**www.pmadata.org/stlr**

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**We invite you to use and adapt PMA STLR tools!**

Whatever tool you discover and intend to try out, you will *need* to adapt these tools to your context.

This may include:

* ***Changing questionnaire question text*:** Some tools contain questions from our questionnaires ([*publicly available here*](https://www.pmadata.org/data/survey-methodology)), along with their numbering. Note that, in some cases, question numbering has changed across phases, but any questions cited in a tool use consistent numbering *within* that tool.
* ***Considering appropriate pronouns:***We use female pronouns quite often, as PMA worked with female enumerators – *and* as a bonus, we are happy to use a feminine pronoun by default for a change!

**TIP: *Use our hashtag system!***

As we used these tools across various country contexts, we developed a simple system of using hashtags as placeholders for information that will need to be updated based on the country, context, culture, and program.

For example, information in a tool that was country-specific is noted with the hashtag placeholder, *#countryspecific* – or possibly an even more specific placeholder like *#districtlevel* or *#localpartner*.

Information that required a change in date is noted with hashtags such as *#todaysdate* or #*lastyear*.

These hashtags allow those adapting the tool to use the Find&Replace function to quickly identify and update all instances of a hashtag within seconds.

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**Participant Profile Worksheet**

A template to outline the various characteristics of a potential/fictitious training participant. This activity and worksheet can be helpful when preparing for and designing a training.

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*When adopting, adapting, and sharing this tool, please use this suggested citation:*

“Participant profile worksheet”, created by Sarah Nehrling and PMA (Performance Monitoring for Action). Released June 2024. CC BY-NC 4.0.

*When adopting, adapting, and sharing this tool, please use this suggested citation:*

“Facilitator’s Card”, created by Sarah Nehrling, for PMA (Performance Monitoring for Action). Released February 2024.

**PARTICIPANT PROFILES**

**Your Participants**

When beginning to design a training or a workshop, you are essentially designing an “experience” or a “good” for the participants. They will be the ones undergoing the experience of the training or workshop, receiving the activities – and hopefully the knowledge – that you have designed for them. It is important, then, to think about who these participants are, so that you may design something that is both appropriate and enjoyable for them, while also meeting the event’s objectives. (*In the case of a training for resident enumerators (REs), the primary objective is to prepare the REs as fully as possible to collect high-quality data in the field.*)

**Creating Participant Profiles**

With just a little thought and some helpful structure, you and your co-facilitators can consider WHO these participants are, before you launch into designing for them. The below “Participant Profile” table walks you through some questions about a hypothetical – but typical – participant, basically a persona that reflects an important sub-group of your participants. (This person will be fictitious but will describe attributes from real participants.) Think through, discuss, and fill out 1 to 4 *different* Participant Profiles to reflect the different types of participants you are likely to have in your training. These profiles will allow you to think about your participants’ needs as those of concrete people, and not just of an abstract person.

**Designing for these Participants**

As you begin (or continue) designing the training, ensure that the design responds to as much of these profiled participants as possible. For example, a participant whose participation is motivated by external praise will likely enjoy an Awards Ceremony, and one who has a shaky relationship with technology will appreciate an extra evening session on how to use a smartphone. If possible, post the profiles in the room where you are preparing the training, so that you and your co-facilitators can remember those for whom you are designing.

**EXAMPLE**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Participant Title:** New, first-round enumerator | | | | | | | | |
| *Awa Coulibaly* | **Who am I**  *(titles and roles)*   * Mother of 3 young children * Elementary school graduate * Sole earner in household | **Three things that motivate me to participate in this work**   * Earn money for my family * Learn about family planning * Get out of the house | | | **Three things that motivate me to invest in doing a good job**   * Continue to earn money, maybe more money if I do well * Have higher status in the community * Not look foolish in front of my friends who also do this work | | | |
| **My pains and objectives**   * Get recognized for doing good work * Get paid on time so I don’t have to worry about making rent * Feel comfortable working for foreigners | **My personality**   * Timid; I don’t raise my voice outside of the house * Strong emotional intelligence; I am very aware of others’ feelings and try to accommodate for them * Patient; I take the time to help others understand new information | **My skills**   * Organized * Good listener | **My Team**  *(teachers, learners, advisors)*  At Home:   * Learn from my mom, who lives with us * Teach my 3 kids and the neighbor kids who come after school to study   At Work:   * A former supervisor at a call center who helped me to feel comfortable using the phone system | | | | **My relationship with...**  Technology:   * Shaky; it’s unpredictable – you touch one button and everything disappears   Formal[ized] education:   * Nervous; I’m too old for learning from books, and I was never good at it anyway   Health:   * Not so knowledgeable but I listen to this radio program on health that made me want to learn more so I can help my family become healthier   Research:   * Not for me; complicated stuff that people with big diplomas do on computers and in labs | |
| **Participant Title:** | | | | | | | | |
| *Name and Photo* | **Who am I**  *(titles and roles)* | **Three things that motivate me to participate in this work** | | | | **Three things that motivate me to invest in doing a good job** | | |
| **My pains and**  **objectives** | **My personality** | **My skills** | | **My Team**  *(teachers, learners, advisors)*  At Home:    At Work: | | | | **My relationship with...**  Technology:    Formal[ized] education:    Health:    Research: |