

## Ask yourself

**What are the issues to consider when monitoring and evaluating SSR training?**

- Establish gender-responsive monitoring mechanisms
- Carry out gender-responsive training evaluation
- Follow-up the training



During and after your SSR training, it is important to incorporate monitoring and evaluation mechanisms. Monitoring enables you to adjust the training during delivery to better meet the learning objectives and respond to the trainees. Evaluation provides valuable information that you can feed back into the design of your next training and promotes accountability. Both the integration of gender issues throughout the SSR training and any gender and SSR session(s) should be monitored and evaluated. The end of the training does not mean the end of your ability to support the trainees to develop their capacity on gender and SSR. Follow-up activities help training to have a lasting impact.

### Establish gender-responsive monitoring mechanisms

During your training you will need to monitor whether you are on track in reaching your learning objectives and responding to trainee expectations. Different monitoring activities can be undertaken during the course of the training, preferably one per day.

A short session to identify trainee expectations is normally held early on in training. Trainers can respond to these expectations immediately—clarifying what can and can't be covered during the training—and can potentially redesign the training accordingly. This can be an opportunity for trainers to set ground rules for respect and participation in the training, as well as to elicit trainees' expectations as to how gender issues will be addressed.

Monitoring exercises include:

- **Daily review sessions:** e.g., 10 to 30 minute sessions at the end of a training day or the beginning of the next day. Task trainees in small groups to present the recap in a creative manner, or simply facilitate feedback from trainees on “what I have learned today” or “what I still want to get out of the training” or “what I feel unsure about” or “how I am going to put this into practice.”
- **Small group feedback:** Trainees meet in small groups, perhaps with specific questions to address, and prepare feedback for the trainer(s).
- **Bullseye:** Draw a target and have trainees mark how close the training is to “being on target” with the objectives. Facilitate a discussion about how the training could be improved for the next day so that it “hits the target.”
- **Keep and throw out:** Place flipcharts around the room marked “KEEP” and “THROW OUT.” Trainees list aspects of the training that they would like to keep and throw out.

In expectations and monitoring exercises, trainers should take care to elicit responses from as many trainees, male and female, as possible. Marked differences in responses between male and female trainees should be noted and potentially addressed.

Specific questions can be asked to monitor how learning objectives related to gender are being achieved, such as:

*Do you think gender issues were adequately addressed today?  
What do you still feel unsure about when it comes to gender and SSR?  
Name one thing you learned today about gender and SSR?*

### Carry out gender-responsive training evaluation

Designing your training needs assessment in tandem with your evaluation mechanisms enables you to collect baseline data that is comparable with the evaluation results. This allows you to assess the impact of the training. Evaluation is also an opportunity to find out whether trainees would be interested in a refresher course or additional training.

End of training evaluation questionnaires for trainees are often used in SSR trainings. While there is an obvious benefit in using the same survey tool repeatedly, other methods of evaluation include:

- **Evaluation exercise:** Design a participatory exercise to evaluate whether or not the trainees have reached the learning objectives of the entire course.
- **Ball exercise:** Have trainees sit in a circle and throw around a ball. Each person that catches the ball says one thing they have learned and how they will implement it when they go back to their daily work.
- **Tests:** Distribute a test to trainees at the beginning and the end of the training to measure changes in knowledge levels and understanding.
- **Trainer debrief sessions:** At the end of each day, the training team can have a debrief session to discuss what went well, what didn't go well and changes for the next day of training. Document these debrief sessions as lessons learned.
- **Back at work questionnaires:** Sent to trainees after three to six months, questionnaires or tests can evaluate retention of training content, whether the training was perceived as useful and how the trainees have implemented what they have learned.
- **Follow-up interviews/meetings:** Follow-up interviews or meetings can be held with trainees after three to six months. This can be helpful to detect changes in attitudes and behaviours that can be hard to evaluate through a questionnaire as well as having a better "return rate" than questionnaires.

Gender questions can be integrated into questionnaires, tests and interviews, e.g.,

*What three things did you learn from the gender and SSR session?*

*How have you integrated gender into your daily SSR work?*

*What obstacles have you encountered when trying to integrate gender issues, and how have you responded to these obstacles?*

*What part of the gender and SSR session(s) have you found to be most useful in your work?*

All evaluation data should be sex disaggregated and care should be taken that male and female trainees are evaluated equally (in proportion to their participation).

In addition to evaluating trainees, you can ask management, beneficiaries and others who were involved in the training needs assessment whether the training appeared to have changed trainees' attitudes and behaviours.

Once evaluation is complete, it is important to make sure that lessons are identified and are taken into account when developing further training for the same or other trainees.

### Follow-up the training

Training is not an end in itself. It should be supported by other efforts to address gender issues in SSR policy and programming; for instance, establishing institutional gender policies, identifying gender focal points or incorporating questions on gender into standardised project evaluations.

Trainers also have a key role to play in following-up the training. This creates an opportunity to continue to support the integration of gender issues into SSR. Potential follow-up activities include:

- Giving trainees a training report with information and exercises and encouraging them to share it with colleagues so they can present what was learned at the training.
- Setting up a list-serve or website where trainees and trainers can continue to share information, network, tell stories of how they have implemented the training, and ask questions, including on gender.
- Providing trainees with additional resources on gender and SSR (such as the *Gender and SSR Toolkit* and this *Gender and SSR Training Resource Package*).
- Provide refresher courses or follow-up trainings that respond to the need for additional training, as identified by trainees in the course evaluation.

If follow-up leads to a further round of training, the SSR training cycle comes full circle with the last training evaluation informing the next training needs assessment. By taking into account gender, the cycle of SSR training is strengthened in order to provide comprehensive and effective SSR training for both male and female trainees.