Annex 6C: Facilitator notes

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# Introduction

Prior to use of the household assessment tool application (APP) from the Urban Multi-sector Vulnerability Assessment Tool for displacement contexts (UMVAT), data collection enumerators will require some initial orientation and training in use of the APP. This training package takes enumerators through the practicalities of using the APP and the device it is loaded on to and introduces the assessment objectives and key terminology. The training also provides a last opportunity to check the contextualisation of the household questions during the field practice.

Reflections from the piloting of these training materials in Ethiopia in 2015 are included in at the end of these notes. Piloting experiences from Ethiopia are worth reviewing due to the challenges faced in working with a group with the following characteristics:

* Non-native English speakers using the APP in English but interviewing households in Tigrinia.
* None of the enumerators had experience of working in the humanitarian sector.
* Some of the enumerators were not very technically confident and struggled with using the hand-held device and APP.

**Training objective:** To provide enumerators with the basic skills to use the UMVAT APP with confidence.

**Recommended length of training:** At least four days (two days in the classroom, one day field practice, one day learning and field day reflection) is recommended. Training length can be shortened or lengthened depending on enumerator skills and experience in multi-sector assessments.

**How to use these materials:** Table A6-1 provides an overview of the training, which is organised into four sections. Each section corresponds to a specific training focus and activity. Each section is outlined below, providing the facilitator with additional background information. Table A6-2 includes a list of various tools and materials required for the training for use in conjunction with the PowerPoint presentation. Additional documents are available in Annexes 6a and 6b of the UMVAT guidance note.

When applying these materials, an interactive facilitator style is recommended. The frequent use of concept checking questions is advised to ensure enumerator understanding.

**Reference materials:** Prior to the training, the facilitators should read:

* UMVAT guidance note and annexes for methodological aspects related to the assessment.
* Past multi-sector urban assessment reports and lessons learned documents (from previous assessment trainings) to get a sense of what problems could be faced and potential solutions applied during the training and fieldwork.

**Please note:** This training aims to provide household enumerators with the skills and knowledge they need to collect data using the UMVAT APP. If the enumerators are not agency staff, they will need a basic understanding of the programme activities as they will be representing the agency during field work and may be asked for details by households. Additionally, informing enumerators of the wider assessment process, providing them with an understanding as to how the collected data will be used will also help them answer questions related to data use that they may encounter during field work.

To enhance organisational buy-in and up-take of the assessment tool and the data it will collect, it is recommended to invite relevant project managers/advisers in country to attend parts of the training so that they get a sense of the APP.

**Incomplete slides:** A number of slides require editing. These slides refer to the training agenda (times), country programme overview, scope and depth of analysis, fieldwork plans and assessment preparations (gaps are highlighted in red).

**Number of training facilitators required:** This will depend on the number of enumerators, the languages spoken, and their experience in using assessment APPs.

**Human resources:**

*- Training and assessment lead:* Someone that has experience in leading assessments and using the APP should facilitate and lead the training and have overall oversight of the assessment.

*- Fieldwork coordinator:* A person to support the field work planning and logistics is required.

*- IT support:* The IT specialist that will be supporting the enumerators with challenges and difficulties faced in the use of the APP should be present at least in Sections 2 and 4 of the training to support the enumerators as and when required.

*- Enumerators:* A number of enumerators are needed to collect data via the APP.

*- Support staff*: Administrators, logisticians and finance staff – for the organisation of the training, the assessment as well as related costs; per diems, lunches etc.

*- Technical staff support*: To answer questions related to technical questions and the rationale for the questions.

***Other training opportunities to keep in mind:***

**Post-training APP monitoring and potential review:** Once the enumerators are using the APP, the monitoring of APP use is recommended to gauge enumerator confidence, challenges and difficulties in using the APP. Such monitoring can take place immediately once the APP is in use. If multiple problems are faced by most of the enumerators, it may be worthwhile organising half-day reviews; in which all enumerators and IT support gather to discuss challenges and find solutions.

**Half-day mid-assessment review**: To ensure consistency and coherence in the data collected the assessment team comes together half way through the assessment to discuss and compare main findings. Data from the assessment APP or other sources (key informant interviews (KIIs) and focus group discussions (FGDs)) should be shared.

This mid-assessment reflection on the information collected can highlight contradictions in data collected that may require further clarification in FGDs, KIIs and household interviews. Use the findings from this reflection day to guide the topics included in FGDs and KIIs and the types of people included in these interviews/ discussions.

**Table A6-1:** Training overview

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day** | **Day 1** | **Day 2** | **Day 3** | **Day 4** |
| **09:00 – 12:00** | **Module 1:**  **Introduction**   * Participant introductions * Agency overview * UMVAT overview * Assessment objectives, rationale and methodology * Definitions | **Module 2 (cont.)**  Activity 1, 2 and 3 (Assessment question familiarisation, problem solving, role play) | **Module 3:**  **Field practice**  APP enumerators practice the APP in a realistic situation on PAD (if possible) | **Module 4:**  **Field feedback and wrap-up**  Experiences, challenges and solutions are shared. |
| **12:00 – 13:00** | **Lunch** | | | |
| **13:00 – 17:00** | **Module 2:**  **How to use the APP**  What the APP is and how it works  Activities 1, 2 and 3 (Assessment question familiarisation, problem solving, role play) | Activities 1, 2 and 3 (Assessment question familiarisation, problem solving, role play)  Planning field work | Key problems are highlighted for resolution | Enumerators use the app in role-play before field practice.  Final field work planning discussions |

**Table A6-2:** Materials required

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section** | **Module 1:**  **Introduction** | **Module 2:**  **How to use the APP** | **Module 3:**  **Field practice** | **Module 4:**  **Field feedback and wrap up** |
| **Key activity** | PowerPoint presentation and discussions. | PowerPoint and classroom use of APP and tablets. | Field practice  IT and technical support provided | Presentation of key challenges and solutions faced in the field practice.  APP finalisation. |
| **Materials required** | - Notebooks and pens  - PowerPoint projector  - Words and acronyms worksheet | - PowerPoint projector  - Tablet/ Android mobile phone + APP  - Printed version of the assessment questions  - Usernames and login details for each person  - IT person (technical support)  - Field work plans | - Tablet/ Android mobile  - Notebooks and pens  - IT person (technical support)  - Technical staff | - PowerPoint projector  - Tablet/ Android mobile phone + APP  - Notebooks and pens  - IT person (technical support)  - Technical staff |

# Pre-training preparation

The following preparatory activities should be completed before the training.

**1. Editing of training materials.** This includes:

* Inclusion of key findings from secondary data searches and any gap analysis to explain the rationale of the assessment and any focus on specific sectors.
* Inclusion of population mapping and area characteristics to ensure enumerators have an understanding of who they shall be speaking to and what areas they will be visiting. Furthermore, the enumerators may have additional valuable information for consideration.
* Preparing a small presentation on what the agency does in that country. The enumerators will be representing them and they may well be asked what the agency does by various members of the public and households interviewed.
* Inclusion and exclusion of terms and acronyms in ‘Words and Acronyms Worksheet’ (Annex 6B) for discussion during the training. This is vital to the group having an understating of the same terminology. This is particularly for words such as ‘host’, ‘household’ and ‘displaced’ that may have a different meaning across countries, context and groups. Be conscious of biased/ discriminating representations for specific groups in any related discussions.

**2. Identification of assessment questions and technical vocabulary to highlight in the training.** This requires identifying questions for use in Section 2 when the APP is demonstrated in plenary, for example:

* Specific terminology and questions that require explanations and/ or a common understanding.
* Questions where additional text answers are requested and how these should be treated.
* How numbers should be entered (rounded up and not as decimals).
* Questions that ‘check’ entered data and request a clarification i.e.: ages of children and school attendance.
* Questions where options chosen (in multiple choice answers) are taken forward into additional questions. This is especially so in the income and expenditure section.
* Questions where enumerators have to undertake some basic calculations to triangulate the information they have received.
* Questions that may be sensitive and require some thought before asking.
* Vocabulary that may require translation prior to the training should be identified. This may include: complaint, legal assistance, justice, restriction, cultivate, weather-proof, entitlement, law enforcement, interest (monetary), coping strategy, income-generating activity (IGA), basic services, etc.

**3. Assessment sector scope and depth.** The country team should have decided (ideally based on a review of secondary data), which sectors of the assessment tool to include, and what depth of information collection is needed (whether essential questions only – or essential and non-essential).

**4. Assessment tool contextualisation:** The country team should have contextualised the assessment tool prior to the training. It is recognised that further editing on the basis of the training may be required, as the process of looking through and field-testing the tool is likely to highlight additional edits. Once the tool is contextualised, the form should be ‘Deployed as a project’ in the online KoBo interface, to allow tablets to download it and enter data into the survey.

**5. Tablets/ Android phones ready to be used:** Tablets/ Android phones with the assessment APP loaded on to them will be required. *Each enumerator will be assigned an ‘assessors’ code’ which should be available as and when the tablets/ phones are handed out.*

**6. Terms of reference (ToR) with clear roles and responsibilities for assessment team members are elaborated:** ToRs will give assessment team members clarity with regards to their roles and responsibilities in the wider assessment.

**7. Logistical, administrative arrangements are in place, including any permission permits (if required):** Ideally there should be a logistics and administration focal point for the training and assessment as there are a number of issues that will require attention, including:

* Booking training room facilities and resources.
* If permission is required from government ministries and local authorities, this should be sought beforehand and be in place for the duration of the assessment.
* Enumerator expenses or per diem.
* Field practice arrangements will require planning in terms of: location close to training site, suitable population for testing and transportation.

**8. Security and communication considerations:** The assessment staff should be made aware of any security issues and measures that they may need to be aware of/ adhere to. The agency should be able to communicate easily with all enumerators for the duration of the assessment. Staff numbers should be collected prior to the start of the assessment and some form of communication protocol discussed.

**9. Protection referral contacts:** The enumerators are likely to meet individuals or households that have protection concerns and needs. Enumerators should be provided with referral contact details in case they need to pass them on to the respondents following the interview. Enumerators should not discuss topics that are sensitive and protection related.

**10. IT support is available:** To support any technical issues associated with the APP o the device that is hosting it, it is essential to have an IT focal point that understands how to upload and manage the APP not only from the enumerator’s side but also the ‘back office’ where the APP is centrally managed and data is uploaded post collection.

**11. Consent and data protection policies:** As interviewed households will be asked for their consent on the basis of the management and protection of their data, ascertain what the consent and data protection policies are as enumerators should be informed of them.

# Training details

In this part of the training materials, each section of the training outline provided in Table 1 is elaborated with additional information. Please use this section in conjunction with the PowerPoint.

## Section 1: Introduction

|  |  |  |
| --- | --- | --- |
| **Overview:** | | Introduction to agency, urban multi-sector urban assessment tool, objectives rationale, methodology and definitions. |
| **Time allocation:** | | 3 hours |
| **Key activities:** | | PowerPoint presentation and discussions |
| **Resources required:** | | Notebooks and pens  PowerPoint projector  Words and acronyms worksheet |
| **Slide No:** | **Slide title:**  **Content / Facilitator notes** | |
| 1 | ***Opening slide: Introduction to the training***   * Welcome the participants to the training and to the organisers of the event, staff etc. * Ask the participants to introduce themselves, and at the same time let us know if any of them have experience in using tablets, APPs, using questionnaires and working with the population of interest. | |
| 2 | ***Training objectives and agenda***  In this slide, the focus is on what the objectives of the training are, and how they shall be met over the course of the day.  ***Note:*** You will have to edit the agenda accordingly.   * Ask the participants if any of them have concerns regarding content at this stage. | |
| 3 | ***Agenda for the day ahead***  Highlight the key activities for the day, break times etc. | |
| 4 | ***Agency***  This slide should contain some basic information regarding the country programme, programme strategy and activities, especially if they relate to the population being assessed. | |
| 5 | ***Administration issues***   * Discuss ways of working: who will be involved in the next days of training and assessment. * Check enumerators are clear regarding their roles and responsibilities in the assessment and that they all have terms of reference and contract. If differences exist between enumerator job descriptions (for example some may have a community mobilisation responsibility), make it clear as to who is who. * Make sure enumerators are clear regarding expenses and any financial matters. * Questions regarding their contracts and general administration should be addressed now or at least heard for later action as unaddressed questions be a distraction. | |
| 6 | ***Urban assessment objective***  The objectives of the assessment are shared before being further explained in the next slide. | |
| 7 | ***Rationale – information needed?***  The purpose of this slide is to highlight to the enumerators why the agency is undertaking the assessment and the rationale for collecting information relating to a number of sectors.  Spend some time talking to the enumerators about the kinds of people that will be interviewed by them and understanding what they know about these people (this should also give us an insight into any potential bias issues that you may have to highlight later on. More reflection on bias, attitude and body language is covered in Sections 2 and 4).  Present information from the mapping exercise to inform the enumerators of where the assessment will be taking place. Provide an overview of the characteristics of the area to be visited and the types of people we want to know more about. Present elements from the secondary data review and highlight gaps in knowledge that the assessment may be focussing on.   * Ask the participants if they have knowledge of these areas and if they could provide additional information on the area’s characteristics.   Discuss the rationale for undertaking the assessment and what the data will be used for. Reflect on findings and gaps from secondary data analysis.   * Ask the following questions to get across the need to be sensitive and respectful of the background, information and experiences of the people they will interview. * Who do we want to know more about? Why and for what purpose? * What should the enumerators be mindful of when interviewing people from this community? * Are there any topics that require sensitive handling? * Can enumerators express an opinion regarding what they are being told? | |
| 8 | ***What does the assessment involve***  The purpose of this slide is to illustrate:   1. The assessment process includes a number of steps and within each step, a number of activities. 2. The activities of the enumerators may be required at more than on step.   **Facilitator to illustrate:** Based on the assessment planned and the ToRs, indicate where and how the enumerators in the room will be engaging in the assessment process. Also briefly indicate what shall be happening ‘behind the scenes’ so that they are aware of any parallel processes and the final format and use of the data. If enumerators are agency staff rather than outsiders hired for the activity, they should be provided with details on the assessment key findings alongside managers  Discuss how the various types of information collection (KII, FGD and HH) will be used triangulate data to ensure a complete understanding of the living conditions of the refugees. Discuss who shall be using these various tools.  **Additional information from the guidance note:**  UMVAT process includes the application of 5 tools, listed below. The use of the tools will vary depending on the limitations and opportunities within the assessment context (see Section 3 for more information on this). Only the household survey is currently available for use through the APP on the handheld devices.  Secondary data analysis (Annex 1 of the UMVAT guidance note).  This tool includes a series of secondary data prompts in Excel that relate to the pre and post-emergency context. The pre-emergency context part of the tool could be included in preparedness activities.  As the objective of this tool is to collect as much relevant information on the wider context prior to finalising the contextualisation and focus of household assessment, it is recommended that sufficient time and energy is spent reviewing secondary data before initiating assessment thematic content and contextualisation discussions.   * *Enumerators may not have to undertake this secondary analysis – it is important that you are aware of some of the key findings.*   Key informant interview (KII) forms ( Annex 7 of the UMVAT guidance note).  Key informant interviews provide the opportunity to collect detailed and nuanced information on specific topics. The KII form provides a series of questions (and probing questions) in a checklist format that should be edited and contextualised prior to use.  Each KII form is aimed at a different stakeholder, from local government to traders and private sector service providers. The forms are aimed at the following types of key informant:   1. Local government representative: at municipal or sub municipal level. 2. Government service providers: the district/municipal department responsible for education, housing, water, legal documentation and social services; access to employment, amenities. 3. Private sector service providers: for education; water; waste; housing (landlords); finance. 4. Traders: general market performance; distance; security; supply chain; access challenges; seasonal and basic prices. 5. Community representatives: working in service provision for the population as a whole or for vulnerable groups.   Each KII form includes some guidance for the user under the following headings:   * Why use the checklist. * Objective of the checklist. * How to use this checklist; with subheadings: Getting started, Tools to use, Checklist thematic content, Getting started: Key informant details.   Focus group discussion (FGD) tool (Annex 7 of the UMVAT guidance note).  The intention is to use the FGD tool to delve deeper into issues than is possible or appropriate in the household survey; to discuss more sensitive issues particularly around protection, security, discrimination and people’s perceptions.  The FGD tool is made up of three templates: (i) for groups of displaced adults (segregated male/ female); (ii) for groups of displaced youth 15-24 years (segregated male/ female); and (iii) for host community groups.  Sensitive and protection related topics must not be discussed unless done so by someone with the relevant position and qualifications. Please see Guidance Note section on ‘assessment protocols and referral issues’.  Household interview questionnaires (Annex 4 of the UMVAT guidance note).  This tool is available on hand-held devices and paper formats. The tool includes a series of sector-specific modules in which mandatory and suggested questions are available for application depending on the focus of the assessment. These reflect the core competencies of the agency as well as health and protection and governance. Cross-cutting themes such as gender and the environment are present in all sector specific modules.   * *This is where the majority of enumerator time shall be spent.*   Tool 5: Report format (Annex 8 of the UMVAT guidance note).  Understanding that report writing can be a time consuming challenge following a detailed assessment, the report format outline provides headings, subheadings as well as analysis prompts for the user to consider.  Although the user is encouraged to adhere to the format, it is understood that there can be data collection challenges that affect the assessments team ability to complete all the sections of the format.   * *Not all of the enumerators may be part of this process. However, it is worthwhile making them aware that the data they collect shall be used to create a report that will be used to define programme decisions.* | |
| 9 | ***Why use an APP and not pen and paper?***  With reference to the slide, explain the positive elements of using an APP.   * Ask enumerators if they have any experience of (a) using an APP to ask people questions and (b) being interviewed using an APP. * Ask enumerators if they think that the population of interest will have experience of being interviewed using an APP. * Ask enumerators what they think it is like to be interviewed using an APP compared to pen and paper. How can this knowledge help them when applying the APP? | |
| 10 | ***Results: What shall they look like?***  There is no need to spend too long on this slide – but to highlight how the results will be presented following data collection and as part of the analysis stage. | |
| 11  +  Hand out **Words and acronyms sheet** | ***Definitions and terminology***  The assessment tool may contain some unfamiliar terminology and technical language. Enumerators need to have an understanding of all language used in the assessment APP – not only to ensure that they are able to ask (and re-ask differently if needed) the question properly, but also to ensure that the answer provided fits the question asked.  The assessment tool should have been contextualised for the country it will be applied in. As the enumerators review the assessment tool APP, additional editing may be required. It is important to keep this in mind.  ***Note:*** Depending on the experience of the assessment team and enumerators, the Words and acronyms worksheet (Annex 6B) may have to be translated beforehand and/or edited. It is better not to assume knowledge and if possible keep referring and adding to the sheet.  Share the **Words and acronyms worksheet** with enumerators.   * Ask the enumerators to look through the sheet and identify any terms they may not be familiar with. Go through these items and ensure and understanding of all the others. Inform the enumerators that they can make notes on the sheet and add local words and understanding of definitions if they would like to – space has been provided.   Encourage participants to add any additional words / acronyms during the training. | |
| 12 | ***Defining a household***  In this assessment, this definition of household is applied.  Highlight in what way it may vary to a more traditional understanding of household – which is typically that of a husband and wife and children. | |
| 13 | ***Identifying households to interview***  This slide reflects a snowballing sampling methodology – a methodology that is commonly used in this type of assessment.  Highlight the importance of understanding what kind of households targeted for inclusion in this assessment when this approach is used.  Household definition: *By household we mean yourself, plus any other people (not necessarily family members), living at the same address and who share your living expenses (food, rent etc.) and living spaces (such as sleeping, living and cooking areas).*  It is important to have the right household member to interview so that you do not waste time. Keep in mind the characteristics of the people that you want to reach out to. For example:   1. Make sure that community mobilisers/ area representatives used are aware of the types of households/ individuals the assessment is trying to include: Provide this information on a sheet of paper so that they can refer to it easily. 2. When you meet identified households/ individuals, after introductions, politely ask the respondent a few questions to make sure they have the profile you are looking for. Inform them that you do not want to waste their time if they are not quite the people you are looking for. 3. Ask the community mobilisers/ area representatives to leave you alone for the duration of the interview. Their presence may affect the answers provided by the respondents. They can start identifying another household/ individual for you to speak to. 4. On completion of the interview, thank the respondent and ask them if they know of other people like them that you could speak to. | |
| 14 | ***Respondent and enumerator: What works? Who are you?***  Clarify the language that shall be used in the training. The respondent answers questions posed by the enumerator.  At this point in time, if the opportunity arises, a discussion on behaviour and manners could arise. This will be covered later too. | |

## Section 2: How to use the APP

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview:** | | | Walking the enumerators through key sections of the APP, understanding of language used, finding solutions to problems. |
| **Time allocation:** | | | 6 – 9 hours |
| **Key activities:** | | | PowerPoint and classroom use of APP and tablets. |
| **Resources needed:** | | | PowerPoint projector  Tablet/ Android mobile phone + APP  Printed version of the assessment questions  Usernames and Login details for each person  IT person for support  Refer to Annex 5: KoboCollect APP guidance. |
| **Slide No:** | **Slide title:**  **Content / Facilitator notes** | | |
| ***HAND OUT THE DEVICES AND ASSESSOR CODES TO THE ENUMERATORS***.  Sit community mobilisers next to enumerators so that they can see how the APP works. The community mobiliser will also be a good person to role-play questions and answers with – and can help with the contextualisation of the tool. | | | |
| 16 | | ***Getting to know your device***  Before using the APP, it is important that the enumerators are able to perform some basic functions of the hand-held device that they have been provided with. The enumerators should not be ‘fearful’ to use the devices and have confidence in using them.   * Ask the enumerators if they are familiar/ have working experience with this make of tablet/ android phone. * Ask for levels of confidence in the group**. In the instance where there is a mixed level of experience, try and partner someone will less experience and confidence with someone with more confidence.** * For those that do not have a lot of experience, try and reassure them and inform them that the purpose of the next days is for them to gain the experience and confidence they need.   Go through the various basic functions, from how to switch on and off the device, how to check battery levels, to some of the key functions. In locations where GPS is not required or recommended, illustrate to enumerators how to disable that function. | |
| 17 | | ***The APP: Getting started***  This is the screen that the enumerators will first face when they open the APP.   * Describe ***(and get the enumerators to use their devices to see for themselves)*** what each of the tab does and the relevance of that tab to them. For example, in this assessment, the team would not need to delete a saved form or get a new survey.   Emphasise the importance of saving as the household interview takes place, perhaps every 10 minutes or so – it is a good habit to get into. | |
| 18 | | ***The APP: Getting started***  Once the enumerator has opened a new blank form, this is what they will see.   * Ask the enumerators to do the same with their devices | |
| 19 | | ***The APP: Tailoring content***  **If assessment template has not been fixed: Scene setting questions need to be understood as they determine the questions included in the assessment.**  Remind the enumerators of the number of sectors in the assessment and the option of having two levels of questions: essential (basic information) and essential and non-essential (basic and more detailed information). It is in this section of the APP that we decide on these components:   * The sectors * The questions: ‘essential’ or ‘essential and non-essential’   The following points should be highlighted:   * Sectors: In a complete assessment, there are 11 sectors.   Go through the sectors, make sure that the participants have a good understanding of what is meant by each sector and why we collect information on it.   * Apart from the Demographics section that has to be included, the others are optional based on the context and the information sought. * The questions asked in each sector have been developed with technical advisers, so there are **very tangible reasons to ask each question** – some may not seem interesting or useful, but they are there for a reason. * For each sector, there are a number of ‘essential’ and ‘non-essential’ questions. * Essential questions are the minimum questions advisers wanted asked, non-essential questions provide more detail. * For each sector selected, we can have either essential only – or – essential and non-essential questions. This means that if in a specific context more information is required on Shelter, we would select Shelter as a sector to include in the assessment as well as essential and non-essential questions.   ***Note:*** You do not need to spend long on this slide. The purpose is to highlight to the enumerators some background to the questions they shall be using in the APP. | |
| 20 | | ***What is on the screen?***  As illustrated on the slide, show the enumerators what the icons on the screen mean. Some of these – especially the save function and the list of questions can be very valuable.  The list of questions icon can be helpful in an interview when they want to check a previous response. Try and demonstrate this. | |
| 21, 22, 23, 24, 25 | | ***Asking and answering questions/ Summarising screens/ Internal checks/ Press the wrong button/ GPS***  These slides are illustrating how the APP works. Inform the enumerators that they will have a chance to get to know the APP in a few minutes – but for now they should look at the presentation.  Sufficient time should be spent ensuring confidence in problem solving simple technical issues with the device so that the enumerators can cope on their own in the field  Illustrate:   * The response options and descriptions. How to select. The difference between a square and circular response option bullet point. * The presentation of questions on the screen * How to enter data (numerical, selection, text). * If using ‘other, please specify’ importance of having checked options, consistent use of the same word as this will help when the data is cleaned and analysed (one word can be used for multiple meanings: car, vehicle, transport) * How to access the list of questions (dot/ arrow icon on screen) if a question needs to be edited/ checked * How to save data and how to upload data once the interview is over. * Role of GPS in the assessment. | |
| 26 | | ***Getting started: Scene setting, walking though sectors and having a go***  In this part of the training, the enumerators will undertake 3 activities:  **Activity 1: *In plenary/ together***  Walk through Demographics, Food Security, Income and Expenditure sections  **Activity 2: *In pairs (enumerator and community mobiliser)***  Education and ICLA  In this activity the enumerator can interview the community mobiliser.  **Activity 3: *In plenary***  Review together Education and ICLA  Printed versions of the questions should be made available for note taking of:   * Aspects that require contextualising * Potential problems for discussion later   **Activity 1: Plenary walking through Demographics, Food Security, Income and Expenditure sections**  Projecting the APP on the screen, ‘walk’ the enumerators through the demographics, food security and income and expenditure sections of the APP, reading through the questions and providing them with a set of answers. The purpose being to get them using the APP and the section that has the most technical language regarding people’s status etc. In doing so:  **Highlight:**  **1. Scene setting, getting it right.** If the wrong sectors and depth of questioning has been chosen, this can be changed mid-interview. They can go back to check and re-configure their choice. ***Illustrate to the enumerators how that can be done*.** It is entirely feasible to change the essential / non-essential setting for a core competency even if they have already filled out part of the survey. However, ideally they should try and get this right from the start of the assessment to reduce any complications*.* ***Inform them that only completed assessments are uploaded so any mistakes and discarded surveys will be deleted.*** It is better to start properly than just to continue.  **2. Consent.** All the people that the enumerators interview shall be asked if they give their consent for the information they are providing. Get all the enumerators on the consent screen of the APP so that they can see it.   * Ask the enumerators: * Why are we seeking consent? * Do people worry about what happens to their data?   Use this question to explore a little more the profile of the people that will be interviewed. The sensitivity of some of the topics and such like. Refer to the earlier conversations regarding the profile of the people being included in the assessment.   * What kind of questions may households ask relating to consent? What answers should be provided? * What do you do if consent is not provided?   **3. Highlight the ‘assessment journey’.** As the enumerator enters information about the respondent, the questions included in the assessment changes. For example, if the respondent has no children, there will no questions related to children – and so forth. This can create a series of assessment questions (the ‘assessment journey’) that is unique to the respondent. Enumerators must not automatically think that they have made a mistake if a question they asked in the last interview is not included in this interview. ***Encourage the enumerators to play with response options and see how the following question can change on the basis of the answer provided***. This is also a good way to check that the APP is working properly.  **3. Why the demographics section is so important.** The demographics section is where information relating to who lives in the household, number of children/ elderly/ disabled, who is the household head and how the household lives (living arrangements) is collected. This information plays a key role in establishing follow up – or – linking questions. For example, if there are no children in the household, no questions related to education are asked. The age of the children also determines which type of education questions are asked.  **4. Language – being clear and consistent in the understanding of key terms:**   * Remind the enumerators by what is meant household – review the currently used definition (included in the assessment questionnaire and Guidance note) and modify it if need be. Definition: ‘By household we mean yourself, plus any other people (not necessarily family members), living at the same address and who share your living expenses (food, rent etc.) and living spaces (such as sleeping, living and cooking areas)’. Discuss what is meant by ‘immediate family’ and how this differs from household. * Where possible, concept check the understanding of terminology used, question the enumerators on the language used in the questions. Use the words and acronyms worksheet as and when. Encourage the enumerators to make notes that will help them to better understand the terminology used. * Understanding what ‘displacement’ means in the context – see education question: *Has school attendance of your children been reduced by the displacement?* * When enquiring after female sources of income, it is important to ask this question in a number of ways as some women may not see their activities as income generating especially if they are undertaken in the informal sector. This includes for example domestic work, child care, washing clothes, hairdressing and tailoring/ dress making.   ***Use the UMVAT guidance note for clarification on the following terms that will require contextualising and may be confusing.*** The assessment team need to have a consistent understanding of the following:   * + Remittances: financial support from outside the current country of residence. Support can be from friends, family, relatives etc.   + Support from friends, family and relatives: this is support in cash and in-kind from within the current country of residence.   + Business and livelihood assets can be seen as the same – as they both contribute to the generation of an income.   + Debt (and types of debt): the assessment asks if there is any debt over a certain amount (US$100 for example) and is not referring to the small amount of debt that can be owed to the local shop keeper. As contexts vary this has to be agreed upon.   + Hosting relationships and what constitutes in-kind support: this can vary according to context and needs to be agreed upon as part of the contextualising of the tool.   + Difference between the Food Consumption Score and the reduced Coping Strategy Index. Make sure the enumerators understand why this information is collected and why the timeframes are important.   **5. Enumerators need to be aware of assumptions**. For example, when childcare is mentioned as an activity undertaken by women, it is often assumed that they are looking after their own children. This may not be the case; childcare can be an income source for women – or a shared responsibility on a rotational basis to enable access to periodic employment.  **6. APP use and built in checks and summaries:**   * Illustrate how the enumerator can move backwards to check entered data. * Point out symbols and their meaning such as: ‘≤’ (less than or equal to) or ‘≥’ (greater than or equal to). * Highlight questions where additional text answers are requested – mainly where ‘other’ has been selected. Request:   + Only using ‘other’ if they have to – in past assessments the other selected is an available option.   + Consistency in how text answers are provided as there is more than one way of saying the same thing; eg car, vehicle, motor, transport. * Inform the enumerators that they should not read out the response options to the interviewed households - especially when multiple choice answers are provided. The purpose is to record what the respondent says. * Highlight the fact that numbers are not collected as decimals and so need to be rounded up. * Point out questions that ‘check’ entered data and request a clarification ie number of children and school attendance. * Inform and illustrate how options chosen (in multiple choice answers) are taken forward into additional questions. This is especially so in the income and expenditure section. In the majority of cases, previous answers are shown on the screen (as a prompt to the enumerator). * Inform and show the enumerators how in some sections calculations are undertaken by the APP and presented on a ‘summarising screen’. Point out summarising screens, one of which requires action from them:   + No action needed: The Food Consumption Score and the Coping Strategy Index for example in the Food Security Section. * Highlight the ‘assessment journey’ and the types of questions that alter the inclusion of future questions: especially in demographics.   **7. Translating questions and ensuring respondent understands what they are being asked:**   * Get enumerators to think about how they may ask some questions that may require additional explanations. * Get them to think through variations of answers they may hear. Check these answer options are available as some may need to be included if they are likely to be common responses (as part of the contextualisation). * Get enumerators to consider what kind of clarification questions may be needed to ensure the person interviewed has understood the question? * Questions related to income require information on how many days were involved in a certain income generating activity. This requires an estimate of ‘person days’ not just days – as there could be three people doing that same activity for 3 days = 9 person days.   **The following questions may require additional explanation and support:**  1. Section: Demographics. Question: *How long have you lived here?* By this, the urban area being asked about (Addis Ababa or Nairobi), not the specific house / flat they are living in.  2. Section: Demographics. Question: *In the next six months, do you have any idea of where will you be living?* This can be a very sensitive question – and some people may not feel comfortable answering it. Try and ask in in a way that is sensitive…  Following the ‘walk through’ the sections, the enumerators are encouraged to have a go at using the APP themselves, either using their own data or for the person they are sat next to.   * At the end of the session, ask the enumerators: * What is their feedback on the use of the APP so far? What have they found easy/ difficult etc.? * Are there any aspects they will be keeping an eye on when testing it on members of the public this afternoon? * Any new terms/ words/ acronyms that need discussing and adding to the sheet? * Consider potentially tricky questions such as whether or not to include a toilet as a separate room – this question comes up in HLP and Shelter. For example:  *‘In your current accommodation, how many different rooms do you use for sleeping; cooking; living; and washing?’* The answer is YES and the enumerators need to be consistent in this.   **8. Understanding the rationale for some technical questions**   * Questions such as those enquiring into the household Food Consumptions Score and the reduced Coping Strategy Index may need to be explained. * Similarly questions in HLP related to the number of people sharing an accommodation may need to be explained.   **9. Time – keep in mind**  Especially in the income and expenditure section of the assessment, respondents are asked for data in relation to set timeframes. For example, questions related to income refer to the past month. Remittances to the last 3 months. Household expenses (apart from health and education) refer to the last week. Time frames will be contextualised and need to be kept in mind.  Questions related to past skills and knowledge also have a temporal dimension that should be noted. The series of questions asks for what skills / knowledge did the respondent have prior to entering the current country – then – what skills/ knowledge they are applying now. Understanding this difference is important in understanding if PAD are able to apply their skills and knowledge. | |
| 27 | | ***Be aware of***   * Ask the enumerators: when they look at this picture, what do they see? An old lady or a young lady? Highlight the fact that people can look at the same thing and see different things – this is what makes us biased. Based on who we are, our past experience and such like, we have different opinions. * Ask the enumerators: When working with people who come from a different background to us, what must we always be aware of when we are asking them for personal information about themselves? * Our attitude and body language. Give some examples of good and bad body language. * Bias; remind enumerators what it is and why we should be aware of it. * Being sensitive – especially if personal, contentious topics are discussed. * How we present ourselves and how we are perceived. * Remaining neutral – we are not there to provide an opinion. * Who we are and how people perceive us? What is our background? How similar is it to the people we shall be speaking to? **What thoughts will they (the respondents) have when they look at us?** | |
| ***Preparation for next day:***    ***Inform the training participants of the logistics and administration for the field practice.***  ***Highlight the objectives of the field practice.*** | | | |
| 28 | ***Field practice***  ***Note:*** If possible undertake the field practice day in a separate area to the actual data collection areas, to reduce any 'contamination' of the target group.  **Highlight to the participants:**   * The purpose of the day. * The location they shall be working in. * If they are working in pairs/ groups – who the groups are etc. * What they need to come back to the training room with and why.   The half-day following field practice will be spent looking at what worked well, plus the challenges faced in using the APP and potential solutions. The enumerators should take notes of: (a) problems faced with the APP, device or questionnaire, (b) elements that need to be contextualised and (c) response of the respondents to the questions.  **Note for facilitators/ technical advisers.**  Ask IT technical staff and technical advisers to make a note of the challenges faced by the enumerators and the solutions found and to ***develop this into a PowerPoint slide for presentation and discussion in the feedback workshop.***  Changes to the assessment questionnaire should be made on Day 3 evening ready for enumerators review on Day 4. This enables them to get familiar with the changes made before fieldwork begins. To enable this, collect problems, additional contextualising elements after the field work practice before the enumerators go home. | | |
| 29 | ***Field work practice: Introductions***  How they should introduce themselves - need to support the community mobilisers and enumerators with a viable introduction. | | |
| 30 | ***Consent***  Remind the participants why obtaining consent is important. This is something that they are going to have to do during field work. | | |
| (31, 32, 33) | ***Additional slides that may be useful***  Depending on the capacity of the enumerators, the following slides may not be required. These slide can support:   1. Thinking through and interpreting questions.   Here the food consumptions score question is used to demonstrate how a question can be broken down and asked by smaller questions. Get the participants to think of other ways they can ask these questions.   1. Common challenges: asking about   On the basis of past pilots, these are some of the areas in which enumerators struggled. The enumerators may gain some learning from the experiences of others.   1. Don’t forget.   Also based on past pilots, this slide highlights some of the elements that are often overlooked by the enumerators. Again, this is to support them by learning from others. | | |

## Section 3: Field practice

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview:** | | Enumerators practice the APP in a realistic situation | |
| **Time allocation:** | | 1 day | |
| **Key activities:** | | Field practice.  IT and technical support provided. | |
| **Resources needed:** | | Tablet/ Android mobile phone  Notebooks and pens  IT person available for hands-on face-to-face technical support  Technical competency staff available to answer any technical questions | |
| **Slide No:** | **Slide title:**  **Content / Facilitator notes** | |
| ***No slides*** | | |

## Section 4: Field feedback and wrap-up

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview:** | | Experiences, challenges and solutions are shared. | |
| **Time allocation:** | | 0.5 – 1 day | |
| **Key activities:** | | Presentation of key challenges and solutions faced in the field practice.  APP finalisation. | |
| **Resources needed:** | | PowerPoint projector  Tablet/Android mobile phone + APP  Notebooks and pens  IT person available for technical support  Technical competency staff available to answer any technical questions | |
| **Slide No:** | **Slide title:**  **Content / Facilitator notes** | |
| 36 | ***Fieldwork reflections questions***  Use the slide to generate feedback from the participants. | |
| 37 | ***Fieldwork reflections***  ***SLIDE TO BE PREPARED FOLLOWING FIELD WORK USING FIELD WORK FINDINGS AND REFLECTIONS BY THE IT/ TECHNICAL STAFF AND TRAINING FACILITATOR***  ***Note:*** See notes from Ethiopia pilot on this day.  ***Preparation needed***   1. Collate findings from the IT and technical competency staff on the key challenges faced and solutions found for presentation. Identify the key aspects that need highlighting and discussing in plenary with the wider team. 2. Ask IT and technical staff member if any assessment team member requires additional support – and how this can be provided (1:1/ follow up calls etc.). 3. Based on initial feedback and discussions from the practice day, identify potential changes to the assessment to present to the wider team.  * Ask the enumerators to reflect on their experience in using the APP. * What worked well? * What did not work well? List the challenges and seek solutions with IT and programme support. There are likely to be two types of challenge: (i) operational glitches with the technology itself; and (ii) issues with the questionnaire – mistakes in the questions and the way it is presented/the logic on the APP. * What was difficult? What was easy? * How long did it take them to get through one interview? Any suggestions for how this could be reduced? * How did they get on with regards bias, attitude, body language and being sensitive? * Any learning on how to ask specific questions in a different/ good way? Check if certain data perhaps sensitive data is being collected – or avoided by participants and enumerators alike. For example, questions related to income, debt, remittance, protection, movements, status etc. Discuss what can be done to support the collection of such data. * Did they get a sense of an ‘assessment journey’ – from demographics to observations? Emphasise the importance of ‘feeling’ and learning this journey as it will help to make the assessment interview less formulaic/ robotic and more of a conversation. * Remind the enumerators that they can provide contact details to people that have protection concerns. Remind enumerators that they should not discuss topics that are sensitive and protection-related. | |
| 38 | ***APP/ Questionnaire changes***  ***SLIDE TO BE PREPARED FOLLOWING FIELD WORK USING FIELD WORK FINDINGS AND REFLECTIONS***  ***The purpose of this slide is to inform enumerators of likely changes they will see to the APP or questions on the basis of the field practice. Ideally there should not be any changes.***   * Based on the discussions, reflections and experience of the training and field practice, what changes to the APP are likely to take place? Present the (a) current question/ language and (b) proposed changes to the team. * Check if there are any other places that require changes. Limit changes to the minimum. | |
| 39 | ***Assessment plans***  Plans for the next day (start of the assessment) are discussed so that the enumerators are aware of what they have to do the next day.   * What time should they be at the office by? * What is the travel plan? * Expenses/ lunch etc. * Teams – who are in the teams * Planning interviews ahead of time. * Communication and support: what do they do if challenges are faced? Who do they call? * AOB/ do they have any questions? * Encourage the enumerators to get more familiar with their APP – practice at home etc. * Ask the enumerators if they have any additional questions/ queries – anything they would like clarity on. | |
| 40 | ***Map of area to visit and area characteristics***  ***SLIDE TO BE PREPARED USING ON ASSESSMENT PLANS***  As part of the assessment planning a review of geographical areas to visit would have taken place. This mapping exercise normally involves key informants and key stakeholders. If the enumerators are knowledgeable of these areas, they should also be consulted.  This slide should indicate:   * Where the assessment will be taking place * Why these areas have been chosen * What the key characteristics of these areas are   The participants can be asked if they have any additional information they would like to add on the basis of their knowledge of the area. | |
| 41 | ***Questions?*** | |

# Ethiopia pilot training reflections and learning

The UMVAT pilot in Ethiopia provided a good opportunity to test out these training materials and related assessment tools. These notes refer to the training materials specifically.

The profile of enumerators and area coordinators used further tested the assessment tools and training materials due to:

* The level of proficiency in English varied across the group. The enumerators had a good level of English but the area coordinators struggled.
* The assessment tool and training materials were in English. The enumerators translated the assessment questions *in situ* from English to Tigrinia.
* Knowledge of NGO programmes was very limited/ non-existent. Therefore fairly widely used technical language and concepts had to be explained, as did the rationale for asking some questions.
* The range in ages across the enumerators varied, from younger 20-30 year olds that had knowledge and confidence in using tablets and APPs to older 50-60 year olds that had more limited skills in tablet and APP use.

**How well did the training materials build awareness and capacity of the field team pre-field work?**

Overall the training materials were useful and provided the basic materials that were needed. However, due to the particulars of the enumerators and area coordinators, some aspects were adapted accordingly for example the following:

* Time was spent discussing the differences in roles, responsibilities and ways of working between the area coordinators (who would identify households to interview) and the Enumerators (who would use the APP and collect data).
* The IT staff member had to create situations/ scenarios where the APP closed down or ceased functioning to test the capacity of the enumerators to problem solve on their own.
* Some of the less technically experienced staff required one on one time with the IT staff member to build their confidence in using the tablet and APP. The need for additional technical support continued for a few days and eventually tapered off.

In Ethiopia technical and IT support staff were available for direct consultation during the practice day – a very valuable experience for all. Following this, enumerators were shadowed on a daily basis, focusing on those that voiced and indicated difficulties (this was validated by checking the data collected by each enumerator once it had been downloaded). This was a very valuable experience – and needs to be done in a way to build their confidence in questionnaire and APP use and not erode it.

* More time had to be spent on explaining technical terminology and approaches as none of the enumerators had NGO programme experience.
* Some time was spent discussing interview behaviour and body language.

**What could have been included in the training in order to build staff confidence in using the assessment tool?**

These include:

* + **More time spent on explaining ‘the assessment journey’ and how it can vary between respondents**

Greater explanation of the questionnaire journey – how the questions asked can vary according to the demographics of the respondent household as well as their activities and their responses to certain questions. This baffled the enumerators for some time. By getting to understand the ‘journey’ the assessment will be more of a conversation, as the enumerator will know roughly speaking what the next questions are likely to be based on the interviewee’s profile.

This means that one recipient that answered ‘no’ to a specific question in income and expenditure may not be asked a series of four additional questions compared to someone that answered ‘yes’. This is an important factor to considering the analysis of the data too.

* + **Enumerator shadowing during the practice phase**

Shadowing of enumerators and their use of the APP in the training timeframe – as many questions arise *in situ*, being with the enumerator at the time of difficulty being faced is essential.

* + **Guidance: Discussing terminology such as ‘household’, ‘friends’, ‘family and relatives’ 'place of residence', 'livelihood asset', 'living costs', 'non-weekly expenses', 'informal settlements/ squats' ‘strategy’, types of accommodation and how to accommodate for visitors in the assessment**

If the assessment team are not familiar with NGO terminology, this discussion and guidance will be important to ensure consistency in question understanding and response. There may be instances where urban households are single people living together and sharing some resources but not all. Therefore they are not households in the purest understanding. Additionally, the existence of either short-stay or long-term visitors can be problematic – are they included as a ‘household member’, etc.? There needs to be an agreement as to how they are treated.

* + **Guidance: How to reach out to households to interview**

In contexts where this may be problematic, it may be worth spending time discussing what the area coordinators / enumerators can say to persuade/ inform households to participate in the assessment. Providing a good background to what the agency does and how the information would be used to develop programmes for the refugee community was helpful. This was useful in Ethiopia as there was an element of assessment fatigue and suspicion in the refugee community.

* + **Guidance: Understanding the questionnaire analysis unit**

It is important to understand what unit of analysis the HH questionnaire is aimed at. The questions are for the household of which the person being spoken to is part of and can represent. In this sense, a hosting household member cannot represent a refugee household that is residing in their home unless there is a completely equal sharing of resources and decision making – as is in a household. It is important that the enumerators understand this and a discussion on what constitutes a household would be useful.

* + **Guidance: Additional time to enable greater confidence with the APP and the tablet and familiarity of questions asked**
* ‘One on one’ time with the IT support should be set up during the training to provide additional assistance.
* If the enumerators are not very familiar with using smart phones/ tablets, and/or if they need more time to familiarise themselves with the questions, additional APP practice time with real respondents should be provided.
* Consider providing hard copies of assessment questions, to enable further familiarity of questions (especially as tablets could not be taken home).
  + **Guidance: Illustrating internal ‘checks and balances’**

Highlight the internal checks and balances within the template. Good examples are:

(a) The demographics section influences other sections with the APP – for example if you are a single male household, when asked about who is involved in generating income for the household, or who is responsible for collecting water for the household, only 'male adult' will show. Such examples illustrate the importance of getting the demographics section right.

(b) Highlight that in the income and expenditure sections – where there is a broader question relating to income sources - if only one income source is identified, then the same income source will be shown on following screen where the participant is asked to rank importance - this can be quite confusing for people. This also happens with several other questions similarly, such as main water sources, types of toilet used by children, main WaSH problems, main problems that the household faces in general, etc. Some of these require ranking, some of them are just additional multiple choice questions.

* + **Guidance: Understanding the seven-day recall**

Understanding the seven-day recall in the food security section and the various food groups can be a challenge and will need some explanation. Getting the point across that we are talking about food groups and the items in brackets are examples of these groups may be needed. Underlining the fact that we are looking for a general trend in food consumption as it is an indicator of health and wealth needs to be pointed out too (if necessary). Issue of what constitutes sugar in the diet – what about sugar in tea?

* + **Having more time to go through the questions and explore some of the response options**

This would have been very useful and considering the size of the questionnaire, is vital to build confidence in the enumerators, so that they feel equipped and ready for the task ahead. It is also a time saver with regards data cleaning – as many of the ‘other’ response option fields chosen in Ethiopia could have been assigned to a pre-existing response – that either the enumerators were not aware of or did not see.

* + **Identify sensitive questions ahead of time – such as questions relating to future plans**

Once these have been identified, you can find a common solution as to how to tackle them, should problems arise.

* + **Be organised! Have usernames and passwords ready for the training**

Include usernames and passwords for APP use – generate these ahead of time and make sure assessment leads have them.

* + **Guidance on coping strategy questions**

Coping Strategy Index questions in the Food Security section - some of the terminology in this section may need more explanations - for example: 'less preferred foods'.

* + **Interview practice and guidance**

Introduce elements of interview techniques to the training materials and make time to do this – ask enumerators how they would ask specific questions (put some that could be difficult/ sensitive for that context on the PPT and turn it into an exercise).

* + **APP practice in the language that will be used in the field**

If the questions are in English and the enumerators are going to interpret the questions into another language, undertake APP practice sessions in the classroom in the language that will be used in data collection to get them used to finding the right translations – when difficulties arise, they can consult each other.

* + **Centralising feedback**

During the practice session, place flip charts per sector around the room and encourage enumerators to write up the aspects they have had difficulty with. When it comes round to plenary feedback, ask them to explain their problem to the wider group and any solution found. Discuss solutions as a wider group.

* + **Guidance: Spend time on making sure assessment logistics and planning is in place**

Make sure logistics are well-organised and clearly presented to the assessment team so that it does not take time away from the training/ the assessment.

* + **Visibility – needs to be included in the training**

Include use of agency and /or donor visibility materials in the training.

**The Reflection Day was a useful exercise as we were able to:**

* Propose and present template changes (based on APP trial day experiences and feedback) to the enumerators following a session on their feelings/ reflections of the trial day.
* Enumerators could propose additional potential changes that were discussed as a group. Some of these changes related to terminology/ removal or addition of questions. **It was important to focus on what the problem was and the solution.** The enumerators felt listened to and the process gave them a sense of assessment ownership.
* The reflection meeting presents a useful space to double-checking the understanding of key terminology and language, and the collection of data in key areas. Being able to access the data that was collected is also useful so that you can illustrate to the enumerators where their data goes and also, what gaps/ areas need addressing in collection.
* Share the issues that the IT support had to provide support on during the APP trial included the following:

(a) Shorter questions /different questions not appearing as the one in the training (this is due to different data being collected resulting in a different 'questionnaire journey' and also essential/ non-essential choices made (some mistakes made).

(b) Essential and non-essential checkbox: proper selection (as above - this is still a challenge).

(c) Income generation question, if ‘others’ is selected, this needs to be filled in.

(d) Confirming when the survey is complete.

(e) Checking the completed survey by looking under the 'Completed' tab.

(f) Enabling GPS location - do not SKIP the GPS message we should wait for it to find the GPS location.

(g) Understanding the difference between the two types of clicks:

* Rectangle checkbox: selection for multiple answers for one question.
* Radio button (round checkbox): for single answers.