



ENVIRONMENTAL PROTECTION AGENCY (EPA)

TRAINING POLICY

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Monrovia, Liberia



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ASSOCIATES
(MANAGEMENT CONSULTANTS)

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FOREWORD

The Environmental Protection Agency (EPA) of Liberia stands at a critical juncture. Our nation's future hinges on our ability to effectively manage our environment, protect our natural resources, and build a sustainable future for generations to come. This requires not only robust policies and innovative strategies but also a highly skilled and motivated workforce equipped to meet the complex challenges ahead.

This Training Policy represents a significant step forward in realizing that vision. It is more than a document outlining training programs; it is a testament to the EPA's commitment to investing in its most invaluable asset: its people. By prioritizing human capacity development, we are not simply enhancing individual skills; we are fostering a culture of learning, innovation, and excellence that will drive the EPA's success for years to come.



The framework presented here is comprehensive, thoughtfully addressing all aspects of training, from needs assessment and planning to implementation, monitoring, and evaluation. The emphasis on gender equity, holistic development, and value-for-money underscore our dedication to building a truly inclusive and impactful workforce.

This policy is not merely a guide; it is a blueprint for a dynamic and evolving organization. It encourages collaboration, individual responsibility, and a commitment to continuous learning. As we implement these policies, I urge each employee to embrace the opportunities for growth and development, to actively contribute to the agency's collective success, and to work towards a healthier and more prosperous Liberia.

Let us move forward together, driven by our shared commitment to environmental stewardship and empowered by the knowledge and skills gained through this vital initiative.

A handwritten signature in black ink, appearing to read 'Emmanuel K. Urey Yarkpawolo', written over a horizontal line.

Emmanuel K. Urey Yarkpawolo, PhD.
Executive Director/CEO
Environmental Protection Agency of Liberia

Abbreviations & Acronyms

BTOR	Back-to Office Report
CSA	Civil Service Agency
EOI	<i>Expression of Interest</i>
EPA	Environment Protection Agency
GOL	Government of Liberia
HDP	Human Development Plan
HR	Human Resources
IDP	Individual Development Plan
LIPA	Liberia Institute of Public Administration
M&E	Monitoring & Evaluation
MoU	Memorandum of Understanding
MoU	Memorandum of Understanding
TAC	Training Advisory Committee
TNA	Training Needs Assessment
UNWL	UN Women Liberia

1.0 Introduction

1.1 Background

The Environmental Protection Agency is the institution in Liberia charged with the responsibility of protecting the environment. The Agency has developed a Strategic Plan for the period 2022 - 2026 to direct environmental governance and management in Liberia. The Plan, among other things views institutional capacity building as critical. Human capital development is a key component of this institutional capacity building. To this end, the Plan calls for enhancing human capital development aimed at equipping the Agency with enough technically trained personnel in all its undertakings.

A human capital development program will include the following: An assessment of the manpower needs; prepare a comprehensive human capital development program; and mobilize resources for implementation of the human capital development program.

All these must be guided by an enabling policy. Hence, this institutional training policy.

1.2 Goals and Objectives

1.2.1 Goals

This Training Policy articulates the commitment of the Agency to a dedicated and sustained human capacity development of its employees. It affirms that the employees of the EPA are valued as its most important resources to the work they do towards achievement of the Agency's mandate.

1.2.2 Objectives

The objectives of this Training Policy are as follows:

- To ensure that employees at the Agency have the required professional knowledge, skills, attitudes, and orientations for best performances of their institutional responsibilities.
- To establish a framework of arrangements, that ensure an organized, dedicated, and systemic approach to human capacity building.
- To ensure the effective and efficient utilization of human capacity development resources.
- To promote the concept of “institutional learning” through various activities, projects, and programs.

1.3 Revision

This Policy shall be reviewed periodically after every five (5) years. Revision shall be managed by the Human Resources Management Department, with support of the Department of Policy and Planning. This initiative shall be under the oversight of the Deputy Executive Director.

1.4 Expected Users

This Training Policy will be used by and apply to all staff (Administrative, Managerial, Professional, Technical, and Support) at all levels within the Agency.

2.0 Conceptual Framework

2.1 Human Resources Value

The EPA values its employees. They are the means through which the Agency achieves its mandate. As such, the Agency shall continue to attract persons who value its mission and vision and are committed to the nature of its work. Of paramount importance, the Agency shall continue to develop and retain its employees by giving them work satisfaction, recognition for their contributions. The Agency shall also support the upward mobility in the career paths of employees through sustained human capacity development and transparent implementation of civil service merit-based promotion.

2.2 Promoting Culture of Training

Organizational Culture is the way an institution does its work. The EPA commits itself to training as a part of its organizational culture. In fact, the Agency commits itself to institutional learning and developing through an assortment of capacity development means, as well as lessons learned from its past experiences.

2.3 Gender Equality

Gender inequality is pervasive in the Liberian society. It has been occasioned by our culture and traditions that promote stereotype perceptions and beliefs that men are superior, and women are inferior. Fortunately, the Government of Liberia (GOL), with the assistance of UN Women Liberia (UNWL), has undertaken policy developments for public sector institutions and other programs across Liberia to disabuse Liberians and Liberian institutions of these perceptions and beliefs. Accordingly, this Policy eliminates gender inequity and mainstreams gender in all human development activities.

3.0 Commitment and Principles

3.1 Policy Commitment

Human Resources are the most important assets of an institution. It is the utilization of the education, training, and experiences of employees that institutional mandates are achieved. The EPA accepts this truism, and, therefore, pledges itself to the following commitments:

Value of Employees: The Agency shall accord full attention to the development, utilization, and welfare of its employees.

Human Development a Priority: Human capacity building will be a priority at the Agency. Resource allocations and mobilization, including the search for external opportunities towards this end shall be purposeful, continuous, and sustained.

Gender Equality: The EPA is committed to ensuring gender equality in its human development activities.

Career Path Development: The Agency shall support employees with their career development path in environmental protection industry, consistent with the regulations and procedures of the Civil Service.

Accessibility: Human capacity development will be at all levels of the workforce. Accordingly, it shall cover all departments, sections, and units at the central office, as well as across field offices in the counties.

Value-for-Money: The EPA shall ensure that training is not just perfunctory. It shall ensure that training activities produce results for the quantum of resources put into them for both the individuals and the Agency, as measured by periodic performance evaluations of employees.

3.2 Guiding Principles

This policy shall be guided by the following principles:

Professionalism: Human capacity building will be managed with expertise. Particularly, training activities shall be planned, implemented, monitored, and evaluated by professionals in the business of human resources management.

Holistic Means: Human capacity building efforts will encompass various activities, including but not limited to the study tours, attachments to sister institutions, secondments, workshops and seminars, conferences, and symposia, coaching and mentoring, as well as long-term degree programs.

Equal Opportunity: Training opportunities shall be available to all employees irrespective of status, gender, ethnicity, or political affiliation. Particularly, training opportunities shall not be deprived of employees with disabilities.

Transparency: Training opportunities shall be openly disseminated within the Agency. Fairness and justice shall be reflected in all training related decisions.

Demand-Driven: Training shall be based on identified needs of employees. Training shall be for strengthening individual and institutional capacities.

Value-for-Money: Training resources shall be utilized to extract optimum benefits to the Agency.

4.0 Planning for Training

4.1 Needs Assessment

Planning for training shall commence with a Training Needs Assessment (TNA) to be undertaken regularly. The TNA is method of identifying gaps in knowledge and skills of employees to determine whether training needs exist, and if they do, what training interventions are required to fill those gaps.

The TNA shall seek to achieve two (2) objectives: **First**, to identify areas with critical knowledge and skill gaps of individuals. **Second**, informed by the assessment, to develop a Human Resources Development Plan towards addressing training needs of employees. The ultimate mission is improvement in overall performance and service delivery at the Agency.

The identification of employees' training needs shall entail the engagement of directors, managers, or supervisors. The effort shall be coordinated by the HRD and Training Division.

4.2 Human Development Plan

Informed by the TNA a formal Human Development Plan (HDP) shall be prepared by the HRD. The Plan shall holistically cover the training needs and programs of all departments, sections, and units of the EPA.

The Plan shall encompass all human resources development activities envisaged for the Agency. The Plan should cover short-term training, medium-term training, and long-term training. Short term training should be those to be undertaken within a year. Medium-term training should be those undertaken with two (2) to three (3) years, and long-term training should be those to be undertaken within four (4) to five (5) years.

The Plan shall guide the Agency in its human resources development activities. Its implementation shall be periodically monitored and evaluated. Measurement and evaluation of training outcomes will be a systematic process of collecting and analyzing information to assess if training has achieved its desired objectives. This will enable the institution make decisions about future trainings.

5.0 Categories of Training

The Agency shall provide training opportunities for all categories of staff. Training programs shall be short term, medium term, or long term. They shall be provided either domestically or externally. Training events shall be designed to enhance performance, for professional development, and/or for the acquisition of new skills of employees.

Training shall consist of the following categories:

5.1 Orientation Training

All new employees shall be orientated to their new job responsibilities. An additional purpose of orientation training shall be to have new employees understand the organization's systems, procedures, rules, and regulations. Despite its benefits, many organizations take a casual approach to induction, leaving the employee to "swim or sink." This Policy seeks to avoid this institutional failure.

5.2 Technical Skills Training

Technical skills shall be tailored to technical support staff such as mechanics, laboratory technicians, environmental monitors, machine operators, etc. who backstop middle-level and high-level professional staff of the EPA.

5.3 Professional Skills Training

Professional skills are those career skills that are not often taught or acquired as part of coursework requirements when obtaining graduate degrees. Types of Professional Skills Training depend on the type of job an employee is expected to do. Examples professional skills training required in an entity like the EPA include the following:

- **Quality Training:** For Quality control officers.
- **Soft Skills Training:** For Administrative officials.
- **Professional Training and Legal Training:** For Lawyers and other professionals
- **Team Training:** For program managers and directors of departments
- **Safety Training:** For Environmental Safety Inspectors and Compliance Officers.

5.4 Managerial Skills Training

These trainings seek to enhance four (4) management capabilities: knowledge, planning ability, people relationship competence, and leadership capacity. Management training shall focus on improving directors and managers' skills in these areas. Emphasis shall be placed on soft skills, like communication and empathy, which enable better teamwork and more progressive relationships with the people leaders manage.

5.5 Administrative Support Training

Administrative training shall be training that administrative officers or assistants shall go through to strengthen Agency's administrative functions in an organized, efficient, and effective manner.

5.6 New Systems and Policies Training

The corporate milieu is continuously evolving, due to advances in technology. To keep abreast with innovations, the Agency shall institute a policy to computerize all aspects of its operations. Accordingly, the Agency shall put in place a program for continuously training all employees in new systems and for application of new policies.

5.7 Gender Mainstreaming

Gender Mainstreaming is an organizational strategy to bring a gender perspective to all aspects of an institution's policy. It entails gender sensitive and gender-based budgeting, gender specific data collection and analysis, gender disaggregated statistics, equal access to utilization of services, gender equality in institutional decision-making. Training in all aspects of gender shall be undertaken at the Agency.

6.0 Responsibility for Training

6.1 Role of Senior Executive Management

The Senior Executive Management Team of the environment Protection Agency shall, among other things:

- Invest in training, learning and development to improve performance at individual, team, and organizational levels.
- Provide strategic direction and ensure that the required resources and time are committed to employees' training, learning and development for the attainment of the goals and objectives of the Training Policy.
- Provide incentives, especially improvement in pay grade and/or promotion, where applicable, as may be approved by the Civil Service Agency (CSA), to employees who have attained higher level trainings.

6.2 Role of Training Advisory Committee

There shall be established a five-member Training Advisory Committee (TAC), comprising the directors of the Department of Policy and Planning, Department of Finance, Divisions of Training and Legal Services, and one (1) senior personnel at the equivalent of a director/manager who shall be appointed by the Senior Executive Management.

The TAC shall review needs assessments, evaluation reports, and budgets and allocations relative to human capacity building issues and make recommendations to Senior Executive Management for its consideration,

The Director for Planning shall serve as Chairperson of the TAC. The Head of HRM shall serve as Secretary to the TAC with no voting right.

6.3 Role of HR and Training Divisions

The Training and Human Resources (HR) divisions are two, separate but coordinating divisions that lead the management and development of employees. Towards this end, their main roles and responsibilities shall be to:

- Lead the conduct of training needs analysis and prepare annual training and development plan.
- Prepare an annual schedule of training and development activities and provide regular progress and update to directors and relevant authorities.
- Identify and build partnerships with training providers and provide both locally and internationally, including seeking and mobilizing training opportunities.

- Maintain central electronic records of training activities. and evaluations.
- In collaboration with the Monitoring & Evaluation (M&E) Division, monitor and evaluate all training programs.

6.4 Role of Directors/Managers of Departments/Programs

Directors/Managers, to a greater extent, drive the training and development of their employees. To this end, they have important roles and responsibilities in the development of those they supervise. Prominent among these responsibilities are the following:

- Ensure that employees have equal access to training and development opportunities and encourage them to take responsibility for their own learning.
- Identify training and development needs, support employees through coaching and mentoring.
- Engage and assist employees prepare Individual Development Plans (IDPs) from annual performance appraisals.
- Ensure the release of employees to attend and complete training sessions, and therefore, support them apply on-the-job newly acquired knowledge and skills.
- Evaluate the effectiveness of training, its impact on performance, and provide feedback to the Human Resources Department and Training Division.

6.5 Role of Employees

Each employee has a role and responsibility for his or her own training. Each must, therefore, exhibit the required interest and attitude for personal development, from assessment to planning, implementation, and evaluation of training activities.

Every employee, accordingly, shall be responsible to:

- Conduct self-assessment of knowledge and skills to inform the Individual Development Plans (IDPs).
- Take proactive steps to assess training and development opportunities available and request appropriate assistance and guidance from his or her supervisors, where needed.
- Attend and complete training sessions provided him or her; and provide feedback on the quality and effectiveness of the training attended.
- Apply newly acquired knowledge and skills in the performance of his or her job.
- Contribute to training evaluations by reflecting on how training has affected his or her performance.

7.0 Training Delivery

Training methodologies to be employed shall include both conventional and non-conventional methods. Conventional methods shall include classroom-like sessions, while non-conventional methods shall include mentoring, attachments, and study tours.

Within the context, this Policy, recognizes two broad categories of training: *Internal Training* and *External Training*.

7.1 Internal Training Programs

These shall be training programs to be delivered locally by training institutions such as the Liberia Institute of Public Administration (LIPA) or a recognized local experts or national consultants.

7.2 External Training Programs

These shall be training programs to be delivered by external parties, either outside or inside of Liberia. These may include study tours, secondments, professional attachments, and studying in tertiary institutions outside the country for formal degree qualifications.

7.3 External Training Contracts

Training is an investment. Every employee who benefits from funding to participate in a long term, external training events must sign a contract that specifies that upon completion of their training, will come back to Liberia and work for the Agency for a fixed period.

7.4 External Training Bonding

As part of long-term training contracts, employees shall be required to put up a bond that could be seized and sold to satisfy expenses incurred by the Agency in the event the employees who benefits from a long term, external training defaults on the agreement.

7.5 Training Providers

The selection training providers (institutions, experts, consultants) shall be recommended by the Training Advisory Committee (TAC) and approved by the relevant authorities. The Training Division shall employ due diligence to ensure that all training providers selected meet the required criteria for the procurement of their services.

Within this context, government procurement regulations (guidelines, procedures, protocols) shall be followed. Where applicable, the Division of Procurement shall be represented in the selection of training providers.

The Agency shall enter into formal agreements with training providers for their services. These agreements shall specify the desired requirements to be met by providers, including post training evaluations and reporting.

7.6 Conferences, Workshops, Seminars, Study Tours

The Agency shall collaborate with various partners in keeping its employees abreast with innovations and new developments in their fields of interest as well as a means of sharing of experiences with colleagues. To this end, the Agency shall promote participation of employees in conferences, workshops, seminars, and symposia, as well as participation in study tours. These events shall consist of those organized both *internally* and *externally*.

7.7 Coaching and Mentoring

Coaching and mentoring are human development approaches based on determined types of on-the-job support (advice, examples, positive reinforcements) to enhance an individual's knowledge, skills, or work experiences. The Agency shall encourage coaching and mentoring within departments and programs.

8.0 Monitoring and Evaluation

8.1 Post Training Evaluation

Training evaluation is a process to analyze if training programs and initiatives have been effective and efficient. Assessment of any learning activity on both the individual and the organization is fundamental to performance improvement. Accordingly, the Agency shall conduct evaluation of all training events.

Monitoring and Evaluation of training events shall be done at three levels:

Firstly, all employees shall be required to complete an end-of-training evaluation form at the close of a workshop, seminar, or other training event.

Secondly, all employees approved for long-term training shall submit regular progress reports on their training.

Thirdly, directors/managers of department/programs, with support from the Training and M&E divisions, shall conduct post-training performance assessment of employees.

The policy, therefore, shall consider the length and amount of the bond and requirements and limitations on bonding. Bond periods shall range from one year to five years and shall be determined by both the duration and the total value of the training.

8.2 Training Reports

There shall be three (3) types of reports on training as follows: (A) Progress Report by trainee; (B) Back-to Office Report (BTOR) by trainee; and (C) Post-Training Evaluation Report by Director/Manager of Trainee's Department/Program.

A. Progress Report

An employee on any long-term training event shall submit to the Director of Training regular Progress Reports. The frequency and content, thereof, shall be determined by the Director for Training and communicated to the trainee, prior to the commencement of the training event.

B. Back-to-Office Report (BTOR)

All employees participating in training events (short, medium, and long term) shall, upon completion of the events submit to the Director for Training a Back-to-Office Report (BTOR) and share copies with the director/manager of their departments/programs.

C. Post-Training Evaluation Report

All employees shall be required to complete an end-of-training evaluation form at the close of a training event. The Training Division shall, in collaboration with the M&E Division, shall analyse the completed forms.

Importantly, the director/manager of department/program, supported by the Training and M&E divisions, shall within ninety days (90) of the employee's return, undertake an on-the-job assessment to evaluate the new performance level of the employee. This assessment shall give account of application of training, adaptability and behaviour change of the employee on the job. The report from this assessment shall be submitted to the Director for Training.

10.0 Financial Resources

9.1 Training Budgets

The EPA shall allocate within its core budget an amount dedicated to training of its employees. The Training Budget shall be for all categories of training, *Internal* and *External*, including short, medium, and long-term training events.

Preparation of the annual Training budget shall be the responsibility of the Director for Administration, supported by the Directors of Human Resources Management and Training. Directors/Managers of Departments/Programs shall contribute to their efforts.

The draft Training Budget shall be informed by recommendations of TAC.

9.2 Training Awards and Scholarships

To complete the training budget, the Agency shall solicit and mobilize external funding in the form of Awards, Grants and Scholarships from donors and twining institutions. Under corporate guidance from Executive Management, and the oversight of the Department of Administration, the Training Division shall have prime responsibility for mobilizing external resources for human resources development.

APPENDICES

The appendices are generic and, therefore, suggestive. They may need to be modified by various units of the Agency to meet the intended purposes.



Environmental Protection Agency (EPA)

Appendix A: Individual Development Plan (IDP) for Employees

Year: _____

From: _____

To: _____

Name of Staff	Job Title	Department

What are your career goals and aspirations? What opportunities would you like to pursue in the next 12 -36 months?	
What skills, education, experiences, or assistance will you need to accomplish your short and long-term career goals?	
Please include your personal and professional growth ideas that you believe are relevant to your job satisfaction and success.	

Job specific training	Action	Progress
Example: <i>Project Management Certification</i>	<i>Complete by January 2023</i>	

Career Development Plan	Action	Progress
Example: <i>Attend the Leadership and Management Leadership Development Program at XXX.</i>	<i>Complete by July 2023</i>	

Notes:

Agreed by Employee	Name	Signature	Date
Agreed by Supervisor	Name	Signature	Date

Submit form to the Training Division



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Appendix B: Internal Training Form

Part I: Employee Information

Full Name	Gender	Payroll No.	Phone No
Job Title	Department	E-mail:	
Date of Birth	Date of Employment	Home Address	

Part II: Training Program Information

Title of Last Training Event Attended	Date of Last Training Event Attended
Title of Training Event Requested	
Duration	
Training Start Date	
Training End Date	
Provider (Institution)	
Training Venue	
Total Training Fee (Tuition)	
Training Expectations and Goals:	
Applicant's Signature & Date	

Part III: (For Official Use)

Supervisor's Justification for Approving or Disapproving Training	
Training Approved (): Justification	Training Not Approved (): Justification
Supervisor's Name & Title	Supervisor's Signature & Date
Date Received by HR & Training:	
Name of HR & Training Staff	Position of HR & Training Staff
Signature & Date	



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Appendix C: External Training Form

Part I: Employee's Personal Information

Full Name of Employee	Gender	Payroll No.	Phone No
Job Title	Department/Program	E-mail:	
Date of Birth	Date of Employment	Home Address	

Part II: Training Program Information

Title of Last Training Event Attended		Date of Last Training Event Attended	
Bonding on Last Training Attended (<i>where applicable</i>)			
Bond Period & Duration	Bond Amount (US\$)	Bond Expired Date	
Title of Training Event Requested			
Duration			
Training Start Date			
Training End Date			
Provider (Institution)			
Training Venue			
Total Training Cost	Tuition (Event Fees)	Other Cost (Travel, etc..)	Total Training Cost
Bonding on Current Approved Training			
Bond Period & Duration	Bond Amount (US\$)	Bond Expiry Date	

Training Expectations and Goals:	
Employee's Signature & Date	

Part III: (For Official Use)

Supervisor's Justification for Approving or Disapproving Training	
Training Approved (): Justification	Training Not Approved (): Justification
Supervisor's Name & Title	Supervisor's Signature & Date
Date Received by HR & Training:	
Name of HR & Training Staff	Position of HR & Training Staff
Signature & Date	



Environmental Protection Agency (EPA)

Appendix D: Training Evaluation

Event Title: _____

Location: _____

Provider: _____

Duration: _____

Date: _____

Please circle the extent to which the following qualities were evident in this event.
(1 = Poor, 2 = Fair, 3 = Average, 4 = Good, 5 = Excellent)

1. Event

How well did the event meet your expectations?	1	2	3	4	5
Has the event improved your knowledge and understanding of the event objectives?	1	2	3	4	5
How useful were the event <i>notes/handouts</i> ?	1	2	3	4	5
How was the quality of visual aids?	1	2	3	4	5
How did you find <i>case studies and learning activities</i> ?	1	2	3	4	5

2. Event Facilitator(s)

Event facilitator's knowledge of the topic	1	2	3	4	5
Ability to hold your interest and that of the group	1	2	3	4	5
Interaction within the group	1	2	3	4	5
Encouragement to use what you have learned	1	2	3	4	5
Approachability and responsiveness to participants	1	2	3	4	5
Ability to explain material clearly and effectively	1	2	3	4	5
Your overall rating of the event facilitator(s)	1	2	3	4	5

3. Logistical Arrangements by HR/Event Organizers

Communicating event information and logistical arrangements	1	2	3	4	5
Support of HR staff/organizer during the Event	1	2	3	4	5
Satisfaction with your transportation	1	2	3	4	5
Satisfaction with the event venue	1	2	3	4	5
Satisfaction with meals & coffee break	1	2	3	4	5
Satisfaction with accommodation	1	2	3	4	5

4. Will you apply the concepts, lessons, and facts you learned in training? (Please check one).

Definitely Yes: _____ Probably Yes: _____ Probably No: _____ Definitely No: _____

5. In your opinion, was the event worthwhile in terms of costs (venue & accommodation) and your time away from the office? (Please check one)

Definitely Yes: _____ Probably Yes: _____ Probably No: _____ Definitely No: _____

6. Suggestions and ideas for improving the program



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Appendix E: Training Bond Agreement

Instructions to the Applicant and the HR & Training Units	
Instructions to the Applicant	Instructions to the HR & Training Units
- Please use block letters to complete this form in triplicate - Attach a recent colored passport size photograph	- Copy should be placed in the Employee's Personal File - Copy should be retained by the Employee - Copy saved in the HR & Training Data

I (full details as indicated in *Box A* below), commit myself to continue to provide my services to the Environmental Protection Agency (EPA) for the bond duration stipulated herein, upon completion of the approved training event for which I am being bonded.

Box A: Personal Information of Employee			
Full Name of Employee	Gender	Payroll No.	Phone No
Job Title	Department/Program	E-mail:	
Date of Birth	Date of Employment	Home Address	
Title of Training Event Requested			
Bond Period			
Bond Duration (# Months/Years)	Bond Serving Date (From/To)	Bond Expiry Date	Bond Amount (US\$)
Employee's Signature & Date		Signature	Date

I bind myself, my heirs, executors, and administrators, to pay unto the Environmental Protection Agency on demand the sum of the bonded amount as shall be required on account of my defaulting to serve the bonded period.

Whereas for the better protection of the Environmental Protection Agency, the above employee has agreed to execute the bond and comply with the conditions set out hereunder:

NOW THE CONDITIONS OF THE ABOVE WRITTEN OBLIGATIONS ARE AS FOLLOWS:

1. Every employee granted approval to participate in a training event outside Liberia is required to comply with the following conditions:
 - a) To proceed to the recognized institution and begin the event for which the approval was granted and to continue with such studies for as long as prescribed unless he or she is prevented from so doing by sickness proved by a certificate from a recognized Medical Practitioner or by circumstances beyond his or her control, recognized as such by the Director for Administration or his/her proxy.
 - b) To devote his or her whole time to follow the course of instruction for which the approval is granted unless permission is granted, in writing by a competent authority of the Agency, to undertake other work or studies or to modify his or her course in content or duration.
 - c) Not to engage in any occupation or activity which is considered detrimental to his or her progress during studies prescribed for him or her and/or detrimental to his or her health.
 - d) To satisfy the Environmental Protection Agency as to attendance, conduct and progress by a report from the Head of the institution or such other approved person at the institution in which he or she is studying.
 - e) To comply with the scholarship conditions.
 - f) To sit for and pass any prescribed examinations or approved group of examinations within the time fixed by the authorities of the institution at which he or she is enrolled, unless he or she is prevented from doing so by sickness proved by a certificate from a recognized medical practitioner, or by circumstances beyond his or her control recognized as such by the Authorized Officer of the Environmental Protection Agency or his/her proxy.
 - g) To complete the course within the stipulated period and resume duty accordingly.
 - h) To continue in the service of the Agency for a period as per the bond agreement, upon completion of training.
2. The commencement date of the bond shall be either the earliest date the employee reports to workstation after completion of training, or the date the employee goes on annual leave immediately after completion of training.
3. The Bond Agreement shall be notarized.
4. An employee under bond obligation who defaults shall be required to redeem the bond in full.
5. This Training Bond Form constitutes a Formal Agreement between the Employee and the Environmental Protection Agency.

6. In the event the Employee shall breach any or all the above conditions, the above written bond shall remain in full force and effect, and the agreed bond amount shall be forthwith payable to the Agency by way of liquidated damages, and not as a penalty.

The above written obligations are conditioned to be void in the event:

- A. The Employee completes the period of obligatory service.
- B. The Employee redeems the bond.
- C. The service of the Employee is terminated by the employer.
- D. The Employee dies.

It should be noted that upon the lapse of the bond period, the Employee shall be notified, in writing, by the Agency.

In the presence of the Public Notary Office, signature and seal affixed:		
Full Name of Public Notary Officer		
Signature of Public Notary Officer		
Date and Seal		
DECLARATION BY Employee		
I, the undersigned, do hereby declare that I have read the foregoing terms and conditions and agree to abide by them.		
Full Name of Employee	Signature of Employee	Date
DECLARATION BY EPA's AUTHORIZED STAFF		
I certify that the Declaration was both read and signed by the Candidate in my presence.		
Full Name of Authorized Staff	Signature of Employee	Date
Full Name of Witness	Signature of Witness	Date

REFERENCES

European Commission, *Adapting PES Training Policy to better service delivery*, 2012.

Liberia Land Authority, *Five Year Training Plan Final Report*, prepared by Clement Opare, Independent Consultant, 2020.

Ministry of Planning and Economic Affairs, *Liberia National Capacity Development Strategy*, prepared by UNDP, 2011.

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