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Experience in evaluating the effectiveness of a skills training center to improve the offering. From design approach to implementation of the evaluation system

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Abstract:
Background*: The evaluation of training effectiveness is on the agenda. In fact, evaluation is becoming a pledge of quality and good management of the training, especially if it is designed according to a systemic and objective-based approach. The Office of Vocational Training and Employment Promotion (OFPPT), under the Ministry of eduction of Morocco, is committed to the process of modernization of its structures and the enhancement of its capabilities. The attention given to training shows that the Office recognizes and approves the need for training to build skills and manage the changes. The Skills Training Center of Casablanca was restructured and was the subject of a development study in 2011. Training managers seem to be dissatisfied with current evaluation practices that are no longer adapted to the center's new vision for training. The study aims to take a critical look at the evaluation methods used at the center, to better understand the problem of the evaluation of the effectiveness of the training at the center, which consists in the question How to develop the current practices of training evaluation into a system adapted to the existing means at the service of the Moroccan company?*
Materials and Methods*: We decided to hold meetings with sixty training actors at the OFPPT (line managers, trainers, trainees, training managers, and evaluation manager). And this with the aim of getting the training actors to commit to this study in order to obtain their perfect collaboration during the implementation of our evaluation system; then, to collect the improvement proposals that will allow us to offer an adapted system to the common expectations of the different actors. To carry out this study, we have chosen to divide it into two parts: The first synthesizes the ins and outs of the interest in evaluating the effectiveness of training. The second one diagnoses the evaluation practices at the OFPPT, summarizes the conclusions drawn from the diagnosis and the proposals for improvement, describes the methodological framework for the design of an evaluation system, the prerequisites required for its implementation, and the conditions for its success.*
Results*: Certainly, carrying out a satisfaction evaluation is an important step in order to get feedback from the trainees on the quality of the organization of a training action. However, according to the diagnosis, this evaluation has some limitations. Considering the suggestions for improvement made by the various actors in the training process and in order to design an evaluation system according to the rules of the art, we have chosen to do so according to the following five axe: 1. System Design Process, 2. Stakeholders and their roles in the system design process, 3. Tools to be introduced into the system, 4. Prerequisites required for successful implementation of the system, 5. Conditions for success.*
Conclusion: *We can say that our study allowed us to conclude the following: Introducing an evaluation system to training practices will place evaluation at the heart of training management. The evaluation system must be adapted to the context of the training action. The evaluation system must be based on objectives that allow the achievement of concrete results and finally the success of the evaluation system will depend on the content of the training action, which must be transferable to the work situation, and on the commitment of the stakeholders.*
Key-Word*: evaluation system; effectiveness of the training; professional training; Improvement; Diagnosis of evaluation practices.*

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I. Introduction

Training is the main link in a dynamic human resources management policy, especially in the current context, characterized by rapid technological changes, evolution of professions, competition, and the permanent challenge to increase and maintain professional qualifications. As a result of this awareness of the importance of the human element, companies have started to integrate training into their main strategic axes as a means of contributing to individual and collective development, and beyond, to the company's overall results. By paying

particular attention to training, companies aspire to develop their performance; improve employees' technical skills; improve the social climate; develop the ability to anticipate change; build up intellectual capital available to the organization; cover gaps in skills positioning; retrain skills following workforce adjustment; promote career development, etc. However, changes in the economy and increased competition no longer allow for "training just for the sake of training". It has become essential to integrate an evaluation system into the training engineering process.

It is true that the numerous studies, both by researchers and practitioners, devoted to the evaluation of training have shown that evaluation is a complex process due to the following elements[1]

- The issue at stake: the legitimacy of the training, hence the proof of return on investment.
- Technical, psychological and financial difficulties: this raises the question of the objectivity of the evaluation, the sensitivity of the evaluation act, and the operational evaluation tools which have a high cost.
- The multitude of objects of evaluation: this requires evaluating the training process or evaluating the results of the process on strategic or operational levels of training.

However, it turns out that the evaluation of training effectiveness is on the agenda, and is a hot topic for companies. In fact, evaluation is becoming a pledge of quality and good management of the training, especially if it is designed according to a systemic and objective-based approach. It allows training to be positioned on a scale of used/usable value, improves the value of learning, ensures that the effort put into training offers a payoff, creates support and commitment among employees, and ensures that training is recognized as a function that contributes to the fulfillment of the company's business plan.

Since 2010, the Office of Vocational Training and Employment Promotion (OFPPT), under the Ministry of Labour of Morocco, is committed to the process of modernization of its structures and the enhancement of its capabilities[2]; following the missions that the OFPPT has undertook on behalf of the public authorities, among which the generalization of vocational training, the intervention in the field of continuing education in support of businesses, and the sustainability of achievements in the field of training engineering.

In order to meet the challenges arising from this modernization process, the Office has worked to strengthen the role of training as a pillar of skills development and as a tool for supporting the changes. Since then, training has undergone a turning point in its evolution. The Central Directorate of Skills Training at the Regional Directorate of Greater Casablanca (DRGC) was renovated in 2012, the Skills Training Center was restructured and was the subject of a development study in 2011[3], new tools supporting the management of training (skills repository, and skills assessment) have been put in place, the achievements in training have experienced a sharp increase.

Finally, the training policy of the OFPPT aims to foster a real network of know-how in favor of the development of the activities of the Office and their sustainability, taking into account the conjunction of the requirements of the economic competition and the motivation of a personnel with an increasing level of skills.

The attention given to training shows that the Office recognizes and approves the need for training to build skills and manage the changes induced by organizational changes and the demands of the vocational training sector and continuing education for companies. However, at the present time, the challenges of an increasingly competitive labor market do not allow the Office to continue to invest in training without thinking about assessing the effectiveness of the training actions and their feedback on job performance.

II. Material And Methods

Why did you choose to present a study on the evaluation of training effectiveness? This topic was chosen for multiple reasons. First of all, because it fits into the framework of our professional activities, which require us to master the various training engineering systems. Also, because we have noticed that the evaluation of training actions is treated in a simple and standard way which brings little interesting information to evaluate the changes induced by the training action on the skills and on the activity of the company. It is true that the training at the OFPPT is subject to an evaluation process dedicated from the start, during and at the end of the training, but this process remains underdeveloped[3]:

- Poorly developed because it is mainly focused on measuring the trainees' feelings about the content of the training action and the way it was carried out, and consequently its contributions are insufficient to demonstrate the effectiveness of the actions carried out on the skills and performance of the trained agents;
- Poorly developed because it is not a systemic process involving the stakeholders of the training action;
- Poorly developed in the sense that it is a process that takes records of regularity, not efficiency;
- Poorly developed because it remains a standard process not adapted to the specificities of each training action.

Similarly, training managers at the Skills Training Center seem to be dissatisfied with current evaluation practices that are no longer adapted to the center's new vision for training, especially after its recent reorganization in June 2012 and its development into a training institute for trainers and OFPPT executives in the Greater Casablanca region, the most economically ranked region in Morocco. In fact, the decision-makers believe that it is time to develop the evaluation process and include it in a systemic and objective-based approach.

For these reasons, the study aims to take a critical look at the evaluation methods used at the center, and to suggest a methodological framework that will make it possible to design an operational system adapted to the means of Moroccan companies that want to benefit from the training systems provided by the OFPPT. The interest in the subject of evaluation lies in the fact that it is now at the heart of training management; it is becoming a requirement for quality and good management of training, and it must be, from now on, part of a process to assess the real impact of training in terms of improved performance and increased productivity.

To better understand the problem of the evaluation of the effectiveness of the training at the center of skills training of the OFPPT and which consists in the question: "How to develop the current practices of training evaluation into a system adapted to the existing means at the service of the Moroccan company?". We decided to adopt the following methodology: Hold meetings with different training actors at the OFPPT (line managers, trainers, trainees, training managers, and evaluation manager). And this with the aim of getting the training actors to commit to this study in order to obtain their perfect collaboration during the implementation of our evaluation system; then, to collect the improvement proposals that will allow us to offer an adapted system to the common expectations of the different actors. To carry out this study, we have chosen to divide it into two parts: The first synthesizes the ins and outs of the interest in evaluating the effectiveness of training. The second one diagnoses the evaluation practices at the OFPPT, summarizes the conclusions drawn from the diagnosis and the proposals for improvement, describes the methodological framework for the design of an evaluation system, the prerequisites required for its implementation, and the conditions for its success.

Study Location: The Skills Training Center, Office of Vocational Training and Employment Promotion (OFPPT), Casablanca, Morocco.
Study Duration: January2020 to January2021.
Public concerned: 60training actors at the OFPPT: 10 line managers, 20 trainers, 10 trainees, 10 training managers, and 10 evaluation manager).

Training Evaluation Overview:

The AFNOR standards define evaluation as the action of assessing, using previously defined criteria, the achievement of the educational and training objectives of a training action. This evaluation can be done at different times, by different actors (trainee, trainer, client company). We distinguish, for example, the evaluation of satisfaction, the evaluation of the content of the training action, the evaluation of the acquired knowledge, and the evaluation of the possible transfers to the work situation[4]. The evaluation of training can also be defined as a tool for steering the training system. It consists in measuring the effects of the training on the beneficiaries and in measuring the impact of the training on the professional performance of the beneficiaries[5].

According to Thierry Ardouin[6], the evaluation has indeed several meanings. It can be:

- A judgment that restores meaning to a situation;
- Linking observed phenomenon to objectives;
- An Analysis according to specific and prior criteria;
- A decision-making in line with the initial objectives.

Evaluation is, therefore, a judgment or an estimate of the value of the training action. It is based on a comparison, through criteria, between the objectives set and the results produced, which allow a decision to be made. The literature proposes several approaches to evaluating the effectiveness of training. We felt that the approach developed by Pascaline Malassingne in her book "Measuring the effectiveness of training: Evaluating the result and profitability" is interesting to present and to consider as a reference when designing our system for evaluating the effectiveness of training. According to Malassingne a training course is said to be effective when it is recognized as useful and used in the workplace, thus increasing the employee's performance and autonomy; a training course is "useful" when it solves a malfunction or makes up for a shortcoming, allowing the acquisition of new knowledge that will lead to improvement or development in the company's daily work. A training course is "used" if the knowledge acquired is applied on the job[7]. In other words, for training to be effective, it must be justified as useful and operational in the work situation, and must lead to an increase in the trainee's performance and autonomy.

The approach to evaluating the effectiveness of training:

Malassingne reports that for training to be effective, it must combine four types of objectives[8]:

- Performance objectives targeting the gains to be made. They commit the manager to translate them into relevant indicators that will imply their success;
- Pedagogical objectives aimed at the knowledge to be acquired. These are objectives that must be measurable or observable.
- Transfer objectives aiming at the transposition of new knowledge to professional problems. These are practical exercises or simulations done during the training.
- Operational objectives illustrating the application of newly acquired knowledge in a work situation.

A transfer device is an adjustment of the acquired knowledge to the professional problems of the trainees through exercises or simulations from the professional reality. Verification and analysis of the correlation of the exercises and the objectives. The post-training follow-up on the work station means the verification of the implementation of the newly acquired knowledge in the work situation. The follow-up is done through hierarchical interviews or accompaniment on the job.

1. Issues and actors in the evaluation of training effectiveness :

Evaluating the effectiveness of training sets off changes for the employee and for the training function. For the employee, it concerns his or her skills, professional abilities and experiences. For the training function, it allows to link training to work situations. Here, training becomes a means of climbing the steps of a new performance; write off training investments by defining performance objectives; building loyalty among people and their skills; making the role of training in the company more reliable and reducing useless training in order to have a readability of acquired knowledge[9].

For the evaluation to be effective, there must be an interdependence between the actors of the training, i.e. the manager, the trainer, the trainee, the tutor and the training department. The manager's mission will be to develop performance objectives; to organize the follow-up of the transfer to the work situation; to supervise the training action afterwards; to observe the progress of his team and to validate and transmit the results to the training department. The trainer's mission will be to develop a training program that will be a combination of educational objectives and training objectives. The evaluation will be done, thus, during the training to control the progress of the objectives and rectify the situation if necessary.

As far as the training department is concerned, the efficiency approach is changing the practices of the training department, particularly with regard to, firstly, training engineering; the training department must now include observation situations in the training actions and ensure that the training is followed up at the workstation; secondly, the design of the training so that the evaluation is effective, the training department will have the task of coordinating with the stakeholders upstream of the training action, and ensuring that the trainers transfer knowledge directly linked to the professional reality; and finally, the exploitation of the evaluations, the evaluation process in this moment is no longer time-consuming and without significant contribution. (The evaluation is done during the training by the trainer and after the training by the local manager)

2. Levels of training effectiveness evaluation:

Malassingne reports that the evaluation of the effectiveness of the training is done at three levels:

The first level is the reading of the levels of knowledge:

It is based on the reading of the percentage of success of the four levels of knowledge:

1. The knowledge distributed corresponding to the pedagogical objectives: knowledge acquired during the training;
2. Applied knowledge corresponding to the transfer objectives: knowledge put into practice during the training;
3. The acquired knowledge corresponding to the operational objectives: knowledge implemented in a professional situation and validated;
4. Knowledge used corresponding to the performance objectives: knowledge used with autonomy.

The verification of the achievement of the different objectives is done first by checking the conformity of the training action to the pedagogical objectives and checking the memorization of a minimum of key points, through an interview targeting the memorization of the key points of knowledge included in the pedagogical objectives. The verification here can also be done through an MCQ. As for the verification of the transfer of knowledge in a professional situation, it is done on two levels, by making the trainees produce on practical exercises, and work cases from the daily professional life. Next comes the stage of verifying the operationality of what has been learned in a work situation: this evaluation stage is the responsibility of the local manager, who defines the performance parameters linked to the training followed, plans a support schedule, and validates the

results obtained by means of a follow-up document. Finally, the use of acquired knowledge is verified with performance: this stage is observed by professional behavior characterized by professional autonomy[10].

The second level is the reading of the effectiveness criteria: This second level is based on the analysis of the measurement criteria assigned to each knowledge as follows:

1. Distributed knowledge: The measurement criteria are done at 2 levels: Upstream of the training action through the formulation of objectives in terms of results. During the training action through the number of key points memorized (knowledge effectively transmitted relative to the formulated objectives.
2. Applied knowledge: The measurement is done in two different times and according to the following criteria, the number of simulations illustrating the theoretical knowledge transferred in the training room and the number of situations carried out as soon as the trainee returns to his workstation.
3. Acquired knowledge: The measurement is done in relation to the number of new operations carried out by the trainee and his/her professional progress.
4. Knowledge used: Is measured in relation to the number of qualifications made with autonomy and validated by the hierarchy. The criteria for achieving autonomy and progress are referenced by four levels as follows: (A: the trainee does not know how to do it, B: the trainee knows how to do it with the help of the tutor, C: the trainee knows how to do it alone, D: the trainee knows how to do it alone while explaining what he/she is doing).

The third level is the reading of the cost of training amortization:This is the calculation of the cost of the training carried out (intervention fees, equipment, travel, and accommodation).

III. Result

To carry out our study, we held a meeting with the managers of the Skills Training Center to frame the reflection on our subject. Thus, according to the Center's orientations, we delimited our study to the evaluation of the training actions realized by the center. To carry out this study, we chose to adopt the following steps: To make a diagnosis of the practices of the evaluation of the training actions in the center; To identify the proposals of improvement; To propose the methodological framework of the conception of the evaluation system; To identify the prerequisites required for its implementation; To identify the conditions of the system success.

Diagnosis of evaluation practices at the center:

The evaluation of training actions is done, at the center, by processes that change according to the nature of the training actions.

1. Evaluation of the actions carried out within the framework of the annual program: During the action of the training, the evaluation is done in an informal way by the trainer so that he can determine the level of the participants and adapt the rhythm of the learning as well as the teaching methods used. At the end of the training action, the evaluation is done in a formalized way through a standard satisfaction questionnaire given to the trainees to collect their appreciations, suggestions on the course, the contents, and the organization of the training. After the training is done, the evaluation is performed in an informal way through the observation of the trainees in professional practice. However, it should be noted that this type of evaluation is carried out by the trainee's immediate manager and concerns technical training.
2. Evaluation of specific training actions: The evaluation of specific training actions organized within the framework of company projects, whether they are structural or strategic, is done through two evaluation questionnaires given at the end of the training action. One is intended for the trainees to evaluate their degree of appreciation in relation to the content of the program and the logistics of the training action. The other is intended for the trainer to assess the progress of the training course in terms of the involvement of the participants in the training course. In addition, a follow-up is ensured after the training to verify that the acquired skills are effectively implemented in the workplace.
3. Evaluation of the training actions carried out for the benefit of third parties: To ensure the achievement of the objectives set for the training carried out by the center for the benefit of third parties, each training session is subject to an evaluation made according to the following process: Before the beginning of the training action, the trainers collect the expectations of the candidates in relation to the action and evaluate their knowledge in relation to the theme presented. During the training action, regular meetings are held with the participants in the presence of the trainers and the educational managers to collect their remarks, discuss their suggestions on the course, the content and the organization of the training, and answer their requests whenever it fits with the objectives of the course. At the end of the training course, evaluation questionnaires are given to the participants to collect their appreciations concerning the logistic and

pedagogical progress of the training course. These questionnaires serve as a technical support for the on-the-spot evaluation session that the Center's managers organize in the presence of the trainers and participants. Similarly, an informal evaluation session (round table) is conducted in the presence of the training managers, trainers, and participants. During this session, the participants express their feedback on the quality of the training provided in terms of content, material organization, and the professionalism of the trainers. In addition to the evaluation sessions carried out by the center, the training sponsors or funders conduct an evaluation session with the participants about the contribution of the training action to the improvement of their skills.

4. Descriptive evaluation: The center also carries out descriptive evaluations, and this by carrying out an annual assessment of achievements in terms of: Volume of training sessions; Number of participants and trainee days; Breakdown of training sessions by type of training; Breakdown of training sessions by category done by HR; Breakdown of training sessions by field of activity.

IV. Discussion

According to the diagnosis, the evaluation of training actions is a multi-faceted evaluation: It is a formative evaluation that is done during the training to rectify the situation if necessary and adapt the teaching methods according to the suggestions of the trainees. This type of evaluation is part of the training sciences and does not concern the evaluation of the effectiveness of the training action. It is a quantitative evaluation presenting a summary of the volumes of achievements which compares the forecasts and the achievements. It is a descriptive evaluation undertaken in the form of an assessment of the actions carried out in terms of number of sessions and participants, types of training, etc. It is a satisfaction evaluation, based on a questionnaire containing blocks of questions referring to the participants' degree of satisfaction with the content of the training, its organization, and its conduct. Certainly, carrying out a satisfaction evaluation is an important step in order to get feedback from the trainees on the quality of the organization of a training action. However, according to the discussions, this level of evaluation has the following limitations:

1. The evaluation questionnaires, generally distributed at the end of the training, are filled in hastily, which impacts the legitimacy of the results;
2. Trainees may fear retaliation and give false positive responses;
3. Only the trainees evaluate the training action. However, in order to judge the effectiveness of a training course, it is necessary to collect the opinions of other people (trainers and local managers);
4. Trainees' reactions to a training action are sometimes biased, especially on the part of novice trainees who are not in a good position to judge the level of the trainer, the duration or the content of the training action;
5. The standard questionnaire as it is currently practiced does not facilitate the collection of information required to judge the effectiveness of the training.

The diagnosis also allowed us to conclude that the evaluation of the training actions carried out by the center is:

1. A practice that does not integrate all the levels considered necessary for a successful effectiveness evaluation process, namely the evaluation of learning and the evaluation of the transfer of knowledge to the work situation; this can be explained by the fact that the implementation of the satisfaction evaluation and its exploitation are easy. It also requires minimal investment. Also, the volume of the center's achievements in terms of sessions and participants (annually, some 700 training sessions for the benefit of more than 4,079 participants), the diversification of training typologies, and the nature of the training offer, whether for the Office's staff (annual catalog, geographical disparity) or for third parties (geographical disparity, limited training time, heterogeneous participants), do not facilitate the elaboration of other levels of evaluation.
2. A practice that does not involve the stakeholders of the training actions; generally, it is the manager of the training action who takes care of it.
3. A practice that is not based on objectives and therefore on indicators that will make it possible to observe the achievement of the objectives set for the training.

In sum, according to all the conclusions that we have drawn from our diagnosis, the evaluation of training at the Center remains a practice based on measuring the degree of satisfaction of the trainees, a practice that is limited in order to have reliable information that can predict whether or not the trainees have assimilated the learning from the training or that they can operationalize this knowledge in a work setting. Similarly, the evaluation of training activities at the Center remains a summative evaluation and not an effectiveness evaluation.

Suggestions for Improvement:

In order to make the evaluation system adaptable to the expectations of the training stakeholders, we held a meeting with various stakeholders to discuss proposals for improving current evaluation practices. Thus, we retained that the evaluation of the effectiveness of training must be developed according to a systemic approach which will give value to the evaluation and will allow to manage the training project effectively. In addition, the evaluation must be based on objectives for it to be effective and relevant. Also, the evaluation must be elaborated from the design of the training action for it to be of quality. In fact, starting to think about evaluation methods when the training project is being developed will make it possible to clarify the operational objectives targeted by the training project. In addition, it was agreed that the evaluation of the training effectiveness must be adapted to the resources available in the center, otherwise its feasibility risks being complex and a waste of time. Similarly, it was agreed that the evaluation must be carried out in association with the stakeholders of the training action (hierarchy, local manager, training manager, evaluation manager and trainer), and that it must be structured around 3 levels related to the training objectives:

1. Assessment of learning: this level of assessment allows for the evaluation of the degree of assimilation of new skills targeted by the educational objectives of the training;
2. Transfer evaluation: This level evaluates the trainees' ability to transpose the new knowledge to professional problems and to transfer it to the workplace;
3. Evaluation of the Operationality of the acquired knowledge on the workstation: this level of evaluation concerns the verification of the implementation of the new knowledge on the workstation.

The three levels of evaluation are to be adapted to the purpose of the training action (strategic training, skills acquisition training, learning training, etc.). Finally, it was agreed that evaluation must be based on measurable objectives, appropriate tools (inexpensive and operational) and that the new system of evaluation of training effectiveness must not abolish the other forms of evaluation (descriptive, quantitative). They can be conducted as a complement to synthesize the achievements in training.

Methodological framework for designing an evaluation system:

Considering the suggestions for improvement made by the various actors in the training process and in order to design our system according to the rules of the art, we have chosen to do so according to the following five axes:

1. System Design Process;
2. Stakeholders and their roles in the system design process;
3. Tools to be introduced into the system ;
4. Prerequisites required for successful implementation of the system;
5. Conditions for success.

1. Process:

The process of designing the evaluation system should include the following steps:

1. Planning: The evaluation must be contextualized in relation to the type of training action. This will help clarify the purpose of the evaluation and determine which aspects of the training will be evaluated. Then, contact the stakeholders of the training action to collect the information needed to develop the training objectives.
2. Implementation: The training objectives must be developed in terms of results in new skills, as well as the indicators that will make it possible to observe the expected results of the objectives set. Then, the objectives must be validated by the stakeholders, whose responsibility is guaranteed during the evaluation. Next, the evaluation tools must be prepared in consultation with the stakeholders, and the evaluation terms of reference must be developed. This will provide a document that formalizes the planning and implementation of the evaluation system.
3. Follow-up: The evaluation must be followed up during and after the training action, in order to monitor the progress of the training action, analyze the results, detect dysfunctions and propose corrective actions.

2. Stakeholders to be involved in the design of the system :

The first actor is the manager whose mission would be to develop the operational objectives of the training action in a work situation; to organize the follow-up of the transfer to the work situation, by identifying the elements that will be observed as soon as the trainee returns to his or her work station; to validate the progress of the team that has benefited from the training action through the observation grid; and to transmit the results to the training department. The second actor is the trainer whose mission is to develop a training program adapted to the educational objectives of the training action and allowing a transfer to the work situation; to plan the exercises that allow the transposition of the acquired knowledge to the professional situations; to practice the

evaluation during the training through an observation grid, so that the evaluation will be formalized and not based on the trainees' feelings. The third actor is the training department whose mission would be to coordinate with the stakeholders and manage the evaluation process; to develop training objectives with observable results; to include the evaluation specifications in the training action reference framework; to ensure the follow-up of the training on the workstation; and to make sure that the trainers transfer knowledge directly linked to the professional reality. Finally, the evaluation manager whose mission is the exploitation of the results.

3. Tools:

To construct a suitable and operational assessment tool, the following criteria should be considered: First, the tool must meet the objective of the evaluation; second, it must not require huge investments that could hinder its applicability or processing; and third, it must be easy to apply and process, so as not to create reticence about the evaluation operation. To operationalize the proposed evaluation system, we chose to use the questionnaire as a working tool. In fact, we thought that by reconstructing the content of the satisfaction questionnaire that we currently use and developing it into a questionnaire that integrates the evaluation of the three objectives of the training (pedagogical, training and transfer), we will be able to carry out an evaluation by objectives that will allow the trainee to situate his or her level of competence before and at the end of the training, as well as in relation to the different objectives of the training action.

By integrating the three levels of training effectiveness evaluation into the questionnaire, all that is needed is to introduce indicators that allow for a better understanding of the levels of evaluation chosen for the training action. Thus, for each training objective, we can determine indicators that allow us to judge the level of competence of the trainees before and after the training.

1. For example, to assess the degree of assimilation of new skills targeted by the educational objectives of the training, we can include the following items in our questionnaire:

- Assess your level of assimilation of the new skills targeted by the educational objectives:

I didn't learn anything	☐
I have learned little	☐
I have learned enough	☐
I learned a lot	☐

- Did the alternation of theory and practice allow for an efficient assimilation of the new knowledge?

Not at all	☐
Partially agree	☐
Fully agree	☐

2. To assess the ability of trainees to apply the new knowledge to professional problems and to transfer it to the workplace, we can include the following questions in our questionnaire

- How would you rate your level of competence in terms of your ability to apply new knowledge to problematic professional situations?

1 : not at all capable
4 : fully capable

1	2	3	4

- How do you rate your learning before and after the training?

Before the training

0	1	2	3	4

At the end of the training

0	1	2	3	4

3. To evaluate the transfer of knowledge into the workplace, the following points can be included in our questionnaire:

- What part of the learning do you feel you can implement on the job?

No part	☐
A small part	☐
	☐
	☐

An acceptable part ☐
A big part ☐
☐

- How soon will you have the opportunity to practice your new skills on the job?

Not before 6 months
Not before 3 months
Within three months
In one month

4. Prerequisites required for the implementation of the system:

The implementation of the evaluation system requires consideration of the following prerequisites:

1. The operational objective of the training action: Starting from the fact that each training project or training action has its own specificities, that not all training actions can be evaluated, and that the evaluation system cannot be standardized to all training actions. It is advisable, first of all, to determine the operational objective of the training action.
2. The means available to the company: Taking into consideration the means available to the company in terms of budget, operational tools and human resources will ensure the feasibility of the evaluation system and its implementation.
3. The support of local managers: The support of managers is an important step in the success of the evaluation, especially in terms of integrating learning into the workplace.
4. Indicators chosen to verify the achievement of objectives: The development of indicators is an important step because it will ensure that the training objectives are well formulated (note that if it is difficult to develop indicators, the training objectives should be revised). Secondly, it will helps us record the degree to which the training objectives have been achieved.
5. The tools to be used for the analysis and processing of the results: It is a question of choosing the tool to be used to process the results of the evaluation (is it an application to be developed by the IT department, a software package to be acquired, or a summary report diagnosing and analyzing the results obtained and proposing avenues for improvement).
6. On-site monitoring: This involves preparing the participation of the stakeholders in the evaluation of the operationality of the training action in a work situation. Thus, the role of each of the actors in the evaluation is determined to allow the verification of the degree of achievement of the progress objectives associated with each training action.

5. Conditions for system success:

To successfully implement the evaluation system, it is first necessary to raise awareness among training stakeholders of the importance of an evaluation based on a systemic and objective-based approach. This will facilitate the system design process and establish contact with training stakeholders, especially local managers and line managers, whose support is essential for carrying out the evaluation in the field. In addition, for practical reasons, it should be introduced gradually:

1. The nature of the training at the center, which is characterized by a diversification in terms of typologies, a considerable volume of realizations, training actions carried out within the framework of an annual catalog, and actions carried out for third parties, does not allow the generalization of the system to all training actions.
2. The generalization of the evaluation system cannot be done in the short term, as it requires prerequisites and the cost is not negligible.

Similarly, for our system to be used wisely and to be operationalized, it must be applied, first of all, to important and specific training courses of a structuring or strategic nature, given that specific training actions are carried out for the benefit of a target audience, have a precise operational objective and may be subject to follow-up in the field. In addition, in order to successfully implement the system, it is necessary to mobilize qualified human resources to plan and carry out the evaluation, and to think about the tools for using the evaluation results, in order to give credibility to the system.

V. Conclusion

The objectives of the work we reported in this study were to take a critical look at the evaluation methods used in the Skills Training Center and to propose a methodological framework that will allow us to design an operational evaluation system that can be adapted to the company's resources. During the realization of our study, we encountered some obstacles that can be summarized as follows:

- Reluctance to apply the evaluation system given the volume of training activity and the geographical disparity of the company.
- Difficulty in studying the amortization of the cost of the training actions carried out.

Nevertheless, we can say that our study allowed us to conclude the following:
- Introducing an evaluation system to training practices will place evaluation at the heart of training management.
- The evaluation system must be adapted to the context of the training action.
- The evaluation system must be based on objectives that allow the achievement of concrete results.
- The success of the evaluation system will depend on the content of the training action, which must be transferable to the work situation, and on the commitment of the stakeholders.

We are aware that the applicability of the evaluation system is not an easy task. However, while there are no sure-fire cases, there are also no lost causes before they are won. We are more convinced than ever of the need to set up a system for evaluating the effectiveness of training that can be adapted to the context of the training activities carried out by the center and to the means of the company. The introduction of this system will give value to training. Among the perspectives suggested to complete the study, we believe that a more detailed study of the play-back of the training investment will enrich the reflection on the evaluation of the effectiveness of training and will allow to justify the expenses incurred in training. Similarly, it would be interesting to think about carrying out training activities on evaluation engineering. These training activities will help demystify the reluctance to evaluate and develop skills in this area.

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VI. Appendix

1. Appendix-1: Evaluation specifications Items to be introduced:

1. Context of the training	
2. Purpose of the evaluation:	
3. Evaluation feasibility :	
4. Expected Evaluation Results:	
5. Scope of the evaluation: **Objectives of the training action and indicators developed** **Situations and place of evaluation: practical exercises, case study, test on the workstation, hot interview, cold interview**	

6. Constraints to be respected when conducting the evaluation	
7. Tools to be introduced in theevaluation process	
8. Stakeholders to be mobilizedin the process	
9. Conditions for success of theevaluation process	

2. Appendix-2: Questionnaire for the evaluation of the effectiveness of the training:

Training:
Date:
Facilitator:

I. Satisfaction Assessment:

1. Expectations:

What were your expectations of the training action?

…….
…….

2. Objectives and Content:

	1	2	3	4
The objectives were clear and precise				
The content of the session addressed your concern				
The objectives have been achieved				

1:not at all 2:partially3:sufficiently 4:Completely

3. Teaching methodology and materials:

	1	2	3	4
The techniques animation used have promoted learning				
The exercises and scenarios were relevant				
Are you satisfied with the content of the documentation				

1: not at all2: partially 3: sufficiently 4: Completely

4. Facilitator:

	1	2	3	4
Communication				
Organization of the training				
Relational				
Animation				

1: not at all satisfied 2: not very satisfied3: satisfied 4:Very satisfied

5. Overall Assessment:

	1	2	3	4
Degree of satisfaction with the training action (content, facilitator, methodology and teaching materials)				

1: Not satisfied 2: Not very satisfied 3: Satisfied 4 Very satisfied

II. Evaluation of training objectives:

Do you feel that the objectives of the training are those that will help you perform better?

1	2	3	4

1: not at all 2: partially 3: sufficiently 4: very satisfied

Are you satisfied with the skills you have acquired?

1	2	3	4

1: not at all 2: partially 3: sufficiently 4: very satisfied

III. Evaluation of educational effectiveness:

Situate your assimilation degree of new skills targeted by the educational objectives

1	2	3	4

1: I have learned nothing 2: I learned a little 3:satisfied 4: Very satisfied

Do you think that the theory/practice alternation allowed for an efficient training action

1	2	3	4

1: not at all 2: partially 3: sufficiently 4: very satisfied

How would you rate your level of competence in terms of your ability to transpose new knowledge to problematic professional situations?

Before the training action

	1	2	3	4
Competency:				
Competency:				
Competency:				
Competency:				

After the training action

	1	2	3	4
Competency:				
Competency:				
Competency:				
Competency:				

1 : not at all capable 4 : very capable

IV. Evaluation of transfer goals:

Are you satisfied with the possibilities of the transfer of knowledge to the workplace?

1	2	3	4

1: Not satisfied 2: Not very satisfied 3: Satisfied 4: Very satisfied

How soon will you be able to transfer your skills to the workplace?

1	2	3	4
In 6 months	**In before 3 months**	**In 3 months**	**In one month**

Are you optimistic about the transfer of new knowledge to the workplace?

1	2	3	4
Skeptical	**Dubious**	**Confident**	**Optimist**

Thank you

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