

INTRODUCTION

Evaluation of training can be seen as the final stage in the systematic approach to training or, preferably, it can be seen as contributing to a continuous, dynamic SAT process.

As trainers, EoT enables us to review what we've been doing and to provide the basis for making decisions about what we'll be doing in the future. EoT gives us information about this dynamic process so that we can:

- Examine the quality of **learning** activities we create for course participants.
- **Prove** to institutional management, funding agencies, client organisations and, above all, to course participants, what has been accomplished by course attendance.
- **Improve** what we are doing, by seeking to make our courses more interesting, effective and delivered with increasing efficiency.
- **Monitor** what we are doing by obtaining information to give a context within which decisions can be taken.

Bearing in mind that a main purpose of EoT is to improve quality, a major factor in our ability to make decisions is access to information. If information is relevant to our needs, then decisions are likely to be successful, leading to improved effectiveness, efficiency, value, etc. However, when it's poor or not relevant to the situation, decisions are likely to be poor - but they'll still be made. For example, a training institution could be running a series of similar training courses. If these courses are repeated without introducing any changes, then the course director is taking a decision: whether this can be considered a good decision depends on:

- Information being sought by the director from trainees and stakeholders
- Contributions from stakeholders about the validity of the course and ease of transfer
- Availability of systems to provide information
- Relevance of this information in respect to the purpose of the decisions being made
- Resulting actions and responsibilities taken by the course director and stakeholders

This is by no means a full list of factors to consider, as different people, with different roles and responsibilities require a range of relevant information. Such people are likely to rely on an institutionalised EoT system, and an appropriate selection of EoT tools to provide the information they can use. In your role as an EoT specialist, you may have to consider such questions as:

- What information does a course director need to decide how to improve a course?
- What information does a funding agency require to sanction further courses?
- What information should a client organisation and stakeholders provide?
- What information do client organisations and stakeholders need?
- How to enable relevant EoT information to be obtained and disseminated?
- What EoT tools are required, and who will use them?

Not all decisions will be made by trainers, but unless we provide an effective system and useable tools then we'll have to deal with the consequences of poor decision-making. A cynical view would be to point

out that if a course director doesn't want answers, then he or she is unlikely to ask questions. This is not a view we share, as we believe that most trainers would wish to benefit from EoT. Therefore, it's our responsibility to help devise means to obtain information enabling them to take 'good' decisions.

PURPOSE OF THIS EXERCISE

No doubt in your work as a trainer or government officer, you've made decisions based on available information. Sometimes you've been able to obtain information you regard as essential, enabling you to arrive at a 'good' decision. Sometimes, in a less satisfactory situation, you've had to make decisions that are based on what you may regard as inadequate information. In this exercise, you are asked to examine typical documentation being used for the evaluation of training courses being run by training institutions. You'll be asked to comment on the quality and utility of the information obtained, and to suggest how this can be improved to enable better decision-making

BRIEFING

Attached are two documents similar to ones being used by Training Division, Department of Personnel and Training, Government of India:

- a. **Course Directors Report**
- b. **Course Evaluation Questionnaire**

Use these documents to complete the following tasks:

- 1. Which cells in the EoT matrix are being satisfied by the information being obtained?
How does this affect decision-making?
Who should make these decisions, and what will they be about?
- 2. Suggest modifications to these documents, or propose alternative tools.
Which additional cells and tools will establish better information links between training course attendance and levels of performance?
- 3. What changes will improve the quality and relevance of information currently being obtained to provide a basis for effective internal validation?
- 4. Suggest EoT cells and tools that can be used by funding agencies to enable them to monitor courses being run by training institutions.
- 5. Identify stakeholders concerned with the use of this information.
Map their responsibilities and identify key actions they should take to ensure the effectiveness and efficiency of a typical course being run by a training institute.
- 6. Suggest additional information or documentation that will help to improve course provision.
- 7. Identify cells in the EoT matrix that are NOT, or are poorly used with the current documentation.
What are the consequences of this situation for the acquisition of information and the ability of stakeholders to make 'good' decisions?
- 8. In respect to internal and external validation, and the overall evaluation of an institutional training course, what actions can be taken to relevant information is obtained?
For purposes of EoT, how can these actions be monitored?