Professionalization of Trainers for Work Based Basic Skills – WBBS

Self-Study-Manual

Module 6: Evaluation of Operational Workbased Basic Training Programmes

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Content

'An evaluator needs a large repertoire of research methods and techniques to use on a variety of problems. Thus, an evaluator may be called on to use any and all social science research methods, … (to be able) to produce useful results that are valid, reliable, and believable.'

(Patton, 2002: 68)

Introduction

This paper will critically evaluate the importance of evaluation of online courses intended for workers in SMEs. The literature agrees that evaluation, when done well, makes learning and development (L&D) programmes better. However, Thackeray (2016) notes that very few organizations actually evaluate training. Of those that do just 12 percent measure impact on results (Scourtoudis and Dyke, 2007). Unfortunately, most providers do not know what difference their training makes despite the high expectations placed on it. There is evidence that much training, for a variety of reasons, may be wasted (Griffin, 2010: 221). Studies indeed show that just 10 to 15 percent of what employees learn through a course (excluding informal and incidental learning) is actually transferred to improved job performance (Velda et al., 2007). One of the barriers to effective course evaluation is the failure to ground approaches in a contemporary and comprehensive model of workplace learning.

This paper will therefore try to first address this gap through a review of the literature about evaluation. It will then attempt to develop a working process of evaluation for online learning.

Defining Evaluation

There are many definitions of evaluation. Evaluation is 'a systematic investigation to determine the significance, worth or benefits of a policy, programme or measure, using relevant social research methods, criteria, standards and indicators' (Descy and Tessaring, 2005). Evaluation is essential because it can help reduce uncertainties in decision-making, helps to improve design and the implementation of future interventions, while ensuring effective use of available resources. Evaluation is therefore important for decision-makers, at company and, possibly, higher levels, including national and supranational policy-making.

This module, as the rest of this self-study manual, will however not delve into the evaluation process at national and supranational levels. Although conscious that

evaluation at the micro-level can, and should enhance macro-level decision-making, the author will only look at the evaluation of online programmes that is required to improve the overall experiences of the key stakeholders - the provider, trainer, employers and employees. However, this paper will contribute to the debate on appropriate evaluation methods.

This module thus builds on both the knowledge provided in the previous 5 modules, as well as a systematic literature review about the evaluation process in WBBS. It will offer a conceptual framework as well as a practitioner-friendly evaluation process for trainers and WBBS providers.

The Context

Before discussing the evaluation process, it is important to provide a sketch to the context in which WBBS programmes are implemented and the function they are expected to fulfil.

In its 2018 edition of the *Employment and Social Developments in Europe* (ESDE) review, The European Commission (EC) confirms 'a favourable macroeconomic environment' marked by an increase in the number of gainfully employed citizens, and consequentially, less unemployment and lower levels of poverty (European Commission, 2018a). However, the review does also carry a strong warning: the technological developments, in the form of automation and digitalisation, are accelerating the demand for skills and creating uncertainties in the increasingly ageing labour force, and the low-skilled sectors of the European labour markets. To counter these developments, and thereby to increase inclusivity, the EC has, once again, encouraged continuing upskilling and reskilling in all its member states, so that no one is left behind.

> *Those who are unable to improve on skills and qualifications are at risk of being crowded out of the labour market, both by better-skilled labour and by physical capital (European Commission, 2018a)*

The educational capital of adult European citizens is however not encouraging. The most recent PISA survey, that of 2015, revealed, like its predecessors, that too many young Europeans lack basic skills such as reading or maths (European Commission, 2016). The OECD's (2013) PIAAC survey which assessed adult competences produced similar results: in many EU countries about one in five adults aged 16-65 only had basic skills in literacy and numeracy. In addition, one in four adults lacked the digital skills needed to use ICT effectively.

The *Malta National Strategy for Lifelong Learning* argues that the under-skilled and less educated workers need to be offered opportunities to upskill and learn basic skills 'through alternative pathways in education and training' and identifies the workplace – where adults spend a large share of their day - as an important educational space (MEDE, 2015: 25). The workplace is also envisaged as the space where employees can best cultivate not only job-related skills but also essential and transversal competences that make people more resilient and adaptable to changes in their career and life. Similarly, the recent report of the ET 2020 Working Group 2016 – 2018 on Adult Learning, places great value on the workplace in stimulating adult learning (European Commission, 2018b: 16). Cedefop (2013) moreover notes that it is the low-skilled workers who will likely to benefit most from adult learning in the workplace. These workers do not perform well in traditional classroom-based educational or training programmes because they often carry with them a history of failure and negative experiences of schooling.

> *WBL offers a way of learning which is more attractive, relevant and suitable than 'traditional' school-based forms for low-qualified adult. Cedefop (2013).*

Workplace learning is also important because Small and Medium-sized Enterprises (SMEs), the pillars of European economies, cannot release workers for school-based training programmes (Vancell, 2018). Moreover, many low-skilled workers cannot attend a training programme while also coping with a second job, family and social commitments (Vancell & Patala, 2018).

Evaluation models

Although no specific framework was mentioned in the previous modules, the reader should have noticed a common instructional design process that starts with the analysis of the key stakeholders' needs, then goes on to the design, development and implementation of a WBBS programme. The process, as argued in Sections 2.4.5 and 3.2.6, also involves the evaluation of the training throughout and at the end of the training intervention. This is intended to improve various facets of the training programme including student motivation. In addition, the timing of evaluation is very important and should be integrated within the planning of a WBBS course.

1.1.1 *Formative and Summative Evaluation issues*

Formative evaluation occurs throughout the planning, design, development and implementation phases of a programme (Plewis & Preston, 2001: 10). It is mainly

intended to improve aspects of the educational effort, including the trainer's performance during the course, the designer's pedagogic decisions and the students' active and effective participation in learning activities. The evaluation methods are mainly qualitative, such as students' complaints and constructive criticism, classroom assessment techniques (such as the minute papers) and online discussions. They may also be quantitative including short surveys or quizzes. Trainers can also use continuous assessment techniques for formative evaluative purposes. In HR practices and literature this kind of evaluation is also called *ex ante evaluation.* Such practices are frequently used in making changes in the educational effort, increasing motivation and overcoming resistance. If conducted by other persons, not the trainer, they also serve for quality assurance purposes (McNamara, Joyce & O'Hara, 2010: 550).

Summative, or *ex post,* evaluation is carried out after a course is completed. The most common method is the end-of-course survey, often through 'happy sheets' but qualitative methodologies, such as focus group sessions and in-depth interviews are also used (particularly in SMEs). It is mainly used to judge outcomes, effects and impact of a training effort and to transfer this knowledge to the planning of future programmes. According to Plewis & Preston (2001: 10) summative evaluations are important in decision making, for example, whether a WBBS course should be repeated or not, whether it should be replaced by something different or better, and whether its success merits extension to a wider population. *Ex post* evaluations are also carried out to inform policy makers.

Evaluations should include both formative and summative aspects depending on their adequacy for the various stages (Rossi et al., 1999). The partners in Profi-Train also agreed that the results of the evaluation process should be presented to the trainer/process-manager and company representatives.

1.1.2 *Key Questions*
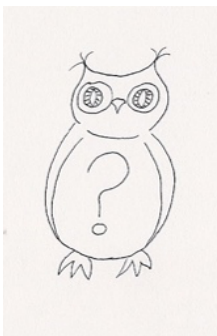
Griffin (2010: 43) notes that, regardless of the evaluation approach chosen, a number of key questions need to be addressed when developing an evaluation plan. These include:

- What is the **scope** of the evaluation?
- What are the **objects** of the evaluation?
- What are the **key evaluation questions**?
- What kinds of **information** should be collected regarding each object?

- What criteria should be used to **judge the merit of an evaluation object**?
- Whose **interests** should be served by the evaluation?
- What **methods** of enquiry should be used?
- **Who should do** the evaluation?
- What **costs** (if any) will be incurred?
- By what **standards** should the evaluation be judged?
- How and when should the **results** be presented?

Cedefop (2013), for example, has integrated questions similar to the above into an evaluation plan template for learning providers in the VET toolkit for tackling early school leaving. This template is available at
http://www.ced.efop.europa.eu/el/toolkits/vet-toolkit-tackling-early-leaving/evaluate/evaluation-plan-providers-practitioners

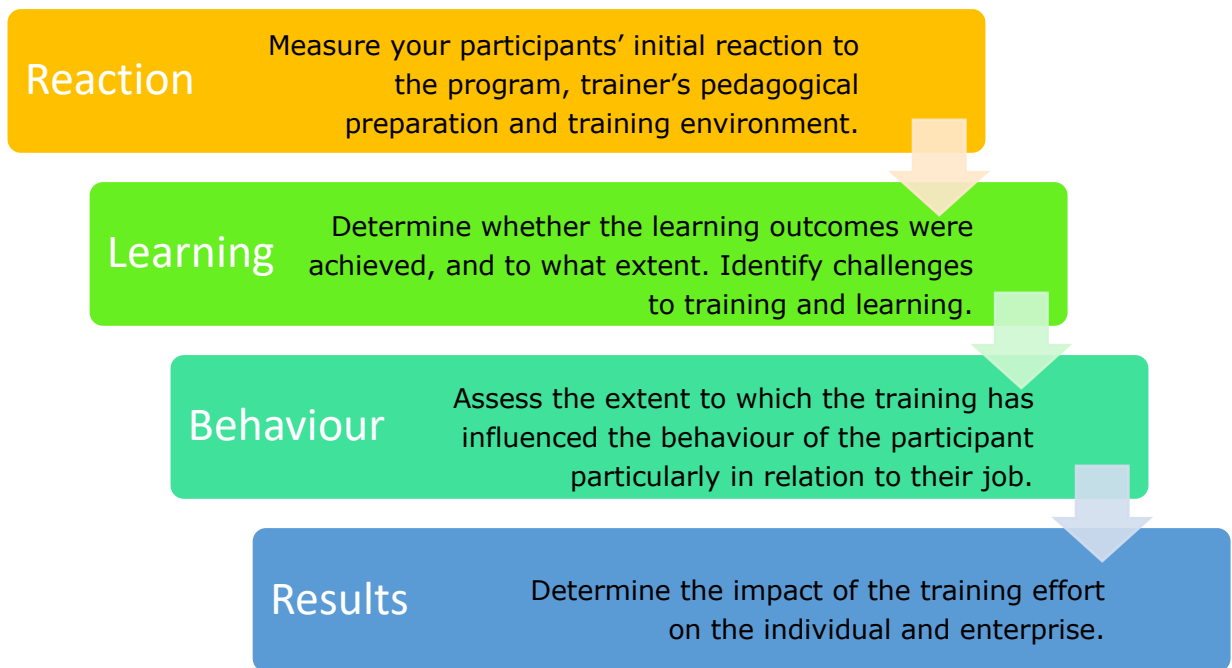*Reflection*

What other question/s would you add to list of key questions above?

How would you adapt the Cedefop (2013) evaluation plan for your WBBS initiative? Is it a good plan?
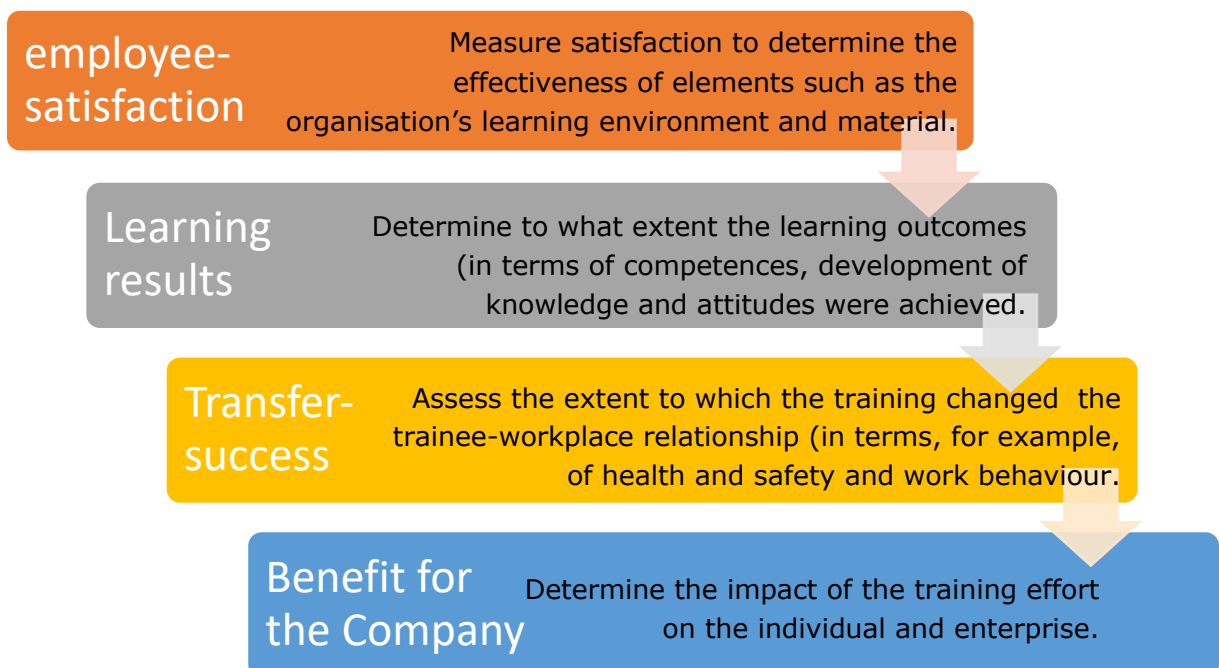
1.1.3 *Evaluation Models*

While there are many training evaluation tools available to practitioners, in reality, most are based on Kirkpatrick's (1979) 'four-levels model' (developed in 1959) or variants of it.

Reaction	Measure your participants' initial reaction to the program, trainer's pedagogical preparation and training environment.
Learning	Determine whether the learning outcomes were achieved, and to what extent. Identify challenges to training and learning.
Behaviour	Assess the extent to which the training has influenced the behaviour of the participant particularly in relation to their job.
Results	Determine the impact of the training effort on the individual and enterprise.

Figure 1: The Kirkpatrick Model (1959)

The evaluation process used in Gruwe, for example, uses 4 stages probably adapted from the Kirkpatrick model.

employee-satisfaction	Measure satisfaction to determine the effectiveness of elements such as the organisation's learning environment and material.
Learning results	Determine to what extent the learning outcomes (in terms of competences, development of knowledge and attitudes were achieved.
Transfer-success	Assess the extent to which the training changed the trainee-workplace relationship (in terms, for example, of health and safety and work behaviour.
Benefit for the Company	Determine the impact of the training effort on the individual and enterprise.

Figure 2: The Gruwe Evaluation Approach

However, there is a growing convincing body of evidence to suggest that this approach and its more modern variants provide poor indicators of a course's effectiveness. It has been shown, for example, that reaction (level 1) and learning

(level 2) measures in Kirkpatrick's model – which 'assess the trainees' satisfaction', and the 'acquisition of intended knowledge, skills and attitudes based on the participation in the learning event' (Kirkpatrick, 1979), respectively - are not linked to future performance (Xerri, 2013).

Moreover, Kirkpatrick's model and its variants represent 'a form of evaluation which involves judgements made through the eyes of an external evaluator' (McNamara, Joyce & O'Hara, 2010: 552). In other words, they largely ignore the importance of the trainer's role in evaluation.

◁◁ ◁ *Empower trainers to evaluate* ▷▷▷

For this reason, and given that the primary intention of this self-study manual is to enrich the trainer with a tool for evaluation, that incorporates self-evaluation, the author is proposing another more pragmatic approach which, as shall be shown below, is more relevant and adaptable to the WBBS process presented in this study-guide. This is the ADDIE model, in which a number of insights and practices of other models, such as Stephen Brookfield's four-lens model, have been incorporated. The proposed approach is more cost-effective, robust and rapid. However, it can create outcomes at the same levels of accuracy as the most rigorous and summative evaluation processes. Above all, the evaluation approach combines educational theory which considers learning to be much more than the simple acquisition of knowledge.

1.1.4 *The ADDIE model*

The ADDIE framework or model is not *exclusively* an **evaluative** logical and/or practical tool like the Kirkpatrick's model or variants of it. However, evaluation is a key element in the same framework. It informs every stage of the training initiative. The framework, or rather approach, was created for the U.S. Army during the 1970s by Florida State University's Centre for Educational Technology. ADDIE is an acronym for Analysis, Design, Development, Implementation and Evaluation and, in its beginnings, it was used as a sequential process – that is, each step has an outcome that feeds into the next step in the sequence (figure 1).

◁◁ ◁ *Evaluation informs every stage of the training initiative* ▷▷▷
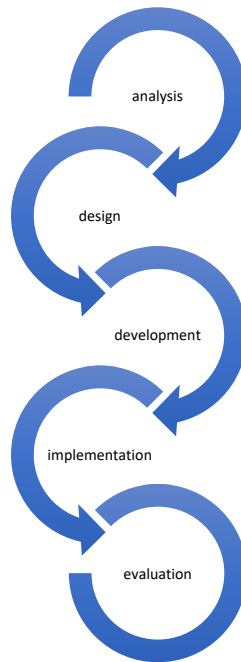
Figure 3. The original ADDIE approach.

In brief, in the analysis phase, educators identify the trainees, and other key stakeholders, and their needs as you did in Modules 2 and 3. This includes crafting educational objectives and determining what needs to be taught to accomplish the educational goals through a targeted market analysis.

In the design phase, educators/trainers conduct a mapping exercise of the particular situation within the company, describing how the training will be delivered to meet the set objectives identified during the analysis phase, as was done in Modules 4 and 5. In the development phase, each element is planned in as much practical detail as possible to make it easy and feasible to meet the blueprint created during the design phase. In the implementation phase, educators then deliver the instruction.

In the original ADDIE model, **evaluation was mainly summative**. In more recent adaptations, the evaluation process assesses and enhances each of the other phases. The process has become iterative[1], rather than sequential (figure 2). For this evaluation process the trainer is very important.

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[1] An iterative approach is a 'process for arriving at a decision or a desired result by repeating rounds of analysis or a cycle of operations. The objective is to bring the desired decision or result closer to discovery with each repetition (iteration)'. From online Business Dictionary available at
http://www.businessdictionary.com/definition/iterative-process.html

◁◁ ◁ *Evaluation is an iterative approach*▷▷▷
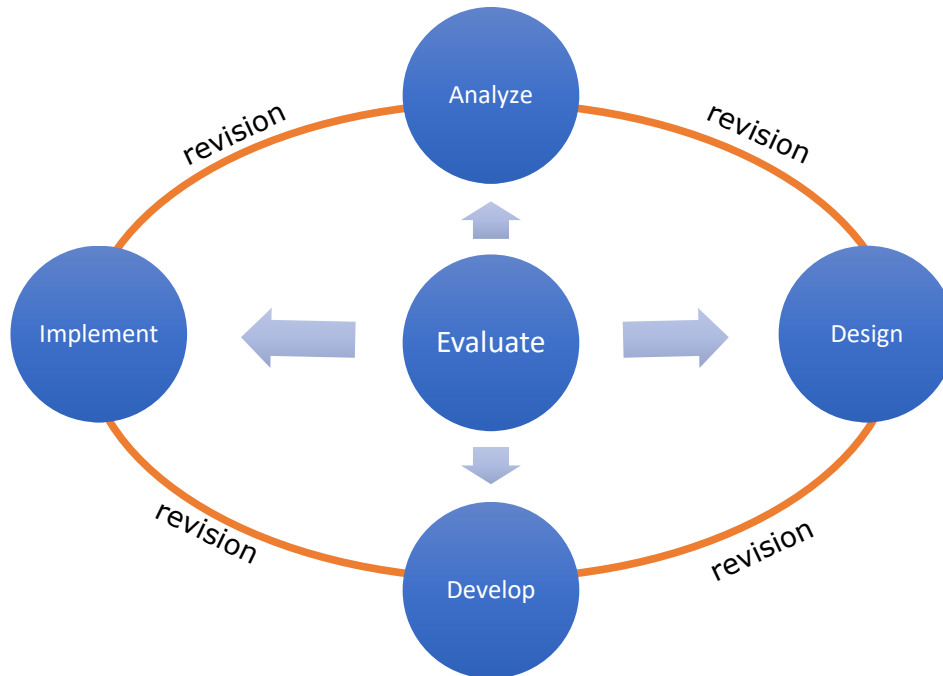
Figure 4: The ADDIE concept (from Branch, 2009: 2)

1.1.5 *An approach for the evaluation of WBBS initiatives*

The evaluation of an educational initiative can be a complex task because different training initiatives, contexts, needs and aspirations of the different stakeholders, may require different evaluation processes. Recent literature also agrees that an evaluation process cannot be informed or inspired by a single model because of limitations that exist in every model. For example, most models, including Kirkpatrick's model, do not question the value-laden values, beliefs and assumptions that motivate the evaluator (including the trainer acting as evaluator). The intentions of an evaluator may therefore possibly contaminate the evaluation methodology, the data gathered, its analysis and the results produced. This is also true of an ADDIE-inspired evaluation framework. Therefore, trainers, when they are acting as evaluators, must tread with care and the author suggests an audited process of reflexivity, perhaps through a personal reflective journal, in which decisions and conclusions are recorded and justified (as for example, recommended by Draanen, 2016).

◁◁ ◁ *The trainer-as-evaluator must be engaged in a continuous process of reflexivity* ▷▷▷

In such a journal, the intentions of the trainer must also be recorded. These may indeed be different to the 'agreed' objectives of the course. For example, a trainer may agree to deliver a course as a means for increasing the illiterate workers' motivation towards their job and the enterprise. However, the trainer's primary intention was to provide literacy training for 'reading the world' (Freire, 1970). The trainers' bias must be clearly stated at the start of the evaluation process.

Brookfield (2017) identifies another important epistemological problem in the evaluation of a training programme - the students' involvement in the research process. In both formative and summative evaluations, students must provide their own knowledge and perceptions of the learning and teaching process, as well as other matters, including its design, resources and support. Like their trainers, the trainees do not exist in a vacuum and their needs and aspirations, as well as their lifeworld, will affect the conclusions reached by the evaluation. For example, if the workers only had experience of traditional school-based pedagogies, they might consider the transition to WBBS as a daunting task, perhaps contrary to the beliefs of the educator and external evaluators. Indeed, Brookfield (2017) insists that students must not be treated as objects of the evaluation project, and the evaluation process must be integrated in their learning activities rather than being a separate process. He offers some examples that can be used to solicit information from students, including the 'critical incident questionnaire' (CIQ). The CIQ is a single page form that is handed out to the participants, often, at the end of the last training session each week. It comprises questions that ask students to write down some details about events which happened during the WBBS session/s. It gets them to focus on specific, concrete happenings that were significant to them. The trainer then analyses the responses looking for common themes and for comments that indicate problems or confusions. Responses, gathered through this technique, or other approaches, such as anonymous online formative surveys and Classroom Assessment Techniques (CATs) (Angelo & Cross, 1993; Walker, 2011) are then analysed and used for applying changes to the ongoing programme, and for informing designers and providers when a new iteration of the programme is being developed or delivered.

In Section 3.2.6 the employees´ satisfaction as an important criterion to maintain or even increase the employees' motivation and their willingness to participate and to learn during WBBS training is mentioned. And interlink to the Module 6 is done – it should be more stress here.

6.1. A plan for evaluation

What follows is the rationale for a working plan for the evaluation of a WBBS learning initiative. This is not a one-size-fits-all plan - it should be adapted to the specific context and variables of each WBBS programme. The most important questions to

answer in any evaluation are: **what is the purpose of the evaluation, what resources are available, and, who is the evaluation for?**

Before we move on, another important observation must be made. Bamberger, Rugh and Mabry (2012) in their book *Real World Evaluation: Working Under Budget, Time, Data, and Political Constraints* contend that evaluations are often under-budgeted, if budgeted at all. Therefore, the trainer, at times working on his/her own, not to be burdened with extra work for evaluation, must adapt the learning materials and activities (such as the assessment techniques) for evaluation purposes.

1.1.1 *Evaluation during the analysis phase*

Griffin (2011) argues that the evaluation process should start at the **pre-teaching/learning phase.** This corresponds to the **analysis phase** of ADDIE model. Hujer, Caliendo and Radic (2005) insist that the evaluation process should be part and parcel of the early stages of the creation of the training initiative. This 'a-priori fixing of criteria ensures that the evaluation is not done in an *ad hoc* manner but transparently and comprehensibly'. At this phase, the evaluator must therefore establish the **purpose** of the evaluation plan. Questions that should be asked at this stage include:

- Is the evaluation intended to improve the course?
- Is it intended to justify the costs of the course (that is, the return on investment, RoI)?
- Is it intended to measure the impact on the business/workplace? How to measure it? and/or
- Is it intended to be part of a larger impact research process for national and supranational policy-making or funding?

The answer to these questions will drive the actual design, implementation and presentation of an evaluation process.

In the **pre-teaching and learning** phase, as indicated in Modules 1 to 4, a **market analysis** needs first to determine the necessity of a WBBS initiative within the labour market, as well as its design, development and implementation. Specific requests from HR departments in large firms or owners of SMEs may also identify the need for a specific WBBS initiative. Moreover, the need for a programme may be identified by the workers, their representatives or even an NGO (for example, a human rights group). The evaluation process must therefore establish the efficiency of this market analysis, or the methods used to identify the workers', HR, the firm's owners' or external agency's call for a WBBS initiative. At this phase, corresponding to the 'analysis phase' of the ADDIE framework, the evaluation should employ qualitative

methodologies, such as interviews with the persons involved. 'Happy sheets' are not deemed as appropriate measures of analysis at this stage (Hauser, Weisweiler & Frey, 2018). Sample questions include: Was the strategy to motivate the workers to join the course (see Module 3) effective? Where the needs and aspirations of the key stakeholders identified and included in the course design (see Module 4, section 4.1.1.)

At this stage, it is also important to determine **who will act as the evaluator/s**. Who is authorised to conduct the evaluation? Will the evaluator be the trainer? Will the trainer be engaged in critical discussion and reflection with other trainers (Brookfield, 1997; 2017)? Will external evaluators, for example independent consultants or researchers be involved? Hujer, Caliendo & Radic (2005) note that, apart from the lower costs involved, an internal evaluation process has other advantages. This includes the evaluator's familiarity with the programme and their free access to all necessary information. However, Hujer, Caliendo & Radic (2005) also identify the potential bias problem, that is, the 'incentive to find results that correspond to the aims and objectives of the programme'. External evaluators reduce this bias and they can also 'bring in new views and ideas'. Therefore, Hujer, Caliendo & Radic (2005: 141) recommend an evaluation that is carried out jointly by internal and external evaluators.

> *Even if the evaluation is done by internal staff, the transparency and accountability can be increased if there is some kind of cooperation with external institutions in certain areas, or if the material underlying the evaluation, for example datasets, etc., are made available to the scientific community (Hujer, Caliendo & Radic, 2005: 141).*

and should be populated with questions/strategies that are unique to the working context. For example, if the provider does not have the resources for an external evaluator, the evaluation must be carried out by the trainer him/herself.

In the pre-teaching and learning phase another evaluation decision must be made: What will the data gathering methodology/ies be? Will they be quantitative (such as surveys) or qualitative (such as focus groups), or will the process adopt a mixed-method methodology? The evaluator can also use data collected by the enterprise such as the data for absenteeism. Moreover, the trainer may, during the implementation phase be involved in action research. Another important decision that must be taken at this stage is that about which data analysis process will be used to make sense of the data. The choice of methodological approach is very important as it is in any investigation in education and social behaviours. Indeed, Patton (2002: 72) notes that, in evaluation, as in social sciences, 'methodological appropriateness

(should be) the primary criterion for judging methodological quality, recognising that different methods are appropriate to different situations.' (ibid.: 72).

Above all, research from Germany and Switzerland agree that any evaluation process must use information obtained from trainees, company representatives and the trainer.

1.1.2 *Evaluating the Design phase*

The key objective in this second phase of the plan is to assess whether the course was built around the needs and aspiration of the key stakeholders. Questions that can be asked about the design process (perhaps, even during the design process itself): Was the course designed to satisfy the needs of the workers as identified in the needs analysis? Was the data gathered through questionnaires and other research approaches consulted during the design process? Did the designer integrate the right knowledge, skill and attitudes in the course? Did the designer anticipate any potential obstacles?

1.1.3 *Evaluating the Development phase*

During this phase, the evaluator must assess the appropriateness of the teaching and learning material against the intended learning objectives of the course. The evaluator must also assess whether the decisions taken in the previous phases correspond with the development of the course material. Questions that can be asked include: Is the course well-paced? Are the assessment rubrics well-defined? Is there enough time to cover all the topics?

1.1.4 *Evaluating the Implementation phase*

Evaluation during the implementation phase should happen through formative approaches which are intended to identify and address potential shortcomings in the course. They are also used to identify best practice, for example, pedagogies that work well with low-skilled adults.

1.1.5 *Evaluating the course after completion*

This often happens through a summative evaluative method, such as the end-of-course survey in which the workers are mainly asked about their 'satisfaction' with regards learning content, pedagogy and teacher's performance. They are also asked whether they feel that the learning objectives of the courses were reached.

The main objective of this phase in the evaluation process is to determine whether the WBBS course (or series of courses) has helped the participants change their performance at work, and/or their social competencies. In Module 5 it was also suggested that the evaluation process should assess whether the course promoted a 'motivation and willingness to learn' in the low-skilled employees. The same module also suggests that WBBS courses have produced many benefits to the employees and the enterprises that employ them. These benefits include an increased employee satisfaction, less employee turnover, fewer mistakes in production, greater interaction with customers, guests and patients, and better group dynamics. The evaluation process should thereby assess whether such benefits were attained. This, the literature suggests, should be carried out mainly through quantitative investigations, and not by the trainer involved. Qualitative methods may also be used as in any social science research. Obviously, the choice of the methodology depends on both the epistemological and ontological beliefs of the evaluator[2].

The results gathered and conceptual conclusions made can help policy-makers and providers decide on whether or not to reoffer the course. The ideas can also be transferred to similar social programmes. In this case, evaluation will take on a formative role.

> *"Evaluation is also a developmental process that enlightens specific policies, processes and practices for its stakeholders. It contributes to collective learning and to knowledge production. It reduces uncertainties in decision-making, helps to improve design and implementation of social interventions, while ensuring effective allocation of resources. A characteristic of evaluation compared with other fields of social research, is its direct links to policy- and decision-making." (Descy and Tessaring, 2005: 5)*

6.4 Conclusion

In this module, we addressed the main phases of an evaluation process inspired by both the ADDIE process, and also the experiences and internal discussions of the partnership as reported in the previous modules in this self-study manual. Each phase

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[2] In this module, due to the limitations of space and scope, the philosophical foundations of evaluative research were not explored. A good introductory module about the philosophies that shape evaluation in practice is Stern's (2005) 'Philosophies of evaluation research' in Descy and Tessaring (eds.), (2005).

requires different evaluation methodologies which may range from action research approaches to mini quizzes or surveys.

The first phase of any WBBS programme – the 'analysis phase' involves the identification, formulation, planning and preparation of a course evaluation process through market research and needs analysis. At this stage, evaluation should be formative using mainly qualitative investigative approaches to determine that the *reason d'etre* of the course is justifiable for the workers, the enterprises and the economic and democratic macro-needs of society. The evaluator, at this initial phase, should also lay the ground for the evaluation interventions in the next phases.

During the design, development and implementation phases of a course, the evaluation process has to assess whether the course content, pedagogy and resources are appropriate for the learning group. It must also determine whether the whole target group has been reached, whether the learning objectives set in the planning phase are suitable, and whether the expected learning process and change in behaviour change are taking place. This entails qualitative – but where appropriate also quantitative – feedback from stakeholders, programme administrators and staff, including participants. Formative, or *ex ante*, evaluation is used here with the purpose of improving and, if necessary, redirecting or redefining the programme implementation strategy. A well thought out and applied evaluation process serves to improve the quality of a course while it is being offered to low-skill workers and also help the key stakeholders decide whether or not it should be continued.

At the end of the course, the careful evaluation of its impact upon the enterprise and, perhaps, society – which usually needs more than a solo trainer acting also as an evaluator - is subject to a more sophisticated summative evaluation that adopts rigorous and validated social science research methods. This is however not in the scope of this self-study book.

Template for an Evaluation Plan

The template presented here should not be considered as the ideal evaluation plan. It is not intended for trainers to implement it in total, or as it is being presented. It should also be noted that, like any other evaluation plan, the results of the assessment of one phase may help the trainer to improve the course while it is still ongoing. The choice of the data gathering process is also in the hands of the trainer. For example, the training acting as evaluator, might decide to use a qualitative research approach using interviews with workers rather than a Likert-scale end-of-course survey. It is strongly recommended that the trainer-evaluator refers to the previous modules when creating the evaluation questions.

Stage 1: Evaluation at the Analysis phase

Key Objectives

Establish
1. the **intended purpose** of the evaluation plan.
2. who will evaluate the WBBS initiative (see below).
3. the evaluation **methodology/ies** (Quantitative, qualitative or both) that should be used.
4. the effectiveness of the **market analysis**.
5. the **'trigger'** (need) for learning.
6. the costs that will be incurred (if any) for the evaluation of the programme.

Sample Questions
- What is the key audience for the evaluation?
- **Was the course triggered by an authentic learning need** or was the course created before a need was established and then sold to the business/owners/learners?
- Who determined the need for the WBBS initiative?
- Was the **market analysis** (see Module 2) effective?
- Will the trainer be the evaluator?
- What data is available and what data will need to be collected?

Your Evaluation Questions

1.

Stage 3: Evaluating the Development phase

Key Objectives

Determine whether
- the teaching and learning material are well-suited to reach the learning outcomes of the programme.
- the technological resources at the workplace are sufficiently good for the WBBS programme.
- the learning process is inspired by adult learning theories and methods of good practice

Sample Questions
- Is the course well-paced?
- Are the assessment rubrics well-defined?

Your Evaluation Questions

1.

Stage 5: *Ex-post* Evaluation

Key Objectives

Determine that
- the needs and aspirations of the key stakeholders were addressed by the course.
- the design of the course was pedagogically strong.
- enough resources were dedicated to the course.
- the course was effective on the workers and enterprise.
- the intended outcomes of the programme were reached.

Sample Questions

- Do the key stakeholders consider the course to be successful?
- How much learning was transferred into the workplace?
- What (if any) barriers and/or enablers were there in the workplace to stimulate teaching and learning?
- How much learning is maintained over time?
- What changes should be applied to the course?
- What could have happened if the course was not implemented?
- Is the data gathered robust and ethically acceptable?
- Is the data analysis rigorous and free from bias?
- Were there any unintended outcomes?

Your Evaluation Questions

1.

Further Readings

The Education and Training Working Group on Adult Learning 2016-2018 identified policies that promote and support workplace learning of adults, including adults struggling with reading, writing, making simple calculations and using digital tools. The report, which presents the outcomes of the working group, *Promoting adult learning in the workplace,* is available at https://publications.europa.eu/en/publication-detail/-/publication/3064b20b-7b47-11e8-ac6a-01aa75ed71a1.

CEDEFOP, the European Centre for the Development of Vocational Training, has published many reports on about evaluation in vocational education and training (VET). One of its most extensive is Descy & Tessaring, eds. (2004) *The foundations of evaluation and impact research - Third report on vocational training research in Europe: background report*, Vol. 58, European Community. The report provides a comprehensive review of research on evaluation and the impact of education training on individuals, enterprises, society and economy in general. The report is available in three publications: a Background Report available at http://www.cedefop.europa.eu/files/3040_en.pdf, a Synthesis Report available at http://www.cedefop.europa.eu/fr/node/11214, and an Executive Summary available at http://www.cedefop.europa.eu/files/4042_en.pdf.

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