



Technical Assistance  
for the IPA Training and Support Facility



# DAILY TRAINING MANAGEMENT HANDBOOK



May 2012



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## Technical Assistance for the IPA Training and Support Facility

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## Introduction

The current handbook is designed to provide the SEA Centre staff with a general overview of the issues to be considered when organizing a training event.

It reinforces the experience acquired in the weeks spent together with the Technical Assistance Team in concretely carrying out the daily management tasks and provides the tools used by the TA but even with others so as to offer the staff different solutions to their starting new job.

When organizing an training event the timescale to be used may differ depending on the complexity of the training activity. Therefore some advice for training events organization could be useful to be sure that nothing is forgotten.

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## How to start

When planning training think about:

- your objectives - keep them in mind all the time
- what kind of training do you want to organize
- how many people you are training
- the methods and format you will use
- when and how long the training lasts
- how you will measure its effectiveness
- how you will measure the trainees' reaction to it
- what is the purpose of the training
- who is to attend the training
- which location do we intend to use
- whether you are providing any catering services
- who are the trainers

It would be appropriate when starting the organization of a training event to establish a small group to make decisions on the single issues addressed above. Depending on the nature of your training event sometimes it is advisable to keep all details of your event confidential at the early stages.

One person should be in overall charge of the event. This person becomes for the needed time “the event manager”. Also it would be useful to establish an “organizing committee”. Each member staff of the organizing committee should be given specific tasks of which he/her becomes personally responsible.

If your training event requires sponsorship, it is important to secure this as soon as possible. It should be noted that securing sponsorship is an extremely time-consuming business.

## Choosing among the different kind of training events

Concerning the first question “what kind of training event to organise” we should keep in mind the difference between the different kind of training events. The target group to be addressed is important in selecting what kind of training event to organise. Training can thus be divided into:

*Awareness/basic training:* designed to provide basic introductions to a topic. Generally, no prior knowledge is required;

*advanced training:* designed for those already involved in the topic;

*improvement /specialised training:* designed for those who have to improve their individual skills or the performance of their processes;

*full time courses:* 7 -8 hours a day of training. Normally organized in the working days but often in the week-ends if the trainees cannot leave their offices during the normal working hours ( that is often the case of the top management).

*part time courses:* whose advantage is that the hours are usually quite flexible and participants are not tied down to a full time, Monday to Friday course. Long courses can be proposed with a part time option in order to benefit from:

- participants can work while they attend training



- participants can balance their training with other commitments

*Distant learning courses:* With a distant learning course participants can study in their own time, from home or wherever they choose to study from – reading, watching or listening to material supplied, doing course activities and assignments in the comfort of their own home. They will also have access to a tutor to help you throughout the course. An online distance learning course will give participants the same qualifications as any other training course in that field but it utilises a Virtual Learning Environment.

The course is carried out entirely or partially online and the programme of study will fit around the participants' work and personal commitments;

*In house courses:* are usually held by organizations to train their employees. In house courses may last as little as one hour, half a day or a full day. In house training can benefit staff when they take a course that is directly relevant to their requirements and they will have a more personal approach from the lecturer. Benefits of In House courses are:

- They offer flexibility as they are run particularly for the organisation and are run when and where is required.
- they can teach a number of employees at the same time which is cost effective for the organisation.
- they are great for team building and internal networking within an organisation.
- the course can be aligned to meet participants training and organisational values and objectives.

*Congress:* is a term applied to a large national or international grouping of people meeting together with common interests or concerns, e.g. IPA SPOs meeting. It is usually a great visibility event and is organised to debate widely about cultural, political and social issues. The main characteristics are:

- The organisation is complex due to the large amount of audience involved,
- they can be often repeated
- the cost is high
- they can produce a high level of interest among the media
- they need to be announced well in advance
- they usually last from 2 to 6 days one of which is usually devoted to tourist – cultural activities;

*Seminars:* They have the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, where everyone present is requested to actively participate. They are essentially places where, questions can be raised and debates conducted. The Training manager might plan to divide the seminars according to the specific target groups identified (like regional and local administrations, NGOs, etc.). Seminars are generally held in office conference rooms or at hotel seminar rooms. In a seminar a group of people can talk about a particular topic.

*Press tour:* are similar to seminars and are directed to journalists and usually organised within the territory. They are "travelling" seminars, through which the institutions can inform the journalists about a specific project through on-site visits which during a normal seminar would only be described with words;

*workshops:* these are also training sessions, which may be several days in length. They emphasize problem-solving, hands-on training and require the involvement of the participants.. Workshops are great for those individuals who need to refresh their current skills or acquire new skills.



**Remember:**

The organisers of training events which are funded by European Union have to make the Community contribution to these assistance packages explicit by displaying the European flag in meeting rooms and using the Community emblem on documents.

The European Union Delegation in Macedonia shall assist, where necessary, in the preparation and implementation of such events.

## Planning a training event

When planning a training event a schedule should be followed. First of all it is important to prepare a check-list of things to do. To plan a training event means to identify in advance, the tools which are preceded in the correct management. It is useful to create a matrix, a simple scheme in which to identify the following:

- The activity to implement
- The location
- The event manager and the organising committee
- The time scale

For example if we want to organise the training by the end of May we could draw up the following matrix:

| Activity            | Location        | Responsible | Deadline  | Staff involved |
|---------------------|-----------------|-------------|---|----------------|
| Catering booking    | Restaurant Rosa | Dragan      | Menu defined and ordered by 20 <sup>th</sup> of May | Ivan           |
| Publicity materials | Graphics Sofia  | Zdenka      | 15 of May   | Marija         |

The above information can be considered as basic but everyone should create their own matrix on the basis of their own experience and on the complexity of the event.

The importance of creating a list of things to do is connected to the fact that it allows you to keep many activities at the same time under control.

The matrix thus allows you to:



- make a clear distinction among the different tasks
- follow and co-ordinate the whole organisational process
- avoid forgetting things which apparently have little importance
- work towards finalisation from a plan.

It is useful to draw up a flow chart to help follow all the activities in the entire period of organisation

Example of a flow chart:

| Activity   | First week | Second week | Third week | Fourth week |
|--|------------|-------------|------------|-------------|
| Drawing up the invitation letter                 | Dragan     |             |            |             |
| Sending invitations                              |            | Zdenka      |            |             |
| Preparation of brochures to advertise the course |            |             | Cyril      |             |
| Preparation of the training materials            |            |             |            | Cyril       |

### Preparing a timetable

Once the typology of training event, the goals, and participants have been identified, it could be useful to define the "Tasks and Timing" which involve mapping out the tasks to be performed, their timelines, and who will be responsible for each of them.

Choosing activities means that for each initiative it is necessary to specify:

- Who is responsible for implementing each activity
- When the activity has to be implemented
- What costs are associated with each activity.

A GANTT Chart helps us keep the implementing phases under control.



A GANTT Chart:

- is a popular type of bar chart that illustrates a project schedule.



- It illustrates the start and finish dates of the terminal elements and summary elements of a training event
- it shows the terminal elements and summary elements included the work breakdown structure of the project.

Some GANTT charts also show the activities inter-dependence (i.e. precedence network).

### *Choose preliminary dates for your event*

When choosing a date remember to verify:

- Does the proposed date clash with any other important events in the field in question?
- Is the proposed date close to a bank holiday?
- Does the availability of particular guests (internal or external) impact on the choice of dates?
- Does the event respect the religious of other non-majority groups?

### *Choose and approach your guest speaker*

If your training event involves the participation of key experts as speakers or other prominent guest speakers, politicians or representatives of the EU, remember that they usually have very busy diaries.



## Practical advice:

### Key points

- ▶ *Key experts* for examples usually require a minimum of 3 months' notice for events, depending on the nature of the event and the importance of the expert you want to involve. This period may be longer or shorter. Key experts frequently cancel invitations a few days before the settled date. Be ready to replace them at the last minute by thinking about possible alternatives. Remember that some of them also require a fee and travel costs coverage. Remember to include them in your budget.



### Preparing the location

If the training event is to be held out of Skopje or it is necessary to use more space than available in the Centre some indications should be followed:

- Make sure it is easy to reach
- Make sure that the basic logistics are easily available
- Make sure that the room can hold all the participants
- Make sure that central heating/air conditions are working properly
- Distribute a map on how to reach the location
- Give the details of how to reach the location by public transport
- Give the details of how to reach the location by private transportation



## Remember:

Training events have to be organised in a location and a in a manner accessible to people with disabilities, or alternative accessible arrangements must be offered. People with disabilities should also be provided with particular equipment, like computers and other technical devices.



## Implementation activities

The implementation activities include:

- Invitations
- Patronage
- Participants/speakers
- Privacy protection
- Participants list
- Mailing
- Follow-up calls
- Room layout
- Gadgets
- Support services
- Catering and banqueting

### *Invitations*

Invitations are the communication tools used to “gather” the participants. They provide the basic information related to their presence and effective participation to the training event.

They should contain the following information:



- training event promoter
- training event title
- a short sub-title to give more details
- the training programme
- date and time
- location
- address
- target audience
- titles of the main subjects
- a brief explanations of the training
- sponsors or patronage (if foreseen)
- contact details of the person in charge of the training
- useful information for the participants (contact details, how to reach the location, participation forums)

Official invitations must include the logo of the institution organising the event and in case of a training organised within a European project, the EU logo for EU aid-granted projects. In case of events organised together with other Government or private institutions, the logos of all the contributing institutions should be included.

### *Patronage*

In relation with the kind of training we intend to organise it is important to evaluate the possibility of asking the patronage of some key National Institution or of the European Commission or of some other International Organisation..



Patronage of the Polish EU Presidency



United Nations Educational, Scientific and Cultural Organization

Under the patronage of UNESCO



### *Participants/trainers*

It is advisable to ask the trainers for any specific needs for special equipment they might need for their session. So we will need to make some reminder phone calls about 15 days before the event for following:

- The presentations/training materials to disseminate to the participants
- The video, to verify the format and what special equipment to hire for the presentation(if not available in the Centre)
- The posters to show, in order to evaluate how large they are and where to hang them
- The translation requirements.

### *Privacy protection*

Whatever tool we use (both printed and via web) it is mandatory for the organiser to declare who is in charge of data protection in order to guarantee the right application of the rules in force.

### *Participant list*

The participant list is the result of joint work between the training event's organisers and the expert or trainer. The last one has the necessary competence to decide who is the right target group for that specific training event.

### *Mailing*

Mailing is the most important. Once the participants have been identified, we must verify the data related to the participants, the correct title (Doctor or just Mr, Mrs) if they are men or women, the correct name, mail and e-mail address, to avoid unpleasant situations.

### *Follow-up calls*

For every training event it is possible to identify, within the invitation list, a group of persons who the organiser thinks to be of particular interest for the fulfilment of the training event objectives. To guarantee that these people really participate it is advisable to make follow-up calls some days after mailing and several days before the event, in order to verify if they received the invitation and if they are going to participate. It is also an opportunity to inform them know the of particular relevance of the subject proposed in the training event.



## *Room layout*

The room layout regards seating assignment for the different trainers and the participants. The trainer's table must be accurately prepared in a central position and thus at the centre of attention, if it is a traditional training event. In case the training implies an active participation of the participants you can consider an U-shape room. In case the training implies several sessions in work-groups also some other small rooms should be provided in order to favour the working in groups.

The following rules should be followed for the trainer table:

- speakers name positions
- glasses, water, and at least two bottles of mineral water one sparkling and one natural.
- a Board or flip chart in case the trainer needs to make some more clarifications about the issues which are dealt with.

## *Gadgets*

Training events which are funded by projects of the European Union or of other International Organisations or National Governments are a good occasion to disseminate gadgets with the project or organisation logo which can be easily given out and which contain some basic information about the project or training event we want to advertise (block notes, folders, pens are the most common).

## *Support Services*

The "training manager" is the central point of the event. The name of the person who is in charge of the entire organisation must be clearly indicated in all official communications with the related telephone, fax and e-mail address.

Before and during the event it is important:

- to locate the staff in a good place close to the event room
- to check that the following is available
  - the attendance list with all the participants names to be signed;
  - personal computer and a printer for the participant registration( if it is a congress)
  - stationery
  - photocopier
  - telephone
  - fax
  - internet connections



### *Catering and banqueting*

If a restaurant is not available in the zone, because most of the locations for training events organisation do not have kitchens it is advisable, to foresee a cold meal or include only one hot meal which can be easily served and kept warm. Make sure that the normal hygienic rules are followed. Before contracting a food service company it is usual to ask for quotes from at least 3 different companies to make comparisons.

## **Training Event Communication**

Once the main decisions are taken, it is important to publicise the event through the following actions:

### *Information Packs*

Information packs should be distributed to all attendees at the training event. The Information Packs should include background information on the training event, the objectives, a timetable of programmes, names and titles of trainers, copies of the trainers presentations, general information and the name and telephone number of a designated person to deal with general enquiries from attendees. If copies of presentations are not available prior to the event make sure that you can provide the participants with them by collecting the e-mail addresses to send the presentations to them later. All Information Packs related to projects funded by European Union or by other International Organisations or National Governments should bear the logo of the organisation and/or of the project title.

### *Advertising*

For the training events which foresee the public involvement, a good way to make them known is by placing an advertisement in the local newspaper outlining details of the training event, and/or running an advertisement on the local radio. Posters could also be displayed in public offices.

### *Web site*

The website should contain the details of the training event. The website is useful as a reference and information tool for those attending the event and for the media. Remember to include the internet site address in the invitation letter and in all official publications which are prepared for the event.



### *Promotional material*

The basic promotional materials are:

- invitations
- leaflets to be distributed during the event
- posters (in different formats)
- brochures
- training materials
- and after the event, aim to distribute some additional promotional or training materials



## Media relations

For major training event the media system should be involved, especially local media. It is useful to provide the media with all the information related to the training event in order to timely and continuously inform the public such an involvement is particularly relevant in the IPA training where still a good knowledge of the tool is not available in the Country .

### *Media Contact list*

Prepare a list of media contacts you wish to invite to the event. This list should include representatives from:

- The national & local press, radio & TV,
- Regional Correspondents for National TV, Radio & Press,
- Specialised Correspondents for National TV, Press and Radio as appropriate e.g. Agricultural Correspondent, Education Correspondent.

Follow-up telephone calls to media contacts should be made 2-3 days prior to the training event, to remind them about the event and to check if they will attend.

### *Informing the media*

Prepare a list of media contacts you wish to invite to the event. Be clear about the objectives of the training event you are organising and the message you wish to convey. Prior to the training event, issue a press release to the media, outlining the details of the training event:

The Press Release should provide the following information:

- Where and when the training event will take place
- Who will attend
- Names of trainers attending
- Participants typology
- Why the training event is taking place
- Where possible provide a breakdown of funding, sources of finance, etc.

In case of training events organised within projects funded by European Union or by other International Organisations or National Governments the press release should also include:

- a reference to the Project
- the logo of the funding institution

### *The appointment of a Spokesperson*

If the SEA Spokesperson is unavailable someone from the organisation should be in charge of dealing with media. The spokesperson's role is to

- Promote the training events being hold



- Explain this to journalists
- Answer questions

Provide the spokesperson with clear information regarding the event, e.g.

- Details of attendees (how many and who)
- Information about speakers
- Objectives of the training event
- Importance of the training event in a local/regional and national context

In order to fulfil this role, the spokesperson should be fully prepared and briefed on likely questions that they may be asked such as:

- The aim of the training event
- The benefits of the training to the beneficiaries

### *The Press kit*

Press kits should be available during the training event and should include:

- Copies of presentations and speeches from key trainers
- An updated press release providing the following information:
  - What is the training event
  - Who benefits
  - Who is responsible
  - Where is it taking place
  - Money involved/funding announced

When writing your press release, contact key trainers for quotes to include in the press release.

If the event takes place over a two or three-day period, update the press release daily.

Press kits should also include background information on the training event and in case of training events organised within projects funded by European Union or by other International Organisations or National Governments the press kit should refer to the Project and the appropriate funding Institution.

Press releases should also include a contact name, telephone number and mobile number of an individual assigned to assisting the media during and after the event.





## Preparing the Budget

Budget is a critical factor in training organisation. When working on it make sure that the budget is adequate to achieve the desired objectives. If the budget assigned to the training event is decided in advance, tailor the activities to fit within it. All activities must be aware of what can realistically be delivered for the available budget.

If the budget is inadequate and cannot be increased, review your training objectives and bring them back to an achievable level.

## Monitoring and evaluating the training event results

Although correlated, monitoring and evaluation are different activities implemented by different bodies in different phases through the event organisation implementation.

- ✓ Monitoring consists in systematic and continuous collecting, analysis and use of information for the purpose of management and decision-making.
- ✓ Evaluation, instead, is a periodic assessment of the efficiency, effectiveness, impact, sustainability and relevance of a training activity in the context of stated objectives. It is usually undertaken as an independent examination with a view to drawing lessons that may guide future decision-making.

### *Monitoring*

Results measuring is the final phase of a training event organisation. Lack of analysis can damage the training event validity, compromising, as a consequence, its efficiency and effectiveness.

Monitoring is important, as:

- It is essential to effective programme and training event management – i.e. it identifies what is working well and the areas requiring remedial actions.
- It proves evidence on if the training event is achieving its objectives, and penalties can be applied if not effectively performed.
- It is the basis for training event review and evaluation.
- It influences future decisions.

The training event organisation has to foresee which objects we want to evaluate.

There are three levels of training event measuring:

- ✓ training event out-put: tells us whether the objective has been reached by the beneficiaries;
- ✓ training event out-take: tells us whether the beneficiaries understood the main contents of the training;
- ✓ training event out-come: tells us whether the training has produced a change in the knowledge and professional skills of the participants.

Monitoring requires definition of two conditions:

- ✓ That data are treated from an analytical point of view;
- ✓ That the final aim of such data collection and manipulation is to inform the future decisional process.

Monitoring key elements are:



- ✓ It is an internal management responsibility
- ✓ It measures progress in relation to the budget foreseen by single activities
- ✓ It identifies problems and thus allows looking for solutions
- ✓ It uses both formal and informal methods for data collection
- ✓ It is a key source for evaluation.

Correct monitoring requires:

- ✓ Drawing up a summary of the pursued objectives
- ✓ Choosing the indicator to be used for the established objectives
- ✓ Defining the target to be used to verify and report on the progress achieved
- ✓ Deciding the method and system for data collection (e.g. database).

## *Evaluation*

Evaluation can take the form of a monthly report on work in progress, formalised department reports for presentation at staff meetings, periodic briefings of chief staff executive and department heads, and a year-end summary for the annual report.

Evaluation of training event provides an opportunity to improve future training activities as well as conduct theoretically interesting research.

Evaluation is the moment in which you stop, take your time and think about what has been done and what has been achieved and the reasons why all that has been made possible. The problem lies within what has to be evaluated.

The evaluation process consists in the verification of the correspondence between planning and implementation of what was originally foreseen in the training event planning.

Evaluation cannot merely consist in the analysis of its adequacy and correct drawing up; it shall instead include the analysis of the efficiency and effectiveness and the training.

The followings items are usually the main evaluation subjects:

- The training plan itself: in the correctness of its structure
- The single training activity which is part of the training Plan: how it has been drawn up, efficiency and effectiveness of its implementation processes, etc.

Both the above mentioned levels must always be kept into consideration.

More precisely, we need to consider the training plan as such, in relation to:

- Its correct drawing-up: (i.e. verify that correct methodological criteria have been used)
- Its real implementation through the phases it foresees
- Its real innovation tool function for the beneficiaries
- Its real capacity of promoting involvement, new knowledge and efficaciousness for its beneficiaries.



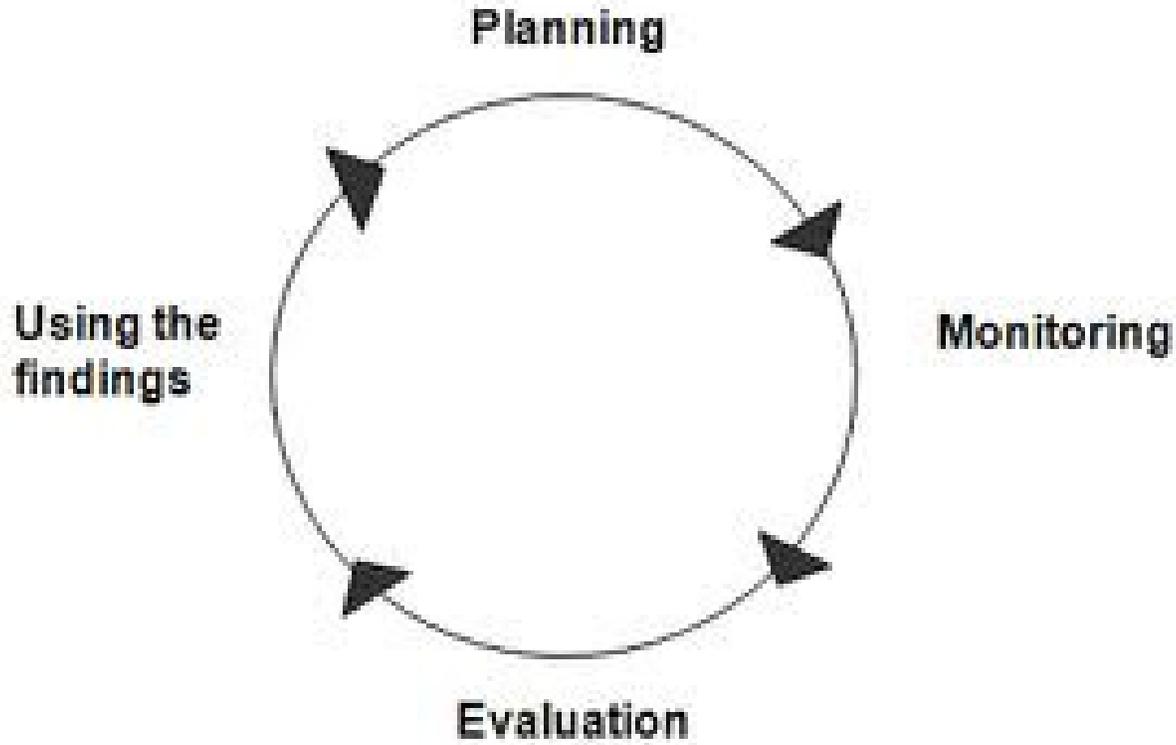
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## Evaluation grids examples

In addition to the satisfaction questionnaires in use in the SEA Centre you will find below other evaluation grids that can be helpful even to collect other data.

### 1. SEA TC Centre satisfaction questionnaire

#### SUMMING-UP OF TRAINING SATISFACTION QUESTIONNAIRES

Training Package -----, Module -----: (title)

Trainer: -----

Date: ----- – Place:

----- questionnaires filled-in

*1= weak 2=average 3=good 4=excellent*

#### CONTENT AND OBJECTIVES

|  | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| The training objectives were clearly explained         |   |   |   |   |
| The training contents corresponds to your expectations |   |   |   |   |
| The theoretical part has been adequate                 |   |   |   |   |
| The practical part has been appropriate                |   |   |   |   |
| <b>Excellent:--- % Good:---- % Average: ---%</b>       |   |   |   |   |

#### METHODOLOGY AND TRAINING MATERIALS

|  | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| Training contents were clearly presented and easy to understand            |   |   |   |   |
| Discussions, exchange of knowledge and know-how were productive and useful |   |   |   |   |
| Training materials were appropriate to the contents and your needs         |   |   |   |   |
| Practical exercises were appropriate and useful                            |   |   |   |   |
| <b>Excellent:--- % Good:---- % Average: ---%</b>                           |   |   |   |   |

#### TRAINER 1

|   | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Masters the content of the training             |   |   |   |   |
| Has capacity to transfer knowledge and know-how |   |   |   |   |



|  |  |  |  |  |
|--|--|--|--|--|
| Replies in appropriate manner to trainees' questions |  |  |  |  |
| Creates a pleasant training atmosphere               |  |  |  |  |
| <b>Excellent:--- % Good:---- % Average: ---%</b>     |  |  |  |  |

**TRAINER 2 (when the case)**

|  | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| Masters the content of the training                  |   |   |   |   |
| Has capacity to transfer knowledge and know-how      |   |   |   |   |
| Replies in appropriate manner to trainees' questions |   |   |   |   |
| Creates a pleasant training atmosphere               |   |   |   |   |
| <b>Excellent:--- % Good:---- % Average: ---%</b>     |   |   |   |   |

**LOGISTICS**

|  | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| Training premises                                |   |   |   |   |
| Meals  |   |   |   |   |
| Timing and duration of the training              |   |   |   |   |
| Overall working atmosphere/organisation          |   |   |   |   |
| <b>Excellent:--- % Good:---- % Average: ---%</b> |   |   |   |   |

**OVERALL SATISFACTION**

|  | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| Quality of the trainer                           |   |   |   |   |
| Quality of the contents                          |   |   |   |   |
| Quality of the materials                         |   |   |   |   |
| Training will be useful for your work            |   |   |   |   |
| Your expectations were met                       |   |   |   |   |
| <b>Excellent:--- % Good:---- % Average: ---%</b> |   |   |   |   |

|                                       |
|---------------------------------------|
| <b>Further comments from trainees</b> |
|                                       |

**Comments from Project**



## 2. Monitoring of communication activities

The following are an example of indicators which could be used for monitoring and evaluating Communication activities:

| Communication tool   | Target group      | Output/implementation indicator  | Result indicators   | Impact indicators   |
|--|-------------------|--|---|---|
| Press office activities (interviews, press releases, news articles, media lists, press surveys, Training sessions) | All target groups | N of interviews arranged<br>N of press releases issued<br>N of training sessions organised<br><br><i>Sources: press monitoring agencies<br/>Institution press office</i> | N of press interviews<br>N of TV interviews<br>N of radio interviews<br>N of articles published<br>N of journalists attending the training sessions<br><br><i>Sources: press monitoring agencies<br/>Institution press office</i> | Change in public awareness of the programme <i>Source: surveys<br/>opinion polls</i><br><br>Number of good TV and radio interviews broadcasted<br><i>Source: surveys<br/>opinion polls, TV and Radio's share audience analysis</i><br><br>N of positive articles published<br>N of correct content of the published articles<br><i>Source: surveys<br/>of press monitoring agencies</i><br><br>Increase in the media coverage year after year<br><i>Sources: External Evaluator</i> |
| Web site   | All target groups | N of pages created<br><br><i>Source: website statistics</i>  | N of users/visitors<br><br><i>Source: website statistics</i>  | Increase in the website access<br><br><i>Source: surveys<br/>opinion polls</i>  |
|  |                   | N of databases<br><br><i>Source: website statistics</i>  | N of registered users<br><br><i>Source: website statistics</i>  | Increase of the number of the registered users<br><br><i>Source: surveys<br/>opinion polls</i>  |
|  |                   | N of DB records (contents)<br><i>Source: website statistics</i>  | N of page views<br><br><i>Source: website statistics</i>  | Increase in the number of application forms downloaded<br><br>Change in public awareness of the training<br><br><i>Source: surveys<br/>opinion polls</i>  |
|  |                   |  | N of application forms downloaded<br><br><i>Source: website statistics</i>  |   |
| N of other documents downloaded<br><br><i>Source: website statistics</i>   |                   |  |   |   |



Technical Assistance for the IPA Training and Support Facility

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|   |                   |   |   |  |
|---|-------------------|---|---|--|
| Training Events<br>(conferences, seminars, workshops)                 | All target groups | N of events organised/ vs. N of events planned<br><br><i>Source: The training Institution</i> | N of invitations sent<br>N of invitations responded<br><br><i>Source: The training Institution</i>      | Change in the participant knowledge<br><br><i>Source: surveys opinion polls</i>  |
|   |                   | N of planned participants   | N of actual participants<br><br><i>Source: The training Institution</i>                                 | Improvement of the participant knowledge about the issues<br><br><i>Source: surveys opinion polls</i>                                |
|   |                   |   | N of requests for further information<br><br><i>Source: The training Institution</i>                    | Increase in the number of further information parallel to an increase of participants<br><br><i>Source: The training Institution</i> |
|   |                   |   | Feedback from participants<br><br><i>Source: questionnaires distributed by The training Institution</i> | Good feedback from the participants<br><br><i>Source: The training Institution</i>   |
| Publications<br>(Posters, leaflets, brochures and training materials) | All target groups | N of copies printed<br><br><i>Source: The training Institution</i>                            | N of copies distributed in paper format<br><br><i>Source: The training Institution</i>                  | Change in public awareness of the programme<br><br><i>Source: surveys opinion polls</i>  |
|   |                   |   | N of copies downloaded from the website<br><br><i>Source: Website statistics</i>                        | Change in participants knowledge towards the issues subject of the training<br><br><i>Source: surveys, opinion polls</i>             |
|   |                   |   | N of materials downloaded<br><br><i>Source: The training Institution</i>                                |  |



### 3. Assessing quality indicators

The following is a chart which can be used for assessing quality indicators after the objectives and the target group have been identified.

| Communication tool   | Target group      | Quality indicators  | Source of information                                 |
|--|-------------------|---|---|
| Website  | All target groups | Accessibility   | Surveys among Internet users                          |
|  |                   | User friendliness   | Opinion polls   |
|  |                   | Exhaustiveness of information   | Questionnaires  |
|  |                   | Clarity of information  |   |
| Events (conferences, info-days, seminars, workshops)   | All target groups | Quality of organisation (location, timing; quality of catering; quality of seminar premises and equipment)  | Feedback questionnaires filled in by the participants |
|  |                   | Quality of content (exhaustiveness of speeches delivered; importance of the trainers; relevance of the information delivered; clarity of speeches; quality of documentation disseminated) |   |
| Publications (Posters, leaflets, brochures and training materials)   | All target groups | Relevance to the different target groups  | Surveys   |
|  |                   | Clarity   |   |
|  |                   | Usefulness of information   |   |
|  |                   | Completeness of information   |   |
|  |                   | Attractiveness, balance between text and pictures   |   |
| Press office activity (Press conferences, interviews, press releases, news articles, media lists, press surveys) | All target groups | Balance between media planning and awareness obtained on the training issues by the target groups   | Media surveys   |
|  |                   | Usefulness of information to the media  |   |
|  |                   | Correspondence of press releases with the articles published  |   |
|  |                   | Completeness and clarity of the information delivered   |   |



#### 4. *Daily Evaluation Form*

Name of training: \_\_\_\_\_ Date: \_\_\_\_\_

- What did you enjoy most about today?
  
  
  
  
  
  
  
  
  
  
- What did you learn during today's sessions that you anticipate using in your work?
  
  
  
  
  
  
  
  
  
  
- Was there anything you did not understand during today's sessions? Please provide specific examples.
  
  
  
  
  
  
  
  
  
  
- What is the most valuable thing you learned today (knowledge or skills)?
  
  
  
  
  
  
  
  
  
  
- What other specific comments do you have?

Thank you.



### 5. Other examples

Please rate this training in terms of **Trainer’s Expertise, Clarity, Cultural Appropriateness, Time Management, and Responsiveness** to your training needs. Provide any additional feedback in the **Comments** section. Circle the appropriate numbers.

**RATING SCALE: 1 = LOW 3 = MEDIUM 5 = HIGH**

| Trainer Name(s) | Expertise |   |   |   |   | Clarity |   |   |   |   | Culturally Appropriate |   |   |   |   | Time Management |   |   |   |   | Responsiveness |   |   |   |   |
|-----------------|-----------|---|---|---|---|---------|---|---|---|---|------------------------|---|---|---|---|-----------------|---|---|---|---|----------------|---|---|---|---|
|                 | 1         | 2 | 3 | 4 | 5 | 1       | 2 | 3 | 4 | 5 | 1                      | 2 | 3 | 4 | 5 | 1               | 2 | 3 | 4 | 5 | 1              | 2 | 3 | 4 | 5 |
|                 | 1         | 2 | 3 | 4 | 5 | 1       | 2 | 3 | 4 | 5 | 1                      | 2 | 3 | 4 | 5 | 1               | 2 | 3 | 4 | 5 | 1              | 2 | 3 | 4 | 5 |
| Comments:       |           |   |   |   |   |         |   |   |   |   |                        |   |   |   |   |                 |   |   |   |   |                |   |   |   |   |

Please review the following list of knowledge and skills statements. Give some thought to what you knew before this training and what you learned here today. Circle the number that best represents your knowledge and skills **before** then **after** this training.

**RATING SCALE: 1 = LOW 3 = MEDIUM 5 = HIGH**

| BEFORE TRAINING | SELF-ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO: |  |  |  |  |  |  |  |  |  | AFTER TRAINING |
|-----------------|---|--|--|--|--|--|--|--|--|--|----------------|
| 1 2 3 4 5       |   |  |  |  |  |  |  |  |  |  | 1 2 3 4 5      |
| 1 2 3 4 5       |   |  |  |  |  |  |  |  |  |  | 1 2 3 4 5      |
| 1 2 3 4 5       |   |  |  |  |  |  |  |  |  |  | 1 2 3 4 5      |
| 1 2 3 4 5       |   |  |  |  |  |  |  |  |  |  | 1 2 3 4 5      |
| 1 2 3 4 5       |   |  |  |  |  |  |  |  |  |  | 1 2 3 4 5      |
| 1 2 3 4 5       |   |  |  |  |  |  |  |  |  |  | 1 2 3 4 5      |
| 1 2 3 4 5       |   |  |  |  |  |  |  |  |  |  | 1 2 3 4 5      |



## 6. Overall Evaluation of Presentation

Please take a moment to answer the following questions. Your comments are an **important contribution** as we design learning experiences to meet your professional needs.

- What will you do **differently** in your practice/service setting as a result of this training?



- What do you feel were the **strengths** of this presentation?



- What do you feel were the **weaknesses** of this presentation?



- How can we **improve** this presentation?



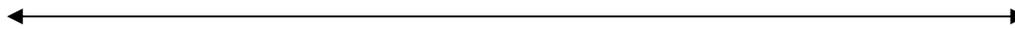
- What **additional** training-development education do you require?



- Please rate the following statements using a 1 through 5 scale where:

1 = Disagree Strongly

5 = Agree Strongly



- \_\_\_ The **difficulty level** was about right.
- \_\_\_ I can **apply the information** in my practice/service setting.
- \_\_\_ The presentation met my professional **educational needs**.
- \_\_\_ The trainer **actively involved** me in the learning process.
- \_\_\_ As a result of this training, I feel **more confident** in my capacity





## Check-Lists



### Check List for the planning phase

#### ***Starting phase***

- ▶ Did you choose the right training event for the issue you intend to promote?
- ▶ Does the date interfere with other important events taking place?
- ▶ Did you book the event room before confirming the date?
- ▶ Did you include all the trainers? Make a list
- ▶ Did you make agreements with the hotels for the participants rooms( if the case)?
- ▶ Did you appoint a training event manager?
- ▶ Did you constitute a workgroup for the training event organisations?
- ▶ Did you open an internet page on your internet site to devote to the training event?

#### ***When set up a location remember to check if the following options are available:***

- ▶ Personal computer
- ▶ Number of participants hosted in the meeting rooms
- ▶ Internet connections
- ▶ Translation services
- ▶ Telephone connections
- ▶ Television
- ▶ Satellite TV
- ▶ Air conditioning/central heating
- ▶ Parking spaces
- ▶ Possibility of organising a catering services
- ▶ Wheelchair facilities
- ▶ Lifts
- ▶ Tea room, bar
- ▶ Event room safety standards
- ▶ Brightness of the room
- ▶ Ease of access for people with disabilities
- ▶ Special Aids for people with disabilities



### Check List for the invitation:

#### ***Invitations should contain the following attachments***

- ▶ The draft of final programme
- ▶ The contact details
- ▶ Registration forms

#### ***In addition try to:***

- ▶ Avoid being vague. It is important to be precise about the event location including all the necessary information about how to reach it
- ▶ Double-check the invitation draft. To avoid sending invitations with mistakes it is recommended to re-read the text the day after the preparation of the first draft and after, have someone else who is not aware of what it going on, check if it is clear and that there are no mistakes.



### Check List for the trainers:

#### ***Check the following with the trainers:***

- ▶ In what format are they sending their presentation?
- ▶ Do they need an hotel room on the day before and after the training?
- ▶ Do they need any translation services
- ▶ Do they need to be collected at the airport/train?

#### ***In addition, remind them to:***

- ▶ Send their material at least one week prior to the event (time can be extended in case of translation needs)
- ▶ In case they come from another town request that them if they arrive one day prior in order to avoid last minute problems connected to flight/rail delays
- ▶ Give a time for the training length



## Check List on the day of the event

***Check that the following is present on the day of the event:***

### ***Room Layout***

- ▶ Trainers name places are changed when the trainers change
- ▶ Water and glasses
- ▶ Hostess services (for congresses)
- ▶ EU Flag, and National flag (in case of training events funded by EU , by national or International Organisations)

### ***Catering***

- ▶ Be informed half an hour before lunch, when the participants are going to eat

### ***Support Service***

- ▶ Did you print the registration list?
- ▶ Did you bring the registration forms?
- ▶ Did you bring enough Information packages for all participants?
- ▶ Did you bring the press kits?

### ***Information packs***

- ▶ Did you include the training event programme?
- ▶ Did you include a copy of the participants list with the related e-mails?
- ▶ Did you include a presentation of your company?
- ▶ Did you include a presentation of the Programme/project?
- ▶ Did you include the contact details in case participants would like more information?
- ▶ Did you include a pen?
- ▶ Did you include some writing pads to take notes?



### **Check List of the media contacts:**

#### ***Contacts with the media***

- ▶ Did you invite the journalists?
- ▶ Did you send the press release?
- ▶ Did you include the contact details in the press kit in case they need more information?

#### ***Monitoring the media***

It is important to assess the success of your event. It may be a good idea to create an evaluation sheet using different forms of criteria.

Outlined below are some examples:

- ▶ Number of invitations sent
- ▶ Number of replies to invitations
- ▶ Number of attendees: anticipated number v actual number
- ▶ A short questionnaire/survey for attendees to complete (for conferences and seminars)
- ▶ Reaction of speakers/dignitaries/VIP's
- ▶ Number of requests for further information
- ▶ Number of public enquiries
- ▶ Number of media enquiries
- ▶ Number of interviews completed
- ▶ Number of articles/features in the press
- ▶ Number of photographs published

**All the forms used by the Technical assistance during the Project are in annex of this guide in a separate folder**