Initial Notes on Long-Term Training Impacts assessment (1 Nov, 2019)

**Suggestions**

* Need multiple levels of feedback, not just at the end of the course
* End-of-course feedback
  + This is usually biased toward the positive
  + Can include questions on the relevance of training—a first step on knowing the impacts
  + When the person goes back to the desk, outside your institution and agency, they might apply or not
  + How do you get feedback beyond end-of course?
* Feedback can be sought at 3 months, 6 months, or even one year after training
  + Student might reply “I was not taught that”, or have forgotten all that was taught
  + Remind them about the course by sending out the course outline
  + Surveys both student and their supervisor (feedback might differ)
* What do you do with that long-term impacts feedback?
  + What improvement would you want?
  + Hold in-house discussion to discussion actions to take
  + Might drop external instructors who are ranked low
  + Conduct a post-mortem, examine the course to determine what might be good and what can be improved
  + Listen to your lecturers as well (include teachers among your feedback providers)
  + Whatever you do, don’t put the impacts assessment on a shelf and forget about it

**Institutional practices:** How do you do this in your organization?

* Morocco
  + Conducts 2 types of long-term impacts assessment
  + Provides participants forms to give feedback at the end of the course, and again at 3 months and again at 6 months
  + They receive 60-70% response
* South Africa
  + Impacts assessment done at 6 months
  + Asks students: What did you apply, what found useful
  + Surveys both student and their supervisor (feedback might differ)
  + For foreign or outside students, SAWS sends assessment out to the student AND to training manager or supervisor (or even PR, or another appropriate contact person)
  + Can we contact the PR directly? Ask in advance, during nomination process, about ability to do the impacts assessment if this is desired.
  + Use survey monkey to get anonymous feedback
* FUTA
  + Keeps a database of graduates, identifies employment as possible
* AGRHYMET
  + Each student has to provide contact information before they leave, including employer contact information (such as supervisor) They try to update the database about every 5 years
  + After 6 months they send a questionnaire to get feedback
  + Feedback is not high, many do not respond
  + They use new students as contacts to get the feedback about/from previous students
  + Organize small groups in countries supported to encourage them to meet together to discuss challenges and then a leader can report back to AGRHYMET
* EAMAC
  + Problem of confidentiality of feedback. There is a concern about negative feedback
  + They use anonymous feedback to overcome this
  + Assessment post-training is done only for short-term training (because they are already employed at the time of training)
  + Send one part to trainee and one part to supervisor (still not using separate form)
  + Time frame?
* WMO
  + Shared list of impacts assessment tactics from WMO (attached on website)
* U of Nairobi
  + Evaluate every subject or programme?
* IBE
  + Evaluation of instructors
* Actions
  + Everyone should define the time period for impacts assessment
  + Recommend that all institutions ask for the feedback you need to help them improve