

## Training Agenda Template

| Time                 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|----------------------|-------|-------|-------|-------|-------|
| <b>Morning</b>       |       |       |       |       |       |
| <b>Break</b>         |       |       |       |       |       |
| <b>Mid-Morning</b>   |       |       |       |       |       |
| <b>Lunch</b>         |       |       |       |       |       |
| <b>Afternoon</b>     |       |       |       |       |       |
| <b>Break</b>         |       |       |       |       |       |
| <b>Mid-Afternoon</b> |       |       |       |       |       |
| <b>Evening</b>       |       |       |       |       |       |

## Evaluations

### Pre and Post Evaluation

- At the start of the workshop, it is worthwhile to do a pre-evaluation to assess the level of the group; it also indicates the progress of the group when it comes to the post-evaluation.
- On a chart paper write the three or four topics that are going to be covered in the training session.
- Under each heading draw a line with a 10-point scale (1 being low, 5 being medium and 10 being high).
- On the first day for the pre-evaluation, have participants mark their knowledge of each category with a colored sticker or marker. Explain that it is OK for participants to rate themselves low on the scale. This is just to get an idea of the group's knowledge and demonstrate how much people will learn over the course of the training session.
- On the last day for the post-evaluation, have participants mark their knowledge of each category with a different colored sticker or marker. Discuss how participants have moved along the scale.

### Scales

- Write the numbers 1, 5, 10 on a piece of paper and post them along the wall as a continuum
- Inform the participants that a 1 is low, a 5 is medium, and a 10 is high.
- Ask questions about the sessions that were conducted such as: How valuable did you find the behaviour change lesson? How useful was the listening activity? Did you enjoy the role play?
- After each question have participants stand along the scale to indicate how they felt about each topic.
- An adaptation to this would be to represent a scale with your hands. Two hands pressed together would be low, both arms somewhat spread a part would be medium and both arms spread wide open would be high.
- Similarly, a scale can be used by sitting, standing, and standing with arms raised in the air.

### Apples and Onions

- If possible purchase an apple and an onion or two types of food, one that people tend to like and the other that people tend to dislike.
- Inform the participants that the apple represents something positive about the day; it could be something new they learned or something they enjoyed. The onion represents something they wish to change about the day: it could be something they found confusing or difficult to do, or it could be something they want to change or learn more about.
- Sitting in the circle, give a participant an apple and an onion and have them say something about the day for each.
- The apple and onion is then passed along the circle until everyone has had a chance to express themselves

## Written Evaluations

You can also ask questions that you would like people to record their comments. Written evaluations can be used at the end of a day, or as a formal evaluation at the end of the entire training session.

### Example Daily Evaluation Questions

1. The most important or useful points that I picked up today was:

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2. The one unanswered question that I have from today is:

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3. The time that I felt the best was when:

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4. The time or section where I felt the most frustrated or uncomfortable was when:

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### Example End of Training Evaluation

**1. Did the workshop meet your expectations?** *(Please check the appropriate box.)*

Completely [ ]

Partially [ ]

Not at all [ ]

*Please explain – why or why not?*

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**2. What do you think about the overall length of the workshop, considering the limits on your time and the topics discussed?** *(Please check the appropriate box.)*

Too Long [ ]

Just Right [ ]

Too Short [ ]

*Please explain:*

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**3. How relevant was the workshop to your organization or project's needs?** *(Please check the appropriate box.)*

Very Relevant [ ]

Somewhat Relevant [ ]

Not Relevant [ ]

*Please explain:*

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**4. Rate the time allocation (balance) for** *(Please check only one box for each item listed below.):*

|                            | Far Too Much | Too Much | Just Right | Too Short | Far Too Short |
|----------------------------|--------------|----------|------------|-----------|---------------|
| a. Presentations           | [ ]          | [ ]      | [ ]        | [ ]       | [ ]           |
| b. Full Group Discussions  | [ ]          | [ ]      | [ ]        | [ ]       | [ ]           |
| c. Small Group Discussions | [ ]          | [ ]      | [ ]        | [ ]       | [ ]           |
| d. Games                   | [ ]          | [ ]      | [ ]        | [ ]       | [ ]           |
| f. Role Play               | [ ]          | [ ]      | [ ]        | [ ]       | [ ]           |
| g. Breaks/Lunch            | [ ]          | [ ]      | [ ]        | [ ]       | [ ]           |

**5. Which portion of the workshop was the most useful? Please explain.**

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**6. Which portion of the workshop was the least useful? How would you improve this portion? Please explain.**

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**7. How would you rate the following** *(Please check only one box for each item listed below.):*

|                      | Poor                     | Fair                     | Good                     | Very Good                | Excellent                |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Presentations     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Reference Manual  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Games and Posters | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Course Content    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Instructors       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Demonstrations    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Facilities        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**8. Are there any topics on which you would like more information? Are there other topics that would be of interest for a workshop? Please explain.**

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**9. Other comments about the workshop or other issues in general? Please explain.**

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Name: (Optional) \_\_\_\_\_

Organization (Optional) \_\_\_\_\_

## Closings

### Workshop Overview

Facilitators or participants draw a picture to represent the activities used for each session of the workshop and explain what was learned during the activity and why it is important to their work.

### Networking Game

Ask the participants to form a circle and pass a ball of string from one person to another to form a web while stating how they can share information or work together in the future.

### Learning Ball Game

Have the group standing in a circle. Ask a participant to throw a ball to another participant and say what they have learned from that person during the workshop.

### Imaginary Presents

Have the group sit or stand in a circle. Draw names and ask the participants to present each other with an imaginary present which they think they would like and say a few nice words about working with them during the training session. A more formal alternative is to ask participants to present their certificates to each other and say a few words.