



International Labour Office  
**CINTERFOR**

The Inter-American Centre for Knowledge Development in Vocational Training



## GUIDE FOR EVALUATING THE IMPACT OF VOCATIONAL TRAINING

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## WHY A GUIDE FOR EVALUATING THE IMPACT OF TRAINING

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- Members should **evaluate** the impact of their policies on education, training and lifelong learning in their progress toward achieving the main objectives of human development, such as the creation of decent jobs and poverty eradication **(ILO, Recommendation 195/2004)**
- Knowing the extent to which people improved their integration and labor mobility, quality of employment, wages, conditions of health and safety and access to rights. Also, if the training meets the demand of the productive sectors, contributes to labor productivity and competitiveness of companies and countries **(39th RCT, Brasilia, 2009)**
- Those who invest in training need to know: achievement of objectives, impact of actions, return on investment.



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## KNOWLEDGE MANAGEMENT IN THE ILO / CINTERFOR NETWORK

### ■ **Collective Construction of Knowledge.**

- Share valuable experiences of members of the Network.
- Diversity of approaches, consistent with scenarios in the countries and institutions.
- Overcoming the “orthodoxy”: Concrete, practical and useful contributions.
- Dynamic environment: encouraging exchanges – present and future - in the ILO/ Cinterfor Network.

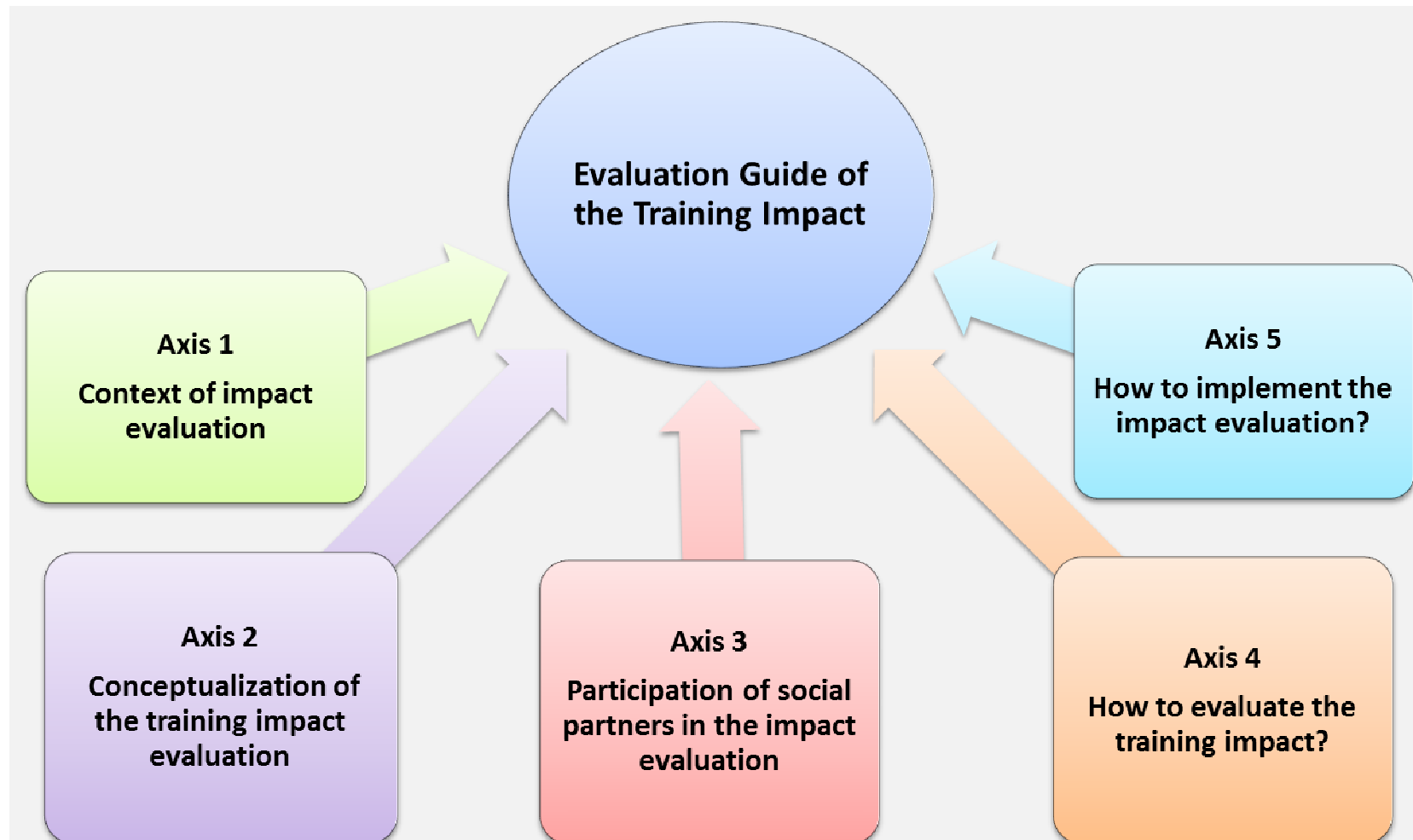
### ■ **Knowledge Management Process.**

- Face-to-face meetings(Buenos Aires, Madrid and Quito).
- Dynamic virtual and participatory learning community.
- Guide under construction and permanent enrichment (electronic version) ([www.oitcinterfor.org](http://www.oitcinterfor.org))

### ➔ **Network Strengthening and South – South Cooperation**

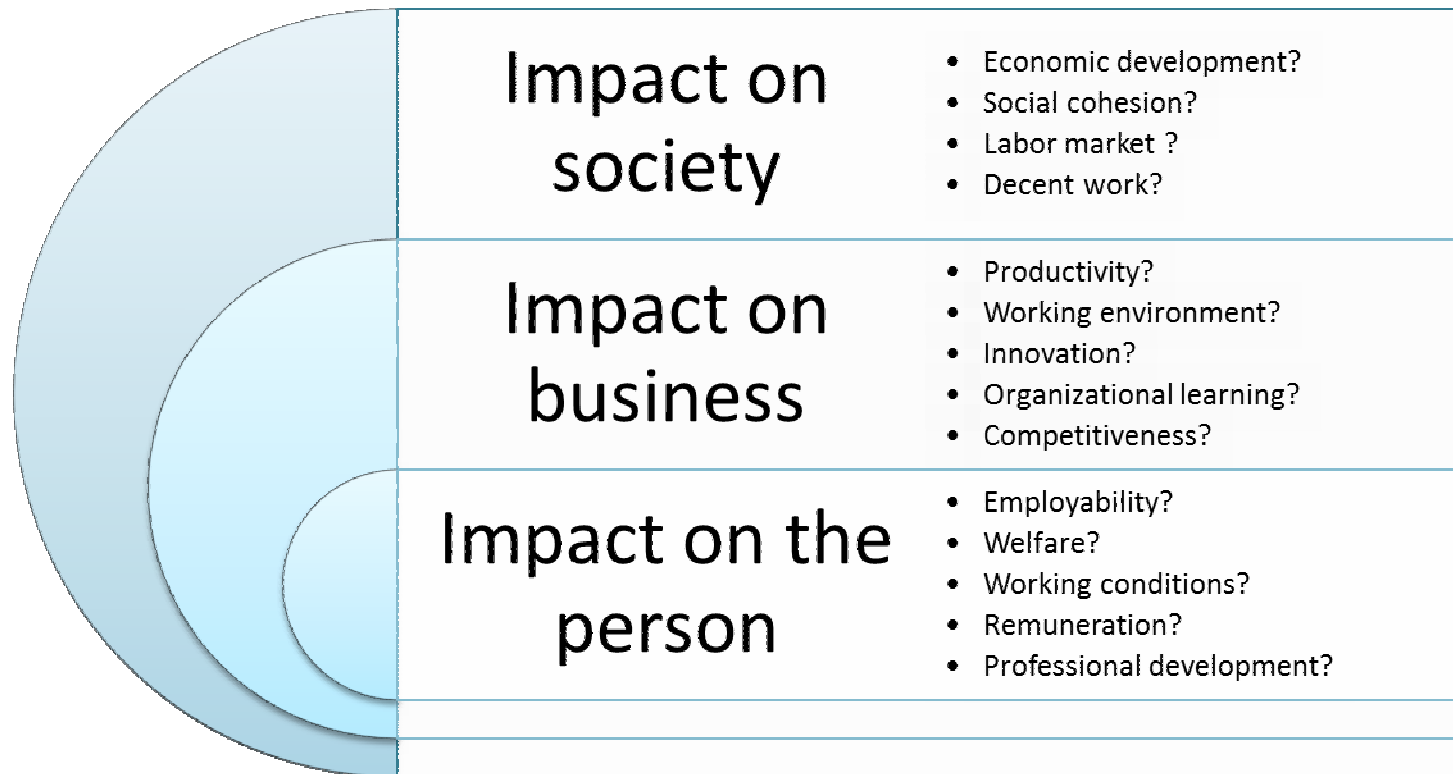


# Structure of the Guide





## What Should You Respond?



- The impact evaluation should provide answers to questions from governments, businesses and participants. The guide presents some of them.



# PARTICIPATION SOCIAL PARTNERS – 1 -

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## ■ Promote their participation.

- ☐ Defining to resolve questions raised.
- ☐ In the early stages of formation.
- ☐ In the quality of the intervention.

## ■ Challenges to active participation.

- ☐ Raise awareness of the importance of vocational training.
- ☐ Transmit the convenience of impact evaluation.
- ☐ Further study of indicators.
- ☐ Increase the resources devoted to IE.
- ☐ Implement training activities for those involved in social dialogue and training.

# SOCIAL PARTNERS PARTICIPATION IN THE IMPACT EVALUATION – 2 -

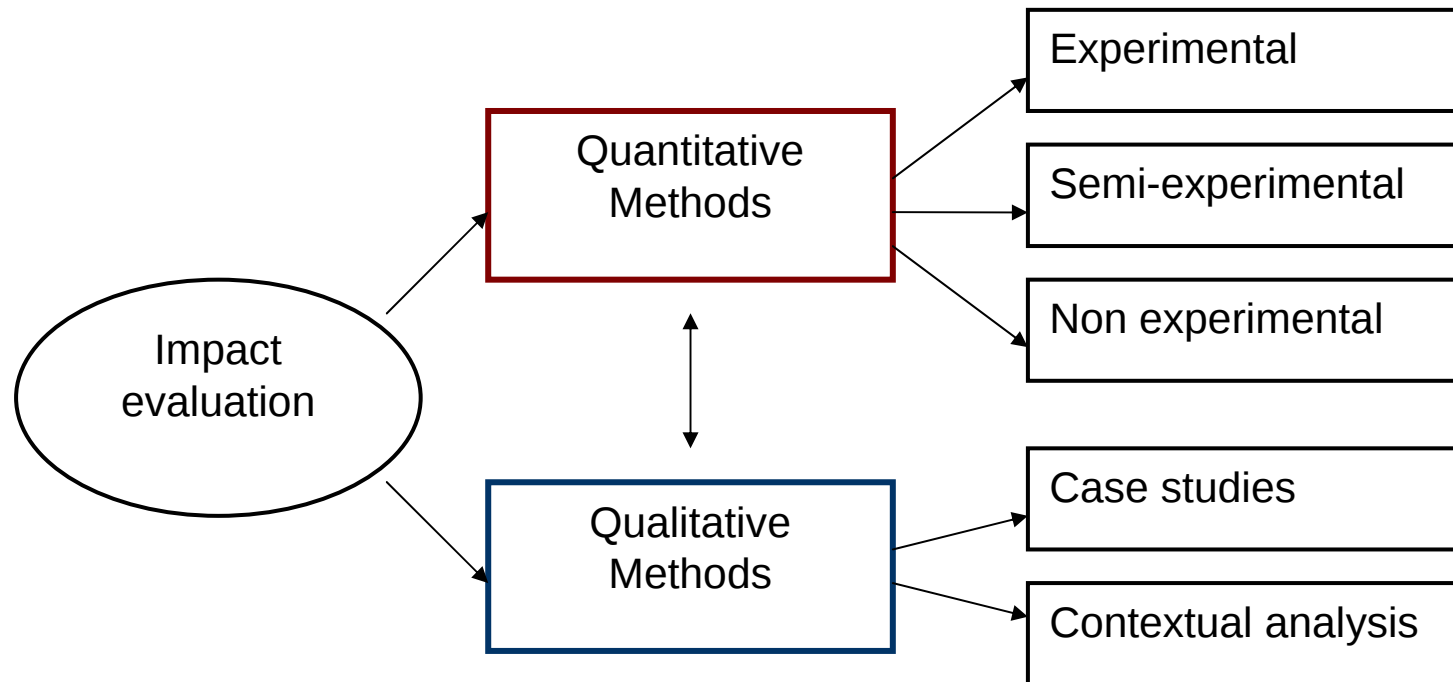
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## ■ Strengthening labour competencies.

- ☐ Ability to interpret socio-economic context
- ☐ Teamwork
- ☐ Effective communication
- ☐ Decision making based on analysis
- ☐ Impartiality, objectivity in assessments
- ☐ Ethical handling of information



# APPROACHES USED IN THE IMPACT EVALUATION



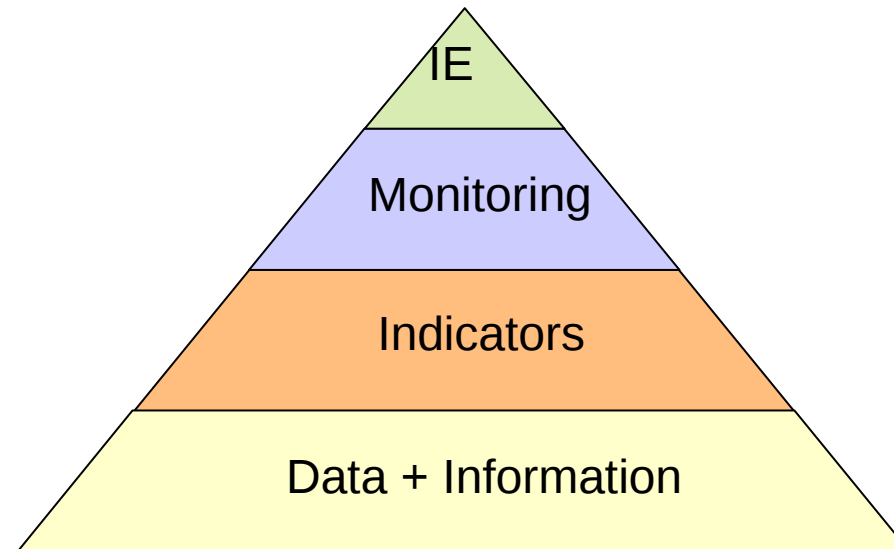
They should try to use a variety of methods to suit the context, the type of program, the stated objectives and target populations.





# LESSONS LEARNED - 1 -

- **Information is the basis of evaluation.**



- **Evaluation to improve training systems.**  
Must be the input for countries to develop a coherent policy of development of their HR.
- **Evaluation with practical and flexible methods.**  
A clear practical guidance should guide the planning of the evaluation, adapted to the context, the type of program, the stated objectives and target populations.



## LESSONS LEARNED - 2 -

- **Evaluation to determine response to demand.**

Impact evaluation is useful to guide the formation as a response to demand. How many participants have found a job? Have performed in a related activity? What are the hiring preferences of employers?

- **Impact evaluation: a flexible approach to the informal economy.**

The technique of case studies and series of test questions are a valid approach to understand the success factors of training activities in the informal economy.

Considering different sources and techniques regarding going to the community, follow participants over time, records and self-managed accounts and instruments by the participants themselves play a crucial role.





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*"We need to have dreams and be willing to take risks  
with new ideas and ways of working "*  
Mr. Juan Somavia, 2009  
ILO General Director

**DECENT WORK**

A better world starts here.



**Thanks for your attention**

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