TRAIN 4 DEV.NET
JOINT DONORS' COMPETENCE DEVELOPMENT NETWORK

Managing and Evaluating Joint Donor Training Programmes

A MANUAL AND TOOLKIT

Content

1. Introduction

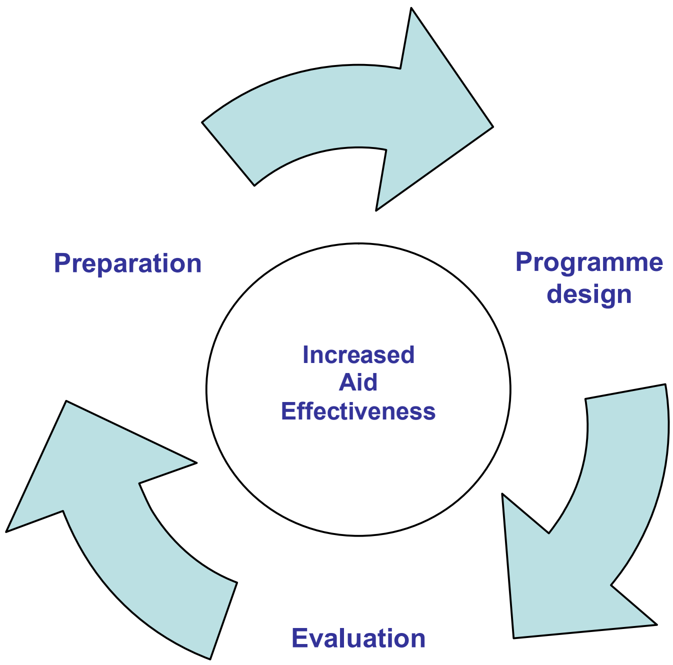
The overall objective of the Train4dev network is to promote improved aid effectiveness for poverty reduction through enhanced donor co-operation in the field of competence development and training. All activities undertaken by the network shall promote increased harmonization, alignment and result based management.

A harmonised, more comprehensive and a mandatory approach to evaluation of training activities shall also be used within the network, where greater focus is placed on reaching the network's objective.

This Manual is a Tool Kit for managing and evaluating the joint training programmes within the framework of Train4Development. It is developed for training programme managers in the subgroups, local implementing agents and trainers.

The overall objective of the Manual is to support network members to evaluate and report on effects of the training activities in terms of increased donor coordination and contributions to increased aid effectiveness.

To evaluate is only one side of ensuring that the overall objective is gradually being met. The other side is the preparation and design of the programmes – doing the right thing from the beginning. Efficient training management focuses on reaching the overall objective through a systematic approach throughout the training cycle and by ensuring that all stepping stones are in place.



The Manual and Tool Kit offers advices and practical assistance through all stages of the training cycle, i.e. in designing, implementing and evaluating training activities. It specifies the reporting requirements within the network and provides sample formats for the various steps as tools to ultimately be able to report on effects of the training activities. It is not compulsory to follow all steps in the manual as long as the required evaluations and reporting requirements are met.

The Structure of the Training Management and Evaluation Manual

Section 2 outlines the Training Management Cycle and explains the needs for data collection and analyses in various steps. In section 3 the content of data collection and the required analysis for each step is briefly summarised. Section 4 specifies reporting requirements for the trainers, the local implementing agency and the subgroups. Annex 1 summarises recent lessons learned by the sub-groups and Annex 2 is the Tool Kit, with sample formats for the training management cycle.

2. The Training Management Cycle and Levels of Evaluation

Adult learning is about:

- raising awareness
- improving individual skills and knowledge
- applying skills and knowledge to develop joint strategies and approaches
- forging relations and building coalitions

The success of a training activity can be measured in different ways depending on who is evaluating it and in which time perspective it is done. It can be the trainer evaluating how satisfied participants are with a course. It can be the training programme manager evaluating how much the participants learned, or it can be the donor evaluating what changes the training have caused. A training programme needs to be evaluated at different levels, using different lenses, at different times in the process. Often one talks of three levels of evaluation:

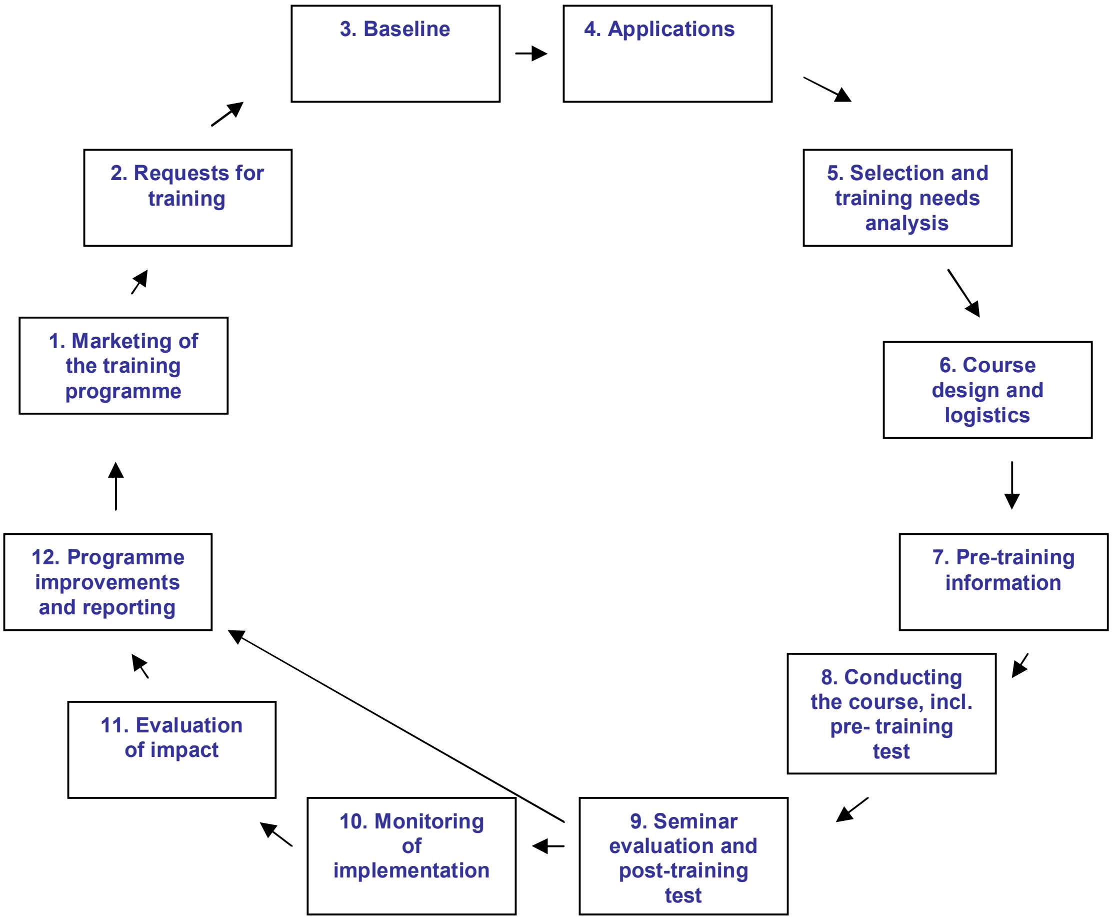
First level: To measure the participants' immediate reactions and feedback of the learning activity. The reactions are measures through an end-of-training survey. Such evaluations help to identify ways to refine the design and delivery of the learning activity for future similar courses.

Second level: To evaluate how much the participants have learned in a course. Learning is usually measured by a test that requires participants to properly apply the skills and knowledge taught by the training programme. To measure the degree of learning a baseline, a pre-training test, is needed for comparison. The findings will assist programme managers to improve the quality and refine the content of the training.

Third level: To evaluate what effects have come out of the training in terms of changed behaviour and organisational and institutional change. Are participants using the acquired skills, knowledge and attitudes back in their workplaces? There are multiple ways to measure such outcomes through e.g. observations, interviews or surveys. The results will assist programme mangers to refine the selection of participants and training activities and donors to evaluate the effectiveness of the training.

The level of complicity increases with the level of evaluation. It is uncomplicated to get feedback on a course. It is more complicated to evaluate what changes it has resulted in and the effects of such changes. A successful programme causes participants to change their behaviour by using their new awareness, gained skills and knowledge in their immediate work environment, in a broader context of their own organisations and in their relations with external actors. To be able to reach this level of changed behaviour for improved aid effectiveness many systematic steps need to be taken in the training management cycle.

Training Cycle Management:



The responsible actors in the cycle are the training programme managers in the subgroups, the appointed local implementing agencies and the trainers. In the different steps these three categories of personnel need to do different things, such as collecting information, analysing information and drawing conclusions, compiling and sending reports and using findings to improve the programme.

Below is a brief description of what is recommended in each step in the cycle in order to ultimately be able to answer if and how the training contributes to increased aid effectiveness.

1. Marketing of the programme

Each joint donor training programme is described at Train4Dev's web page through a programme brief. It is recommended that the programme brief provides an overview of how the course promotes aid effectiveness by elaborating the link between the network's overall objective and the training objectives. The brief should also specify who the course is for and why, expectations on the participants, the approach of the training event, the content, duration and cost. Experiences have shown that active marketing of the courses through embassies and by approaching key persons in the national monitoring groups have been useful in attracting interests.

2. Requests for training

The training should be demand driven and needs based and therefore be provided upon requests from embassies or partner organisations.

3. Baseline

Once a field office requests a training activity, it is recommended that the training programme manager in the subgroup appoints a local implementing agency. This could be an embassy, the local office of an international agency or a government ministry. The local implementing agency should be requested by the subgroup to analyse the present situation of harmonisation, alignment and result based management in the country in relation to the particular theme. This brief analysis is needed as a baseline to later compare with when assessing the effects of the training. The analysis is documented in a brief baseline report.

Format provided in Annex 2: Baseline report outline

4. Applications

An application form should be distributed to interested participants by the local implementing agency, which should also be responsible for collecting them. The data in the form will be used for:

- Assessing if the applicant falls within the target group
- Selection of motivated participants
- Assessment of the knowledge, needs and expectations of the selected participants
- Collecting other important information about the participants

Format provided in Annex 2: Application form

5. Selection and Training Needs Analysis

The single most important aspect for training programmes to be effective, relevant and meeting their objectives, is that a proper selection of participants is done. Taking everyone who applies on board is a sure way of providing ineffective training. Different types of participants have different training needs and all needs cannot be met by the same programme. An experience from the Train4dev training programmes so far has been that the target group of senior programme managers/decision makers have not been satisfactorily reached. This has affected the impact of the programmes since it has hampered future actions. Another experience is that the level of knowledge has varied greatly among participants. This has negatively affected the relevance of the training.

Using the application form the training programme manager of the subgroup, or the delegated local implementing agent, should select of a well balanced group of participants, meeting the requirements of the decided target group and the set criteria of representation from local donor offices, head offices, local government representatives, civil society representatives and possibly also private sector representatives. To include a team of participants instead of just one person from each organisation is a good way of facilitating future change after the programme.

The size of the group to be selected depends on the numbers of trainers who will be used, the facilities available and the desired approach of the programme.

Once the group of participants have been selected, their training needs in the particular theme should be assessed, i.e. at what level of understanding are they, which skills do they need and what expectations do they have on the training? The better training needs analysis done, the more relevant the course can be made. The training needs analysis should be made by the training programme manager of the subgroup or the delegated local agency.The profile of the selected participants and their training needs should be summarised to be easily digestible for contracted trainers and resource persons. The local implementing agency should notify the selected group of participants.

Format provided in Annex 2: Summary Profile of Selected Participants

6. Course Design and practical arrangements

Using the Summary Profile of Selected Participants, the contracted trainers will, in collaboration with the training programme manager of the subgroup, adjust the course curriculum to suit the needs of the group and develop the specific course programme. A conclusion from previous programmes of Train4Dev is that the relevance of the training increase when it is adjusted as much as possible to the local context. Such adjustments can be done through careful use of the training needs analysis, by developing local cases for the training, by the trainers familiarising themselves well with the approaches used by the participating donors, by greater use of local trainers and resource persons and by working with interpreters to facilitate use of local languages.

The local implementing agency should handle all practical arrangements based on instructions from the subgroup. Checklists for logistics are useful tools for such work.

In Annex 1 lessons learned and good practices from different subgroups are presented to be used for references and inspiration.

7. Pre-training information

Well in advance, an information package should be distributed by the local implementing agency to the participants. It is recommended that it contains practical information about the venue, the programme, the training objectives, the list of participants and reference literature to be read in advance. The reference literature should reflect the level of knowledge of the participants and their particular needs. Checklists for the content of the information packages are useful tools to ensure its relevance.

8. Conducting the course, pre-training test and creating commitment for joint action

It is encouraged that participants are, during the first session, asked to complete a pre-training test to measure their knowledge level in the content of the course. The same test would then again be used on the last day of the training event. By comparing results it is possible to evaluate how much learning has taken place during the course (level two evaluations). Should a use of pre- and post-tests be decided, it is the training programme manager's responsibility to develop the test based on the course curriculum. The World Bank provides an Evaluation Toolkit for Level Two Evaluations which is a useful guide for subgroups in how to develop these tests.[1] The contracted trainers are responsible for compiling the results of the pre-test.

The trainers are responsible for conducting the training, introducing and facilitating resource persons and ensuring the well being of the participants. Simple end-of-the-day evaluations can be useful tools for the trainers to ensure that the training is on the right track and to discover eventual problems and irritating aspects. Such evaluations can easily be done by asking the participants to give feedback on a piece of paper with a + and a – on it, before they leave the classroom at the end of the day. Based on this information the trainers can make required adjustments in the programme, reduce aspects of irritation which hamper learning and provide feedback to the group the next morning.

Train4dev's joint donor programmes aim for changed behaviours in terms of increased coordination and harmonisation at country level. They thus need to be action oriented. Action plans, jointly developed by participants during the course, have shown to be very useful tools for facilitating changed behaviour after the training. The action plans are also great tools for monitor implementation and sources of information for later impact evaluation.

[1] Please access The World Bank's Evaluation Toolkit for Level Two Evaluations through the following link: http://web.worldbank.org/WBSITE/EXTERNAL/WBI/0,,contentMDK:20270021~menuPK:591801~pagePK:209023~piPK:335094~theSitePK:213799,00.html

Experiences have shown the importance of ensuring that top-level decision makers sanction the action plans. It is recommended that action plans should be included in all programmes.

9. Seminar evaluation and post-training test

The last session before closing the course is devoted to a seminar evaluation. Two types of evaluations can be done; a seminar evaluation (compulsory) and a post-training test (optional). The seminar evaluation evaluates the level of appreciation of the programme and the participants' appreciation of the level of learning and meeting of objectives that has taken place. The post-training test is identical to the pre-training test and aims at measuring change in knowledge levels in content matters.

Directly after the course the trainers are responsible for analysing the participants' answers and compile a seminar report with recommendations for improvements.

Format provided in Annex 2: Seminar Evaluation Questionnaire,

- *Compilation Form, Seminar Evaluation*
- *Seminar Report Outline*

10. Monitoring of implementation

Often participants are enthusiastic and committed to change at the end of a training course. When they return to their organisations and the daily routines unfortunately many good intentions fall. Change means doing the work in a different way than before. The challenge of any training programme is to find ways to stimulate changed behaviour afterwards when the participant is all alone again. To take on teams from each organisation in the courses, to set up structures for future interaction and to use action plans are ways of facilitating a forward motion and bringing in future action into the classroom. To keep pressure to stick to commitments made, someone needs to be responsible for monitoring implementation of the intentions. The ideal situation for the Train4dev programmes is to get acceptance from already existing national coordination structures (e.g. sector working groups for harmonisation) to integrate the action plans from the training into their activities. If this is not possible, it is recommended that the local implementing agency should be made responsible for monitoring the implementation of action plans from the trainings.

11. Evaluation of impact

Six to nine months after the course, the local implementing agency shall send a questionnaire to the participants to evaluate how they managed to change behaviour and what joint donor activities have been initiated as a consequence of the course.

It is the responsibility of the implementing agency to ensure a high rate of reply. It is also the responsibility of the implementing agency to analyse the answers, compare the findings with the action plans and the baseline. Based on this, the implementing agency shall draw conclusions on the impact of the programme. The implementing agency, being an actor in the national context needs to use its knowledge about the situation in terms of coordination, harmonisation, alignment and result management to validate the findings. It shall document the results of the impact evaluation and the analyses in an impact evaluation report. The report should be sent to and discussed with the training programme manager of the subgroup.

Format provided in Annex 2:

- *Impact Evaluation Questionnaire*
- *Compilation Form, Impact Evaluation*
- *Impact Evaluation Report Outline*

12. Programme improvements and reporting

The subgroup should use the seminar reports and impact evaluation reports from the training programmes conducted in various countries for two purposes:

1. to draw conclusions on how well the programme is meeting the objective of increased aid effectiveness and what improvements need to made.
2. to prepare an annual report to the core group of Train4dev summarising activities, outcome and recommendations for future actions.

Format provided in Annex 2: Annual Progress Report Outline

3. The Content of Data Collection and Analysis

This section covers the steps where data is collected and analysed.

3.1 Baseline

The baseline is a situational analysis which briefly describes the current situation in terms of level of coordination, harmonisation, alignment and result based management in the country in the particular subject or sector, prior to the training. It applies the good practices guidelines developed by OECD/DAC and some of the progress indications of the Paris Declaration.[2] The baseline focuses on donor-to-donor relation and uses the good practices criteria applied on the particular subject matter or sector. The status regarding the following questions should be established:

1. Do the donors mutually (jointly as a group) consult with the relevant partner government departments to seek ways of reducing the administrative burden?
2. Is there an agreed division of labour among the donors related to this subject or sector?
3. Do the donors communicate in a coherent manner (e.g. through lead donor) with the relevant partner government departments to resolve differences in policy views?
4. Are there set up structures for sharing relevant information on donors' operations (e.g. consultancies, project proposals, reports) between donors and with the partner government related to this subject matter or sector?
5. Do joint field missions and joint analytic work take place in relation to this subject or sector? Which agencies are involved?
6. Is joint planning and programming taking place in the subject area or sector? Through what modalities?
7. Are there explicit agreements for multi-donor activities, like MoUs, setting out division of roles, consultation mechanisms and expected donor behaviour?
8. Are separate parallel project implementation units still greatly used?
9. Do donors share country specific examples of common procedures or common lessons which can be applied more widely? How?

The baseline analysis and report shall be undertaken by the local implementing agency in advance of the training. It shall be submitted to the training manager of the subgroup.

3.2 Applications

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[2] DAC Guidelines and Reference Series; Harmonising Donor Practices for Effective Aid Delivery, 2003
It outlines three levels of Good Practices:
1. Between donors and partner governments – i.e. greater reliance on partner government systems for administrating aid.
2. Between donor agencies – i.e. adopting common systems, procedures and joint working arrangements to prevent unnecessary duplication of work.
3. Within individual donors systems – i.e. adjusting own systems to strengthen ownership of partner governments and reduce the cost of managing aid.

The subgroups may choose to develop their own application formats or use the sample format provided in this Tool Kit. An application format needs to include the following:

Data about the participant:

- Name
- Contact information
- Job title
- Gender
- Age
- Educational level
- Prior training in this subject
- Current function within the organisation
- Current work responsibilities
- Current location in the organisation (Head office, field office)
- Preferred language of training
- Particular requirements that he/she has which are important to know of such as diet, allergy etc.

Data about the organisation:

- Type of organisation (Donor agency; Head office, field office, counterpart organisation, civil society organisation, private sector organisation)

Participant's needs and expectations:

- Why he/she is interested in the course
- What do he/she hopes to gain
- Particular needs that he/she has experienced and wants the course to address
- How will he/she intends to use the learning afterwards

3.3 Selection

Prior to the selection, the subgroup needs to decide on the preferred mix of participants from donor head offices, donor field offices, government officials, civil society organisations and private sector representatives. Based on this information, the training programme manager or the local implementing agency uses the following information for the selection of participants:

- Job title
- Gender
- Age
- Current function within the organisation
- Current work responsibilities
- Type of organisation
- Interest in the course (motivation)

The indicators are suggested to be used in the following way to single out those who will be selected.

Indicators	**Application**
1. Job title, current function, current work responsibilities	Select those within the intended target group of senior managers with responsibilities for programming in the theme.
2. Type of organisation	Ensure appropriate distribution according to the decided mix

3. Gender, age	Use criteria only to assure a good mix
4. Interest in the course	Exclude those who do not appear motivated.

3.4 Training Needs Analysis

Once the participants are selected, the following information should be used for Training Needs Analysis among them:

- Prior training in this subject
- Educational level
- Interest in the course
- What he/she hopes to gain
- Particular needs that he/she has experienced and that wants the course to address
- How he/she intends to use the learning afterwards

Should there prove to be great variations regarding the knowledge level among the participants, there is a need to go back again to the selection and make adjustments.

The following two aspects are only used as information and needs to be catered for in the training:

- Any other particular needs, such as diet, allergy etc
- Preferred language of communication

Once the selection and training needs analysis is completed the information is included in the Summary Profile of the Participants and shared with the trainers.

3.5 Action Plans

An action plan which is jointly developed and decided on by the participants during the training should be developed. It should contain the following type of information:

- Overall time frame for the action plan
- Objective
- Expected results
- Planned activities
- Overall responsibility for monitoring and follow-up

For each activity in the action plan the following should be decided:

- Responsibility
- Timing
- Cost

The trainers are responsible to ensure that the local implementing agency is also given a copy of the action plan.

3.6 Seminar Evaluation

The subgroups are recommended to use the sample format for the ***seminar evaluation questionnaire*** provided in Annex 2. It is recommended that scale of 1 – 4 is used, where the scale represents:

1= Very poor
2= Poor
3= Good
4= Excellent

Posing closed questions using this scale facilitates, in the first place, compiling the seminar report. It later facilitates comparison between courses and drawing conclusions on a programme level. This in turn, makes it possible to share results between subgroups and facilitates for the core group to draw conclusions at the overall level of the network.

In addition to the closed questions, opportunities should be given to participants to write any other comment in relation to the questions. These comments complement the closed questions by providing nuances and suggestions for improvements. As such, they are invaluable for the trainers and training programme managers.

The seminar evaluation format should include the following:

Information about the participant:
- Type of organisation
- Current function within the organisation
- Gender

This information is useful when analysing results among different types of participants.

Objectives
- How well the course met the training objectives
- The added value of the course as a joint training programme
- The most important outcomes of the training for increased coordination, harmonisation, alignment and result based management

Content and methodology
- How well the participant's expectations were met
- How relevant the content was for the work of the participant
- Which sessions were considered most valuable, least valuable
- How adequate the balance between theory and practice was
- How adequate the mix of methods used was
- The relevance of the materials provided
- The relevance of group work exercises

The performance of facilitators
- Subject knowledge
- Understanding the local context
- Training skills
- Facilitation of discussions, stimulating participation
- Use of participants' experiences
- Time management

Training preparations and logistics
- The relevance of the pre-training information
- The appropriateness of the training venue for learning
- The quality of accommodation
- The quality of food and refreshments

Areas for improvements
- Suggestions for improvements in any of the areas above

The trainer compiles the data in the Compilation Form and thereafter prepares the Seminar Report.

Seminar Report
The seminar report summaries all relevant information about the course, presents and analyses the seminar evaluation and makes recommendations for improvements. The report shall be prepared directly after the training by the trainers. It should contain the following information:

Data about the course:
- Title
- Country
- Sector
- Dates
- Number of participants broken down into:
    - Types of organisations
    - Gender
- Names of trainers

Summary of Seminar evaluation:
- Summarising the results of the seminar evaluation in figures according to the dimensions above and broken down according to the categories of participants (donors head office, donors field office, government, civil society, private sector).
- Summary of participants' comments
- Suggested areas of improvements by participants

Analysis and recommendations:
- General conclusions
- Analysis of the preparation, logistics, programme design, approach and methods
- Recommendations of areas of improvements

3.7 Evaluation of Impact
Six to nine months after the training a questionnaire for evaluating impact should be sent to and collected from all participants by the local implementing agency. The sub-groups may choose to develop their own forms or use the sample form provided in the tool kit. The same-four level scale should be used, complemented with possibilities to provide comments.

Impact Evaluation Questionnaire
The impact evaluation aims to measure if there has been any change in terms of improved harmonisation within the specific theme or sector. Such change should be a result of changed behaviour/actions that the participants have taken as a result of the training. These types of causality linkages are difficult to make and need to be assessed by the participants themselves. The questionnaire thus need to focus on how the participants have use their skills, knowledge and gained networks in their own organisations and in relation to other persons in the sector/theme. It should cover the following questions:

Information about the participant:
- Type of organisation
- Job title/current function within the organisation
- Gender

The participant's opinion of the course's most important contribution towards increased harmonisation

- Common language
- Common understanding of the approaches
- Understanding each others' approaches and programmes
- Commitment to joint actions created
- Building networks with key persons
- Initiated creation of joint structures
- Joint strategies developed
- Initiated joint programming

Changes at the individual level:

- Changes in the way the participant works as a result of the gained skills and knowledge
  - Obstacles faced

Changes at the organisational level:

- Changes in the participant's organisation as a result of sharing the gained skills and knowledge with others in the organisation:
  - In the work methods
  - In the approach and strategy
  - In the organisational structure
  - Other?

Changes in the interaction between donors in this subject area as a result of the training:

- Joint consultations with government departments
- Division of labour among the donors in the sector/subject area
- Joint field missions and joint analytic work
- Joint planning and programming
- Formal agreements for multi-donor activities
- Continued use of project implementation units
- Coherent policy dialogue with government departments
- Formal structures set up for sharing information on donor operations
- Sharing of common procedures
- What of above would likely have happened regardless of the training
- Obstacles faced

Changes in the relation with other stakeholders (civil society and private sector) in this subject area as a result of the training

- Networks of key persons for information sharing
- Joint structures where civil society and private sector are included
- Joint strategies where civil society and private sector are included
- Joint programming initiatives where civil society and private sector are included
- What of above would likely have happened regardless of the training
- Obstacles faced

Suggestions for improvement of the course

Impact Evaluation Report

The answers shall be complied and analysed by the local implementing agency and presented in an impact evaluation report. This report should contain the following:

Data about the course:

- Title
- Country
- Sector
- Dates
- Number of participants broken down into:
  - Types of organisations
  - Gender
- Implementing agency
- Dates for impact evaluation

Summary of impact evaluation questionnaires:

- Summarising the results of the impact evaluation questionnaires according to the dimensions above and broken down according to the categories of participants (donors head office, donors field office, government, civil society, private sector).
- Summary of participants' comments
- Suggested areas of improvements by participants

Analysis of increased harmonisation in the country
Using the results from the participants, the action plan and the knowledge of the situation in the country regarding harmonisation, the local implementing agency should analyse changes that have taken place since the baseline was made and try to validate for each question to what extent the training has contributed to these changes. Thus changes related to the same questions as in the baseline are sought:

1. Do the donors mutually (jointly as a group) consult with the relevant partner government departments to seek ways of reducing the administrative burden?
2. Is there an agreed division of labour among the donors related to this subject or sector?
3. Do the donors communicate in a coherent manner (e.g. through lead donor) with the relevant partner government departments to resolve differences in policy views?
4. Are there set up structures for sharing relevant information on donors' operations (e.g. consultancies, project proposals, reports) between donors and with the partner government related to this subject matter or sector?
5. Do joint field missions and joint analytic work take place in relation to this subject or sector? Which agencies are involved?
6. Is joint planning and programming taking place in the subject area or sector? Through what modalities?
7. Are there explicit agreements for multi-donor activities, like MoUs, setting out division of roles, consultation mechanisms and expected donor behaviour?
8. Are separate parallel project implementation units still greatly used?
9. Do donors share country specific examples of common procedures or common lessons which can be applied more widely? How?

Recommendations for improvement
Based on the findings the local implementing agency shall make recommendations how the programme can be made more relevant for increasing harmonisation.

3.8 Programme improvement and reporting

The seminar evaluation reports and the impact evaluation reports form the basis for the subgroups to refine and redesign their joint donor programmes. They also form the basis for the subgroups' analyses of progress and reporting to the core group.

The annual report should comprise of:

Brief description of subgroup's training management structure

Summary of all training courses done during the year:

- Name of programme
- Sector
- Number of courses conducted
- Countries
- Number of donors involved
- Distribution of target groups reached
- Duration of courses

Summary of seminar evaluations for all courses done during the year:

- Training objectives reached
- Participants' opinions of added value created through joint programmes
- Participants' opinions of most important outcomes
- Summary of quality of training

Summary of increase in learning per course
(if pre- and post-tests were used)

Summary of impact evaluation for all courses done during the year:

- Participant's opinions of the courses' most important contribution towards increased harmonisation six to nine months later
- Validated changes in increased harmonisation at country level using the indicators.

Recommended changes in the programme or new programmes

4. Summary of Reporting Requirements

This section summarises who should collect which data, analyse it and prepare the reports

Report :	Prepared by:	Sent to:	Use:
1. Baseline Report	Local Implementing Agency	Kept	Impact evaluation
2. Summary Profile of Participants	Training Programme Manager at Subgroup or delegated to the local implementing agency	Trainers	Selection Training needs analysis Programme design
3. Seminar Report	Trainer	Local implementing Agency Training Programme Manager at Subgroup Evaluation Subgroup	Feed back Feed back Programme improvements Monitoring progress
4. Impact Evaluation report	Local Implementing Agency	Training Programme Manager Evaluation Subgroup	Programme Improvements Progress analysis Monitor progress

5. Annual Progress Report	Training Programme Manager in Subgroup	Core group Evaluation Subgroup	Progress analysis Progress analysis

Annex 1 – Lessons learned by the subgroup

This Annex summarises learnings and good practices by three subgroups. The lessons learned were presented at the Train4Dev's Annual Meeting in Washington in April 2008.

The PFM subgroup

How to get the balance right between country specific and general training

The level of expertise of the participants should determine the extent of country specificity. For experts, general training at head offices, in the region or in the partner country capital has been sufficient since they can translate their knowledge into the country-specific setting.

For generalists and administrators, country specific and flexible training in the capital of the partner country is preferable. This makes the substance of the training more concrete and facilitates learning. Involving local consultants, counterparts and resource persons contributes to continuity and local capacity building.

How to cultivate joint initiatives and bridge the differences of donors regarding content and substance

Invite other donors to the trainings and try to get other donors to host training events in their countries.

The group has found that a three-step approach has been useful to get all on board: basic learning of the substance through e-learning, a basic blended introduction training in PFM and an advanced programme by the PEFA (The Public Expenditure and Financial Accountability Secretariat). The e-learning focuses on the substance of PFM. The basic blended courses present and discuss different policy approaches used by different donors. The advanced training uses the PEFA methodology as a mainstreaming approach.

How to make training country-specific and relevant

The training materials have been developed as a toolbox of training modules. In a second step, selected modules are adapted to specific country needs by local consultants. Locally used instruments, studies and reports from the country are included. The sequencing of training modules in a particular country also makes difference. By sequencing them towards the present policy challenges in the country, the training situation becomes relevant for participants.

The SWAps subgroup

How to capture and respond to concrete demand at country/sector level

The subgroup has used co-signed applications, signed by the lead donor and the partner country, to ensure local commitment already from the application stage. A detailed application form was used and the screening criteria reflected the stakeholders' commitment in order to anchorage the learning into the local sector processes.

Co-funding of local logistics and a local joint preparation process (including participant selection) has also been useful for creating commitment and accountability.

How to achieve effective learning and sustainable impact on sector development

The subgroup has found that promoting a flexible approach in delivering the learning events and by tailor-making materials make the training more locally relevant. Flexibility is used in the sector focus where single- or multi-sector approaches have been allowed, sometimes mixed with a thematic focus as well. To allocate adequate time and resources for tailor-making the materials has been found to be important.

Promotion of in-country peer learning by including presentations from SWAp experiences in other sectors has been another way to make the content locally relevant. The group has found that caution should be made in basing the training too much on international good practises as it may not be perceived to fit well into the local context and since lessons from one continent may not be perceived as relevant in another. Presentations from neighbouring countries have, however been well received.

How to get the right participants

The subgroup has found that the best method is to decentralize and move the responsibility for participants' selection to local organisers. Also flexibility in regards to stakeholders (i.e. the mix of donors versus national participants) and size of group have been found to be important.

Another key learning is to build effective groups during the training which work on action plans ("next steps") during event. In order to get commitment for change from senior key stakeholders, who are difficult to get to participate in the courses, separate short senior level events with decision makers have been organised. In these events a group of participants, specially tasked with developing "next steps", presents a report and seeks commitment. The subgroup has found that this approach mitigate risks related to staff rotation as it supports in-country knowledge development. This in turn supports continued donor harmonization efforts.

How to become relevant as an external player

Efforts should be made to time the training events optimally by coordinating it with other planned sector processes in order to take advantage of potentials for catalytic and multiplier effects.

It is crucial to invest in becoming a learning programme, with adequate research to develop highly relevant content. The training programme management needs to take stock and give feedback to partner countries and donors on lessons learned both regarding policy and content.

Cross-learning between countries is important. More sector cases are needed and the programme needs to feed donors with reflections on SWAps. To plan for and invest resources in research and policy work is crucial. The results need to be communicated to partner countries and donors. The training needs to be linked to the process of implementation of the Paris Declaration.

How to better identify and communicate the inherent comparative advantages of the JLP approach

Firstly, it is important to ensure credibility by being neutral. The value added of a joint learning approach needs to be presented in a neutral and comprehensive way, using various media channels. The joint training approach should be marketed as public goods for broader use. By bringing together international good practices from many different countries and sectors and by disseminating testimonials from participants, effective peer-to-peer communication can also be facilitated.

The PRS subgroup

How to establish a viable institutional arrangement and make the lead agency operational

The subgroup emphasises the importance of establishing clear roles and responsibilities from the very start and to delegate substantial functions to a lead agency. The roles of the core group, the subgroup, the lead agency, the implementing partner and the country-based lead donor should be explained by using an organigram.

The lead agency must have a very clear mandate. The total budget must also be fully funded for the full period of the program. Appropriate communication and reporting channels must be set up with the lead agency. By providing flexibility to the lead agency, trust will be created. A healthy combination of clear-cut agreements (budget, ToRs) and flexibility, based on mutual trust is key to a successful programme.

How to get maximum quality from training providers

The subgroup has found that training partners need to be carefully selected. By including trainers in the development of the program at an early stage, their commitment and ownership is built. It is recommended that time is invested in formulation of selection criteria and the use of competitive bidding processes when contracting trainer. Ideal trainers are cutting edge professionals who are equally strong on content and didactics. It is also important to ensure continuity of trainers and to develop back-up candidates in training team. The subgroup has come to the conclusion that they must accept the fact that you cannot get quality at low prices. By including the implementing agency in the concept development and offer them an attractive, professional and financial perspective their commitment is created.

How to mobilise the right participants

The group have found it beneficial to use existing networks to identify relevant donors, in combination with parallel marketing. By identifying one lead donor and providing incentives to it to serve as a local coordinator, commitment to proper selection is created. The subgroup has left identification of relevant counterparts to those donors who have been keen to attend. When selecting participants, both their expressed demand, as well as their strategic importance for the mixture of the group, has been considered.

How to move from one-time training events to facilitating country-specific joint learning and self-financing arrangements

The group recommends opening up the events to counterparts and civil society. Resource persons should be involved, not only as protagonists, but also as multiplicators. The subgroup has also found that it is crucial to invite participants with various institutional backgrounds to engage in critical reflection and open discussion and not to defending mainstream positions. The courses must be exchange interactive and lecturing should be avoided.

The training programmes should be driven by concrete demand and tailor-made to specific needs. The more demand-oriented a joint programme is the more actors will co-finance the program. The subgroup recommends the development of a step-up model. In this model co-financing arrangements are conditional, but the degree is negotiable. The model should also promote decreasing responsibilities of Train-4-Dev. With time, more resource persons and local consultants should be involved as co-trainers and the training materials should be made available for public use. When local training providers can provide the services to local demand more efficiently and economically than Train4Dev, the subgroup should pull out. The subgroups should be viewed as task-forces and closed when the mission is accomplished.

Annex 2 – Sample formats

This section contains sample formats for the steps suggested in the training management cycle and the evaluation process. The intention of the sample formats is to facilitate for the subgroups and their contracted parties to follow the steps in the cycle and eventually be able to evaluate effects. The following tools are included:

1. Baseline Report Outline
2. Application Form
3. Summary Profile of Participants
4. Seminar Evaluation Questionnaire
5. Compilation Form, Seminar Evaluation
6. Seminar Report Outline
7. Impact Evaluation Questionnaire
8. Compilation Form, Impact Evaluation
9. Impact Evaluation Report Outline
10. Annual Progress Report Outline

Baseline Report Outline

1. Background

Title of the intended Training Course:
Country and City:
Sector:
Name of author:
Institution:

2. Baseline analysis

Please elaborate on the status of harmonisation in the sector for each question below:

2.1 Mutual consultation

Do the donors mutually (jointly as a group) consult with the relevant partner government departments to seek ways of reducing the administrative burden?

2.2 Division of labour, joint activities and common procedures

Is there an agreed division of labour among the donors related to this subject or sector?

Do joint field missions and joint analytic work take place in relation to this subject or sector? Which agencies are involved?

Is joint planning and programming taking place in the subject area or sector? Through what modalities?

Are separate parallel project implementation units still greatly used?

Are there explicit agreements for multi-donor activities, like MoUs setting out division of roles, consultation mechanisms and expected donor behaviour?

2.3 Coherent communication

Do the donors communicate in a coherent manner (e.g. through lead donor) with the relevant partner government departments to resolve differences in policy views?

2.4 Information sharing

Are there set up structures for sharing relevant information on donors' operations (e.g. consultancies, project proposals, reports) between donors and with the partner government related to this theme?

Do donors share country specific examples of common procedures or common lessons which can be applied more widely? How?

Please submit this report to:

Not later than:

Participant's Application Form

1. Title of the Training Course: ______________________

2. Dates: Starting date: __________ Closing date: __________

Information about You:

3. Your Name: First name: ______________________

   Family name: ______________________

4. Gender: Male ☐ Female ☐

5. Your age: 35 or below ☐ 36 - 49 ☐ 50 and above ☐

6. Your highest educational background:
   - PhD ☐
   - Master or bachelor's degree ☐
   - College or institute ☐
   - Secondary school ☐

7.. Prior training in this subject: None: ☐

   Some, state what: ______________________

   Extensive, state what: ______________________

Information about your organisation and your job:

8. Organisation: ______________________

   Department: ______________________

   Type of organisation:
   - Donor agency
     - Head office ☐
     - Field office ☐
   - Ministry ☐
   - CSO ☐
   - Private sector ☐

9. Contact data: Work Address: ______________________

   Work telephone no. ______________________

   Work e-mail:

10. Your job title/current function: ____________________

11. Your work responsibilities with relevance to the course: ____________________

12 Other relevant experiences in the subject area: ____________________

Your expectations and preferences:

13. Explain why you are interested in the course and what you hope to gain: ____________________

14. Do you have any particular needs or concerns that you would like the course to address? ____________________

15. How do you intend to use the learnings for greater harmonisation, alignment and results management in your work afterwards? ____________________

16. Preferred language of training? ____________________

17. Any special requests (e.g. diet)? ____________________

Please return this form to:

Not later than:

Summary Profile of Selected Participants

Course name:
Dates: **starting:** **closing:**
Country: **City:**

	Name:	Job title:	Gender:		Age:			Work responsibilities:	Type of organisation:					Language	Diet
			M	F	- 35	36 - 49	50 +		Donor HQ	Donor FO	Min.	CSO	PS		
1.															
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30.															

Summary TNA of Selected Participants

	Name	Prior training	Education				Relevant experiences:	Interest and hopes to gain	Particular training needs	Intended use of learnings
			PhD	M/B	Coll	2nd				
1.										
2.										
3.										
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25.										
26.										
27.										
28.										
29.										
30.										

Seminar evaluation

The following information is needed to analyse the results:

Which type of organisation do you work in? (please tick)

Donor agency: Head office ☐
Field office ☐

Ministry ☐

CSO ☐

Private sector ☐

What is your job title? ____________________

Gender (please tick) Male ☐ Female ☐

Please answer the following questions by circling the relevant number in a scale from 1 to 4.

Objectives:	*Very poor /very little* (1)	*Poor /little* (2)	*Good /some* (3)	*Excellent /a lot* (4)
1. How well did the seminar achieve the training objectives?	**1**	**2**	**3**	**4**
2. How much value did the seminar add by being conducted as a joint programme?	**1**	**2**	**3**	**4**

3. What do you consider the important outcomes of the seminar for future increased harmonisation, alignment and results based management?

____

____

____

Content and methodology:	*Very poor /very little* (1)	*Poor /little* (2)	*Good /some* (3)	*Excellent /a lot* (4)
4. How well did the seminar meet your expectations?	**1**	**2**	**3**	**4**
5. How relevant was the content for your work?	**1**	**2**	**3**	**4**

6. Which sessions were the most valuable for you?

____

____

____

7. Which sessions were the least valuable for you?

____

____

____

	Very poor /very little (1)	Poor /little (2)	Good /some (3)	Excellent /a lot (4)
8. How adequate was the balance through the seminar between "theory" and "practice"?	1	2	3	4
9. How adequate was the mix of methods used?	1	2	3	4
10. How relevant were the materials provided during the seminar?	1	2	3	4
11. How relevant were the group exercises?	1	2	3	4

The performance of facilitators: **Facilitator's name:** ***(Insert the name of the trainers and the following questions per trainer)***	Very poor /very little (1)	Poor /little (2)	Good /some (3)	Excellent /a lot (4)
12. How do you rate his/her subject knowledge?	1	2	3	4
13. How do you rate his/her understanding the local context?	1	2	3	4
14. How do you rate his/her training and facilitation skills?	1	2	3	4
15. How do you rate his/her ability to make use of the participants' experiences?	1	2	3	4
16. How do you rate his/her time management?	1	2	3	4

Training preparations and logistics:	Very poor /very little (1)	Poor /little (2)	Good /some (3)	Excellent /a lot (4)
17. How relevant was the information you received prior to the seminar?	1	2	3	4
18. How appropriate was the seminar venue for learning?	1	2	3	4
20. How was the quality of the accommodation?	1	2	3	4
20. How was the quality of food and refreshments?	1	2	3	4

Areas for improvements:

21. Please comment on any of the areas above and suggest how we can improve the course?

____

____

Compilation Form; Seminar Evaluations

	Objectives		Content and methodology:						Facilitator's performance Name:					Training preparation and logistics					Type of organisation (tick)					Gender		Job titles
	Objectives (1)	Added value (2)	Expectation (4)	Content Relevance (5)	Balance theory /practice (8)	Mix of Methods (9)	Materials (10)	Group exercises (11)	Subject knowledge (12)	Understanding local context (13)	Facilitation skills (14)	Use participants' Experiences (15)	Time manage-ment (16)	Pre-course information (17)	Venue (18)	Accoumodation (19)	Food and drinks (20)	**Total average**	Donor: HQ	Donor: Field office	Ministry	CSO	Private sector	Male	Female	Write title
1																										
2																										
3																										
4																										
5																										
6																										
7																										
8																										
9																										
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Ave																										

Compilation Form; Seminar Evaluations

Summary of open ended questions
(Please add more lines if needed)

Q3: Most important outcomes for increased harmonisation, alignment and results based management:	
Categories of answers:	**Numbers:**
1.	
2.	
3.	
4.	
5.	
6.	
Q6: Most valuable sessions:	
Categories of answers:	**Numbers:**
1.	
2.	
3.	
4.	
5.	
6.	
Q7: Least valuable sessions:	
Categories of answers:	**Numbers:**
1.	
2.	
3.	
4.	
5.	
6.	
Q21: Suggestions for improvements:	
Categories of answers:	**Numbers:**
1.	
2.	
3.	
4.	
5.	
6.	

Seminar Report Outline

1. Key data:

Title of the Training Course:
Country and City:
Sector:
Dates of the event:
Resident/Non-resident:

2. Number of participants

	Donor: HQ		Donor; field		Ministry		CSO		Private sector		Total	
	M	F	M	F	M	F	M	F	M	F	M	F

3. Names of Trainers and implementing agencies

4. Summary of Seminar evaluation:

	Average rating (1= very poor, 2= poor, 3=good, 4= excellent)					
	Donor HQ	Donor FO	Ministry	CSO	Private sector	Total
1. Achievement of training objective						
2. Value added by being a joint programme						
3. Meeting expectations						
4. Relevance for content of work						
5. Adequate balance theory and practise						
6. Adequate mix of methods						
7. Relevance of materials provided						
8. Relevance of group exercises						
9. Average rating of trainer's performance						
10. Relevance of pre-course information						
12. Appropriate venue						
13. Quality of accommodation						
14. Quality of food and refreshments						
Overall Average:						

5. Summary of participants' answers to open ended questions

6. Suggested areas of improvements by participants

7. Increased learning

(If pre- and post tests were done please insert the average % in learning between the two tests for each category of participants)

	Donor: HQ	Donor; field	Ministry	CSO	Private sector	Total average
Average learning (%)						

7. Analysis and recommendations

General conclusions of the seminar:

Analysis of preparation, logistics, programme design, approach and methods

Trainer's recommendations of areas of improvements

Impact Evaluation Questionnaire

(Please insert prior to sending out the questionnaire)

Title of the Training Course:
Country and City:
Sector:
Dates of the event:

The following information is needed to analyse the results:

Which type of organisation do you work in? (please tick)	Donor agency:	Head office	☐
		Field office	☐
	Ministry	☐	
	CSO	☐	
	Private sector	☐	
What is your job title?	______________________		
Gender (please tick)	Male ☐	Female ☐	

Please answer the following questions by circling the relevant number on a scale from 1 to 4.

		Not at all (1)	*Limited (2)*	*Some (3)*	*A lot (4)*
1.	**What were, in your opinion, the most important contributions of the course towards increased donor harmonisation?**				
a.	It created a common language among all participants	**1**	**2**	**3**	**4**
b.	It created a common understanding of the approaches	**1**	**2**	**3**	**4**
c.	It gave me a greater understanding of the others donors'/stakeholders approaches and programmes	**1**	**2**	**3**	**4**
d.	It created commitment to joint actions	**1**	**2**	**3**	**4**
e.	It created a network of key persons with whom I consult informally	**1**	**2**	**3**	**4**
f.	It initiated creation of joint structures	**1**	**2**	**3**	**4**
g.	We have developed joint strategies after the course	**1**	**2**	**3**	**4**
h.	It initiated joint programming	**1**	**2**	**3**	**4**

		Not at all (1)	Limited (2)	Some (3)	A lot (4)
2.	**If you look at yourself, are there changes in how you work today which you think are results of the skills and knowledge you gained in the learning event?**	1	2	3	4

a. Please give examples: ____________________

____

____

b. Which obstacles did you faced when trying to implement the learning? ____________________

____

____

		Not at all (1)	Limited (2)	Some (3)	A lot (4)
3.	**Did you share the skills and knowledge you gained during the training with relevant colleagues in your organisation afterwards?**	1	2	3	4

a. Which obstacles did you face when trying to share the learning? ____________________

____

____

		Not at all (1)	Limited (2)	Some (3)	A lot (4)
4.	**Have any significant changes have taken place within your organisation as a result of the training?**				
a.	In the work methods	1	2	3	4
b.	In the organisation's approach and strategy	1	2	3	4
c.	In the organisational structure	1	2	3	4
d.	Other; what?	1	2	3	4
	____________________	1	2	3	4

____

		Not at all (1)	Limited (2)	Some (3)	A lot (4)
5.	**To what extent have the following changes in the relations between donors in the particular sector/area happened in our country?**				
a.	The donors consult jointly as a group with the relevant government departments to seek ways to reduce the administrative burden.	1	2	3	4
b.	There is an agreed division of labour among the donors in this sector/subject.	1	2	3	4

c.	Joint field missions and joint analytic work are done in this sector/subject.	**1**	**2**	**3**	**4**
d.	Joint planning and programming take place in the subject area or sector.				
e.	There are explicit agreements for multi-donor activities setting out division of roles, consultation mechanisms and expected donor behaviour.	**1**	**2**	**3**	**4**
f.	Parallel project implementation units are not any longer used in the subject area or sector.	**1**	**2**	**3**	**4**
g.	The donors communicate in a coherent manner (e.g. through lead donor) with the relevant partner government departments to resolve differences in policy views.	**1**	**2**	**3**	**4**
h.	There are set up structures for sharing relevant information on donors' operations (e.g. consultancies, project proposals, reports) between donors and with the partner government related to this theme.	**1**	**2**	**3**	**4**
i.	Donors share country specific examples of common procedures or common lessons which can be applied more widely.	**1**	**2**	**3**	**4**
j.	What of the above would likely have happened regardless of the training?				

h. Major obstacles faced?

		Not at all (1)	*Limited (2)*	*Some (3)*	*A lot (4)*
6.	**To what extent did the course contribute to changes in the relations with other stakeholders (civil society and private sector) in the particular sector/area?**				
a.	It created a network of key persons in civil society and private sector with whom I consult informally.	**1**	**2**	**3**	**4**
b	It initiated creation of joint structures where civil society and private sector is included.	**1**	**2**	**3**	**4**
c.	We have developed joint strategies after the course together all stakeholders, including civil society and private sector.	**1**	**2**	**3**	**4**
d.	It initiated joint programming where civil society and private sector are included.	**1**	**2**	**3**	**4**
e.	What of the above would likely have happened regardless of the training?				

f. Major obstacles faced?

7. Please give any suggestions for improvement of the training

Please return this form to:

Not later than:

Compilation Form, Impact Evaluation

(The numbers and letters below follow those in the Impact Evaluation Questionnaire)

	1. Personal opinion of contributions towards increased donor harmonisation:								**2. Personal changes in work:**	**3. Sharing of skills and knowledge:**	**4. Significant changes within the organisation:**			***Background information:***							
														Type of organisation					**Gender**		**Job title**
	a.	b.	c.	d.	e.	f.	g.	h.	a.	a.	a.	b.	c.	Donor HQ	Donor Field office	Ministry	CSO	Private sector	Male	Female	Write title
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
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	5. Changed donor-government relations in the sector/area:										**6. Changed relations with other stakeholders in the sector /area:**					***Background information:***							
																Type of organisation					**Gender**		**Job Title**
	a.	b.	c.	d.	e.	f.	g.	h.	i.	j. Would have happened anyway	a.	b.	c.	d.	e. Would have happened anyway	Donor HQ	Donor: Field office	Ministry	CSO	Private sector	Male	Female	Write title
1																							
2																							
3																							
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29																							
Ave																							

Compilation Form; Impact Evaluation (*continued*)

Summary of open ended questions
(Please add more lines if needed)

Q2 a: Examples of personal changes in work	
Categories of answers:	**Numbers:**
1.	
2.	
3.	
4.	
5.	
6.	
Q2 b: Obstacles faced in implementing learning	
Categories of answers:	**Numbers:**
1.	
2.	
3.	
4.	
5.	
6.	
Q3 a: Obstacles faced in sharing learning	
Categories of answers:	**Numbers:**
1.	
2.	
3.	
4.	
5.	
6.	
Q4 d: Other significant changes in the organisation as results of training	
Categories of answers:	**Numbers:**
1.	
2.	
3.	
4.	
5.	
6.	
Q5 h: Major obstacles in changed donor-donor/government relations	
Categories of answers:	**Numbers:**
1.	
2.	
3.	
4.	
5.	
6.	
Q6 f: Major obstacles in changed stakeholders relations	
Categories of answers:	**Numbers:**
1.	

2.	
3.	
4.	
5.	
6.	
Q7: Suggested improvement of the training	
Categories of answers:	**Numbers:**
1.	
2.	
3.	
4.	
5.	
6.	

Impact Evaluation Report Outline

1. Key data:

Title of the Training Course:
Country and City:
Sector:
Dates of the event:
Names of trainers and implementing agencies
Dates for impact evaluation

2. Number of participants and respondents

	Donor: HQ		Donor; field		Ministry		CSO		Private sector		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
Participants												
Respondents												

3. Summary of impact evaluation questionnaires

		Average rating (1= very poor, 2= poor, 3=good, 4= excellent)					
		Donor HQ	Donor FO	Ministry	CSO	Private sector	Total
1	**Personal opinion of the course's most important contributions towards increased donor harmonisation:**						
a.	Common language						
b.	Common understanding of approaches						
c.	Greater understanding of others approaches						
d.	Commitment to joint actions						
e.	A network of key persons						
f.	Creation of joint structures						
g.	Development of joint strategies						
h.	Initiation of joint programming						
2	**Personal changes in way of working as a result of the course:**						
3.	**Sharing of skills and knowledge with relevant colleagues:**						
4.	**Significant changes within the organisation:**						
a.	In work methods						

b.	In the organisation's approach and strategy						
c.	In the organisational structure						
	Overall Average:						

- Summary of participants' comments (open ended questions)
- Suggested areas of improvements by participants (question 7)

4. Analysis of increased harmonisation in the sector/subject area

Analyse changes regarding harmonisation in the sector/subject area by using the info in the baseline report, the action plan, the answers to questions 5 and 6 in the impact evaluation questionnaire and your own knowledge.

4.1 Mutual consultation

Do the donors mutually (jointly as a group) consult with the relevant partner government departments to seek ways of reducing the administrative burden?

4.2 Division of labour, joint activities and common procedures

Is there an agreed division of labour among the donors related to this subject or sector?

Do joint field missions and joint analytic work take place in relation to this subject or sector? Which agencies are involved?

Is joint planning and programming taking place in the subject area or sector? Through what modalities?

Are there explicit agreements for multi-donor activities, like MoUs setting out division of roles, consultation mechanisms and expected donor behaviour?

Are separate parallel project implementation units still greatly used?

Have donors with interest to work together developed common procedures in consultation with the partner government in relation to this subject or sector?

4.3 Coherent communication

Do the donors communicate in a coherent manner (e.g. through lead donor) with the relevant partner government departments to resolve differences in policy views?

4.4 Information sharing

Are there set up structures for sharing relevant information on donors' operations (e.g. consultancies, project proposals, reports) between donors and with the partner government related to this theme?

Do donors share country specific examples of common procedures or common lessons which can be applied more widely? How?

5. Recommendations for improvement

Based on the findings you shall make recommendations how the programme can be made more relevant for increasing harmonisation.

Please send the report to:

Not later than:

Annual Progress Report Outline

1. Key Data

Name of the subgroup
Name of the training programme
Reporting agency
Date of submission

2. Brief description of subgroup’s training management structure

3. Summary of all training courses done during the year:

Counties/ cities	Sectors (if applicable)	No. of courses	No. of donors involved	Duration of courses	Distribution of target groups										Total No. Part.
					D. HQ		D. FO		Min.		CSO		PS		
					M	F	M	F	M	F	M	F	M	F	

4. Summary of seminar evaluations

(Average rating per course)

Countries/cities	Achievement of training objectives	Value added through joint programme	Relevant content for work	Overall Average rating

5. Summary of increase in learning

Countries/cities	Average increase (%) in learning between pre and post-tests

6. Summary of impact evaluations

(Average rating per course)

Countries/cities	Common language	Common understanding	Greater understanding of others' approaches	Commitment to joint actions	Network	Joint structures	Joint strategies	Joint programming	Changed ways of working	Sharing of skills with colleagues	Work methods	Approach and strategy	Organisational structure

7. Brief summary of analysis of increased harmonisation per country

Country 1:
Country 2:

8. Recommended changes in the programme

9. Recommended new programmes to be initiated

Please send this report to the Evaluation Subgroup and the Core Group not later than...