

EVALUATION OF ESF
FUNDED TRAININGS:

HOW SUCCESSFUL
HAVE THE NEW
STRATEGIES OF DATA
COLLECTION BEEN?

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Main details of the evaluation



- › Project: “Evaluation of the quality and efficiency of training courses financed by the European Social Fund”
- › Client: the Ministry of Finance
- › Duration: May – December 2018

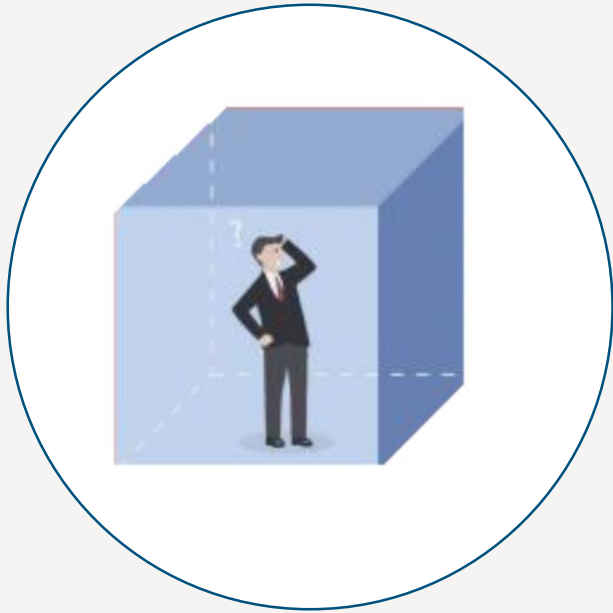
Data collection strategies

- › Survey of ALL beneficiaries
- › Use of big data
- › Real-time monitoring of trainings

Survey of ALL beneficiaries

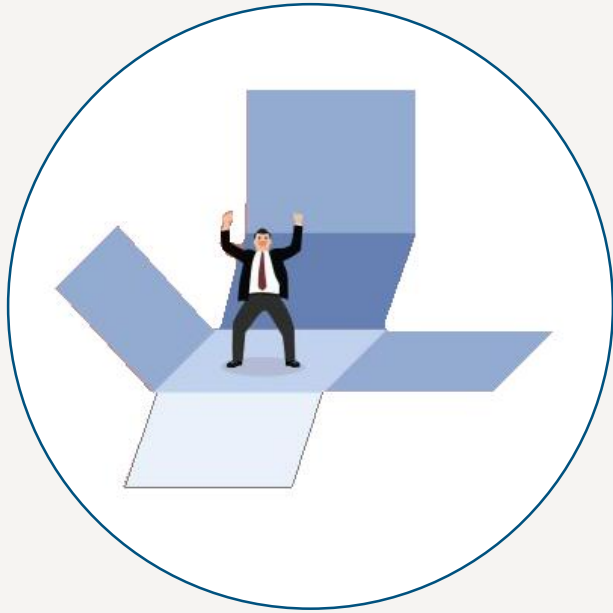
Aim – to obtain beneficiaries' opinions

Survey of ALL beneficiaries (inside)



- › Contacts are not available
- › Large scale surveys are only for market research companies
- › Representative sample is always the answer
- › Small surveys about selected cases

Survey of ALL beneficiaries (outside)



- › Requesting contact details
- › Survey of ~100k participants
- › Mix of online survey tools and coding
- › R software used for statistical analysis

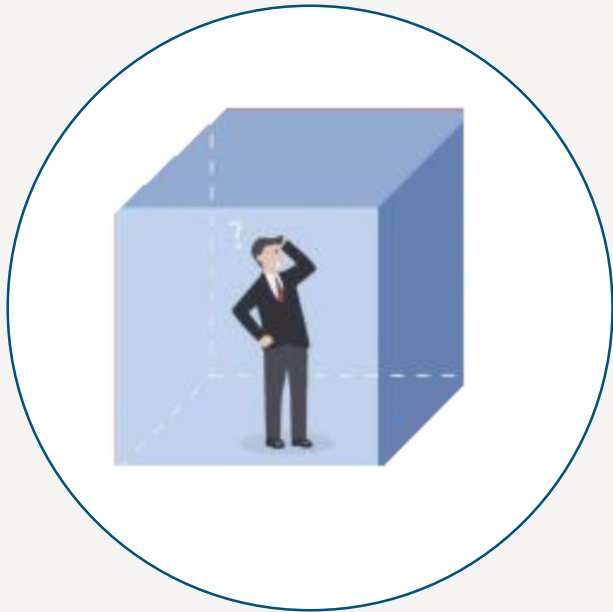
Survey of ALL beneficiaries

Strengths	Limitations
<ul style="list-style-type: none">› Many more answers› Answers to open-ended questions: further ideas› One survey for different analyses - possibility to analyse answers on a particular level (e.g. different measures)	<ul style="list-style-type: none">› Typical weaknesses of survey methods› GDPR› Time-consuming to implement

Use of big labour market data

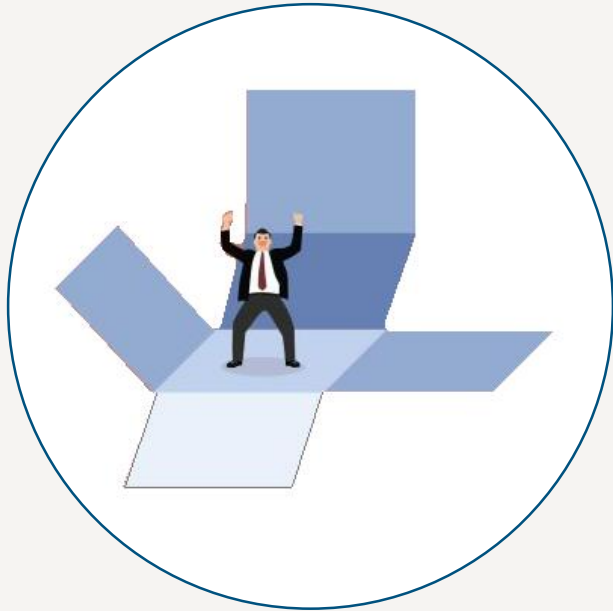
Aim – to evaluate whether trainings match the labour market needs

Use of big labour market data (inside)



- › The only way to know the needs is to ask
- › Big data is only for business and advertising

Use of big labour market data (outside)



- › Job ads as one of the most accurate reflections of labour market needs
- › Demand is not steady, thus *continuous* process of data mining

Use of big labour market data

Data:

- › Weekly scraping of seven largest vacancies websites (from May 2016)
- › Approx. 5 k. unique ads each week
- › Classification by occupations (ISCO 4 digit), economic sectors (NACE 4 digit), level of education required, municipality and companies

Indicators:

- › Demand for professionals or specific competences
- › Aggregate and detailed demand
- › The most popular ads
- › ???



**VACANCY
ANALYTICS**

Use of big labour market data

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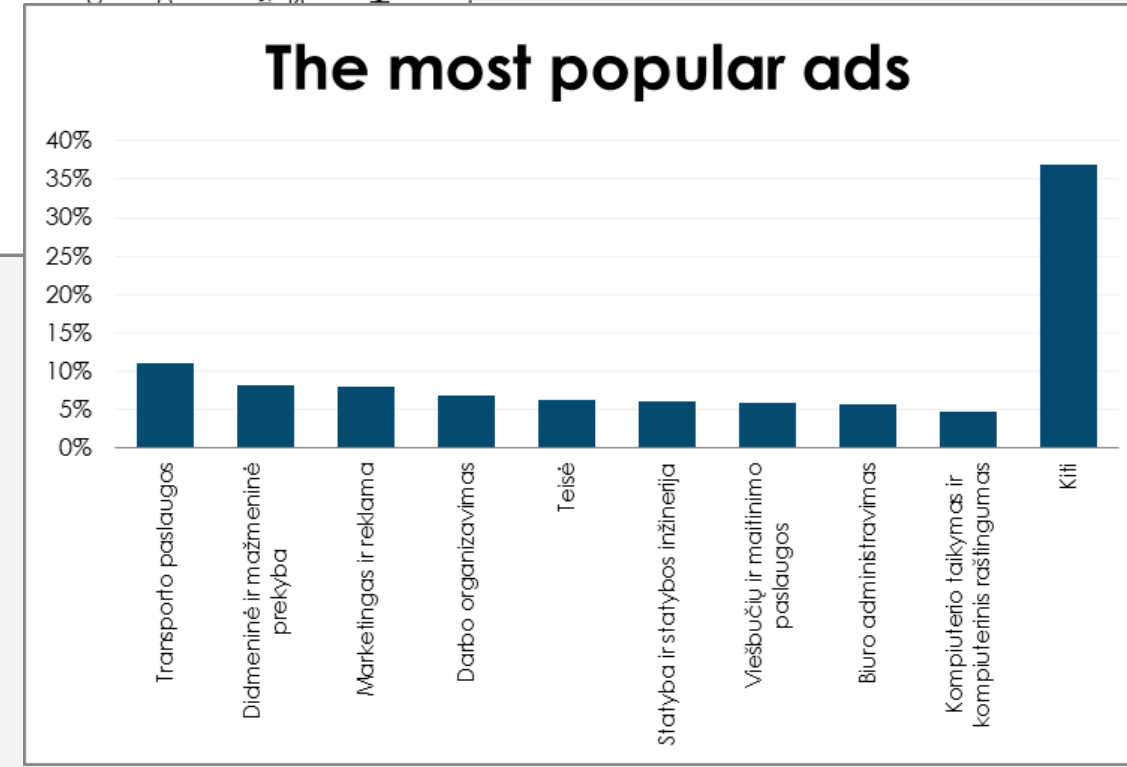
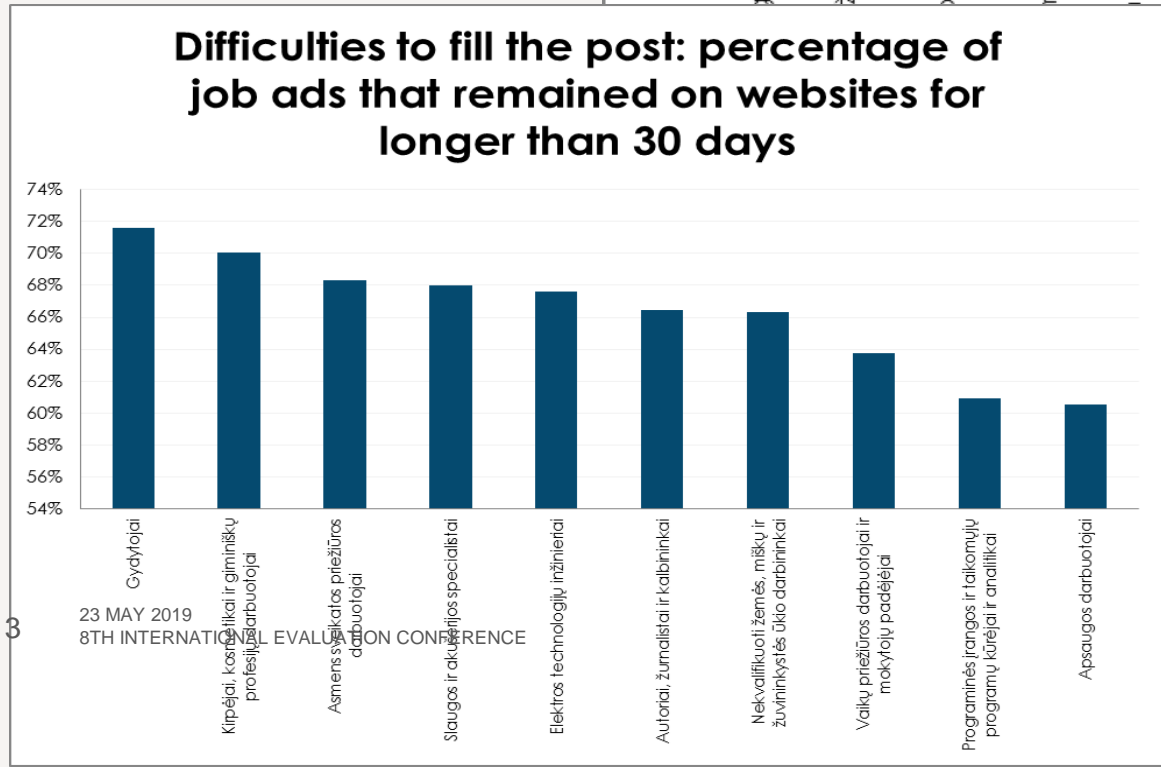
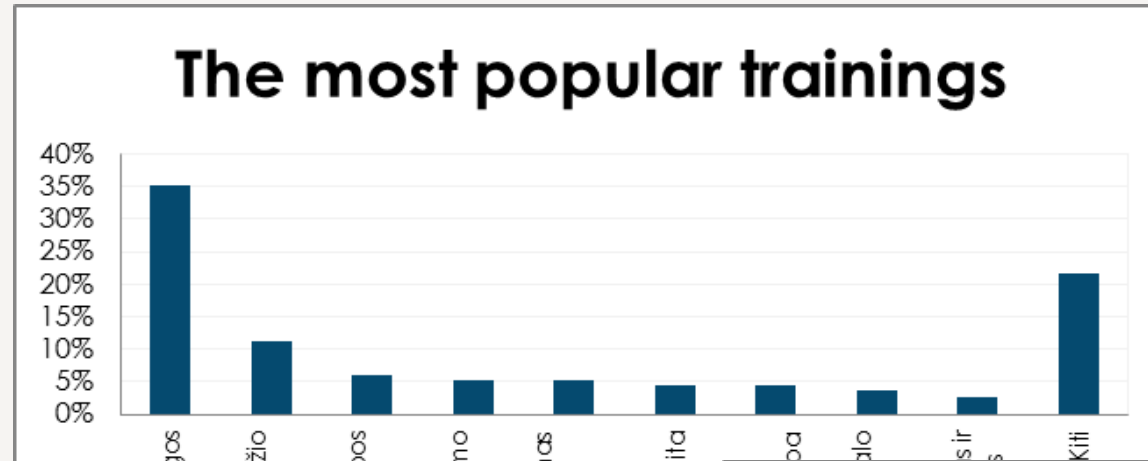
Indicators:

- › Demand for professionals or specific competences
- › Aggregate and detailed demand
- › The most popular ads
- › Hard to fill vacancies



**VACANCY
ANALYTICS**

Use of big labour market data



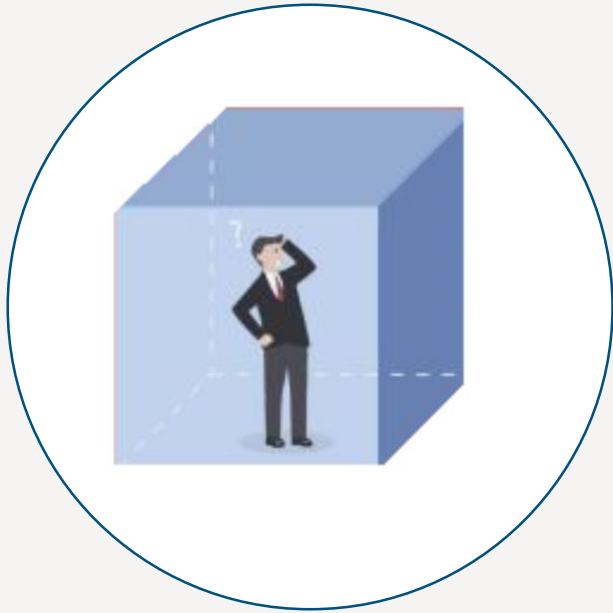
Use of big labour market data

Strengths	Limitations
<ul style="list-style-type: none">› More “objective” data (compared to interviews)› Continuous process of data collection: identification of trends› Flexibility, depending on the question (e.g. labour demand by the level of education in LT regions)	<ul style="list-style-type: none">› Limitations determined by the chosen logic of the categorisation (e.g. whether driving courses should be categorised as professional training)› Specific tools and constant maintenance are needed to scrap the data

Real-time monitoring

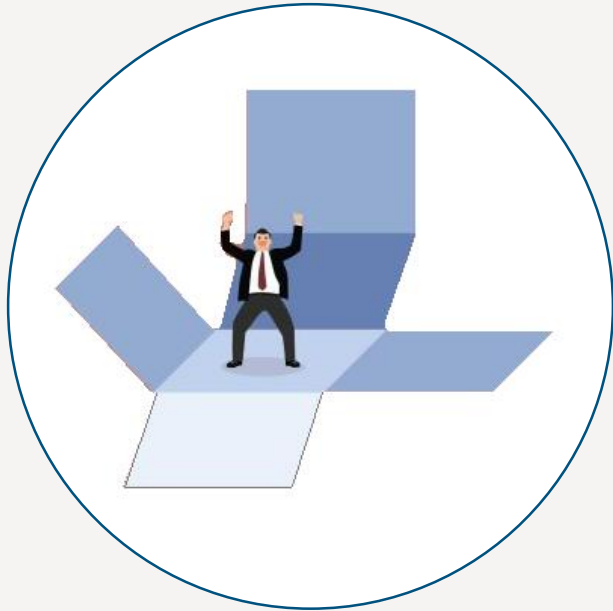
Aim – to evaluate quality of the training courses

Real-time monitoring (inside)



- › To evaluate the quality, we need to interview participants
- › Only organisers of the project or qualified audit institutions can monitor trainings
- › Nobody wants to have their courses externally monitored

Real-time monitoring (outside)



- › Researchers monitor training courses themselves
- › Tests before and after the trainings to evaluate the immediately acquired knowledge
- › Interviews with participants after a few months to evaluate whether acquired knowledge/ skills are applied

Real-time monitoring



Real-time monitoring

Strengths	Limitations
<ul style="list-style-type: none">› Possibility to check information identified by the interviewed organisers› Informal contact with participants and lecturers	<ul style="list-style-type: none">› Researchers may lack educational competencies to fully evaluate details of the learning process› Only one-day monitoring of trainings› Only one small example› Tests based on opinions (how participants perceive their knowledge)› Resource-intensive

Conclusions

- › No method is universal: combination of different methods is the only solution. Deliberate practice is the answer
- › ‘Inside-out’ strategy for evaluations: complement traditional methods with „out of the box“ approaches
- › Data exists (somewhere) but we need to make an effort to “find” it. Collaboration of researchers might create “a push” for potential data providers

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