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