MONITORING AND EVALUATION

Capacity Building Guidance

GUIDELINES AND TOOLS
FOR GETTING THE MOST
FROM YOUR TECHNICAL ASSISTANCE

Written by:

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Version 1.0

American Red Cross

CRS
CATHOLIC RELIEF SERVICES

USAID
FROM THE AMERICAN PEOPLE

Since 1943, Catholic Relief Services (CRS) has held the privilege of serving the poor and disadvantaged overseas. Without regard to race, creed, or nationality, CRS provides emergency relief in the wake of natural and man-made disasters. Through development projects in fields such as education, peace and justice, agriculture, microfinance, health and HIV/AIDS, CRS works to uphold human dignity and promote better standards of living. CRS also works throughout the United States to expand the knowledge and action of Catholics and others interested in issues of international peace and justice. Our programs and resources respond to the U.S. Bishops' call to live in solidarity-as one human family-across borders, over oceans, and through differences in language, culture and economic condition.

The American Red Cross helps vulnerable people around the world prevent, prepare for, and respond to disasters, complex humanitarian emergencies, and life-threatening health conditions through global initiatives and community-based programs. With a focus on global health, disaster preparedness and response, restoring family links, and the dissemination of international humanitarian law, the American Red Cross provides rapid, effective, and large-scale humanitarian assistance to those in need. To achieve our goals, the American Red Cross works with our partners in the International Red Cross and Red Crescent Movement and other international relief and development agencies to build local capacities, mobilize and empower communities, and establish partnerships. Our largest program is currently the Tsunami Recovery Program which is improving community health and preventing disease outbreaks, supporting communities as they rebuild their lives and reestablish their livelihoods, and helping affected Red Cross and Red Crescent Societies and their communities develop disaster preparedness capabilities.

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Preface

Monitoring and evaluation are core responsibilities of ARC and CRS program managers and help ensure quality in our programming. *Capacity Building Guidance* is one in a series of 10 M&E training and capacity building modules that ARC and CRS have agreed to collaborate on under their respective Institutional Capacity Building Grants. These modules are designed to respond to field-identified needs for specific guidance and tools that did not appear to be available in existing publications. Although examples in the modules focus on Title II programming, the guidance and tools provided have value beyond the food-security realm.

Our intention in writing *Capacity Building Guidance* is to provide readers with a document that helps them get the most from their technical assistance. The module includes components on preparing a scope of work for delivering capacity building services, evaluating those services, writing a service-delivery report and follow-up services.

As you use *Capacity Building Guidance* in your everyday work, you may have comments or suggestions for improving it. We are very happy to receive feedback that will inform future editions.

Please send any comments or suggestions for improving this edition of *Capacity Building Guidance* via e-mail to WillardA@usa.redcross.org and Guy Sharrock@crs.org.

Acknowledgements

We would like to thank the reviewers of this module, notably Guy Sharrock (CRS), Alice Willard, and Patricia McLaughlin (ARC/Washington). We would also like to acknowledge the work of Tracy Hightower (ARC/Washington) who helped shepherd the document through its final stages.

Acronyms

ARC	American National Red Cross
CB	Capacity Building
FFP	Food For Peace
HR	Human Resources
M&E	Monitoring and Evaluation
NGO	Non-government Organization
PVO	Private Voluntary Organization
TS	Technical Solutions
USAID	United States Agency for International Development

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1.0. Introduction

Capacity building (CB) can take many forms such as enhancing an organization's stock of information technology and equipment, growing its membership, or increasing its fundraising. Yet, in these and other regards, most commonly capacity building is thought of in terms of training, workshops and seminars to build staff skills. In addition it often includes on-the-job training, of which has proven to be an even more powerful training mode than those previously mentioned. On-the-job training (OJT) typically accompanies in-house technical assistance from organizational staff and often figures in out-of-house or external consultancies contracted to deliver capacity-building services.

This module provides private voluntary organizations (PVOs) with tools and forms for simplifying, systematizing, planning, managing, evaluating, and reporting on the delivery of any kinds of capacity-building services that involve the transfer or sharing of knowledge and skills, as versus just 'things.' The module is designed so that it can serve across all sectors (e.g., agriculture, health, etc.); themes (e.g., global solidarity, peace building, etc.); or functions (M&E, finance, administration, personnel management, etc.) – whether for training, workshops, OJT, or various forms of learning/sharing technical assistance (TA). Additionally, it is designed to work whether such capacity-building services are provided by:

- Technical advisors from PVO headquarters or regional officers, country program staff, local partners, or communities;
- Partner staff to their peers of communities; and,
- Outside consultants contracted at any of these levels.

The package includes components for the following:

1. Preparing a scope of work (SOW) for the delivery of specific capacity-building services;
2. Evaluating the services delivered;
3. Writing a service delivery report; and,
4. Following up on the services provided.

Each of the above is accompanied by annexes providing supporting forms, evaluation sheets, outlines, or models. These are designed so they can be (a) printed out and used manually, or (b) employed electronically by simply keying information into the blank spaces, which will expand as needed.

It should be noted that responsibilities for items 1 and 2 from the above list pertain mainly to PVO staff who request or subsequently manage the service delivery in question. Item 3 is largely the responsibility of the service provider. Responsibility for item 4 may vary, according to the nature and duration of the tasks and the position and relationship of the service providers within or outside of the PVO.

2.0. Preparing a Scope of Work (SOW)

2.1. Scopes of work and task orders

A SOW represents the 'meat' of what is, in a larger form, a contract. If you plan to draw on in-house service providers, then often only a SOW is needed.[1] If out-of-house service providers are going to be used, then likely a full-blown contract will be required, in accord with various standardized or boilerplate materials about performance, confidentiality, liability, etc.[2]

Before you begin to write a SOW explaining the services you seek, plus the time and money available for them, the qualifications required and so forth (see later sections), first of all think about how much flexibility you want to have in your relationship with the service provider.

If you are fairly certain about what you need to have done and it will be pretty much a one-shot task done by in-house human resources, then a simple SOW is all you need. If you think that you may need the person's assistance over a longer period of time for a series of linked tasks that may not yet be clearly defined, then it may make more sense to write the following:

- For in-house service providers, a SOW that leaves the option open, according to findings and recommendations from the initial service event. SOWs for in-house service providers should also explain how the service related to their job description, periodic employee assessments, and the individual's workplan, which is based on his or her unit's strategy.

- For out-of-house service providers, an initial and specific SOW but with a contract that allows for the possibility of subsequent task orders within the general points of the SOW as projected at the time of the contract. That way, you will save a lot of time going through the same contracting procedures. Instead, you can simply write task orders under an already signed contract.[3]

It can be helpful to consider several questions before you begin to write an SOW. A few are listed below, but you will likely think of others based on your unique knowledge of the specific situation and needs.

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[1] Definition: A service provider is any entity (organization or individual) from outside the requesting PVO or non-government organization (NGO), whose services must be negotiated and formalized. In this definition, service providers could include external consulting firms or individual consultants; internal technical advisors from PVO headquarters, or regional officer, chapters, etc.

[2] These are usually posted on PVO Intranet sites under Human Resources (HR) headings.

[3] Using this approach means including a general purpose in the contract, along with overall service provider and contractor responsibilities. The service provider's daily rate, contractor support, etc. are included in the contract. For details, consult the PVO website and contracting unit.

- What product(s) or result(s) do you want to have at the end of the proposed service? What are your deliverables?

- What expertise is needed to create that product(s) or result(s)?

- Who will manage, host and/or support the service provider? How much time will that involve?

- How much you or other staff at your site will be involved in creating the product(s) or result(s)?

- How much time (realistically) is needed to produce each deliverable? If the time allotted is too short, you will not get a satisfactory outcome from the service provider. Ask yourself how long it would take you to complete the work and then consider how much time it will take to bring a service provider up to speed in terms of background information, organizational culture, etc. It is not realistic to expect a service provider to do this on his or her own time. If you end up saying to yourself, "It would be easier to do it myself," you may be right.

- What is your budget? Does the budget available correspond with the time needed? Does the budget provide necessary equipment and transportation?

TIP: The more specific you can be in your answers to these questions, the more likely you will have a satisfactory outcome from the proposed service. A poorly written SOW budget often results in frustrations both for you, the 'customer,' and for the service provider. Taking the time to clearly articulate in your own mind and on paper what you want to have accomplished (and perhaps how) is well worth the effort.

Box 1. Specifying a SOW

Example of inadequate specification: Our office has decided that we need help in completing our program plan of staff and partner capacity building for the new USAID grant.

More precise specification: To proceed effectively with its staff and partner capacity-building effort, the country program of country X requires technical assistance to complete a training needs assessment and to develop a training package.

2.2. Basic elements of a SOW

A SOW includes several standard parts. The following sections discuss each of these parts and include poorly written examples followed by more precisely written examples. Please note, however, that all examples are hypothetical.

2.2.a. Background and purpose for the assistance needed

What is the situation that led to the need for assistance? This could be a new project, a change in the organization, an evaluation, the need to build new skills or to update or reinforce old ones. Having this clearly defined helps define the type of capacity building needed.

Finally, what is the overall purpose of the service requested, i.e., what needs to happen as a result? This is the place to think about the broader desired impact, not just specific deliverables. Deliverables come in a later section of an SOW.

2.2.b. Service provider responsibilities

Most organizations have standard ‘boilerplate’ material about the contractual obligations they expect from their out-of-house service providers.[4] These are often available on the organization's internal website or intranet. These materials are usually included in the contract signed by external service providers. The contract usually includes expectations about proprietary rights to materials produced, standards for documents, and guidelines for submitting expenses and invoices. The contract is a more general document than the SOW. The SOW should also include instructions about who will be supervising the technical assistance and about reporting expectations. This is a good place to address the contractor's expectations about places of work, review of materials, editing, and revisions. It is also a good time to make sure that those expectations are taken into account in the time allocation for the service to be provided.

[4] Boilerplate materials are standardized materials that are prepared for use by everyone in an organization in certain circumstances, such as preparing an SOW. They may be organization-wide or specific to a region or particular office. If these do not exist, the person preparing the SOW will need to write these sections.

Box 2. Specifying tasks and deliverable

Example of inadequate specification: The service provider will develop and produce agreed upon products by (dates).		
More precise specification:		
Tasks	*Details and Deliverables*	*Days*
1. Review background materials and initial planning	The contractor will provide some background materials; and the service provider will find and use supplementary sources as needed. Some modification of the products and their descriptions may be made as a result of this task if mutually agreed upon by the service provider and contractor.	2 Days
2. Produce Needs Assessment Tool First Deliverable	Adapting from existing needs assessment materials, produce a Needs Assessment Questionnaire. An adapted version of this questionnaire will also serve as an assessment tool to use with partner organizations. A form for collating information about opportunities should accompany this on a community-wide basis.	2 Days
3. Develop Needs Assessment Package Second Deliverable	Produce tools for assessing capacity building needs, including reasons and resources for initiating a partner staff capacity building program. These will be general questions and checklist items that can be adapted to a specific site. Some items may be used to generate ideas about what it takes to monitor and evaluate a program. These tools should be usable with individual managers and/or for use in small groups to guide discussion. These tools will be simple questions or checklist items that can be adapted to a specific site. The outcome of using the tool will be an overall picture of how many employees are interested in training opportunities, what kind of skills they want to develop, and what kind of time commitment they can make.	8 Days
4. Produce training modules Third Deliverable	These modules will provide a basis for designing a custom capacity building training for a specific partner. The topics will be covered through brief background materials/training exercises and other methods as appropriate. Training objectives will be developed for each topic.	8 Days

2.3. Contractor's responsibilities

This material is also usually available in boilerplate form, so you should check your agency's intranet site.

This section should also answer the questions of what the service provider can expect from the contracting organization in terms of technical support, laptop, printer, background information, work space, payment, travel arrangements and expenses. It should be clearly stated if the service provider is responsible for the final production of a document.

NOTE: Even though the basics of this section are in boilerplate materials for the contract, the manager will need to include specifics in the SOW.

2.3.a. Special circumstances

This heading is included only to call attention to the fact that there may be instances when unusual circumstances may call for adaptation to an SOW. We could also think of the heading as an ‘if-then’ option. Most SOWs will not include this section.

Box 3. Building in changes to a SOW

Example of inadequate specification: Changes may be made in the service provider's SOW as needed.

More precise specification: If the planned field activities cannot be completed due to unanticipated events, then it will be possible to modify the service provider's plan of work accordingly to assure completion of the tasks agreed upon.

NOTE: Any substantive changes in the SOW should be made in a formal amendment to the SOW, approved at all levels involved. Otherwise the primary responsibility of the service provider remains as stated in the original SOW. Verbal changes should not be depended upon.

2.3.b. Budget

A budget is a critical part of any SOW, whether for an external consultant or for a PVO technical expert. It is necessary for a manager to determine whether sufficient funds exist to contract for a specific service. Also, this is an essential component of negotiating with other PVO units about cost-shared activities.

Misunderstandings and ill-conceived expectations can often be avoided through careful budget preparation. A list of budget categories, which should be discussed and agreed upon, is displayed below. The same budget categories are needed for external and internal service providers. The daily rate for an out-of-house service provider is designated in the contract with the PVO and the ‘Contractor's Responsibilities’ section of the SOW. It should also be included in the budget when in-house service is sought.

Box 4. Example budget worksheet for a SOW

	Total Funds Required	**Responsible for Funds (Include account code for each budget category)**					
Budget Category	Amount (USD)	Contracting Unit		Technical Unit		Other Collaborators	
		%	Charge Code	%	Charge Code	%	Charge Code
Airport transportation							
Airfare							
Excess baggage							
Postage/freight							
Visa costs							
Immunizations							
SOS/MEDEX insurance							
In-country travel							
Hotel							
Meals/per diem							
Equipment/facilities rental							
Materials							
Office and supplies							
Internet/phone							
Other							
Totals							

3.0. Evaluating the Service

Evaluation is a critical part of any activity. It allows you to find out what worked and what did not work, but most importantly it provides learning about how to do things more effectively in the future. Therefore, a PVO or NGO will want to build evaluation into any service that it requests.

3.1. Evaluation for training and workshops

It is recommended that you use a simple standardized sheet for the final evaluation of all training and workshop events. A sample is provided below. This evaluation form builds on field tests of earlier such evaluations in both operationally and programmatically oriented trainings.[5]

The sheet is purposely short. For one thing, participants can lose patience with too long a form. For another, we wanted to leave room for the organizers or facilitators of the event to add a few questions of their own. This is because sometimes they may need more specific kinds of feedback, e.g.,

- utility of different pilot tools, exercises, case studies, etc;
- whether an innovative practical exercise or a logistically complex and expensive fieldtrip was really worth the while; or
- how well gender-equity norms were respected and reflected during the event.

To this end, special questions can be inserted between Questions 3 and 4 on the sheet. However, do try to keep the sheet as short as possible. Some other key tips are:

- Be sure to leave adequate time for participants to complete the form (we recommend ½ hour) because not doing so sends a message that their feedback isn't really important!
- Urge people to use their very best hand-writing on the sheet; and,
- Finally, the workshop organizer should file these sheets and use them to prepare a summary of the evaluations for the workshop/training.

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[5] The evaluation form as presented meets the needs of the organization and is found to provide sufficient information. If an organization needs additional information, they should consider other types of evaluation, such as looking at the impact of training and workshops in more detail.

4.0. Final Evaluation for Training and Workshops

Box 5. Final evaluation form

Event: **Date(s):** **Location:**

The purpose of this evaluation exercise is to get your views about the workshop that you have just completed. The information will allow us to determine the extent to which the objectives of the course have been achieved and how every aspect of the course contributed towards the attainment of the objectives. The first two questions give us a little more information about who our participants are. This helps assess course relevance for specific job responsibilities.

1. How were you selected to participate in the workshop? Please circle one or more.

   I asked my supervisor.

   This was part of my employee development plan.

   My supervisor asked me to attend.

   Other (please specify).

2. What did you like most about the training/workshop, e.g., the pre-workshop organization, content, presentation style, quality of facilitation/instruction, handouts, and duration? Other? Please be specific.

3. What would you change about the training/workshop, e.g., the pre-workshop organization, content, presentation style, quality of facilitation/instruction, handouts, duration, other? Please be specific.

4. What parts of your learning will you apply immediately in your own work?

5. Taking into account all the above, please give your overall rating of the TA by circling one choice below or placing an "X" beside the appropriate number.

Excellent	Good	Adequate	Poor	Very Poor
5	**4**	**3**	**2**	**1**

6. Are there any further comments you would like to make?

Thank you for taking time to complete this training evaluation!

5.0. Evaluation of Technical Assistance

A similar standardized sheet can be used to evaluate all types of technical assistance. It is designed to work not only for on-site technical assistance visits and consultancies, but also for electronic or other forms of technical assistance delivery.

The sheet is purposely short, so as not to be burdensome. Also, it is purposely open-ended, so that ‘customers’ can write as much and as candidly as they please in the case of in-house service providers. The spaces in the form will expand automatically as you type in your answers.

The task manager should see to the completion of the form and its return to an out-of-house service provider. To better interpret the feedback, respondents are asked to indicate their organizational title and unit within their country program, regional office, or headquarters unit.

The completed sheet should be returned to the staff person who delivered the technical assistance or, in the case of a team of technical assistants, to the team leader. If consultants provided the technical assistance, then please return the sheet to the staff member who managed the consultancy.

Our hope is that this evaluation sheet will help us all deliver higher quality technical assistance in more responsive and effective ways - or, when needed, to select the best consultants to do so.

Box 6. Evaluation of technical assistance (TA)

Background information on the TA

1. TA provided by (staff name, title, and unit; or consultant name, title, e.g., Ms./Mr./Dr. and specialty):

2. Recipient Country Program(s) (CP), Regional Office(s) (RO), or Head Quarter unit(s):

3. CP or RO manager for the TA (name, title, contact info):

4. Purpose of TA in brief:

5. Dates of TA (from/to):

6. Staff member completing evaluation form (title, unit):

Evaluation of the TA

1. What did you like most about the TA provided? Please explain how it was helpful?

2. How would you change about the TA? Please be specific.

3. How will the products and/or your learning from the TA help immediately in your own work? Please be specific.

4. Are there any further comments you would like to add about the TA?

5. Taking into account all the above, please give your overall rating of the TA by circling one choice below or placing an "X" beside the appropriate number.

Excellent	Good	Adequate	Poor	Very Poor
5	4	3	2	1

Thank you for taking the time to complete this TA evaluation!

6.0. Reporting on the Service

The forms and guidelines in this section are designed to standardize trip reports and to encourage all service providers to express appreciation to those PVO persons who hosted their field visits. The activity manager should provide these forms to PVO technical advisors or outside consultants for their use in writing trip reports and letters of appreciation.

6.1. Writing a trip report

A trip report is a document that serves several purposes, primarily to provide a record of activities that are completed during a field TA or training visit. It is helpful to implement a standard format for such reports in order that information may be easily compiled according to programs, projects, type of activity, or location.

Perhaps the most important consideration to keep in mind when writing a trip report is to determine which information is actually useful to the persons who will be reading the report. Your primary audience is your task manager. Usually brevity is desirable. Several sections are required as follows.

Box 7. Sample trip report format

Title Page

1. From (name of service provider)
2. Title of report:
3. Date and site of visit
4. Report to: (name of task manager)
5. CC (Other persons as relevant)
6. Date of report submission

Executive summary
This should be a very brief overview of each of the sections of the total report, with emphasis on findings and recommendations. Keep in mind that a person should be able to read the executive summary as a separate document and know why the trip was important and what happened as a result.

Sectoral/thematic focus
The purpose of the trip should be included in this section. If changes were made in the purpose, state what changes they were and how they had an impact on work done. This section should focus on the program in context of the general background provided in the previous section, emphasizing program strengths.

Findings and recommendations
This section should give findings in terms of problem statements with proposed alternative solutions. Identified strengths are also important. Recommendations include technical, partnership, policy, emergency preparation and mitigation, general staffing, training, M&E, donor relationships, fundraising, etc.

Next Steps
Following the findings and recommendations, the report should include details about follow-up plans for the TA. This is another spot where a table format may be useful as per the following example. Include specifics should who is responsible, when follow-up should be done, and reasons for actions.

Follow up action	Who?	When?	Comments
Carry out needs assessment	Field Office and Partners	In next three months	To get information necessary for planning training
Develop training package	Consultant	As soon as possible after needs assessment	So capacity building can proceed

Appendices (see below)

Appendices to the Trip Report

- Original SOW
- Trip itinerary
- List of Contacts
  - List names of persons you met with or had telephone or email information exchanges.
  - List names, affiliation, titles, and contact information.
  - The important thing is to include all your contacts and to organize them according to affiliation.

Box 8. Example of contact list for trip report

Person Contacted by Affiliation	Title
PVO US Office	
Andrew Jordan	Program Technical Director
Rebecca Lester	Development Associate
Frederick Andorski	Program Officer
PVO Africa Office	
Joe Andubwe	Program Design and Technical Support Director
Laura Stewart	Vice President for Africa Operations, Program South Africa CSC Manager , and Internal Co-evaluator for BHR/PVC Final Evaluation of ConServe
Partner Organizations	
Aristide Jolla	TMS Stewardship Director for the Mexico Region
Foster Franks	Solkwe Ltd., Managing Director
US Government Agencies	
Wilbur Prince	USAID/Uganda Environmental Resource Program Manager and SO2 Team Leader
Singe Howard	USAID/Tanazania Biodiversity Specialist and AAAS Fellow in support of the Mission Environmental Resources Officer
Officers and Members of Communities Served	
Ololosokwan Community	Approximately 20 men and 6 women
Sinya Community	Approximately 17 men and 3 women
References	
List of Acronyms	
Additional information/relevant documents needed to support report	

7.0. Following up on the Service

This letter should be sent on appropriate letterhead stationery immediately upon return from a trip. Obviously the content will be revised to be appropriate to each situation. In some instance you may want to send letters of appreciation to more than one person, such as a partner contact who was especially helpful or a ministry official who took time to meet with you. In those cases a copy. should go to the task manager.

Box 9. Sample thank you letter

Date

Name of recipient

Address of recipient

Dear (name of recipient):

Thank you for your assistance and support during my recent (insert dates) trip to (insert place) for (statement of purpose of trip.) It was a privilege to work with you and your colleagues to… (brief statement of activities. For example, "develop and carry out a planning workshop.") I hope that the work we were able to accomplish makes a positive contribution to your program.

I especially want to express my appreciation for… (insert a specific example here – maybe help from a particular person, or perhaps a particularly interesting meeting, field trip, etc. Then tell what that experience meant to you personally or professionally.)

As we discussed, I am… (insert a brief statement about how you are moving ahead with any agreed upon follow up. This might be something as simple as having a meeting with your headquarters supervisor).

Again, please thank your staff/colleagues for their gracious support during my stay.

Sincerely,

(Insert your name, title and contact information.)

cc: (Show cc to other persons as relevant)

Annexes – Blank Electronic Forms

Annex I. Writing a SOW

The categories are provided in this form. The space will expand to fit needs.

1. Background

2. Statement of Purpose

3. Consultant Responsibilities

4. Contractor's Responsibilities

5. Tasks and Deliverables

6. Budget

Budget narrative should briefly explain any special arrangements or explanations as needed for any budget category. A blank budget category table is provided in Annex III.

Annex II. Budget worksheet for SOW

	Total Funds Required	**Responsible for Funds (Include account code for each budget category)**					
Budget Category	Amount (USD)	Contracting Unit		Technical Unit		Other Collaborators	
		%	Charge Code	%	Charge Code	%	Charge Code
Airport transportation							
Airfare							
Excess baggage							
Postage/freight							
Visa costs							
Immunizations							
SOS/MEDEX insurance							
In-country travel							
Hotel							
Meals/per diem							
Equipment/facilities rental							
Materials							
Office and supplies							
Internet/phone							
Other							
Totals							

Annex III. Final evaluation form

Event: **Date(s):** **Location:**

The purpose of this evaluation exercise is to get your views about the workshop that you have just completed. The information will allow us to determine the extent to which the objectives of the course have been achieved and how every aspect of the course contributed towards the attainment of the objectives. The first two questions give us a little more information about who our participants are. This helps assess course relevance for specific job responsibilities.

1. How were you selected to participate in the workshop? Please circle one or more.

I asked my supervisor.

This was part of my employee development plan.

My supervisor asked me to attend.

Other (please specify).

2. What did you like most about the training/workshop, e.g., the pre-workshop organization, content, presentation style, quality of facilitation/instruction, handouts, and duration? Other? Please be specific.

3. What would you change about the training/workshop, e.g., the pre-workshop organization, content, presentation style, quality of facilitation/instruction, handouts, duration, other? Please be specific.

4. What parts of your learning will you apply immediately in your own work?

5. Taking into account all the above, please give your overall rating of the TA by circling one choice below or placing an "X" beside the appropriate number.

Excellent	Good	Adequate	Poor	Very Poor
5	**4**	**3**	**2**	**1**

6. Are there any further comments you would like to make?

Thank you for taking time to complete this training evaluation!

Annex IV. Evaluation of technical assistance (TA)

Background information on the TA

1. TA provided by (staff name, title, and unit; or consultant name, title, e.g., Ms./Mr./Dr. and specialty):

2. Recipient Country Program(s) (CP), Regional Office(s) (RO), or Head Quarter unit(s):

3. CP or RO manager for the TA (name, title, contact info):

4. Purpose of TA in brief:

5. Dates of TA (from/to):

6. Staff member completing evaluation form (title, unit):

Evaluation of the TA

1. What did you like most about the TA provided? Please explain how it was helpful?

2. How would you change about the TA? Please be specific.

3. How will the products and/or your learning from the TA help immediately in your own work? Please be specific.

4. Are there any further comments you would like to add about the TA?

5. Taking into account all the above, please give your overall rating of the TA by circling one choice below or placing an "X" beside the appropriate number.

Excellent	Good	Adequate	Poor	Very Poor
5	**4**	**3**	**2**	**1**

Thank you for taking the time to complete this TA evaluation!

Annex V. Writing a trip report

Title Page

1. From (name of service provider)
2. Title of report:
3. Date and site of visit
4. Report to: (name of task manager)
5. CC (Other persons as relevant)
6. Date of report submission

Executive summary

This should be a very brief overview of each of the sections of the total report, with emphasis on findings and recommendations. Keep in mind that a person should be able to read the executive summary as a separate document and know why the trip was important and what happened as a result.

Sectoral/thematic focus

The purpose of the trip should be included in this section. If changes were made in the purpose, state what changes they were and how they had an impact on work done. This section should focus on the program in context of the general background provided in the previous section, emphasizing program strengths.

Findings and recommendations

This section should give findings in terms of problem statements with proposed alternative solutions. Identified strengths are also important. Recommendations include technical, partnership, policy, emergency preparation and mitigation, general staffing, training, M&E, donor relationships, fund raising, etc.

Next Steps

Following the findings and recommendations, the report should include details about follow up plans for the TA. This is another spot where a table format may be useful as per the following example. Include specifics should who is responsible, when follow-up should be done and reasons for actions.

Follow up action	Who?	When?	Comments
Carry out needs assessment	Field Office and Partners	In next three months	To get information necessary for planning training
Develop training package	Consultant	As soon as possible after needs assessment	So capacity building can proceed

Appendices

Original SOW

Trip itinerary

List of contacts