## Post-training Evaluation Questionnaire

## Workshop evaluation form (day 1)

**Instructions:** Please give your answers or comments in writing, or indicate the extent to which you gained confidence in the topics you learnt today on a scale of 1 to 5.

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| **1. Overall evaluation of day 1** |
| 1.1 | Today, what impressed me or interested me most was ... (please explain why) |
| 1.2 | Today, what facilitated my learning was … |
| 1.3 | The topics or issues that were not clear to me today were … |
| 1.4 | I would like the following topics to be discussed in this or future workshops: … |
| 1.5 | My recommendations for tomorrow are ... |
| **2. To what extent did you gain confidence in the following topics you learnt today?** |
| ***Module 1: Background*** | Not at all | Not well | Neutral | Well | Very well |
| 2.1.1 | The rationale of stopping MDA in relation to prevalence  | 1 | 2 | 3 | 4 | 5 |
| 2.1.2 | The key differences between the 2005 and 2011 editions of the WHO monitoring and evaluation manuals for stopping MDA | 1 | 2 | 3 | 4 | 5 |
| 2.1.3 | The overall programme steps from mapping to verification  | 1 | 2 | 3 | 4 | 5 |
| 2.1.4 | How can we improve this module or support you? |
| ***Module 2: Eligibility for a TAS***  | Not at all | Not well | Neutral | Well | Very well |
| 2.2.1 | How to calculate the programme coverage used in monitoring MDA  | 1 | 2 | 3 | 4 | 5 |
| 2.2.2 | The different purposes of sentinel site and spot-check site surveys in monitoring and evaluation of a national programme to eliminate LF  | 1 | 2 | 3 | 4 | 5 |
| 2.2.3 | The pre-requirements for planning a TAS | 1 | 2 | 3 | 4 | 5 |
| 2.2.4 | How can we improve this module or support you? |
| ***Module 3: Evaluation unit*** | Not at all | Not well | Neutral | Well | Very well |
| 2.3.1 | The criteria for defining and selecting an EU  | 1 | 2 | 3 | 4 | 5 |
| 2.3.3 | How can we improve this module or support you? |
| ***Module 4. Survey design*** | Not at all | Not well | Neutral | Well | Very well |
| 2.5.1 | The rationale for selecting children aged 6–7 years for a TAS  | 1 | 2 | 3 | 4 | 5 |
| 2.5.2 | How to choose a survey design and calculate sample size  | 1 | 2 | 3 | 4 | 5 |
| 2.5.3 | How to use the critical cut-off threshold for making programme decisions | 1 | 2 | 3 | 4 | 5 |
| 2.5.4 | How can we improve this module or support you? |
| ***Module 8: Survey sample builder*** | Not at all | Not well | Neutral | Well | Very well |
| 2.6.1 | How the survey sample builder is used to select the sampling strategy and sample size | 1 | 2 | 3 | 4 | 5 |
| 2.6.2 | The method of randomized site selection from a numbered list of all primary schools or enumeration areas before the survey  | 1 | 2 | 3 | 4 | 5 |
| 2.6.3 | How to prepare a protocol for a TAS in your country | 1 | 2 | 3 | 4 | 5 |
| 2.6.4 | How can we improve this module or support you? |
| **3. How good was the facilitation?** | Not at all | Not well | Neutral | Well | Very well |
| 3.1 | The facilitators knew the subject matter well. | 1 | 2 | 3 | 4 | 5 |
| 3.2 | The facilitators gave clear explanations of the topics. | 1 | 2 | 3 | 4 | 5 |
| 3.3 | The speed of the lectures was appropriate. | Too slow1 | Slow2 | Yes3 | Fast4 | Too fast5 |
| 3.4 | The facilitators welcomed questions and responded to them appropriately. | 1 | 2 | 3 | 4 | 5 |
| 3.5 | How can we improve our facilitation? |

## Workshop evaluation form (day 2)

**Instructions:** Please give your answers or comments in writing or indicate the extent to which you gained confidence in the topics you leant today on a scale of 1 to 5.

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| **1. Overall evaluation of Day 2** |
| 1.1 | Today, what impressed me or interested me most was ... (please explain why) |
| 1.2 | Today, what facilitated my learning was … |
| 1.3 | The topics or issues that were not clear to me today were … |
| 1.4 | I would like the following topics to be discussed in this or future workshops … |
| 1.5 | My recommendations for tomorrow are ... |
| **2. To what extent did you gain confidence in the following topics you leant today?** |
| ***Module 5: Diagnostic tests*** | Not at all | Not well | Neutral | Well | Very well |
| 2.4.1 | How to use ICT cards and interpret the results  | 1 | 2 | 3 | 4 | 5 |
| 2.4.2 | How to use Brugia RapidTM tests and interpret the results | 1 | 2 | 3 | 4 | 5 |
| 2.4.3 | How can we improve this module or support you? |
| ***Module 9: Timetable, budget and administration***  | Not at all | Not well | Neutral | Well | Very well |
| 2.7.1 | The importance of allowing time to obtain ethical clearance and informed consent before a TAS  | 1 | 2 | 3 | 4 | 5 |
| 2.7.2 | All the information needed for a school- or community-based survey  | 1 | 2 | 3 | 4 | 5 |
| 2.7.3 | How to prepare a supply list and estimate the time and budget required to implement a survey | 1 | 2 | 3 | 4 | 5 |
| 2.7.4 | All the activities required for a survey and constructing a timetable | 1 | 2 | 3 | 4 | 5 |
| 2.7.5 | How can we improve this module or support you? |
| ***Module 10: Field-work*** | Not at all | Not well | Neutral | Well | Very well |
| 2.8.1 | Composition of the team for a TAS and allocation of tasks  | 1 | 2 | 3 | 4 | 5 |
| 2.8.2 | Daily work flow for school and village surveys | 1 | 2 | 3 | 4 | 5 |
| 2.8.3 | Method for following up cases found during a survey | 1 | 2 | 3 | 4 | 5 |
| 2.8.4 | How can we improve this module or support you? |
| ***Module 6: After the survey*** | Not at all | Not well | Neutral | Well | Very well |
| 2.10.1 | The activities to be conducted after ‘passing’ or ‘failing’ a TAS  | 1 | 2 | 3 | 4 | 5 |
| 2.10.2 | How should post-MDA surveillance be planned, assuming that the target EU ‘passed’ the survey? | 1 | 2 | 3 | 4 | 5 |
| 2.10.3 | How can we improve this module or support you? |
| ***Module 7: Verification of elimination*** | Not at all | Not well | Neutral | Well | Very well |
| 2.11.1 | The information that must be collected for verifying interruption of transmission  | 1 | 2 | 3 | 4 | 5 |
| 2.11.2 | The process from a TAS to verification of LF elimination  | 1 | 2 | 3 | 4 | 5 |
| 2.11.3 | Please identify and explain the main challenges during preparation of a dossier. |
| **3. How good was the facilitation?** | Not at all good | Not good | Neutral | Well | Very well |
| 3.1 | The facilitators knew the subject matter well. | 1 | 2 | 3 | 4 | 5 |
| 3.2 | The facilitators gave clear explanations of the topics. | 1 | 2 | 3 | 4 | 5 |
| 3.3 | The speed of the lectures was appropriate. | Too slow1 | Slow2 | Yes3 | Fast4 | Too fast5 |
| 3.4 | The facilitators welcomed questions and responded to them appropriately. | 1 | 2 | 3 | 4 | 5 |
| 3.5 | How can we improve our facilitation? |