Module

3

Training Evaluation & Reporting

Lesson at a Glance

Aim: To design training evaluations at levels 1-3 and to learn how to effectively report on a training course.

Relevance: Training evaluations are essential to ensure that a training programme has met its stated objectives. The results of the evaluation provide insight as to whether the training design and delivery was fit for its intended purpose: namely, to reduce the gap between current and desired competencies.

As a trainer, it is incumbent upon you to ensure that various levels of evaluation are integrated throughout the training process. The purpose of this Module is to provide you with the skills and tools needed to conduct training evaluations at levels 1-3, based on the ROI approach.

Learning Objectives:

Learners will be able to:

- Identify the five levels of training evaluation, based on the ROI approach
- Design training evaluations at levels 1-3
- Write an effective course report based on the recommended template

Lesson Map

The Lesson	
I. Five Levels of Training Evaluation	Slides 4-34
Learning Activity 3.1: Designing Level 1 Evaluations	
Learning Activity 3.2: Creative Pre-Tests	
Learning Activity 3.3: Designing Level 2 Evaluations	
Learning Activity 3.4a: Designing Level 3 Application Objectives	
Learning Activity 3.4b: Designing Level 3 Survey Questions	
II. Writing Course Reports	Slide 35
Summary	Slide 36
Annexes:	
Annex A: Instructions for pre-test activities	
Annex B: Assessment methods	
Annex C: Course report template	
Annex D: Sample course reports	

Recommended duration: 3-4 hours

The Lesson

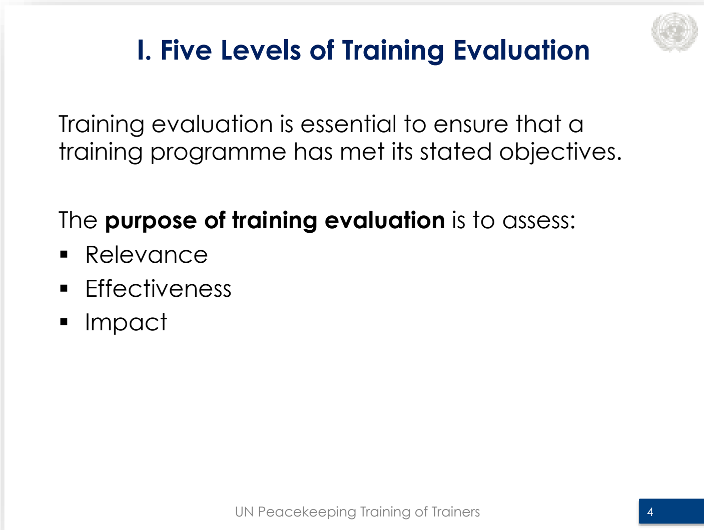
Starting the Lesson

Introduce the following (using the Introductory Slides)

- Module topic
- Relevance
- Learning objectives
- Module overview

I. Five Levels of Training Evaluation

Slide 4



Key message: Conducting training evaluation is essential to ensure that a training programme has met its stated objectives. Training evaluation is conducted during, at the conclusion of and after a training programme.

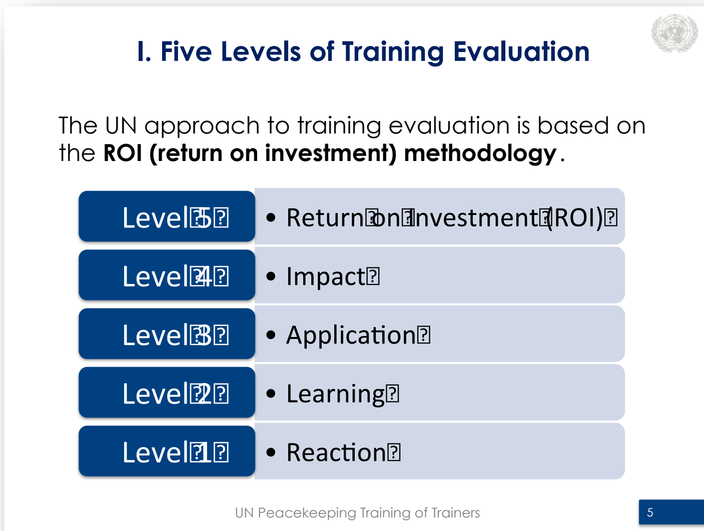
The **purpose of training evaluation** is to assess the following:

- **Relevance:** did the training meet the needs and expectations of participants?
- **Effectiveness:** did the training enable participants to achieve the stated learning objectives?
- **Impact:** did the training shape participants' knowledge, skills and/or attitudes in a way that would bring about anticipated change?

The results of the evaluation provide insight as to whether the training's design and delivery was fit for its intended purpose: to reduce the gap between current and desired competencies, as identified in the TNA and stated in the learning objectives. For training to be a strategic tool, it must produce results at all five levels.

While end of training evaluation allows for adjustments in overall training design, evaluation undertaken during an ongoing training allows facilitators to make necessary adjustments to training delivery. Therefore, a variety of formal and informal evaluation measures should be integrated throughout the training programme.

Slide 5

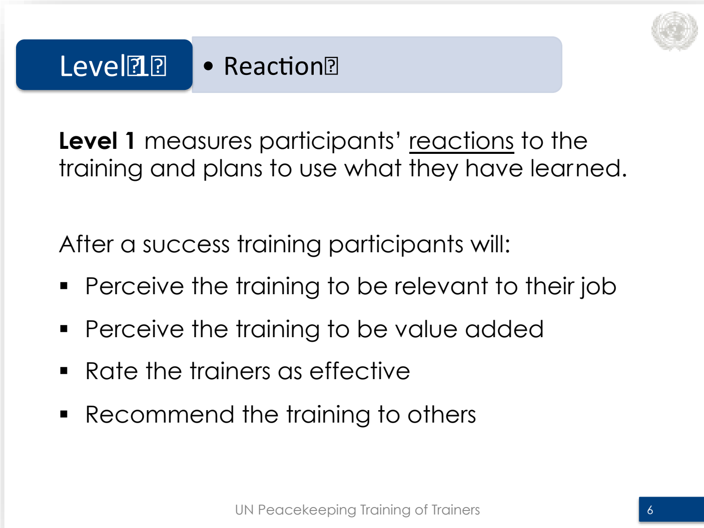


Key message: The UN approach to training evaluation is based on the ROI (return on investment) methodology, which evaluates training programmes on five levels: reaction, learning, application, impact and return on investment.

Inform participants that this TOT will focus primarily on levels 1-3, which is most relevant to their work. Levels 4 and 5 will be described briefly, but are, generally speaking, beyond the scope of this training. Nevertheless, all trainers must aim to contribute to the overall performance of the Organization and produce strategic results aimed at enhancing the organization's ability to compete and survive in the future.

Level 1: Reaction

Slide 6



Key message: Level 1 (reaction) measures participants' reactions to the training, as well as their plans to use what they have learned.

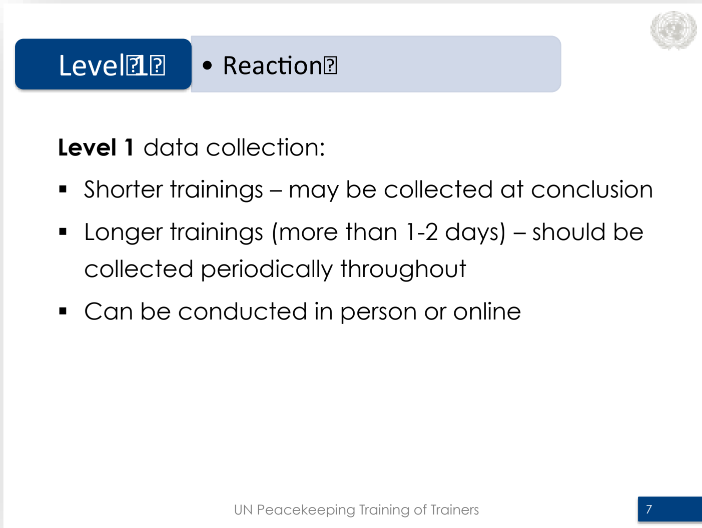
Level 1 evaluation is aimed at measuring participants' overall satisfaction with the training. Specifically, it assesses:

- The extent to which the training was relevant, important and useful to participants
- Participants' intentions to utilize the skills and knowledge acquired in the training

For example: after a successful training, participants will:

- Perceive the training to be relevant to their job
- Perceive the training to be value added in terms of time and resources invested
- Rate the trainers as effective
- Recommend the training to others

Slide 7

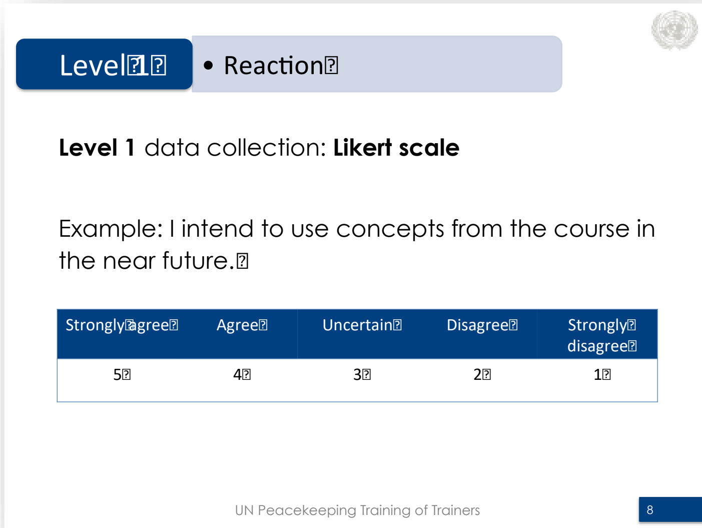


Key message: Data collection - for shorter trainings, level 1 data may be collected at the conclusion of the training. For longer trainings, it is necessary to collect data periodically throughout the training.

For trainings lasting longer than 1-2 days, data should be collected throughout the training. For example, short surveys can be administered at the end of each day of training. Or, participants can be asked to mark their "mood" on a board at the end of the training each day. Other tools, such as pollanywhere.com are another way to gather daily level 1 feedback.

Evaluations can be conducted either in person or online. There are advantages and disadvantages to each approach. The specific needs and technological capacities of the participants should be taken into account when planning.

Slide 8



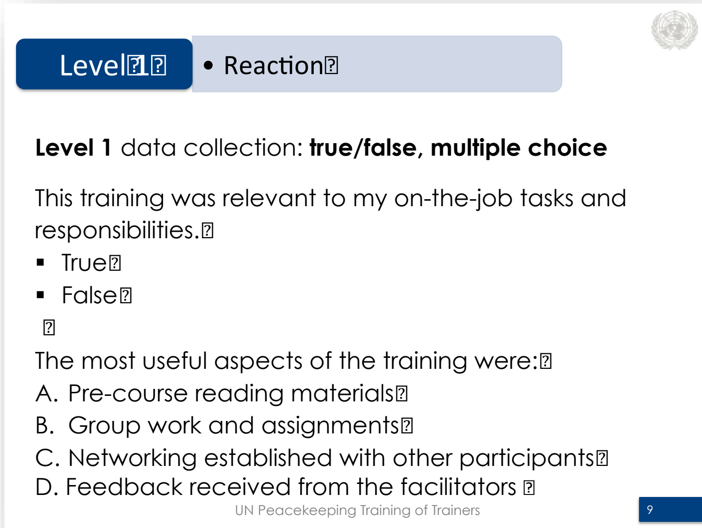
Key message: The use of a Likert scale is an effective way to collect Level 1 data.

Likert scales are more informative than using dichotomous yes/no questions. Multiple choice questions can also be used, though they are limited in the type of information they provide.

Likert scale:
I intend to use concepts from the course in the near future:

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

Slide 9



Key message: Here are some examples of various styles of questions.

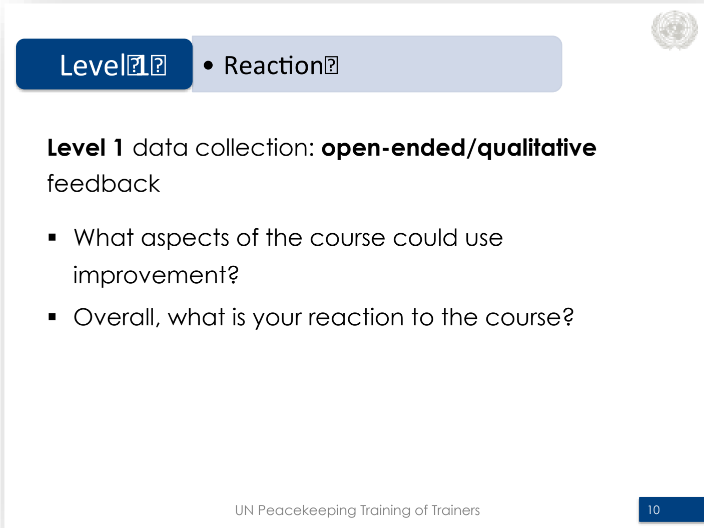
True/False: This training was relevant to my on-the-job tasks and responsibilities.

- True
- False

Multiple choice: The most useful aspects of the training were:

- Pre-course reading materials
- Group work and assignments
- Networking established with other participants
- Feedback received from the facilitators

Slide 10



Key message: Whatever style of question is used, evaluations should also leave space for additional written, qualitative feedback.

Open-ended/qualitative feedback: What aspects of the course could use improvement? Overall, what is your reaction to the course?

Learning Activity 3.1

Designing Level 1 Evaluations (Slide 11)

METHOD

Independent work

PURPOSE

To practice writing level 1 evaluations

MATERIALS

- Paper and pens or laptops

TIME

20 minutes

INSTRUCTIONS

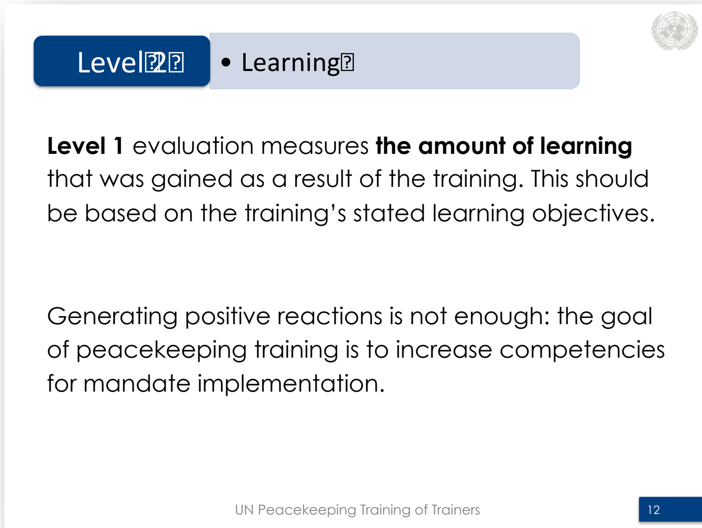
- Participants will design a Level 1 evaluation for the training they will be delivering at the end of the week
- They should formulate questions that gauge each of the following: relevance, usefulness, intent to use the training (including how they intend to implement knowledge/skills on the job) and overall satisfaction with the quality of training
- While some true/false or multiple choice questions may be used, encourage participants to incorporate questions using a Likert scale as well as open-ended questions for qualitative feedback
- Depending on time, the activity can be started now and finished as homework

ASSESSMENT

- If time allows, participants can share out in small groups after working independently
- The evaluation questions will be formally assessed as part of their written portfolio

Level 2: Learning

Slide 12

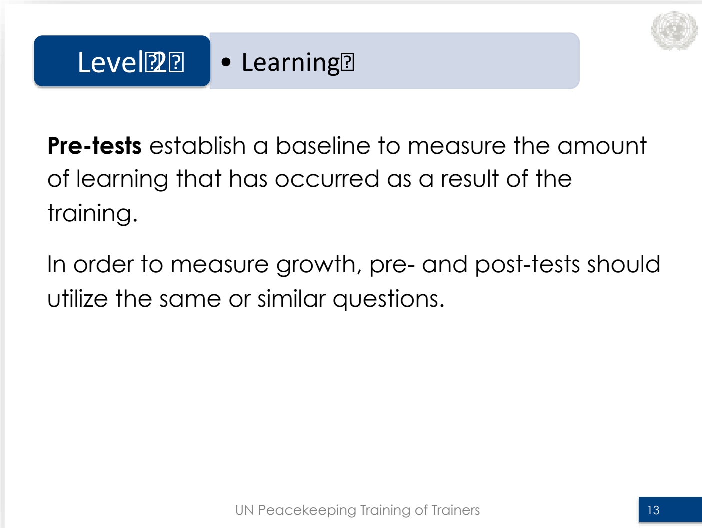


Key message: Level 2 evaluation (learning) measures the amount of learning that participants gained as a result of the training. This should be based on the training's stated learning objectives.

While level 1 evaluation provides feedback on participants' attitudes towards the training, level 2 measures what participants have learned. Simply generating positive feelings about the training is not enough: the goal of peacekeeping training is to increase competencies for mandate implementation. Level 2 evaluations are one way to measure whether this has occurred.

Pre-Tests

Slide 13



Key message: In order to measure the amount of learning that has occurred as a result of the training, it is necessary to establish a baseline. This can be done via a pre-test at the start, or in advance of, the training.

One advantage to sending out pre-tests prior to the training is that facilitators are better able to gauge participants' incoming levels of knowledge/skills. This allows facilitators to better tailor the training according to learners' current competencies.

Even though it is useful to conduct a pre-test at the start of the training, this does not mean that participants have to sit for a formal written test. There are many ways – both formal and informal – to gauge participants' levels of knowledge or understanding.

Discuss with participants: what are some ways to conduct a start-of-training assessment in addition to giving a written pre-test? Brainstorm as a group. Here are some ideas:

- *Voting with your feet*
- *Group discussion*
- *Acting out/role playing*

- *Self-assessments (such as the one used in this TOT)*
- *Using technology (e.g. pollanywhere.com, survey monkey, etc.)*
- *Using post-it notes, flipcharts or other materials*

Remember: the purpose of the evaluation is to measure the extent to which the training has achieved its stated learning objectives. Therefore, the evaluation should be designed to measure those specific areas of knowledge, skills and/or attitudes.

In order to measure growth over the course of the training, the evaluation questions used at the beginning and end of the training must be the same or similar.

Learning Activity 3.2

Creative Pre-Tests (Slide 14)

METHOD

Group exercises

PURPOSE

To explore creative designs for pre-tests

MATERIALS

- Materials will vary based on which pre-tests the facilitator decides to demonstrate. See Annex A for instructions on various pre-test activities.

TIME

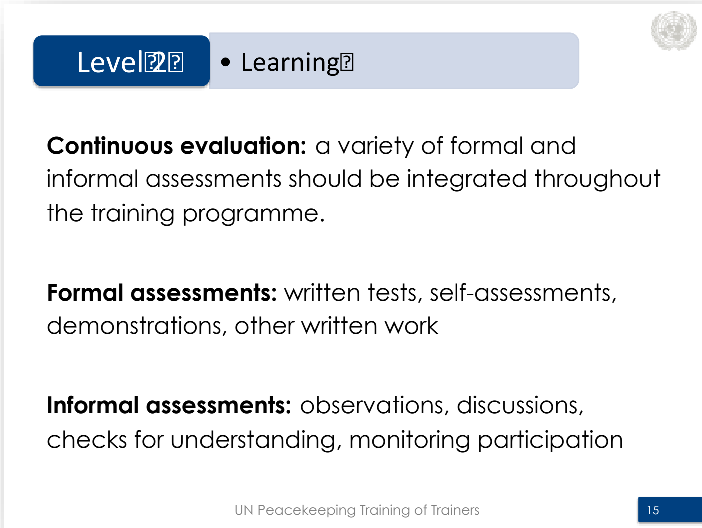
20 minutes

INSTRUCTIONS

- Walk participants through 2-3 of the examples listed above (see annex for instructions of a few suggested activities).
- Discuss the benefits of each activity, including which types of trainings they may be most relevant for.

Continuous Evaluation

Slide 15



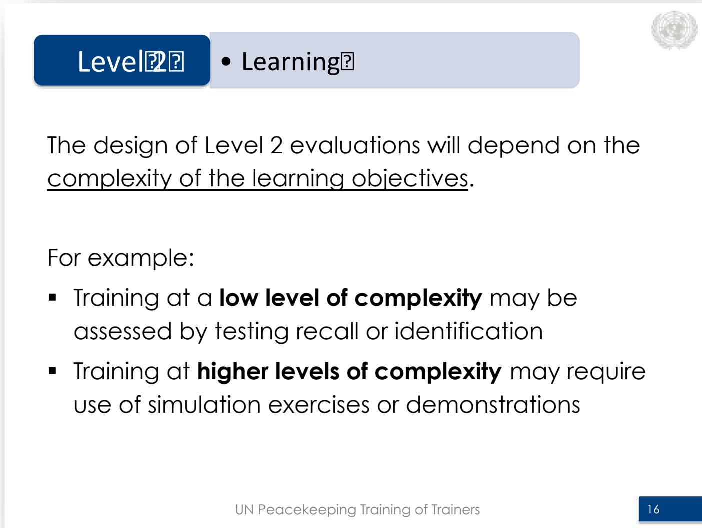
Key message: In addition to conducting pre- and post- test training assessments, **facilitators should implement a variety of formal and informal assessments** throughout the training.

Formal assessments may be done in the form of written tests, self-assessments, demonstrations or other written work, such as the portfolio of work assigned in this TOT.

Informal assessments should also be implemented throughout the training. Observing group work, facilitating discussions, checking for understanding and monitoring participation are all ways to conduct continuous informal assessments.

Facilitators should use the results of both formal and informal assessments to modify their training delivery as appropriate. For example, if participants demonstrate a low level of understanding on a key topic, it may be necessary to spend more time reinforcing this concept.

Slide 16



Key message: The design of level 2 evaluations will depend on the complexity of the learning objectives as well as whether the training targets knowledge, skills and/or attitudes.

For example, a learning objective written at a low level of complexity (e.g. comprehension) may be assessed through a question that tests recall or identification. However, objectives written at higher levels of complexity (e.g. synthesis or evaluation) may be better evaluated using simulation exercises or demonstrations.

Discuss with participants how evaluations may be designed for learning objectives written at different levels of complexity. For example, here is a learning objective written at two different levels of complexity. Participants will:

- *Identify obligations of peacekeepers when interacting with children*
- *Demonstrate obligations peacekeepers have when interacting with children in various hypothetical scenarios*

How would you design an evaluation appropriate for each? See the Annex B in this Module for UNITAR's assessment methods tool.

This tool gives suggestions for appropriate evaluations based on cognitive domain. (Participants will have received and read through this as part of their pre-requisite reading).

Evaluations will also vary based on whether the training aims to increase knowledge, skills and/or attitudes. For example, skills-based trainings will often necessitate some type of demonstration-based evaluation. Evaluations for knowledge-based trainings usually require a demonstration of cognitive understanding.

Refer to the **verbs in the learning objectives** as a clue for what type of assessment is most appropriate. Assessments should be designed in order to measure whether the learning objectives have been achieved.

Learning Activity 3.3

Designing Level 2 Evaluations (Slide 17)

METHOD

Independent and small group work

PURPOSE

To practice creating level 2 evaluations

MATERIALS

- Paper and pens or laptops

TIME

20 minutes

INSTRUCTIONS

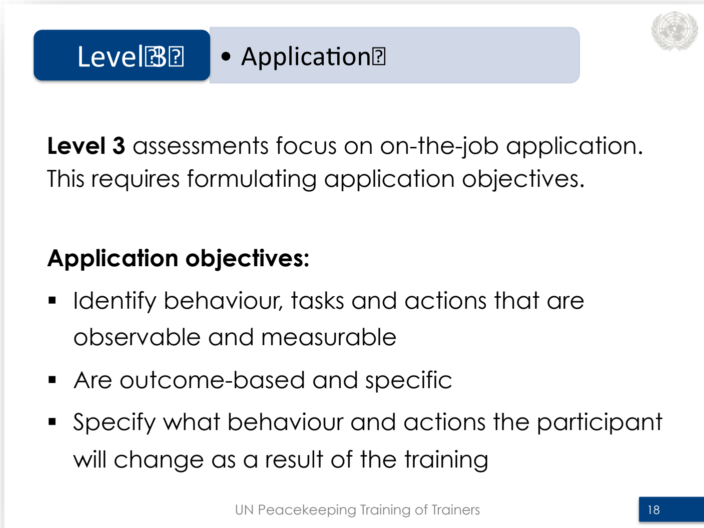
- Participants will work independently to design level 2 evaluations for the lesson they will be delivering at the end of the week. Participants should create both pre- and post-test assessments.
- Remind participants that assessments do not have to be formal written tests. The assessments should be designed to measure the extent to which the learning objectives have been achieved. (Participants should refer to the learning objectives they constructed for their lessons in Module 2).
- Note: participants will most likely not be administering this assessment as part of their performance evaluation, so they do not need to be constrained by materials they have on hand during the TOT course. However, they should consider the types of materials or technological capacity most likely to be available within a training centre.

ASSESSMENT

- **Peer review:** If time allows, participants can share out in small groups. They should use this time of peer review to further revise and strengthen their evaluations.
- **Formal assessment:** learning evaluations will be written into the lesson plans participants submit as part of their written portfolios. Evaluations should be clearly linked to the learning objectives of the lesson.

Level 3: Application

Slide 18



Key message: The purpose of level 3 evaluations is to determine whether participants are applying information from the training to their jobs. In other words, whether knowledge and skills taught are transferred back to the job and whether they result in meaningful behaviour change. Thus, it includes observing changes in on-the-job behaviour and performance with a focus on activity or action.

Level 3 is where the benefits of training become visible on the job and when the acquired knowledge, skills and attitudes are truly tested and make a difference. Unlike levels 1 and 2, level 3 data is usually collected 2-6 months after the conclusion of the training.

Application objectives: In order to evaluate at level 3, application objectives must be constructed. These are similar to learning objectives, but they focus specifically on how individuals should act or behave in an on-the-job context.

Application objectives:

- Identify behaviour, tasks and actions that are observable and measurable

- Are outcome-based and specific
- Specify what behaviour and actions the participant will change as a result of the training.

Below are sample POC and OROLSI Rule of Law application objectives (slides 19-20). In what ways are these similar to/different from learning objectives? Note the focus on observable behaviours.

POC application objectives - participants will:

- *Demonstrate actions reflecting the mission POC strategy, guided by the DPO Operational Framework*
- *Respond to threats in a way that is appropriate with own roles and responsibilities without overlaps or gaps*
- *Utilize mission POC strategy effectively to achieve coherence in approach, minimize gaps, avoid duplication and maximize POC efforts*

OROLSI Rule of Law application objectives - participants will:

- *Provide legal advice and assistance guided by UN principles of peacekeeping*
- *Coordinate and convene work of international and national stakeholders engaged in rule of law in order to increase effectiveness*
- *Implement programmatic activities to improve effectiveness of justice system*

Learning Activity 3.4a

Designing Level 3 Evaluations – Writing Application Objectives (Slide 21)

METHOD

Independent and small group work

PURPOSE

To practice writing level 3 application objectives

MATERIALS

- Paper and pen or laptops
- Learning objectives from participants' lesson plans

TIME

20 minutes

INSTRUCTIONS

- Participants will start with the learning objectives they have drafted for their own lesson plans. They will translate these learning objectives to application objectives.
- In drafting application objectives, adhere to the following guidelines. Application objectives should:
    - Identify behaviours, tasks and actions that are observable and measurable
    - Be outcome-based and specific
    - Specify what behaviours and actions the participant will change as a result of the training.
- It may be helpful to go through one or two examples as a large group, for example, how might you translate these learning objectives from the CPTM module on human rights into application objectives? Learners will:
    - List actions to take when human rights violations are violated
    - Explain UN policies on human rights relevant to peacekeeping
    - Identify human rights-related roles in a mission
- You can also review slides 19-20 that shows examples of application objectives

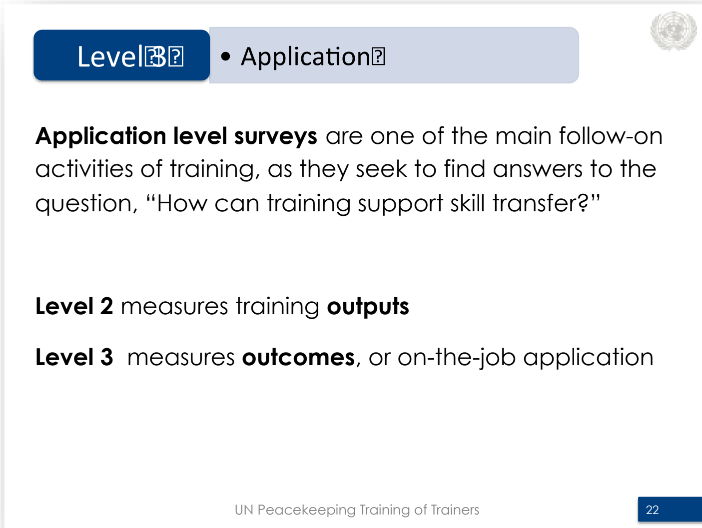
- Participants should also list and describe which forms of level 3 data collection may be most appropriate based on the behaviour and action to be addressed. They will not have information specific to the amount of time or resources available for data collection. Therefore, they can base their decisions solely on the appropriateness of the method for the nature of the training programme and its objectives.
- Depending on time, this assignment can be completed as homework.

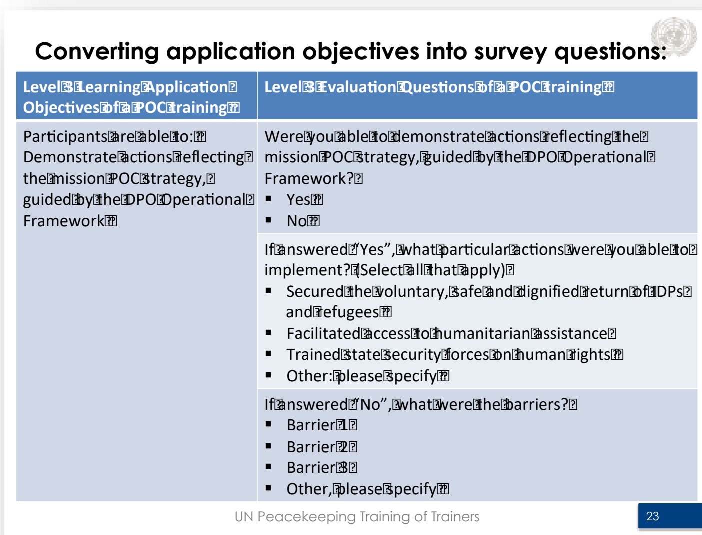
ASSESSMENT

Participants will include their application objectives, level 3 survey questions and methods of data collection in the "evaluation" section of their written portfolio.

Converting application objectives into evaluations questions

Slides 22-23





Key message: Application level surveys are one of the main follow-on activities of training as they seek to find answers to the question, "How can training support skill transfer?"

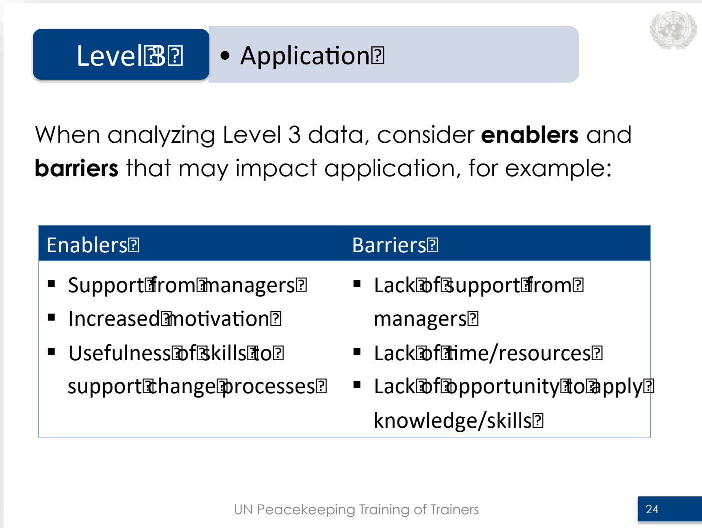
Remember, Level 2 measures training **outputs,** which are knowledge gained, skills acquired and behaviour changed. For these outputs to become **outcomes** – “for outcomes to come”, knowledge and skills gained from training need to be **applied** on the job.

Level 3 evaluation seeks to determine how knowledge and skills have been transferred and through what actions. How successful was it? How confident were the participants when transferring/using skills on the job?

Example:

Level 3 Learning Application Objectives of a POC training	Level 3 Evaluation Questions of a POC training
Participants are able to: Demonstrate actions reflecting the mission POC strategy, guided by the DPO Operational Framework	Were you able to demonstrate actions reflecting the mission POC strategy, guided by the DPO Operational Framework? ▪ Yes ▪ No
	If answered “Yes”, what particular actions were you able to implement? (Select all that apply) ▪ Secured the voluntary, safe and dignified return of IDPs and refugees ▪ Facilitated access to humanitarian assistance ▪ Trained state security forces on human rights ▪ Other: please specify
	If answered “No”, what were the barriers? ▪ Barrier 1 ▪ Barrier 2 ▪ Barrier 3 ▪ Other, please specify

Slide 24



Key message: When analyzing level 3 data, consider the effects that **enablers** and **barriers** have on application and/or knowledge and skills transfer. Enablers support the application of new behaviour while barriers hinder application.

Brainstorm: what are some barriers/enablers that may help/hinder application?

Enablers:

- Support from managers
- Increased motivation
- Usefulness of skills learned to support change processes

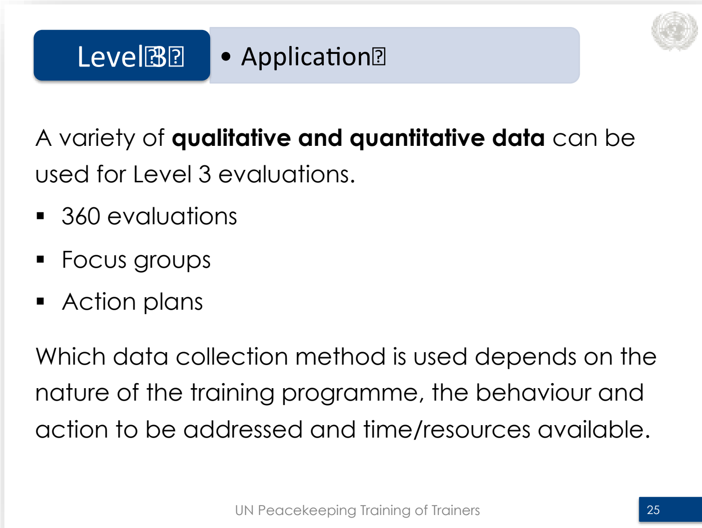
Barriers:

- Lack of support from managers
- Lack of time or resources
- Lack of opportunity to apply knowledge/skills learned

Once enablers and barriers have been identified, they can be shared with programme managers who may be able to help reinforce enablers and remove barriers where possible.

Data collection for level 3 evaluations

Slide 25



Key message: A variety of qualitative and quantitative data can be used at level 3. The nature of the training programme as well as resources available will dictate which data collection tools are most appropriate.

In addition to surveys or questionnaires, the following data collection method tools may be used:

- **360 Evaluations**: an assessment that involves multiple members of the participant's work group. It often contains feedback from the participant's supervisor, peers and/or colleagues. The benefit of a 360 evaluation is that it gives a more a holistic picture and provides credibility to your data.
- **Focus groups:** an assessment that allows for open-ended qualitative feedback from a small group of individuals. Though focus groups are time consuming, they provide more in-depth information than surveys or questionnaires, including through follow-up and funnel questions.
- **Action plan:** a detailed plan with timelines outlining specific steps or actions needed to reach a particular goal. Participants can create these individually at the end of the training course. Action plans

detail how participants will apply knowledge/skills learned to their job contexts. It is also a convenient data collection tool, as training and programme managers can check to see if planned actions have been implemented. (Participants will be completing an action plan at the conclusion of this TOT. A template can be found in the Annex to Module 5).

The data collection method used will depend on the nature of the training programme, the behaviour and action to be addressed and the time and other resources available. These factors should be considered early on and built into the programme design.

Learning Activity 3.4b

Designing Level 3 Evaluations – Writing Application Surveys (Slide 26)

METHOD

Independent and small group work

PURPOSE

To practice writing level 3 application survey questions

MATERIALS

- Paper and pen or laptops
- Application objectives written in activity 3.4a

TIME

20 minutes

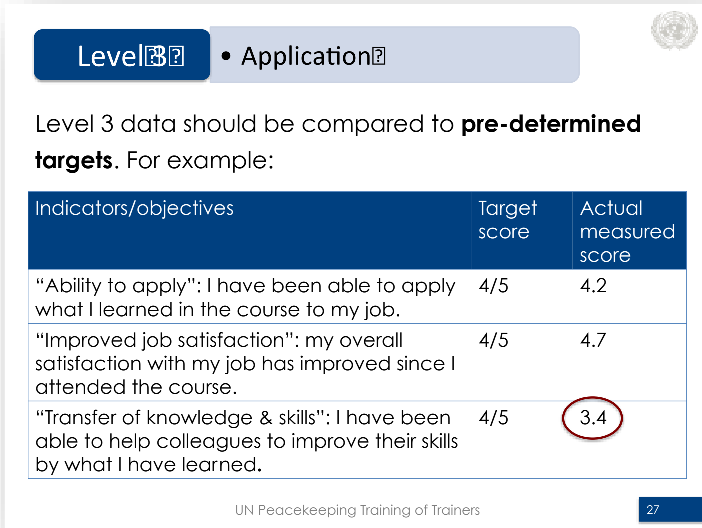
INSTRUCTIONS

- Using the application objectives participants wrote in Activity 3.4a, participants will write corresponding survey questions
- Remember: Level 3 evaluation seeks to determine how knowledge and skills have been transferred and through what actions. How successful was it? How confident were the participants when transferring/using skills on the job?
- Participants will first focus on writing **survey questions**. After they have completed this task, they may also detail other data collection methods that may be appropriate (e.g. focus groups, 360 evaluations, etc.), including the type of questions that would be asked in order to assess whether the application objectives have been met.

ASSESSMENT

Participants will include their level 3 survey questions, along with their application objectives, in their written portfolio of work.

Slide 27



Key message: Level 3 data should be compared to pre-determined targets to determine whether participants are applying knowledge, skills and attitudes learned from the programme to on-the-job contexts.

For example, for a particular training programme, the target score for each indicator was 4 out of 5. The table shows the average results from a level 3 survey. In the example below, the programme was successful in meeting its target in 2 of 3 indicators. Based on these results, programme managers may continue to work toward improving indicator 3.

Table: Average results from the application survey taken three months after the training

Indicators/objectives	Target score	Actual measured score
"Ability to apply": I have been able to apply what I learned in the course to my job.	4/5	4.2
"Improved job satisfaction": my overall satisfaction with my job has improved since I attended the course.	4/5	4.7

"Transfer of knowledge & skills": I have been able to help colleagues to improve their skills by what I have learned.	4/5	3.4

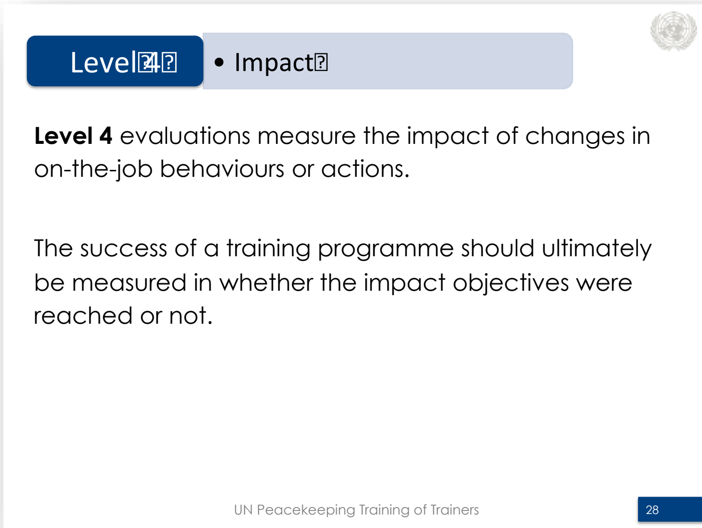
Below is a sample calculation for measuring the total score/class average. Walk participants through how to conduct the calculations to find the average score for each category.

Sample:

5-scale rating	Rating value	Number of votes (=no. of participants)	Total rating value	
Strongly disagree	1	x 3	3	Grand total value / total no. of votes = class average 78/24 = 3.2
Disagree	2	x 5	10	
Neutral	3	x 3	9	
Agree	4	x 9	36	
Strongly agree	5	x 4	20	
		Total no. of votes: 24	Grand total value: 78	

Level 4: Impact

Slide 28

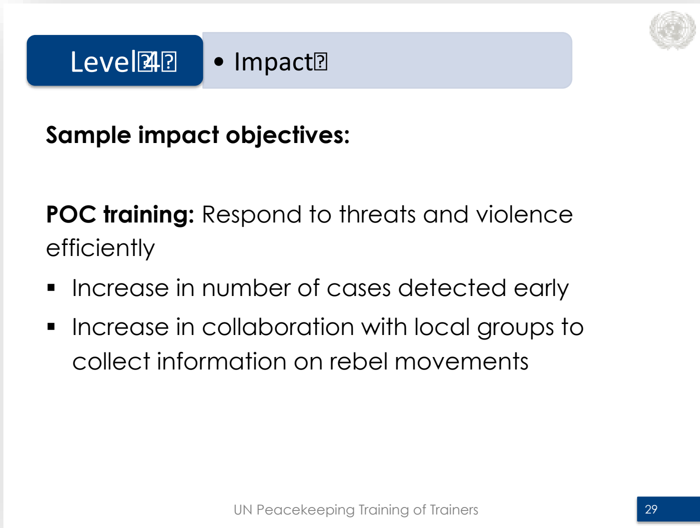


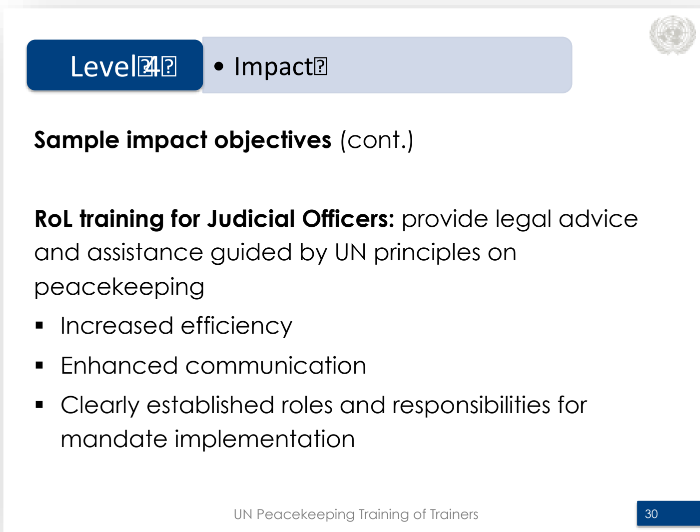
Key message: The success of a training programme should ultimately be measured by whether the impact objectives were reached or not.

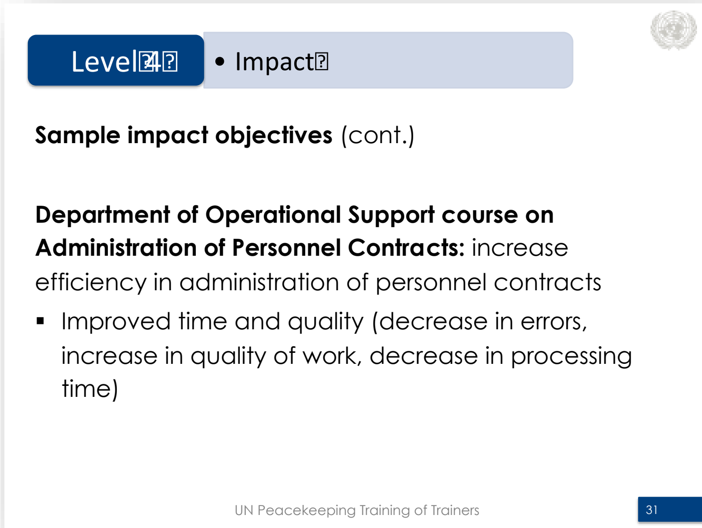
Reminder: Reviewing Organizational/mission objectives and mandated tasks to tailor the training is part of the design and development stage. Trainers and trainees are encouraged to review them once again at this stage to check if the training has produced any results via tangible and/or intangible benefits to the Organization. Benefits may include meeting key performance indicators (KPIs) or higher levels of performance, better quality and quantity, reduced costs, increased outreach/engagements etc.

Various different trainings can contribute to the implementation of the same mandated task. Therefore, level 4 evaluations require the construction of specific training objectives by focusing on the **impact** of changes. It also requires an identification of linkages to existing KPIs to which the training has contributed. This is where the training meets the "strategic language" and results-based management terms, and it is a critical point in defining the very purpose of the training and capacity-building activities in organizations.

Slides 29-31


Level 4
• Impact
Sample impact objectives:
POC training: Respond to threats and violence efficiently
▪ Increase in number of cases detected early
▪ Increase in collaboration with local groups to collect information on rebel movements
UN Peacekeeping Training of Trainers
29


Level 4
• Impact
Sample impact objectives (cont.)
RoL training for Judicial Officers: provide legal advice and assistance guided by UN principles on peacekeeping
▪ Increased efficiency
▪ Enhanced communication
▪ Clearly established roles and responsibilities for mandate implementation
UN Peacekeeping Training of Trainers
30



Key message: Below are examples of possible impact objectives for three peacekeeping training programmes.

Example 1: POC training – Respond to threats and violence efficiently:

- Increase in number of cases detected early
- Increase in collaboration with local groups to collect information on rebel movements

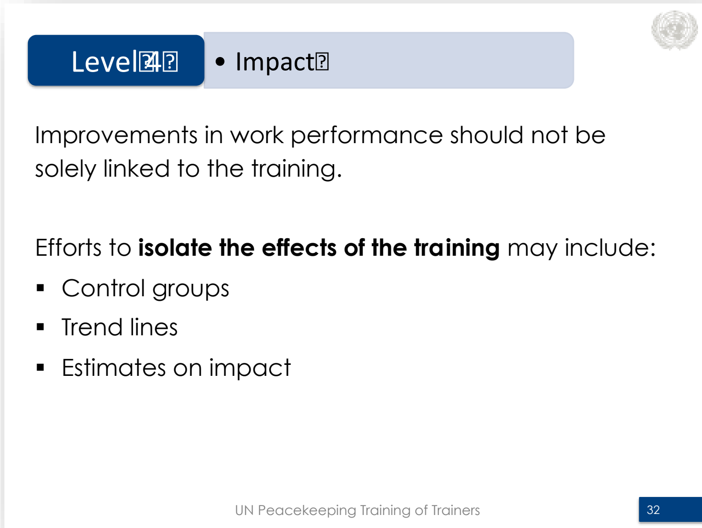
Example 2: Rule of Law Training for Judicial Officers in UN Peacekeeping Operations – provide legal advice and assistance guided by UN principles on peacekeeping:

- Increased efficiency
- Enhanced communication
- Clearly established roles and responsibilities for mandate implementation

Example 3: Department of Operational Support Course on Administration of Personnel Contracts – increase efficiency in administration of personnel contracts:

- Improved time and quality (decrease in errors, increase in quality of work, decrease in processing time)

Slide 32



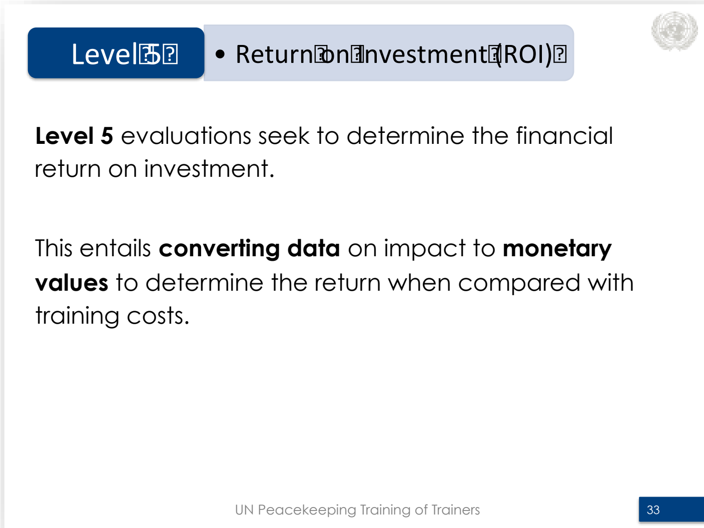
Key message: One of the challenges in conducting level 4 evaluations is **isolating the effects of the training**. Improvements in work performance should not be solely linked to the training.

Efforts to isolate the effects of the training may include the following:

- **Control groups:** this method involves comparing two groups – those who attended the training and those who did not. The composition of both groups should be as similar as possible. Both groups will be asked to fill out the same assessment tests and undergo the same performance evaluations. Compare the outcomes to determine whether the training had any effect on performance.
- **Trend line:** this is a tool commonly used for forecasting the impact of a programme. The average trend is projected based on past performance and represents what is anticipated to happen had no training occurred. Once the training programme is implemented, the actual data is collected and compared with the trend line. The difference may be attributed to the impact of the programme.
- **Estimates on impact:** estimates from participants, supervisors, peers and clients are a common way to try and isolate the effects of a programme. However, estimates should be used conservatively, keeping in mind that they are subjective and approximate.

Level 5: Return on Investment

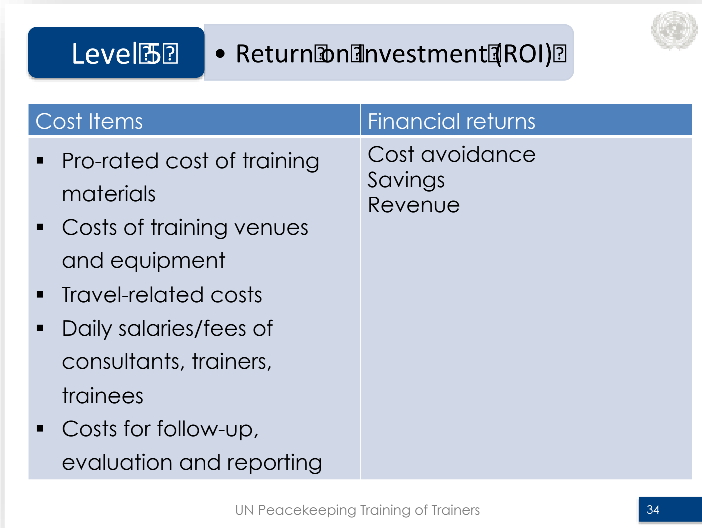
Slide 33



Key message: After learning and performance results have been demonstrated, Level 5 evaluations seek to determine the financial return on investment. This level of evaluation may be appropriate for programmes that are very costly, highly visible and/or critical to the organization.

Evaluating ROI may help programme managers to justify training budgets. It can also provide a deeper understanding of the true impact of the training programme. Conducting level 5 evaluations is extremely resource intensive; therefore, it should not be applied to every programme.

Slide 34



Key message: Return on investment (ROI) entails converting data on impact to monetary values in order to determine the return when compared with training costs.

Cost items may include:

- Pro-rated cost of training materials
- Rental or pro-rated costs of training venues and equipment
- Travel-related costs
- Daily salaries and fees of consultants, trainers and trainees
- Costs for follow-up, evaluation and reporting

Financial returns as a result of training could be expressed in terms of:

- Cost avoidance (i.e. money that would otherwise have been spent paying for the consequences of untrained and/or unmotivated employees)
    - E.g. performance management or team-building training could result in the avoidance of turnover or absenteeism-related costs, as well as saved hiring costs
- Savings
- Revenue

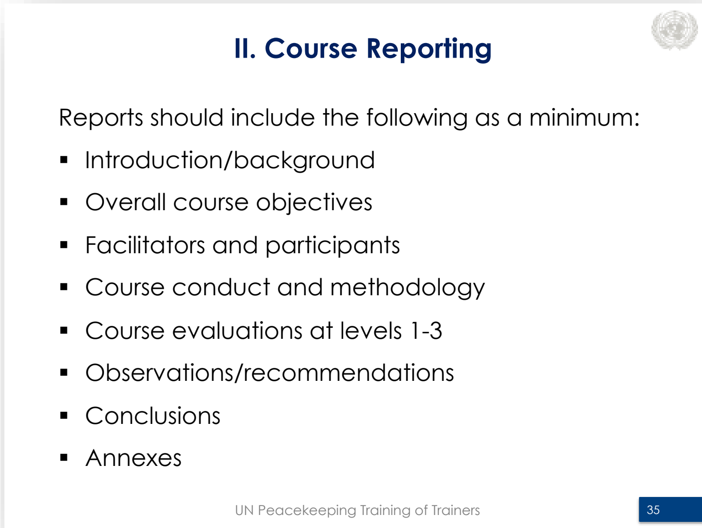
While training can improve competencies and contribute to cost avoidance, such initiatives usually take place alongside other efforts of the organization to improve governance, management oversight, reporting tools and hiring practices, among other things. Taken together all these initiatives could result in better performance and efficiency. In most cases, especially in peacekeeping environment, it is difficult to isolate the effects of training and only possible to say that training has been one of several contributing factors.

II. Course Reporting

Inform participants that as part of their written portfolios they will be completing a course report based on the lesson they deliver for their final evaluation. This will be completed after the conclusion of the TOT and submitted electronically. (Note: participants will not be able to include evaluation results in their own course report; however, they will include plans for level 3 evaluations).

See the Annex C for the course reporting template participants will use when completing their course report. You can hand out the template now and talk through it while teaching this lesson or it can be shared afterwards.

Slide 35



Key message: At the conclusion of every training, facilitators will draft a course report. The report is used to document the main elements of the training, including training objectives, methodology, a list of training facilitators and participants, as well as course evaluation results.

While there is no specific template that must be used for a course report, all reports should include as a minimum the following information:

- **Introduction/background:** this includes the rationale for the training as well as a brief introduction of the course (e.g. aim, target groups, partners, collaborators, location, etc.).
- **Overall course objectives:** in addition to overall course objectives and expected outcomes, include any expected effects beyond the training itself (e.g. how the training will help improve job performance).
- **Facilitators and participants:** Include a rationale for selection of facilitators and participants. Be sure to include contact information for facilitators and participants (listed in the annex) for follow up evaluations/data collection.
- **Course conduct and methodology:** administrative and logistic details as well as teaching methodology, tools and learning aids. Include rationale for selected methodology.

- **Course evaluations at levels 1, 2 & 3:** include a summary of results from level 1 and 2 evaluations. For level 3, include evaluation questions (follow-up survey questions) and plans for follow-up action.
- **Observations and recommendations:** Any constructive feedback on the conduct of the course or lessons learned.
- **Conclusions:** Overall impression/assessment of the course as well as next steps for the training programme.
- **Annexes:**
    - Course agenda (with names of facilitators for each session)
    - List of facilitators/participants including: name, gender, current job title and employer, country and email addresses for follow-up
    - Evaluation questionnaires and data report: must include all first-hand data

Summary

Five levels of training evaluation

- Conducting training evaluation is essential to ensure that a training programme has met its stated objectives. Training evaluation is conducted during, at the conclusion of and after a training programme.
- The UN approach to training evaluation is based on the ROI methodology, which evaluates training programmes on five levels: reaction, learning, application, impact and return on investment

Course reporting

- At the conclusion of every training, facilitators will draft a course report. The report is used to document the main elements of the training, including training objectives, methodology, a list of training facilitators and participants, as well as course evaluation results.

Annexes

Annex A: Creative pre-test instructions (Activity 3.2)

Activity 1: Voting with your feet
Voting with your feet is a facilitation technique in which learners express their opinion or knowledge on a topic by moving to designated areas of the room. The areas in the room represent different points of view (e.g. agree, disagree, true, false, etc.).

During the exercise, the facilitator poses a question and participants move to the area of the room that corresponds with their point of view. Once in place, participants share their point of view and what motivated their decision.

This activity is good for stimulating active participation and breaking the ice. It provides the facilitator with a quick way of evaluating participants' knowledge on a specific topic. It is also useful for stimulating discussion.

Conclude the activity with group discussion or debrief.

Activity 2: Pollanywhere.com
Pollanywhere.com is a free tool[1] that enables participants to submit answers to polls and trivia questions via their laptop, tablet or smartphone (via internet or text messaging). Project the webpage onto a screen and participants can watch results update in real time.

Questions and responses can be formatted in multiple ways, e.g. word clouds, true/false, multiple choice or open-ended responses. Participants can also post questions they have about a topic or things they would like to learn.

This tool enables facilitators to gather information from each participant quickly. Results can be posted anonymously. Using pollanywhere.com requires that participants have internet or text messaging access.

[1] Some tools on pollanywhere.com require a paid membership. However, basic polling questions can be used with free account setup.

Activity 3: Fishbowl

A fishbowl is a discussion tool in which learners learn from each other by forming an inner circle where they discuss a topic, while the remaining learners listen and observe, and have the possibility to state their opinion – but following precise rules.

Arrange four to five chairs in an inner circle, and the remaining ones in a concentric circle outside of the fishbowl. Introduce the topic and ask participants to start discussing. The audience outside the fishbowl should attentively listen to the discussion.

Open fishbowl: leave one chair open in the inner circle. Any member of the audience can, at any time, occupy the empty chair and join the fishbowl. After they make a comment or ask a question, they leave the chair so someone else can sit.

Closed fishbowl: initial inner-circle participants speak for some time. When time runs out, they leave the fishbowl and a new group enters the fishbowl.

Repeat until everyone has a chance to sit in the inner circle. No one from the audience can express their opinion if they are not sitting in the inner circle. After the activity, summarize the discussion as a large group. Use as a bridge-in.

Activity 4: Role-play

A role-play is an activity in which participants assume a role in a certain scenario and act out a given situation. This method is especially useful when learning objectives are focused on skill development.

Explain the scenario and ask for volunteers. Make sure all participants are familiar with their roles and tasks in the given exercise. Give an assignment to participants observing the role-play, such as observation, note-taking, etc.

After the role-play, facilitate a discussion on what was observed in the scenario. Repeat the exercise with slightly varied scenarios so participants can practice skill application in a variety of settings.

The same scenarios can be repeated for the end-of-training evaluation. Lead a discussion on what changed in participants' responses to the scenario from the beginning to the end of the training. What specific skills or knowledge have they learned that impacted or changed their behavior in the scenarios?

Annex B: Assessment Methods (UNITAR Toolkit)

Cognitive domain	Examples of assessments	Key verbs to describe the activity
Remember	▪ Multiple choice tests ▪ Recount facts ▪ Recall a process, rule or definition	Recognize, recall
Understand	▪ Explain or interpret meaning from a given scenario ▪ Suggest reaction or solution to a given problem	Interpret, exemplify, classify, summarize, infer, compare, explain
Apply	▪ Put a theory into practical effect ▪ Demonstrate ▪ Solve a problem ▪ Manage an activity	Execute, implement
Analyze	▪ Identify constituent parts and functions of a process, making qualitative relationships ▪ Measure requirements or needs	Differentiate, organize, attribute
Evaluate	▪ Review strategic options or plans in terms of efficacy, return on investment or cost-effectiveness ▪ Assess sustainability ▪ Perform SWOT analysis in relation to alternatives ▪ Produce a financial justification for a proposition or venture ▪ Calculate the effects of a plan or strategy	Check, critique

	▪ Performa a detailed analysis with recommendations and justifications	
Create	▪ Develop plans or procedures ▪ Design solutions ▪ Integrate methods, resources, ideas, parts ▪ Create teams or new approaches ▪ Write protocols or contingencies	Generate, plan, produce

Annex C: Course Report Template

Course title, location/venue and date

Contents:

A. Introduction / Background

1. Include here the course background, rationale and higher organizational requirements and needs that necessitated the conceptualization and development of the training course, e.g. organization-wide reform initiatives, strategic reports, requirements by decision-making bodies, findings and recommendations of training needs assessments, etc.

2. Include here brief introduction of the course: brief history, previous rollouts, overarching objectives, target groups, type and level (e.g. pilot course, official roll-out, training of trainers, training for contingent troops or civilian experts, etc.), training partners, collaborators and training location (host training institution, place and country).

B. Overall course objectives

3. Mention here the overall course objectives and expected outcomes. Link the objectives with expected outcomes of the training course and describe any effects beyond the training itself, e.g. how the training will help to improve performance on the job and/or fill the identified gaps, etc.

C. Facilitators and participants

4. Include here information on the Trainers' Team. List of trainers and their contact details should be included in the annexes. If relevant,

indicate the type of the trainers' team (e.g. mobile training team, mixed national team), rationale and selection of facilitators/trainers, type and expertise level of trainers, etc. Record any observations on the trainers' technical expertise and teaching methodology and how effectively each trainer supported the course.

5. Include here information on participants. A list of participants and their contact details should be included in the annexes. Indicate total number of participants, number of troop and policy-contributing countries, regions and institutions, gender representation and level of expertise, if relevant. Include rationale and criteria for selection of participants, expected actions to be undertaken by participants upon the completion of the training (e.g. for a TOT of national trainers, participants are expected to deliver training once back to their national institutions, etc.) and any other observations.

D. Course conduct and methodology

6. Include brief administrative and logistics details. Describe preparation processes, meetings, joining instructions and course roll-out stages, if relevant and offer lessons learned for future courses.

7. Explain the course methodology, tools and learning aids used. Include rationale for choosing certain methodologies over others for the benefits of improving learning retention and maximizing training effectiveness.

8. If extensive practical and table-top exercises were used, briefly explain how they were planned, introduced, rolled out and de-briefed; and what learning outcomes were achieved. Any lessons learned and suggestions for improvements for future trainings could be included.

E. Course Evaluations[2]

Level 1 - Quality and Relevance

9. Include here a summary of Level 1 evaluation on the following aspects:
    a. Relevance of training to learners' needs
    b. Clarity of learning objectives and quality of training materials

[2] For detailed information and evaluation templates, consult DPO Guidelines on Training Design, Delivery and Evaluation of Training, ref.2019.14

c. Appropriateness of training methodology
d. Quality of delivery and credibility of trainers
e. Overall usefulness and importance of training, intent to use / action plans established
f. Participants and trainers' suggestions for improvement on the training quality

10. Include any other reaction data on the quality of the training (observations and feedback received from the participants). Attach the detailed data report in the annexes.

Level 2 - Learning Objectives and Outcomes

11. Reiterate here the overarching learning objectives of the training and list the main learning outcomes achieved. Back up the stated learning outcomes with a summary of Level 2 evaluation findings demonstrating any changes/improvements in knowledge, skills and attitudes.
12. Include any other observations and feedback received regarding the learning processes and outcomes. Attach the detailed data report in the annexes.

Level 3 - Learning Application and Follow-up Actions

13. Include here any follow-up actions that the course director/trainers have planned to undertake. Actions may include reaching out to the course participants in four to six months to conduct level 3 evaluations and support the implementation of individual action plans, contacting their peers and supervisors to get performance feedback and collecting any recommendations to improve the training design and delivery.

<u>F. Observations and Recommendation</u>

14. Any constructive feedback on the conduct of the course could be useful here to include, e.g. aspects of the course to improve, lessons learned to be mindful of, and tips/advice for the future trainers.

<u>G. Conclusions</u>

15. The section may include your overall impression/assessment of the course (including self-assessment) and next steps for the planning and roll-out of the training programme.

Your name and date here
END OF THE REPORT

H. Annexes:

a. Course Agenda: must include names of facilitators for each session
b. List of Facilitators and Participants: must include name, gender, current job title and employer, country and email addresses for follow-up contacts
c. Evaluation questionnaires and data report: must include all first-hand data