

Training Evaluation Report On “Logistics Knowledge Phase II”

I. Introduction

Southeast Asian Ministers of Education Organization Regional Centre for Technical Education Development (SEAMEO TED), Cambodia and Go Study, Global Education, China co-organized a virtual training course on “Logistics Knowledge Phase II”. The training was conducted at 09:00-11:00 am (Cambodian Local Time) on April 30, 2021 in the purpose of sharing knowledge and expertise of logistics by a Chinese expert to 118 participants, who are from seven different countries in the ASEAN region consisting of Cambodia, Indonesia, Philippines, Lao PDR, Singapore and Timor-Leste. This course resumed phase I.

The lecturer explained four ultimate contents comprising Express Delivery, Road Transport Safety Management, International Freight Forwarder, and Knowledge of Forklift. At the end, a lecturer assigned quizzes with multiple choice options for rating to evaluate the participants’ learning levels in order to certify their qualifications. Finally, the interaction and communication, as part of Q & A session, were encouraged in terms of answering participants’ questions, concerns or comments.

II. Training Evaluation Objectives

The international training evaluation was conducted in order to access the following:

- Gaining feedbacks from participants to improve future international training programs
- Uncovering recommendations and comments for facilitator and lecturer improvement
- Measuring achievement levels of training objectives

III. Evaluation Strategy and Method

Two hours of training at 9:00am to 11:00am (Cambodian Local Time) accommodating 118 participants, among which 94 filled the evaluation form at the end. Therefore, 79.6% of participants filled out and returned valid evaluation sheets (online sheets). The evaluation form was sent to Chat room of Zoom Platform by 10:25am before ending the training. The evaluation sheet was designed apparently consisting of the following sections:

- (1) Demographic information (4 items): gender; job title; educational degree; and country of origin

- (2) Training Preparation (6 items): platform preparation; registration procedure; Q &A session controls; time allotted for training; hospitality and facilitation; and time for Q & A session.
- (3) Instructor’s capacity (5 items): well-prepared for presentation; participation and interaction were encouraged; presenters were knowledgeable about the training topics; presentation methods were appropriate for the audiences; and quality of instruction, demonstration and experimentation.
- (4) Topic and Content (4 items): topics covered were relevant and useful for my work; contents were organized and easy to follow; contents met my expectation; and topic objectives were clearly defined and achieved.
- (5) What aspects of the training course should be improved?
- (6) What are your skill deficiencies needed to be filled out by subsequent training courses?

To respond to three defined objectives, four evaluation levels of Kirkpatrick was employed (Kirkpatrick & Kirkpatrick, 2010). Specifically, level 1 (Reaction) was used right after the training course, but not consuming much time to fill out to avoid participant distraction and data bias. Level 1 (Reaction) measures participants’ satisfaction with the training program, participants’ planned actions, training content delivery and design adjustment leading to program improvement as a whole (Phillips & Drewstone, 2000).

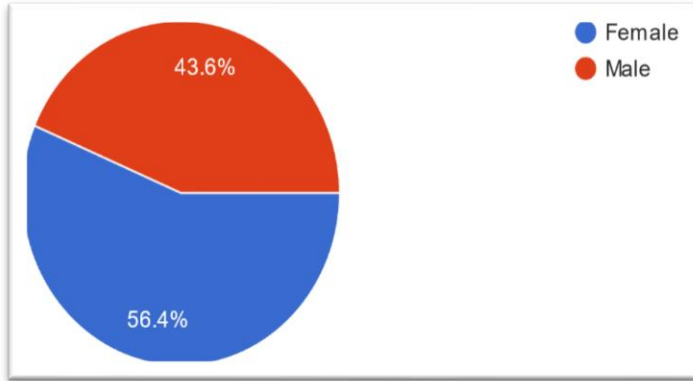
IV. Results

The evaluation results can be interpreted to meet pre-defined evaluation objectives, separating each section as follows:

1. Demographic Information

It covers the participants’ genders, job titles, educational degrees, and countries of origin among 94 participants that have completed the evaluation form right after the course end, as highlighted in **Figure 1**, **Figure 2**, **Figure 3**, and **Figure 4**.

Figure 1. Participants' Gender



As shown in **Figure 1**, among 94 participants, 43.6% was male and 56.4% was female. It indicated that most of the participants were female endeavor to learn new things from the region. Learning and sharing are part of professional development program as a member of professional learning community.

Figure 2. Participants' Job Titles

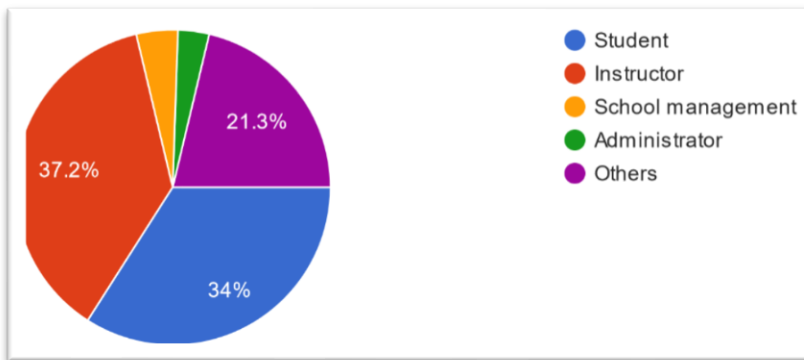
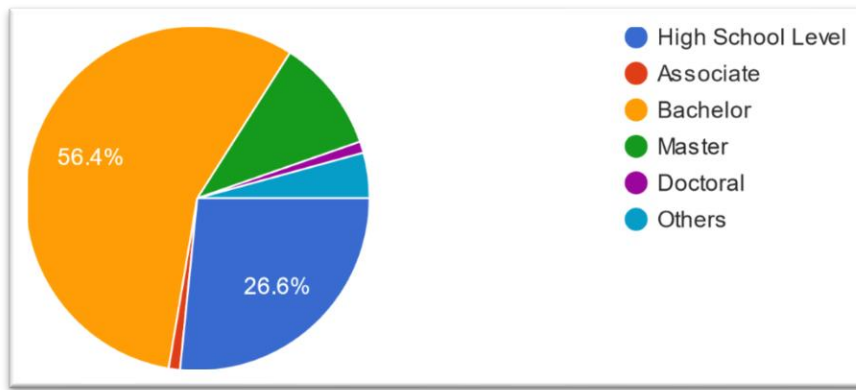


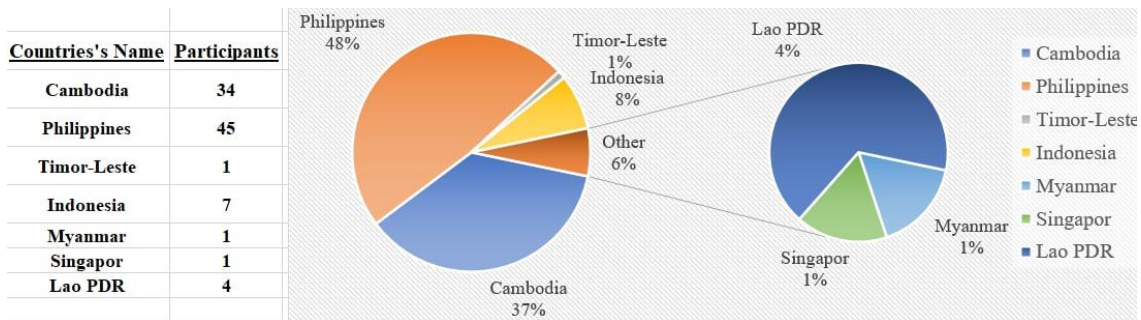
Figure 2 indicated that 37.2% was instructors attending the training. This meant that regional instructors were passionate to learn new things, and followed by students (34%) of the participants. In addition, the training course was designed to draw attention from instructors to learn and share their knowledge and experiences so that pre-defined objectives were achieved.

Figure 3. Participants' Educational Degree



The target audiences were instructors and students so that **Figure 3** showed that 56.4% earned bachelor's degrees and 26.6% earned high school level. Mostly, the minimum qualification requirement for becoming instructors was bachelor's degrees at vocational-technical high schools in the region. However, 10.6% of the participants earned Master's degree.

Figure 4. Participants' Countries of Origin

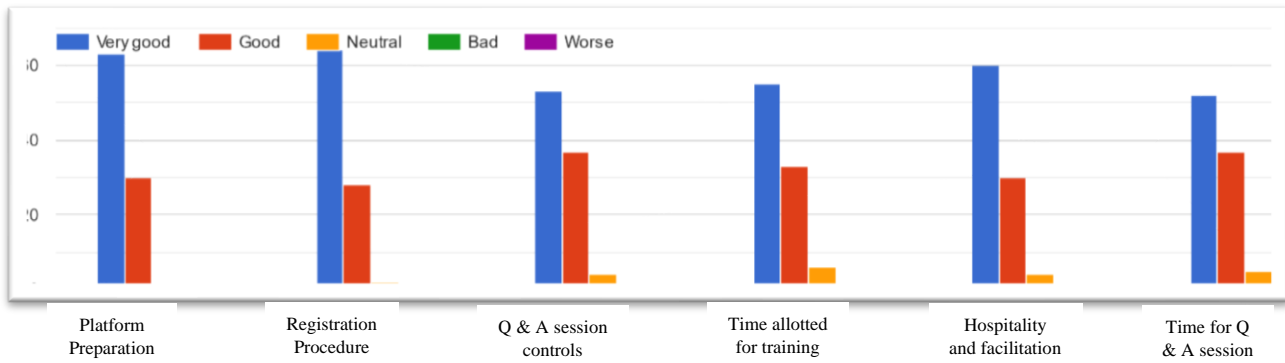


47.8% (45 participants) was the Pilipino, followed by Cambodian participants of 37.3% (34 participants), and followed by Indonesian participants of 7.5% (07 participants), as shown in **Figure 4**. This indicated that Pilipino and Cambodian instructors and students endeavor to learn and share what they have possessed to the region for the training topic.

2. Training Preparation

The factor obtains six items consisting of (1) platform preparation; (2) registration procedure; (3) Q &A session controls; (4) time allotted for training; (5) hospitality and facilitation; and (6) time for Q & A session for participants rating, as shown in **Figure 5**.

Figure 5. Training Preparation Rating

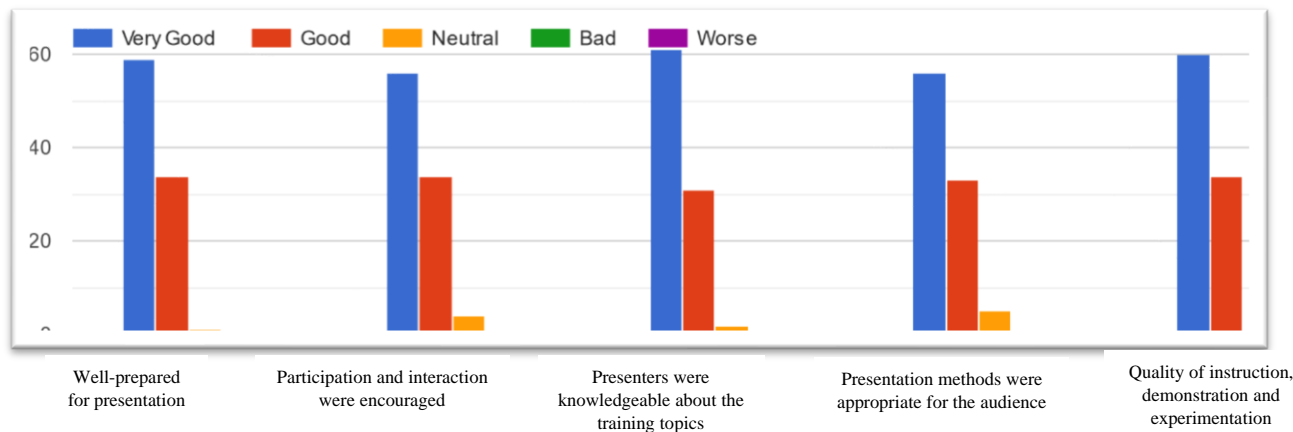


As shown in **Figure 5**, item *Platform preparation* and *Registration procedure* were rated the highest (very good) with 69% and 70.4%. It was followed by item *Hospitality and facilitation* with 66% (very good). This meant that the training course was acceptable that can be resumed to the future training course. However, other items were rated mostly very well and good.

3.Instructors' Capacity

There are five items for this factor consisting of (1) well-prepared for presentation; (2) participation and interaction were encouraged; (3) presenters were knowledgeable about the training topics; (4) presentation methods were appropriate for the audiences; and (5) quality of instruction, demonstration and experimentation

Figure 6. Instructors' Capacity Rating Results

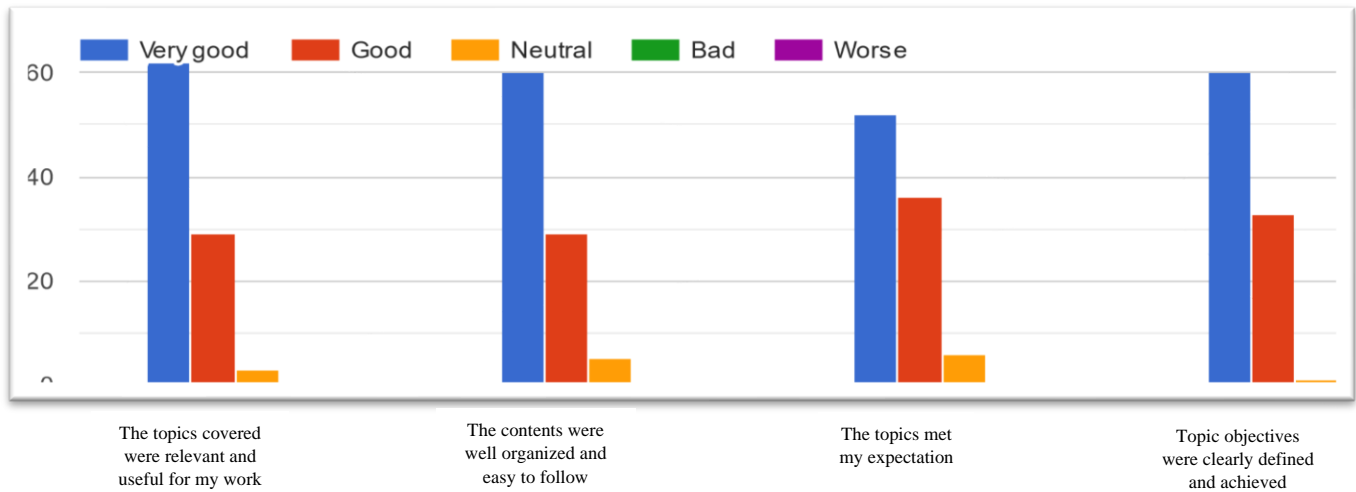


All five items were rated higher than 50% (very good) for this factor, as shown in **Figure 6**. For example, participants rated very good for the item *Well prepared for presentation* with 64.9%, the item *Participation and interaction were encouraged* with 61.6%, the item *Presenters were knowledgeable about the training topics* with 67.1%, the item *Presentation methods were appropriate for the audience* with 61.6%, and the item *Quality of instruction, demonstration and experimentation* with 66%. It meant that the lecturer/presenter were qualified and competent for the training topic that can be invited for more advanced levels.

4.Topics & Contents

The factor covered four items consisting of (1) The topics covered were relevant and useful for my work; (2) the contents were well organized and easy to follow; (3) the topics met my expectation; and (4) Topic objectives were clearly defined and achieve.

Figure 7. Topic and Content Rating



All four items were rated very good more than 50%. For example, the item *The topics covered were relevant and useful for my work* was rated very good with 68.2%; the item *The contents were well organized and easy to follow* was rated very good with 66%; the item *The topics met my expectation* was rated very good with 57.2%; and the item *Topic objectives were clearly defined and achieved* was rated very good with 66%. This meant that the training topics and contents captured participants' interests and expectation, as shown in **Figure 7**.

5.Participants' Comments

This section divided into two open-ended questions comprising (1) What aspects of training course could be improved?; and (2) What are your skill deficiencies needed to fill out by subsequent training courses? Comments from each question can be analyzed based on recurrence, repetition, relevance, and patterns of data. Themes ad categories emerged from the participants' words.

- **What aspects of the Training Course could be improved?**

Among 94 participants, 27 has posted their comments and feedback to improve aspects of training course. Two themes emerged from their words namely **information technology (IT) aspect** and **training period**. To prove

this, eight participants raised the concerns about IT aspect. Five participants stressed on training period for the course. However, longer period of next training course should be considered.

- **What are your skill deficiencies needed to be filled out by subsequent training courses?**

Among 94 participants, 42 responded to the question. Eight participants preferred to get trained in **IT-related course**. 10 participants preferred to get trained in **logistics and commerce** for next steps. Eight participants preferred to get trained in **language skills** such as English language and Chinese language training course. Finally, five participants raised their comments about **agricultural skills** such as agronomy, and food processing for next training courses.

V. Conclusion and Recommendation

SEAMEO TED has done this training course successfully with very good rating for training preparation, instructors' capacity, and topics and contents covered. The three main factors captured very good perception from participants. However, IT aspects and training period should be enhanced and extended for next training courses. Four main topics can be considered for next training course consisting of IT-related course, logistics and commerce, language communication skills, and agricultural skills. SEAMEO TED and Go Study, Global Education, China should take these into account for further training programs to make it more specific to the participants' skill deficiencies.

Reference

Kirkpatrick, J. D., & Kirkpatrick, W. K. (2010). *Training on trial: How workplace learning must reinvent itself to remain relevant*. New York: AMACOM

Phillips, J. J., & Stone, R. (2002). *How to measure training results: A practical guide to tracking the six key indicators*. McGraw Hill Professional.