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Quality and impact assessment Manual for the Schools of Political Studies

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Introduction

The Schools of Political Studies provide **high-quality training for young leaders** from different sectors of society. They operate in a politically independent environment which encourages dialogue and understanding between groups of people who might otherwise rarely have the opportunity to communicate or to work together. The Schools offer an effective and flexible mechanism to develop a modern political culture, both locally and internationally, in line with the vocation of the Council of Europe to promote and protect democracy, human rights and the rule of law.

The positive impact of the training provided by the Schools on public affairs at all levels of governance is widely recognised. However, the procedures for assessing the quality and impact of the training dispensed by the Schools vary from School to School and have not yet been assessed in a consistent manner. The Quality and impact assessment manual for the Schools of Political Studies responds to this lack and intends to put in place **systematic quality assessment procedures** which could be used by all Schools.

One of the main purposes of the Manual is to proffer **common approaches and standards of evaluation** in order to make the feedback comparable, thereby permitting an assessment of the added-value of the Schools' Network as a whole.

Indeed, a professional common evaluation system is a **key element for guaranteeing the quality of programmes**. Shared evaluation standards could significantly facilitate the exchange of knowledge and co-operation between the Schools. This "knowledge exchange ecosystem" could help the Schools improve their activities and set benchmarks of professionalism.

Improving the Schools' capacity to provide **reliable information on the quality and impact of their activities** should help to convince existing and potential partners and funders of the significant role they play in building democratic processes and practices in countries in transition.

This Schools' **evaluation Manual and toolbox is not mandatory** and is a work-in-progress which will evolve to meet the specific needs of each School. It is hoped, however, that the Schools will be using the Manual in such a way that there will be increasing convergence of their evaluations, thus leading, in time, to better comparability.

1. Overview

This Manual presents guidelines for the quality and impact self-assessment of the Council of Europe Schools of Political Studies.

The report includes:

- General principles of evaluation;
- Guidelines for evaluating specific activities;
- Guidelines for overall evaluation of the Schools;
- Sample forms that can be adapted to the individual needs of the Schools.

2. Definitions of quality and impact

Quality and impact are two crucial but elusive categories. There could be very different definitions and understanding of both concepts. For the purpose of this Manual we shall adopt the following simplified definitions:

(a) Quality

The ability of a School to meet to a maximum extent the training objectives which it has set for itself in accordance with its mission.

(b) Impact

The value added by the School – both through its training and non-training activities – in the wider social and political context in which they operate.

3. General objectives of the Manual

The Manual has the following general objectives:

- to define shared assessment criteria which should make the feedback comparable and measurable;

- to help the Schools improve the quality of the training process;

- to help the Schools track the immediate and mid-term impact of the training process;

- to strengthen the fundraising capacity and sustainability of the individual Schools and of the Network of the Schools of Political Studies as a whole;

- to help the Schools in monitoring the balance between the acquisition of knowledge, capacity building and practical leadership skills.

4. Specific objectives of the Manual

The following more specific objectives of the Manual were agreed with representatives of the Schools during a workshop in Strasbourg in December 2012:

Level	Objective
Organisation	• Provide tools for feedback collection • Support selection of subjects, training methods and lecturers • Assess added value • Track organisational impact • Strengthen fundraising capacity • Evaluate organisational sustainability
Alumni	• Track alumni progress • Assess alumni's role as multipliers • Track alumni's long term involvement in Schools' projects
Network	• Introduce common assessment standards • Develop knowledge exchange ecosystems • Assess the Network's added value • Track the Network's social and policy impact • Strengthen fundraising capacity

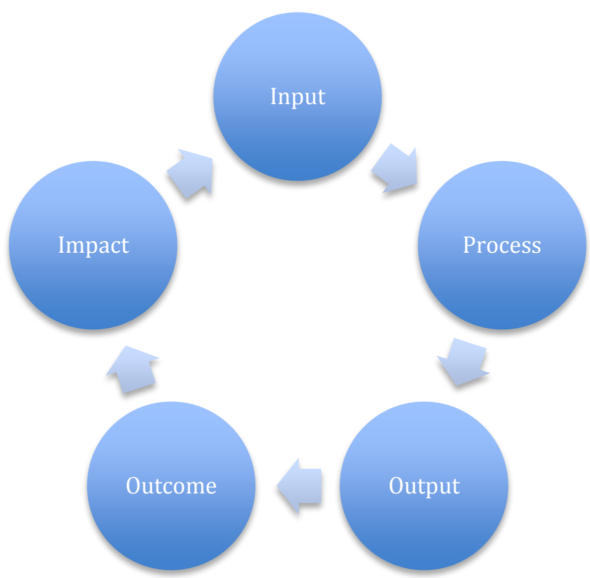
The Manual is not a tool for monitoring and control of the Schools' performance. It should rather act as a system for exchange of knowledge based on self-evaluation, harmonised criteria and narrative reports.

Following the request by the Schools and their resource constraints, the evaluation tools presented here are relatively simple and do not require substantial additional organisational resources. The Manual might also be able to reduce and simplify some of the existing assessment and management procedures in the Schools.

5. Levels of evaluation

The full evaluation should look into five different inter-related levels:

- **Input** – clearly measurable resources employed in the training process;
- **Process** – how the training is conducted;
- **Output** – what are the clearly measurable results of the training;
- **Outcome** – what change the training process achieves at individual and group level and what is the added value of the training activities;
- **Impact** – what is the wider societal impact of the Schools, both as a result of the training provided and through other activities of the School and the alumni community.



The Manual does not provide elaborate separate tools for each of these levels but the full set of tools and guidelines attempt to address all five levels to some extent.

6. Some key assumptions for the Schools of Political Studies

The Schools of Political Studies have a number of specific features that differentiate them from the typical academic institution, department or programme as well as from short and medium term practical training projects in the field of public policy, leadership and communication. While the Schools are different in many ways, some general assumptions could be made about them. These assumptions are taken into account in the development of the evaluation system for the Schools and for the Network:

Organisation	• The Schools of Political Studies develop and dispense training to young political leaders, taking into account a balance between the acquisition of knowledge, capacity building and practical leadership skills • The Schools are not academic institutions, though academic affiliation and accreditation is an option and practiced by some Schools
Training	• Defining the objectives for each training cycle is an important part of the training process • Selection of participants is a key part of the assessment and the training
Learning	• A significant part of the learning is based on facilitated interaction between participants rather than on instructive training methods • Both the Schools' and the wider societal environments are an essential part of the learning process • Learning continues after completion of the training course cycle
Outcome	• The personal career success of the participants is not sufficient proof of the quality of training and its impact • Schools have wider societal impact than individual and group training outcomes

The individual Schools should expand further and amend this list so that the evaluation process reflects better their profile and specific strengths.

7. Guidelines included in the Manual

The following guidelines and related templates are included in the Manual:

- Participants' needs assessment
- Participants' feedback
- Immediate training impact
- Assessment of the Schools mid-term impact
- Logframe (sample)
- Narrative reporting guidelines

8. Mission statements focus

Typically, the mission statements of the Schools are focussed on four different levels: individual, group, society/government and values. The following table represents a simplified classification of four categories of values mentioned in the mission statements of the Schools:

Individual	Group	Society/ Government	Values
• Culture • Leadership • Knowledge • Information • Education	• Community • Dialogue • Debate • Elite • Tolerance	• State • Europe • Global • Transition • Region	• Democracy • Human rights • Pluralism • European values

9. Planning an evaluation

The evaluation process should be well-planned and based on a defined organisational mission and objectives, on well-formulated clear training objectives and on specific objectives of the training cycle.

These definitions should be a main reference point of the evaluation. Some objectives may be reformulated for the purpose of evaluation and self-evaluation. This is most likely to happen with the objectives of a training cycle which needs to reflect the outcome of the training needs assessment (for example if a serious gap is detected in campaigning skills, or knowledge of political systems, etc.).

The evaluation procedures for the training cycle should be clearly connected with each other and planned in advance for the full cycle.

All specific evaluation procedures should lead to integrated evaluation conclusions. Otherwise concise conclusions cannot be drawn from the evaluation process.

The following planning sequence might be useful for an evaluation process:

(a) Before the start of the training

The preliminary evaluation process could generally cover:

- review of the self-evaluation of participants' needs (assessment forms and interviews);
- definition of expectations (could be based on motivation letters);
- assessment or self-assessment of entry knowledge (interview and/or test);
- preparing a profile of participants (on the basis of the feedback above);

- defining the course cycle objectives (on the basis of the feedback above and the organisational mission and objectives).

Most, or even all, of these steps could be based on candidates' self-evaluation and motivation letters and on face-to-face interviews. Different Schools can use different approaches. In some cases it is possible to even have anonymous self-evaluation forms and to develop an overall group profile rather than individual profiles for all participants.

While the programmes and training approaches between Schools can vary substantially, it is important to have a pre-entry picture of the participants' competences and expectations against which the quality and the added value of the Schools' activities could be measured.

At the end of this process it is necessary to have a clear answer to the questions:

- What is the collective profile of the participants?
- What is their level of knowledge and skills?
- What should this level be at the end of the course cycle?

(b) During the training cycle

During the training cycle the Schools can test the following competences and process areas:

- Quality of training process;
- Quality of the immediate learning environment;
- Exit knowledge;
- Skills and attitudes change.

These areas could be measured with different tools: self-assessment, knowledge test, participants' satisfaction questionnaires, exit self-assessment, and others.

(c) Evaluation of post-training development and training impact

It is important to be able to evaluate the development of the individual participants and their impact as a result of the training process over a longer period of time. What that period should be is a matter of judgment by the School's administration. The Schools might track the public progress and professional development of their alumni, conduct surveys among the alumni a year or longer after completion of a training cycle, use in depth interviews with selected participants or use other methods.

(d) Evaluation scale

During the preliminary discussions it became clear that most Schools use a standard 1 to 5 evaluation scale where 1 represent lowest achievement/satisfaction and 5 – highest. This scale is proposed as a standard for all the Schools.

(e) Evaluation of additional activities

In addition to the core training programme of the Schools (the course cycle and its components) most of the Schools are engaged in other activities that follow the Schools' missions and objectives and reinforce their overall impact.

Schools should consider including some of the additional activities in their self-evaluation reports. This Manual does not offer specific evaluation tools for the additional activities but it provides some guidance and suggestions on how these activities can be included in the final annual self-evaluation.

Evaluating additional activities would be specifically relevant in understanding better the real impact of the School and also the role the Schools' alumni play.

10. Participants' needs assessment

(a) Introduction

The development needs of the participants are a key benchmark against which most of the evaluation results should be assessed. The first question to be answered is: whose needs are being evaluated?

The Schools generally work with several different clients at the same time:

- individual participants
- organisations (NGOs, political parties, etc.) that have nominated the participants
- organisation(s) funding the training

It is also relevant to assess the specific training needs against the School's mission statement, or more generally – its objectives. If part of the mission statement is "to develop democratic culture" then this point may be included as a "need" of the participants even if that need is very low on their personal priorities list. Leadership skills of the participants may be developed in a way that is not announced by them as a "need". The same might be the case with "ethical public behaviour", "ethnic tolerance" and others.

In that sense the training needs assessment is not a customer survey which helps identify what the participants are most likely to buy. It should be a more complex exercise in which the balance of the different levels of needs will have to be defined.

Training needs assessment can be divided in three parts:

- personal feedback;
- organisational feedback;
- alignment with the Schools' mission.

Of course different terms can be used for this division or a completely different classification can be employed. It is important, however, to be aware that the answer to the question: "what do you need to study" does not usually provide the full picture.

(b) Practical suggestions for organising the training needs assessment (TNA)

- Use both multiple choice and open questions;
- Use a 5 points scale (or a scale that could be easily translated into a 5 points scale);
- Introduce the respondents (in writing or in a face to face discussion) to the objectives of the survey;
- Define the different dimensions of the evaluation (personal, organisational, expert, etc.);
- Decide in advance what is the relative weight of the different dimensions;
- Use both measurable and narrative format for the conclusions;
- After concluding the study discuss the results with the organisations and the individual participants and try to reach a consensus on the needs.

(See Annex 2 and Annex 5 for the relevant templates).

(c) Analysing the training needs assessment

Once the results of the feedback forms are received it is necessary to combine them into a collective profile thereby creating a profile of the group. Does the group need more media training or more speech writing skills? Is it expecting to develop its knowledge in international policies or in political theory? Does it have sufficient knowledge about state and municipal budgets? And, of course, does this profile meet the School's views of what a public and political leader really needs?

A challenging but interesting outcome of the analysis might be a substantial difference between the School's views of what leadership qualities the group should develop, the views expressed by the group and those expressed by those organisations which may have sent participants. There is no perfect answer, but to deal with complex conclusions it may require the institution to take some risks and decisions.

11. Participants' feedback

(a) General guidelines

Discuss with the participants the purpose of the form and explain that the School requires objective feedback which will help it to improve and to adjust its activities.

Forms should be handed out before the very end of the last session of the course. Sufficient time should also be allowed for completing the form; it is not to be done in a hurry.

It is important that the form provides feedback for each element of the course, including the individual lecturers and activities, and not just a single rating of general satisfaction.

Participants may be offered anonymity. If they do not write their names on the form it would be more likely that they will give more objective feedback.

Forms should be processed and analysed as soon as possible after their completion. This enables the result to be included in the debriefing after the course.

(b) Key areas for evaluation

Areas for evaluation could include:

- Organisation/logistics;
- Relevance of topics;
- Efficiency of delivery methods;
- Competence of presenters;
- Level and value of interaction between participants;
- Other issues.

It is important to have some open questions so that participants can provide additional suggestions and opinions. It should be borne in mind that open questions are more time consuming to process, so the number of questions posed should reflect the amount of time the School is prepared to spend processing them afterwards.

Areas of evaluation should be matched with some of the areas covered by the training needs analysis so that the needs can be compared with the level of satisfaction.

(See the suggested template in Annex 3 and Annex 5).

(c) Analysing the feedback forms – general remarks

The immediate participants' feedback should provide information on the level of satisfaction with the training sessions. This could be misleading; an attractive and charismatic but superficial lecturer might gain a much higher score than a not very entertaining speaker who offers much more in-depth knowledge of the subject. The enjoyable quality of a presentation is an important factor but that is not all that is needed.

Similarly it might be found that participants value more highly work in small groups where they have the opportunity to participate more actively than a presentation on the state budget for instance. Good judgment needs to be exercised so as to avoid being led by the high marks given to the small groups or presentations by celebrity speakers.

It is important to not only analyse the individual sessions and courses but also to compare the different courses and track progress and change.

The course feedback form is a very good basis for analysing what is the immediate impact of the training course. The form however will not automatically provide all the information needed.

Here are two potential traps:

- **Consistent top marks.** If there are consistent top marks for some of the questions this might indicate a perfect system. It could also mean that there are wrong or very low expectations, or the question is not clearly formulated or the respondents feel obliged to rate this activity with a top mark. Whatever the reason is, it should be understood why there are always top marks ascribed to this activity and perhaps it should be decided to change or clarify the question.

- **Wide variation of the marks for a specific activity.** The reason could be the diversity of the group – for example those on the left political spectrum might not like a prominent speaker from the right. This is natural. However wide variation could appear also if the respondents do not treat the question seriously, the question is unclear or the objectives are not articulated in advance. (For example an academic speaker might be rejected by some participants because the expectation is that all presentations should be very practical.) It is also possible that the internal competence of the group is very uneven in the particular topic – some might simply not understand, while for others the presentation might be very simplistic and therefore boring. Again, the reasons behind such variations should be analysed.

(d) How to analyse the feedback form – specific steps

- Collect the scores from all multiple choice questions and calculate the average and the percentage points of approval.

- Prepare a graph for each question that could clearly visualise the result and see what percentage/number of participants have rated each activity with 1, 2, 3, 4 or 5.

- Write a list of all answers to the open questions. Answers can be edited but only to an extent that it will not change its meaning.

- It is very likely that several people would give the same answer to some open questions. For example if it is asked: "What was the most useful activity during the day?" probably several people will answer something like: "The debate on xxx moderated by yyy". Try to group these answers into one (even if the different responses have to be edited slightly) and then write the number of respondents against it.

  For example: The debate on xxx moderated by yyy – 7

  This means that 7 people suggest that the debate on xxx moderated by yyy was the most useful event of the day.

  This number will prove very useful later in the analysis.

- If the forms are not unanimous or if respondents are asked to write their age, education, gender, etc. the results can be further expanded by calculating how many men or women with or without a postgraduate degree like or do not like the debate on xxx. For smaller groups (30-40 people) this might be a bit too detailed and more time consuming than desired.

  Remember that too much data is not always the best data.

- Integrate all results in tables and graphs in one single document.

- Write a narrative assessment of the results and try to keep it not longer than one page. Even one paragraph might be sufficient. It should be mentioned whether the results:

- ✓ are as expected;
- ✓ give any lower than usual trend;
- ✓ give any higher than usual trend;
- ✓ give exceptional or highly unusual responses;
- ✓ provide any suggestions that you feel you should act upon;
- ✓ should make you reconsider parts of the evaluation procedure.

Finally write down what the achievements of the session (based on the feedback form results) are. That might be that "the participants have reached a much clearer understanding of the political importance of the national budget"; "the relationship between representatives of different political parties have significantly improved", etc.

- Additional observations from the course can be included in the narrative evaluation but the source should be indicated ("according to the moderators…." etc.).

- Feedback from guest speakers and experts is also valuable.

12. Course cycle assessment

The assessment of the course cycle (say three or five courses) should look at the overall result of the training of the full training cycle. This evaluation can be done from three different evaluation points:

- Course evaluation;
- Collection of dedicated feedback;
- Internal team assessment.

(a) Course evaluation integration

Integrating the results from all courses.

The formal integration of the results of the multiple choice questions should be easy. Two things can be done:

- Take the average satisfaction of all the activities;
- Create a comparative graph for the courses.

This integrated result will give an overview of the whole training cycle. It does however have its limitations; a summary of the relevant responses to the open questions and the narrative evaluation of each course will need to be added.

This segment can be formalised but it might be decided that this is not necessary. Instead, conclusions can be drawn for the year on the basis of the open questions and narrative evaluation. This part of the evaluation should not be longer than two pages.

13. Assessment of the Schools midterm impact

It is difficult to make a clear conclusion on what the mid-term impact of a School course cycle is. However a reliable assessment can be reasonably achieved by interviewing the alumni and analysing the results of these interviews. If there are a large number of alumni, a form can be used for collecting feedback over one or two more years after they leave the School. Face to face interviews will be very useful in any case.

Here are some questions that can be used in the feedback form or in a face to face interview. For some questions a simple yes/no answer may suffice, otherwise a scale of 1 to 5 can be adopted.

- How much of what you learnt at the School do you think you have retained?
- How much of what you learnt at the School have you managed to apply in practice in the last 1 (3) years?
- How much of what you learnt at the School have you used in your work?
- How much of what you learnt at the School has helped you to understand the complexity of the tasks you undertake?
- How much of what you learnt at the School helped you to make better judgements?
- Are you in regular contact with people you met in the School?
- Have you ever taken part in alumni gatherings?
- Have you ever helped the School with:
    - nominating participants;
    - delivering a lecture;
    - fundraising;
    - promotion;
    - any other way (please specify).
- Has your participation in the School's training encouraged you to develop your leadership skills? If so, can you give an example?
- Have you taken any new initiatives as a result of your participation in the School? Please describe.

The final question should determine to what extent a participant has increased his or her public engagement as a result of the School training. This might be a question that needs to be part of a face to face interview and it could be broken down into several more specific questions. Bear in mind that an alumnus might not necessarily link a specific activity with the School but after a more detailed interview it might be determined that this is the case.

(See a questionnaire version of these points in Annex 4 and in Annex 5).

14. Logframe (sample)

Many donors and other organisations nowadays use logframes as a tool for project planning and analysis. This Manual does not include specific guidelines for logframe analysis but reference can be found to some useful sources in Annex 5 and a sample logframe is presented in Annex 5.

15. How to write about the School?

Finally, how to present the School to its partners? Writing a story is different from preparing a final project report. Writing a story should capture the spirit and the complexity of the institution, not just list the activities that have been supported by a financial donor.

The story needs to involve people and even inspire them with what has been done. It is difficult to formulate strict rules for a story. All Schools are different and all Schools have something unique. Nevertheless here are some tips:

- **Summary**. This does not have to be the standard executive summary. Instead try to start with an example, a brief story that highlights the unique profile of the School. This could be an exceptional achievement by an alumnus, or a charity action or something else. In a few sentences what the story/report is going to present should be outlined.

- **Vision**. Formulating the vision is an important part that could follow the introduction. Keep this part simple and focussed.

- **Activities**. Here the key activities of the year can be described. Do not go into unnecessary details, try to highlight achievements and do not be afraid to mention hesitations or even some failures. Think of some unusual activities, especially those that are not part of the expected donor funded list.

- **Plot**. Adopt a plot: ups and downs and twists. Naturally the story of the School cannot be written as a detective novel, but having an element of surprise, some key characters that bring more life and reality to the report will help.

- **Figures**. Don't forget that the story should provide also some measurable illustrations. Try to show the School in numbers: number of alumni who are in Parliament; money raised at a charity party; hours of speechwriting or outdoor games. Present some key figures – number of participants, annual budget, staff, etc.

- **Visual presentation**. Try to have a picture on each page of the story. This could be a diagram, a graph or a photo. It would help if they illustrate a key idea or achievement that should be emphasised.

- **Concise expression**. Don not write long paragraphs, be concise, write clearly and do not use project management and consultancy slang. Leave words and expressions like "management by objectives", "benchmarking" and others of that kind for different kinds of documents.

- **Achievements**. List achievements but do not boast about them. Be proud of the School but do not force over-positive statements. And a bit of sense of humour can always help.

- **Stories**. Big stories need little stories. Use short stories, a paragraph or two, to illustrate School achievements. That might be the story of the alumni who set up a discussion club in a remote town or a Facebook group to raise awareness for a social cause, or that of a School participant who wrote an article in a national paper following a School debate or how a collective course homework was used for the basis of a local transport strategy.

- **Network**. Mention belonging to the pan-European Network of Schools of Political Studies, which comprises 19 Schools (at the time of writing). This would emphasise the Schools' strength, impact and renown at international level.

- Try to make it shorter rather than longer.
- Actively involve the team in preparing and writing.
- And finally: edit, edit, edit until every single unnecessary word is eliminated.

Once the story is written, ensure that the five aspects of evaluation have been addressed:

- **Input**
- **Process**
- **Output**
- **Outcome**
- **Impact**

These aspects do not have to be addressed in separate sections, but it would be good if they have all been covered in the story of the School. The focus should be on the outcome and the impact of the School.

Finally, check whether all or part of the following points have been described:

- the added value of the School;
- the organisational sustainability;
- alumni's progress;
- the alumni's roles as multipliers;
- the alumni's long-term involvement in School's projects;
- the Schools' Network added value;
- the Network's social and policy impact.

Annexes

Annex 1

Glossary

These are some terms used in this report and their specific meanings in this context:

- **School** – each of the members of the Council of Europe Network of Schools of Political Studies, irrespectively of their official name.
- **Course** – a training event usually lasting several days (between three and five, depending on the School).
- **Course cycle** – a set of courses with a single group of participants. It typically includes four or five courses, including one abroad (Strasbourg, usually the World Forum for Democracy).
- **Day** – a single training day from a course.
- **Session** – a single course activity, usually a lecture/presentation (including Q&A), debate, panel discussion, work in small groups (including presentation and discussion of results), etc.
- **Participant** – a person enrolled in a course.
- **Course group** – a group of participants enrolled for a full course cycle (typically between 30 and 45).
- **Alumni** – all participants who have completed a training cycle at a School.
- **Alumni activities** – activities that alumni are involved in and that are either related to the School or are initiated in their capacity of alumni. For example, monthly alumni meetings. It does not include activities that are unrelated to the School's professional or public life.
- **Public event** – an event organised by a School or alumni which is open to the general public (typically a public debate organised by the School on a current political topic, public lecture, television programme).

Annex 2

Participants' training needs assessment

Important reminder: These templates are only examples and they should be modified to reflect your organisational objectives, the profile of the programme and other factors.

A. Assessment of training needs - practical skills

This template can be used to develop further the training needs assessment form.

Please fill the box with the number of 1 to 5 where 1 means:
- For importance – not at all important
- For need of further training – I do not need any further training.

and 5 means:
- For importance – very important
- For need of further training – I have very high need of training.

Skill	Importance	X	Need of further training	X
Communication				
Public speaking				
Speech writing				
Policy drafting				
Media behaviour				
Social media use				
Interpersonal				
Conflict resolution				
Negotiations				
Debating				
Persuasion				
Active listening				
Analytical skills				
Statistical analysis				
Opinion poll analysis				
Economic analysis				
Psychological portrait				
Logical skills				
Technical				
Computer skills				
Protocol				
Foreign language				
Letter writing				

Please add other skills you would expect to develop as a result of the training
……
……
…….

Do you have any other comments you would like to add?
……
……
…….

There could also be a detailed breakdown of skills which might inlcude:

Speech writing

Local election political speech;
National election political speech;
Jubilee speech;
Etc.

Writing

Response to a voter's complaint;
Rebuttal of a public accusation;
Thank-you letter;
Petition;
Fundraising appeal;

This type of breakdown could help in developing a detailed training programme, avoid topics that might be irrelevant to participants and also identify specific areas of training that are of very high personal interest for the participants, for example "behaviour during a hostile TV interview", "election campaign opening speech" etc. This knowledge can help both fine-tune your programme and also have some "star" topics that would make the training programme highly attractive. However, it is also possible to stay on a more general level of assessment and allow higher flexibility and individual judgment for the programme design.

B. Assessment of training needs - knowledge section

A similar template to assess knowledge training needs can be used. The balance of development of knowledge, practical skills and leadership qualities should match the organisational objectives.

Knowledge	Importance	X	Need of further training	X
Political theory				
Economics				
History				
Finance				
Sociology				
Psychology				
European institutions				
International relations				

Please add other skills you would expect to develop as a result of the training
………
………
……….

Do you have any other comments you would like to add?
………
………
……….

The knowledge issue can also be addressed by asking all participants or candidates to complete a general knowledge test. This will give a good idea whether the group has consistent knowledge in, say, history or economics and the programmes can be designed according to this knowledge.

Finally, consider using the forms twice – with the participants in the training course and with the organisations that send candidates. It is very likely that there will be some discrepancy between the training needs as they are seen by the participants and by the organisations that have sent them. That does not mean that one is wrong and the other is right. Each School will have to make the final judgment on the programme and these differences might give very useful clues how to develop the training programme.

Alternative format

Other formats are possible for the feedback form. For example:

1. Communication

(a) Public speaking

Importance

1	2	3	4	5

Need of further training

1	2	3	4	5

(b) Speech writing

Importance

1	2	3	4	5

Need of further training

1	2	3	4	5

(c) Policy drafting

Importance

1	2	3	4	5

Need of further training

1	2	3	4	5

(d) Media behaviour

Importance

1	2	3	4	5

Need of further training

1	2	3	4	5

(e) Social media use

Importance

1	2	3	4	5

Need of further training

1	2	3	4	5

Please add other skills in this section you would expect to develop as a result of the training
……
……
…….

Do you have any other comments you would like to add?
……
……
…….

Note: this format might lead to very long feedback forms that might trigger some reluctance by participants to complete them. On the other hand it might be easier for processing.

Annex 3

Standard participants' feedback form

The questionnaire could be developed on the basis of this template where:

1 is strongly disagree / not relevant
5 is strongly agree / very relevant

	X
Accommodation	
The hotel rooms are excellent	
The training rooms provide perfect study conditions	
All information for travelling was very clear	
The staff were very helpful, polite and professional	
Lecturers	
Lecturers are highly knowledgeable	
They are masters in presenting the materials	
They are very skilful in engaging the audience	
The information is practically relevant	
Topics	
The topics are very well selected	
They are highly relevant for my work	
And help develop my leadership skills	
I understand much more about a topic that I did not know enough about	
Training methods – how relevant for your training goals are:	
Lectures	
Debates	
Work in small group	
Social time	
Team building exercises	
Media training	

Additional comments

Do you have any additional comments?
………
………
………

What was the most valuable part of day x

……
……
…….

What was the least valuable part of day x

……
……
…….

In your opinion, how could courses be improved?

……
……
…….

Alternative format of the feedback form

Topics

The topics are very well selected

1	2	3	4	5

They are highly relevant for my work

1	2	3	4	5

And help develop my leadership skills

1	2	3	4	5

And understand much more about a topic that I did not know enough about

1	2	3	4	5

Annex 4

Assessment of the Schools midterm impact

The midterm impact assessment form can be developed on the basis of this template where:

1 is the lowest
5 is the highest

How much of what you learnt at the School:	**1-5**
a. do you think you have retained?	
b. have you managed to apply in practice in the last 1 (3) years?	
c. have you used in your work?	
d. has helped you to understand the complexity of the tasks you tackle?	
e. has helped you to make better judgments?	

Some yes/no questions may also be included:

	Yes	**No**
Are you in regular contact with people you met in the School?		
Have you ever taken part in alumni gatherings?		
Have you ever helped the School with:		
a. nominating participants		
b. delivering a lecture		
c. fundraising		
d. promotion		
e. any other way (please specify)………………………………………………..		
Has your participation in the School's training encouraged you to continue to develop your leadership skills? If so, can you give an example? ……		
Have you taken any new initiatives as a result of your participation in the School? If so, please specify………………………………………………………………………………		

Annex 5

Some practical advice in developing questionnaires

Here are a few suggestions that might help build a better questionnaire:

Do:

- Always keep in mind the objectives of the evaluation when conceiving the questionnaire: what information should be collected and what for?
- Write a friendly and polite introduction to the questionnaire explaining what is its objective, who is organising it and how the results will be used;
- Give a clear structure to the questionnaire;
- Use measurable statements instead of questions ("The lecturer is good" instead of "Is the lecturer good?");
- Write short and clear statements;
- Focus each statement on a single issue ("The lecturer is very good" rather than "the lecturer and the subjects are very good");
- Keep the statements in each section on comparable level (for instance avoid including in the same section an overall statement about the training quality and then a single question on the quality of the training materials);
- Leave enough space for respondents to write their answers;
- Use a limited number of open questions – otherwise it will be difficult to process the questionnaire;
- Explain to the participants the importance of the questionnaires and that their main objective is to help all parties improve the quality of training;
- Leave sufficient time for filling the questionnaires;
- Test the questionnaire on a small sample of participants.

Do not:

- Overcomplicate the statements;
- Go into unnecessary detail;
- Use ambiguous words and expressions (self-reflection, discovering yourself, etc.);
- Use unnecessary colours, logos and other graphics;
- Leave the question on a separate page from the space for the answers;
- Make the questionnaire too long as people may rush through it and this could distort the results

Annex 6

Logical Framework for the Action

	Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
Overall objectives	*What are the overall broader objectives to which the action will contribute?*	*What are the key indicators related to the overall objectives?*	*What are the sources of information for these indicators?*	
Specific objective	*What specific objective is the action intended to achieve to contribute to the overall objectives?*	*Which indicators clearly show that the objective of the action has been achieved?*	*What are the sources of information that exist or can be collected? What are the methods required to get this information?*	*Which factors and conditions outside the beneficiary's responsibility are necessary to achieve that objective? (external conditions) Which risks should be taken into consideration?*
Expected results	*The results are the outputs envisaged to achieve the specific objective. What are the expected results? (list them)*	*What are the indicators to measure whether and to what extent the action achieves the expected results?*	*What are the sources of information for these indicators?*	*What external conditions must be met to obtain the expected results on schedule?*
Activities	*What are the key activities to be carried out and in what sequence in order to produce the expected results? (group the activities by result)*	***Means:*** *What are the means required to implement these activities, e. g. personnel, equipment, training, studies, supplies, operational facilities, etc.*	*What are the sources of information about action progress?* ***Costs:*** *What are the action costs? How are they classified? (breakdown in the budget for the action)*	*What pre-conditions are required before the action starts? What conditions outside the beneficiary's direct control have to be met for the implementation of the planned activities?*

Annex 7

Logframe analysis

Logframe analysis is not a subject of this Manual. However, since some donors expect beneficiaries to use logframe analysis here are some good sources:

This is an animated presentation by the Open University on the main principles and steps in developing a logframe analysis:
(http://www.open.edu/openlearn/ocw/pluginfile.php/126771/mod_resource/content/29/flash/TU870_interface_2.swf)

This is the site of the European Commission with detailed information of the logframe analysis approach proposed by them:
http://ec.europa.eu/europeaid/how/delivering-aid/project-approach/