

QUANG NGAI RURAL DEVELOPMENT PROGRAM (RUDEP) - PHASE 2

Training Evaluation System Report



VIETNAM-AUSTRALIA

Prepared for

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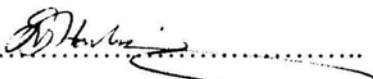
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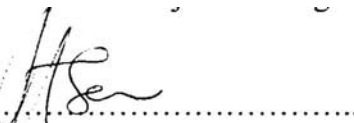
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Acronyms

CCG	Commune Contact Group
DCG	District Commune Group
DDO	District Development Officer
PMU	Program Management Unit
RUDEP	Quang Ngai Rural Development Program

1 Introduction

1.1 RUDEP

The Quang Ngai Rural Development Program (RUDEP) is being implemented within Quang Ngai (QN) Province in the central region of Vietnam and its goal is to contribute to rural development, governance and poverty reduction in selected communes in QN Province. At present there are nine communes belonging to seven Program districts: Son Hai, Son Ha District, Tinh Tho, Son Tinh District; Duc Phong, Mo Duc District; Nghia Tho, Tu Nghia District; Hanh Phuoc, Nghia Hanh District; Pho Chau, Duc Pho and Binh Minh, Binh Son District. The Program purpose is to empower poor households (HHs) in selected communes in QN Province to improve livelihoods sustainably through increased incomes within the risk framework of poor people. The primary beneficiaries from the RUDEP will be the poor households and poor household groups in each selected commune. The Program is based on three key elements: Participation, Focused Capacity Building and Savings and Credit facilities.

The RUDEP has been planned in three phases:

Phase 1 - Program design and initial capacity building (1 year completed October 2002)

Phase 2 - Program implementation in target communes (5 years, starting in October 2002)

Phase 3 - Expansion of successful activities (4 years)

1.2 Capacity Building Component

Capacity building component is one of four components of the Program. Activities of this component include training, workshops, study tours and audiovisual materials. These activities are competency based training activities and the training is focused on enhancing the implementation of RUDEP activities.

1.3 Purpose of this Report

- Review training evaluation methods in 2003-2004
- Find the better ways to assess the training

2 Content of Report

2.1 Existing Training Evaluation Method

2.1.1 Training Evaluation Forms

In the 2003-2004, the training evaluation was based on a self-assessment of trainees (see annex 1: Training Evaluation form for trainees) and a training evaluation report of trainers (see annex 5: training report form for trainers). These reports usually are done after completing any courses held by RUDEP. For the study tour assessment, there is an evaluation study tour form (see annex 3) and general evaluation of study tour and recommendation form (see annex 4). The participants complete them after finishing a study tour. In addition, RUDEP evaluates the effectiveness of training over 3 months later

(see annex 2), such as training courses about community development (18 people), TOT (11 people), management skills (9 people)

2.1.2 What is Good/Bad?

Existing training evaluation method actually only showed the trainers' reaction; what the participants felt about the course and /or think about aspects of the training. Namely, the participants' responses about the relevance of training content, the trainers, venue and course materials. Also, whether they liked or disliked the courses. These forms help us to know what trainees learned as well but it is very simple and brief information and not enough.

They did not help us determine the effectiveness of a course. That is, it did not help us to determine what they learned and what they applied it to in their work. The existing evaluations do not allow us to understand, or measure, whether or not they apply the new skills and knowledge in their work.

In a particular course (womens' health care training course), the trainers made pre-test & post-tests to assess result of training course. This method is good way to assess training effectiveness and is applied in training courses of RUDEP at present.

2.2 How to Improve the Evaluation Form

The training effectiveness depends on not only how much participants learn but also how much they can apply in their practical work. We need to find good ways to assess and measure training effectiveness.

2.2.1 Pre-test, Post-test

- All training courses should have a pre-test as well as a post-test. Pre-test, post-test may be made by test questions and/or situation exercises based on the content of the training course. Trainers will make them.
- The test results show us what they have learned, how they increase their knowledge and skills and what they have the knowledge to apply in their work.
- These tests help trainees to remember the main content that they have learned as well. But it is not a test of their ability to apply this knowledge.

2.2.2 Ex-post Test

Ex-post test will be completed 6 months after finishing the training course. It may be the same as the post-test with a further section that they apply in their work¹. It helps us to

¹The ex post tests must have 3 components; 1st what do they remember of the training, 2nd, a component that determines what they have applied from the training they received. and therefore, 3rd whether a lack of application of knowledge is due to the trainee forgetting what they learned or not getting an opportunity to use this knowledge. Answers to these questions will help determine whether the training was appropriate in the first instance and/or whether the "enabling environment" exists for the trainee to use their new skills etc.

evaluate what participants have remembered after learning, and what they have transferred to their work place. However, what staff applies also depends on the “enabling environment” in their workplace.

In addition, we need the evaluation of Supervisors (maybe their boss or their manager) about the performance of trainees in practice and how trainees apply what they learned in their work².

2.2.3 Objective of Training Course

Effective evaluation of learning and the application of learning is dependent on how well training objectives are specified. As we know, training is focused on implementation. It is difficult to evaluate training effectiveness if training objectives are not clear, so

- Training objectives must be clear.
- Training objectives must be reasonable (achievable would be a better word).

2.2.4 Improve Existing Evaluation Forms

With respect to the training evaluation form for trainees:

- Add a section “How will you use this training in your work?” and “time to practice new skills and knowledge³” to the table.
- Training methods and explanations of trainers should be one part.
- Should cancel “What topic are you interested in for next course” because it is not clear how to answer.
- To evaluate the effectiveness of the training courses:
 - Section 1 “Do you participate in any other training course is that conducted by RUDEP?” and section 6 “Further training requirements?” should be cancelled because it is not necessary.
 - Add section comments on his/her performance of his/her supervisors.

² I have great problems with this for two reasons. First, is the report that they submit a rational & quantitatively based appraisal of their skills with respect to the training given and second, the effect of an enabling environment. For example, if a staff member receives facilitator training for the village planning meetings in the planning process and we test him 3 months later, (s)he has had no opportunity to use this particular skill so has not applied it. Therefore the person may have forgotten it. Is that bad training or a bad student? No. The person may have used those skills in something else, say the VSCF annual plans or a VSCF meeting where they were solving a problem. But you cannot design a survey of these outcomes. I am very wary of this type of evaluation. It rapidly becomes very subjective and is fraught with spurious assumptions. See your comments in 2.2.3 about the need to be clear.

³ Are you asking a question about whether they will have the time to practice or when will they use this in their work (to implement etc)?

Annex 1

2003-2004 Training Evaluation Form (for trainees)

Annex 1: Evaluation of Training Course⁴

Name of training course:

Date:

No.	Content for evaluation	Bad (1)	Average (2)	Fairly good (3)	Good (4)	Very good (5)
1	Content of lessons					
2	Training materials					
3	Training method					
4	Explanation of trainers					
5	Atmosphere of the class					
6	Learning result with initial expectation					
7	Equipment for training and learning					
8	Training organization					
9	General evaluation for training course					

1. Things that you like best in the training course

2. What need to be improved?

3. What topic are you interested in for next course?

⁴ These are all very subjective questions. It would be better to revise them so that the questions reflect some of the aspects required to achieve the outcomes of the course. The same for the scores.

Annex 2

Evaluating the Effectiveness of the Training Courses

Annex 2: Evaluating the Effectiveness of the Training Courses

1. Do you participate in any other training course that was conducted by RUDEP?

1.1 Yes

1.2 No

2. Name of the training course:

3. Main contents of the training course that you attended?

1.

.....

2.

.....

3.

.....

4. Did you use anything from the training course into your current work?

No 4.

Why

.....

What contents?

1.

2.....

3.....

How did you use?

1.

2.....

Other issues: 4.3

.....

5. List of questions:

<i>As a result of the training, how do you rank your ability after participating in the training course?</i>		
My ability is worse, I am less able to do my work		5.1
My ability has not changed , I do my work in the same way as before		5.2
My ability increase slightly, I do my work a little better than before		5.3
My ability increase after the course, I do my work more efficiently than before		5.4
My ability increase so much after the course, I do my work more effectively than before		5.5

6. Further training requirements:

- What topics?

- Why?

Male

Female

Date:

Annex 3

2003-2004 Evaluation of the Study Tour

Annex 3: Evaluation of the Study Tour

Ranking statements

1. The discussions at meetings held on the study tour were interesting and appropriate for me (*1 - not interesting at all; 5 - highly interesting*).

1 2 3 4 5

2. The discussions held at the meetings were relevant to Quang Ngai Province and RUDEP Communes (*1 - not relevant at all; 5 highly relevant*).

1 2 3 4 5

3. The study tour sites were interesting and appropriate for me (*1 - not interesting at all; 5 - highly interesting*).

1 2 3 4 5

4. I learnt a lot at the study tour sites that I can apply in my work (*1 - nothing learnt; 5 - high learning experience*).

1 2 3 4 5

5. The demonstration technologies at the study sites were relevant to Quang Ngai Province and RUDEP Communes (*1 - not relevant at all; 5 highly relevant*).

1 2 3 4 5

6. The study tour was well organised and I was happy with all arrangements (*1 - poorly organised; 5 very well organised*).

1 2 3 4 5

7. The study tour was an enjoyable experience (*1 - not enjoyable at all; 5 - very enjoyable*).

1 2 3 4 5

Annex 4

2003-2004 General Evaluation of the Study Tour and Recommendations Form

Annex 4: General Evaluation of the Study Tour and Recommendations

Tour:.....

A. Purposes/objectives and places visited:

1. Purpose/objectives of the study tour

Excellent Very good Good Not good Bad

2. Models visited

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

3. What model is good and applicable for RUDEP

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

4. Recommendations:

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

B. Organization aspects:

1. What is good and should be maintained?

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

2. What is not good and should be improved?

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

Annex 5

Training Report Form (for trainers)

Annex 5: Training Report Form

1. Objective of the training course:

2. Course contents:

- a. Contents:
- b. Course duration
- c. Venue
- d. Target group
- e. Trainer

3. Training methods:

4. Organization and implementation:

5. Limitations

6. Result of the training

7. Recommendations

Limitations

URS Australia Pty Ltd (URS) has prepared this report in accordance with the usual care and thoroughness of the consulting profession for the use of the AusAID Quang Ngai Rural Development Program and only those third parties who have been authorised in writing by URS to rely on the report. It is based on generally accepted practices and standards at the time it was prepared. No other warranty, expressed or implied, is made as to the professional advice included in this report. It is prepared in accordance with the scope of work and for the purpose outlined in the Program Design Document.

The methodology adopted and sources of information used by URS are outlined in this report. URS has made no independent verification of this information beyond the agreed scope of works and URS assumes no responsibility for any inaccuracies or omissions. No indications were found during our investigations that information contained in this report as provided to URS was false.

This report was prepared during September 2004 and is based on the conditions encountered and information reviewed at the time of preparation. URS disclaims responsibility for any changes that may have occurred after this time.

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