TRAINING MONITORING AND EVALUATION TOOLKIT

POPULATION SERVICES INTERNATIONAL (PSI) SOMALILAND

PSI Somaliland

Next to Admas University

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Contents

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1. INTRODUCTION

The training monitoring and evaluation toolkit aims to assist PSI staff in monitoring PSI training activities and assessing the progress in achieving PSI training objectives and its impact.

Moreover the toolkit provides detailed information on multiple levels of training evaluation and for each level highlights the decisions/actions to be taken, the resources needed, the materials to be used and the timeframes for implementation.

Specifically, this toolkit aims to:

- Support trainers in designing and deliver a training program that can change the learner's behavior and creates measurable impact.
- Establish a systematic approach for gathering data from different levels of training evaluation.
- Provide examples of tools that could help trainees in judging success or failure of the training.
- Provide tools that could be used to monitor training conducted by PSI's partners.

The tools provided within this toolkit are examples that should be adapted based on the context of the training's program. The tools provided in this training toolkit have been adapted from the PSI's training toolkit available in Kix website (http://www.kix.psi.org/display/cb/Training+Toolkit).

2. CLARIFYING GENERAL M&E TERMINOLOGY

In this paragraph you will find a basic definition of what is monitoring and evaluation and why we are doing it. The differences between efficiency, effectiveness and impact are also explained.

MONITORING: is the systematic collection and analysis of information as a project progresses.
It is aimed at improving the efficiency and effectiveness of a project.

Monitoring VS **Evaluation**

EVALUATION: is the comparison of actual project impacts against the agreed strategic plans. It looks at what you set out to do, at what you have accomplished, and how you accomplished it.

What monitoring and evaluation have in common is that they are geared towards learning from what you are doing and how you are doing it, by focusing on:
  o Efficiency
  o Effectiveness
  o Impact

Table 1: Efficiency - Effectiveness - Impact		
Efficiency	**Effectiveness**	**Impact**
It tells you that the input into the work is appropriate in terms of the output.	It is a measure of the extent to which a programme or project achieves the specific objectives it set.	It tells you whether or not what you did made a difference to the problem situation you were trying to address.

3. THE BASICS OF THE TRAINING

DO'S AND DON'TS OF TRAINING: The following "do's and don'ts" should ALWAYS be kept in mind by the trainer during any learning session because they can directly feed your training evaluation specifically during Reaction, Learning and Behavior levels of evaluation.

DO'S

- **Do** maintain good eye contact
- **Do** prepare in advance
- **Do** involve participants
- **Do** use visual aids
- **Do** speak clearly
- **Do** speak loud enough
- **Do** encourage questions
- **Do** recap at the end of each session
- **Do** bridge one topic to the next
- **Do** encourage participation
- **Do** write clearly and boldly
- **Do** summarize
- **Do** use logical sequencing of topics
- **Do** use good time management
- **Do** K.I.S. (Keep It Simple)
- **Do** give feedback
- **Do** position visuals so everyone can see them
- **Do** avoid distracting mannerisms and distractions in the room
- **Do** be aware of the participants' body language
- **Do** keep the group on focused on the task
- **Do** provide clear instructions
- **Do** check to see if your instructions are understood
- **Do** evaluate as you go
- **Do** be patient

DON'TS

- **Don't** talk to the flip chart
- **Don't** block the visual aids
- **Don't** stand in one spot--move around the room
- **Don't** ignore the participants' comments and feedback (verbal and non-verbal)
- **Don't** read from curriculum
- **Don't** shout at participant

4. TRAINING EVALUATION LEVELS

Table 2: Training Evaluation levels	
BEFORE THE TRAINING	1. TRAINING NEEDS ASSESSMENT
	2. DEVELOP PERFORMANCE OBJECTIVES
	3. TRAINING DESIGN
DURING THE TRAINING	4. TRAINING ATTENDANCE LOG
	5. REACTION
	6. LEARNING
AFTER THE TRAINING	7. BEHAVIOUR
	8. RESULTS

5. BEFORE THE TRAINING

5.1 TRAINING NEEDS ASSESSMENT

40% of making trainings 'stick' is the result of proper preparation. That is why it is important to conduct a needs assessment prior the training. Training needs assessments is vital for a better planning and for delivering training that are more focused on the needs of the trainees. The training need assessment identifies the gap between what an employee ought to be doing (what he or she is expected to perform) and what he or she is doing or can do.

Table 3: Training needs assessment
How the job ought to be doing
The gap
How the employee is doing or can do the job now

The ultimate goal of the needs assessment is to determine current and desired knowledge or performance. The difference between the two is the learning that must occur and the basis for a good training design.
Different methods can be used to perform a training needs assessment, including:

- Interviews
- Focus Groups
- Questionnaires
- Observations
- Performance Data Reviews
- Informal Discussions
- Knowledge Tests
- Or a combination of the tools listed

Ideally, the training needs assessment should be conducted at least three weeks prior to the training.

Refer to Annex A for an example of training needs assessment questionnaire

5.2   DEVELOP PERFORMANCE OBJECTIVE

Once the needs assessment has been completed, the data analyzed and a need for training has been ascertained, there is enough information to write learning objectives that are linked to expected performance. Learning objectives specify

the desired performance (knowledge or skills) of the learner once the training has been completed.

5.3 TRAINING DESIGN

Training design can be undertaken only when a clear performance training objectives has been produced. The training objective clears what goal has to be achieved by the end of training program and what the trainees are expected to do at the end of their training. The following are most important steps to consider when designing a training program:

5.3.1 **The trainer:** Before starting a training program, a trainer should analyze his/her technical, interpersonal, judgmental skills in order to deliver quality content to trainees.

5.3.2 **The trainees:** A good training design requires close scrutiny of the trainees and selecting the right person to be trained. Age, experience, needs and expectations of the trainees are some of the important factors that affect training design.

5.3.3 **Training climate:** A good training climate comprises of ambience, tone, feelings, positive perception for training program, etc. Bear in mind that when the climate is favorable nothing goes wrong but when the climate is unfavorable, almost everything goes wrong.

5.3.4 **Trainees' learning style:** The learning style, age, experience, educational background of trainees must be kept in mind in order to get the right pitch to the design of the program.

5.3.5 **Training Curriculum:** it defines the content of the training course; good designed training curriculum will most likely result in a great impact, so as prerequisite for designing a training curriculum:

- o *You need to define the training goals.*
- o *You need to define the training objectives.*

After you have defined the above key components, you should follow the steps below to design your training curriculum:

a) Select the content of the curriculum based on the goals and objectives you have defined.
b) Prioritize training topics. **Hint:** These priorities will determine when and how you offer the training.
c) Incorporate the training topics into an hourly or daily schedule.
d) Decide what training exercises or methods to use.
e) Prepare a lesson plan for each hour or topic in the training course or workshop.

5.3.6 **Training strategies:** Once the training curriculum has been identified, the trainer should translate it into specific training areas and modules. The

trainer should also prepare the priority list about what must be included, what could be included.

5.3.7 **Training topics:** After formulating a strategy, trainer should decide upon the content to be delivered. Trainers break the content into headings, topics, modules. These topics and modules are then classified into information, knowledge, skills, and attitudes.

5.3.8 **Training tactics:** Once the objectives and the strategy of the training program becomes clear, trainer comes in the position to select most appropriate tactics or methods or techniques. The method selection depends on the following factors:
   o *Trainees' background*
   o *Time allocated*
   o *Style preference of trainer*
   o *Level of competence of trainer*
   o *Availability of facilities and resources, etc*

6. DURING THE TRAINING

6.1 TRAINING ATTENDANCE LOG

Training Attendance Log (TAL) is an important step during the training evaluation. It is a system for tracking the attendance during each day of the training. It is needed to ensure that training participants have being fully exposed to all training contents and competencies planned to be provided during the training. This will allow the trainer to know which module the provider has eventually missed and organize any follow up/orientation training as needed. At this level, names of individuals plus other needed information will be requested.

Refer to Annex B for an example of the attendance sheet

6.2 REACTION

> Reaction: *To what degree participants react favorably to the learning event.*

As the word reaction implies, evaluation on this level measures how those who participate in the training program react to it and it measures training satisfaction. In many in-house training programs, participants are required to attend whether they want to or not. However, they still are customers even if they don't pay, and their reactions can make or break a training program. What they say to their bosses/colleagues often gets to higher-level managers, who make decisions about the future of training programs so positive reactions are just as important for trainers who run in-house training programs as they are for those who offer

public programs**. It is important not only to get a reaction but to get a positive reaction**.

As just described, the future of a program depends on the positive reaction. In addition, if participants do not react favorably, they will probably not be motivated to learn. Positive reaction may not ensure learning, but negative reaction almost certainly reduces the possibility of it occurring. You can test the reaction of the participants using the reaction evaluation form during the last day of the training program or depending on your needs/context (i.e. at the end of each day).

Refer to Annex C for an example of the reaction evaluation form.

6.3   LEARNING

Learning: *To what degree participants acquire the intended knowledge, skills, and attitudes based on their participation in the learning event.*

Learning can be defined as the extent to which participants change attitudes, improve knowledge, and / or increase skills as a result of attending the training program. Those are the three things that a training program can accomplish. For example, training programs dealing with topics like diversity in the workforce aim primarily at changing attitudes. Technical training programs aim at improving skills. Training programs on topics like leadership, motivation, and communication can aim at all three objectives. In order to evaluate learning, the specific objectives must be determined.

Learning has taken place when one or more of the following occurs:

Table 4: when learning has taken place

When learning has taken place:
  1. Attitudes are changed.
  2. Knowledge is increased.
  3. Skills are improved.
One or more of these must take place if change in behavior is to occur.

The training program can accomplish the first two requirements by creating a positive attitude toward the desired change and by teaching the necessary knowledge and skills.

In case of technical training, you might want to conduct a pre and post questionnaire to assess the level of technical skills and knowledge acquired during the training. The questionnaire should be developed based on the training's objectives and your training's program.

Refer to Annex D for an example of a learning evaluation form

7. AFTER THE TRAINING

7.1 BEHAVIOUR

Behavior: *To what degree participants apply what they learned during training when they are back on the job.*

Behavior can be defined as the extent to which desired behaviors have occurred following the learning event(s); in other words, to what degree are trainees doing what they are supposed to be doing on the job in order to bring about the desired impact. In some instances, it will be important to determine the change in behavior following the learning event.

Some trainers want to bypass levels - reaction and learning - in order to measure changes in behavior. This is a serious mistake. For example, suppose that no change in behavior is discovered. The obvious conclusion is that the program was ineffective and that it should be discontinued. This conclusion may or may not be accurate. Reaction may have been favorable, and the learning objectives may have been accomplished, but the levels – reaction and learning conditions may not have been present.

Four conditions are necessary for behavior change

1. The person must have a desire to change.
2. The person must know what to do and how to do it.
3. The person must work in the right climate.
4. The person must be rewarded for changing.

The time for the behavior evaluation to be conducted depends on the opportunity of the trainees to apply the skills and knowledge learned during the training program on their daily activities.

Refer to Annex E for an example of a behavior evaluation form

7.2   RESULTS

Results: To what degree targeted outcomes occur, as a result of the learning event(s) and subsequent reinforcement.

Results can be defined as the final results that occurred because the participants attended the program. The final results can include:

- ➢ Improved quality
- ➢ Decreased costs
- ➢ Increased sales
- ➢ Reduced turnover
- ➢ Higher profits
- ➢ Increased customer satisfaction
- ➢ Reduced frequency and / or severity of accidents

It is important to recognize that results like these are the reason for having some training programs. Therefore the final objectives of the training program need to be stated in these terms.
This last level is the most difficult level to assess and it requires a careful design of monitoring and supervision tools but training results occurs when:

A training acquired skills (S) is applied to improve performance in some part of a job, that produce result (R) that contributes to organizational goal.

Figure 1: Anatomy of Training Result
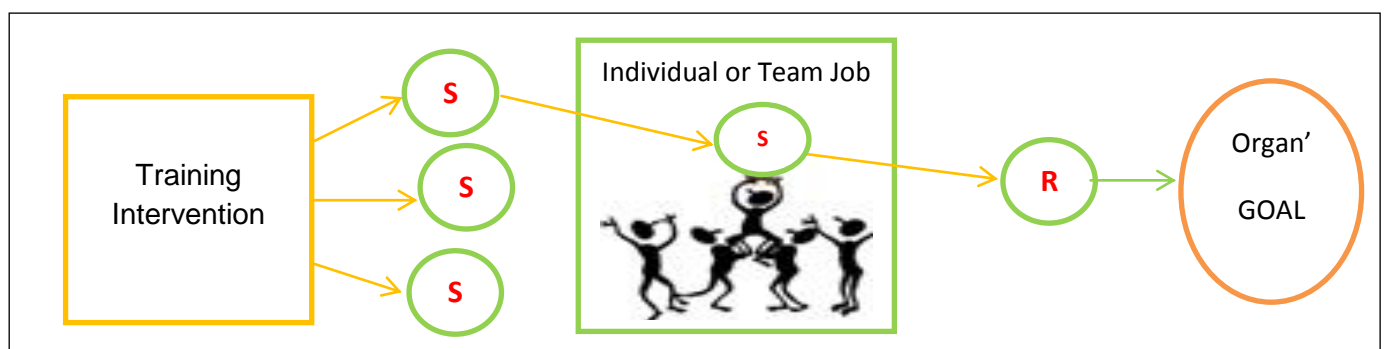
8. MONITORING AND SUPERVISION OF TRAININGS CONDUCTED BY PARTNERS

PSI Somaliland works in close collaboration with partners (i.e. training institutions, LNGOs, universities) for implementation of some training activities on PSI's health related areas. It is therefore very important that activities and interventions conducted by partners are captured using this training toolkit so that the overall training goals and objectives are met and are in line with PSI's indicators. This will also create consistency and harmonization of tools used by partners.

The toolkit also provides example of tools that can be used to monitor and supervise the training program conducted by partners.

Refer to Annex F and G for training report form and training supervision check list respectively.

TRAINING NEEDS ASSESSMENT

TOPIC:

LOCATION:

DATE:

> This assessment will help determine the appropriate solution (training or otherwise) to improve employee performance. It should be completed with adequate time (at least 3 weeks before) to prepare an appropriate training or other integrated solutions. The Needs Assessment may require you to gather your own information and data from supervisors, employees and customers.

1) **What should the employees be doing? (ask supervisors, conduct own research)**
   a. What are the specific job requirements? Have they ever been able to do _____ in the past?
   b. What are the specific skills/knowledge/attitudes necessary for the job?

2) **What are employees doing? How do they feel about training and/or supervisors? (ask supervisors, employees, customers)**
   a. What instruments, materials, and equipment are used by the employees?

   b. What is their work environment like?

   c. What is the skill level for these individuals?

   d. Do they know all the job requirements? What training already exists on the topic?

   e. How do these individuals (employees, participants) feel about their performance? What training have the individuals had in the past?

   f. How do these individuals perceive an impending training? What value is it to them?

3) What is the gap between performance and expectations? (own analysis, ask supervisors and high-performing employees)
   a. What performance gap needs to be addressed?

   b. What knowledge/skills/attitudes need to be addressed?

   c. Who needs the knowledge/skills/attitudes

   d. How do the high-performing employees operate?

4) How does this gap affect the organization? (ask supervisors, conduct own analysis)
   a. How does this gap affect the organization? What is the worst that will happen if you don't do anything?

   b. How does this tie to the organization goals?

5) How do we close the gap? (conduct own analysis; may want supervisor/employee input)
   a. Why do you think this is a training need?

   b. Is training the best solution? If so, what type of training is required? If not, what else can be done?

   c. What other solutions have been considered?

   d. What materials should be included in the training instruction?

6) Do we have what we need to close the gap? Do *we* need to change? (ask supervisor, conduct own analysis)
   a. How supportive are the participants' direct supervisors? Other management?

   b. What resources are available for the training/intervention?

   c. What is most important to you solving this performance problem: Quality, Speed, or Cost?

TRAINING ATTENDANCE SHEET

TRAINING SUBJECT:	DATE:	LOCATION:

SN	NAME	ORGANIZATION	TITLE	PHONE#	EMAIL	SIGNATURE
1						
2						
3						
4						
5						
6						
7						
8						
9						
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23						
24						
25						
26						
27						

CHECKED BY:

NAME:

TITLE:

TRAINING EVALUATION: REACTION

TRAINING PROGRAM:
LOCATION:

Instructions: Thinking about the program you just attended, please indicate to what degree you agree with each statement using this rating scale:

1 = Strongly Disagree	**2 = Disagree**	**3 = Neutral**	**4 = Agree**	**5 = Strongly Agree**	

1	**2**	**3**	**4**	**5**	The program objectives were clear.
1	**2**	**3**	**4**	**5**	The program objectives were met.
1	**2**	**3**	**4**	**5**	The program objectives were relevant to my needs.
1	**2**	**3**	**4**	**5**	I will be able to immediately begin to apply what I have learned when I return to my job.
1	**2**	**3**	**4**	**5**	I feel the program content will help me improve my performance on-the-job.
1	**2**	**3**	**4**	**5**	I was well engaged during the program.
1	**2**	**3**	**4**	**5**	I was appropriately challenged during this program.
1	**2**	**3**	**4**	**5**	The presenter(s) was (were) effective in facilitating learning of the material.
1	**2**	**3**	**4**	**5**	I was comfortable with the pace of the program.
1	**2**	**3**	**4**	**5**	I found the room atmosphere to be comfortable and was pleased with the room set-up.
1	**2**	**3**	**4**	**5**	Overall this program met my expectations.
1	**2**	**3**	**4**	**5**	I would recommend this program to others.

1. What was the most important thing you learned at the program, and why?

2. Were there any topics covered that you did NOT find to be of value? If so, which ones?

3. How can this program be improved?

4. Please share any additional comments you may have.

TRAINING EVALUATION: LEARNING

TRAINING PROGRAM: **PROGRAM DATE**:

 LOCATION:

Using the legend below, rate your ability to demonstrate each of the following objectives before and after the program

1 Little or no understanding of the objective	2 Basic understanding of the objective, but cannot practice/demonstrate it	3 Understanding of the objective and can practice/demonstrate it with assistance	4 Can practice/demonstrate the objective without assistance	5 Can practice/demonstrate the objective and teach others to do it

Before the Program my level of knowledge, skills or attitude for this objective was:

After the Program my level of knowledge, skills or attitude for this objective was:

1	2	3	4	5	Training Objectives (Tick one box on both sides)	1	2	3	4	5
					1. (Please fill in your training core objectives).					
					2. (Please fill in your training core objectives).					
					3. (Please fill in your training core objectives).					
					4. (Please fill in your training core objectives).					

Please answer the following true/false questions.

1. (Please fill in one of your core competence area)   **True   False**

2. (Please fill in one of your core competence area)   **True   False**

3. (Please fill in one of your core competence area)   **True   False**

4. (Please fill in one of your core competence area)   **True   False**

5. (Please fill in one of your core competence area) **True   False**

How ***confident*** are you that you will be able to apply what you have learned back on the job? (Circle one overall rating in the box below)

1…..……..…....2…..…….…....3.………….…..4…..……..…....5
Not at all confident   **Extremely confident**

If you circled 3 or lower, please answer the following question. Circle all that apply.

My confidence is not high because:

    a.   I do not have the necessary knowledge and skills
    b.   I do not have a clear picture of what is expected of me
    c.   I have other higher priorities
    d.   I do not have the necessary funding to do it
    e.   I do not have the necessary job aides/toolkits to do it
    f.   I do not have the human support to do it
    g.   I do not think my supervisor will support me in applying this learning when
            I return to my job
    h.   I do not think I have or will get the 'other' human support (non-
                supervisor) needed to do it'
    i.   Other (please explain):

What barriers do you anticipate that might prevent you from applying what you learned?

What might help to overcome those barriers?

TRAINING EVALUATION: BEHAVIOUR

Training Name:

Training Date:

Survey date:

xxx weeks ago, you attended a training session on **xxx** which aimed at building the following skill: **xxxxxxxxxxx**

1. Use of the skill

At the training, you learned how to **xxx** have you used this skill?	Yes	No	Why? _____

2. Frequency of skill use

	Not at all				Very often
How often have you used the skill you acquired in the training?	1	2	3	4	5

3. Opportunity.

To what degree did the following factors help or hurt the process of using the knowledge/skill that you acquired at the training?	Greatly hurt		neutral		Greatly helped
• lack of time	1	2	3	4	5
• work procedures	1	2	3	4	5
• colleagues	1	2	3	4	5
• funding	1	2	3	4	5
• lack of toolkit/template	1	2	3	4	5
• other (please explain)	1	2	3	4	5

Since the training, did you have an opportunity to use the skill?   *Yes*   *No*

Have you had the opportunity to use the skill or do you believe you will have   *Yes*   *No*
the opportunity to use the skill within the next **xxx** months?

	strongly disagree		*neutral*		*strongly agree*
Thanks to training,	1	2	3	4	5
your **xxx** is in your view superior to how you did this before					

4. Ability

Ask substantive true/false questions from the training itself to measure knowledge retention and knowledge decay.

xxx   *True   False*

xxx   *True   False*

xxx   *True   False*

xxx   *True   False*

xxx   *True   False*

xxx   *True   False*

xxx   *True   False*

	Not confident				*Confident*
Please rate how confident you are that you can now apply the new skill you acquired at this training:	1	2	3	4	5

	Do not expect				Fully expect
Do you expect using the skill will solve priority challenges in your job?	1	2	3	4	5

5. Impact

Thanks to the training, I learned (please fill in)_____

I can now do (please fill-in)_____ better and the impact on my work/my department/my platform can be described as (please fill in)_____

TRAINING REPORT FORM (to be completed by partners)

<table>
<tr><td colspan="5" align="center">TRAINING REPORT</td></tr>
<tr>
<td align="center">Name of Implementing Organization</td>
<td colspan="2" align="center">Training Title/Subject</td>
<td align="center">Training supported by</td>
<td align="center">Submission Date</td>
</tr>
<tr>
<td></td>
<td colspan="2"></td>
<td></td>
<td></td>
</tr>
</table>

<table>
<tr>
<td colspan="2" align="center">Dates of the training</td>
<td>Location</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of participants</td>
<td></td>
</tr>
<tr>
<td align="center">(From)</td>
<td align="center">(To)</td>
<td>Nature of Participants (please specify the nature of participants, i.e. students, midwifes, doctors, etc)</td>
<td></td>
</tr>
<tr>
<td colspan="2">Organization background (please provide a paragraph of your organisational background)</td>
<td colspan="2"></td>
</tr>
<tr>
<td colspan="2">Trainers (please write the names, title, and attach a biography or CV of the trainers)</td>
<td colspan="2"></td>
</tr>
<tr>
<td colspan="2">Methodology for selection of trainers</td>
<td colspan="2">Please specify how and why the trainers were selected for the conduction of this training</td>
</tr>
<tr>
<td colspan="4"></td>
</tr>
<tr>
<td>Training Objectives</td>
<td colspan="3"></td>
</tr>
<tr>
<td colspan="4"></td>
</tr>
<tr>
<td colspan="2">Describe subjects covered during the training</td>
<td colspan="2"></td>
</tr>
<tr>
<td colspan="4"></td>
</tr>
<tr>
<td>Major achievements</td>
<td colspan="3"></td>
</tr>
</table>

Results of training evaluation	*At the end of the training you should conduct a training evaluation to understand participants' feedback on the quality of training, materials used, methodology, etc- please use PSI's training evaluation form*
Pre and post-test evaluation results and comments	*Prior and after the training, you should conduct a pre and post test evaluation questionnaire to assess the level of knowledge and skills gained during the training (please attach the pre and post-test evaluation questionnaire you have distributed to participants and any other information related to this activity, i.e. graphs)*
Challenges and Lesson learnt	*If any challenges have been experienced, please describe the nature of the challenges and how you have overcome these. Also, please include any lessons learnt from the training*
Propose how the knowledge and skills gained from the training can be utilized to further improve the effective delivery of services and achieve the goals and objectives of the training	
Additional comments and suggestions	*Please include any additional comments, suggestions about the training that you would like to share*

The Following attachments should be in the training report	
1	*A biography of the trainers*
2	*List of Participants (please use PSI attendance sheet)*
3	*Result of training evaluation (please use PSI training evaluation form)*
4	*Result of pre and post-test evaluation*
5	*Group photos (all participants should be in the picture) and other photos taken during the training*
6	*Others (please specify if there are other attachments)*

Reported by	
Name	
Title	
Organization	
Stamp	

SUPERVISION CHECK LIST (TO BE USED DURING MONITORING AND SUPERVISION VISITS OF TRAINING CONDUCTED BY PARTNERS)

Supervision Checklist - Training Spot Check					
Project Number:		**Type of Activity (please circle one)**			
		Training of Peer Educators			
Date:		**Training of health professionals**			
		Training of community-based agents			
Name of Organization(s) Supervised:		**Training of Trainers**			
		Other Training (please specify)			
Region/Town					
Title/topic of training:					
Name of Supervisor and Signature:					

Note: If any 'No' answer is given, please provide explanation. If a 'No' answer is given to any of the starred** questions, this may indicate a more serious issue that should be further investigated and discussed with the partner organization. If you are not able to answer a question, please write the reasons in the comments section

No	Item	Yes	No	N/A	Comments
1	**Background**				
1.1	Is the training taking place as specified in the agreement/contract?				
1.2	Are the selected trainers and trainees appropriate?				
1.3	Is there a curriculum for the training with clear objectives?				
1.5	Is the venue appropriate?				
1.6	Are all the resources needed to complete this activity available?				
1.8	Is there a record of participants with signatures-attendance sheet (please ask if it is PSI form template)?				

1.8.1	If there is a record, does the number of participants match the number that is recorded?				
2	**Activity**				
2.1	Was the level of the training appropriate (ie, a training for non-literate participants was complemented with pictoral rather than written supports; a training for non-technical people did not use technical language, etc)				
2.2	Were the main messages clear and repeated at the end?				
2.3	Were the trainers respectful of the trainees?				
2.4	Did trainers encourage trainees to ask questions and participate?				
2.5	Were the trainers knowledgeable and did they respond to questions appropriately?				
2.6	Was the training well organized?				
2.7	Did participants have the opportunity to practice their new skills?				
3	**Monitoring**				
3.1	Were pre and post-tests conducted?				
3.2	If pre-and post-tests were not conducted, does the organization have another way of evaluating the effectiveness of the training?				
3.3	Were participants asked to evaluate the training?				
3.3.1	if participants were asked to evaluate the training, what was the average rating they gave?				
3.4	Did the activity take place at the planned time and place?				
3.5	If per diem was provided, was it distributed appropriately? How much was it?				
3.6	Does the organization have a procedure for noting whether or not all participants stayed for the whole training?				
3.7	Were any products distributed? Specify.				

3.7.1	If products or materials were distributed, is there an inventory sheet that is correctly filled out?				
4	**Summary Findings**				
4.1	Are there any problems that necessitate immediate attention? If yes, please explain.				
4.2	Were these problems discussed with the staff?				
4.3	Was staff receptive to feedback?				
4.4	What solutions were proposed, how will they be implemented, when and by whom?				
4.5	Please note any recommendations for capacity building.				
4.6	Other recommendations?				

9. REFERENCE

1. Kirkpatrick training evaluation model. Available from http://www.kirkpatrickpartners.com/

2. PSI Training toolkit. Available from: http://www.kix.psi.org/display/cb/TrainingToolkit/