

# INSTRUCTIONS FOR TRAINERS



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## Introduction to the Reach Out Training Approach

The **Reach Out Training Kit on refugee protection** was built on the basis of a few years' experience of delivering Reach Out training workshops to humanitarian workers around the globe.

Using a workshop format, it **aims to increase the knowledge of humanitarian workers on key concepts and principles of refugee protection**.

This knowledge of refugee protection will lead to **operational effectiveness and improving competencies of participants**. The training provides an immediate opportunity for participants to apply the knowledge gained in the workshop through case studies, simulations, actor–mapping, and group-based teamwork. The training kit includes **handouts and supporting materials** that humanitarian workers can continue to consult when they return to their work.

Bringing humanitarian workers together in a workshop **close to their workplace** also provides an opportunity for participants to identify colleagues who they can consult in the future to support each other in working towards better refugee protection. Participants are encouraged to bring their knowledge back to their organisations, to apply their knowledge within their organisations, and to hold further workshops using the **Training Kit**.

The Reach Out Training Kit is **designed for adult learners** and encourages them to **share their experiences**. By using group-work exercises and case studies, the training recognises that much of the work participants do on the job is based on teamwork and working with other humanitarian actors. The simulation/role-play exercise in **Module 7** seeks to build participants' knowledge of how to successfully negotiate for solutions that are acceptable to a variety of actors, as this is a challenge they face in their daily work.

These **Instructions for Trainers** enable participants to understand their role as trainers for the Reach Out workshops and also provide guidance on the running of training-of-trainers courses. There is an option to use the **Training Kit** to deliver either three-day or five-day workshops.

The **role of the trainer** in the Reach Out training workshops is to enable learning. The trainer is responsible for ensuring that the training environment is conducive to learning, sharing knowledge and experience, and enhances the participation of all. Throughout the Reach Out Training Kit, the trainer is reminded of this role. Whilst they primarily impart knowledge, they must watch the behaviour of the participants, try to assess what learning is occurring, and make adjustments as necessary. Participants should feel more confident about the refugee protection aspects of their work, and the trainer should be watchful that the training does not produce doubt or leave the workshop feeling inadequate regarding the subject of refugee protection.

The trainer is also responsible for ensuring that **participants are able to contribute** to the learning process. Participation will be heightened under certain training conditions, including by agreeing the ground rules at the beginning of the workshop. Time should always be taken for participants to agree on these ground rules and to understand and agree on the learning objectives of the workshop.

The trainer should also address the **different levels of experience of participants** and ensure that contributions are encouraged from those with less experience. This can be done by placing them in leadership positions in the workshop, through group work, or simply by checking with them frequently to see that they are comfortable with what they are learning and that they have an adequate opportunity to ask questions and contribute.

Equally, **those with more experience** may feel that the training is going too slow or become dissatisfied with the depth of discussion. The trainer can address this by getting these participants to assist in delivering the key messages of workshops or may call upon them to give brief case examples from their experience to illustrate the learning points.

The trainer should also be alert to other **factors that might inhibit participants** from fully contributing to the workshop, such as gender, age, cultural dictates, position in the organisation, or language barriers.

These concepts on the learning context and role of the Reach Out trainer are expanded in the **Action for the Rights of Children (ARC) Facilitators Toolkit**, which forms part of the materials provided in the **Reach Out Training Kit**. There are also a number of tips for trainers, including on how to plan a training event; how to facilitate a training event; participatory training techniques; how to carry out introductions, energisers, and reviews; devising case studies, role plays, and exercises; using audio-visual aids; using handouts; and tips on feedback and evaluation.

The modules in the training provide a variety of approaches that will enliven the training workshop and keep the participants engaged. There is a balance of trainer-led and participant-led activities. **The training is designed to bring real-world situations and experiential learning into the workshop**, as this will enhance the relevance and the retention of the materials for participants. The following is a brief overview of the Training Kit, each module, and the training approach that is taken to achieve an overall balance in the workshop.

### The Reach Out Training Kit

The Training Kit is available in Arabic, English, French, and Spanish.

It contains the **introductory module**, **10 Reach Out modules**, and **two optional modules**, as outlined below, as well as **the slides** required for each module. In addition to this is the **Senior Managers Pack**, which contains two further modules, plus handouts and slides. A **set of handouts on refugee protection** and a **facilitator's toolkit** from Action for the Rights of Children are also made available.

Finally, **the trainer is supported** throughout the workshop with a series of **detailed notes** to support the summaries found in **PowerPoint presentations**; a **glossary**; a **bibliography**; a **list of web sites**, and **references**. As with any training, it is vital for the trainer to be attuned to the **specific needs of their group** and to **tailor these materials to suit them**.

- Instructions for trainers
- Introduction to a Reach Out workshop **with slides**
- 10 core modules **with slides**
  - Module 1 - What Is Refugee Protection?
  - Module 2 - Refugees and Displacement
  - Module 3 - Refugee Situation in Context
  - Module 4 - Refugee Protection: Actors and Roles
  - Module 5 - Programming and Protection
  - Module 6 - Individual Arrival
  - Module 7 - Mass Arrival
  - Module 8 - Vulnerable Groups
  - Module 9 - Durable Solutions
  - Module 10 - Action-Planning
- Two optional modules **with slides**
  - Optional Module - Gender-Based Violence (GBV)<sup>1</sup>
  - Optional Module - Internally Displaced Persons (IDPs)<sup>2</sup>
- A set of handouts on refugee protection
- A facilitator's toolkit<sup>3</sup>
- The Senior Managers Pack brochure **with handouts and slides**
  - Module 1 - Refugee protection: "From Global..."
  - Module 2 - "...To Local": Opportunities

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<sup>1</sup> Prepared together with the IRC in Kenya, the Reproductive Health Response in Conflict Consortium, the UNDP and the UNHCR.

<sup>2</sup> Prepared together with the Norwegian Refugee Council's Global IDP Project.

<sup>3</sup> Provided by Action for the Rights of Children, from Save the Children UK.

## Modules overview

### Introduction to a Reach Out workshop

This module is designed to introduce participants to the objectives of Reach Out and of the workshop. It provides an overview of the content of the workshop and format. Participants will get an early opportunity to share their experiences in refugee protection through a discussion. Most importantly, they will understand how training can enhance their ability to do their refugee protection work.

#### **Learning objectives**

- Outline the purpose of the Reach Out project;
- Appreciate the importance of refugee protection training;
- Share some of their experiences on refugee protection.

### Module 1 - What Is Refugee Protection?

In this module, participants will be introduced to the international standards that make up the framework for refugee protection and will see that protection includes a range of activities. Through group exercises, participants will define what refugee protection means to them and will brainstorm on refugee protection activities.

#### **Learning objectives**

- Identify the international standards that make up the framework for the international protection of refugees;
- Outline refugee rights in international refugee and human rights law;
- Articulate how assistance programmes can enhance refugee protection.

### Module 2 - Refugees and Displacement

This module provides a broader context for the many reasons that people are forced to flee their homes and why they have a right to protection. It aims to sensitise participants to the phases of the refugee experience – from flight to return or integration in a new community. The key messages of the module are introduced in a plenary session, and there are group exercises and case studies that draw on the field experience of participants.

#### **Learning objectives**

- State some of the reasons why people flee;
- Describe the different phases in the refugee experience;
- Discuss why refugees are of international concern and why they are entitled to international protection;
- Describe the differences in the refugee definition in international and regional standards.

### Module 3 - Refugee Situation in Context

This module introduces a tool that participants are encouraged to use to understand how to fully analyse the particular refugee context they are working in and to determine protection roles and responsibilities. After introducing this tool for refugee protection analysis, participants work in groups to apply it to their context.

This module uses the first part of the tool to look at the context for the refugee situation in the country they work in and to begin to examine the protection needs of refugees in that distinct context. After a brief introductory presentation, the participants work in small groups to describe the refugee population in their area and to assess threats/sources of protection.

**Learning objectives**

- Be aware of the main characteristics of the refugee groups in the area;
- Know to what extent protection is afforded to these groups.

**Module 4 - Refugee Protection: Actors and Roles**

This is a highly interactive group-work-based session that engages the participants in producing actor maps for their area. The actor maps will be used throughout the balance of the workshop to reinforce learning about the complementarity of actors.

**Learning objectives**

- Map the actors that can and do provide protection to refugees;
- Describe the mandated roles of some of the international, national, and non-governmental actors working with refugees;
- List the current protection activities of the actors;
- Describe how working in a complementary fashion improves protection for refugees.

**Module 5 - Programming and Protection**

Through case studies, participants will describe some of the negative and positive effects that protection programming can have in a refugee situation. They will describe some of the factors that influence programme decisions and suggest how to adjust programmes with a view to improving refugee protection.

**Learning objectives**

- Identify some of the negative and positive effects that programmes can have on the protection of refugees;
- Describe some of the factors that influence programme decisions;
- Describe factors that determine the protective character of a programme;
- Identify ways to adjust programmes to improve refugee protection.

**Module 6 - Individual Arrival**

Participants will understand the specific protection concerns arising in individual-arrival contexts and will identify which actors have primary responsibility for refugee protection. This is a trainer-led module with a fairly extensive presentation and an immediate opportunity to apply this knowledge through a case study.

**Learning objectives**

- Identify the key protection concerns of asylum-seekers who arrive individually;
- Identify standards for fair refugee status determination (RSD) procedures.

**Module 7 - Mass Arrival**

Based on a role play, this module provides participants with an opportunity to look at how the different actors in a mass-arrival context need to work together to provide refugee protection. The trainer will give a brief introduction to the key protection concepts, and then participants will play a role in a simulated negotiation on the case study of Boringia.

**Learning objectives**

- Identify some of the key protection concerns that arise in situations of mass arrival as opposed to individual arrival;
- Identify who is responsible for protecting refugees in this situation and develop views on how these actors should work together.

**Module 8 - Vulnerable Groups**

This module places an emphasis on group work to raise awareness of, and pool the knowledge of participants on the specific protection issues that arise for women, children, the elderly, and the disabled. The group-work exercise explores the specific protection entitlements of refugee children and adolescents and encourages participants to extrapolate from their own understanding of who has duties towards this population and what makes them different from an adult population in need of protection. The group work on refugee women uses a series of “refugee women statement” cards to get participants to identify why refugee women have special protection needs and what their entitlements are.

**Learning objectives**

- Identify different groups of people who may have specific vulnerabilities;
- Identify some of the specific protection needs of refugee children, adolescents, and women;
- Identify some of the specific rights of refugee children and women.

**Module 9 - Durable Solutions**

This is a key concept in refugee protection and, because of this, there is a fairly detailed presentation on what is meant by the three durable solutions. Following this, the participants build on group work from the Boringia case study in Module 8 and explore options for voluntary repatriation or integration. Alternatively, participants can brainstorm or take part in role plays on the durable solutions that would be preferred by different segments of a refugee population (e.g., a refugee woman) or by the actors (e.g., the host country, the UNHCR, etc).

**Learning objectives**

- Identify the three types of durable solutions;
- Recognise the close link between refugee protection and durable solutions;
- Appreciate the importance of refugee participation and provision of information when deciding on a solution.

**Module 10 – Action-Planning**

In this final module, participants are encouraged to bring the lessons learned throughout the workshop on protection standards; protection gaps and opportunities; roles and responsibilities, etc., to develop a plan for future action. This is based on group work. The final part of this module includes an opportunity for the participants to decide on how they might communicate and network with each other after the workshop.

**Learning objectives**

- Formulate a list of areas for action to improve refugee protection in their context;
- Create a proposal for the next step they will take immediately after the workshop;
- Commit to circulating the findings of the workshop within their networks;
- Identify a fellow participant they will contact in the near future to discuss how implementation of the action plan is going.

**Optional Module - Gender-Based Violence (GBV)**

This module is designed to increase **field staff awareness, knowledge, and understanding** on gender-based violence and aims ultimately to contribute to the effective protection of refugees and internally displaced persons (IDPs). Given the level and the targeted audience, facilitators have the flexibility to build a tailored session by using the handouts gathered at this end of this module. Those handouts provide practical information, figures, case studies, and lessons learned. By all means, we encourage facilitators to adapt this module to the needs of the participants and their specific context.

**Learning objectives**

- To raise awareness of gender-based violence (GBV);
- To get participants to reflect on the link between GBV and protection in a given context;
- To discuss/share responses, strategies, and support mechanisms to reduce and respond to incidents of gender-based violence, including sexual exploitation and abuse incidents.

**Optional Module - Internally Displaced Persons (IDPs)**

This module was developed by the Norwegian Refugee Council's Global IDP Project in order to address the need, identified by the Reach Out project, to provide content on the commonalities and differences between the IDP and refugee protection regimes.

The module is divided into three sections. Section 1 explores the UN definition for IDPs and the differences between this definition and that for refugees.

Section 2 explores roles and responsibilities in relation to IDPs, whilst Section 3 outlines the genesis, structure, and status of the Guiding Principles on Internal Displacement.

**Learning objectives**

- Outline the key components of the IDP definition;
- Outline who has a role and responsibility in relation to the protection of IDPs;
- Describe how the Guiding Principles can be used a framework for protection;
- Compare the protection frameworks for refugees and IDPs.



## The Structure of the Modules

Each module provides a **summary** that contains the overall description of the aim and content of the module.

The **learning objectives** explain what a participant is expected to know, do, or understand by the end of the session.

The **key messages** relate to the **essential** points that should be reinforced throughout the session. These can also provide valuable messages for wrapping up sessions or activities.

**Preparation** relates to the key practical things that a trainer should ensure are done **prior to running a session**. There may be additional preparation in terms of research, reading, and creating additional contextual materials that the trainer needs to do **prior to the workshop**.

The **module breakdown** shows, at a glance, the order of the activities planned for the session, giving the timing, methods, and resources needed for the session.

The **sources** that appear in certain sessions are useful reading material for the trainer to investigate **before** running the workshop. In some cases, materials used in the session have been taken from the sources.

**Activities** describe how to run the different components of a session. They give step-by-step instructions for exercises and provide background notes for the presentations. However, it is not necessary for a trainer to take the instructions too literally. It is always important for trainers to make training materials their own. This may include resequencing presentations, adapting group exercises, using contextually specific case studies, and so on.

**Notes to the trainer** provide guidance, based on experience of running the modules, on issues to anticipate or brief tips on different alternatives.

**Optional activities** are activities that have been included to enrich the training materials and provide alternative suggestions for achieving the objectives of the session. Trainers should select options where appropriate based on the level of their groups and the context in which they are working. Trainers should also feel free to introduce new material.

**Trainer guidance** provides examples of output for group exercises. They are based on the results of previous workshops and can be useful to consult when running feedback sessions in order to supplement the groups' work.

At the end of each module, you will find the **cases or exercises** for use during the session. These can be adapted to suit the context or audience needs. There are also some additional examples of case studies in the next section, "Preparing for a Workshop".

Handouts on refugee protection common to several training modules are contained in the **Handouts on Refugee Protection**.

## Preparing for a Workshop

### Adapting materials

It is important to view the training tools as a resource and not as a must-do manual. Although all the sessions have been tried and tested in many different contexts and with a variety of actors, the materials will always need some level of adaptation to suit your specific audience or context. Reach Out not only recognises the need for amending materials but strongly advises that trainers think carefully about how to structure the materials for their audience.

### Flexibility

It is important to have a flexible approach to using the materials. For example, in contexts where power cannot be relied on, it may be worth using a flip chart or similar tool to note the key points from the presentations. Be flexible in selecting the types of training tools and approaches you use according to your resources.

### External resource people

External resource people can provide valuable specialist knowledge on the context and the refugee situation. They may also be useful in delivering specialist sessions such as those that contain legal references.

In addition, external resource people can provide a welcome change to the familiar faces of the trainers. It is essential to decide in advance which session(s) or parts of sessions where it might be useful to use an external resource person. Identify who may be suitable, and book them well in advance. Send a brief for what you expect them to do, and be sure to meet them face to face a day or two prior to their session.

**Module 4 - The Refugee Situation in Context** is a useful session to invite someone who knows the situation and the country context.

### Advance research

It is always important to be as familiar as possible with the issues your audience are facing. Even when you are working in the situation yourself, it is important to keep your knowledge current. The following are some tips for research:

- Check the **UNHCR** ([www.unhcr.org](http://www.unhcr.org)) and **ICVA** ([www.icva.ch](http://www.icva.ch)) web sites for an update on key current issues;
- Note in particular any recent **UNHCR EXCOM conclusions** ranging from the General Conclusion on Protection that draws on the Note on International Protection to subject-specific conclusions that cover a whole range of important protection topics (such as women, children, urban refugees, etc);
- Look at the results of the **Global Consultations**, which were an extremely important process in 2001-02, for a review and affirmation of fundamental principles of refugee protection that you might want to know more about;
- Review the most recent information on the **Convention Plus** process, as this is an initiative that directly links a number of refugee protection issues with the humanitarian dimension. The Framework for Identifying Gaps in Protection (January 2005) is an important source at the time of writing, and it is expected that a number of protection issues will continue to be addressed in the next while, such as the recent initiative on resettlement. Watch the Convention Plus space!

**Additional training materials**

While there are a huge number of valuable training materials available, trainers using the Reach Out materials may find it particularly useful to consult the following case studies:

**Case study: Women & girls**

*Growing the Sheltering Tree, Protecting Rights Through Humanitarian Action*, Inter-Agency Standing Committee, 2002, p. 135-6.

**Case Study: Importance of documentation - Croatia**

*Growing the Sheltering Tree, Protecting Rights Through Humanitarian Action*, Inter-Agency Standing Committee, 2002, p. 142 -3.

**Case study: Family reunification - Rwanda**

*Growing the Sheltering Tree, Protecting Rights Through Humanitarian Action*, Inter-Agency Standing Committee, 2002, p. 164.

**Case study: Partnering for human rights reporting - Sierra Leone**

*Growing the Sheltering Tree, Protecting Rights Through Humanitarian Action*, Inter-Agency Standing Committee, 2002, p. 30-1.

**Case study: Rohingya refugees 1992 - 1996**

Sphere Project: Humanitarian Charter and Minimum Standards in Disaster Response, Training Materials, see [www.sphereproject.org](http://www.sphereproject.org).

## Agenda for a 3-Day Workshop on Refugee Protection

The following agenda provides an example of how you might structure a three-day workshop using the Reach Out training materials. It is intended as guidance only, as it is important that trainers plan with their own target audience in mind.

### Workshop objectives

By the end of this workshop, participants will be able to:

- Explain the human rights foundations and basic concepts of the international refugee protection system;
- Outline internationally accepted refugee protection tools;
- Describe the various actors involved in refugee protection;
- Identify some of the particular protection needs of specific groups such as refugee women and children;
- Suggest solutions to some refugee protection problems;
- Work towards improved cooperation between actors with different roles in protection.

### Suggestions for the facilitators

- Agree the agenda with the participants in the introduction, and then keep it flexible in response to their feedback.
- Keep a "suggested actions" sheet running throughout the entire workshop. This sheet can be a flip chart on the wall where all the suggestions generated in discussions and group work for improving refugee protection in the context can be collected. They can then be addressed in the action-planning session.
- Keep a "park sheet" running throughout the workshop. This can be a tool for controlling discussions and managing time, since you can "park" tangential questions and issues that there is no time to address on this sheet. The topics on the park sheet can be reviewed in the morning review or researched after the workshop and answers communicated to interested participants by e-mail.
- Throw in energisers as and when needed to keep the group active.
- You may arrange a group meal on the second or last night to allow the group to bond. The schedule has been arranged to allow for an early evening.

**Day 1**

08h30 - 09h15 Introduction to the workshop and Reach Out

09h15 - 10h45 What Is Refugee Protection?

10h45 - 11h00 *Break*

11h00 - 12h30 Refugees and Displacement

**12h30 - 13h30 Lunch**

13h30 - 15h00 The Refugee Situation in Context

15h00 - 15h15 *Break*

15h15 - 16h45 Refugee Protection: Actors and Roles

16h45 Daily evaluation

**Day 2**

08h30 - 08h45 Daily review

08h45 - 10h15 Programming and Protection

10h15 - 10h30 *Break*

10h30 - 13h00 Individual Arrival

**13h00 - 14h00 Lunch**

14h00 - 15h30 Mass arrival

15h30 - 15h45 *Break*

15h45 - 17h15 Vulnerable Groups

17h15 Daily evaluation

**Day 3**

08h30 - 08h45 Daily review

08h45 - 10h15 Durable Solutions

10h15 - 10h30 *Break*

10h30 - 13h00 Optional Module: Internally Displaced Persons or Gender-based Violence

**13h00 - 14h00 Lunch**

14h00 - 15h30 Action-Planning

15:30 Closing remarks and final evaluation

## Agenda for a 5-Day Training-of-Trainers (ToT) Workshop on Refugee Protection

### Reach Out's objectives

- Enhance refugee protection awareness, knowledge, and skills of field-based humanitarian workers with programme responsibilities;
- Improve understanding of, and cooperation between, participants and the UNHCR;
- Improve protection of refugees.

### Training-of-Trainers course objectives

By the end of this workshop, participants will be able to:

- Understand how to train others using the Reach Out training materials;
- Be familiar with the Reach Out training materials and the Training Kit;
- Explain the human rights foundations and basic concepts of the international system for refugee protection;
- Outline internationally accepted tools for refugee protection;
- Describe the various actors involved in refugee protection;
- Identify some of the particular protection needs of specific groups such as refugee women and children;
- Suggest solutions to some refugee protection problems;
- Work towards improved cooperation between actors with different roles in protection.

This agenda is built on the basis of eight-hour training days, including two 15-minute breaks and a one-hour mid-day break. The schedule is set according to sessions, and the trainer will need to adjust the content of each session according to the needs of the participants. The three-day agenda should guide the trainer on the approximate time needed to deliver each module, and this five-day agenda follows the suggested training times for each module. However, the trainer may need to take more time for some of these modules to ensure that those being trained as trainers have adequate time to discuss the learning objectives for each module. For this reason, after each block of modules, time has been built in to give the trainer an opportunity to review with the group any training-related issues that the modules raise for them.

### Suggestions for trainers

Agree the agenda with the participants in the introduction, and then keep it flexible in response to their feedback.

Keep a “suggested actions” sheet running throughout the entire workshop. This sheet can be a flip chart on the wall where all the suggestions generated in discussions and group work for improving refugee protection in the context can be collected. They can then be addressed in the action-planning session.

Keep a “park sheet” running throughout the workshop. This can be a tool for controlling discussions and managing time, since you can “park” tangential questions and issues that there is not time to address on this sheet. The topics on the park sheet can be reviewed in the morning review or researched after the workshop and answers communicated to interested participants by e-mail.

Throw in energisers as and when needed to keep the group active.

Arrange a group meal on the second-to-last night to allow the group to bond.

Sample agenda used in Uganda in May 2005

TIMING	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 to 8.45	P A R T I C I P A N T S'  A R R I V A L	Official opening	Review & Feedback	Review & Feedback	Review & Feedback	Review & Feedback
8.45 to 10.30		Introduction of all <b>Introduction to Reach Out Project</b>	<b>Role, mandate and activities of UNHCR</b>	<b>What is refugee protection? *</b>	<b>Programming and protection &amp; Refugee protection analysis *</b>	<b>Protection rights related to gender and age *</b>
30'		Break	Break	☞ Peer Review	☞ Peer Review	☞ Peer Review
11.00 to 12.45		<b>Introduction to the TOT</b> Methodology for the ToT	<b>The refugee situation in context</b>	<b>Refugees and displacement *</b>	<b>Individual arrival *</b>	<b>Gender-based violence</b>
			Daily evaluation	☞ Peer Review	☞ Peer Review	Feedback on module
12.45 to 13.45		<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
13.45 to 15.30		<b>Adult Learning &amp; Training</b>	Preparation for facilitation practice	Preparation for facilitation practice	<b>Internally displaced persons</b>	<b>Durable solutions *</b>
30'		Break	Break	Break	Break	☞ Peer Review Break
16.00 to 17.45		<b>Adult Learning &amp; Training</b>	Preparation for facilitation practice	<b>Refugee protection: actors and roles *</b>	<b>Mass arrival/ influx *</b>	<b>Action planning</b>
				☞ Peer Review	☞ Peer Review	Final Evaluation End of the TOT
17.45 to 18.00	19.00 Diner offered by Reach Out	17.30 to 19.00 Cocktail with officials, hosts, participants & Reach Out team	Daily evaluation	Daily evaluation 19.00 - Diner offered by Reach Out		

\*: Sessions led by participants (groups of 2)  
Peer Review: 15 minutes debriefing



**Daily Evaluation Form**

Please answer all questions as completely as possible. Your feedback is vital to help us improve the training.

Type of session

<input type="checkbox"/> Workshop	<input type="checkbox"/> ToT	<input type="checkbox"/> Senior manager
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Tick according to your personal rating, where 5 is excellent; 3 is average; 1 is not at all.

Workshop (country, city, date)	
Name (optional)	
<b>I. General comments on the workshop today</b>	
a) The pace of the workshop today was	<input type="checkbox"/> Fast <input type="checkbox"/> Just Right <input type="checkbox"/> Slow
b) In terms of methodology, the level of interaction of today's sessions was	<input type="checkbox"/> Too Much <input type="checkbox"/> Just Right <input type="checkbox"/> Not Enough
c) How relevant was the content of the presentation given today?	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
d) How would you rate the materials used today?	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
e) How did you find the overall quality of the logistics and administration today?	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<b>II. Comments on specific parts of the workshop today</b>	
a) Which part(s) of today did you get most out of? Why?	
b) Which part(s) of today could have been improved? How?	
c) Are there any parts of the workshop that left you feeling confused or less confident than before? Explain.	
<b>III. Overall rating</b>	
My overall rating for the today's sessions is	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<b>IV. Other comments</b> - Please feel free to make any other remarks overleaf. Thank you.	

**Final Evaluation Form**

Type of session

<input type="checkbox"/> Workshop	<input type="checkbox"/> ToT	<input type="checkbox"/> Senior manager
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Tick according to your personal rating, where 5 is excellent; 3 is average; 1 is not at all.

Subject	Rating	Comments
Workshop objectives have been met	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
Your personal objectives have been met	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
Relevance of workshop content to your activities	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
Methods used (variety, interest)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
Pace and duration of workshop	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
Quality of examples used	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
Quality and relevance of training material and handouts	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
Quality of sessions' facilitation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
Quality of external speakers	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
Practical organisation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	

**2) Which were the most interesting modules? In what way?**

**3) How do you plan to integrate the tools, knowledge, and lessons learned from this workshop in your work?**

4) What additional information could be added to improve future workshops?

5) Do you think that, based on the knowledge gained in this workshop, there will be a change in relation to coordination between agencies? If yes, in what way?

6) Any other comments?

*Thank you for answering this questionnaire. It will help us improve the quality of our training.*