Evaluation Tools

A comprehensive suite of evaluation instruments for **Cultural Sensitivity and Inclusion Training** — designed to measure participant growth, trainer effectiveness, and overall program impact.

MENTOR TRAINING | CULTURAL SENSITIVITY | INCLUSION



Evaluation Tool 1 — Pre-Training Questionnaire

Cultural Sensitivity and Inclusion Training
Participant Code: _____ Date: _____

Section 1: Previous Experience

1. Have you previously worked as a mentor?
☐ Yes ☐ No

2. Have you previously worked with women from disadvantaged backgrounds?
☐ Frequently ☐ Sometimes ☐ Rarely ☐ Never

3. Have you participated in training on diversity or inclusion before?
☐ Yes ☐ No

Section 2: Self-Assessment

Rate yourself from **1 to 5** for each statement below.

Statement	Rating (1–5)
I understand the concept of cultural sensitivity.	_____
I feel confident working with diverse groups.	_____
I recognise my own biases.	_____
I know how to adapt my communication style.	_____
I feel prepared to support women facing barriers.	_____

Section 3: Expectations

What do you hope to learn from this training?

_____
_____
_____

Evaluation Tool 2 — Post-Training Questionnaire

Participant Code: _____ Date: _____

Section 1: Learning Outcomes

Rate yourself from **1 to 5** for each statement below.

Statement	Rating (1–5)
I understand cultural sensitivity better.	_____
I can recognise unconscious bias.	_____
I can adapt my mentoring approach.	_____
I feel more confident supporting diverse mentees.	_____
I can create a more inclusive mentoring environment.	_____

Section 2: Most Valuable Learning

The most useful thing I learned was:

_____
_____
_____
_____

Section 3: Application

How will you apply this learning in your mentoring practice?

_____
_____
_____
_____

Evaluation Tool 3 — Knowledge Assessment Quiz

Circle the correct answer for each question below.

1

Cultural sensitivity means:

- a) Treating everyone exactly the same
- b) Recognising and respecting differences
- c) Avoiding difficult conversations

Correct answer: **b) Recognising and respecting differences**

2

Inclusion means:

- a) Inviting people to participate
- b) Ensuring people can meaningfully participate
- c) Giving everyone identical support

Correct answer: **b) Ensuring people can meaningfully participate**

3

Which is an example of unconscious bias?

- a) Asking questions
- b) Making assumptions without evidence
- c) Listening actively

Correct answer: **b) Making assumptions without evidence**

4

Which communication style supports inclusion?

- a) Judging quickly
- b) Using stereotypes
- c) Asking open-ended questions

Correct answer: **c) Asking open-ended questions**

5

Trust in mentoring is built through:

- a) Confidentiality
- b) Consistency
- c) Respect
- d) All of the above

Correct answer: **d) All of the above**

Evaluation Tool 4 — Mentor Confidence Scale

Before and After Training Comparison — Rate yourself from **1 (Not confident)** to **10 (Very confident)** in each area.

Area	Before Training	After Training
Working with diverse groups	___	___
Active listening	___	___
Managing difficult conversations	___	___
Supporting women facing barriers	___	___
Adapting communication	___	___
Building trust	___	___
Challenging assumptions	___	___

Reflection: Where do you notice the biggest improvement?

_____
_____
_____



Track Growth

Compare your before and after scores to identify areas of significant development during the training.



Identify Gaps

Areas with lower scores after training highlight opportunities for continued learning and practice.



Reflect Deeply

Use the reflection prompt to articulate your personal growth journey and set intentions for your mentoring practice.

Evaluation Tool 5 — Participant Satisfaction Survey

Rate each statement from **1 (Strongly Disagree)** to **5 (Strongly Agree)**.

Statement	Rating (1–5)
The training objectives were clear.	_____
The activities were engaging.	_____
The role plays were useful.	_____
The materials were practical.	_____
The trainer was well prepared.	_____
I would recommend this training.	_____

What did you like most?

_____
_____
_____
_____

What could be improved?

_____
_____
_____
_____

Evaluation Tool 6 — Trainer Observation Sheet

Trainer: _____ Date: _____
Group: _____

Participation

☐ High ☐ Medium ☐ Low

Comments:

_____
_____

Engagement

☐ High ☐ Medium ☐ Low

Comments:

_____
_____

Understanding of Concepts

☐ Strong ☐ Moderate ☐ Limited

Comments:

_____
_____

Communication Skills Demonstrated

Check all that apply:

- ☐ Active listening
- ☐ Open questions
- ☐ Empathy
- ☐ Inclusive language
- ☐ Reflection

Additional Notes

_____
_____
_____
_____
_____

Participation

Observe how actively participants engage in discussions, exercises, and group activities throughout the session.

Engagement

Note the energy level, attentiveness, and enthusiasm demonstrated by participants during the training.

Concept Grasp

Assess whether participants demonstrate understanding of key concepts such as bias, inclusion, and cultural sensitivity.

Communication

Record which inclusive communication skills are visibly demonstrated during role plays and group discussions.

Evaluation Tool 7 — Training Report Template

Use this template to document key information, outcomes, and recommendations following each training session.

Training Information

Training Title:

_____

Date:

_____

Location:

_____

Trainer(s):

_____

Number of Participants:

_____

Objectives

_____

_____

_____

Activities Implemented

1. _____
2. _____
3. _____
4. _____

Key Results

Summarise the main outcomes and achievements of the training session, including evidence of learning and skill development observed.

_____

_____

Participant Feedback Summary

Provide an overview of participant satisfaction survey results and notable qualitative feedback received from attendees.

_____

_____

Lessons Learned

Reflect on what worked well and what presented challenges during the session. Include observations on group dynamics and content delivery.

_____

_____

Recommendations

Outline suggested improvements for future sessions, including adjustments to content, timing, activities, or facilitation approach.

_____

_____