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UPLIFTING ADOLESCENTS PROJECT

WORKSHOP REPORT ON

“TRACER STUDY TRAINING FOR INTERVIEWERS”

FOR

NON-GOVERNMENT ORGANIZATIONS (NGOs)

**Medallion Hall Hotel, Kingston 10
September 23, 1998 & October 1, 1998**

**The UAP is managed by Development Associates, Inc.
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PREFACE

The Uplifting Adolescents Project (UAP) conducted a Tracer Study Training Workshop for Interviewers over two days September 23 and October 1, 1998. There were 24 participants from 10 UAP-supported NGOs on Day 1 and 16 participants from 9 of the NGOs on Day 2 (See *Appendix I*, pgs. 19-20). Mrs. Pansy Hamilton, the Consultant supervising implementation of the Study, was the Workshop Consultant/Presenter on both dates.

This training was originally planned as a 1-day Workshop but, due to a Storm Alert during the morning of 23rd September, that day's programme was aborted after lunch and the afternoon sessions re-scheduled for the morning of 1st October. The Workshop Agenda attached as *Appendix II* (pg. 21) reflects the timetable adjustments which had to be made.

The purpose of the Workshop was to:

1. provide NGO participants with suitable orientation to the UAP Tracer Study;
2. train interviewers and supervisors how to conduct the 1998 Tracer Study on adolescents who were UAP Program "completers";
3. give opportunities for discussion which would enable participants to feel comfortable with their respective responsibilities for implementing the 1998 UAP Tracer Study.

A comprehensive Memo, "Reminders on Using the Tracer Study Questionnaire"¹, and a "Tracer Study Interviewer Training Guide"² were provided for each participant's review and subsequent detailed study.

This Summary of the Workshop Proceedings has been prepared primarily to record:

- a) the explanations given regarding the purpose of the Tracer Study;
- b) the issues dealt with in the "Training Guide" which were highlighted by the Presenter;
- c) the concerns raised by participants regarding use of the questionnaire, and the responses given in answer to those concerns.

The summary report should, therefore, be used by NGOs to refresh the memory of those who attended the Workshop and to inform those Interviewers who were unable to be present.

¹ See *Appendix III*, pgs. 22-24 for Memo from Dr. Diana Davis, UAP Research Specialist, dated September 15, 1998.

² See *Appendix IV*, pgs. 25-40.

SUMMARY OF WORKSHOP PROCEEDINGS

DAY 1

The first Workshop Session started at 9.15 a.m. after 17 participants had been registered. Dr. Joyce Robinson, UAP Training Co-ordinator, expressed her appreciation to those who had come and particularly to those who had arrived on time. She asked participants to note the day's Agenda which they would find in their Workshop folders.

She then introduced Mr. Francis Valva, Chief of Party, UAP, who would officially welcome participants and introduce the Consultant/Presenter, Mrs. Pansy Hamilton.

1. INTRODUCTION & WELCOME

In welcoming participants, Mr. Valva expressed his pleasure at being back at work and his disappointment at having missed what he had heard was an interesting and important Parent Trainers' Workshop the previous week.

Mr. Valva said it was necessary for everyone involved in UAP to develop an impartial understanding of the effect the programmes were having on the target group for which the Project was designed. Evaluation was necessary to determine where and how improvements could be achieved.

He noted that the UAP was approximately half way through its scheduled life, and the Tracer Study being dealt with that day was part of USAID's evaluation of what had taken place to date. The funding agency had contracted with an external evaluation team to conduct a mid-term evaluation of the UAP. Development Associates Inc. and the NGOs had been evaluated on how well they were doing what they had been contracted to do. USAID would need to know, for instance, if the Project design was working or whether modifications were necessary. The at-risk contacts had to be themselves evaluated to see what use they had made of the counselling and training received. Mr. Valva stressed that random sampling was important. Interviewers should try to get the best, unbiased data they could collect and "let the chips fall where they may".

No one was expecting a tremendous overnight change to have taken place, so there was no need to get excited or apprehensive. The Tracer Study was just another exercise that would document what had been done and try to evaluate how effective those efforts had been, bearing in mind the environmental factors that might have affected the outcome. The external evaluation team would be trying to identify ways and contexts that had worked, and lessons that could be transferred to other initiatives. He said also that even failures were ways of teaching what should or should not be happening.

Mr. Valva wished everyone the best of luck and expressed his regret that other pressing demands on his time prevented him from staying for the rest of the Workshop. He introduced Mrs. Hamilton, who had come highly recommended from her previous involvement in similar projects for UNICEF, the Ministry of Health and other organisations. He said she would be the person who was going to ensure the Tracer Study's quality assurance. She would be guiding and helping participants to become competent interviewers and data collectors.

2. PURPOSE AND CONTEXT OF THE UAP TRACER STUDY

Mrs. Hamilton explained that the purpose of the Tracer Study was:

- i) to get some information on what NGOs had accomplished to date with the resources entrusted to them, in relation to the objectives they had set themselves; and, based on those findings,
- ii) to make any necessary adjustments.

Information would be gathered through follow-up of young persons in the 10-14 age group who had benefited from NGO courses, so as to see what the impact of their UAP involvement had been in certain key areas. The Study would be seeking to find out what they currently thought, believed, knew, and were doing. She pointed out that there were various ways and means of collecting opinions, but the method going to be used in the Tracer Study was a questionnaire.

3. THE INTERVIEW PROCESS

Mrs. Hamilton drew participants' attention to the document, "Tracer Study Interviewer Training Guide" (See *Appendix IV*, pgs. 25 - 40). She stressed that they would have to read it very carefully after the Workshop, but said she would be taking them through many of the issues relating to the interviewing process. Participants were also encouraged to ask questions as they went along, if they needed clarification. The following points were highlighted:-

page 3 – *In-Person Interviewing*

This section of "The Guide" outlines what the Interviewer needs to know and do.

Each child should be:

- given a clear, simple explanation of why he/she is being asked to answer the questions;
- treated with respect – that is, questions asked politely; interested and close attention paid to his/her answers.

Get accurate and complete answers.

Maintain agreed-on schedule. Time overruns are expensive!

Contacts: Use the *Contact Record* form³ (1 per person) to keep a record of the attempt(s) made to contact each person in the sample, even if he/she could not be located. This will help follow-up and verification.

The Introduction: Greet the child being interviewed (the respondent), introduce self.

Explain purpose of the research (e.g., “Answers going to be useful in making the programme better.”) and make clear that IT IS NOT A TEST and nothing that is said will be used against him/her. Say that the answers will be kept CONFIDENTIAL among the persons doing the Study... Nothing that is said will be told to anybody else.

Questions: After the respondent has been made comfortable, the next step is getting the information asked for by the questionnaire.

The Interviewer needs to be thoroughly familiar with the questionnaire form — KNOW THE SECTIONS; KNOW THE QUESTIONS IN EACH SECTIONS; ENSURE UNDERSTANDING OF HOW THE QUESTIONS MUST BE ASKED AND HOW THE ANSWERS MUST BE ENTERED ON THE FORM. The Interviewer has to:

- **Read the questions exactly as set out, unless instructed otherwise.**
- **Follow the skip patterns, so that no unnecessary question is asked.**
- **Keep tone of voice, facial expressions, posture and other body language as neutral as possible to avoid influencing the respondent’s answers.**
- **Give respondent enough time to think and answer.**
- **Be observant...watch respondent’s body language**
 - If the respondent seems uneasy at any stage during the interview, try to relieve the anxiety and put him/her at ease.
- **Comply with the Response Options**
 - a) If form says “Circle one”, circle only one item number. If form says “Circle as many as apply”,

³ See Appendix VI, pg. 54.

circle as many as are given.

- b) To reduce the number of “I don’t know” answers if possible, Interviewers can encourage the respondent to re-consider the question, but should not stop the interview until the child comes up with an answer or ‘lead’ him/her into giving a particular alternative answer.
- c) For open-ended questions, listen to the answers carefully, to be able to write as much of the response as possible in the respondent’s own words.
- d) Where provision has been made for an “Other” response it means that, if the child gives an answer that doesn’t fall into any of the listed categories, the Interviewer must write down what he/she actually said.

page 8 – *Interviewing Hints*

Interviewing is a skill. The Interviewer has to be relaxed, consistent, and able to maintain a neutral composure. When respondents are reluctant to answer, they can be encouraged with neutral statements that best fit the situation—such as “your best estimate will be fine” or “we are almost done; just two minutes more...”.

Since most participants seemed unfamiliar with many of the issues surrounding the Study, Dr. Robinson emphasised that a Manual and Guidelines had been sent to each NGO after the Tracer Study Workshop held on June 24th. Heads of NGOs had been asked to ensure that their Field Officers had access to the information those documents contained. She urged those who might not have seen that material to familiarise themselves with it on their return to the workplace.

She also advised them that Reports were prepared after every UAP Workshop and copies sent to NGOs for the information of every member of their staff, especially those who had field responsibilities in the subject area covered by the Workshop. **The onus was on NGO staff, therefore, to see to it that they were given access to the Reports as these contained fairly detailed information to guide them in their day-to-day work.**

Mrs. Hamilton then dealt with some “Frequently Asked Questions” and “Commonly Used Terms” (See Appendix IV, pgs. 37-40).

4. UAP FOLLOW-UP STUDY QUESTIONNAIRE

Turning next to the questionnaire form (See Appendix V, pgs. 41 - 53), the Presenter used the approach of discussing each question in turn. While dealing with the sections on **Schooling and Education** and **Health and Family**, some participants expressed concerns

about the purpose of the Study, the wording of some questions, and what seemed to them to be the pre-disposition of some questions to produce inappropriate or negative results. The main concerns, and the responses given, were as follows:

Question #	Concern	Response
1	<p>Without having “completed” the work of the lower grade, a child might have been moved from one grade to the next or (s)he could have dropped out from one grade and on return to school have been re-admitted to the next higher grade. Yet, based on the progression, he/she could say that the lower grade was completed.</p> <p><u>OR</u></p> <p>A child unable to read &/or write could have dropped out of Grade 6; been enrolled in, and graduated from, a UAP programme; be re-admitted into school and placed back in Grade 6. It would appear that he had made no progress, but in fact (s)he was better able to cope with the work of that grade.</p>	<p>The Tracer Study was not intended to be an in-depth assessment of NGO performance.</p> <p>The intended focus was on the UAP ‘graduate’ who had entered a programme as a school ‘drop-out’ — i.e., to find out whether or not (s)he had returned to school, and the current self-perception of short & long-term academic and job potential.</p>
4, 5, 11, 16, 17	<p>Question wording may not be easily understood by children 10-14 years old, or posing some of the questions may be inappropriate for the age group.</p>	<p>Many persons disagreed with the concerns expressed, and felt that sometimes the awareness and comprehension level of children in the target group was underestimated.</p> <p>All of the questions made allowance for the respondent to say: NO, I don’t have a problem <u>or</u> I don’t do that.</p>

Mrs. Hamilton again reminded participants that a mid-term evaluation was needed to give some indicators in relation to a number of areas which had already been identified. The questions had not been fashioned for each individual organisation. Although some might have already captured some of the subject information, what was required was an overall picture of the current situation: What is the current profile of the beneficiaries? What are their perceptions regarding their education, health and personal characteristics?

Mrs. Hamilton had to leave at this point to keep a prior appointment but said she would return before lunch ended. She asked participants to read over the rest of the questionnaire during the lunch break.

After Mrs. Hamilton left, Dr. Robinson summarised the process by which the UAP had been established to assist 'at-risk' youth — that is: children/adolescents who were usually without positive parental guidance and protection. The objective was to give those children a second chance, to ensure that they did not remain a problem when they came into the adult stream

She said Workshop participants lived in a country where, for instance, an alarming number of children under the age of 12 had been found to be suffering from venereal diseases. Moreover, family planning organisations had admitted their failure in controlling the birth rate of children born to adolescent parents. If Jamaicans could have solved those problems by themselves, UAP would have been unnecessary and successful solutions would have long taken effect. She recommended, therefore, that participants temper their personal feelings and accept the professional approach to the problems. Some aspects of the Questionnaire might seem to be at variance with certain local traditional taboos in sensitive areas, but realistic feedback was needed urgently.

Dr. Robinson then announced that she had just been reliably informed that a Storm Alert had been put into effect. The Workshop would terminate, therefore, immediately after lunch so that everyone could leave early to take care of such preparations as worsening weather conditions might warrant. Out-of-town attendees had just been released to start on their return journeys home.

Participants were divided into two groups and asked to quickly discuss the remaining questions on the Questionnaire. Each group would then report the result of its discussion to the other group before lunch.

Group Reports

Mrs. Lois Hue (Jamaica Red Cross) reported on behalf of *Group 1* that they had gone through the remaining questions and noted that the "Skills Evaluation" section had not been included, as suggested by the Agenda. Group members had made the following observations or decisions concerning the **Personal Information** section:

- a) if the respondent could not report his/her exact Date of Birth (Ques. #2) a partial answer (the month and year or year only) should be acceptable;
- b) interpretation by child of the words 'living' and 'home' (Ques. #5) could present a problem — the number of people living in a child's home could be quite fluid/interpreted differently by different children: Should it be all the people living in the house/'yard'? Would it matter if some persons were only temporarily 'living' there (e.g., up from the country, expecting to move elsewhere soon) or tenants in other rooms of the house/in the same yard but unconnected to the child's family unit);
- c) not sure if a typical respondent would interpret "arts" and "write" appropriately (Ques. #9) without further explanation...suggested amending to "Write poems, stories";

- d) Some parts of the statements in Ques. 17 & 18 may need re-wording (e.g., “reflect” “person of worth”), or substitution (e.g., “kids” to “children” — “kids” is an Americanism that is discouraged in Jamaica).

Mr Joseph Robinson (Ashé) reported on behalf of *Group 2*. He said that, after discussion, they had agreed that:

- a) it was important to adopt a scientific and unbiased approach to interviewing... including controlling their facial expressions;
- b) they were unsure if some of the lists of possible responses should be read to respondents (e.g., list at Ques. # 4) or just the question itself and then an attempt made to match the answer with one of the listed items—it was clear what should be done with some questions/lists (e.g., Ques. # 9) but some uncertainty remained with others;
- c) the reference to “the arts” in Ques. #9 should be amended to read “...participation in the performing or visual arts...”;
- d) re Ques. #12, there needs to be clarification of what was meant by “Mechanics” in the context of “household activities”;
- e) they were unhappy with the use of “Strongly” as in Strongly Agree or Strongly Disagree as it was likely that some sort of explanation would have to be given as to the difference between, say, “Agree” and “Strongly Agree”— one person had suggested that “Agree”, “Very Much Agree”, “Disagree” and “Very Much Disagree”, would work better.

Mrs. Hamilton returned while the reports were in progress and was brought up-to-date by Dr. Robinson on what had transpired in her absence.

Since it was time for lunch and participants would not be reconvening thereafter, Dr. Robinson assured them that they would be told at a later date what arrangements UAP would be making for them to cover the Agenda items (Items #5-7) which it had not been possible to address.

Mrs. Hamilton, noting that everyone was understandably concerned about the weather situation, thanked participants for attending, assured them that she would be in touch and hoped that they reached home safely and were able to fulfil their various responsibility wisely and well.

In response to an invitation from Dr. Robinson, Ms. Andrea Campbell (YWCA National) offered a Closing Prayer.

DAY 2

Dr. Robinson reminded participants that the day's programme was a continuation of the Workshop started the previous week, but curtailed because of the storm warning announcement by the Office of Disaster Preparedness. She thanked everyone, including Mrs. Hamilton, for making it possible to return at very short notice.

She said it was important that the time schedule be maintained, while ensuring that everyone left there with a thorough understanding of what was to be done as far as the Tracer Study was concerned. She reminded participants that a representative sample of their first-year graduates were to be traced to find out what had happened to those children who received services through UAP Programmes.

Dr. Robinson also pointed out that those who worked with children in the target group must develop the commitment and knowledge required to deliver the necessary services in the best way possible. It was indisputable that there were implementation problems, but NGOs must not lose sight of the reason for, and purpose of, the UAP programmes. She praised participants for being young Jamaicans with hearts who wanted to help children at risk; and then invited Mrs. Hamilton to take over.

1. PROCEDURES FOR CONTINUATION OF WORKSHOP

Mrs. Hamilton told participants that she would begin by quickly repeating some important procedural requirements with which interviewers would have to comply. She would then go through Section III of the Questionnaire with them and address the concerns which they had raised during the first day of the Workshop. Following that, they would be divided into groups to practise administering the questionnaire and reconvene thereafter to report on and discuss their practice experience.

A. General Requirements

- 1) BECOME THOROUGHLY FAMILIAR WITH THE QUESTIONNAIRE FORM BEFORE the first interview to know the skip patterns, what to read, what not to read, etc.
- 2) READ QUESTIONS EXACTLY AS PRINTED. Repeat question(s) if necessary. Interviewers should avoid paraphrasing in their own words. Only the previously agreed explanations for certain words were to be used—and only if asked to explain (the child says he/she doesn't understand), or if the answer given indicates real misunderstanding of the word/question.

- 3) LISTEN CAREFULLY in order to code answers correctly and record exactly what the children said in reply to open-ended questions.
- 4) WRITE CLEARLY so that person analysing the completed questionnaires can read the entries. Use a good, bright pencil so that errors made during the interview can be easily erased and corrected. CIRCLE EACH NUMBER CAREFULLY...do not let one circle touch another number to create confusion about the selected number(s).
- 5) READ DR. DAVIS' MEMO CAREFULLY (See *Appendix III*, pgs. 22-24), especially the points listed under "Reminders".
- 6) REMEMBER TO THANK EACH CHILD FOR HELPING WITH THE STUDY.
- 7) RETURN ALL QUESTIONNAIRES AND CONTACT FORMS PROVIDED, WHETHER USED OR UNUSED.

B. Turning to **Section III** of the Study Questionnaire (*About Yourself*), participants were told to note the following:

CONCERN	PRESENTER'S RESPONSE
Questions #1 & 2:	Entries for Age and Year of Birth must tally. Children are more likely to report correct age than correct Date of Birth so, if there is a discrepancy in the information given for these items, use the reported age to adjust Year of Birth data.
Question # 5	Permitted explanations for "live in your home" = <i>live there permanently..regularly; your house, <u>not</u> all who live in the same yard.</i>
Questions #5 & 6	OK to verify number of persons reported by asking "Does that include you?"
Question # 12	Permitted explanation for "Mechanics" = <i>Fix things.</i>
How can the Interviewer be sure of what is to be read to each child and what is not to be read?	<ul style="list-style-type: none"> • Anything printed in larger, bold type (e.g., "These last questions are about you and what you think.") should be read. • Words that make up a question should be read (e.g., 14. How often do you usually attend church activities? Weekly or more often, several time a month, several times a year, or once or twice a year?). • If a list of possible responses is to be read to the child, wording on the form will give that instruction (e.g., Questions 9 , 12, 17). • If there is NO INSTRUCTION TO READ the list (e.g., Questions 4, 5, 6) DO NOT READ THE LIST; just code the child's answer by circling the number for the most appropriate option on the list.

CONCERN	PRESENTER'S RESPONSE
Question # 17	<ul style="list-style-type: none"> • “Strongly Agree”, “Strongly Disagree” are necessary to assess the strength or intensity of the agreement or disagreement; that is, how much the children agree or disagree with each statement. The practice statements were included so that the Interviewer could help them understand this distinction. • Permitted explanation for “reflect” (line 2) = <i>says</i>. Permitted explanation for “...person of worth” = <i>important person</i>
Question #18	Permitted substitutions are: <i>children</i> for “kids”; <i>school</i> for “academic”

C. NGOs' Selection of Their Interview Samples

Based on the reported numbers of graduates, each NGO was allocated a total number of persons to be interviewed. This number was in almost all cases less than the number of graduates, since supervisors could not guarantee that all graduates could be located.

<u>INTERVIEW QUANTITY ALLOCATION</u>	
Ashé	20
Ja. Family Planning Assoc.	20
Kgn. Restoration Company	20
Mel Nathan Institute	20
Red Cross	20
Rural Family Support Organisation	10
Women's Centre	50
YMCA	30
Y.O.U.	10
YWCA	20
<p><u>NOTE:</u> Each agency will receive a few more questionnaire forms than their Quantity Allocation, but no more interviews are to be completed than the total quantity allocated.</p>	

The Presenter used various examples to demonstrate how NGOs should randomly select their interview samples, and assured participants that she would visit each NGO to give help with the process.. [A simple example has been used below to illustrate the various stages of the process.]

In order to randomly select the graduates to be interviewed, NGOs would have to do the following:

- 1) Make a list of the names of all 1st year graduates and number the names on the list sequentially.

Example:

No.	GRADUATE	No.	GRADUATE
01	Mary Ford	09	Falcon Jones
02	James Carver	10	Keneisha Ives
03	Henry Higgins	11	Gordon Waters
04	June Crisp	12	Tamika Lofters
05	Jane Doe	13	Jeremiah Higgs
06	Francis Cole	14	Frank Biggs
07	John Henry	15	Paula Carby
08	Anthony James	16	Michael Francis

- 2) Using the List of Graduates and the total number of interviews allocated, calculate the random sample rate.

Example of Random Sample Rate Calculation:

Total No. of Graduates	=	16
No. to be Interviewed	=	7
Random Sample Rate	=	$16 \div 7$
	=	1 in 2

- 3) Randomly select the graduates to be interviewed.

In the case of the List of Graduates shown as an example above, since the Random Sample Rate was 1 in 2, each of the first two (2) List Nos. would be written on a separate piece of paper, folded, and placed in a container. Then one of the folded papers would be selected. If, for instance, the selected number was 02, the random selection of persons would begin with the person whose List No. was 02 and then every 2nd person following would be selected. Therefore, the 7 selected persons would be:

Example:

No.	GRADUATE	No.	GRADUATE
01	Mary Ford	09	Falcon Jones
• 02	James Carver	• 10	Keneisha Ives
03	Henry Higgins	11	Gordon Waters
• 04	June Crisp	• 12	Tamika Lofters
05	Jane Doe	13	Jeremiah Higgs
• 06	Francis Cole	• 14	Frank Biggs
07	John Henry	15	Paula Carby
• 08	Anthony James	16	Michael Francis

- 4) Select 1 or 2 more persons than needed, in case somebody in the main group cannot be interviewed.

In the example given above, *Michael Francis* could be regarded as the 'back-up' participant.

5) Assign I.D. Nos. to the selected graduates.

Example: I.D. Nos. would be assigned to the 7 selected interview participants as follows:

I.D. No.	INTERVIEW PARTICIPANTS
01	James Carver
02	June Crisp
03	Francis Cole
04	Anthony James
05	Keneisha Ives
06	Tamika Lofters
07	Frank Biggs

D. Using the *UAP Tracer Study Contact Record*

Mrs. Hamilton told participants that a separate *Contact Record* form (See Appendix VI, pg. 54) had to be completed for each child selected for an interview, whether or not the interview actually took place.

The form was to be used to record what happened each time the Interviewer tried to locate and interview the child. It would not be necessary to make more than 4 attempts to contact any child.

The date and time of each visit should be recorded in the first column. If a child was not available, then appropriate information should also be entered in the columns for "Pending Actions".

If an interview was successfully completed, or had to be broken-off, or could definitely not take place, the final outcome should be also be recorded in the "Final" column by circling appropriate item number.

Youth No.

The "Youth No. " to be entered must be the same as the participant's I.D. No. (See Example above for how to assign an I.D. No.).

Book No.

Each questionnaire form sent to an NGO would have a pre-entered **Booklet No.** in the top right hand corner. The **Book No.** for each child's *Contact Record* must be the same as the Booklet No. on which his/her interview had been, or would have been, recorded.

The **Interviewer** must sign the form and write in the **Agency's** name at the bottom of the form.

2. WORKSHOP: QUESTIONNAIRE ADMINISTRATION

Mrs. Hamilton asked participants to form themselves into 3 working groups to practise administering the questionnaire with others in their groups. The groups took about 1 hour to complete this exercise. At the end of that time, each group reported on what their experience had been.

3. PRESENTATION OF REPORTS & OPEN DISCUSSION

Group 1 Rapporteur: Mrs. Patricia Miller (*Rural Family Support Organisation*)

This group discovered how necessary it was to study the questionnaire content very carefully, especially to be able to skip over inappropriate questions smoothly and to maintain a steady pace, so that interviews would not be unnecessarily long. They also found that the process required the Interviewer to be patient, keep a pleasant countenance, concentrate, and listen well. They sought further clarification on dealing with some hypothetical situations:

- i) Section II, Question 15: When do you think you will have your (first/next) child?
Problem: The response given ("When I am 25.") could not be matched with any of the answer choices listed.
Presenter's Response: Write given answer on form since none of the Options fit.
- ii) Section III, Ques. 5
Problem: 'Respondent' lives in a house in which other tenants occupy some rooms. 'Interviewer' had to explain that the question only concerned the section of the building in which she and her family lived. Was giving that explanation OK? Should the number of persons include cousins who come to stay for extended periods?
Presenter's Response: Transient family members or friends are not to be included, even if they are in the home for very long periods. The number must only include that core of persons, including the respondent, who live together on a permanent, ongoing day-to-day basis.
- iii) Problem: If parent(s)/guardian(s) ask to see the questionnaire after the interview information has been entered, should they be allowed to see it?
Presenter's Response: No. Parents can be shown the blank form, if they ask. They cannot be shown the form after the information which the child gave in confidence has been entered. Nor should the interview be conducted with parents/guardians present.

iv) Problem: The person admired ("My mother") was not the same person whom the respondent wanted to be like ('child' named a female politician".

Presenter's Response: Write down the answer given to each question.

v) Problem: Can previous knowledge about the individual be used to fill in the answer to a question without asking that question?

Presenter's Response: No, the question must be asked.

Group 2 Rapporteur: Ms. Maureen Deane (YWCA National Council)

It was reported that group members had come to realise how important it was to read instructions carefully, as some skip instructions were not spotted in time. They had also found the practice helpful in other ways. Questions/problems which arose were:

i) Problem: Although they realised it was important to have children participate in the interview process on an informed basis, they were tempted not to use the questionnaire's "Introduction" because the wording seemed stilted.

Presenter's Response: The words will be OK if said in a warm and friendly way. An Introduction must be used at each interview to let the child know why he/she is going to be questioned, approximately how much time the interview will take, and that any information given will be kept strictly confidential

i) Question: Can the Interview fill in the information required on the Questionnaire's front page prior to the Interview?

Presenter's Response: The Interviewer may write in most of the information required on page 1 (Participant's Name, etc.) before the interview, since that information will be available from the NGO's files. Care must be taken, however, to ensure that the correct form is used for each child. The Interview Date line should not be completed and the Interviewer should not sign, until the interview actually takes place.

ii) Problem: If a 2-part answer is given to a question which requires only one answer, what should be done (e.g., Answer to Section I: Question 16 was "A long time ago...I don't remember.")?

Presenter's Response: Code the first part of the answer.

- give special assistance, with random selection of the graduates to be interviewed, to those agencies which needed it;
- be present at some of the interviews.

Agencies were asked to compile their *Lists of Graduates* immediately and send them to her (See Appendix I for Mrs. Hamilton's phone/fax/e-mail numbers), indicating on the List which persons had been randomly selected, so that she could check that the selections had been done properly. Those who had difficulty in making their random selections should still fax their lists, so that she could give them the advice/help they needed. She asked to be contacted at any time difficulties were being experienced.

SCHEDULE

Oct. 5-9 and Oct. 14

Corporate Area & St. Catherine

(Agencies must make contact to work out specific times and dates)

Ashé
Red Cross
Mel Nathan
YMCA
YWCA
Y.O.U.

Oct. 12

May Pen

Rural Family Support
Red Cross

October 13: UNAVAILABLE

Oct. 15

Mandeville

Women's Centre

Oct. 16

Sav-la-mar

Women's Centre

Oct. 21

St. Ann's Bay

Ja. Family Planning Association
Women's Centre

Oct. 22

Montego Bay

Women's Centre

Oct. 23

Portland

Women's Centre

4. EVALUATION AND CLOSING

Dr. Robinson distributed Workshop Evaluation forms (See Appendix VII, pgs. 55-56) to participants and gave them a few minutes to complete and return the forms. A detailed analysis of their evaluation is attached as Appendix VIII, pg. 57).

Fifteen of 16 participants on the final day of the workshop completed the Workshop Evaluation for a completion rate of 94%. This workshop received a relatively poor evaluation rating of 4.11 out of a maximum 5.00 points on Workshop content. While most respondents did "Strongly Agree" (S/A) and "Agree" (A) with all 5 factors in this section of the questionnaire, one dissident respondent's "strongly Disagree" with all factors served to lower the average appreciably.

On average, participants either "Strongly Agreed" or "Agreed" with the 5 evaluation factors under workshop content 92% of the time. As with most other workshops, the dominant response in the Participants' Written Comments was "None" in three of the four areas. Each participant identified at least one positive feature of the workshop. Under **Positive Features**, the responses were primarily in the areas of the quality and opportunity for group participation, and the effectiveness of the presenter. As is now customary, most respondents (9/15) identified no **Negative Features**. Areas identified for **Follow up Activity** clearly expressed the desire of nearly half (7/15) of the respondents to understand and participate in this process better, and to be supported by the UAP in this. The presenter was again complimented in the **Other Overall Comments**, and the overall quality of the workshop was also lauded by many.

The single negative comment to be endorsed by more than one respondent was "*we did not have the opportunity (there was resistance) to effect change to the questionnaire*". Other individuals seemed to feel that participants' own questions regarding the questionnaire were a negative feature.

In the Closing Session of the workshop, Mr. Aldin Bellinfantie moved a Vote of Thanks to the Presenter. Mr. Bellinfantie praised Mrs. Hamilton for sticking to the Workshop's objectives and thanked her for "a job well done and thoroughly enjoyed". Mrs. Hamilton replied suitably.

Dr. Robinson invited Ms. Maureen Deane to say a closing prayer. Following that, she extended best wishes to participants and asked that, on their way out, they collect and sign for the packages of questionnaire forms which had been prepared for their agencies.

UAP "TRACER STUDY TRAINING FOR INTERVIEWERS" WORKSHOP
September 23 & October 1, 1998

LIST OF PARTICIPANTS

NOTE: (S) = Supervisor.

NGO	PARTICIPANTS	ADDRESS	PHONE/FAX	ATTENDANCE	
				23/9/98	1/10/98
Ashé	1. Mr. Joseph Robinson (S)	143 Mountain View Av. Kingston 3	Phone: 928-4064	✓	-
	2. Mr. Ricardo Nicholas		Fax: 967-0721	✓	✓
	3. Ms. Roselyn Williams			✓	✓
Jamaica Family Planning Association	4. Ms. Naska Llits (S)	14 King Street, Box 92 St. Ann's Bay P.O.	Phone: 972-0260	✓	✓
	5. Mrs. Flo George		Fax: 972-2224	✓	✓
Jamaica Red Cross	6. Ms. Lois Hue (S)	Central Village Spanish Town P.O.	Phone: 984-7860	✓	-
	7. Ms. Fay Thompson		Fax: 98438272	-	-
	8. Ms. Daisy Lilly			-	✓
Kingston Restoration Company	9. Ms. Sheron Lawson (S)	3 Duke Street Higholborn St..	Phone: 967-5871	✓	-
	10. Mrs. Valrie Hibbert		922-3126	✓	-
	11. Mrs. A. Banton-Ellis		Fax: 922-0054		-
Kingston YMCA	12. Mrs. Sarah Newland Martin (S)	21 Hope Road Kingston 10 Amy Bailey Centre	Phone: 926-8081	✓	-
	13. Mr. Anthony Brodber (S)		Fax: 929-9387	✓	✓
	14. Mrs. Diane Ridley			✓	-
	15. Ms. Sherlett Francis			✓	✓
	16. Miss May Johnson			✓	✓
Mel Nathan Institute for Social Research	17. Miss Maureen Burke	31 Mannings Hill Rd Kingston 8	Phone: 931-4989	✓	-
	18. Mr. Adlin Bellinfante		Fax: 931-5004	-	✓
Rural Family Support Organisation	19. Mrs. Geneive Barnes	Denbigh Show Grounds May Pen	Phone: 986-4242	✓	✓
	20. Mrs. Patricia Miller		Fax: -	✓	✓
Women's Centre of Jamaica Foundation	21. Mrs. J. Anderson-Robinson	Kingston Portland	Phone: 929-7608	✓	✓
	22. Miss Andrea Mitchell		Phone: 993-2133	✓	-
Youth Opportunities Unlimited	23. Mrs. Marsha McIntosh (S)	2b Camp Road Kingston 5	Phone: 968-0979	✓	✓
	24. Mr. Shae Stewart		Fax: "	✓	✓
YWCA National	25. Ms. Maureen Deane		Phone: 928-3023	✓	✓
	26. Ms. Andrea Campbell		Fax: "	✓	✓

NGO	PARTICIPANTS	ADDRESS	PHONE/FAX	ATTENDANCE	
				23/9/98	1/10/98
UAP STAFF:	Mr. Francis Valva Dr. Joyce Robinson	1 Holborn Road Kingston 10	Phone: 929-4779 Fax: 926-1813	✓* ✓	- ✓
Consultant/Presenter	Mrs. Pansy Hamilton	email: phamilt@ns.com.jm	Phone: 702-3402 Fax: 702-3403	✓	✓
WORKSHOP RAPPORTEUR (Contract Services)	Mrs. B.P. Butler			✓	✓

* Opening Session only.

**UAP "TRACER STUDY TRAINING FOR INTERVIEWERS"
WORKSHOP — September 23 & October 1, 1998**

Mrs. Pansy Hamilton, Consultant/Presenter

AGENDA

DAY 1

- | | |
|---------------------------|----------------------------------------------------------------------------------------------------------------------|
| 8.30 - 9.00 a.m. | Registration |
| 9.00 - 9.15 a.m. | 1. Introduction & Welcome
<i>Mr. Francis Valva , Chief of Party, UAP</i> |
| 9.15 - 9.30 a.m. | 2. Purpose and Context of the UAP Tracer Study |
| 9.30 - 10.00 a.m. | 3. The Interview Process |
| 10.00 - 10.30 a.m. | C O F F E E B R E A K |
| 10.30 - 12.30 p.m. | 4. UAP Follow-Up Study Questionnaire
i) Schooling & Education
ii) Health & Family
iii) Personal Information |
| 12.30 - 1.30 p.m. | L U N C H |

DAY 2

- | | |
|---------------------------|-------------------------------------------------------------|
| 8.30 - 9.00 a.m. | Registration |
| 9.00 - 9.15 a.m. | 1. Procedures for Continuation of Workshop |
| 9.15 - 10.15 a.m. | 2. 'Workshop: Questionnaire Administration (Group Exercise) |
| 10.15 - 10.45 a.m. | C O F F E E B R E A K |
| 10.45 - 12.15 p.m. | 3. Presentation of Group Reports and Open Discussion |
| 12.15 - 12.30 p.m. | 4. Evaluation and Closing |
| 12.30 - 1.30 p.m. | L U N C H |
-
-

MEMO

To: Ms. Williams and all Interviewers
From: Dr. Diana Davis, UAP Research Specialist
Re: Reminders on Using the Tracer Study Questionnaire
Date: September 15, 1998

I have just completed the final draft of the Tracer Study questionnaire and would like to give you a few notes of orientation and some reminders. This looks long, but if you read it carefully, it will help you to use the special features of the questionnaire.

I know that most of you are not professional interviewers and have tried to structure the questionnaire so that there is as little "work" for you to do during the interview as possible. Please make sure to practice using the questionnaire so that you are comfortable moving through it.

Reminders

Here are some reminders:

- Please circle the number of the answer for each question so that the information can be easily entered into a computer.
- Follow the "skips" carefully, so that the child gets asked only the questions suitable for him or her.
- Only read the answer choices where the question says "As I read the list..." Sometimes we want the child to give us any answer that he or she feels is most accurate, other times we give the child some answers to choose from.
- If the child really does not know an answer to a question, you can write "DK" (for "don't know") in the right margin next to the answer codes. Please do not accept "don't know" too often. We want to encourage the child to think about these matters and to give an honest answer. Sometimes "I don't know" is a way of avoiding the question. Use your judgment in deciding how much to encourage the child to answer. Be supportive and encouraging, but do not make the child feel embarrassed or nervous or pressured. Sometimes reading the question a second time lets the child think enough to give an answer other than "I don't know".
- Read the questions as written. A lot of thought and work went into creating these questions and every word is there for a good reason. Please do not underestimate the ability of the children to understand the questions. Give them a chance to answer every question as written, even though you may think that you already know the child's answer or that the question is not a good one. Get the child's answer or reaction.

For example, some of the language in the two questions on feelings and opinions on pages 10 and 11 is "hard" and some of the sentences are a little tricky. They are that way on purpose. You may have to read some of them to the child twice before he or she can answer. You may have to read the four answer choices ("strongly agree," "agree," "disagree," "strongly disagree") twice as well. Give the child time to answer.

Over on p. 6-7 are the three alcohol and drug questions. These are written as they are to encourage children to feel that it is OK to tell the truth if they have gotten drunk or high. Notice that if a child says he or she has not gotten drunk or high last week, the child gets "skipped" over the other 2 alcohol and drug questions.

Orientation

Here are some of the features I have "built in" to the questionnaire to help you to ask the appropriate questions of each child.

- Explanatory text that you should read to the child is in large bold. For example, on page 1 (notice the page numbers in the upper right-hand corner) the sentence "Our first questions are about schooling and job plans." is in large bold and should be read (or said) to the child to explain what sorts of questions come first. Similarly, on p.3 there is another sentence explaining the second part, another on p.7 for the third part, and on p. 9 and 10, some sentences that explain the feeling and opinion questions and include some practice questions to teach the child how to answer these questions. Finally, there is a "thank-you" statement on p.12.
- Instructions to you *bold italics* or bold. There are 4 kinds of instructions to you, described below.

(1) on almost every question there is an instruction on how to mark the child's answer. This is usually "*Circle one*" (when we want just one answer, usually the first thing the child says), sometimes it is "*Circle all that apply*" (when the child may have several answers). For other questions you can tell by the line that you are to write whatever the child says.

(2) on certain answers to some questions there are instructions to you telling you which question comes next based on that answer. These are called "skips," since they tell you to skip over some questions to one further on. On p. 1, question 2, if the child says "no" (I have never dropped out of school), the instruction following the 2 code that you circle for "no" says "Skip to Q.6." Notice that the code that you circle to show the child's answer ("2") is not out at the right margin like most codes, because the skip direction is right there.

(3) Interviewer Checks. There are only 3 of these, where large groups of children are moved to a question that is a few questions further on. At the bottom of p. 1 the Interviewer Check tells you to skip to Q. 10 if the child is

currently enrolled in school and p. 5 has the other two Interviewer Checks. One tells you to skip all male children down to Q.13 and the second comes after Q. 12 and moves everyone who answered Q. 12 (all of the girls) over to Q.15.

(4) instructions to code something you know about the child without asking a question, or to not read a certain answer, or to ask a certain question only if the answer has not been given in a previous question. There are 3 things to code without asking the child: (1) the level of schooling in Q. 1A (based on the answer to question 1, (2) the type of place named in Q. 10, and (3) the child's sex in Q. 3 on p. 7.

In a few questions there is one answer that the child may give, but we don't want to encourage the child to use that answer, maybe because it is a negative answer, and as you know, some children of this age will be negative with just a little encouragement, or the child may think that it is the "right" answer, and give it, even though another answer is more accurate. We do record a genuine negative or positive answer, but we do not read some of these to the child as this might encourage him or her to use it when it is not accurate.

For example, on p.4, Q.4 we ask for reasons why the child does not get medical treatment and read them the list of reasons. There is an answer that says "I get treatment when I need it" to mark if the child says that, but the instructions to you on that answer say "Do not read:" We want children who do not get adequate medical treatment to feel free to give the reasons why this happens and we recognize that some of the children will believe that they get the treatment they need.

Finally, on pages 8 and 9 you are directed to ask questions 9 through 12 if the content of the question was not part of the answer to question 7 on page 8, with the direction "*If not mentioned in Q.7.*" We want as much detail on their activities as possible and ask a general question and then more specific ones based on the answer to the general one. If the child said that he plays on a football team in Q. 7, then you do not ask Q. 8 about participation on sports teams because he told you that in Q. 7. If he did not mention any arts activities in Q. 7, then you do ask Q. 9.

In three places there are questions with two words or phrases in parentheses "(stay in school/go back to school)." You are to choose the word or phrase in the parenthesis that applies to the child you are interviewing, based on how he or she has answered the questions before this one. This is found on p.1 concerning school, p. 6 concerning the child's children, and p. 9 concerning the person the child admires. Again this helps to make the questions apply to each child, recognizing that there are differences among them.

Good luck and thank you for your hard work and patience!

**Uplifting Adolescents Project
Tracer Study Interviewer Training Guide**

Interviewer Name: _____

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Introduction

Tracer Studies

A Tracer Study is one way to evaluate a program. It consists of finding a sample of young people who have completed the program and interviewing them to find out how they are doing. The term "tracer study" refers to finding the sample of young people who completed the program, because, in most cases, they will no longer be in regular contact with the agency and you have to go find, or trace, them to interview them.

In-Person Interviewing

When researchers want to know what people think or do, or feel or believe or know, and the decisions that they make based on this information are so important that they want the most scientifically accurate information they can get, they use techniques called survey research. Survey data are collected in one of three ways: interviewing in person, by telephone, or by mail. In-person interviewing is the most expensive approach and is only used when necessary, such as to collect sensitive information or when the respondents do not have telephones and would probably not return a mailed questionnaire.

Over 50 years of research on survey research has demonstrated which approaches work best to get scientifically accurate information. This guide is based on those research findings.

Your Role is to collect information from children who have completed UAP-funded programmes. You are "on the front line" since you speak directly with the children and their parents. You are responsible for:

- understanding the purpose of the study and feeling comfortable with the questions;
- getting accurate and complete answers from the children;
- treating the children and their parents professionally, being polite and friendly; and
- staying on your agreed-upon schedule.

Even if you are not new to in-person interviewing, you will have a lot of questions and concerns. Be sure to ask about them.

Introduction to an In-Person Questionnaire

In-person interviewing has four main parts: (1) the contact; (2) the introduction, (3) the questions, and (4) the closing. Each of these is described below with comments on recommended techniques.

Contacts: A contact is an attempt to locate and interview the respondent. We keep a record of these attempts to help understand how easy or hard it is to locate programme completers and to help with scheduling and budgeting. Each time you attempt to locate and interview the respondent you will record the outcome on the Contact Record form. There is one Contact Record form for each person in the sample. It will have the same number as the respondent's booklet and is turned in with the booklet for completed interviews. When you have determined that you cannot find a respondent, the contact sheet is turned in, showing the record of your work. Sometimes another person will use the information you discovered in looking for the child to continue looking.

The Introduction: This part of the interview tells the prospective respondent who you are, who you represent (the agency), and the topic of the survey, and gives the average amount of time it takes to complete a typical interview. It is important to be friendly and cheerful during the introduction. This encourages the prospective respondent to agree to be interviewed or cooperate with helping us to determine or to locate the respondent.

Technique: the sentences of the introduction are statements, therefore, be sure that your voice "goes down" at the end of each sentence. A typical error made by beginning and insecure interviewers is to raise the voice at the end of each introductory sentence as if asking the respondent for reassurance. This is not the voice of a confident professional, which is the image you want to present. There is no need to feel apologetic about calling to interview people; if you are not calling in the midst of a crisis, most people are willing to talk, especially about themselves or on a topic of interest to them. If you do call at a "bad time," you will usually be able to make an appointment to come back at a better time. We are asking the parents and children to cooperate in evaluating the programme that the child recently finished and the child and parent should be pleased to be asked for their views.

Remember, we are not testing the child, we are finding out how the child is doing and what parts of the programme content were most effective with each child.

The questions: Most interviews consist of a number of questions on a series of related topics. Usually there are several related topics and the questions in each are arranged in groups, called modules. Generally we begin an interview with the "easier," more simple questions and work our way through related series of questions to the "harder" questions. Hard questions may be difficult because of content, such as asking about sensitive topics like family or household income, or health practices, or because of cognitive or intellectual in that they ask the respondent to remember something or perform a calculation or perform

another intellectual task.

Our interview consists of three sections plus a skills assessment. The three sections are Schooling and Education, Health and Family, and About Yourself (personal information).

Surveys usually require that the interview be tailored to each respondent; that is, depending on how the respondent answers some questions, additional questions may be asked, or we may move on to new topics. Grouping questions on one topic together allows the respondent to answer accurately and confidently. Questions on too many different topics confuse and frustrate the respondent, and may make her/him feel as though he/she is being interrogated. This tailoring is called "skipping" and we may talk about and follow the "skip logic" showing how everyone who gives one answer to a question is "skipped" to the next relevant question. In parentheses following the answer chosen by the respondent there will be instructions (Go to Q.14) telling the interviewer which question comes next for this respondent.

Our questionnaire has a lot of this skip logic - depending on the child's answer to a question, you are skipped to the next logical question. In addition, there are two other types of skip notices. There is one box in the Health and Family module that skips male children around some questions on pregnancy. There is another skip in an open-ended question where the instruction says: "If "don't know," skip to Q.4." During practice, you will mark your copy of the questionnaire, noting the skip patterns and different kinds of interviewer instructions.

There are a number of other interviewer instructions throughout the questionnaire, telling you what to do next, or telling you to make a decision based on the child's answers. Be sure to look for them and to ask questions if the logic does not seem "right" to you.

Within the questionnaire the questions, also called "items," have a standard format and "look." Since an in-person interview most closely resembles a conversation, the language is written to be spoken, not read. This means that the questions, for the most part, do not use very formal language. We prefer to use short sentences and simple words so that the respondent does not get lost in the question.

Technique: always speak as clearly and distinctly as possible. Speak at a moderate pace, not so fast that the respondent loses track of the content of the question, especially if it contains qualifying phrases, and not so slowly that the respondent feels time is dragging. Remember, you have the benefit of reading the questionnaire and you know what questions come next, the respondent must rely only on what he/she hears, with no written or other visual cues. This can make an in-person interview demanding for the person who is more of a visual information processor.

The answers listed at the end of the question are called "response options." "Closed" questions ask the respondent to choose among two or more answers, but do not allow an answer that is not on the list provided. Often we include these response options in the question ("During a typical week, how often do you eat breakfast: every day, one to three times, four to six times, or never?"). Sometimes the response options are implied ("Are you

APPENDIX IV

employed? [yes or no]. Many questions are partially closed, that is, we have a good idea of how most people will answer and provide those answers, but also allow for different answers, using "Other (Specify) _____". When the respondent gives an answer that belongs in the "other" category, get as much of the response in the respondent's own words, as possible. At the very least put down the key things said verbatim, or as close to it as possible. It is OK to have some silence while you write and to let the respondent see what you are writing.

Finally, some questions are "open-ended" where we ask a question and take anything the respondent says, with no implied "yes or no" and no categories. Again, write as much of the response as possible, in the respondent's own words.

Another mixed type of item asks for an answer with no cues, and then codes that answer into categories. If the placement of the answer in a category is not obvious, we ask the respondent "would that be... or... or...?" reading each category until the respondent says where his/her answer belongs, or you determine that it does not fit any category and must be placed in "other."

Technique: it is OK to ask the respondent how to spell a word. It is also OK for some silence while you record the open-ended responses or the "other (specify)" responses. Getting the respondent to help with coding his/her response is also OK.

Closing: The closing thanks the respondent for taking her/his valuable time to help. Be as gracious and positive, even if the respondent has been suspicious, argumentative, and so forth. Be professional.

Interviewing Conventions

1. Read the question exactly as it appears on the form.
2. Use only neutral probes.
3. Be polite, regardless of how the respondent is behaving. If the respondent is nervous, be calm and positive. If the respondent goes off on a tangent, let him or her finish the thought or story and ask the question again with a bridge, such as "OK, now [read the question again.]".
4. Accept estimates and qualified answers such as "I think that was last month." Keep the interview going rather than stopping to have the respondent check something. Also, some people are nervous when interviewed in person and use phrases such as "I think" as mental pauses to give them time to get the answer out. Many people start an answer with "I don't know -[pause]-" then they give the answer. This use of "I don't know" is another mental rest, such as "I think" above.
5. Do not rush the respondent. Silence is OK. Let respondents collect their thoughts or work out the answer.
6. Follow the instructions for recording responses: Circle One, or "which one" means just one. If the respondent gives two answers, ask which is more common, or "if you could just choose one answer which would it be?". If the respondent attempts to choose between two answers, ask "which is closer... or ...?" and have her/him choose between the two.
7. (Circle/Mark) All That Apply: means the respondent can give any and all of the responses listed. These multiple response options have 1s following them rather than different numbers.
8. DK stands for "don't know". This can always be written in the margin or entered as an answer if you have pushed for an answer and the respondent really cannot or will not give one.

Interviewing is an art involving many skills. Consistency and neutrality are the keys: every question should be asked just as it is written and your reaction to answers must remain neutral.

It is also important to listen carefully to the respondent. Regional dialects and accents may take a bit of getting used to, but you will be able to understand the respondent if you take your time and ask very politely for clarification, when necessary. Remember that you have the visual cues of the written question in the booklet, as well as familiarity with the questions, but for each respondent the interview is unique and all of his or her information comes from what he or she hears. Some people are slower than others to process information that is only heard; they are not stupid. Be patient and polite. The following hints are also useful:

- **Speaking:** Relax your throat by swallowing or exhaling to get the best tone from your voice. Speak a little slower than in normal conversation and pronounce your words clearly. Check that your voice does not "go up" at the end of a sentence that is not a question. For example, inexperienced interviewers sometimes end every sentence in the Introduction like a question. Statements inflected as questions sound like the speaker is pleading and insecure. Statements should end on the same tone as they begin on. Think of yourself as a radio announcer: you want your audience to understand every word and you want to sound confident.
- **Reading:** Read every question as it appears. Sometimes you are to read the response options, sometimes not. Your training and interviewer instructions in the booklet will enable you to determine which is which. Ask every question that you are skipped to for each respondent (remember that sometimes the questions change based on the respondent's answers, for example, those who do not drive a car will not be asked how many miles they drove last month). Do not skip over questions even though you think you know what the respondent will say.
- **Helping:** Do not explain or add to a question. If this assistance is needed, it will be provided in training. When respondents are reluctant to answer, you may encourage them either with the suggestions made in training or with neutral statements such as "your best estimate will be fine" or with encouraging words that best fit the situation "we are almost done; just two minutes more."

If you find that respondents are having trouble with a question that does not have prepared assistance, tell your supervisor. Also, if you believe that your respondents are getting skipped to questions that are not appropriate for

them, tell your supervisor. Although the questionnaire's skip patterns have been checked, there may be undetected skip problems. If the skip pattern is correct, your supervisor will explain why it works that way. **APPENDIX IV**

- **Probing:** Some questions require amplification of the initial response, or are complex or difficult and require that we get the respondent to "dig deeper" to give a more exact or specific answer. When probes are needed they will be marked "Probe:....." following the question in the booklet. Use the language provided or something similar. Be sure that your probes are neutral, that is, that your probes do not suggest one response over another. There are no probes of this sort in the Tracer Study questionnaire.
- **Pace:** Do not rush the respondent. Your goal is to get each person's "full story" and the respondent should feel pleased to have completed the interview. Be respectful of individual differences and work at a pace that is comfortable for the respondent, even if it seems slow for you.

Your most important qualifications are your professional behavior, the ability to read easily, a clear speaking voice, and dependability. The following policies and procedures describe what is expected of you.

Confidentiality: All data collection is confidential and you will be asked to sign a confidentiality oath not to reveal information you get from a respondent and not to reveal preliminary findings or other things about the study.

Scheduling: Data collection time is limited. It is important for you to do the interviews that you have agreed to do. If you have agreed to work for 20 hours per week, it is important that you work for all 20 hours. If you find that you cannot work the number of hours you have agreed to, tell your supervisor that you need to cut back, so that another person can be hired and the data get collected on time.

Reporting Your Time; Pay Schedule: Make sure that you understand the procedures that will be used to record your time (if you are expected to record your time) and when you will be paid. Usually, in-person interviewers are paid by the completed interview, rather than by the hour.

Appearance: Informal business dress is appropriate, you should blend in with the neighborhood, or dress a bit more formally to identify yourself as a professional interviewer, if necessary.

Quality Control: It is important that the information you collect be as accurate as possible. Quality Control (QC) procedures help to ensure the accuracy of the data and that data collection is following the plan designed for the study. Quality Control procedures include:

- verifying the data, and
- reviewing the data for completeness and logic.

Supervisors will verify the data and ensure that you are following directions by calling on a sample of your completed interviews. After completing an interview, look over the booklet to be sure that all of your marks are clear and that your handwriting is legible.

Five Signs of a Superior Interviewer

- **Asks the Supervisor questions whenever uncertain.**
- **Likes people: always friendly, courteous, and confident when meeting the respondent, his or her family, neighbors, and so forth. Never sounds bored or uninterested. Closes the interview smoothly.**
- **Works the agreed upon schedule: understands how important it is to get accurate information on time.**
- **Asks the questions just as they appear in the booklet, does not improvise. Reads smoothly. Uses probes appropriately.**
- **Represents the agency professionally.**

Frequently Asked Questions

(Who gave you/how did you get) my name?

Answer: "We are calling on a selected group of young people who completed the _____ programme."

Explanation: All of the names you will get are young people who competed the programme.

Why are you calling me?

Answer: "You were scientifically chosen to as a representative of the young people who completed the _____ programme. Your (ideas/opinions/thoughts) count."

Explanation: We interview some people because of something specific that they did or did not do (for example, older adults who volunteered in a hospital), we interview other people because they are members of a group that we are studying (for example, young people who drink and drive).

Who is paying for this study?

Answer: "The study is sponsored by _____ [the agency]."

Explanation: Sometimes people want to know if the government is paying for the research or if a private company is sponsoring it.

How do I know you will keep my answers confidential?

Answer: "I have signed an oath of confidentiality. Also at the end of the study when my supervisor has checked my work we assign you a special number that cannot be traced to you." or

"Your answers will be included with answers from other people like yourself and the report will be about groups of people, not about individuals."

APPENDIX IV

Explanation: Even when we know the respondent's name, our studies are about groups of people or organizations. When we do a study about individuals, we do special case studies and the respondents are specifically agree to participate on that basis.

Can't you [interview] speak to me instead?

Answer: "This is a (study about/of) _____ and I am only supposed to interview person who were in the programme and whose names were selected using a scientific procedure."

Explanation: People often want to help us out, however, since our work is designed scientifically, we can only interview an "eligible" respondent. Your training will clearly explain who is eligible to be a respondent and how that is determined.

Commonly Used Terms

Break-Off: an unfinished interview; when the respondent stops answering questions and refuses to finish. Ask if you can come back to finish the interview.

Closed Question: a question that has a set of choices for the respondent to choose in answering, such as "strongly agree, agree, disagree, strongly disagree," or that lists the main answers we expect, such as "books, magazines, newspapers, comic books."

Complete: an interview where the respondent answered all questions relevant to his/her circumstances. A completed interview may contain answers such as "I don't know" or there may be some questions the respondent has refused to answer.

Data: the information we collect.

Disposition: every attempt to locate and interview a respondent has an outcome, which we call a "disposition." The disposition codes for this study are on the Contact Form in the Final Action column.

DK: an abbreviation for "don't know." Sometimes this is a response option, sometimes you just write it in the answer space when the respondent says "I don't know" and is unable to give an answer.

Eligible: a person who meets the study requirements as a respondent. The eligibility requirements vary from study to study and will be explained to you. For the tracer study the respondents are young people who have completed certain programmes funded by the CAP.

Instrument: another name for a questionnaire.

Item: another name for the questions on the questionnaire.

Interview: asking someone questions, usually from a prepared guide or questionnaire.

Open-Ended Question: a question where we do not provide the answer choices and the respondent is free to give any answer that they believe is appropriate.

Refusal Conversion: calling again on people who refused to be interviewed and trying to answer their questions and concerns and get them to cooperate. Some interviewers develop this skill, sometimes supervisors handle refusal conversion. In very large studies there may be several people doing the refusal conversion.

Respondent: the person interviewed.

APPENDIX IV

Response Options: the set of answer choices given for each question that is "closed."

Response Rate: Completes divided by Eligibles, expressed as a percent. We aim for the 90s, 75% is rock bottom. The higher the response rate the better; however, 100% is very rare.

Questionnaire: the list of questions to be asked.

Sample: the people or organizations to be interviewed.

Skip, or Skip Pattern: Sometimes the interview contains questions that are only relevant to some respondents. When this is the case, we "skip" people over the questions that do not apply to them.

Survey: collecting information; the entire set of tasks included in systematically collecting information.

APPENDIX V

1

I. Schooling and Education

Our first questions are about schooling and job plans.

1. What is the highest grade of school you have completed?
If child has not completed any grade, Skip to Q.6. _____
 1. A. Code school level:

	<i>Circle one</i>	
Primary/All Age		1
New Secondary		2
Junior High		3

2. Have you ever dropped out of school?

	<i>Circle one</i>	
Yes		1
No		2 (Skip to Q. 6)

3. What grade were you in when you dropped out of school?

4. What year did you drop out, before 1996, 1996, 1997, or this year, 1998?

	<i>Circle one</i>	
before 1996		1
1996		2
1997		3
1998		4

5. Did you go back to school after you dropped out?

	<i>Circle one</i>	
Yes		1
No		2 (Skip to Q. 8)

6. Did (PROGRAMME) help you to (stay in school/go back to school)?

	<i>Circle one</i>	
Yes		1
No		2 (Skip to Q. 10)

7. How did the programme help you to (stay in school/go back to school)?

Interviewer Check: If the child is currently in school, skip to Q. 10.

8. Are you going back to school?

	<i>Circle one</i>	
Yes		1
No		2 (Skip to Q. 11)

APPENDIX V

2

9. When are you going back to school, this year, 1998, next year, 1999, or after that?

Circle one

- 1998 1
- 1999 2
- After 1999 3

10. Do you think you will graduate from school?

Circle one

- Yes 1
- No 2

11. What is a good job or career goal for someone like yourself?

12. What are your plans for your future - in the next 10 years?

13. What have you read during the last month? As I read the list, tell me which of these you have read during the last month:

Circle all that apply

- A newspaper 1
- A magazine 1
- A comic book 1
- A school book or text book 1
- A book for pleasure 1
- The Bible 1
- Something else (specify) 1

Do not read: Nothing 1 (Skip to Q. 15)

14. What was the most interesting thing you read in the last month?

(type, such as comic book, and what it was about, or name of book or magazine, and so forth)

APPENDIX V

3

15. What kinds of things do you like to read? As I read the list, tell me which of these kinds of things you like to read. *Circle all that apply*

- The news 1
- Mystery stories 1
- Sports stories 1
- Romance or fantasy stories 1
- Novels 1
- Poetry 1
- History 1
- Science or technology 1
- Biography - about the lives of people 1
- Other non-fiction books 1
- Something else -(Specify - What?) 1

Do not read: I don't like to read 1

16. When was the last time you wrote a letter? *Circle one*

- This week or last week 1
- Within the last month 2
- During the last school term 3
- A long time ago 4
- I do not remember 5
- I have never written a letter 6

II. Health and Family

These questions are about your health and family.

1. Is your health better, worse, or about the same as that of other people your age?

Circle one

- Better 1
- Worse 2
- Same 3

2. If you were sick or had a health problem, where would you go for treatment?
If "don't know," skip to Q.4

(name of place, type of place, like hospital or clinic, and location, neighborhood)

APPENDIX V

- 4
3. How long does it usually take you to get there? *Circle one*
- Less than 10 minutes 1
 - 10 to 20 minutes 2
 - 20 minutes to 1/2 hour 3
 - 1/2 hour to 1 hour 4
 - Over an hour 5
4. There are lots of reasons why young people do not get treatment when they are sick or have a health problem. Which of the following are reasons why you do not get treatment? *Circle all that apply*
- The nearest clinic or doctor is too far away 1
 - There is no transportation 1
 - It costs too much 1
 - The people are not friendly there 1
 - My parent, relative, or family friend knows what to do ... 1
 - I don't get sick 1
 - Something else (What?) 1
- Do not read:* I get treatment when I need it. 1
5. Do you have children? *Circle one*
- Yes 1
 - No 2 (Skip to Q. 9)
6. How many? *Circle one*
- One 1
 - Two or More 2
7. When was your first child born (month, year)? / /19
- Month Day Year
8. How old is your youngest child? *Circle one*
- New born to One Year 1
 - 13 months to Two Years 2
 - 25 months to Three Years 3
9. All together, how many children do you intend to have? *Circle one*
- One 1
 - Two 1
 - Three 1
 - Four or more 1
 - As many as God sends 1
 - I Don't Know 1
 - None 1

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5

10. If you wanted to get advice on family planning or birth control where would you go?

I don't know 9

10. A. Code type of place given in Q. 10: Circle one
- a clinic or health center 1
 - a hospital-based clinic 2
 - a program 3
 - a person 4
 - other (specify) 5

Interviewer Check: If child is Male, skip to Q. 13

11. Are you pregnant now? Circle one
- Yes 1
 - No 2
 - I Don't Know 3

12. What are you doing to not get pregnant? Circle one
- Using some form of birth control 1
 - Not having sexual relations 2
 - Using a douche 3
 - Something else (specify) 4
-
- Nothing 5
 - Nothing, I want to get pregnant 6

Interviewer Check: Skip to Q. 15

13. Have you ever made a girl pregnant? Circle one
- Yes 1
 - No 2
 - I Don't Know 3

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6

14. What are you doing to not make a girl pregnant (again)? *Circle one*
- Using some form of birth control 1
 - Not having sexual relations 2
 - Something else (specify) 3
-
- Nothing 4
 - Nothing, that is the girl's responsibility 5
 - Nothing, I want to be a father 6
15. When do you think you will have your (first/next) child? *Circle one*
- This year 1
 - Next year 2
 - When I get married 3
 - When God sends it 4
 - I don't know 5
 - I am not going to have (a/another) child 6
 - I cannot have children 7
16. What are you doing to keep yourself from getting sexually transmitted diseases? *Circle one*
- Using condoms 1
 - Not having sexual relations 2
 - Nothing 3
 - Nothing, my partner does not have any diseases . . . 4
 - Something else (specify) 5
17. How often did you get drunk or high last week? *Circle one*
- Not once 0 (Skip to Q.19)
 - Once 1
 - Twice 2
 - Three times 3
 - Four or more times 4
18. What do you usually use to get drunk or high? *Circle all that apply*
- Ganja/marijuana 1
 - Beer 1
 - Pills 1
 - Something else (specify) 1
-

APPENDIX V

7

19. How old were you the first time you got drunk or high?

Circle one

- I have never been drunk or high 0
- under 10 1
- 11 2
- 12 3
- 13 4
- 14 5
- over 14 6

III. About Yourself

These last questions are about you and what you think.

1. How old are you? _____ years

2. What is your date of birth? ____/____/19____
Month Day Year

3. Record the child's sex:

Circle one

- Male 1
- Female 2

4. With whom do you live?

Circle all that apply

- I live alone 1 (Skip to Q. 7)
- One parent- Mother or Father/Step Mother or Father 1
- Two parents 1
- Brothers/sisters and/or step brothers/sisters 1
- One grandparent 1
- Two grandparents 1
- My children 1
- Other relatives 1
- My boyfriend/girlfriend 1
- Friends or roommates (not related to child) 1
- Only other people such as group home residents, roomers, program participants 1 (Skip to Q. 7)
- I am homeless 1 (Skip to Q. 7)

5. Including yourself, how many people live in your home?

Circle one

- Two 1
- Three 2
- Four 3
- Five 4
- Six 5
- Seven or more 6

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6. And how many of your brothers and sisters are living at home with you (including half or step brothers and sisters)? **Circle one**

- None 0
- One 1
- Two 2
- Three 3
- Four or more 4

7. What do you do for fun? **Record first 2-3**

a. _____

b. _____

c. _____

If not mentioned in Q. 7:

8. Do you play any sports, or are you on any sports teams?

Circle One

- Yes 1
- No 2

If not mentioned in Q. 7:

9. Do you participate in the arts or in arts programs? As I read the list, tell me if you do any of these:

Circle all that apply

- Sing 1
- Dance 1
- Play an instrument 1
- Act, or other drama or theater work 1
- Write 1
- Paint, draw, or sculpture, or 1
- Something else (specify) 1

If not mentioned in Q. 7:

10. Do you belong to any clubs or organizations, such as the Girl Guides, Boys' Brigade, Brownies, or the Boy Scouts?

Circle One

- Yes 1
- No 2 (Skip to Q. 12)

11. Which ones? **Record first 2-3**

a. _____

b. _____

c. _____

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If not mentioned in Q. 7:

12. Do you do any of the following household activities? As I read the list, tell me if you do any of these: *Circle all that apply*
- Gardening 1
 - Carpentry 1
 - Cooking 1
 - Sewing, needlework, or knitting 1
 - Mechanics 1
 - Plumbing 1
 - Other household skills (Specify) 1
-

13. Do you attend church? *Circle One*
- Yes 1
 - No 2 (Skip to Q. 15)

14. How often do you usually attend church activities? Weekly or more often, several times a month, several times a year, or once or twice a year? *Circle One*
- Weekly or more often 1
 - Several times a month 2
 - Several times a year 3
 - Once or twice a year 4

15. Who do you want to be like in 10 or 20 years? - Is there someone whom you admire?
 Person's name: _____

16. Why do you want to be like (him/her)?

These next questions are about feelings and opinions. For each one I will read a statement and you tell me if you agree or disagree with it, and how strongly you agree or disagree.

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First think about whether you agree or disagree with the statement, then decide if you strongly agree or disagree, or just agree or disagree.

Here is a practice statement:

Brazil has the best football team in the world. Do you strongly agree, agree, disagree, or strongly disagree with that?

- Circle One*
- Strongly agree 1
 - Agree 2
 - Disagree 3
 - Strongly disagree 4

OK, here is one more practice statement:

Jamaica's football team is the best in the world. Do you strongly agree, agree, disagree, or strongly disagree with that?

- Circle One*
- Strongly agree 1
 - Agree 2
 - Disagree 3
 - Strongly disagree 4

Now here are the feeling and opinion statements.

17. Young people have a lot of different feelings about themselves. For each statement that I read, tell me if it reflects how you think about yourself: do you strongly agree that it is how you think of yourself, agree, disagree, or strongly disagree that it expresses how you think about yourself.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I feel I am a person of worth, at least on an equal basis with others.	4	3	2	1
b. I feel I have a number of good qualities.	4	3	2	1
c. All in all, I am inclined to feel that I am a failure.	1	2	3	4
d. I am able to do things as well as most other people.	4	3	2	1
e. I feel I do not have much to be proud of.	1	2	3	4
f. I take a positive attitude toward myself.	4	3	2	1
g. On the whole, I am satisfied with myself.	4	3	2	1
h. I wish I could have more respect for myself.	1	2	3	4
i. I certainly feel useless at times.	1	2	3	4
j. At times I think I am no good at all.	1	2	3	4

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11

18. Here is another set of statements by young people like yourself. As I read each one, tell me how strongly you agree or disagree that it describes how you think about yourself: strongly agree, agree, disagree, or strongly disagree.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I sometimes feel that the <u>kids I know</u> are not too friendly.	4	3	2	1
b. Most of my academic work in school seems worthwhile and meaningful to me.	1	2	3	4
c. I sometimes feel uncertain about who I really am.	4	3	2	1
d. I feel that my family is not as close to me as I would like.	4	3	2	1
e. When <u>kids I know</u> are having problems, it's my responsibility to try to help.	1	2	3	4
f. I often wonder whether I'm becoming the kind of person I want to be.	4	3	2	1
g. It's hard to know how to act most of the time, since you can't tell what others expect.	4	3	2	1
h. I often feel left out of things that others are doing.	4	3	2	1
i. Nowadays you can't really count on other people when you have problems or need help.	4	3	2	1
j. Most people don't seem to accept me when I'm just being myself.	4	3	2	1
k. I often find it difficult to feel involved in things I'm doing.	4	3	2	1
l. Hardly anyone I know is interested in how I really feel inside.	4	3	2	1
m. I generally feel that I have a lot of interests in common with the other students in school.	1	2	3	4
n. I often feel alone when I am with other people.	4	3	2	1
o. If I really had my choice I'd live in a very different way than I do.	4	3	2	1

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12

19. What is the one thing that you are best at right now?

20. What one thing would you like to do better?

21. If you could give advice to other young people like yourself, what would that be?

Thank you for helping us with the study.

UAP Tracer Study Contact Record

Record the outcome of every attempt to locate and interview the child, one "action" per visit. Record a pending outcome unless the contact is final.

Visit No. and Time			Actions			
			Pending		Final	
No.	Day	Time	Return	Temp. Not Avail.	No one home	
1.			Date: Day: Time:	Why? When available?	Why? When back?	1. Complete 2. Interview Ref. 3. Break-Off 4. Doesn't live here. 5. Cannot be found.
2.			Date: Day: Time:	Why? When available?	Why? When back?	1. Complete 2. Interview Ref. 3. Break-Off 4. Doesn't live here. 5. Cannot be found.
3.			Date: Day: Time:	Why? When available?	Why? When back?	1. Complete 2. Interview Ref. 3. Break-Off 4. Doesn't live here. 5. Cannot be found.
4.			Date: Day: Time:	Why? When available?	Why? When back?	1. Complete 2. Interview Ref. 3. Break-Off 4. Doesn't live here. 5. Cannot be found.

Youth No. _____

Interviewer _____

Book No. _____

Agency _____

UPLIFTING ADOLESCENTS PROJECT

WORKSHOP ON
"TRACER STUDY TRAINING FOR INTERVIEWERS"September 23, 1998
Medallion Hall Hotel, Kingston 10**PARTICIPANTS' EVALUATION**

The workshop's primary objectives were:

- i. To provide NGO participants with suitable orientation to the UAP Tracer Study Program.
- ii. To train interviewers and supervisors how to conduct the 1998 Tracer Study on program "completers" of the UAP
- iii. To provide opportunities for discussions which will enable participants to feel comfortable with their respective responsibilities for implementing the 1998 UAP Tracer Study.

A. Workshop Content

Please review the statements given below and give your opinion on each by ticking the box which represents your views most closely. The following key should be used for the boxes:

- a. Strongly Agree
- b. Agree
- c. No Opinion
- d. Dis-agree
- e. Strongly Dis-agree

1. The objectives of the workshop were met.

- a. b. c. d. e.

2. Workshop materials distributed were relevant to the program.

- a. b. c. d. e.

3. The teaching methodologies used in this workshop were effective.

- a. b. c. d. e.

4. I feel that I am now in a better position to successfully undertake responsibilities in my NGO relating to conducting interviews for the 1998 Tracer Study on program "completers" of the UAP.

- a. b. c. d. e.

5. My overall evaluation of the workshop is positive.

- a. b. c. d. e.

B. Participant's Comments

Please take a few moments to provide below some written comments on the workshop.

1. What two positive features or aspects of the training received at this workshop stand out in your mind most?

2. Was there anything negative, in your opinion, about the workshop?

3. What kind of follow-up activity would you like to see in this area?

4. Any other overall comments:

UPLIFTING ADOLESCENTS PROJECT
 TRAINING WORKSHOP
 UAP TRACER STUDY TRAINING FOR INTERVIEWERS
 September 23, and October 1, 1998

PARTICIPANTS' COURSE EVALUATION

Evaluation Completion Rate

Twenty two (22) participants attended the workshop on October 23 (which was aborted due to the hurricane threat). When the workshop was reconvened on October 1, only 14 of those from the first day returned, and an additional two new participants attended. Fifteen of the sixteen participants on the final day completed the evaluation questionnaire. The evaluation completion rate for participants on the second day was therefore ninety four percent (94%: 15/16). However, when assessed on the overall 24 participants at the workshop (22 on the first day and 2 new ones on the second), the completion rate was a disappointing 63% (15/24).

The fact that 10 of the 24 persons who attended this workshop participated in only half of the training must be noted. This reflects not only on the participant evaluation, but also on the quality of the job which these persons might do given that they attended only half of the training program.

General Evaluation Results

The participants rated the workshop content and conduct an average score of 4.11 , which is lower than the 4.21 rating for the earlier Tracer Study workshop in June 1998, but not by much. This low average can be attributed almost entirely to the views of a single participant who rated each of the five factors "Strongly Disagree" (S/D), in contrast to the other 14 respondents, all of whom either "Agreed" (A), or "Strongly Agreed" (S/A) with all factors 92% of the time. The exception was one "No Comment" (N/C) on the factor "I feel I am now in a better position to undertake Tracer Study interviewing responsibilities". More participants rated all five of the evaluation factors "Agree" rather than "Strongly Agree" and this was also significant to the lower averages.

As with most other workshops, the dominant response in the Participants' Written Comments was "None" in three of the four areas. Each participant identified at least one positive feature of the workshop. Under **Positive Features**, the responses were primarily in the areas of the quality and opportunity for group participation, and the effectiveness of the presenter. As is now customary, most respondents (9/15) identified no **Negative Features**. Areas identified for **Follow up Activity** clearly expressed the desire of nearly half (7/15) of the respondents to understand and participate in this process better. The presenter was again complimented in the **Other Overall Comments**, and the overall quality of the workshop was also lauded by many.

Section A: Workshop Content

The comparatively lower average score (4.11) for this workshop was directly related to ratings by one "dissident" respondent who strongly disagreed with each factor. But for that individual's ratings, the

average score for the other 14 respondents was 4.33, lower than, but much closer to the usual UAP workshop average. Because of the single dissident respondent rating all factors S/D, none of the five evaluation factors received an average above 4.20.

The highest scoring factor was "The objectives of the workshop were met" (4.20) followed by "Workshop materials distributed were relevant to the program", and "The teaching methodologies used were effective" each with a score of 4.13.

Since it was an intended outcome of the workshop, it was surprising and a little disappointing to see that the factor "I feel I am now in a better position to undertake Tracer Study Interviewing responsibilities" was rated only 4th of 5 factors, with a 4.07 average. Contrasted with the first Tracer Study workshop in June, when this factor was rated joint second of six factors, it should be noted that the workshop participants at that time comprised more senior personnel from the NGOs.

Section B: Participants' Comments

As stated above, "None" was the prevalent response in the three areas of this section other than "Positive Features of the Workshop". All 15 respondents identified one or more positive feature about the workshop, including the "dissident" respondent. There is an apparent contradiction in that individual's S/D rating on "The teaching methodologies used were effective" in Section A, and the written comments that positive features were "clarity of speech to the client, and clarity to the meaning of the questions". It was nevertheless heartening that even amongst this person's overall negative views, two positive things could still be identified.

Overall, fifteen positive comments were identified, six of which received multiple endorsements. Five of the comments (33%) had to do with group participation, and included:

- ★ *Role play (dry run) administration of the questionnaires helped to identify problems (5);*
- ★ *Group participation and open discussions (4); and*
- ★ *Participants got the chance to raise concerns about the questionnaire (2).*

Most (7/15) comments however centered on the quality of the presenter, as represented by:

- ★ *Effectiveness of the presenter in clarifying the meaning of questions (3);*
- ★ *Tolerance of the presenter was excellent (3);*
- ★ *Presenter was good in putting across the material (2); and*
- ★ *Step by step explanation of how the Tracer Study will work (1).*

Nine (60%) of the 15 respondents identified no negative features. Of the comments made by the other six respondents, the only one which was endorsed by more than one individual was that "we did not have the opportunity (there was resistance) to effect change to the questionnaire" (2). The "dissident" participant felt that some questions were "way out, in relation to the culture of the children". In contrast, two other participants that the participants' own questions were a negative feature:

- *Some questions which were dealt with could have been avoided; and*
- *Discussion re the questionnaire booklet by the different groups.*

Some participants at the June Tracer Study workshop had opined that “..participants need to understand the tracer study questionnaire development process”, that “some questions need revision”, and that “NGOs should participate more in survey design and pre-testing..”. The negative questions raised by some respondents in this workshop support the need for additional work by the UAP in these areas.

One participant was perhaps making a plea to the NGOs to be more consistent in sending personnel to attend workshops on particular topics, and opined:

- *Different participants are being used from institutions.. makes it very confusing.*

Six participants(40%) did not identify any **Desirable Follow-Up Activity**. The other participants' comments in this area mostly related to the need for assistance/oversight of the process during the interviews and after:

- ▶ *The presenter will be available to help NGOs (2);*
- ▶ *Discussion of the process after the interviews are completed(2);*
- ▶ *More workshops on this subject would better prepare the interviewers (1);*
- ▶ *How to tally the questionnaire (1); and*
- ▶ *Assistance to each agency to operationalize (1).*

The first workshop on Tracer Studies in June had also elicited a comment, supported by 41% of the then respondents, that “..more training in tracer studies, more NGO staff trained, and field visits to NGOs by ... experts in tracer studies” were necessary. The above defined comments from the current workshop seem to lend support to that earlier view.

In **Other Overall Comments**, participants reiterated appreciation for the presenter, represented by:

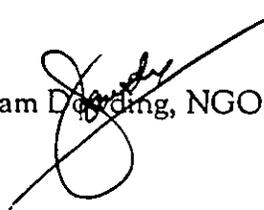
- *Presenter was very good - excellent! (2);*
- *Thanks to DA and Ms. Hamilton (1); and*
- *Presenter was very clear, patient, full of understanding and pleasant (1).*

Still others were quite positive and complimentary about the overall conduct of the workshop:

- *Undoubtedly one of the most interesting workshops to date (1);*
- *Very good effort to train and execute (1);*
- *The workshop refreshed vital points from the prior Tracer Study workshop, e.g. random sampling methods (1); and*
- *The workshop gave us a chance to understand fully what we are to do (1).*

One participant's overall comment perhaps spoke for everyone at this and the earlier workshop: “Overall, a good experience, but we need more practical demonstrations in getting the information across”.

Prepared by:


Sam DeGroot, NGO Coordinator, UAP (October 29, 1998)

UPLIFTING ADOLESCENTS PROJECT
 EVALUATION OF TRAINING WORKSHOP
 TRACER STUDY TRAINING FOR INTERVIEWERS
 SEPTEMBER 23, 1998 & OCTOBER 1, 1998
 PARTICIPANTS' EVALUATION TALLY SHEET

Section B: Participants' Written Comments			
Frequency	B3: Desirable Follow-Up Activity	B4: Other Overall Comments	Frequency
6	None	None	4
2	Already done: the presenter will be available to help NGOs	Presenter was very good - excellent!	2
2	Discussion of the process after the interviews are completed	Thanks to DA and Ms. Hamilton	1
1	How to tally the questionnaire	Thanks for having us and the positive support	1
1	Assistance to each agency to operationalize	<i>Wording of the questionnaire was far-fetching; pay regards to culture</i>	1
1	Some of the questions should be re-worded	Undoubtedly one of the most interesting workshops to date	1
1	Importance of small remedial classes	Very good effort to train and execute	1
1	More workshops on this subject would better prepare the interviewers	Presenter was very clear, patient, full of understanding and pleasant	1
		<i>Overall, a good experience, but we need more practical demonstrations in getting the information across</i>	1
		The workshop refreshed vital points from the prior Tracer Study workshop, e.g. random sampling methods	1
		The workshop gave us a chance to understand fully what we are to do	1
		<i>"Supervisors are not relaying information given at seminars to their co-workers"</i>	1