A Note on Indicators for the EMPRETEC Impact Assessment Approach

Matthias Grossmann[1]
University of Oxford

November 2006

The purpose of this note is to provide an overview of the indicators used for the Impact Assessment of the EMPRETEC Programme. It will provide answers to the following questions:

- What indicators are used to assess impacts?
- How are the indicators measured/ data collected?
- How are the indicators/ data analysed?
- What information will the analysis reveal?

The note will provide a general overview of the indicators and how they can be used in the impact assessment. The Appendix contains a Frequently Asked Questions (FAQ) section providing explanations on key issues of the impact assessment. In addition, a detailed overview of all indicators and variables is provided in the Appendix. This information provides a detailed look at the different indicators/ data collected through the various questionnaires and explains, how they are linked to the overall assessment and the possible conclusions that can be made with them.

1) The overall assessment approach

The assessment methodology is based on a 'Before-After' comparison of key variables to measure the impacts of the ETW.

Key Question of the Impact Assessment: Does the participation in the Entrepreneurial Training Workshop improve participants' entrepreneurial competencies and business performance?

Key Hypothesis of the Impact Assessment: The ETW course methodology, which is based on a behavioural approach, helps participants to improve key entrepreneurial competencies, leading to improvements in running a business, which is reflected in an improved business performance.

Expected Key Outputs of the Impact Assessment: Participants' entrepreneurial competencies (reflected in the form of PEC scores) are higher after the training than before;

[1] Matthias Grossmann is a researcher at the Centre on Skills, Knolwedge and Organisational Performance (SKOPE) at Oxford University

similarly, participants' business performance (reflected in the form of a set of indicators) is higher after the training than before.

2) <u>What indicators are used to assess impacts?</u>

Two groups of indicators are used:

1) 'Soft impact indicators' –relating to entrepreneurial competencies
2) 'Hard impact indicators' –relating to business performance

1) Soft impact indicators:

- Personal Entrepreneurial Competencies (PEC) Scores
- Variables on participants' background, including education, business experiences, motivation, business plans, and usage of other Business Development Services
- Variables on participants' expectations (expected impacts of the training, how the training is going to be used, what participants want to learn from the course)

2) Hard impact indicators:

- Static variables on participants' businesses, including business size, business sector, products/ services, markets and clients reached, exports/ imports, existence of business linkages, business accounting, financial services used, business environment, perceived business problems
- Dynamic variables, including sales, costs, profits, investments, employment over time. In addition, the above-mentioned static variables will become dynamic variables when they are compared with each other over time (after the 4 and 8 month re-assessment, as they have either changed or remained the same)
- Variables on expected business performance, including expected sales, turnovers, employment size, investments, business environment and long-term business vision (these variables are re-checked in the 4 and 8 month re-assessments and it will be asked: did participants' expectations before the training come true? If not, why not?)

3) <u>How are the indicators measured/ data collected?</u>

All information is collected through either a questionnaire or an interview (for the PEC assessment). The following questionnaires collect the following information:

1) Application Form –Part 1:
Collects information on participants' background, education, motivation, business experience and other business services used.

3) Application Form- Part 2:
Collects information on participants' businesses and business performance, as well as business expectations

4) PEC assessment
Collects all 10 PEC Scores and an overall PEC score

5) Learning and Impact Expectation Form
Collects information on participants' learning expectations about the training and how they might use it in their business

6) Course Evaluation Form:
Collects information on participants' evaluation of the course (whether they liked the methodology, content, etc.), and whether participants' expectations before the training were met (for example, if expectations are not met, this might indicate that participants did not have sufficient information and centres should better communicate with potential participants)

7) Re-Assessment PEC interview
Collects PEC Scores for all 10 PECs 4 and 8 months after the training ended, as well as an overall PEC socre

8) Post-Training Impact and Evaluation Form
Collects information on perceived directs and indirect impacts of the training on participants' businesses. Participants should state, for example, whether they now (4 or 8 months after the training) do things differently than before the training. If yes, this indicates that the training led them to change their behaviour.

9) Post-Training Assessment Form
Collects the same information on participants' business background and performance which was also collected in Part 2 of the Application Form. A comparison of the information provided 4 and 8 months after the training with information before the training allows identifying changes in businesses performance. The key question then is to explain the reasons for these changes, which will be done during the analysis.

4) <u>How are the indicators/ data analysed?</u>

For each participant, information will become available on a range of variables. Each participant will form a "Case" in the impact assessment. All data will be entered in a database, clearly linked to one case (participant).

The analysis itself will be carried out with the help of specialised statistical software, including SPPS for descriptive and simple regression analyses, LogExact for sub-group and small sample regression analyses, as well as text analysis software (Atlas).

The analysis will be conducted on two levels:

1) Descriptive statistical analysis, including simple frequency analysis and cross-tabulations on a range of variables
2) Inferential statistical analysis, including means comparisons, various statistical tests, categorical analyses and regression analyses on specific relationships. The scope of the analysis largely depends on the sample size (number of cases), quality and nature of the data (categorical/ nominal variables).

The 'Before-After' Assessment Methodology tries to link observed differences to the intervention that occurred in-between (e.g. a training). For this reason, all information collected on participants, their PECs and business performance before the training will be compared with the same information after the training.

At the core of "soft impact indicators" are the PEC scores. PEC scores before the training will be compared to PEC scores after the training. For example, the mean PEC scores of all participants before the training will be compared to PEC scores of all participants after the training. If the post-training PEC scores are higher than the pre-training scores, and if this difference is statistically significant, it can be assumed that the training has some positive effect on participants in terms of improving their competencies.

At the same time, other factors that might influence the change in PEC scores, need to be taken into account. One example: assume that post-training PEC scores are only significantly higher with say participants having concluded tertiary education, whereas participants with only primary education do not improve on PEC scores. This would then indicate that education is an important determinant for changes in PEC scores, and not the ETW alone. The same might be true for business experiences or motivation. Similarly, it might be the case that participants using other EMPRETEC or business services do better than those not using additional services. This is also the reason why the impact assessment approach collects this background information and not only the PEC scores. At the analysis stage, it will then be possible to identify which factors influence the changes in PEC scores, to what extent they influence PEC scores, the combination of PEC scores, etc. There is of course always the danger of having 'overseen' any other factors, for which no information is collected. This problem is linked to the famous 'attribution' problem. The scope of the attribution problem can be tested through various statistical techniques.

The same logic guides the collection and analysis of business and business performance indicators as part of the 'hard impact indicators.' Similar to comparing PEC Scores before and after the training, the comparison of business indicators allows insights into possible effects/ impacts of the ETW. Looking at the example of changes in employment as a central proxy for business performance (the logic is: businesses that do better/ grow, also increase their staff, which thus is a proxy indicator for business growth): if there is a statistically significant increase in the mean employment size of businesses after the training as compared to before the training, there is an indication of a positive impact. Again, as with the PEC scores, the analysis needs to clarify what factors other than the training might have influenced this change. The usage of different models and variables (including control variables, so-called dummies) will be used to assess to what extent the change can be attributed to the training or other background variables. For example, such a change might only occur in one country, indicating that the overall business environment might be the reason and not the training; in comparison, if an increase in employment size occurs across all countries, it becomes less likely that the business environment is the reasons for the change.

Due to these complex interactions (which are at the root of the attribution problem), any analysis necessarily needs to follow an iterative step-by-step approach, focusing on various relationships.

5) <u>What information will the indicators reveal?</u>

The different types of analyses will reveal a range of information:

1) The descriptive analysis can address the following range of questions:

- Who are the participants and what are their characteristics?
- What are participants' business backgrounds?
- What are strong and weak PECs?
- What are PEC combinations?
- What are major business problems and challenges?

- What are participants' expectations and to what extent are they met?
- What are the perceived benefits and impacts of the ETW?

All these issues can be analysed across countries and allow detailed insights into the characteristics of participants and the EMPRETEC approach.

Based on this information, outputs similar to the "EMPRETEC Showcase" produced by UNCTAD based on the old MIS System can be produced.

2) The inferential analysis can address the following range of questions:

- Are PEC Scores after the training significantly higher than before the training?
- What factors influence changes in PEC scores and their combination?
- Is the business performance (measured as a range of variables as described above) after the training significantly better than before the training?
- What factors influence changes in business performance?
- What are expected and perceived impacts of the training?
- What are ETW's strengths, weaknesses?

Based on the analysis, recommendations and suggestions can be made to guide centres and develop strategies to improve the effectiveness of the training.

A range of reporting formats can be developed based on these results. These include general descriptive overviews of the EMPRETEC training, characteristics of participants and their businesses. More analytical reports can be derived, informing about the impacts and factors influencing the effectiveness of the approach.

If the assessments are repeated over time, it will be possible to track the developments over time. For example, it will be possible to highlight changes in the composition of ETWs, and participants' backgrounds. The available information will provide a detailed overview of businesses/ SME profiles in a variety of contexts and countries. For example, available information will allow insights into major business problems, perceived business environment and the performance of businesses across sectors and markets, as well as the extent to which businesses (and what type of businesses) engage in business linkages.

The information obtained through the impact assessment can be completed through additional information available from other sources. For example, if studies or information is collected on businesses in one specific country, it will be possible to compare key indicators from the impact assessment with external indicators, which might strengthen the analysis and attribution of impacts.

Appendix

Frequently Asked Questions (FAQs):

FAQ 1: What indicators does the Impact Assessment use?

The Impact Assessment focuses on two broad impact indicators: a) changes in PEC scores as a direct consequence of the training, and b) changes in business performance. The latter is composed of a range of variables which are proxies for business performance.

FAQ 2: How will the indicators be used?

Two different types of analyses will be used: a) descriptive analysis, allowing for an overview/ summary of the variables and information, and b) inferential analysis, allowing for an analysis of relationships between variables, determinants of specific associations, etc. The full scope of the potential results will only be fully known during the analysis stage.

FAQ 3: Does the Impact Assessment only assess the ETW and why?

The suggested impact assessment aims at assessing impacts of the ETW. It cannot measure impacts of other programmes or elements of the EMPRETEC Programme. The reason is the problem of attribution, which requires a well-defined and standardised assessment approach. In order to assess impacts, the programme logic (in other words, the underlying cause-effect relationships) needs to be known. This is the case for the ETW, which is based on a clear and widely tested project logic (i.e. behavioural training ➔ leading to improved entrepreneurial competencies (direct link) ➔ leading to better business performance (indirect link)). Other programme aspects (e.g. other business services) have a different programme logic and require a different set of questionnaires and information. As the suggested impact assessment needs to be feasible and implementable at the country level, the focus is on the ETW.

Please note, however, that this should be considered as a first step only towards a more comprehensive and integrated long-term Monitoring and Evaluation framework for all EMPRETEC centres, allowing them to continuously collect performance indicators on programmes, deliverables, costs and impacts on the entire range of services provided.

Once the ETW impact assessment has proven its usefulness and practicability, it is suggested to first adapt it to assess the two other core EMPRETEC products, namely the 'Corporate Entrepreneurship Training' and the 'Governance Entrepreneurship Training.' It can later be developed into an assessment framework for other EMPRETEC products and services.

FAQ 4: Is it possible to assess former ETWs from previous years/ months?

Generally, this is not possible. The reason is that in order to be able to compare results across countries, it is necessary for all participating centres to use the same standardised methodology and questionnaires. For ETWs that occurred in the past, the required information on participants' background and businesses/ business performance is not available and it is thus not possible to include them in the analysis. However, this additional information is required to properly attribute any observed changes (impacts) to either the training or other factors (such as participants' education, etc.)

In theory, it would be possible to use PEC scores from former ETWs and then do the re-assessments. However, these re-assessments need to be 4 and 8 months after the ETW took place, otherwise, comparability is not guaranteed. It is not possible to compare re-assessment scores from, for example, 5 months after the training and 10 months after the training as the observed changes in PEC scores might simply be due to the different time span as compared to the standardised 4 and 8 month re-assessments. It is thus strongly encouraged to only use the standardised approach to guarantee data comparability and integrity of the approach.

FAQ 5: What are the requirements for centres to participate in the Impact Assessment?

Ideally, participating centres should fully adopt the methodology, i.e. they should make use of all questionnaires and collect the required information. Only if the full set of information is available, will it be possible to fully analyse both changes in PEC scores and changes in business performance. There is some degree of flexibility for centres when to use the different questionnaires, but for a full analysis and attribution of impacts, as much information as possible is required.

The minimum requirement for participation is to at least collect information on PEC scores. For this purpose, centres do a pre-training assessment of the PEC scores and the two re-assessments 4 and 8 months after the training. For this purpose, centres still need to collect information on part I of the application form (applicants' background), impact expectations, course evaluation and impact re-evaluation. Information on business performance is not needed in this case. Although these are the minimum requirements for centres, it is important to note that the results of this assessment will only relate to changes in PEC scores and it won't be possible to make any conclusions or analyses on changes in business performance.

As a consequence, all centres are encouraged to participate fully, as the additional burden compared to the minimum requirements is only marginally higher.

FAQ 6: When can centres join?

Interested EMPRETEC centres can join any time. The methodology and documents are available via the common workspace and can be used anytime.

FAQ 7: What is the required sample size/ required number of centres?

The required number of centres/ overall sample size depends largely on the type of analyses to be conducted. The general rule is: the large the sample size, the more confident and robust the analyses become. A sample size of at least 300 participants/ entrepreneurs should be envisaged, which corresponds to about 10 centres participating for at least one ETW (assuming an average ETW size of about 30 participants). However, centres are encouraged to not only use the impact assessment for one ETW, but for several subsequent ones to increase the sample size and thus validity of the conclusions.

FAQ 8: What is the overall duration of the impact assessment exercise?

The impact assessment cycle for one ETW runs over roughly one year, covering the preparatory stages (inviting potential applicants), pre-training assessments (application forms, screening, PEC interview), the conduct of the actual training, course evaluation and the two 4 and 8 month re-assessments. The impact assessment can run parallel, covering several ETWs with overlapping cycles. Additional time is needed for data entry, analysis and reporting, which largely depends on the amount and quality of data available.

FAQ 9: How is the impact assessment conducted?

The implementation/ conduct of the impact assessment is decentralised to the country level. All participating centres should nominate a focal point at their respective centre to supervise the assessment. The implementation includes the collection of the data and the PEC interviews.

The data entry can either be done by the centres, OR centrally by the consultant and his team. Similarly, the analyses will be centrally conducted by the consultant.

FAQ 10: How are the results shared and used?

All centres and UNCTAD will receive regular updates on the progress of the impact assessment. Results will be made available via the virtual workspace. The final results will be used for a range of purposes and publications. Each centre will receive an individual country report, stating the respective centre's impacts, strengths, weaknesses and recommendations. In addition, a global report will be produced to summarise the overall insights and conclusions on the EMPRETEC concepts. Various publications and formats can be developed to use the information for Government counterparts, donors and the private sector, e.g. to solicit funding or to market the training and other EMPRETEC products and services.

APPENDIX – Detailed Overview of indicators used

1) Pre-Training Application Form –Part I

Indicator	Variables	Questions	Questions addressed during descriptive analysis	Questions addressed during inferential analysis	Examples of possible results/ outcomes (based on hypotheses and previous statistical testing)
Personal Background	Age, gender, family status	Q1-Q7	• What is the age, gender and family profile of participants?	• Do age, gender and family status influence impacts? • To what extent do these variables influence impacts?	• Older participants, on average, might have higher PEC improvements (age might be a proxy for experience); similarly for married participants, as 'being married' might be a proxy for management skills/ crisis management
Education	Level of education, years of education, field of study, business content of education	Q8-Q11	• What is the educational background of participants in the different countries?	• Does education influence PEC scores? • Does education influence impacts and to what extent? • What role do different educational variables play?	• Better educated participants might generally have greater improvements in PEC scores and businesses might perform better; similarly, if the field of study is business related, participants might benefit more from the training and perform better as they have a 'knowledge advantage' over other participants
Business Exposure	Family/ relatives owning a business, helping in business, travelling abroad, reading business journals	Q12-Q16	• What exposure to business do participants generally have? • What are differences/ similarities across countries? • What are participants' characteristics with exposure?	• Does business exposure influence PEC scores and business performance? • To what extent does business exposure influence impacts and what variables are significant?	• Participants with more business exposure might have higher PEC scores and higher average score improvements after the training; similarly, business exposure might influence business performance and impacts differently;
Work and Business Experience	Employment record, running a business, ownership structure, businesses previously owned	Q17-Q20	• What are participants' work and business experiences? • Have businesses owners worked before starting business? • How many own a business versus running a business?	• Does work/ business experience influence outcomes and impacts? (e.g. PEC scores and business performance? • What variables have an influence and to what extent?	• Work experience in the private sector or as manager might improve learning and business performance as compared to other work experience; similarly, owning several businesses can be proxy for success and entrepreneurial acumen; entrepreneurs who only own but do not run a business might be less successful
Future Business Plans	Future business plans, amount and source of start-up capital needed	Q21-23	• Do participants have a clear idea about future business plans, including costing and sources?	• Do participants with clear and precise business plans do better (in terms of PECs and performance)?	• Having precise business plans might be a sign for planning and risk taking skills and thus might influence outcomes and impacts
Motivation	Motivation for start-up, ingredients for success, imagination and creativity, risk attitude, ability to plan, vision	Q24-Q31	• What are participants' motivations and perceptions about success? • Are there differences across countries and among participants with varying backgrounds?	• To what extent does motivation influence performance and impacts? • What variables are significant? • Are there significant differences among participants and countries?	• Motivation is at the core of the EMPRETEC approach; higher motivation should be reflected in higher PEC scores, learning transfers and thus business performance • The ETW should have positive impacts across all participants
Previous Services Used	EMPRETEC and other business services used, date and provider	Q32-35	• Do participants use other EMPRETEC/ business services? • If yes, which ones?	• Are impacts different for participants having used other services compared to those who have not?	• Participants having used/ making use of other services might have an advantage over those who do not. Thus, their performance might be better/ impacts might be higher

2) Pre-Training Application Form –Part II (same indicators as used for the 4 and 8 month Post-Training Assessment Form)

Indicator	Variables	Questions	Questions addressed during descriptive analysis	Questions addressed during inferential analysis	Examples of possible results/ outcomes (based on hypotheses and previous statistical testing)
Business Background	Business registered, date established, size, sector, products offered, market outreach, exports and imports	Q36-Q48	• What businesses do participants run? What are the business characteristics? • What sectors, products and markets dominate?	• Do the business characteristics before the training differ significantly from business characteristics after the training? • If yes, what factors differ and how?	• The training should lead to improvements in business performance, which should be reflected in proxies such as staff size, market outreach, export shares, product range. If there is a statistically significant improvement across businesses and countries, the ETW seems to have a positive direct impact on business performance
Business Linkages	Type of business linkages, contractual nature of linkages	Q49-Q50	• Do businesses have linkages and what type of linkages? • Which businesses have linkages?	• Does the training help businesses to engage in more linkages?	• The training might directly encourage businesses to engage in linkages (e.g. through improved opportunity seeking), or indirectly as a consequence of networking and becoming an EMPRETECO
Accounting and Finance	Type of bookkeeping used and financial services used	Q51-52	• What is the degree of 'financial sophistication' of participants' businesses? • What services are used regularly?	• Does the training improve the 'financial sophistication' of businesses? • Do businesses use a larger range of financial services?	• The training might expose participants to the range of financial services and the usefulness of doing proper and comprehensive bookkeeping. This information is an indicator for businesses' potential to diversify and improve operationally.
Current Business Performance	Sales, costs, current performance rating and major business problems	Q53-Q59	• What is businesses' performance? • How do owners perceive their own business performance and their problems?	• Did businesses improve their sales/ profits as compared to before the training? • Are owners' business perceptions accurate and met in reality?	• Sales and profits are a direct indicator for business performance. The training (through improving PECs) should lead to improved sales/ profits. In addition, the ability of owners to accurately judge their business environment is a proxy for planning skills and realism
Future Business Expectations	Business environment, staff size, investments, turnover, sales, profitability and long-term vision	Q60-Q65	• How do owners judge their business future? Are they optimistic/ pessimistic? • What is the long-term vision?	• Have business owners' judgements been met in reality? Are their perceptions realistic? If not, has the training influenced actual outcomes	• These variables collect information about perceived changes over the next 6 months, which covers part of the post-assessment period. These perceptions are checked during the re-assessments. Better than expected performance (if statistically significant) might indicate a positive training effect

3) PEC-Scoring Matrix (same indicators as for the 4 and 8 month PEC-Reassessment Scoring Matrix)

Indicator	Variables	Questions	Questions addressed during descriptive analysis	Questions addressed during inferential analysis	Examples of possible results/ outcomes (based on hypotheses and previous statistical testing)
Personal Entrepreneurial Competencies	Scores for all 10 PECs, as well as overall PEC scores	All	• What is the average overall PEC score and scores for individual PECs, as well as score combinations? • What are differences across participants (characteristics) and countries?	• Are post-training PEC scores significantly higher than pre-training PEC scores? • What factors/ variables influence the changes in scores? • What are determinants of specific PEC combinations?	• The ETWs directly aim at improving PEC scores. Statistically significant changes indicate a direct positive impact of the training. In addition, the training might lead to strengthening specific PECs and PEC combination. The analysis will help to identify factors that influence the changes in PEC scores and the extent of their impact

4) Pre-Training Learning and Impact Expectation Form (similar to part II of the 4 and 8 month post-training Learning and Impact Evaluation Form)

Indicator	Variables	Questions	Questions addressed during descriptive analysis	Questions addressed during inferential analysis	Examples of possible results/ outcomes (based on hypotheses and previous statistical testing)
Learning Expectations	Behaviour, management skills, business planning, networking, opportunity seeking	Q1-Q2	• What are participants' expectations in regard to the training? What do they want to get out of the training and how do they plan to use it?	• Have expectations been met? • What factors (e.g. characteristics) influence learning expectations? • Do expectations differ across participants and countries?	• The learning expectations provide information on participants' needs and demands. It might directly be linked to the business characteristics and needs and the individual way the course is organised and advertised. This information will be re-checked in the course evaluation form
Impact Expectations	Product quality, production techniques, access to finance, sales and profits, outreach, exports, networks	Q3	• What expectations do participants have before the training in regard to expected impacts? • What are the reasons/ motivation for participating in the training?	• Are impact expectations linked to actual impacts and to what extent? • Are there differences with impact expectations among participants/ countries? • What factors influence expectations?	• Expected impacts are checked with actual impacts to assess to what extent expectations were met. Matching between expectations and actual impacts indicates that the course meets participants' needs and demands. It is also possible to link expectations to individual PECs, which might help explaining underlying cause-effect relationships of the training

5) Course Evaluation Form (part II is similar to part II of the 4 and 8 month post-training Learning and Impact Evaluation Form)

Indicator	Variables	Questions	Questions addressed during descriptive analysis	Questions addressed during inferential analysis	Examples of possible results/ outcomes (based on hypotheses and previous statistical testing)
Course Evaluation	Usefulness of course, methodology, relevance and to what extend expectations were met	Q1-Q4	• To what extent was the course, its methodology and content useful/ met participants' expectations? • What are the strengths and weaknesses of the concept?	• To what extent do participants' evaluations influence impacts? • To what extent are the evaluations linked to expectations and what factors influence the evaluation?	• It might be that participants perceiving the course as useful have higher post-training PEC scores than participants with negative evaluations (motivational attribution). Due to the behavioural approach of the ETW, participants demanding concrete training outcomes (e.g. finance or managerial skills) might be less content with the training.
Learning and Impact Expectations	Same as table 4) above	Q5-Q6	• After having completed the training, did the learning and impact expectations change and to what extent?	• Why did expectations change and what factors influence expectations? • Are impact expectations linked to actual impacts and to what extent?	• Changes in expectations indicated in the pre-training questionnaire compared to the course evaluation form might indicate that participants have adjusted their understanding of the course and how it might influence their business. A significant increase in expectations might reflect the motivational power of the ETW

6) Post-Training Learning and Impact Evaluation Form (4 and 8 months)

Indicator	Variables	Questions	Questions addressed during descriptive analysis	Questions addressed during inferential analysis	Examples of possible results/ outcomes (based on hypotheses and previous statistical testing)
Usefulness of the ETW	Use of training material and concepts, usage and perceived improvements of PECs	Q3-Q7	• How do participants make use of the training and its concepts? • Which PECs are used regularly? • What are perceived improvements in PECs?	• Are perceived changes in PECs consistent with real PEC changes? • Is the usage of training material and concepts linked to changes in PECs and to what extent? • What factors influence perceived changes?	• Perceived changes/ improvements in PEC scores should be reflected in actual changes. Similarly, the usage of training material and concepts might be linked to impacts (higher PEC scores and better business performance). This information (collected prior to the re-assessment interviews) provides an opportunity for self-reflection
Learning and Impact Perceptions	Same as tables 4) above	Q8-Q10	• What are the perceived impacts of the ETW on participants' behaviour and business performance? • Are the perceived impacts different from expected impacts?	• If perceived impacts are different from expected impacts, why is this and to what extent? • What factors influence the perceived impacts? • How are perceived impacts linked to observed impacts?	The reassessment provides an opportunity to reflect on perceived actual impacts that occurred as a consequence of the training and to link them to observed impacts (real changes in PEC scores and business performance indicators). Positive training impacts should be reflected in both perceived and actual changes (improvements).

Note: Please note that the questions and possible results above only represent few examples as there are many more potential questions that can be addressed through the impact assessment indicators. However, a comprehensive overview of possible relationships and conclusions will only be possible at the analysis stage, when various variables and relationships have been tested and analysed. This also depends on the scope and the quality of data available.