PEPFAR Monitoring, Evaluation, and Reporting

Collecting the Essential Survey Indicators of Orphans and Vulnerable Children Well-Being through Outcomes Monitoring

Facilitator's Guide to the Data Collector Training

May 2016

USAID FROM THE AMERICAN PEOPLE PEPFAR MEASURE Evaluation

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The development of this toolkit was highly participatory. Materials represent the current best practice around the measurement of orphans and vulnerable children (OVC) and caregiver well-being in the context of the U.S. President's Emergency Plan for AIDS Relief (PEPFAR)-funded OVC programs. At the U.S. Agency for International Development, this toolkit was shepherded by Dr. Janet Shriberg and Gretchen Bachman, with input from the wider PEPFAR Orphans and Vulnerable Children Technical Working Group—especially Dr. Beverly Nyberg, at the Peace Corps, and Dr. Nicole Benham, at the Office of the Global AIDS Coordinator.

The important contributions of implementing partners, researchers, government staff, and other stakeholders, too numerous to list, cannot be overstated. This is truly a community toolkit, and we are grateful to our colleagues for their generosity with their time, resources, and experience.

CONTENTS

ABBREVIATIONS

IP	implementing partner
M&E	monitoring and evaluation
MER	monitoring, evaluation, and reporting
MUAC	mid-upper arm circumference
OVC	orphans and vulnerable children
PEPFAR	U.S. President's Emergency Plan for AIDS Relief
USAID	U.S. Agency for International Development

MEASURING OVC OUTCOMES: A TOOLKIT

As part of its monitoring, evaluation, and reporting (MER) guidance, the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) launched a set of essential **indicators for orphans and vulnerable children (OVC) programs**. These outcome indicators reflect internationally accepted developmental milestones and collectively measure holistic well-being for children and their families over time. Indicators track the ways OVC programs gain from and contribute to the broader HIV and child protection response. These outcome indicators are designated as "essential survey indicators," meaning that PEPFAR requires countries to collect these indicators biennially (every two years). These outcome data will support improved, evidence-informed strategic portfolio development, programming, and resource allocation decisions both at the country level and the headquarters level.

This manual has been created to support training specifically for collecting the MER essential survey indicators through outcomes monitoring. This manual for data collectors' training supplements *Collecting PEPFAR Essential Survey Indicators: A Supplement to the Orphans and Vulnerable Children Survey Tools Guide*, which comprises the data collection tools and the data analysis plan.

Outcomes monitoring is a rapid survey approach designed to collect *only* the PEPFAR MER essential survey indicators. We have condensed the PEPFAR OVC survey tools for the purpose of outcomes monitoring. This manual describes a three-day training for data collectors with an additional half-day for supervisors. The training curriculum focuses on training on the use of the condensed data collection tool, which is a questionnaire containing three modules, all administered to the caregiver.

MEASURE Evaluation has also developed and published *Training for PEPFAR OVC Survey Data Collectors, Facilitator's Guide*. This manual describes the structure and content of a six-day training workshop for data collectors conducting an OVC evaluation.[1] This training curriculum covers the use of the full suite of PEPFAR OVC survey tools that are administered to caregivers and children. It is available at http://www.cpc.unc.edu/measure/our-work/ovc/ovc-program-evaluation-tool-kit.

Both training manuals are supplemented by Microsoft PowerPoint slides and handouts.

[1] In the context of MER, outcomes monitoring is defined as the routine and systematic collection of information on the intended results of program interventions. For OVC programs, these results are the well-being of program beneficiaries. Outcomes monitoring and program evaluation may use the same indicators, and both outcomes monitoring and evaluation rely on surveying a manageable sample of beneficiaries to estimate the well-being of the larger population. The difference between the two is that outcomes monitoring measures change in the indicator, while evaluation aims to attribute observed changes to programs or interventions, usually by comparing program beneficiaries to similar people who did not receive the program or intervention. This outcomes monitoring training manual is the best choice for training data collectors to measure change in the essential indicators.

INTRODUCTION

Purpose of This Training Manual

Data collectors conducting outcomes monitoring to collect the PEPFAR MER essential indicators must be trained to a high standard. To enable this, MEASURE Evaluation has developed this curriculum for training data collectors. Investigators will need to adapt the training manual and materials to reflect the aims and design of their particular survey plans. However, the structure of the adapted version should follow the structure laid out here. This training manual aims to provide as much guidance as possible for prospective data collectors to collect the essential survey indicators by means of outcomes monitoring.

The manual has three objectives:

1. Familiarize participants with PEPFAR's expectations for how to conduct outcomes monitoring
2. Ensure standard and routine application of child protection and ethics safeguards
3. Reduce the burden on local and international researchers who want to collect the OVC MER essential indicators through outcomes monitoring

We hope that this manual and these materials will reduce the level of effort needed to carry out the survey.

Description and Audience

The training manual and supporting materials provide guidance for facilitators who will train data collectors to administer the standardized questionnaire for outcomes monitoring. With this manual, facilitators will learn how to administer the questionnaire to an adult caregiver and how to run an interactive training for data collectors with group work and feedback sessions. They will also acquire skills to engage participants and address challenges that may arise during training.

Training facilitators may be university staff, international or national implementing partner staff, government ministry officials, or MEASURE Evaluation survey data collectors or consultants. Training participants will be data collectors or enumerators; some trainees will become supervisors of data collectors. In addition to this guide, some training materials may be prepared or adapted by the facilitator to support your survey and circumstances. The goal of the training is for participants to learn about the questionnaire and gain the skills to use it effectively in the field.

Structure and Content

The remainder of this manual is divided into two sections:

- Section 1: Facilitation Guidance
- Section 2: Training Schedule and Content

The first section, Facilitation Guidance, offers tips to conduct a training that uses participatory techniques and cooperative learning. The second section, Training Schedule and Content, provides a draft workshop agenda that consists of seven required modules and two optional modules split into sessions, with time estimates, activities, and suggested materials for a training packet. This second section includes detailed facilitators' notes, which are meant to accompany Microsoft PowerPoint slides. The slides are available for download separately at http://www.cpc.unc.edu/measure/our-work/ovc/ovc-program-evaluation-tool-kit.

For each day of training, the facilitator's notes are included in a slide-by-slide format. Notes headed *facilitator knows*, *facilitator does*, and *facilitator says* make up the bulk of the notes to facilitators in the slide deck for each day of training.

The following items constitute the basic training packet. The training plan assumes that participants have copies of these items:

- Questionnaire administered to the caregiver (in all interview languages for your survey)
    - Cover sheet and three questionnaire modules: household, child age 0–4 years, and child age 5–17 years
- Kish grid (if one is used in your survey)
- Microsoft PowerPoint slides (recommended)
- Consent forms specific to your survey
- Confidentiality agreement specific to this survey
- Referral protocol specific to this survey
- Interviewer control sheets specific to this survey
- Field manual
- Referral form specific to this study
- Field incident report specific to this survey
- Child protection policy specific to this survey

SECTION I: FACILITATION GUIDANCE

Your responsibility as the facilitator is to present each session's content and activities as clearly as possible. You are also responsible for maintaining a comfortable learning environment for participants. You should therefore be very familiar with this training manual, the materials, and the activities before each session in order to feel confident about the content and process.

Preparation

Consider the following questions.

Logistics

1. Is the venue suitable for the training?
2. Will money be needed at the workshop venue to cover any costs?
3. Has sufficient stationery been organized?
4. Is any additional equipment required, such as a projector?

Participants

1. Has accommodation for participants been arranged?
2. Are there any transport arrangements to make, including for the field practice?
3. Have you recruited and convened a sufficiently large group of training participants?
4. Are participants able to fully participate without external distractions?

Assessment of Participants

Choosing data collectors: If you are conducting this training for a specific data collection activity, we recommend that you convene a group of trainees large enough to enable you to choose the best team to conduct the data collection. The pool of participants will vary from country to country and survey to survey, but you and your colleagues should select participants based on their experience, language capability, and personality attributes. Then, use the training days to observe the participants' potential and commitment as data collectors. Choose training participants who have a clear mastery of the procedures and questionnaire and who demonstrate excellent ethical principles. If more participants attend the training than are needed for your survey, make sure you explain that those who complete the training successfully will receive a certificate and could be selected for future studies.

Choice of supervisors: Out of the pool of participants, you—along with your colleagues and partners—will choose supervisors for your survey teams. It is likely you identified some supervisors to support data collection prior to this training (for example, data collectors involved in the pilot of the survey tools are often good candidates to be survey supervisors). However, after piloting, for various reasons you may want to include other supervisor candidates. This data collectors' training is your opportunity to observe performance, interpersonal and organizational skills, and the ability or capacity of participants to take on the role of supervisor. Approach supervisor candidates by the end of Day 2 so that they can make arrangements to stay for Day 4. The other participants will depart after Day 3.

An advantage of preselecting supervisors is that they can assist during the training, giving them an opportunity to gain experience in a controlled setting, in addition to establishing their leadership in the survey. Supervisors may assist with the mock interviews—supervising each group in turn—and with the practice interviews in the field. Supervisors should help edit questionnaires and be a resource for the facilitators. It is helpful to call on supervisors to participate from time to time in order to identify them as leaders. Some supervisors may be used to give demonstration interviews. *Assessing interviewer performance:* Use a quality control checklist (Appendix 1) to gauge participants' performance throughout the training days and at the end. Use this tool to determine team arrangements and to release participants whom you will not employ for this survey.

Tips for Facilitation

Room Setup

1. Organize the room so that participants can sit four to six to a table. These groups will be used for discussions and other activities.
2. Make sure every participant is in a position to see the screen you will use for presentations and to converse easily with others at the table.

Nonverbal Communication

1. Maintain eye contact with everyone in the group when speaking.
2. Stand in front of the group, especially to begin the session. It is important to appear relaxed, direct, and confident.
3. Show that you are listening to participants by reacting to what they say with a smile or nod.
4. Move around the room to connect with participants, but ensure that you address the group from a place where you can be seen and heard by all.

Verbal Communication

1. Speak slowly, clearly, and calmly. Be aware of your tone of voice.
2. Ask open-ended questions. Open-ended questions require more than one-word answers, such as "What is your favorite memory from childhood?," "What expectations do you have for this training experience?," or "How do you manage all of your responsibilities at home and at work?" Use probes to get participants to offer more if they respond with "yes" or "no": for example, "What makes you say that?" or "Tell us more about your thoughts or experiences."
3. Encourage participants to respond to one another by asking, "Does anyone have an answer to that question?"
4. Check in with other participants to see if they agree or have different experiences when a participant makes a statement.
5. Encourage participants to speak and provide them with positive reinforcement, such as "Thank you for that," "Great example," "Good job," or "Yes, thanks, can we hear more about that point?"
6. Summarize participants' statements in your own words. This will help to both cross-check your understanding and reinforce key statements.
7. Keep the discussion focused on the goal of the session. Watch out for disagreements and diversions; draw conclusions that help move the discussion in the direction you want. Point out when appropriate that some topics are not black and white and that debating gray areas is part of the training.

Leading Sessions

1. Begin sessions with a warm-up that reviews the previous day's key learning points and provides a transition to key learning points for the day ahead. Engage participants in this activity once they arrive and have settled in for the first session.
2. Create a "parking lot" for questions raised that do not fit into the sessions. Make time to cover these later. "Parking" those questions for later discussion will eliminate tangents and distractions but ensure that everyone's questions are addressed. You can keep these, alongside expectations and fears, to revisit later.
3. Briefly summarize the main learnings of the day. You may choose to have a participant or several participants do this.

4. Discuss whether participants think the key learnings were achieved. If they request further review of a key learning point, take note and integrate it in the next session for review and deepening of knowledge.

Participatory Techniques

Participants learn from being able to talk about the content of the training with their peers using cooperative learning. Think about the kinds of participatory techniques you have used before as you read through this section, and be sure to consider the size of the group you will be training. Plan how you will use participatory techniques to facilitate your training. Be attentive to the amount of time you have for each session. It is important to plan how much time you think each activity will take, how much time you want to leave for feedback and discussion, and how much time you will need for wrap-up and transitions.

Energizers and Ways to Form Groups or Pairs

1. *Birthday line-up:* Have participants line up by birthday—here if born in January, here if February, March, etc. Once participants are lined up, have participants pair off based on birth dates that are closest together, furthest apart, etc. You can use variations of this for future pairings.
2. *Favorite food line-up:* Ask participants to pair up using their favorite foods to select a new partner. These are aspects about one another that participants will remember and will give them associations that help them connect with each other. You can also use this method to make groups of three if you would rather have larger groups for a specific activity. You can then use these foods to make future pairs and groups. For example, peanut sauce may have paired with fish for one activity, but then peanut sauce pairs with fried plantains for the next activity.

Cooperative Learning

1. *Think-pair-share:* Engage the participants' thinking with a question. Participants take a few moments to think about the question. Participants then pair up to talk about their answers. The "pair" can be two, three, or four participants working together. After two or three minutes, have the participants share their responses with the whole group. Sometimes this sharing will be partners sharing each other's responses and sometimes it will be the group choosing a response that emerged from their discussion.
2. *Interviewing each other:* The facilitator or participants can model interviews in front of the group. Participants need a visual (facial expressions, use of questionnaire, eye contact) and spatial (distance from subject, body language) example of what good interview skills look like. You may use this approach—especially early in the training—to demonstrate what a good interview looks like. These demonstrations will also help participants see how to use probes, how to keep the interview flowing, and how to handle uncooperative or distracted respondents. Mock interviews can be used in a jigsaw format throughout the training. One participant interviews another. The respondent can answer truthfully or play the role of a fictitious person. These may be done for one section of the questionnaire or for a longer portion or for the whole questionnaire. You can also have participants watch an interviewer-respondent pair and take notes about issues that arise. You need to move around to various pairs when mock interviews are taking place, note issues, and discuss each section with the whole group. Participants need many opportunities to read and administer the questionnaire and you need opportunities to assess their knowledge and skills. Interviewing will occur repeatedly throughout the training. Interviewers and respondents need experience in all of the languages that will be used for the survey. Be sure to attend to translation and comprehension issues and take note of edits that need to be made. Sometimes this process will include finding consensus in the large-group debriefing about how to make a question more understandable.

Evaluation of the Training

At the end of each day, participants will complete a short evaluation of the training. This way, you will be made aware of any problems or suggestions for improvement. The evaluation can use two simple questions:

- What did you like best about the training today?
- What could we do to make the training even better?

You can ask two participants at the end of each day to collect feedback from others and present the responses to the rest of the group before departing. If you do not have time, you can also review the feedback prior to the next day of training. On the last day, a more extensive evaluation of the training is advisable. Please see Appendix 2 for a sample evaluation form for the last day of training.

SECTION II: TRAINING SCHEDULE AND CONTENT

Some of the training content requires critical thinking around the questionnaire and how to effectively apply it, while other content deals with the logistics of reporting and demands mastery of procedures. The sequence of learning objectives aims to build knowledge of the questionnaire as well as skills in conducting logistical tasks and procedures before the field practicum.

Review the draft workshop agenda (Table 1); then continue reviewing the training content. Think about your local needs and conditions, your survey goals, and your training group's skill level. Consider how you may adapt the plan to emphasize specific areas or to capitalize on the capacity of your group as you continue reviewing the content.

The quality of the results of the survey is in the hands of the data collectors. It is important to organize the training in detail and run through the interviewing process multiple times throughout the training. Practice makes perfect! During the training you will be working on these areas and skills:

1. Describing the survey and how data will be used
2. Teaching sufficient information on the survey methods and the questionnaire, including how they were constructed
3. Discussing and role-playing interviews
4. Explaining interviewing guidelines
5. Discussing principles, standards, and practices essential for ethical surveying
6. Explaining the sampling logic and why this is important
7. Explaining how respondents should be recruited
8. Explaining supervision and quality control (completed questionnaire requirements)
9. Explaining survey scheduling (and how data collectors must accommodate target households' and respondents' schedules while also meeting survey deadlines)
10. For supervisors' training: explaining questionnaire editing and data management

Overall Training Learning Objectives

The overall learning objectives of the training for participants are the following:

1. Explain OVC well-being, and why and how well-being is measured in this survey
2. Inform others about the survey's purpose and how the survey data will be used
3. Recall the questions on the questionnaire
4. Explain what ethics in data collection are, why ethics are important, and how to apply ethics to collecting the MER essential survey indicators
5. Explain how caregivers were selected and how to sample children for some questionnaire modules
6. Use recommended data quality practices in administering the questionnaire

As the facilitator, you can share these objectives with your participants on Day 1 of the training after they have completed the preassessment and after you have completed the "Introductions" activity.

Workshop Agenda

Table 1 presents a suggested workshop agenda. Note again that you may need to adapt the agenda to fit the objectives of your survey and the capacity of your data collectors.

Table 1: Suggested workshop agenda

<table>
<tr><th>Time</th><th>Day 1
MER Indicators, Interviewing, & Ethics</th><th>Day 2
Interviewing, Heading into the Field, & Data Quality</th><th>Day 3
Field Practicum</th><th>Day 4
Supervisors' Training</th></tr>
<tr><td>8:30-9:00</td><td>Welcome</td><td>Warm-up</td><td rowspan="5">6c: Field practicum (until lunch)</td><td>Warm-up</td></tr>
<tr><td>9:00–9:30</td><td>Background: USAID implementing partner (IP) overview and training facilitator's organizational overview</td><td rowspan="2">Module 4: How do we conduct interviews?

4a:Questionnaire module: child age 0–4 years
(1 hour)

4b : Administering the questionnaire module
(45 minutes)</td><td rowspan="2">Module 7: Supervisor performance*

7a: Error-finding exercise
(1 hour, 45 minutes)</td></tr>
<tr><td>9:30–11:15</td><td>Module 1: Who are we and why are we here?*

1a: Introductions
(30 minutes)
1b: Definitions
(15 minutes)

1c: MER essential survey indicators and questions
(1 hour)</td></tr>
<tr><td>11:15–11:30</td><td>Break</td><td>Break</td><td>Break</td></tr>
<tr><td>11:30–13:30</td><td>Module 2: How do we conduct interviews?

2a: Questionnaire
(30 minutes)

2b: Administering the questionnaire
(1 hour)

2c: Guidelines for interviewing
(30 minutes)</td><td>Module 5: How do we conduct interviews?

5a : Questionnaire module: Child age 5–17 years
(30 minutes)

5b:Administering the questionnaire module
(1 hour)</td><td>7b: Supervisor's job
(1 hour)

7c: General editing guidelines
(1 hour)</td></tr>
<tr><td>13:30-14:30</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td></tr>
</table>

14:30-16:00	2d. Kish grid (30 minutes) Module 3: Why, what, how: ethics in data collection* 3a: Ethics in data collection: general (30 minutes)	Module 6: Heading into the field* 6a: Preparation for field practicum (l hour, 30 minutes)	6d: Debriefing (1 hour, 30 minutes)	Use the rest of day to print questionnaires and work on getting ready for the field
16:00-16:30	Break	Break	Break	Wrap-up
16:30-17:30	3b: Ethics in data collection: applied (1 hour)	6b: Ensuring data quality (1 hour)	Training wrap-up (1 hour)	
17:30	Wrap-up Day evaluation	Wrap-up Day evaluation		
* Total times for each module (excluding other activities)	Module 1 = 1 hour 45 minutes Module 2 = 2 hours, 30 minutes Module 3 = 1 hour	Module 4 = 1 hour, 45 minutes Module 5 = 1 hour, 30 minutes Module 6 =1 hour, 30 minutes today; half-day field practicum and debriefing of 1 hour, 30 minutes tomorrow	Optional modules: (1) Child protection = 1 hour (2) Sexual harassment =1 hour	Module 7 = 3 hours, 45 minutes

Day-by-Day Facilitation Notes

As noted earlier, for each day of training, notes for facilitators appear on most of the slides. Most are under the "facilitator knows" and "facilitator does" rubrics, but there are some notes under the "facilitator says" rubric, as well.

Day 1: MER Indicators, Interviewing, & Ethics in Data Collection

Learning Objectives

1. Participants will be able to explain OVC well-being, and why and how well-being is measured in this survey.
2. Participants will be able to inform others about the survey purpose and how the survey data will be used.
3. Participants will be able to recall the questions on the questionnaire.
4. Participants will be able to explain what data collection ethics are, why ethics are important, and how to apply ethics to collecting the MER essential survey indicators.

Materials

- Laptop
- Projection screen
- Projector
- Microsoft PowerPoint slides for Day 1
- Flip chart paper and markers (if an Internet connection is available and you can use a higher-tech option, then pull up Google Docs and Wordle)
- Appendix 3 for Module 2a

Outline

- Welcome and registration (30 minutes)
- Module 1: Who are we and why are we here? (1 hour, 45 minutes)
- Module 2: How do we conduct interviews? (2 hours, 30 minutes)
- Module 3: Why, what, how: ethics in data collection (1 hour)
- Wrap-up (15 minutes)

Day 2: Interviewing, Heading into the Field, & Data Quality

Learning Objectives

1. Participants will be able to recall the questions on the remaining two questionnaire modules.
2. Participants will be able to explain how caregivers were selected and how to sample children for some questionnaire modules.
3. Participants will be able to use recommended data quality practices in administering the questionnaire.

Materials

- Laptop
- Projection screen
- Projector
- Microsoft PowerPoint slides
- Flip chart paper and markers (if an Internet connection is available and you can use a higher-tech option, then pull up Google Docs and Wordle)
- Index cards
- Pens

Outline

- Orientation and warm-up: 30 minutes
- Module 4: How do we conduct interviews? (1 hour, 45 minutes)
- Module 5: How do we conduct interviews? (1 hour, 30 minutes)
- Module 6: Heading into the field (1 hours, 30 minutes)
- Wrap-up (15 minutes)

Day 3: Field Practicum & Debriefing

Learning Objectives

1. Participants will be able to explain how caregivers were selected and how to sample children for some questionnaire modules.
2. Participants will be able to use recommended data quality practices in administering the questionnaire.

Materials

- Laptop
- Projection screen
- Projector
- Microsoft PowerPoint slides
- Flip chart paper and markers (if an Internet connection is available and you can use a higher-tech option, then pull up Google Docs and Wordle)
- Index cards
- Pens

Outline

Module 6c: Field practicum (3-4 hours—all morning until lunchtime)

Module 6d: Debriefing (1 hour, 30 minutes)

Training wrap-up (1 hour)

Optional Modules

These two additional modules can also be presented on Day 3, depending on the nature of your survey and the organizations involved and the data collectors' capacity.

Optional Module 1: Child protection—some of this content appears in Module 3, from Day 1 (1 hour)

Optional Module 2: Sexual harassment (1 hour)

Day 4: Supervisors' Training

Learning Objective

1. Participants will be able to edit questionnaires and supervise teams of data collectors in the field, maintaining high data quality and fidelity to survey procedures.

Materials

- Laptop
- Projection screen
- Projector
- Microsoft PowerPoint slides
- Flip chart paper and markers (if an Internet connection is available and you can use a higher-tech option, then pull up Google Docs and Wordle)
- Index cards
- Pens

Outline

- Orientation and warm-up (15 minutes)
- Module 7: Supervisor performance (3 hours, 45 minutes)
- Get questionnaires ready for field work and make general preparations for the team's field work (3 hours—remainder of Day 4)
- Wrap-up (30 minutes)

APPENDIX 1: QUALITY CONTROL CHECKLIST EXAMPLE

Quality Control Checklist

Name of Interviewer ____________________
Name of Supervisor _____________________
Cluster Location or Supervision Area _____________________
Date __/__/____

DID THE INTERVIEWER…	PERFORMED CORRECTLY?	
	Yes	**No**
Select the household correctly?		
Select the respondent correctly?		
Introduce him/herself correctly?		
Read the consent statement at the beginning of the interview?		
Correctly complete the cover sheet?		
Speak clearly during the interview?		
Use culturally appropriate body language?		
Have neutral facial expressions/body language (did not react positively or negatively to the respondent's answers)		
Ask leading questions that might have influenced the respondent's answers?		
Read the questions exactly as they were written?		
Write legibly on the questionnaire?		
Follow the skip patterns correctly?		
On a scale of 1 (needs follow-up training) to 10 (excellent), I rate the interviewer's performance during this interview as the following (circle one): 1 2 3 4 5 6 7 8 9 10 Needs more training Excel lent		

APPROXIMATE DURATION OF INTERVIEW: ___________________ minutes

GENERAL NOTES:

____

____

____

____

____

SUPERVISOR'S SIGNATURE _______________________________

APPENDIX 2: SAMPLE EVALUATION FORM

Evaluation Form

1. Which session(s) did you find most useful? *Please list sessions.*

2. Which session(s) did you find least useful? *Please list sessions.*

3. Name one skill you learned that stands out in your mind. *Please describe.*

4. What types of learning did you like most?

☐	Pairs	☐	Other (specify)
☐	Group work	☐	Other (specify)
☐	Classroom interview practice	☐	Other (specify)
☐	Field practicum	☐	Other (specify)

5. (Please tell us whether you agree or disagree.) **I learned how to administer the questionnaires during this training.**

Strongly disagree……………………………………………………………………Strongly agree

1 2 3 4 5

6. (Please tell us whether you agree or disagree.) **I had a positive experience learning with my peers in this training.**

Strongly disagree…………………………………………………………………..Strongly agree

1 2 3 4 5

7. (Please tell us whether you agree or disagree.) **The training met my expectations.**

Strongly disagree……………………………………………………………………Strongly agree

1 2 3 4 5

(Please tell us whether you agree or disagree.) **The facilitator was [OR the facilitators were] effective in meeting the training's learning objectives.**

Strongly disagree……………………………………………………………………Strongly agree

1 2 3 4 5

8. We value your comments. Please provide additional feedback here:

APPENDIX 3: MAPPING QUESTIONS (FOR USE IN MODULE 2A)

Questionnaire	Section
All	
Child 0–4 + Child 5–7	
Caregiver only	
Child 5–17 only	
Child 0–4 only	

Facilitator's Key for Mapping Questions

Questionnaire	**Section**
All	Sex, age, participation in or receipt of services from the program (ever and in past 6 months)
Child 0–4 + Child 5–17	Sex, age, birth certificate, general health, AIDS testing, knowledge of AIDS test result, participation in or receipt of services from the program (ever and in past 6 months)
Caregiver only	Sex, age, participation in or receipt of services from the program (ever and in past 6 months), unexpected household expenses in past 12 months, ability to pay for those unexpected household expenses
	Attitudes about corporal punishment at home, corporal punishment at school, # children under your care
Child 5–17 only	School enrollment now, school attendance last week, grade/form in school this year, school enrollment last year, grade/form last school year
Child 0–4 only	Early childhood stimulation (5), mid-upper arm circumference (MUAC)

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