



FARM' IN

INCLUSION THROUGH
SOCIAL FARMING



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2.5. Evaluate training and learning

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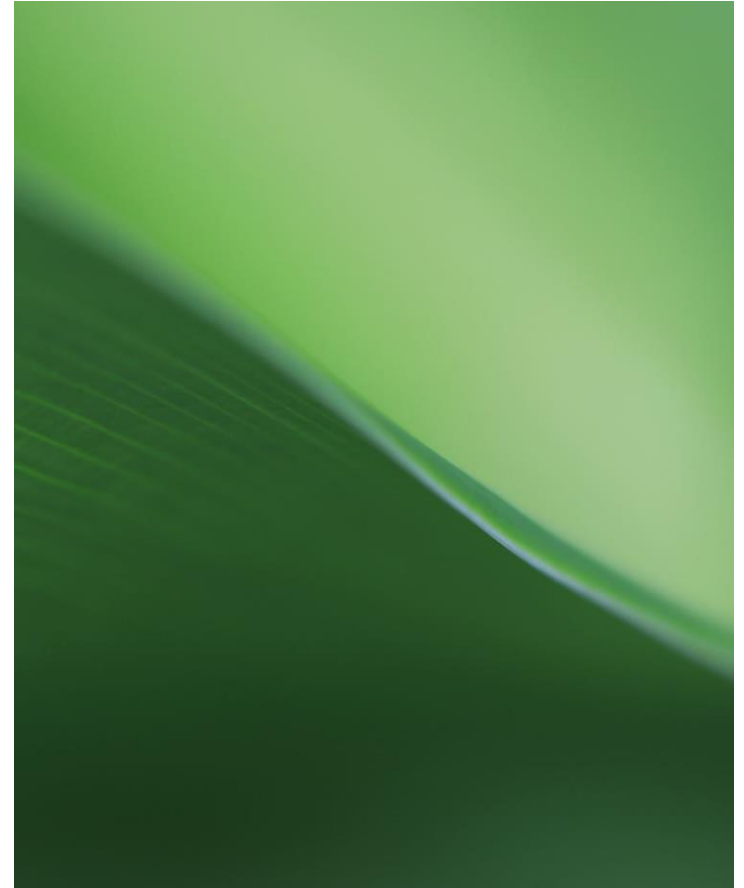


Purpose of the assessment

Evaluation is a continuous process that collects and critically analyzes all available information about the student, the teacher, the educational program and the learning process.

The evaluation process helps to identify problems and find appropriate solutions.

The purpose of the evaluation is to improve the effectiveness of training and inform about decisions relating to the programme. In addition, the information collected indicates whether the programme serves its purpose and whether the teaching methods and approaches have been effective.



Assessing adult learning

- The competent action of an individual is the product of a holistic dimension that expresses the ability to reflect on one's own wealth of knowledge and know-how, to recognize it in order to be able to use it in the solution of all the different problems, in all possible situations.
- The acquisition and maintenance of skills in adulthood is in most cases the result of a personal effort, even if the presence of favorable resources, an appropriate social and institutional environment are factors that have their weight and that facilitate the commitment that each person can put into improving himself.

Assessing adult learning

- In the case of adults, the evaluation process begins with the recognition phase of what has already been acquired at a personal/social and institutional level both in formal and non-formal and informal contexts.
- It is a process that develops, therefore, starting from the evaluation of the initial conditions that also determine the choices in terms of the training process to be undertaken and that follows the evolution of the entire learning path.
- Evaluation in this context is an action that does not remain isolated, linked only to the outcome of a possible final test, but a series of actions that for the adult himself represent moments of learning; The difficulty is to integrate and relate the cognitive and non-cognitive dimensions while also taking into account the socio-cultural and demographic context of reference.

Kirkpatrick's valuation model

It is based on four levels of assessment that provide a comprehensive overview of the effects of training:

Reaction: Did users find the course interesting? Did they feel involved?

Learning: What knowledge and what skills were developed?

Behavior: Did what was learned influence participants' behavior and performance?

Results: What impact has the training had on their performance?

The Phillips ROI model

It was developed in the early 2000s starting from the Kirkpatrick model and is divided into five levels:

Reaction: as with the Kirkpatrick model, this case also starts by evaluating the reaction of the participants to the training received.

Learning: In this phase, it is necessary to determine whether the users have been able to learn the knowledge and skills that the course was intended to convey.

Behavior: at this point, it is evaluated whether the training has generated a behavioral change of the students in the workplace. Compared to its predecessor, this model aims to determine whether the possible non-application of on-the-job learning is directly due to training or external problems.

Impact: The fourth level assesses how the training has impacted business performance.

Return on Investment (ROI): The last level, new from its predecessor, uses cost-benefit analysis to determine the value of training programs and helps companies determine whether the investment in training has produced measurable results.

The role of work labs in Farm'in

- Training and evaluation are two closely linked phases in the training process
- Formative assessment
- Work lab as an opportunity to verify and deepen “in the field” the contents of the lessons
- Importance of discussion with other participants and organizers in reflecting on the training course and evaluating learning

Assessment and certification

The evaluation also allows you to certify the training; In this case, the assessment must be 'formal':

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- Tests with closed or open-ended questions
- Elaboration (e.g. design of a social farming intervention)
- Implementation of field activities

Need for the presence of assessors for the verification of the tests



Building a test

- Identify the main contents in relation to the training objectives
- Select an appropriate number of questions to include in the test
- Choose the type of questions: open-ended, true/false, closed-ended
- Construct the questions so that they are clear and that the answer is not obvious or too complicated

- Evaluation and impact of training in the CGIAR.
<https://www.fao.org/4/a0671e/a0671e00.htm>
- FAO Good learning practices for effective capacity development
https://www.fao.org/fileadmin/user_upload/capacity_building/FAO_CD_LM3.pdf