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TRAINING FIELD STAFF FOR DHS SURVEYS



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MEASURE DHS is a five-year project to assist institutions in collecting and analyzing data needed to plan, monitor, and evaluate population, health, and nutrition programs. MEASURE DHS is funded by the U.S. Agency for International Development (USAID). The project is implemented by ICF Macro in Calverton, Maryland, in partnership with the Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, the Program for Appropriate Technology in Health (PATH), Futures Institute, Camris International, and Blue Raster.

The main objectives of the MEASURE DHS program are to: 1) provide improved information through appropriate data collection, analysis, and evaluation; 2) improve coordination and partnerships in data collection at the international and country levels; 3) increase host-country institutionalization of data collection capacity; 4) improve data collection and analysis tools and methodologies; and 5) improve the dissemination and utilization of data.

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INTRODUCTION

Interviewer and supervisor training has a very significant impact on the quality of DHS survey work and on the longer-term capabilities of the implementing organization. It constitutes one of the most important activities of a DHS survey.

This manual was produced as an aid for use in the design and implementation of field staff training for Demographic and Health Surveys (DHS). This document provides general guidelines for organizing and conducting the training of the field staff. The DHS Interviewer's and Supervisor's Manuals, which contain detailed discussion of specific elements of the questionnaire and fieldwork procedures, should also be used during training.

These guidelines are intended to establish a standard approach to DHS data collection, since variation in procedures may undermine the quality and comparability of the data across countries and across time within a country. However, the manual should be adapted to the specific needs and content of each survey.

I. RECRUITMENT OF FIELDWORKERS

Highly motivated, well-trained field workers are essential for a successful survey. DHS utilizes a team approach to data collection. Usually, each DHS team is composed of a supervisor, field editor, and several interviewers. The selection of the field workers is the first step to obtaining high-quality data.

CHARACTERISTICS OF FIELD STAFF

The goal of the recruitment process is to identify the best possible candidates for the DHS field work. Here are a few of the characteristics to look for in potential candidates:

SEX

- ◆ The standard DHS protocol strongly recommends that respondents be interviewed by a member of the same sex, so it is important to recruit the appropriate number of male and female candidates for field staff positions.
- ◆ Field editors are generally female so that they can observe interviews with female respondents.

LANGUAGE ABILITIES

- ◆ All candidates should be fluent in the language used for training as well as at least one (other) language into which the questionnaires have been translated (if more than one language is being used).

EDUCATIONAL BACKGROUND

- ◆ Ideally, all candidates should have the equivalent of at least a secondary education. Interviewing can be repetitive work and extremely well-educated people may become bored after a few weeks or months.
- ◆ In most surveys, interviewers with no health background will collect the blood samples. In these cases, willingness to work with blood must be among the recruiting criteria for interviewers. In some surveys (e.g., those in which venous blood samples are to be collected), there may be a need to recruit health technicians or nurses.

PREVIOUS SURVEY EXPERIENCE

- ◆ Previous survey experience is not necessary, although it is helpful for supervisors and field editors.

AVAILABILITY

- ◆ Candidates must be available to work full time the entire period of field work. They should be willing to work on evenings and weekends and be able to stay away from their homes for extended periods of time.

PHYSICAL FITNESS

- ◆ Field work is physically demanding and candidates should be able to walk long distances and carry questionnaires and other equipment.

GOOD PERSONAL ATTRIBUTES

- ◆ Maturity, responsibility, a friendly and respectful attitude, appropriate appearance and demeanor, curiosity, attention to detail, and an interest in the survey are all qualities that a strong candidate will exhibit.

NUMBER OF CANDIDATES RECRUITED

- ◆ Before any recruiting begins, it is necessary to determine how many male and female interviewers are needed for each of the major languages in the country. This is done by reviewing the list of sampled clusters and deciding which language is the most widely spoken in each area.
- ◆ Survey organizers often think that if several languages—say A, B, and C—are spoken in a region, the team assigned to that area should consist of one interviewer who speaks A, one who speaks B and one who speaks C. However, this is inefficient because when the team is working in the area where everyone speaks A, the other two interviewers cannot work; the same problem occurs in the areas where B and C are spoken. Consequently, it is best to determine the distribution of clusters in that region by language. If 10% of the clusters speak A, 15% speak B, and 75% speak C, then it is best to comprise the team of only C speakers and to either use translators for the A and B clusters or to try to interview the people in those clusters using language C speakers or possibly some other language known by the interviewers and respondents.
- ◆ It is important to allow for extra field staff who can fill in for those who drop out or are dismissed during training. It is generally advised to hire and train at least 10 percent more people than are necessary for field work. Sex and language capabilities should be taken into account when determining the number of back-up interviewers.

RECRUITMENT

Permanent staff from the survey implementing organization are sometimes used in the survey. In most cases, however, the interviewing staff will be temporary employees who are hired for the duration of the survey. It is often useful for the positions to be advertised in newspapers or magazines or for announcements to be placed on bulletin boards in offices or universities. Word of mouth may also be an effective way of finding candidates.

Sometimes there is pressure to hire the friends or family members of influential people. Although this is not always detrimental, it can result in hiring unqualified staff. Consequently, it is useful to identify some minimum requirements, set some guidelines for the recruitment process, and appoint a committee of 3-4 people to screen applicants.

It is usually advisable to recruit on a regional or zonal basis. Although it may be easier to recruit the required number of field staff from the capital city, it is better to get at least some from the regions. Respondents often know when interviewers are not local, even if they speak the local language. Staff who live in the capital may tend to feel more sophisticated than the residents of the areas where they will be working. It also helps to have 1-2 team members who know the local area and perhaps even can help solicit support from local officials.

There must also be a subjective component to the interview process in order to evaluate some less quantitative characteristics. The field staff will spend most of their work time alone and will have to use their judgment on a daily basis. Candidates must indicate they have the maturity to handle the problems that arise in the field. In addition, interviewers must approach strangers and conduct interviews with people from a variety of backgrounds. The interviewers' dress and demeanor should allow them to fit into the communities in which they will be interviewing.

Documenting the process will assist the survey coordinators in making a final decision on the selection of candidates and will allow them to justify their decisions in case they are questioned later.

CANDIDATE ASSESSMENT SCREENING

Ideally, the application process for interviewers should include an application form, a written test and an interview. Standardization of the selection process will help in identifying the best candidates and will also provide a evidence if there is pressure to hire an individual who does not have the proper skills or qualifications.

APPLICATION FORM

Ask each candidate to fill out an application form (see box, Recruitment Form 1). This form should be used to obtain basic information about each candidate. It also allows evaluation of the legibility of their handwriting and their ability to follow basic instructions.

TEST

Each applicant should complete a short test (see box, Recruitment Form 2). The goal of the test is to check the candidate's attention to detail and ability to do simple arithmetic.

PERSONAL INTERVIEW

All applicants should be informed of the goals of the survey, the conditions of the job, compensation, etc. This information may be conveyed during a personal interview, or, to save time, to a group of applicants. Then, each candidate should be spoken with individually (see box, Recruitment Form 3). The recruiters should record their impressions of each candidate on a separate piece of paper (with emphasis on the characteristics listed above). This evaluation should be attached to the application form and test.

Speaking ability

On the application form, each candidate has indicated the languages he/she knows and has assessed his/her proficiency in each language. All field staff should be fluent in the language of training and at least one of the languages to be used in the survey. If at all possible, conduct part of the interview in each of the languages for which the applicant is being considered to work in.

Application Form for Field Staff
[Country] Demographic and Health Survey

1. Full name: _____

2. Address: _____

3. Telephone: _____

4. Age: _____

5. Sex: _____

6. Highest grade of school completed: _____

7. Employment:

Current _____

Previous _____

8. Have you ever worked on a household survey before? If yes, which ones? _____

9. Language ability: Write the names of all languages you know and rate your speaking and reading ability using the following: Limited=1; Good=2; Excellent=3

Language	Speaking Ability	Reading Ability	Office use only

10. Do you have any health conditions that may limit your ability to work outdoors, walk distances, or carry things? If yes, please explain.

11. Are you willing to work in the field for the next [3-6] months?

**Sample Test for Applicants for Field Staff
[Country] Demographic and Health Survey**

Full name of applicant: _____

- 1) A woman has given birth to three sons and two daughters. One son died and the other sons and daughters are alive.

How many sons does she have now? _____

How many living children does she have now? _____

- 2) You ask a woman how old she is now, but she says she does not know. However, she tells you that she has a son who is 12 years old now, and that she was approximately 15 years old when she gave birth to that son.

How old is she now? _____

What year could she have been born in? (Tick one box)

1973 1976 1979 1983 1989 1992 None of these years

- 3) The table below gives the ages of various persons

Person (name)	A	B	C	D	E	F	G	H	I	J	K
Age	3	5	10	6	9	12	15	14	17	2	11

List the people who are under age 5 _____

List the people who are under age 10 _____

List the people who are age 15 or above _____

- 4) Imagine you are interviewing a woman who has given birth to two sons and one daughter. They have all gotten married and moved away from home. Please answer the questions for this woman. Follow all instructions.

201. Have you ever given birth?

Yes → ASK QUESTION 202

No → GO TO QUESTION 206

202. Do you have any sons or daughters to whom you have given birth who are now living with you?

Yes → ASK QUESTION 203

No → GO TO QUESTION 204

203. How many sons live with you? _____

And how many daughters live with you? _____

204. Do you have any sons or daughters to whom you have given birth who do not live with you?

Yes → ASK QUESTION 205

No → GO TO QUESTION 206

205. How many sons do not live with you? _____

And how many daughters do not live with you? _____

206. INTERVIEWER: WRITE THE TOTAL NUMBER OF CHILDREN SHE HAS GIVEN BIRTH TO: _____

Reading out loud

Ask the applicant to read a section of the questionnaire (the introduction statement in the individual questionnaire, for example) out loud in all of the questionnaire languages they claim to know. Give the candidate a score of 0 (not able to read at all) to 5 (able to read everything fluidly) for each language that he/she reads.

Interviewer role-playing is another testing strategy. The candidate is given a piece of paper with 3-4 questions that have been taken from the questionnaire, including instructions, and must ask the questions and record the answers given by the “respondent”. This kind of test will allow an evaluation of the candidate’s 1) ability to read and understand directions, 2) neatness of handwriting, 3) attention to detail, 4) language abilities.

Standardize the selection of candidates by asking them the same questions. The questions may be typed up on a sheet of paper with space left for the recruiters’ comments. If one sheet is used for each candidate, the recruiters’ comments can be saved for future reference.

It is important to discuss with each applicant the expected level of pay for the work and the hours per day and days per week to be worked. Omission of these issues can result in wastage of time and money if candidates drop out after the training because they don’t like the conditions of work.

Recruitment Form 3

Items to Discuss in Personal Interview with Applicants for Field Staff

Name of applicant: _____

- ◆ **Language ability:** 1) talk in the language for a few minutes and 2) ask the candidate to read aloud several questions written in the language and then provide answers.
- ◆ **Daily schedule:** Ask if she/he is willing to work in the evenings and weekends.
- ◆ **Place of work:** Ask if there are parts of the country in which she/he 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), be sure to mention this.
- ◆ **Duration of survey:** Explain that the job will take [3-6] months to complete, including training. Ask if she/he will be available for the whole time. In cases where a candidate is proposing to take a leave of absence from a permanent job, ask the candidate to submit a letter from their employer stating they will be given a leave of absence for the required dates.
- ◆ **Physical fitness:** Is the candidate physically able to handle the job, including extensive walking and carrying equipment?
- ◆ **Pay levels:** Explain salary and per diem levels and any other benefits and conditions of service. Ask if this is acceptable. Explain that she/he needs to consider this before accepting any offer to come for training.
- ◆ **Reason for wanting job:** Ask the candidate why she/he wants the job. Discuss how this experience can help her/him achieve future goals.

II. ADMINISTRATIVE ASPECTS OF FIELD STAFF TRAINING

TRAINERS

Senior host-country staff will be in charge of conducting the training of DHS field staff, assisted by Macro DHS staff wherever appropriate and feasible. A separate training of trainers should be held when the senior survey staff have not had previous training experience or when there are multiple training courses in separate locations. In many cases, the training for the pretest will develop the skills of trainers for the main survey.

DHS recommends the following:

- ◆ At least two full-time trainers should be assigned per class. Both trainers should attend the training course at all times, to ensure uniformity of instruction.
- ◆ One trainer should be designated to be responsible for the anthropometric (height and weight measurement) training.
- ◆ One trainer should also be designated as responsible for the training on taking blood samples for anemia and/or HIV testing.
- ◆ One senior staff person, who is not directly involved in the training course, should be responsible for 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.
- ◆ Outside lecturers can provide in-depth information on selected topics, e.g.:

1) Family planning methods

- Discuss all methods in the contraceptive use table
- Explain different types of delivery systems
- Discuss most commonly used brands of pills and condoms

2) Maternal and child health

- Types of health service personnel and delivery points
- Current and recent health promotion campaigns
- Focus topics such as nutrition and malaria
- Vaccination types and schedules
- Common treatments for diarrhea, respiratory infection, and malaria

3) Anemia and HIV

- Presentations on modes of HIV transmission, programs to reduce HIV and anemia in the country
- For those taking blood samples: discussion of consent procedures and demonstration/practice of testing procedures

4) Malaria

- Discuss malaria prevention and treatment programs
- Show brands of bed nets and discuss ways to identify them

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 field workers are not yet ready to begin actual data collection.

	In class training on questionnaires	Height and weight measurement	Anemia and HIV testing	Field practice	Supervisor/field editor training	Total length of training
Pretest	10 days	2 days	2 days	2 days of practice and discussion	NA	~ 2-3 weeks
Main survey	2-3 weeks	2 days	3 days	3-4 days of practice and discussion	1 day	~ 4-5 weeks

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

SIZE OF TRAINING CLASS

- ◆ In general, the smaller the number of trainees, the better. DHS recommends training no more than 50 trainees in a class. If a larger number is to be trained, two or more separate training sessions may be organized in separate rooms at the same venue, provided that enough good trainers are available. In order to maximize standardization of instruction, it may be preferable to keep all of the participants together for lectures, and then split them into smaller working groups.

- ◆ DHS does not recommend multiple training sites; however, if training must be conducted at different sites simultaneously, it is important to establish reliable and frequent contact between the sites. This will maximize uniformity in answering questions that arise during the course of training.
- ◆ To allow for attrition, it is advisable to train more persons than are ultimately needed for field work. 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.
- ◆ Those trainees who are not selected as field workers may be assigned other duties for which they are qualified. For example, those who are not selected as supervisors may be qualified to be interviewers, and those who are not selected as interviewers may have the necessary qualifications to fit an office position.
- ◆ In addition to the field staff, senior data processing staff (Programmer, Data Processing Supervisor, Office Editor) should receive detailed instruction on the questionnaires. The easiest way to accomplish this is to include them in the classroom sessions of the interviewers' training course. They can later spend 1-2 days briefing the data entry staff on the questionnaires immediately before the data processing operation begins. If PDAs are being used, senior data processing staff will already be thoroughly familiar with the questionnaires and will instead, be assisting in the training.

LOCATION OF TRAINING

- ◆ It is best to hold the training in a residential site so that trainees are a captive audience. Getting to the classroom in the morning is easier, and participants have more time to study and practice with other participants in the evening.
- ◆ The venue should have a large room for plenary sessions and smaller rooms if there are multiple classes being trained.
- ◆ The venue must have electricity, ample light, good food, comfortable seating for all participants, preferably at tables or desks.
- ◆ Schools and universities are not good training venues if a delay in the survey schedule may result in these venues becoming unavailable.
- ◆ The venue must be booked well in advance.

MATERIALS FOR TRAINING

MATERIALS FOR INTERVIEWERS	
Item	Quantity per Interviewer
Interviewers' Manual	1
Questionnaires	1-2 in main training language 8-10 of each in interview languages
Blue ball point pens	2
Interviewer Assignment Sheet	1
Briefcase/backpack (optional)	1

ADDITIONAL MATERIALS FOR SUPERVISORS AND FIELD EDITORS	
Item	Quantity per Supervisor/Field Editor
Supervisor's and Field Editor's Manual	1
Supervisor Assignment Sheet	1
Interviewer tracking sheet	1
Anemia referral form	1
Blood sample transmittal form (for HIV testing)	1
Maps and household listing forms	1-2 examples for the supervisors/editors training
Red ball point pens	2

TEACHING MATERIALS	
Item	Comments
Blackboard and chalk (colored, if possible)	
Flip chart or large sheets of paper	
Large felt marking pens	
Overhead projector (if available)	
<ul style="list-style-type: none"> ◆ Screen ◆ Transparencies of each page of questionnaire ◆ Colored transparency pens 	If overhead not available, use enlargements of questionnaire pages.

Measuring boards	1-2 per team
Scales	1-2 per team
Anemia (and HIV) testing supplies	See Anemia Testing Manual
Salt testing kits	
Samples of additional fieldwork materials	See below

ADDITIONAL MATERIALS FOR FIELDWORK
Vaccinations cards (samples of all types used in country)
ORS packets (samples of all types used in country)
Vitamin A capsules
Iron capsules
Zinc tablets
Deworming medication
Malaria drugs (if applicable)

The best training aid is, of course, the trainer. Trainers should be well-informed about the survey in general and should have studied the questionnaires and manuals in detail. An unprepared trainer can have disastrous results on both the quality of the data and the morale of the field staff.

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 the survey is needed. Discuss how the data collected in previous DHS surveys in that country or other countries were used and show copies of previous DHS reports.

Ask questions

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

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. Change readers every few minutes to vary the voice and give others a chance to participate.

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

Issuing certificates of course completion, holding a party at the end of training, and printing T-shirts, vests, briefcases, etc. with the survey name are all ways of improving morale and creating a sense of unity and purpose.

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).

One of the primary objectives of training is to promote a sense of enthusiasm and pride among the prospective field staff. The best work is accomplished by those who care about what they are doing, feel that their work is important, and sense that they are respected by their superiors.

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

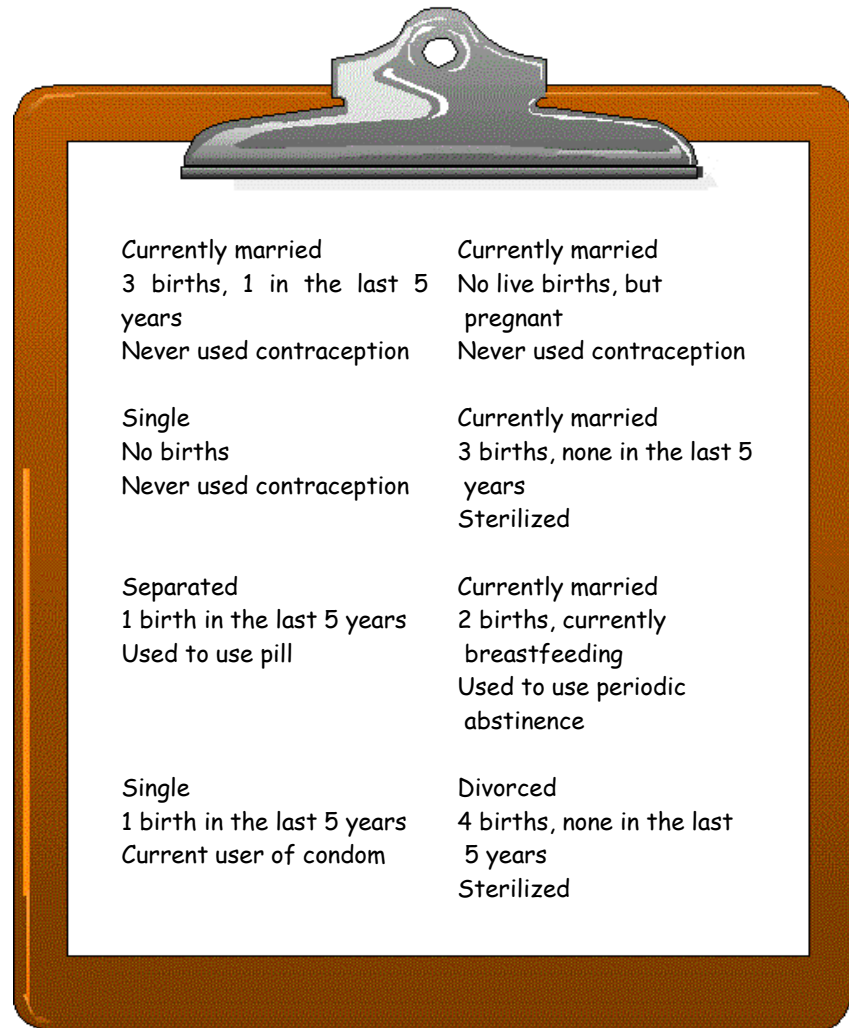
- ◆ This is an interview (or part of an interview) conducted either by a trainer or a supervisor in front of the class. The benefit of this exercise is to show how a good and efficient interview is conducted. Demonstration interviews are particularly useful early in training to show trainees what the 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 particular 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 trainers to check whether trainees notice the errors being made and to correct errors made by the interviewer.

DHS strongly recommends an active training style. A variety of teaching methods should be used, with an emphasis on supervised practice.

For the above exercises, it is useful to assign different characteristics to the 'respondent' to ensure that trainees have practice covering different parts of the questionnaire and are exposed to different situations. Below are some examples of combinations of respondent characteristics to use in these exercises. Before the interview begins, the 'respondent' may want to jot down the names and birth dates of her 'children' to ensure reasonably consistent answers:



If photocopies of the vaccination card are available, the 'respondent' can fill one to show to the 'interviewer'. The cards should be attached to the questionnaire so that the trainer can check that the dates were copied correctly.

DEMONSTRATION
INTERVIEW WITH REAL
RESPONDENT

- ◆ Find women who are willing to be interviewed in front of the class or in small groups of trainees. 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 questions truthfully. Make sure that the trainees are aware of this.
- ◆ 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.

**PRACTICING
ANTHROPOMETRIC
MEASUREMENTS**

- ◆ Demonstrate proper weighing and measuring techniques in front of the entire class. Ask trainees to follow along in their interviewer's manuals.
- ◆ Trainees should split into teams to practice. Team members who are observing the measurer and assistant should read the directions step-by-step in the manual and provide feedback on their observations. Rotate roles so that all get practice.
- ◆ Arrange practice sessions at nearby kindergartens and health facilities. Two half-days of practice are normally sufficient. Each participant should have experience measuring children lying down (under age two).

**ANEMIA AND HIV
TESTING**

- ◆ Trainees need to practice anemia testing and taking blood samples for HIV testing on each other in the classroom as well as during field practice (refer to the Anemia and HIV Testing Manuals for details).

**TRAINING FOR THE
OPTIONAL DOMESTIC
VIOLENCE MODULE**

- ◆ In countries implementing the Domestic Violence module, a special session should be arranged, preferably with a guest lecturer, to review how to select only one woman per household and the importance of ensuring privacy, as well as referral options for respondents in need of assistance.

FIELD PRACTICE

Practice interviewing is perhaps the most significant part of interviewer training. In an actual interview situation, the trainee will become aware of the issues she does not understand. The supervisors and trainers will be able to identify those sections of the questionnaire where trainees are making mistakes. Towards the end of the training session, several days should be set aside for practice in the field.

Scheduling

- ◆ Field practice should be conducted at the end of the training period so that participants benefit from administering the entire questionnaire including anthropometric measurements and anemia testing.
- ◆ A minimum of two whole days should be devoted to field practice. For each day of field practice, spend the following 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 likely to be at home so that all trainees have practice.
- ◆ It is helpful to schedule field practice in both rural and urban areas.
- ◆ If the questionnaire has been translated into more than one language, it is helpful to select sites for practice where these languages are spoken so that all versions of the questionnaire can be practiced.
- ◆ *Field practice cannot be conducted in an area selected for the actual survey.*

Organization

- ◆ For efficiency, in the field practice sessions, trainees should interview whatever households are available, without worrying about callbacks.
- ◆ 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 also use interviewer performance as a basis for making decisions about field staff.
- ◆ During the first field practice day, trainees should just concentrate on conducting interviews with eligible women or men (after completing the household schedule).
- ◆ During the second field practice day, height and weight measurement, anemia testing, and taking blood samples for HIV of eligible individuals in visited households should be practiced in addition to interviewing. Use of maps and field forms can also be added in order to gradually approximate actual field demands. Supervisors and editors, if they have been selected already, should edit completed questionnaires and give them to senior survey staff to check.

Feedback

- ◆ Time should be allocated for classroom discussion following field practice interview sessions to answer questions and discuss problems.
- ◆ An especially important part of practice interviewing is that the trainees receive feedback on their performance. It is very important that this be done so that 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 trainee.
- ◆ 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 helps identify candidates for field editor positions and also allows supervisors and senior staff to identify misconceptions among the interviewer candidates.

AGENDA FOR INTERVIEWER TRAINING

GENERAL GUIDELINES

The illustrative agenda given in Appendix 1 shows how a typical DHS 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.
- ◆ Certain parts of the questionnaire, by their very nature and length, require more time than others.

- ◆ The sections covered later in the course 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 reduced.
- ◆ Survey organizers should budget for two extra days in the training schedule to allow for delays or extra training.
- ◆ Five to six full days should be scheduled for anthropometry, HIV and anemia training.
- ◆ In order to find adequate numbers of mother/child pairs for practice, organize trips to nearby nursery schools and/or clinics.
- ◆ If anthropometric measurements, anemia testing and other biomarkers are implemented by health technicians who will not be conducting interviews, they should be trained in a separate classroom, but should join the interviewer trainees for field practice exercises.

ANTHROPOMETRY/HIV ANEMIA TESTING TRAINING

DATA QUALITY

Inform interviewers that their performance will be monitored for quality throughout field work, that supervisors will periodically spot-check households, and that field editors 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. This can be demonstrated by charts showing displacement of ages or birth dates (see discussion of field check tables in Appendix 3).

HOMEWORK

Outside of the formal training hours, it will be useful to assign some light homework. Homework assignments may include:

1. Reading from the relevant sections of the Interviewer's Manual before they are covered in class
2. Practice interviewing friends, family or other participants.

SEXUAL HARASSMENT

During the interviewer training, it is important to define sexual harassment and to establish that harassment is not appropriate behavior and will not be tolerated on the survey. Sexual harassment is any unwelcome words or actions of a sexual nature or based on sex that (1) create an intimidating, hostile, or offensive working environment or (2) the submission to or rejection of which affects the target's employment status or conditions.

If the implementing organization has a policy on sexual harassment, it is worthwhile to discuss these policies with them before the training and then have the implementing organization staff present the policies to the group. If the implementing agency has no policy on sexual harassment, then the training must lay out expectations for behaviors, a process for receiving and reviewing complaints, and disciplinary actions for perpetrators of sexual harassment.

Some important points:

- ◆ Sexual harassment is a form of violence. It is about power and intimidation, not sexual attraction.
- ◆ Sexual harassment is typically thought of in terms of behaviors by a man towards a woman. However, women may also sexually harass men, men may sexually harass other men, and women may sexually harass other women.
- ◆ Sexual harassment can be perpetrated by a supervisor towards an employee, by an employee towards a supervisor, or between co-workers.
- ◆ It does not matter whether the harasser intends to intimidate or offend anyone. What is important is the effect the behavior has on the person being harassed.

A useful teaching method may be to ask the class to name examples of sexual harassment and then discuss them. Here are some examples of harassing behaviors:

- ◆ Sexual or gender-based jokes or teasing;
- ◆ Requesting sexual favors;
- ◆ Pressure for dates;
- ◆ Telling lies or spreading rumors about a person's personal or sex life;
- ◆ Unwelcome hugging, touching, or kissing;
- ◆ Patting, stroking, grabbing, or pinching;
- ◆ Forced fondling, rape, or attempted rape.¹

EVALUATION AND TESTING OF TRAINEES

TESTS

Administering tests to the trainees is useful for several reasons. They can serve as a teaching tool to motivate trainees to study the material and to help trainers understand trainees' level of comprehension. Tests also emphasize important issues for the class to review. The tests should not be too complicated. Appendix 2 provides sample test questions.

Trainers should keep records of test scores and performance on practice interviews, since it is sometimes necessary to have some objective criteria on which to base the dismissal of candidates.

¹ Adapted from: Minnesota Advocates for Human Rights, Stop Violence Against Women project.

**TESTING AND EVALUATION
TECHNIQUES**

- ◆ After collecting tests or quizzes, review the questions one by one.
- ◆ Grade tests immediately, so they can be returned to trainees the following day.
- ◆ It is useful to make intentional errors on selected pages of the questionnaire (especially the tables) and ask trainees to find and describe the errors. This method is particularly effective in identifying individuals to serve as field editors. However, these tests are also more difficult to grade.

**PERSONAL
EVALUATION**

- ◆ Trainers should keep in mind that tests are not always a good measure of trainees' abilities. They can be somewhat arbitrary or subject to the individual's comfort level with the predominant language used in the training. Ultimately, decisions on hiring interviewers should be based on observation of the trainees' performance during class sessions and field practice in addition to their test scores.

IV. SUPERVISOR AND FIELD EDITOR TRAINING

THE CANDIDATES

People who serve as interviewers for the pretest are often good candidates for supervisors in the main survey. 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 (see section on Evaluating and Testing of Trainees).

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 should be set aside towards the end of the training to work with the supervisors.

If the survey includes field editors, they are usually selected from the pool of field staff trainees and should join the supervisors for the specialized training on how to observe interviews, how to edit questionnaires, and how to organize completed questionnaires for transport to headquarters, assuming paper questionnaires are used.

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

MATERIALS

The Supervisor's and Editor's Manual will be the focus of the supervisor and field editor training.

Make up and discuss some examples of questionnaire pages with errors (especially the birth history). Supervisors and field editors 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 visit to a sample segment to practice reading the map and locating selected households.
- ◆ How to observe interviews, edit questionnaires, and give feedback to staff.
- ◆ Principles of, and strategies for, data quality monitoring.
- ◆ Team leadership, maintaining team morale, dealing with problems, etc.

EVALUATION

Giving supervisors and field editors a brief test (consisting, for example, of questionnaires with errors) is a good way to evaluate their ability to find errors and deal with them appropriately. If possible, on the final day of field practice, interviewers should be organized into teams each with a supervisor [and field editor]. Trainers can then observe the performance of supervisors [and field editors] in the field. Completed questionnaires should be edited during the field practice or immediately thereafter and then given to trainers to review that evening.

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 trainers 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

Training does not end when fieldwork is launched. Interviewers need close supervision, especially in the first few days of field work. Very often, interviewers have not had enough practice with problems frequently encountered in the field. Supervisors and field editors will need to work together to identify interviewers who require extra assistance or retraining.

SUPERVISION OF EARLY FIELDWORK

LOGISTICS

Unless logistics and language/ethnic variations do not allow, all of the field teams should start work in the capital city 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 field work. To accomplish this, supervisors, field editors, and senior staff will have to sit in on interviews and give immediate feedback to interviewers. They should not interrupt during the interview, but rather save their comments and give feedback to the interviewer after the interview is over. In addition, throughout the course of the fieldwork, field editors should observe at least one interview per day.

EDITING QUESTIONNAIRES

When paper questionnaires are used, DHS procedures call for thoroughly editing all completed questionnaires within a day of the interview or at least before the team leaves the sample cluster; this is particularly important during the first few days of fieldwork. Supervisors and field editors should share the task to ensure that all questionnaires are thoroughly scrutinized and all errors are tactfully discussed with the interviewer.

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

In most DHS surveys, one of the supervisor's responsibilities is to conduct re-interviews with approximately 5 percent of the households covered in the survey. The supervisor only fills the first few columns of the household questionnaire, with the list of people, their relationship, residence status, age, and sex. He or she should try to visit the household on the same day as the interview so that any visitors who stayed in the household the night before the interview can still be contacted.

The purpose of the re-interviews is to ensure that interviewers are visiting the selected households and that they do not intentionally leave out eligible household members or misreport their 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. If the interviewer has missed any eligible respondents, an interviewer of the appropriate gender must return to the household to conduct the interview.

QUALITY CONTROL TEAM

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

MONITORING DATA QUALITY WITH FIELD-CHECK TABLES

Data quality is closely linked to the performance of interviewers and their supervisors with respect to the identification of selected households and eligible respondents as well as the accurate completion of the questionnaires. The teams' performance should be monitored closely throughout fieldwork.

- ◆ Field-check tables are one way of monitoring data quality while the field work is still in progress. They are tabulations of data which are produced periodically by the data processing chief in order to monitor the performance of each team separately. Each table focuses on an important aspect of data quality. Appendix 3 contains a detailed description of each table.
- ◆ These tables help maintain an ongoing link between teams in the field and senior staff at survey headquarters. Use of these tabulations is crucial during early field work when there is still time to arrange for retraining field staff or re-interviewing problem sample segments. If the data from a team show problems, it may be useful to run the field-check tables by individual interviewer to see whether the problems are team-wide or restricted to one or two team members.

LIMITATIONS OF FIELD-CHECK TABLES

- ◆ During the very early stages of fieldwork, when quality control is especially important, not enough questionnaires have been completed to generate field-check tables for each team. One option is to produce field-check tables for all interviewers after the first few days of fieldwork. This is another reason to begin fieldwork in a geographically-restricted area. After approximately 100 questionnaires have been completed tables can be run and feedback given to all of the teams as a group.
- ◆ Field-check tables should never be used as a substitute for the fieldwork supervision methods listed in the preceding section.

CONTINUING SUPERVISION OF FIELDWORK

It is important to keep monitoring interviewer performance throughout the duration of the fieldwork. Both the supervisor and the field editor should continue to observe interviews until the end of fieldwork. Senior staff should also observe as many interviews as possible when they visit teams.

APPENDIX 1 ILLUSTRATIVE TRAINING AGENDA

Note: This agenda assumes that paper questionnaires are being used, that there is a Man's Survey, and that interviewers will be trained to do anemia testing and take samples for HIV testing. When PDAs are used in place of paper questionnaires, they are generally introduced after review of the questionnaire on paper. When additional modules that are not part of the core questionnaire such as Maternal Mortality or Domestic Violence, are included in the survey, additional training days will most likely be required. When training on the Domestic Violence module, there are several ethical and methodological points to be emphasized with interviewers (see DHS Domestic Violence module).

DAY	MORNING	AFTERNOON
Day 1 Introduction and overview of project	<p>Opening ceremony.</p> <p>Introductions.</p> <p>Objectives of the survey, brief overview of demography of country, description of the DHS, general organization, period of performance, role of interviewers and supervisors, importance of interviewers.</p> <p>Administrative matters, rate and timing of payment, survey regulations including policy on sexual harassment.</p> <p>Overview of project, including brief description of pretest, data processing, analysis (Interviewer's Manual Section I).</p> <p>Importance of survey results.</p>	<p>Introduction of questionnaires and manuals.</p> <p>Description of the sample and eligibility criteria.</p> <p>General section-by-section explanation of questionnaires.</p> <p>Techniques of interviewing (Interviewer's Manual Section II).</p>
Day 2 General techniques and procedures; Household Questionnaire	<p>Fieldwork procedures, contacting households, response codes, making callbacks (Interviewer's Manual Section III).</p> <p>Quick demonstration interview.</p>	<p>How to record answers on the questionnaire and how to correct errors (Interviewers' Manual Section IV).</p> <p>Presentation of the Household Schedule (Interviewers' Manual Section V).</p> <p>Explanation of the cover page of the Household Questionnaire, informed consent, and household schedule; handling of eligibility criteria; examples.</p>
Day 3 General techniques and procedures; Household Questionnaire	<p>Review Household Questionnaire schedule of members.</p> <p>Discussion of birth certificates/birth registration procedures.</p> <p>Detailed explanation of water and sanitation codes and housing materials (Interviewers' Manual Section V).</p> <p>Conclude Household Questionnaire, excluding salt testing, height, weight, anemia, and HIV testing at this time.</p>	<p>Practice in groups (mock interviews) filling in the Household Questionnaire.</p>

<p><u>Day 4</u> Woman's Questionnaire Sections 1-2</p>	<p>Explanation of Cover Page, informed consent and Section 1 of the Women's Questionnaire (Interviewers' Manual Section VI A and B).</p> <p>Detailed discussion of how to collect age data and use of age/date conversion charts, consistency checking, etc.</p> <p>Examples.</p> <p>Mock interviews in groups, covering Section 1.</p> <p>Discussion of Section 1 group practice. Solutions to problems.</p>	<p>Explanation of Section 2 of the Women's Questionnaire (Interviewers' Manual Section VI C).</p> <p>Detailed discussion section 2 including training on use of calendar for recording births, pregnancies, and pregnancy terminations.</p> <p>Examples.</p> <p>Mock interviews in groups, covering Section 2.</p>
<p><u>Day 5</u> Section 2 cont., Section 3</p>	<p>Discussion of group practice on Section 2.</p> <p>Solutions to problems.</p> <p>Lecture on human reproduction in relation to methods of family planning.</p>	<p>Explanation of Section 3 (Interviewers' Manual Section VI D)</p> <p>Examples.</p> <p>Front-of-class practice of Sections 1-3.</p>
<p><u>Day 6</u> Section 3 cont., Section 4</p>	<p>Mock interviews on Section 3 and review of practice.</p> <p>Introduction to Section 4 (Interviewers' Manual Section VI E).</p>	<p>Explanation of Section 4.</p> <p>Front-of-class practice on Section 4.</p> <p>Mock interviews on Section 4</p>
<p><u>Day 7</u> Section 5</p>	<p>Lecture on national child health initiatives as they relate to topics covered in questionnaire.</p> <p>Explanation of Section 5 including use of immunization cards (Interviewers' Manual Section VI F).</p> <p>Front-of-class practice on Section 5.</p>	<p>Mock interviews on Section 5.</p> <p>Test on Household Questionnaire and Woman's Questionnaire Sections 1-5.</p>
<p><u>Day 8</u> Sections 6-7</p>	<p>Review of answers to test.</p> <p>Explanation of Sections 6-7 (Interviewers' Manual Sections VI G-H); examples.</p>	<p>Mock interviews on Sections 6-7.</p>
<p><u>Day 9</u> Section 8</p>	<p>Lecture on HIV, focusing on modes of transmission and treatment programs.</p> <p>Explanation of Section 8 (Interviewers' Manual Section VI I).</p>	<p>Mock interviews on Section 8.</p>
<p><u>Day 10</u> Sections 9-10</p>	<p>Explanation of Sections 9-10 (Interviewers' Manual Sections VI J-K).</p>	<p>Mock interviews on Sections 9-10</p> <p>Test.</p>

<p><u>Day 11</u> Man's Questionnaire</p>	<p>Review results of test.</p> <p>Overview of Man's Questionnaire. Similarities and differences with the Woman's Questionnaire.</p>	<p>Mock interviews on Man's Questionnaire.</p>
<p><u>Day 12</u> Local languages</p>	<p>Discussion of local language versions in small groups.</p> <p>Mock interviews with local language versions of Household Questionnaires.</p>	<p>Mock interviews with Individual Questionnaires.</p>
<p><u>Day 13</u> Field practice (Questionnaires only)</p>	<p>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.</p> <p>Each trainee to do at least two interviews.</p> <p>Supervisors to edit questionnaires in the field and give to trainers to re-edit.</p>	
<p><u>Day 14</u> Field practice review, discussion of forms and editing</p>	<p>Discussion of previous day's practice.</p> <p>Trainers and supervisors to review problems, errors, and observations made during field practice.</p> <p>Trainers to return edited questionnaires to supervisors, who in turn will discuss with each trainee individually.</p>	<p>Explanation of Control Forms.</p> <p>How to handle households with no eligible women or with more than one eligible woman.</p> <p>Test that emphasizes catching errors in completed questionnaires.</p> <p>Prospective field editors identified by senior staff.</p>
<p><u>Day 15</u> Biomarker training</p>	<p>Overview of biomarkers used in the survey.</p> <p>Introduce participants to each step in the process of taking biomarkers: identifying eligible respondents, consent process, using questionnaires and barcode labels, and the actual mechanics of taking blood.</p> <p>Detailed explanation of how to identify eligible respondents using the Height, Weight, Anemia and HIV testing section of the Household Questionnaire.</p> <p>Explain ethics of informed consent, demonstrate and practice informed consent process.</p>	<p>Detailed explanation of how to use the Household Questionnaire to record results of the consent process and the tests, and proper use of barcodes.</p> <p>Front of class demonstration of anemia and HIV testing.</p> <p>Theoretical training in anemia and HIV.</p> <p>Review of Anemia and HIV Testing Field Manual.</p>
<p><u>Day 16</u> Biomarker training</p>	<p>Practical training and practice in measuring anemia and taking samples for HIV testing.</p>	<p>Continued practical training and practice in measuring anemia and getting samples for HIV testing.</p>

<u>Day 17</u> Biomarker training	Review and practice of entire procedure from identifying eligible respondents, obtaining informed consent, taking samples, completing the Household Questionnaire and using bar codes.	Explanation of packaging of DBS. Explanation of preparing DBS from a cluster for transport and completing transmittal sheet. Explanation of salt testing procedures; practice.
<u>Day 18</u> Biomarker training	Practice with anemia and HIV testing at a clinic or preschool.	Instruction on measuring height and weight of adults and children. In class practice of measuring height and weight.
<u>Day 19</u> Biomarker training	Practice with height and weight and anemia testing on children at a clinic or preschool.	Explain principles of and demonstrate disposal of biohazardous waste. <u>Evening:</u> Final selection of field editors and supervisors, if not selected before the training.
<u>Day 20</u> Supervisor/field editor training	Training of supervisors and editors (see Part IV of this document).	Continuation of training of supervisors and editors.
<u>Day 21</u> Field practice (including biomarkers)	Field practice in teams with height and weight measurement and anemia and HIV testing included, use of maps, use of Supervisor's Assignment Sheets and trainees using Interviewer's Assignment Sheets.	
<u>Day 22</u> Administrative issues	Discussion of field practice. Review of any persistent problems. Discussion of methods of data quality monitoring—field editing, spot-checking, and field-check tables.	Administrative matters. <u>Evening:</u> Final selection of interviewers and assignment of interviewers, editors and supervisors by team.
<u>Day 23</u> Administrative and logistical issues	Trainees informed of final team composition. Logistics of main survey fieldwork. Interviewers leave.	Meeting of senior field staff, data processing chief, supervisors, and drivers to go over preparations for main survey work (see Part V of this document). Procedures for monitoring sample implementation and data quality, use and timing of field-check tables.

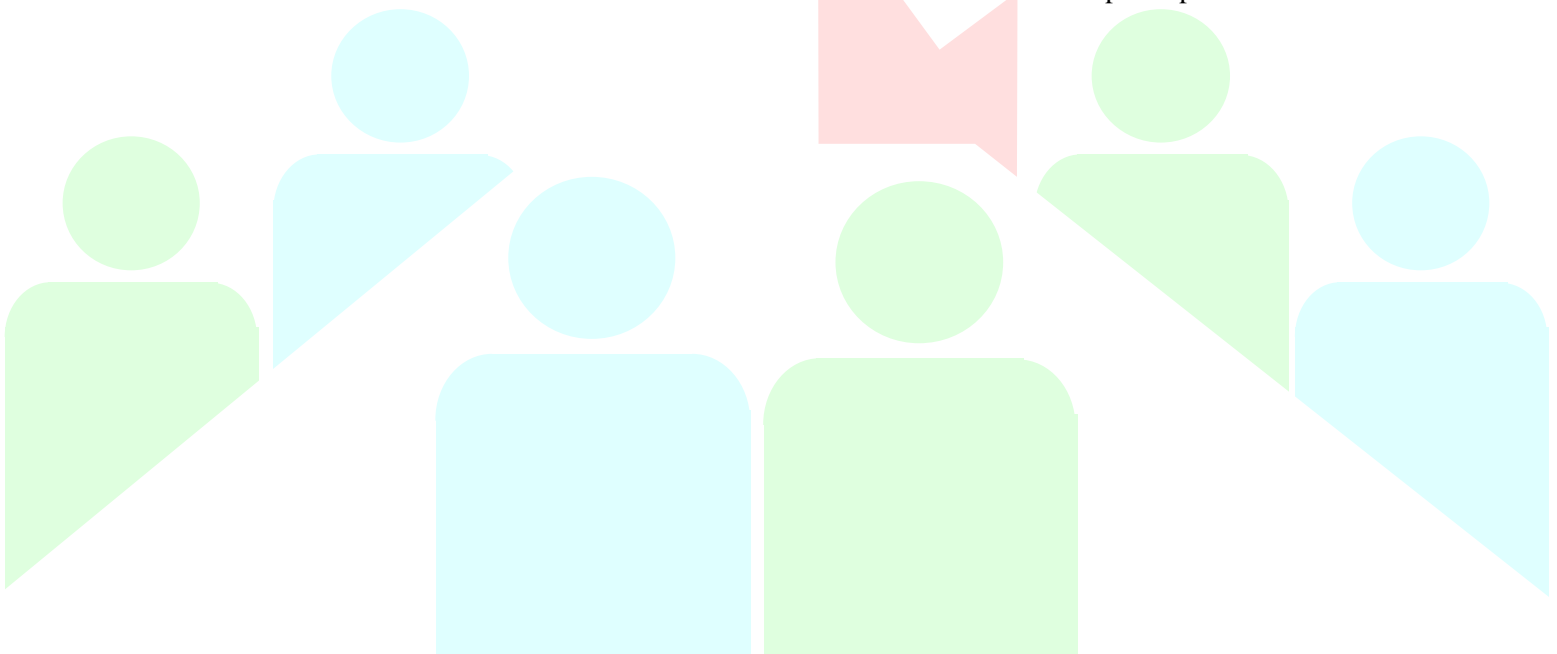
APPENDIX 2 SAMPLE TEST QUESTIONS

TIPS FOR TESTING

- ◆ Keep tests relatively short.
- ◆ Avoid essay or short answer questions.
- ◆ Consider giving brief quizzes (2-4 questions) once or twice a week.
- ◆ Give the correct answers immediately after collecting the tests.
- ◆ Return corrected quizzes/tests the following day and review any problems.

OTHER TESTING TECHNIQUES

- ◆ Give a birth history table with mistakes and ask participants to edit.
Mistakes could include:
 - 1) an inconsistency between birth date and age,
 - 2) a birth interval of less than 7 months,
 - 3) age at death recorded as 1 year, and
 - 4) missing answers to questions such as 213 or 221. This is a particularly good exercise for field editors and supervisors.
- ◆ Ask trainees to copy the dates from a sample vaccination card to the vaccination table. Include some inconsistent dates on the card and ask the trainees to identify these inconsistencies.
- ◆ Provide information for the calendar and ask participants to fill in.



QUESTIONS AND FILTERS		CODING CATEGORIES																
1	Who qualifies to answer the <u>Household</u> Questionnaire?	ANY ADULT PERSON WHO IS THERE WHEN YOU VISIT1 ANY HOUSEHOLD MEMBER WHO IS 15 OR OLDER2 IF NO ONE IS HOME AFTER 3 CALL-BACKS, YOU CAN INTERVIEW THE NEIGHBOR.....3																
2	Who should be listed on the Household Questionnaire: (ANSWER EACH ONE) a)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? b)A cousin of the head of the household who came to visit yesterday, spent the night, but will return to his home this evening? c) The housemaid who comes to the house at 7 every morning and stays all day? d)The woman's husband who is the head of the household who works in town and comes home once a month and did not spend the previous night in the household.	<table border="0"> <tr> <td></td> <td style="text-align: right;">YES</td> <td style="text-align: right;">NO</td> </tr> <tr> <td>a) NIECE.....</td> <td style="text-align: right;">1</td> <td style="text-align: right;">2</td> </tr> <tr> <td>b) COUSIN.....</td> <td style="text-align: right;">1</td> <td style="text-align: right;">2</td> </tr> <tr> <td>c) MAID</td> <td style="text-align: right;">1</td> <td style="text-align: right;">2</td> </tr> <tr> <td>d) HUSBAND</td> <td style="text-align: right;">1</td> <td style="text-align: right;">2</td> </tr> </table>			YES	NO	a) NIECE.....	1	2	b) COUSIN.....	1	2	c) MAID	1	2	d) HUSBAND	1	2
	YES	NO																
a) NIECE.....	1	2																
b) COUSIN.....	1	2																
c) MAID	1	2																
d) HUSBAND	1	2																
3	You are reviewing a household questionnaire that you just completed and you see that the 18-year old son, John, who is listed on Line 05 has '2' circled in Column (5) since he does not usually live there and a '2' circled in Column (6) because he did not stay there last night. What do you do?	MAKE A NOTE IN MARGIN.....1 TELL YOUR SUPERVISOR2 CROSS OUT LINE 05 AND RENUMBER ALL SUBSEQUENT LINE NUMBERS.....3 CROSS THE '2' IN COLUMN (5), CIRCLE '1', AND MAKE A NOTE IN MARGIN.....4																
4	Suppose you made a mistake and now you want to change the answer to '05'. Show how you would do this.	YEARS.....	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> </tr> </table>	0	4													
0	4																	
5	Fill in the ages of the following people:	IN YEARS																
	A woman born in August 1986	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>																
	A man who says he doesn't know his age, but he was born in July 1948	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>																
	A child who was born in October 2000	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>																
	A man who was born in December 1977	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>																
6	For each person listed below, fill columns (16) and (17) for education: <u>LEVEL:</u> 1 = PRIMARY 2 = SECONDARY 3 = HIGHER 8 = DON'T KNOW <u>GRADE:</u> 00 = LESS THAN 1 YEAR COMPLETED 98 = DON'T KNOW	Has (NAME) ever attended school? (16) Y N	What is the highest level of school (NAME) has attended? What is the highest grade (NAME) completed at that level? (17) LEVEL GRADE															
	A woman who finished her third year in university.	<table border="0"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">GO TO ↓</td> <td style="text-align: center;">20 ←</td> </tr> </table>	1	2	GO TO ↓	20 ←	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table>		<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>									
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	A man who attended primary school, but never completed first grade.	<table border="0"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">GO TO ↓</td> <td style="text-align: center;">20 ←</td> </tr> </table>	1	2	GO TO ↓	20 ←	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table>		<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>									
1	2																	
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	A child who is currently in the third grade.	<table border="0"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">GO TO ↓</td> <td style="text-align: center;">20 ←</td> </tr> </table>	1	2	GO TO ↓	20 ←	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table>		<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>									
1	2																	
GO TO ↓	20 ←																	

	QUESTIONS AND FILTERS	CODING CATEGORIES																
1	Who qualifies to answer the <u>Household</u> Questionnaire?	ANY ADULT PERSON WHO IS THERE WHEN YOU VISIT1 ANY HOUSEHOLD MEMBER WHO IS 15 OR OLDER2 IF NO ONE IS HOME AFTER 3 CALL-BACKS, YOU CAN INTERVIEW THE NEIGHBOR.....3																
2	Who should be listed on the Household Questionnaire: (ANSWER EACH ONE) a) 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? b) A cousin of the head of the household who came to visit yesterday, spent the night, but will return to his home this evening? c) The housemaid who comes to the house at 7 every morning and stays all day? d) The woman's husband who is the head of the household who works in town and comes home once a month and did not spend the previous night in the household.	<table border="0"> <tr> <td></td> <td style="text-align: right;">YES</td> <td style="text-align: right;">NO</td> </tr> <tr> <td>a) NIECE.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>b) COUSIN.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>c) MAID.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>d) HUSBAND.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </table>			YES	NO	a) NIECE.....	1	2	b) COUSIN.....	1	2	c) MAID.....	1	2	d) HUSBAND.....	1	2
	YES	NO																
a) NIECE.....	1	2																
b) COUSIN.....	1	2																
c) MAID.....	1	2																
d) HUSBAND.....	1	2																
3	You are reviewing a household questionnaire that you just completed and you see that the 18-year old son, John, who is listed on Line 05 has '2' circled in Column (5) since he does not usually live there and a '2' circled in Column (6) because he did not stay there last night. What do you do?	MAKE A NOTE IN MARGIN.....1 TELL YOUR SUPERVISOR.....2 CROSS OUT LINE 05 AND RENUMBER ALL SUBSEQUENT LINE NUMBERS.....3 CROSS THE '2' IN COLUMN (5), CIRCLE '1', AND MAKE A NOTE IN MARGIN.....4																
4	Suppose you made a mistake and now you want to change the answer to '05'. Show how you would do this.	YEARS..... <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td style="width: 20px; height: 20px; text-align: center;">0</td><td style="width: 20px; height: 20px; text-align: center;">4</td></tr> </table>		0	4													
0	4																	
5	Fill in the ages of the following people:	IN YEARS																
	A woman born in August 1986	<table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td></tr></table>		2	3													
2	3																	
	A man who says he doesn't know his age, but he was born in July 1948	<table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">6</td><td style="width: 20px; height: 20px; text-align: center;">1</td></tr></table>		6	1													
6	1																	
	A child who was born in October 2000	<table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">0</td><td style="width: 20px; height: 20px; text-align: center;">8</td></tr></table>		0	8													
0	8																	
	A man who was born in December 1977	<table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">1</td></tr></table>		3	1													
3	1																	
6	For each person listed below, fill columns (16) and (17) for education: <u>LEVEL:</u> 1 = PRIMARY 2 = SECONDARY 3 = HIGHER 8 = DON'T KNOW <u>GRADE:</u> 00 = LESS THAN 1 YEAR COMPLETED 98 = DON'T KNOW	Has (NAME) ever attended school? (16) Y N 1 2 GO TO 20	What is the highest level of school (NAME) has attended? What is the highest grade (NAME) completed at that level? (17) LEVEL GRADE															
	A woman who finished her third year in university.	<table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td></tr></table>	1	2	<table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">0</td><td style="width: 20px; height: 20px; text-align: center;">3</td></tr></table>	3	0	3										
1	2																	
3	0	3																
	A man who attended primary school, but never completed first grade.	<table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td></tr></table>	1	2	<table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">0</td><td style="width: 20px; height: 20px; text-align: center;">0</td></tr></table>	1	0	0										
1	2																	
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	A child who is currently in the third grade.	<table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td></tr></table>	1	2	<table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">0</td><td style="width: 20px; height: 20px; text-align: center;">2</td></tr></table>	1	0	2										
1	2																	
1	0	2																

0 5

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01 Matthew	SING... 1 MULT... 2	BOY... 1 GIRL... 2	MONTH... 04 YEAR... 1987	YES... 1 NO... 2 220	AGE IN YEARS 22	YES..... 1 NO..... 2	LINE NUMBER 00 (NEXT BIRTH)	DAYS..... 1 MONTHS... 2 YEARS..... 3													
02 Baby	SING... 1 MULT... 2	BOY... 1 GIRL... 2	MONTH... 11 YEAR... 1988	YES... 1 NO... 2 220	AGE IN YEARS <table border="1"><tr><td> </td><td> </td></tr></table>			YES..... 1 NO..... 2	LINE NUMBER <table border="1"><tr><td> </td><td> </td></tr></table> (GO TO 221)			DAYS..... 1 MONTHS... 2 YEARS..... 3	YES..... 1 ADD BIRTH NO..... 2 NEXT BIRTH								

			1	2
INSTRUCTIONS: ONLY ONE CODE SHOULD APPEAR IN ANY BOX. ALL MONTHS SHOULD BE FILLED IN.	12 DEC 01			
	11 NOV 02			
	10 OCT 03			
	09 SEP 04			
INFORMATION TO BE CODED FOR EACH COLUMN	2 08 AUG 05			2
	0 07 JUL 06			0
	0 06 JUN 07			0
COL. 1: <u>BIRTHS, PREGNANCIES, CONTRACEPTIVE USE</u>	9 05 MAY 08			9
B BIRTHS	04 APR 09			
P PREGNANCIES	03 MAR 10			
T TERMINATIONS	02 FEB 11			
	01 JAN 12			
	12 DEC 13			
	11 NOV 14			
	10 OCT 15			
	09 SEP 16			
	2 08 AUG 17			2
	0 07 JUL 18			0
	0 06 JUN 19			0
	8 05 MAY 20			8
	04 APR 21			
	03 MAR 22			
	02 FEB 23			
	01 JAN 24			
	12 DEC 25			
	11 NOV 26			
	10 OCT 27			
	09 SEP 28			
	2 08 AUG 29			2
	0 07 JUL 30			0
	0 06 JUN 31			0
	7 05 MAY 32			7
	04 APR 33			
	03 MAR 34			
	02 FEB 35			
	01 JAN 36			
	12 DEC 37			
	11 NOV 38			
	10 OCT 39			
	09 SEP 40			
	2 08 AUG 41			2
	0 07 JUL 42			0
	0 06 JUN 43			0
	6 05 MAY 44			6
	04 APR 45			
	03 MAR 46			
	02 FEB 47			
	01 JAN 48			
	12 DEC 49			
	11 NOV 50			
	10 OCT 51			
	09 SEP 52			
	2 08 AUG 53			2
	0 07 JUL 54			0
	0 06 JUN 55			0
	5 05 MAY 56			5
	04 APR 57			
	03 MAR 58			
	02 FEB 59			
	01 JAN 60			
	12 DEC 61			
	11 NOV 62			
	10 OCT 63			
	09 SEP 64			
	2 08 AUG 65			2
	0 07 JUL 66			0
	0 06 JUN 67			0
	4 05 MAY 68			4
	04 APR 69			
	03 MAR 70			
	02 FEB 71			
	01 JAN 72			

Fill in the calendar with this information:

Assume your date of interview is in November, 2009.

Your respondent had a baby, Florence, born in May 2005, after a full-term pregnancy. Her last birth, John, occurred in July 2008, after 9 months of pregnancy.

She is currently using injectables, which she started using 5 months after John was born. Immediately after John's birth, she did not use any method.

After Florence's birth, she did not use any method for 3 months, then she used the pill for 6 months. She stopped because she found it was hard to remember to take a pill every day. She and her husband used withdrawal but unfortunately she got pregnant with John. Before becoming pregnant with Florence, she did not use family planning.

		1	2	
INSTRUCTIONS: ONLY ONE CODE SHOULD APPEAR IN ANY BOX. ALL MONTHS SHOULD BE FILLED IN.				
INFORMATION TO BE CODED FOR EACH COLUMN				
COL. 1: <u>BIRTHS, PREGNANCIES, CONTRACEPTIVE USE</u>				
B	BIRTHS			
P	PREGNANCIES			
T	TERMINATIONS			
0	NO METHOD			
1	FEMALE STERILISATION			
2	MALE STERILISATION			
3	PILL			
4	IUD			
5	INJECTABLES			
6	IMPLANTS, NORPLANT			
7	MALE CONDOM			
8	FEMALE CONDOM			
9	DIAPHRAGM			
J	FOAM/JELLY			
K	LACTATIONAL AMENORRHOEA METHOD			
L	RHYTHM METHOD			
M	WITHDRAWAL			
X	OTHER _____ (SPECIFY)			
COL. 2: <u>DISCONTINUATION OF CONTRACEPTIVE USE</u>				
0	INFREQUENT SEX/HUSBAND AWAY			
1	BECAME PREGNANT WHILE USING			
2	WANTED TO BECOME PREGNANT			
3	HUSBAND/PARTNER DISAPPROVED			
4	WANTED MORE EFFECTIVE METHOD			
5	SIDE EFFECTS/HEALTH CONCERNS			
6	LACK OF ACCESS/TOO FAR			
7	COSTS TOO MUCH			
8	INCONVENIENT TO USE			
F	UP TO GOD/FATALISTIC			
A	DIFFICULT TO GET PREGNANT/MENOPAUSAL			
D	MARITAL DISSOLUTION/SEPARATION			
X	OTHER _____ (SPECIFY)			
Z	DON'T KNOW			
Fill in the calendar with this information:				
Assume your date of interview is in November, 2009.				
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12 DEC	01			
11 NOV	02	5		
10 OCT	03			
09 SEP	04			
2 08 AUG	05			2
0 07 JUL	06			0
0 06 JUN	07			0
9 05 MAY	08			9
04 APR	09			
03 MAR	10			
02 FEB	11			
01 JAN	12	5		
12 DEC	13	O		
11 NOV	14			
10 OCT	15			
09 SEP	16			
2 08 AUG	17	O		2
0 07 JUL	18	B		0
0 06 JUN	19	P		0
8 05 MAY	20	P		8
04 APR	21	P		
03 MAR	22	P		
02 FEB	23	P		
01 JAN	24	P		
12 DEC	25	P		
11 NOV	26	P		
10 OCT	27	M	1	
09 SEP	28			
2 08 AUG	29			2
0 07 JUL	30			0
0 06 JUN	31			0
7 05 MAY	32			7
04 APR	33			
03 MAR	34			
02 FEB	35			
01 JAN	36			
12 DEC	37			
11 NOV	38			
10 OCT	39			
09 SEP	40			
2 08 AUG	41			2
0 07 JUL	42			0
0 06 JUN	43			0
6 05 MAY	44			6
04 APR	45			
03 MAR	46	M		
02 FEB	47	3	8	
01 JAN	48			
12 DEC	49			
11 NOV	50			
10 OCT	51			
09 SEP	52	3		
2 08 AUG	53	O		2
0 07 JUL	54	O		0
0 06 JUN	55	O		0
5 05 MAY	56	B		5
04 APR	57	P		
03 MAR	58	P		
02 FEB	59	P		
01 JAN	60	P		
12 DEC	61	P		
11 NOV	62	P		
10 OCT	63	P		
09 SEP	64	P		
2 08 AUG	65	O		2
0 07 JUL	66			0
0 06 JUN	67			0
4 05 MAY	68			4
04 APR	69			
03 MAR	70			
02 FEB	71			
01 JAN	72	O		

John

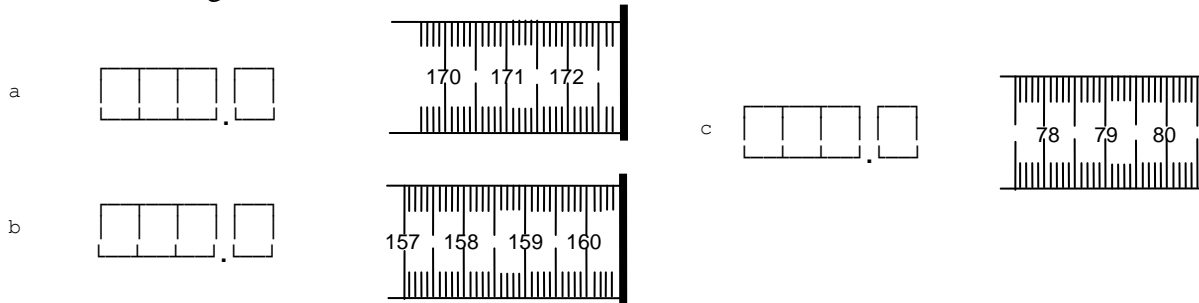
Florence

1. Find the errors in the following birth history. List each error on the back of the paper, according to the name of the births. **Be specific**; for example, "For NAME, Q.XXX should be 1, not 2". Do not make up information, but use information that is given. Check for skip errors, items omitted, and inconsistencies.

211 Now I would like to record the names of all your births, whether still alive or not, starting with the first one you had.
RECORD NAMES OF ALL THE BIRTHS IN 212. RECORD TWINS AND TRIPLETS ON SEPARATE LINES.

212	213	214	215	216	217	218	219	220	221
What name was given to your (first/next) baby?	Were any of these births twins?	Is (NAME) a boy or a girl?	In what month and year was (NAME) born? PROBE: What is his/her birthday?	Is (NAME) still alive?	How old was (NAME) at his/her last birthday? RECORD AGE IN COMPLETED YEARS.	Is (NAME) living with you?	RECORD HOUSEHOLD LINE NUMBER OF CHILD (RECORD '00' IF CHILD NOT LISTED IN HOUSEHOLD)	How old was (NAME) when he/she died? IF '1 YR', PROBE: How many months old was (NAME)? RECORD DAYS IF LESS THAN 1 MONTH; MONTHS IF LESS THAN TWO YEARS; OR YEARS.	Were there any other live births between (NAME OF PREVIOUS BIRTH) and (NAME), including any children who died after birth?
01 <i>Susan</i>	SING... 1 MULT... 2	BOY... 1 GIRL... 2	MONTH... 04 YEAR... 1989	YES... 1 NO... 2	AGE IN YEARS... 20	YES... 1 NO... 2	LINE NUMBER... 01 (NEXT BIRTH)	DAYS... 1 MONTHS... 2 YEARS... 3	
02 <i>Richard</i>	SING... 1 MULT... 2	BOY... 1 GIRL... 2	MONTH... 01 YEAR... 1996	YES... 1 NO... 2	AGE IN YEARS... 13	YES... 1 NO... 2	LINE NUMBER... 04 (GO TO 221)	DAYS... 1 MONTHS... 2 YEARS... 3	YES... 1 ADD BIRTH NO... 2 NEXT BIRTH
03 <i>John</i>	SING... 1 MULT... 2	BOY... 1 GIRL... 2	MONTH... 03 YEAR... 1993	YES... 1 NO... 2	AGE IN YEARS... 16	YES... 1 NO... 2	LINE NUMBER... 03 (GO TO 221)	DAYS... 1 MONTHS... 2 YEARS... 3	YES... 1 ADD BIRTH NO... 2 NEXT BIRTH
04 <i>Aasha</i>	SING... 1 MULT... 2	BOY... 1 GIRL... 2	MONTH... 09 YEAR... 2001	YES... 1 NO... 2	AGE IN YEARS... 08	YES... 1 NO... 2	LINE NUMBER... 05 (GO TO 221)	DAYS... 1 MONTHS... 2 YEARS... 3	YES... 1 ADD BIRTH NO... 2 NEXT BIRTH
05 <i>Aamina</i>	SING... 1 MULT... 2	BOY... 1 GIRL... 2	MONTH... 09 YEAR... 2001	YES... 1 NO... 2	AGE IN YEARS... 08	YES... 1 NO... 2	LINE NUMBER... (GO TO 221)	DAYS... 1 MONTHS... 2 YEARS... 3	YES... 1 ADD BIRTH NO... 2 NEXT BIRTH

2. Write the heights in the boxes on the left:



Answer Key for Test #4

1. Find the mistakes:

- Susan's line number in HH (Q. 219) should be '00'
- Richard's sex should be boy.
- John and Richard's order should be reversed, i.e., draw an arrow and make Richard 03 and John 02.
- John's sex is blank. In Q. 214, '1' should be circled.
- Aasha's Q. 213 is blank. '2' should be circled since she is a twin.
- Amina and Aasha should be reversed since Aasha is still alive and they are twins. Correct the numbers so Amina becomes 04 and Aasha 05. Draw an arrow.
- Q. 217 should NOT be filled in for Amina since she is dead.
- Q. 220 for Amina has no unit circled.
- Q. 220 (Amina) should never be in years. Probe for months

Extra: Q. 221 for Richard should be '1' since John was born between Susan and Richard.

2. Height

- a) 172.8
- b) 160.5 (Do not count off if answer is 0.1cm higher or lower)
- c) 080.6

ADDITIONAL SAMPLE TEST QUESTIONS

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

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

2) Who is eligible for interview with the Woman’s Questionnaire?

	<u>YES</u>	<u>NO</u>
The 50-year-old female head of household.	1	2
A 15-year old girl, a neighbor, who spent last night in the household.....	1	2
A 20-year-old nanny who comes to the house every day to look after the children.....	1	2
A female relative from another village who temporarily is living with the family and will celebrate her 50 th birthday at the end of the week.....	1	2

3) What do you do if you list a person in the household schedule and then you find out that he is doesn’t usually stay there and he did not sleep in the household the night before? (Circle one)

- Make a note in the margin. 1
- Tell the supervisor.4
- Inform the respondent that you represent the statistics office and that it is important to obtain accurate data.3
- Delete this person by drawing a line through the row and renumber all subsequent listings.....4

4) What do you do if an eligible woman is at a neighbor's home at the time you complete the Household Questionnaire? (Circle one)

- Interview all other eligible respondents and leave. 1
- Make an appointment to return when the woman will be home2
- Try to find the woman.3
- Substitute another woman of eligible age.4

5) Which of the following should be included in the birth history:

	<u>YES</u>	<u>NO</u>
A stillborn baby	1	2
A child born the day before the survey.....	1	2
A child adopted by the respondent	1	2
A baby boy who died after 1 day.....	1	2

6) What do you record in Question 220 if a woman says that her child died when he was two weeks old? (After probing, the woman still can not give a more precise age at death in days.)

212	213	214	215	216	217 IF ALIVE:	218 IF ALIVE:	219 IF ALIVE:	220 IF DEAD:	221
What name was given to your (first/next) baby? (NAME)	Were any of these births twins?	Is (NAME) a boy or a girl?	In what month and year was (NAME) born? PROBE: What is his/her birthday?	Is (NAME) still alive?	How old was (NAME) at his/her last birthday? RECORD AGE IN COMPLETED YEARS.	Is (NAME) living with you?	RECORD HOUSEHOLD LINE NUMBER OF CHILD (RECORD '00' IF CHILD NOT LISTED IN HOUSEHOLD)	How old was (NAME) when he/she died? IF '1 YR', PROBE: How many months old was (NAME)? RECORD DAYS IF LESS THAN 1 MONTH; MONTHS IF LESS THAN TWO YEARS; OR YEARS.	Were there any other live births between (NAME OF PREVIOUS BIRTH) and (NAME)?
01	SING....1 MULT...2	BOY.. 1 GIRL . 2	MONTH.. <input type="text"/> <input type="text"/> YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	YES..... 1 NO..... 2 ↓ 220	AGE IN YEARS <input type="text"/> <input type="text"/>	YES..... 1 NO 2	LINE NUMBER <input type="text"/> <input type="text"/> ↓ (NEXT BIRTH)	DAYS 1 <input type="text"/> <input type="text"/> MONTHS.. 2 <input type="text"/> <input type="text"/> YEARS..... 3 <input type="text"/> <input type="text"/>	

7) What do you write in Question 220 if a women states that her child died when he was one year old?

8) Does it count as periodic abstinence if a woman does not have sex during a certain period of the month because she or her husband did not feel like it?

9) How do you record the answer if a woman tells you that she first put (NAME) to the breast 36 hours after his birth?

IMMEDIATELY ...000

HOURS ... 1

DAYS 2

10) Before beginning Section 4 (Pregnancy and Postnatal Care), you must fill in the line number, name and survival status of each birth in the 5 years preceding the survey. If a woman had twins, should they be considered as one birth, or separate births?

11) After the respondent has stated that she would choose to have three children in her whole life, she gives the following response to Question 713: "At least one of each, God willing." Record her response below:

713	How many of these children would you like to be boys, how many would you like to be girls and for how many would the sex not matter?	BOYS NUMBER <input type="text"/> <input type="text"/>	GIRLS <input type="text"/> <input type="text"/>	EITHER <input type="text"/> <input type="text"/>	OTHER _____ 96 (SPECIFY)
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12) In response to Question 811, a woman says that she teaches history at the local high school and she sells vegetables at the local market on the weekends. Record her response:

811	What is your occupation, that is, what kind of work do you mainly do?	<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="position: absolute; top: 5px; right: 5px; border: 1px solid black; width: 40px; height: 20px; display: flex; align-items: center; justify-content: center;"> </div> </div>
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13) When asked Question 806, the respondent says: "Unfortunately, my husband is unemployed. He has been out of work since his taxi broke down last year." You write:

806	<p>CHECK 801: <input type="checkbox"/></p> <p>CURRENTLY MARRIED/ LIVING WITH A MAN</p> <p>What is your husband's/partner's occupation? That is, what kind of work does he mainly do?</p>	<p>FORMERLY MARRIED/ LIVING WITH A MAN <input type="checkbox"/></p> <p>What was your (last) husband's/ partner's occupation? That is, what kind of work did he mainly do?</p>	<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="position: absolute; top: 5px; right: 5px; border: 1px solid black; width: 40px; height: 20px; display: flex; align-items: center; justify-content: center;"> </div> </div>
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14) In response to Question 709 a woman says: "My sister got very fat after she began taking pills, and my cousin told me that IUDs give you bad cramps. That's why I've decided not to use contraception." Record her response below:

709	<p>CHECK 702A AND 702B:</p> <p>WANTS TO HAVE A/ANOTHER CHILD <input type="checkbox"/></p> <p>You have said you do not want to have (a/another) child soon.</p> <p>Can you tell me why you are not using a method to prevent pregnancy?</p>	<p>WANTS NO MORE/ NONE <input type="checkbox"/></p> <p>You have said you do not want to have any (more) children.</p> <p>Can you tell me why you are not using a method to prevent pregnancy?</p>	<p>NOT MARRIED A</p> <p>FERTILITY-RELATED REASONS</p> <p>NOT HAVING SEX..... B</p> <p>INFREQUENT SEX..... C</p> <p>MENOPAUSAL/HYSTERECTOMY D</p> <p>CAN'T GET PREGNANT E</p> <p>NOT MENSTRUATED SINCE LAST BIRTH F</p> <p>BREASTFEEDING G</p> <p>UP TO GOD H</p> <p>OPPOSITION TO USE</p> <p>RESPONDENT OPPOSED I</p> <p>HUSBAND OPPOSED J</p> <p>OTHERS OPPOSED K</p> <p>RELIGIOUS PROHIBITION L</p> <p>LACK OF KNOWLEDGE</p> <p>KNOWS NO METHOD M</p> <p>KNOWS NO SOURCE..... N</p> <p>METHOD-RELATED REASONS</p> <p>SIDE EFFECTS/HEALTH CONCERNS . O</p> <p>LACK OF ACCESS/TOO FAR P</p> <p>COSTS TOO MUCH Q</p> <p>PREFERRED METHOD NOT AVAILABLE..... R</p> <p>NO METHOD AVAILABLE S</p> <p>INCONVENIENT TO USE T</p> <p>INTERFERES WITH BODY'S NORMAL PROCESSES..... U</p> <p>OTHER _____ 96 (SPECIFY)</p> <p>DON'T KNOW 98</p>
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Answer Key

- 1) 2
- 2) 2, 1, 2, 1
- 3) 4
- 4) 2
- 5) 2, 1, 2, 1
- 6) Circle '1' for days and write "14" in the top two boxes
- 7) This is a tricky question. In fact, nothing should be recorded yet. The interviewer is first expected to probe to determine the exact age at death in months.
- 8) No
- 9) Circle '2' for days and write "01" in the bottom two boxes allotted for days
- 10) two births
- 11) 01 boys, 01 girls, 01 either
- 12) High school teacher
- 13) Taxi driver
- 14) 52 (fear of side effects)



APPENDIX 3 FIELD-CHECK TABLES

PRODUCING THE FIELD-CHECK TABLES

- ◆ The data processing staff will be responsible for producing field-check tables approximately every two weeks, with the first set produced when data from 200-300 households are available.
- ◆ Field-check tables are designed to flag indicators that appear to be lower or higher than anticipated. Survey organizers will need to set parameters for some tables, e.g., expected number of eligible women per household.
- ◆ Field-check tables are usually produced on the entire dataset available at the time. However, survey organizers may want to produce tables only for data processed since the previous set of tables or for a specific period of fieldwork. This will give a better idea as to the quality of the most recent data collected by the teams.
- ◆ While it is acceptable to run a few more tables than the ones described here, it is important that the total number not exceed 15 tables. If too many tables are run, quick analysis and feedback is not possible.

REPORTING THE FINDINGS FROM THE FIELD-CHECK TABLES

Senior survey staff, fieldwork coordinators, data processing staff and the DHS country representative will work together to interpret the tables and identify problems. If data collection problems are discovered at the team level, it may be useful to produce individual-level tabulations to investigate whether problems are team-wide or restricted to one or two of the team members. Immediate action should be taken to address problems, either by contacting the team supervisor by telephone or by visiting the team to review the findings. In cases of serious problems, a brief written report should be produced detailing the teams with problems and what actions were taken.

FEEDBACK TO INTERVIEWING TEAMS

The supervisors of teams whose data indicate serious problems in data collection should be told immediately (through the field coordinator) of the specific problems observed. The supervisors are then responsible for reviewing with the interviewers and field editor the relevant sections of the questionnaire or procedures that are associated with each problem. If the problem is severe and does not cease after team members have been notified, it may be necessary to halt the data collection for either retraining or dismissal of team members. If the field-check tables show high-quality data for a team, then this positive feedback also should be conveyed to the team in the field.

Effective use of these tables is the only means by which certain data collection errors can be detected in time to remedy the problems in the field. Trainers, senior field staff, the data processing chief, supervisors, and field editors should meet *during the training period* to discuss the field-check tables.

INTERPRETING THE FIELD-CHECK TABLES

The following tables are based on hypothetical results from the household and women's questionnaires. If the survey includes a man's questionnaire, Tables 2, 3, and 4 should be produced separately for women and men.

TABLE FC-1: HOUSEHOLD RESPONSE RATES

Serious biases can be introduced to the data when a significant proportion of the sampled households are, for whatever reason, not interviewed. The level of household "non-response" needs to be kept low (no greater than 5 percent) so that the results from the DHS survey are representative of the country as a whole, and not only of those households that are convenient to find and interview. Field-check Table 1 monitors the performance of field workers in terms of non-response to the household questionnaire.

Table FC-1 Household response rates												
Percent distribution of sampled households by result of household interview and household response rate, by interviewer team												
Team	Result of household interview									Total	Number	Household response rate (%)*
	Completed (1)	HH present, no resp. (2)	Household absent (3)	Post-poned (4)	Refused (5)	Dwelling vacant (6)	Dwelling destroyed (7)	Dwelling not found (8)	Other (9)			
Team 1	97.0	0.0	0.5	0.6	1.3	0.4	0.1	0.1	0.0	100.0	325	98.0
Team 2	96.5	1.0	0.0	1.0	0.9	0.0	0.5	0.1	0.0	100.0	365	97.0
Team 3	87.7	2.3	0.0	3.0	6.0	0.1	0.2	0.7	0.0	100.0	347	88.0
Team 4	98.2	0.2	0.2	0.7	0.2	0.0	0.3	0.0	0.2	100.0	352	98.9
All teams	94.8	0.9	0.2	1.3	2.1	0.1	0.3	0.2	0.1	100.0	1389	95.4

* HH response rate = (1) / (1+2+4+5+8) * 100

Interpretation: In this hypothetical example, notice that the overall rate of response is about 95 percent, which is considered marginally acceptable. Notice also that Team 3 has particular problems, especially with refusals. This evidence suggests that members of Team 3 are probably not following the DHS procedures for contacting household respondents, establishing rapport, etc. as described in the Interviewer's Manual. This may be the result of inadequate emphasis placed on these issues during training, failure by the supervisor to adequately establish community support for the survey, or perhaps because supervisors were placing unrealistic time limits on the interviewers.

TABLE FC-2: ELIGIBLE WOMEN PER HOUSEHOLD

One way for interviewers to reduce their workload is to deliberately omit eligible women from the household or to estimate their ages to be either above or below the cutoff ages for eligibility (15-49). Table FC-2 monitors the number of eligible women per household.

Table FC-2 Eligible women per household								
Mean number of <i>de facto</i> eligible women per household, according to interviewer team								
Team	Urban				Rural			
	Number of completed households	Number of <i>de facto</i> eligible women in those HHs	Mean number of <i>de facto</i> eligible women per HH	Target not met	Number of completed households	Number of <i>de facto</i> eligible women in those HHs	Mean number of <i>de facto</i> eligible women per HH	Target not met
Team 1	46	65	1.41		86	73	0.85	0.85
Team 2	172	243	1.41		214	225	1.05	
Team 3	139	158	1.14	1.14	82	119	1.45	
Team 4	197	236	1.20		120	112	0.93	0.93
Team 5	116	131	1.13	1.13	161	190	1.18	
All teams	670	833	1.24		663	719	1.08	

Note: Number of women expected per HH is country-specific and defined in the sample design (it usually differs by urban/rural areas). The target is the minimum mean number of *de facto* eligible women per HH expected, and should be 80% of what was expected at the time of sample design. Thus, if 1.2 women per HH was estimated at the time of sample design, teams should be finding a minimum of 0.96 women per HH. Country-managers should provide data processors with the country-specific targets.
Example: XDHS sample was drawn based on the expectation of finding 1.46 women per HH in urban areas and 1.24 women per HH in rural areas. Targets for this table are for teams to find at least 1.17 women per HH (80% of 1.46) in urban areas and 0.99 women per HH (80% of 1.24) in rural areas.

Interpretation: In this example, the sample was drawn based on the expectation of finding 1.46 women per household in urban areas and 1.24 women per household in rural areas. Targets for this table are for teams to find at least 1.17 women per household (80% of 1.46) in urban areas and 0.99 women per household (80% of 1.24) in rural areas. Notice that overall, the average numbers of women per household (1.24 in urban and 1.08 in rural) are only slightly lower than expected but within the range of acceptability. However, Teams 1 and 4 are not meeting the minimum number in urban areas and Teams 3 and 5 are not meeting the minimum number in rural areas. Survey organizers should review field check tables on age displacement (FC-4) to see if these teams are pushing women to be younger than the cutoff age of 15. They should also ask the supervisors on these teams to conduct some reinterviews to see if interviewers are deliberately omitting eligible women.

In countries with Man’s Surveys, this table should be produced for eligible men as well.

TABLE FC-3: ELIGIBLE WOMAN RESPONSE RATES

As with household response rates, an individual response rate of less than 95 percent is undesirable. FC-3 monitors non-response among eligible women.

Table FC-3 Eligible woman response rates								
Percent distribution of all eligible women by result of individual interview, by interviewer team								
Team	Result of individual interview						Total	Number
	Completed (1)	Not at home (2)	Postponed (3)	Refused (4)	Partial interview (5)	Other (6)		
Team 1	96.8	2.5	0.4	0.0	0.3	0.0	100.0	350
Team 2	97.2	1.5	0.1	1.0	0.0	0.2	100.0	373
Team 3	90.1	8.3	0.1	1.5	0.0	0.0	100.0	321
Team 4	99.4	0.2	0.1	0.3	0.0	0.0	100.0	380
All teams	95.9	3.1	0.2	0.7	0.1	0.0	100.0	1424

Interpretation: In this example, serious lapses in field procedures among members of Team 3 are evident. Notice in particular, the large percentage of women who were not at home among Team 3 respondents. This strongly suggests that the interviewers are not taking time for return visits.

TABLE FC-4: AGE DISPLACEMENT

Collection of age information in the household schedule must be done accurately and honestly to obtain a representative sample of women. Sometimes these data are manipulated by the interviewer in order to conduct fewer individual interviews. Field-check Table 3 indicates whether interviewers are intentionally displacing the ages of young women so as to be ineligible.

Table FC-4 Age displacement										
Number of all women 12-18 years listed in the household schedule by single years of age and age ratio 15/14 according to interviewer team										
Team	Age of women							Total	Age ratio (women 15/ women 14)	Target not met
	12	13	14	15	16	17	18			
Team 1	10	11	11	8	8	7	9	64	0.73	0.73
Team 2	11	11	12	9	8	10	7	68	0.75	0.78
Team 3	12	12	11	13	11	11	9	79	1.18	-
Team 4	12	16	13	5	6	8	7	67	0.38	0.38
All teams	45	50	47	35	33	36	32	278	0.74	0.74

Note: Target is an age ratio of women age 15 / women age 14 > 0.8
 * All women = de facto + de jure

Interpretation: In this example, there is a deficit of women 15 years old, compared with women 14. Normally, one would expect roughly equal numbers of women at these ages and therefore the age ratios should be near 1.0. It appears that members of three teams in this example are “pushing” significant numbers of women aged 15 across the eligibility boundary to age 14 so that they will not have to interview them. This is a serious lapse in field procedures.

TABLE FC-5: CHILDREN EVER BORN

Another way for interviewers to reduce their workload is to omit children born to interviewed women. Field-check Table 5 tracks the mean number of children born to women.

<u>FC-5 Children ever born</u>				
Number of all women with a completed interview, total number of children ever born (CEB), and mean number of CEB, according to interviewer team				
Team	Number of all women with a completed interview (1)	Total number of children ever born (2)	Mean CEB (3)=(2)/(1)	Target not met
Team 1	396	1,069	2.70	-
Team 2	450	1,206	2.68	-
Team 3	400	722	1.81	1.81
Team 4	385	982	2.55	-
All teams	1,631	3,979	2.44	-

Note: Target should be as > 75% of the mean CEB from a previous survey or census.

Interpretation: In this example, the mean CEB from a previous source was 2.91, so the target was $2.91 * 0.75 = 2.2$. Notice that Team 3 has a very low level of CEB. Unless there is an obvious explanation (e.g., the team is working in low-fertility areas), the Team 3 supervisor should be alerted and the team should receive extra visits to observe interviews and check questionnaires.

TABLE FC-6: BIRTH DISPLACEMENT

Some interviewers intentionally displace the birth dates of children from the fourth or fifth year to the sixth year before the year of the survey, so as to decrease the length and difficulty of their assigned interviewing task. This practice seriously undermines the quality of the data. Field-check Table 6 measures the performance of interviewers regarding displacement of births from calendar years after the January 2004 cutoff date to before the cutoff date. If significant displacement has occurred, the birth year ratio will be found much lower than 100, which is the observed ratio when a smooth change in the number of births is observed from the year before the cutoff (2003) to the year after the cutoff (2005).

<u>FC-6 Birth displacement</u>														
Number of births since [2004] by year of birth and birth year ratio [2004/2003], according to interviewer team (based on births of all women)														
Team	Year of birth										Miss- ing	Total	Birth year ratio (2004/2003)	Target not met
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009				
Team 1	48	46	52	47	35	38	36	36	35	15	0	388	0.74	0.74
Team 2	40	37	47	45	38	41	33	27	37	12	1	358	0.84	-
Team 3	36	47	41	50	28	31	30	35	31	13	1	343	0.56	0.56
Team 4	45	43	51	51	26	49	33	43	28	14	1	384	0.51	0.51
All teams	169	173	191	193	127	159	132	141	131	54	3	1,473	0.66	0.72

Interpretation: In this example, a clear case of intentional displacement is evident for Teams 4 and 5, and a less certain case in Team 1. This represents a serious lapse in performance, which needs to be communicated immediately to the field. If further birth date manipulation occurs, dismissal may be the only recourse. (If individual-level tabulations identify that the problem is restricted to only some of the team members, the interviewers who are doing well may be reassigned to other teams, or be kept in some other capacity.)

TABLE FC-7: COMPLETENESS OF DATE/AGE INFORMATION FOR BIRTHS

One of the main objectives of the survey is to estimate mortality rates for different age groups of children. This is why data are collected on the age at death of deceased children. Interviewers are required to record at least an approximate age at death for all deceased children. Field-check Table 7 monitors the performance of interviewers regarding birth date completeness. The table is divided into two parts, one for surviving and one for deceased children, since information about deceased children is typically less complete.

<u>Table FC-7L Birth date reporting: Living children</u>								
Percent distribution of surviving births by completeness of date/age information by interviewer team								
Team	LIVING CHILDREN						Total	Number
	Completeness of reporting							
	Year and month of birth given	Year and age	Year of birth only	Age only	Other	No data		
Team 1	94.9	4.0	0.4	0.7	0.0	0.0	100.0	450
Team 2	96.9	1.5	0.4	0.4	0.4	0.2	100.0	453
Team 3	95.8	2.2	0.0	2.0	0.0	0.0	100.0	449
Team 4	72.5	11.2	6.7	4.5	2.2	2.9	100.0	448
All teams	90.1	4.7	1.9	1.9	0.7	0.8	100.0	1800

<u>Table FC-7D Birth date reporting: Deceased children</u>						
Percent distribution of non-surviving births by completeness of date information by interviewer team						
Team	DEAD CHILDREN				Total	Number
	Completeness of reporting					
	Month and year given	Year only	Month only	No data		
Team 1	88.0	10.0	0.0	2.0	100.0	50
Team 2	95.7	4.3	0.0	0.0	100.0	47
Team 3	94.1	5.9	0.0	0.0	100.0	51
Team 4	69.2	19.2	1.9	9.7	100.0	52
All teams	86.5	10.0	0.5	3.0	100.0	200

Interpretation: In this example, the data from Team 4 are especially suspect—three percent of surviving births and 10 percent of deceased children are missing all information on birth date. Only 73 percent of surviving children and 69 percent of deceased children have both month and year of birth, compared to much better performance in the other teams. This is unacceptable, and points to a laxness on the part of the Team 4 field editor and supervisor, as well as the interviewers.

TABLE FC-8: HEAPING ON AGE AT DEATH

A common problem in the collection of data on age at death is “heaping” at 12 months of age. In other words, a large number of deaths are reported at 12 months relative to the number reported at months 9, 10, and 11, or at months 13, 14, and 15. Such heaping can result in the underestimation of the infant mortality rate (based on deaths in months 0-11) and overestimation of the child mortality rate (based on deaths in months 12-23 and years 2-4).

Heaping of deaths at 12 months of age is the result of two frequently encountered interviewing situations. The first situation occurs when respondents report age at death as "one year", even though the death may have occurred at 10 months, 16 months, etc. Some interviewers will record "1 year" (incorrectly) or (also incorrect) simply convert "1 year" to 12 months and record that without probing. The second situation in which heaping occurs is when a respondent initially reports that she does not know the age but, when encouraged to recall the age, reports in terms of a preferred number of months (i.e., 12 rather than 11 or 13).

Field-check Table 8 monitors the performance of interviewers in two areas: recording age at death as “1 year,” and “heaping” of age at death at 12 months.

FC-8: Age at death heaping													
Number of deaths in the 15 years preceding the survey occurring at 8-16 months of age by reported months of age at death (including age at death reported as "one year") and 12 months ratio, according to interviewer team. (Includes deaths for which a calendar period of death could not be assigned because of missing date of birth information. Deaths lacking age at death are not included. Based on births of all women)													
Team	Age at death (in months)										Total 8-16 months (including "1 year")	12 months ratio (including "1 year")*	Target not met
						12 months							
	8 m.	9 m.	10 m.	11 m.	12 m.	Reported as "1 year"	13 m.	14 m.	15 m.	16 m.			
Team 1	10	4	4	4	3	4	3	2	2	1	37	1.7	1.7
Team 2	20	12	5	2	4	5	2	1	3	2	56	1.4	-
Team 3	8	12	6	3	7	11	0	0	2	4	53	3.1	3.1
Team 4	10	8	4	3	2	5	3	2	4	3	44	1.4	-
Total	48	36	19	12	16	25	8	5	11	10	190	1.9	1.9

* 12 months ratio = (deaths at 12 months + deaths reported at "1 year") / ((all deaths 8-16 m. + deaths reported at "1 year") / 9)

Interpretation: Notice that Team 3 is having problems with recording age at death as “1 year” and also with heaping at 12 months. This clearly indicates that members of these teams are not probing when necessary.

TABLE FC-9: INFANT DEATHS

Underreporting of births and deceased children seriously undermines data quality. Unfortunately, there is no certain way to determine whether an individual interviewer or team is omitting births of deceased children. This is because sampling fluctuations and genuine regional differences can produce differences among teams and individuals that are unrelated to data quality. Nevertheless, Field-check Table 9 is useful in determining whether gross underreporting of infant deaths is occurring.

Table FC-9 Infant mortality									
Number of births in the 15 years before the survey by survival status and age at death (for those who died), the ratio of neonatal deaths (< 1 mo.) to all infant deaths (< 12 mos.), and the ratio of infant deaths to all births, according to interviewer team.									
Team	All births					Ratios			
	Age at death in months for children who died*					Still alive (6)	Total births (7)=(5+6)	Ratio of neonatal to infant (1)/(1+2)	Ratio of infant deaths to total births per thousand (1+2)/(7)
<1 (1)	1-11 (2)	12+** (3)	Missing (4)	Total (5)					
Team 1	7	13	15	4	39	564	603	0.35	0.033
Team 2	25	18	20	0	63	533	596	0.58	0.072
Team 3	24	15	19	1	59	547	606	0.62	0.064
Team 4	25	16	17	0	58	537	595	0.61	0.069
All teams	81	62	71	5	219	2181	2400	0.57	0.060

* Includes deaths without a birth date given.
** Includes deaths incorrectly recorded at “ 1 year ”

Interpretation: In this example, notice that results for Team 1 show that there are very few neonatal deaths (<1 month) relative to total infant deaths (<12 months) and that the ratio of infant deaths to total live births is small. Taken together, this strongly suggests that the members of Team 1 are failing to uncover childhood deaths. The case is strengthened by the fact that the shortfall of deaths among Team 1 members is in large part within the neonatal period, a period when omission of deaths is suspected. Also, if the infant deaths to total births ratio is substantially lower in one or more teams than in other teams (after accounting for the possible difference in sample segments), then omission of infant deaths is suspected. If omission is suspected, supervisors and field editors should be instructed to monitor individual interviewers to ensure that appropriate probing techniques and consistency checks are being employed.

TABLE FC-10: VACCINATION CARD COVERAGE

Previous experience has shown that some interviewers are often not effective at getting the respondent to produce the health card (for section 4B), even when the mother says that she has one for the child. This is especially true in cases when there are several children born since the cutoff date. Field-check Table 9 monitors interviewer performance in obtaining child health cards, once mothers have said that they have one for the child(ren).

Table FC-10 Vaccination card coverage					
Percentage of living children born since January 2004 who currently have a vaccination card, percentage whose vaccination card was seen by the interviewer, and proportion of cards seen, by interviewer team.					
Team	Percentage of children reported to have a vaccination card (1)	Percentage of children whose vaccination card was seen by the interviewer (2)	Proportion of cards seen (%) (2)/(1)	Number of children	Target not met
Team 1	64.4	59.7	92.7	235	-
Team 2	58.2	32.9	56.5	231	56.5
Team 3	59.7	57.4	96.1	240	-
Team 4	62.5	58.6	93.8	249	-
All teams	61.1	52.4	85.8	955	-

Note: Target is for at least 90% of reported health cards to be seen by interviewers.

Interpretation: Notice in this example that Team 2 is doing much more poorly than other teams: interviewers were able to see the vaccination cards for only 57 percent of children whose mothers said they had a card. The percentage should exceed 90 percent. These findings indicate that some of the Team 2 interviewers are not placing enough importance on getting the card. The supervisor must be instructed to remind the interviewers that only as a last resort, should the interviewer concede that the card is unavailable.

TABLE FC-11: HEIGHT AND WEIGHT COVERAGE

Field-check Table 11C shows the results of height and weight measurement for children under five. A similar table will be produced for women (FC-11W) and if men are included, for men as well (FC-11M).

FC-11C Height and weight: children									
Percent distribution of children under 5 eligible for height and weight by result of height and weight measurement and percentage of children measured who have out of range values or incomplete date of birth, according to interviewer team									
Team	Result of height and weight measurement					Total	Among children measured		
	Measured	Child not present	Refused	Other	Missing		Number of children < 5	H. and/or W. out of range (%)	Date of birth incomplete (%)
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Team 1	97.2	1.5	0.0	0.0	1.3	100.0	1,883	0.7	0.6
Team 2	93.2	0.8	0.5	0.0	5.5	100.0	1,297	2.9	1.2
Team 3	88.9	0.3	0.0	0.0	10.8	100.0	1,612	3.5	2.1
Team 4	97.7	0.9	0.0	0.0	1.4	100.0	1,660	0.7	0.4
All teams	95.1	0.8	0.2	0.0	3.9	100.0	6,452	1.7	1.0

Interpretation: In this example, Team 3 is failing to measure a sizeable percentage of children; only 89 percent are being measured. Moreover, among those children who were measured by the team, 6 percent either had a height and/or weight out of range or a date of birth that was incomplete. A visit to the team for some refresher training on anthropometric measurements and techniques for improving acceptance by respondents could help to improve the team’s performance.

TABLE FC-12: ANEMIA TESTING COVERAGE

Field-check Table 12C shows the results of anemia testing for children under five. A similar table will be produced for women (FC-12W) and if men are included, for men as well (FC-12M).

FC-12C Anemia testing: children								
Percent distribution of children 6-59 months eligible for anemia testing by result of anemia testing and percentage of children tested who have out of range values, according to interviewer team								
Team	Result of anemia testing					Total	Number of children 6-59 months	Among children measured, anemia level out of range (%)*
	Measured	Child not present	Refused	Other	Missing			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Team 1	78.2	15.5	2.0	3.0	1.3	100.0	1,883	0.4
Team 2	90.2	0.8	7.5	0.5	1.0	100.0	1,297	0.3
Team 3	98.9	0.3	0.0	0.0	0.8	100.0	1,612	2.1
Team 4	98.7	0.9	0.0	0.0	0.4	100.0	1,660	5.1
All teams	90.3	5.0	2.5	0.9	1.3	100.0	6,452	1.7

* Hemoglobin levels <2 g/dl and >26 g/dl are considered to be out of range

Interpretation: The table shows that Team 1 is having difficulty with the anemia testing component. Their low coverage (78 percent) is mostly due to not making callbacks to find the children at home, but they also have a relatively high proportion falling in the “other” category (3 percent), perhaps due to lack of supplies or the child being ill. Team 2 has a high proportion of children for whom the parents refused the anemia testing (8 percent). Finally, Team 4 has a high proportion with out of range values. All three teams should be apprised of these results and given suggestions on how to improve their performance in the future.

TABLE FC-13: HIV BLOOD COLLECTION COVERAGE

If HIV testing is a component in the survey, it is important to track the response rates. Field-check Table 13W shows the results of blood sample collection for HIV testing for women age 15-49. A similar table will be produced for men (FC-13M).

FC-13W HIV blood collection: women							
Percent distribution of women eligible for HIV testing by result of blood collection, according to interviewer team							
Team	Result of HIV testing					Total	Number of women
	Blood taken	Not present	Refused	Other	Missing		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Team 1	92.9	4.1	1.1	0.8	1.1	100.0	795
Team 2	97.7	1.1	1.0	0.2	0.0	100.0	887
Team 3	90.6	3.3	1.3	3.5	1.3	100.0	758
Team 4	82.4	2.2	14.4	0.6	0.4	100.0	977
All teams	90.9	2.7	4.5	1.3	0.6	100.0	3,417

Interpretation: The refusal rate for Team 4 is much higher than for the other teams—14 percent. While it is important not to coerce women into giving a blood sample for HIV testing, there may be elements in the way Team 4 members are approaching respondents that results in lower acceptance. Some discussion about their approach and ways they might increase acceptance—

without pressuring respondents—would be helpful.

TABLE FC-14: MATERNAL MORTALITY MODULE

Although the DHS Maternal Mortality Module is an optional “add-on” to the survey, it is widely used. Field-check Table 14 provides data on three key elements of the module: (1) the proportion of a respondent’s sisters who have died but for whom no age at death is given; (2) the proportion of sisters who died at age 12 or older but for whom there is no information as to whether the death should be classified as a pregnancy-related death; and (3) the proportion of sisters who died at age 12 and above for whom the timing of the death in terms of number of years ago is missing. The target values for the three elements are <2%, 0%, and 0%, respectively.

FC-14 Maternal mortality module											
Number of deceased sisters and number and percentage for whom age at death is missing; number of sisters who died at age 12 years and above and number and percentage for whom information on death during pregnancy, during delivery or after delivery is missing, and for whom information on timing of death ("years ago") is missing, according to interviewer team											
Team	All deceased sisters				Sisters who died at age 12+			Sisters who died at age 12+			
	Number (1)	Missing age at death		Target not met in Col- umn (3)	Number (4)	Missing information on death during pregnancy, delivery, or after deliv- ery		Target not met in Col- umn (6)	Missing information on "years ago" of death		Target not met in Col- umn (8)
		Number (2)	% (3)=(2/1)			Number (5)	% (6)=(5/4)		Number (7)	% (8)=(7/4)	
Team 1	447	8	1.8	-	145	0	0.0	-	1	0.7	0.7
Team 2	572	14	2.4	2.4	175	1	0.6	0.6	0	0.0	-
Team 3	491	32	6.5	6.5	151	2	1.3	1.3	1	0.7	0.7
Team 4	647	4	0.6	-	215	0	0.0	-	0	0.0	-
All teams	2,157	58	2.7	2.3	686	3	0.4	0.4	2	0.3	0.2

Interpretation: In the example, Team 3 has a relatively high proportion of deceased sisters with missing age at death (7 percent). They also have the highest proportion of deceased sisters with no information as to whether the death occurred during pregnancy, delivery, or soon after delivery. A review of the maternal mortality table and how to fill it would be helpful.