

# ICT BASED EVALUATION METHODOLOGY TO ASSESS THE SOCIAL IMPACT OF WORK-LINKED TRAINING

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## ATWORK THEORETICAL FRAMEWORK TO EVALUATE THE SOCIAL IMPACT OF TRAINING

### Why to evaluate

Evaluation is a key component of any intervention.

Training activities and programmes are not exempt from this requirement. Since training begins to be considered a key element for economic and social development, different methods and theoretical frameworks have been developed to support the evaluation of training. However, these processes are more interested in measuring the satisfaction of the trainee or the quality of the training received, rather than the impact that this will have not only on the "trainee" but also on his/her environment.

The impact of any training activity is connected to different factors such as: the development of technical and transversal skills, employability, social and intrapersonal skills, which give us a picture of how each of the students will face their work and social environment. This evaluation would also allow us to know if the training programme responds to the needs and expectations of the trainee, and to the needs of companies and the labour market. And finally, it will offer us guidelines for future interventions that are more adapted to all these factors.

If we call for its importance for training processes in general, the evaluation of impact acquires more importance in the work-linked training schemes where practical training within the company is the most relevant feature. This training, which is directly linked to the labour market, offers the most vulnerable people in the labour market the opportunity to improve and adapt their skills not only for their employability but also for their personal and social development.

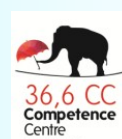
### Definition of evaluation - ATWOK APPROACH

We can find different definition about what evaluation is. Evaluating can be defined as "to judge or assess the worth of, appraise", also as "to form an idea of the amount, number, or value of; assess" or "to determine the significance, worth, or condition of usually by careful appraisal and study".

OECD defines EVALUATION as the systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. UNESCO uses an adaptation of the previous definition to define the evaluation concept as follows: A systematic assessment of a planned, ongoing or completed intervention to determine its relevance, efficiency, effectiveness, impact and sustainability. The intent is to incorporate lessons learnt into the decision-making process.

Taking into consideration the previous two definitions, ATWORK partnership agree that **EVALUATION IS THE SYSTEMATIC AND OBJECTIVE ASSESSMENT OF A FUTURE, PAST AND PRESENT INTERVENTION TO DETERMINE THE RELEVANCE AND FULFILMENT OF ITS OBJECTIVES; ITS EFFICIENCY AND EFFECTIVENESS AS WELL AS ITS IMPACT AND SUSTAINABILITY.**

This is the definition that will support the development of the ATWORK theoretical framework to evaluate the social impact of training.

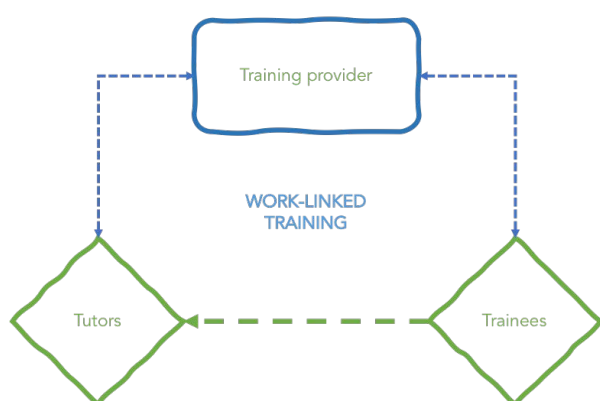


## Key elements of the ATWORK theoretical framework

This theoretical framework to evaluation is based on some ideas, concepts and assumptions that will guide the future use of the ATWORK evaluation tool. Here you can find these bases, which will help us understand better the model.

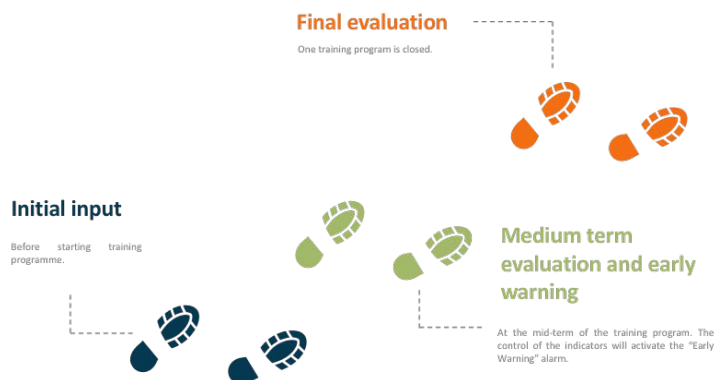
### Participants in the evaluation process.

The theoretical framework has been developed to involve three main “profiles” that are relevant in the evaluation process: Training provider/Company - Tutor / Trainee



### Beneficiaries of the tool

The tool could be implemented at schools, VET institutions, labour market agencies and similar educational venues.



### Continuous evaluation

The tool serves as both a means of continuous evaluation and an early warning system for problems arising on an individual level. To this end, the tool assumes a minimum of three evaluation phases.

## Assessment areas and indicators

The definition of assessment areas and indicators has been the most critical task in the project. ATWORK partnership considered the previous brief theoretical introduction and other secondary sources to define these instruments that are the key elements of the training assessment model.

At the beginning of the ATWORK initiative, the partnership suggested a set of criteria to evaluate the work-linked training programme:



Considering the results of the analysis developed at the beginning of the project as well as the different theoretical approaches, the partnership established the following areas that constitute the basic of the ATWORK evaluation theoretical framework:

- Learning Progress, encompassing a selection of skills and competences to be monitored;
- Professional Development, which aims to capture a picture of the training environment and impact;
- Employability, which collects information on prior qualification and work experience combined with future expectations regarding the labour market;
- Social Dimension, which covers intra- and interpersonal aspects of the vocational training received.