## Post-training Survey Questionnaire Example

## 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.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 slow  1 | Slow  2 | Yes  3 | Fast  4 | Too fast  5 |
| 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.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 slow  1 | Slow  2 | Yes  3 | Fast  4 | | Too fast  5 | |
| 3.4 | The facilitators welcomed questions and responded to them appropriately. | | 1 | 2 | 3 | 4 | | 5 | |
| 3.5 | How can we improve our facilitation? | | | | | | | | |