Feed the Future

Survey Implementation

Document

Questionnaire Pretest Protocol

Zone of Influence Survey

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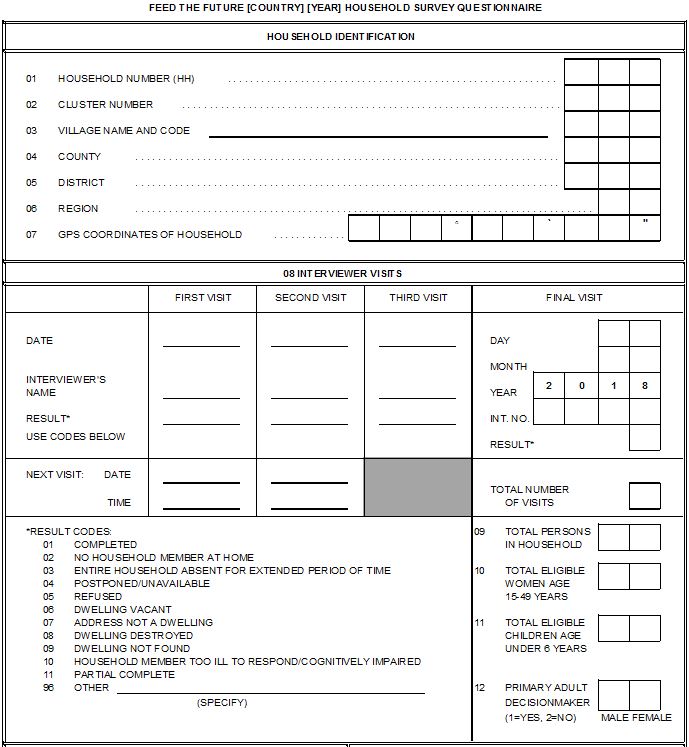
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# Introduction

Conducting a questionnaire pretest before going into the field to collect information is a critical step in the process of high-quality data collection. Pretesting can help identify questions that do not make sense to respondents, questions that respondents are uncomfortable answering, terminology that may cause confusion, instructions that may need clarification, issues with the flow or duration of the questionnaire, and other problems that might lead to biased responses or refusals. A pretest can identify questionnaire problems before fieldwork begins and give the team time to make the necessary changes to make the survey effective.

The questionnaire pretest should be implemented for each translated version of the questionnaire to identify problems in the translation.

# Questionnaire design in the context of Feed the Future Zone of Influence Surveys

The usual approach to questionnaire design and testing includes a review of the draft questionnaire against a tool like the Question Appraisal System (QAS) checklist[[1]](#footnote-1) before translating and pre-testing the questionnaire. However, Feed the Future Zone of Influence (ZOI) Surveys use a pre-approved standardized “core” questionnaire that cannot be substantially revised. Minor country-specific customizations can be made for selected questions and response categories, but questions cannot be added, removed, or changed for content. Hence, there is not an opportunity to use the QAS checklist for the core questionnaire, and as a result, problems that are typically identified in earlier stages of questionnaire design are often not discovered until questionnaire pretesting—underscoring the critical importance of a well-implemented questionnaire pretest for Feed the Future ZOI Surveys.

The primary objective of this questionnaire pretest is to identify questions that may need to be reworded to improve understanding, changed for different response options, altered to fix problems with question flow and skip patterns, and corrected for issues with translations. This will help ensure optimal data quality for the survey being implemented.

A secondary objective of the questionnaire pretest is to flag any questions in the core questionnaire that demonstrate an inability to elicit from respondents the information the questions were intended to capture. This will contribute to future improvements in the core ZOI questionnaire design and its administration.

# Steps for questionnaire pretesting

Questionnaire pretesting should be systematic, rigorous, and thoroughly documented. The pretest protocol for this Feed the Future project involves the following steps:

1. Review the questionnaire with the survey subcontractor to identify the questions where respondents’ understanding or reactions should be investigated.
2. Create the pretest questionnaire with cognitive probes, including in all translations.
3. Train the questionnaire pretest teams.
4. Select the communities and respondents that will be used for the pretest.
5. Conduct the pretest.
6. Report the pretest findings and recommendations.
7. Revise the questionnaire and translations to reflect the decisions made based on the pretest.

The following steps describe the pretest protocol.

## Step1: Review the country-specific questionnaire with the survey subcontractor.

The Feed the Future ZOI Survey contractor and the in-country survey subcontractor staff will review the country-specific questionnaire to identify areas that are more likely to have problems. Reviewers should keep in mind that respondents go through four basic cognitive stages[[2]](#footnote-2) when listening to a question and answering it (see Table 1):

1. Comprehension of the question,
2. Information retrieval from memory,
3. Judgment of the information, and
4. Report of an answer.

Problems can arise during any of the four stages. For example, a respondent may not understand a question due to ambiguous concepts or unknown terms, or a respondent may not be inclined to answer a particular question because it asks for sensitive information.

Keeping the four cognitive stages in mind, the Feed the Future ZOI Survey contractor and the survey subcontractor staff will consider each question for potential problems at any of these stages. The review team will then develop a list of questions that could present problems.

## Step 2: Develop the pretest questionnaire with cognitive probes.

The pretest questionnaire will include cognitive probes designed to elicit information from respondents about questions with potential problems. The Feed the Future ZOI Survey contractor will also develop pretest versions of the questionnaire in the relevant languages. Following are some examples of probes for several types of problems:

* **To assess comprehension of a question**, the interviewer might ask the respondent to re-state the question in his or her own words.
* **To assess whether memory recall** is a concern, the interviewer might ask the respondent how difficult it would be for someone to recall the requested information over the required time period.
* **To assess judgment**, the interviewer might ask the respondent if other people like him or her might be reluctant to answer the question.
* **To assess issues with response**, the interviewer might refer to a question with a complicated format and ask the respondent whether it was difficult to respond to the question.

In addition, respondents will be asked to provide open-ended feedback on the questionnaire, giving them the opportunity to discuss issues not raised by the interviewer.

Table 1. The four cognitive stages involved in responding to survey questions

| **Cognitive Stages** | **Cognitive Stage Definition** | **Problems** | **Causes** |
| --- | --- | --- | --- |
| 1. Comprehension | Respondent interprets the question | Respondent does not understand | Unknown terms, ambiguous concepts, long and overly complex question |
| 2. Retrieval | Respondent searches memory for relevant information | Respondent does not remember or does not know | Recall difficulty, questions assume respondent has information |
| 3. Judgment | Respondent evaluates and estimates response | Respondent does not want to tell, can’t tell | Biased or sensitive, estimation difficulty |
| 4. Response | Respondent provides information in the format requested | Respondent can’t respond in the format requested | Incomplete response options, multiple responses necessary |

## Step 3: Train the questionnaire pretest team.

After the pretest questionnaire is final, the questionnaire pretest teams are trained.

The pretest will be conducted using teams of two interviewers. Interviewer 1 will ask the questions and record responses to the questions, and Interviewer 2 will observe the interview and take notes on the respondent’s verbal and non-verbal cues. A male or a female interviewer will need to interview male respondents and a female interviewer will need to interview female respondents, so the questionnaire pretest team should preferably comprise one male interviewer and one female interviewer; acceptable though not preferred is to have two female interviewers.

The Feed the Future ZOI Survey contractor will discuss the pretesting training requirements with the survey subcontractor manager and trainers. The survey subcontractor trainers, in turn, will train the questionnaire pretest team members. Training must include a discussion of the relevant aspects of protecting human subjects: the pretest must be explained to the selected respondents, and the respondents must provide informed consent before they can be interviewed. Interviewers cannot interview anyone they know, and interviewers will not discuss respondents or their answers to the questionnaire with anyone else. Interviewers should understand that personally identifiable information about respondents—their names and locations—will not be retained and must be kept completely confidential.

During training, interviewers will—

* Understand relevant aspects of the protection of human subjects and sign the confidentiality statement;
* Gain a full understanding of the intent of each question on the questionnaire;
* Learn the importance of pretesting a questionnaire and using cognitive probes to identify areas of confusion;
* Become familiar with the cognitive probes and understand the intent of those probes;
* Discuss and understand the non-verbal cues that indicate respondent difficulty, such as a long silence, looking at feet, or looking away;
* Learn how to use the tape recorder, if it is possible to record the pretest interviews;
* Develop interviewing, observing, and note-taking techniques; and
* Practice interviewing by participating in multiple role-plays.

The role-plays are a critical part of the training. Interviewers will be asked to conduct a role-play interview from start to finish, including introducing the interview to the respondent, obtaining informed consent, explaining the role of the two interviewers, administering the questionnaire, and recording responses. The role-playing also will allow the observer to practice observing and completing the questionnaire pretest observation checklist during the interview.

Training should not be considered complete until the interviewers have a comprehensive understanding of the questionnaire and can conduct a pretest interview without a problem. Pretest training will take a minimum of two days.

## Step 4: Select the pretest communities and respondents.

The pretest will be conducted in each language that is the native language of 10 percent or more of the population in the ZOI. For each language version of the questionnaire, a convenience sample of 10 men and 10 women is to be selected to pretesting the questionnaire (e.g., if the questionnaire is translated from the English source language into three languages spoken within the country, 60 respondents will be needed—10 women and 10 men who are native speakers of each of the 3 languages). Respondents must be 18-49 years of age.

The survey subcontractor will select appropriate communities for the pretest. The pretest communities should be similar in language and other contextual factors to the communities that will be sampled for the actual survey: they should be rural, with residents who primarily make their living in agriculture and agriculture-related livelihoods. However, the questionnaire pretest should not take place in ZOI communities that will be sampled.

After the pretest communities have been selected, the survey subcontractor will identify and interview respondents. These respondents do not need to be selected randomly, but they do need to be native speakers of the languages in the translated questionnaire.

To obtain feedback on all modules from respondents of both sexes, the questionnaire pretest team will interview either a male respondent or a female respondent in each household selected for the pretest. Thus, the pretest interviews will need to take place in 20 households for each language: 10 interviews with male respondents and 10 interviews with female respondents.

## Step 5: Conduct the pretest.

**Collect the necessary materials**. Before interviewers go into the field to conduct the pretest, they need to make sure they have all the necessary supplies:

* Pretest questionnaire in all translations,
* Informed consent form to be read to the respondent and left with the household (Attachment B),
* Observation checklist (Attachment C), multiple copies of each page,
* Pencils,
* Watch or stopwatch,
* Tape recorder, if the pretest interviews are to be recorded,
* Clipboards, and
* Paperclips to attach the questionnaire and the observation checklist pages together.

**Conduct the interviews.** At the beginning of the interview with the respondent, Interviewer 1 should explain the purpose of the pretest, explain the roles of the team members, and obtain informed consent from the respondent. After consent is obtained, Interviewer 1 should urge the respondent to indicate if he or she does not understand a word or a question, or is not comfortable answering a question.

In the households where the respondent is a male, the women’s nutrition module will not be administered. In the households where the respondent is a female, all modules will be administered. Anthropometric data is not collected in the questionnaire pretest, although the other questions in the women’s nutrition module and in the child’s nutrition module will be administered if relevant.

The job of Interviewer 1 is to implement the questionnaire as it will be implemented when it goes into the field. Interviewer 1 should move through the questionnaire, asking all the appropriate questions and writing all responses on the questionnaire, including responses to the cognitive probes.

The job of Interviewer 2 is to manage the tape recorder, if the pretest interview is being recorded, and note the start and end time of each module, observe the interview, and write down findings on the observation checklist (Attachment C). Interviewer 2 should record the time the regular portion of each module ends, before the additional pretest probes for that module are asked.

The observation checklist will be used to capture verbal and non-verbal cues from respondents as they answer questions. Interviewer 2 will complete the observation checklist for each module for each respondent. Interviewer 2 will:

* Complete the first page of the pretest observation checklist, including information on the module, language, and respondent’s sex and age.
* Note the start and end time for each module. The end time is when Interviewer 1 finishes administering the questions in the module before asking the additional pretest probes. Noting this timing gives the Feed the Future ZOI Survey contractor valuable information on the expected duration of each module during fieldwork.
* As Interviewer 1 asks questions in the module, Interviewer 2 notes any problem the interviewer or respondent may have with a question. Interviewer 2 notes the number of the question that presented the problem, and then puts a mark on the checklist next to the problem:
  + The interviewer had difficulty reading the question.
  + The respondent asked the interviewer to explain a term, or explain the question. (If the respondent asked for a definition, Interviewer 2 will write the word on the checklist.)
  + The respondent took a long time to answer or could not answer.
  + The respondent appeared uncomfortable with the question.
  + The respondent provided an incongruent or incomplete response.
  + The respondent refused to answer.
  + In the notes section of the checklist, Interviewer 2 will write down comments the respondent had about the question.
* If Interviewer 1 or the respondent had a problem with a question, Interviewer 2 should note the question and the problem, adding extra pages to the checklist as needed.
* When Interviewer 1 asks the respondent the pretest probes, Interviewer 2 should write down the respondent’s answers to the probes on the questionnaire itself. Both Interviewer 1 and Interviewer 2 should take notes on the respondent’s answers to the probes. That way, each Interviewer has a copy of the questionnaire for these notes.

On completing the interview, the questionnaire pretest team members should thank the respondent for generously contributing his or her time to the study.

After the pretest team has left the household, both members of the team will add their own comments on each module to the questionnaire pretest team feedback section on the last page of the observation checklist for that module. While the interview is still fresh in their minds, the Interviewers should review all observations and the respondent feedback noted on the observation checklists to make sure nothing was missed or not clearly documented. They should clip together all pages of the observation checklist and both copies of the questionnaires. This document package is then given to the supervisor.

## Step 6: Report findings and recommendations.

After the Interviewers complete questionnaire pretests with 10 men and 10 women for each translation, the survey subcontractor will analyze the responses and report the findings. The survey subcontractor will enter information from the completed observation checklists into a spreadsheet (Attachment D). One worksheet will be created for each module, with findings from all the language pretests from all respondents.

The survey subcontractor also synthesizes the pretest findings to include in a report:

* Average duration of each module;
* Summary of responses for each cognitive probe;
* Summary of the observational data;
* Recommendations for changes to the questionnaire; and
* List of items requiring retranslation.

The findings report, along with the spreadsheet that consolidates findings from the observation checklists, will be emailed to the Feed the Future ZOI Survey contractor. The paper copies of the questionnaires and observation checklists can also be mailed to the contractor.

The survey contractor and the subcontractor will discuss the findings report and develop a list of items that need retranslation or revision.

## Step 7: Revise the questionnaire.

The Feed the Future ZOI Survey contractor will revise the English version of the questionnaire based on the findings and the recommendations, and will highlight all changes before sending it to the survey subcontractor so the changes can be translated and updates can be made to the data entry program. In addition to translating any questions or responses that were changed in English, the survey subcontractor also will correct translations that were identified during the pretest as needing retranslation.

# Attachment A: Question appraisal system checklist

**Question Appraisal System (QAS) Checklist**

The QAS review process should identify any problems in the questionnaire and categorize them, following these eight steps:

* **Step 1: Reading.** Determine whether the question is difficult for the interviewers to read uniformly to all respondents.
* **Step 2: Instructions.** Look for problems with introductions, instructions, and explanations from the respondent’s point of view.
* **Step 3: Clarity.** Identify problems related to communicating the intent or meaning of the question to the respondent.
* **Step 4: Assumptions.** Determine whether problems arise with assumptions made about the questions or the underlying logic.
* **Step 5: Knowledge and Memory.** Check for indications that respondents are unlikely to know information or have trouble remembering.
* **Step 6: Sensitivity and Bias.** Assess questions for sensitive nature or wording, and check for bias.
* **Step 7: Response Categories.** Assess the adequacy of the range of responses.
* **Step 8: Other Problems.** Look for problems that are not identified in steps 1 through 7.

The QAS checklist will not be completed for every question in the Feed the Future ZOI questionnaire; however, questionnaire reviewers should be mindful of checklist points during the review to determine if cognitive probing or additional instructions are needed.

# Attachment B: Informed consent statement

**Informed Consent**

Thank you for the opportunity to speak with you. We are a research team from the SURVEY SUBCONTRACTOR NAME. We will be conducting a survey to learn about agriculture, food security, food consumption, nutrition, and wellbeing of households in parts of COUNTRY. Before to conducting the survey, we need to test the questionnaire to ensure that the questions make sense and can be answered by the people who will be interviewed.

Your household has been selected to participate in the pretest of the questionnaire. You will be asked to answer questions about topics such as your family background, dwelling characteristics, household expenditures and assets, food consumption, and nutrition of women and children. The survey includes questions about the household generally, and questions about individuals within your household, if applicable. The questions about the household and its characteristics will take about 30 minutes to complete. If additional questions are relevant for members of your household, the interview in total may take approximately 2–3 hours to complete. We also will ask you about what you think about certain parts of the interview so that we can make the interview better.

If you do not understand a question, cannot answer a question, or the question makes you uncomfortable, please give us your honest opinion. We did not write these questions, so no matter what you say, it will not cause offense. Your honest opinion is very valuable and it will help us make the questionnaire better.

Your participation is entirely voluntary. If you agree to participate, you can choose to stop at any time or skip any questions you do not want to answer. Your answers will be completely confidential. Neither your name nor where you live will be written on the questionnaire. We will not share information that identifies you with anyone. As soon as we have reviewed our findings, we will destroy the written questionnaire with your responses.

My colleague will be taking notes on the interview, and writing down your responses to our questions about the interview.

Do you have any questions about the survey or what I have said? If in the future you have any questions regarding the survey or the interview, or concerns or complaints, we welcome you to contact the SURVEY SUBCONTRACTOR NAME, by calling TELEPHONE. We will leave a copy of this statement and our organization’s complete contact information with you so that you may contact us at any time.

**Do you have any questions? Do you agree to participate?**

**May I begin the interview now?**

SIGNATURE OF INTERVIEWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Attachment C: Questionnaire pretest observation checklist

**Questionnaire Pretest Observation Checklist**

**Module: \_\_\_\_\_\_ Language: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Start time: \_\_\_\_\_\_\_\_ End time (prior to probes): \_\_\_\_\_\_\_\_**

**Respondent #: \_\_\_\_\_\_ Respondent sex: \_\_\_\_\_\_ Respondent age: \_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Question Number** | **Issue** |
|  | \_\_\_\_ Hard to read question  \_\_\_\_ Had to explain term or question (note below)  \_\_\_\_ Respondent took long time or could not answer  \_\_\_\_ Respondent appeared uncomfortable  \_\_\_\_ Respondent provided incongruent or incomplete response  \_\_\_\_ Respondent refused to answer  Other: |
|  | \_\_\_\_ Hard to read question  \_\_\_\_ Had to explain term or question (note below)  \_\_\_\_ Respondent took long time or could not answer  \_\_\_\_ Respondent appeared uncomfortable  \_\_\_\_ Respondent provided incongruent or incomplete response  \_\_\_\_ Respondent refused to answer  Other: |
|  | \_\_\_\_ Hard to read question  \_\_\_\_ Had to explain term or question (note below)  \_\_\_\_ Respondent took long time or could not answer  \_\_\_\_ Respondent appeared uncomfortable  \_\_\_\_ Respondent provided incongruent or incomplete response  \_\_\_\_ Respondent refused to answer  Other: |

Page 1 of \_\_\_\_\_

Module: \_\_\_\_\_ Language: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Respondent #: \_\_\_\_\_ Page \_\_\_\_ of \_\_\_\_

|  |  |
| --- | --- |
| **Question Number** | **Issue** |
|  | \_\_\_\_ Hard to read question  \_\_\_\_ Had to explain term or question (note below)  \_\_\_\_ Respondent took long time or could not answer  \_\_\_\_ Respondent appeared uncomfortable  \_\_\_\_ Respondent provided incongruent or incomplete response  \_\_\_\_ Respondent refused to answer  Other: |
|  | \_\_\_\_ Hard to read question  \_\_\_\_ Had to explain term or question (note below)  \_\_\_\_ Respondent took long time or could not answer  \_\_\_\_ Respondent appeared uncomfortable  \_\_\_\_ Respondent provided incongruent or incomplete response  \_\_\_\_ Respondent refused to answer  Other: |
|  | \_\_\_\_ Hard to read question  \_\_\_\_ Had to explain term or question (note below)  \_\_\_\_ Respondent took long time or could not answer  \_\_\_\_ Respondent appeared uncomfortable  \_\_\_\_ Respondent provided incongruent or incomplete response  \_\_\_\_ Respondent refused to answer  Other: |

Module: \_\_\_\_\_ Language: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Respondent #: \_\_\_\_\_ Page \_\_\_\_ of \_\_\_\_\_

|  |
| --- |
| **OTHER RESPONDENT FEEDBACK** |
|  |
| **QUESTIONNAIRE PRETEST TEAM FEEDBACK** |
|  |

# Attachment D: Summary of findings

**D1. Report Template for Questionnaire Pretest**

**QUESTIONNAIRE PRETEST SUMMARY REPORT**

The pretest of the questionnaire was conducted in [DISTRICT NAME(S)], in its rural areas, XX [Km/Mile] from the X [CITY]

Collecting data from 10 men decisionmakers and 10 women decisionmakers was done in X days for men and women from DATE(S), MONTH 2017, by XX people: one pair of women and one pair of men using a special questionnaire designed for the pretest. This questionnaire was composed of the questionnaire to be used in data collection and some additional questions for probing for each of the modules.

During this exercise, the field officer played the following roles:

* As supervisor, the field officer contacted local authorities to get their approval and support for doing the pretest in the [AREA], and identified households to be interviewed before interviewers began their work;
* As interviewer B, the field officer observed the interviews by recording the respondent’s and interviewer’s attitudes in answering and asking questions and how interviewer A filled in the questionnaire.

This report presents the pretest findings in five areas as follows:

1. Average duration of interviews

2. General observations

3. Suggested changes to the questionnaire

4. Translation issues

5. Responses to cognitive probes

6. Qualitative data

**1. Average duration of interviews**

INSTRUCTION:

IN THIS SECTION, PROVIDE THE AVERAGE DURATION REQUIRED TO COMPLETE EACH MODULE BY INTERVIEWER ‘A’ AND INTERVIEWER ‘B’.

**2. General observations**

INSTRUCTION:

IN THIS SECTION, PROVIDE A CONTEXTUAL OVERVIEW OF THE TYPE OF AREA AND HOUSEHOLDS AND RESPONDENTS OBSERVED. IN ADDITION, PROVIDE ANY CHALLENGES OBSERVED IN ACCESSING HOUSEHOLDS AND CONTACTING THE RESPONDENTS.

**3. Suggested changes to the questionnaire**

INSTRUCTION:

MODULE-BY-MODULE, PROVIDE LIST OF ERRORS OBSERVED IN THE QUESTIONNAIRE. ALSO, PROVIDE ANY CHANGES THAT MAY FACILITATE UNDERSTANDING OF QUESTIONS BY THE RESPONDENT.

**4. Translation issues**

INSTRUCTION:

IN THIS SECTION, PROVIDE ANY ISSUES WITH TRANSLATION OF QUESTIONS. FOR EXAMPLE, TRANSLATION OF PRIMARY DECISIONMAKER MAY DIFFER FROM REGION-TO-REGION. ALSO, PROVIDE RELEVANT RECOMMENDATIONS.

**5. Responses to cognitive probes**

INSTRUCTION:

IN THIS SECTION, PROVIDE DETAILED RESPONSE AND RECOMMENDATIONS TO THE COGNITIVE PROBES IN THE PRETEST QUESTIONNAIRE.

**6. Qualitative data**

INSTRUCTION:

SEE ATTACHED PRETEST EXCEL FILE. FILL IN THE PRETEST SPREADSHEET WITH REQUISITE DETAILS FOR EACH OF THE COGNITIVE PROBES.

**D2. Example of a Questionnaire Pretest Report**

**REPORT ON THE QUESTIONNAIRE PRETEST**

The pretest of the questionnaire was conducted in X District, in its rural areas, at X km north-east of the XX City.

Collecting data from 10 men decisionmakers and 10 women decisionmakers was done in 2 days for men (from 14th to 15th November 2014) and in 3 days for women (from 14th to 16th November 2014), by four people: 1 pair of women and one pair of men using a special questionnaire designed for the pretest. This questionnaire was composed of the questionnaire to be used in data collection and some additional questions of probing for each module.

During this exercise, the field officer played various roles: as supervisor, he contacted local authorities to get their approval and support for doing the pretest in the Sector, and identified households to be interviewed before enumerators begun their work; as pair-enumerator, he observed the course of the interview at both sides by recording respondent’s and interviewers’ attitudes in answering and asking questions and how the interviewer filled in the questionnaire.

This report presents the pretest findings in five areas, namely:

1. Average duration of interviews

2. Observations data

3. Changes suggested to be made in the questionnaire

4. Parts to re-translate

5. Answers to cognitive probe

6. Qualitative data

**1. Average duration of interviews**

The average duration of interviews with men was 23 minutes for modules B1, C, D and F, while the average duration of interviews with women was 84 minutes for all modules of the questionnaire to be administered during data collection. But we have to note that less than an hour and a half to interview a woman does not reflect the reality for several reasons.

First, the pretest was conducted by experts with extensive experience in the design and implementation of survey's questionnaires; it is the ones who translated the questionnaire.

Then, in each of the 10 households they interviewed only one woman aged 15-49, which does not reflect the reality, since in many households there is more than one woman aged 15-49.

In some households, because of cultural reasons (women that have recently delivered received visits during interviews) or those who had to do some household tasks (preparing meal, looking after little children, feeding animals), the interview took more time.

Finally, the interviewed households were relatively close to each other (grouped rural settlements), which is not the case in 38% of the [country] rural areas, where people still live in dispersed or isolated housing, distant one another.

For all these mentioned reasons, we can assume that in a household, the interview will take between 2 and 3 hours, on which we should add tens of minutes to move from one household to another. This will be confirmed by the pilot exercise (pretest by interviewers).

**2. Observations data**

In addition to the observations mentioned above, and the fact that most of the questions are addressed to women, there are other reasons that could delay the interview in a household, such as taking care of children, receiving visitors, prepare food, etc.

Another observation is that, because of the poverty level in a particular household, some respondents are hoping to receive any assistance after the survey, which could skew data answers. Some respondents took much time to talk about their poverty.

Recommendation:

This suggests that awareness campaign should be done before the survey to explain its objectives and not give false hopes to respondents.

Another observation made by some respondents was to reduce the questionnaire, because of the time it takes; they said this might annoy respondents that would give fake answers.

In general, the respondents have understood the questions and have answered well.

**3. Changes to be made to the questionnaire**

Some minor changes to be made have been observed and have to be changed in the final version of the questionnaire.

* In Module C, C08: Write 0-3 instead of 0-5, and add a skip to go to the next person, rather than going to C12.
* In Module G, G6.018: Add a 4th modality "Not Applicable".
* In Module I Introduction: add "Check to see if in C08 there is a child of 4 years old"

**4. Parts to re-translate**

* In Module C, Questions C01a and C01b: The translation of the question is clear enough, but the interviewer should probe.
* In Module I, Introduction: “primary” will be retranslated as “X”.

**5. Answers to cognitive probe**

* The question on satisfaction with the time to do things they enjoy put respondents in bad position, because the difficulty living conditions they survive in cannot allow them this kind of luxury.
* Many respondents don’t know the iron-rich beans. Most of them have heard about it but have never seen nor prepare them. And they considered the question as difficult, just because they don’t know this kind of beans, even though we explained very well that it is a new type of bean.
* Another challenging question was to ask respondents to repeat some questions in their own words. Given the level of education of respondents, some of them were not able to do so, even though they understood the question and had responded correctly to it.

Recommendation:

Interviewers would ask questions, and if the expected answers do not come, they would repeat or probe until they get the unbiased answers, but not asking respondents to repeat questions as if it was a test given to them.

* It was difficult for some respondents to remember the activities done in the previous 24 hours.
* Because of the [country] culture and their religion, some men could not understand a “primary female decisionmaker” in a household where there is a man. They defined this kind of women as a "woman dominating her husband" or "rebellious" because, for them, in a household the man is the head, according to the Bible and even according to the law.

**6. Qualitative data** (see attached file)

For more details on the points developed above, refer to the attached Excel file.

1. Although a Question Appraisal System checklist will not be completed for each question in the questionnaire, reviewers should be familiar with the checklist, shown in Annex A. [↑](#footnote-ref-1)
2. Cognitive stages relate to cognition, or conscious mental activities, such as thinking, understanding, learning, and remembering. [↑](#footnote-ref-2)