Global Network of Institutes for Statistical Training

An introduction to evaluation of statistical training courses

Draft February 2021

Global Network of Institutions
for Statistical Training (GIST)

Annotated outline

1. Introduction

   Overview of the document; target audience; purpose and aim; focus of document on evaluation of developed and implemented courses

2. Capacity building approaches

   Short description of common capacity building training approaches and importance of tailoring evaluations to the approach taken

3. Evaluations of trainings

   Why are evaluations important; users and their information needs; who has the required information and how can we get that information; Kirkpatrick 4 levels and its application to evaluation of statistical training courses; some details on levels 1,2 and 3

4. Some best practices for level 1 evaluations

   What information is collected as part of level 1 evaluations and who needs it/how can it be used; common topics included in level 1 evaluations; short description of level 2 for completeness

5. Some further details on level 3 evaluations

   Importance and limitations of level 3 evaluations; what information is collected as part of level 3 evaluations, who has the information, how is it collected and how can it be used

6. Other issues

   Summarizing and presenting the evaluation results; ensuring honest and useful inputs from those completing evaluations; evaluations of training programmes and training institutes overall; reflections on differences between evaluations of in person, blended and online trainings.

7. Conclusions

   Short summary of the main points and uses of the document, its limitations and some thoughts for future work.

8. Annex 1—sample questions for common topics including level 1 evaluations

1. Introduction

This short document provides an overview of some of the best practices in conducting evaluations of statistical training courses and how to utilize such evaluations to improve capacity building activities. Evaluation of trainings can occur at various stages of training development and at different scopes. At one end, there can be an evaluation of the entire training programme of a statistical training office/national statistical office. On the other end, particular courses can be evaluated. Similarly, evaluation can occur during various stages of developing the training materials (and method of delivery), after the course has been finalized, immediately after the training has been conducted, and/or a few weeks/months after the training has been conducted.

The focus of this document is evaluations of individual courses; furthermore, the discussion is limited to evaluations of training courses that have been implemented as opposed to evaluation of training material that is still under development. The document is aimed to assist those who facilitate, organize and develop training courses within and outside of the national statistical system, as well as managers of national statistical training institutes or programmes.

Section 2 provides a brief overview of approaches of capacity building training courses. Section 3 discusses benefits of evaluations and Kirkpatricks four levels of training evaluations. Some best practices for level 1 evaluations are listed in section 4. This is followed by a discussion of level 3 evaluations in section 5. Section 6 discusses other relevant issues and section 7 concludes.

2. Approaches to capacity building training

National statistical systems (and partners at the regional and global levels) in practice take several approaches to organizing capacity building training. Depending on their aim and target audience, training courses can vary in length, depth as well as breadth of topics covered, method of delivery and type of activities (presentations, reading materials, group work, individual exercises etc.). These factors will have an impact on the type of evaluations that can be conducted. Currently national statistical systems organize capacity building training activities as either in person trainings, online trainings or blended trainings. Blended trainings are usually structured as online training followed by in person training. While much can be said about these topics, we here simply note that in designing evaluations, one should be mindful of the approach and activities that are part of the training as they are an important factor in the method of the evaluation and content of the evaluation.

Table 1: Summary of approaches and activities

Main approaches to organizing training activities	Some common activities/tools (non-exhaustive and non-exclusive)
In-person	• Presentation/lecture • Individual exercises • Group work
Online trainings	• Self-paced modules • Videos • Individual exercises • Message boards
Blended trainings	Combination of above

3. Evaluations of trainings

Evaluations are a valuable tool for the national statistical system to evaluate the efficiency and efficacy of its training courses. When designing the evaluation for a particular training course two questions need to be answered at an early stage. The first question is what information needs to be collected in the evaluation. The second question, intricately linked to the first, is who needs the information. The answers to these questions will dictate the form of the evaluation (e.g., survey, interview), the questions that are included, and how the results are compiled, disseminated and used.

Who needs the information?

We start by discussing first the intended users of the information collected in the evaluation. The main potential users of the information collected in evaluations are

- trainers (including those who develop and those who deliver the training; these sometimes can be different people),
- facilitators[1],
- managers of training programmes, managers of trainees, and
- high-level executives of the national statistical office.

While there is some overlap, the information that each of these groups needs varies. Those more closely involved in the development and running of the training courses will be interested to understand how the training was perceived by the trainees, what knowledge has been gained and what can be improved in the training course (including course design and structure, pedagogy, materials and delivery). At the next level, managers of training programmes might be

[1] Often in trainings the role of facilitators and trainers are one and the same.

interested in the efficiency and effectiveness of the training and what additional trainings need to be developed. On the other hand, managers of trainees might be interested in how the productivity of the trainee has changed as a result of the training. High-level executives of the national statistical office are generally interested in broader programmatic related questions as well as resource allocation questions. It is **recommended** that users are consulted regularly when designing an evaluation to make sure that the evaluation responds to user needs.

Table 2: Summary of users of information collected in evaluations

User groups	Sample questions of interest
Training developer	• How effective is the training? What learning has occurred? • What changes should be made to the training materials, design and structure in order to be more effective? • What are the new training demands?
Training facilitators	• How effective was the training? What learning has occurred? • How can the delivery of the training be improved?
Managers of training programmes/training institute	• What courses need to be developed? • How effective are the training developers and training facilitators? • What facilities/tools/resources are needed for a more effective learning environment?
Managers of trainees	• Has the training improved the quality of work of trainees? • What types of trainings are most efficient?
High level managers in the national statistical system	• Do certain groups (e.g. women or minorities) successfully participate in our trainings? • How is the training programme contributing to the overall outputs of the organization? • What resources are needed in order to train staff to meet upcoming demands?

Who has the information?

Two immediate questions follow from the discussion above. One is who completes the evaluation/has the information sought; the other is what is the format of the evaluation. In most cases, the information sought will lie with the learners. In other cases, evaluations completed by managers of learners or high-level executives might be needed. The table below summarizes the main sources of information and broadly describes the information they could potentially have. It is **recommended** that the target group to complete the evaluation is well defined. Sometimes all training participants complete the evaluation, while in other cases a subset of managers of training participants is more appropriate. Furthermore, while our scope in this paper is limited and the target of the evaluation discussed here is most often the trainees or their managers, in other situations it might be relevant to have facilitators, trainers or others that are part of the whole capacity building ecosystem complete the evaluation (recall also the recommendation about what information is needed). Peer review of training materials can also serve as an important evaluation tool for improving design and structure, and training materials.

Table 3: Sources of information

Groups to complete evaluation	**Sample of potential information available**
Learner/trainee	• Quality of training materials and facilitators • Applicability of training to work
Manager of learner	• Level of uptake of training • Implementation of training to work outputs

How and when do we collect the information?

As to the evaluation tools used to collect the needed information, there are several options including surveys, tests, interviews, direct observations and focus groups. The table below provides a short description of each approach and some general guidelines on timing and other relevant issues. The appropriate timing will be dictated by the type of information sought and by the format of the evaluation.

Table 4: Summary of tools and timing

Evaluation approach/tool	**Some details on the tool**	**Timing**
Survey	Surveys should be of appropriate length, can be conducted on paper or online; and, can contain multiple choice or open questions. Surveys are usually completed by trainees, though they might be an	Surveys of trainees are usually conducted at the end or soon after the completion of the training. Surveys of managers of trainees might be more appropriately conducted well after the training has been completed especially if the surveys aim to collect information on whether

	appropriate tool for soliciting information from.	the skills learned also have been put to use.
Tests	Tests can take different formats including traditional individual exams; presentations or paper/reports (put together individually or in groups). Sometime a pre- and post-test can be conducted as a means to track change in knowledge level.	Usually during and at the end of the training. If there is a need to check on knowledge retention over a longer time, tests might be conducted well after the training.
Interviews	Interviews are generally more resource intensive than surveys and tests. As such they are usually only conducted with a subset of trainees/managers of trainees. And they usually focus of information that is not as easily obtained from surveys or tests (for instance use of skills learned at workplace).	Generally, interviews are conducted well after the training course is completed.
Focus group	Conducting focus groups requires special skills and works best for smaller groups of 4-10 people. A good narrative needs to be developed and facilitators need to manage group dynamics. Benefits are that group discussions may bring out more thoughts from participants	Depending of the target group and information sought, focus groups can be conducted at the end of the training (f.ex. to supplement/replace surveys) or sometime after the training (f.ex. with a group of managers of trainees to get a better sense of the changes to outputs produced by trainees).
Direct observations	Direct observation is often resource intensive and a requires specialized skills on the part of the evaluator. It is generally useful when trying to understand the impacts of the training on the work and outputs of trainees	Usually conducted after ample time has passed to allow for the implementation of what has been learned.

Two issues need to be considered in all of the above approaches: anonymity (those completing the evaluation are not identified at all) and confidentiality (those completing the evaluation are identified in the collection of the data but are not identified when results are tabulated). In some of the above approaches such as interviews or focus groups, it is not possible to provide anonymous inputs but the results can be presented in a way that preserves confidentiality. Surveys on the other hand can be designed to be anonymous (and therefore confidential as well). Furthermore, while a survey might be designed to be anonymous, the questions included in the survey as well as the number of participants completing the survey can lead to easy identification of those completing the survey. When designing the evaluation (tools to be used, questions to be included etc), the need for information must be weighed against issues of anonymity and confidentiality. One potential way to get around these issues is to have evaluations and reports summarizing the results compiled by dedicated staff separate from those developing and conducting the training.

Models for evaluating trainings and some additional details

Several models have been developed over the years to synthesize the knowledge on training evaluation. Even though these models were primarily developed for use in the private sector, they are useful in thinking about evaluations of any training programme. Some of the more prominent models include those of Kirkpatrick, Allen, Brinkerhoff and Kaufman; here we provide some details on Kirkpatrick's model as it is one of the more widely used and is sufficient for our purposes.

Kirkpatrick's model has four levels of training evaluation. Each level is delineated primarily based on what information is being collected. In level one, the model includes evaluations that focus on the reaction to the training by the learner. Level 2 evaluations are those that focus on learning that has occurred during the training. Included in level 3 of the Kirkpatrick model are evaluations that look at changes in behavior on the job as a result of the training. And in level 4, which is the highest in this model and the most challenging to measure, are evaluations of results or impacts of the training. In general, the higher the level, the more resources are needed to conduct the evaluation, and more specialized skills are required on the part of the person conducting/managing the evaluation to tease out correct and valid information from the evaluation.

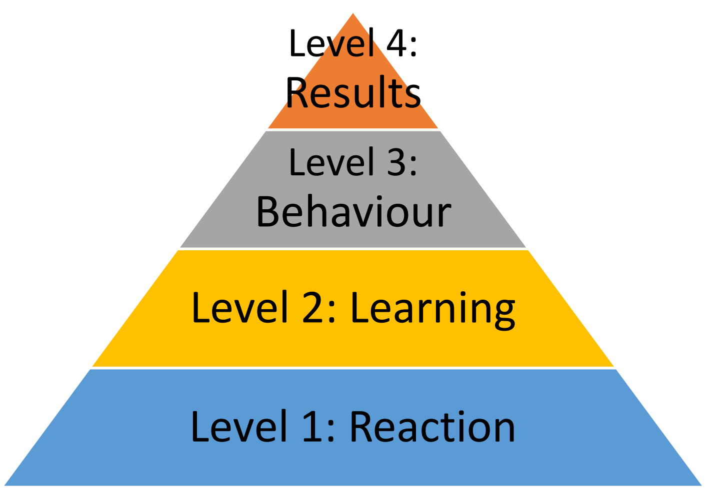

Figure 1: Kirkpatrick model

Given the scope of the discussion here, our focus will be on level 1 and 2 as well as some components of level 3 evaluations which we discuss in further details below. Level 3 and 4 evaluations are valuable tools for evaluating larger training programmes and the overall work of a training institution. The information collected as part of level 3 and level 4 evaluations can inform decisions by senior executives of the national statistical office, high-level government officials, donors, and regional/international organizations.

Level 1 evaluations are usually in the form of a survey and are completed by the learner either at the end of the training or shortly thereafter. Many organizations now conduct these evaluations online which aids in the quick compilation of results. These are the most common forms of evaluation for statistical training courses. They aim to collect basic information on how the trainees react to the training. Some of the common topics included learner satisfaction, their immediate impressions of the training materials and trainers, relevance of training and logistics related questions.

The results from level 1 evaluations are most relevant to those who develop and conduct trainings as well as their immediate managers. They are useful input to improving current, as well as determining future, curricula, course design and structure, pedagogy, materials and delivery. Aggregated data across different trainings are also useful to managers and high-level executives. Often training institutes/programmes must periodically report to other government institutions or donors on their activities and data from level 1 evaluations need to be included in such reports. Therefore, it is important to get inputs from these users to ensure that all surveys include questions that elicit information required by them.

Level 2 evaluations aim at getting information about how much knowledge participants have gained. As with level 1, such evaluations are usually completed by the learner and take the form of a test (either a test at the end of the course to get an overall idea of knowledge level; or, pre- and post-tests of similar difficulty to measure knowledge gained). Tests can take a number of forms including the typical individual exam, presentation, report or other outputs done individually or in groups depending on the aim of the training. The information from level 2 evaluations is another useful input to improving curricula, course design and structure, pedagogy, materials and delivery. It can help identify topics that might need reinforcement or changes in delivery that might aid knowledge retention by participants.

Another potential use of both level 1 and level 2 evaluations is to include questions that can provide information which can in turn be used to mobilize resources for expansions/upgrades to the courses available to users. The type of information would depend on the requirement of funding agencies. Many donors (inside and outside the country) find information on the reception of past trainings by participants as a useful input in funding decisions. Information from evaluations can also be useful in strengthening relationships with other NSS members and different user groups beyond government.

Level 3 evaluations try to measure the changes that have occurred as a result of the training. Such evaluations capture how the learners have applied their training in their work. Level 3 evaluations can take several formats including surveys, interviews, direct observations or focus groups. They are generally completed by the learners or by managers of learners. An important issue with level 3 evaluations is the timing of such evaluation. Enough time needs to have elapsed between the training and the evaluations to allow for the implementation of what was learned in the training. It should be noted that changes in working methods and outputs of the national statistical system are usually the result of multiple factors including legislative mandates, changes in demands from users, availability of new data sources, changes in available technology and training. Parsing the role of each of these factors can be challenging and time consuming. More details on level 3 evaluations follow in section 5.

4. Some best practices for level 1 evaluations

In this section we discuss some best practices for conducting level 1 evaluations. As noted above level 2 evaluations try to measure knowledge gains from participants. Therefore, it is difficult to provide overarching advice for level 2 evaluations other than to note that tests (which can take different forms including traditional individual tests, reports, papers and/or presentations prepared by learners, individually or in groups depending on the aim of the training) are the most common approach in conducting level 2 evaluations. There are two types of level 2 evaluations: one is assessment for and of learning, and the much more challenging is testing to measure knowledge/skill changes. Assessment for and of learning benefits both students and evaluators, and should be designed as an integral part of the curriculum and the scaffolding of learning, incorporating both formative and summative assessment.

It is worth reiterating that level 1 evaluations, while simpler, can provide a wealth of information.

As noted above, the most common approach to level 1 evaluations is surveys; good survey design practices should be followed when designing the questionnaire. Other approaches to level 1 evaluations include focus groups and interviews. Usually, level 1 evaluations are conducted at the end of a training course. However, in certain situations it might be useful to conduct level 1 evaluations during the training, especially during in-person trainings, or for longer training courses where adjustments can be more easily made.

Recall that the design of the evaluation is driven by what information needs to be collected. The rest of this section discusses some potential groupings of questions that can be included in a level 1 evaluation (in no particular order of importance). Not all topics will be relevant to all evaluations; and it is important that the evaluation is of reasonable length to ensure quality inputs from learners. The groupings below are not prescriptive; they have been chosen for ease of presentation. Finally, open ended as well as multiple choice questions can be used as appropriate.

Learner background information

This section of the evaluation aims at collecting background information about the learners. Some of this information can be collected in registration forms though it might be needed for cross tabulations with other parts of the evaluations. Some potential data collected along with potential uses are:

- Sex—many organizations have gender parity policies in place; this information would be important for reporting purposes; it might also be useful for resource mobilization
- Education/profession—important input to any revisions that might be necessary in order to adjust level of difficulty for example.
- Employer/current position—provides good understanding of the reach of the training; can be a useful for resource mobilization
- Country/region — often required for reporting purposes

As noted above, collecting detailed background information may make it easy to identify respondents, which in turn may lead participants to provide incomplete information. If the background information is not to be used to find how training works for different groups, it may be an advantage not to collect this information as part of the evaluation. One may also consider using broad groupings of type or level of education and work to make it more difficult to identify individuals.

In some cases, the training entity may want to publish statements from students to promote the training. In that case, feedback with identification may be desirable. In such cases, the responded should always be informed in advanced and asked for approval before publishing.

Facilities/resources/logistics related information

This section of the evaluation aims at collecting information about training facilities, resources and logistics. Questions in this section will depend, among others, on the type (online, in-person), length of training (short term, long term), if the participants have time and motivation to prioritize training and geographic scope (national, international). While these questions might seem separate from those on content, having the right learning environment is important to ensure participants benefit as much as possible from the training. Some potential topics to be covered:

- Ease of access to training platform/materials (particularly for online courses)
- Interpretation/training materials available in multiple languages
- Arrangement of transportation/hotel (housing)/visas
- Time for training

Course design and structure, materials and delivery

Moving to the substantive part of the evaluation, this section aims to collect information on several closely connected topics. This section of the evaluation aims to collect information on the training materials. Issues around scope, length, clarity and level of difficulty are covered here. Such information is most helpful in revising and updating training courses; it is most relevant to those course developers and trainers. While content related questions are useful for all training courses, they are particularly important for newer courses.

Closely related to content is delivery which depends on whether the training is in person or online. Questions about the performance of the trainer are relevant to the trainers themselves as well as their managers. They can be used to change how the training is delivered.

- Expertise and approachability of trainers
- Efficiency and effectiveness of learning activities (presentations, group work, individual work etc)
- Level of difficulty of training
- Length, depth and breadth of training materials

Applicability/usefulness of training

This section of the evaluation aims to collect information about the relevance and applicability of the training to the learner's work. Trainings require resources and time from, among others, those developing and delivering the training as well as learner. Hence, it is important to ensure that the training meets its immediate aims and is relevant to the learner. Information from these types of questions is mostly relevant to those developing trainings. Furthermore, such information is most useful when cross tabulated with information on background of the respondents (see above). Aggregated data can also be useful for senior managers of the training institutions and high-level executives of the national statistical office who can incorporate such information in reports about the overall value added of training courses. Information on applicability/usefulness can also be obtained through a level 1 evaluation (e.g., survey or interview or direct observation) conducted some time after the training; such evaluation can be sent to the learner as well as managers of learners. Topics that are usually covered include:

- Learning objective clear and relevant
- Content relevance

- Applicability of what has been learned to work tasks
- Training meets expectations/objectives/aim
- Plans of how the training will be applied to the work of learners.

Future needs

This section of the evaluation aims to collect information on what other trainings would be of value to the learners who did the course. Information collected can inform the work plans of training institutions as well as resource mobilization strategies. Such information is mostly useful to managers of training institutions. It should be noted that current learners are only one group of potential future learners; the learning needs of the broader NSS as well as other producers and users of statistics should be considered when determining what courses to develop/update/change; information on needs of potential future learners can be collected by surveying managers or learners themselves if a frame is available. Topics that can provide insights into future training needs of participants include:

- Training needs of learners, including those who have participated in prior trainings as well as those who have not (topics of trainings as well as format and other issues of interest)

5. Some further details on level 3 evaluations

Level 3 evaluations aim at collecting information on how the training has led to improvements/upgrades/changes in the working methods and outputs of participants. Often, a fully-fledged analysis of the cause-and-effect relationship is resource intensive, time consuming and requires specialized skills. In many organization level 3 evaluations are done for larger training programmes rather than particular courses. However, some components of level 3 evaluations can be used to have a better understanding of the impacts of individual training courses; and this is our focus in this section.

Level 3 evaluations can take several formats including surveys, interviews, focus groups and direct observations; they are usually completed by either the learners or the immediate managers of learners. To understand the usefulness and applicability of a particular course, survey and interview are the most appropriate given the relatively lower resource requirements; in some cases, direct observation or focus groups might be more appropriate. The timing of such evaluations will depend on the training (e.g. Level 3 evaluation for a technical training on using R software for advanced data analysis can be conducted soon after the training is completed while evaluation of a training on a dissemination of yearly GDP data might have to be conducted after the dissemination has occurred).

Conducting surveys as part of level 3 evaluations

Surveys are usually conducted online and contain questions that try to understand the relationship between the training received and how it has been applied by the participant in their work (and if it has not been applied, what are the reasons). Such information can be elicited from the participant and/or the direct manager of the participant. All training participants should receive the survey; and the survey should include relevant background questions similar to level 1 surveys (e.g. gender, education level, etc.). Questions on additional training needs and changes to the training can also be included in the survey.

While such surveys cannot show a causal relationship, they can provide links between the training and work performance. And the information collected is valuable to the work of the training developers, managers of training institutions as well as high level executives. Training developers can update the training to ensure that it is better applicable to the work of participants. Training managers can use the data to determine future courses and what changes to the overall training approach are needed. High level executives can use the data for decisions on resource allocation, progress reports and funding proposals.

Sample questions for surveys to training participants:

- To what extend have you been able to implement what you have learned in your work?
- How has the training contributed to your outputs?

Sample questions for surveys to managers of training participants:

- Has the quality of the outputs of the trainee improved?
- What additional responsibilities has trainee taken on that have benefited from the training?

Conducting interviews and focus groups as part of level 3 evaluations

Interviews are another approach to conducting level 3 evaluations. They require more resources than surveys but can be very useful in eliciting specific information from learners as well as their managers. An added advantage is the ability to have follow up/clarifying questions. Given the resource requirements, it is recommended that interviews are conducted with only a sample of training participants/managers. A script needs to be developed for the interview in order to ensure that all relevant parts are covered. Interviews can be particularly useful in eliciting information from managers who are directly supervising the work program of multiple training participants.

A similar approach to interviews is focus groups which can be thought of as interviews in a group setting. Focus groups also require facilitators with specialized skills and are generally resource intensive. An advantage to focus groups is that they tend to be less rigid and allow for issues/idea/suggestions to be discussed that might not come up in a more structured setting such as a survey. Focus groups should not be conducted/facilitated by anyone that was involved in the preparation or delivery of the training to ensure that there are no biases and that confidentiality can be maintained if necessary.

6. Other issues

This is a short list of other issues to be aware of when designing evaluations, collecting information and disseminating it. The discussion is succinct and is not intended to be exhaustive.

Ensuring the quality of collected data

Evaluations unfortunately are often an afterthought by both those who are involved in the development and running of the training as well as trainees. There is often insufficient time set aside and many do not see much value in the evaluation. Furthermore, evaluators might not be as forthcoming with constructive criticism/suggestion, especially when the evaluation is not confidential. A good practice is to set aside sufficient time in the agenda for any training for evaluation (survey, interview, group discussion etc.). To ensure that participants complete the evaluations, incentives can be provided such as making the evaluation mandatory for receiving certificates.

Open ended and multiple-choice questions

The type of questions included in the evaluation should be determined by the information that needs to be collected. For interview and focus groups, it is recommended that all questions posed are open ended. Surveys often contain a mix of open ended and multiple-choice questions. While the type of information that can be collected through multiple choice questions is limited, advantages include ease of tabulation and relative ease of comparability over time. Care should be taken to ensure that choices provided are sufficient (5- or 7-point Licker-type scales often are sufficient for multiple choice questions). Open ended questions allow for more diverse feedback; however, they can be more difficult to aggregate and often participants do not provide any inputs through open-ended questions.

Institutional aspects of evaluations (especially level 3)

All statistical training institutes conduct some form of evaluation for their trainings. And in many cases, evaluations are used measure the performance of training developers and facilitators. What is often a challenge, is how to better utilize of the information collected in the evaluations in order to change the relevant components to the training course/programme. It is recommended that institutions use a standardized approach to conduct evaluations (this does not mean that all evaluations contain the same questions; rather it implies that a standard, systematic approach is taken when developing the evaluation for a particular course). It is important to reiterate that the more relevant the information collected in the evaluations, the more likely they are to be fully integrated in the working methods of statistical training institutes. Last but not least, where appropriate having a separate and independent office (that reports to the head of the training institute for example) responsible for evaluations might be a useful mechanism for institutionalizing good evaluation practices.

Evaluations of training programmes

As discussed in the introduction, we have limited ourselves to discussing mainly evaluations of training courses that have been delivered. National and international statistical training institutes often organize their trainings as longer-term courses or as training programmes comprised of multiple courses. Some countries even have degree granting universities as part of the national statistical system. Given the larger resources set aside for developing and implementing such programmes, evaluations at level 3 or even level 4 should be used as tool to measure the impacts of the training programmes. It is often beneficial to earmark resources for hiring evaluators to conduct evaluations of large-scale training programmes.

Training can also be a component of larger statistical capacity building projects. Again, this is an opportunity to have evaluation of trainings be part of the larger evaluation of the project.

Compilation and dissemination of evaluation results

As recommended above, evaluations must be driven by what information is needed and by who. The information collected must be aggregated and presented in a way that facilitates its use. As a general rule, the closer a staff member is to the training the more detailed information might be required. For example, a training facilitator might want to review all comments received. High level managers on the other hand might require summary tables and aggregated statistics. Information from evaluations can and should be used in annual reports, brochures and other awareness raising products that are put together by the training institute.

7. Conclusions

To be drafted once text above is in a more final shape.

Annex 1

a. Sample questions

Learner background information

- Which of the following is the type of organization to which you belong?
- What is your highest educational qualification?
- What is your current position and how long have you been in your current position?
- What type of statistical work is involved in your current position?

Facilities/resources/logistics/platform related information

- if there's a face to face component, this is where there are questions about the trainer(s)
- Was the training facilities/web interface conducive for training?
- Did you have access to tools and material for needed for the training?
- Did you have enough time to do training and other duties within normal working hours?

Course design and structure, materials and delivery

- Course design
    - Content arranged in clear and logical way
    - Clear and useful examples
- There was sufficient feedback on exercises
- Duration: Too short; short; Adequate; long; Too long
- Course level: too low; low; about right; high; too high
- Was there enough time to process all the content presented?
- Did you get material to prepare? Did you get material you can use in your work?

Applicability/usefulness of training

- Relevant to my work: strongly disagree; disagree; neutral; agree; strongly agree
- Effectiveness
    - My knowledge has increased: Lickert scale as above
    - My confidence in implementing my knowledge has increased: Lickert scale as above
- Overall satisfaction with course (very satisfied, mostly satisfied....) (a seven-point scale is often recommended)
- Can you use what you learned at the training in your work?
- Was the training adapted to your needs/tasks?
- Do you feel you were in the target group od the training?
- Was the training given at the right level?
- Establish network?

Training support

- there was sufficient support offered for my learning: Lickert scale
- my questions were answered in good time and well: Lickert scale

Future needs

- Are there any topics that you would like to be included in this course in future?
- Would you like to attend any of the following courses in the future? (list of courses; Multiple answers allowed)

Templates of various evaluations

To be added