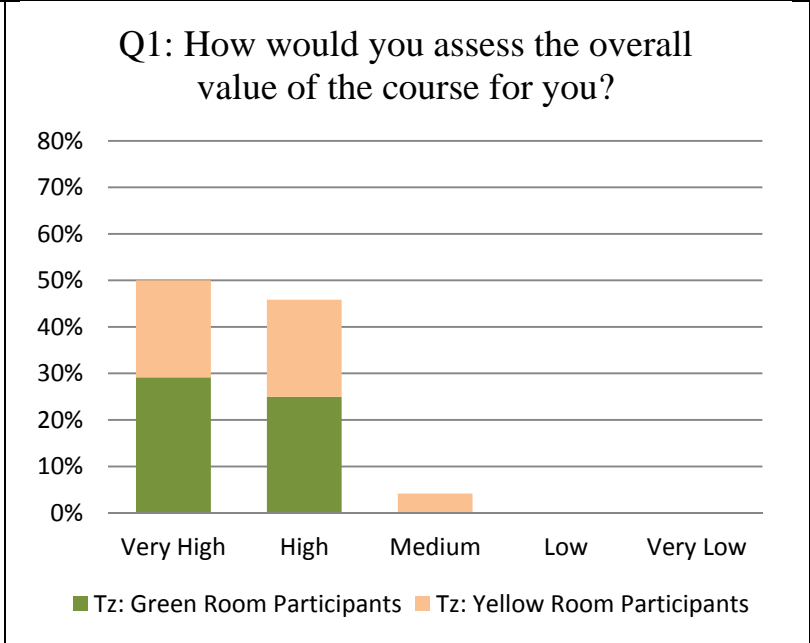
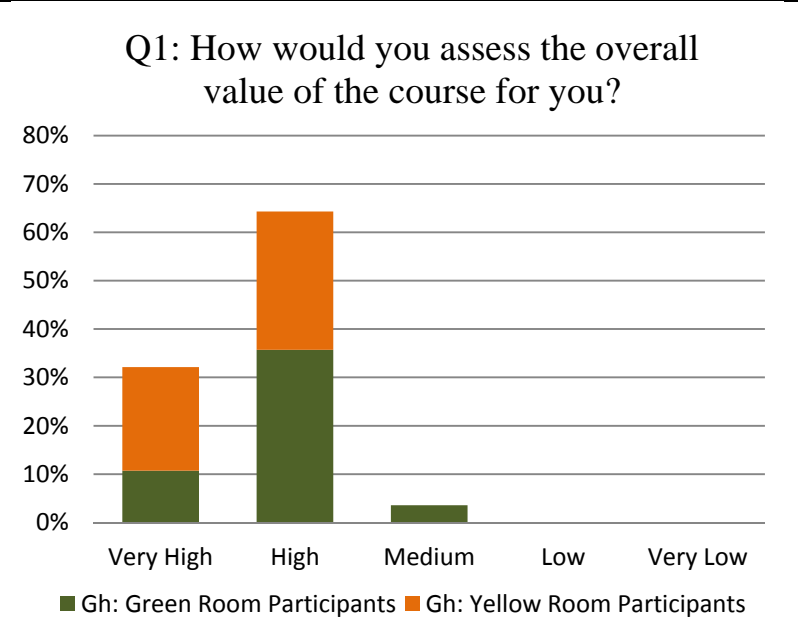


# Evaluation of Phase 1 of the Trainer of Trainers course held in Kumasi, Ghana and Dar es Salaam, Tanzania 2012

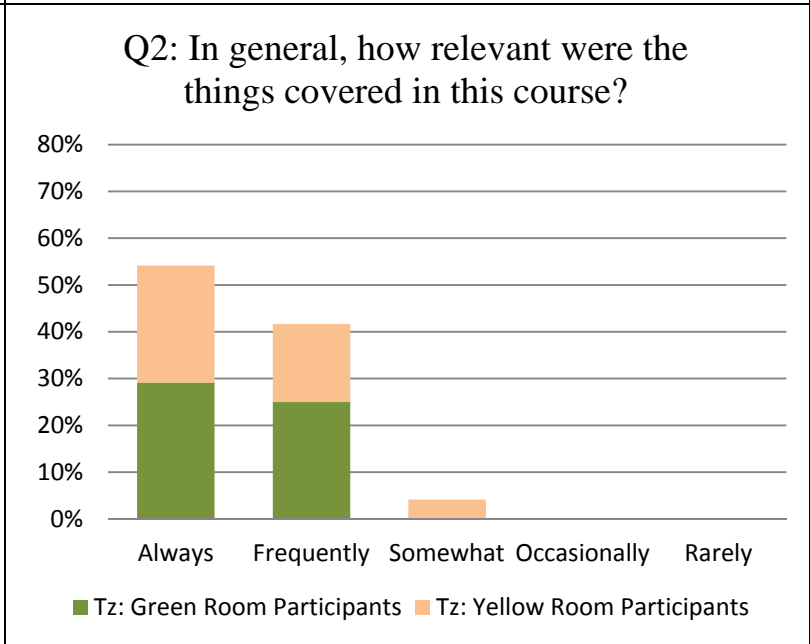
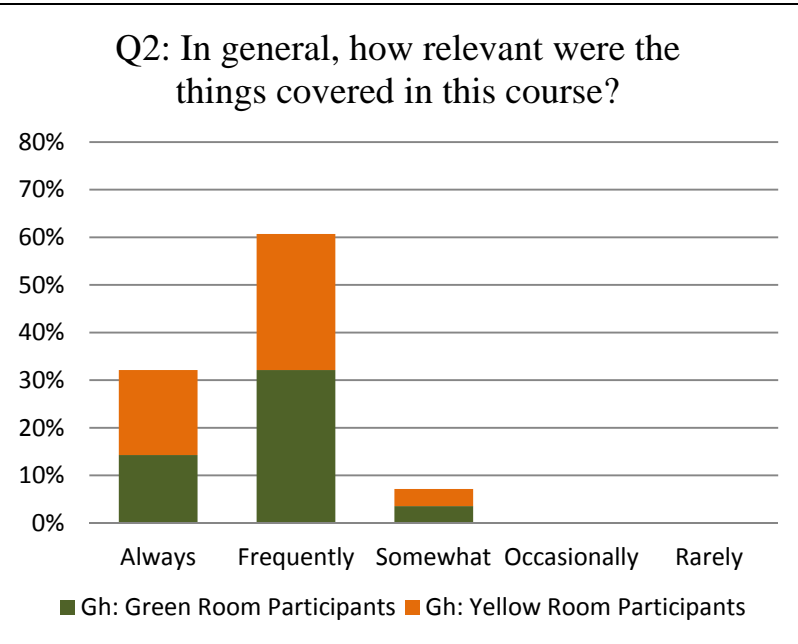
– facilitated by the Department of Science Education, University of Copenhagen.

	<p><b>Ghana:</b> Phase 1 of a Training of Trainers course held 1-5<sup>th</sup> of October 2012 in Kumasi. 43 participants from University of Ghana and Kwame Nkrumah University of Science and Technology (KNUST). Teachers were Jens Dolin, Robert Evans, Raphael Wahome, Jan Sølberg and Lene Møller Madsen. This evaluation is based on the 28 responses to 9 closed questions that we received at the end of the week.</p>	<p><b>Tanzania:</b> Phase 1 of a Training of Trainers course held 5-9<sup>th</sup> of November 2012 in Dar es Salaam. 32 participants from University of Dar es Salaam, Sokoine University of Agriculture and the State University of Zanzibar. Teachers were Sofie Kobayashi, Robert Evans, Hanne Adriansen, Lene Møller Madsen and Faustin Lekule. This evaluation is based on the 24 responses to 7 closed questions that we received at the end of the week.</p>																																				
<p>The Evaluation-average is a count of all evaluation replies to the 7 questions that the participants in both the Ghana and the Tanzania course were asked to answer. Based on the feedback from Ghana certain changes were made to the course, and it is evident that these changes were well received during the course in Tanzania why the result of the evaluation in Tanzania is somewhat more positive than the evaluation in Ghana. Both evaluations, however, are very positive. On a scale from 1 to 5, where 5 is very positive and 1 is very negative, phase 1 of the ToT course in Ghana was scored 4,3 out of 5 while phase 1 in Tanzania was scored 4,6 out of 5 by participants.</p>	<p style="text-align: center;"><b>Evaluation-average, Ghana</b></p> <table border="1"> <caption>Evaluation-average, Ghana</caption> <thead> <tr> <th>Score</th> <th>Gh: Green Room Participants (%)</th> <th>Gh: Yellow Room Participants (%)</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>19</td> <td>21</td> </tr> <tr> <td>4</td> <td>25</td> <td>26</td> </tr> <tr> <td>3</td> <td>5</td> <td>4</td> </tr> <tr> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p style="text-align: center;">■ Gh: Green Room Participants ■ Gh: Yellow Room Participants</p>	Score	Gh: Green Room Participants (%)	Gh: Yellow Room Participants (%)	5	19	21	4	25	26	3	5	4	2	0	0	1	0	0	<p style="text-align: center;"><b>Evaluation-average, Tanzania</b></p> <table border="1"> <caption>Evaluation-average, Tanzania</caption> <thead> <tr> <th>Score</th> <th>Tz: Green Room Participants (%)</th> <th>Tz: Yellow Room Participants (%)</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>34</td> <td>26</td> </tr> <tr> <td>4</td> <td>19</td> <td>17</td> </tr> <tr> <td>3</td> <td>0</td> <td>3</td> </tr> <tr> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p style="text-align: center;">■ Tz: Green Room Participants ■ Tz: Yellow Room Participants</p>	Score	Tz: Green Room Participants (%)	Tz: Yellow Room Participants (%)	5	34	26	4	19	17	3	0	3	2	0	0	1	0	0
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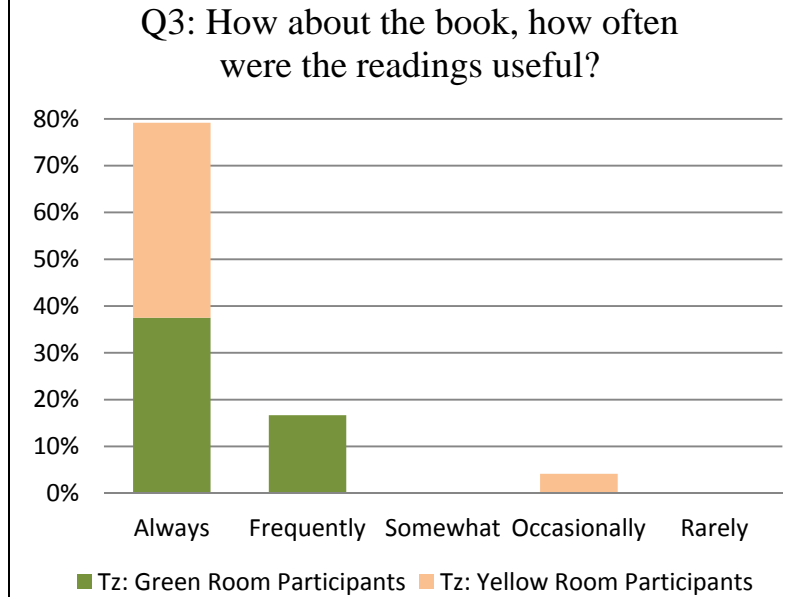
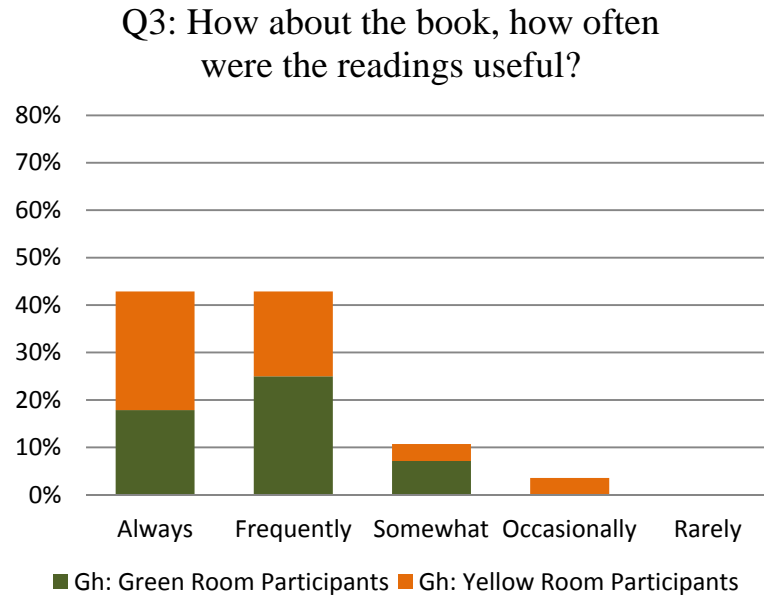
95% of participants found that the overall value of the course is very high or high, with an increase between the Ghana and the Tanzania course. This increase can be explained by the changes made to the course as elaborated in the following.



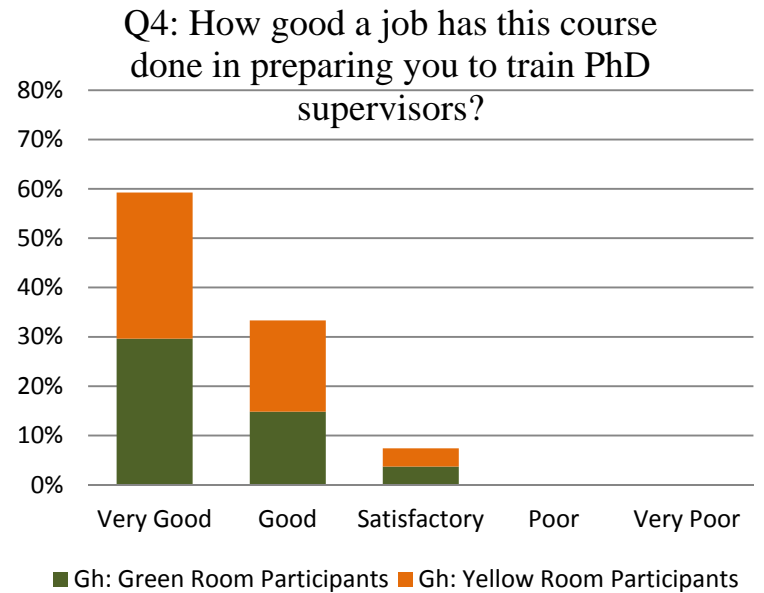
Based on the experience in Ghana we restructured the sequence of the topics covered: the supervision process were moved to the beginning of the course and collegial supervision was moved to later in the programme. This sequence matched the participants expectations of the course better and is believed to reflect the increase in the perception of relevance of the things covered in the course.



In Ghana the book was used but not in a systematic way. Due to the feedback of the course evaluation and the workshop facilitators wish to integrate the book more into the course we used time each day in Tanzania discussing the topics that have been read. Also focus were on how the grey boxes in the book could be made applicable to each of the participants resulting in an individual spread-sheet for things to do for each participant. We believe that this change can account for the increase in the usefulness of the book.



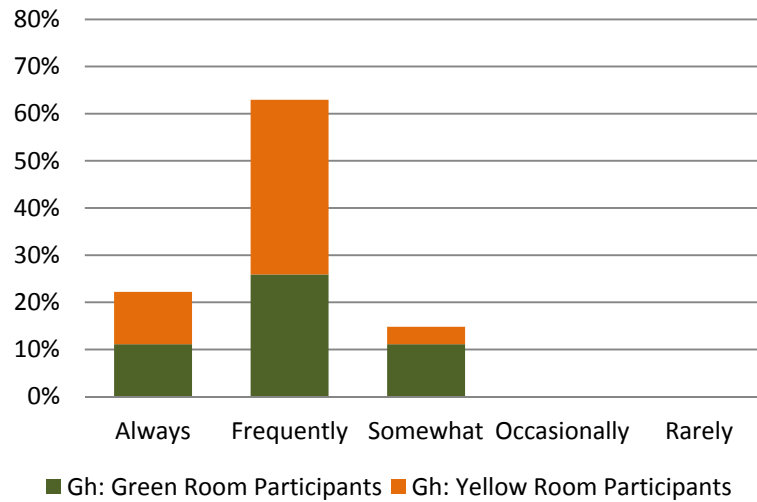
In both Ghana and Tanzania more than 90% of the participants find that the course has been very good or good in preparing them to train PhD-supervisors.



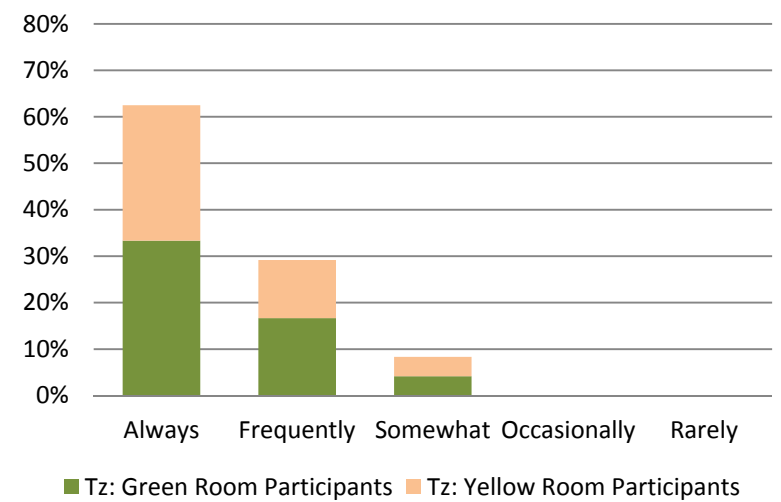
The change between the Ghana and the Tanzania course is believed to be a result of the re-structuring of the topics covered so it fitted the participants expectations.

Notice the difference to the next question on the usefulness of the topics covered.

Q5: How often were the topics covered this week interesting?

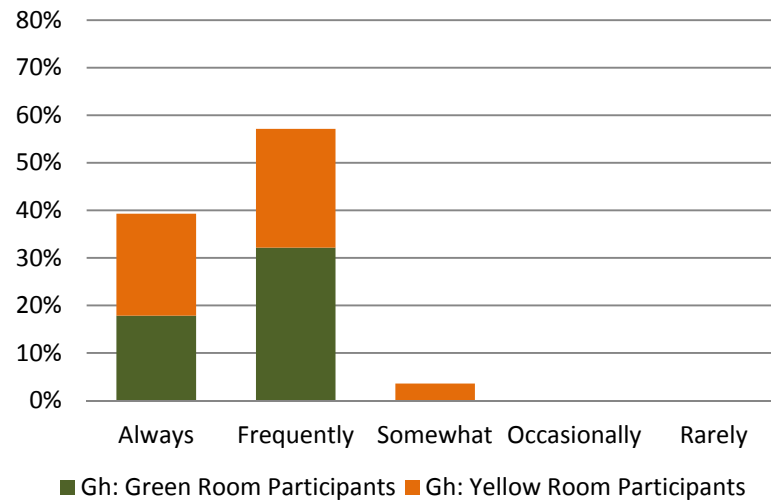


Q5: How often were the topics covered this week interesting?

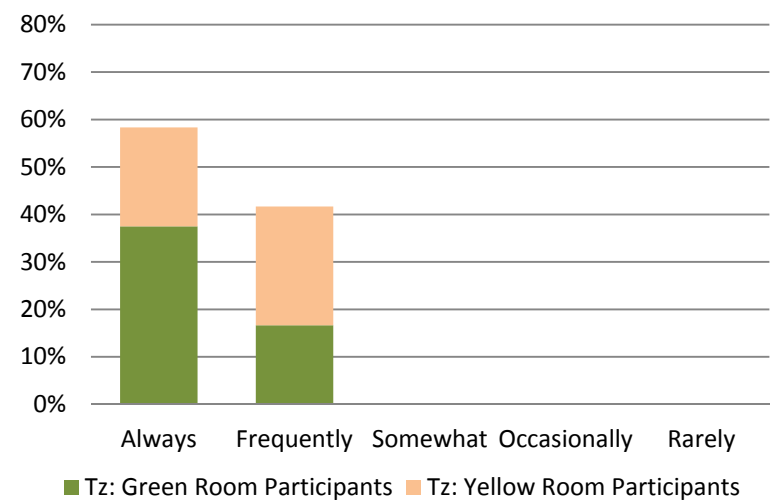


Again the restructuring of the topics covered is believed to cause the raising in usefulness for the participants. Further, we did use slightly more local expertise as part of the topics covered in Tanzania that in Ghana e.g. plagiarism.

Q6: How often will the topics covered this week be useful to you?

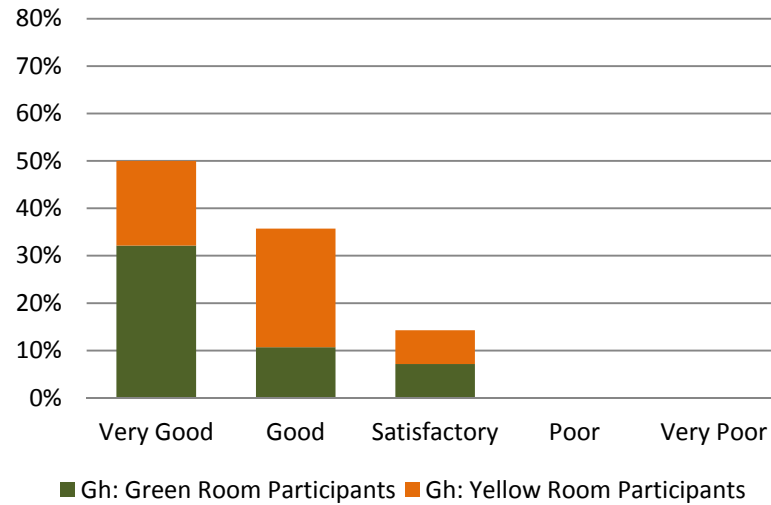


Q6: How often will the topics covered this week be useful to you?

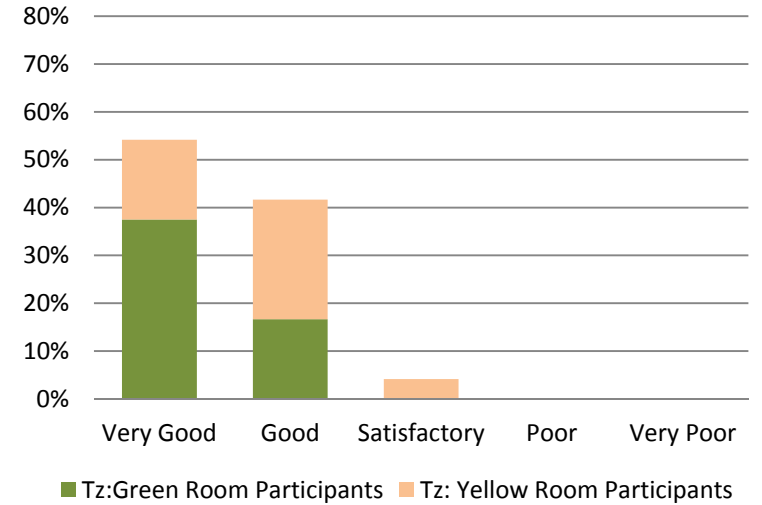


The group exercises were highly valued in both courses.

Q7: How would you rate the value of the group exercises we had this week?

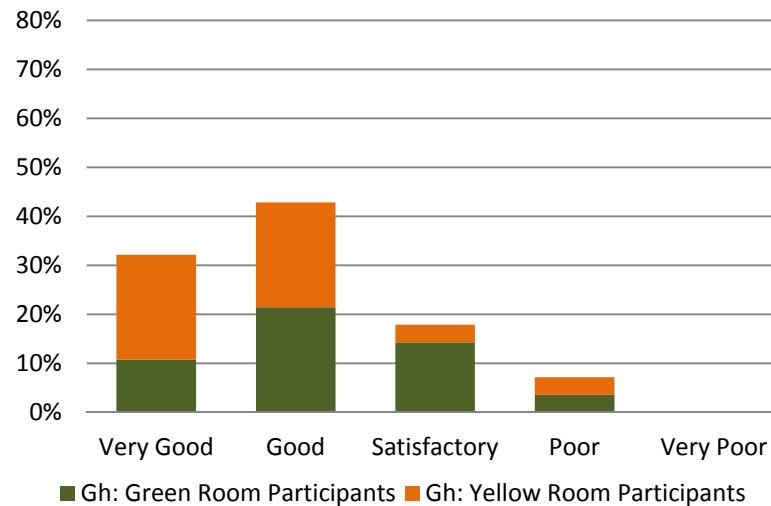


Q7: How would you rate the value of the group exercises we had this week?

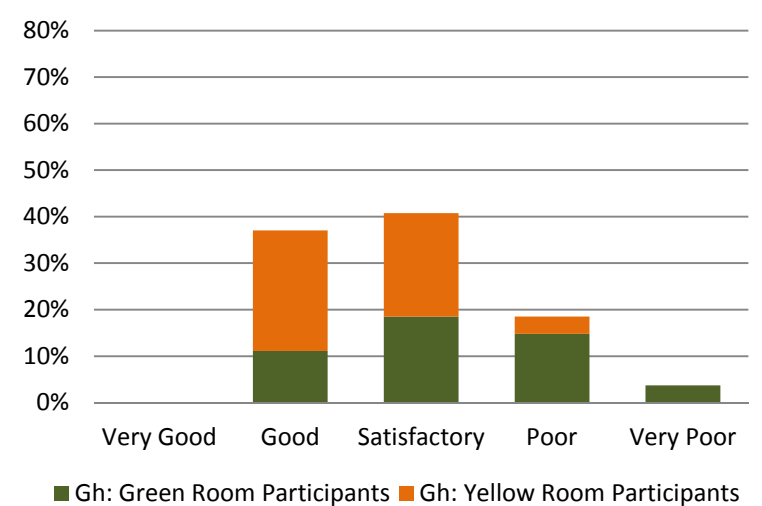


Video-sessions in Ghana were replaced with audio-sessions in Tanzania. Both due to the course evaluation and the workshop facilitators perception of the outcome of the videos.

Q8 (Ghana only): How would you value the outcome of the video session?



Q9 (Ghana only): How would you value the venue?



The general feeling among participants as well as workshop facilitators is that the course will be greatly improved if an alternative venue is found – for instance also in a city home to neither participating universities.