Intergenerational Learning Curriculum

Module 6 – Bulgaria
BRCCI

Contents

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Introduction

"Everything should be made as simple as possible, but not simpler." Albert Einstein

This module is intended to:

- clarify basic monitoring & evaluation concepts and ideas as they apply in the context of the intergenerational learning;
- put the concepts in a framework showing the interrelationship between Marginalised Older and Younger Low-Skilled Workers;
- contribute to the development of a coherent and dynamic culture of monitoring and evaluation in the Training Material;

and

- contribute to a better understanding of the importance of monitoring and evaluation (M&E) in the context of a Curriculum and Training Material;

Evaluation is the determination of merit or shortcoming. Evaluation is the systematic assessment of the design, implementation or results of an initiative for the purposes of learning or decision-making. Evaluation is thus a process of comparison to a standard. For instance, the statement "a high quality service has been delivered that met the needs of clients and improved their circumstances" is an evaluation. The evaluation will be better if "quality", "needs" and "improvement in circumstances" have been quantified.

The emphasis in **monitoring** is on checking progress towards the achievement of an objective. A good monitoring system will thus give warning, early on in the implementation of a course of action, that the end goal will be reached as planned. Monitoring also involves a process of comparison because actual performance is compared with what was planned or expected.

Both activities require dedicated funds, trained personnel, monitoring and evaluation tools, effective data collection and storage facilities.

It is not possible to know if the training was successful and what could be improved in the learning process if no evaluation of the learning outcomes is carried out. The evaluation contributes to the good quality of training as well as to the improvement of competencies of the trainer. This module emphasizes on the need for training evaluation and prepares participants to conduct a preliminary, mid-term and final evaluation of the training.

Aims:

- Enable Managers and HR professionals to draw attention to the importance of the evaluation of training activities;
- Present the different types of evaluation (preliminary, ongoing and final) and emphasize that all three types of assessment must be applied in order effective training to be achieved;
- Give examples of questionnaires to be used for preliminary, ongoing and final evaluation of the Training Material.

Learning Outcomes:

After the completion of this module the Managers, HR professionals and in-service trainers will be able to:

- Recognize the different forms of assessment and how to choose between them in depending on the characteristics of the learning situation;
- Describe and understand the four stages in an M&E system;
- Understand the importance of incorporating an evaluation process into training activities;
- Conduct a preliminary, ongoing and final evaluation of the learning process using questionnaires;
- Demonstrate the ability to use information to identify problems and implement changes.

Outline:

This Module is comprised of 3 units, taking approximately 60 min to complete each unit and 15 minutes of undertaking the evaluation. The time for each activity is indicative for face-to-face sessions. The total amount of time needed to complete this module in a face-to-face format is three hours: one hour dedicated to theory and two hours for practical activities. The activities were designed to be easily adapted to online format and in that case, it will be up to the facilitator to decide the time to allocate to each activity.

Unit 1: Introduction to Monitoring and Evaluation (M&E). Types and methods of evaluation.

What is a Monitoring   and Evaluation (M&E) system?

Evaluation in terms of the time of its execution

Evaluation methods

Unit 2: Examples of evaluation forms

Expectations and needs of participants in connection with the training

Quality assessment and learning outcomes

Unit 3: Final session

Discussion on how the training has been prepared and conducted

End of the training: storytelling

Module 6 Implementing, monitoring and evaluating the training programme

Units
Unit 1 Introduction to Monitoring and Evaluation. Types and methods of evaluation.
Unit 2 Examples of evaluation forms
Unit 3 Final session

https://www.talentlms.com/blog/evaluate-employee-training-program/#Select_the_appropriate_training_evaluation_techniques

https://www.indeed.com/career-advice/interviewing/how-to-conduct-a-training-evaluation

Unit 1 Introduction to Monitoring and Evaluation. Types and methods of evaluation.

Activity 1.1	
Title:	Activity 1.1 What is a Monitoring and Evaluation (M&E) system?
Implementation:	This activity is designed to be a face-to-face event, but it could be adapted to an online event.
Objective:	To review the four stages in a monitoring and evaluation (M&E) system: data collection, storing, analyzing and transforming data into strategic information (for decision-making to help Managers to monitor and evaluate).
Competency/ies:	Research skills (making data usable and using data for decision-making) Problem-solving Critical thinking Creativity
Duration:	60 min

- Brief Description:

The activity follows a "learn–practice–do" method to study and consists of four steps: 1. topic introduction (Brainwriting exercise); 2. theoretical presentation of the topic (Theory); 3. practical activity (they will be divided in small groups to design the components of their M&E system) and debriefing.

- Implementation Directions

Step 1: Brainwriting exercise [approx. 10 min]

The facilitator asks the participants to present their understanding by writing their answers to the questions:

1. What is monitoring according to you?
2. What is evaluation according to you?
3. How important do you think are monitoring and evaluation for the good quality of a training?

After each question (approx. 2 min), the answers are collected and displayed on a whiteboard/flipchart (face-to-face sessions) or shared via digital collaborative tools like Padlet or Slido.

Step 2: Theory [approx. 25 min]

The facilitator will introduce the concept of the M&E through the answers of the participants and will explain the M&E system with a short PowerPoint presentation.

Step 3: Practical activity [approx. 20 min]

After that, the participants will be invited to discuss the elements of M&E system. The participants will work in small groups to prepare their own M&E plan.

Step 4: Debriefing [approx. 15 min]

To close the activity, the facilitator will ask each group to present their M&E plans and give their insights about the pillars of the M&E system.

- Links
  Slido
  https://www.sli.do/
  Padlet
  https://padlet.com/

- Resources

Monitoring and Evaluation Training Curriculum 2009, New Partners Initiative Technical Assistance (NuPITA) Project, USAID 2012

Evaluation Toolbox. Step by Step Guide to Create your M&E Plan. Retrieved from: http://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=23:create-m-and-e-plan&catid=8:planning-your-evaluation&Itemid=44

Activity 1.2	
Title:	Activity 1.2 Monitoring and evaluation in terms of the period of time it is done. Evaluation methods. Kirkpatrick Model for evaluation.
Implementation:	This activity is designed to be a face-to-face event, but it could be adapted to an online event.
Objective:	To provide some useful tools to help mentors and trainers to understand to what extent the training they apply will be or has been successful.
Competency/ies:	Research skills (making data usable and using data for decision-making) Problem-solving Critical thinking Creativity
Duration:	60 min

- Brief Description:

The activity is divided in three steps: 1. topic introduction (Theory); 2. practical activity ("Living dart board" play) and 3. debriefing. Materials needed for this session: Laptop/PC/Tablet; access to internet; pen and notebooks, tape. If conducted online, facilitators can use collaborative panels like Padlet or Slido to collect participants' feedback and work results.

- Implementation Directions

Step 1: Topic introduction [approx. 25 min]

The facilitator presents the types of the evaluation in terms of the time and the methods of evaluation. Presentation video of the Kirkpatrick Model on how to measure training effectiveness at each level. https://www.youtube.com/watch?v=MUakGed8QeY

Step 2: Practical activity [approx. 25 min]

Group evaluation play: "Living dart board". Materials: papers with the evaluation statements and a tape to mark the different levels of the dart board. The facilitator will ask the participants (in case of face-to-face sessions) to evaluate 5 or 6 different statements that cover all the variety of aspects of the training activities. The participants are invited to make a big circle. The facilitator marks the center of the dart board by putting on the floor paper circle, then puts in the middle of the circle the first statement. The participants who agree with the first statement move to the middle of the circle and who disagree with the statement move away from the middle of the circle. After everyone has chosen his position, the participants are asked to express their opinion on why they have chosen the position they are in.

The answers can be also shared via digital collaborative tools like Padlet or *Slido.*

Step 3: Debriefing [approx. 10 min]

To close the activity, the facilitator will ask participants to make conclusions on their previous knowledge before the training on M&E and to share what they think they can improve in their work/organisation/company after this activity.

- Links
  Slido
  https://www.sli.do/
  Padlet
  https://padlet.com/

- Resources

Bimec, COOSS MARCHE, Mozaik, Partenalia, VM, Waterpolis, *IGTrain, Training to train – Intergenerational transfer of knowledge on the workplace, Guide 09/2015.* Retrieved from: http://www.generations-bg.eu/wp-content/uploads/2015/10/Trainers-Guide_Bulgarian_Final.pdf

Victorian Local Sustainability Accord funded project, Retrieved from Evaluation toolbox: http://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=15&Itemid=19

How to Evaluate Individual and Group Learning? 2 Evaluation Methods.
https://www.youtube.com/watch?v=8mWUF0NPvBM

Lucidchart Content Team. Retrieved from platform: https://www.lucidchart.com/blog/how-to-use-the-kirkpatrick-evaluation-model

Unit 2 Examples of evaluation formats

Activity 2.1	
Title:	Activity 2.1 Examples of evaluation formats (questionnaire/quiz, evaluation forms, feedback form)
Implementation:	This activity is designed to be a face-to-face event, but it could be adapted to an online event.
Objective:	To provide examples of questionnaires to be used for preliminary, interim (mid-term) and final (follow up) evaluation of the training.
Competency/ies:	Research skills (making data usable and using data for decision-making) Problem-solving Critical thinking Creativity Digital skills
Duration:	60 min

- Brief Description:

The activity is divided in three steps: 1. theory on the purpose of training evaluation; 2. practical activity (participants will be invited to use a sample questionnaire to make their own evaluation forms) and 3. Individual questionnaires' exchange. Material needed for this session: Laptop/PC/Tablet; access to internet; pen and notebooks. If conducted online, facilitators can use collaborative panels like Padlet or Slido to collect participants' feedback and work results.

- Implementation Directions

    Step 1: Theory on the purpose of training evaluation [approx. 10 min]

The facilitator presents several models of sample evaluations forms: **questionnaire/quiz, evaluation forms, feedback form**.

Step 2: Practical activity [approx. 30 min]

Each participant must prepare their own form of evaluation following one of the models presented.

Step 3: Exchange of the evaluation forms between participants [approx. 20 min]

The facilitator will invite the participants to exchange their evaluation forms (questionnaires, quizzes, etc.) and to discuss to what extent they are designed to meet the needs of the type of the evaluation.

- Links
  Slido
  https://www.sli.do/
  Padlet
  https://padlet.com/

- Resources

Participatory Training Methodology ©PRIA International Academy 2014. Retrieved from Unit 5: Monitoring and Evaluation of Training Programmes: https://pria-academy.org/pdf/ptm/PTM_Module%205%20final%20edited.pdf

Adopted from Torres, Rosalie T., et al. (2005). Project on Improvement of Local Administration in Cambodia (PILAC). Ministry of Interior and Japan International Cooperation Agency. *Evaluation Strategies for Communicating and Reporting. Retrieved from Manual on training evaluation:*
https://www.jica.go.jp/project/cambodia/0601331/pdf/english/5_TrainingEvaluation.pdf

Unit 3 Final session

Activity 3.1	
Title:	Activity 3.1 Discussion - what was learned during the training
Implementation:	This activity is designed to be a face-to-face event, but it could be adapted to an online event.
Objective:	The participants should be aware of the importance of evaluation in training and of methods that can be used to evaluate the effectiveness of training.
Competency/ies:	Problem-solving Critical thinking Creativity
Duration:	60 min

- Brief Description:

The activity is divided in two steps: 1. practical activity (discussion on the lessons learnt) and 2. storytelling. Material needed for this session: Laptop/PC/Tablet; access to internet; pen and notebooks. If conducted online, facilitators can use collaborative panels like Padlet or Slido to collect participants' feedback and work results.

- Implementation Directions

Step 1: Practical activity [approx. 30 min]

The facilitator invites the participants to discuss what they have learnt during the training by answering the questions:
- What were your expectations   at the beginning of the training?
- Did you learn something new during the training? If so, please share.

Step 2: Storytelling and end of the training [approx. 30 min]

All participants gather in a circle, including the facilitator. The facilitator begins the story by saying, "There was one time a group of enthusiastic people who were learning how to be trainers and mentors." The next participant in the circle continues the story with a sentence

or two. This continues until the story ends with the last participant on the other side of the facilitator.

- Links

  Slido
  https://www.sli.do/

  Padlet
  https://padlet.com/

- Resources

Bimec, COOSS MARCHE, Mozaik, Partenalia, VM, Waterpolis*, IGTrain, Training to train – Intergenerational transfer of knowledge on the workplace, Guide 09/2015.* Retrieved from: http://www.generations-bg.eu/wp-content/uploads/2015/10/Trainers-Guide_Bulgarian_Final.pdf

Module Training Assessment

Quiz

1. What is the definition of monitoring?

    a. Monitoring is to pay attention to the training objectives.

    b. Monitoring is checking progress towards the achievement of an objective.

    c. Monitoring is the system of training and evaluation.

2. True or false:

    a. Monitoring is the development of a M&E plan.

    b. Evaluation is the systematic assessment of the design, implementation or results of an initiative for the purposes of learning or decision-making.

3. In your opinion, how many are the main types of evaluation

    a. 3

    b. 2

    c. 4

4. Given below are two out of the 3 pillars of the M&E system. Please, state the third one.

    a. Identifying indicators.

    b. Collecting information using the most appropriate tools and methods.

    c. ....

5. What are the main levels of the Kirkpatrick Training Evaluation Model?

    a. Reaction, learning, behaviour, results.

    b. Knowledge, skills, behaviour, evaluation.

    c. Learning, effectiveness, results, impact.

6. Is the main objective of training feedback forms to provide insight on how effective the training programme was in achieving the set goals? Justify your answer.

    a. Yes

    b. No

Justification..

7. The mid-term evaluation is conducted:

    a. In the beginning of the training programme.

    b. After the completion of the training programme.

    c. In the middle stage of the programme.

8. Why is an M&E plan important? Name at least 3 advantages of an M&E plan for the success of a training programme.

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9. Can the quantitative data be measured? Justify your answer by giving an example.

    a. Yes

    b. No

Justification..

10. What makes a training evaluation form useful? Give at least 3-5 tips.

APPENDIX Answers to the Quiz

Question 1	b
Question 2	a - false b - true
Question 3	c
Question 4	Using M&E results for taking decisions.
Question 5	a
Question 6	a
Question 7	c
Question 8	
Question 9	a
Question 10	

Module Training Material

Unit 1: Introduction to Monitoring and Evaluation (M&E). Types and methods of evaluation.

A 1.1 Concept of the Monitoring and evaluation system

A Monitoring and Evaluation (M&E) system represents all the things that need to be undertaken before, during and after programme implementation, in order to track and measure progress (and success) in achieving the goal.

In other words, the M&E system would include things like who is responsible for M&E tasks in the organisation, the intervals where data should be collected, how the data is collected, who collects the data, the type of database that is used for storing the data, the standard forms and data collection tools to be used, how the data is analysed, the evaluation questions, the frequency with which an evaluation takes place.

In most cases an **M&E system** refers to all the indicators, tools and processes that you will use to measure if a training programme has been implemented according to the plan (**monitoring**) and is having the desired result (**evaluation**). The 3 pillars of the **M&E system** are:

- Identifying indicators;
- Collecting information using the most appropriate tools and methods;
- Using M&E results for taking decisions.

An **M&E system** is often described in a document called an **M&E** plan. A monitoring and evaluation (M&E) plan is a document that helps to track and assess the results of the interventions throughout the life of a program.

A more formal definition of a M&E system is a '*series of policies, practices and processes that enable the systematic and effective collection, analysis and use of monitoring and evaluation information*'. Nigel Simister, October 2009.

TASKS

To prepare your M&E plan you will have to:

1. Identify the programme goals and objectives. Answer the three questions:

   What problem is the training programme trying to solve?

   What steps are being taken to solve that problem?

   How will programme staff know when the programme has been successful in solving the problem?

2. Define your indicators:

Process indicators track the progress of the programme. They help to answer the question, "Are activities being implemented as planned?"

Outcome indicators track how successful programme activities have been at achieving programme objectives. They help to answer the question, "Have programme activities made a difference?"

3. Define Data Collection Methods and Timeline

After creating monitoring indicators, it is time to decide on *methods* for gathering data and *how often* various data will be recorded to track indicators. These methods will have important implications for what data collection methods will be used and how the results will be reported.

4. Identify M&E Roles and Responsibilities

It is important to decide from the early planning stages who is responsible for collecting the data for each indicator. Everyone will need to work together to get data collected accurately and on time.

5. Create an Analysis Plan and Reporting Templates

Once all the data has   been collected, someone will need to compile and analyze it to fill in a results table for internal review and external reporting. The template could be a blank table for indicator reporting. These tables should outline the indicators, data, and time period of reporting.

6. Plan for Dissemination

The last element of the M&E plan describes how and to whom data will be disseminated.

Consider the following:

- How will M&E data be used to inform staff and managers about the success and progress of the training programme?

- How will it be used to help staff make modifications and course corrections, as necessary?

- How will the data be used to move the field forward and make programme practices more effective?

Unit 1: Introduction to Monitoring and Evaluation (M&E). Types and methods of evaluation.

A 1.2 Monitoring and evaluation in terms of the period of time it is done. Evaluation methods.

It is important to periodically assess and adapt your activities to ensure they are as effective as they can be. Evaluation can help you identify areas for improvement and ultimately help you realize your goals more efficiently. Evaluation enables you to demonstrate your programme's success or progress. The evaluation, unlike monitoring, is only conducted periodically at particular stages of the programme. As such, there are four main types of evaluation.

1. *Formative evaluation:* This type of evaluation, also referred to as a baseline survey, is carried out before an actual programme is implemented. The formative evaluation is conducted mainly to review the existing status.
2. *Mid-term evaluation:* This is also commonly referred to as the mid-term reviews. Just like the name suggests, the mid-term reviews are conducted in the middle stage of the programme. The mid-term reviews are important for the purposes of establishing whether the training is heading towards the set goals and objectives. It is important to note that in the case where the training programme is a long-term one, it might be important to conduct periodic evaluations before the actual mid-term evaluation.
3. *Summative evaluation:* This evaluation type is also known as the end-term evaluation or the programme completion evaluation.
4. *Ex-post evaluation:* It is also called the post- implementation evaluation. It is usually the final evaluation associated with a programme.

An evaluation can use **quantitative** or **qualitative data**, and often includes both. Both methods provide important information for evaluation. These methods are rarely used alone; combined, they generally provide the best overview of the programme

- **Quantitative data** provide information that can be counted to answer such questions as "How many?", "Who was involved?", "What were the outcomes?", and "How much did it cost?" Quantitative data are data that can be measured and assigned a numerical value. Quantitative data can be collected by surveys or questionnaires. Quantitative data collected before and after an intervention can show its outcomes and impact.
- **Qualitative data** answer such questions as "What is the value added?", "Who was responsible?", and "When did something happen?" Qualitative data are collected through direct or participant observation, interviews, focus groups, and case studies.

The **Kirkpatrick** Four-Level **Training Evaluation Model** is designed to objectively measure the effectiveness of **training**. The **model** was created by Donald **Kirkpatrick** in 1959 and is the most popular model for evaluating the effectiveness of a training programme. The model can be implemented before, throughout, and following training to show the value of training to the business.

Level 1 Reaction measures how participants react to the training (e.g., their satisfaction).
Level 2 Learning analyzes if they truly understood the training (e.g., increase in knowledge, skills or experience).
Level 3 Behaviour looks at if they are utilizing what they learned at work (e.g., change in behaviors),
and
Level 4 Results determines if the material had a positive impact on the business / organization.

TASKS

Initiate a conversation between the participants about what they think that can be improved in terms of evaluation and monitoring of the intergenerational learning in their organisation/company.

Unit 2: Evaluation forms

A 2.1 Examples of evaluation formats (questionnaire/quiz, evaluation forms, feedback form).

Training evaluation can be defined as any attempt to obtain information (feedback) on the effects of a training programme and to assess the value of training in the light of that information for improving further training. A major reason to evaluate training programmes is to determine whether they are accomplishing their specific training objectives.

A training evaluation form is a tool used by training managers and human resource professionals to collect feedback from trainers and trainees. It is used to identify skill gaps and problems to help improve training programmes and the overall experience these programmes provide.

A training feedback form evaluates the training sessions by gathering feedback from the participant(s) regarding the training programme, facilitator, and training facilities. The main objective of training feedback forms is to provide insight on how effective the training programme was in achieving the set goals. Aside from questions regarding satisfaction with the programme, it is also vital to ask about things that participants want to change or add to it.

Tips for preparation of evaluation form:

- **Keep it short.**
  If possible, limit the training evaluation form to a single page that would take no more than five minutes to complete.

- **Stay on topic.**
  Ask questions relevant to the content of the programme and about how it was conducted. Ask participants if they found the programme's content valuable and whether or not the content has any practical application for them.

- **Ask actionable questions.**
  Only ask questions about aspects of the programme that can be changed. Ask if the location, timing, and method of facilitation, among other things, is ideal.

- **Make questions easy to answer.**
  Make questions specific so it is easier to give objective answers. Open-ended questions are important so participants can provide comments and suggestions, but limit these questions to a few so everyone is encouraged to complete the training evaluation form.

- **Provide choices.**
  Multiple-choice questions are the simplest and quickest questions to answer. It also gives the impression that you already have several answers to the question and are just looking for opinions on which is the best.

- **Make it part of the programme.**
  Accomplishment of the training feedback form should be part of the programme and should not take up a participant's own time. Ensure that there is enough time for it before closing.

- **Ensure anonymity.**
  Absolute honesty is key in getting accurate and actionable results. Ensuring that training feedback remains anonymous eliminates the participants' fear of hurting anyone's feelings.

TASKS

Prepare your own training evaluation form.

Exchange your evaluation form with another of the participants.

Share your opinion to what extent the evaluation form is well designed in order to complete its function.