

## ANNEX 2

### **Trauma and Global Health Mid Term Evaluation Outcome Mapping Questionnaire**

This questionnaire is generated based on the identified outcome challenges and respective progress markers. By asking for specific information for each progress markers, the aim is to monitor achievements toward the desired outcomes. Since promoting gender equality and gender-based comparative framework are crucial components of the TGH program, we would encourage you to address these issues when answering the questions below. In addition, an outcome challenge (j) is incorporated at the end of the questionnaire that focuses specifically on gender.

Depending on the question, you may have to simply list certain items, or provide a short answer of one or two lines, or write a summary of half a page. If questions are not applicable in your case, please leave the section blank and write N/A.

NOTE: Outcome challenges not being evaluated at this time are: (f) generate innovative training materials for effective training and mentoring of health workers and health professionals; (g) develop evidence-based and culturally appropriate training programs at all levels, utilizing distance learning and continuing education programs; (h) provide guidelines for public health policies and designing innovative models of intervention at local, regional and national levels.

### **Questionnaire**

#### **A) OUTCOME CHALLENGE: DEVELOPING SUSTAINABLE PARTNERSHIPS WITH GOVERNMENT INSTITUTIONS, NGOS, AND INDIVIDUALS WORKING IN MENTAL HEALTH.**

*NOTE: PARTNERSHIPS ARE ESTABLISHED BETWEEN THE COUNTRY TEAMS AND INDIVIDUALS, GROUPS AND/OR ORGANIZATIONS. PARTNERSHIPS ARE CHARACTERIZED BY DIRECT INTERACTION BETWEEN TWO OR MORE PARTIES, DURING WHICH OPPORTUNITIES FOR INFLUENCE ARE ANTICIPATED (THIS MAY INCLUDE LONG AND SHORT-TERM RELATIONSHIPS, INFORMAL OR FORMAL AGREEMENTS, ETC.).*

#### **Q1. Establishing partnerships with: a) government institutions; b) NGOs; c) individuals; and d) others (i.e., academic institutions, international agencies, professional associations, networks, etc.).**

Q1.1. With whom have you established partnerships?

Q1.2. How was the partnership established?

Q1.3. What is the nature of the partnership? Describe and provide examples.

Q1.4. Explain constraints, obstacles, difficulties, if any.

Q1.5. Who are the persons responsible for establishing these partnerships?

**Q2. Ensuring/identifying similar goals with your partners.**

Q2.1. With which partners have you signed a document of collaboration (e.g. letter of agreement, contract, etc.)? (Please attach copy of the document under Annexes)

Q2.2. How did you arrive at a consensus with your partners?

Q2.3. With which partners do you have informal agreements?

Q2.4. Explain constraints, obstacles, difficulties, if any.

**B) OUTCOME CHALLENGE: GAINING THE TRUST AND RECOGNITION OF ITS PARTNERS SO THAT IT CAN CONTRIBUTE CONSTRUCTIVELY TO DEBATES AND DECISION-MAKING PROCESSES IN MENTAL HEALTH AT VARIOUS LEVELS.**

*NOTE: THE FOLLOWING SECTION IS AIMED – AMONG OTHER THINGS – AT ASSESSING HOW YOUR PROJECT HAS INFLUENCED AND/OR HAS BEEN INFLUENCED BY YOUR PARTNERS*

**Q3. Holding meetings with your partners.**

Q3.1. With whom of the partners do you meet regularly?

Q3.2. How often do you meet with each partner (specify if the meetings are formal, informal, by phone, Skype, lunch, tea, etc)?

Q3.3. What have been the obstacles/constraints to hold these meetings, if any?

Q3.4. Who is responsible for this activity?

**Q4. Consulting and exchanging information with partners.**

Q4.1. Who has requested information from you?

Q4.2. What kind of information was exchanged?

Q4.3. Has this information been used and how?

Q4.4. What have been the facilitating factors and or constraints in the exchange of information?

**Q5. Participating in events organized by partners or others.**

Q5.1. In what events have you participated?

Q5.2. How did you contribute to these events?

Q5.3. How did your participation impact/influence on your relationship and cooperation with your partners?

Q5.4. How useful was the participation for networking with other organizations and experts?

Q5.5. Explain constraints, obstacles, difficulties, if any.

Q5.6. Who is/was responsible for this activity?

**C) OUTCOME CHALLENGE: ESTABLISHING A MINIMUM ADMINISTRATIVE STRUCTURE TO MAKE THE MISSION OPERATIONAL.**

*NOTE: THE INTENTION OF THIS SECTION IS TO EVALUATE CAPACITY BUILDING FROM AN ADMINISTRATIVE PERSPECTIVE.*

**Q6. Establishing an administrative structure.**

Q6.1. Describe the composition of your administrative structure/unit/team.

Q6.2. How does your administrative structure/unit/team make your mission operational?

Q6.3. What kind of administrative skills have been acquired since the start of the project?

Q6.4. Describe the constraints, obstacles, difficulties encountered in setting up the administrative structure.

Q6.5. What else would you require to improve the administrative performance?

**Q7. Developing a good understanding of the program's administrative regulations, including financial issues (e.g. budget, accounting, financial reports, reimbursements of expenses, etc.).**

*NOTE: You received the partnership agreement PA (with annexes) in which administrative regulations and responsibilities of the parties concerned are outlined.*

Q7.1. In what circumstances did you consult the PA (with annexes)?

Q7.2. Explain how the information contained in the PA (with annexes) was/wasn't helpful?

Q7.3. In case the PA (with annexes) was not helpful, what other sources did you consult in order to receive answers to your questions?

Q7.4. Explain how the information contained in the PA (with annexes) could be improved to better serve your needs.

**Q8. Procuring external funding from other sources for developing mental health programs and interventions.**

Q8.1. Who are/were involved in the procurement external funding?

- Q8.2. Where did you apply for external funding?
- Q8.3. From whom did you receive external funding?
- Q8.4. How does the additional funding help you to advance in mental health programs and interventions?
- Q8.5. Explain constraints, obstacles, difficulties, if any, that prevented you from receiving external funding.

**D) OUTCOME CHALLENGE: UPGRADING RESEARCH CAPACITY AND RESEARCH SKILLS FOR CONDUCTING CLINICAL, PSYCHOSOCIAL AND ETHNOGRAPHIC STUDIES**

*NOTE: Q9-Q11 REFER TO THE DOCUMENTATION CENTRE AS WELL AS MANUALS, MANUSCRIPTS, INTERNAL WORKING DOCUMENTS, REPORTS, JOURNAL ARTICLES, ETC.*

**Q9. Searching for relevant scientific/advocacy literature (books, journals, grey literature, periodicals, audio visual materials, etc.).**

- Q9.1. What themes/keywords did you search for?
- Q9.2. What sources did you use to conduct the literature search (ex.: search engines, local libraries, McGill Library, experts in the field, TGH web page, etc.)
- Q9.3. In what ways was the literature you found useful for upgrading your research capacity?
- Q9.4. Explain constraints, obstacles, difficulties, if any.
- Q9.5. Who is responsible for this activity?

**Q10. Systematizing and organizing the documents/publications.**

- Q10.1. How did you systematize and organize the documents?
- Q10.2. Explain constraints, obstacles, difficulties, if any.
- Q10.3. Who is responsible for this activity?

**Q11. Distributing scientific and advocacy literature to potential users.**

- Q11.1. Who are the users of this literature?
- Q11.2. How did you make the literature available to users?
- Q11.3. Explain constraints, obstacles, difficulties, if any.
- Q11.4. Who is or has been responsible for this activity?

**Q12. Participating in the First and Second McGill International Courses.**

*NOTE: This progress marker only applies to Guatemala and Sri Lanka.*

- Q12.1. What were the criteria by which participants were selected?
- Q12.2. Who participated in the courses (please list number of participants by profession and gender)?
- Q12.3. How was the course organized?
- Q12.4. What topics were tackled?
- Q12.5. In what way was the course useful in upgrading capacity in research and intervention skills?
- Q12.6. Explain constraints, obstacles, difficulties, if any.
- Q12.7. Who were the other partners involved in the international course, besides the McGill team?

**Q13. Selecting students/staff eligible to McGill fellowships (1 month and 3 months).**

- Q13.1. Who was responsible for the selection of fellows?
- Q13.2. What were the criteria by which fellows were selected?
- Q13.3. Who participated in the fellowship program (please provide the name and gender of fellows), for how long?
- Q13.4. How did the fellowship/s serve the needs or filled the expectations of the fellows?
- Q13.5. In what way do the fellows participate in your program?
- Q13.6. What are their current job/position and/or affiliation?
- Q13.7. Explain constraints, obstacles, difficulties, if any.

**Q14. Exchanging education/technical support/information with Douglas-McGill.**

Q14.1. How often have you exchanged information with Douglas-McGill using the following: [please x]

	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very often</b>
<b>Skype</b>				
<b>Marratech</b>				
<b>Email</b>				
<b>Telephone</b>				
<b>Other (specify)</b>				

Q14.2. Briefly describe which of the sources were useful in what type of exchange.

Q14.3. What topics were tackled and information exchanged?

Q14.4. In what way were these information exchanges useful in upgrading capacity in research and intervention skills?

Q14.5. In what way is the website useful?

Q14.6. Explain constraints, obstacles, difficulties, if any.

**D1) CONDUCTING RESEARCH.**

*NOTE: IN THIS SECTION PLEASE REFER TO THE DIFFERENT LINES OF RESEARCH AND RESEARCH METHODOLOGIES AS ESTABLISHED IN YOUR ANNUAL WORKPLAN.*

**Q15. Setting-up the research agenda.**

Q15.1. What criteria were used in setting up a research agenda?

Q15.2. How were your partners (other NGOs and/or individuals) involved in setting up the research agenda themes?

Q15.3. Based on the research agenda themes, how was the research protocol developed?

Q15.4. Explain constraints, obstacles, difficulties, if any.

**Q16. Complying with ethical principles.**

- Q16.1. How are the ethical issues discussed with your team, partners and end users?
- Q16.2. Which procedures have you followed to insure ethical clearance of the research protocol (informed consent, confidentiality, distributive justice, and beneficence/maleficence impact on the subject under study)?
- Q16.3. To what extent was the community involved in the research design, data collection and analysis?

**Q17. Selecting research sites.**

- Q17.1. Where are the research sites located?
- Q17.2. According to what criteria were these locations selected?
- Q17.3. How were your partners (other NGOs and/or individuals) involved in selecting research sites?
- Q17.4. Did those research sites yield the expected results?
- Q17.5. How were research tools validated?
- Q17.6. Explain constraints, obstacles, difficulties, if any.

**Q18. Training field workers.**

- Q18.1. Who was/is responsible for training field workers?
- Q18.2. According to what criteria were field workers selected?
- Q18.3. How were they trained?
- Q18.4. Explain constraints, obstacles, difficulties, if any.

**Q19. Collecting data and analysing.**

- Q19.1. What were the methodologies used for data collection?
- Q19.2. How was data collection organised?
- Q19.3. How did you adapt/validate your research tools for data collection?
- Q19.4. Were the data collected in the time specified?
- Q19.5. How were the data analysed?
- Q19.6. Who was/is responsible for data collection and analysis?
- Q19.7. Explain constraints, obstacles, difficulties, if any.

**I) OUTCOME CHALLENGE: MAKING ACQUIRED KNOWLEDGE AVAILABLE TO POLICY MAKERS, PLANNERS, ADMINISTRATORS AND HEALTH PROVIDERS IN THE GOVERNMENTAL, NON-GOVERNMENTAL AND COMMUNITY SECTORS.**

**Q20. Presenting research findings to community leaders and other stakeholders.**

Q20.1. To whom did you present research results?

Q20.2. What results were presented?

Q20.3. How did you present the results?

Q20.4. What feedback have you received and how did this affect/change your program?

Q20.5. Explain constraints, obstacles, difficulties, if any.

Q20.6. Which members of your team participated in the presentation/s?

**Q21. Presenting research findings at (scientific) meetings.**

Q21.1. Where did you present?

Q21.2. What research findings were presented?

Q21.3. How did you present the research findings?

Q21.4. What feedback have you received and how did this affect/change your research program?

Q21.5. Explain constraints, obstacles, difficulties, if any.

Q21.6. Who were presenters of the research findings?

**Q22. Disseminating research and program advances to public media and/or other forms of publications.**

Q22.1. Where did you present research and program advances?

Q22.2. What was the content of the communication (attach clippings, notes, etc.)?

Q22.3. What feedback have you received and how did this affect/change your program?

Q22.4. Explain constraints, obstacles, difficulties, if any.

Q22.5. Who are/were responsible for this activity?

**Q23. Submitting manuscripts about research findings and program status to scientific journals.**

Q23.1. To what scientific journal/s did you and/or your team submit manuscripts?

Q23.2. Provide full reference of submission/s (list all authors)

Q23.3. Explain constraints, obstacles, difficulties, if any.

**J) OUTCOME CHALLENGE: PROMOTING GENDER EQUALITY AND INCLUDING A GENDER-BASED COMPARATIVE FRAMEWORK.**

**Q24. Promoting gender equity.**

- Q24.1. What is the current distribution of men and women participating in TGH related activities? (Please list numbers of participating men and women involved in decision-making, execution, and evaluation of project activities. You may also include gender balance of beneficiaries. If you don't have numbers, please specify approximate percentages)
- Q24.2. What measures, if any, have been taken to establish and maintain gender equality?
- Q24.3. What have been the obstacles/constraints to establish and maintain gender equality?

**Q25. Describing how structural/power discrepancies in gender relations impact on TGH related activities.**

- Q25.1. What structural/power discrepancies in gender relations are you able to identify? (Please provide concrete examples to illustrate this point)
- Q25.2. Why does these structural/power discrepancies exist and persist?
- Q25.3. What have been the obstacles/constraints to reduce power discrepancies in gender relations?

**ADDITIONAL INFORMATION.**

***NOTE: THIS SECTION IS OPEN FOR BRIEF NOTES OR COMMENTS ON CONTEXTUAL AND GENERAL ISSUES WHICH MAY HAVE INFLUENCED THE PROGRAM IN YOUR COUNTRY.***

- a) Which changes in the social, economic and political context in your country affected your program?
- b) How have these changes affected your program?
- c) Describe unexpected/unplanned results, events, and/or consequences (beneficial or harmful)?
- d) Have there been any unanticipated costs, or cost overrun, during the project implementation? If so, how did it affect the project or part of the project or may affect the project in the future?
- e) Please include additional information that you believe is relevant for the mid-term evaluation.