



Panel Discussion on Training Impact Assessment

Concept Note

JUNE 2023

Introduction

Training impact assessment is crucial for Civil Service Training Institutions (CSTIs) as it allows them to measure the effectiveness of their programs, identify areas of improvement, and ensure that resources are allocated efficiently to maximize the impact of training on the performance and development of civil servants.

Training Evaluation & Quality Assurance is one of the key pillars of the National Standards for Civil Service Training Institutions (NSCSTI) framework¹. This pillar aims to capture the extent to which institutes conduct training evaluation and subsequently use that analysis improve the courses quality.

Overview of panel discussion

The panel discussion on 'Training Impact Assessment' is a key session at the National Training Conclave. This document outlines the challenges and topics for discussion, aiming to shed light on the significance of assessing the impact of training programs for civil services officials.

The panel discussion will serve as a platform to:

- Discuss the existing challenges in the

CSTIs.

- Deliberate on the best possible interventions and key takeaways for each institute.

The knowledge outcomes of the panel will contribute to the ongoing efforts of the Capacity Building Commission towards enhancing the capacities of Training institutes. The participants of the panel include representative from CSTIs, Academia, Private institutes, and Civil services.

Challenges in training Impact evaluation for CSTI

The challenges in training impact assessment are broadly of three category - process, outcomes, and stakeholder engagement.

A. Process of training impact evaluation

1. **Processes & procedures** for training assessment not institutionalized.
2. **Measuring training outcomes-** Determine if the training has resulted in improved job performance or other outcomes.
3. **Knowledge** of standard evaluation tools and **practical experience** of conducting training impact assessment
4. **Limited follow-up and tracking mechanisms:** Maintaining contact with trainees and tracking their progress beyond the immediate post-training period can be challenging.
5. **Evaluating soft skills and behavioral changes:** Evaluating intangible aspects can be challenging, as they are subjective and difficult to measure objectively.
6. **Complex program interventions:** Training programs in civil service institutions often involve multiple components, such as classroom training, on-the-job training, mentoring, and practical assignments. Assessing the impact of such complex interventions and understanding the contribution of each component can be challenging

¹Source: https://www.nscsti.org/assets/pdf_doc/CBC_Approach%20Paper.pdf

B. Outcomes of evaluation

1. **Measurement Bias:** Biases can arise due to self-reporting, social desirability bias, or subjective assessments.
2. **Generalizability:** The transferability of impact findings across different regions, departments, and contexts may require adaptations and additional assessments, making generalizability a challenge.
3. **Cost-effectiveness:** Measuring the impact against the investment made in terms of resources, time, and effort can be challenging

C. Stakeholder engagement & Collaboration

1. **Collaboration with other institute and private sector experts** (third party) for conducting training impact assessment.
2. **Stakeholder Alignment:** Balancing the priorities of the CSTIs, MDO and citizen needs in the evaluation and assessment process can be difficult.
3. **Lack of accountability** towards utilization of training by trainees

Topics of discussion

1. What are various tools/methods suitable for training impact assessment? And How can we ensure that the evaluation tools/methods used are robust, reliable, and aligned with needs of particular CSTIs?

- Methodologies and approaches for assessing the effectiveness and efficiency of training programs and measuring its impact of civil service officials, MDOs and citizens
- Customization of methodologies and approaches based on needs of CSTIs
- Stakeholders to be involved in the process

2. Why is a third-party assessment essential for institute? What are the limitations and biases associated with

self-assessment and self-reporting methods when evaluating the impact of training programs?

- (Objective evaluation of an institute's operations, policies, procedures, and performance)
- Expertise and experience of third party
 - Objectivity to the evaluation process
 - Building trust and confidence among various stakeholders

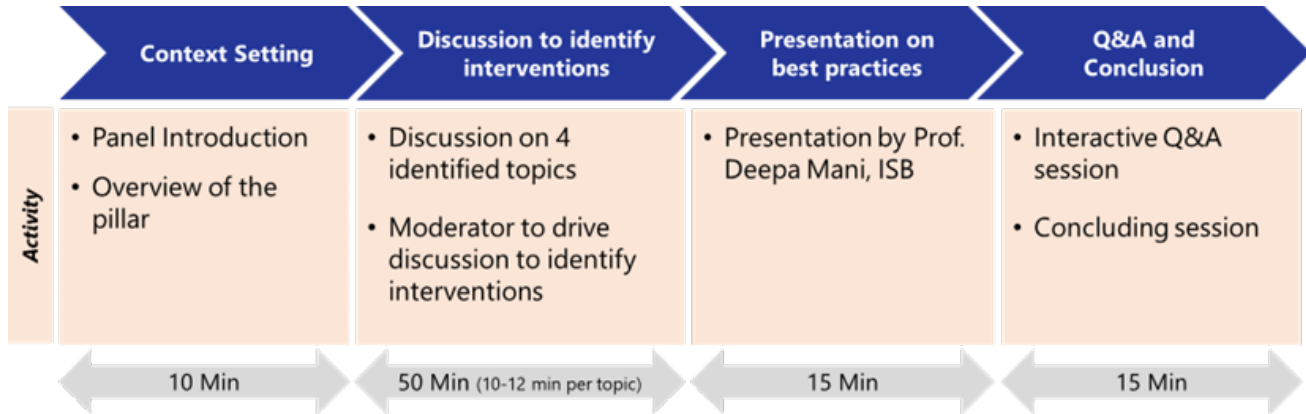
3. How are the outcomes of Training impact assessment leveraged in course and content design and upgradation?

- Process for attribution of outcomes
- Interventions to resolve the challenges while attributing the outcomes
- Strategies to enhance the relevance and impact of training programs

Presentation on Best Practices:

Best practices presentation by **Prof. Deepa Mani, Deputy Dean, Executive Education and Digital Learning, Indian School of Business** on conducting training impact evaluations.

Format and duration of panel discussion





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