

GUIDELINES FOR THE IMPACT EVALUATION SURVEY: ERITREA

INTERVIEWER TRAINING MANUAL

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INTRODUCTION

This manual was produced as an aid to the Impact Evaluation Survey staff for use in the design and implementation of field staff training. This document provides general guidelines for organizing and conducting the training of the field staff. A detailed discussion of specific elements of the questionnaire and fieldwork procedures should be held during training.

I. RECRUITMENT OF FIELDWORKERS

SELECTING INTERVIEWERS

The selection of interviewers should be composed of two main parts: a test and an interview. Standardization of the selection process will help you pick the best candidates and will also provide a sound excuse if there is pressure to hire an individual who does not have the proper skills or qualifications. The following matrix could be used to select the best possible candidates:

TOPIC	DETAILS
Educational and professional background	◆ Formal educational attainment. ◆ Special training (if considered applicable). ◆ Previous work experience including the employer and the specific duties of the position.
Language ability	◆ Knowledge of specific languages and level of proficiency in reading and speaking. To test proficiency in a language: 1) converse in the language for a few minutes, or 2) ask the candidate to read aloud several questions written in the language and then provide answers.
Availability for duration of survey period	◆ Careful questioning can help identify individuals who know that they will not be available during the whole period. ◆ In cases where a candidate is proposing to take a leave of absence from a permanent job, survey organizers may ask the candidate to submit a letter from their employer stating that they will be given a leave of absence for the required dates. ◆ When asking candidates about their availability, remember that surveys often run over the expected amount of time.
Daily schedule	◆ Explain that this job requires significant work during evenings and weekends. ◆ Ask if she is willing to work whenever needed.
Willingness to be posted to a rural area/different part of country	◆ Explain that interviewers will be based around the country, some in rural areas. ◆ Ask if there are places she is not willing to work. ◆ If a candidate is likely to be posted to a certain part of the country (based on language ability, for example), make sure to mention this in the interview.
Physical fitness	◆ Explain the physical requirements of the job (including extensive walking and carrying supplies). ◆ Ask if the candidate is physically able to handle the job.

Goals and interests	◆ Ask the candidate why she or he wants the job. ◆ Discuss how this experience can help the candidate achieve future goals.
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There must also be a subjective component to the interview process. In particular, try to understand whether or not the candidate has the following personal attributes:

Appropriate appearance and demeanor Interviewers must approach strangers and conduct interviews with people from a variety of backgrounds. The interviewer's dress should allow her to fit into the communities in which she will be interviewing.

Maturity The field staff will spend most of their work time alone and will have to use their judgment on a daily basis. Each fieldworker needs to be mature enough to handle the problems that inevitably come up in the field.

Curiosity, attention to detail, and an interest in other people These attributes are also desirable in a candidate.

Invite the candidate to ask questions. Candidates should be fully informed about the requirements of the job, conditions of fieldwork, and the salary range and payment schedule. Consider preparing a basic information sheet to give to each candidate.

II. ADMINISTRATIVE AND LOGISTICAL ASPECTS OF TRAINING

TRAINERS

Orotta School of Medicine faculty and NMCP staff will be in charge of conducting the training of IES field staff. A separate training of trainers will be required when the senior survey staff have not had previous training experience. In many cases, the training course for the survey pretest will develop the skills of the trainers for the main survey.

The following training personnel are recommended:

- ◆ At least two senior people should divide the tasks during the classroom lectures and the field practice sessions. Both persons should attend the training course at all times, to ensure uniformity of instruction.
- ◆ One senior staff person, who is not directly involved in the training course, should be responsible for most of the administrative and logistical tasks during the training period. This allows the trainers to focus exclusively on the course.
- ◆ Team supervisors may make presentations on specific topics or discuss problems they noticed while observing practice interviews.

A thorough description of the study should be provided to all trainers, supervisors, and interviewers. One or two outside lecturers (from NMCP) should be invited to provide in-depth information on malaria, such as the following:

TOPIC	MATERIALS
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Malaria ◆ Etiology, patterns of signs and symptoms, morbidity and mortality ◆ Discuss local terms that may be used for malaria		Information pamphlets on malaria
Malaria Prevention ◆ Discuss malaria transmission patterns, mosquito types and biting behavior ◆ Discuss types of mosquito nets and insecticide treatment/retreatment of nets ◆ Indoor residual spraying: strategies ◆ Larval habitat management strategies as part of the NMCP malaria prevention plan		List of all types of mosquito nets including Insecticide Treated Nets (ITN), including photos or descriptions of each kind (color, shape, brand identification, etc.)
Malaria Medication and Treatment ◆ Intermittent Preventive Treatment (IPT) for pregnant women ◆ Prompt, Effective Treatment (PET) for children with fever ◆ Malaria treatment delivery points		List all types of antimalaria drugs used in country for prevention of malaria during pregnancy and for treatment, including a description of the medications (for example, size and color of pills) and its packaging, and any other information that would help to distinguish specific types of medications

TRAINING DURATION

The duration of training will depend on the number of trainees, length of the questionnaire, number of working hours per day, etc. The schedule should be flexible enough to allow for a few extra days in case trainers decide that fieldworkers are not yet ready to begin actual data collection.

TYPE OF TRAINING	TIME REQUIRED
Training and pretest	8 days
Main survey	15-21 days
Supervisors	Two additional working days incorporated into the main survey training

TRAINING SCHEDULE

- ◆ Training should last no more than 8 hours per day (preferably 6-7 hours) in class.
- ◆ Begin each class on time. Take attendance every morning and keep track of late arrivals.
- ◆ Break every one and a half to two hours.
- ◆ Trainers should meet for at least one-half hour at the end of the day to evaluate the day's work and plan activities for the next day.
- ◆ Trainers will also be expected to work after hours to correct tests and edit practice question-

naires, which should be returned to the trainees the following day and discussed.

- ◆ Train more persons than are ultimately needed for fieldwork. A general rule is to train 10 percent more candidates than will be selected. This ratio should be higher if several languages are used or if there are other reasons why interviewers cannot be shifted between teams.
- ◆ Trainees may be eliminated whenever appropriate during the course. Some extras should be retained throughout the course, however, in case some candidates drop out at the last moment or during the fieldwork.
- ◆ Those trainees who are not selected as fieldworkers may be assigned other duties for which they are qualified. For example, those who are not selected as supervisors may qualify as interviewers, and those who are not selected as interviewers may be used as questionnaire control clerks in the office or data entry. However, trainees should be reassigned only if they truly possess the skills necessary for the positions in question.
- ◆ In addition to the field staff, data processing staff also must receive detailed instruction on the questionnaires. One way to accomplish this is to include them in the interviewer's training course or, as suggested above, to reassign those who are not selected for field positions, as long as they qualify for the data processing tasks. Access or EpiInfo would be good data bases to consider using for data entry.

LOCATION OF TRAINING

<i>Training should be held in a location with:</i>	1.	Adequate space and light
	2.	A minimum of noise
	3.	A large blackboard
	4.	Comfortable seating for all participants, preferably at tables
	5.	Appropriate audio-visual equipment

Ideally, the training site should have several extra rooms reserved. These rooms can be used to hold special sessions for supervisors/field editors or smaller practice groups.

MATERIALS FOR TRAINING

TRAINING MATERIALS FOR INTERVIEWERS

ITEM	QUANTITY PER INTERVIEWER
Interviewer's Manual Use extensively throughout training.	1
Questionnaires	1-2 in main training language 8-10 of each in interview languages
Blue ball point pens	2
Clipboards (Optional)	1
Briefcase/plastic binder (Optional)	1

ADDITIONAL MATERIALS FOR SUPERVISORS

ITEM	QUANTITY PER PERSON
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TEACHING MATERIALS

ITEM	COMMENTS
Chalk (colored, if possible)	If blackboard is available
Poster board or large sheets of paper	
Large felt marking pens	
Overhead projector (If available)	
♦ Screen	If overhead is not available, use enlargements of questionnaire pages.
♦ Transparencies of each page of questionnaire	
♦ Colored transparency pens	
Laptop computer and projector	
Copies of all control forms	
Sample maps and household listing forms	
Samples of additional fieldwork materials	See below
RDT testing materials	

III. CONTENT OF THE TRAINING COURSE**HOW TO BUILD MORALE**

Active involvement in the training process is a good way to motivate interviewers. Trust and positive reinforcement are key to creating an effective learning environment. Here are some ideas that may create such an environment:

Get to know the participants

Begin training with introductions or a mixer. Ask trainees to wear nametags the first couple of days, and learn their names as quickly as possible.

Stress the importance of the survey

Explain to interviewers why these data are needed. Discuss how the data collected in other MIS or Demographic and Health Surveys (DHS) were used, and show copies of previous MIS or DHS reports or reports from other countries.

Ask questions

Trainers should regularly call on those trainees who seem less attentive, but should take care not to embarrass anyone.

Encourage trainees to ask questions

Trainers should reinforce good questions with praise and should be careful not to show disappointment or frustration at bad questions. Slower trainees may eventually become the best interviewers.

Occasionally, ask a trainee to read aloud

Having a trainee read an important part of the Interviewer's Manual to the class can encourage participation and vary the presentation. But do not let them go on for more than a few minutes before changing readers.

Avoid pointing out individual trainees' errors in front of the class

Errors can be brought to the attention of the group without mentioning the individual who made them.

Emphasize cooperation

While it should be made clear that trainees are competing for a limited number of positions, it is still important for trainers to emphasize the need for teamwork and cooperation.

Be willing to accept criticism

If a candidate happens to point out a particular shortcoming of the questionnaire or method of presentation, don't get defensive.

Do something special for the participants

You may want to issue certificates of course completion, hold a party at the end of training, or print T-shirts, vests, briefcases, etc. with the survey title or logo.

Put the survey in the spotlight

Invite a high official to open the training course. Arrange for coverage of the survey in the news media (this has the two-fold effect of improving morale of field staff and facilitating cooperation of communities and respondents).

TECHNIQUES OF TRAINING

MOCK INTERVIEW

- ◆ In a mock interview, one trainee interviews another. "Respondents" need not answer truthfully, if they do not want to. It is often useful to do mock interviews in groups of three or four so that two participants can observe the interview and take notes of the problems that occur. When the first interview in a group is finished, interviewers can rotate so that all members of the group get a chance to practice.
- ◆ Trainers should move from group to group, listening to parts of each interview and making note of any problems or errors. These should be discussed section by section with the whole class.
- ◆ Make mock interviews a regular activity. Trainees will gain practice in reading and administering the questionnaire and trainers will have an opportunity to assess participants' understanding and skills development.
- ◆ Interviewers should have lots of practice in all of the languages in which they will be working.

DEMONSTRATION INTERVIEW

- ◆ This is an interview (or part of an interview) conducted either by a trainer or a supervisor in front of the class. The benefit of this exercise is to show how a good and efficient interview is conducted. Demonstration interviews are particularly useful early in training to show trainees what the process of interviewing is like.
- ◆ Demonstration interviews can also be used to give examples of how to probe for ages and dates, how to handle an uncooperative respondent or how to tactfully get rid of unwanted listeners at an interview, or any aspect of filling in the questionnaire with which trainees are having difficulty.

- ◆ Trainees can record in their own questionnaires the answers given during demonstration interviews. After discussing the interview, the trainer should then review the correct answers with the trainees.

FRONT-OF-CLASS INTERVIEW

- ◆ In this approach a trainee comes to the front of the class to do an interview or partial interview. Respondents can be selected from among the trainers or trainees.
- ◆ The rest of the class should listen and either fill-in their own questionnaires or make notes to give feedback after the completion of the interview.
- ◆ This approach allows you to check whether trainees notice the errors being made and to correct errors made by the interviewer. It is useful to tape record these exercises, so that the problems can be illustrated by playing back the relevant part(s).

DEMONSTRATION INTERVIEW WITH REAL RESPONDENT

- ◆ Find women who are willing to be interviewed in front of the class. These respondents may be found among employees of the institution carrying out the survey. They should be told that they do not need to answer embarrassing questions exactly.
- ◆ This exercise simulates a real interview because the respondent does not know in advance what specific questions will be asked, and the trainees will be exposed to common interviewing problems.

FIELD PRACTICE

Scheduling

- ◆ Field practice should be conducted at the end of the training period so that participants benefit from administering the entire questionnaire.
- ◆ 2-3 whole days should be devoted to field practice. For each day of field practice, spend at least half a day in the classroom reviewing questionnaires and discussing problems.

Location

- ◆ The areas selected for field practice should be as close to the training site as possible and should contain a sufficient number of eligible respondents.
- ◆ Field practice should be conducted in both rural and urban areas.
- ◆ Make arrangements for field practice in several clusters if a large number of interviewer candidates are being trained. This will ensure that there are enough respondents for everyone to have practice.
- ◆ If the questionnaire has been translated into more than one language, make sure to select clusters where all versions of the questionnaire may

be practiced.

Organization

- ◆ Field practice should not be conducted in an area selected for the actual survey.
- ◆ It is usually easiest to organize trainees into teams, with trainers or supervisors to accompany each team.
- ◆ All training staff should observe as many interviews as possible. This will allow them to give participants individual feedback and use interviewer performance as a basis for making decisions about field staff.
- ◆ During the first session, trainees should just concentrate on conducting interviews with eligible women (after completing the household schedule). During later practice sessions, use of the control forms and use of maps can be added in order to gradually approximate actual field demands.

Feedback

- ◆ The trainees will have questions after practice interviewing and time should be allocated for classroom discussion following practice interview sessions.
- ◆ An especially important part of practice interviewing is that the trainee receives feedback on her performance. It is very important that this be done so that interviewer errors or faulty techniques are corrected before they become ingrained habits. During the training period, time must be allocated for discussing interviews and edited questionnaires with each interviewer.
- ◆ If there are many interviewer candidates, ask them to exchange questionnaires for editing. Then supervisors and training staff can review the editing and lead team discussions of problems. This exercise allows supervisors and senior staff to identify misconceptions among the interviewer candidates.

THE AGENDA FOR INTERVIEWER TRAINING

GENERAL GUIDELINES

Annex 1 illustrates how a typical survey training course may be scheduled. Note that the agenda describes morning and afternoon sessions. The local cultural and logistical setting will determine the particular daily routine, but keep in mind the following:

- ◆ Training days more than 8 hours in length are counterproductive. Mid-morning and mid-afternoon breaks are recommended.
- ◆ The questionnaire sections covered later will generally require less time than sections presented earlier simply because the trainees will have become familiar with the fundamentals of questionnaire administration, i.e.,

skip patterns, consistency checking, etc.

- ◆ Whenever possible, training that involves physical activities (e.g. mock interviews, field practice, etc.) should be scheduled later in the day when the trainees' energy and attention may be lower.
- ◆ Organizers of the training course should remember to include two extra days in the schedule to allow for delays or extra training.

DATA QUALITY

Inform interviewers that their performance will be monitored for quality throughout fieldwork; supervisors will periodically spot-check households and will review all completed questionnaires. Intentional data manipulation will result in immediate dismissal, and the interviewers should know that the senior staff can and will detect data manipulation if it occurs.

EVALUATION AND TESTING OF TRAINEES

TESTS

During both supervisors' and interviewers' training, at least two tests should be administered: one after the questionnaires have been explained in detail and one toward the end of the training course. The tests should not be too complicated. The goal of the tests is to identify specific candidates who are having difficulties with concepts or procedures and to establish a basis for decision-making when candidates are judged to be of nearly equal ability based on other criteria. Annex 2 provides sample test questions.

IV. SUPERVISOR TRAINING

THE CANDIDATES

Supervisors often serve as pretest interviewers, in which case they may need little additional training to serve as supervisors. In some cases, supervisors may be selected from those participating in the general field staff training. This selection should be based, as much as is possible, on objective criteria.

LOGISTICS

SCHEDULE

If supervisors are identified prior to the general field staff training, they should receive several days of specialized training before the general field staff training course begins. If they are selected from those participating in the general field staff training, then 1-2 days must be set aside towards the end of the training to work with the supervisors.

If possible, it is helpful to train the supervisors before the final day of field practice so as to simulate as closely as possible the conditions of the actual fieldwork. This also allows trainers to check the work of the supervisors.

MATERIALS

The Supervisor's Manual will be the focus of the supervisor training.

Make up and discuss some examples of questionnaire pages with errors (especially the household schedule). Supervisors can be asked to find the errors and then told how to mark them.

CONTENT OF TRAINING COURSE

In addition to the topics covered for interviewers, supervisors should receive additional instruction in the following areas:

- ◆ Sample implementation and map reading, including a half-day in a sample segment to practice reading the map and locating selected households.
- ◆ How to observe interviews, edit questionnaires, and give feedback to interviewers.
- ◆ Overview of RDT testing procedures
- ◆ Principles of, and strategies for, data quality monitoring.
- ◆ Team leadership, including facilitating team communication, dealing with problems, etc.

ROLE OF SUPERVISORS DURING INTERVIEWER TRAINING

An advantage of having previously identified supervisors is that they can assist during the general field staff training. This will be an opportunity for the supervisors to gain experience, in addition to establishing their leadership in the survey.

- ◆ Supervisors may assist with the mock interviews, supervising each group in turn, and with the practice interviews in the field.
- ◆ Supervisors should help edit questionnaires and be a resource for the trainers.
- ◆ It is helpful for the trainer(s) to call on supervisors to participate from time to time in order to identify them as leaders.
- ◆ Some supervisors may be used to give demonstration interviews.

V. FIELDWORK SUPERVISION

SUPERVISION OF EARLY FIELDWORK

LOGISTICS

Unless logistics and language/ethnic variations do not allow, all of the field teams should start work in a small area to allow for maximum supervision, at least for a few days. If this is not feasible, senior staff should arrange to visit

each team at least once within the first week of fieldwork. If serious problems are evident, it may be necessary to recall one or more teams for further training.

OBSERVATION OF INTERVIEWS

Each interviewer should be observed during the first two days of fieldwork. To accomplish this, supervisors and senior staff will have to sit in on interviews and give feedback to interviewers immediately after they have completed an interview.

EDITING QUESTIONNAIRES

MIS procedures call for thoroughly editing all completed questionnaires within a day of the interview; this is particularly important during the first few days of fieldwork. Supervisors should ensure that all questionnaires are thoroughly scrutinized and all errors are tactfully discussed with the interviewer. All questionnaires should be edited before the team leaves the enumeration area in case it is necessary to revisit a respondent to clarify some information or to resolve an inconsistency.

DAILY TEAM MEETINGS

Setting aside half an hour a day for a team meeting can be a valuable mechanism for discussing problems, setting schedules and reviewing rules. Such meetings allow team members to air grievances and can serve to avert potentially bigger problems.

RE-INTERVIEWS

One of the supervisor's responsibilities is to conduct re-interviews with approximately 5 percent of the households covered in the survey. The supervisor visits the household a day after the original interview and completes only the household schedule section in the household questionnaire (Columns 2-9) on a blank questionnaire without referring to the questionnaire the interviewer completed. The purpose of the re-interviews is to ensure that the interviewers are visiting the selected households and to ensure that they do not intentionally misreport ages so as to reduce their workload. The supervisor should compare the re-interview questionnaire with the original questionnaire and discuss any discrepancies with the interviewer.

QUALITY CONTROL TEAM

In many MIS surveys—especially those with few local languages—it is advisable to train 1-2 quality-control teams to work in the field for the entire duration of the fieldwork, circulating around all teams. Their job is to observe interviewers, review the edited questionnaires, and conduct re-interviews.

CONTINUING SUPERVISION OF FIELDWORK

It is important to keep monitoring interviewer performance throughout the duration of the fieldwork. The supervisor should continue to sit in on interviews until the end of fieldwork. Senior staff should also observe as many interviews as possible when they visit teams and should thoroughly check some questionnaires that have already been completed by each interviewer.

ANNEX 1: ILLUSTRATIVE TRAINING AGENDA

	MORNING	AFTERNOON
<u>Day 1</u> Introduction and overview of project, general techniques and procedures	Opening ceremony. Introductions. Objectives of the survey, brief overview of demography of study site, description of the national malaria program, general organization, period of performance, role of interviewers and supervisors, importance of the interviewers. Administrative matters, rate and timing of payment, survey regulations. Overview of project, including brief description of pretest, data processing, analysis. (Interviewer's Manual Section I). Importance of results.	Introduction of questionnaires and manuals. Description of the sample and eligibility criteria. General section-by-section explanation of questionnaires. Techniques of interviewing (Interviewer's Manual Section II).
<u>Day 2</u> General techniques and procedures, Household Schedule	Field procedures (Interviewer's Manual Section III). Quick demonstration interview. How to record answers on the questionnaire and how to correct errors (Interviewer's Manual Section IV). Presentation of the Household Schedule on Household Questionnaire and detailed explanation.	Handling eligibility criteria. Examples (Interviewer's Manual Section V). Practice in groups (mock interviews) filling in the Household Schedule.
<u>Day 3</u> Explanation of rest of Household Questionnaire, practicing techniques, discussion of Sections 1 and 2	Explanation of rest of Household Questionnaire. Mock interviews in groups, covering Household Questionnaire Examples.	Lecture on malaria. Explanation of Sections 1 and 2 of the Individual Questionnaire. Discussion of how to collect age data.

	MORNING	AFTERNOON
<u>Day 4</u> Overview of Sections 1-2, explanation of Section 3A	Mock interviews in groups, covering Sections 1 and 2 (Interviewer's Manual Section VI). Discussion of Sections 1 and 2. Solutions to problems. Mock interviews in groups, covering Sections 1 and 2. Discussion of group practice on Sections 1 and 2. Solutions to problems.	Front-of-class practice of Sections 1-2. Explanation of Section 3A. Mock interviews on Section 3A and review of practice. Solutions to problems.
<u>Day 5</u> Section 3B and review of questionnaires	Explanation of Section 3B. Quiz on household and individual questionnaires and review of answers. Front-of-class practice on Individual Questionnaire. Review of Individual Questionnaire.	Discuss problem parts of questionnaire. Mock interviews of entire questionnaire.
<u>Day 6</u> Local languages	Test. Review of test results. Discussion of problem areas. Discussion of different languages to be used in survey. Discussion of local language versions in small groups.	Mock interviews in language groups. In class interviews with real respondents (local languages).
<u>Day 7</u> Supervisor training	Supervisors meet with senior staff for special training. All other field staff may have free day. Review the duties of the supervisor. Discuss supervisory, logistical, and administrative duties.	

<u>Day 8</u> Field practice (questionnaires only)	Field practice in pairs (preferably one more experienced and one less experienced trainee together), with all trainers and supervisors observing and assisting in finding suitable respondents. Each trainee to do at least two interviews. Supervisors to edit questionnaires in the field and give to trainers to re-edit.	
	MORNING	AFTERNOON
<u>Day 9</u> Field practice review, discussion of forms and editing	Discussion of previous day's practice. Trainers and supervisors to review problems, errors, and observations made during field practice. Trainers to return edited questionnaires to supervisors, who in turn will discuss with each trainee individually.	
		Principles of editing questionnaires. Explanation of Control Forms. How to handle households with no eligible women or with more than one eligible woman. Test that emphasizes catching errors in completed questionnaires.
<u>Day 10</u> Field practice in urban areas (questionnaire and forms)	Field practice in teams working in URBAN mock sample segments; supervisors assigning work from Household Listing Sheets, use of maps, use of Supervisor's Assignment Sheets and trainees using Interviewer's Assignment Sheets.	
<u>Day 11</u> Field practice in rural areas	Field practice in teams in RURAL areas.	
<u>Day 12</u> Review, test, administrative issues	Discussion of practice interviews. Time for extra review of any persistent problems. Discussion of methods of data quality monitoring -- field editing, spot-checking, and field-check tables.	
		Test. Administrative matters. Evening Final selection of interviewers by team and supervisor.
<u>Day 13</u> Senior field staff meeting, administrative and logistical issues	Discussion of test results. Trainees informed of final selection. Logistics of main survey fieldwork. Interviewers leave. Meeting of senior field staff, data processing chief, supervisors, and drivers to go over preparation for main survey work (see Part IV of this document).	

Procedures for monitoring sample implementation and data quality, use and timing of field-check tables.

ANNEX 2: SAMPLE TEST QUESTIONS

SAMPLE TEST QUESTIONS FOR PRACTICE

HOUSEHOLD QUESTIONNAIRE

1) Who qualifies to answer the household questionnaire? (Circle one)

1. Any member of the household
2. Any adult who is in the house when you come to interview
3. Any member of the household who is 15 years of age or older.
4. If no one is home after you make 3 call-backs, the neighbor can answer.

2) Which of the following persons should be listed on the household schedule? (Yes or No)

- ____ 1. The 14-year-old niece of the head of the household who lives in the household during the week and returns to her village each weekend.
- ____ 2. A three-day-old baby who lives with his mother in the household.
- ____ 3. A male cousin of the head of household who came to visit yesterday, spent the night, but will return to his own home in the evening.
- ____ 4. The nanny who comes to the household at 7:00 each morning and stays all day.
- ____ 5. A man who is considered the head of the household by the respondent but is currently staying and working in another town and only comes home once a month.

3) What should you do if the originally selected household has moved away and another household is living in their dwelling? (Circle one)

1. Find the originally selected household.
2. Interview the household that is there.
3. Skip that household completely.
4. Substitute another household.

4) Who is eligible for interview with the Women's Questionnaire? (Yes or No)

- ____ 1. The 50-year-old female head of household.
- ____ 2. A 15-year old girl, a neighbor, who spent last night in the household.
- ____ 3. A 20-year-old nanny who comes to the house every day to look after the children.
- ____ 4. A female relative from another village who temporarily is living with the family and will celebrate her 50th birthday at the end of the week.

5) You have just finished the Household Questionnaire. What should you do if a person originally identified in the household schedule is then determined to be neither a usual resident nor to have stayed in the household the night before? (Circle one)

1. Make a note in the margin.
2. Tell the supervisor.
3. Inform the respondent that you represent the national statistical office [or

- other organization] and that it is important to obtain accurate data.
4. Delete this person by drawing a line through the row and renumber all subsequent listings.

6) How do you change the following answer to 05?

0	4
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7) For each individual listed below, record the answers for the level of school attended and number of years completed at that level.

	105. What is the highest level of school you attended?	106. What is the highest grade/form/year you completed at that level?
	(10)	(11)
	Primary.....1 Secondary.....2 Higher.....3	GRADE
(a) a woman who finished her third year in college	Primary.....1 Secondary.....2 Higher.....3	
(b) a woman who attended primary school but never finished her first year	Primary.....1 Secondary.....2 Higher.....3	
(c) a woman who completed primary school in 6 years but never attended secondary school	Primary.....1 Secondary.....2 Higher.....3	
(d) a woman who completed two and a half years of secondary school.	Primary.....1 Secondary.....2 Higher.....3	

8) You are filling in the household questionnaire. The respondent, Mary, says that her husband, John, is the head of the household. After you have completed columns 2, 3, and 4 for John and Mary, she tells you that her sister Ruth is visiting and stayed in the house the previous night. Ruth is 52 years old. Please complete line 3 for Ruth.

LINE NO.	USUAL RESIDENTS AND VISITORS	RELATIONSHIP TO HEAD OF HOUSEHOLD	SEX	RESIDENCE		AGE	ELIGIBLE WOMEN	CURRENTLY PREGNANT?
	Please give me the names of the persons who usually live in your household and guests of the household who stayed here last night, starting with the head of the household.	What is the relationship of (NAME) to the head of the household?*	Is (NAME) male or female?	Does (NAME) usually live here?	Did (NAME) stay here last night?	How old is (NAME)?	CIRCLE LINE NUMBER OF ALL WOMEN AGE 15-49	FOR ELIGIBLE WOMEN, ASK: Is (NAME) currently pregnant?
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
			M F	YES NO	YES NO	IN YEARS		YES NO/DK
01			1 2	1 2	1 2		01	1 2
02			1 2	1 2	1 2		02	1 2
03			1 2	1 2	1 2		03	1 2

CODES FOR Q.3
RELATIONSHIP TO HEAD OF HOUSEHOLD

01 = HEAD	07 = PARENT-IN-LAW
02 = WIFE/HUSBAND	08 = BROTHER OR SISTER
03 = SON OR DAUGHTER	09 = OTHER RELATIVE
04 = SON-IN-LAW OR DAUGHTER-IN-LAW	10 = ADOPTED/FOSTER/STEPCHILD
05 = GRANDCHILD	11 = NOT RELATED
06 = PARENT	98 = DON'T KNOW

Answer Key

HOUSEHOLD QUESTIONNAIRE

- 1) 3
- 2) yes, yes, yes, no, no
- 3) 2
- 4) no, yes, no, yes
- 5) 4

- 6)

0	5 4
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- 7) 3, 03
1, 00
1, 06
2, 02

- 8) Ruth, 11, 2, 2, 1, 52, not circled, blank