

Assessment of the training provided by the BUS projects

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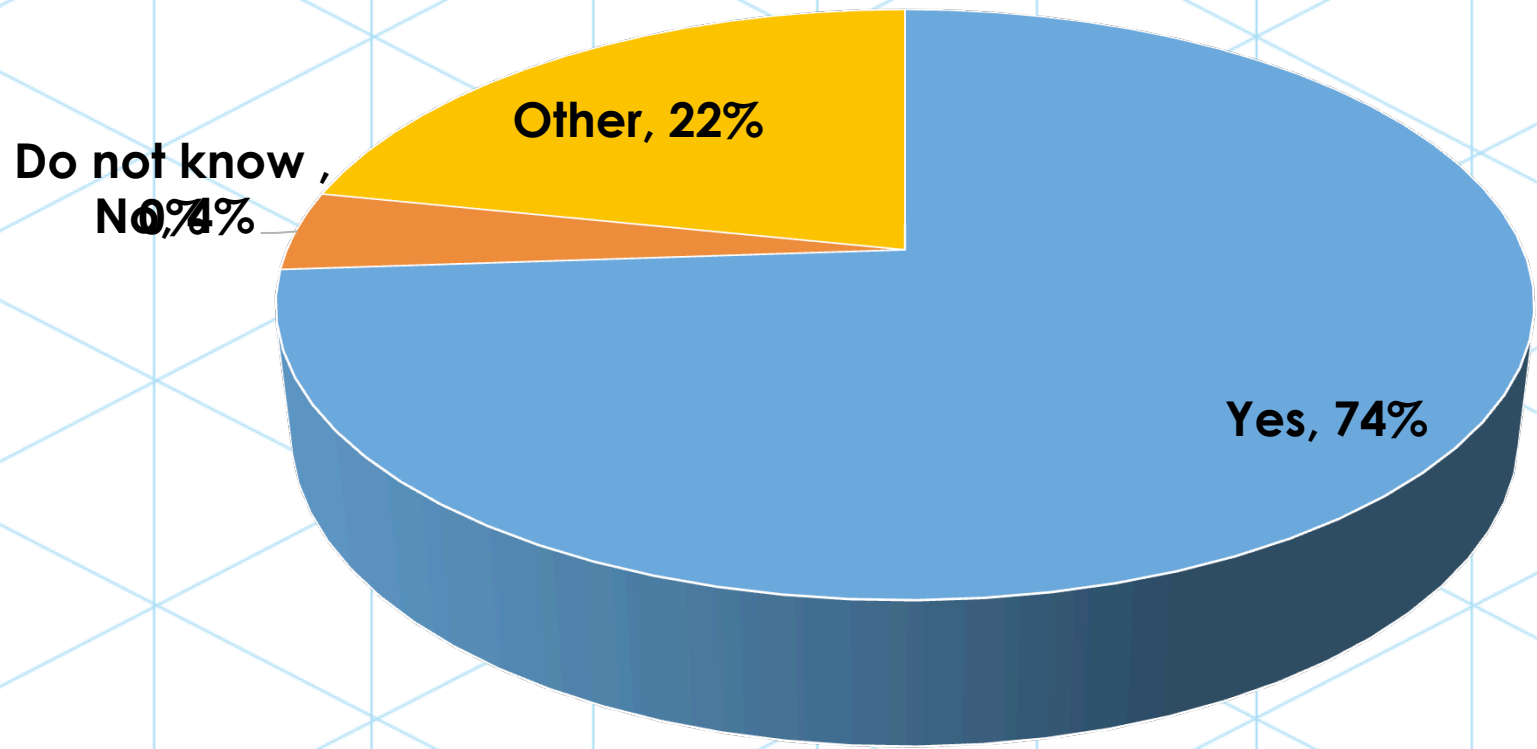
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8th EU exchange meeting
2 - 3 June 2016 @ Budapest

Overview of the session

- * The aim is to provide more information with regard to:
 1. **What** issues of training need to be assessed?
 2. **How** to assess training?
 3. What are the most common **risks/** difficulties in assessing training?

Results of the survey

Have you monitored results of the training? (N=23)



How we are going to work?

* For each of the three questions:

1. Discussion in small groups for 10 minutes:

- * Agree on up to 5 most important issues/ methods/ risks
- * Write them on post-its and stick to the flipchart

2. Reporting to all participants for 5 minutes:

- * Facilitator-volunteer starts
- * Other facilitators may contribute

3. Wrap up by moderator (me) for 5 minutes

→ Proceed to the next question/ conclusions

What issues of training need to be assessed?



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WHAT to assess?

- * **‘Snapshot’ of participants before training:**
 - * Beliefs (e.g. regarding standard and quality of buildings in a country, need for communication between trades, need for closer inspection of building works, need for continuous training)
 - * Level of awareness (e.g. recent regulatory changes, trades responsible for insulation in a building, features of air tight building, effects of thermal bridges)
 - * Readiness in terms of knowledge and skills to work with low energy buildings (incl. any practical training taken)
 - * Level of responsibility with regard to energy performance in buildings
 - * Needs (e.g. most important issues in work)

How to assess training?

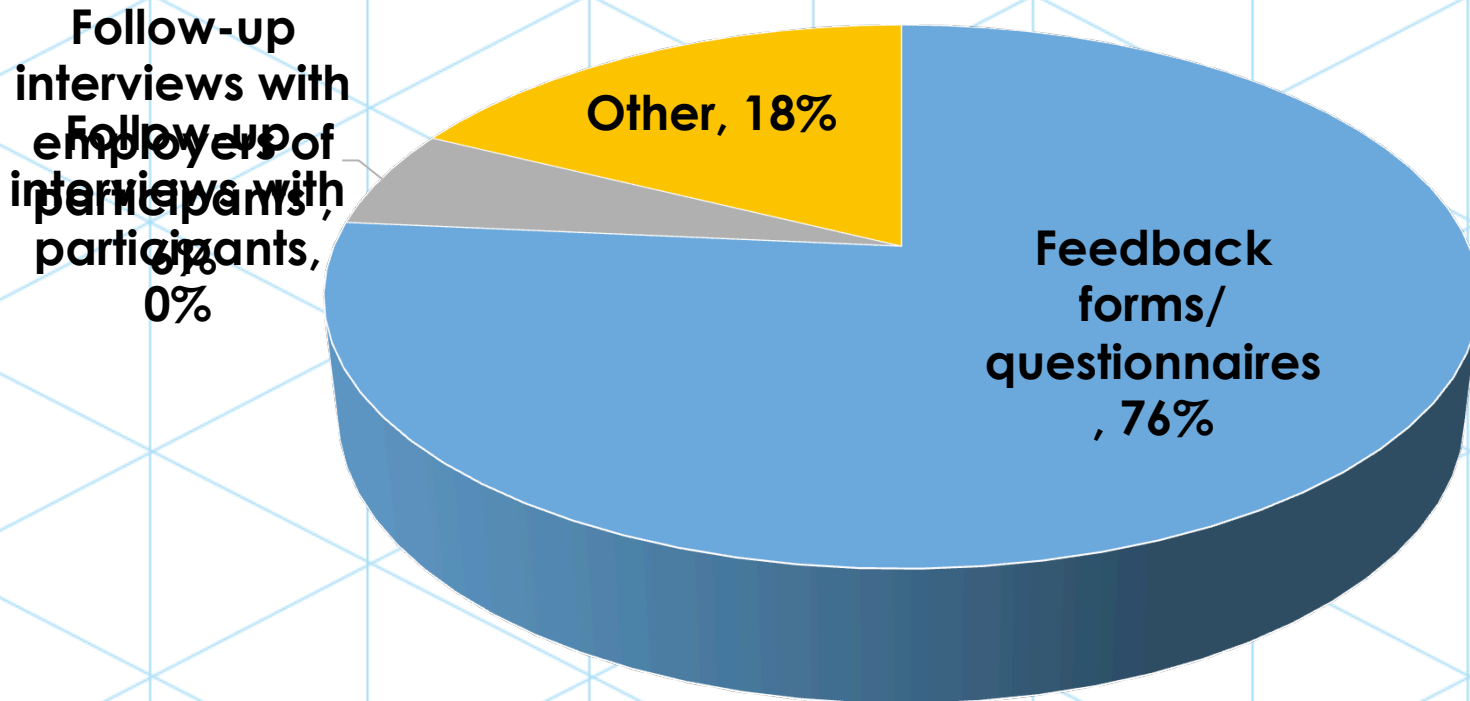


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HOW to assess?

Tools used for monitoring the results (N=17)



- * Only 1 out of 23 projects has not monitored training results
- * 'Other':
 - * Feedback forms and follow up interviews with trainers
 - * All of the above (feedback forms + interviews with participants and employers)
 - * Testing of knowledge before and after training (2 projects)

HOW to assess?

- * Assess:
 - * Knowledge/ skills before and after = change
 - * Different periods (immediately and some time after)
 - * Different angles (participants, employers, trainers)
 - * Using scales instead of yes/no answers
- * Other assessment methods:
 - * Web-based surveys (some time after training)
 - * Counterfactual analysis (i.e. what would have happened to beneficiaries in the absence of the intervention?)
 - * Case study (to illustrate benefits)
 - * Cost-benefit analysis (to measure the costs)
- * Carry out external evaluation where possible/ relevant

What are the risks in assessing training?



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What are the RISKS?

- * **RELEVANCE:** themes, content, form does not meet the needs (e.g. too abstract or impossible to apply in practice) → needs assessment (all 23 projects do this), focus on practical training
- * **QUALITY:** under-performing trainer, low quality/ hard to access material
- * **IMPACT:**
 - * acquired or improved knowledge/ skills are not immediately used in practice and slowly outdate (skills obsolescence) → appropriate working conditions to implement changes in work content, patterns, etc.
 - * Low motivation (of participant to change anything) → financial and non-financial incentives, emphasis on benefits (also for employers)
 - * Short 1-2 training (except for very well-targeted, satisfy immediate needs and results immediately applied in practice), high distance → training by doing in environment where its results are to be applied (e.g. apprenticeships, mentoring, on-site)



Thank you for your attention