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Training Evaluation Manual

Training evaluation manual

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EUROPEAN UNION AGENCY FOR ASYLUM

Acronyms and abbreviations

C1	Operational Support Centre
C2	Training and Professional Development Centre
C3	Asylum Knowledge Centre
CEAS	Common European Asylum System
EC	European Commission
ESG 2015	Standards and Guidelines for Quality Assurance in the European Higher Education Area
ESQF	European Sectorial Qualifications Framework (for asylum and reception officials)
EP	European Parliament
EUAA	European Union Agency for Asylum
EU	European Union
IT	Information technology
KPI	Key performance indicator
LMS	Learning Management System
MB	Management Board
MS	Member States
RPL	Recognition of Prior Learning
TNCP	Training National Contact Point
TLRAS	Training and Learning research and Analysis Sector

1. Foreword

The European Union Agency for Asylum (EUAA) is established by Regulation (EU) 2021/2303. The Agency contributes to ensuring the efficient and uniform application of Union law on asylum in the Member States in a manner that fully respects fundamental rights.

It also facilitates and supports the activities of the Member States in the implementation of the Common European Asylum System (CEAS), including by enabling convergence in the assessment of applications for international protection across the Union and by coordinating and strengthening practical cooperation and information exchange.

Furthermore, the Agency improves the functioning of the CEAS, including through the monitoring mechanism and by providing operational and technical assistance to Member States, in particular where their asylum and reception systems are under disproportionate pressure.

The Agency establishes, develops, and reviews training for members of its own staff and members of the staff of relevant national administrations, courts and tribunals, and of national authorities responsible for asylum and reception.

Evaluating these training activities is important to understand how to further improve the EUAA's current and future training interventions[1] as well as to inform stakeholders transparently about the contribution of EUAA training to the functioning of CEAS and the alleviation of pressure on asylum and reception systems.

As the EUAA moves towards aligning its training activities with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015), which prescribes monitoring and evaluation to guide the continuous improvement of learning programmes, the Office aims to enhance and standardise its approach to training evaluation and to use evaluation results in a more consistent and systematic manner. Consequently, the Agency's *Training and Learning Strategy 2019* entailed an objective related to the continuous enhancement and standardisation of evaluation mechanisms.

This manual is a practical tool for supporting the EUAA and countries participating in the EUAA's training interventions to achieve that objective. The manual is meant for use by the EUAA's staff members and the EUAA's Training National Contact Points (TNCPs) in national asylum administrations, as well as other stakeholders in national asylum and reception administrations to support them in:

- Understanding the purpose of training evaluation activities.
- Adopting a common training evaluation methodology; and,
- Designing and implementing training evaluations in practice.

This manual has been developed by BearingPoint under the direction of the EUAA's Training and Learning Research and Analysis Sector (TLRAS). The training evaluation methodology presented in this document has been established following consultation of TNCPs as well as representatives of several

[1] The word "intervention" is used as a term to refer to any legislative or non-legislative activity a public body might undertake to address a certain societal problem and thus achieve a certain impact on society. In the context of this manual, the word intervention thus encompasses any of EUAA's training activities.

EUAA Units and Centres. The consultation has been conducted through semi-structured interviews, an online survey, as well as focus group meetings.

The manual is structured as follows:

- The next chapter, chapter 2, provides an introduction to the evaluation methodology. It explains what evaluation is and how it links to planning, monitoring, and reporting. In addition, it presents an overview of the different phases in the evaluation process.
- Chapter 3 contains an overview of the main characteristics and benefits of the approach to training evaluation described in this manual, thereby explaining the rationale of the methodology.
- Chapter 4 describes the training evaluation methodology in detail and is structured according to the main phases of the evaluation process:
  - PHASE I – Initiation of the evaluation.
  - PHASE II – Preparation of the evaluation.
  - PHASE III – Implementation of the evaluation.
  - PHASE IV – Follow-up to the evaluation.
- The annexes contain the trainee feedback form as well as the trainer feedback form.

This manual makes reference to several EUAA and former EASO documents. Those can be useful additional reading material to deepen the reader's understanding of the concepts and principles as described in this manual. The reference documents include:

- EASO Training and Learning Strategy 2019;
- EUAA's Training Quality Assurance Framework.
- The EUAA training catalogue.
- European Sectorial Qualifications Framework (ESQF) for asylum and reception officials – Educational Standards; and,
- ESQF – Occupational Standards.

2. Introduction to evaluation

2.1. What and why of evaluation at EUAA

The EUAA, like any other EU body, must demonstrate to which degree it achieves the objectives envisioned in its mandate, as well as the impact of its activities. Both internal and external stakeholders expect good governance, accountability, and transparency in this regard. At an EU institutional level, the *Roadmap on the follow-up to the Common Approach on EU decentralized agencies*[2] stresses the need to increase agencies' performance and thereby urges Agencies to develop an evaluation model.

Against this background, an evaluation is in essence a performance assessment aimed at ensuring that EUAA's interventions are fit-for-purpose and delivered in the simplest, most efficient, and effective way possible. Evaluations serve this purpose in two ways. On the one hand, by providing information that can be used by the EUAA to improve current or design future interventions. On the other hand, by raising the EUAA's accountability towards internal and external stakeholders through a transparent justification of its interventions.

Evaluations rely on evidence to judge how well an intervention has performed or is performing. Thereby going beyond merely assessing what has happened by considering why something has occurred, and ideally also by considering how much has changed because of the intervention. Evaluations thus aim to provide insight in the causal effects of the EUAA's interventions on both the desired results as well as unintended/unexpected effects.[3]

Eventually, evaluations are to result in an evidence-based judgement about whether a certain intervention continues to be justified and/or in concrete recommendations about how to improve the intervention under evaluation or how to design related future interventions.

Evaluations take place at a specific moment in time and with specific objectives. The scope of what is to be evaluated and how to evaluate should be defined in view of these evaluation objectives. In the context of the EUAA's training activities, the scope of an evaluation could for example relate to all of the EUAA's permanent training support activities in all countries, but it might as well relate to the training activities falling under a specific operational plan, or the training modules related to a specific thematic area in selected countries.

Definition[4]

Evaluations can be defined as systematic, reflective, and evidence-based judgements of an on-going or completed project, programme or policy, including its design, implementation and results.

[2] European Union, *Roadmap on the follow-up to the Common Approach on EU decentralised agencies,* 2012, https://europa.eu/european-union/sites/default/files/docs/body/2012-1218_roadmap_on_the_follow_up_to_the_common_approach_on_eu_decentralised_agencies_en.pdf

[3] Paragraph based on: European Commission, Better regulation toolbox, *tool #43 What is an evaluation and when is it required?*

[4] This manual focuses on interim and ex post evaluations, hence the definition provided disregards ex ante evaluations. A more comprehensive definition is provided under the EUAA's evaluation framework (EUAA/EDD/2023/057).

2.2. Link to planning, monitoring, and reporting

Evaluation is linked to, but distinct from planning, monitoring, and reporting activities.

Planning is the process through which the EUAA's activities are scheduled and resourced before being implemented. Planning takes place at both an annual and multi-annual level. As part of the planning process, the Agency's overall objectives as defined by its mandate are translated into more specific operational[5] objectives and goals. Evaluation relates to planning in that it relies on the objectives defined during the planning process to assess the degree to which an intervention is fit-for-purpose by considering to what extent the intended effects have been achieved. For example, as part of the planning process for the EUAA's permanent training support activities, it is considered which training needs national asylum administrations have. During an evaluation of these activities, it can then be considered to what degree the different training needs as identified in the training intervention logic were satisfied and to what extent this has contributed to enhancing the performance of the national asylum administrations.

Monitoring is the continuous and systematic follow-up of actual versus planned performance during an intervention, mainly in order to inform managerial decisions to steer the intervention, but also to inform stakeholders about progress. Monitoring usually focuses more on the immediate output and outcome level while evaluation focuses more on medium- and long-term impact. It is often the case that data and information which is collected for monitoring purposes can also be used to inform evaluations.

Reporting relates to the process of informing stakeholders about the degree to which plans have been implemented and objectives have been achieved. To that end, reporting often relies on the data and information collected through monitoring as well as the conclusions and recommendations resulting from evaluations. Moreover, monitoring and evaluation activities can be specifically designed to meet reporting requirements, including those laid down in legislation or governance documents.

2.3. Overview of the main evaluation phases

The evaluation methodology presented in this manual consists of four main phases, sub-divided in 10 steps (see Figure 1 below for an overview of the evaluation process):

- During the first phase, the **initiation phase**, the need for an evaluation is identified, and the evaluation scope and objectives are established.
- In the second phase, the **preparation phase**, the groundwork for the evaluation is laid through the (re)construction of the training intervention logic as well as the development of a corresponding analytical evaluation framework. In addition, the evaluation planning is established in consultation with key contributors.

[5] The term operational refers to the level of the objectives in the hierarchy of objectives and thus not to EUAA's operational support activities. A hierarchy of objectives is a framework that helps to structure objectives in distinct yet linked levels breaking higher level objectives down into more specific underlying objectives. The higher the level of an objective, the more freedom it leaves as to how the objective is achieved. The lower the level of an objective, the more concretely it links to the way an objective is achieved.

- The third phase, the **execution phase**, consists in the implementation of the evaluation which includes data collection, data analysis to answer the evaluation questions, and reporting on evaluation findings, conclusions, and recommendations.
- The fourth and final phase, the **follow-up phase**, provides for the dissemination of the evaluation results to key stakeholders as well as for consideration about how to act upon the evaluation's conclusions and recommendations.

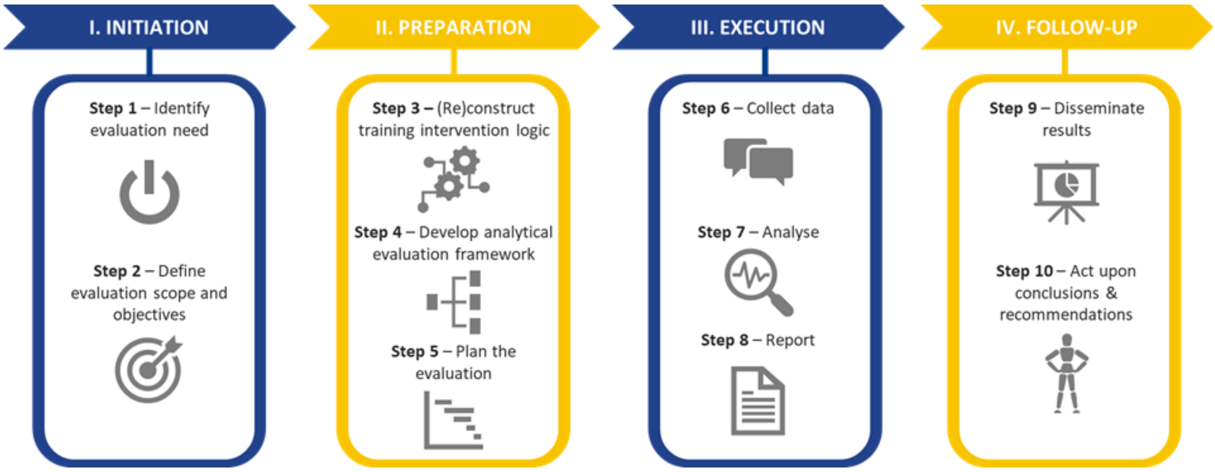


Figure 1 Overview of the main evaluation phases

3. Characteristics of the approach – explanatory report

The training evaluation methodology described in this manual is designed to support the EUAA's staff members as well as TNCPs and other national stakeholders in adopting a common approach to evaluating the EUAA's training activities. It does so by providing guidance to prospective evaluators and evaluation contributors regarding how to design and implement an evaluation of the EUAA's training activities.

A key feature of the methodology is that it has been developed in such a way that it can be used to evaluate any of the EUAA's training activities whether they are part of the EUAA's permanent, operational, or third country support. At the same time, the methodology can be adapted to the different organisational and functional characteristics of both different EUAA Centres and Sectors as well as different national asylum services.

The approach described in this manual can thus be used for training evaluations of very different scale and scope. To this end, the methodology does not prescribe a specific evaluation design, but rather offers a reference tool that can be used to design and implement an evaluation tailored to the specific objectives of the evaluation at hand. This is achieved by guiding the reader through the steps of identifying and validating an evaluation need, defining the evaluation's objectives and scope, and tailoring an intervention logic, evaluation matrix, and evaluation plan to these objectives.

The methodology includes a modular data collection toolbox which provides prospective evaluators with a range of data collection tools to choose from depending on the evaluation's data requirements and available resources. The data collection toolbox is structured on the basis of the good practice Kirkpatrick framework for training evaluation[6], which foresees four levels (reaction, learning, behaviour, results) to evaluate training activities (the Kirkpatrick framework is further elaborated on in section 1.1.4.3.1.).

At the same time, the methodology relies on the evaluation criteria introduced by the Better Regulation reference framework[7] for evaluating policy interventions established by the European Commission. The combination of the Kirkpatrick evaluation levels with the Better Regulation evaluation criteria provides the prospective evaluator with a comprehensive structure to establish the evaluation's matrix.

The methodology, which falls within the umbrella of and is fully consistent with the EUAA-wide evaluation framework, has been developed in such a way that it can be used by C2 for all training evaluations, including those which feed into evaluations of operational support activities (coordinated by C1) or horizontal EUAA-wide evaluations (coordinated by the Business Support and Security Unit), with minimal workload for countries. The main role foreseen for countries is to contribute to the data collection by making secondary data resulting from their monitoring systems available to the evaluation team as well as participate in surveys, interviews, focus group meetings, etc. for primary data collection. Given the support countries can provide to the data collection, it is foreseen that TNCPs or other country actors will be consulted for the definition of the evaluation's objectives and scope, as well as for the development of the evaluation matrix and the evaluation plan. Nevertheless, the

[6] Kirkpatrick J. and Kirkpatrick W (2016), *Kirkpatrick's Four Levels of Training Evaluation,* ATD Press

[7] European Commission, "*Better regulation: guidelines and toolbox*". https://ec.europa.eu/info/law/law-making-process/planning-and-proposing-law/better-regulation-why-and-how/better-regulation-guidelines-and-toolbox_en

methodology can also be used by countries who wish to evaluate their EUAA training activities as well as other national training activities with a view of enhancing their training interventions.

In order to facilitate the collection of evaluation data and in order to enhance the availability of standardised secondary data across countries, it is foreseen that the EUAA will implement further training monitoring systems such as a standardised trainee and trainer feedback form to replace the different feedback forms previously used by countries, summative assessments for each training module, as well as assessments by coaches on the basis of the responsibility and autonomy-based learning foreseen in the ESQF.

4. EUAA training evaluation methodology

In this chapter, the training evaluation methodology is described. The chapter is structured according to the four main phases of the evaluation process and the ten corresponding steps depicted in Figure 1 above. The chapter aims to serve as a practical guide for conducting evaluations of EUAA's training activities.

4.1. Phase I – Initiation

The first phase of an evaluation is the initiation phase. During this phase, the need for an evaluation is identified, and the evaluation scope and objectives are defined.

4.1.1. Step 1 – Identify evaluation need

There are many different possible triggers which can initiate an evaluation. The first step in the evaluation process is thus to identify and validate an evaluation need.

In ideal circumstances, evaluations are planned well in advance. Forward-looking evaluation planning is crucial to ensure that evaluation results are available in time for operational and strategic decision-making as well as to inform timely reporting to key stakeholders.

It is therefore considered which training activities are to be evaluated in the following year(s) as part of EUAA's multi-annual and annual planning process. Some evaluations will result from legal requirements (e.g., evaluation obligations under EUAA's Founding Regulation or Financial Regulation), the EUAA Evaluation Framework or any other evaluation or reporting obligations (e.g., as agreed in an Operating Plan in the context of EUAA operational support to a country). Other evaluations might be planned to ensure that evaluation results are available prior to the design of a new or review of an existing intervention (e.g., 5-year module review foreseen in EUAA's training module life cycle).

Evaluations can also be triggered by other feedback on EUAA's training interventions. For example, input collected through the complaints procedure, but also monitoring and audit results might point to the need for an evaluation (e.g., the monitoring of trainee feedback could indicate an issue which merits an evaluation to understand root causes and improve the intervention). Similarly, issues expressed during for example a TNCP or MB meeting might induce an evaluation of certain components of EUAA's training activities. In such cases, it could be that an evaluation is decided on outside the annual planning process.

Whenever a possible evaluation need is identified based on such feedback (be it a complaint, audit, monitoring result, TNCP or MB meeting, or any other source), it is important to consider if there is indeed a clear link between the training intervention and the issue raised. That is, if the training intervention was to resolve the issue at hand according to the training objectives or if the issue could have arisen as an unintended or unexpected effect of the intervention.

4.1.2. Step 2 – Define evaluation objectives and scope

While defining the exact objectives and scope of an evaluation tends to be an iterative process which continues during the preparation phase, it is important to already set the main boundaries as soon as an evaluation need is validated to ensure accurate resource planning during the (multi-)annual planning of evaluations.

Defining the evaluation objectives implies taking a decision about the purposes which the evaluation is to serve, that is to say why the evaluation takes place, what the evaluation's deliverables are to be, how the evaluation results will be disseminated and what follow-up will be given to those results. The evaluation objectives should respond to the evaluation need, but could go beyond the initial need which triggered the evaluation. Defining the scope of the evaluation implies deciding on what is to be evaluated so as to satisfy the evaluation objectives. The scope definition includes the training activities to be evaluated, its geographical and temporal scope, which expected or unexpected effects are to be investigated, and considering which stakeholders. In order to define well the scope of the evaluation, it should also be specified explicitly what is out of scope. This step further implies deciding on the resources allocated to the evaluation.
While the evaluation's objectives and scope are to result from the evaluation need, the scope and depth of the evaluation should be proportionate to the scale of the related training intervention, its maturity (e.g. reflecting if sufficient time has passed for the intervention's impact to materialise as well as availability of information and data to evaluate the intervention), and the expected outcome of the evaluation (e.g. inform a review of EUAA's training curriculum versus fundamental overhaul of EUAA's training approach).

To define the initial scope and depth of an evaluation and the corresponding resource requirements, a first high-level assessment can already take place at this stage of the degree to which sufficient monitoring data is available to meet the evaluation objectives and thus which additional data collection effort will be required, as well as if the evaluation will be conducted internally or if it will be outsourced.

The roles and responsibilities for the identification and validation of evaluation needs as well as for the definition of evaluation objectives and scope are defined by EUAA's regular planning process as training evaluations are generally scheduled as part of this process. As training evaluations are mostly conducted by the TLRAS, this Sector is generally responsible for identifying and planning evaluations in liaison with C2 colleagues as well as other internal and external EUAA stakeholders (including the TNCPs). However, this is not always the case. For example, the Executive Office might take responsibility for the planning of evaluations resulting from legal requirements, including those planned under the EUAA evaluation framework and which are validated by the Evaluation Advisory Group. C1 would be the driving force behind the evaluation of Operating Plans, thereby liaising with the TLRAS for the evaluation of related training activities. Evaluations should however whenever possible involve all relevant units and Centres in EUAA and be conducted on a collaborative basis.

4.2. Phase II – Preparation

In the second phase, the preparation phase, the groundwork for the evaluation is laid through the (re)construction of the training intervention logic as well as the development of a corresponding analytical evaluation matrix. In addition, the evaluation planning is established in consultation with key contributors.

4.2.1. Step 3 – (Re)construct the training intervention logic

Given that an evaluation aims to provide an evidence-based judgement about how well an intervention has performed and why, it is important to understand from the start of the evaluation what the intervention was supposed to achieve in the first place and how it was expected to function. An intervention logic is an analytical tool which can be used to attain this understanding.

An intervention logic is a cause-effect chain describing the rationale of how an intervention is envisioned to achieve its intended results. It is a useful tool in the context of an evaluation to clarify the logical connections between an intervention's objectives, activities, and results, and also whether those connections are sufficiently established. By clarifying the rationale behind an intervention, the intervention logic can also facilitate the identification of evaluation questions and indicators, especially with regards to the effectiveness, efficiency, and relevance of the intervention (see step 4).

While there are many ways in which an intervention logic can be presented, the underlying purpose is always to assess the "if-then" causal relationships between the elements of the intervention; if the inputs are available, then the activities can be implemented, and if the activities are implemented successfully then certain outputs and impacts can be expected, etc.

An intervention logic typically contains the following elements:

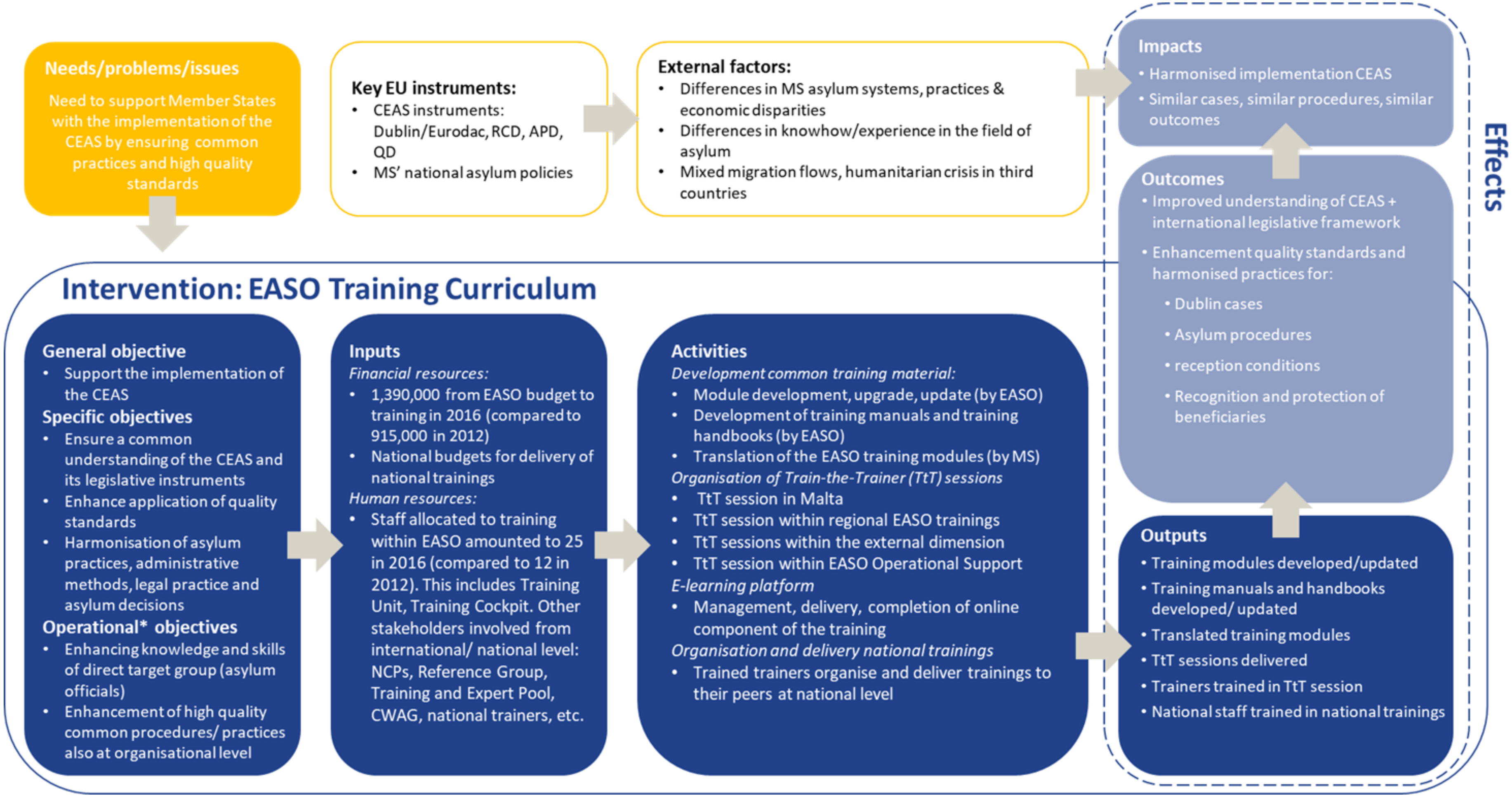
- A description of the **needs/problems/issues** that triggered the intervention and which the intervention was supposed to address, thereby also considering how the situation was expected to develop without the intervention at the time the intervention was designed.
- A description of the main **objectives** which the intervention was supposed to achieve, the expected changes which the intervention was designed to bring about.
- The **inputs** which were foreseen to be made available to enable the implementation of the intervention. Inputs are to be understood in a broad sense and can include budget, staff, time, expertise, equipment, IP, etc.
- An overview of the **activities** of which the intervention was supposed to consist of and through which the envisioned objectives were to be achieved;
- The **outputs** generated by the intervention, that is the end products which result directly from the intervention's activities. Outputs can often be counted, e.g., number of training modules developed, number of training sessions delivered, number of training knowledge products provided to stakeholders, etc.;
- The **outcomes** that are generated by the outputs, these are the direct effects or changes which can be attributed to the outputs, and which occur shortly after the outputs are delivered. Specific envisioned learning outcomes have been defined for each module in EUAA's training catalogue. The degree to which these envisioned learning outcomes are achieved (Kirkpatrick level 2) as well as the degree to which the related skills, competences, and knowledge are applied by learners on the job (Kirkpatrick level 3) are the beginning of the outcome chain resulting from EUAA's training intervention.
- The **impact**(s) of the intervention on key stakeholders. The impact is the effect taking place once one or more outcomes have been achieved and generally materialise in the medium to long-term. Often a distinction is made between intermediary and long-term impact. Ideally the impacts should reflect the (partial) resolution of the initial needs/problems which triggered the intervention at the outset (Kirkpatrick level 4).

As impacts can rarely be solely attributed to a single intervention and many different factors can influence a situation, the elements listed above can be complemented by also including **external factors** as well as **other EUAA/EU/national interventions** which impact the situation in the intervention logic.

An initial intervention logic might have been constructed during the design of the intervention. If this is the case, the original intervention logic is to be reconstructed during the preparation phase of the evaluation in order to capture changes made to the intervention during its implementation as well as to tailor the scope and granularity of the intervention logic to the needs of the evaluation. If no intervention logic exists yet, it is recommended to construct an intervention logic during the evaluation process.

Figure 2 below provides an example of a high-level intervention logic based on the intervention logic developed for the *2017 evaluation of the EASO training curriculum*. As it encompasses the entire EASO training curriculum, it provides a good basis for developing the intervention logic for evaluations of (components of) EASO's training activities. For those evaluations which are focused on a smaller set of training activities, a fit-for-purpose intervention logic might have to be more granular and more narrowly defined than the example provided below (e.g., when evaluating the training activities related to a specific thematic area, the outcomes for the intervention logic could be drawn from the application of the learning outcomes envisioned in the design of the related training modules). In such cases, the overall intervention logic of EUAA's training curriculum provides a good starting point. Figure **3** provides an illustrative example of such a narrower intervention logic of the activities related to EUAA's core modules for asylum case workers.

The (re)construction of the logic of the intervention under evaluation can be based on a review of documentation related to the intervention, e.g., the intervention's proposal, programming documents, training designs, any related training needs analyses, etc., as well as exploratory interviews with key stakeholders regarding the intervention's context as well as expected results.



* The term operational refers to the level of the objectives in the hierarchy of objectives and thus not to EUAA's operational support activities. A hierarchy of objectives is a framework that helps to structure objectives in distinct yet linked levels breaking higher level objectives down into more specific underlying objectives. The higher the level of an objective, the more freedom it leaves as to how the objective is achieved. The lower the level of an objective, the more concretely it links to the way an objective is achieved.

Figure 2 Illustrative intervention logic based on the intervention logic of the 2017 evaluation of the EASO training curriculum

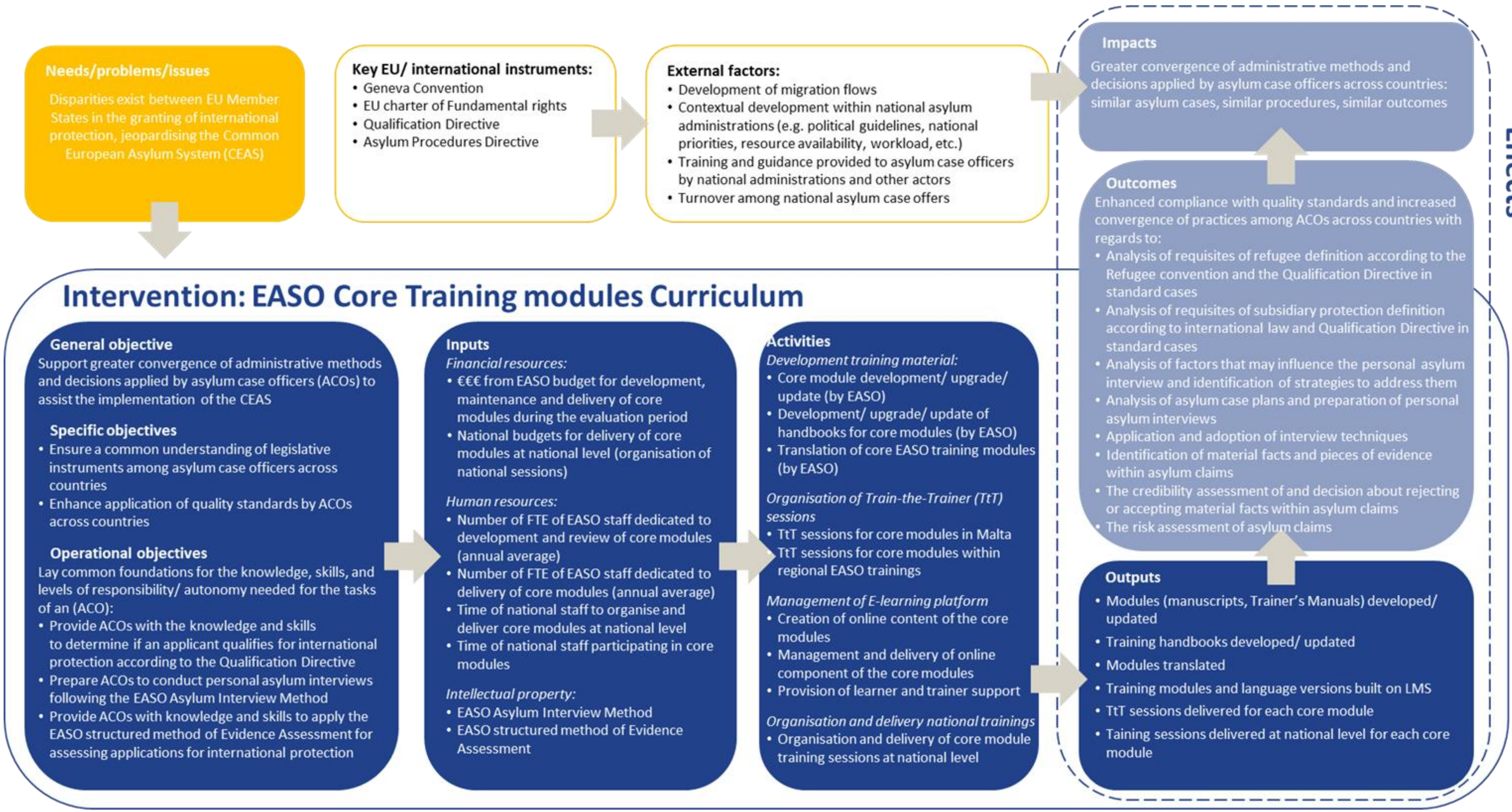


Figure 3 Illustrative intervention logic of the activities related to EUAA's core modules during the evaluation period

4.2.2. Step 4 – Develop the analytical evaluation matrix

Once the intervention logic has been established, the matrix for the evaluation can be created. An evaluation's matrix is an integrated overview of the evaluation criteria, questions, sub-questions, judgement criteria, indicators, and data sources which will be used to conduct the evaluation. It is the cornerstone for the implementation of the evaluation as it defines exactly how the performance of the intervention will be judged. The framework can be directly linked to the intervention logic as shown in Figure 4 below.

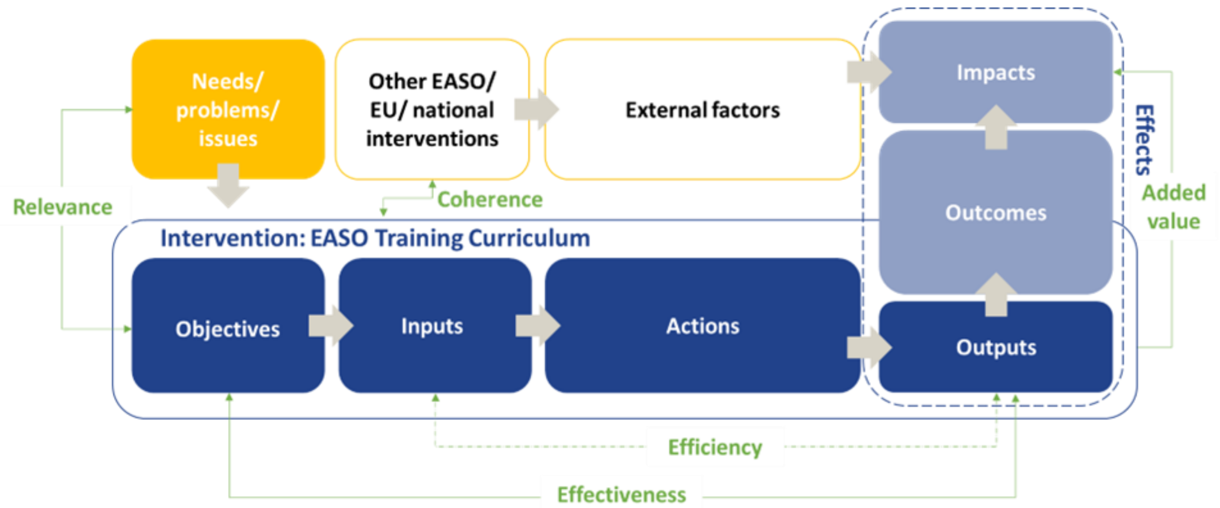


Figure 4 Example evaluation criteria linked to intervention logic

An evaluation matrix is a handy tool for evaluators to ensure that all evaluation criteria are fully covered by questions, judgement criteria, indicators, and data sources, and thus to ensure that the intervention can be judged against each of the evaluation criteria. In addition, a matrix allows for easily communicating to stakeholders how an evaluation will be conducted and thus for collecting feedback regarding the evaluation approach. It is also a key input to facilitate the development of the evaluation plan. Figure 5 provides an example of a part of a matrix.

An evaluation's matrix thus consists of the following elements:

- **Evaluation criteria**: standards against which the performance of the intervention will be judged.
- **Evaluation questions and sub-questions**: questions which are to be answered during the evaluation in order to judge the performance of the intervention against the evaluation criteria. Often broad evaluation questions are broken down into more specific sub-questions. Including generic questions (e.g., To what extent is the training intervention still relevant to the training needs of national asylum services?) in the framework is important to allow for an open-minded analysis of the collected data which can lead to unexpected findings. More specific questions (e.g., to what extent has the training intervention contributed to more harmonised evidence assessment of asylum cases across EU MS?) on the other hand allow for exploring issues raised during the design or implementation of the intervention;

Evaluation criteria	Evaluation question	Sub-question	Judgement criteria	Indicator	Data sources
Relevance	How relevant are the skills, competencies, and knowledge foreseen in the ESQF for addressing the main challenges to the well-functioning of CEAS?	Did the delivered training respond to the training needs of the trainees?	Extent to which the EUAA training can be used by different trainee populations to enhance their on-the-job performance (e.g., caseworkers, reception officers, COI officers, etc.)	% of validated performance issues that can be addressed by the learning outcomes of the training delivered	Desk research of a sample of quality reviews verifying to what degree identified performance issues can be resolved through the learning outcomes of the training delivered
				% of delivered training outcomes that correspond to a validated training need	Desk research mapping outcomes of delivered training modules to the results of the training needs assessment
				% of validated training needs that correspond to a delivered training outcome	Desk research mapping the results of the training needs assessment to the outcomes of delivered training modules
				Stakeholder perception of the relevance of EUAA training to the needs of the national administration as well as duties and tasks of trainees	• Trainee feedback forms • Survey of TNCPs • Survey of trainee line managers
		Has there been flexibility in the training delivery to adapt to changing/ specific needs of trainees?	Extent to which flexibility in the training delivery was applied in case of changing training needs and/or specific needs of different trainee audiences	Evidence of existence of mechanisms to adapt the delivered training to changing needs/ specific trainee needs	• Interviews with EUAA staff members working on training implementation • Desk research of TtT material on didactics • Desk research of relevant instructional documents
				Evidence of flexibility in training delivery	• Survey of trainers • Desk research of evolution of training plans • Desk research of samples of tailored training sessions
				Stakeholders' perception of flexibility of the delivery of EUAA trainings	• Trainee feedback forms • Survey of TNCPs

Figure 5 Illustrative example of a part of an evaluation matrix

- **Judgement criteria**: standards against which the answer to the corresponding evaluation question can be assessed, thereby making the judgement explicit.
- **Indicators**: qualitative or quantitative measure associated to a judgement criteria.
- **Data sources**: Data sources and collection methods that are to be used to define the value of the indicators. Possible data collection methods which can be used during evaluations are among others desk research, interviews, focus group or panel meetings, case studies, surveys, etc. When defining the indicators and data sources it is good practice to aim to enable triangulation so that each sub-question can be answered on the basis of different sources.

While for each evaluation it is to be considered which evaluation criteria are relevant given the evaluation's objectives and scope, there are a number of evaluation criteria which are typically used to evaluate EUAA training interventions. These common evaluation criteria, which are defined by the European Commission's Better Regulation guidelines, are the following:

- **Relevance:** The extent to which a training intervention's objectives are pertinent to the training needs of national asylum services, as well as their problems and issues in view of the functioning of CEAS.
- **Effectiveness:** The extent to which the training intervention's objectives are or are likely to be achieved.
- **Efficiency:** The extent to which intended results are achieved at a reasonable cost (budget, required expertise, time invested by both EUAA and national staff, including trainers and trainees, etc.) in view of the intervention's benefits.
- **Coherence:** The extent to which the training intervention is internally coherent and does not contradict other interventions, either at EU, EUAA or national level, with similar objectives.
- **EU added value:** The extent to which the training intervention adds benefits to what could have been reasonably expected from national interventions alone.

In addition, the following two evaluation criteria foreseen as "optional" under the Better Regulation guidelines could be relevant to certain evaluations of EUAA's training activities:

- **Sustainability:** The extent to which the effects of a training intervention are likely to last after the intervention ends and how much.
- **Equity:** how fairly are the intervention's effects distributed across different stakeholders, e.g., the degree to which the benefits of EUAA's training intervention are distributed among countries in an equitable manner, especially with regards to the size of their asylum and reception administration.

How rigorously each of the evaluation criteria is assessed will depend on the evaluation objectives, resources, as well as the intervention being evaluated, the timing of the evaluation and the reliability and availability of data. Moreover, for evaluations falling within the scope of EUAA's Evaluation Framework, certain minimum standard evaluation criteria may apply.

On the basis of the evaluation criteria, evaluation questions can be formulated to judge the performance of the intervention. When defining evaluation questions, it is important to consider both the usefulness of an answer as well as the feasibility to obtain an answer with reasonable effort given the maturity of the intervention. The exact evaluation questions are to be defined in view of an evaluation's objectives and scope. The table below provides a starting point of typical evaluation questions related to commonly used evaluation criteria. In addition, Annex E contains example evaluation sub-questions included in the European Commission's Better Regulation Toolbox.

Evaluation criteria	Evaluation (sub)-questions
Relevance	• To what extent is the training intervention still relevant to the training needs of national asylum services? • How relevant have the intervention's objectives been to improve the functioning of CEAS?
Effectiveness	• What have been the effects of the intervention? • How much of the observed effects can be attributed to the intervention? • To what extent has the training intervention achieved its objectives? • To what degree can the intervention be deemed successful?
Efficiency	• What is the extent to which the intervention has achieved its objectives in a cost-efficient manner? • To what extent are the costs of the intervention justified, given the changes/effects it has achieved? What factors are influencing any discrepancies? How do these factors link to the intervention? • What are opportunities to improve the efficiency of the intervention? • If there are significant differences in costs or benefits between countries, what is causing them?
Coherence	• What is the extent to which the intervention does not contradict other EUAA/EU/national interventions with similar objectives? • To what extent is the intervention coherent internally?
EU added value	• What is the extent to which the intervention delivers additional benefits to what would not have resulted from countries acting alone? • What would be the likely consequences of discontinuing the intervention?
Sustainability	• How long are the effects of the intervention likely to manifest themselves? • To what extent are the effects of the intervention expected to last beyond the intervention?
Equity	• How fairly are the intervention's effects distributed across different countries, especially with regards to the size of their asylum and reception administration?

Table 1 Illustrative set of typical evaluation questions

4.2.3. Step 5 – Plan the evaluation

On the basis of the evaluation's matrix the evaluation planning can be developed. An evaluation plan should include a description of the activities required to conduct the evaluation including the timeline for completing each of the activities, the roles and responsibilities related to the activities, the resource allocation, as well as the outputs which are to result from each of the activities. In addition, the evaluation plan should include an assessment of the risks which could impair the timely and qualitative completion of the evaluation as well as measures to mitigate these risks.

Establishing the evaluation plan requires a decision regarding the relative effort which is to be made to answer each of the evaluation questions, and thus how much resources should be invested in answering the different evaluation questions in view of the evaluation's objectives.

4.3. Phase III – Execution

The third phase, the execution phase, foresees the implementation of the evaluation which consists of data collection, data analysis to answer the evaluation questions, and reporting on evaluation findings, conclusions, and recommendations.

4.3.1. Step 6 – Collect data

The evaluation's data collection is directed by the matrix which defines which data is to be collected and from which sources.

Data collection is usually conducted in two stages. First, secondary data are collected. This is data which has already been generated for other purposes than the evaluation. This can be data which has been collected through the EUAA's training monitoring system such as trainee and trainer feedback forms, training assessment results, the completion of training plans, as well as other key performance indicators used to manage and report upon the EUAA training activities. Relevant secondary data might, however, also include any other data and information collected or generated by the EUAA as well as by national asylum services or other organisations.

As secondary data are collected, the existing data are reviewed to assess the degree to which the evaluation's data requirements are satisfied. A data gap analysis is thus conducted to determine for which indicators evidence is missing. This analysis allows for defining the most appropriate primary data (this is data collected specifically for the evaluation through surveys, interviews, focus group meetings, case studies, extraction of statistics from the Learning Management System (LMS) and other systems, etc.) collection methods, thereby refining the data sources identified in the evaluation's matrix.

The collection of new data will often be the most resource intensive step of the entire evaluation process. It is therefore important that the data gap analysis is conducted thoroughly and that the additional data collection efforts are the most relevant to the data requirements established in the matrix.

Once it has been established which primary data is to be collected, data collection tools can be developed (e.g., survey form, interview questionnaire, outline for focus group meetings, case study template and report structure, etc.) and implemented.

Training evaluation data collection tools can be structured on the basis of the **Kirkpatrick** training evaluation framework. This framework provides for different levels at which a training intervention can be evaluated:

- **Reaction**: Participants' engagement and appreciation.
- **Learning**: Acquisition of knowledge, skills, and competences specified in the learning outcomes and primarily determined on the basis of a learner's performance in a module's summative assessment.

- **Behaviour**: On the job application of learned knowledge, skills, and competences.
- **Results**: Contribution to enhanced functioning of CEAS resulting from the training.

The remainder of this section contains a data collection toolbox structured according to the Kirkpatrick evaluation levels. The toolbox presents an overview of possible data collection tools which can be applied to the evaluation of the EUAA's training interventions. As discussed above, the appropriate data collection methods and tools remain to be developed specifically for each evaluation on the basis of the evaluation's matrix and planning.

4.3.1.1. Reaction data collection tools

The reaction level focuses on trainees' appreciation of the training intervention as well as their engagement in the training. The focus is on why trainees liked or disliked the training. To that end, the following data collection tools can be used for the EUAA's training evaluations:

- **Trainee feedback form**: Trainees participating in the EUAA's training are systematically requested to complete a standardised digital feedback form on the LMS after each training session as a condition for downloading their training certificates. The feedback form collects input regarding indicators such as the trainee's appreciation of the trainer, if the training was worth their time, if the time investment was in line with the trainee's expectations, if the training content is deemed relevant for the trainee's job, if the trainee feels capable to apply what was learned, etc. The trainee feedback from is included as annex A to this manual.
- **Trainer feedback form**: Also, trainers are obliged to complete a digital feedback form on the LMS after each session about elements such as trainee engagement, as well as their own feedback regarding the course material, composition of the trainee group, course organisation, etc. The trainer feedback from is included as annex B to this manual.
- **Engagement metrics**: certain engagement metrics are automatically collected through the LMS, such as training completion rate, drop-out rate, etc. Annex C contains an indicative list of trainee engagement indicators. For certain evaluations it can be relevant to follow-up on these indicators through further data collection, e.g., by taking into account feedback from trainees who dropped out (collected through emails, surveys or interviews) in order to understand why they did not complete the course.
- **Complaint mechanism**: relevant input from the EUAA's training complaint mechanism is digitally linked to the relevant training module in an anonymised form by the complaint handler.

All of these data collection tools are part of the EUAA's training monitoring system. The data are continuously collected after each training session and are thus secondary data for the purpose of training evaluations.

4.3.1.2. Learning data collection tools

The aim of the learning level is to assess to what degree trainees have acquired the knowledge, skills, and competencies specified in the training's learning outcomes. This is done on the basis of an assessment which trainees may complete as a prerequisite for finalising the training module at hand. Learning assessment thus takes place systematically after each training module. An indicative list of indicators to monitor and evaluate the results of these learning assessments is included in Annex D.

As the learning assessment focuses on the degree to which the envisioned learning outcomes have been achieved, a specific assessment exists for each training module. Typically, written assessments are used for knowledge and skill-related learning outcomes, while practical assessments may be used to assess the attainment of skill and responsibility-related learning outcomes. Written assessments are usually conducted electronically, while for oral or practical assessments trainers may be required to input the results on the LMS.

In the context of the evaluation of a training intervention, the learning assessment results can be used as secondary data to evaluate among others the effectiveness and efficiency of the training intervention with regards to the achievement of learning outcomes.

Example box – learning outcomes of the "Asylum Interview Method" module

Upon the successful completion of this module, participants will be able to:

- Analyse factors that may influence the personal asylum interview and identify strategies to address them.
- Analyse an asylum case to plan and prepare a personal asylum interview.
- Apply and adapt interview techniques to ensure that the relevant information from an applicant for international protection is gathered.

In addition, tests taken in the context of recognition of prior learning (RPL) can be used to provide stronger evidence for the causal link between the training intervention and the trainees' possession of the envisioned competences, skills, and knowledge. RPL assessment results can be taken into account when a participant applies for RPL, takes an assessment to prove they already possess the competencies, skills, and knowledge which the module aims to achieve, fails the RPL assessment, and then thus needs to participate in the training module after all. As such RPL assessment could be identical to or be based on the respective module's summative assessment, the RPL assessment and summative assessment results of the same individual could be compared so as to evaluate the contribution of the training to the individual's possession of the envisioned competencies, skills, and knowledge. Without the RPL assessment, it cannot be concluded with certainty to what degree trainees successfully complete a summative assessment because of their participation in the training because it is not known to what degree the participant already possessed the envisioned skills, competencies, and knowledge prior to the training.

If deemed relevant and feasible for a certain evaluation, primary learning data can be collected by requesting a sample of trainees to complete the assessment test both before and after following the training module. When the summative assessment of a module is time-intensive to complete, it might not be feasible to request trainees to complete the assessment both before and after participating in the training. In such cases, a possible solution could be to create a pre-training assessment on the basis of the summative assessment which can be completed more quickly, while still allowing a sufficient assessment of the participant's possession of the envisioned skills, competencies, and knowledge. Similarly, to the case of RPL tests, this primary data could be used to verify the extent to which the trainees' attainment of the learning outcomes can be attributed to the training intervention.

4.3.1.3. Behaviour data collection tools

The aim of the behaviour level is to assess to what extent the learned knowledge, skills, and competences are applied by the trainees during their day-to-day duties and tasks; and if not, why not. The behaviour assessment should not take place immediately after the training as it can take a while for the training effects to materialise in on-the-job behaviour. Moreover, by assessing the behaviour level at different intervals following the training, the sustainability of the intervention's effects can be evaluated.

To that end, the following data collection tools can be used:

- **Coaching assessments**: As part of its training monitoring system, the EUAA intends to collect data about coaching assessments[8] in which coaches report on the degree to which learners have achieved responsibility and autonomy-based learning in line with the ESQF. This input can be used as secondary data during evaluations to evaluate the degree to which the training intervention results in (sustainable) change in on-the-job behaviour.
- **Self-assessment survey**: Trainees can be asked to complete a digital self-assessment survey (before and) after having completed a training to indicate how often and how they apply the taught knowledge, skills and competences in their job, or, if not applied, why not.
- **Survey of line managers**: Also, line managers can be surveyed about the degree to which trainees exhibit the taught knowledge, skills, and competences, as well as about why application of learning objectives might be limited. In order to assess the degree to which the exhibited behavior can be attributed to the training intervention, line managers can be asked if a change was observed in the trainee's behavior following the training. Should this not be the case, it should however also be assessed whether certain external factors might have had an impact on trainee's ability to apply their acquired knowledge and skills to their day-to-day job.
- **Output performance indicators and quality reviews**: Also, performance indicators and quality reviews can be used to inform to what degree learning objectives are applied. As an example, in the case of an evaluation encompassing the interview techniques module, a performance indicator considered as secondary data during the evaluation could be the percentage of interviews conducted according to the appropriate interviewing method, that is, if such indicator were to be monitored.
- **Interview and/or focus group meetings**: in order to further expand on the data resulting from the collection tools described above, focus group meetings and/ or in-depth interviews could be organised with coaches, trainees, and/ or line managers to collect additional primary data as to if and why (not) the learning outcomes are applied on the job.
- **Control group**: a control group could be used to further verify the attribution of the changed behaviour to the training. One way of doing this could be to observe the on-the-job behaviour, self-assessment surveys, etc. of two sets of officials both prior to and after the training in order to compare the difference in the change of behaviour between the two groups. When working with a control group it is important to ensure that the control group and the experimental group are otherwise as identical as possible.

[8] Such coaching assessment would not be part of learning assessment under Kirkpatrick level 2.

4.3.1.4. Impact data collection tools

The aim of the impact level is to assess to what extent the training intervention has resulted in a (sustainable) change in the functioning of CEAS.

To that end, the following data collection tools are foreseen by the EUAA:

- **Survey, interviews, and/ or focus group discussion with key stakeholders**: Surveys, interviews, and focus group discussions with stakeholders can be used to collect anecdotal evidence for the degree to which the training intervention has contributed to enhancing the performance of the national asylum administrations as well as about stakeholders' perception in this regard. These data collection tools can also be used to inform case studies of changes realised due to the training intervention.
- **Outcome performance indicators and quality reviews**: Similarly, as for the behaviour level, performance indicators and quality reviews can be used to evaluate to what degree the training intervention has contributed to a change in the functioning of CEAS. As an example, in the case of an evaluation encompassing the interview techniques module, an indicator considered as secondary data during the evaluation could be the number of complaints received about interviews. Potential external factors affecting performance would however need to be taken into account.
- **Control group**: Also, for the impact level a control group could be used to further verify the attribution of a change in the functioning of CEAS to the training intervention. An example is the Randomised Control Trials (RCTs) evaluations allowing high-probability evidence-capturing which can support evaluation findings.

4.3.2. Step 7 – Analyse

Once collected, the data can be sorted, grouped and synthesised. Both qualitative and quantitative analysis methods can be applied depending on the needs of the evaluation to define the indicator measures and answer the evaluation criteria.

Once analysed, data turns into information. It is at this stage that the cause-and-effect chain and attribution can be critically assessed. It is also at this stage, as trends or judgements emerge, that data triangulation is important. Triangulation allows for the body of evidence to be crosschecked, thus ensuring that no single view is dominant and that all aspects of an issue have been uncovered and understood in their complexity. It also allows for judgements to be traced back to the evidence upon which it is based. Once triangulated, information can allow evidence-based judgments to be made allowing the formulation of answers to the evaluation questions.

4.3.3. Step 8 – Report

As soon as the analysis is complete, the evaluation can be reported on to key stakeholders. This includes the formulation of key findings, conclusions, and recommendations. When reporting on evaluation results, it is important to maintain transparency and traceability with regards to the data and data sources used to answer the different evaluation questions.

4.4. Phase IV – Follow-up

The fourth and final phase of the evaluation process, the follow-up phase, provides for the dissemination of the evaluation results to key stakeholders as well as for consideration about how to act upon the evaluation's conclusions and recommendations.

4.4.1. Step 9 – Disseminate results

The dissemination of evaluation results relates to the practice of communication and promoting the active use of the evaluation findings, conclusions, and recommendations to the relevant audience (e.g. EUAA staff in different Centres, EUAA's senior management as well as the Management Board, TNCPs, trainers, the management of national asylum services, European Commission, etc.). Which stakeholders are part of the relevant audience depends in part on the evaluation objectives as well as the evaluation results.

4.4.2. Step 10 – Act upon conclusions and recommendations

Even when the evaluation is completed and the results are disseminated, the evaluation process has not yet been entirely completed. At the end of an evaluation, the appropriate follow-up actions must be identified and implemented.

It is important to involve all relevant stakeholders in the discussion about follow-up actions, particularly when the evaluation has pointed to the need for a significant change in the design of the intervention.

The first step to ensure evaluation results are followed-up, is for EUAA's management to consider the evaluation recommendations and take a decision about the adoption and implementation of each of the recommendations. To this end, the evaluation management response template provided in Annex F is to be completed.

As soon as a management decision is taken, an evaluation follow-up action plan can be developed on this basis. To this end, it is to be defined what needs to be done to implement the adopted recommendations, which resources will be made available to this end, who will be responsible for each of the follow-up actions, as well as by when each of the actions is to be completed. The implementation of the evaluation follow-up action plan is to be monitored and regularly reported on.

The components of the evaluation follow-up action plan which are to be completed by EUAA, should be integrated in the EUAA work programme and will thus be managed, monitored, and reported on according to the applicable processes.

5. Summary of changes

Version no.	Changes
01	New system-specific document

6. Annexes

6.1. Annex A – Trainee feedback form

A. Achievement of learning outcomes

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
1	The training has contributed to my ability to: *(1) Learning outcome 1* *(2) Learning outcome 2* *(3) Etc.*	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness ESG: learner satisfaction
2	Is there anything else you would like to share with regards to the degree to which the training contributed to the achievement of the above learning outcomes?	Open text	NA	BR: effectiveness ESG: learner satisfaction

B. Content and methods

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
3	I will be able to use what I learned in my work	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: relevance ESG: needs of learners and society
4	I can easily achieve the same learning outcomes of this training by attending other training courses or learning methods available to me	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: EU added value ESG: needs
5	The learning strategy adequately facilitated my learning (e.g., learning activities such as discussions and exercises, support materials such as reading material and	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness ESG: learner needs

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
	presentations, and interaction with other learners)			
6	The pace of the training was adequate	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness ESG: progression
7	The linguistic quality of the training material was adequate (e.g., correct terminology used, quality of translation)	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness, coherence ESG: learner satisfaction?
8	Is there anything else you would like to share with regards to content and methods applied during the training (e.g., explanation of any of the previous answers provided in this section)?	Open text	NA	NA

C. Summative assessment procedure *[activated only if trainee took the summative assessment]*

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
9	The questions were relevant to the learning outcomes for the module	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness/ relevance ESG: assessment effectiveness
10	The questions and instructions were clear	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness/ efficiency ESG: assessment effectiveness
11	The time given was sufficient for each of the assessment tasks	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: efficiency/ ESG: assessment effectiveness
12	The assessment platform was user-friendly	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness ESG: assessment effectiveness

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
13	The technical support provided by the assessment platform administrators was helpful	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: ESG: assessment effectiveness, support services
14	The remote invigilation system was fit-for-purpose	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: ESG: assessment effectiveness
15	Is there anything else you would like to share with regards to summative assessment (e.g., explanation of any of the previous answers provided in this section)?	Open text	NA	BR: / ESG: assessment effectiveness

D. Trainer

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
16	The trainer(s) were knowledgeable about the subject matter	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness ESG: learner satisfaction
17	The trainer(s) were well prepared and demonstrated good pedagogical skills (e.g. effectively organised and facilitated learning activities, encouraged participation and interaction)	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness ESG: learner satisfaction, learning environment
18	The trainer(s) took the needs and expectations of participants into account	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness, relevance ESG: learner needs, expectations, and satisfaction

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
19	Is there anything else you would like to share with regards to the trainer (e.g., explanation of any of the previous answers provided in this section)?	Open text	NA	NA

E. Learning environment

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
20	I received sufficient information prior to the training	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness, efficiency ESG: learner satisfaction, support services
21	The learning environment (e-learning system or classroom) was adequate and supported my learning	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness ESG: learning environment
22	The technical support for the online learning environment was adequate	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: efficiency, effectiveness ESG: support services
23	Is there anything else you would like to share with regards to the learning environment (e.g., explanation of any of the previous answers provided in this section)?	Open text	NA	NA

F. General satisfaction

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
24	I am satisfied with this training	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: relevance ESG: learner satisfaction

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
25	The time I invested in the training was well aligned with the indicated required learning time	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: efficiency ESG: workload
26	It is realistic for someone with my tasks and responsibilities to take this amount of time for this kind of training.	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: efficiency ESG: workload
27	Is there anything else you would like to share with regards to your satisfaction with the training (e.g., explanation of any of the previous answers provided in this section)?	Open text	NA	NA

6.2. Annex B – Trainer feedback form

A. Participants engagement

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
1	The training participants were the right target group	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: relevance ESG: learner needs
2	The participants were motivated and contributed actively to the learning process	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness ESG: student satisfaction, learning environment
3	The participants were adequately prepared for the training	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness, efficiency ESG: learners' workload
4	Is there anything else you would like to share with regards to participants engagement (e.g., explanation of any of the previous answers provided in this section)?	Open text	NA	NA

B. Training material and content

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
5	The learning support material provided by EUAA (e.g., reading material, handbooks, PowerPoint presentations, other learning resources provided in an online learning environment) was up to date	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness ESG: up-to-date content

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
6	The course content was up to date	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: coherence, relevance, effectiveness ESG: up-to-date content
7	The learning support material provided by EUAA adequately supported the training and learning process	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness ESG: learner needs
8 *	The summative assessment was relevant to the learning outcomes of the module	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: / ESG: assessment effectiveness
9	The linguistic quality of the training material was adequate (e.g., correct terminology used, quality of translation)	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: effectiveness, coherence
10	Is there anything else you would like to share with regards to the training material and content (e.g., explanation of any of the previous answers provided in this section)?	Open text	NA	NA

* Only activated for certified sessions

C. Learning environment

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
11	I received sufficient information prior to the training	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: / ESG: Support services
12	The learning environment (e-learning system or classroom) was adequate and supported the	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	ESG: learning environment BR: Effectiveness

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
	training and learning process			
13	The support I received from the training administration was adequate	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: efficiency ESG: support services
14	Is there anything else you would like to share with regards to the learning environment (e.g., explanation of any of the previous answers provided in this section)?	Open text	NA	NA

D. General satisfaction

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
15	I was well prepared to deliver the training	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: / ESG: /
16	I am satisfied with my performance as a trainer in delivering this training session	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: / ESG: /
17	The time I invested in the training was aligned with the indicated required time	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: efficiency ESG: /
18	I intend to deliver more training courses in the future	Likert scale	(1) = Strongly Disagree, (2) = Disagree, (3) = Agree, (4) = Strongly Agree and (0) = Not Applicable	BR: / ESG: /
19	Is there anything else you would like to share with regards to your satisfaction with the training (e.g., explanation of any of the previous	Open text	NA	NA

Nr	Question	Question type	Answer options	Related Better Regulation/ ESG criteria
	answers provided in this section)?			

6.3. Annex C – Indicative trainee engagement indicators

The indicators shown in the table below are examples of indicators which could be collected automatically through EUAA's LMS as part of EUAA's training monitoring system and used as secondary data to inform the evaluations of EUAA training activities.

Nr	Indicator description	Better Regulation/ ESG criteria
1	Time spent on completing e-learning components compared to planned time	BR: efficiency ESG: learner workload and progression
2	Training completion rate (percentage of learners which completed the training e-learning component out of the total of learners who started the component)	BR: effectiveness and efficiency ESG: learner progression and completion
3	Percentage of learning paths which align with the recommended learning path for the respective target groups	BR: relevance
4	Number of learners participating in a module per country for the respective target groups compared to expected participation given target group size in the country	BR: equity ESG: /
5	Success rate in formative assessments	BR: effectiveness ESG: learner progression
6	Percentage of learners engaging on the e-learning forum with fellow learners and/ or the trainer	BR: effectiveness ESG: learning environment, learner needs
7	Frequency of e-learning module logins compared to planned learning schedule	BR: effectiveness ESG: learner progression and learning environment
8	Percentage of e-learning sessions interrupted by technical error/ connection fault	BR: efficiency, effectiveness ESG: learning environment, support services
9	Percentage of learners seeking support from the helpdesk	BR: efficiency ESG: learning environment, support services
10	Percentage of issues submitted to the helpdesk which are resolved within the target service level (either time target or target for number of iterations)	BR: efficiency ESG: support services

6.4. Annex D – Indicative "learning" metrics

The indicators shown in the table below are indicative of the indicators which could be collected as part of EUAA's training monitoring system and used as secondary data to inform the evaluations of EUAA training activities with regards to the degree to which the envisioned learning outcomes have been achieved.

Nr	Indicator description	Better Regulation/ ESG criteria
1	Percentage of learners taking the summative assessment successfully achieving all the learning outcomes	BR: effectiveness ESG: learner completion
2	Percentage of learners successfully completing the summative assessment at the first attempt	BR: effectiveness, efficiency ESG: learner progression
3	Percentage of learners successfully completing the summative assessment	BR: effectiveness ESG: learner completion
4	Percentage of learning outcomes achieved by target percentage of learners completing the summative assessment	BR: effectiveness ESG: learner completion
5	Percentage increase in learners successfully completing the summative assessment for a learning outcome compared to learners successfully completing the formative assessment for the same learning outcome	BR: effectiveness ESG: learner progression
6	Percentage increase in learners successfully completing the summative assessment for a learning outcome compared to learners successfully completing the recognition of prior learning assessment for the same learning outcome (out of those learners following the module after taking the recognition of prior learning assessment)	BR: effectiveness ESG: learner progression
7	Percentage of learners from a given country successfully completing the summative assessment compared to the average assessment success rate	BR: equity ESG: /
8	Difficulty index (proportion of learners passing and failing each item of the assessment, calculated on a scale of 0.0-1.0)	BR: effectiveness ESG: effectiveness of assessment procedures, learner progression

6.5. Annex E – Example evaluation sub-questions provided by the European Commission's Better Regulation Guidelines

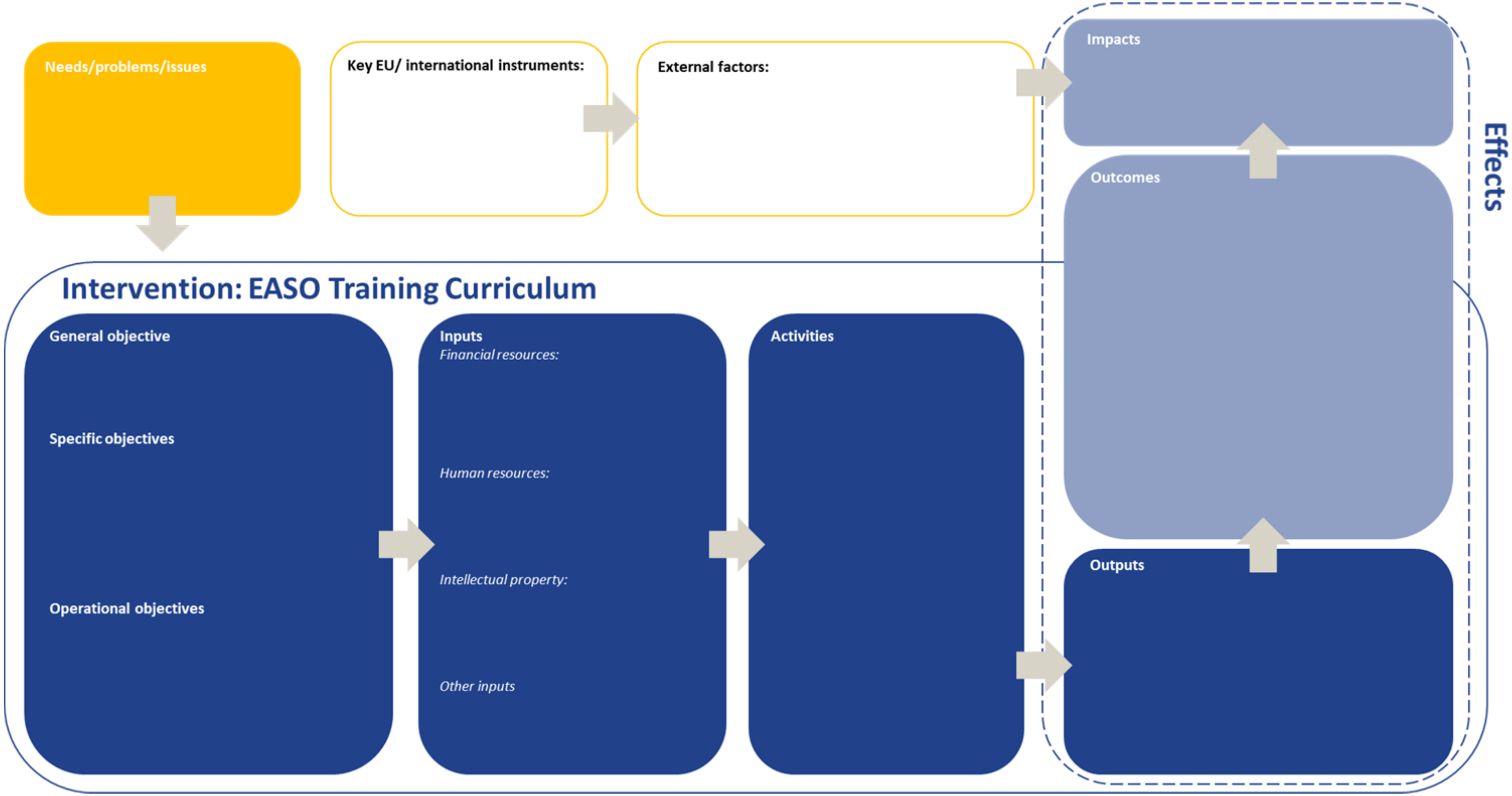
Evaluation criteria	Evaluation (sub)-questions
Relevance	• To what extent is the intervention still relevant? • To what extent have the (original) objectives proven to have been appropriate for the intervention in question? • How well do the (original) objectives of the intervention (still) correspond to the needs within the EU? • How well adapted is the intervention to subsequent technological or scientific advances? (N.B. Could include issues related to the specify policy here e.g., social, environmental or to implementation, reporting and compliance) • How relevant is the EU intervention to EU citizens?
Effectiveness	• What have been the (quantitative and qualitative) effects of the intervention? • To what extent do the observed effects link to the intervention? • To what extent can these changes/effects be credited to the intervention? • To what extent can factors influencing the observed achievements be linked to the EU intervention? • For spending programmes, did the associated EU anti-fraud measures allow for the prevention and timely detection of fraud?
Efficiency	• To what extent has the intervention been cost effective? • To what extent are the costs of the intervention justified, given the changes/effects it has achieved? • To what extent are the costs associated with the intervention proportionate to the benefits it has generated? What factors are influencing any particular discrepancies? How do these factors link to the intervention? • To what extent do factors linked to the intervention influence the efficiency with which the observed achievements were attained? What other factors influence the costs and benefits? • How proportionate were the costs of the intervention borne by different stakeholder groups, taking into account the distribution of associated benefits? • If there are significant differences in costs (or benefits) between Member States, what is causing them? How do these differences link to the intervention? • How timely and efficient is the intervention's process for reporting and monitoring?

Evaluation criteria	Evaluation (sub)-questions
Coherence	• To what extent is this intervention coherent with other interventions which have similar objectives? • To what extent is the intervention coherent internally? • To what extent is the intervention coherent with wider EU policy? • To what extent is the intervention coherent with international obligations?
EU added value	• What is the additional value resulting from the EU intervention(s), compared to what could reasonably have been expected from Member States acting at national and/or regional levels? • What would be the most likely consequences of stopping or withdrawing the existing EU intervention?

6.6. Annex F – Evaluation Management Response template

Evaluation recommendation	Management decision: not/partially/fully accepted	Management decision rationale	Proposed action/ response	Urgency / timing	Responsible actors

6.7. Annex G – Intervention logic template



6.8. Annex H – Evaluation matrix template

Evaluation criteria	Evaluation question	Sub-question	Judgement criteria	Indicator	Data sources

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