TRAINING PILOTS EVALUATION REPORT

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INTRODUCTION

Every action framed within the training activities contains as a priority objective: to provide women participants with those skills, abilities and knowledge that will be applicable in the entrepreneurial activity carried out by said participants, or failing that, will provide them with the necessary tools to be able to face the tasks that will arise when creating their own businesses or projects.

The proposed training workshop, its contents, both theoretical and practical, its methodology and its design are geared towards such learning and it is the agent responsible for the training who, among its functions, is entrusted with monitoring the applicability of what has been learned.

The evaluation of the contents, delivery of methodologies, organization of the workshops, etcetera, are fundamental to know if the priority objective of these training actions has been reached.

In the following pages we present the evaluation of the training activities, form the comments of both women participants and facilitators, and carrying out such evaluation in terms of its effectiveness, efficiency and impact.
1. METHODOLOGY USED

The main objective of the evaluation actions carried out has been to provide useful information that makes it possible to demonstrate the efficacy and efficiency objectives of the training plan developed.

To achieve this purpose, (in its qualitative and quantitative aspects), partners have used two instruments: the *Evaluation questionnaire for women participants* and the *Evaluation questionnaire for facilitators*. In addition, for qualitative analysis only, a Short Report, has been included to be covered by the partner organisations.

The first questionnaire has made it possible to measure the satisfaction of the women participants in relation to: the organization of the training actions, the training contents, the planning, the pedagogical competence and aptitude of the facilitators, the teaching facilities, the evaluation mechanisms and the expectations of the women participants.

The second questionnaire mentioned, has made possible to measure the same aspects as the previous questionnaire, but from the point of view of the facilitator.

Methodologically, the sequence of actions carried out in the evaluation is as follows:

1- Collection of information, according to the type of information intended:

- Assessment collected from the women participants.
- Assessment collected from facilitators.
- Short Report.

2- Data processing. Once the questionnaires have been collected, the data obtained is organized and systematized.
3- Statistical analysis and examination of the data from the questionnaires in order to obtain conclusions on the development of the different training actions of the plan, as well as to detect incidents and possibilities for improvement, using SPSS 25.0.

4- Preparation of this final report with the results of the evaluation of the training program, where the interpretation of the statistical analysis carried out in the previous phase is presented. Likewise, the final conclusions will be presented, and recommendations for improvement will be proposed.

The data collected through the training quality questionnaire has been examined according to three analysis criteria: **Evaluation of the training, evaluation of the content of the training and evaluation of the organization of the training.**

Regarding the effectiveness of the training, a question is asked about the scope of the objectives for both the student and the teacher.

The scoring scale used ranges from 1 to 5, with 1 being the lowest score and 5 the highest, being the equivalence: 1 = Very Bad, 2 = Bad, 3 = Good, 4 = Fairly Good, 5 = Very Good.
2. EVALUATION INDICATORS

When talking about the quality of training, it is necessary to define the instruments for its evaluation, which in this case will be the indicators. The instrumental objective of the indicators is to measure the assessment of the women participants and trainers, regarding the different aspects evaluated in the seminar. The indicators will be useful to determine the level or degree of achievement of the objectives of the training plan, in terms of effectiveness, efficiency and impact.

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<th>EFFICIENCY CRITERIA</th>
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<tr>
<td>The efficiency criterion refers to the degree to which the training process and the means used to achieve the objectives set in the training plan are related to saving the resources used.</td>
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### EVALUATION OF THE TRAINING MATERIALS

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### ORGANIZATION OF THE TRAINING

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### EFFICACY CRITERIA

The effectiveness criterion refers to the degree of achievement of the objectives of the training provided. Through effectiveness, the adequacy understood as satisfaction, learning and acquisition of knowledge and / or skills and its applicability to the job will be measured.

### EFFICIENCY EVALUATION INDICATORS

I. Achievement of the objectives
3. **SAMPLE SPACE**

The universe object of this study is the group of women participants who have participated in some of the training actions that make up the IO3 of this project, that is, the 172 women trained.

The universe of the sample of facilitators is made up of the trainers who carried out the training in the 18 workshops. These were selected by the partner organisations based on their experience and interest in the topic.

The method used for the selection of the sample to carry out the evaluation, taking into account the criteria of quality and satisfaction, is sampling by / convenience, a non-probability and non-random sampling technique. In this case, the selection criterion that has defined the representative subset of the population has been accessibility, that is, the sample is calculated based on the response rate of the opinion poll (percentage of questionnaires for quality evaluation) of the completed training actions). Therefore, out of a population of 172 women participants, the quality and satisfaction level of 100% of participants has been evaluated.
The following is a list of the groups that are the object of the impact evaluation:

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<th>COUNTRY</th>
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<td>ROMANIA</td>
<td>RAMNICU VALCEA GRUPO II</td>
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4. RESULTS OBTAINED. CRITERIA OF THE PARTICIPANTS.

In this section, the women participants' judgment will be examined by means of the questionnaires and according to the satisfaction criterion, in order to verify the degree to which the training provided has been adapted to the needs of the women participants, depending on the objectives specific to the training actions taught.

Through this analysis, it was possible to identify, analyze and monitor the information related to the concrete and detailed assessment that the women participants have carried out of the training action in which they have participated. In the same way, the training delivery conditions were verified, taking into account the degree of adequacy and effectiveness of the training.

In the following sections, it will be possible to visualize, through graphic representations, the results obtained, through the questionnaire, and their disaggregated interpretation by efficiency and effectiveness indicators. For each item, the corresponding student satisfaction index will be calculated with the percentage of people who show complete agreement with the indicators.
I. ASSESSMENT OF THE TRAINING

Item 1.1. Program of the training.

Figure 1. Graph: level of satisfaction with the workshop program.

66.9% of the women participants considered the workshop program as “very good”, the next answer in percentage was “quite good” with 23.8%. It is important to indicate that only 2.4% considered the program as bad or very bad.
Item 1.2. Methods of the training

![Graph: level of satisfaction with the Workshop Method.](image)

Figure 2. Graph: level of satisfaction with the Workshop Method.

Regarding the workshop methodology, the percentage is similar to the previous one regarding the women participants who consider the workshop methodology very good (68%) followed by 22.1% who consider it to be quite good. The percentage of women participants who consider the workshop methodology bad is 1.7%, and only 1.2 of the women participants consider it very bad.
Item 1.3. The atmosphere during the training

Figure 3. Graph: level of satisfaction with the atmosphere during the workshop.

In this case, 77.3% have responded very well to the atmosphere of the seminar, indicating that no one has considered it very bad and that for 97.1% the atmosphere has been quite good or very good.
Item 1.4 Level of training usefulness

64% of the participants considered the seminar in which they participated to be very useful, for 87.8% it was quite useful or very useful and, only 2.6% of the attendees considered it to be of little use, which means a very low result, given that in a profile as varied as that of the attendees it is extremely difficult to reach a 100% profit.

Figure 4. Graph: level of satisfaction with the utility of the workshop.
Item 1.5 Trainer’s preparation

Figure 5. Graph: level of preparation of the workshop trainer.

In this case 74.4% of the women participants consider the trainer of their workshop very well prepared, more than 91% consider him or her to be highly prepared or quite prepared. Note that this is one of the questions with the largest number of respondents who do not know or do not answer (5.8%). In these workshops with this profile of female women participants, it is normal that there is a percentage of between five and ten percent who do not answer questions about the level of the trainers.
Item 1.6 The content of the training was organized and easy to follow.

![Figure 6. Graphic: content of the seminars.](image)

The evaluation of the content of the training is very positive, the content is considered very good or quite good by 91.9% of the women participants, both in terms of its organization and the ease of following it.
**Item 1.7 The training objectives were clearly defined.**

The objectives of the training have been clearly defined for practically all the women participants, only 3.5% of the attendees indicate that the objectives were poorly or very poorly defined. For almost 88.4% of the women participants, the objectives are quite clear or very clear.

![Training objectives definition](image)

Figure 7. Clarity in the objectives of the seminars.
II. EVALUATION OF THE TRAINING MATERIALS

On this occasion, issues related to the degree of adequacy of the seminar materials were analyzed, in order to verify their degree of adjustment to their objectives and to check the coordination between theory and practice.

Item 2.1. Substantive content.

Practically 90% of the women participants considered the content of the materials to be quite good or very good. Indicate that only 2.9% of the women participants considered the content bad or very bad.

![Substantive content](image)

Figure 8. Graph: level of satisfaction with the content of the materials.
Item 2.2. Accessibility of the information.

![Graph: Accessibility of information.](image)

Once again, the response of the women participants is very positive in evaluating this item, 87.8% considered accessibility to be quite good or very good, and only 2.9% considered it to be bad or very bad.
Item 2.3. Clarity of the content.

Figure 10. Graph: Clarity of content.

In this case, the answer is more positive than the previous item and that no less than 94.2% of the women participants consider the content to be quite clear or very clear, being very clear for practically 70% of the attendees.
The duration and hours of the seminars are valued, as well as the general organization of the same.

**Item 3.1. How do you rate the organization of the training.**

![Figure 11. Assessment of the organization of the seminar.](image)

For 92.4% of the women participants, the seminar has been quite well or very well organized, only 2.9% consider that it has been organized poorly or very poorly. It is difficult to improve these figures taking into account the profile of the women participants.
Item 3.1. Duration of the training was appropriate

Regarding the duration of the course, the graphic representation shows a high 81.2% of women participants who maintain that the duration of the training action in which they have participated is quite good or very well with those who consider that the duration of the action training in which he has participated is adequate. On the contrary, for 7% of participants they consider this duration bad or very bad.

To highlight that, in an evaluation with very positive results in general, the duration has been the item that has aroused less unanimity, even taking into account that it is quite good or very good for 80% of the attendees.

Figure 12. Assessment of the duration of the seminar.
IV. ACHIEVEMENT OF THE OBJECTIVES

Item 4.1. The way of teaching or tutoring the course has facilitate the learning process.

The graph shows that 93% of the women participants who have answered this question have selected the affirmative option, therefore, the level of satisfaction with this aspect is very high.

Only 7% of participants did not want to provide an answer.

We can conclude that the women participants endorse the accreditation received as a result of the teaching-learning process.
5. RESULTS OBTAINED. CRITERIA OF THE TRAINERS.

In this section, the judgment of facilitators will be examined by means of the questionnaires and according to the satisfaction criterion, in order to check the degree to which the training provided has been adapted to what is considered correct by the trainers, in function of the specific objectives of the training actions taught.

Through this analysis, it was possible to identify, analyze and monitor the information related to the concrete and detailed assessment that the trainers have carried out of the training action in which they have participated. In the same way, the training delivery conditions were verified, taking into account the degree of adequacy and effectiveness of the training.

In the successive sections it will be possible to visualize, through graphic representations, the results obtained, through the questionnaire, and their disaggregated interpretation by efficiency and effectiveness indicators. For each item, the corresponding teacher satisfaction index will be calculated with the percentage of people who show complete agreement with the indicators.

A total of 18 questionnaires from facilitators have been analysed, since even in the event that one facilitator carried out more than one workshop, a questionnaire was carried out per training activity performed.

In general, the evaluations of the tutors are more critical than those of the women participants, since with a level of qualification such as that of the rainers and with their experience in the field of entrepreneurship training, the evaluation is always more critical.
I. ASSESSMENT OF THE TRAINING

Item 1.1. Program of the training.

66.7% of the women participants considered the workshop program as “very good” (practically coinciding with the percentage expressed by the women participants, which was 66.9%), the following response in percentage was “quite good” with 16.7% with the same percentage of those who considered the program good. It is important to indicate that none of the trainers considered the program as bad or very bad.

Figure 14. Graph: level of satisfaction with the workshop program.
Item 1.2. The content of the training

The content of the workshop was considered very good by 72.2% of the respondents. For 11.1% of the respondents it was considered quite good. Only 5.6% of respondents considered it bad.

Figure 15. Graph: level of satisfaction with the content of the workshop.
Item 1.3. The atmosphere during the training

![Training atmosphere graph](image)

Figure 16. Graph: level of satisfaction with the atmosphere during the workshop.

In this case the result is practically unanimous, for 88.9% of the trainers, the atmosphere is very good, being quite good for the remaining 11.1%. None of the trainers has considered the atmosphere of the seminars to be very bad, bad or simply good.

The result is similar to that produced in the student surveys where for 97.1% the atmosphere was quite good or very good.
Item 1.4 Level of participants was appropriate

The level of the participants has been appropriate (very appropriate) for 77.8% of the trainers, it has been quite appropriate for 11.1% of the trainers and only 11.2% of the trainers have considered the level not appropriate or very inappropriate.

![Graph showing level of participants is appropriate](image-url)
**Item 1.5 The training objectives were clearly defined**

![Training objectives definition](image)

Figure 18. Graph: level of definition of the objectives.

Once again, there is a unanimous practice in one of the items to be analyzed, in this case regarding the definition of the objectives. 83.3% considered them to be very well defined, the remaining 16.7% considered them to be quite well defined. None of the trainers have considered them well defined, poorly defined or very poorly defined.
II. EVALUATION OF THE TRAINING MATERIALS

Once again, there is a unanimous practice in one of the items to be analyzed, in this case regarding the definition of the objectives. 83.3% considered them to be very well defined, the remaining 16.7% considered them to be quite well defined. None of the trainers have considered them well defined, poorly defined or very poorly defined.

Item 2.1. Substantive content.

The content is highly valued by practically 90.0% of the trainers, the remaining 10.0% consider it quite good. None of the trainers has considered it bad or simply good.

Figure 19. Graph: level of satisfaction with the content of the materials.
Item 2.2. Clarity of the content.

In this case, the answer is very positive, in line with the last answers, since no less than almost 90.0% of the trainers consider the content to be quite clear or very clear, being very clear for practically 78.0% of trainers.
III. ORGANIZATION OF THE TRAINING

The duration and hours of the seminars are valued, as well as the general organization of the same.

Item 3.1. How do you rate the organization of the training.

![Training organization chart](image)

Figure 21. Assessment of the organization of the seminar.

For 94.5% of the trainers, the seminar was quite well or very well organized, only 5.6% of the trainers considered that it was simply well organized, and none of the trainers considered that it was poorly or very poorly organized.
Item 3.1. Duration of the training was appropriate

Regarding the duration of the course, the graphic representation shows a dispersion in the results that has not occurred in any of the previous answers in the set of the two questionnaires. For 61.1% of the trainers, the duration of the training action in which they have participated is quite good (22.2%) or very good (38.9%). For 33.3% it was adequate, and for 5.6 it was not.

To highlight that, in an evaluation with very positive results in general, the duration has been the item that has aroused less unanimity, even taking into account that it is quite good or very good for more than 60% of the attendees (both women participants and trainers). Probably a shorter duration would be valued with a better response.

Figure 22. Training duration assessment.
IV. ACCOMPLISHMENT OF THE GOALS

Item 4.1. Were the training objectives met?

The graph shows that 94.4% of the teaching staff have selected the affirmative option, therefore, the level of satisfaction with this aspect is very high.

Only 5.6% of trainers (which corresponds to a single negative answer) considered that the objectives had not been reached.

We can conclude that trainers endorse the accreditation received as a result of the teaching-learning process.