

UNIHOUSE CAPACITY DEVELOPMENT EVALUATION FRAMEWORK (CDEF)

A Guide for Monitoring & Evaluating Capacity Building Interventions

Driving impactful and
sustainable learning for global
development.

Table of Contents

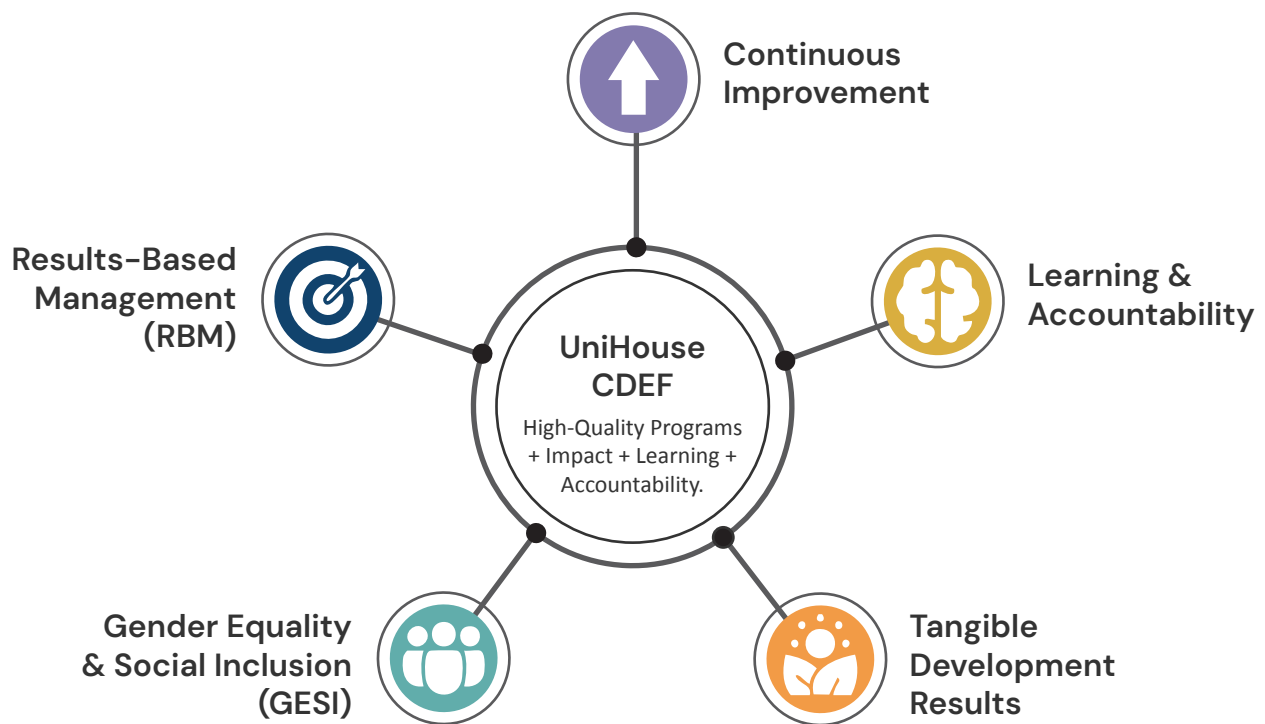
1 Introduction	1
1.1 Scope of Application	2
2 Core Components and Guiding Principles	3
2.1 Core Components	3
2.2 Guiding Principles	4
3 Theoretical Grounding & Framework Alignment	6
4 The Training Evaluation Process & Report	8
4.1 Key Domains of the Immediate Post-Training Appraisal Report	9
4.2 Roles and Responsibilities in CDEF Implementation	10
5 Evaluation Domains in Detail	12
5.1 Demographic and Institutional Data	12
5.2 Contribution to Development Outcomes and Sustainability (Initial Assessment)	13
5.3 Facilitator Effectiveness and Knowledge Transfer	13
5.4 Operational Efficiency and Delivery Mechanism	13
5.5 Instructional Materials and Learning Resources	14
5.6 Stakeholder Recommendations & Continuous Improvement Areas	14
5.7 Longitudinal Assessment & Impact Evaluation	14
6 Rating Scale & Interpretation	15
7 Data Management, Analysis & Visualization	16
8 Reporting, Utilization & Learning	18
9 Annexes	20

1 Introduction

UniHouse is committed to delivering high-quality capacity-building programs that drive impactful and sustainable learning experiences and contribute to tangible development results. To ensure continuous improvement, learning and demonstrate accountability to stakeholders, UniHouse employs this structured UniHouse Capacity Development Evaluation Framework (UniHouse CDEF).

It is aligned with international M&E best practices, Results-Based Management (RBM) principles, and core evaluation standards to systematically evaluate capacity development initiatives based on pre-defined key performance indicators and qualitative evidence.

This Framework provides credible insights into training relevance, effectiveness, efficiency, facilitator performance, program design, logistical efficiency, and instructional resource adequacy, with a strong focus on mainstreaming Gender Equality and Social Inclusion (GESI). By fostering a results-based approach, UniHouse aims to ensure that training interventions demonstrably contribute to measurable outcomes such as institutional strengthening, human capital development, and long-term impact, aligned with project/program goals.



CDEF Value Proposition / Benefits

The findings directly support overall project/program Monitoring & Evaluation (M&E) frameworks, enabling rigorous, evidence-based, data-driven decisions for adaptive management, enhancing training effectiveness, and reporting on contributions to broader development goals. This Framework is grounded in evaluation science principles, emphasizing rigor, validity, reliability, and the ethical use of credible evidence to assess performance and support learning

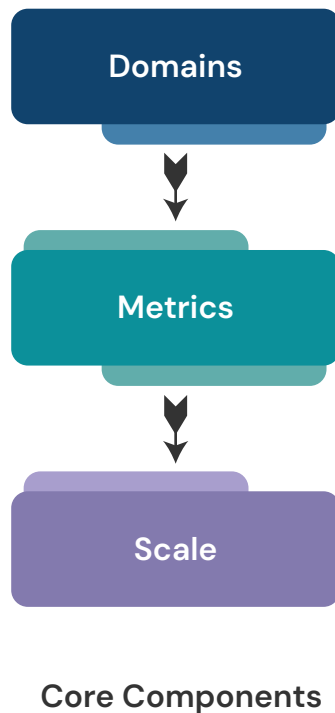
Furthermore, the UniHouse CDEF is designed to align with the principles of internationally recognized quality management standards, such as ISO 9001:2015, and standards specific to educational and learning services like ISO 21001:2018 and ISO 29993:2017, demonstrating UniHouse's commitment to systematic quality assurance and continuous improvement in its capacity development offerings.

1.1 Scope of Application

The UniHouse CDEF serves as the overarching framework for monitoring and evaluating all capacity-building programs delivered by UniHouse and its platforms. This includes the integration of Ostathi, UniHouse's AI-powered tutoring and training platform and Ostathi Business and Ostathi Noor Social Impact Initiative, ensuring that both traditional training interventions and technology-enabled learning programs are evaluated under a consistent, evidence-based approach. By applying a unified framework across UniHouse and Ostathi initiatives, the CDEF guarantees coherence in quality assurance, comparability of results, and alignment with international M&E standards, while reinforcing UniHouse's commitment to systematic learning, innovation, and accountability.

2 Core Components and Guiding Principles

2.1 Core Components



The UniHouse CDEF is structured around three fundamental factors:

- **Domains:** Represent the core evaluation areas, ensuring a comprehensive assessment aligned with international M&E best practices, covering training outcomes, facilitator performance, program design, logistics, and resource effectiveness. These domains are informed by established evaluation frameworks (see Section 3).
- **Metrics:** Define measurable indicators (both quantitative and qualitative) within each domain designed to assess key aspects like relevance, clarity, engagement, application, efficiency, and equity. Metrics are chosen for their validity and reliability where possible.
- **Scale:** Provides a standardized rating system (for quantitative metrics) to ensure consistency in assessments across different training instances and facilitate comparative analysis, allowing for clear identification of strengths and areas for improvement.

2.2 Guiding Principles

The application of this Framework is guided by the following core principles:



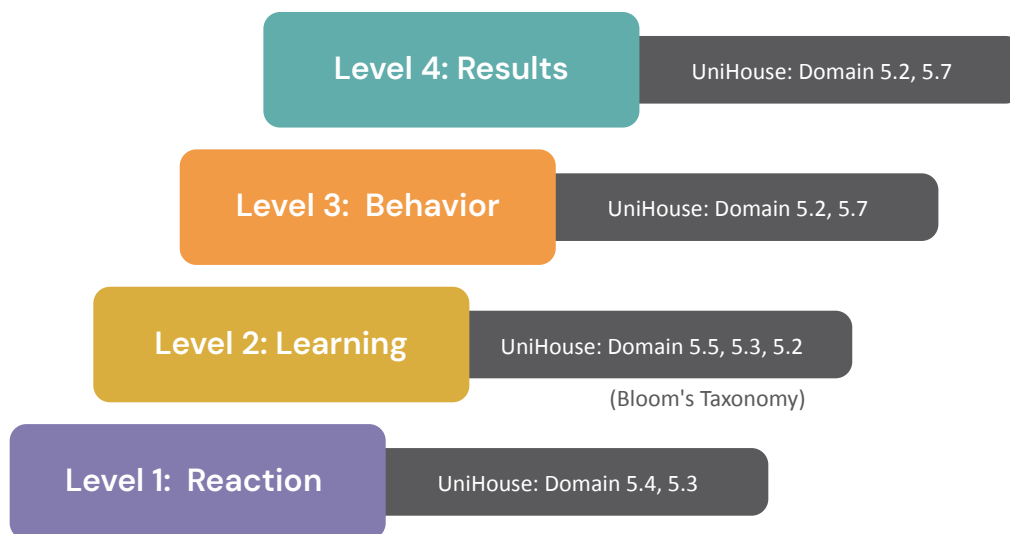
Guiding Principles

- Results-Based Management (RBM): Focusing evaluation on the achievement of expected outputs and contribution to outcomes and impact, as defined in relevant project/program results frameworks or Theories of Change.
- Gender Equality and Social Inclusion (GESI): Systematically integrating GESI considerations into data collection (disaggregation) and analysis to understand differential outcomes and ensure equity.
- Utilization-Focused Evaluation: Designing and implementing the appraisal process to ensure findings are relevant, timely, and actionable for program improvement, stakeholder reporting, and organizational learning.
- Evaluation Rigor and Ethics: Committing to systematic data collection, credible analysis methods (including mixed-methods and triangulation where appropriate), objective reporting, transparency, and ethical conduct (including informed consent and data confidentiality/anonymity).
- Participation: Engaging relevant stakeholders (participants, facilitators, managers, clients) appropriately in the evaluation process where feasible.
- Sustainability: Considering factors that enable the long-term application and impact of the capacity development provided.
- Definition: For the purpose of this Framework, UniHouse defines capacity development as the process of enhancing the abilities of individuals, organizations, and systems to perform core functions, solve problems, define and achieve objectives, and understand and deal with their development needs in a broad context and sustainable manner.
- Rigor/Ethics: Evaluation planning includes identifying potential risks, such as sampling bias or low response rates, and implementing appropriate mitigation measures.

3 Theoretical Grounding & Framework Alignment

The UniHouse CDEF is intentionally grounded in established scientific models and frameworks for training evaluation and capacity development M&E. This ensures a structured, evidence-based, and internationally recognized approach. Key influences include:

- The Kirkpatrick Model of Training Evaluation: This model provides a foundational structure for evaluating training at different levels. The UniHouse domains and longitudinal assessment align with these levels:



Adapted Kirkpatrick Model

Level 1: Reaction: Assessed primarily through Domain 5.4 (Operational Efficiency) and aspects of Domain 5.3 (Facilitator Effectiveness).

Level 2: Learning: Assessed through Domain 5.5 (Instructional Materials), Domain 5.3 (Facilitator Effectiveness), and parts of Domain 5.2 (Contribution to Outcomes), often informed by Bloom's Taxonomy concepts.

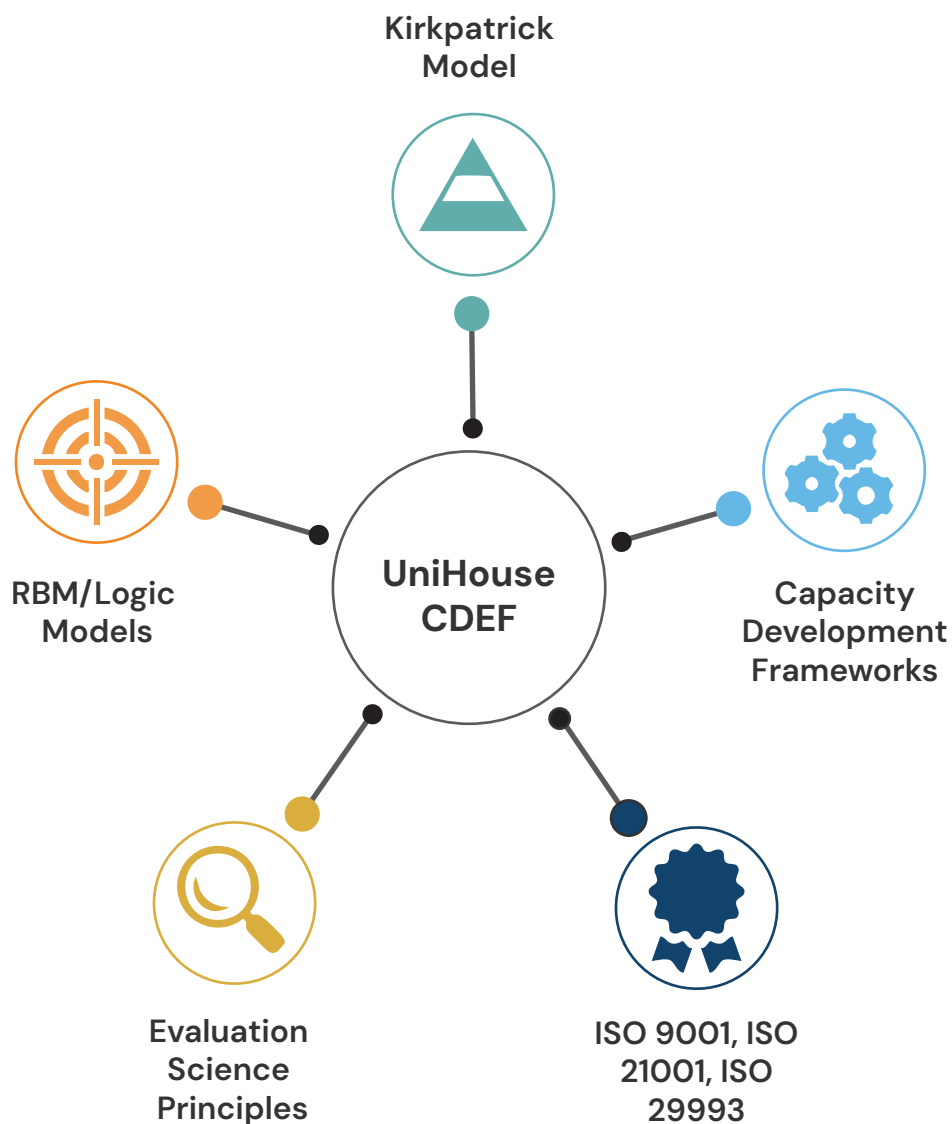
Level 3: Behaviour: Addressed initially in Domain 5.2 (Contribution to Outcomes) and more rigorously via Section 5.7 (Longitudinal Assessment).

Level 4: Results: Assessed via Domain 5.2 (Contribution to Outcomes) and further investigated through Section 5.7 (Longitudinal Assessment) focusing on contribution to organizational or project goals.

- Results-Based Management (RBM) and Logic Models/Theory of Change: Consistent with development partner approaches, the methodology emphasizes the link between training activities, outputs, outcomes, and impact. Domain 5.2 explicitly connects training to project/program objectives and institutional capacity, reflecting the outcome-oriented logic inherent in these frameworks.

- **Capacity Development Frameworks:** Recognizing capacity exists at multiple levels (individual, organizational, enabling environment), the methodology incorporates assessment elements related to individual learning, application, institutional strengthening, and sustainability (primarily in Domain 5.2 and Section 5.7).
- **Principles of Evaluation Science:** The methodology adheres to core principles including defining measurable indicators, using standardized scales for reliability, multiple domains and methods for validity and triangulation, systematic analysis of both quantitative and qualitative data, and evidence-based reporting to support decision-making and learning.
- **Alignment with ISO Quality Standards:** The structure and processes outlined in the CDEF support adherence to requirements found in key international standards for quality management (ISO 9001), educational organizations management (ISO 21001), and non-formal learning services (ISO 29993), particularly concerning performance evaluation, customer satisfaction, and continuous improvement

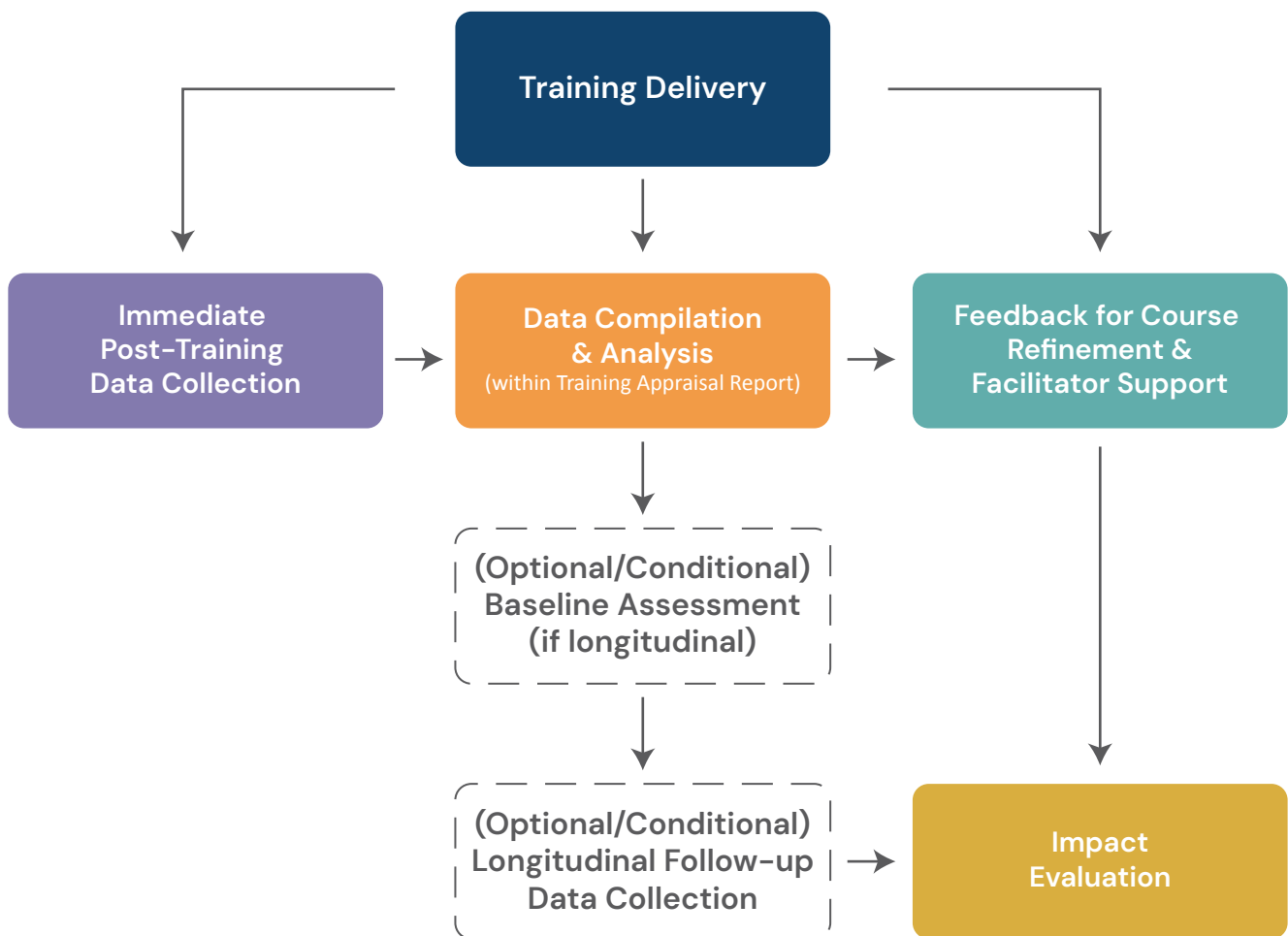
By integrating concepts from these established frameworks, the UniHouse CDEF aims to provide a comprehensive, credible, and scientifically relevant evaluation of its capacity- building programs.



CDEF Alignment with Standards/Models

4 The Training Evaluation Process & Report

The UniHouse CDEF typically involves data collection immediately post-training, and potentially baseline and longitudinal follow-up (see Section 5.7). The immediate post-training data is compiled into the Training Appraisal Report. This is a structured assessment tool, typically administered digitally using appropriate online survey platforms, designed to collect timely feedback from participants on their reaction to, and perceived learning from, the training.



The Training Evaluation Process & Report

The report aligns with Project Results Frameworks where applicable and employs Key Performance Indicators (KPIs) and qualitative prompts to ensure relevant and evidence-based assessments. Analysis includes systematic disaggregation by key demographic variables (including gender and other relevant inclusion factors where applicable) to ensure equitable outcomes and GESI-responsiveness. The primary purpose of this report is to provide rapid feedback for course refinement, facilitator support, and immediate accountability.

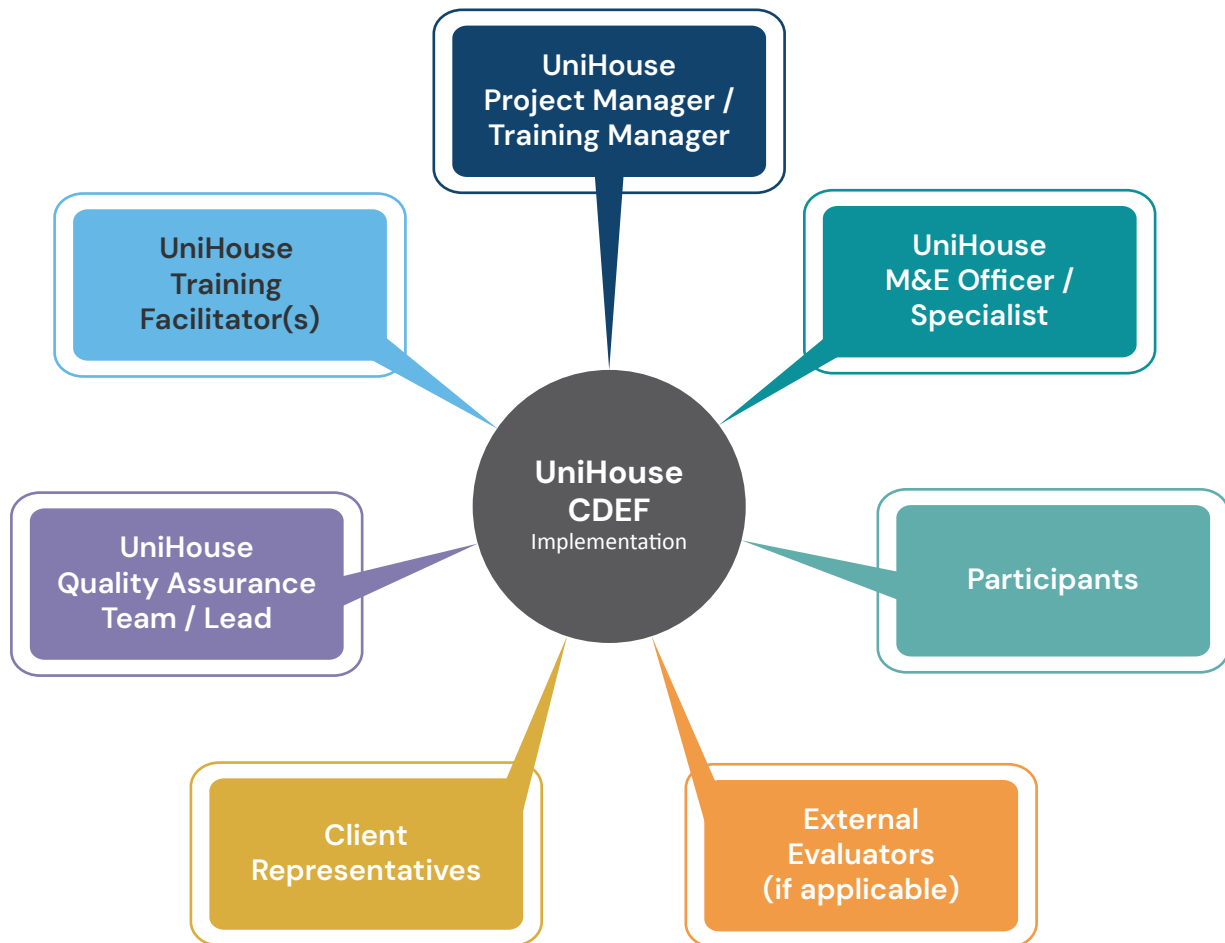
4.1 Key Domains of the Immediate Post-Training Appraisal Report

The immediate post-training appraisal report is structured around the following domains:

- Demographic and Institutional Data (Ref: Section 5.1)
- Contribution to Development Outcomes and Sustainability (Initial Assessment) (Ref: Section 5.2)
- Facilitator Effectiveness and Knowledge Transfer (Ref: Section 5.3)
- Operational Efficiency and Delivery Mechanism (Ref: Section 5.4)
- Instructional Materials and Learning Resources (Ref: Section 5.5)
- Stakeholder Recommendations & Continuous Improvement Areas (Ref: Section 5.6)

4.2 Roles and Responsibilities in CDEF Implementation

Effective implementation of the UniHouse CDEF requires clear roles and collaboration among various stakeholders. While specific responsibilities may vary based on project scale, structure, and contractual agreements, the following outlines typical roles involved in the evaluation process:



Roles & Responsibilities

- UniHouse Project Manager / Training Manager:
 - o Oversees the overall integration of CDEF activities within the project/training lifecycle.
 - o Ensures evaluation planning aligns with project objectives, timelines, and resources.
 - o Facilitates the use of CDEF findings for adaptive management and program improvement (Section 9).
 - o Coordinates with clients regarding evaluation scope, reporting, and feedback.
 - o Ensures necessary resources are allocated for CDEF implementation.

- UniHouse M&E Officer / Specialist (or designated evaluation lead):
 - o Provides technical guidance on CDEF application and methodology.
 - o Leads or supports the development and adaptation of specific evaluation tools (appraisal forms, survey instruments) based on CDEF templates (Annexes A, B) and course objectives.
 - o Oversees or conducts data collection processes, particularly for longitudinal assessments (Section 5.7).
 - o Ensures data quality, secure management, and ethical handling (Section 8).
 - o Leads or performs quantitative and qualitative data analysis (Section 8).
 - o Drafts evaluation reports based on CDEF findings.
 - o Supports the synthesis of lessons learned for organizational knowledge management(Section 9).

- UniHouse Training Facilitator(s):
 - o Administers immediate post-training appraisal forms (Annex A) where appropriate.
 - o Provides context and insights into the training delivery process to support interpretation of evaluation findings.
 - o Participates in feedback sessions based on CDEF results to improve future delivery.
 - o Contributes subject-matter expertise during the adaptation of evaluation tools.

- UniHouse Quality Assurance Team / Lead:
 - o Oversees the consistent application of the CDEF across UniHouse programs.
 - o Ensures alignment with ISO standards (as mentioned in Sections 1 and 3).
 - o Periodically reviews and recommends updates to the CDEF framework and templates.
 - o May review key evaluation reports for quality and adherence to the framework.

- Participants:
 - o Provide honest and constructive feedback through appraisal forms and follow-up surveys.
 - o Engage reflectively on the training's relevance, effectiveness, and application.

- Client Representatives (e.g., UN/WB Project Officers):
 - o Provide input on key evaluation questions linked to project goals.
 - o Review and provide feedback on evaluation reports.
 - o Participate in discussions regarding the utilization of findings.

- External Evaluators (If contracted for specific impact studies):
 - o Conduct independent evaluations, often focusing on higher-level outcomes and impact (Level 4), potentially using the CDEF as a foundational reference but employing broader methodologies.

Note: In smaller projects or teams, individuals may fulfil multiple roles. Clear communication and coordination among all involved parties are essential for the successful implementation of the UniHouse CDEF.

5 Evaluation Domains in Detail

-  Demographic and Institutional Data
-  Contribution to Development Outcomes & Sustainability
-  Facilitator Effectiveness and Knowledge Transfer
-  Operational Efficiency and Delivery Mechanism
-  Instructional Materials and Learning Resources
-  Stakeholder Recommendations & Continuous Improvement
-  Longitudinal Assessment & Impact Evaluation

CDEF Evaluation Domains Overview

5.1 Demographic and Institutional Data

This section captures essential details about the participant and training program while ensuring participant anonymity or confidentiality as appropriate and communicated. Data includes:

- Participant's name (Optional/Consider Anonymity Needs)
- Facilitator's name
- Job title, organization, and sector
- Course name, duration, and delivery mode
- Academic and professional background
- Previous capacity-building participation
- Gender, and other relevant social inclusion variables (e.g., disability status, geographic location, minority group, as appropriate to the context and ethically feasible for collection).

This information enables systematic disaggregated impact analysis, facilitating GESI-sensitive assessments and tailored improvements to future programs.

5.2 Contribution to Development Outcomes and Sustainability (Initial Assessment)

This domain assesses the training intervention's perceived contribution to participant skill enhancement, institutional strengthening, and alignment with broader development outcomes, including sustainability, as understood immediately post-training. It aims to gather initial evidence aligned with the program's anticipated Theory of Change or logical framework. It evaluates:

- Relevance of training objectives to participants' roles and project/program goals.
- Practical applicability of acquired knowledge and skills in the participant's work environment.
- Comprehensiveness of theoretical and practical coverage relevant to expected outcomes.
- Effectiveness of instructional strategies in supporting learning retention and application.
- Perceived contribution of the training towards achieving specific project/program objectives (linked to the relevant results framework).
- Participants' assessment of how the training will enhance institutional capacity or performance in areas relevant to project/program goals (e.g., service delivery, policy implementation, reporting).
- Participants' ability and confidence to apply acquired skills effectively and sustainably in their workplace.
- Perceived organizational support for applying new skills post-training.
- Participant plans for knowledge sharing or cascading learning within their institution/network.
- Perceived contribution to overall professional and institutional growth.

5.3 Facilitator Effectiveness and Knowledge Transfer

This domain measures the effectiveness of facilitators in transferring knowledge. Key indicators include:

- Subject matter expertise and clarity in delivery
- Effective communication and participant engagement
- Use of participatory and adult learning methodologies
- Integration of real-world case studies and experiential learning
- Responsiveness to participants' queries and concerns
- Constructive feedback and encouragement of peer learning
- Ability to contextualize training content to local realities

5.4 Operational Efficiency and Delivery Mechanism

This domain evaluates the overall organization and execution of the training, including:

- Timeliness of training notifications and scheduling
- Suitability and accessibility of training venues or virtual platforms
- Efficiency of logistical arrangements (equipment, accommodation, support services)
- Adherence to inclusive and gender-responsive training practices
- Accessibility and appropriateness of training delivery, logistics, and virtual platforms for participants with diverse needs (considering gender, disability, language, and connectivity).
- Effectiveness of session durations and scheduling in maximizing learning outcomes
- The training time and resources seemed well-utilized and focused on achieving the learning objectives.
- Quality of technical and administrative support before, during, and after training

5.5 Instructional Materials and Learning Resources

This domain examines the quality, accessibility, and relevance of instructional resources. It assesses:

- Alignment of learning materials with training objectives
- Logical structure and clarity of course content
- Cultural, linguistic, and GESI appropriateness of materials, ensuring relevance and accessibility for diverse learners.
- Integration of digital learning tools and technology-enhanced methodologies
- Applicability of materials to diverse learning styles and expertise levels
- Availability of supplementary learning resources to reinforce learning beyond training sessions

5.6 Stakeholder Recommendations & Continuous Improvement Areas

This domain captures qualitative feedback on training effectiveness and areas for enhancement. Qualitative feedback is systematically analyzed using rigorous thematic analysis techniques to identify key themes, patterns, and actionable insights, ensuring diverse perspectives are considered and findings are robustly grounded in the data. It includes prompts regarding:

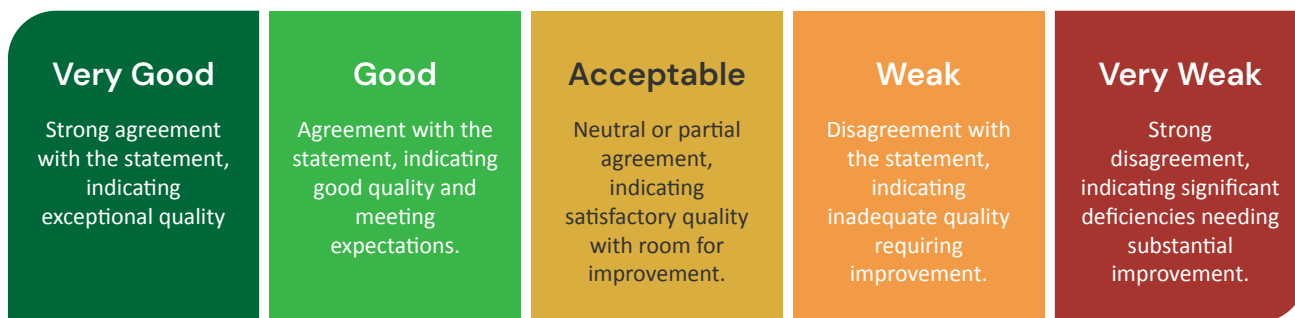
- Identified gaps in training content and delivery
- Suggestions for additional modules and areas requiring deeper focus
- Preferred training methodologies (e.g., case studies, field visits, simulations)
- Recommendations for improving M&E mechanisms for training impact assessment
- Suggestions for methods to better measure the long-term application (behavior change) and impact (results) of this training within participants' work environments
- Suggestions for enhancing facilitator engagement and knowledge transfer effectiveness

5.7 Longitudinal Assessment & Impact Evaluation

To assess sustained behavior change (Kirkpatrick Level 3) and evaluate the contribution to results (Level 4), UniHouse incorporates longitudinal follow-up where feasible, cost-effective, and appropriate for key training programs, particularly those linked to specific UN/WB project outcomes. This component aims to move beyond immediate perceptions towards measuring demonstrable application and impact, often employing mixed-methods for triangulation and stronger evidence. This may involve:

- Baseline assessments of relevant skills, knowledge, attitudes, or practices conducted prior to the training intervention to establish a benchmark for measuring change.
- Follow-up data collection (e.g., surveys, interviews, focus groups, skills tests) with participants and/or their supervisors/peers (typically 3-12 months post-training, or as defined by the project M&E plan) to assess the sustained application of learning, enabling factors/barriers, and contribution to performance or institutional objectives.
- Analysis of relevant performance data or work products where available, ethically appropriate, and agreed upon with stakeholders (e.g., changes in key performance indicators targeted by the training).
- Contribution Analysis principles may guide the assessment to build a credible narrative about how the training contributed to observed changes within the broader context.

6 Rating Scale & Interpretation



Rating Scale Visual

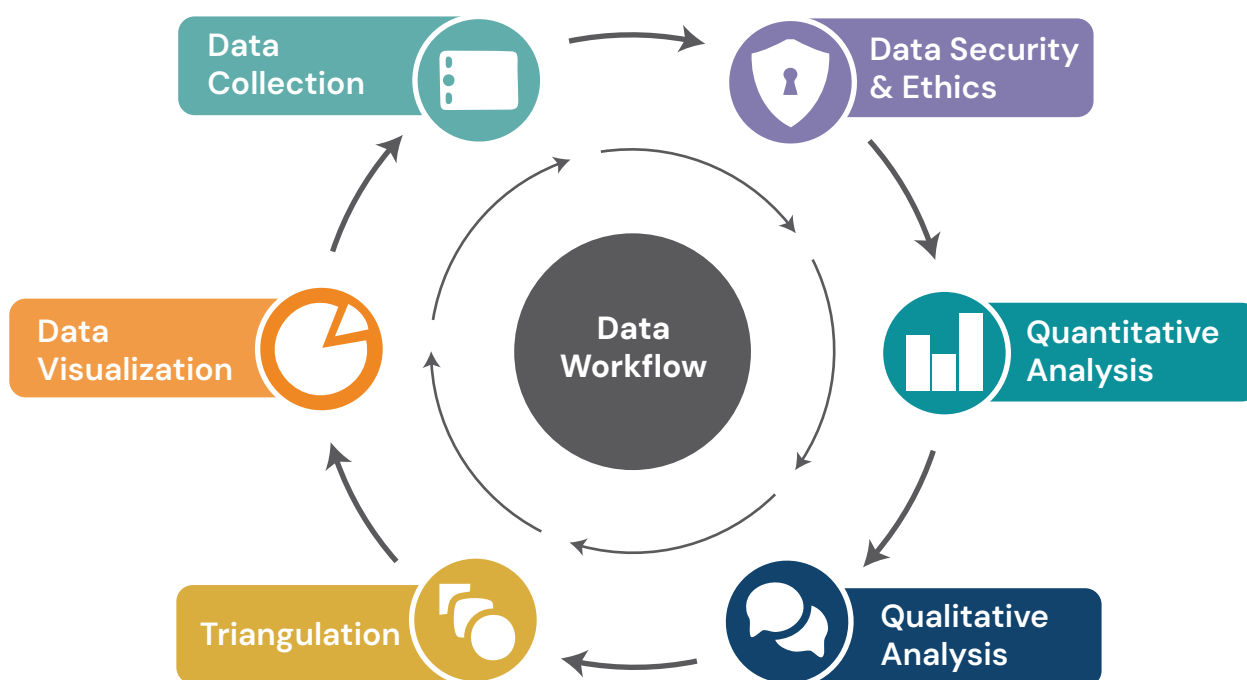
For quantitative metrics within the immediate post-training appraisal, each is evaluated based on the following standardized scale, ensuring alignment with globally recognized evaluation frameworks:

1. Very good - Strong agreement with the statement, indicating exceptional quality
2. Good - Agreement with the statement, indicating good quality and meeting expectations.
3. Acceptable - Neutral or partial agreement, indicating satisfactory quality with room for improvement.
4. Weak - Disagreement with the statement, indicating inadequate quality requiring improvement.
5. Very Weak - Strong disagreement, indicating significant deficiencies needing substantial improvement.

Average scores and frequency distributions are calculated for analysis.

7 Data Management, Analysis & Visualization

UniHouse is committed to rigorous data management and analysis to ensure the credibility and utility of evaluation findings derived from the UniHouse CDEF.

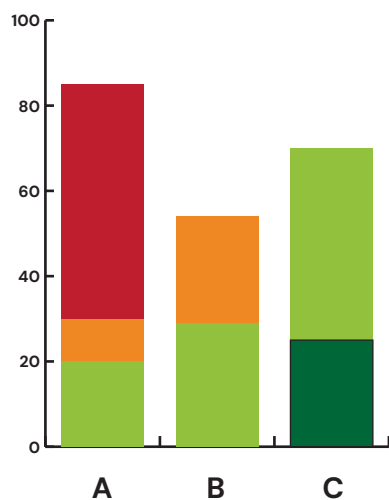


Data Workflow

- **Data Collection Technology:** Digital platforms (e.g., KoboToolbox, SurveyMonkey, Google Forms, LMS-integrated tools) are prioritized for efficiency, accuracy, and accessibility. Offline options may be used where necessary.
- **Data Security & Ethics:** Adherence to data protection protocols, ensuring informed consent, and maintaining confidentiality/anonymity as promised to participants.
- **Quantitative Analysis:** Data from scaled questions are aggregated, and descriptive statistics (averages, frequencies, distributions) are calculated. Disaggregation by relevant demographic variables (gender, sector, etc.) is standard practice. Statistical tests may be used for comparing groups or pre/post data where appropriate.

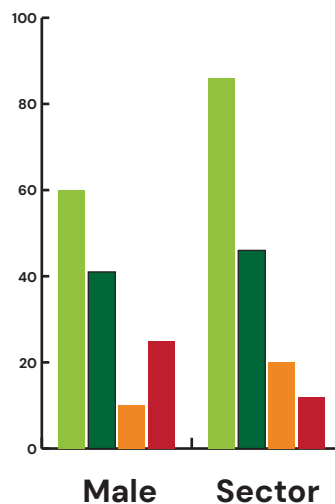
- **Qualitative Analysis:** Open-ended responses undergo systematic thematic analysis using established coding techniques (potentially supported by QDAS software like NVivo, MAXQDA) to identify salient themes, patterns, and representative quotes.
- **Triangulation:** Findings from different data sources (quantitative ratings, qualitative comments, longitudinal data, potentially facilitator reports or observations) are compared and contrasted to strengthen the validity of conclusions.
- **Data Visualization:** Key findings are presented using clear and appropriate graphs and visuals (e.g., stacked bar charts for scale distributions, grouped bar charts for disaggregated comparisons, thematic frequency charts for qualitative data, radar charts for domain summaries) to facilitate understanding and communication (using tools like Excel, Power BI, Tableau, etc.).

A stacked bar chart



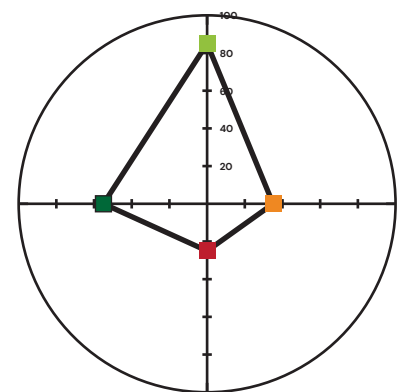
■ Very Weak
■ Very Good

A grouped bar chart



■ Public Sector
■ Private Sector

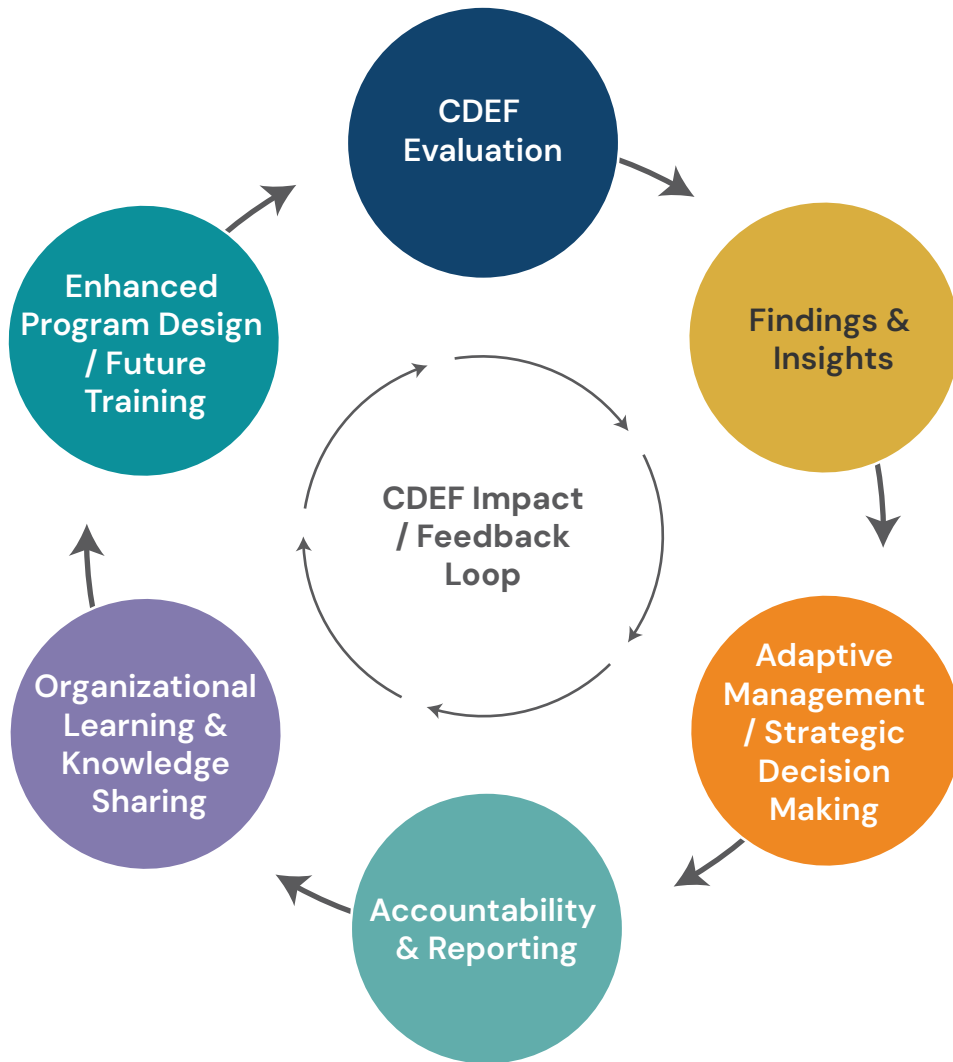
Radar chart



■ Training A
■ Training B

8 Reporting, Utilization & Learning

The UniHouse CDEF integrates Monitoring & Evaluation (M&E) best practices, emphasizing Results-Based Management (RBM) and evaluation science principles, ensuring that training programs are designed and assessed for their contribution to measurable outcomes. This systematic approach provides essential data for UniHouse's overall quality management system, supporting alignment with standards like ISO 9001 and ISO 21001 and sustainable impact in professional and institutional development.



CDEF Impact/Feedback Loop

By utilizing structured, GESI-sensitive feedback mechanisms, rigorous analysis, and incorporating longitudinal assessment where feasible, UniHouse generates credible evidence to enhance program design, facilitator effectiveness, and instructional resource development.

Furthermore, by aligning training evaluations with global capacity-building standards and the specific M&E frameworks and reporting requirements of partners like the UN and World Bank, UniHouse ensures that training interventions remain relevant, effective, and responsive to evolving sectoral needs and project objectives. Evaluation findings generated through the UniHouse CDEF are actively used for:

- **Adaptive Management:** Providing timely feedback to project managers and facilitators for course correction and iterative improvement of ongoing or future training.
- **Accountability & Reporting:** Supplying evidence-based data for reporting to clients (including UN/WB), donors, participants, and other stakeholders on training performance and achieved results (outputs, outcomes, contribution to impact).
- **Strategic Decision-Making:** Informing decisions about training portfolio development, resource allocation, and future capacity-building strategies.
- **Evaluating Efficiency and Value for Money:** Complementing appraisal findings with relevant project management data (e.g., cost per participant, adherence to schedule) where available, to assess the efficient use of resources in relation to training outputs and outcomes.
- **Organizational Learning:** Capturing lessons learned, identifying best practices, and contributing to UniHouse's internal knowledge base on effective capacity development.
- **Providing specific, actionable feedback to facilitators to support their professional development and enhance delivery quality.**

UniHouse commits to transparent reporting, acknowledging methodological limitations, and fostering a culture of critical reflection and learning from evaluation findings. Findings directly inform program adjustments, strategic decision-making, knowledge sharing, and accountability processes.

9 Annexes

- Annex A: Sample Post-Training Appraisal Form Template (aligned with UniHouse CDEF)
- Annex B: Sample Questions for Longitudinal Follow-Up Survey (aligned with UniHouse CDEF)
- Annex C: Glossary of Key M&E Terms
- Annex D: Sample Evaluation Plan Template

About:

UniHouse Global is a UK Government-recognized international advisory firm featured in The Daily Telegraph for innovation. The firm specializes in Financial Sector Modernization, Digital Transformation, Education and Human Capital Development, Public Policy and Institutional Capacity Building, and Scholarship Program Management. UniHouse partners with governments, development finance institutions, and multinational organizations to deliver measurable, nation-scale development impact.

Mission:

To empower individuals, strengthen organizations, and drive sustainable development globally through innovative and impactful capacity-building solutions.

Vision:

A world transformed by enhanced capabilities, where every individual and institution can achieve their full potential and contribute to lasting positive change.



UniHouse Global Ltd
Imperial College, Innovation and Translation Hub
4th Floor, 84 Wood Lane
London, W12 0BZ
United Kingdom



www.theunihouse.com



info@theunihouse.com