, so they should not only listen to explanations but also be able to try out everything hands on at a computer. Therefore, the training should have the form of a workshop.

Timing and scope

All the participants are in full-time employment at the company. The company would like to develop the computer skills of the participants as soon as possible and therefore will excuse them from work. The training will take place in two groups of 10 participants each for 2 weeks (Monday to Friday – 10 days). One group will have the training for 4 hours in the morning and the second group for 4 hours in the afternoon. So the whole training will last 40 hours for each group.

Infrastructure

For the training, a room with computers for each participant is needed. Since the company does not have a room with 10 computers, the training will take place at a training provider, which has the necessary equipment.

Training Program

Day	Content
Day 1	- reducing reservations regarding computers - very basic information how computers work (main memory, hard disk, processor) - turning the computer on and off
Day 2	- using the mouse (opening/ closing windows, minimizing/ maximizing windows, moving windows, opening programs)
Day 3	- repetition of training with mouse - opening a text program (e.g. Microsoft Word) - getting to know the keyboard
Day 4	- further training with keyboard - using the keyboard for writing a text
Day 5	- writing a letter - basic editing of text
Day 6	- repetition of writing a letter and text editing - printing a document - saving and filing a document
Day 7	- using the internet (internet security, e-mail programs)
Day 8	- using the internet (how to use search engines)
Day 9	- intense training on the new software of the company (using forms and drop-down menus)
Day 10	- intense training on the new software of the company (using forms and drop-down menus)

Tool Kit 4 – Tools for the Guide 4: IMPACT ASSESSMENT

Sub-sections

1. Assessing the impact on individuals

   Sampling methodologies

   Assessing the impact of the training on the individuals

   Pre training individual questionnnaire

   Post training individual questionnaire

   Case studies methodology

   Focus groups methodology

   Survey indicators

2. Assessing the impact on companies

3. Assessing the Local Partnership

4. Impact on the territory

1. Assessing the impact on individuals

Assessing the impact of the training on the individuals

From the how to Guide. Assessing the impact of the training on the individuals, the following features and evaluation questions shall be considered:

- impact on skills and competences: did trainees improve their skills? Do they

know how to perform new tasks?

- relationships with other individuals: did trainees learn from relations with trainers and mentors? If yes, what (soft skills)? Did the relations with other trainees empowered self-esteem and self-confidence?
- recognition of achievement: has the training lead to the qualification of skills?
- more probability to find a job or have a better job: has training been useful to find a job? Have competencies demanded at work been developed? Have working conditions improved? Has income improved because of the newly acquired competencies? Has employability improved?

Pre training individual questionnnaire

From the How to Guide. Pre training tests must be completed by every participant, possibly in an anonymous form. In this case, though, anonymity is not a mandatory condition as participants have less opportunity to distort their answers. The pre-assessment shall be carried out in the first stage of training. It partially assesses the design and particularly focuses on the process and the resources used, from the trainee's point of view.

What is

The following tool is to assess the initial expectations of trainees, the perception, and the attitudes of the person towards the training intervention before starting the course and/or the training path.

How does it work

The questionnaire must be given at the beginning of the course either immediately or after the illustration of the objectives and contents of the training intervention. In particular, you can use:

- Inquiry questionnaire, with the prevailing or exclusive use of open questions. It has the advantage of greater formalization of the outcomes, it can be particularly useful when starting long learning paths. It can be integrated with a sharing activity and discussion of the enquire outcomes to be realized in plenary sessions, in order to motivate and involve the trainees.
- Round table discussions, through the same questions and stimuli used in the questionnaire, but in this case performed as a moderated discussion in the classroom. It has the advantage of stimulating and involving people, clarifying any doubts and misunderstandings and setting the conditions for the activation of learning processes. The table round can be operated in free form (whoever wants may intervene) or solicit everyone to express its point of view and, in the case of trainees not knowing each other yet, to self-present him/her self. It may

be useful to synthesise the interventions and the comments with a summary on a flip chart and/or on other digital mean that can then be posted to the people at the end of the training activity for better sharing.

In the case of training sessions articulated on multiple modules, differentiated by goals and content, it may be appropriate to articulate the entry questionnaire consequently so that participants may express their perceptions and expectations in relation to the different training course modules.

Who uses it

The questionnaire is compiled by the participants at the start of training activities. It can be administered by the tutor if required or by the course coordinator. In the absence of the latter, it is given by the teacher of the first day.

The initial roundtable can be proposed by the course manager and/or the tutor and/or the first day teacher.

Issues to pay attention to

The assessment, carried out at the start of the training, either by group discussion or by individual questionnaire, allows to achieve relevant assessment results both for the training effectiveness and for the programming, namely:

- Acquiring information on trainee's perception of training intervention in order to eventually redefine the learning environment, to clarify possible doubts and misunderstandings, and to fine tune the intervention in line with people's expectations and professional interests;
- stimulating the interest and the involvement of trainees, placing the premises for a more knowledgeable and participatory learning process, thus improving the learning value;
- having indirect feedbacks on the effectiveness of the forms and methods of communication used in enrolling the trainees (in the company or in the labour market) with respect to the perception of objectives and content of the training;
- last, but essential, providing a benchmark against which the can be performed the comparison of post training assessment;

The tool may not guarantee the complete reliability of the results due to the desire to conform and not to express divergent views on the perceived organizational expectations, especially in group discussions settings. The best option is individual questionnaires when is needed a relief for discomforts, latent conflicts, etc. (for example, it can be the case when the training occurs situations of particular conflict – company restructuring is the classic case - or in the presence of company managers).

Tool - Pre training individual test questionnnaire

Training course title:

.....

Date:

.....

(Company):

.....

(Trainees name):

.....

Instructions

With the following questionnaire we ask your collaboration to help us understand:

- what are your expectations and interests in relation to the training that is about to begin;
- how and to what extent does it seem to meet your needs for improvement and professional growth?

Your observations are a valuable source of information for the fine tuning of training and an important element for assessing your satisfaction after the training course.

Thanks for collaboration!

1. What are your expectations and interests regarding the training you are about to attend?

.....
.....
.....
.....

2. Do you think that the objectives of the training are in line with your professional development needs? Please express your opinion using the following grading from 1 to 6

Not at all					Completely
1	2	3	4	5	6

3. May you motivate your opinion?

.....
.....
.....

Post training individual questionnaire

From the How to Guide. *The post assessment examines how trainees react to training: how they assess the relevance of content, the performance of teachers, the organization, the methodology, the achievement of objectives and other general aspects of the training intervention. It generally involves the use of questionnaires that trainees fill in once the training action is completed.*

The following two tools are aimed at evaluating the impact of the training in terms of skills learned. The first is to be submitted immediately after the training course and is aimed at a self-assessment of the course and of its learning value. The second is for assessment exercises after 3 or 6 months, not earlier, and is aimed at a self-assessment of the utility of the training experience in relation to the work environment. The second example is tailored for CVET – but can be easily adapted for VET e IVET making reference to the indicators to be used in counter-factual analysis evaluations (see following sections).

Tool – Post training individual questionnaire (immediately after the end of the training)

What is

The following questionnaire is compiled by the participants at the end of the training activity. It allows us to assess trainees' satisfaction of the training. In the questionnaire, in addition to items enquiring the level of appreciation, indirect indicators of learning can be included, based on self-evaluation.

How does it work

The use of the post training questionnaire, aimed at evaluating the training course/program by the trainees' point of view, requires that an appropriate time is given for its presentation and illustration. Thus, it is important to allocate a dedicated time slot for its presentation and fulfilment, otherwise, it will likely be compiled in a hurry in the chaotic climate that characterizes the closing of the training courses. It may be appropriate to precede the compilation with a plenary discussion where people, along with the teacher and/or the tutor, have the opportunity to comment on the training experience focusing on perceptions and reflections, which can be stimulated expressions such as "what are you bringing home".

In the case of training programs organized on multiple modules or courses, the questionnaire should be submitted at the end of each module/course in order to obtain analytical results that facilitate both the identification of possible criticalities and the activation of corrective actions, as the ongoing identification of strengths.

Pay attention to the setting for fulfilling the questionnaires. Anonymous compilation may be more appropriate in the case of training sessions with internal tutorials (hence these could be colleagues and/or managers of the trainees) or in the case of conflictual

climate classrooms.

Who uses it

The questionnaire is compiled by the participants at the end of the training activities. It can be given by the tutor or by the course manager. In the absence of these, it is administered by the trainer of the last day.

In the case of training courses organized on multiple modules, it may be appropriate to provide a completed questionnaire at the end of each module and a synthetic questionnaire to be provided at the end of the training course itself, to capture both the immediate perceptions of trainees at the end of each module as well the overall evaluation of the training program.

Issues to pay attention to

The assessment of the training expressed by the trainees allows:

- to acquire information on trainees' level of satisfaction with the training course, which is a necessary (though not sufficient) condition to activating the learning processes;
- to provide the comparison against the pre training questionnaire;

Be aware that there is a tendency to express evaluations based mainly on the positive or negative social and emotional relationship with the trainer, rather than perceptions and degree of satisfaction of the training initiative itself

Tool – Post training individual questionnaire (after 3-6 months the end of the training)

What is it

This tool evaluates if the knowledge and the skills learned and developed during the training activity are used in the work environment. It is based on the self-assessment of the participants themselves.

How does it work

This tool based on self-assessment of ex-trainees requires a very clear and transparent sharing of the conclusion drawn in the classroom with the participants at the end of the course (if any) and of the mandate of the companies in relation to the training objectives. We suggest there shall be transparency on how the information through this enquiry will be used. This kind of assessments might have a strong impact on companies' management dynamics in a broad sense and therefore trigger people in stiffening and defensive responses.

You can opt for an individual compilation of the questionnaire, especially in the case of evaluations carried out on large numbers of participants. Individual compilation can, in

turn, be with evidence of the ex trainee's name or anonymous. The latter may be more appropriate in order to obtain more meaningful results in the case of fears about the way information is handled. There is the risk, however, that the evaluation questionnaire is interpreted as an opportunity to express protests and disputes over unsatisfactory working conditions, exceeding the appreciation of the training itself.

Who uses it

The tool may be delivered and completed by the tutor or course manager within an individual interview to the person or compiled by the ex-trainee if submitted in paper or by mail.

In the case of compilation in an interview setting, the person should verify and validate what is written by the interviewer, especially regarding the answers to the open questions.

Issues to pay attention to

The evaluation of the application (value) of the learning experience to the workplace based on A self-assessment results in important feedbacks, as for:

- Acquiring information on how people perceive the effectiveness of training in relation to the learning and performing of appropriate professional behaviors;
- if the outcomes are discussed and shared with both participants and company stakeholders, in particular with those who ordered the training, it stimulates awareness and caring of career development paths;
- developing a reflection on the need for further interventions, formative and even organizational and managerial;

Nonetheless, there some limits to keep in mind, such as:

- the difficulty of evaluating their own professional behaviours;
- the ever-falling influence of defensive dynamics;
- the influence of subjectivity of perceptions.

Tool – Post training individual questionnaire (immediately after the end of the training)

Training course title:
.....
Date:
.....
(Company):
.....
(Trainees name):
.....

Instructions

With the following questionnaire we ask your collaboration to help us understand:

- What are the strengths and weaknesses of the training course you attended;
- if and to what extent has it responded to your needs;
- what changes and improvements you would suggest.

Training is made up of several elements:

- **objectives**
- **Content / topics**
- **methodology / time / sequence**
- **trainers**
- **participants**

Your comments are an important feed-back on the training course and will be used as a stimulus to improve subsequent initiatives.

Thank you for your cooperation!

Indicate an answer for each question by ticking the corresponding box with an X

Objectives

1. To what extent has the course responded to your specific training needs?

- ☐ To a Great Extent
- ☐ Somewhat
- ☐ Very Little
- ☐ Not at All

1.1 If your answer is Very little or Not at all, please briefly indicate the reasons:

.....
.....
.....

2. The course objectives were achieved:

- ☐ To a Great Extent
- ☐ Somewhat
- ☐ Very Little
- ☐ Not at All

2.1. If your answer is Very little or Not at all, please briefly indicate the reasons:

.....
.....
.....
.....

Course contents

3. To what extent do you think the topics discussed are consistent with the training objectives?

- ☐ To a Great Extent
- ☐ Somewhat
- ☐ Very Little
- ☐ Not at All

3.1. If your answer is Very little or Not at all, please briefly indicate the reasons:

.....
.....

4. What topics do you think would be useful to include?

.....
.....
.

5. How do you rate the depth of the topics discussed?

- ☐ Very Good
- ☐ Good
- ☐ Poor
- ☐ Very Poor

5.1. If your answer is Poor or Very Poor, please briefly indicate the reasons:

……

……
……

6. What are the topics that you believe would require greater insights?

……
……
……

Personal results

7. To what extent do you think the course has contributed to the development of your professional skills?

- ☐ To a Great Extent
- ☐ Somewhat
- ☐ Very Little
- ☐ Not at All

7.1 I If your answer is Very little or Not at all, please briefly indicate the reasons:

……
……
……

8. To what extent do you feel that the course has provided you with skills that can be used in the work environment?

- ☐ To a Great Extent
- ☐ Somewhat
- ☐ Very Little
- ☐ Not at All

8.1 If your answer is Very little or Not at all, please briefly indicate the reasons:

……
……
……

Evaluation of course delivery

9. Evaluate the following aspects of course delivery:

Trainers	☐ Very effective	☐ Effective	☐ Slightly effective	☐ Not effective
Didactic material	☐ Very effective	☐ Effective	☐ Slightly effective	☐ Not effective
(other)	☐ Very effective	☐ Effective	☐ Slightly effective	☐ Not effective

9.1. If some of your responses are Slightly effective or Not effective, please briefly explain the reasons:

.....
.....
.....

10. To what extent do you feel that the classroom climate has favoured participation and learning?

- ☐ To a Great Extent
- ☐ Somewhat
- ☐ Very Little
- ☐ Not at All

10.1 I If your answer is Very little or Not at all, please briefly indicate the reasons:

.....
.....
.....
.....

Evaluation of course utility

11. If tomorrow you are faced with a problem with those dealt with in the course, do you think it would be able to deal with it properly?

- ☐ To a Great Extent
- ☐ Somewhat
- ☐ Very Little
- ☐ Not at All

12. Do you think I've lost time to follow the course?

- ☐ To a Great Extent

- ☐ Somewhat
- ☐ Very Little
- ☐ Not at All

13. Would it have been more useful if the course would have faced different problems?

- ☐ To a Great Extent
- ☐ Somewhat
- ☐ Very Little
- ☐ Not at All

14. Compared to what you expected before you started, did the course respond to your expectations?

- ☐ To a Great Extent
- ☐ Somewhat
- ☐ Very Little
- ☐ Not at All

15. Would you recommend a new workmate or a friend to attend the course?

- ☐ Definitevely Yes
- ☐ Yes
- ☐ Maybe
- ☐ No

25. After attending a training course, some person may think: "What they have taught us at the course is all theory. At work it's all another thing. "Do you share this statement?

- ☐ I strongly Agree
- ☐ I agree
- ☐ I Disagree
- ☐ I strongly disagree

Tool – Post training individual questionnaire (after 3-6 months the end of the training)

Training course title:

.....

Date:

.....

(Company):

.....

(Trainees name):

.....

To be fulfilled by the interviewer

Skills that the course intended to develop:

.....

.....

.....

.....

Work behaviors in which they shall have been applied:

.....

.....

.....

.....

Instructions

The main objective of each training initiative is to improve work performance effectiveness.

The company's wishes to check how effective the course has been to improving the ability to do the job.

That why 6 months after the end of the course we ask you some questions that will allow us to appreciate your assessment of the learning acquired during the training and, above all, the if and how an improvement of the work activities has occurred following the training. Finally, we wish to know any further training needs you would like to point out.

Your observations will be used as stimuli for the improvement of subsequent initiatives.

Thank you for your cooperation!

Degree of realization of expectations/training needs

What is your overall satisfaction level with respect to the following training course?

- ☐ Very satisfactory
- ☐ Satisfactory
- ☐ Slightly satisfactory
- ☐ Not satisfactory

Do you generally believe that the training course has expanded your professional skills?

- ☐ No
- ☐ Yes

If not, why?

.....
.....
.....
.....

Degree of utilization of the skills acquired

How often you use at work the skills acquired?

- ☐ Never
- ☐ Sometime
- ☐ Often
- ☐ Always

In which working tasks or situations you use it?

.....
.....
.....
.....

Which degree of difficulty did you encounter applying at work the skills acquired in

training course?

- ☐ Many difficulties
- ☐ Some difficulties
- ☐ Few difficulties
- ☐ No difficulties

If you answered many or some difficulties, could you describe In which working tasks or situations you faced them?

.....
.....
.....
.....

If you answered many or some difficulties, could you explain why?

- ☐ Training course content was too abstract
- ☐ Difficulties weren't coherent with organizational, methodologies or tools in use at work
- ☐ I had personal difficulties in applying the skills acquired at work
- ☐ Other reason:

.....
.....
.....
.....

Degree of improvement of your professional skills

Do you think your professional skills were improved by the training course?

- ☐ To a Great Extent
- ☐ Somewhat
- ☐ Very Little
- ☐ Not at All

Do you think the course was useful mostly for (max 2 choices)?

- ☐ Improve your knowledge or skills on the training course content/topic
- ☐ Improve your knowledge of the organizational setting of your work
- ☐ Increase your feeling responsible at work
- ☐ Increase your autonomy at work
- ☐ Increase your motivation at work

- ☐ Increase your self-esteem at work
- ☐ Other, please specify:

.....
.....
.....
.....

Do you have any suggestion to make better training course next time?

.....
.....
.....
.....

Would you replicate the training experience once more?

- ☐ Yes
- ☐ No

Surveys for counter-factual analysis

To measure the effectiveness of the training out of self assessment methodologies, counter factual analysis are the best tool for objective assessment (see the How to Guide for Impact assessment).
The survey implies the analysis of differences among two group, one composed by the trainees and the other by persons with same characteristics of the trainees' group who didn't attend the training.
The first step is to sample the two groups. The following is to build questionnaires to run the survey. The third is to analyse and report the results. Tools for steps 1 and 2 will be illustrated in the following sections.

Sampling methodologies

Sampling methodologies ensure representativeness of the group under analysis. Sampling is the procedure whereby a sub-group is selected which faithfully represents the entire group of participants. There are statistical techniques for estimating the size and characteristics of a sample; the golden rule is that every programme participant should have the same chance of being selected for the sample. Techniques are many and we suggest to engage a statistician. To have an idea of which they are, a good starting point is Wikipedia page about them:

https://en.wikipedia.org/wiki/Sampling_(statistics).

Main indicators to use for building the sample:

INDICATORS	WHAT	WHEN
Sample characteristics		
Sex	M/F	Ex-ante
Citizenship	National, European, non European	Ex-ante
Age	15-19 20-24 25-29 30-34 35-39 40-44 45-49 50-54 55-64	Ex-ante
Education level	Levels according to national systems, from primary to post-master	Ex-ante/ex-post
Employment	Looking for a job	Ex-ante/ex-post

status	Employed Unemployed Student Not active	
Sector of Employment	Sectors list	Ex-ante (only CVET)/ex-post

Counter factual survey questionnaires indicators (pre and post training)

For building questionnaires (ex-ante and ex-post) for monitoring the effects on the individual in a counter-factual methodology, the following dimensions indicators can be included:

INDICATORS	**WHAT**	**WHEN**
Effects on learning		
Motivation	- completion of his/her education - It considers inadequate the technical/professional skills acquired during his education path - Looking for a job - It has free time - It comes from a period of inactivity and wants to return to the labour market - Participates in the work of his friends or acquaintances - personal interest in the topics - Upgrade/enhancement of their skills/knowledge - The intervention (the course) gives rise to score as helpful to the working career - The project involves expense claims / small scholarship	Ex-ante
Completion of course	- Complete attendance	Ex-post

	- Incomplete attendance	
Satisfaction of learning experience, in general	- Useless - Of some utility - Useful - Useful enough - Greatly useful	Ex-post
Satisfaction of learning, in relation to professional quality of trainers and tutors	- Very negative - Negative - Positive - Positive enough - Very positive	Ex-post
Satisfaction of learning, in relation to relational quality of trainers and tutors	- Very negative - Negative - Positive - Positive enough - Very positive	Ex-post
Satisfaction of learning, in relation to course documentation and tools	- Very negative - Negative - Positive - Positive enough - Very positive	Ex-post
Satisfaction of learning, in relation to post course assistance	- Very negative - Negative - Positive - Positive enough - Very positive	Ex-post
	-	
Satisfaction of acquisition of soft skills (to be defined according to the training program objectives)	- Useless - Of some utility - Useful - Useful enough - Greatly useful	Ex-post
Satisfaction of improvement of employability (to be defined according to the training program objectives: finding a job, career, job re-placement)	- Useless - Of some utility - Useful - Useful enough - Greatly useful	Ex-post
Effects on employment		

Active search after course completion (only VET)	- Yes, looked for a job
	  ○ Before > 3 months
	  ○ After > 3 months
		Ex-post (only VET)

	○ After > 6 months ○ After > 1 year - No, I didn't look for a job ○ I had already decided to become self-employed ○ I had already received an offer of work ○ For personal reasons ○ For health reasons ○ For family reasons ○ For other reasons	
Employment status	- Did you find a job after course completion? - Yes ○ Before > 3 months ○ After > 3 months ○ After > 6 months ○ After > 1 year - No	Ex post (only VET)
Employment typology (only if answered yes to previous question)	- Stage - Apprenticeship - Employee contract - Consultancy - Self employed	Ex post (only VET)
Employment part/full time (only if answered yes to previous question)	- Full time - Part time - Part time < 50%	Ex post (only VET)
Employment duration (only if answered yes to previous question)	- A-temporary - Temporary < 3 months - Temporary < 6 months - Temporary < 12 months - Temporary > 12 months	Ex post (only VET)
Employment coherence: sector (only if answered yes to previous question)	- list of sectors	Ex post (only VET)
Employment coherence: self	- Training course coherent with	Ex post

evaluation (only if answered yes to previous question)	job found ○ Yes ○ Partially ○ No	(only VET)
Employment coherence	- Training course coherent with career or career change ○ Yes ○ Partially ○ No	Ex post (only CVET)

Case studies methodology

Case study is one of the most widely-used qualitative methods. The purpose of case study is to analyze the effect of the programme on its beneficiaries, considering their needs, to what extent such needs have been effectively met by the activity. To that end, a case study uses multiple data collection techniques, including observation and analysis of available documentation and interviews with participants and employers.
Starting point to know more: https://en.wikipedia.org/wiki/Case_study

Focus groups methodology

Focus groups are used for understanding which significant change the interested parties perceive and how they explain it and evaluate it. In focus groups, key players are called to participate to analysing the changes and the data collected in previous evaluations. It is either a good methodology to explore the various dimensions of impacts or to comment and provide more depth to evaluation results stemming from other methodologies.
Starting point to know more: https://en.wikipedia.org/wiki/Focus_group

2. Assessing the impact on companies

Assessing the training impact on companies mostly means assessing the performance improvement of trainees after the completion of the course. From the point of view of the company, the main question is how much the learning has been transferred into work processes and how much the training impacted on the organization. The evaluation must be done after a 3-6 months period.

We propose hereinafter two type of tools. The first is the 3-6 months post training questionnaire mirroring from the point of view of the company the trainee evaluation of the effectiveness of the training. The second is a tool – focused on organizational impact – is aimed at assessing the impact of the training on the organization, above all, in terms of improved performance.

Tool – Post training managers questionnaire (after 3-6 months the end of the training)

What is

The assessment may be done by direct observation at work of professional performances or by interviewing company managers. For the latter, you may use open interviews or questionnaire based interviews, as the proposed hereinafter.

How does it work

Using these tools requires a clear and shared view among stakeholders on which were the training objectives and on the use of the survey outcomes, this one to avoid defensive reactions among ex trainees.

The evaluation done by company manager may be compared with the one done by the participants to the training course.

Who uses it

The tool may be delivered and completed by the tutor or course manager within an individual interview with the manager or compiled by the same if submitted in paper or by mail.

In the case of compilation in an interview setting, the person should verify and validate what is written by the interviewer, especially regarding the answers to the open questions.

Issues to pay attention to

This assessment may provide relevant feedback on the effectiveness of the training itself and its impact n the work environment. Main feedbacks relate to:

- Acquiring managers' (thus, company's) evaluation of the effectiveness of the training making reference to the desired professional behaviours;
- In case the results are shared among ex-trainees and company managers, improving the awareness and the caring of all stakeholders about the professional developments paths which are being enacted by the training;

These are course limits to be aware of, among which:

- Managers' difficulties to evaluate colleagues professional performances;
- Personal bias, relational, emotional, and organizational relations of managers interviewed may interfere with the evaluation.

Tool – Post training managers questionnaire (after 3-6 months the end of the training)

Training course title:

……..

Date:

……..

(Company):

……..

(Trainees name):

……..

To be fulfilled by the interviewer

Skills that the course intended to develop:

……
……
……
……

Work behaviors in which they shall have been applied:

……
……
……
……

Instructions

The main objective of each training initiative is to improve work performance effectiveness.

The company's wishes to check how effective the course has been to improving the ability to do the job of the ex trainees, once they were back to work.

That's why 6 months after the end of the course we ask you some questions that will allow us to appreciate your assessment of the ex-trainees learning acquired during the training and, above all, the if you appreciated any improvement of the work activities following the training. Finally, we wish to know if any further training you think shall be deployed.

Your observations will be used as stimuli for the improvement of subsequent initiatives.

Thank you for your cooperation!

Thinking of your colleagues who attended the training, which is your level of of satisfaction?

- ☐ Very satisfactory
- ☐ Satisfactory
- ☐ Slightly satisfactory
- ☐ Not satisfactory

Do you generally believe that the training course has expanded their professional skills?

- ☐ No
- ☐ Yes

If not, why?

……
……
……
……

Degree of utilization of the skills acquired

Do you think the ex trainees use at work the skills acquired during the work?

- ☐ Never
- ☐ Sometime
- ☐ Often
- ☐ Always

How many ex trainees use at work the skills acquired during the training?

- ☐ The great majority
- ☐ Many
- ☐ Few
- ☐ Nobody

Which are the working tasks or situations ex-trainees more often use the tasks acquired?

……
……
……
……

Which degree of difficulty do you think they encountered applying at work the skills

acquired in training course?

- ☐ Many difficulties
- ☐ Some difficulties
- ☐ Few difficulties
- ☐ No difficulties

If you answered many or some difficulties, could you describe in which working tasks or situations you noticed they faced them?

……
……
……
……

If you answered many or some difficulties, could you explain why in your opinion?

- ☐ Training course content was too abstract
- ☐ Difficulties weren't coherent with organizational, methodologies or tools in use at work
- ☐ I had personal difficulties in applying the skills acquired at work
- ☐ Other reason:

……
……
……
……

Degree of improvement of their professional skills

Do you think their professional skills were improved by the training course?

- ☐ To a Great Extent
- ☐ Somewhat
- ☐ Very Little
- ☐ Not at All

Do you think the course was useful mostly for (max 2 choices)?

- ☐ Improve their knowledge or skills on the training course content/topic
- ☐ Improve their knowledge of the organizational setting of your work
- ☐ Increase their feeling responsible at work
- ☐ Increase their autonomy at work
- ☐ Increase their motivation at work
- ☐ Increase their self-esteem at work
- ☐ Other, please specify:

……
……
……
……

Do you have any suggestion to make better training course next time?

……
……
……
……

Would you propose the training experience once more to your colleagues?

- ☐ Yes
- ☐ No

……
……
……
……
..

Tool – Post training managers questionnaire on organizational impact (after 3-6 months the end of the training)

The assessment of the organizational impact of training provides information on what is sometimes considered in the business scope the ultimate goal, the most important result of training interventions.

What is it

It is a tool for assessing the organizational impact. It is based on the perception of the improvement of a set of indicators of the managers responsible for the organizational units involved.

How does it work

It is warmly recommended to be carefully when measuring objectives as this part of the process is particularly costly (eg requiring complex elaborations and not supported by company information systems). The use of perceptions of improvement also allows an impact assessment that can be carried out even if there are no suitable comparison measurements on the situation prior to training.

It can be compiled in anonymous or nominative form. Particularly relevant may be the comparison between the different assessments expressed by managers with different functions and responsibilities levels.

Who uses it

The tool can be delivered and completed by the tutor or course coordinator through an individual interview with the managers, or sent in paper or mail and filled directly by the managers.

In the case of compilation during the interview, the responsible person should verify and validate with his / her signature what the interviewer writes, especially regarding the answers to the open questions.

Issues to pay attention to

This assessment of the organizational impact through the recognition of the perceptions of improvement by the managers allows to:

- Acquire information on the perception of the effectiveness of training intervention as it is experienced by managerial roles. This is an element that also influences the training experience within the company and which should be taken into account during the analysis and planning process of next training cycles;
- if the outcomes are discussed and shared with all management functions, business leaders and training managers, stimulate analysis and reflection about

the of training and other organizational and management skills in determining the expected organizational benefits;

- to provide a benchmark against which a comparison can be made with learning assessments and any other organizational impact measures.

Limits are influenced by the subjectivity of managerial perceptions. In order to make such effects transparent, it is possible to provide a space in which the managers can express the motivation of expressed perceptions.

Tool – Post training managers questionnaire on organizational impact (after 3-6 months the end of the training)

Training course title:

……

Date:

……

(Company):

……

(Trainees name):

……

To be fulfilled by the interviewer

Skills that the course intended to develop:

……
……
……
……

Work behaviors in which they shall have been applied:

……

……

……

……

……

Instructions

The main objective of each training initiative is to improve work performance effectiveness.

The company's wishes to check how effective the course has been to improving the ability to do the job of the ex trainees, once they were back to work.

That's why 6 months after the end of the course we ask you some questions that will allow us to appreciate your assessment of the ex-trainees learning acquired during the training and, above all, if you appreciated any improvement of the work activities

following the training. Finally, we wish to know if any further training you think shall be deployed.

Your observations will be used as stimuli for the improvement of subsequent initiatives.

Thank you for your cooperation!

Organizational results desired	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**	**Experiences, data, particular cases, etc. on which the express assessment is based**
Example: The production gap in the department was reduced					
Complaints received at the customer service office decreased					
Customers' satisfaction is increased					
Sells have increased over the period x					
(…)					
Any other, referring to the needs analysis					

3. Assessing the Local Partnership

Here below you can find a list of quality indicators that may be used in focus groups and interviews to assess the quality of local partnership.

In the case of interviews, you can enquire stakeholders in open interviews, which is the option we suggest, focussing on a selection of the quality indicators here below listed; or build your own questionnaire picking the relevant quality indicators for building questions.

The assessment focus is on the effectiveness of local partnerships as mechanisms able to have an impact on individual skills and employability, company competitiveness, territorial, social and economic development. The following are the main qualities to assess the local partnership effectiveness can be:

Relevance of partnership	- typology of partners; - widening of pre-existing partnerships; - the attraction of new kind of partners
Programming capacity: increase of strategic and consensual overview of collective action	- More information within the partners - More alignment among partners' individual activity to avoid duplication or gaps in covering VET demand - Introduction of territorial thinking, encouraging partners to focus on the issues confronting particular places seen as a whole
Catalytic effect: achieve influence over a wider pool of resources	- Additional funding: responsibility for deployment of additional funding streams being given to Pacts, with a particular emphasis on EU programmes - Pooling: pact partnership agreeing amongst themselves to use some or all of their own

	resources to take forward common activities - Influence: achieving influence over the resource deployment decisions of other stakeholders inside or outside the partnership
Innovation capacity: how partnerships felt themselves to be acting innovatively and in which contexts	- introducing new ways of working, new ideas and techniques, stemming from local pact vision vs. local pacts simply activated programmes that were already well understood - capacity for learning and cross- fertilization across different initiatives
The achievements which could be attributed to Pacts with certainty	- employment creation at the territorial level - better articulation of supply and demand of VET
Partnership activity	- employment creation at the territorial level - better articulation of supply and demand of VET - partnership activity - creation and nurturing of partnerships; - enacting co-operating activities - the increase of mutual trust, comprehension, influence and common purpose among stakeholders
mobilising funding	- leverage of additional public sector funding - leverage of private sector resources
The visibility and influence: dissemination and mainstreaming of results and increase of visibility	- internally focused dissemination concentrated on the distribution and processing of information throughout the Pact partnership itself - local profile dissemination, attempting to gain recognition for the Pact widely in the local area - externally focused dissemination aimed at communicating the lessons of the Pact beyond the territory itself, to audiences including superior authorities which can, at least in part, be

	related to mainstreaming. - local ecosystem improvement: sponsorship of other labour-market initiatives
Global Effectiveness of the local pact programme	- Achieved substantive local results - Understood how they were reached - Communicated to other parties the lessons learned

4. Impact on the territory

Hereinafter you can find some examples of indicators to assess the effects of the VET program and the local partnership on the territory.

Outputs indicators. They describe the goods and services generated by the training activity; they result from the input transformation activities and in turn, increase the number of products that can be applied to training. Examples of result indicators:

What	Indicators
Attractiveness of training	Number of people willing to be enrolled in the programme Geographical origin of the people willing to be enrolled
Variation in training openings	Openings of training courses before and after local partnership establishment
Variation in the qualifications	Number of new qualifications after local partnership establishment
Variation in the number of hours	Number of training hours before and after local

devoted to training	partnership establishment

Outcome indicators. They refer to the immediate consequences of training and capacity building on individuals, enterprises or society. They describe to what extent the training activities meet participants' demands. Some effect indicators:

What does it measure?	How is it made?
Rate of participants enrolled	Number of enrolments before and after local partnership establishment
Rate of participants certified	Number of certified participants before and after local partnership establishment
Rate of participants who perform internships in enterprises	Number of participants in internships before and after local partnership establishment
Training drop out rate	Number of drop outs before and after local partnership establishment
Rate of enterprise creation projects	Number of enterprise creation projects before and after local partnership establishment

Impact indicators. They refer to the medium and long term effects of VET and of the action of local partnerships. They describe how the VET programs contributed to the real change in society.

What does it measure?	How is it made?
Income variation	Income before and after local partnership establishment
Employment status variation	Unemployment rate before and after local partnership establishment
Rise in productivity	Productivity rate before and after local partnership establishment
Specialisation strategy	The creation, or the strengthening, of cluster at regional level