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ERASMUS-EDU-2024-CB-VET

D2.1 SPARKLE Strategic Process

Third Guideline

Piloting, evaluation, and readjustment

Supporting Productive jobs, Awareness and Resilience through Knowledge and Learning for Electrotechnicians

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1. Introduction

This third guideline supports TVET institutions in conducting the **piloting, evaluation, and revision of training programmes** developed in the previous design phase. This phase is not a conclusion but the beginning of a **cycle of continuous improvement**. It is essential that institutions do not simply deliver the training, but actively reflect on its effectiveness, accessibility, and alignment with learners' needs and labour market demands. This guideline outlines concrete steps for testing, collecting feedback, making adjustments, and ultimately using those insights to improve future training cycles.

2. Objectives

The objective of this guideline is to transform the design work completed in Phase 2 into a **tested, learner-validated training programme**. Through structured piloting, evaluation, and adjustment, institutions ensure that their training is **effective, inclusive, and relevant to actual work opportunities**. It also helps build a culture of feedback and learning within TVET centers, helping to:

- Conduct effective pilot implementation of training modules
- Collect learner and trainer feedback
- Use evaluation tools to analyze training effectiveness
- Apply EQAVET principles for continuous improvement
- Support iterative redesign of training pathways

3. Guiding Principles – Quality, Responsiveness, Participation

Before launching pilot activities, it is crucial to establish a clear **quality framework**. This section explains the fundamental principles that should guide every decision in the piloting phase. These principles ensure that the feedback collected will be **meaningful, actionable, and rooted in local realities**. They also ensure that the process is inclusive and participatory, and that learners and stakeholders feel ownership over the training process.

- **Learner-driven**: All piloting should be built around real experiences and feedback from learners
- **Evidence-based**: Adjustments should be based on data and structured feedback
- **Context-specific**: Pilots should reflect the real conditions, resources, and challenges in the local training environment
- **Iterative**: Training should be seen as a living system—regularly tested and improved

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4. Steps for Piloting and Evaluation

This section outlines the **step-by-step process for planning and implementing a training pilot**. Piloting is the most critical moment to observe how the designed curriculum performs in real learning environments. It helps identify what works, what needs to be adapted, and whether the course is accessible and effective for all learners. This phase ensures that curricula are not just well-written, but truly **usable and transformative in practice.**

4.1 Designing and Launching the Pilot

Launching a pilot requires **selecting suitable learners and trainers**, ensuring **resources** are available, and clearly **communicating expectations**. Pilot groups should reflect the diversity of your target population (young people, women, adult returnees). The goal is to test all elements of the curriculum, including delivery method, time allocation, and learning materials.

Example: In a microelectronics pilot, a group of learners from urban and rural areas was selected. Some had experience with mobile phone repair; others were new. Trainers introduced the basics of printed circuit boards (PCBs) using recycled components and local case studies to make the content familiar and relevant.

4.2 Feedback Collection – Tools and Techniques

Collecting feedback helps understand whether the training is achieving its **goals**. Feedback should be gathered from **learners, trainers, and external stakeholders**. It should focus on clarity, **usefulness, accessibility, and engagement**. Tools should be simple but structured to allow comparison across different pilot sites.

Recommended tools include:

- Learner satisfaction surveys with open and closed questions
- Daily trainer reflection logs
- Group discussions after each module
- Practical task observations (e.g., “Was the learner able to complete this safely and independently?”)

4.3 Evaluation Model: The Kirkpatrick Framework

The **Kirkpatrick Model** is a simple and useful way to structure pilot evaluations. It has four levels:
1. Reaction – How did learners feel about the training?
2. Learning – What skills or knowledge did they gain?

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3. Behaviour – Can they apply it in practical situations?
4. Results – Are learners using these skills after the course (e.g., in jobs or internships)?
This model helps you analyse both immediate and longer-term impacts of your training.

4.4 Curriculum Refinement and Iteration

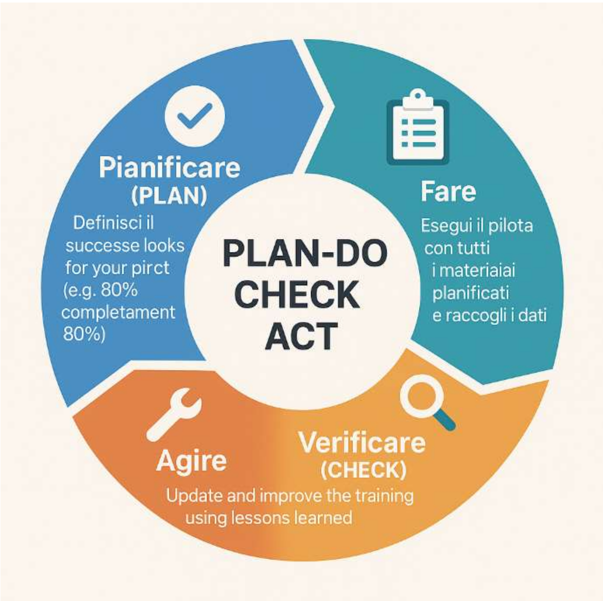
Feedback is only useful if it **leads to action**. After analysing feedback, teams should meet to discuss what can be improved and how. **Changes** might involve restructuring content, simplifying language, adjusting timing, or changing examples to reflect local contexts.

Example: In Sierra Leone, learners struggled with circuit diagrams. The team added new pictorial resources and short demo videos showing each step. These changes were documented in the Curriculum Review Logbook and tested again in a second cycle.

5. Integrating EQAVET for Continuous Improvement

EQAVET provides a structured framework for quality improvement in vocational training. It is especially useful for institutions that are still developing internal monitoring systems. This section explains how to use EQAVET in a practical and simplified way to improve your pilot and ongoing training activities.

Use the **Plan–Do–Check–Act cycle** to guide your work:



- **PLAN**: Define what success looks like for your pilot (e.g., 80% completion rate)
- **DO**: Run the pilot using all planned materials and collect data
- **CHECK**: Use KPIs and qualitative feedback to assess results
- **ACT**: Update and improve the training using lessons learned

TVET teams can use simple **monitoring sheets** (see Annex) to record data on dropout rates, satisfaction, skills gained, and gender participation. This helps build an institutional culture of reflection and quality improvement.

6. Tools and Templates

This section provides a **set of tools** that can be used by trainers, coordinators and institutions to implement piloting and improvement activities effectively. Each tool can be adapted to local needs and is meant to support standardisation across partner countries.

- Curriculum Review Logbook
- Trainer Reflection Sheets
- Learner Feedback Survey
- EQAVET Monitoring Grid
- Practical Task Observation Form

7. Conclusion: The Role of Analysis in Reformulating Training Proposals

The final analysis of the pilot phase is not just a summary—it is a decision-making tool. This is the moment where **data becomes transformation**: where feedback shapes a better curriculum. All institutions should reserve time and space to reflect on what worked and what did not, and how training can better respond to local realities.

Example: In Uganda, after piloting a module on household electrical installation, learners reported they wanted more hands-on examples. The team restructured the course to use models of real buildings, increasing confidence and job-readiness.

SPARKLE encourages every training centre to document, discuss, and share this process openly. **A revised curriculum after piloting is stronger, more inclusive, and better aligned with community needs**.

8. Bibliography and Sitography

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9. Annexes

SPARKLE – Operational Toolkit

Practical Templates for Piloting, Evaluation, and Quality Assurance. The toolkit is designed for trainers/coordinators implementing pilot activities with SPARKLE methodology. The templates can be printed/filled manually or adapted for digital use.

1. Curriculum Review Logbook
Use this logbook to track all curriculum changes after piloting.

Date: ____
Module: ____
Type of Change: ____
Reason for Change: ____
Reviewed by (names/roles): ____

2. Trainer Reflection Sheet
To be completed by trainers at the end of each module.

Module Name: ___________________________
Date: __________________

1. What went well during the session?
____
2. What challenges were encountered?
____
3. Suggestions for improvement:
____

3. Learner Feedback Form

Please rate the following on a scale from 1 (Very Poor) to 5 (Excellent):
1. Clarity of content: [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5
2. Usefulness of exercises: [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5
3. Confidence gained: [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

Open comments:
What did you find most useful?
____
What could be improved?

4. EQAVET Monitoring Table

Use this form to track key indicators during the pilot.

Indicator: ____________________________________
Baseline (%): __________ Mid-pilot (%): __________End-pilot (%): __________
Notes:
____

5. Practical Task Observation Sheet

To be used during skills demonstrations.

Learner Name: ________________________ Date: __________
Task Observed: ____

Tick the appropriate column:
- ✔ Used equipment safely: [ ] Achieved [ ] Needs Improvement [ ] Not Observed
- ✔ Followed procedure: [ ] Achieved [ ] Needs Improvement [ ] Not Observed
- ✔ Completed task on time: [ ] Achieved [ ] Needs Improvement [ ] Not Observed
- ✔ Demonstrated understanding: [ ] Achieved [ ] Needs Improvement [ ] Not Observed

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