



## EVALUATION CONCEPT DUAL VOCATIONAL TRAINING FARMER WITH LEARNING DIFFICUL- TIES



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Network for Small and Medium Enterprises



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## 1. The Aim of the Evaluation

**The overall objective** of the study is to evaluate the effectiveness of the dual vocational training „Farmer“ provided under the "Promoting and Upgrading Green Skills in Agriculture (ProGreen)" project. The conclusions of the evaluation research will contribute to improve the quality, and especially the effectiveness of the dual vocational training, show the limitations of the training model and indicate the direction for further activities.

**A training management cycle** can be divided into three major steps: *planning, implementation and evaluation*. The evaluation is the final step of the training management cycle. Evaluation of training is one of the main components of a training program. The results of the training evaluation are reflected in the next phase of training planning to improve future training programs. It does not only provide the trainer with useful information in order to further improve the training course, but also creates an impression of completeness.

### What is an Evaluation?

Several definitions of evaluation have been offered, and the following are some of those most commonly used: An evaluation is the systematic and objective assessment of an ongoing or completed project, program or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability. (*Source: Glossary of Key Terms in Evaluation and Results Based Management*).

A **program evaluation** is the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming. (*Source: Patton, M.Q. (1997). Utilization-focused Evaluation: The New Century Text (3rd ed.). Thousand Oaks, CA: Sage.*)

There are many **different types of evaluations** depending on the object being evaluated and the purpose of the evaluation.

Perhaps the most important basic distinction in evaluation types is that between *formative* and *summative* evaluation. **Formative evaluations** strengthen or improve the object being evaluated - they help form it by examining the delivery of the program or technology, the quality of its implementation, and the assessment of the organizational context, personnel, procedures, inputs, and so on. **Summative evaluations**, in contrast, examine the effects or outcomes of some object - they summarize it by describing what happens subsequent to delivery of the program or technology; assessing whether the object can be said to have caused the outcome; determining the overall impact of the causal factor beyond only the immediate target outcomes; and estimating the relative costs associated with the object.

**Formative evaluation** includes several evaluation types:

- *needs assessment* determines who needs the program, how great the need is, and what might work to meet the need
- *evaluability assessment* determines whether an evaluation is feasible and how stakeholders can help shape its usefulness
- *structured conceptualization* helps stakeholders define the program or technology, the target population, and the possible outcomes
- *implementation evaluation* monitors the fidelity of the program or technology delivery
- *process evaluation* investigates the process of delivering the program or technology, including alternative delivery procedures

**Summative evaluation** can also be subdivided:

- *outcome evaluations investigate whether the program or technology caused demonstrable effects on specifically defined target outcomes*
- *impact evaluation is broader and assesses the overall or net effects -- intended or unintended -- of the program or technology as a whole*
- *cost-effectiveness and cost-benefit analysis address questions of efficiency by standardizing outcomes in terms of their dollar costs and values secondary analysis reexamines existing data to address new questions or use methods not previously employed*
- *meta-analysis integrates the outcome estimates from multiple studies to arrive at an overall or summary judgement on an evaluation question (Source: Patton, M.Q. (1997). Utilization-focused Evaluation: The New Century Text (3rd ed.). Thousand Oaks, CA: Sage.)*

## 2. Five Steps of Training Evaluation

The processes of training evaluation can be divided into five steps: identify purposes of evaluation; select evaluation methods; design evaluation tools, collect data; and analyze and report results.

### Step 1: Identify Purposes of Evaluation

Before developing evaluation systems, the purposes of evaluation must be determined. These will affect the types of data and the data collection methods. The most common reason for evaluating training programs may be to determine the effectiveness of training programs in order to improve future programs. Evaluation can help us learn from experience of past training programs. For example, we may want to know which parts of the training were successful and which not, or whether the approach to the training should be changed. We can use these lessons learned to improve plans for future training programs:

**The following 8 purposes of evaluating training programs are:**

1. To determine whether the objectives of the training were achieved.
2. To see how the knowledge and skills learned in the training are put into practice.
3. To assess the results and impacts of the training programs.
4. To assess the effectiveness of the training programs.
5. To assess whether the training programs were properly implemented.
6. To identify the strengths and weaknesses of the training programs.
7. To assess whether the training programs were suitable in terms of the training contents, timing, participants and other aspects.
8. To find problems of the training programs and solutions for improvement.

## Step 2: Select Evaluation Method

One of the most commonly used methods for evaluating training programs is the four levels of evaluation by D. L. Kirkpatrick. According to his concept, capacity development is realized by the four sequential steps:

1. **Reaction** - evaluation on this level measures how participants react to the training program. It is important to get a positive reaction. Although a positive reaction may not ensure learning, if participants do not react favorably, they probably will not be motivated to learn.
2. **Learning** - evaluation on this level measures the extent to which participants change attitudes, improve knowledge, and/or increase skills as a result of attending the training program. One or more of these changes must take place if a change in behavior is to happen.
3. **Behavior** - evaluation on this level measures the extent to which change in participants' behavior has occurred because of attending the training program. In order for change to take place, four conditions are necessary:
  - The person must have a desire to change.
  - The person must know what to do and how to do it.
  - The person must work in the right climate.
  - The person must be rewarded for changing.
4. **Results** - evaluation on this level measures the final results that occurred because the participants attended the training program. Examples of the final results include increased production, improved quality and decreased costs. It is important to recognize that these results are the reason for having some training programs. (Source: *Kirkpatrick (2006) Evaluating Training Programs*)

## Step 3: Design Evaluation Tools

Various evaluation tools can be selected depending on the purposes and methods of evaluation:

- Questionnaires
- Surveys
- Tests
- Interviews
- Focus group discussions
- Observations
- Performance records

For the Train the Trainer in SMEs training evaluation the written questionnaire and the interview are used.

**The questionnaire** is probably the most common form of evaluating training programs to evaluate the reactions of training participants. Questionnaires can be developed through five steps:

### **Step 3.1: Determine what you want to find out**

The following are some common types of information we may want to ask participants.

**Contents:** Was the content appropriate?

**Materials:** Were the materials useful?

**Teaching method:** Was the teaching method appropriate?

**Trainer/Facilitator:** Was the trainer/facilitator effective?

**Motivation to learn:** Were you motivated to learn the contents?

**Program relevance:** Was the program relevant to your needs?

**Level of understanding:** Did you understand the contents? **Time:** Was the time and length of program appropriate?

**Length:** Was the program length appropriate?

**Facilities:** Were the training facilities appropriate?

**Overall evaluation:** What is your overall rating of the program?

**Planned improvements:** How will you apply what you have learned?

Questions are developed later, but it might be useful to develop this information in outline form so that related questions can be grouped together.

### Step 3.2: Select the types of questions

Questions that might be asked in a questionnaire can be classified into **two major categories**: open-ended and close-ended.

**Open-ended questions** have an unlimited answer. The question is followed by a blank space for response. Open-ended questions give participants the opportunity to express their own thoughts. They produce varieties of answers and more difficult to analyze. The following are some examples of open-ended questions: Which part of the contents of the training program interests you more than others? How do you think we can improve the contents of the training program?

**Close-ended questions** ask respondents to select one or multiple responses from the list.

**Below are several types of close-ended questions.**

**Two-option response:** Respondents are asked to choose one out of two options, such as yes-no, true-false, disagree-agree.

**Rating scale:** Respondents are asked to choose the most appropriate answer to reflect their opinion from the complete range of possible answers. The range can be presented in numbers (e.g., 1 to 5), or in words (e.g., strongly agree to strongly disagree).

**Checklist:** It is a list of items. Respondents are asked to check those that apply to the situation

**Multiple choice questions:** Respondents are requested to choose appropriate answers from multiple choices.

**Open-ended short-answer questions:** Respondents are requested to explain their answers in short sentences.



### **Step 3.3: Design the questionnaire**

The third step in questionnaire design is to develop the questions based on the types of questions planned and the types of information needed.

### **Step 3.4: Pretest the questionnaire**

The fourth step in questionnaire design is to test the questions. It is ideal if the prepared questions can be tested on a sample group of participants. If this is not feasible, they can be tested on a group of people at approximately the same job level as the participants.

### **Step 3.5: Finalize the questionnaire**

Based on the result of pretest in Step 4, the questionnaire forms will be finalized.

The most common data-collection method for the impact survey might be the follow-up questionnaire.

**Interviews** can be used especially when qualitative information is needed about the impact of the training program.

Interviews have the following advantages and disadvantages that should be considered when selecting them as the data collection method.

***Advantages of interviews:***

- Good for uncovering feelings and hidden causes.
- Non-verbal signals can indicate key issues.
- Spontaneity – follow the unexpected issues.

***Disadvantages of interviews:***

- Time-consuming.
- An unrepresentative sample can skew the results.
- Can be difficult to quantify.
- Very dependent on the skills of the interviewer.

**Interviews have three types** from which a suitable one was selected for each survey.

1. **Structured interview:** the questions was set in advance.
2. **Semi-structured interview:** the general content was predetermined but additional exploration was allowed. This form of interview is particularly useful in situations where there are key issues to be investigated, but there is less certainty about the range of respondents' reactions to them.
3. **Unstructured interview:** free-flowing conversation rather than a specific set of questions.

## Step 4: Collect Data

To improve the effectiveness of questionnaire data collection were recommended following:

- *Keep responses anonymous* -If there is no specific reason why you would like to identify each participant's questionnaire, it is recommended to keep responses anonymous. It allows the participants to feel open and comfortable to give comments that can help improve future programs
- *Distribute questionnaire forms in advance* - For lengthy evaluations for training programs that span several days, or if you want the participants to evaluate each individual session, it is helpful to distribute questionnaire forms early in the program. This will allow the participants to familiarize themselves with the questions, and to answer specific questions as they are covered in the program. Please note, however, that the participants should wait until the end of the program to reach a final conclusion on general issues. For this reason, questionnaire forms for general questions could be distributed at the end of the program. Explain the purpose of the questionnaire and how the information will be used
- *Explain the purpose of the questionnaire and how the information will be used.* This will help improve the response rate and encourage them to make comments that can be useful to improve future programs.
- *Allow enough time for completing the questionnaire* - If we ask the participants to fill in the questionnaire forms at the end of the program, they may be in a hurry to leave and may provide incomplete information. It is recommended to set aside enough time to fill in the questionnaire forms as a scheduled session before the end of the program.

## Step 5: Analyze and Report Results

Before summarizing and analyzing the questionnaire, the data need to be entered into a computer. Many statistical software programs are available for such data. There are many ways to analyze data, but the analysis should be as simple as possible and limited to what is necessary to draw the required conclusions from the data. After knowing what kind of information will be relevant and useful to the primary users, the last step in evaluation process is to develop an evaluation report.

Use figures to present statistical and complex data fairly quickly and easily. *Pie charts* and *bar charts* are among commonly used figures. Bar charts work better when many categories are compared, and relative magnitude is to be shown.

### **Evaluation report outline**

After knowing what kind of information will be relevant and useful to the primary users, you can develop an evaluation report outline.

#### **Summary**

- Purpose of evaluation
- Evaluation audiences
- Major findings and recommendations

#### **Program Description**

- Program background
- Program goals/objectives
- Program participants Program activities

#### **Evaluation Design and Methods**

- Purpose of the evaluation
- Evaluation designs
- Data collection methods

#### **Findings and Results**

- Description of how the findings is organized (e.g., by evaluation questions, themes/issues)
- Results of analyses of quantitative and/or qualitative data collected

#### **Recommendations**

- Recommendations for action based on these conclusions

#### **Appendices**

- Questionnaires pre/post tests
- Program expenditure summary

*(Source: Manual on Training Evaluation. Project on Improvement of Local Administration in Cambodia)*

### 3. Data Sources

The **conclusions of the evaluation** research will contribute to improve the quality, and especially the effectiveness of the dual vocational training, show the limitations of the training model and indicate the direction for further activities.

In the training courses will take part each at least with 10-15 participants.

The **dual vocational training is aimed** at practically talented individuals who struggle with theoretical learning, providing them with a new perspective in their education and shaping their professional future. They gain access to an educational program tailored to their needs, offering them a better career outlook. Additionally, vocational schools and training centers benefit from an innovative educational program aimed at reducing social inequality in their region.

**The scope of this evaluation includes the following aspects (among others):**

- Assessment of the framework conditions conducive to learning (organization, equipment),
- Teaching and learning concept
- Curriculum
- Didactics and methodology
- Learning atmosphere
- Fulfilment of the practical project work to make adjustments as needed and to optimize the training

Surveys and interviews must be carried out once - at the end of phase three. According to the methodology two questionnaires will be prepared:

- **One written surveys of participants**

Participants will be asked to fill out questionnaires after the first KAIN phase of the training and after the third phase of the training in which they will be able to assess the quality of the training in its various aspects.

- **One written surveys of all teachers using an identical questionnaire**

All trainers will be asked to fill out questionnaires after the first KAIN phase of the training and after the third phase of the training in which they will be able to assess the quality of the training in its various aspects.

## Annex

# Farmer with learning difficulties – Vocational training Programme

## Annex I Questionnaire for **Participants**

**Course:** .....

**Location:** .....

**Date:** .....

Your desired participation in this survey serves to assess all aspects of the qualification measure in order to evaluate what is good and what needs to be improved.

Of course, all information will be treated confidentially in compliance with data protection laws and will only be evaluated anonymously.

⇒ Please tick the applicable box.

### Personal Data

Gender	<input type="checkbox"/> Female (Mrs)	<input type="checkbox"/> Male (Mr)	<input type="checkbox"/> Other (Mx)
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Age	
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Scale: 1 = absolutely disagree / 2 = rather disagree / 3 = neither disagree or agree / 4 = tend to agree / 5 = fully

agree

	1	2	3	4	5
The overall organization and process of the vocational training (time management, communication, logistics) was good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitation (location, room, technical equipment etc.) was suitable for the on-the-job training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitation (location, room, technical equipment etc.) was suitable for the theoretical training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course material is comprehensible and well-structured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training material reflects the state of knowledge well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The "red thread" was obvious; the sequence of lessons made sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt the theory-practice ratio to be good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The topics and issues were relevant and responded to the goals of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers explained topics of the lessons, additional questions, experiences, and topical issues arisen during the course well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers answer additional questions, experiences and current topics that have arisen during my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers have a good level of expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The methodology and didactics of the lecturers were appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was enough time planned for each topic, each presentation and each discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got valuable knowledge from lessons and examples presented by lecturers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got valuable insights from the presentations of other participants and the reflection on the results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that I can utilize the knowledge gained from lessons in my future career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that I will be able to use the knowledge I have gained in practical work in my future career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was a pleasant group atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was enough time for social contacts to other participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approach to the issues in curricula was practical and close to the business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers, other lecturers and in-company trainers motivated me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments** (free text)

What was good? What has pleased you?
What was not good? Do you have any suggestions for improvement?
Was the proportion of theory and practice suitable or should something be increased / decreased?
Was anything missing that you might need in your future profession / occupation / job?
Would you recommend the course to someone you know? If not, why not?
Other comments

***Thank you for your participation and cooperation.***



# Farmer with learning difficulties – vocational training

## Annex II Questionnaire for Lecturers

**Course:** .....

**Location:** .....

**Date:** .....

### Subjects / Topics that you have taught:

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

*Your participation in this survey will help us to evaluate all aspects of the qualification programme in order to assess what is good and what needs to be improved.*

*All information will of course be treated confidentially in accordance with data protection regulations and only analysed in anonymised form*

⇒ Please tick the applicable box and write a comment if possible.

**(1) The overall organisation and process of the vocational training (time management, communication, logistic, ...) was ...**

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

**(2) How satisfied are you overall with the training and its implementation?**

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

**(3) The facilitation (location, room, technical equipment etc.) was ...**

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

**(4) How well did the curricular contents fit the needs and learning objectives of the participants?**

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

**(5) How do you assess the qualification preconditions of the participants?**

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

**(6) How do you rate the motivation and willingness to learn of the participants?**

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

**(7) How do you assess the cooperation of the participants?**

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

**(8) How do the contents of the training match to the requirements of the qualification?**

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

**(9) How well did the schedules match the training content and the time for the practical reports?**

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

**(10) How well were the participants prepared for the presentation of their practical reports?**

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

**(11) How do you assess the communication about the reports and the internal cooperation by the other course participants?**

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

**(12) The ratio between the practical and theoretical parts seemed appropriate to me**

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

***Thank you for your participation and cooperation.***