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# DRAWING THE LINE. TRAINING EVALUATION REPORT



# DRAW THE LINE

## TRAINING EVALUATION REPORT

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# 1 INTRODUCTION AND OBJECTIVES OF THE TRAINING PROCESS AND ITS FORMATION

## 1.1 THE TRAINING PROCESS

In **Draw the Line**, training was considered a fundamental resource for the women participating in the Project.

Immigrant women who live in a European context and who directly or indirectly face sexual violence or are victims/survivors of violence and abuse are the targets of the training actions and disseminators of the knowledge provided.

In the context of violence against women, [the aim of the Project](#) is to ensure that immigrant or refugee women make decisions that enable them to live free from violence. In order to do this, it is necessary to understand how the cultural context influences the approach that an immigrant woman takes to violence and in this sense addressed aspects such as:

- ▶ [Empowering immigrant](#) women and mothers who experience sexual violence in their homes and who cannot prevent or protect themselves from the practice of violence. In this regard, they received training and information to enable them to know their rights and the means to prevent the emergence of new acts of violence.
- ▶ The [availability, equal accessibility and use of services](#) by immigrant women and ethnic minorities, providing information on their rights and the support and assistance networks and systems in each of the participating countries so that culture, language or financial barriers are not an impediment to access to services.

In this field, the Project also allowed the identification of barriers that impede accessibility and the use of services, so that new proposals for measures can be adjusted to improve the situation

## 1.2 OBJECTIVES OF TRAINING

The overall objective is to empower immigrant women to approach the problem of violence and to comprehend their own role in its prevention, educating peer group leaders to become multipliers within their own ethnic communities and change the attitude towards gender based abuse.

**Objective 1.** Developing training modules, materials and tools which will be applied to train peer leaders from different immigrant communities.

**Objective 2.** Awareness raising, information and training:

- ▶ Educating and training Peer group leaders by using the modules, materials and tools developed in the first objective. This will empower the peer leaders to become multipliers within their own communities
- ▶ Trained peer group leaders will in turn initiate multiplier groups based on ethnic, language and cultural factors and focus at the beginning on raising awareness on the topic of sexual violence especially in the framework of cultural differences.
- ▶ Building local, regional and international networks with participants at different levels: counselling centres, social workers, police, policy makers etc. in order to inform and discuss the developments and findings made within the project.
- ▶ Through outreach and network building at a local as well as international level and coordinating the exchange of experience and between partners, it is aimed to reach sustainable results in the form of a broad dispersion of information and training for immigrant women with a view of positively influencing their approach to violence.
- ▶ Ongoing evaluation and monitoring to measure the impact of the training on the beneficiaries. There will be an established monitoring and evaluation system based on the objectives and the indicators which will control the running of the project.

Process evaluation assess quality and appropriateness of management strategy, communication between partners, and the timeline. Monitoring collect data on the defined indicators. Internal evaluation took place at the end of each cycle of training and multiplier workshops. The evaluation was based on a pre and post- test model of evaluation and compared with itself at the end of the training, multipliers evaluation questionnaires and trainers evaluation questionnaires.

Evaluation questionnaires to assess the beneficiaries' satisfaction includes: quantitative indicators are the number of trainings, number of groups, type and number of training modules, tools and materials; qualitative indicators include changes in perception, attitude and systematic handling of the issue of sexual violence, level of functioning, coping and resilience and client satisfaction.

### 1.3 PROJECT EVALUATION METHODOLOGY

The importance of training in the **Draw the Line** project is visible, but as an inherent part of it, its evaluation cannot be ignored if quality training is to be achieved.

Therefore, the [external Evaluation Plan](#) is an evaluation understood as the systematic collection of descriptive and decisive information for decision making, which should cover issues from the evaluation of training needs to the evaluation of their impact on the organisation.

Within this scheme, the evaluation of results will seek to ascertain the extent to which the objectives set out in the training are being achieved, whether or not they are expressly sought.

The design of the evaluation of results was established on the basis of the experiences of the social entities and is developed with the participation of an external evaluator.

The partners of the project oriented their training lines to achieve direct applicability in their environment and to achieve an excellent adaptation of the staff to the new needs and demands of society.

In addition, all the agents involved in the training process (students and trainers) were involved in the evaluation process as active participants in the evaluation tasks.

The evaluations of each country were subjected to a pre- and post-evaluation test model that allows the comparison of the starting point with the one reached at the end of the training.

The reference data were collected at the beginning of the training, establishing the pre-training conditions to measure its evaluation in the different phases of the project.

The assessment tools employed were evaluation questionnaires to measure the satisfaction of beneficiaries.

The quantitative indicators established were:

- number of trainings,
- number of groups,
- type and number of training modules,
- tools and materials.

Qualitative indicators included:

- changes in perception, attitude and systematic handling of the issue of sexual violence.
- level of functioning, coping and resilience and satisfaction of the women participants.

The Training Evaluation provides us with information on the level of achieving the training objectives as well as indicators of the effectiveness of the actions undertaken.

This evaluation document is structured according to the development phases of the project and evaluated on the one hand:

- The development of modules, materials and tools.
- The training of women Leaders in each of the 3 cycles. Two leaders per community were trained and reached 5-10 ethnic communities or language groups according to the needs of each region.
- Multiplier training in which women leaders organised groups of 10-12 women.

The conclusions derived from the results of the surveys will allow decisions to be taken to optimise future training: to adopt measures to improve the methodology used; to redesign the teaching materials; to rethink the objectives; to create innovative resources; to change the teaching staff, etc. in order to determine, finally, whether an action should continue, whether it requires major modifications, or whether it should even be eliminated from the Training Plan that each partner entity applies in the project in accordance with the agreed modules.



DRAW THE LINE

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EVALUATION



## 2 EVALUATION OF THE EXPECTATIONS AND DEGREE OF SATISFACTION OF THE PARTICIPANTS

The Learning Evaluation is the process that allows the measurement of the change and improvement produced in the knowledge, skills and/or attitudes of the students, attributable to the training received.

In evaluating the learning that took place in the participants, both the contents of the course and the competence of the trainers themselves are measured.

In this case, an initial questionnaire was prepared to assess the participants' level of knowledge. This instrument will allow both the degree of learning of the participants to be checked together with the degree of applicability of the course, at the same time as involving a certain commitment by the participants to their own proposals.

### 2.1 FORMULAS FOR THE EVALUATION OF THE KNOWLEDGE: QUESTIONNAIRES

Annex I contains the formats of the questionnaires provided to the participants in relation to the training they received, if their expectations had been met, the interest aroused by the topic, the possibilities for participation, whether they were happy with the teaching staff and other issues related to the organisational conditions and degree of learning obtained.

These questionnaires not only serve as a tool to measure the level of satisfaction of the students, but are also a tool used for the self-assessment of the knowledge received and its adaptation to the objectives of each training module. This consultation allowed us to assess the suitability of the contents to the objectives formulated and to provide clues on possible readjustments or even corrective actions, if necessary. In any case, personal data are processed in accordance with current legislation on the protection of personal data.

Questionnaires could be filled in anonymously or if the participant considered it appropriate, they had a section for voluntary identification. This design facilitated the creation of the precise channels to generate feedback that would give a response to the information demanded or concerns expressed by the participants.

The questionnaires were translated into the languages of the partner countries to make them easier for the different participants to understand. The Learning Evaluation is the process that allows the measurement of the level of modification produced in the knowledge, skills and/or attitudes of the students, attributable to the training received.

We also have to take into account that although the trainers have their own questionnaires, the evaluation of the learning that took place in the participants measures both the contents of the course and the competence of the trainers themselves.

These evaluation documents were collected by each partner entity and sent signed to the responsible partner for their processing and to prepare this Evaluation report.

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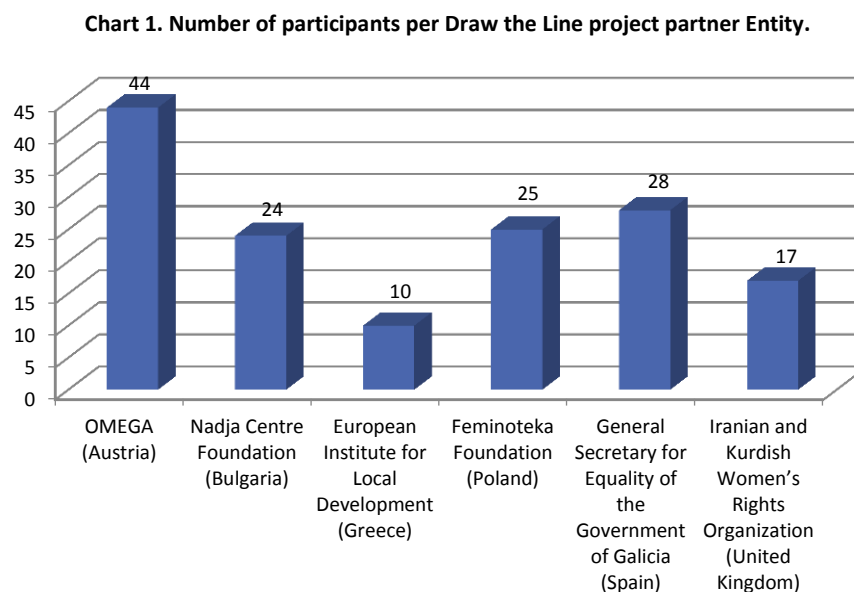
### 2.1.1 STUDENT PRE-EVALUATION QUESTIONNAIRES

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The evaluation that we call first level will allow us to know the first impressions and evaluations of the students on the different training actions, their level of knowledge and the interests that motivate them to take part in the training.

The **pre-evaluation questionnaires** received were 148, of which 40% were from participants in training activities organised in Austria by the OMEGA partner.

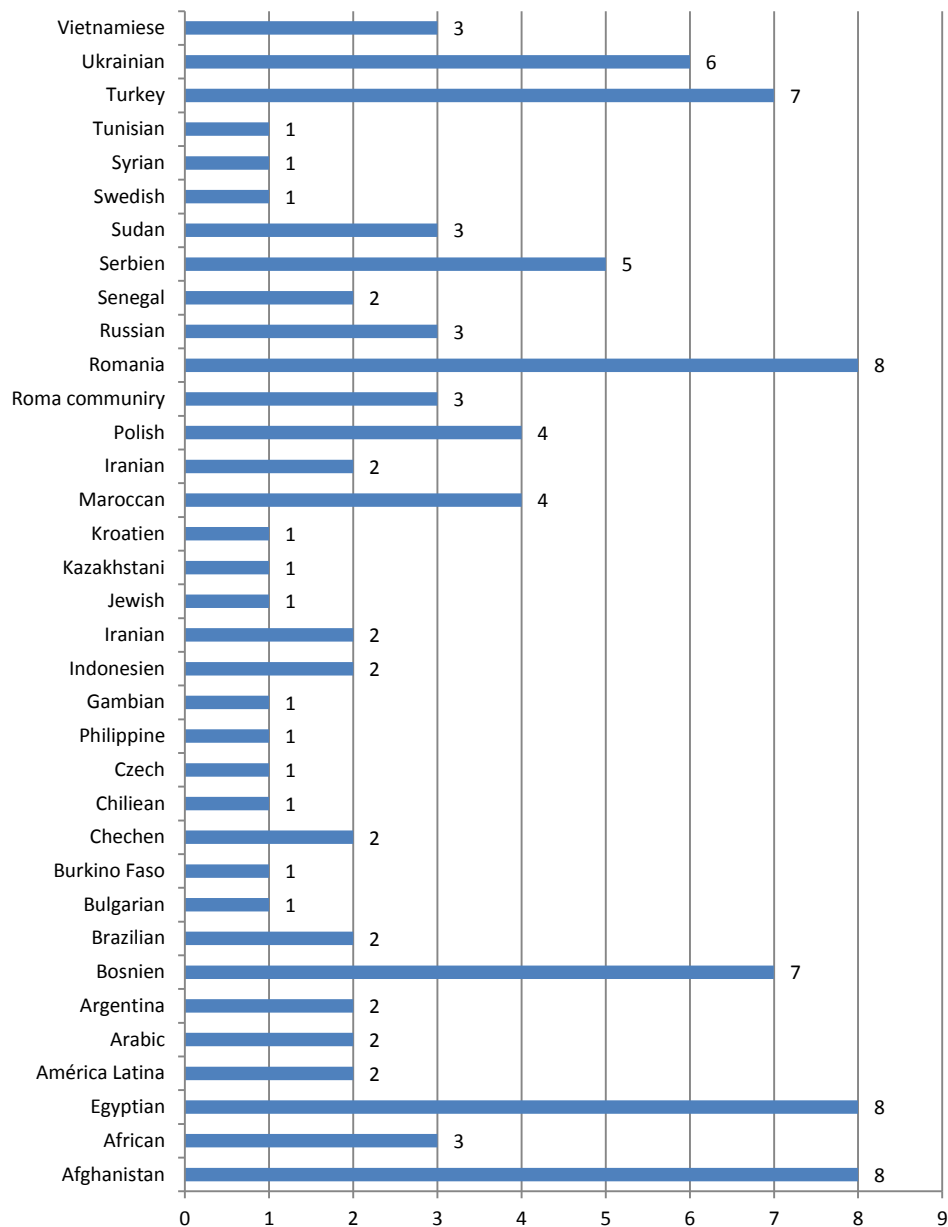
It is also important to underline that the questionnaires correspond to the 3 training cycles, so one could not say there were 148 participants since a large part of them covered the 1 questionnaire in each cycle, remembering that we have 3 training cycles.



The **average age** of the participants in the Draw the Line training is **31 years old**, with participants ranging in age from 19 to 57 years old.

In relation to the origin of the participants, 35 different nationalities were identified, among which Afghan, Egyptian and Romanian women represented 24% of the total number of female students.

**Chart 2. Nationality of the women involved in the Draw the Line project training**



Regarding the **interest in taking part in the course**, most of the respondents agreed that it is interesting to improve their social environment and, with the exception of the participants who worked with the Bulgarian partner, the other students also indicated that the training would be relevant to their personal development, to apply the knowledge acquired to help improve society

and to help others in difficulty, more than ¾ of respondents agreed with these statements, except in the case of the Bulgarian partner's participants who expressed their doubts with some concepts.

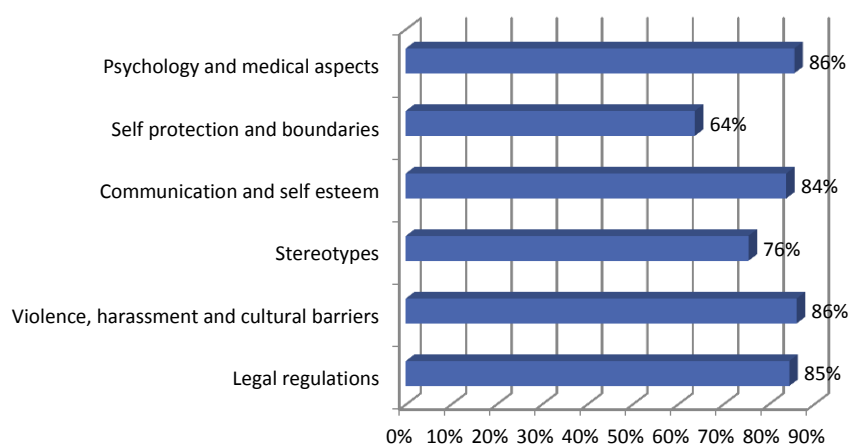
**Table 1. Affirmative answers to question 1: why do you want to attend this course?**

interest in taking part in the course:	OMEGA (Austria)	Nadja Centre Foundation (Bulgaria)	European Institute for Local Development (Greece)	General Secretary for Equality of the Government of Galicia (Spain)	Feminoteka Foundation (Poland)	IKWRO (United Kingdom)
Relevant to their personal development	98%	54%	100%	82%	100%	94%
To apply the knowledge acquired to help improve society	100%	46%	88%	89%	100%	100%
Able to improve my social environment	100%	75%	100%	71%	100%	75%
to help others in difficulty	100%	54%	88%	93%	100%	80%

Responses associated with the category "other interests in taking part in the training" were also identified and one of them indicated the following specific response: "Raising awareness in our community about domestic violence".

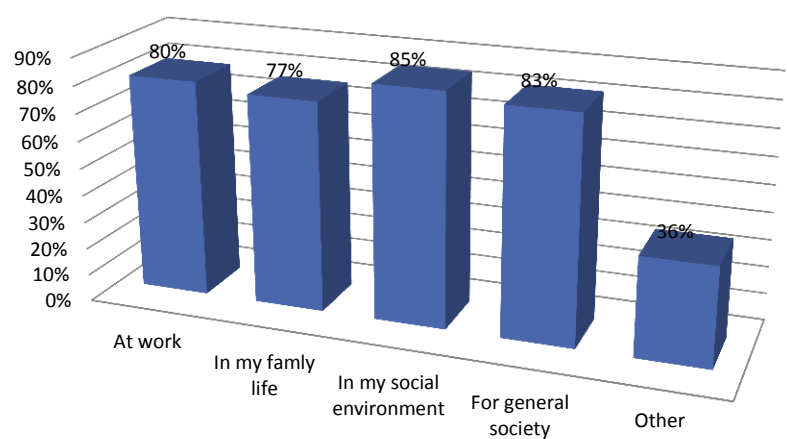
The second question concerned which part of the training course the student considered to be particularly valuable. In this sense, **the most valued concept was the training on violence, harassment and cultural barriers, with 86% of the affirmative answers** from all the participants in the surveys. In order of importance, there are also subjects such as "legal regulations" and "communication and self-esteem" with 85% and 86% of the favourable responses.

**Chart 3. Answers to question 2: Training concepts that you consider most valuable**



The participants, prior to taking part in the training, valued how they considered that [the skills they would learn in the course could benefit](#) them in their daily life, in this case the results obtained indicate that the majority of respondents suggested that agreed that the they will benefit “ in my social environment” (85%) and “general society”(81%).

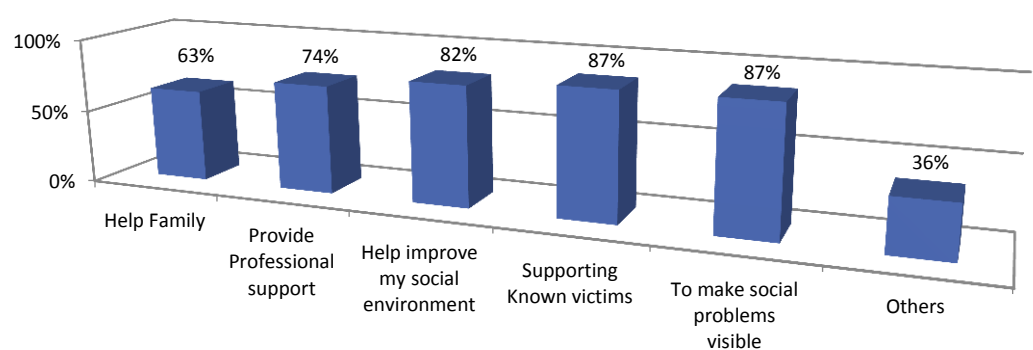
**Chart 4. Answers to question 3: Benefits that you will obtain in your daily life given the skills you will learn on the course**



Supporting known victims and making social problems visible are the main actions the candidates consider can be improved once the training in the Draw the Line project has been completed.

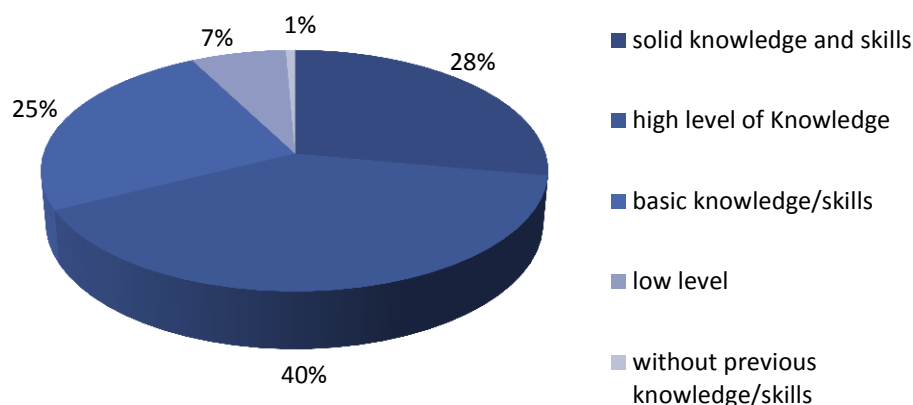
As illustrated in the below chart, [87% respondents suggested that after the course, they expecto to “supporting known victims” and “ to make social problems visible”](#). Responses for the ‘other’ category have specified answer : [“Increasing my own knowledge” and “improved the capacities of general society”](#)

**Chart 5. Answers to question 4: What do you expect to do differently when you complete this course?**



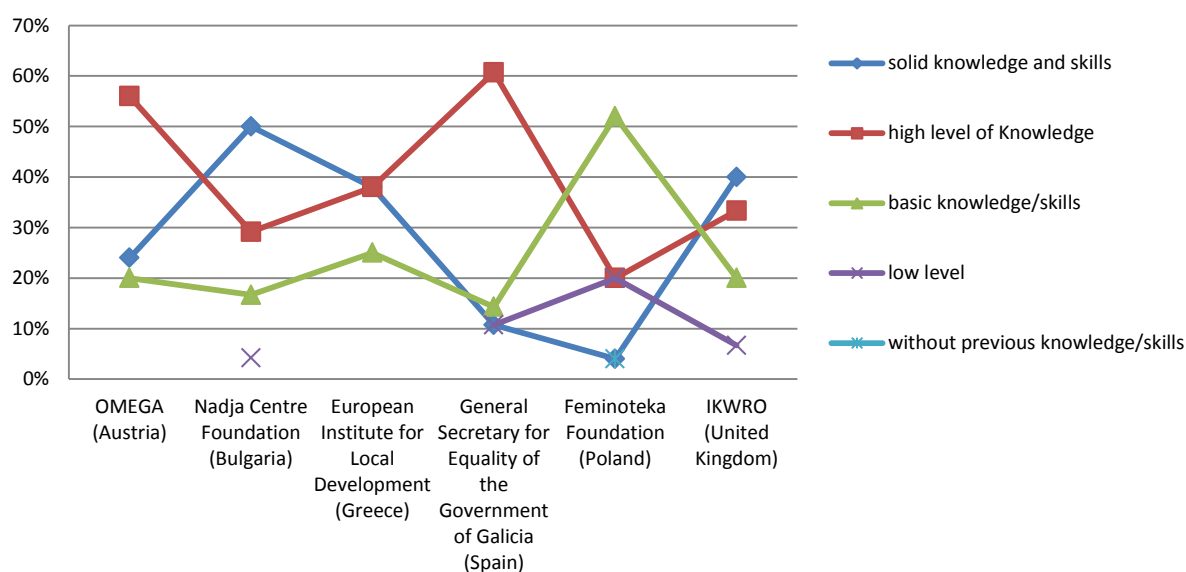
The last question was posed to the candidates who had defined what they considered to be their level of training or knowledge in relation to the subjects proposed in the Project's training. In this case, more than 67% of the candidates indicate that they have at least a good knowledge of the concepts presented in the course. Only 8% said that they have a low level in these subjects.

**Chart 6. Answers to question 5: Level of knowledge and skills prior to the start of the course**



In relation to the level of knowledge of the future participants in the training at each of the project partners' training centres, there were clear differences between the assessment of their knowledge, with the majority of the participants associated with the partner entity Feminoteka Foundation (Poland) considering that their knowledge is sufficient or low, more than 80% of the participants of the partner OMEGA (Austria) and the partner Nadja Centre Foundation (Bulgaria) consider that their training is good or very good level.

**Chart 7. Level of previous knowledge of the participants by Partner entity**



## 2.2 PROCEDURES USED TO ASSESS STUDENT SATISFACTION

The participants had satisfaction questionnaires that they had to complete at the end of each training action (see ANNEX II). This questionnaire consisted of closed response and open response items in which the assessment of various aspects of the training was included into five sections:

- Content of the course: information on the degree of achievement of the objectives of the training action in question, the comprehensibility of the contents and the suitability of the development of the topics according to the expectations that the participants had of the course.
- Teaching practice: the professional competence of each teacher will be assessed: knowledge and mastery of the subject matter taught, pedagogical training and methodology used, group dynamics, etc.
- Organisation of the course: This paragraph provides for the assessment of aspects related to the conditions of the facilities, the quality of the material delivered, the timetable and the distribution of the meetings.
- Self-assessment of learning: the student herself assessed the level of knowledge acquired as a result of the training received: assessment according to her own appreciation of the degree of improvement in professional knowledge and skills, as well as the expected applicability of the knowledge to her daily work activity.
- Overall level of satisfaction: In this last item of closed-ended questions, the participants give an overall assessment of the course as a whole, according to the expectations they had of it and the assessment of each of the sections that make up the questionnaire.

The assessment is set out in the response format: strongly agree, agree, disagree, strongly disagree, do not know/do not answer. This scale is translated as a numerical scale (from 1 to 5).

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### 2.2.1 STUDENT POST-EVALUATION QUESTIONNAIRES

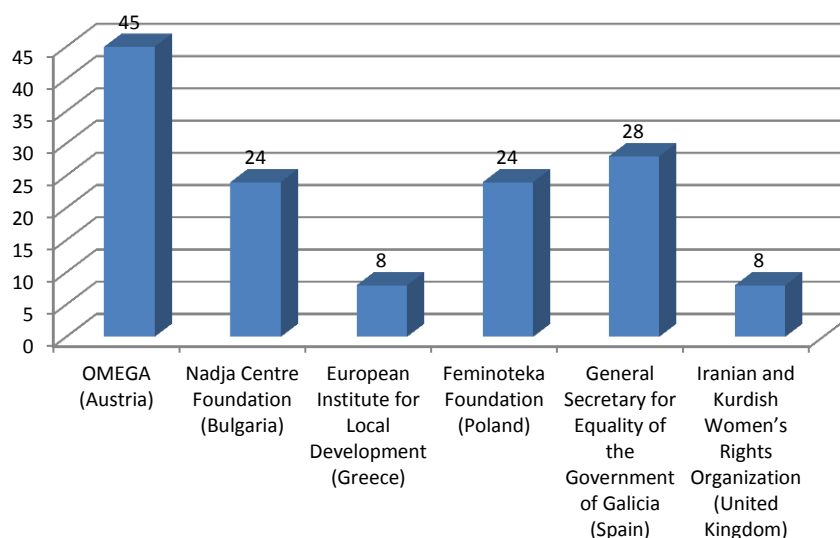
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Based on the questionnaires covered in the POST EVALUATION phase of this project, the following results were obtained:

**137 completed questionnaires** were obtained, distributed as follows by institutions:



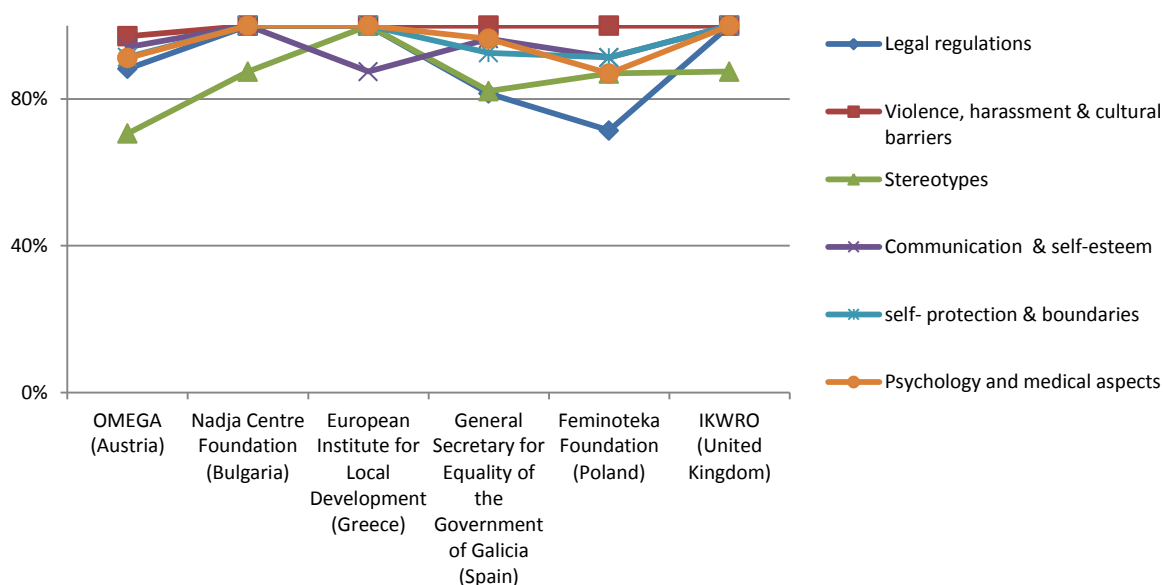
**Chart 8. Number of responses per partner Entity that completed the Draw the Line project training**



As in the first questionnaire, the Omega entity in Austria provides the highest number of responses, with more than 33% of the responses.

In the first question posed to the participants after the training, [the most interesting subjects](#) of the course were evaluated, and the conclusion was that [all the subjects were of great interest](#), especially [those related to violence, harassment and cultural barriers, self-protection and limits, and psychology and medical aspects](#).

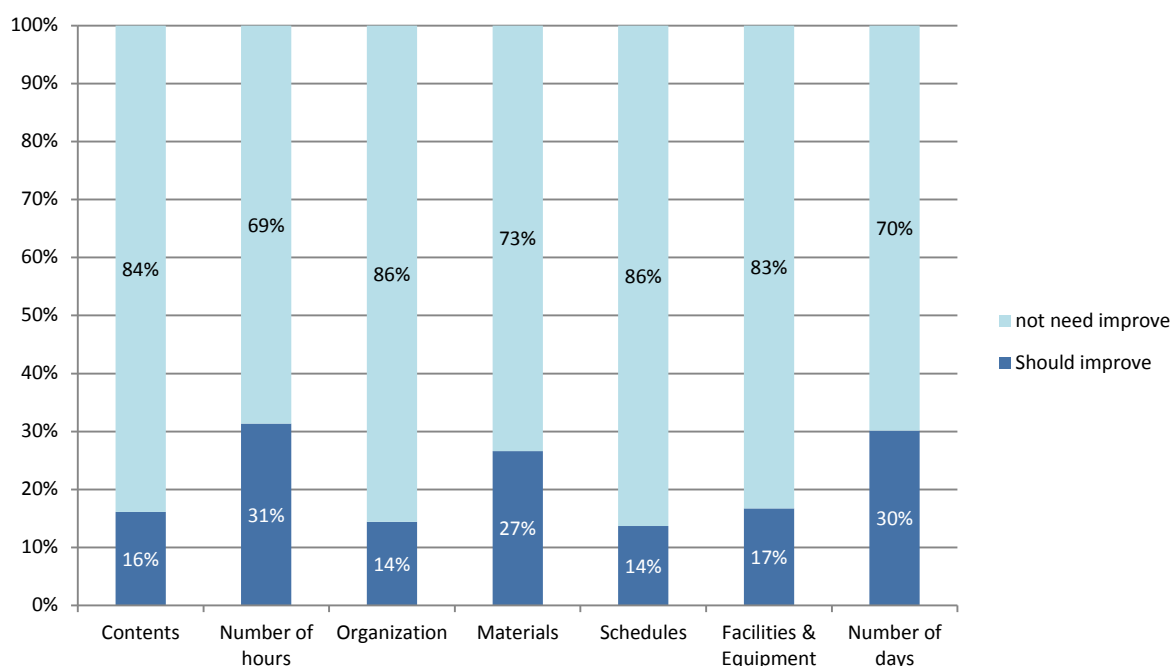
**Chart 9. Question 1: Subjects of greatest interest once the training activities had been carried out**



It is important to point out that prior to the training actions, the subject that was considered less relevant was self-protection and limits, now being one of the best valued by all the participants, the other subjects of interest at the beginning of the training: violence, harassment and cultural barriers, psychology and medical and legal aspects, continue to be among the most appreciated by the students.

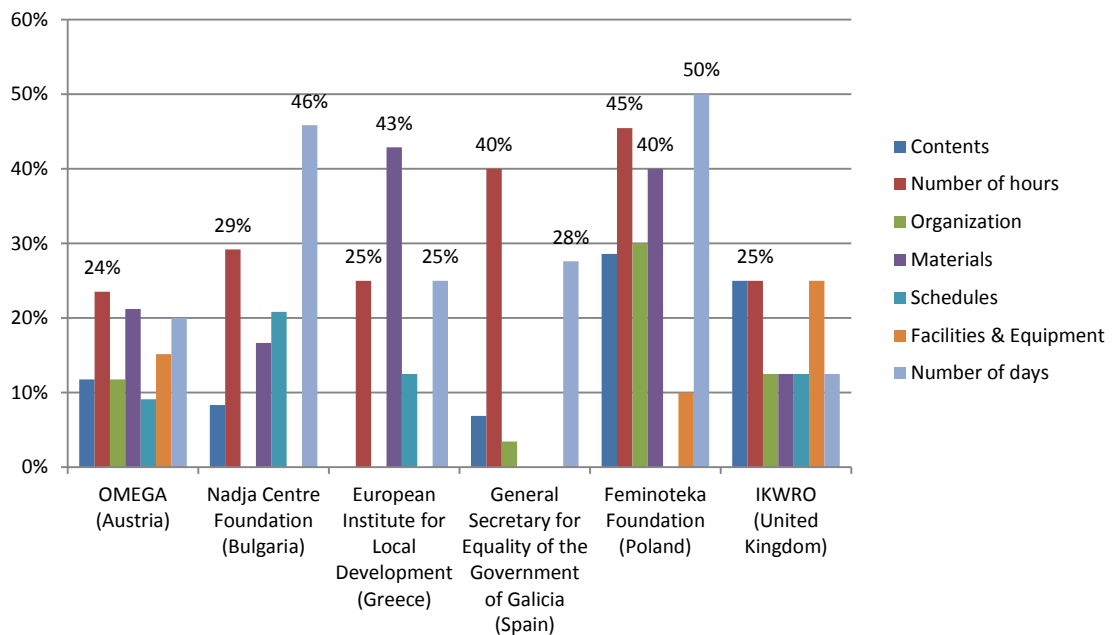
The evaluation of the training is one of the tools that provide us with direct feedback on those [aspects that need to be improved for future actions](#). In this sense, the participants identified those aspects that could have some room for improvement and the results were:

**Chart 10. Question 2: Assessment of different actions once the training actions have been carried out**



More than 80% of the participants consider that the organisation, contents and timetables are suitable and do [not need changes](#). Although relatively low on the list, the number of hours, the type of equipment were the worst rated but only by 1/3 of the participants.

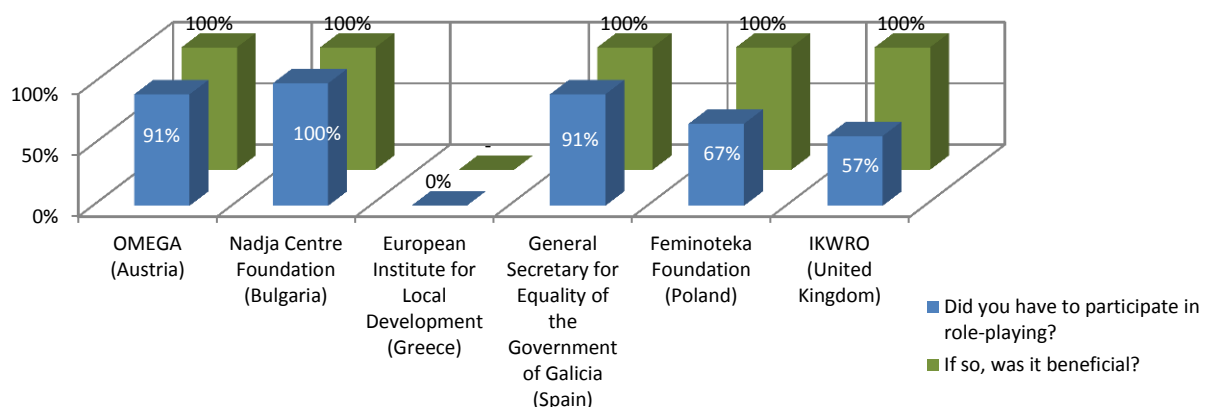
**Chart 11. Question 2: Aspects to be improved by identifying the participants by Partner Entity of the project**



The **main demands** for improvement from half of the participants from Bulgaria and Poland were facilities and equipment. While for 43% of the participants from Greece, the improvements should be in the materials, in the case of 40% of the participants from Galicia the number of hours of training presented the greatest obstacle.

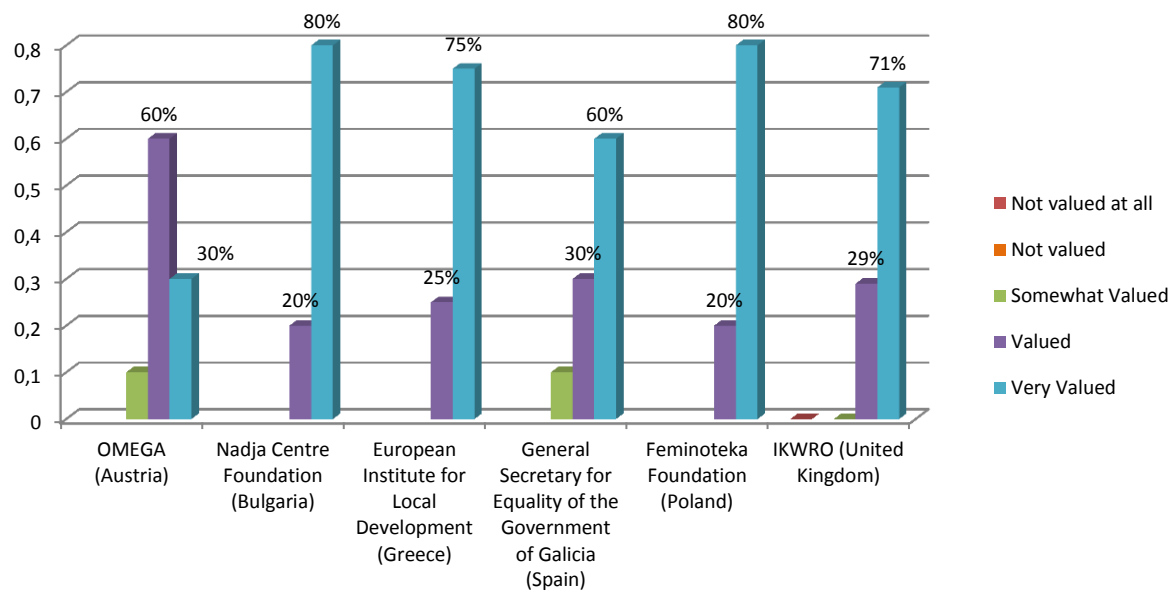
In relation to the activities proposed in the training, participants were asked whether they had participated in role-playing or other practical training activities. Except in the case of the Greek partner's participants who agree that they did not have practical actions, the other entities consider that **they did have practical training and that it was completely satisfactory**.

**Chart 12. Question 3: Participants in Role-playing or practical activities by Partner Entity of the Project**



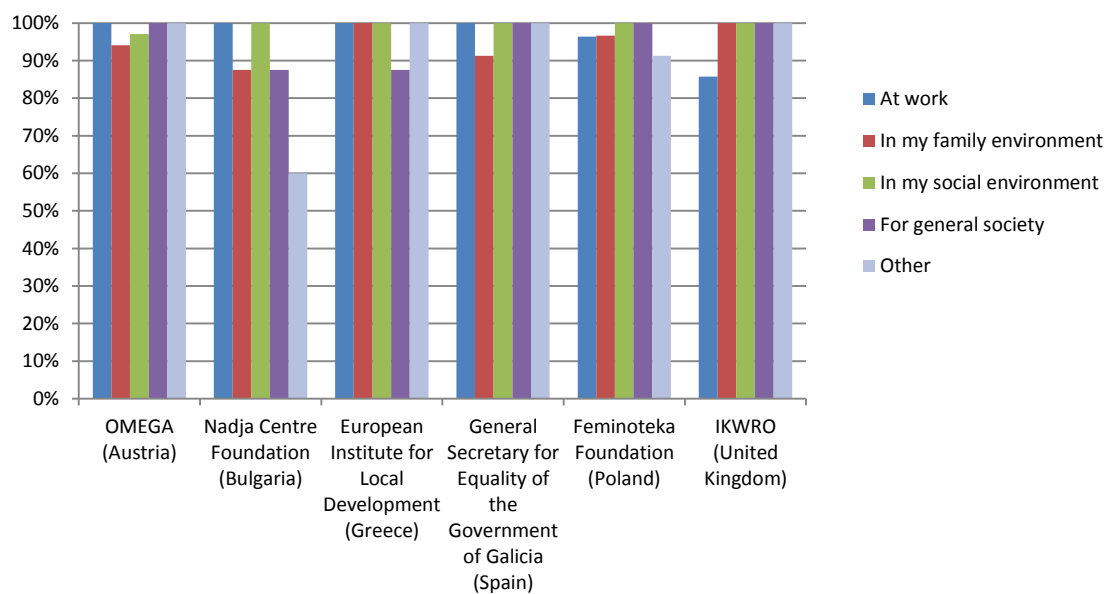
The overall assessment of the knowledge acquired is very positive as most of the participants voted with the maximum score in this section.

Chart 13. Question 4: Overall assessment of the knowledge acquired by the Partner Entity of the Project



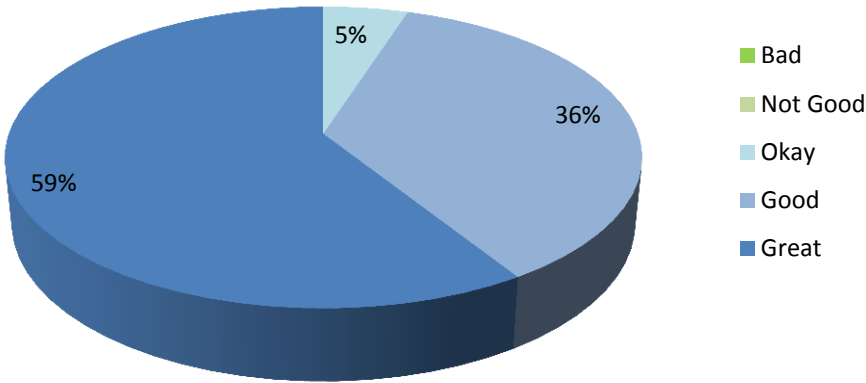
In the same way, all the participants agree that the knowledge they have learned is very positive for their personal lives, obtaining 100% positive responses to most of the concepts assessed.

Chart 14. Question 5: Affirmative answers by areas in which the knowledge learned is most beneficial to the Project participants



To conclude the training analysis, the participants were asked about their level of knowledge on the subjects of the training after the course. With a rating of 1 to 5, 5 being a great level. More than 64% of participants said their knowledge afcter the coruse was great (36%) or good (59%), while only 5% said it was very poor.

Chart 15. Question 6: Level of knowledge acquired by the participants during the training



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### 2.2.2 QUESTIONNAIRES IN THE MULTIPLIER PHASE

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In this case, a first questionnaire was designed for the 3 phases but once the results of the first cycle were obtained, the partner entities considered it necessary to simplify this questionnaire for the following phases in order to make it easier for the participants to complete the evaluation process.

Given these circumstances, most of the partner entities opted for the use of the simplified questionnaire for the evaluation, so in this sense we only have two entities that sent the results of the first questionnaire designed for the evaluation of the first cycle: (Feminoteka Foundation (Poland) and IKWRO (United Kingdom)), the remaining entities opting to use the most summarised version in the 3 cycles.

The simplified questionnaires (ANNEX III) consisted of 6 questions concerning the duration, organisation and applicability of the training. The combination of theoretical and practical training and the active participation of the leaders in the whole training process were also evaluated.

A total of 528 responses were obtained, broken down by institution as follows:

The average age of the respondents was 29 years old, with participants in the age range of 21 to 53 years old.

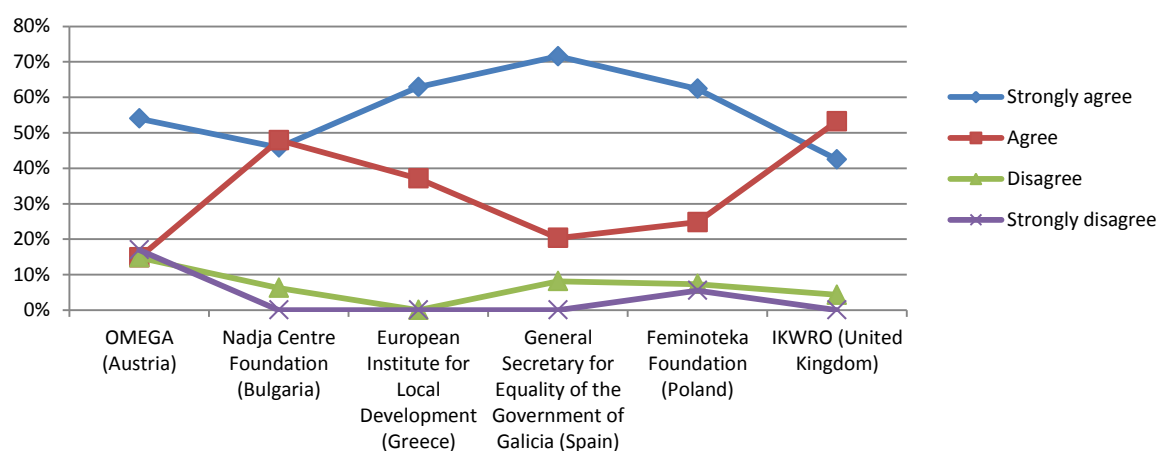
The simplified questionnaire consists of 6 questions to be assessed on a scale of 1 to 4, with answer 4 being the equivalent of strongly agree and answer 1 being the equivalent of strongly disagree.

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#### 2.2.2.1 THE DURATION OF THE ACTIVITIES

The first question concerns the duration of the training. More than half of the participants strongly agreed that the duration of the training was sufficient to cover the objectives and the contents. Only 3% expressed their strong disagreement with the duration of the training and they were only the participants of the entities: Feminoteka Foundation (Poland) and OMEGA (Austria) expressed their strong disagreement.

**Chart 16. Question 1: The duration of the training was sufficient to achieve the objectives and contents of the second Project of each of the Entities**

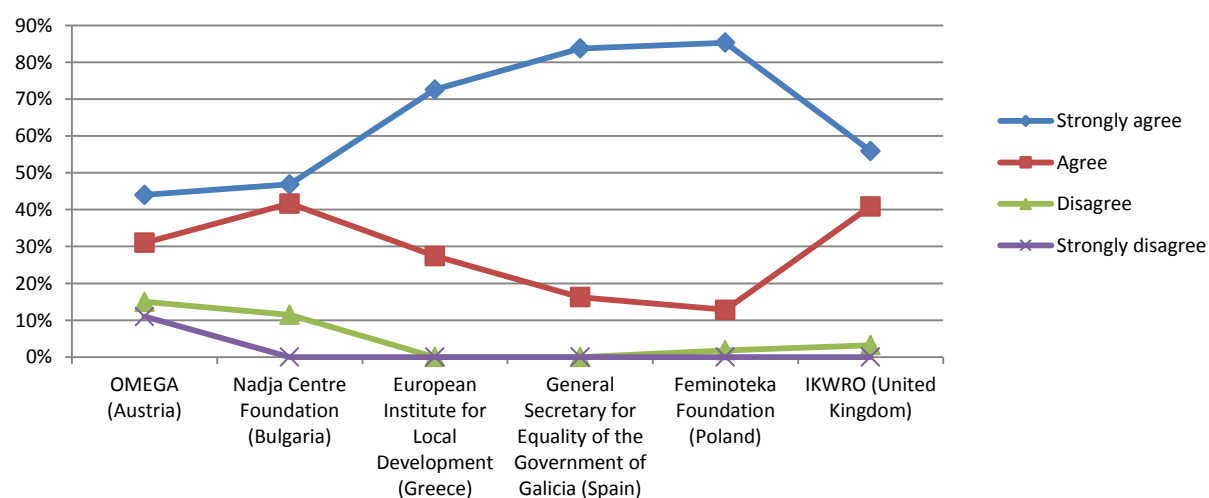


The participants who worked with the Galician entity are the ones who expressed the greatest satisfaction and more than 70% consider that the duration is totally in line with the objectives and contents set.

## 2.2.2.2 ORGANIZATION

The second question concerns the organisation of the training. **65% of the participants felt that the course was very well organised**, both in terms of information, dates, timetables and materials. In this case, only 2% expressed their strong disagreement with the duration of the training, taking into account that 94% were satisfied with the organisation and that the organisation was identified as one of the strong points of the training action.

**Chart 17. Question 2: The training was well organised (information, dates, timetables, materials,...) according to each of the Entities**

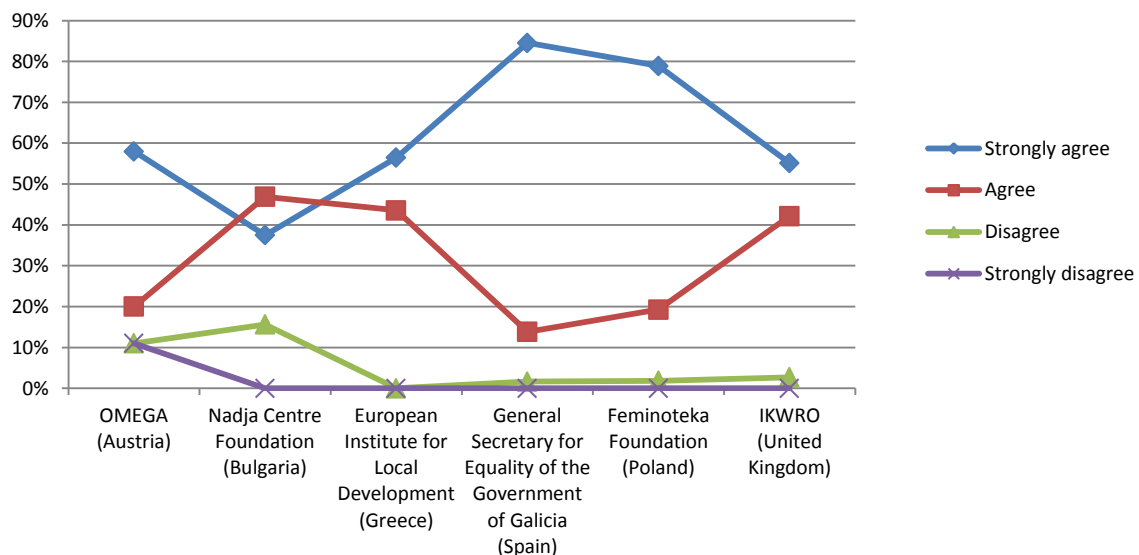


More than 84% of the participants associated with the General Secretary for Equality of the Government of Galicia (Spain) and the Feminoteka Foundation (Poland) considered the training to be very well organised.

### 2.2.2.3 THEORETICAL AND PRACTICAL TRAINING

The third question concerned the type of training. 83% of the participants gave a positive evaluation of the combination of theoretical and practical training. Only 2% of them expressed their strong disagreement as they did not detect an adequate balance between theoretical and practical training.

**Chart 18. Question 3: The training had an adequate combination of theory and practice according to each of the Entities**



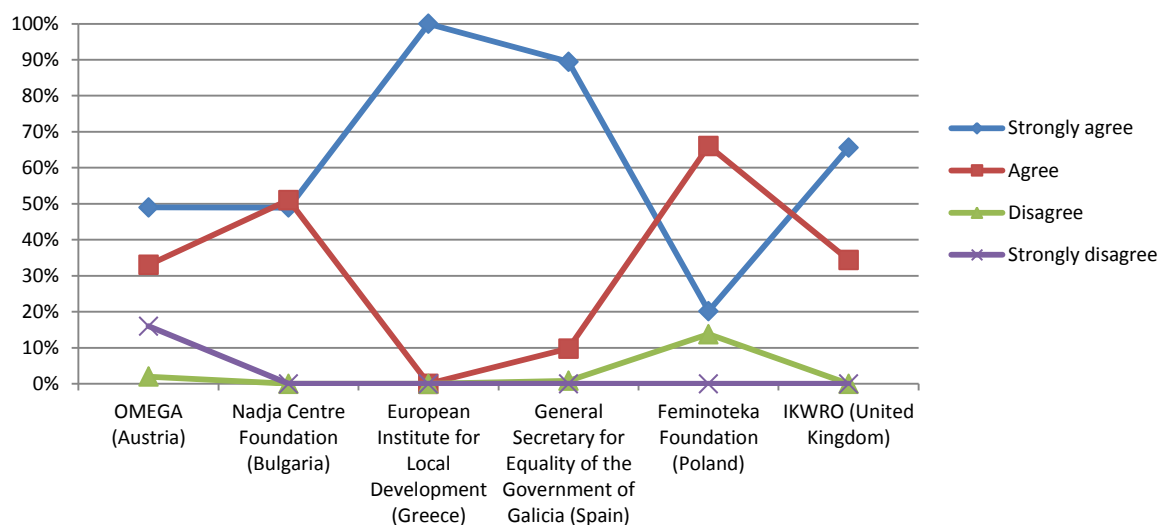
In the same way as in the question for organisation, 85% of the participants associated with the General Secretary for Equality of the Government of Galicia (Spain) said there was a very good balance between theoretical and practical training.

### 2.2.2.4 PEER LEADERS PARTICIPATION

94% of participants said they agreed that the leaders were actively involved in all the proposals put forward. In this case the negative responses are irrelevant and show the high level of involvement shown throughout the project by the team leaders



**Chart 19. Question 4: Peer leaders have attended all the questions raised by the participants**



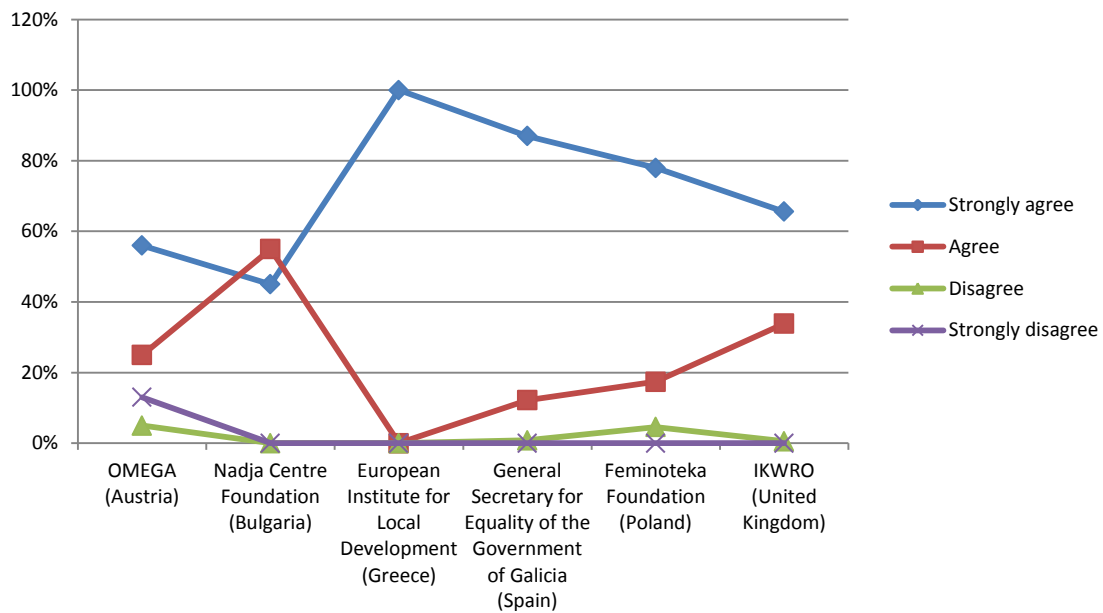
100% of the participants associated with the European Institute for Local Development (Greece) fully agree with this statement and only the participants associated with the Feminoteka Foundation (Poland) and OMEGA (Austria) show some results in a negative sense, but with little representation in general terms.

#### 2.2.2.5 PEER LEADERS KNOWLEDGE

The fifth question also concerns the leaders. 96% of the participants agreed with the leaders' good understanding of the training topics.

Only 2% expressed strong disagreement with the duration of the training and only represent the Austrian entity.

Chart 20. Question 5: Peer leaders know the subjects that have been given

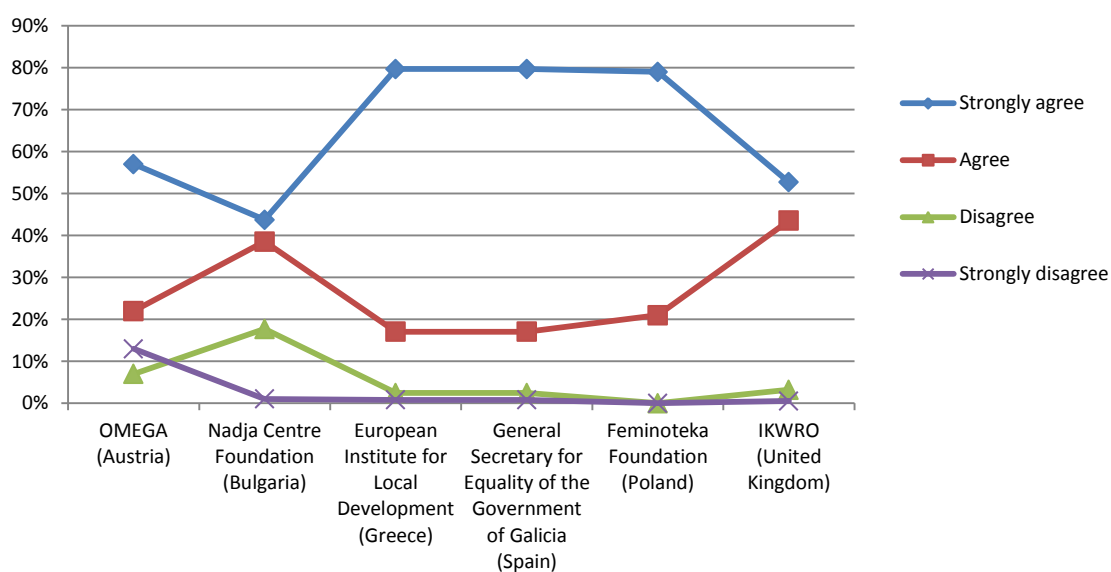


100% of the participants associated with the European Institute for Local Development (Greece) fully agree with this statement.

#### 2.2.2.6 APLICABILITY IN DAILY LIFE

93% of the participants agreed on the applicability in daily life of the knowledge and skills acquired in training related to the social and family environment. More than 80% of the participants of the European Institute for Local Development (Greece), General Secretary for Equality of the Government of Galicia (Spain) and Feminoteka Foundation (Poland) expressed their agreement with the applicability of the training, with the Austrian entity being the only one that obtained a negative answer in this sense, but they are not very representative overall.

**Chart 21. Question 6: I can apply the knowledge and/or skills acquired in the social and family sphere to my daily life according to each of the Entities**



Given the very positive results of the survey, with **more than 90% positive responses**, it can be concluded that this phase of the training was very suitable for the needs of the participants and in total harmony with the expectations expressed initially.

### 3 TEACHER EVALUATION

The people responsible for training in each edition of the Draw the Line project courses also carry out their evaluation, and do so by completing a simple questionnaire. These questionnaires are the perfect complement to the student satisfaction questionnaires and together with them they allow us to have a full view of the course development.

In the questionnaire for the teaching staff (ANNEX IV), they were asked to assess the various aspects related to the training action they had just given: the suitability of number of hours of the training action to meet the objectives set; homogeneity, motivation, climate, compliance with the schedules of the participants; classroom conditions, documentation provided and technical means.

They also had a final section to express their general degree of satisfaction with the evolution of the course in question at their disposal, as well as a space dedicated to openly express all kinds of comments they considered appropriate.

The evaluation was carried out in the same format as that used for the participants' satisfaction questionnaires.

This scale, in its subsequent statistical processing, will be translated into a numerical scale (from 1 to 4), with the answer 4 being considered to be in strong agreement and the answer 1 being considered to be in strong disagreement. Furthermore, in all cases, the comments and observations made in the sections of the questionnaire intended for this purpose will be taken into account. This is a qualitative assessment that brings an important value to quantitative information.

These evaluation questionnaires will also be personalised. In them, each teacher is identified by their name and surname.

The evaluation of the trainer, together with the evaluation of the satisfaction of the participants and of the critical groups in the training process, provided relevant information for decision making when planning and implementing new actions to correct possible deviations, if any, as well as facilitating the adoption of improvement measures in future training actions.

These assessments were also reviewed and analysed by the team responsible for quality and evaluation, ensuring that they had been properly completed and could be processed to reflect the reality identified by the teaching staff.

There were **42 trainers involved in this project**, with an **average age of 33 years old** within an age range of 25 to 57 years old

**Table 2. Number of trainers per Partner Entity**

	OMEGA (Austria)	Nadja Centre Foundation (Bulgaria)	European Institute for Local Development (Greece)	General Secretary for Equality of the Government of Galicia (Spain)	Feminoteka Foundation (Poland)	IKWRO (United Kingdom)
Trainers	1	3	5	9	8	16

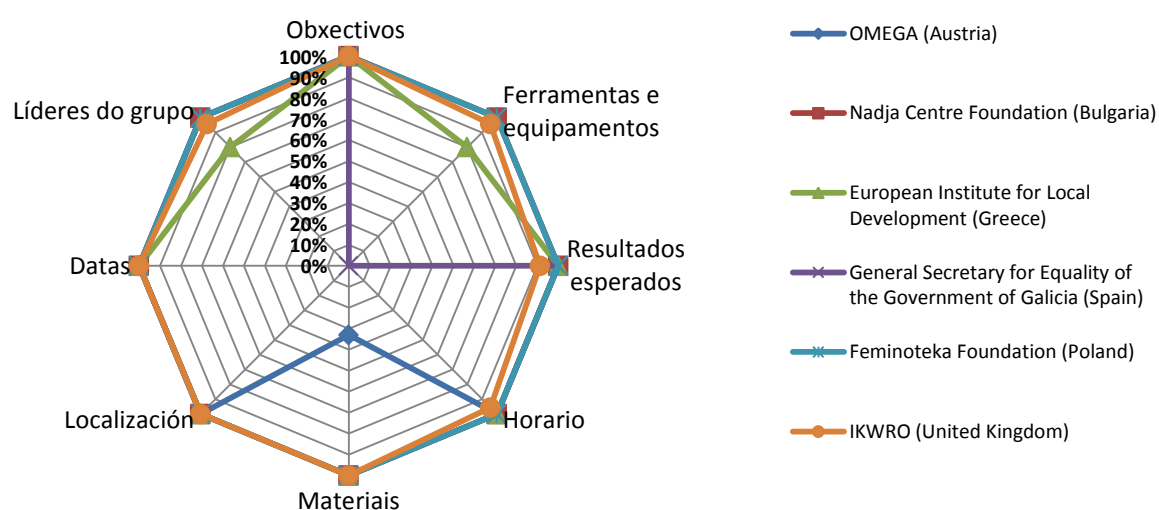
The results of the questionnaire covered by these people were:

### 3.1 RESULTS OF THE PRE-TRAINING EVALUATION

At first, the trainers were consulted as to whether **they had received sufficient prior information to carry out their work during the Pre-Training phase**. With an assessment of the different areas that make up the training action: objectives, tools and equipment, results

**100% of the trainers stated that they had clear information on objectives, location and dates**, 99% also had clear expected results and schedule and the point that raised doubts for only 11% were the materials.

**Chart 22. Question 3: Level of information on the different aspects necessary for training**



## 3.2 RESULTS OF THE POST-TRAINING EVALUATION

Once the degree of previous information available to the trainers was known, the development of the training and the different aspects of it were evaluated on a scale of 1 to 4, with 4 being in strong agreement.

In this regard, the following concepts were evaluated:

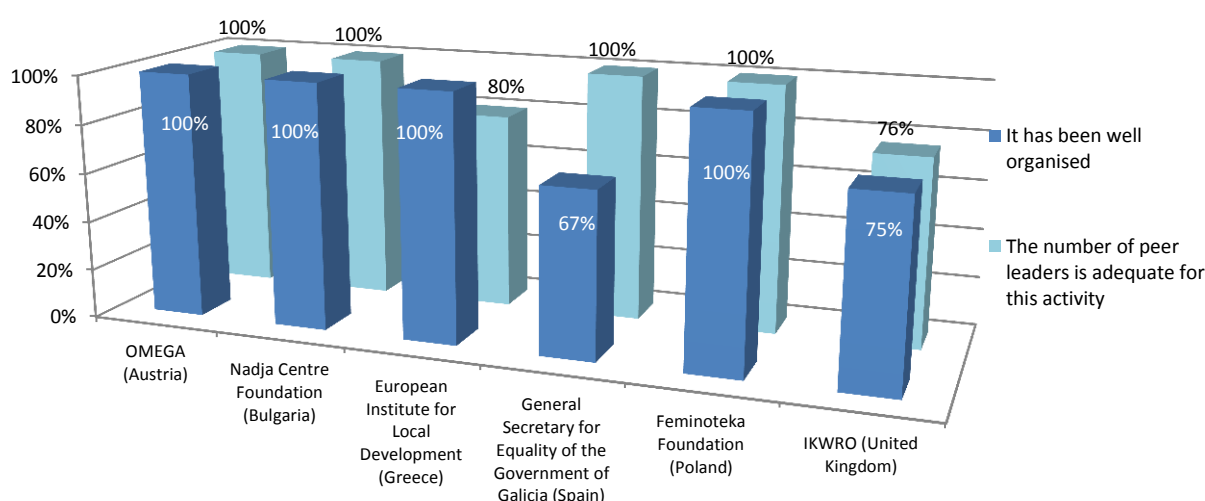
### 3.2.1 ORGANISATION:

In general terms, the trainers were satisfied with the level of organisation of the training and the number of leaders per activity, no rating of less than 3 was recorded from all the participants who responded. The results of the ratings equal to 4 by Entity are shown below, and it can be seen that the trainers from Austria, Bulgaria and Poland are in complete agreement on these two concepts. The other countries have small differences that do not change the good assessment of the organisation:

90% of the trainers considered that the courses were very well organised (information, dates, timetables, materials, etc.) and only 10% said that they were well organised (score 3).

93% of the trainers consider the number of group leaders to be very appropriate for this activity and only 7% consider it to be adequate.

**Chart 23. Question 4: People who strongly agree with the organisation of the training ("Rating 4") by Entity**



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### 3.2.2 CONTENTS:

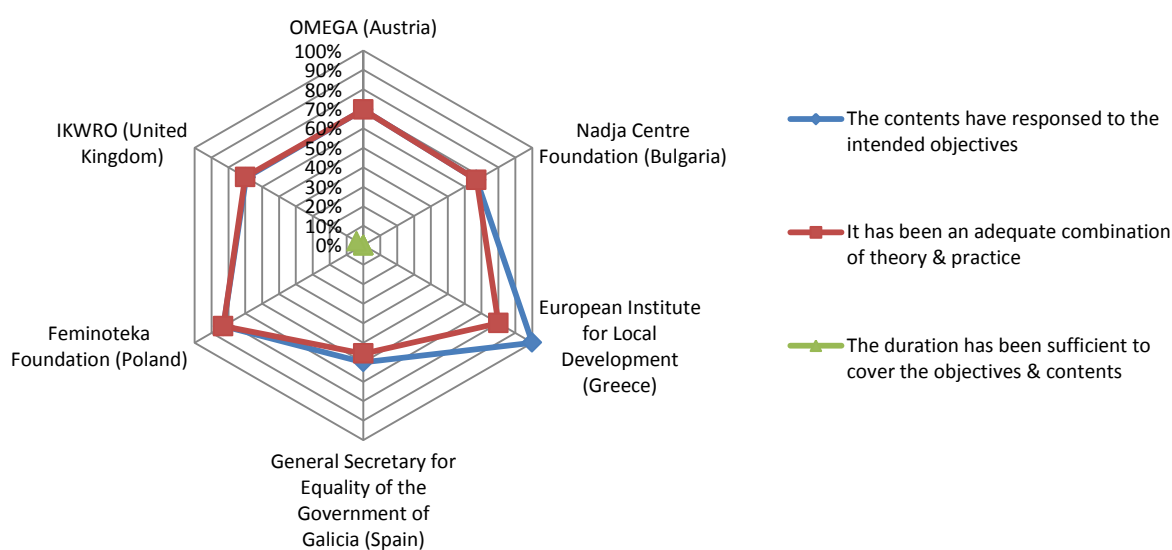
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The trainers also assessed the suitability of the contents to the objectives of the Draw the Line Project and the degree to which the training had the right balance between theoretical and practical contents.

75% of the trainers consider that the contents responded very satisfactorily to their training needs, with no negative response in this area.

71% of the trainers rated the combination of theory and practice of the sessions very positively and only 1% of the people surveyed commented that this relationship had not been balanced and all these unsatisfactory responses were collected in the UK.

**Chart 24. Question 5: Degree of satisfaction with the contents of the training by Entity**



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### 3.2.3 DURATION AND SCHEDULE:

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Another relevant aspect of the training was the temporal planning of the actions in order to facilitate the achievement of the objectives set, the participation and the establishment of knowledge. In this

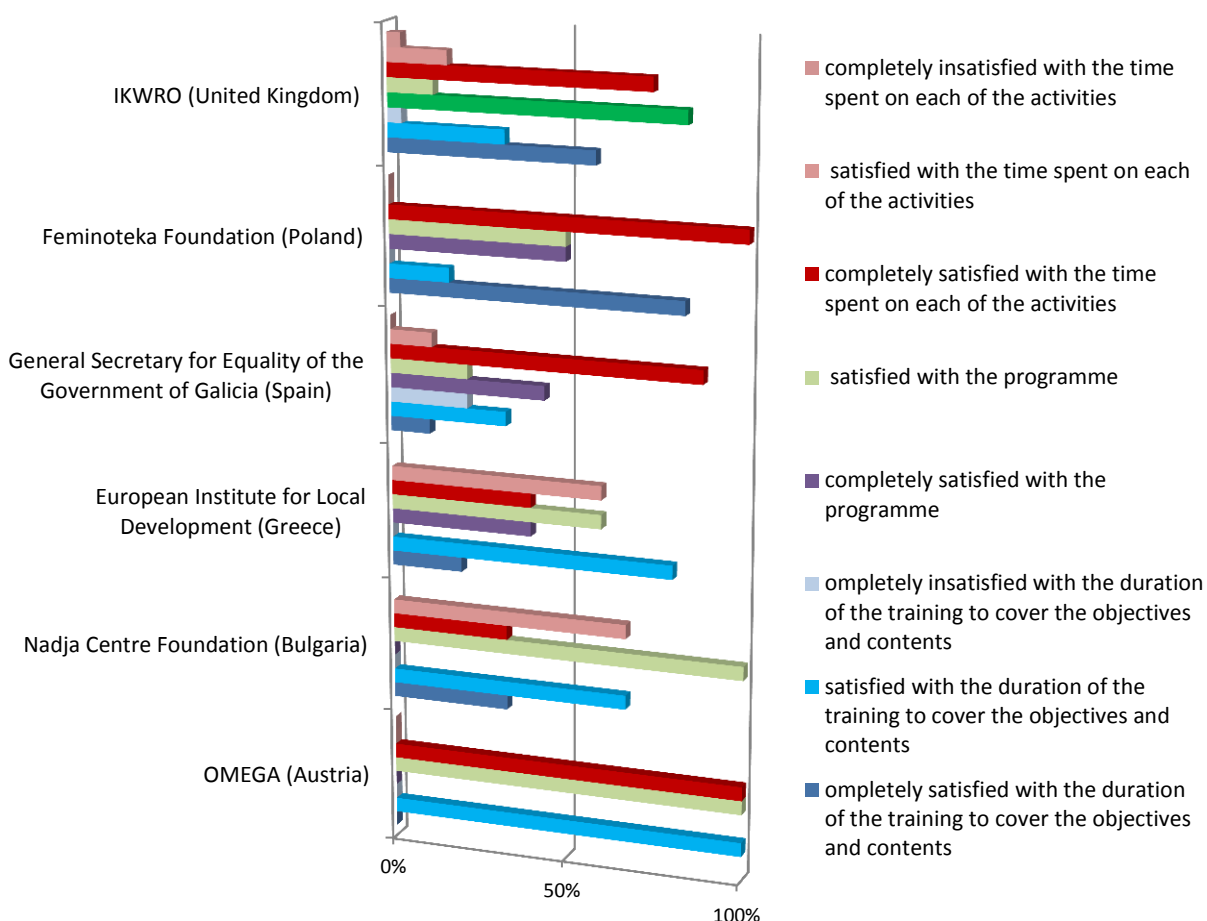
section the trainers' responses were more unbalanced between the different entities, showing a lower overall assessment of the concepts and some disagreements.

1/3 of the trainers are completely satisfied with the duration of the training to cover the objectives and contents, 55% are satisfied with it (rating of 3) and 4% express their dissatisfaction with the duration of the training to meet the objectives and contents established.

36% of the trainers were completely satisfied with the schedule, as they were able to attend classes without any negative evaluation of the programme being found.

72% of the answers collected were completely satisfied with the time spent on each of the activities carried out and 2% expressed their disagreement with this.

**Chart 25. Question 6: Degree of satisfaction with the duration and schedule of the training by Entity**





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### 3.2.4 PEER LEADERS:

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The next question concerns the mastery of the leaders in the subject, the methodology and the assistance to the participants.

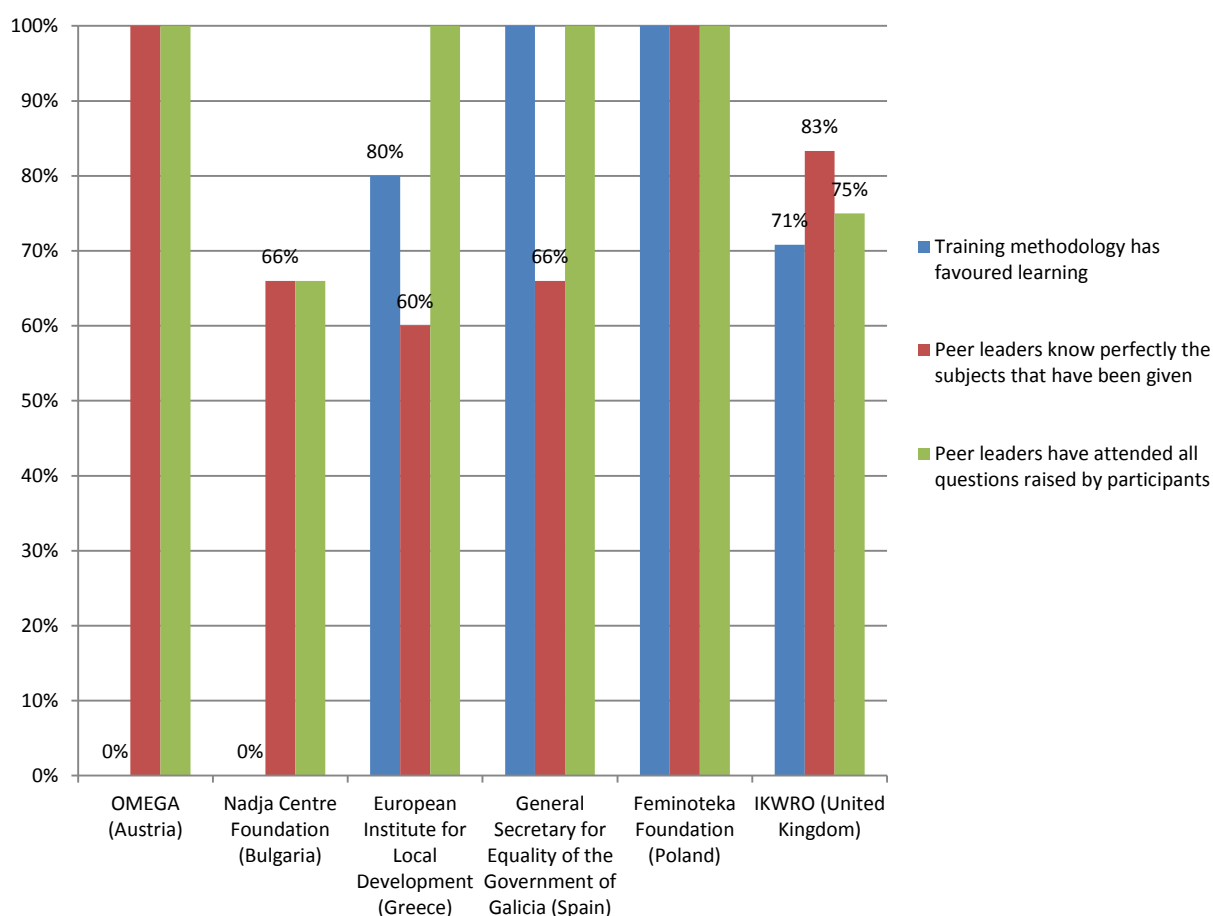
In general terms, the responses to this question were positive and the following results were obtained:

More than half of the respondents confirmed that the methodology was very positive in facilitating learning. Only 1% of negative responses were found and these were all in the UK.

More than 75% of those surveyed said that the peer leaders were well aware of the issues involved in the training and that they did not find any responses to the contrary.

90% of respondents said that the peer leaders have attended to all questions raised by participants , only 1% said they were dissatisfied - and again corresponded to the UK partner.

**Chart 26. Question 7: Degree of satisfaction with the leaders (rating 4) by Entity**



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### 3.2.5 EDUCATIONAL TOOLS:

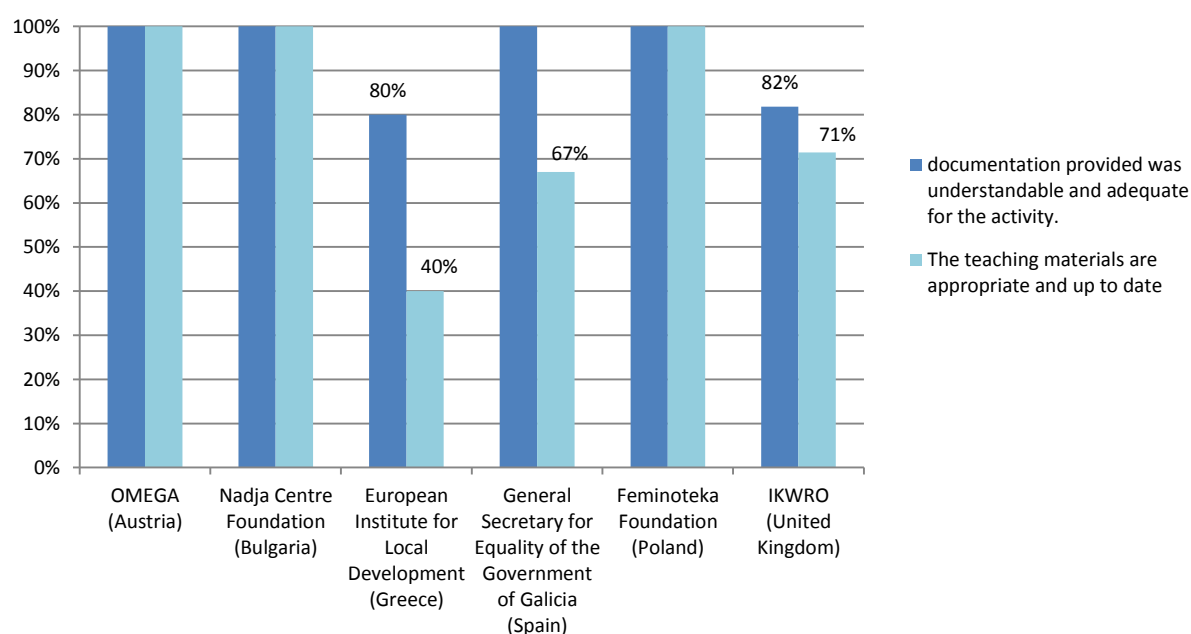
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With regard to the documentation and materials used, all the responses from the respondents were very positive, with no rating of less than 3 being identified.

94% of the respondents confirmed that the documentation provided was comprehensive and adequate for the activity.

More than 80% of those surveyed considered the learning materials to be very satisfactory, both in terms of their adaptation to the curricula and in terms of updating the information provided

**Chart 27. Question 8: Degree of satisfaction (rating 4) with the educational tools by Entity**



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### 3.2.6 FACILITIES, TECHNICAL & PEDAGOGICAL MEDIA:

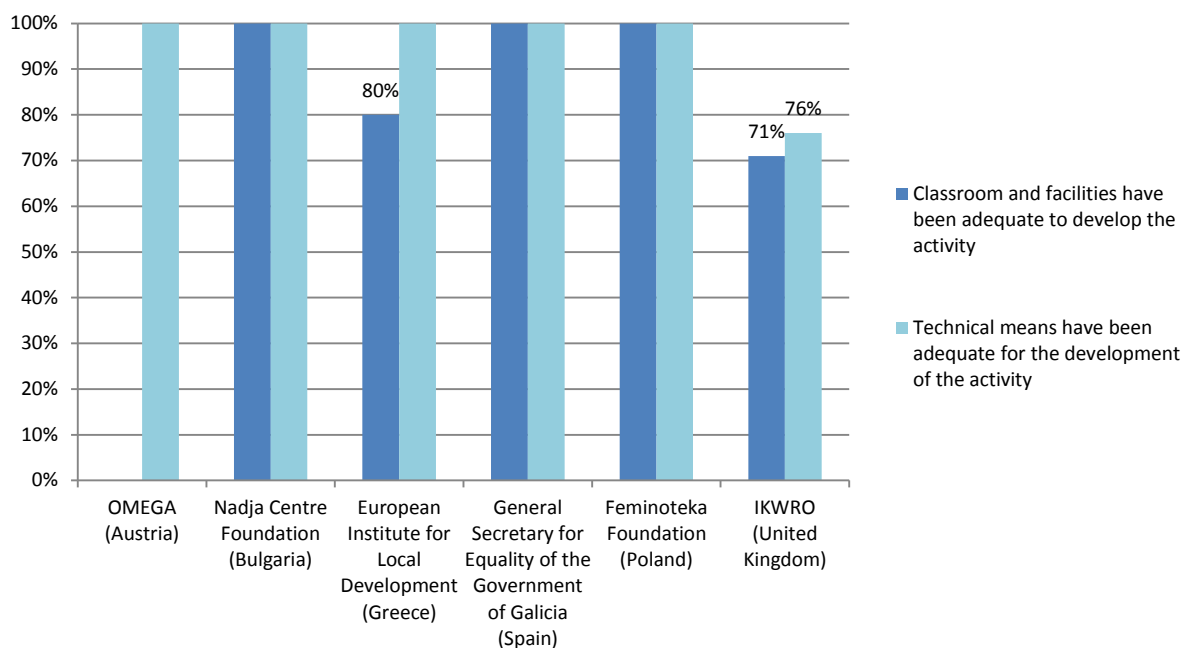
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In terms of facilities and technical means, all the responses from the respondents were very positive.

96% consider that the technical media were adequate to develop the activity, in this case, reference is made to classroom equipment and technical equipment such as computers, TV, projector, etc.

More than 75% of the responses were very positive in relation to the classroom and the facilities used for the training.

**Gráfico 28. Cuestión 9: Grao de satisfacción ( valoración 4) coas instalacións e medios técnicos e pedagóxicos por Entidade**



100% of the OMEGA participants answers were rated 3 (good).

### 3.2.7 EVALUATION OF LEARNING:

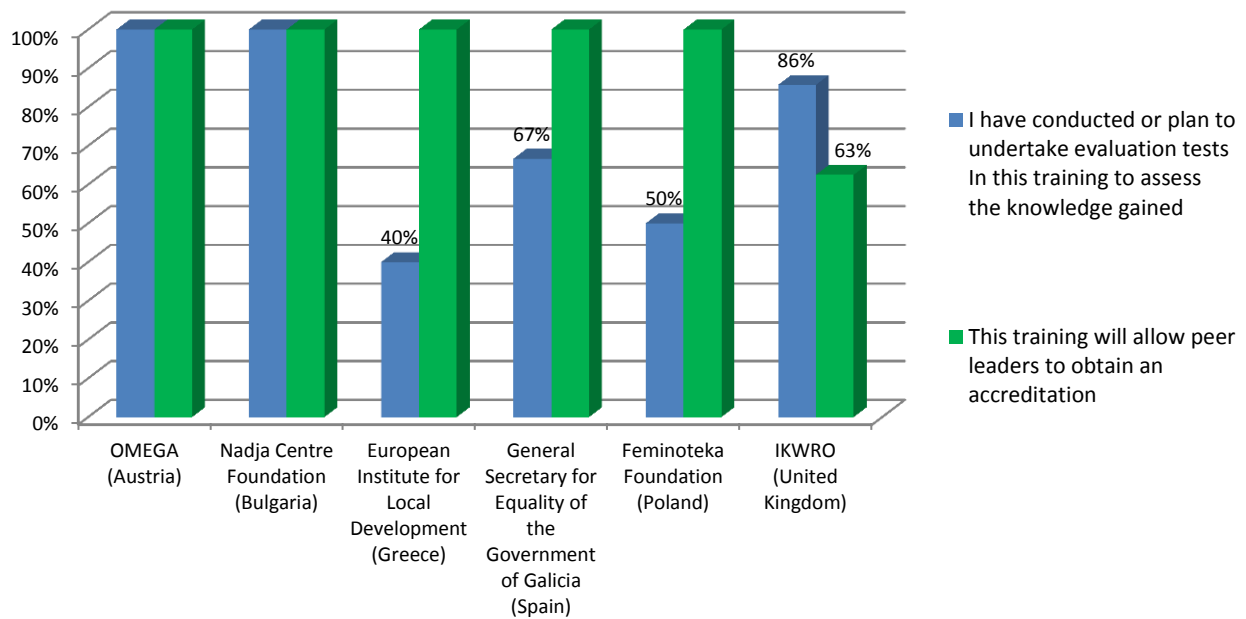
The following answers were obtained regarding how the people surveyed valued the learning and its evaluation:

84% had planned to carry out an evaluation of the knowledge acquired in the training.

It is the respondents in Poland who have not decided whether they will take the evaluation tests in 50% of cases; in the remaining cases, the majority of respondents say they will take the tests.

94% consider that this training makes it easier for peer leaders to obtain accreditation of their performance, through certification, diploma or other appropriate means.

Chart 29. Question 10: Evaluation of learning by entity.



### 3.2.8 GENERAL EVALUATION OF THE TRAINING ACTION:

To conclude the evaluation of the trainers, a summary question was established to get to know the applicability of the leaders' training to their daily lives, to identify conflict and violent situations and to reinforce intercultural competences. Each of the concepts evaluated was rated on a scale of 1 to 4, with 4 being the answer for strong agreement with the majority of the answers having the highest score.

83% of the women surveyed said that training fully contributes to strengthening their intercultural competences

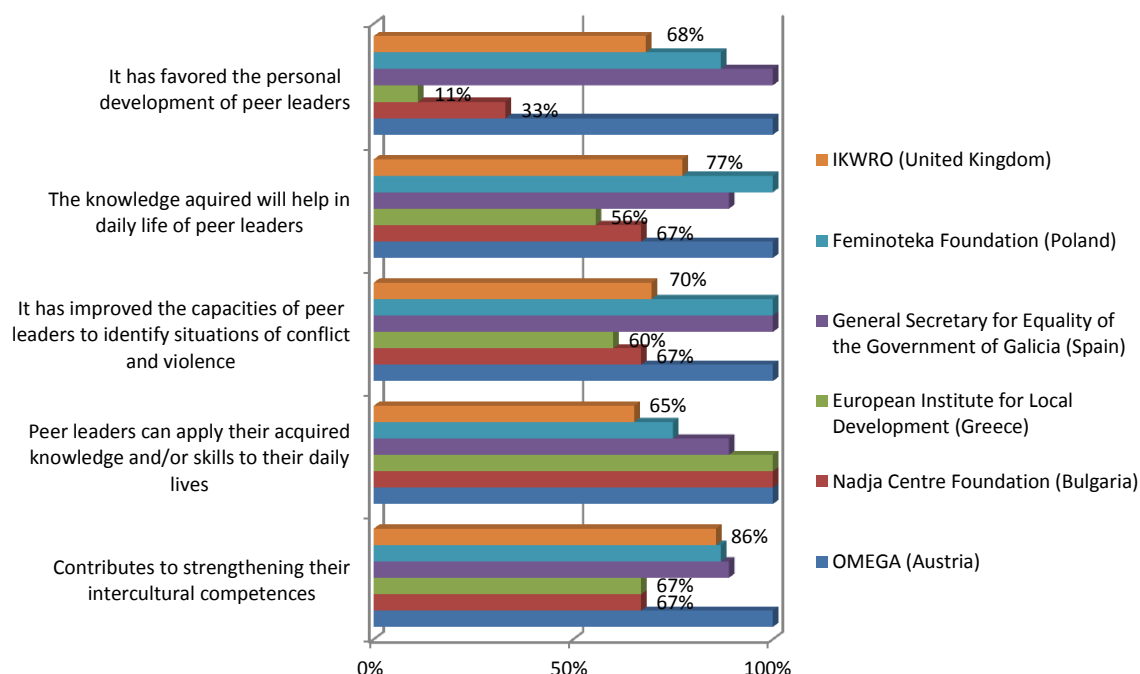
88% of respondents strongly agree that leaders can apply their knowledge and/or acquired skills to their daily lives

The highest score was obtained in 83% of the questionnaires when reference was made to the improvement of leaders' capacities to identify situations of conflict and violence through the training received

The knowledge acquired will help in the daily life of the leaders according to 81% of those surveyed

67% of the respondents strongly agreed that training favoured the personal development of leaders

**Chart 30. Question 11: Overall assessment of training by highest score ('score 4') by entity**



Entities such as OMEGA (Austria), General Secretary for Equality of the Government of Galicia (Spain), Feminoteka Foundation (Poland), the number of responses with the highest rating is over 80%.

In the Nadja Centre Foundation (Bulgaria) and the European Institute for Local Development (Greece), the maximum scores may be reduced in some cases to 60%, but in this case and in the previous cases, all the answers are positive scores (agree (3) and strongly agree (4))

As has already happened in other questionnaires to the trainers associated with IKWRO (United Kingdom), their assessments are less homogeneous and in some cases there is some disagreement with the statements made. In any case, this disagreement did not exceed 10% on the question of the contribution of training to strengthening intercultural competences or 9% on the usefulness of the knowledge acquired for the daily life of the leaders. For the remaining statements, 4% of the responses also disagreed, but no response was collected that strongly disagreed with the statement.

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### 3.2.9 GENERAL SATISFACTION DEGREE WITH THE TRAINING ACTION:

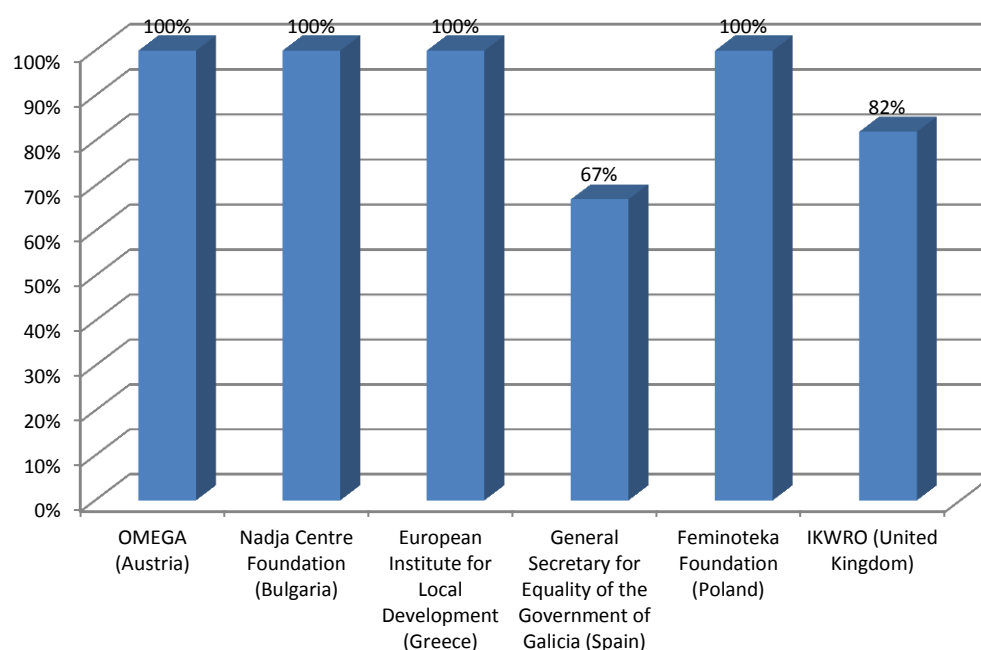
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The final evaluation of the training action shows a high degree of satisfaction of the trainers, following the tone already set in the responses received throughout the questionnaire.

92% of those surveyed expressed total satisfaction with the training action.

This satisfaction was rated on a scale of 1 to 4, with the answer 4 being in strong agreement

**Chart 31. Question 12: Overall satisfaction with the training, answers with highest scores (score 4) per entity**



It is pertinent to conclude that the trainers show a high degree of satisfaction with the development of the training and there are few statements of dissatisfaction, corresponding to having more organisational issues than content or results achieved.

The scores were very homogeneous in general terms, with the particularity of the IKWRO entity where the valuations were more heterogeneous and there were small percentages of non-conformity, which except in very specific cases, never exceeded 4% of the valuations.

## 4 EVALUATION OF THE TRAINING TRANSFER AND ITS IMPACT

Training transfer is the effective and regular use, in the professional or personal sphere, of the knowledge, skills, abilities and attitudes acquired through the training actions carried out.

The main objective of this level of evaluation is to determine the real impact of the training on the participants and the organisation, that is to say, it is a question of ascertaining how much and which way it influenced their personal and professional development.

Impact evaluation represents the last key event in the training cycle that allows the quality of the training developed to be assessed and refers to the changes produced in the female students and their environment as a result of training actions.

As it is not possible to speak of evaluation of the impact of the Draw the Line training without referring to the application of the acquired knowledge, understanding this type of evaluation as the degree to which the participants transfer the knowledge and skills or the values and attitudes learned, to the other students.

The transference and impact study will be presented based on the collection of information, through questionnaires, from the students and trainers participating in the project.

In this regard, we were able to draw the following conclusions from the questionnaires analysed on the following aspects:

- **Motivation to attend the course.** The vast majority of respondents (over 95%) agreed that the course was initially very attractive to improve their social environment, their personal development and to apply the knowledge acquired to help improve society.
- **Assessment of the effects and use of the training received.** 100% of the participants consider that training is of great importance to improve their social environment; 97% consider it to be important for their work and 96% consider it to also be relevant for society in general; 95% consider that it can be applied to their family life.

DRAW THE LINE

# TRAINING EVALUATION REPORT

## CONCLUSIONS



## 5 CONCLUSIONS

The evaluation of Draw the Line Training was carried out at the level of process and outputs, focused on the implementation process and attempt to determine how successfully the project follows the strategy laid out.

The evaluation process collected data on the defined indicators in the Internal evaluation plan. Output evaluation will evaluate not only quantitative achievement but also quality of achieved outputs

Process evaluation will assess quality and appropriateness of management strategy, communication between partners, and the timeline. Results aim to contribute to sustainable gender awareness and equality.

As a result of this work, the main conclusions are:

The average age of the participants in the Draw the Line training is 31 years old, with participants ranging in age from 19 to 57 years old.

By analysing the origin of the participants, 35 different nationalities were identified, among which Afghan, Egyptian and Romanian women represented 24% of the total number of female students

More than 85% of the candidates indicate that the training could benefit them in their daily life and can be improved the known victims support and could make social problems visible.

67% of the candidates indicate that they have at least a good knowledge of the concepts presented in the course. Only 8% said that they have a low level of training in these subjects.

Before participating in the training, the most valued concept by the candidates was the training on violence, harassment and cultural barriers, with 86% of the affirmative answers from all the participants in the surveys. In order of importance, there are also subjects such as legal regulations and communication and self-esteem.

It is important to point out that prior to the training actions, the subject that was considered less relevant was self-protection and limits, now being one of the best valued by all the participants.

In the post-evaluation, more than 80% of the participants consider that the organisation, contents and timetables are suitable.

Related to the multiplier phase, we obtained 528 responses. The average age of the respondents was 29 years old, with participants in the age range of 21 to 53 years old.

More than half of the participants strongly agreed that the duration of the multiplier training was sufficient to cover the objectives and the contents .

The 65% of the participants claimed that the course was very well organised in terms of information, dates, schedules and materials. In this case, only 2% expressed their strong disagreement with the duration of the training.

The large majority of respondents (83%) gave a positive evaluation of the combination of theoretical and practical training.

94% of participants suggested that the peer leaders were actively involved in all the proposals and attended all the questions raised by the participants.

Almost 100% of the participants agreed with the leaders' good understanding of the training topics.

The huge majority of participants agreed on the applicability in daily life of the knowledge and skills acquired in training action.

There were a total of 42 responses for this questionnaire from trainers. The respondents' ages ranged from 25 to 57.

The trainers were questioned on whether they received sufficient information prior to conducting their work, on various aspects of the course. Most response options (objectives, materials, location and dates) received 100% yes responses indicating that they had received fully the sufficient information needed.

Additionally, 75% of the trainers consider that the contents responded very satisfactorily to their training needs, with no negative response in this area.

In reference to classroom equipment and technical equipment such as computers and others, 96% of responses consider that the technical means were adequate to develop the activity.

A significant 90% of responses suggested that peer leaders have actively participated in all the proposals made.

On statements regarding the documentation, 94% of the respondents confirmed that documents provided was understandable and adequate for the activity.

More than 80% of those surveyed considered the learning materials to be very satisfactory, both in terms of their adaptation to the curricula and to obtain an accreditation.

The respondents indicated strong agreement with most statements related to the general evaluation of the training action, with very little disagreements and no recorded responses for strongly disagreeing.

The statement that suggested the training action contributed to strengthening intercultural competencies received 83% agreement , followed by peer leaders being able to apply their acquired knowledge and/or skills to their daily lives with 88%. Similarly, statements on the training action improving capacities of peer leaders to identify situations of conflict and violence.

The final evaluation of the training action shows a high degree of satisfaction of the trainers, following the tone already set in the responses received throughout the questionnaire, 92% of those surveyed expressed total satisfaction with the training action.

# DRAW THE LINE

## TRAINING EVALUATION REPORT

### ANNEXES



## 6 ANNEXES

### 6.1 ANNEX I: PRE-START EVALUATION QUESTIONNAIRE



#### FOLLOW-UP AND TRAINING QUALITY ASSESSMENT PROJECT Nr: 8490 "DRAW THE LINE" PRE-START SURVEY



To continue with the improvement processes, we need to keep track of the training activities, and for this, it is essential to have a sincere opinion as a peer leader, in the different aspects of the activity in which you have participated.

The information provided in this questionnaire is confidential.

#### 1.- Peer Leader Training Modules 1-6

Organization: \_\_\_\_\_

Date: \_\_\_\_\_

NAME:..... AGE: ..... years

1.- Why do  
attend this  
(mark your  
an X)

	YES	NO
I think it is interesting for my personal development		
I will be able to apply the knowledge acquired to help improve our society		
I will be able to improve my social environment		
To help others in distress		
Others (specify) .....		

you want to  
course?  
answer with

2.- What part of the training course do you think will be particularly valuable? (mark your answer with an X)

	YES	NO
Legal regulations		
Violence, harassment and cultural barriers		
Stereotypes		

Communication and self-esteem		
Self-protection and boundaries		
Psychology and medical aspects		

**3.- Will the skills you learn be of benefit in your daily life?(mark your answer with an X)**

	YES	NO
At work		
In my family life		
In my social environment		
For general society		
Other (specify) .....		

**4.- What do you expect to do differently when you complete this course? (mark your answer with an X)**

	YES	NO
Help family		
Provide professional support		
Help improve my social environment		
Supporting known victims		
To make social problems visible		
Others (specify) .....		

**5.- How would you rate your level of knowledge / skills on a scale of 1 to 5, with 5 being very good before attending this course?(mark your answer with an X)**

Level of knowledge and skills <b>prior</b> to the start of the course	1	2	3	4	5
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## 6.2 ANNEX II: POST-EVALUATION QUESTIONNAIRE



### FOLLOW-UP AND TRAINING QUALITY ASSESMENT



Project Nr: 8490 "DRAW THE LINE"

#### POST-EVALUATION SURVEY

To continue with the improvement processes, we need to keep track of the training activities, and for this, it is essential to have a sincere opinion as a peer leader, in the different aspects of the activity in which you have participated.

The information provided in this questionnaire is confidential.

#### 1.- Peer Leader Training Modules 1-6

Organization: \_\_\_\_\_

Start date \_\_/\_\_/2017 End date \_\_/\_\_/2017

NAME:..... AGE: ..... years

1.- Rate the most profitable parts of the course. (Mark with an X your valuation from 1- unprofitable to 5 - very helpful)

Legal regulations	1	2	3	4	5
Violence, harassment and cultural barriers	1	2	3	4	5
Stereotypes	1	2	3	4	5
Communication and self-esteem	1	2	3	4	5
Self-protection and boundaries	1	2	3	4	5
Psychology and medical aspects	1	2	3	4	5

2.- Is there any aspect of the course that you think needs improvement? (Mark your answer with an X)

	YES	NO
Contents		
Number of hours		
Organization		
materials		
Schedules		
Facilities and equipment		
Number of days		

If yes, please indicate your contributions: \_\_\_\_\_

3.- Did you participate in role-playing and other practical teaching methods? (Mark your answer with an X)

YES	NO
-----	----

If so, was it beneficial? (Mark your answer with an X)

YES	NO
-----	----

4.- How much do you value the knowledge acquired? (Mark with an X your valuation from 1 - little to 5 - much)

Valuation of knowledge acquired	1	2	3	4	5
---------------------------------	---	---	---	---	---



5.- The knowledge and skills you have learned can benefit you in: (Mark your answer with an X)

	YES	NO
At work		
In my family life		
In my social environment		
For general society		
Other (specify) .....		

6.- How would you rate your level of knowledge / skills on a scale of 1 to 5, with 5 being very good after attending this course? (mark your answer with an X)

Level of knowledge and skills <b>after</b> the course	1	2	3	4	5
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## 6.3 ANNEX III: MULTIPLIER TRAINING EVALUATION



### FOLLOW-UP AND TRAINING QUALITY ASSESMENT

#### PROJECT 8490 "DRAW THE LINE"

##### Participants in multiplier trainings



To continue with the improvement processes, we need to keep track of the training activities, and for this, it is essential to have a sincere opinion as a multiplier group participant, in the different aspects of the activity in which you have participated.

The information provided in this questionnaire is confidential.

#### 1. Multiplier Trainings Modules 1-6\_

Organization: \_\_\_\_\_

Start date \_\_/\_\_/2017 End date \_\_/\_\_/2017

#### 2. Participant's data

NAME: (initials) \_\_\_\_\_

AGE \_\_\_\_\_ years

#### 3. Pre-training

3.1. How did you know about this training action? Through... (Tick as appropriate ☒):

☐ Newspapers, Radio, TV, ...

☐ Friends, family....

☐ Gender Equality Services, Employment Agency, City hall, other public institutions.

☐ Associations, Foundations, NGO...

☐ Internet

☐ Other (specify) \_\_\_\_\_

**3.2. Did you receive detailed information about the training prior to your participation? ...** (Tick as appropriate ☒)

YES ☐

NO ☐

**4. Value the following aspects of training on a scale of 1 to 4, with 1 = completely disagreeing and 4 = totally agreeing.**  
(Tick as appropriate ☒):

<b>4</b>	<b>ORGANIZATION</b>				
4.1	It has been well organized (information, dates, schedules, materials, ..)	1	2	3	4
4.2	The number of participants is adequate for this activity	1	2	3	4

<b>5</b>	<b>CONTENTS</b>				
5.1	The contents have responded to my training needs	1	2	3	4
5.2	It has had an adequate combination of theory and practice	1	2	3	4

<b>6</b>	<b>DURATION AND SCHEDULE</b>				
6.1	The duration has been sufficient to cover the objectives and contents	1	2	3	4
6.2	The schedule has favored the attendance to the classes	1	2	3	4
6.3	The time has been adequate for each of the activities carried out	1	2	3	4

<b>7</b>	<b>TRAINERS</b>				
7.1	Training methodology has favored learning	1	2	3	4
7.2	Peer leaders know perfectly the subjects that have been given	1	2	3	4
7.3	Peer leaders have attended all the questions raised by the participants	1	2	3	4

<b>8</b>	<b>EDUCATIONAL TOOLS</b> (manuals, guides, ...)				
8.1	The documentation provided is understandable and appropriate for the activity.	1	2	3	4
8.2	The learning materials are appropriate and up-to-date	1	2	3	4

<b>9</b>	<b>FACILITIES, TECHNICAL AND PEDAGOGICAL MEDIA</b> (screen, whiteboard, videos, tools, machinery, ...)				
9.1	The venue and facilities have been adequate for the development of the activity	1	2	3	4

9.2	The technical means have been adequate to develop the activity (machinery, computers, TV, projector, ...)	1	2	3	4
-----	---	---	---	---	---

<b>10</b>	<b>GENERAL EVALUATION OF THE TRAINING ACTION</b>				
10.1	The action contributes to understanding my role in the prevention of violence.	1	2	3	4
10.2	I can apply to my daily life the knowledge and / or skills acquired, in the social and family environment	1	2	3	4
10.3	Improved ability to identify situations of conflict or violence	1	2	3	4
10.4	The knowledge acquired will help me in my daily life	1	2	3	4
10.5	It has favored my personal development	1	2	3	4

<b>11</b>	<b>GENERAL SATISFACTION DEGREE OF THE TRAINING ACTION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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#### REMARKS AND COMMENTS

If you want to help us improve, please, include here your comments and suggestions

### **2-3 CICLE QUESTIONNAIRE**

<u>1.</u>	<u>The duration of the workshops has been sufficient to cover the objectives and contents</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>2.</u>	<u>It has been well organized (information, dates, schedules, materials, ..)</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>3.</u>	<u>It has had an adequate combination of theory and practice</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>4.</u>	<u>Peer leaders have attended all the questions raised by the participants</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>5.</u>	<u>Peer leaders know the subjects that have been given</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>6.</u>	<u>I can apply to my daily life the knowledge and / or skills acquired, in the social and family environment</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

#### REMARKS AND COMMENTS

If you want to help us improve, please, include here your comments and suggestions

## 6.4 ANNEX IV: TRAINERS EVALUATION

### FOLLOW-UP AND TRAINING QUALITY ASSESSMENT

Project Nr. 8490 "DRAW THE LINE"



#### TRAINERS

To continue with the improvement processes, we need to keep track of the training activities, and for this, it is essential to have a sincere opinion as a trainer, in the different aspects of the activity in which you have participated.

The information provided in this questionnaire is confidential.

#### 1.- Peer Leader Training Modules 1-6

Organization: \_\_\_\_\_

Start date \_\_/\_\_/2017 End date \_\_/\_\_/2017

#### 2.- Trainer's data

NAME: \_\_\_\_\_

AGE \_\_\_\_\_ years

SEX (tick as appropriate  Man ☐

#### 3.- Pre-training

Did you receive sufficient prior information for your work, in the following aspects? (tick as appropriate 

- Objectives.....	YES <input type="checkbox"/>	NO <input type="checkbox"/>
- Tools and equipment....	YES <input type="checkbox"/>	NO <input type="checkbox"/>
- Expected Results.....	YES <input type="checkbox"/>	NO <input type="checkbox"/>
- Schedule .....	YES <input type="checkbox"/>	NO <input type="checkbox"/>
- Materials .....	YES <input type="checkbox"/>	NO <input type="checkbox"/>
- Location.....	YES <input type="checkbox"/>	NO <input type="checkbox"/>
- Dates.....	YES <input type="checkbox"/>	NO <input type="checkbox"/>
- Peer Leaders.....	YES <input type="checkbox"/>	NO <input type="checkbox"/>

4.- Value the following aspects of training on a scale of 1 to 4, with 1 = completely disagreeing and 4 = totally agreeing.  
(Tick as appropriate ☒):

<b>4</b>	<b>ORGANIZATION</b>				
4.1	It has been well organized (information, dates, schedules, materials, ..)	1	2	3	4
4.2	The number of peer leaders is adequate for this activity	1	2	3	4

<b>5</b>	<b>CONTENTS</b>				
5.1	The contents have responded to the intended objectives	1	2	3	4
5.2	It has been an adequate combination of theory and practice	1	2	3	4

<b>6</b>	<b>DURATION AND SCHEDULES</b>				
6.1	The duration has been sufficient to cover the objectives and contents	1	2	3	4
6.2	The schedule has favored the attendance of the peer leaders to the training	1	2	3	4
6.3	The time was adequate for each of the activities carried out	1	2	3	4

<b>7</b>	<b>PEER LEADERS</b>				
7.1	Training methodology has fostered learning	1	2	3	4
7.2	Peer leaders have understood the training subjects	1	2	3	4
7.3	The peer leaders have actively participated in all the proposals made	1	2	3	4

<b>8</b>	<b>EDUCATIONAL TOOLS</b> (manuals, guides, ...)				
8.1	The documentation provided is understandable and appropriate for the activity.	1	2	3	4
8.2	The teaching materials are appropriate and up-to-date	1	2	3	4

<b>9</b>	<b>FACILITIES, TECHNICAL AND PEDAGOGICAL MEDIA</b> (screen, whiteboard, videos, tools, machinery, ...)				
9.1	The classroom and facilities have been adequate for the development of the activity	1	2	3	4
9.2	The technical means have been adequate to develop the activity (machinery, computers, TV, projector, ...)	1	2	3	4

<b>10</b>	<b>LEARNING ASSESSMENT</b>				
10.1	I have conducted or plan to undertake evaluation tests in this training to assess the knowledge gained	<input type="checkbox"/>	YES	<input type="checkbox"/>	NO
10.2	This training will allow peer leaders to obtain an accreditation (certification, diploma, ..)	<input type="checkbox"/>	YES	<input type="checkbox"/>	NO

<b>11</b>	<b>GENERAL EVALUATION OF THE TRAINING ACTION</b>				
11.1	Contributes to strengthening their intercultural competences	1	2	3	4
11.2	Peer leaders can apply their acquired knowledge and / or skills to their daily lives	1	2	3	4
11.3	It has improved the capacities of peer leaders to identify situations of conflict and violence	1	2	3	4
11.4	The knowledge acquired will help in the daily life of peer leaders	1	2	3	4
11.5	It has favored the personal development of peer leaders	1	2	3	4

<b>12</b>	<b>GENERAL SATISFACTION DEGREE OF THE TRAINING ACTION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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#### **REMARKS AND COMMENTS**

If you want to help us improve, please, include here your comments and suggestions

