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Enhancing the Research Capacity of Local Government Planners, Community Health Workers, and Community Development Practitioners Engaged in “War on Poverty Survey” in KwaZulu-Natal: A Training Report

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Executive Summary

In November 2012 the facilitation team that comprises of senior research members of the Human Sciences Research Council (HSRC) and the University of KwaZulu-Natal (working in partnership) facilitated a training workshop entitled: “*Capacity Building Training on the War on Poverty Survey*”. The training workshop was designed to support the staff of Operation Sukuma Sakhe (OSS) initiative engaged in community profiling and implementation of the “*War on Poverty Survey*”. The training sought to train community health practitioners, planners, and community development practitioners; each with diverse skill sets, knowledge about research, and diverse ways of using research.

The project delivered two separate training events looking specifically at the strategic priorities expressed in the service level agreement with UNFPA and the department of Social Development at KZN. The training objective therefore was to provide a “training the trainer” workshop on data collection, analysis, interpretation and management; generally focusing on the “*War on Poverty Survey*” (2011) instrument, particularly:

- ✓ The purpose and objectives of the survey
- ✓ Strategies for effective data collection
- ✓ Strategies for effecting data capturing
- ✓ Strategies for data synthesis, interpretation and analysis, and
- ✓ Approaches to data dissemination.

Overview of the Evaluation Process and Methods

A summative and process evaluation process was used to evaluate the impact of the training, with a combination of focus group discussions, group work, pre-workshop assessment, during training evaluation, and post-fieldwork evaluations. All of the information collected from these methods has been used to inform this report.

Overview of Project Action Implementation

Two training workshops were delivered to 67 participants between November 20th and 29th. The first group consisted of 35 participants and was implemented on November 20-23, 2012 at the University of KwaZulu-Natal (Howard College). The second group consisted of 32 participants and was implemented on November 26-29, 2012. A training manual was developed and consisted with information that collates key messages aimed at enhancing the capacity of the provincial and local government planners, community health workers, and community developers to collect, capture, analyse, and interpret data generated from the *“War on Poverty Survey”*. The manual was designed to assist field teams in quality assurance during fieldwork, sharing strategies about how to improve the quality of the collected data during fieldwork. Participants were exposed to a 1 day field experience to link what they have learned in the workshop to practice.

Additionally, participants extended what they learned and observed in their field experiences back to the classroom, learning practical skills of moving data from a questionnaire to data items. The participants were also exposed to data analysis in the computer laboratory, whereby each participant learned how to enter and analyse their own data utilizing analysis software such as Microsoft Excel and SPSS.

Outputs and Results of the Project Actions

All of the targets set for the project were achieved. All of the actions of the projects were delivered, with some amendments, to be responsive to current needs. In total there were 67 participants, which came close to the target of 70 set initially by the project team. The data from the evaluation assessments shows that, overall, the vast majority of participants viewed the training positively, stating that learning outcomes were met and that their knowledge and skills in understanding research processes, the *“War on Poverty Survey”*, improving data quality, data collection and capturing strategies, and data analysis using excel and SPSS have improved as a result of the training workshop. Improving how the participants mobilize the survey at the community level and how they articulate the mission without raising expectations

form the public remains a major challenge for the future. The key to success lies in achieving an appropriate balance between getting quality data from the survey while responding or intervening to issues raised by the community during data collection. To this end, the participant felt that this is still a challenge as community members expect an efficient response or referrals to the substantial issues they raise.

Key Achievements

Three key achievements were noted:

- **Increased understanding research process** (including community profiling), survey instrument content, and strategies in data collection, capturing, and preliminary analysis skills– evidenced in the consistently high attendance and engagement of participants and high quality outcomes of the programme. The participants pointed to a very high quality of speakers, representing a spectrum of views and knowledge/expertize as an important component in the success of the training. Furthermore, the high level of attendance and participation of speakers all contributed to positive outcomes for this event. Participation of collection, analysis, interpretation and management to approximately 67 individuals representing three groups of professionals (local and provincial government planners, community healthcare workers, community development practitioners) also contributed significantly to the positive outcomes of the programme.
- **The training implementation format and curriculum-** The three-day training format that included synthesizing theoretical and conceptual knowledge and practical hands-on skills development in data capturing and analysis was ranked highly by the participants due to the depth of information gained in relation to the knowledge of survey instrument, strategies in data collection, capturing, and preliminary analysis skills and how to apply that knowledge.

- **Moving theoretical and conceptual knowledge into practice** – This put into practice lessons learned from the training to to the field. Participants were able to reflect about how they applied the techniques learned into the field.

Collective Workshop Participant Data

The research capacity training on the “War on Poverty Survey” project exceeded all of its targets in terms of target group participation. All participants were engaged in the training process and all participated in training activities.

Outcomes and Anticipated Impacts of the Project Actions

Anticipated impacts for the project, on the whole, were met. Participants did identify gain in knowledge in understanding the survey instrument and well as effective strategies in survey administration, data capturing, and analysis. While greater eagerness to do further training in data analysis was expressed, some participants felt a need to practice and apply what they have learned in the workplace. There was evidence of strong changes in morale. Participants had many opportunities through the training to work with people they wouldn’t normally have an opportunity to work or meet with and there was increased awareness of other colleagues from different clusters throughout the province.

Learning from the Evaluation Processes – Analysis

Participants felt that the workshop was well organised, with good quality facilitators. The participants were satisfied with the format of the training, they pointed out however that more planning needs to be done in coordinating their meals, transportation, and on-site field visits. There was evidence of recognition of the broader nature of issues impacting the successful administration of the “War on Poverty Survey” that went far beyond the training. These included but not limited to supporting participants with resources and equipment such as laptops, data capturing and analysis software programs (i.e. SPSS) to apply what they have

learned in the training workshop in the workplace.

In terms of challenges, the participants observed a challenge of sustaining learning gains from the training workshop in the long run. Thus, they speculated on how to keep the momentum moving about what they have learned and recommend that a series of workshops be offered throughout the year to all CDPs and CCGs. Further the participants suggested an extension of the research capacity training to other colleagues in other departments. All things considered, the majority of participants agreed there should be greater standardization of training for all staff involved in rolling-out the *“War on Poverty Survey”* to address the goals of the *Sukuma Sakhe* initiative.

An additional challenge for most participants was that a real uncertainty about the best way to bringing all involved to the same page given the complexity and diversity within the different region in the province. Some participants expressed trepidations about the implications of not implementing a uniform research capacity training process particularly if data is collected under hostile and unsafe household environments. In addition, the ability of training to challenge or change institutional practices was questioned. In our discussion groups, participants lamented about other important and critical issues that must be addressed related to organizational practice, sharing of information, skills development, and the unique role CDPs and to some extent CCGs play as community connectors. Two issues of improvement identified by participants in effectively rolling out the survey include:

- ❑ Strengthening professional research ethics through better understanding of the research process, particularly conducting ethical research, better data preservation, and data analysis.
- ❑ Strengthening interdepartmental referral systems in order to balance the need for quality data and intervening to community needs during the data collection phase

All in all, participants of the capacity training emphasized the need for further training in data capturing, management, and analysis for all involved with very different responsibilities or tasks across a variety of departments tasked to implement the *Sukuma Sakhe* initiative.

Project Background and Overview

The United Nations Population Fund (UNFPA) South Africa contracted the Human Sciences Research Council (HSRC) to provide a service of developing and implementing a training process for the staff of the KwaZulu-Natal Department of Social Development (DSD-KZN) involved in implementing the KwaZulu-Natal provincial government's Operation Sukuma Sakhe (OSS) initiative. The purpose of the OSS initiative is to provide comprehensive, integrated and transversal services to communities through effective and efficient partnerships. At the heart of the OSS is to "rebuild the fabric of society by promoting human values, crime, diseases, deprivation and social ills, and most importantly, fighting poverty, ensuring moral regeneration, by working together through effective partnerships" (DSD, 2012).

Incepted as a response to the former President of South Africa, Mr Thabo Mbeki's National *War on Poverty Campaign* in 2008, and later adopted in 2008 at uMzinga as "*War on Poverty*" and launched as a *KZN Flagship Programme* in eQutheni-Nkandla in 2009, focusing on understanding the extent and nature of food insecurity, chronic diseases, youth and gender empowerment, teenage pregnancy, gender-based violence, HIV and AIDS, substance abuse, crime, and road safety in the province. Initially the profiling included a pilot of households in uMzinyathi, eThekweni and uThungulu and later was extended to the entire province with the aim of providing immediate relief and services to the majority of households profiled.

In March 2011 under the leadership of KZN Premier Dr Zweli Mkhize, the "War on Poverty" initiative was re-launched as *Operation Sukuma Sakhe (OSS)*. The rebranding institutionalised the community-based model of profiling and *prioritized* community engagement from the onset. The revamping was to collect quality household data that can be used to develop people-centred interventions. A process was developed to allow the community to welcome profilers (particularly CCGs) to enter households and document information on the problems they are currently experiencing related to poverty, follow recommended procedures given by profilers, and provide updated feedback to the profilers on the services that they requested. For community profilers, their tasks included conducting household profiling, collating

household needs and referrals, providing interventions (community or home-based), attending weekly “War Room” meetings, and providing feedback to the households on services. This community-based approach to service delivery anchored the data collection process and data was collated for a number of years, addressing several needs identified in the households.

Implementation of the Research Capacity Training

In November 2012 the facilitation team that comprised of senior research specialists of the Human Sciences Research Council (HSRC) and their partners at the University of Kwazulu-Natal’ Department of Population Studies, Built Environment, and Development Studies facilitated a training workshop entitled: “*Capacity Building Training on the War on Poverty Survey*”. Addressing the training needs identified in the TOR by UNFPA (and DSD), the implementation team designed a curriculum that sought to train community health practitioners, planners, and community development practitioners; each with diverse skill sets, knowledge about research, and diverse ways of using research. Several planning meeting were held by the DSD senior staff, the HSRC senior researchers, and UKZN educators (the collaborative team) to map out the implementation plan. In the planning meetings the collaborative team agreed on the format and the purpose for the training workshop, and also the approach and implementation schedules. After a number of attempts in coming up with a suitable schedule of implementation for all, a time table was developed by the implementation team with support from UNFPA and DSD. Table 1 below describes the implementation time table, detailing the objective and desired implementation milestones for the project.

Table1: Implementation Timetable and Objectives

Week	Month	Objective
1	September	Administrative and logistical issues
2	September	Team development and contract signing Inception meeting UNFPA/DSD & UKZN
3	September	Development of draft implementation plan Development of preliminary workshop modules Refining of the implementation plan
4	September	Review of “war on poverty” survey and framework Finalize implementation plan and share with partners Development of training manual
5	October	Development of training manual and workshop training units
6	October	Prepare an ethics application Development of evaluation tools and protocol
7 & 8	October	
9	November	
10	November	Implementation of workshop modules (2day training) Prepare the final project report Synthesis of workshop evaluation data Prepare and present the final workshop evaluation report
11	November	Sharing and refining of final report with partners
12	December	Post-assessment with previous participants in second week of december Final report due

Linking the Research Capacity Training to Overall the OSS Initiative

The implementation team’ pedagogical approach sought to build up (empower) community health practitioners, planners, and community development practitioner’ research skills and capacity to train fieldworkers about the “War on Poverty Survey” instrument and how to improve the quality of data they will collect. The training objective, therefore, was to provide a “training the trainer” workshop on data collection, analysis, interpretation and management; generally focusing on training

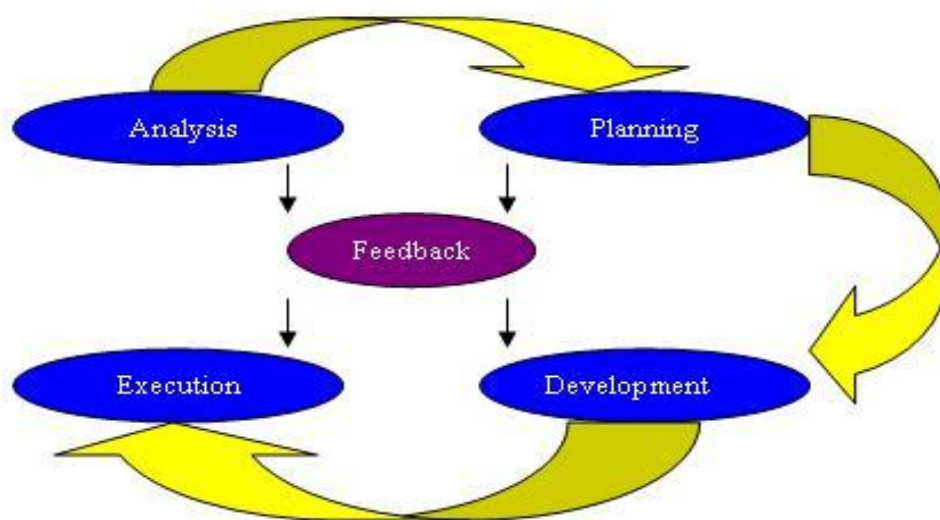
the participants on the *“War on Poverty Survey”* (2011) instrument. A detailed curriculum was developed to particularly teach:

- ❑ The purpose and objectives of the survey,
- ❑ Strategies for effective data collection,
- ❑ Strategies for effecting data capturing,
- ❑ Strategies for data synthesis, interpretation and analysis, and,
- ❑ Approaches to data dissemination.

The main aim of this pedagogical approach was to strengthen the participants’ capacity understanding the theory of research practice (community profiling); and subsequent application of the theory into the field (data collection and fieldwork), data management (capturing), and data analysis. As part of our overall strategy of increasing community health practitioner, planners, and community development practitioner’ involvement, we adopted strategies that included the training of practitioners to act as not only profilers, but also equip them with essential skills as researchers. This was done with the expectation that equipping them with basic research skills would help in translating 'expert' knowledge and interventions into culturally and socially acceptable forms to increase community acceptance of the OSS initiative and thus increase their knowledge and confidence in rolling-out the *“War on Poverty Survey”*.

We adopted an Instruction System Development Model (ISD) training model that requires a problem-solving mechanism to address any emergent issues arising from the training. This model is widely used now-a-days because it is concerned with the training need of the on job instruction and defines objectives of individual progress. The model also helps in determining and developing the favourable strategies, sequencing the content, and developing training tools for specific training needs. The Instruction System Development Model comprises of five stages, which are shown in the figure 1 below.

Figure 1: Instruction System Development Model (ISD) Training Model



The approach then offered a training experience that involved a planning, development, execution, analysis phases, which allowed participants to reflect (feedback), but also offer them an opportunity to be enriched with information, skills, and strategies to confidently train fieldworkers about the *“War on Poverty Survey”*. Training pedagogy, therefore, had to be meaningful to the participants, and had to start from where the trainees are, and respond to their evolving needs, both as individuals and as a group.

Our delivery methodology was experience based, open ended, individual, and group centered and largely community-oriented. The approach to the research capacity training workshop was, therefore, an attempt to initiate a dialogue between the various practitioners throughout the province who are deeply engaged in developing and implementing the OSS initiative in the province. It aimed at not only training the participants on research capacity, but also offered an opportunity for participants to share various experiences as well as re-examine them from both the specific perspectives, as well as in the changing context of poverty in the province.

Opportunities were provided for learning to be applied beyond the classroom into the field. In doing so, the training went beyond simply skills training towards evolving a process of engaged learning, in which the creativity and sensitivity of a rich history of practitioners' experiences in implementing the *"War on Poverty Survey"* was acknowledged; combined with the opportunity to reflect and refine.

Evaluation Process and Methods

The evaluation of the research capacity training for the *"War on Poverty Survey"* was facilitated through the process of dialogue and discussions with the main partners (i.e. DSD, UNFPA), and participants of the training process (community development practitioners, community health workers, and planners/ administrators). The evaluation framework adopts Kirkpatrick (1988) approach, which assesses several levels of training and implementation impact. According to Kirkpatrick (1994) approach evaluating training impacts ranges from more immediate outcomes to wider impacts, (i.e. reactions, learning, behavior and outcome) and the approach has such been endorsed in the hitherto referred to UN-Habitat's *'Manual for Evaluating Training Impact in Human Settlements'* (1998: 10).

Applying Kirkpatrick's levels for the research capacity training for the *"War on Poverty Survey"* it is clear that the different levels relate to two broadly different parts of the training process namely: design & preparation, reactions and learning relate more directly to the process of training preparation and delivery, while behavior and results relate to the application environment in which the wider impact of training is (or should be) felt. For our purposes, the evaluation design the implementation team at HSRC and UKZN linked different elements in the process such as the participants' prior knowledge, experience, and understanding of survey implementation process, their experiences and learning needs in the training process, and the fieldwork experiences/observations post-training to understand the impact of training. The rationale for this approach therefore was that it extends and deepens the practitioner's understanding of the whole training process, including both the training preparation and delivery and the application environment, and of the ways in which the various components of the training reinforce each other.

Evaluation Approach

Our design included a **pre-assessment** component; a **capacity training (intervention) component**, and a **post-assessment** component to variety bridges the gap in data quality improvement of the “*War on Poverty Survey*” implementation. The pre-assessment phase assessed the training needs of the participants to help the research team understand the strengths and weaknesses in current research practice and implementation of the “*War on Poverty Survey*”. This information was critical in building up both the content of training and a clear notion of the target groups for training. A key component of this stage was to establish baseline indicators in relation to the participant’s knowledge of research practice in general (i.e. the data collection methods, capturing strategies, analysis approaches, and dissemination methods); which reflect the current state of research practice against which the impact of future training can be measured (*see Appendix 2: “Pre-Assessment Questions for Research Capacity Training”*). This information was also useful for the team to design of the training modules implemented in phase two (capacity training-intervention).

The second phase of the evaluation assessed the impact of the capacity building intervention (the training), to produce a training impact evaluation (TIE). Using the post-training evaluation instrument (*see Appendix 3: Workshop Evaluation Tool*) allowed for the exploration of the impact of the training intervention (which itself would be located in the delivery of the training modules). In this phase, the evaluation process focused on the training process and assessed the extent to which training preparation had led to the participant’s’ understanding of the research content.

We also assessed the participants’ reactions appreciation of the training and the learning milestones as a result of the training (i.e. what skills and knowledge trainees acquired during the training. In so doing, the second phase of the evaluation helped the practitioner identify all parameters that, along the way, have nurtured or obstructed the capacity building strategy. In attaining this knowledge, the diagnosis of the participants’ reception of the training modules and well as their reaction to content presented about the “*War on Poverty Survey*” acted as backdrop to any new

training is more comprehensive and, finally, the design of new or follow-up initiatives can hopefully secure more critical impact.

The last phase of the evaluation (post-field assessment) followed the field exercise, whereby participants applied what they have learned in the training workshops in the field. The local DSD ward office in the Cato Manor area in eThekweni coordinated Field visits to households. Participants were exposed to household conditions and contexts so that they can deeply understand the complexity of survey administration in a real life situation. The post-field assessment phase further facilitated an opportunity for planners, community health workers, and community development practitioners to reflect and refine their strategies emerging from the training. The idea was for them to reflect on the data collection process, reflecting on opportunities, threats, difficulties, and innovative field strategies to equip and assist their fieldworkers. A number of reflective questions were adopted in the post-field evaluation. These are described in *Appendix 5: Post-Fieldwork Assessment*.

Collecting the Evaluation Data

A qualitative approach was used in all the evaluation phases. This process involved a conversation around what people (i.e. DSD, participants of the training, and the UNFPA) know about the process of administering the “*War on Poverty Survey*”; what they want to see being achieved; and what strategies ought to be forged to improve the quality of the data collected in the process of administering the “*War on Poverty Survey*”. Three areas to be evaluated are explained on Table 2 (next page).

Table 2: Evaluation Objectives of the Training on “War on Poverty Survey”

OBJECTIVE	EXPLANATION
1. Examining effective data collection strategies using the “War on Poverty Survey” instrument.	How data collectors, fieldworkers, community development practitioners, community health workers, and planners/ administrators can improve the quality of the data collected
2. Applicability of the strategies in improving the quality of data collected and captured.	How can we best use the learnings and the experience of the fieldworkers to improve the type and quality of data collected? What approaches worked in the field?
3. Understanding of diverse data collection strategies	What effective strategies can be utilized to mobilize the community at large to collect and capture quality household data that links to the policy objective outlined in the “War on Poverty Survey”?

Process Evaluation Work Frame

An integrated approach was adopted to evaluate the process and impact of the training, with responsibility for the development of evaluation tools and guidelines, capturing, data analysis and reporting resting with the project leader (Dr. Ernest Khalema) and the facilitating team. This had the advantage of homogenising the process (i.e. all of the participants at which evaluation data were collected used the same evaluation tools enabling comparisons to be made between information from several individuals). Table 3 below describes the process evaluation time frame highlighting the information gathering strategy, task, deadlines, and project team responsibility.

Table 3: Process Evaluation Work Frame

TASK	INFORMATION GATHERING STRATEGY or DATA SOURCES	TEAM MEMBER(S) RESPONSIBLE	Timeframe
1. The collaborative team will utilize evaluation methodology and strategies to collect information.	Team meetings October 2012 November 12, 2012	Collaborative Team: HSRC/ UKZN Facilitating team; UNFPA, & DSD.	October/November 2012
2. The collaborative team discusses the evaluation process 3. The facilitation team is responsible for the documentation of the training process.	Research Capacity Training November 19, 20,21 & 22 (Group 1) November 26, 27, 28 & 29 (Group 2)	HSRC/ UKZN Facilitating Team	Middle November 2012
4. Continue the evaluation process	December Post-Assessment Workshop	Collaborative Team: HSRC/ UKZN Facilitating team; UNFPA, & DSD.	Late November 2012
5. Report of the Evaluation	Collate data from pre-assessment evaluations, training evaluations, participant implementation evaluations/observations, and post-assessment evaluative processes.	Project Leader HSRC	Early December 2012

Description of the Training Workshops

Two Research Capacity Training Workshops took place on the third and last week of November 2012. The first group consisted of 35 participants and was implemented on November 20-23, 2012 at the University of KwaZulu-Natal (Howard College). The second group consisted of 32 participants and was implemented on November 26-29, 2012 for an overall 67 individuals participating. A training manual (see Appendix 1) was developed and consisted with information that collates key messages aimed at enhancing the capacity of the provincial and local government planners, community health workers, and community developers to collect, capture, analyse,

and interpret data generated from the “*War on Poverty Survey*”. The manual was designed to assist field teams in quality assurance during fieldwork, sharing strategies about how to improve the quality of the collected data during fieldwork.

Participants were asked to participate in a three-day training process that included an introductory to research practice session by members of the implementation team; seminar style curriculum presentations, group activity work, computer laboratory sessions, and sharing dialogues. Participants were also exposed to a 1 day field experience to link what they have learned in the workshops to practice. Additionally, participants extended what they learned and observed in their field experiences back to the classroom, learning practical skills of moving data from a questionnaire to data items. The participants were also exposed to data analysis in the computer laboratory, whereby each participant learned how to enter and analyse their own data utilizing analysis software such as Microsoft Excel and SPSS. All of these activities helped to promote training and networking within and between different groups of participants. A description for each activity is as follows:

- ❑ ***Introductory Session:*** The session began with a logistical overview of the day by Dr Ernest Khalema, Senior Research Specialist at the HSRC and project leader. Ms Nomphe Nzimande, lecturer at UKZN then alerted participants to housekeeping issues (i.e. getting around Howard College, parking, meals etc.). For the first training group (i.e. the 20 -23), a representative from DSD Ms Sibongile Nkosi set the tone for why the training was important for DSD and what all involved expected from the process. Her message was that of acknowledging the magnitude of what we are about to do and how we should free our minds to the possibilities of true engagement. The facilitator, Dr Ernest Khalema, then gave a program overview of the three days, highlighting the process, approach to the training, activities, and expected outcomes of the training. The welcome session was concluded with all participants introducing themselves to each other and what their training expectations were moving forward.

❑ ***Introduction to Research Practice Session:*** The introduction to research practice session was led by Professor Monde Makiwane of the HSRC. Prof. Makiwane gave a step-by-step synthesis of approaches to researching poverty in South African context with a special emphasis to the community profiling and household methodologies. This session was designed to give an overall view of the practice of research linking what the participants will embark to policy directives of moving the province forward. Dr Ernest Khalema followed Prof Makiwane by introducing the qualitative method of research. His presentation complemented Prof Makiwane's presentation by offering an in-depth summary of the differences between qualitative and quantitative research methods. Dr Khalema was followed by Ms Nompu Nzimande of UKZN, who provided an in depth synopsis of quantitative research methodology. Ms Nzimande echoed Dr Khalema's message of differentiating between the two methodologies, and stressed the differences in approach and outcomes when utilizing the quantitative approach. Ms Nzimande further shared the design of the household survey approach, detailing the advantages and disadvantages of the process of developing a survey instrument, the type of questions quantitative researchers ask (structured/unstructured questions), and statistical approaches to understanding scaling responses in household surveys.

❑ **Group Discussion on the Purpose of the “War on Poverty Survey”**

The introductory session was concluded by Dr Khalema, who led a group discussion about the general purpose, framework, and objectives of the “*War on Poverty Survey*”. As an introduction, Dr Khalema share some information on strategies for survey facilitation, skills and competencies needed by practitioners to collect reliable household data, and a community profiling framework anchoring the Sukuma Sakhe initiative. With this foundation, Dr Khalema lead the group exercise and provided participants an opportunity share their knowledge, understanding, and experiences with the “*War on Poverty Survey*” and whether they felt the research instrument captured the nature and extent of poverty in the province. The aim of the group discussion was to elicit feedback from group members about their knowledge of the

survey implementation process and what they felt were facilitators or barriers in effective survey administration. The idea was to ensure that everyone had a chance to speak, reflect, and share ideas about what they understood of the survey content prior to focusing on the content in the session that followed. Below are the summaries of the participants' understanding of the purpose of the survey. When asked: *What is the purpose of the "War on Poverty Survey"*, the participants responded:

- To collect information to define a problem
- To get true reflection on issues that affect communities
- To identify their needs and survival techniques and to streamline relevant strategies
- To collect information to define a problem, get a true reflection on issues that affect communities and increase access to service delivery.
- To get to the specific roots causing poverty. (i.e unemployment, illiteracy)
- To identify strengths, weaknesses of the community and check the levels of improvement in the communities.
- To find strategies of dealing with problems and challenges found during the survey as well as to avoid duplication of services
- To promote partnership with stakeholders and to obtain new information on developmental needs
- To gather available community assets
 - Human skills
 - Natural resources
 - Social resources
 - Financial resources
 - Physical resources
- To find out intervention strategies so that service delivery can be improved

- Provides an introspection of how service delivery has been rendered within communities

When asked whether the *“War on Poverty Survey”* instrument an effective tool in measuring the extent and nature of poverty in the province, most indicated that the instrument is partially effective in measuring the extent and nature of poverty. The participants in Group 1 and 2 reflected:

- Partially as the tool needs to be translated to isiZulu in order for the results to be valid and reliable
- The questionnaire is too long and it has irrelevant and unrealistic questions
- The top-down approach without consultation with field workers.
- Some questions are too sensitive. (e.g what is your monthly household income)
- Questionnaire is too long and time consuming.
- It is partially effective because some departments are not represented e.g Sports and recreation, Arts and culture.
- The question on eating patterns can be offensive to some, especially if you are not going to bring food there and then.
- Not all stakeholders participate in the information that has been collected.
- There is no monitoring and evaluation.
- It is effective in the qualitative as it gives one specific response to the problems and ineffective to quantitative as it does not in-depth information.
- It is effective in the sense that it gives an idea of the extent and nature of poverty and it measures the living standards of the community
- It also identifies gaps that exist within the government departments.

❑ “War in Poverty Survey” Content Sessions:

Following a delicious lunch began a session the strictly focused on the survey instrument. To begin the session, Mr Mohammed Vawda led an ice-breaking exercise in which participants had to interview and introduce each other to the group. Emphasizing the value of listening as a practical research skill, Mr Vawda explained to participants that detail in interviewing was critical, particularly in household interviewing. Mr Mohammed Vawda then began the first session on the survey content by giving an overall overview of the survey administration instructions, detailing the importance of reading instructions as another prerequisite for quality data assurance. Following this discussion, Mr Vawda then moved on to explaining in detail *Sections 1* (Particulars of the Household); *Section 2* (Individual in a Household-demographics);, and *Section 3* (Social Participation) modules of the survey. Mr Vawda was followed by Dr. Ernest Khalema/Ms Nompuzo Nkomo/Dr Monde Makiwane who at length explained *Section 4* (Access to Educational Services); *Section 5* (Access to Health Services); *Section 6* (Access to Social Services); *Section 7* (Access to Viral Registration); *Section 8* (Skills, Employment & Small Business); *Section 9* (Household Level Questions (Income Generation, Basic Needs, and Service Delivery), *Section 10* (Land Tenure, Access and restitution); and *Section 11* (Food Security). Due to high interest in the items, we dedicated more time (i.e. full to half a day or approximately 4-6 hours) explaining the modules and delved deeply into strategies of improving the quality of the data for each survey items.

During the content discussion of the survey instrument, each item and module was thoroughly explained, discussed, critiqued, debated and an attempt was made to think of other ways of asking the questions, taking into consideration the quality of the content, what the question seeks to answer, clarity of the question to the fieldworkers as well as the household respondents, and culturally sensitive and safe approaches (i.e. language, gender, and age sensitivities) to the process of data collection in order to improve the quality of the data collected. Several attempts were made to use experiential delivery methods such as role playing and probing to illustrate relevant approaches to

data collection. The content sharing sessions were meant to equip participants with a knowledge-base of vocabulary, strategies to collecting household information, and contextual issues that might support or hinder the research process. The desired outcomes of the survey content session included the opportunity for participants to share information with each other, foster awareness of opportunities in collecting household data, and understanding input on real and perceived barriers from each situation.

❑ **Strategies for Data Collection and Capturing Session**

The next day we focused the entire day on practicalities of survey administration. Dr Ernest Khalema began the session by sharing with the participants the key fundamental principles of community profiling framework. In a methodical manner, Dr Khalema led a discussion about what participants understood about community profiling. The participants were grouped into and they presented steps they utilize in profiling communities. Dr Khalema liked what the participants shared with the “*War on Poverty Survey*” process and other broader initiatives (i.e. OSS). Participants were encouraged to share what was working and not in the implementation of the community profiling framework. Following this discussion, Mr Mohammed Vawda, presented some ideas on improving quality in household survey. In a very interactive manner, Mr Vawda shared some ideas and strategies about ways to ensure quality, and how to ask questions effectively.

❑ **Data Capturing and Management Strategies**

Following the discussion on data quality, Mr Vawda and Ms Nompuzo Nzimande shared technical information about data capturing and management with the participants. Prior to the content presentation on data capturing and management, participants were asked to interview each other using a section of the “*War on Poverty Survey*” (Questions 2.2 to 2.6) as an example. Then, Mr Vawda presented information about the types of data in household surveys (i.e. string, numeric, and time/date); data capturing software (Excel, SPSS); capturing and converting data from Excel to SPSS, merging the data on Excel and SPSS, and validating the data). Ms Nompuzo Nzimande then collated the captured data from the participants and entered the data into Excel to generate a data set. Ms

Mzimande then methodically showed participants how to enter data, come up with variable codes and names of variables, and how to summarize the data. This equipped the participants with strategies on data collection, capturing, management, and synthesis.

❑ Fieldwork: Tips for Administering the Survey during Fieldwork

- ❑ Following the data collection, capturing, management, and synthesis session the previous day, the participants were ready for the field. The fieldwork session began with a short session on the logistics of field practice presented by Ms Sibongile Nkosi. Thereafter Dr Ernest Khalema/ Mr Mohamed Vawda share some brief tips for administering the survey. The participants were encouraged to practice how to elicit high quality data using strategies they have learned throughout the training sessions. The implementation team encouraged them to think about ways to ask questions in a respectful and efficient manner. The participants were also encouraged to keep in mind what fieldworkers might require in the field and what they need to do to prepare prior to fieldwork. finally the participants were encouraged to observe the process and conditions of households as a way to equip their fieldworkers with information in:

- ✓ approaching the household
- ✓ preparing to do fieldwork
- ✓ improving the type and quality of data collected

In addition, the participants were asked to reflect upon what approaches worked in the field and what did not work and what effective strategies can be utilized to mobilize the community at large to help improve the data. After this brief discussion, the participants adjourned for fieldwork.

❑ Post-Fieldwork Assessment and Data Entry & Analysis of Fieldwork Data

The next day we focused part of the morning on the participant' fieldwork experiences and the rest of the day on fieldwork data entry, capture, and analysis using both excel and SPSS. The morning session involved a group-led discussion where participants shared stories from the field: what they observed,

difficulties they encountered, and what strategies worked and did not work in the field. The reflections involved not only acknowledging what they observed during the fieldwork, but also a consideration of what fieldworkers needed. This was an exercise to capitalize what is possible and carve realistic first steps towards engagement. The conversations, therefore, concluded with the discussion of any additional comments that the participants may have with regards implementing the *“War on Poverty Survey”*, and the participant’s explanation of “next steps” in the process. Below are summaries of the reflections participants shared in the group discussions about viable approaches during field work:

- Proper introduction by ward representatives and give background about the study
- Gaining respondent’s rapport/ making them feel comfortable and encouraging respondent participation
- Interpretation of questions where there is lack of clarity on the part of the respondent
- Listening attentively and acknowledging
- Asking questions where necessary
- Make the interview interactive
- Probe i.e. dig deep/ ask secondary questions to obtain information or seek clarity from informant
- Patience and listening skill
- Sympathize where necessary
- Showing respect at all times

In terms of approaches that did not work, the participants’ highlighted barriers in asking the questions in the English language, being too professional and not being personable, and managing the time effectively during household visits. All in all, the participants observed that:

- the community was not informed about the study prior to study commence

- the community was not sure about their wards numbers
- the questionnaire created false hopes regarding assistance or some of the community needs(i.e. food, shelter etc)
- the community takes survey as political canvassing
- the tool took too long to administer and consumes a lot of time and people lose interest
- young people were not serious about their future
- some questions are too direct and need re-phrasing as they arouse discomfort (i.e. question on income, food)
- Data collectors need to be equipped with stationaries such as clipboard, pencils, rubbers etc.
- There are no gardens for small scale farming and to fight poverty.
- unemployment rate is high
- population was dense because of urbanization

Verbatim reflections about the fieldwork experience are presented in *Appendix 6: Post-Fieldwork Assessment Comments and Recommendations*. The second session involved more practical aspects after the fieldwork experience. Equipped with captured household information from the filed experience, the participants went to the computer laboratory and were taught how to capture the data on Excel and then import that captured data on SPSS for analysis. Each participant had their own computer and data set to enter and analyse the data. For those who preferred to work in pairs, they were encouraged to do so. The participants were able to apply what they have learned in theory practically analysing the data they collected and captured into excel and SPSS.

Evaluation Results for of Overall Training Sessions

The participants were asked to evaluate all aspects of the training day including their level of agreement on a scale from “*strongly agree*” to “*strongly disagree*.” about the day in general; how they rated the workshop components on a scale from “*excellent*”

to “poor.”; their overall assessment of the training day beginning with the welcome session and ending with the community conversations on a scale from “*not helpful*” to “*very helpful or no opinion*”. In addition the participants were asked to evaluate the presentations in terms of delivery (i.e. pace, clarity, effectiveness, preparedness of presenters); recommendations for the sessions (i.e. how to improve them next time around; their overall experience (i.e. what stood out for them, what their reactions were, what they learned from the experience, what was now available to them as a result of the training, and what they would like to be part of after the training). Evaluation forms were collected from participants in both training group 1 and 2. Next section of the report summarizes the feedback from the participants about the overall training. The workshop evaluation tool (see Appendix 3) was used to capture this data. The analysis is presented to reflect the two training events separately for clarity.

Effectiveness of the Training as Expressed by Group 1

When asked how effective the training was in terms of content, pace, clarity, preparedness of presenters and applicability to the participants’ work 6 out of 25 (24%) who answered that question said it was very useful, 13 (52%) said it was useful. A similar trend was observed in day two as well. When asked about the effectiveness of the training for day 2, seven (28%) indicated that the training for day 2 was very effective, very useful, that the content was exceeded their expectations. Thirteen (52%) indicated that it was useful, effective and that the content met their needs. Only one person (4%) thought it was somewhat useful. When asked to assess the workshop overall, the majority of participants from Group 1 “*agreed*” to “*strongly agreed*” that the workshop met: the articulated learning objectives, their expectations and so forth. The frequencies of the responses are presented in Table 4 below.

Table 4: Overall assessment of the workshop G1

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
a. The workshop met the articulated learning objectives.	1	0	12	11	0
b. The workshop met my expectations.	0	3	10	9	0
c. The information covered throughout the workshop is relevant to my role as a trainer/manager/supervisor/fieldworker	0	0	13	11	0
d. The training objectives for each topic were identified and followed.	0	0	15	8	0
e. Information was presented at the right level.	0	2	9	12	0
f. The materials distributed were pertinent and useful	0	1	12	11	0
g. Workshop participation and interaction were encouraged	0	2	11	11	0
h. Adequate time was provided for questions and discussion.	1	1	5	17	0
i. Presenters demonstrated a thorough knowledge of the content area.	1	2	8	13	0
j. The workshop facilities (including meals, parking etc) were adequate for my needs	2	2	13	6	1
k. The training approach was helpful in enabling me to understand and implementing the <i>“War on Poverty Survey”</i>	0	0	10	14	0
l. I will be able to apply the knowledge learned	0	0	9	13	0

With regards to specific content information, the participants were asked to rate whether the presentations were “helpful” or “not helpful at all”. The majority indicated that all presentations in the first day were helpful to very helpful. Two out of 25

participants indicated that the introductory session on War on Poverty Survey (general purpose, framework & objectives) was “*somewhat useful*” and one participant out of 25 indicated that the session on Survey Module (Section 1-3) was “somewhat useful”. One participant did not think that sharing stories from the field about the “War on Poverty Survey” administration was “*helpful at all*” and another participant had no opinion. Table 5 below describes the frequencies of the participants’ overall ratings of the presentations on the first day.

Table 5: Ratings of Day 1 Presentations for Group 1

	Not Helpful At all	Somewhat Helpful	Helpful	Very Helpful	No Opinion
<input type="checkbox"/> 9:00am-10: 15am a. Introduction: Understanding the Practice of Research from Diverse Perspectives <i>(Dr. Ernest Khalema, Ms Nompu, Nzimande, & Dr Monde Makiwane)</i>	0	0	9	16	0
<input type="checkbox"/> 10:30am-12:00pm b. War on Poverty Survey: general Purpose, Framework & Objectives <i>(Dr. Ernest Khalema, Dr Monde Makiwane & Stats SA)</i>	0	2	5	18	0
c. Competencies required by Practitioners <i>(Dr Monde Makiwane)</i>	0	0	10	14	0
<input type="checkbox"/> 1:00pm-2: 15pm a. Survey Module Section 1-3 <i>(Mr Mohammed Vawda)</i>	0	1	9	15	0
b. Survey Module Section 4-6 <i>(Ms Nompu, Nzimande)</i>	0	0	11	14	0
c. Survey Module Section 7-9 <i>(Dr Monde Makiwane)</i>	0	0	8	16	0
<input type="checkbox"/> 2:30am-4: 00pm d. Survey Module Section 10-11 <i>(Dr. Ernest Khalema)</i>	0	0	8	17	0
e. Sharing Stories from the field All participants	1	0	3	16	1

Table 6: Ratings of **Day 2** Presentations for Group 1

	Not Helpful At all	Somewhat Helpful	Helpful	Very Helpful	No Opinion
<input type="checkbox"/> 9:00am-10: 15am a. Strategies for Data Collection and Capturing <i>(Mr Mohammed Vawda, Dr. Monde Makiwane, Ms Nompvu, Nzimande,</i>	1	0	6	18	0
<input type="checkbox"/> 10:30am-12:00pm b. Data Capturing and Management <i>(Mr Mohammed Vawda, Ms Nompvu, Nzimande, , & Dr Monde Makiwane)</i>	0	0	6	19	0
<input type="checkbox"/> 1:00pm-2: 15pm c. Data Analysis and Synthesis <i>(Mr Mohammed Vawda, Ms Nompvu, Nzimande)</i>	0	2	5	18	0
<input type="checkbox"/> 2:30am-4: 00pm d. Data Analysis and Synthesis Cont.. <i>(Mr Mohammed Vawda, & Dr. Ernest Khalema)</i>	1	2	5	16	0

The information presented on Table 6 describes the participant' **overall** ratings of the presentations on the second day. The data indicate that overall the majority of the participants felt that all the sessions in day two were *"helpful to very helpful"*. One participant felt that the first session on "Strategies for Data Collection and Capturing and Data Analysis and Synthesis" were *"not useful at all"*. Two participants also rated the data analysis and synthesis sessions as *"somewhat helpful"*. All in all, the content in day two was received well by the majority of the participants.

Effectiveness of the Training as Expressed by Group 2

Contrary to the first group, higher levels of general satisfaction manifested in the second group. When asked a similar question regarding the effectiveness of training on day 1, 8 out of 28 (28%) indicated that they found the training very useful, while 14% (4) revealed that it was useful. Outstanding in the second group is that 7% (2) designated that the training was somewhat useful. On the second question regarding the quality of the training in the second day, half of the participants (50%) pointed out that the training was “very useful”, “very effective”, and that it “exceeded their expectations”. A remarkable 14% showed that the training was “useful” and that it “met their requirements”. On the remaining question regarding the pace, clarity and effectiveness, 32% (9) respondents showed that the pace was “very satisfactory”, that the presenters were “very efficient”, and well prepared while on the one hand 17% (5) gauged that the training was average. The frequencies of the responses are presented in Table 7 below.

Table 7: Overall assessment of the workshop G2

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
a. The workshop met the articulated learning objectives.	0	0	8	6	0
b. The workshop met my expectations.	0	0	10	4	0
c. The information covered throughout the workshop is relevant to my role as a trainer/manager/supervisor/fieldworker	0	0	9	5	0
d. The training objectives for each topic were identified and followed.	0	0	7	7	0
e. Information was presented at the right level.	0	0	6	8	0
f. The materials distributed were pertinent and useful	0	2	2	9	0
g. Workshop participation and interaction were encouraged	0	0	6	8	0

h. Adequate time was provided for questions and discussion.	0	1	6	7	0
i. Presenters demonstrated a thorough knowledge of the content area.	0	0	7	6	0
j. The workshop facilities were adequate for my needs	1	5	6	2	0
k. The training approach was helpful in enabling me to understand and implement the “ <i>War on Poverty Survey</i> ”	0	1	9	4	0
l. I will be able to apply the knowledge learned	0	0	8	4	1

With regards to specific content information, the participants were asked to rate whether the presentations were helpful or not helpful at all. The majority indicated that all presentations in the first day were “*helpful*” to “*very helpful*”. “One participant did not think that sharing stories from the field about the war on poverty survey administration was “somewhat useful”. Table 8 below describes the frequencies of the participants’ overall ratings of the presentations on the first day, while Table 9 (next page) describe the participant’ overall ratings of the presentations on the second day.

Table 8: Ratings of Day 1 Presentations for Group 2

	Not Helpful At all	Somewhat Helpful	Helpful	Very Helpful	No Opinion
<input type="checkbox"/> 9:00 am-10:15 am a. Introduction: understanding the practice of research from diverse perspectives <i>Dr. Ernest Khalema & Ms Nompu, Nzimande)</i>	0	0	10	16	0
<input type="checkbox"/> 10:30am-12:00pm a. War on poverty survey: General Purpose, Framework. Objectives & competencies required by Practitioners <i>Dr Ernest Khalema.</i>	0	0	10	17	0
<input type="checkbox"/> 1:00pm-2:15pm a. Survey module Section 1-3 <i>Mr Mohammed Vadwa)</i>	0	0	9	17	0
b. Survey Module Section 4-7 <i>Ms Nompu Nzimande</i>	0	0	6	17	0
<input type="checkbox"/> 2:30 pm-4:00 pm c. Survey Module Section 8-11 <i>Dr Ernest Khalema</i>	0	0	5	20	0
<input type="checkbox"/> D. Sharing stories from the field	0	1	7	12	0

The information presented on Table 9 (next page) indicates that overall the majority of the participants felt that all the sessions in day two were “*helpful to very helpful*”. One participant rated the data analysis and synthesis sessions as “*somewhat helpful*”. All in all, the content in day two was received well by the majority of the participants.

Table 9: Ratings of Day 2 Presentations for Group 2

	Not Helpful At all	Somewhat Helpful	Helpful	Very Helpful	No Opinion
<input type="checkbox"/> 9:am-10:15am a. Strategies for data collection and capturing <i>Mr Mohammed Vadwa & Ms Nompuzi Nzimande</i>	0	0	8	18	0
<input type="checkbox"/> 10:30am-12:00pm b. Data capturing and Management <i>Mr Mohammed Vadwa, Ms Nompuzi Nzimande</i>	0	0	7	19	0
<input type="checkbox"/> 1:00-2:15pm c. Data analysis and synthesis <i>Mr Mohammed Vadwa, Ms Nompuzi Nzimande</i>	0	1	8	16	0
<input type="checkbox"/> 2:30pm-4:00pm Data analysis and synthesis continuation <i>Mr Mohammed Vadwa</i>	0	1	11	13	0

Outputs and Results of the Project Actions

All of the targets set for the project were achieved. All of the actions of the projects were delivered, with some amendments, to be responsive to current needs. The research capacity training on the “War on Poverty Survey” project exceeded all of its targets in terms of target group participation. All participants were engaged in the training process and all participated in training activities.

In total there were 67 participants, which came close to the target of 70 set initially by the project team. The data from the evaluation assessments shows that, overall, the vast majority of participants viewed the training positively, stating that learning outcomes were met and that their knowledge and skills in understanding research processes, the “War on Poverty Survey”, improving data quality, data collection and

capturing strategies, and data analysis using excel and SPSS have improved as a result of the training workshop. Improving how the participants mobilize the survey at the community level and how they articulate the mission without raising expectations from the public remains a major challenge for the future. The key to success lies in achieving an appropriate balance between getting quality data from the survey while responding or intervening to issues raised by the community during data collection. To this end, the participants felt that this is still a challenge as community members expect an efficient response or referrals to the substantial issues they raise. All in all, the participants indicated that they had good experiences being part of the workshop, reacted positively to what presented to them, and learned a great deal about the process of data collection, capturing, and analysis. Table 10 summarized comments from the overall workshop evaluation about what participants learned.

Table 10: Summary of Selected Participant' Experiences, Reactions, Learnings from the Workshop.

Group	Question	Illustrative Quotes
Group 1	What are your reactions to the experience? How did you feel as you went through it? Did some sessions elicit more feelings than others?	<ul style="list-style-type: none"> <input type="checkbox"/> "The workshop has unpacked the role of researcher, community developers in the department. It has stressed the need for resources ie laptop, transport as there isn't enough" <input type="checkbox"/> "I feel confident to do research, I also feel honored to be offered such an opportunity" " <input type="checkbox"/> "Refreshing" <input type="checkbox"/> "The reflection of good workshop" <input type="checkbox"/> "Not really, I only realized I don't understand the form after the session" <input type="checkbox"/> "Very informative" <input type="checkbox"/> "All sessions were exciting and I was eager to learn more" <input type="checkbox"/> I will apply my experience in the work place, I feel like I was wasting time profiling instead of capturing information' <input type="checkbox"/> "It has been a good experience. We were able to raise the challenges we face in the field" <input type="checkbox"/> "Yes there are gaps in the department in terms of population studies and social development" <input type="checkbox"/> "I developed passion for research" <input type="checkbox"/> "Putting my theoretical knowledge into practice" <input type="checkbox"/> "It was tough in the field when people narrate their experiences" <input type="checkbox"/> "How to use survey, be able to explain each and every question, how to conduct house hold profiling, proper

		<p>ways of asking questions”</p> <p><input type="checkbox"/> “All the sessions were good”</p> <p><input type="checkbox"/> “It makes our job easier”</p> <p><input type="checkbox"/> “The importance of research to understand the underlying factors causing poverty”</p>
Group 2		<p><input type="checkbox"/> “Ensuring quality data collection”</p> <p><input type="checkbox"/> “Research is necessary and data should not be tempered with”</p> <p><input type="checkbox"/> “How to do correct research methods”</p> <p><input type="checkbox"/> “I have learned to be confident, to know my story so to be able to win people im working with”.</p> <p><input type="checkbox"/> “That I have to be precise?”</p> <p><input type="checkbox"/> “Importance of collecting quality data”</p> <p><input type="checkbox"/> “Data capturing and analysis skill”</p> <p><input type="checkbox"/> “Qualitative and quantitative research being implemented , effective data collection and analysis using excel”</p> <p><input type="checkbox"/> “How to store data on a computer or spread sheet”</p> <p><input type="checkbox"/> “Steps in conducting research2, research methods”</p> <p><input type="checkbox"/> “I have learned to analyse data with SPSS and excel”</p>

Key Achievements

Overall, from all of the feedback collated, it can be surmised that the research capacity project was successful. The vast majority of participants were very satisfied with the training content and approach, and the majority of participants felt that the learning outcomes for them were met. Some of the key achievements of the project can be summarised as follows:

- **Increased understanding research process** (including community profiling), survey instrument content, and strategies in data collection, capturing, and preliminary analysis skills– evidenced in the consistently high attendance and engagement of participants and high quality outcomes of the programme. The participants pointed to a very high quality of speakers, representing a spectrum of views and knowledge/expertize as an important component in the success of the training. Furthermore, the high level of attendance and participation of speakers all contributed to positive outcomes for this event.

Participation of collection, analysis, interpretation and management to approximately 67 individuals representing three groups of professionals (local and provincial government planners, community healthcare workers, community development practitioners) also contributed significantly to the positive outcomes of the programme.

- **The training implementation format and curriculum-** The three-day training format that included synthesizing theoretical and conceptual knowledge and practical hands-on skills development in data capturing and analysis was ranked highly by the participants due to the depth of information gained in relation to the knowledge of survey instrument, strategies in data collection, capturing, and preliminary analysis skills and how to apply that knowledge.
- **Moving theoretical and conceptual knowledge into practice** – This put into practice lessons learned from the training to the field. Participants were able to reflect about how they applied the techniques learned into the field.

Learning from the Evaluation Processes – Analysis

- **Quality of facilitators and high levels of participation and engagement by participants**

The training project was successful in attracting and retaining participants in all activities. Participants felt that the workshop was well organised, with good quality facilitators. The participants were satisfied with the format of the training, and were satisfied with the learning experience. There was evidence of recognition of the broader nature of issues impacting the successful administration of the *“War on Poverty Survey”* that went far beyond the training. These included but not limited to supporting participants with resources and equipment such as laptops, data capturing and analysis software programs (i.e. SPSS) to apply what they have learned in the training workshop in the workplace.

- **Overall Management and Organisation**

The feedback from the workshop evaluations overall indicated that the project was very well organised and well managed. Some participants indicated that better planning needs to be done in coordinating their meals, transportation, and on-site field visits.

- **Learning outcomes met**

In all of the activities (in-class workshops, fieldwork, lab work), it appears overall from the feedback, that the learning outcomes were met. While there was a small minority, who felt they were they were somewhat confident about their abilities post-training, overwhelmingly the feedback indicates that people did achieve the learning outcomes. This is particularly true in relation to learning about the “survey itself”, how to administer it, strategies to increasing data quality, data capturing and data analysis.

Challenges and Risk Analysis

In terms of challenges, the participants observed a challenge of sustaining learning gains from the training workshop in the long run. Thus, they speculated on how to keep the momentum moving about what they have learned and recommended that a series of workshops be offered throughout the year to all CDPs and CCGs. Further the participants suggested an extension of the research capacity training to other colleagues in other departments. All things considered, the majority of participants agreed there should be greater standardization of training for all staff involved in rolling-out the *“War on Poverty Survey”* to address the goals of the *Sukuma Sakhe* initiative. An additional challenge for most participants was that a real uncertainty about the best way to bringing all involved to the same page given the complexity and diversity within the different region in the province. Some participants expressed trepidations about the implications of not implementing a uniform research capacity training process particularly if data is collected under hostile and unsafe household environments.

In addition, the ability of training to challenge or change institutional practices was questioned. In the discussion groups, participants lamented about other important and critical issues that must be addressed related to organizational practice, sharing of information, skills development, and the unique role CDPs and to some extent CCGs play as community connectors. Two issues of improvement identified by participants in effectively rolling out the survey include:

- ❑ Strengthening professional research ethics through better understanding of the research process, particularly conducting ethical research, better data preservation, and data analysis.
- ❑ Strengthening interdepartmental referral systems in order to balance the need for quality data and intervening to community needs during the data collection phase

All in all, participants of the capacity training emphasized the need for further training in data capturing, management, and analysis for all involved with very different responsibilities or tasks across a variety of departments tasked to implement the Sukuma Sakhe initiative.

Outcomes and Anticipated Impacts of the Project Actions

Anticipated impacts for the project, on the whole, were met. Participants did identify gain in knowledge in understanding the survey instrument and well as effective strategies in survey administration, data capturing, and analysis. While greater eagerness to do further training in data analysis was expressed, some participants felt a need to practice and apply what they have learned in the workplace. There was evidence of strong changes in morale. Participants had many opportunities through the training to work with people they wouldn't normally have an opportunity to work or meet with and there was increased awareness of other colleagues from different clusters throughout the province.

Conclusions and Recommendations

The purpose of this training was to deliver research capacity a “training the trainer” workshop on data collection, analysis, interpretation and management; generally focusing on training the participants on the *“War on Poverty Survey” (2011)* instrument. The implementation’ team pedagogical stance was to strengthen the participants’ capacity understanding the theory of research practice (community profiling); and subsequent application of the theory into the field (data collection and fieldwork), data management (capturing), and data analysis. As part of our overall strategy of equipping participants with basic research information to train fieldworkers, we feel that our approach was effective and we were successful in meeting our objective and obligations with our funder. The feedback from the various evaluation methods has shown that the project has been successful in reaching the intended target groups as well as fulfilling the intended learning outcomes.

The training has made a contribution to the Sukuma Sakhe initiative by building a greater awareness among participants about the survey instrument, its application, complexity, and possibilities. The outcomes from the attendance, participation, and engagement of community health practitioners, planners, and community development practitioners shows that this is a group of individuals who are committed to building greater opportunities in their practice and shows a commitment to follow up on the learning undertaken.

Getting the balance right between conducting a survey (collecting survey household data) and intervening was identified as a challenge in rolling-out the survey. While participants reflected about being sympathetic to what many households are going through, they suggested several strategies to capture quality data and still address what household are facing through interventions. At the same time they managed to introduce new ways of thinking about research, particularly better ways to equip fieldworkers.

The project took a number of learning opportunities that arose over the training period. From the learning that has taken place as a result of this training, the implementation team are identifying the following recommendations:

- If undertaking a training programme again in the future – have a focused training on data capturing and data analysis focusing on developing an excel template for the “War on Poverty Survey”.
- Refine the survey instrument to several items identified by participants. The instrument also needs to be edited for errors.
- Translate the questionnaire into the local language of Zulu, or have a Zulu version of the survey to aide fieldworkers in administering the survey.
- Explore possibilities of training a select group of individual (perhaps from the pool of participants) as research trainees. This is critical so that participants do not lose the momentum of gains they have received. There are opportunities for online webinars that could be developed as aids to participants.
- Provide facilitated time for on-going ‘safe’ conversations among the participants members themselves, to enable the learning from the workshop and other workshops to be absorbed and new practices of developed. Such processes would allow opportunities for bottom-up/top-down approaches to meet in the middle and to develop trust and confidence and ways to safely explore and challenge issues of prejudices held, without blame.

Appendix 1:

Training Manual

Appendix 1: TRAINING MANUAL

The Project has been supported by United Nations Population Fund (UNFPA) South Africa



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Human Sciences
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Department:
Social Development
PROVINCE OF KWAZULU-NATAL

About this Manual

This manual collates key messages aimed at enhancing the capacity of the provincial and local government planners, community health workers, and community developers to collect, capture, analyse, and interpret data generated from the “War on Poverty Survey”. The manual is designed to assist field teams in quality assurance during fieldwork, sharing strategies about how to improve the quality of the collected data during fieldwork. This manual therefore is to be used in conjunction with the “War on Poverty Survey”.

Implementation Team

❶ Dr. Ernest Nene Khalema Senior Research Specialist, Human And Social Development (HSRC) Tel: +27-31-242 5526 Email: ekhalema@hsrc.ac.za Project Leader & Facilitator	❷ Prof. Monde Makiwane Chief Research Specialist Human And Social Development Human Sciences Research Council (HSRC) Email: mmakiwane@hsrc.ac.za Principal Investigator & Facilitator
❸ Nompumelelo Nzimande Lecturer, Population Studies Built Environment and Development Studies University of KwaZulu-Natal (Howard) Email: nzimanden@ukzn.ac.za Facilitator	4. Mr. Mohammed Vawda Lecturer, Population Studies Built Environment and Development Studies University of KwaZulu-Natal (Howard) Email: vawdam1@ukzn.ac.za Facilitator

Compiled by

Ernest Nene Khalema, PhD
With assistance from
Monde Makiwane, PhD;
Mohammed Vawda, MA; and
Nompumelelo Nzimande, MA

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Overview of the Training

❑ The aim of the training is:

- To provide a “training the trainer” workshop on data collection, analysis, interpretation and management to local and provincial government planners, community healthcare workers, community development practitioners engaged in the Sukume Sakhe project.
- To build capacity for government planners, community healthcare workers, community development practitioners in quality assurance during the fieldwork implementation of the “*War on Poverty Survey*”, sharing key information about:
 - ✓ The purpose and objectives of the War on Poverty Survey and to become familiar with the content of the survey/modules
- ❑ Strategies for effective data collection
- ❑ Strategies for effecting data capturing
- ❑ Strategies about how to improve the quality of the collected data
- ❑ Strategies for data synthesis, analysis and, interpretation
- ❑ Approaches to data dissemination.
- ❑ Skills for interviewing, taking into account safety and ethical guidelines

Implementation Scope

- ✓ Delivery of the workshop will be *three days* (Monday, Tuesday & Thursday) with an additional day designated for fieldwork practice (Wednesday).

Suggested Ground Rules

- ✓ Challenge yourself regarding your assumptions and beliefs.
- ✓ Take responsibility for listening to new ideas and different perspectives.

- ✓ It is not okay to blame, judge or criticize.
- ✓ Speak for yourself out of your own personal experiences.
- ✓ Ask questions whenever you don't understand.
- ✓ You will not be expected to discuss issues that make you uncomfortable.
- ✓ Honour personal information shared in the workshop by keeping it confidential.

**Development Studies Seminar Room, F213, MTB Building
Howard College Campus, UKZN**

DAY 1

TIME	ACTIVITIES	FACILITATOR
08:30-08:45	Arrival & Registration	All
08:45-09:00	<p>Welcome</p> <p>Overview of the Agenda</p> <p>Housekeeping</p> <p>Introductions</p>	<p>Mr Z Mchunu (DSD)</p> <p>Ms L Naidoo (UNFPA)</p> <p>Dr. E.N Khalema (HSRC)</p> <p>Ms. N. Nzimande (UKZN)</p> <p>All participants</p>
09:00-10:15	<p>Introduction: Understanding the practice of research from diverse perspectives:</p> <ul style="list-style-type: none"> ▪ Research Methods when Studying Poverty ▪ Qualitative Research ▪ Quantitative Research 	<p>Dr. Ernest Khalema (HSRC)</p> <p>Ms. Nompumelelo Nzimande (UKZN)</p>
	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ What kinds of data these methodologies produce? ▪ What can we do with this data for policy and practice ? ▪ What is a household survey? 	
	<p>Application: Research knowledge and use (DSD- Trainers) understanding of diverse research methods.</p>	
10:15-10:30	Health Break	Foyer
10:30-12:00	<p>“War on Poverty Survey ”</p> <ul style="list-style-type: none"> ▪ General Purpose, Framework, & Objectives ▪ Competencies required for practitioners <p><input type="checkbox"/> Facilitation of the survey</p> <p><input type="checkbox"/> What skills do fieldworkers need to collect reliable data?</p> <p>-----</p> <p><input type="checkbox"/> Reflections & Discussion</p> <ul style="list-style-type: none"> ▪ Survey Items and Modules <p><input type="checkbox"/> Overview of the Survey administration instructions</p> <p><input type="checkbox"/> Section 1-particulars of the Household</p> <p><input type="checkbox"/> Section 2- Individual in a household</p>	<p>Dr. Ernest Khalema (HSRC)</p> <p>All participants</p> <p>Mr. Mohammed Vawda (UKZN)</p>

[illegible]

DAY 2

TIME	ACTIVITIES	
09:00-10:15	Strategies for Data Collection and Capturing <ul style="list-style-type: none"> ❑ Understanding the Community Profiling Framework ❑ Quality Assurance in Household Surveys ❑ How to ask questions effectively (probing, memoing, verbal/nonverbal cues, role of culture, and sensitivities) 	Dr. Ernest Khalema (HSRC) Mr. Mohammed Vawda (UKZN) Ms Nompumelelo Nzimande (UKZN)/Dr. Ernest Khalema (HSRC)
	<ul style="list-style-type: none"> ○ Important Questions 	
	<ul style="list-style-type: none"> ▪ How can fieldworkers collect and maintain a base of consistent, high-quality data? ▪ How to train fieldworkers to elicit this information in a respectful and efficient manner. ▪ How to address the discomfort about requesting this information. ▪ How to address potential research subject 	

	<ul style="list-style-type: none"> pushback respectfully. How to address system-level issues, such as changes in availability of research participants. 	
10:15-10:30	Break	Foyer
10:30-12:00	Data Capturing and Management Strategies Learning Objectives <ul style="list-style-type: none"> What is the nature of the data? What type of data capturing approach is being used? What is the format? Where is the duplication? Does the overlapping data have incremental value? Which data is most reliable? 	Mr Mohammed Vawda (UKZN) Ms. Nompumelelo Nzimande (UKZN)
12:00-13:00	Lunch	Foyer
13:00-14:15	Data Analysis and Synthesis <input type="checkbox"/> Strategies for data synthesis and analysis of captured and entered data (SPSS or Excel) <input type="checkbox"/> Understanding Descriptive Data <input type="checkbox"/> Analyzing Descriptive Statistics	Mr Mohammed Vawda (UKZN) Dr. Ernest Khalema (HSRC)
14:15-14:30	Break	Foyer
14:30-16:00	Data Analysis and Synthesis Continued <input type="checkbox"/> Summarizing Descriptive Data	Mr Mohammed Vawda (UKZN) Dr. Ernest Khalema (HSRC)

DAY 3

(Cato Manor Area) Durban

TIME	ACTIVITIES	
09:00-4:00	<ul style="list-style-type: none"> Field Practice <ul style="list-style-type: none"> <i>Tips for Administering the “War on Poverty Survey” during fieldwork</i> <input type="checkbox"/> Practicing strategies of how to collect and maintain a base of consistent, high-quality data? <input type="checkbox"/> Practicing how to elicit this information in a respectful and efficient manner. <input type="checkbox"/> Practicing how to collect and capture information 	Department of Social Development KZN

DAY 4

**Development Studies Seminar Room, F213, MTB Building
Howard College Campus, UKZN**

TIME	ACTIVITIES	FACILITATORS
09:00-12:00	<p style="text-align: center;">Post-Field Assessment</p> <p>Building on what was learned in the training as well as what was applied in the fieldwork environment, the post-field assessment phase aims at continuing the dialogue of how data collectors, fieldworkers, community development practitioners, community health workers, and planners/ administrators can improve the quality of the data collected during fieldwork. This session will practitioners to reflect and refine their strategies emerging from the fieldwork process of the “<i>War on Poverty Survey</i>”.</p>	<p>Dr. Ernest Khalema (HSRC)</p> <p>Mr. Mohammed Vawda (UKZN)</p>
	<p><input type="checkbox"/> Key issues to be discussed:</p>	
	<p>How can we best use the learnings and the experience of the fieldworkers to improve the type and quality of data collected?</p>	
	<p><input type="checkbox"/> What approaches worked in the field?</p> <p><input type="checkbox"/> What effective strategies can be utilized to mobilize the community at large to collect and capture quality household data that links to the policy objective outlined in the “<i>War on Poverty Survey</i>”?</p>	

Tips for Administering the ‘War on Poverty Survey’ During Fieldwork

INTERVIEWING TECHNIQUES

An interviewer comes to a woman’s house and invites her to participate in the study. Many mistakes are committed, including telling the respondent about the study in front of her husband and mother-in-law, inappropriate dress, chewing gum, no eye contact, no attempt to put her at ease, etc. The respondent gets more and more nervous, and finally says that she does not want to participate in the study after all.

- What do you think about the way this interviewer approached the household?
- Why do you think that the woman didn’t want to participate in the study?
- Do you think that the woman may have had problems in her home after the interviewer left? Why?
- What could the interviewer have done to make the woman more comfortable?
- What other suggestions would you give to this interviewer to improve her techniques?

Profiles of the Implementation Team

Prof. Monde Makiwane

Prof Monde Makiwane is Chief Research Specialist in the Human and Social Development (HSD) research programme of the Human Sciences Research Council and adjunct professor in the Nelson Mandela Metropolitan University. He holds an MA in Sociology from the University of KwaZulu-Natal and a PhD in Demography from the University of the Witwatersrand. His undergraduate studies were in Mathematical Statistics and Computer Science at the University of the Western Cape. Prior to joining the HSRC in 2003, he worked for a computer service responsible for the analysis of large data sets including census data at the Institute for Management and Development Studies. He has lectured undergraduate and graduate students at Walter Sisulu University. In addition, he has held two fellowships: one at Harvard University and another at the University of Pennsylvania. His areas of research interest include: ageing, fertility, teenage sexuality and social security and his publication record spans the authoring and co-authoring a number of international and national conference presentations and a number of journal articles. Recently, he has been involved with studies on the Status of the Youth in Gauteng and the South African Youth Report. His most recent work, published in the Journal of Aging and Social Policy, investigated the role of older persons in Mpumalanga households

Dr. Ernest Nene Khalema

Dr Khalema is a Senior Research Specialist at the Human Science Research Council' (HSRC) Human and Social Development (HSD) unit and holds an adjunct professorship appointment with the School of Public Health' Center for Health Promotion Studies at the University of Alberta (Canada). Dr Khalema has a strong background in community-based research, mixed methods, and social impact/ evaluation studies, having worked for over 10 years as a research analyst/director; social work, public health, and sociology professor. He is a recipient of numerous teaching and community awards and has lectured community development, migration studies, and mixed-methods approaches in epidemiology, critical race studies, and organizational practice. Of recent, Dr. Khalema has been involved in a number of projects in South Africa including co-authoring working paper commissioned by the Department of Higher Education and Training' (DHET) Labor Market Intelligence project on pathways through education and training into the workplace for South African Youth. The paper focuses on an equally urgent need to revisit the many pathways and transitions

available to South African youth and the skills and strategies they require in order to successfully navigate these. Additionally, Dr Khalema most recently contributed his research expertise as a co-investigator in the Department of Women, Children, and People with Disabilities and UNICEF' Diagnostic review of current monitoring and evaluation systems focused on women, children and people with disabilities within the National and Provincial governments of South Africa. This research has contributed in understanding of South African social, economic, political and developmental context impacting the most marginalized groups in South Africa. His extensive expertise in migration studies as well as both quantitative and qualitative research will help in translating how the findings can be applied to a wider range of complex contexts.

Ms Nompumelelo Nzimande

Ms Nzimande is a lecturer/Research Fellow (Demographer) in Population Studies, Built Environment and Development Studies at the University of KwaZulu-Natal (Howard). She obtained her MA (Sociology/Demography), University of Wisconsin-Madison and currently a PhD candidate at UKZN. Nompu' research interests are in the area of demography of Sub-Saharan Africa; Mortality and epidemiology; determinants and consequences of early childbearing and family demography. She serves on the Population Association of Southern Africa (PASA) as a representative of the University of KwaZulu-Natal and a member of scientific advisory committee at the PASA council. Ms Nzimande also sits on the advisory team that explores the link between population studies and population and development and she is one of the facilitators on the APSTAR program in population studies for government officials.

Mr. Mohammed Vawda

Mohammed Vawda is currently a lecturer in Population Studies, Built Environment and Development Studies at the University of KwaZulu-Natal (Howard). He has worked as a Researcher at Human and Social Programme at the Human Sciences Research Council (HSRC) and currently a PhD student in Public Health at (UKZN). His Masters dissertation was in a quantitative study, which examined the relationship between socioeconomic status and chronic illness using the NIDS dataset. His focus is in the quantitative field specializing in data and demographic analysis.

Appendix 2:

Pre-Assessment Questions for Research Capacity Training

**PRE-ASSESSMENT QUESTIONS FOR RESEARCH CAPACITY TRAINING
“WAR ON POVERTY SURVEY”**

Please respond to all questions:	YES	NO
1. What is your experience to date in research? Have you ever been involved in conducting research before?		
If yes, please explain your involvement:		
2. Are you currently involved in administering the “War on Poverty Survey”?		
If yes, please explain your involvement:		
3. What do you understand about quality assurance and quality control ?		
4. What do you understand about the process of monitoring and evaluation (M&E)?		
5. Have you collected information previously using a (n):	YES	NO
a. Survey or Questionnaire method		
b. Focus Group approach		
c. Individual Interview method		
d. Participant Observation method		
e. Other		
<i>Please elaborate further:</i>		
6. Have you captured information previously using:	YES	NO
a. Excel		
b. SPSS		
c. STATA		
d. SAS		
e. NVIVO		
f. AtlasTi		
g. Other		
<i>Please elaborate further:</i>		
7. Have you analyzed information previously using:	YES	NO
a. Excel		

b. SPSS																																
c. STATA																																
d. SAS																																
e. NVIVO																																
f. AtlasTi																																
g. Other																																
<i>Please elaborate further:</i>																																
<p>8. Please provide the information requested below to help us identify the key areas on which you may wish to focus. This information will be kept confidential. For each statement rank your perceived level of skill/expertise:</p> <table border="1"> <thead> <tr> <th></th> <th>Representing no skill or expertise</th> <th>Some skill or expertise</th> <th>Competent</th> <th>Denoting excellence that could be shared with other group members during the workshop</th> </tr> </thead> <tbody> <tr> <td>○ Designing and developing research tools</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>○ Identifying and organizing training content for “War on Poverty Survey” training</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>○ Administering the “War on Poverty Survey” as a field worker</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>○ Supervising fieldworkers in collecting “War on Poverty Survey” data</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>○ Capturing “War on Poverty Survey”</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Representing no skill or expertise	Some skill or expertise	Competent	Denoting excellence that could be shared with other group members during the workshop	○ Designing and developing research tools					○ Identifying and organizing training content for “War on Poverty Survey” training					○ Administering the “War on Poverty Survey” as a field worker					○ Supervising fieldworkers in collecting “War on Poverty Survey” data					○ Capturing “War on Poverty Survey”				
	Representing no skill or expertise	Some skill or expertise	Competent	Denoting excellence that could be shared with other group members during the workshop																												
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○ Administering the “War on Poverty Survey” as a field worker																																
○ Supervising fieldworkers in collecting “War on Poverty Survey” data																																
○ Capturing “War on Poverty Survey”																																
<p>9. What were (are) the challenges with administering the “War on Poverty Survey” in your view?</p> <p>10. What resources/skills/opportunities are needed to improve the collection, capturing, and analysis of the “War on Poverty Survey” in your view?</p> <p>11. What is your motivation for attending this training? What would you find useful to learn or gain in the upcoming workshop?</p>																																
<p>12. What are your dietary requirements?</p> <p><input type="checkbox"/> Halal</p> <p><input type="checkbox"/> Vegetarian</p>																																

Appendix 3:

Workshop Evaluation Tool

Workshop Evaluation Tool (Group ____)

November 2012

Overall assessment of the workshop

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
m. The workshop met the articulated learning objectives.					
n. The workshop met my expectations.					
o. The information covered throughout the workshop is relevant to my role as a trainer/manager/supervisor/fieldworker					
p. The training objectives for each topic were identified and followed.					
q. Information was presented at the right level.					
r. The materials distributed were pertinent and useful					
s. Workshop participation and interaction were encouraged					
t. Adequate time was provided for questions and discussion.					
u. Presenters demonstrated a thorough knowledge of the content area.					
v. The workshop facilities (including meals, parking etc) were adequate for my needs					
w. The training approach was helpful in enabling me to understand and implementing the <i>“War on Poverty Survey”</i>					
x. I will be able to apply the knowledge learned					

Day 1: Understanding the Objectives, Process, and Content of the “War on Poverty Survey”

1. Overall, how effective was the training in terms of content, pace, clarity, preparedness of presenters, and applicability to your work? Did today’ training address your training needs?

2. Overall, how would you rate the presentations today?

	Not Helpful At all	Somewhat Helpful	Helpful	Very Helpful	No Opinion
<input type="checkbox"/> 9:00am-10: 15am f. Introduction: Understanding the Practice of Research from Diverse Perspectives <i>(Dr. Ernest Khalema, Ms Nompvu, Nzimande, & Dr Monde Makiwane)</i>					
<input type="checkbox"/> 10:30am-12:00pm g. War on Poverty Survey: general Purpose, Framework & Objectives <i>(Dr. Ernest Khalema, Dr Monde Makiwane & Stats SA)</i>					
h. Competencies required by Practitioners <i>(Dr Monde Makiwane)</i>					
<input type="checkbox"/> 1:00pm-2: 15pm a. Survey Module Section 1-3 <i>(Mr Mohammed Vawda)</i>					
b. Survey Module Section 4-6 <i>(Ms Nompvu, Nzimande)</i>					
c. Survey Module Section 7-9 <i>(Dr Monde Makiwane)</i>					
<input type="checkbox"/> 2:30am-4: 00pm i. Survey Module Section 10-11 <i>(Dr. Ernest Khalema)</i>					
j. Sharing Stories from the field All participants					

**Day 2: Improving Data Quality, Management and Analysis Workshop
Evaluation (Group _____)**

1. Overall, how effective was the training in terms of content, pace, clarity, preparedness of presenters, and applicability to your work? Did today' training address your training needs?

2. Overall, how would you rate the presentations today?

	Not Helpful At all	Somewhat Helpful	Helpful	Very Helpful	No Opinion
<input type="checkbox"/> 9:00am-10: 15am a. Strategies for Data Collection and Capturing <i>(Mr Mohammed Vawda, Dr. Monde Makiwane, Ms Nompvu, Nzimande,</i>					
<input type="checkbox"/> 10:30am-12:00pm b. Data Capturing and Management <i>(Mr Mohammed Vawda, Ms Nompvu, Nzimande, , & Dr Monde Makiwane)</i>					
<input type="checkbox"/> 1:00pm-2: 15pm c. Data Analysis and Synthesis <i>(Mr Mohammed Vawda, Ms Nompvu, Nzimande)</i>					
<input type="checkbox"/> 2:30am-4: 00pm d. Data Analysis and Synthesis Cont.. <i>(Mr Mohammed Vawda, & Dr. Ernest Khalema)</i>					

3. Overall, how would you rate the presentation (pace, clarity, effectiveness, preparedness of presenter) of the training sessions?

Comments & suggestions on all the sessions and presentations:

4. What recommendations would you make for improving this workshop?

Overall Content

5. What was your experience during the workshop? What stood out for you?

5.What are your reactions to the experience? How did you feel as you went through it? Did some sessions elicit more feelings than others?

6. What have you learned about research based on this experience?

7. What's available now to you now that was not available before this workshop?

8. What one thing you'd try to implement with the “*War on Poverty Survey*” data collection/administration as a result of this workshop?

9. Any suggestions for next years training?

Appendix 4:

Post Fieldwork Assessment Tool

POST FIELDWORK ASSESSMENT

“WAR ON POVERTY” SURVEY TRAINING

1. For each statement rank your perceived level of skill/expertise after the workshop and fieldwork training:

	Representing no skill or expertise	Some skill or expertise	Competent	Denoting excellence that could be shared with other group members during the workshop
○ Designing and developing research tools				
○ Identifying and organizing training content for “War on Poverty Survey” training				
○ Administering the “War on Poverty Survey” as a field worker				
○ Supervising fieldworkers in collecting “War on Poverty Survey” data				
○ Capturing “War on Poverty Survey”				

2. What were (are) the challenges with administering the **“War on Poverty Survey”** in your view?

3. What **resources/skills/opportunities** are needed to improve the collection, capturing, and analysis of the **“War on Poverty Survey”** in your view

Appendix 5:

Workshop Evaluation Raw Data (Group1 & 2)

Workshop Evaluation Raw Data (Group1 & 2)

(GROUP ONE)											
Questionnaire Number	Question number	Day 1, Qn1	Day 2, Qn1	Qn 4	Qn 5	Qn6	Qn7	Qn8	Qn9	Qn10	Qn11
1			2	5	Get other stake holders eg stats SA	Data capturing	Refreshing	Clarity for questions that need follow up	Proper administration for my work		Community profile form, data capturing, report writing
2		4	4					,			.
3					Field workers need thorough training	I must inform other stake holders and therefore I must be an expert on research methods	The workshop has unpacked the role of researcher, community developers in the department. It has stressed the need for resources ie laptop, transport as there isn't enough	Knowledge on conducting survey, knowledge of ethics, research methods, ensuring clarity of questions, knowledge on data capturing and analysis	data analysis		more time on data analysis, community profiling, community based plan

4		4	4	5	Training needs more time, dept. should assist with resources, training clarified duties, community profiling is necessary, need laptops.	Excel training, ability to transfer data to SPSS, data analysis, we need laptops for practice	I feel confident to do research, I also feel honoured to be offered such an opportunity	Research is very important for community profiling, the history of communities	Knowledge on data capturing, analysis, excel, SPSS. I also feel like a researcher	Interventions as these forms will be submitted through Sukuma Sakhe	Community profiling could be a training on its own, separate from excel and SPSS. Training should be 2 weeks, DSD should provide laptops, gadgets ad phones.
<u>5</u>				4	The workshop was very informative	Good experience	The reflection of good workshop	Laptops to improve our practical part	It was discussed in detail		I suggest they shorten the questionnaire
<u>6</u>		4	5	4	Workshop on community profiling is required and analysis programme needs to be learned.		Not really, I only realized I don't understand the form after the session		Understanding of house-hold profiling	Much effort should be put on intervention	Community profiling is required. Analysis programme needs to be learned
7			5	5	It was good	We learn so many things	Very informative		Laptops so we can be able to practice	This was discussed in the meeting	All was well
8		4	5	5	To get more time and practical work	Analyzing data software	All sessions were exciting and I was eager to learn more		Knowledge of the form as I was not part of the profiling	To make the questions less and stick to those that are critical	To get training on community profiling and how to analyse data
9		4	4		HH profiling form should be revised. Laptops are	Understanding research, data capturing	I will apply my experience in	I have acquired more knowledge in conducting	Knowledge on data capturing	Data capturing	Training should take five days and should be done every year. Laptops are

					necessary for data capturing/practical		the work place, I feel like I was wasting time profiling instead of capturing information	research and I have gained a lot of information			required for practicals
<u>10</u>		4	2	4	Statistic SA people to be available to clarify the questionnaire	I learned more research methods, it was a good experience		I have learned a lot	Data capturing and types of systems. Programmes STATA		To receive practical training on the programmes. How intervention are to be conducted
11		5	4	5	More time required not only three days	Information sharing	Yes	Data capturing	More knowledge gained especially on data capturing		More practice needed in capturing data
12		5	4	4	More time is needed (two weeks) to better acquaint trainees with SPSS and excel	None	No		None		
<u>13</u>		5									
<u>14</u>		4		5	Data analysis tools need to have practical in order to learn more	Explanation of the questionnaire		Research is interesting and needs more time . everything is rushed	I understand the importance of filling the questionnaire, tools used for	To ensure quality assurance	Training on community profiling needs more time and uniformity on what is required. Further training on data

									analysis, understanding of the tool		analysis is also required
15			4	4	The community profiling session should be done separately	I have been motivated to improve my studies in community development	It has been a good experience. We were able to raise the challenges we face in the field	I have learned that research about communities takes time	How to analyse profiling forms	Proper capturing of community information	Tea is required as all people are staying in hotels, the same team should request to facilitate the training for community development. If possible the training should be extended to rural areas
16		4	4								
17		4	4	4	The workshop was conducted in a good manner, except that all facilitator should present	Facilitators missed certain portions of the presentation	Okay	Research was interesting and easy to follow	Information analysis, SPSS, excel	Capturing	Time management
18		5	5	5	Bring Stats SA so they can align the questionnaire relevantly to fieldwork	The importance of choosing the right method	Yes there are gaps in the department in terms of population studies and social development	It needs to have a conclusive information about households this cannot happen using excel but SPSS programme	The importance of having clear, conclusive	Data capturing of each questionnaire by excel was outstanding and SPSS is really good	SPSS is strongly recommended
19			4	4	Presenters should not get in an argument in front of trainees when	I enjoyed every part of the workshop, I even think of	I developed passion for research	To be able to differentiate the types of research	I will be able to do quality assurance	Introduce SPSS to our Department	

					there is something they are not sure of	pursuing research methodology			effectively		
20		4	4	4	good		Putting my theoretical knowledge into practice	I felt more enlightened	Data analysis skills and tools used to capture and analyse	Asking all questions and giving each the time it deserves to collect more accurate data	We need to spend more time in training on data analysis.
21		4	4	4	The training would be more effective if the trainees are provided with laptops for individual practice			This research is the best tool for understanding community needs	I have learned that research is the best tool to identify the needs of the community and projects as well as the type of projects that need to be implemented in the communities.	I have learned to answer the questionnaire the right way	The trainees should be provided with the pens to complete the forms. There should be a training on SPSS
22		5	5	4	Facilitators should familiarize themselves with the war on poverty survey questionnaire	Data capturing and data analysis and understanding types of research methods	It was tough in the field when people narrate their experiences	Happy with the new forms of technology that assist in data capturing	The form is long and people thought we were bringing assistance.		The issue of parking should be handled differently next time. It was frustrating

23		5	4	5	During the presentation were given time to ask questions	Data analysis, data collection need more training	How to use survey, be able to explain each and every question, how to conduct house hold profiling, proper ways of asking questions		It was difficult for me to answer the household form	To make sure that collected data is accurate	Further training is needed on data collection and research
24			5	5	Proper parking should be arranged	The profiling tool is long and new but very crucial	All the sessions were good	The profiling tool accompanied by research methods.	Using excel software to capture data and analyse it		Community profiling should be made part of the training not only the content but the tool as well
25		4	5	4	More workshop is needed	Some questions are ambiguous, it needs to be corrected so that it can be easier for us or anyone to understand	It makes our job easier	Understanding of the whole and the purpose for conducting the house hold	Is to make sure more that the information is given is true and data capturing		I need more training on community profiling

	4	4	5	The workshop should have been planned for five days as some of the sessions took more time	The importance of getting the correct information/ data	Yes, especially the research code and policies	The importance of research to understand the underlying factors causing poverty	Better understanding of the poverty survey, research, data capturing and analysis. The importance of community profiling	Data capturing, the worry, method of ensuring quality	Training should cover all the aspects, community profiling should at least be three days, data collection and capturing 3-4 days,
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GROUP TWO

27		4	5	5	If possible, the questionnaire should be translated to Zulu						
28			5	5	Putting training on paper to help remember the practical part	Importance of quality and reliability of data		Ensuring quality data collection	Skill in research		DSD must book for staff in time, lunches must arrive in time and it should be nice food
29		4	5	5	There should be another training on community profiling	Enthusiasm of the facilitators and helpfulness	Yes, going to the field	Research is necessary and data should not be tempered with			Community profiling training, excel and SPCC training
30		4	4	5		More information about the filling of a form		How to do correct research methods			

31				5	No comments and suggestions because it was beyond my expectation	How to present, how to be confident. How to gain rapport with people who express mistrust	My reactions from non on will be positive. I felt great and I revived my spirit to my job energetically and successfully	I have learned to be confident, to know my story so to be able to win people im working with.	Nothing at all, everything was magnificent	Giving myself enough time while answering and interviewing people. I will interview people with great knowledge & respect	Nothing, no suggestions , keep it up with your marvelous job, I have learned a lot from you
32		5	4	4	No recommendations, the workshop was conducted well	The facilitators were clear	The households were reluctant to participate at first but the reluctance ended after explaining	That I have to be precise			
33			5	5	None	In depth analysis of the tool	Gained confidence	Importance of collecting quality data	Analysis of data	Thorough training of data collection	Presenters need to consult with departments such as health, SASSA so as to clarify questions regarding grants
34			4	5	The SPSS license must be paid by the department so that the data must be captured and easily to prevent invalid						

					data						
35			5	4	The overall workshop was well planned and presented	The importance of maintaining professionalism and sticking to planned outcomes. the agenda of training stood out for me	Research is all about learning because data changes	Data capturing and analysis skill			
36		4	4	4	The workshop was good				I have learned more and my research skills were improved	We need more training on analyzing questionnaire, excel and SPSS	Next training must have good catering and start on time
37		5	5	4	Involve other departments like rural dev. COGTA and the municipality on community profiling and its importance	Data analysis using excel and SPSS	I have learned nothing new as this is my job, I just improved my skill	Qualitative and quantitative research being implemented , effective data collection and analysis using excel	Proper understanding of war on poverty tool. Strategies on talking profiling in an effective way	Using qualitative and quantitative research in UNISON to get at the root of the problem in households	Involving more departments as well as the municipality
38		4	4	2	Training needs more time	It was good for my knowledge and I will try my best to explain	The term was not but it refreshed my memories	How to store data on a computer or spread sheet	Clarity on the survey, how to approach respondents but the section on Agriculture is still not clear		The structure of the process is not user friendly

39		4	4	5	More time is needed as we need to go back to the field for practical	It was very helpful in terms of improving my skill	The term was not but it refreshed my memory about research and approaches to profiling	How to store data in the computer and spread sheet	Clarity on how to approach respondents but the section on Agriculture is not clear		The way they structure the process is not user friendly with us.
40			4	5							
<u>41</u>			5	2	Workshop was conducted well but the pace needs to be slow especially with data capturing	I was struck by the way household profiling was done	It was interesting as people expressed different concerns and highlighted predicaments faced by other officials	Steps in conducting research2, research methods		To conduct intense training	No
<u>42</u>			5	4	to ensure that time is kept at all times	I have enhanced my basic research skill	The workshop was interesting and relevant to my daily duties as a field worker	I have learned to analyse data with SPSS and excel	How to analyse data using SPSS and excel	SPSS as it is a software makes data collection much easier	Data analysis session should be longer
<u>43</u>		<u>2</u>									
<u>44</u>		<u>2</u>	<u>4</u>								

<u>45</u>			<u>6</u>								
<u>46</u>			<u>5</u>								
<u>47</u>		<u>5</u>	<u>5</u>								
<u>48</u>		<u>5</u>	<u>4</u>								
<u>49</u>		<u>5</u>	<u>4</u>								
<u>50</u>		<u>4</u>	<u>5</u>								
<u>51</u>		<u>4</u>	<u>4</u>								
<u>52</u>		<u>5</u>	<u>4</u>								
<u>53</u>		<u>5</u>	<u>5</u>								
<u>54</u>		<u>5</u>	<u>5</u>								

Key

1= not at all useful, not effective, content not good, not clear, not applicable doesn't meet my needs

2= somewhat/ partly useful, effective, content somewhat good, somewhat clear, somewhat applicable, somewhat meets my needs

3=neutral

4= useful, effective, clear, applicable & meets training needs

5= very useful, very effective, very good content, very clear, very applicable and meets

Appendix 6: Post-Field Assessment

Comments and Recommendations

Appendix 6: Post-Field Assessment Comments and Recommendations

Q1: What were (are) the challenges with administering the *“War on Poverty Survey”* in your view?

Comments	
The form is too long and people are tired of being profiled. Respondents are also hesitant to give information on salary	
Some questions are not clear enough and need clarity. Informants also think some questions are a waste of time e.g the question on tv etc	
The form is too long and some questions are not straight forward and contradicting	
The tool is too long and respondents lose interest and some respondents withhold information on house hold income	
The main challenge was poverty where 10 people share a two room house	
The form is too long and not structured, as officials, we need to be involved during the drafting of the form and implementation	
The form is too long and impressions were created that interviewers brought assistance. The communities were not	
The tool raises false hopes that assistance is offered , the tool is time consuming. The form is thick and some questions are irritating to respondents.	
Some participants elicited disinterest in the survey as there is not hope for assistance and they view officials as untrustworthy	
The profiling tool is too long, studies have been done and yet service delivery is still poor and that creates hostility with respondents.	
The form is too long and it agitates informants, communities were not informed about the survey,some questions are difficult to translate into Zulu and that affects reliability and some questions seem unnecessary ie question on food	
The tool is too long and people expected intervention	
The form is too long and should also have a Zulu version	
Some households are big and take time to profile. Some of the households have relocated.	
Some parts of the questionnaire are not edited and make administering it difficult	
The survey was fine except for the length of the tool	
Some questions are not clear, tool is too long and people lose interest, certain questions are confusing and the questionnaire should be available in Zulu.	
Some of the questions are not straight forward, tool too long, note books are necessary for us to write notes	
The form is too long,.	
The form is too long and not user friendly, some questions are insensitive,	
Some households are more concerned with impressing the interviewer than telling the truth, others worry about rewards for the interview	

The community gets offended by some of the questions, the survey creates high expectations	
People need urgent intervention, and section 10 needs clarification	
People don't elicit information because there has not been any interventions, the tool should be translated to Zulu,	
The questionnaire is too long, interviewers need to be well informed on the importance of the study,	
Further training needs to be done to help interviewers administer the questions efficiently	
Some questions are not easy to translate	
People sometimes do not want to give information . to grasp SPSS quick, the work was too much within a short space of time	
The form is too long	
Shortage of office equipment and lack of skills	
The form is too long and the data quality is questionable	
It is too long, poor training of visits, communities do not know about the study, criminal activities in the area, unclear questions, too much substance abuse by community, poor understanding of the profiling tool.	
The questionnaire is too long, some questions are not well structured, the language is not good.	
I was not welcome at one household because the head said that government always collects data but there is no intervention	
The form does not cater for other responses provided by households	
Communities are not informed about the survey	
Capturing the information that was collected was not easy and remembering the process of analyzing	
More time is needed for training and SPSS is good but difficult	
The lack of training of fieldworkers	
It was hard to use the profiling tool but now I understand it	
I was unable to understand the profiling tool, but I feel competent now	
Proper community consultation and introductions	
Safety is a concern	
Participants elicit inaccurate information, the questionnaire is too long and a Zulu version of the questionnaire is necessary	
More stationary, more CDP's to be employed so that it can be easy to work and to analyse and link with different stake holders for intervention purposes.	
Some participants are not compliant because their problems are not solved by the government.	
My role as CDP is not clear, as I was told to profile and to supervise at the simultaneously. The field workers should also be trained so they don't get ridiculed by the community.	

Q3. What **resources/skills/opportunities** are needed to improve the collection, capturing, and analysis of the “*War on Poverty Survey*” in your view?

Comments	
The department needs to provide laptops to make our work easier	
SPSS is needed for data analysis. Intensive training is also required for field workers	
More time to familiarize ourselves with and scrutinize the form as well as to have more time to train CCGs	
Human, physical and financial resources.	
There is need for more human resource and shortening the tool as it's too long	
Pencils, rubbers, books, food, etc	
Forms must be community friendly as some informants find some questions irritating and the information on the forms should be precise.	
SPSS, the form must be shortened.	
SPSS need to be introduced with DSD, field workers need intensive training.	
More staff needed for data capturing	
Equipments such as pens, clipboards, SPSS, caps boots etc	
Laptops, SPSS, more training on excel, hats, protective clothing, and 2 people per household; one to do the questioning and another to fill the form.	
Transport, laptops, cadres,	
Laptops, SPSS, rubbers, pens and other equipment. More computer training.	
Equipment, more human resource especially field workers.	
SPSS must be introduced within the department and the questionnaire should have a Zulu translation	
Laptops, cellphones, communication skills, computer skills, social relief	
4x4 vehicles, laptops with SPSS, phones with GPS and loaded airtime, gadgets and notebooks	
Laptops with excel and SPSS, gadgets, blackberry phones with GPS, airtime, and 4x4 cars	
Revisit the way questions are structured, make questions more interesting, systems need to be put for data capturing as files pile up.	
Further Practice on data capturing and analysis,	
These families need relief as they live beyond poverty mark,	
DSD needs to provide more equipment.	
Laptops for data capturing, note books,	

Training fieldworkers, equipment,	
Shorten the form, interview approach	
More computer, training, further training on data capturing	
Networking, listening and writing.	
Need SPSS	
Stationary is needed as well as beeps so that they can be identifiable and respected	
SPSS statistics viewer	
Training fieldworkers and training with stakeholders	
Logistics and stationary, good understanding of the profiling tool	
Some offices lack computers including the software to analyze data	
More training needs to be done on data capturing and analysis	
Accurate capturing of data, communication skills and clear understanding of the survey questions	
I need more training on data analysis and SPSS	
Organizing skills, listening skill and interpersonal skills	
An IBM SPSS programme workshop should be conducted as we as how to analyse data on excel	
Laptops, cell phone and modems should be provided	
SPSS to be installed on our computers at work and more training is needed on data analysis	
To get training on capturing the data in the computer	
Facilitation skills, analytical skills, communication skills	
Computer skill and advanced training on computer course so to better our understanding of data analysis	
Pens, papers, clipboards and other equipment	
More training on computer skill	
Improve facilitation, communication skill and training on SPSS	
Observation, communication, facilitation, analytic & listening skills. Interviewers should avoid repeating the same questions as respondents loose interest	
SPSS should be installed at office level as soon as possible.	

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