**TOOL**

# THE KIRKPATRICK MODEL FOR EVALUATING TRAINING AND CAPACITY BUILDING

**WHY**

It often happens that participants have a great time on a workshop and then struggle to apply the ideas back into their organizations – because it is difficult to find the time or the support to think through how the new ideas might work out in practice.

The Kirkpatrick Model (1965) highlights the need for follow-up and support to participants in order that they can apply the learning back into their organizations.

Part of applying learning is the experiential processes that often mean it takes time to get it right for the context participants are working in. This is often far harder than just attending a workshop, and the role of mentoring is essential to support the learning back in the organization or the project, people are part of.
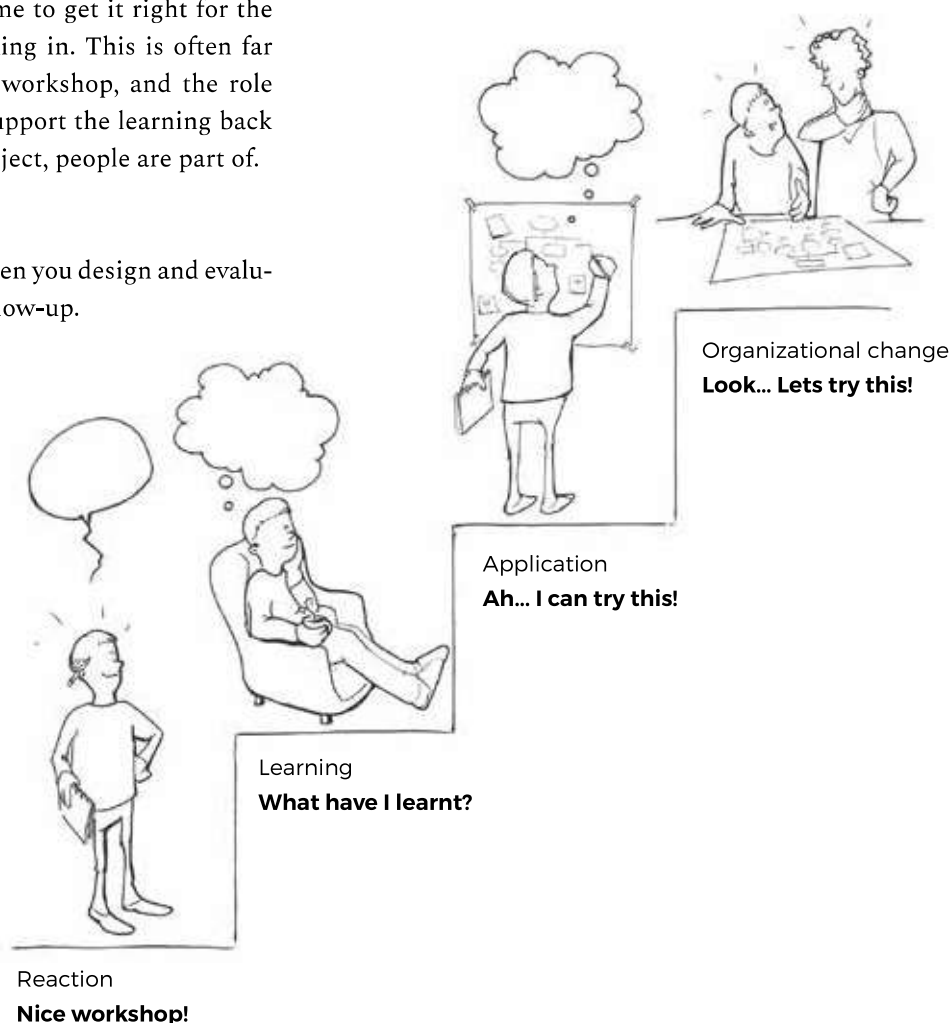
**WHEN**

Use the Kirkpatrick Model when you design and evaluate learning processes and follow-up.

**HOW**

Use the Kirkpatrick Model for reflecting on and discussing how learning can be supported and followed through – right from the workshop or training event through to contributing to organizational change. Bear in mind, that there are also lots of factors which are outside the control of the trainers or the learners themselves.

The following diagrams illustrate the model as documented by Kirkpatrick (table 1) and how the model has tried to be applied to a capacity building program (table 2).



Organizational change
**Look... Lets try this!**

Application
**Ah... I can try this!**

Learning
**What have I learnt?**

Reaction
**Nice workshop!**

**TABLE 1: THE MODEL AS DOCUMENTED BY KIRKPATRICK**

| KEY STAGES OF KIRKPATRICK | REACTION | LEARNING | BEHAVIOUR CHANGE | ORGANIZATIONAL CHANGE |
|---|---|---|---|---|
| **Description of changes** | "This was really nice"! The feel good factor at the end of an event. This is most often assessed at the end of a training. | "Hmm, what have I learnt". This is what has been learnt and those are the things from the training they feel is relevant to them. | "Ah… I can try this". When the participant applies what she has learnt, the learning is translated into behavior changes. | "Let's change this". When the participants influence the organization, the training has led to change in the organization. |
| **How can you assess these changes?** | End of workshop evaluation, feedback forms. | Follow up conversations, mentoring, questionnaires, visits | Review practice and lessons learnt e.g. in teams. Stories of change | Organizational assessment, reviews, case studies, stories of change. |
| **When?** | End of training | 3-6 months after training | 3-12 months after training | 9-18 months after training |

**TABLE 2: THE KIRKPATRICK MODEL AS APPLIED TO A CAPACITY BUILDING PROGRAM**

| REACTION | LEARNING | BEHAVIOR CHANGE | ORGANIZATIONAL CHANGE |
|---|---|---|---|
| *Drivers that give positive reaction* | *Drivers that enable learning* | *Drivers that influence and support behavior change* | *Drivers that influence and support organizational change* |
| Select the right participants – with a capacity for learning and an interest in learning | Participants are expected to feed back learning to the organization | The participants accepts that they need to change behavior and are open to change | The organization accepts it needs to change and is open to change |
| Work with different learning techniques to fit the different learning styles of participants | Time and space to review learning | Supporting and open environment to experiment and try out learning | Mandate from leadership to promote new practices |
| Relevant and accessible materials | Opportunity to share with others | Positive and affirming feedback from others | New practices are understood by all as a part of the purpose of the organization |
| Inspirational, exciting, competent trainers | Supporting and open environment to experiment and try out learning | Opportunity to reflect on an individual basis | Time and space is given for others to learn. Others are motivated to learn |
| Good process, good venue and food | The action plans are realistic and achievable | Review the tasks the participant have in the organization and adjust to new learning and practice | Opportunity to reflect on an individual basis and with others |
| Positive group dynamic | | | Review of tasks to adjust to new learning |