Feed the Future

Survey Implementation

Document

Field Staff Training Manual

Zone of Influence Survey

[COUNTRY]

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**INSTRUCTIONS TO SENIOR RESEARCHER:**

This document has been developed as a template to be modified for each Feed the Future ZOI Survey. The content and the text have been pre-approved by the Bureau for Food Security (BFS) and should be modified where noted. We use the following conventions in this template to indicate where modifications should or may be made:

* Where country-specific words or phrases need to be inserted, the word or concept is highlighted in yellow in the text. Substitute the appropriate word or phrase.
* Where a choice needs to be made between several text options, those options are highlighted in green. Delete the option that does not apply to your country.
* Where a section, phrase, sentence, or paragraph may need to be customized or be deleted due to irrelevance to your country or survey, instructions are provided in a comment box in the margin. Address the instructions by adding, revising, or deleting text or a table. Highlight the addition or revision or strikethrough the deletion to facilitate BFS’s review. Add a note after the instruction in the comment box that explains what you did (e.g., revised, deleted).

While, in principle, you should only modify the designated parts of the protocol template, read the entire document carefully to ensure that all sections and text apply to your country. If you need to change anything other than the parts designated for modification, please use track changes to facilitate BFS’s review of your changes.

# Abbreviations

BFS Bureau for Food Security

CAPI computer-assisted personal interviewing

GPS Global Positioning System

ICDM in-country data manager

QCS quality control and support

ToT training of trainers

ZOI Zone of Influence

# Introduction

## 1.1 Purpose

This Field Staff Training Manual provides guidelines and procedures for recruiting and training interviewers and field supervisors for the Feed the Future Zone of Influence (ZO1) Survey (2018-2019). Interviewer and field supervisor training has a significant impact on the quality of survey work and is important to ensure high-quality and reliable data. These guidelines aim to provide a standard approach to the design and implementation of field staff training to ensure comparability not only across countries but also across time within a country when possible. The Field Staff Training Manual should serve as a reference to those preparing for and implementing the field staff training; the Interviewer’s Manual and Field Supervisor’s Manual, which contain detailed information about the questionnaire and fieldwork procedures, provide the content for the training.

## 1.2 Survey background

Feed the Future is the U.S. Government’s global food security initiative that seeks to reduce poverty, hunger, and undernutrition among women and children and to increase resilience, income, women’s empowerment, dietary diversity, and appropriate feeding practices. Feed the Future’s programmatic efforts are concentrated in the initiative’s ZOI in a number of countries, including [COUNTRY].

Progress in achieving the objectives of the Feed the Future initiative is tracked using information collected through representative cluster sample household surveys, known as ZOI Surveys. These surveys are designed to provide information on Feed the Future indicators with an acceptable level of statistical accuracy (95 percent level of confidence). ZOI Surveys collect the following information:

* Household identification, basic demographic information for all household members, and dwelling characteristics
* Household food security and resilience
* Children’s and women’s dietary intake, nutrition, and anthropometry
* Household decisionmaking, community engagement, and time use
* Farming practices, agricultural technologies, productivity, and soil assessment
* Household consumption expenditures

# Recruiting field staff

The local subcontracting organization will lead the recruitment of interviewers and field supervisors, with oversight from [CONTRACTOR]. The goal of the recruitment process is to identify the best possible candidates for fieldwork. Initially, a general pool of candidates will be recruited from which both interviewers and field supervisors will be selected. All candidates will attend the interviewer training. During the interviewer training, field supervisors will be selected based on their qualifications and performance during the training. (See Section 3.1.8 for additional information about field supervisor training.) The number of candidates recruited should be at least 10–15 percent higher than the number needed for fieldwork to allow for attrition and dismissal of candidates who prove to be inadequate.

## 2.1 Field team structure

The Feed the Future ZOI Survey (2018-2019) uses a team approach to collect data. Each field team includes seven members: two teams of two social interviewers, an agricultural interviewer, a field supervisor, and a driver. Each team of social interviewers will comprise one female and one male interviewer or two female interviewers. At least one member of each interviewer team will be female so that female interviewers can administer modules with gender-sensitive questions to female respondents. The dedicated agriculture interviewer (male or female) will work in coordination with the social interviewer teams. The agriculture interviewer will be responsible, in tandem with one of the social interviewers, or alternatively with the field supervisor, for conducting the agriculture interviews, conducting a soil assessment, and measuring the area of the plots or ponds for all eligible households. Field supervisors will be responsible for the team and the day-to-day organization and supervision of the team’s work. Field supervisors will also will meet with community leaders, manage the vehicle and driver, and coordinate room and board for the team.

## 2.2 Qualifications of candidates

The main characteristic of a good interviewer is the ability to ask questions in a fluent and natural manner and to put the respondent at ease. Field supervisors should have experience working with surveys, conducting interviews, and supervising others, as well as a background in nutrition, sociology or agriculture. There are, however, several additional characteristics that are important to consider when recruiting field staff. It is helpful to develop a list of desired qualifications before identifying candidates. Consider the following when developing the qualification list:

* **Sex:** Each interviewer team comprises one male and one female social interviewer or two female social interviewers, so it is important to recruit roughly equal numbers of male and female candidates or more female candidates for interviewer positions. (The agriculture interviewers and field supervisors can be either male or female.)
* **Language:** Candidates should be fluent in the language used for training as well as at least one additional language if the questionnaires will be administered in multiple languages.
* **Education:** It is not necessary for candidates for the social interviewers to have a specialized background in health or nutrition, but they should have enough education so that they can comfortably read, write, take anthropometric measurements, and use a tablet computer to conduct interviews. Candidates for the agriculture interviewer positions should have expertise in relevant areas of agriculture (e.g., crop production, aquaculture, livestock raising).
* **Survey experience:** Previous survey experience is not essential for interviewers, but it is helpful. Field supervisors should have experience in survey implementation.
* **Availability:** Candidates should be available for the entirety of both training and data collection, which will span multiple months. They should also be comfortable working during evenings and on weekends.
* **Physical fitness:** Candidates should be able to walk long distances, stand on their feet for much of the day, and carry any equipment needed for the interviews. Their vision should be adequate to read the survey questions from the tablet computers for several hours a day.
* **Place of origin:** It might be difficult to recruit an adequate number of field staff from the areas to be surveyed, but past experiences have shown that respondents can be more receptive to interviewers who are from the same region. Often respondents know when interviewers are not local, even if interviewers speak the local language. It also helps to have field staff who know the local area and who can help solicit support from local officials.

Candidates should be presentable, able to handle problems as they arise, and have a good team spirit. Maturity, responsibility, friendliness, attentiveness, and respectfulness are all important attributes of a good candidate.

Recruitment should take into account the number of field staff needed who speak each of the languages in which the survey will be conducted. This can usually be done by reviewing the list of sample clusters and determining which language is the most widely spoken in each.

## 2.3 Candidate screening and selection for training

The recruitment process for interviewers and field supervisors includes an application form, a written test, and a personal interview. A standardized process helps identify the best candidates and provide documentary evidence in cases in which there is pressure to hire an unqualified individual.

* **Application form:** Each candidate will fill out an application form with basic background information. The application form allows those hiring field staff to evaluate each candidate’s handwriting for legibility and ability to follow basic instructions. Please see Appendix A1 for a sample application form.
* **Written test:** Each candidate will take a short written test (approximately five questions) to check his or her attention to detail and ability to do simple arithmetic. For example, an applicant may be asked the following: If a women says her son is 15 years old and she gave birth to him when she was 18 years, then how old is she now? Please see Appendix A2 for a sample test for social interviewers. Agriculture interviewers will be asked additional questions about value chain commodities included in the questionnaire for [COUNTRY] and area measurement that the survey director will develop in collaboration with the agriculture field manager and agriculture specialists on the QCS teams.
* **Personal interview:** Each candidate will be interviewed individually. The interview will include reading a part of the questionnaire out loud, role-playing an interviewer, and answering a series of standard questions about the nature of the work, his or her availability, physical fitness, expected pay, and reasons for wanting the job. Part of the interview will be conducted in each of the languages that the candidate listed as knowing on the application form, if possible. Please see Appendix A3 for a list of sample questions to ask during an applicant’s individual interview.

The recruitment process should be documented to assist those hiring field staff to make final decisions on the selection of field team members and to justify the decisions if they are questioned later.

# Training field staff

This manual primarily addresses training of trainers (ToT) and training for the main fieldwork. However, training is required during various stages of the survey lifecycle, even before the ToT or interviewers’ training. These include training for the listing fieldwork and training for the questionnaire pretest:

* [CONTRACTOR] should complete the listing training, which is followed by the listing of households in the sampled clusters. The household listing is the foundation of the scientific process used to select the survey sample; the integrity of the entire survey operation rests on the production of a rigorous, accurate household listing. For more information, see the *Feed the Future ZOI Survey Methods—Household Listing Manual.*
* A questionnaire pretest training should be implemented using a paper questionnaire administered in the national language and selected local languages including [LANGUAGES]. Questionnaire 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 questionnaire pretest can identify questionnaire problems before the main fieldwork begins, and give the team time to make the necessary changes to ensure that the survey is effective.For further details, refer to the *Feed the Future Survey Methods—Survey Pretest Protocol*. The questionnaire pretest training precedes the main field staff training by approximately three months.

## 3.1 Training structure and timeline

Training activities will occur over a six-to-seven-week period before fieldwork starts. Figure 1 shows an overview of the training schedule; rest days should be incorporated into the schedule as appropriate. Much of the first two weeks is devoted to the ToT, after which the tablet computers and data collection software are tested and the computer-assisted personal interviewing (CAPI) programming is updated. The in-country data manager (ICDM) training occurs over two days concurrent with the ToT prior to the survey pretest. The two and a half weeks after the survey pretest are devoted to the main training, which includes two days of field-based anthropometry and agriculture measurement practice. Field supervisor training and Quality Control and Support (QCS) team training consist of separate one-day trainings for smaller groups of individuals that coincide with the final day of interviewer training. After all field staff training is completed, the subcontractor and the field staff will conduct a pilot that informs any final revisions to survey procedures and the CAPI programming on the tablet computers.

Illustrative daily training agendas for the ToT, interviewers, field supervisors, QCS teams, and the ICDM are provided in Appendix B for reference. The agendas describe how typical morning and afternoon sessions can be structured so that trainers cover all the necessary training topics. When customizing the agendas, it is important to specify start and end times for each session, incorporate breaks (e.g., morning tea, lunch, and afternoon tea), and add in sessions for any country-specific modules.

Figure 1. Feed the Future ZOI Survey (2018-2019) Training Timeline

### 3.1.1 Training of trainers

In weeks 1 and 2, the survey director will work with field managers to train the senior staff selected as trainers for the main interviewer training; these staff will also serve as QCS team members. The ToT will focus on the following topics:

* **Introduction to the survey:** survey objectives, organization, sample, survey modules, survey implementation, research ethics, and human subject protection
* **Questionnaire content:** household roster; informed consent; dwelling characteristics; household consumption expenditures; food security and resilience; abbreviated Women’s Empowerment in Agriculture Index; women’s and children’s anthropometry; women’s dietary diversity and infant and young child feeding; improved agriculture technologies; crop yield estimation including sketching plot maps, measuring land size using Global Positioning System (GPS) applications, collecting data on crop productivity, and assessing the soil quality; household consumption expenditures; and any country‑specific modules
* **CAPI:** introduction, tablet basics, assignment of households, data entry, household module status, data transfer, upgrades, survey modules, anthropometry, errors and troubleshooting, closing of clusters, and data submission

An illustrative daily agenda for the ToT is provided in Appendix B1. The first seven days of the ToT focus on the survey content, and the remaining six days focus on tablet computer training and CAPI. Hands-on training and practice sessions cover the use of all technical equipment required for survey implementation, including tablet computers with applications for data entry and land area measurement using GPS, seca® scales, and ShorrBoards®.

### 3.1.2 In-country data manager’s training

ZOI Survey data management requires collaboration between the ICDM and the [CONTRACTOR] data processing manager. This collaboration encompasses critical components of data management required for central office processing and field monitoring, such as tablet maintenance, communication protocols, and recording issues, all of which will be covered in a special ICDM training.

The ICDM will be trained before the ToT CAPI training over a two-day period (days 6 and 7). The training will include sessions on setting up the ICDM computer and server; using the ICDM menu and programs; performing structure checks and secondary editing; downloading and saving data; and finalizing clusters. For field monitoring, the ICDM will be trained on how to review field check tables, report any issues, identify any bottlenecks in data processing, and review overall fieldwork progress. An illustrative daily agenda for the ICDM training is provided in Appendix B2.

**Selection of field team members should be based on an objective test of the candidates’ abilities. Under no circumstances should selection be based on the candidates’ relationship to survey staff, favoritism, or other unacceptable recruitment practices.**

### 3.1.3 Survey pretest, debriefing, and CAPI updates

At the end of the ToT, during days 14 through 15, a survey pretest will be conducted in rural areas near the training site. To the extent possible, it should focus on obtaining interviews with respondents who are similar to the planned survey respondents, including those who speak each of the local languages; however, the respondents will be chosen by a convenience, rather than random, sample. The survey pretest will focus on the survey instrument—whether the flow between survey modules works well, whether all questions are comprehended, and whether the full range of appropriate responses is available. The survey pretest will identify any problems with using the tablet computers, such as skip patterns and navigation between survey modules.

The survey pretest will also check data transmission, extraction, and generation of field check table reports at the [CONTRACTOR] office. The [CONTRACTOR’S] data processing manager will closely monitor the effectiveness of these systems, procedures, and activities and ensure that any issues are resolved. The data processing manager will review procedures for addressing issues identified in the field check table reports with the [SURVEY SUBCONTRACTOR’S] ICDM.

After the survey pretest is conducted, a debrief will be held so that all staff have the chance to learn from everyone’s experiences, and solutions to problems that have been identified can be communicated to the entire team. Any issues with the survey instrument and program will be communicated to the [CONTRACTOR’S] data processing manager and project director.

Any required changes to the questionnaire will be made immediately in the paper version for all languages (source language and translated versions), and immediately thereafter in the data entry program for the tablets. All changes to the questionnaire should be documented in an accompanying file as follows: the change that was made, the reason for making the change, the approval of the [CONTRACTOR] senior researcher to make the change, the date on which the paper questionnaire was updated with the change, and the date on which the data entry program was updated with the change. When the revisions to the data entry program have been made and have passed testing, the revised program will be loaded on all tablets by the [SURVEY SUBCONTRACTOR] supervisory staff, under the guidance of the [CONTRACTOR’S] data processing manager.

### 3.1.4 Interviewer training

Over the next 18 days (days 17–34), the survey director will work with the training team to train the social and agriculture interviewers. The training, which is based on the Interviewer’s Manual, Anthropometry Manual, and Agriculture Interviewer Manual, will cover the following material:

* **Introduction to the survey:** survey objectives, sample, survey modules, survey implementation, confidentiality, interviewer’s role, assignment to field supervisors, payment for services
* **Conduct of the interview:** giving general guidance, approaching the household, building rapport, converting refusals, obtaining informed consent, ensuring privacy, using translations, asking questions, probing, following interview instructions on the questionnaire and tablet, noting differences between the printed questionnaire and tablet screens, and flagging issues to be discussed with the field supervisor
* **Questionnaire content:** household roster; informed consent; dwelling characteristics; household consumption expenditures; food security and resilience; abbreviated Women’s Empowerment in Agriculture Index; women’s and children’s anthropometry; women’s dietary diversity and infant and young child feeding; improved agriculture technologies; household consumption expenditures; and any country-specific modules
* **Fieldwork procedures:** following field team members’ roles and responsibilities, using the control sheet, managing the household interview, reporting to the field supervisor, following up on missed interviews, ensuring high data quality, and monitoring and reviewing interviewers’ performance
* **Entering and managing data on the tablet:** understanding the tablet and screen components, starting a questionnaire on the tablet, navigating the questionnaire, advancing through survey modules and groups, entering responses, dealing with refusals, troubleshooting, transmitting data
* **Completing survey modules:** knowledge of general instructions, administering each survey module, asking questions, and entering responses question by question
* **Anthropometry:** women’s and children’s measurement and quality control
* **Improved agricultural technologies and crop or livestock yields:** understanding the question-by-question instructions for the value chain commodities in [COUNTRY], understanding improved agricultural technologies and management practices, sketching plots, measuring crop or livestock productivity, and measuring land area size using GPS applications

An illustrative agenda for the interviewer training is provided in Appendix B3. Days 17–25 will provide an overview of the survey and more detailed information about fieldwork, including how to conduct interviews. The trainers will then lead the participants through each question of the paper questionnaire. Days 26 and 27 are field days, during which the social interviewers practice taking anthropometric measurements of women and children at a school or health center, and the agriculture interviewers practice taking measurements of agricultural land area, conducting soil assessments, and estimating crop productivity. The following day (day 28) includes debrief discussions about the field experiences in the morning, and a mid-training quiz about the survey and questionnaire in the afternoon. The remaining six days (days 29–34) focus on tablet computer training and CAPI and conclude with a quiz on CAPI data entry and errors.

### 3.1.5 Anthropometry training

Interviewer training will include sessions on anthropometry procedures (days 21, 22, and 33), including question-by-question guidance, hands-on training, and practice sessions, including mock interviews. The training will cover the use of seca® scales and ShorrBoards® for the collection of height and weight measurements of children and women.

### 3.1.6 Agriculture training

Concurrent with the anthropometry training, on days 21, 22, and 33, agriculture interviewers will be trained by an agricultural expert. The training will encompass understanding the agriculture modules based on the country‑specific value chain commodities. The training will also include sessions on understanding the tablet apps required for data entry, soil assessment, land area measurement, and crop yield.

### 3.1.7 Training in human subjects protections

During the first day of both the ToT and interview trainings, participants will be trained on research ethics and human subjects protections. Anyone who might work with the survey data should attend one of these sessions, which will include a brief history of human subjects protections, the elements of informed consent, and confidentiality. Significant attention will be dedicated to the elements of informed consent, particularly the need to explain the following information:

* Purpose of the research
* Duration of the respondent’s participation
* General content of questions to be asked
* Any foreseeable risks to the respondent
* Any benefits to the respondent or others from the research
* Maintenance of confidentiality in records that identify participants
* Points of contact for questions about the survey or about respondent rights
* Statement that participation is voluntary, that refusal to participate will involve no penalty or loss of benefits to which the respondent is otherwise entitled, and that the respondent may discontinue participation at any time without penalty or loss of benefits

At the conclusion of the human subjects protections training session, each trainee will sign a statement of confidentiality. Signed statements of confidentiality will be retained in the Feed the Future [CONTRACTOR] office in [CITY, COUNTRY] for three years.

### 3.1.8 Supervisor training

The field supervisor is the senior member of each field team and is responsible for ensuring that the survey is completed according to procedures in the assigned clusters, that the field team is adequately supported, and that the team maintains high quality standards. The field supervisor oversees the day-to-day organization of the field team and supervises the team’s work. In addition to understanding their own responsibilities, field supervisors must have a complete, in-depth understanding of the questionnaire and know how to manage the interviews on the tablet computers, so they can serve as resources to the social science and agriculture interviewers and review the quality of the interviewers’ work.

Field supervisor training is a one-day training held on the last day of the main interviewer training (day 34). The training draws from the Field Supervisor’s Manual and covers the field supervisor’s roles and responsibilities, including the following:

* **Preparing for fieldwork:** collecting materials, obtaining monetary advances for field expenses, arranging transportation and accommodations, and contacting local authorities
* **Organizing and supervising fieldwork:** assigning households to field teams and tracking completion, handling pending interviews, observing interviews, monitoring and evaluating interviewer performance, conducting systematic spot checks of household composition, reducing non-response, maintaining motivation and morale, and completing work in a cluster
* **Field measurement and logistics:** observing anthropometry measurements in a proportion of the households, monitoring height and weight measurements for age heaping and out of range values, observing proportion of plots for land area measurement, soil assessment, and crop yield, supporting transfer of equipment, and making the vehicle available to the agriculture interviewer to visit the plots
* **Data management:** distributing work; checking questionnaires for completeness; archiving data; backing up files, including shape files; and transmitting data
* **Reporting and communications:** maintaining schedule and procedures for reporting to the field manager, and handling issues that require immediate communication

An illustrative training agenda can be found in Appendix B4.

Field supervisors will be selected from among the pool of candidates participating in the interviewer training. A few field supervisor candidates may be pre-identified in the recruitment process, if, for example, they served in a similar capacity in another large-scale household survey. The subcontractor, in consultation with [CONTRACTOR], will make the final determination based on test results and observations of participation and performance throughout the interviewer training.

### 3.1.9 QCS team training

QCS teams visit the field teams once each week during the field work. Each visit should take approximately one and a half to two days. The objective of the QCS team is to provide the data quality support, material and human resources support, and moral support that field teams require during fieldwork.

The QCS team training is a one-day training held on the last day of the interviewer training (Day 34). The training draws from the QCS Team Manual and covers the QCS teams’ roles and responsibilities, including the following:

* **Providing quality control support:** observing interviews, resolving data quality issues, reviewing field forms, observing the field supervisor perform his or her daily activities, meeting with local authorities, debriefing the field team at the conclusion of the visit
* **Providing material and human resources support:** delivering needed supplies, handling personnel issues
* **Providing moral support:** boosting morale and conveying appreciation to field staff
* **Reporting on support provided:** completing the QCS forms: Data quality control report follow-up, Interview observation, Feedback on field supervisor observation of an interview, General field team quality control report, Team debriefing report, Field team resupply checklist, Provision of human resources support to field teams

An illustrative training agenda for the QCS team training is provided in Appendix B5.

QCS team members are drawn from the team of social and agriculture trainers who lead the interviewer training. Each QCS team should have two supervisory members: an agriculture supervisor and a social science supervisor. The agriculture QCS supervisor will be trained to provide supervision to the agriculture interviewer for the agriculture modules, including the land area measurement, and soil assessment. The social science QCS supervisor will be trained to provide supervision and support to the social science interviewer for all other modules and anthropometry measurement, as it is being observed by the field supervisor. There should be a sufficient number of QCS teams so that each field team receives a visit every week during fieldwork.

### 3.1.10 Pilot and debriefing

At the conclusion of the interviewer, field supervisor, and QCS team trainings, over the next week (days 35–40), subcontractor staff, field supervisors, QCS teams, and interviewers will conduct a pilot of all survey procedures, logistics, systems, the revised instrument, and the translations. The pilot is a small-scale version of the survey or trial run in preparation for fieldwork. The purpose of the pilot is to identify potential problems in training, logistics, communication, and data processing, and correct the problems before survey fieldwork begins.

The pilot will be conducted in rural communities that are in the ZOI but that are not part of the sample. At the conclusion of the pilot, a debriefing will be held to discuss any issues that were identified in the field, and all proposed changes to the survey instrument, translations, procedures, logistics, and systems will be documented and prioritized. Any necessary revisions to interviewer’s, supervisor’s and QCS manuals will be made, and retraining will be planned. Revisions to the survey instrument and data entry program will be coordinated, documented, tested, and loaded onto all of the tablets. Preparations for fieldwork, including revisions, may take several days, so there may be a brief hiatus between the pilot and the initiation of fieldwork.

## 3.2 Determining final interviewer teams and their assignments

By the end of interviewer training, the [SUBCONTRACTOR] survey coordinating team should determine the members of each field team and their site assignments. When making these decisions, the following should be considered: observations during training, local language proficiency, performance on tests, and additional qualifications as stated on the application form and during the personal interview. Teams should be assigned so that members’ skills complement each other.

Candidates who are selected for training but are not ultimately selected as interviewers or field supervisors may be assigned other duties for which they are qualified. For example, those who are not selected as interviewers may have the necessary qualifications for an office position.

# Planning for interviewer training

## 4.1 Training schedule

In consultation with the survey subcontractor, [CONTRACTOR] will develop and finalize the training schedule and day-by-day agenda using the illustrative schedule (shown in Figure 1) and daily agendas (provided in Appendixes B1–B4) as templates. The following should be considered when finalizing the training schedule and daily agendas:

* Training days more than eight hours in length are counterproductive.
* Mid-morning and mid-afternoon breaks are recommended.
* Certain parts of the questionnaire, by their 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 become familiar with the fundamentals of the questionnaire (e.g., skip patterns, consistency checking) during the training.
* Whenever possible, practice interviews and other hands-on activities should be scheduled later in the day when the participants’ energy and attention may be reduced.
* Begin each day on time. Take attendance every morning and keep track of late arrivals.
* Trainers should meet for at least 30 minutes at the end of each day to evaluate the day's work and plan activities for the next day.
* Trainers should be expected to work after hours to correct tests and edit practice questionnaires, which should be returned to the trainees and discussed the following day.
* An extra day or two should be built into the training schedule to account for delays or additional training.
* It is useful to assign some light homework to the participants to be done outside of formal training sessions. These assignments can include reading relevant sections of the Interviewer’s Manual or practicing interviewing friends, family, or other participants.

## 4.2 Size of training class

In general, the smaller the number of participants, the better. Because there will be a large number of interviewers to train, consider splitting participants into smaller working groups for activities such as practice interviews. In particular for tablet training, class size is recommended to be 30 or less if possible. Where larger classes are unavoidable, larger numbers of trainers should be available to assist in answering questions and troubleshooting the CAPI system.

## 4.3 Location of training

The training venue should be booked well in advance. It should have a large room for plenary sessions and smaller rooms if multiple classes will be trained at the same time. The venue should have electricity, ample light, good food, and comfortable seating for all participants. Venues such as schools and universities are not good training venues if a delay in the survey schedule may result in these venues becoming unavailable. It is best to hold the training in a residential site away from where participants normally live and work so they are a captive audience and have more time to study and practice with other participants in the evening.

## 4.4 Training materials

The following materials should be prepared for the trainings ahead of time:

**Materials for interviewers:**

* Interviewer’s Manual (1 printed copy per interviewer)
* Anthropometry Manual (1 printed copy per interviewer)
* Paper questionnaires (1–2 printed in main training language and 1–2 in each interview language per interviewer)
* Field forms (1–2 examples per interviewer)
* Tablet computer (1 per interviewer)
* Blue ballpoint pens (2 per interviewer)
* Pencils (2 per interviewer)
* Notepad (1 per interviewer)
* Briefcase or backpack [optional] (1 per interviewer)

**Additional materials for field supervisors:**

* Supervisor’s Manual (1 printed copy per field supervisor)
* Maps (1–2 examples per field supervisor)
* Completed household listing corresponding to the maps (1-2 per field supervisor)
* Tablet computer (1 per field supervisor)
* Supervisor’s assignment sheets (1 per field supervisor)
* Red ballpoint pens (2 per field supervisor)
* Spot-check package (1 per field supervisor)
* Vehicle mileage and expenditure forms (1 per field supervisor)

**Additional materials for QCS teams:**

* QCS Team Manual (1 printed copy per QCS team member)
* Tablet computer (1 per QCS team member)
* Field team quality control report form (1 per QCS team member)
* Team debriefing report (1 per QCS team member)
* Field team resupply checklist (1 per QCS team member)

**Teaching materials:**

* Whiteboard and erasable markers (colored, if possible)
* Flipcharts or large sheets of paper, tape (to hang paper on walls), and markers (colored, if possible)
* Tablet computer (1 per trainer)
* Laptop computer, projector, connecting cable, and presentation screen or white wall
* PowerPoint presentations for each training session, as applicable
* ShorrBoard® (1 per field team)
* Seca® scales (1 per field team)
* Laminated anthropometry ranges (1 per field team)
* Laminated cardstock with images of major food items of different sizes (1 per field team)
* Set of common measuring tools (e.g., measuring cups, bushel containers) (1 per field team)
* Shovel (1 per field team)
* Plastic spray bottle (1 per field team)
* Barcodes
* Samples of additional fieldwork materials

## 4.5 Trainers

Trainers should understand the survey objectives, questionnaires, and field procedures. They should be comfortable and confident in front of those whom they are training. The following are recommendations to ensure that the interviewer training runs smoothly:

* At least two full-time trainers should be assigned to a training and be present at all times to ensure uniformity of instruction.
* One trainer – preferably an external expert hired for the express purpose of training interviewers to take anthropometric measurements for children and adults in household surveys – should be designated to be responsible for the anthropometric (height and weight measurement) training.
* An agriculture expert should be designated to be responsible for the agricultural training; if there are livestock modules in addition to crop modules in the questionnaire, it is important to have a livestock expert as a guest lecturer during the training.
* One senior staff person who is not directly involved in the training should be responsible for administrative and logistical tasks during the training to allow the trainers to focus exclusively on the course.
* Those who participated in the ToT 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., CAPI programmer on use of tablets, agriculture expert on agriculture practices, nutrition specialist on dietary intake).
* One additional trainer should be designated responsible for the CAPI system and tablet computer training. This trainer’s role in the survey is likely as a data manager who has a higher‑level understanding of the CSPro system.

# Engaging and motivating training participants

## 5.1 Building morale

One of the primary objectives of the 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 they are respected by their peers and superiors.

Active participation in the training sessions is a good way to engage and motivate the trainees. Trust and positive reinforcement are critical to create an effective learning environment. Here are some ideas that may create such a learning environment:

* **Get to know the participants:** Begin the training with introductions or an ice breaker. Ask trainees to wear nametags the first few 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 Feed the Future ZOI Surveys in that country or other countries were used and show copies of previous Feed the Future ZOI Survey 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.
* **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 an individual participant’s errors in front of class:** Errors can be brought to the attention of the group without mentioning the individual who made them.
* **Emphasize teamwork:** Given the team approach that [SURVEY CONTRACTOR] adopts, it is important to emphasize regularly to the trainees the need for teamwork and cooperation to complete the tasks successfully.
* **Be willing to accept criticism:** If a trainee happens to point out a particular shortcoming of the questionnaire or method of presentation, do not 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).

## 5.2 Training techniques

[SURVEY CONTRACTOR] adopts an active and participatory training approach. In addition to detailed review of the questionnaire and field procedures in the classroom, numerous practice sessions will be planned throughout the training. These practice sessions will be facilitated by trainers and followed by review sessions that address any issues that arise.

Trainers should develop a number of scenarios for trainees to role-play and assign different characteristics to respondents to ensure that trainees are exposed to different situations. The purpose of the role-play is not to stipulate responses but to facilitate practice and solicit feedback or questions for discussion. This section provides an illustrative list of training techniques employed by [CONTRACTOR].

### 5.2.1 Mock interview

In a mock interview, one trainee interviews another. Trainees do not have to answer truthfully if they do not want to. In general, however, trainees are encouraged to provide responses to questions instead of opting to skip them.

It is often useful to do mock interviews in groups of three or four so that at least one person can observe the interview and note any issues that arise. Group members can take turns being the interviewer and respondent so that everyone can practice.

Trainers should move from group to group, listening to parts of each interview and noting any problems or errors observed. These will be discussed with the group during the review session following the practice session.

Mock interview sessions will be a regular activity, usually conducted after detailed review of a module. Wherever possible, trainees should practice interviews in all languages, or in the language in which they will be working. Through these interviews, trainees will gain familiarity reading and administering the questionnaire, and the trainer will have an opportunity to assess trainees’ understanding and interview techniques. It is not uncommon for translation to be adjusted to be more appropriate for the field setting as a result of these practice sessions.

### 5.2.2 Demonstration interview

This is an interview (or part of an interview) conducted either by a trainer or a field supervisor in front of the class to show how a good, efficient interview is conducted. Demonstration interviews are particularly useful early in training to demonstrate the process of interviewing.

Demonstration interviews can also be used to provide examples of how to probe for ages and dates, how to handle an uncooperative respondent, how to tactfully get rid of unwanted listeners during an interview, or how to handle any aspects of the questionnaire with which trainees are having particular difficulty.

### 5.2.3 Front-of-class interview

In this approach, a pair of trainees comes to the front of the class to do an interview or partial interview of a module. The rest of the class listens and either fills in their own questionnaire or takes notes to give feedback after the completion of the interview. This approach allows trainers to check whether trainees notice errors being made and to correct errors made by the interviewer.

## 5.3 Evaluation and testing of trainees

Trainers may notice that some individuals need more attention and training than others. Trainers should assess the performance of each trainee daily and work to ensure that every person has mastered the necessary skills before data collection begins. In the spirit of team building, trainers should pair individuals who still need to develop certain skills with individuals who are strong in those areas. This process of identifying individuals whose skills complement one another also applies to making the survey team assignments.

Administering tests or quizzes throughout the training is a useful tool to keep trainees engaged and assess their performance. Tests can motivate trainees to pay attention during training sessions and study the manuals. They also help trainers understand the trainees’ level of comprehension and uncover important issues for the class to review. Appendix C provides a set of ZOI Survey Quizzes for trainers to use during interviewer, field supervisor, and QCS team trainings; additional quizzes can be developed using these as examples.

Test results serve as objective criteria by which to select interviewers and field supervisors. As such, trainers should keep records of test scores and performance on practice interviews. It is important that tests be reviewed by trainers promptly and the results be returned to trainees the following day whenever possible. The test questions should be reviewed in class one by one to ensure that trainees grasp the contents.

Although tests are a useful measure of trainees’ abilities and serve as a tool for selecting field team members, 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 take into consideration observation of trainees’ performance during training sessions and the pilot, in addition to their test scores.

# Sexual harassment

During the interviewer training, it is important to define sexual harassment and to establish that harassment is not appropriate behaviour and will not be tolerated during 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) affect an individual’s employment status or condition.

If the implementing organization has a policy on sexual harassment, it is worthwhile to discuss this policy with those staff before the training and then have the implementing organization staff present the policy to the group. If the implementing organization does not have a policy on sexual harassment, then the training must lay out expectations for behavior, 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 behavior by a man toward 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 toward an employee, by an employee toward 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 behaviour has on the person being harassed.

# Appendix A1. Illustrative Application Form

Feed the Future Zone of Influence Survey

[YEAR] [COUNTRY]

Field Staff Application Form

1. Full name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Age: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. Sex: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Highest grade of school completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Current employment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Previous employment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Have you worked on a household survey before? If yes, which? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. 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 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Are you available and willing to work on this survey for the next [3-6] months?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Appendix A2. Illustrative Written Test

Feed the Future Zone of Influence Survey

[YEAR] [COUNTRY]

Field Staff Application Form

Full name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 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? □1978 □1982 □ 1988 □1992 □None of these years

1. The table below gives the ages of various persons

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Person (name) | A | B | C | D | E | F | G | H | I | J | K |
| Age (years) | 49 | 32 | 5 | 16 | 8 | 1 | 2 | 21 | 78 | 24 | 4 |

List the people who are under age 5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List the people who are under age 10: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List the people who are age 15 or older: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Imagine you are interviewing a woman whose household owns five milk cows, ten goats, and one hundred chickens. Please answer the questions for this woman. Follow all instructions.

101. Does this household own any livestock, such as cattle, swine, poultry, fish, or other farm animals?

Yes □→ ASK QUESTION 102

No □→ GO TO QUESTION 105

102. How many of the following animals does your household own? IF NONE, RECORD ‘00’. IF 95 OR MORE, RECORD ‘95’. IF UNKNOWN, RECORD ‘98’.

A. Cows/Bulls \_\_\_ \_\_\_

B. Goats \_\_\_ \_\_\_

C. Sheep \_\_\_ \_\_\_

D. Chicken \_\_\_ \_\_\_

103. CHECK 102A, 102B, 102C, 102D: DOES THIS HOUSEHOLD HAVE ANY MILK COWS, BULLS, GOATS, OR SHEEP?

Yes □→ ASK QUESTION 104

No □→ GO TO QUESTION 105

What is the next question that you will ask? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Appendix A3. Illustrative Interview Questions and Techniques

1. Working on the survey team requires that you can walk long distances and carry survey equipment. Do you have any health conditions that may limit your ability to do this sort of work?
2. The survey will take roughly [X] months to complete, including [Y] months for training and [Z] months for fieldwork. Will you be available for the entire time? If you will be taking a leave of absence from a permanent position, can you submit a letter from your employer stating that you will be given a leave of absence for the required dates?
3. The survey will be conducted in [survey areas], and given your language ability, you may be asked to work in [area]. Are there areas where you are not willing to work?
4. Survey work sometimes requires weekend and evening work. Are you will to work at these times—outside of normal work hours?
5. [Explain salary and per diem and any other benefits and conditions of service.] Are these benefits and compensation acceptable?
6. Why do you want to work on this survey?
7. What sort of experience do you have using a tablet computer?
8. Do you have any questions about the work that I can answer?

Talk to the applicants in each language they list on their application forms to better gauge their level of language proficiency. Chat for a few minutes, ask them to read from the survey questionnaire, and role-play an interview with them.

* Ask the applicant to read a section of the questionnaire (e.g., the informed consent statement or the introduction to the household consumption expenditure module) out loud in all of the questionnaire languages he or she claims to know. Give each applicant a score of 0 (not able to read at all) to 5 (able to read everything fluidly) for each language that they read.
* Give the applicant a piece of paper with 3–4 questions from the survey questionnaire, including instructions. The applicant will be the survey interviewer, and the applicant interviewer will be the survey respondent. Ask the applicant to ask the questions and record the respondent’s answers as he or she would when administering the survey. Role-playing allows the applicant interviewer to evaluate the applicant’s ability to read and understand directions, handwriting, attention to detail, and language abilities.

# Appendix B1. Illustrative Agenda: Training of Trainers





# Appendix B2. Illustrative Agenda: ICDM Training



# Appendix B3. Illustrative Agenda: Interviewer Training







# Appendix B4. Illustrative Agenda: Field Supervisor Training



# Appendix B5. Illustrative Agenda: Quality Control and Support Team Training



# Appendix C. Test Questions

# Quizzes for Interviewers

## Q1. Questionnaire Content

**Instructions:** *Circle the correct answer for each question.*

General

1. Select true or false for the following statements: [6 points]
   1. ZOI Surveys are rapid assessment, non-sampled surveys. T / F
   2. Selected geographical areas are called Zones of Influence (ZOI). T / F
   3. Clusters and households are randomly selected by the survey statistician. T / F
   4. Read the list of possible answers that appear in CAPITAL letters. T / F
   5. Read the question exactly as it is written. T / F
   6. Feed the Future ZOI surveys are population-based surveys. T / F
2. If the respondent speaks a language to which the questionnaire has not been translated, and there is no one on the survey team who is a native speaker of the respondent’s language, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will need to make arrangements to find a person capable of translating for the respondent and the interviewer. [1 point]
3. You are assigned a household in which you know one or more respondents. Should you proceed to interview the household? [I point]
   1. Yes
   2. No
4. What are the grounds for immediate dismissal from the team? *Circle all that apply.* [1 point]
   1. Inappropriate behavior, including harassment of the team or the community.
   2. Failure to obtain informed consent before interviewing the respondent.
   3. Falsification or making up of data.
   4. Repeated failure to show up for work as scheduled without informing the field supervisor.
5. Because surveys will be implemented on tablets, there is no need to carry the paper questionnaire to the field. [1 point]
   1. True
   2. False

Household Identification and Informed Consent

1. What is the correct location to use to obtain the GPS coordinates for the household? [1 point]
2. Stand in the center of the cluster to record the coordinates for questionnaire item 07.
3. While in the house, use the tablet computer to record the coordinates for questionnaire item 07.
4. Right before entering the household, right outside the door, use the tablet computer to record the coordinates for questionnaire item 07.
5. Use the mobile phone and go to an official government website to obtain the GPS coordinates.
6. Interviewer A does not need to leave the household a copy of the informed consent statement if the respondent does not need it. [1 point]
   1. True
   2. False
7. After you have read the informed consent, the respondent does not agree to be interviewed. What should you do? [1 point]
   1. You explain further the importance of the study, probe, and answer any concerns the respondent may have.
   2. You record “Refused” as the result for the visit and thank the respondent.
   3. You record “Refused” as the result for the visit and inform the field supervisor.
   4. You record “Refused” and feel glad you do not have to interview the household.
8. You do not need to ask consent for specific modules if the head of the household has given his or her permission to interview any members of the household. [1 point]
   1. True
   2. False
9. While you are reading the informed consent, the respondent agrees to participate before you finish reading the entire informed consent statement. What should you do? [1 point]
   1. It is time to rejoice because you can start with the interview sooner.
   2. You explain to the respondent that it is a study requirement and that it is important that you read the statement so the respondent understands the importance of the study and makes an informed choice.
   3. You continue to read the statement, pretending you did not hear what the respondent said.
   4. None of the above.

Household Roster and Dwelling Characteristics

1. Who qualifies to answer the Household Roster and Demographics Module? *Circle all that apply.* [1 point]
2. Any adult who is in the house when you go to interview.
3. Any competent member of the household who is age 18 or older.
4. If no one is home after you have made three call-backs, the neighbor can answer.
5. A 15-year-old child who heads the household.
6. Who is the primary adult male decisionmaker in the household? [1 point]
7. All men in the household who are age 18 and older.
8. Out of all men age 18 or older, the one who makes more important decisions.
9. A male respondent ages 15-17 in a child-headed household.
10. None of the above.
11. Who is the primary adult female decisionmaker in the household? [1 point]
12. All women in the household who are age 18 and older.
13. Out of all women age 18 or older, the one who makes more important decisions.
14. A female respondent ages 15-17 in a child-headed household.
15. None of the above.
16. Why is the code “01” pre-coded for line number 01 of Q.103? [1 point]
17. Line number 01 is reserved for the head of the household and hence coded 01 (self).
18. Line number 01 must always contain the code 01 for the primary adult male decisionmaker.
19. Line number 01 must always contain the code 01 for the primary adult female decisionmaker.
20. Line number 01 is reserved for the person who responds to the household roster.
21. For Q. 106, the respondent says that her husband spent the night in the household eight days ago. What should you do? [1 point]
22. Circle 1 (days), and enter 8 days.
23. Circle 2 (weeks), and enter 1 week.
24. Circle 3 (months), and enter 0 month.
25. None of the above.
26. If more than one type of flooring material is used, record only the material that covers most of the floor space. [1 point]
    1. True
    2. False
27. In response to the question about the main source of cooking fuel, record the top two main sources of cooking fuel. [1 point]
    1. True
    2. False
28. A respondent gives an unusually high number of households sharing the toilet with his or her household. You record whatever number is provided to you. [I point]
    1. True
    2. False
29. While entering answers regarding the ownership of certain items, should you read each item? [I point]
    1. Yes
    2. No
30. If the respondent answers that he or she has a bicycle, but it is broken, choose the best answer to record. *Circle all that apply.* [I point]
    1. Find out how long the bicycle has been broken and whether it will be fixed.
    2. Enter “1” for “yes” (i.e., the household owns it).
    3. If the bicycle is temporarily out of use, enter “2” for “no” (i.e., the household does not own it).
    4. If the bicycle is permanently out of use, enter “2” for “no” (i.e., the household does not own it).

Food Security and Resilience

1. It is important to ensure complete privacy before implementing the Food Security and Resilience module. [1 point]
2. True
3. False
4. Everyone worries about not having enough food to eat; therefore, there is no need to ask the question if someone in the household is worried about not having enough food to eat because of lack of money or other resources. [1 point]
5. True
6. False
7. What is the recall period of the food insecurity experience questions? [1 point]
8. 24 months
9. 12 months
10. 6 months
11. 30 days/4 weeks
12. What is the recall period of the household hunger questions? [1 point]
13. 24 months
14. 12 months
15. 6 months
16. 30 days/4 weeks
17. For the question on whether a household was unable to eat healthy and nutritious food because of lack of money or other resources, what should be considered as healthy and nutritious food? [I point]
18. What the respondent provides as his or her own opinion.
19. Foods rich in protein and complex carbohydrates.
20. Quality does not matter as long as they ate food.
21. Expensive foods and nuts such as almonds, cashews, and honey.
22. What does it mean when someone in the household has to “skip a meal”? [I point]
23. The husband had to skip breakfast because his wife overslept and could not prepare the meal in time.
24. Someone in the household had to skip a meal because not enough food was cooked.
25. Someone in the household skipped a meal because there was not enough money or other resources to get food.
26. The household skipped a meal because they generally eat only *twice* a day and have snacks in between.
27. What does it mean when someone in the household has to go “without eating for a whole day”? [I point]
28. Someone in the household was fasting and did not eat anything for a whole day.
29. Someone in the household went without eating for a whole day because there was not enough money or other resources to get food.
30. The household did not cook food all day and went to a relative’s house to eat.
31. None of the above.
32. A household’s experience of difficult times includes experiences like the loss of family member, loss of income, hunger, drought, flood, conflict, or similar event. [I point]
33. True
34. False
35. While responding to the questions about difficult times experienced by the household, the respondent starts to cry—what should you do? [I point]
36. Provide sympathy and give the respondent the time required for him or her to feel better before you continue with the rest of the questions.
37. Provide sympathy and end the interview because it is not nice to hurt someone.
38. Call the supervisor because you are too stressed and do not want to interview the respondent any more.
39. None of the above.
40. Because some local governments do not have systems or resources to help the communities, there is no need to ask the respondents whether they believe local government will help them cope with difficult times in the future. [I point]
41. True
42. False

Women’s and Children’s Nutrition

1. The women’s nutrition module is administered to the following women: *Circle all that apply.* [I point]
2. All women ages 15-49 in the household.
3. Only the primary female adult decisionmaker.
4. All women ages 15-49 except for the primary adult female decisionmaker.
5. A randomly selected woman ages 15-49 in the household.
6. The children’s nutrition module is administered to the primary caregiver of the youngest child ages 0‑5 in the household. [I point]
7. True
8. False
9. Dietary intake questions are asked of all children ages 0-5. [1 point]
10. True
11. False
12. Choose the order (1 to 4) for administering the questions on food intake in the past 24 hours. [2 points]

\_\_\_\_ Write down any other foods that the respondent mentioned but are not listed.

\_\_\_\_ Read the remaining food groups.

\_\_\_\_ Probe for other meals during the day.

\_\_\_\_ Ask for foods consumed yesterday when the respondent first woke up.

1. Children \_\_\_\_\_\_\_\_ months or older should be measured standing up. [1 point]
2. Children are breastfed only when they are put to breast. A child is not considered breastfed if breastmilk is fed through a spoon, cup or bottle. [1 point]
3. True
4. False
5. Today is December 12, 2017.
   1. What is the age of the child (in months) if the child was born on July 7, 2013? \_\_\_\_ [I point]
   2. Is the child eligible for anthropometry? \_\_\_\_\_ [1 point]
   3. Is the child eligible for dietary intake questions? \_\_\_\_\_ [1 point]

Women’s Empowerment in Agriculture

1. Who responds to the module on Women’s Empowerment in Agriculture? [1 point]
   * 1. All women ages 15-49 in the household.
     2. All men and women ages 15-49 in the household.
     3. All responsible adults age 18 and older who are decisionmakers in the household.
     4. One primary adult female decisionmaker and one primary adult male decisionmaker in each household.
     5. Only the primary adult female decisionmaker in the household.
2. Select true or false for the following statements: [5 points]
   1. Women may answer questions less freely if adult men are present. T / F
   2. If a man makes decisions in the household, then the woman is not a

primary adult female decisionmaker. T / F

* 1. Only women farmers can make decisions about agriculture. T / F
  2. Only the household makes decision about the farms it owns. T / F
  3. Primary female and male decisionmakers can be present for each other’s

interview because they make most decisions together. T / F

1. If a respondent’s age is 17 years, 11 months, and 15 days on the day of the interview:
   1. What is the age of the respondent in completed years? \_\_\_\_\_\_\_\_\_ [1 point]
   2. Is the respondent eligible for the Empowerment in Agriculture module (Module 6)? \_\_\_\_\_\_\_\_\_\_ [1 point]
2. Fill in the blank using one of the following words:

Ultimatum Input Ignorance Opposition Decision

Giving \_\_\_\_\_\_\_ means providing ideas, information, or suggestions for a plan or discussion. [1 point]

1. What does “traveling” mean for the time allocation module? Select one. [I point]
2. Traveling to work.
3. Traveling to school.
4. Traveling but not for work or school.

Consumption Expenditure

1. Who should be the respondent for the consumption expenditure modules? *Circle all that apply.* [1 point]
2. The household member who is most knowledgeable about food eaten in the past week by household members should respond to module 8.1 (food consumption in the past 7 days).
3. The household member who is most knowledgeable about non-food items that the household has purchased over the past year should respond to modules 8.2 to 8.7 (household expenditures including non-food items).
4. The household member who is most knowledgeable and generally happens to be the head of the household.
5. None of the above.
6. A household purchased a 100 kg sack of rice last week, but the household ate only 4 kg of rice. You should enter 4 kg as the quantity of food that came from purchases rather than 100 kg. [I point]
7. True
8. False
9. Regular payment toward purchasing a house is called a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [1 point]
10. Unit conversion will take place during data analysis; the interviewer should not convert the units in the field. [I point]
11. True
12. False
13. If the respondent reports a quantity in a unit of measure that is not available, you can select the closest approximation from the units that are provided. [I point]
14. True
15. False
16. Circle all sources of food. [I point]
17. Purchased food.
18. Foods grown, harvested, or gathered by the household (i.e., the household’s own production).
19. Food that was a gift or came from other sources.
20. None of the above.
21. For durable goods expenditures, if the respondent says he has a chair that cost $20 in the market, irrespective of the condition of the chair, you will record the value of the chair as $20. [I point]
22. True
23. False
24. If the household owns five beds, and some are old and some are new, how will you calculate the age of the beds owned by the household? [I point]
25. Ask the respondent the age of the newest bed and record the number.
26. Calculate the age of each of the beds, sum the ages, divide it by number of beds, and this will be the average age of the beds.
27. Durable goods do not have an age, just record new or old.
28. Calculate the age of each of the beds, sum the ages, and this will be the average age of the beds.
29. If the household uses the purchased wheat flour to make its own bread for consumption, you will enter the amount consumed in which food category: [I point]
30. Wheat flour
31. Bread
32. Both
33. If the quantity of an item is zero, then the unit should be left blank. [I point]
34. True
35. False

Agricultural Technologies – Crops

1. The respondent for the [C-VCC] agricultural technologies module should be the household member who has made the most decisions about cultivating [C-VCC] in the past year. [I point]
2. True
3. False
4. Match the agricultural technique in column 1 with its function in agriculture in column 2. [5 points]

|  |  |  |  |
| --- | --- | --- | --- |
| Column 1: Technique | | Column 2: Function in Agriculture | |
| 1 | Slash and burn | 1 | Weed control methods |
| 2 | Randomly broadcast | 2 | Land preparation method |
| 3 | Intercropping and mulching | 3 | Soil and water control methods |
| 4 | Terracing and soil bands | 4 | Zero tillage method |
| 5 | Ploughing | 5 | Planting method |

1. Match the item in column 1 with its function in agriculture in column 2. [4 points]

|  |  |  |  |
| --- | --- | --- | --- |
| Column 1: Item | | Column 2: Function in Agriculture | |
| 1 | Tarpaulin | 1 | Container for transporting harvested crops |
| 2 | Crib | 2 | Surface for drying harvested crops |
| 3 | Hermetic bag | 3 | Type of seed |
| 4 | Improved variety | 4 | Type of storage location |

1. Match the item in column 1 with its function in agriculture in column 2. [4 points]

|  |  |  |  |
| --- | --- | --- | --- |
| Column 1: Item | | Column 2: Function in Agriculture | |
| 1 | Fertilizer | 1 | A substance used to destroy insects or other organisms harmful to cultivated plants |
| 2 | Herbicide | 2 | A type of organic fertilizer |
| 3 | Pesticide | 3 | A substance that is used to enhance plant growth |
| 4 | Animal manure | 4 | A substance used to destroy unwanted vegetation, such as weeds |

1. What are the techniques for managing soil and water for crops? Specify at least two of the techniques. [2 points]
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. To assess the land area, walk the perimeter of the plot and enter into the tablet the area in hectares to one decimal place. [1 point]
3. True
4. False
5. The soil pit should be at least \_\_\_\_cm deep. [1 point]
6. Name two types of irrigation methods. [2 points]
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agricultural Technologies – Dairy Cows

1. Select true or false for the following statements: [5 points]
   1. Mastitis is a condition that causes an increase in a diary cow’s milk production. T / F
   2. Cows can be bred by natural breeding or by artificial insemination. T / F
   3. Forages and simple crop by-products are types of feed for dairy cows. T / F
   4. Mixed concentrates, which are fed to dairy cows to increase milk production, are usually made at home. T / F
   5. Vaccinations are a health service that dairy cows may receive. T / F
2. Specify two vaccinations that could be given to the dairy cows and calves. [2 points]
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Specify four forages that are fed to dairy cows. [4 points]
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. A simple crop by-product is a kind of supplemental feed that is made from the parts of a plant that are left over after the main crop is harvested, like stems or seed pods. [1 point]
10. True
11. False
12. Name three types of simple crop by-products. [3 points]
13. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
15. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agricultural Technologies – Pond Aquaculture

1. All of the following can be used to control disease among fish except for: [1 point]
2. Salt
3. Methyl blue
4. Animal manure
5. Antibiotics
6. Sex separation is a technique used to improve the production of fish. [1 point]
   1. True
   2. False
7. A man-made earthen basin can be used to raise fish. [1 point]
8. True
9. False
10. Specify two ways to monitor water quality in the pond. [2 points]
    * 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Which of the following should be done to maintain good water quality in the pond? Circle all that apply. [2 points]
    1. Screen the water coming into the pond
    2. Add undissolved oxygen
    3. Drain pond to clean it
    4. Add ash to stabilize pH
12. Name one method of harvesting fish. [1 point]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Name two methods of processing fish after they are harvested. [2 points]
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Q2. CAPI General Knowledge

**Instructions:** *Circle the correct answer for each question.*

1. What is the first step in starting a household interview? [1 point]
2. Receive household assignment from the supervisor.
3. Greet the household respondent.
4. Share household information with the second interviewer.
5. Choose option 1 on the interviewer main menu.
6. Before receiving a new household assignment, you should always send your work to the supervisor first. [1 point]
7. True
8. False
9. To close a cluster, which of the following should take place? *Circle all that apply.* [1 point]
10. All interviewers should send all household data to the supervisor.
11. Delete data for all incomplete modules.
12. Delete households on supervisor tablets that could not be reached for interview.
13. With the supervisor and all team members, compile data, run the closing clusters program, and address all errors as a team.
14. All of the above.
15. After completing the first two modules in a household, which of the following should be done first? [1 point]
16. Report to your supervisor/CAPI data manager and transmit data.
17. Measure all women and children eligible for anthropometry data collection.
18. Review the household module status to determine which modules must be completed in the household.
19. Send data to all interviewers on the team who may assist in the household.
20. Which option on the Interviewer data entry menu displays the current results of all modules in the household? [1 point]
21. Assign modules to second interviewer
22. Modify household
23. Household module status
24. Result code summary
25. How often should the supervisor collect work from the interviewers and back up data? [1 point]
26. At the arrival and departure of the team in a cluster.
27. Whenever he or she remembers.
28. At least once per day, regardless of the time.
29. Whenever the in-country data manager notifies the team of an upgrade.
30. When making a call-back to a household where one previous visit was made and a result code of 4 (postponed) was entered, the following option is used to begin the interview: [1 point]
31. Send data to second interviewer.
32. Begin data entry.
33. Revisit incomplete/partial household.
34. Modify household.
35. Anthropometry data should be entered in the CAPI system only after all eligible women or children in the household have been measured or their columns completed. [1 point]
36. True
37. False
38. Household information should be shared in which of the following circumstances? *Circle all that apply.* [1 point]
39. When there are many individuals and the primary interviewer needs help completing work.
40. When the supervisor wants to monitor work and carry out re-interviews.
41. When there are individuals of the opposite sex that need to be interviewed.
42. When the second interviewer needs to know ages of persons in the household.
43. In which of the following circumstances can data be guessed and filled in by the interviewer? *Circle all that apply.* [1 point]
44. The respondent refuses to answer a sensitive question to which CAPI requires an answer.
45. The year of birth and age do not match for a child.
46. The respondent’s spouse mentioned an answer in the household interview, so there is no need to ask the question again.
47. There is never a circumstance in which interviewers may guess at data, even if they think they know the correct answer.

## Q3. CAPI Data Entry Error Messages

**Instructions:** *For each error message in column 1, identify the cause of the error from column 2 and what you should do in column 3. Enter the answer codes with the matches from columns 2 and 3 in the answer box—the fourth question in column 1 is completed as an example in the answer table.* [20 points]

|  |  |  |
| --- | --- | --- |
| **Column 1: Errors** | **Column 2: Causes** | **Column 3: Solutions** |
| 1. 11026 E Household not assigned for data entry. | 1. An answer of “Don’t know” was recorded alongside another valid answer. | 1. Determine whether the household cooks with and has electricity. Modify cooking fuel or household possessions. |
| 1. 0016 E Date or time of interview impossible. | 1. Cluster has not been opened by supervisor for data collection or update from supervisor was not received. | 1. Confirm response—if recorded correctly, remove “Don’t know.” |
| 1. 00201 E Main source of cooking fuel (electricity), but doesn’t have electricity. | 1. Respondent said that the main source of cooking fuel is electricity, but the household does not have electricity. | 1. Check cluster number entered and ask supervisor to resend update of sample if necessary. |
| 1. 09996 E Response “Don’t know” inconsistent with other answers. | 1. A date of birth of the respondent was recorded that is not real—for example, February 29, 2003. | 1. Confirm that child being measured is correct in tablet. If so, confirm sex and resolve difference. |
| 1. 00503 E Invalid date of birth—check day, month, year (DD/MM/YYYY). | 1. Primary activity entered matches the secondary activity entered by interviewer. | 1. Confirm whether there is a secondary activity. If not, choose “No secondary activity.” Otherwise, choose a different activity. |
| 1. 11009 E Household not complete—only completed households can be modified. | 1. Household has either not been interviewed or is partially complete and cannot be modified until it is complete. | 1. Open and finalize household interview. When finished, re-attempt assigning of second interviewer. |
| 1. 00508 E Age in years (AA) inconsistent with DOB (DD/MM/YYYY). | 1. Date or time recorded for the interview is not within the survey fieldwork range. | 1. Re-ask caretaker both age AND date of birth to determine which is correct. Do not assume either. |
| 1. 11011 E Modules 1 and 2 must be completed before assigning second interviewer. | 1. The household has not been assigned to the interviewer. | 1. Choose data entry option 1 (begin entry) or 2 (revisit incomplete/partial) to access household data. |
| 1. 00501 W Sex of child in household is different. | 1. The age recorded is not consistent with the date of birth recorded. | 1. Check recorded date of birth—determine incorrect piece and resolve. Note that eligibility may be the cause of error. |
| 1. 11006 E Cluster not found in sample, reenter cluster number. | 1. Household roster and characteristics have not been completed before interviewer attempted to assign modules. | 1. Consult with supervisor—ask for assignment to be resent over Bluetooth. |
| 1. 00602 E Secondary activity is same as primary activity. | 1. The sex given in the household does not match the sex given in the anthropometry section. | 1. Check date and time on tablet—reset if needed. |

*Write your answers in the table below.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Column 1** | **Column 2** | **Column 3** | **Column 1** | **Column 2** | **Column 3** |
| 1 |  |  | 7 |  |  |
| 2 |  |  | 8 |  |  |
| 3 |  |  | 9 |  |  |
| 4 | **1** | **2** | 10 |  |  |
| 5 |  |  | 11 |  |  |
| 6 |  |  | Score: |  |  |

# Quizzes for Field Supervisors

## Q4. Field Supervisors

**Instructions:** *Fill in the blanks and circle the correct answer for each question.*

1. If the respondent speaks a language to which the questionnaire has not been translated, and there is no one on the survey team who is a native speaker of the respondent’s language, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will need to make arrangements to find a person capable of translating for the respondent and the interviewer. [1 point]
2. Choose the statement that is not a responsibility of the supervisor. [1 point]
   1. Maintain interviewer motivation and morale
   2. Discuss confidential information with the village leader
   3. Assign interviews
   4. Manage documentation of work in the cluster
3. During review of the questionnaire, you find a household that has refused to participate. What should be the next step? [1 point]
   1. Consider the “Final” result code as “Refused.”
   2. Go to the household, speak to the respondent, and try to convince him or her to participate.
   3. Select the next household to make up for the refusal.
   4. Send the interviewer back to the household and ask the interviewer to convince the respondent to participate.
4. Grounds for immediate dismissal, such as inappropriate behavior (harassment of any kind), unauthorized use of survey vehicle, tablets, making up data, etc., pertain to the interviewers only and not the supervisors. [1 point]
   1. True
   2. False
5. In addition to managing and supervising the interviewers, the field supervisor also meets with community leaders, manages the vehicle and driver, and coordinates room and board for the team. [1 point]
   1. True
   2. False
6. If the local authorities show any reluctance to allow the fieldwork to be conducted, these are some of the things the supervisor should explain: *Circle all that apply.* [1 point]
   1. The study has been approved by the central government (show the letter).
   2. There is no cost to the community or to any respondent.
   3. Respondent identities will be protected absolutely; only aggregated results will be published.
   4. Respondents should not refuse because the study has been approved by central government and funded by USAID.
7. Because you have the authority to assign the modules to interviewers A and B in your team, you can give less work to the interviewers who are nice to you. [1 point]
   1. True
   2. False
8. If you are not able to find a cluster, and it is getting late to start the fieldwork, it is acceptable that you find any village and collect data from 25 households. [1 point]
   1. True
   2. False

1. After you have assigned interviewers to the respective households, you do not have to transmit the updated household assignments to the interviewers. [1 point]
   1. True
   2. False
2. While observing the interview, you must observe the following: *Circle all that apply.* [1 point]
   1. Interviewer asks the questions as written.
   2. Interviewer shows respect to the respondent and acknowledges and responds to any respondent concerns or questions.
   3. Interviewer looks nice in her red dress and black shoes.
   4. Interviewer maintains a calm and helpful demeanor while collecting the anthropometric data and follows the procedures carefully.
3. Random households should be selected for the spot-checks. [1 point]
   1. True
   2. False
4. In the course of observing the interview, the field supervisor can interrupt the interviewer to ask questions or attempt to provide training to the interviewer. [1 point]
   1. True
   2. False
5. It is very important that you carefully observe and provide detailed feedback on each interviewer’s performance several times in the first week of fieldwork. [1 point]
   1. True
   2. False
6. To close a cluster, the interviewers must do the following: *Circle all that apply.* [1 point]
   1. Receive questionnaires from the interviewers.
   2. Confirm that all selected households have been interviewed.
   3. Concatenate data from the current cluster.
   4. Close the cluster.
7. After sending the complete cluster data to the in-country data manager, it does not matter if you have a complete record for every household on your tablet. [I point]
   1. True
   2. False
8. Because you observed the interview, you do not need to review the questionnaire in the evening to finalize it. [I point]
   1. True
   2. False
9. Circle the age that is NOT an example of age heaping in children. [I point]
   1. 60 months
   2. 24 months
   3. 48 months
   4. 8 months
   5. 6 months
10. If an Internet connection is not available in the cluster, the field supervisor must wait until the field team is in a location with Internet access and then transmit all un-transmitted data. [I point]
    1. True
    2. False
11. If the age is flagged for heaping or the height and weight are flagged as out of range, you should discuss this with the interviewer and may revisit the household to check the quality of the data collection. [I point]
    1. True
    2. False
12. The field supervisor should manage the driver’s time for the following reasons: *Circle all that apply*. [1 point]
    1. Vehicle is available for drop off and pick up of interviewer teams.
    2. Vehicle is available for drop off and pick up of the agriculture interviewer.
    3. Vehicle is available for transfer of anthropometry equipment.
    4. Vehicle is available for drop off and pick up of a friend you met in the cluster.

Field supervisors will also take the quizzes on CAPI knowledge and CAPI errors. [30 points]

# Quizzes for the In-Country Data Manager

## Q5. In-Country Data Manager

**Instructions:** *Read the questions carefully and answer the following questions.*

1. After downloading a cluster of data from the field, order (1 to 4) the following steps in data processing: [4 points]

\_\_\_ Run a structure check on the data from the cluster.

\_\_\_ Modify data based on secondary editing.

\_\_\_ Finalize the cluster.

\_\_\_ Save a backup of the data from the field.

1. All secondary editing errors must be resolved and a clean report produced before finalizing a cluster. [1 point]
2. True
3. False
4. If a structure check on a cluster of data returns several errors, what steps may need to be taken? *Circle all that apply.* [1 point]
5. Consult the ICDM manual for guidance on resolving the errors in the structure check.
6. Modify data to remove ineligible individual data from the cluster files.
7. Contact the [CONTRACTOR] data manager to assist in resolving errors.
8. Contact the supervisor of the team for that cluster and request them to resend their data.
9. All of the above.
10. Describe how the following error should be resolved:

**0072 Check primary male decisionmaker’s age (line *n*, age *n*) with his parent's age (line *n*, age *n*)** [4 points]

1. Which option on the ICDM menu should be used to fix secondary editing errors? [1 point]
2. View/Modify Questionnaires
3. Modify Errors in Households
4. Secondary Editing
5. Receive Questionnaires
6. Indicate what each of the following folders holds: [4 points]

\DATA\RAW \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\CONTROL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\ENTRY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\DATA\FIELD \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If a team shows much lower response rates than all other teams in field check tables, what steps should be taken? *Circle all that apply.* [1 point]
2. Call the team supervisor to find out more information.
3. Notify survey management and the [CONTRACTOR] data manager of the team’s response rate.
4. Contact the survey manager to replace the team immediately.
5. Run field check tables by interviewer.
6. Field check tables should be run \_\_\_\_\_\_\_\_\_\_\_\_ (how often), or at the request of survey management. [1 point]
7. What suggestions should the ICDM make to a team supervisor who is not able to transfer household assignments to his or her team? [2 points]
8. In which of the following circumstances can the ICDM make an educated guess to resolve secondary editing errors? *Circle all that apply.* [1 point]
9. The household has no electricity but uses electricity for cooking.
10. The year of birth and age do not match for a child.
11. The respondent gave one answer in the household characteristics module but gave a different answer in the WEAI module.
12. There is never a circumstance in which the ICDM may guess at data, even if they think they know the correct answer.

# Answer Key

## A1. Questionnaire Content

**Instructions:** *Circle the correct answer for each question.*

General

1. Select true or false for the following statements: [6 points]
   1. Feed the Future is rapid assessment, non-sampled surveys. T / F
   2. Selected geographical areas are called Zones of Influence (ZOI). T / F
   3. Clusters and households are randomly selected by the survey statistician. T / F
   4. Read the list of possible answers that appear in CAPITAL letters. T / F
   5. Read the question exactly as it is written. T / F
   6. Feed the Future ZOI surveys are population-based surveys. T / F
2. If the respondent speaks a language to which the questionnaire has not been translated, and there is no one on the survey team who is a native speaker of the respondent’s language, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will need to make arrangements to find a person capable of translating for the respondent and the interviewer. [1 point]

Field Supervisor

1. You are assigned a household in which you know one or more respondents. Should you proceed to interview the household? [I point]
   1. Yes
   2. No
2. What are the grounds for immediate dismissal from the team? *Circle all that apply.* [1 point]
   1. Inappropriate behavior including harassment of the team or the community.
   2. Failure to obtain informed consent before interviewing the respondent.
   3. Falsification or making up of data.
   4. Repeated failure to show up for work as scheduled without informing the field supervisor.
3. Because the surveys will be implemented on tablets, there is no need to carry the paper questionnaire to the field. [1 point]
   1. True
   2. False

Household Identification and Informed Consent

1. What is the correct location to use to obtain the GPS coordinates for the household? [1 point]
2. Stand in the center of the cluster to record the coordinates for A07.
3. While in the house, use the tablet computer to record the coordinates for A07
4. Right before entering the household, right outside the door, use the tablet computer to record the coordinates for A07.
5. Use the mobile phone, and go to an official government website to obtain the GPS coordinates.
6. Interviewer A does not need to leave the household a copy of the informed consent statement if the respondent does not need it. [1 point]
   1. True
   2. False
7. After you have read the informed consent, the respondent does not agree to be interviewed. What should you do first? [1 point]
   1. You explain further the importance of the study, probe, and answer any concerns the respondent may have.
   2. You record “Refused” as the result for the visit and thank the respondent.
   3. You record “Refused” as the result for the visit and inform the field supervisor.
   4. You record “Refused” and feel glad you do not have to interview the household.
8. You do not need to ask consent for specific modules if the head of the household has given his or her permission to interview any members of the household. [1 point]
   1. True
   2. False
9. While you are reading the informed consent, the respondent agrees to participate before you finish reading the entire informed consent statement. What should you do? [1 point]
   1. It is time to rejoice because you can start with the interview sooner.
   2. You explain to the respondent that it is a study requirement and that it is important that you read the statement so the respondent understands the importance of the study and makes an informed choice.
   3. You continue to read the statement, pretending you did not hear what the respondent said.
   4. None of the above.

Household Roster and Dwelling Characteristics

1. Who qualifies to answer the Household Roster and Demographics Module? *Circle all that apply.* [1 point]
2. Any adult who is in the house when you go to interview.
3. Any competent member of the household who is age 18 or older.
4. If no one is home after you have made three call-backs, the neighbor can answer.
5. A 15-year-old child who heads the household.
6. Who is the primary adult male decisionmaker in the household? [1 point]
7. All men in the household who are age 18 and older.
8. Out of all men age 18 or older, the one who makes more important decisions.
9. A male respondent ages 15-17 in a child-headed household.
10. None of the above.
11. Who is the primary adult female decisionmaker in the household? [1 point]
12. All women in the household who are age 18 and older.
13. Out of all women age 18 or older, the one who makes more important decisions.
14. A female respondent ages 15-17 in a child-headed household.
15. None of the above.
16. Why is the code “01” pre-coded for line number 01 of Q.103? [1 point]
17. Line number 01 is reserved for the head of the household and hence coded 01 (self).
18. Line number 01 must always contain the code 01 for the primary adult male decisionmaker.
19. Line number 01 must always contain the code 01 for the primary adult female decisionmaker.
20. Line number 01 is reserved for the person who responds to the household roster.
21. The respondent says that her husband spent the night in the household eight days ago. What should you record? [1 point]
22. Circle 1 (days), and enter 8 days.
23. Circle 2 (weeks), and enter 1 week.
24. Circle 3 (months), and enter 0 month.
25. None of the above.
26. If more than one type of flooring material is used, record only the material that covers most of the floor space. [1 point]
    1. True
    2. False
27. In response to the question about the main source of cooking fuel, record the top two main sources of cooking fuel. [1 point]
    1. True
    2. False
28. A respondent gives an unusually high number of households sharing the toilet with his or her household. You record whatever number is provided to you. [I point]
    1. True
    2. False
29. While entering answers regarding the ownership of certain items, should you read each item? [I point]
    1. Yes
    2. No
30. If the respondent answers that he or she has a bicycle, but it is broken, choose the action and answer to record. *Circle all that apply.* [I point]
    1. Find out how long the bicycle has been broken and whether it will be fixed.
    2. Enter “1” for “yes” (i.e., the household owns it).
    3. If the bicycle is temporarily out of use, enter “2” for “no” (i.e., the household does not own it).
    4. If the bicycle is permanently out of use, enter “2” for “no” (i.e., the household does not own it).

Food Security and Resilience

1. It is important to ensure complete privacy before implementing the Food Security and Resilience module. [1 point]
2. True
3. False
4. Everyone worries about not having enough food to eat; therefore, there is no need to ask the question if someone in the household is worried about not having enough food to eat because of lack of money or other resources. [1 point]
5. True
6. False
7. What is the recall period of the food insecurity experience questions? [1 point]
8. 24 months
9. 12 months
10. 6 months
11. 30 days/4 weeks
12. What is the recall period of the household hunger questions? [1 point]
13. 24 months
14. 12 months
15. 6 months
16. 30 days/4 weeks
17. For the question on whether a household was unable to eat healthy and nutritious food because of lack of money or other resources, what should be considered as healthy and nutritious food? [I point]
18. What the respondent provides as his or her own opinion.
19. Foods rich in protein and complex carbohydrates.
20. Quality does not matter as long as they ate food.
21. Expensive foods and nuts such as almonds, cashews, and honey.
22. What does it mean when someone in the household has to “skip a meal”? [I point]
23. The husband had to skip breakfast because his wife overslept and could not prepare the meal in time.
24. Someone in the household had to skip a meal because less food was cooked.
25. Someone in the household skipped a meal because there was not enough money or other resources to get food.
26. The household skipped a meal because they generally eat only *twice* a day and have snacks in between.
27. What does it mean when someone in the household has to go “without eating for a whole day”? [I point]
28. Someone in the household was fasting and did not eat anything for a whole day.
29. Someone in the household went without eating for a whole day because there was not enough money or other resources to get food.
30. The household did not cook food all day and went to a relative’s house to eat.
31. None of the above.
32. A household’s experience of difficult times includes experiences like the loss of family member, loss of income, hunger, drought, flood, conflict, or similar event. [I point].
33. True
34. False
35. While responding to the difficult times in the household, the respondent starts to cry—what should you do? [I point]
36. Provide sympathy and give the respondent the time required for him or her to feel better before you continue with the rest of the questions.
37. Provide sympathy and end the interview because it is not nice to hurt someone.
38. Call the supervisor because you are too stressed and do not want to interview the respondent any more.
39. None of the above.
40. Because some local governments do not have systems or resources to help the communities, there is no need to ask the respondents whether they believe local government will help them cope with difficult times in the future. [I point]
41. True
42. False

Women’s and Children’s Nutrition

1. The women’s nutrition module is administered to the following women: *Circle all that apply.* [I point]
2. All women ages 15-49 in the household.
3. Only the primary female adult decisionmaker.
4. All women ages 15-49 except for the primary adult female decisionmaker.
5. A randomly selected woman ages 15-49 in the household.
6. The children’s nutrition module is administered to the primary caregiver of the youngest child ages 0‑5 in the household. [I point]
7. True
8. False
9. Dietary intake questions are asked of all children ages 0-5. [1 point]
10. True
11. False
12. Choose the order (1 to 4) for administering the questions on food intake in the past 24 hours. [2 points]

4

\_\_\_\_ Write down any other foods that the respondent mentioned but are not listed.

3

\_\_\_\_ Read the remaining food groups.

2

\_\_\_\_ Probe for other meals during the day.

1

\_\_\_\_ Ask for foods consumed yesterday when the respondent first woke up.

24

1. Children \_\_\_\_\_\_\_\_ months or older should be measured standing up. [1 point]
2. Children are breastfed only when they are put to breast. A child is not considered breastfed if breastmilk is fed through a spoon, cup or bottle. [1 point]
3. True
4. False
5. Today is December 12, 2017.

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* 1. What is the age of the child (in months) if the child was born on July 7, 2013? \_\_\_\_ [I point]

Y

* 1. Is the child eligible for anthropometry? \_\_\_\_\_ [1 point]

N

* 1. Is the child eligible for dietary intake questions? \_\_\_\_\_[1 point]

Women’s Empowerment in Agriculture

1. Who responds to the module on Women’s Empowerment in Agriculture? [1 point]
   * 1. All women ages 15-49 in the household.
     2. All men and women ages 15-49 in the household.
     3. All responsible adults ages 18 and older who are decisionmakers in the household.
     4. One primary adult female decisionmaker and one primary adult male decisionmaker in each household.
     5. Only the primary adult female decisionmaker in the household.
2. Select true or false for the following statements: [5 points]
   1. Women may answer questions less freely if adult men are present. T / F
   2. If a man makes decision in the household, then the woman is not a

primary adult female decisionmaker. T / F

* 1. Only women farmers can make decisions about agriculture. T / F
  2. Only the household makes decision about the farms it owns. T / F
  3. Primary female and male decisiomakers can be present for each other’s

interview because they make most decisions together. T / F

1. If a respondent’s age is 17 years, 11 months, and 15 days on the day of the interview:

17

* 1. What is the age of the respondent in completed years? \_\_\_\_\_\_\_\_\_ [1 point]

N

* 1. Is the respondent eligible for the WEAI module? \_\_\_\_\_\_\_\_\_\_ [1 point]

1. Fill in the blank using one of the following words:

Ultimatum Input Ignorance Opposition Decision

Input

\_\_\_\_\_\_\_ means being able to provide ideas, information, or suggestions for a plan or discussion [1 point].

1. What does “traveling” mean for the time allocation module? Select one. [I point]
2. Traveling to work.
3. Traveling to school.
4. Traveling but not for work or school.

Consumption Expenditure

1. Who should be the respondent for the consumption expenditure modules? *Circle all that apply.* [1 point]
2. The household member who is most knowledgeable about food eaten in the past week by household members should respond to module 8.1 (food consumption in the past 7 days).
3. The household member who is most knowledgeable about non-food items that the household has purchased over the past year should respond to modules 8.2 to 8.7 (household expenditures including non-food items).
4. The household member who is most knowledgeable and generally happens to be the head of the household.
5. None of the above.
6. A household purchased a 100 kg sack of rice last week, but the household ate only 4 kg of rice. You should enter 4 kg as the quantity of food consumed that came from purchases rather than 100 kg. [I point]
7. True
8. False

mortgage

1. Regular payment toward purchasing a house is called a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [1 point]
2. Unit conversions will take place during data analysis; the interviewer should not convert the units in the field. [I point]
3. True
4. False
5. If the respondent reports a quantity in a unit of measure that is not available, you can select the closest approximation from the units that are provided. [I point]
6. True
7. False
8. Circle all sources of food. [I point]
9. Purchased food.
10. Foods grown, harvested, or gathered by the household (i.e., the household’s own production).
11. Food that was a gift or came from other sources.
12. None of the above.
13. For durable goods expenditures, if the respondent says he has a chair that is $20 in the market, irrespective of the condition of the chair, you will record the value of the chair as $20. [I point]
14. True
15. False
16. If the household owns five beds, and some are old and some are new, how will you calculate the age of the beds owned by the household? [I point]
17. Ask the respondent the age of the newest bed and record the number.
18. Calculate the age of each of the beds, sum the ages, divide it by number of beds, and this will be the average age of the beds.
19. Durable goods do not have an age, just record new or old.
20. Calculate the age of each of the beds, sum the ages, and this will be the average age of the beds.
21. If the household uses the purchased wheat flour to make its own bread for consumption, you will enter the item consumed in which food category: [I point]
22. Wheat flour
23. Bread
24. Both
25. If the quantity of an item is zero, then the unit should be left blank. [I point]
26. True
27. False

Agricultural Technologies – Crops

1. The respondent for the [C-VCC] agriculture technologies module should be the household member who has made the most decisions about cultivating [C-VCC] in the past year. [I point]
2. True
3. False
4. Match the agriculture technique in column 1 with its function in agriculture in column 2. [5 points]

|  |  |  |  |
| --- | --- | --- | --- |
| Column 1: Technique | | Column 2: Function in Agriculture | |
| 1 | Slash and burn | 1 | Weed control methods |
| 2 | Randomly broadcast | 2 | Land preparation method |
| 3 | Intercropping and mulching | 3 | Soil and water control methods |
| 4 | Terracing and soil bands | 4 | Zero tillage method |
| 5 | Ploughing | 5 | Planting method |

Answer: 1-4, 2-5, 3-1, 4-3, 5-2

1. Match the item in column 1 with its function in agriculture in column 2. [4 points]

|  |  |  |  |
| --- | --- | --- | --- |
| Column 1: Item | | Column 2: Function in Agriculture | |
| 1 | Tarpaulin | 1 | Container for transporting harvested crops |
| 2 | Crib | 2 | Surface for drying harvested crops |
| 3 | Hermetic bag | 3 | Type of seed |
| 4 | Improved variety | 4 | Type of storage location |

Answer: 1-2, 2-4, 3-1, 4-3

1. Match the item in column 1 with its function in agriculture in column 2. [4 points]

|  |  |  |  |
| --- | --- | --- | --- |
| Column 1: Item | | Column 2: Function in Agriculture | |
| 1 | Fertilizer | 1 | A substance used to destroy insects or other organisms harmful to cultivated plants |
| 2 | Herbicide | 2 | A type of organic fertilizer |
| 3 | Pesticide | 3 | A substance that is used to enhance plant growth |
| 4 | Animal manure | 4 | A substance used to destroy unwanted vegetation, such as weeds |

Answer: 1-4, 2-5, 3-1, 4-3, 5-2

1. What are the techniques for managing soil and water for the [C-VCC] crop? Specify at least two of the techniques [2 points].

intercropping

contouring

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Crop terracing, mulching, soil bands or trenches, adding lime to the soil, and cultivation under trees (for coffee) are also valid answers.

1. To assess the land area, walk the perimeter of the plot and enter the area in hectares to one decimal place into the tablet. [1 point]
2. True
3. False

70

1. The soil pit should be at least \_\_\_\_cm deep. [1 point]
2. Name two types of irrigation methods. [2 point]

pump

canal

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_ B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Irrigation by hand and permanent hose are also valid answers.

Agricultural Technologies – Dairy Cows

1. Select true or false for the following statements: [5 points]
2. Mastitis is a condition that causes an increase in a diary cow’s milk production. T / F
3. Cows can be bred by natural breeding or by artificial insemination. T / F
4. Forages and simple crop by-products are types of feed for dairy cows. T / F
5. Mixed concentrates, which are fed to dairy cows to increase milk production, are usually made at home. T / F
6. Vaccinations are a health service that dairy cows may receive. T / F
7. Specify two vaccinations that could be given to the dairy cows and calves. [2 points]
   1. Foot and mouth disease B. Contagious bovine pleuropneumonia

Rift valley fever and other vaccinations are also valid answers.

1. Specify four forages that are fed to dairy cows. [4 points]
2. Conserved rice straw
3. Guinea grass
4. Cut fresh grass
5. Forage legumes

In addition, conserved maize stover, legume haulms/stovers, napier legumes, tree fodder (leaves, branches) are valid answers.

1. A simple crop by-product is a kind of supplemental feed that is made from the parts of a plant that are left over after the main crop is harvested, like stems or seed pods. [1 point]
2. True
3. False
4. Name three types of simple crop by-products. [3 points]
   1. Brewer’s grain
   2. Maize bran
   3. Wheat bran

Other crop by-products include molasses, fruit or vegetable processing waste, oilseed cake, cottonseed meal/cake.

Agricultural Technologies – Pond Aquaculture

1. All of the following can be used to control disease among fish except for: [1 point]
2. Salt
3. Methyl blue
4. Animal manure
5. Antibiotics
6. Sex separation is a technique used to improve the production of fish. [1 point]
7. True
8. False
9. A man-made earthen basin can be used to raise fish. [1 point]
10. True
11. False
12. Specify two ways to monitor water quality in the pond. [2 points]

A. Using hand to assess turbidity B. Test water for pH

Use of a secchi disk to assess turbidity and observing fish for piping behavior are also valid answers.

1. Which of the following should be done to maintain good water quality in the pond? Circle all that apply. [2 points]
2. Screened the water coming into the pond.
3. Added undissolved oxygen
4. Drained pond to clean it
5. Added ash to stabilize pH
6. Name one method to harvest fish. [1 point]

cast net

\_\_\_\_\_\_\_\_\_\_\_\_

Seine net and pull cages up are also valid answers.

1. Name two methods of processing fish after they are harvested. [2 points]

A. Gutting the fish B. Smoking the fish

Salting, pickling, or drying are other valid methods of processing fish after they are harvested.

## A2. CAPI General Knowledge

1. What is the first step in starting a household interview? [1 point]
2. Receive household assignment from the supervisor.
3. Greet the household respondent.
4. Share household information with the second interviewer.
5. Choose option 1 on the interviewer main menu.
6. Before receiving a new household assignment, you should always send your work to the supervisor first. [1 point]
7. True
8. False
9. To close a cluster, which of the following should take place? *Circle all that apply.* [1 point]
10. All interviewers should send all household data to the supervisor.
11. Delete data for all incomplete modules.
12. Delete households on supervisor tablets that could not be reached for interview.
13. With the supervisor and all team members, compile data, run the closing clusters program and address all errors as a team.
14. All of the above.
15. After completing the first two modules in a household, which of the following should be done first? [1 point]
16. Report to your supervisor/CAPI data manger and transmit data.
17. Measure all women and children eligible for anthropometry data collection.
18. Review the household module status to determine which modules must be completed in the household.
19. Send data to all interviewers on the team who may assist in the household.
20. Which option on the Interviewer data entry menu displays the current results of all modules in the household? [1 point]
21. Assign modules to second interviewer
22. Modify household
23. Household module status
24. Result code summary
25. How often should the supervisor collect work from the interviewers and back up data? [1 point]
26. At the arrival and departure of the team in a cluster.
27. Whenever he or she remembers.
28. At least once per day, regardless of the time.
29. Whenever the in-country data manager notifies the team of an upgrade.
30. When making a call-back to a household where one previous visit was made and a result code of 4 (postponed) was entered, the following option is used to begin the interview: [1 point]
31. Send data to second interviewer.
32. Begin data entry.
33. Revisit incomplete/partial household.
34. Modify household.
35. Anthropometry data should be entered in the CAPI system only after all eligible women or children in the household have been measured or their columns completed. [1 point]
36. True
37. False
38. Household information should be shared in which of the following circumstances? *Circle all that apply.* [1 point]
39. When there are many individuals and the primary interviewer needs help completing work.
40. When the supervisor wants to monitor work and carry out re-interviews.
41. When there are individuals of the opposite sex that need to be interviewed.
42. When the second interviewer needs to know ages of persons in the household.
43. In which of the following circumstances can data be guessed and filled in by the interviewer? *Circle all that apply.* [1 point]
44. The respondent refuses to answer a sensitive question to which CAPI requires an answer.
45. The year of birth and age do not match for a child.
46. The respondent’s spouse mentioned an answer in the household interview, so there is no need to ask the question again.
47. There is never a circumstance in which interviewers may guess at data, even if they think they know the correct answer.

## A3. CAPI Data Entry Error Messages

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Column 1** | **Column 2** | **Column 3** | **Column 1** | **Column 2** | **Column 3** |
| **1** | 8 | 10 | **7** | 9 | 7 |
| **2** | 7 | 11 | **8** | 10 | 6 |
| **3** | 3 | 1 | **9** | 11 | 4 |
| **4** | **1** | **2** | **10** | 2 | 3 |
| **5** | 4 | 9 | **11** | 5 | 5 |
| **6** | 6 | 8 | Score: | \_\_\_\_\_\_\_ / 10 | |

## A4. Field Supervisors

**Instructions:** *Fill in the blanks and circle the correct answer for each question.*

1. If the respondent speaks a language to which the questionnaire has not been translated, and there is no one on the survey team who is a native speaker of the respondent’s language, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will need to make arrangements to find a person capable of translating for the respondent and the interviewer. [1 point]

field supervisor

1. Choose the statement that is not a responsibility of the supervisor. [1 point]
   1. Maintain interviewer motivation and morale.
   2. Discuss confidential information with the village leader.
   3. Assign interviews.
   4. Manage documentation of work in the cluster.
2. During review of the questionnaire, you find a household that has refused to participate. What should be the next step? [1 point]
   1. Consider the “Final” result code as “Refused.”
   2. Go to the household, speak to the respondent, and try to convince them to participate.
   3. Select the next household to make up for the refusal.
   4. Send the interviewer back to the household, and ask them to convince the respondent to participate.
3. Grounds for immediate dismissal such as inappropriate behavior (harassment of any kind), unauthorized use of survey vehicle, tablets, making up data, etc., pertain to the interviewers only and not the supervisors. [1 point]
   1. True
   2. False
4. In addition to managing and supervising the interviewers, the field supervisor also meets with community leaders, manages the vehicle and driver, and coordinates room and board for the team. [1 point]
   1. True
   2. False
5. If the local authorities show any reluctance to allow the fieldwork to be conducted, these are some of the things the supervisor should explain. *Circle all that apply.* [1 point]
   1. Explain that the study has been approved by the central government, and show the letter.
   2. There is no cost to the community or to any respondent.
   3. Respondents’ identities will be protected absolutely, and only aggregated results will be published.
   4. Respondents should not refuse because the study has been approved by central government and funded by USAID.
6. Because you have to assign the modules to interviewers A and B in your team, you can give less work to the interviewers who are nice to you. [1 point]
   1. True
   2. False
7. If you are not able to find a cluster, and it is getting late to start the fieldwork, it is acceptable that you find any village and collect data from 25 households. [1 point]
   1. True
   2. False

1. After you have assigned interviewers to the respective households, you do not have to transmit the updated household assignments to the interviewers. [1 point]
   1. True
   2. False
2. While observing the interview, you must observe the following: *Circle all that apply.* [1 point]
   1. Interviewer asks the questions as written.
   2. Interviewer shows respect to the respondent, and acknowledges and responds to any respondent concerns or questions.
   3. Interviewer looks nice in her red dress and black shoes.
   4. Interviewer maintains a calm and helpful demeanor while collecting the anthropometric data and follows the procedures carefully.
3. Random households should be selected for the spot-checks. [1 point]
   1. True
   2. False
4. In the course of observing the interview, the field supervisor can interrupt the interviewer to ask questions or attempt to provide training to the interviewer. [1 point]
   1. True
   2. False
5. It is very important that you carefully observe and provide detailed feedback on each interviewer’s performance several times in the first week of fieldwork. [1 point]
   1. True
   2. False
6. To close a cluster, the interviewers must do the following: *Circle all that apply.* [1 point]
   1. Receive questionnaires from the interviewers.
   2. Confirm that all selected households have been interviewed.
   3. Concatenate data from the current cluster.
   4. Close the cluster.
7. After sending the complete cluster data to the ICDM, it does not matter if you have a complete record for every household on your tablet. [I point]
   1. True
   2. False
8. Because you observed the interview, you do not need to review the questionnaire in the evening to finalize it. [I point]
   1. True
   2. False
9. Circle the age that is NOT an example of age heaping in children. [I point]
   1. 60 months
   2. 24 months
   3. 48 months
   4. 8 months
   5. 6 months
10. If an Internet connection is not available in the cluster, the field supervisor must wait until the field team is in a location with Internet access and then transmit all un-transmitted data. [I point]
    1. True
    2. False
11. If the age is flagged for heaping or the height and weight are flagged as out of range, you should discuss this with the interviewer and may revisit the household to check the quality of the data collection. [I point]
    1. True
    2. False
12. The field supervisor should manage the driver’s time for the following reasons: *Circle all that apply*. [1 point]
    1. Vehicle is available for drop off and pick up of interviewer teams.
    2. Vehicle is available for drop off and pick up of the agriculture interviewer.
    3. Vehicle is available for transfer of anthropometry equipment.
    4. Vehicle is available for drop off and pick up of a friend you met in the cluster.

## A5. In-Country Data Manager

1. After downloading a cluster of data from the field, order (1 to 4) the following steps in data processing: [ 4 points]

**2**

\_\_\_ Run a structure check on the data from the cluster.

**3**

\_\_\_ Modify data based on secondary editing.

**4**

\_\_\_ Finalize the cluster.

**1**

\_\_\_ Save a backup of the data from the field.

1. All secondary editing errors must be resolved and a clean report produced before finalizing a cluster. [1 point]
2. True
3. False
4. If a structure check on a cluster of data returns several errors, what steps may need to be taken? *Circle all that apply.* [1 point]
5. Consult the ICDM manual for guidance on resolving the errors in the structure check.
6. Modify data to remove ineligible individual data from the cluster files.
7. Contact the [CONTRACTOR] data manager to assist in resolving errors.
8. Contact the supervisor of the team for that cluster and request them to resend their data.
9. All of the above.
10. Describe how the following error should be resolved:

**0072 Check primary male decisionmaker’s age (line *n*, age *n*) with his parent's age**

**(line *n*, age *n*)** [4 points]

From secondary editing guidance, consult error number 0072 and open household data on ICDM computer:

It is expected that the parents of the primary decisionmakers would be at least 12 years older. Check for data entry errors in the ages of the primary decisionmaker and each of his or her parents; if the age of the parents is less than age of primary decisionmaker, consider whether the relationship code should be son/daughter instead of father/mother. Cross-check all places where ages of household members are recorded (anthropometry, WEAI modules). If no obvious error has been made, then make no correction to the data.

1. Which option on the ICDM menu should be used to fix secondary editing errors? [1 point]
2. View/Modify Questionnaires
3. Modify Errors in Households
4. Secondary Editing
5. Receive Questionnaires
6. Indicate what each of the following folders holds: [4 points]

All data being processed from the field

\DATA\RAW \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Files used to control processing of data and manage status of clusters

\CONTROL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

All data entry programs and menus used by interviewers

\ENTRY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Original data as received from the field (will not be changed)

\DATA\FIELD \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If a team shows much lower response rates than all other teams in field check tables, what steps should be taken? *Circle all that apply.* [1 point]
2. Call the team supervisor to find out more information.
3. Notify survey management, the [CONTRACTOR] data manager, of the team’s response rate.
4. Contact the survey manager to replace the team immediately.
5. Run field check tables by interviewer.

weekly

1. Field check tables should be run \_\_\_\_\_\_\_\_\_\_\_\_ (how often), or at the request of survey management. [1 point]
2. What suggestions should the ICDM make to a team supervisor who is not able to transfer household assignments to his or her team? [2 points]

* Check that Bluetooth is on and active in each team member’s tablet.
* Check that interviewers and supervisor have entered the same cluster number.
* Ensure that team members are in close proximity to each other for transfer.
* Turn all tablets off and on and attempt the transfer again.
* Confirm that the household assignment has been completed.

1. In which of the following circumstances can the ICDM make an educated guess to resolve secondary editing errors? *Circle all that apply.* [1 point]
2. The household has no electricity but uses electricity for cooking.
3. The year of birth and age do not match for a child.
4. The respondent gave one answer in the household characteristics module but gave a different answer in the WEAI module.
5. There is never a circumstance in which the ICDM may guess at data, even if they think they know the correct answer.

# Score Sheets

## Interviewer’s Score Sheet—Questionnaire Content

|  |  |  |  |
| --- | --- | --- | --- |
| Quizzes | Topics | Maximum Points | Score |
| 1 | General | 10 |  |
| 2 | Household Identification and Informed Consent | 5 |  |
| 3 | Household Roster and Dwelling Characteristics | 10 |  |
| 4 | Food Security and Resilience | 10 |  |
| 5 | Women’s and Children’s Nutrition | 10 |  |
| 6 | A-Women’s Empowerment in Agriculture | 10 |  |
| 7 | Agriculture Technologies |  |  |
|  | Crops | 20 |  |
|  | Livestock | 15 |  |
|  | Aquaculture | 10 |  |
| 8 | Consumption Expenditure | 10 |  |
| 9 | CAPI Knowledge | 10 |  |
| 10 | CAPI Errors | 20 |  |
| **TOTAL** | | **140** |  |

## Field Supervisor’s Score Sheet

|  |  |  |  |
| --- | --- | --- | --- |
| Quizzes | Topics | Maximum Points | Score |
| 1 | Overall | 20 |  |
| 3 | CAPI Knowledge | 10 |  |
| 4 | CAPI Errors | 20 |  |
| **TOTAL** | | **50** |  |

## In-Country Data Manager’s Score Sheet

|  |  |  |
| --- | --- | --- |
| Quizzes | Maximum Points | Score |
| ICDM | 20 |  |
| **TOTAL** | **20** |  |