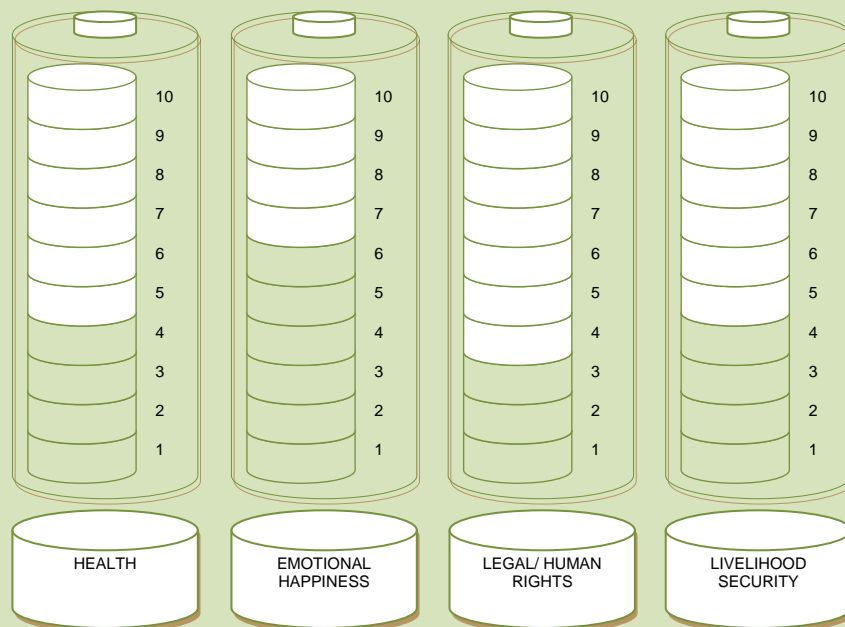


Assessing the Quality of Life of People living with and affected by HIV

A Participatory Approach

Batteries Methodology



Acknowledgements

The batteries methodology was developed by Clodagh Byrne, CAFOD staff member, to support partners in assessing changes in the quality of life of programme clients, and to increase participation of clients in programme monitoring and design. The batteries tool was originally piloted with Cambodia HIV/AIDS Education and Care (CHEC).

The tool has been adapted and developed for HIV-related programming by CAFOD's HIV Team: Agatha Dodo, Ann Smith, Catherine Ogolla, Fauna Ibramogy, Felix Wood, Harriet Jones, Ivan Kent, Jane Lennon, Montserrat Fernandez, Nanle Peter Walman, Paula Nyunt, and Yared Degefu, based on the learning from work with the following CAFOD partners and the women, men and children living with and affected by HIV who are involved in these programmes:

Maryknoll, Cambodia
Salvation Centre, Cambodia
Medical Missionaries of Mary, Addis Ababa, Ethiopia
Integrated AIDS Programme, Thika, Kenya
The Lighthouse Project, Malawi
Lilongwe Diocese Home Based Care, Malawi
Caritas Maputo, Mozambique
Vandeikya/Adikpo Home Based Care, Nigeria
Namu Primary Health Care, Nigeria
Diocese of Moshi Rainbow Centre, Tanzania
Nsambya Home Care Programme, St Francis Hospital Nsambya, Uganda
Archdiocese of Lusaka, Zambia
Diocese of Ndola, Integrated AIDS Programme, Zambia
Youth Alive, Zambia
Franciscan Missionary Sisters of Africa, St Francis Community Home Based Care Programme, Zambia
St Theresa's Hospital, HIV/AIDS Community Care Programme, Ibenga, Zambia
Households in Distress, Mbala, Zambia

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Introduction

CAFOD's¹ holistic response to HIV-related care and mitigation seeks to improve the quality of life (QoL) of people living with and otherwise affected by HIV. This response and its goal pose three key challenges for programme development:

1. What constitutes a holistic response?
2. Is it possible for programme clients to access the combined range of services that constitute a holistic response and improve their QoL?
3. How do clients and programme staff assess QoL and identify where any changes need to be made to personal or programme plans?

The starting point for addressing these challenges has been to explore the meaning of QoL. In initial work with community-based programme partners, programme staff and clients identified a wide range of components that constituted QoL. These were divided into four domains:

1. Health
2. Psychosocial/spiritual (also described as emotional happiness)
3. Legal and human rights
4. Livelihood security

A **Mapping Tool**, based on these four domains, has been developed to identify the availability, affordability and accessibility of HIV care and mitigation services that constitute a holistic response (Challenges 1 and 2). A participatory approach, the **Batteries Methodology**, was adapted for programme clients, both living with and affected by HIV, to assess their own QoL in relation to these four domains (Challenge 3). The two tools can be used in conjunction and comparisons made between the staff assessment of services and the client assessment of their own QoL in the corresponding domains. The tools can also be used independently. This resource describes this client-led process for assessing QoL.

A participatory approach to assessing QoL: Batteries methodology

The batteries methodology as described in this document is divided into three sections, looking firstly at what it means to have a good QoL, secondly at how an individual's QoL has changed over a period of time and thirdly examining the reasons for this change and any implications this may have for the future.

The information drawn from the batteries process may be used by clients and programme staff to review progress and identify future actions that can be taken by the client and within the programme. Data analysis can also help to identify whether or not a holistic response is in place and if it is actually improving the QoL of men, women and children living with and affected by HIV.

¹ The Catholic Agency for Overseas Development: the international aid agency of the Catholic Church in England and Wales.

Who can use this tool ?

Programme clients: The batteries process is first and foremost self-administered by programme clients – men, women and children living with or affected by HIV. The tool is equally applicable to looking at the QoL of people personally affected by HIV such as family members and carers and at the QoL of those living with the virus. In each instance individuals using this tool apply it to their *own* QoL and not that of another e.g. for whom they provide care.

Programme Staff: The data collected may be collated and analysed to identify patterns, strengths or gaps in the programme, and implications for programme strategies, funding allocations and future planning. This anonymous information may also be shared by programmes with their peer agencies or institutional funders, to better enable joint planning, peer review and strengthened learning and effectiveness.

How to use this tool

Accompanied self administration: The batteries process can be self administered, although an introduction to the process and some guidance on the methodology will be required. A degree of facilitation throughout the process may also be necessary in some cases for reasons of language or literacy (see peer support section below).

Peer support: Where support is needed for individuals to carry out the process, this would ideally be provided by peers trained in this methodology. Where this is not an option, support can be given by programme staff or volunteers, although the influence of this relationship over the information provided by the programme client needs to be considered.

Focus-group discussion/group sharing: The process may also include a focus-group sharing option, depending on individual preferences, programme capacity and cultural contexts.

When to use this tool

Baseline: This methodology can provide a useful baseline on the QoL of individuals before establishing a service or programme or before people join an existing programme.

Personal or programme monitoring: At regular intervals during a programme clients can assess any changes in their QoL and develop personalised plans accordingly. As with use for mid-term assessments, changes can also be made to the programme.

Mid-term assessment: The QoL batteries methodology can be used to look at the impact of a programme in the areas corresponding with the four domains and adjustments made to programme activities and budgets where needed.

End of programme evaluation: This process could be used to review retrospectively the impact of a programme and how the QoL of programme clients may have changed throughout its duration.

About this resource

This resource outlines the process for assessing QoL using the **batteries methodology**. It is aimed at programme staff and those providing peer support to individuals carrying out the process. This resource is divided into four sections, the first three describing each stage in assessing QoL using the batteries methodology and the last giving advice on preparation for supporting those carrying out the process.

A Word document with the accompanying templates for this resource is also available. This can be used to capture data electronically and make appropriate edits or translate the templates into local languages.

Also provided are suggestions for using the tool in workshop sessions and variations that can be applied in different contexts and participant groups. The key below highlights the type of information that will be provided throughout this resource and where you can find it.

Accompanied self administration

Text boxes similar to this will outline step-by-step processes for use of the tool by individuals, either with peer or facilitated support.

Workshop suggestion


Text boxes similar to this will outline step-by-step processes for using this tool within a workshop setting. Although the batteries tool is, first and foremost, to be a self administered and individual process, there are options and benefits to using this within a workshop setting.

Useful hints and method variations

- Suggestions for using the tool with different groups of programme clients
- Tips on facilitation or peer support of the batteries process
- Suggestions for use with various types of programmes

Case studies

Case study examples of how the QoL batteries methodology has been used with different CAFOD partners and client groups are provided within this document. These give ideas on how the tool can be used with different groups of programme clients and demonstrate the variety of methods that can be used in different settings.



Stage 1 What does it mean to have a full and happy life?

A ‘full and happy life’; or in other words a good QoL, will mean different things to different people and will be dependent on personal views and the context in which people live. Factors that make one person happy and fulfilled may not have the same effect on another.

QoL components: Before considering any changes in QoL, as this process aims to do, it is useful to break down what QoL means in a specific context. Breaking down the concept and asking what it means to have a full and happy life will reveal components that are applicable to different individuals or in a specific community.

QoL domains: In this application of the batteries methodology QoL has been categorised into four domains² to help clarify thinking on the concept and for ease and standardisation of assessment across programmes and countries. After considering the components that an individual needs to have a full and happy life, it is then useful to categorise these into the following domains:

1. Health
2. Psychosocial/spiritual
3. Legal and human rights
4. Livelihood security

These domains are not necessarily suitable for all programmes or contexts. The original design of the batteries methodology allows for a more flexible approach – either using alternative pre-defined domains or encouraging clients to define the domains of quality of life as part of the process. Some suggestions of how different domains and approaches are being piloted are outlined below (Table 1).

Table 1: QoL domains

Children: When using this methodology with children domains may need to be more appropriately defined for their age group (see case study 1).

Other programmes: For programmes such as those focused on livelihoods or Disaster Risk Reduction (DRR) the domains can be defined according to other criteria.

Undefined domains: Although it may be useful to provide pre-defined domains it is also possible to incorporate a participatory approach to defining the QoL domains in the process (see case study 1).

Accompanied self administration (45 minutes)

² Developed in consultation with CAFOD community-based programme partners in Nigeria, Cambodia, Kenya, Tanzania and Mozambique

Materials:

- *Supply of post-its or similar sized blank cards or papers*

Introduction

- Introduce the session and explain how this process will help the person to learn more about changes in their lives and to make personal plans for the future. It will also help the project to be more effective by ensuring that, as far as possible, appropriate services are provided to meet individual situations.
- Explain how the information will be used: that this information will be kept confidential but may be used for organisational reports or other publications, as appropriate.

QoL discussion: A good way of familiarising participants with what QoL means to them is to invite them to think about the components that make up a full and happy life.

Step-by-step guide

- Support the participant in thinking about the different components they feel they need to have a good QoL
- Question: *'What elements do you need to have a full and happy life?'*
- Record ideas on post-it notes or cards, as appropriate, either by the individual or by a peer supporter (1 idea should be recorded per post-it note/card). They can be recorded in writing or by drawing symbols
- Categorise these, once completed, into the four domains outlined above – this can be done by simply placing the post-it notes on separate sheets of paper representing the four domains or grouping cards in four clusters on a flat surface.

NB. There are no right or wrong answers – different participants will have different ideas on which components sit within which domains.

Workshop Suggestion (1 hour)

Materials:

- *Supply of post-its or similar sized blank cards or papers*

Workshop Introduction

- Welcome participants and explain the event and reasons behind it: participants will be able to learn more about changes in their lives; make personal plans; help the project to be more effective by ensuring that, as far as possible, the right services are provided to the right people.
- Agree ground rules e.g. confidentiality and what this means, space for each person to contribute, mutual respect and acceptance.
- Explain how the information will be used: that this information will be kept

confidential but may be used for organisational reports or other publications, as appropriate.

QoL Brainstorm: A good way of familiarising a group of participants with what QoL means to them is to brainstorm ideas on the components that make up a full and happy life.

Step-by-step guide

- Either working in small groups or as one larger group, invite participants to brainstorm on the different components needed for a good QoL
- Question: *'What elements do you need to have a full and happy life?'*
- Record ideas from the brainstorm on post-it notes or cards, either by individual participants or by a facilitator (1 idea should be recorded per post-it note)
- Participants can then categorise each component into one of the four domains outlined above – this can be done by simply placing the post-it notes on separate sheets of flip-chart paper representing the four domains

NB. Participants may have different ideas on which component sits within which domain – there are no right or wrong answers.

Case study: Cambodia, child-friendly domains

The batteries methodology has been used with children living with and affected by HIV in Cambodia. 30 children aged from 9-14 were asked to draw pictures of what makes them happy. These pictures were displayed in a gallery and each child selected a key 'ingredient of happiness' in their own picture. These were then grouped by the children into domains. The six domains selected by the children were Relationships (family and friends); Play; Food; Education; Nature and House/Home. The children were shown a big picture of a battery and asked to imagine that they had a battery for each area of their life. They were asked to give examples of when each type of battery may be full or empty.

The children were then given a drawing of six batteries with a picture to indicate which domain each represented and were asked to colour in a battery to show how full each area of their life is now and what level it was before. Facilitators then gathered the children in small groups to ask them the reasons for selecting that level for each battery and the reasons for changes in level. Children were also asked to think about ideas of how they could increase levels and how the programme could support them. At the end of the half day workshop the children selected the winning picture by putting a star on their favourite picture.

(Facilitated by CAFOD, Maryknoll and Salvation Centre Cambodia Staff, with support from Clodagh Byrne, CAFOD)



Stage 2 QoL Batteries

The idea behind this methodology is that the energy levels in batteries provide a good way of representing QoL; the more components that an individual has to make up a 'full and happy life', the higher the energy levels of their batteries. In this stage of the process energy levels are considered for the four separate domains, represented as four separate batteries.

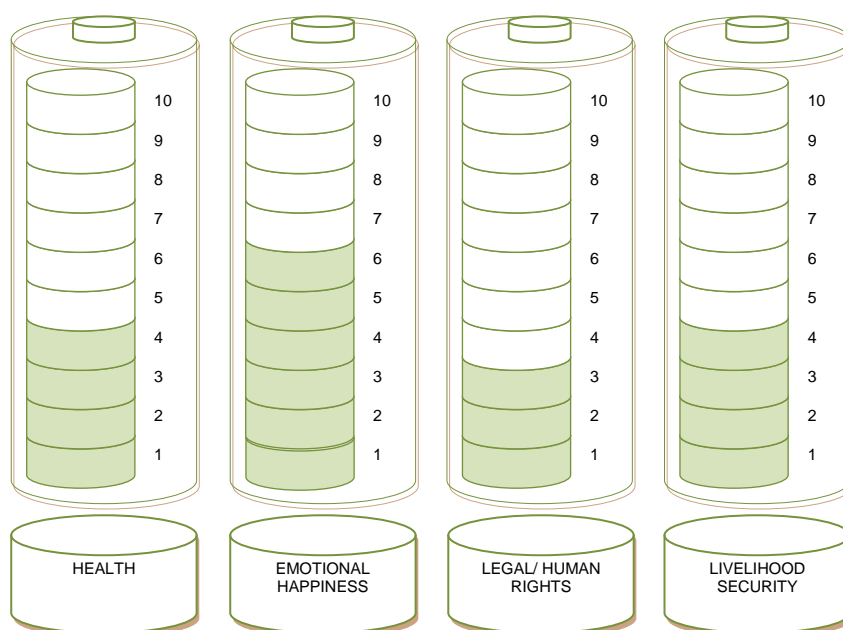
To assess how an individual's QoL has changed this methodology requires participants to consider their QoL at two or more points in time. This should ideally be done by carrying out the process at different stages in a programme or alternatively as a retrospective process where the participant considers their QoL at present and then thinks back to how it was at a previous point in time or before joining the programme. To aid this thinking two or more sets of batteries are compared; one for each point in time.

Batteries fullness levels: Personal reflection

Each battery is divided into levels (1-10 representing low-high energy levels) to help measure and record this thinking. It is important that participants consider their own situation and not that of their family members, partners or a person that they care for.

Participants assign a 'fullness' level to each battery (see Example 1) to represent their QoL around the present point in time. *NB. Not just on how they are feeling that day.* If the process is being carried out retrospectively, participants can then assign a 'fullness' level to a second set of batteries to represent their QoL at a previous point in time – this could be a set period at an earlier point in time (e.g. 6 months ago, 1 year ago) or the period of time before they joined the programme.

Example 1: Completed QoL Batteries



Reasons for assigned levels: Personal reflection

Whilst assigning energy levels to their batteries, participants should consider and record reasons why their QoL is at this energy level. If the batteries are being completed for a second time or being completed retrospectively it is important to record reasons for any changes they are seeing in their QoL. These can be recorded by the individual completing the batteries process either in written form or using symbols or pictures. These can also be recorded by anyone providing peer support or facilitating the process.

The step-by-step guides below refer to the use of worksheets or logbooks containing batteries diagrams. However, this process can be carried out using a range of alternative methods depending on what is most appropriate for the context in which it is being used (see Table 2).

Table 2: Method variations

Batteries diagrams: Participants can mark on a batteries diagram (Templates 1 and 6) where they think their energy level (QoL) is at present. Coloured pens/pencils can be used to show the batteries' fullness levels.

Props methodologies: The batteries diagrams can be represented using props such as glasses and coloured liquid (see case study 2), sticks as counters or anything that would make an appropriate representation.

Child-focused methodologies: Props such as stickers can be used to mark battery diagrams for more child-friendly methodologies (see case study 1)

Accompanied self administration (45 minutes)

Materials:

1. One batteries worksheet per participant (**Template 1 or 1a**) or a blank page of the participant's personal logbook (**Template 6**)
2. Coloured pens/pencils

Step-by-step guide:

1. Introduce the batteries concept (see Table 3 for suggestions)
2. Give the participant a copy of the batteries worksheet, move to a clean page in their personal logbook, or introduce them to an alternative methodology to demonstrate the batteries energy levels (see Table 2: Method variations).
3. Remind the participant that they should be thinking about their *own* QoL as people living with or affected by HIV.
4. Invite the participant to assign a 'fullness' level to their batteries and, if the process is being carried out retrospectively, to two sets of batteries, one for the present period of time and one for a previous point in time. Colouring pens can be used to fill in that portion of each battery.

NB. Participants can be given a booklet form of the batteries tool which can, if used over time, become their personal log of their QoL self assessment and resulting strategies they identify (Template 6).

Table 3: Explaining the battery concept

Examples of battery types: The concept of batteries and their energy levels can be explained using examples of mobile phone batteries, lamp or torch batteries, car batteries or anything that is relevant in the context in which you are working.

Examples of high and low batteries: It is often useful to think about what a person with a high or low battery level in each domain would look like – what would this person have in their life for it to be full and happy?

Drawings and diagrams: It may be helpful to use the batteries diagram, a drawing of a battery or an actual example, e.g. a torch or mobile phone to help explain the concept.

Workshop Suggestion (1 hour)

The QoL batteries can be completed in a workshop setting with additional discussion and sharing options to broaden and enrich thinking around QoL.

Materials:

1. *One batteries worksheet per participant (Template 1 or 1a) or a blank page of participants' logbook (Template 6)*
2. *Coloured pens/pencils*

Step-by-step guide:

1. Introduce the batteries concept (see Table 3 for suggestions)
2. Give each participant a copy of the batteries worksheet or a move them to a clean page in their personal logbook or introduce them to an alternative methodology to demonstrate the batteries energy levels (see Table 2: Method variations).
3. Acknowledge that some participants are living with HIV and others are family members or individuals affected and perhaps providing care or support for those living with the virus. Remind participants that in all instances, each person will be thinking about their *own* QoL as people living with or affected by HIV
5. Invite participants to work on their own and assign a 'fullness' level to their batteries or if the process is being carried out retrospectively, to two sets of batteries, one for the present period of time and one for a previous point in time. Colouring pens/pencils can be used to fill in that portion of each battery.

Case study: Medical Missionaries of Mary Addis Ababa, Ethiopia

Instead of using diagrams of the QoL batteries, participants in Addis Ababa used drinking glasses to represent the batteries, and coloured water to represent their energy levels. They worked individually with a facilitator. The process was carried out looking back on how participants felt their QoL had been before they joined the programme. Participants filled their 'now' glass and discussed reasons for choosing this level. They then filled their 'before' glass and discussed reasons for any changes between the levels. The facilitators then used cards marked with 10 levels to measure the level of the liquid and record this for each domain. The level changes were then transferred by facilitators to the batteries diagram (**Template 1a**) and these, along with the reasons for the changes made were recorded on the facilitators' record sheet (Template 3).



Stage 3 Reasons for energy levels and plans for the future

This methodology facilitates thinking around reasons for the energy levels individuals have assigned to the four domains for their QoL, beyond simply quantifying these levels or changes. An important part of the process lies in recording these reasons in order to help individuals think about actions they can take in their own lives to further improve their QoL and to help inform future programme practice.

Accompanied self administration (45 minutes)

Materials:

- *Participant's completed batteries sheet or logbook with their present and last assessments*
- *One copy per participant of the facilitator's record sheet (Template 3)*
- *One copy per participant of the personal details sheet (Template 2) - held by and completed by a group facilitator at an appropriate moment*

Step-by-step guide:

- Ask the participant to share their personal reflections on the energy levels they have given for each domain. If the process is being carried out retrospectively, or for a second time, ask participants to explain any differences (positive or negative) between their current and previous batteries under each of the domains, and the reasons for this difference.
- Enter the information on the record sheets provided (*Template 3 – One sheet to be used per participant*) identifying the participant by either their name, a number e.g. participant 1, 2 etc, or an appropriate symbol as agreed with the participant at the outset.
- At some point during or at the end of this discussion record the personal details for the individual (*Template 2*), again giving them the same designation as before e.g. names or participant number 1, 2 etc.
- Use the completed record sheet (*Template 3*) to discuss the information recorded with the participant and validate the specific points they made.

Workshop Suggestion (1 hour)

In a workshop setting it is useful for participants to discuss the energy levels they have recorded on their batteries and any changes they have seen in their QoL. This can help clarify thoughts and ideas on plans that can be taken forward by individuals and within the programme to help improve or at least sustain their QoL in the future.

Materials:

- *Participants each bring their batteries sheet or logbook with their present and*

last assessments

- *One copy per participant of the facilitator's record sheet (Template 3)*
- *One copy per participant of the personal details sheet (Template 2) - held by and completed by a group facilitator at an appropriate moment*

Step-by-step guide:

- Ask participants to individually reflect (and record if they wish) on the energy levels they have given for each domain. If the process is being carried out retrospectively, or for a second time, ask participants to think about the differences (positive or negative) between their current and previous batteries under each of the domains, and the reasons for this difference.
- Divide participants into groups of up to six people, with a facilitator assigned to each group. Ask participants to share their personal reflections on the energy levels they have given for each domain or explain any differences (positive or negative) between battery sets and the reasons for this difference.
- Enter the information on the facilitator's record sheets provided (**Template 3 – One sheet to be used per participant**) identifying each person by either their name, a number e.g. participant 1, 2 etc, or an appropriate symbol as agreed with participants at the outset.
- Ask participants to identify any trends (positive or negative) for the group, and to explore what they or others can do to improve their QoL further.
- At some point during or at the end of the group discussion record the personal details for each individual (**Template 2**), again giving them the same designation as before e.g. names or participant number 1, 2 etc.
- Use the completed record sheet (**Template 3**) to discuss the information recorded with the participants and validate the specific points and any trends noted and conclusions drawn.

Case Study: Integrated AIDS Programme (IAP), Thika, Kenya

In Thika, Kenya the QoL batteries methodology was used with a group of participants from IAP. The process was carried out retrospectively looking at how programme clients felt their QoL had changed since joining the programme. Participants came from one of three groups supported by the programme: Youths, Carers and PWHIV. During group discussions participants were divided into their respective client group where they shared what they had put for each of their batteries with the support of a facilitator (a programme staff member). Participants discussed the changes they had seen in their QoL since joining the programme and looked at common trends between the group members. This information was recorded by the group facilitator and feedback given to the other two groups in a plenary session at the end of the workshop.



Stage 4 Preparation

Whether the batteries process is being conducted in a workshop setting or on an individual basis it is essential to have facilitators or peers supporting the process. This may be to assist those who find it easier to go through the process verbally and have someone else record their answers or to facilitate sharing and discussion in a larger group. Facilitators can be peers, family members or programme staff or volunteers.

The following steps are designed for training individuals as facilitators for a workshop setting or for training peers to support the process on a more individual basis.

Workshop Suggestion (2 ½ hours)

Step-by-step guide:

General Introduction of QoL Batteries (1 hour):

- **Discussion on the QoL monitoring process:** *What is it about?* Explain that it is a means of increasing beneficiary participation in monitoring their own QoL and planning for the future and also of creating opportunities to adjust a project to make it more effective. *NB.* Make sure it is clear that the process is led by beneficiaries, and that it is about increasing programme effectiveness rather than increasing funding.
- **Brainstorm on QoL:** This session will help unpack the concept of QoL *NB.* This is similar to the session that can be run with programme clients and is explained in the Workshop Suggestion in stage 1.
- **Introduction to QoL Batteries:** Present this as a client-led monitoring tool which can be used alongside other processes to assess changes in QoL (can be used to assess qualitative impact in addition to quantifying QoL)
- **Discussion on ‘changes’:** Brainstorm possible examples of positive and negative changes in people’s QoL to help thinking and understanding.

Workshop or accompanied self-administration preparation (1 hour)

- Outline steps for the QoL batteries process based on the workshop suggestions in the first three sections of this resource.
- **Logistics:** Discuss who will be involved in the QoL assessment and, if being run in a workshop setting, who will be attending the workshop. Discuss where the process will be carried out, for example, on a home visit to a client and their family, during their clinic appointments or at a set venue if being run as a workshop.
- Clarify the role of the facilitators or peer supporters in this process is to:
 - Oversee the smooth and successful running of the process
 - Ensure that participants feel the space is safe and relaxed for them to be able to share what they wish
 - Act as general driver of the process, providing introductions, explanations and instructions
 - Act as a reference point for any general clarifications, decisions or

problems arising

- Make sure sessions are paced to ensure completion of the process
 - Ensure documented data is collected for programme records and further plans are agreed
 - Collate information from record sheets (**Templates 4 and 5**). NB in a workshop context, group facilitators will complete all of the previous action bullet points while an overall facilitator will complete templates 4 and 5
- Agree a time for and the contents for a debrief meeting to discuss the data coming out of using the tool and ways to report and use this.
 - If carried out in a workshop setting, appoint/select group facilitators and discuss their roles as outlined above. Ensure group facilitators are clear on their role as facilitators in the group sharing, that they are clear with the paperwork they need to complete and are happy to prompt participants for further details and information while observing the need for them to be non-directive (Table 4 offers further tips on selecting and briefing peer and workshop facilitators).

Brief Role-play (30 minutes)

- At the end of the briefing time can be set aside for a trial run of the batteries process amongst the facilitators or peer supporters themselves.

Table 4: Tips for facilitation and peer support

Peer facilitators: Should be used wherever possible to help minimise bias or influence in discussions and allow individuals to speak more freely

Allow individuals to speak freely: In situations where this may not feel possible then working in pairs may be an option. Each person in the group should have the opportunity to share without interruption, challenge or correction

Pressure on participants: Group members should refrain from exerting pressurising influences or censoring the contribution of individuals. Whatever a person shares from their own experience is valid for them and should be respected

QoL concept: It is important that the facilitators are clear on the concept of QoL and can explain it to the participants if there is a misunderstanding. They should be able to give clear examples of positive and negative changes within each domain.

Facilitators and peer supporters need to be non-directive: Their role is to accompany the process, ensure participants understand and can take it forward, and record the points shared in one-to-one accompaniment and in any group discussions. The facilitator should not seek to influence individual respondents' decisions or self-assessments in any way. Any form of coercion, interference or pressurising of participants to provide a certain line of responses would invalidate the process completely. Facilitators should also ensure:

- Ground rules are understood and adhered to
- Each person's space, view and assessment is accepted and respected
- In group situations no single individual dominates discussions or

pressurises others into providing response other than those they have chosen to reflect their personal views

- Everyone has the opportunity to speak in group situations. Those who are more reticent are included and their space is safeguarded
- Judgmental or offensive language, attitudes or practices are not tolerated and are challenged if they occur

Recording information: Facilitators should be able to record the information concisely and clearly and in the words of the participant.

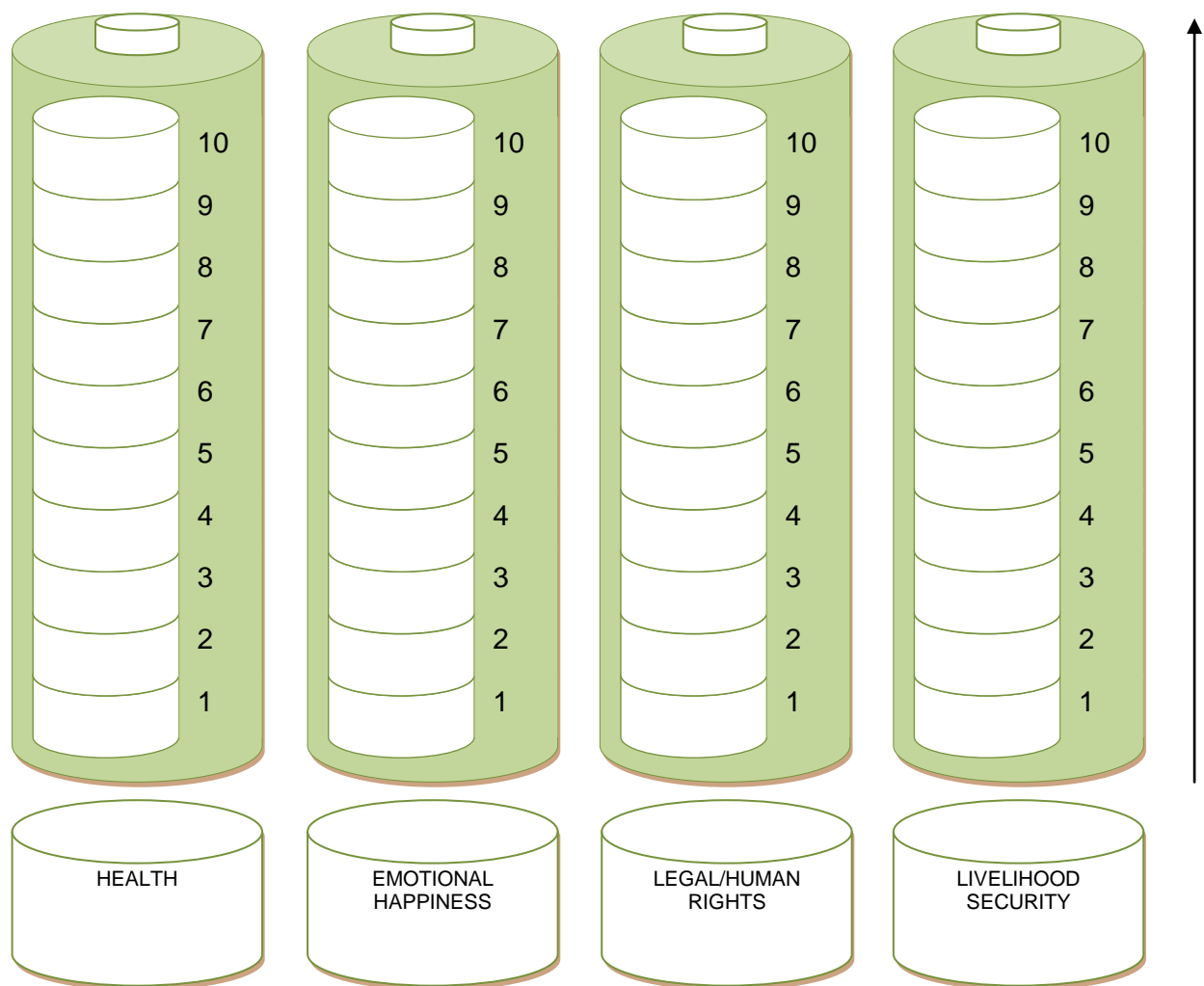
Number of facilitators: It is helpful to have more than one facilitators per group, one to lead the process, and another one to record the information, especially in group situations



Templates

Template 1: QoL Batteries

How full is your QoL?



Template 1a: QoL Batteries

This page should be copied if using the batteries methodology retrospectively. Participants can complete both sets of batteries, one to show their current energy levels and the other to show their energy levels at a previous point in time.

How full is your QoL now?

Four vertical battery-like scales are shown, each representing a different QoL dimension. Each scale has a green outer shell and a white inner cylinder. The inner cylinder is divided into 10 horizontal segments, numbered 1 to 10 from bottom to top. Below each scale is a white cylindrical base with the dimension name. To the right of the scales is a vertical arrow pointing upwards.

HEALTH	EMOTIONAL HAPPINESS	LEGAL/HUMAN RIGHTS	LIVELIHOOD SECURITY
10	10	10	10
9	9	9	9
8	8	8	8
7	7	7	7
6	6	6	6
5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1

How full was your QoL before?

Four vertical battery-like scales are shown, identical in structure to the current QoL scales. Each scale has a green outer shell and a white inner cylinder divided into 10 horizontal segments, numbered 1 to 10 from bottom to top. Below each scale is a white cylindrical base with the dimension name. To the right of the scales is a vertical arrow pointing upwards.

HEALTH	EMOTIONAL HAPPINESS	LEGAL/HUMAN RIGHTS	LIVELIHOOD SECURITY
10	10	10	10
9	9	9	9
8	8	8	8
7	7	7	7
6	6	6	6
5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1

Template 2: Personal details sheet

**Thank you for participating in this event
We would now like you to answer a few questions about yourself**

Participant: _____

1	Please circle whichever applies	Male <input type="checkbox"/> Female <input type="checkbox"/>
2	What is your age (or date of birth if known)?	
3	How would you identify yourself (tick <i>all</i> that apply):	A person living with HIV <input type="checkbox"/> A family member affected by HIV <input type="checkbox"/> A Carer for someone living with HIV <input type="checkbox"/> A Carer for a family member affected by HIV <input type="checkbox"/> Other (Please specify) _____ <input type="checkbox"/>
4	When did you first come in contact with this programme?	
5	What services do you get from the programme? <i>(Facilitator: list all they name. Prompt if needed to remind respondent of the sort of services the programme sometimes provides)</i>	
6	Does the programme also help you get help elsewhere? <i>(Please circle YES or NO)</i>	YES/NO If yes, please tell us more detail of what this help is
7	For those living with HIV: Are you on ART treatment? <i>(Please circle YES or NO)</i> <i>(Facilitator may need to explain what this is, in some instances, or use a proxy question to explore this)?</i>	YES/NO If yes, how long have you been on treatment?

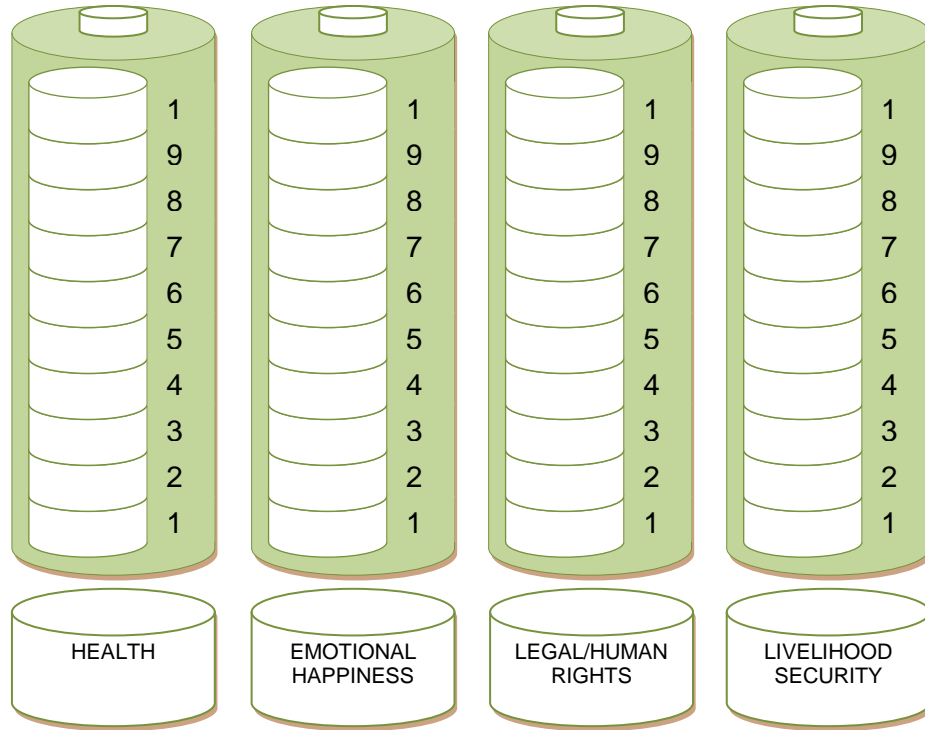
Template 3: Individual record sheet

DOMAIN	NUMBER OF LEVELS CHANGED e.g. if participant was at level 5 before and 7 after the number of level changes will be 2	REASONS FOR THE CHANGE For each reason, identify if this is due to the supporting NGO <i>(a) external factors (b) Internal Factors or (c) a mix of both?</i>	CHALLENGES If the level is not lower than desired, what are the reasons?	ACTION PLAN What do I need to do to increase my energy level? What can the NGO do to support this?
Health				
Psychosocial/spiritual				
Legal/Human Rights				
Livelihood Security				

Template 5: Collation of Reasons for Changes

DOMAIN	Summary of reasons for changes recorded by a group of programme clients
Health	
Psychosocial/spiritual	
Legal/Human Rights	
Livelihood Security	

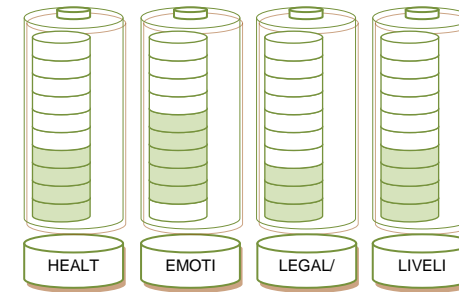
Template 6: Personal Records Logbook



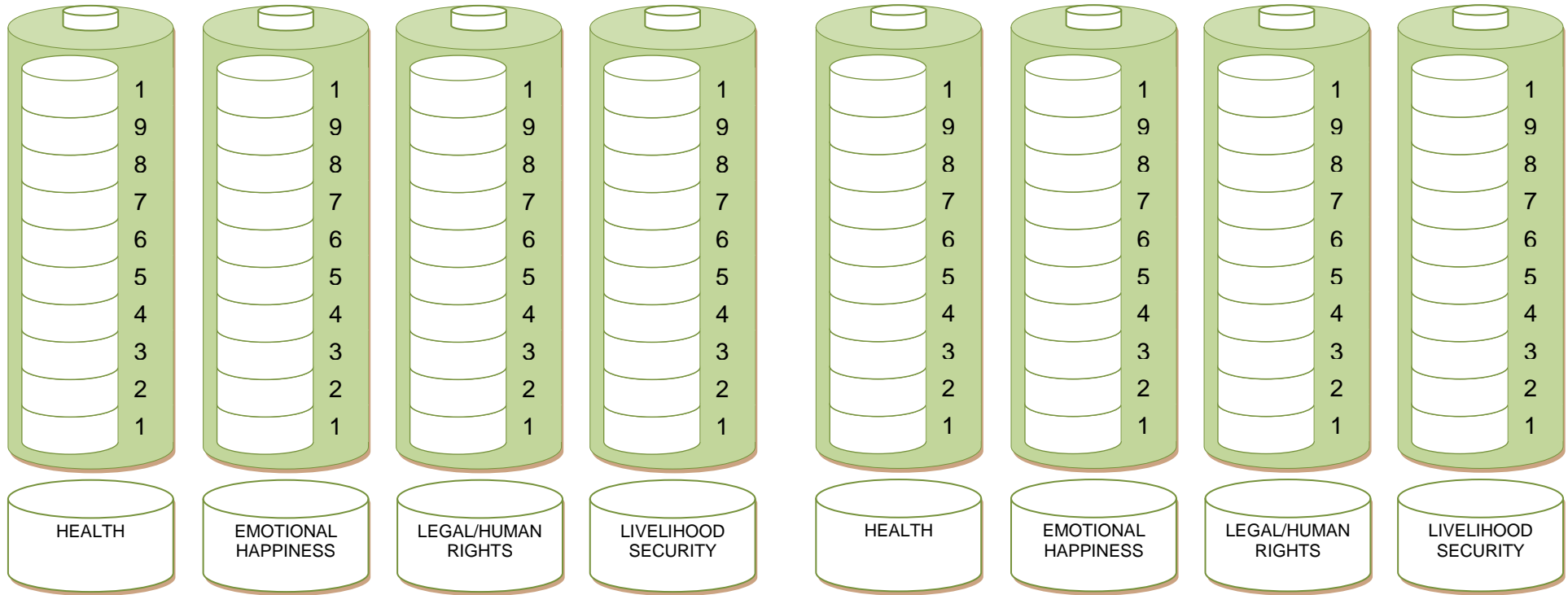
You might like to enter in the box below any thoughts you have on:

- Any changes from the last time and why
- What you can do to strengthen any positive changes

My Life's Energy Batteries



This Book Belongs To:



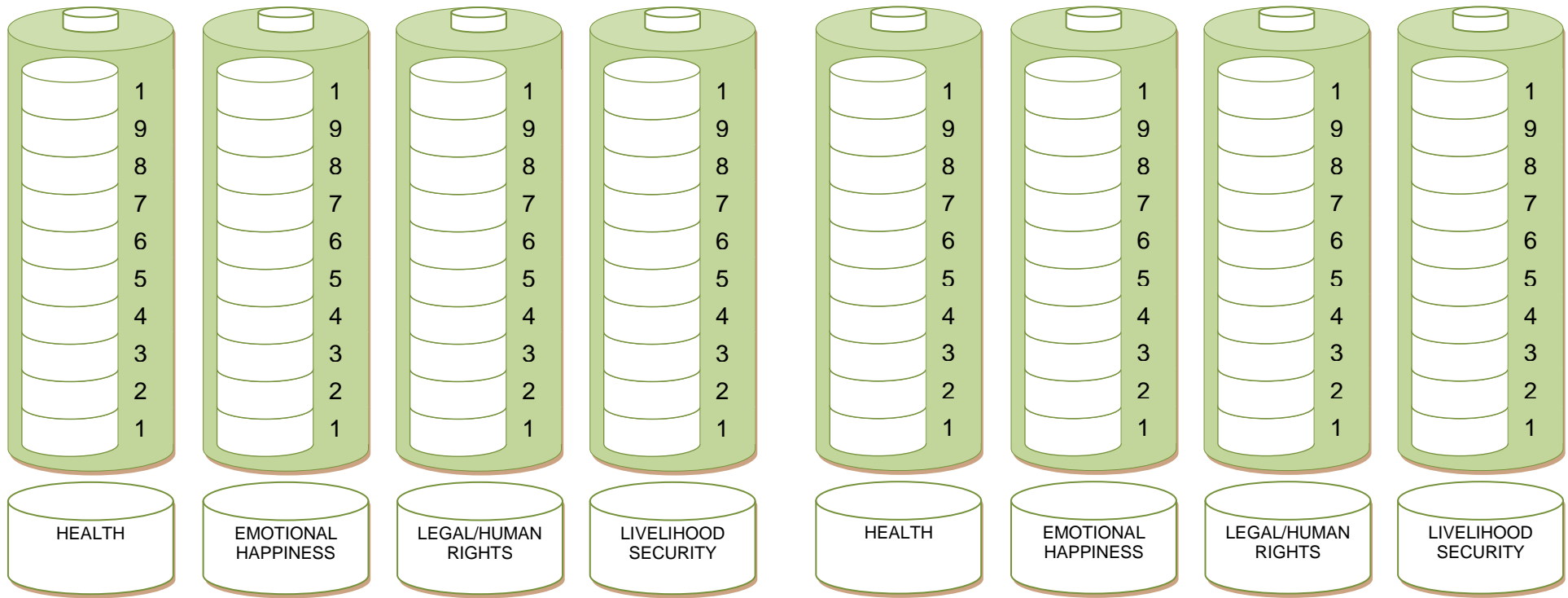
You might like to enter in the box below any thoughts you have on:

- Any changes from the last time and why
- What you can do to strengthen any positive changes

You might like to enter in the box below any thoughts you have on:

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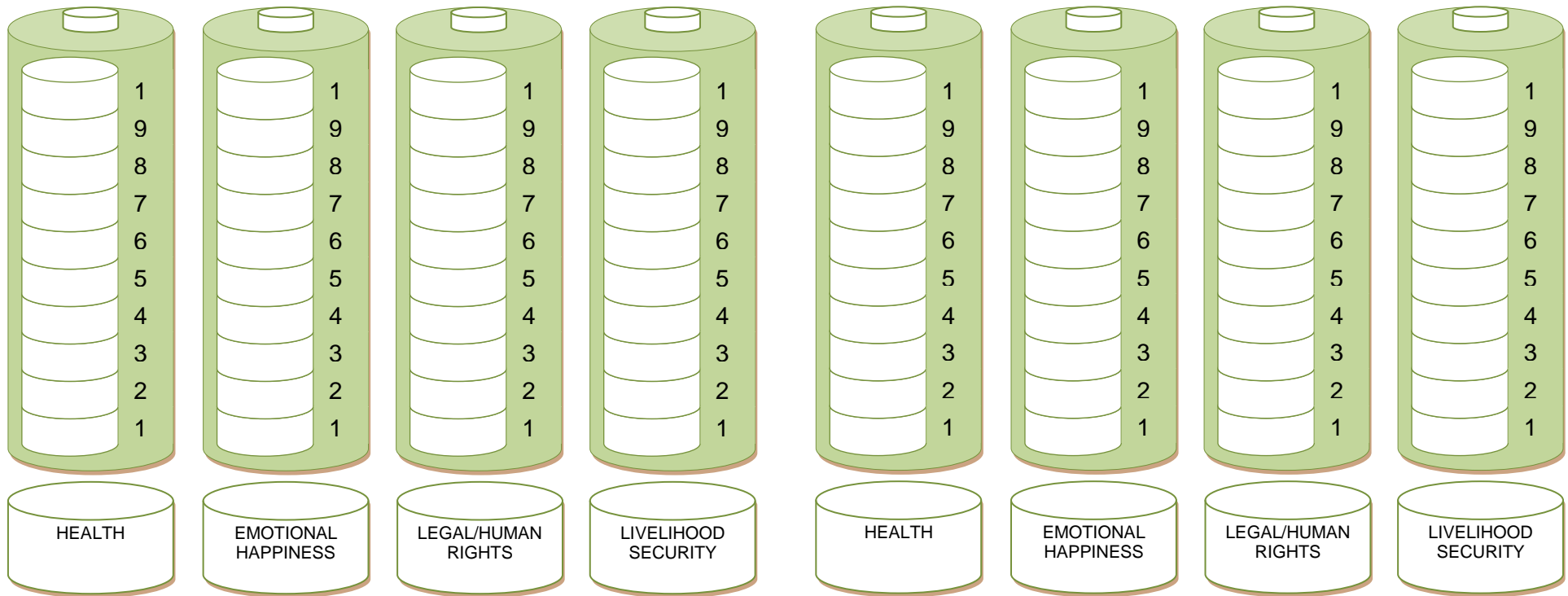
You might like to enter in the box below any thoughts you have on:

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